

# Evaluating the Mentors in Violence Prevention Program

Preventing Gender Violence on a College Campus

BY AMANDA B. CISSNER

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For all correspondence, please contact Amanda B. Cissner, Center for Court Innovation, 520 8<sup>th</sup> Avenue, 18<sup>th</sup> Floor, New York, NY 10018, [cissnera@courtinnovation.org](mailto:cissnera@courtinnovation.org).

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## EXECUTIVE SUMMARY

This report presents findings from a two-year evaluation of a gender violence prevention program known as Mentors in Violence Prevention (MVP). The program was developed in 1993 at Northeastern University in Boston, Massachusetts and, in an earlier evaluation, was found to produce significant positive changes in attitudes and predicted behaviors among high school age youth (Ward 2001). The program is based on a peer leadership model, targeting not only potential perpetrators and victims, but also seeking to empower those who might otherwise be passive bystanders to potentially violent situations. The program relies on adult staff to train youth participants (“Peer Educators”), who in turn facilitate workshops attended by larger numbers of their peers (“Workshop Participants”).

This study, which was funded by the U.S. Department of Education, examines the replication of the MVP program with college fraternity and sorority members at Syracuse University. Accordingly, this study seeks to document whether the program is effective when implemented by individuals other than the original Boston-based staff, as well as whether the program can be effectively adapted for a college age population.

### METHODOLOGY

The study includes both process and impact evaluations. The former is based on a combination of planning meeting and training session observations; interviews with program staff; and participant focus groups. The impact evaluation utilizes a quasi-experimental, pre-test/post-test survey design to measure change in the attitudes and predicted behaviors of 424 program participants, including 103 Peer Educators and 321 Workshop Participants. In addition, 396 surveys were completed by a comparison group, composed of Syracuse University fraternity and sorority members who did not participate in the program. Data provided by Syracuse University was used to estimate program impact on official reports of violence.

The impact evaluation was designed to test five hypotheses:

1. Students will have less sexist attitudes after completing the MVP program.
2. Students will have an increased sense of self-efficacy—a sense that they can act to prevent gender violence—after completing the MVP program.
3. Students will attribute less sexist attitudes to their peers after completing the MVP program.
4. The impact of the MVP curriculum will be greater among Peer Educators, who receive a more intensive version of the curriculum, than among Workshop Participants.
5. Due to the limited population targeted by the MVP program, no impact is anticipated on the overall incidence of reported violence on the Syracuse University campus.

### THE PLANNING PROCESS

Led by the Center for Court Innovation and the Syracuse University Rape: Advocacy, Prevention, and Education (R.A.P.E.) Center, planning took place over a five-month period from August through December 2006. Major findings include:

- **Collaboration:** To bring the MVP program to Syracuse University, a diverse group of stakeholder agencies formed the Syracuse Partnership for Violence Prevention. The

partnership included an independent nonprofit agency experienced in justice program implementation; several Syracuse University-based groups that had already been active on violence prevention issues; high-level University representatives; and a community-based victim advocacy agency. Although stakeholders were not accustomed to working together, they generally responded favorably to the collaboration, citing the breadth and strength of the partnership as one of the key assets of the program model.

- **Goal-Setting:** The Syracuse partnership engaged in prolonged reflection on program goals and objectives over the two-year planning and implementation period. Regular meetings of an inclusive steering committee provided a forum for stakeholders to discuss the established goals, progress toward goal-attainment, ongoing obstacles, and potential resolutions.
- **Informed Adaptation of the MVP Model:** Rather than developing a curriculum ad hoc, program planners drew explicitly and carefully from the existing MVP intervention and received technical assistance from the program's creators at Northeastern University. They also sought to adapt the model to the Syracuse population. In particular, the program was condensed to be conducted over two days, and program materials were adjusted to be appropriate for a college Greek system audience.
- **Operational Leadership:** Stakeholders reported some ambiguity over program leadership during the planning stage, exacerbated by staff turnover at the two lead agencies. A perceived lack of clear leadership created some frustration among stakeholders, who felt that important decision-making was sometimes delayed as a result. To address these concerns, the project director disseminated a memo outlining the responsibilities of partnership members at the end of Year One.
- **Continued Self-Reflection:** One of the most notable accomplishments of the Syracuse partnership was planners' continued engagement in self-reflection. Based on feedback from program staff, MVP participants, and preliminary research findings, stakeholders continually revisited the implementation plan, striving to respond to challenges as they arose. Aspects of the program affected by this self-reflection process included participant recruitment protocols, details of the curriculum, Peer Educator training in facilitation skills, and workshop logistics.

## IMPLEMENTATION

The program was implemented over three semesters, spring 2007, fall 2007, and spring 2008. Major findings include:

- **Participant Recruitment:** Stakeholders struggled to attract a diverse participant group and experienced frustration when students mandated to participate were less engaged in the program than desired. Planners also realized the importance of clearly stating program requirements during the recruitment effort. Despite these challenges, positive word of mouth from previous program participants eased recruitment during Year Two.

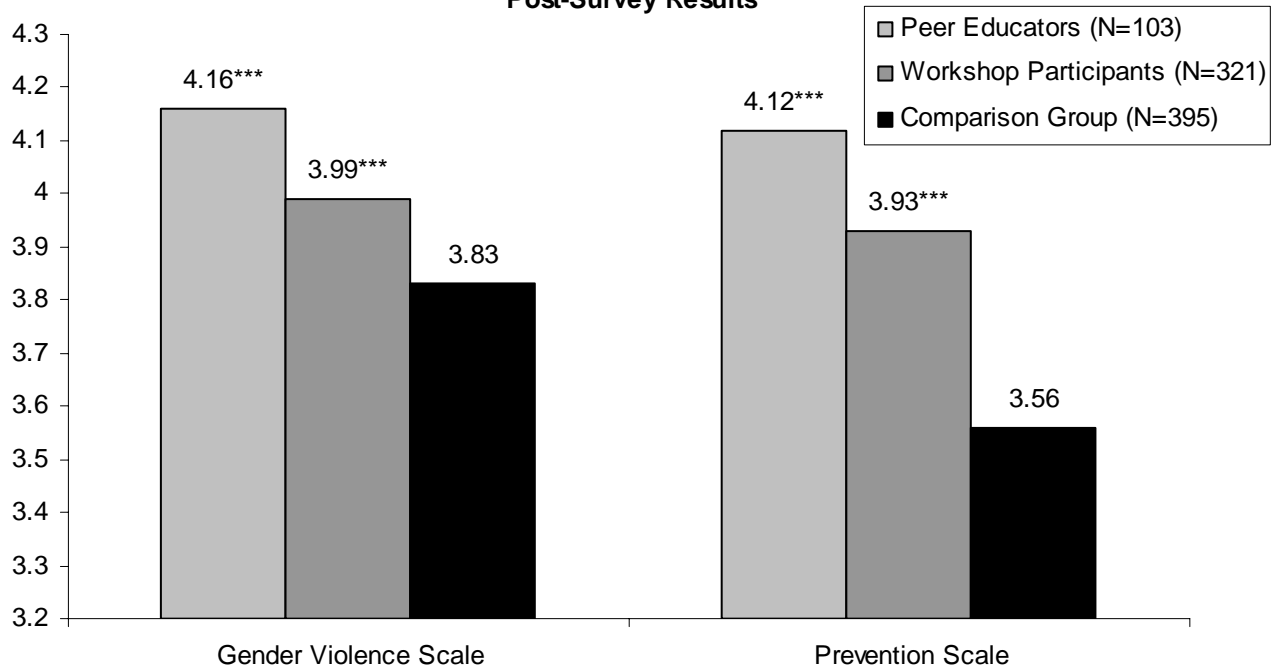
- ***Participant Characteristics:*** A total of 468 students participated, 113 as Peer Educators and 355 as Workshop Participants. Men and women were equally represented. The participant population was predominately white (82%), mirroring the population of the university as a whole. Nearly a third of participants reported past exposure to violence prevention subject matter.
- ***The Curriculum:*** The Syracuse curriculum was adapted from the existing MVP curriculum and covered five topic areas: gender roles, types of abuse, alcohol and consent, harassment, and homophobia. The curriculum draws on contemporary media clips, hypothetical scenarios, single- and mixed-gender group discussion, and other interactive exercises to engage students in dialogue about program topics. In all, Peer Educators received 12 hours and Workshop Participants received seven hours of training, each over the course of two days.
- ***Student Response:*** Feedback was generally positive, with participants rating program content, facilitators, and training materials favorably. Additional feedback provided to research and program staff indicated that the Peer Educators, in particular, internalized many of the program messages, with several participants going on to participate in additional gender violence prevention work.
- ***Sustainability:*** The Syracuse University R.A.P.E. Center is committed to building on the efforts of the Syracuse Partnership for Violence Prevention and continued to offer the MVP program to members of the Greek community during the fall 2008 semester. Peer Educators from Syracuse University are also working with staff from a local victim advocacy agency to implement the MVP program in local high schools. In addition, the R.A.P.E. Center is currently planning to expand the MVP program to include non-Greek affiliated students and staff members from the Office of Residence Life.

## IMPACT

Ninety-one percent of student participants completed both pre- and post-surveys measuring acceptance of sexist beliefs, self-efficacy, and assessment of peers. The impact evaluation compares the responses of Peer Educators, Workshop Participants, and the comparison group (see figure). Major findings include:

- ***Attitudes about Gender Violence:*** Both Peer Educators and Workshop Participants reported significantly less sexist attitudes at post-test than at pre-test and significantly less sexist attitudes than the comparison group at post-test (confirming hypothesis one).
- ***Self-Efficacy and Prevention:*** Both Peer Educators and Workshop Participants reported a significantly improved sense of self-efficacy at post-test than at pre-test and a significantly greater sense of self-efficacy than the comparison group at post-test (confirming hypothesis two). That is, after participating in the MVP program, participants developed an improved sense that they could intervene to prevent gender violence.

### MVP Impact on Sexist Attitudes and Self-Efficacy Post-Survey Results



+p<.10 \*p<.05 \*\*p<.01 \*\*\*p<.001

Note: All significance levels indicate differences between participant group and comparison group. Responses are coded on a scale from 1 to 5, with 1 representing the *least* favorable and 5 representing the *most* favorable score. Reported numbers represent the mean response score.

- Assessment of Peers:** Workshop Participants attributed significantly less sexist attitudes to their peers at post-test than at pre-test. However, Peer Educators' assessment of their peers did not change significantly.
- Subgroup Impacts:** The MVP program had a significantly greater impact on Peer Educators than Workshop Participants in terms of both decreased sexist attitudes and improved self-efficacy (confirming hypothesis four). Possible explanations include the effect of professional Staff Trainers, the effect of self-selection to participate as a Peer Educator, or the effect of five additional hours of program participation. In addition, even after controlling for their pre-test score, male participants and those participants involved in MVP during the fall 2007 semester (i.e., the semester during which a punitive recruitment strategy was utilized) averaged a slightly lower self-efficacy score and rated their peers less favorably than females and participants during other semesters. These findings may suggest a need to supplement the curriculum for men and for mandated participants.
- Impact on Official Reports of Violence:** The official report data was extremely limited and reflected reports of violent incidents across the entire Syracuse University student population, rather than among the target population (i.e., members of fraternities and sororities). Overall, there is no indication that the MVP curriculum produced a significant

impact on general rates of violence at Syracuse University (confirming hypothesis five). At the same time, changes in participant attitudes and predicted behaviors imply that over time, and particularly if the intervention is disseminated more widely across the student body, it is plausible to expect reductions in violence to occur.

## **CONCLUSION**

The results of the evaluation indicate that the Mentors in Violence Prevention program at Syracuse University was effective. A diverse group of stakeholders came together to plan and implement the program, identifying realistic goals and engaging in continued self-reflection to attain them. Feedback from both stakeholders and student participants was generally positive. In addition, the impact evaluation revealed that the MVP curriculum as adapted for the Syracuse student population was successful in decreasing participant sexism, increasing self-efficacy, and improving Workshop Participant assessment of peers. These promising results may pave the way for broader and larger-scale adaptations of the MVP curriculum to prevent gender violence.

## CHAPTER 1. INTRODUCTION

This report presents findings from a two-year evaluation of a gender violence prevention program known as Mentors in Violence Prevention (MVP). The program was developed in 1993 at Northeastern University in Boston, Massachusetts and, in an earlier evaluation, was found to produce significant positive changes in attitudes and predicted behaviors among high school age youth (Ward 2001). The program is based on a peer leadership model, targeting not only potential perpetrators and victims, but also seeking to empower those who might otherwise be passive bystanders to potentially violent situations. The program relies on adult staff to train youth participants, who in turn facilitate workshops attended by larger numbers of their peers. In the current replication study funded by the U.S. Department of Education, the MVP program was implemented with college fraternity and sorority members at Syracuse University. Accordingly, this study provides a valuable test of whether the program is effective when implemented by individuals other than the original Boston-based staff, as well as whether the program can be effectively adapted for a college age population.

The evaluation is presented in two sections: first, a process evaluation, detailing the planning and implementation of the MVP program at Syracuse University, followed by an impact evaluation, reporting the effect of the program on student attitudes and behaviors. This chapter describes the problem of gender violence on college campuses and provides a broad description of violence prevention strategies—including the MVP model—as well as an examination of the literature to date. Chapter Two describes the study methodology. Chapter Three details the program planning process in seeking to adapt the MVP model for the Syracuse University audience. Chapter Four details the implementation of the MVP program over a two-year period, including a description of the curriculum as implemented in Syracuse. Chapters Five and Six examine program impacts on student attitudes (Chapter Five) and on official reports of violence (Chapter Six). Finally, Chapter Seven summarizes and highlights key lessons learned.

### **BACKGROUND: GENDER VIOLENCE ON COLLEGE CAMPUSES**

Research conducted by the National Institute of Justice (NIJ) and the Bureau of Justice Statistics found that college women are at greater risk for rape and sexual assault than either their non-student peers or women in the general population (Fisher, Cullen, and Turner 2000). In fact, a second NIJ study found that 3% of college women are the victim of rape (completed or attempted) each academic year (Karjane, Fisher, and Cullen 2005). Although these findings translate to close to one in five college women victimized over the increasingly common five-year college career, half of the women victimized did not identify incidents of forced or coerced sex as rape. The likelihood of identifying an incident as rape is even lower among victims of acquaintance rape – estimated to account for 80% to 90% of college victims. In addition, incidents involving alcohol, those in which no weapon is present, and those in which there are no physical signs of injury are less likely to be defined by victims as rape (Karjane et al. 2005). This failure to define incidents as rape, as well as victim self-blame and shame are all factors that lead to the under-reporting of sexual assault on college campuses. The same 2005 study found that

less than 5% of all college rapes (completed and attempted) were brought to the attention of either local law enforcement or campus authorities.<sup>1</sup>

In addition to rape and sexual assault, college students are at risk of other types of violence at the hands of intimate partners. According to the U.S. Department of Justice, women ages 16 to 24 are most vulnerable to nonfatal intimate partner violence.<sup>2</sup> Among women ages 20-24, violence by an intimate partner accounted for 32% of homicides between 1993 and 1999 (Rennison 2001). Although college student-specific findings vary widely, studies estimate that between 21% and 53% of college students have experienced physical aggression in a dating relationship (e.g., Amar and Gennaro 2005; Arias, Samios, and O'Leary 1987; Billingham 1987; Riggs and O'Leary 1996; Makepeace 1981; Straus 2004; Worth, Matthews, and Coleman 1990). A study conducted by the American College Health Association in 2004 found that 15% of college-aged women and 9% of college-aged men report being in an emotionally abusive relationship within the last year.

Sexist and stereotyped attitudes have been identified as possible risk factors contributing to dating violence (Franchina, Eisler, and Moore 2001; Riggs and O'Leary 1996). Other research has found stereotyped attitudes regarding gender roles and dating violence to be more common among fraternity and sorority members (Boeringer, Shehan, and Akers 1991; Brown, Sumner, and Nocera 2002; Choate 2003; Gwartney-Gibbs and Stockard 1989; Kalof and Cargill 1991; Worth, Matthews, and Coleman 1990), indicating that members of fraternities and sororities may be at an increased risk of dating violence. In addition, the pervasiveness of alcohol and other drugs at fraternity events may place sorority and fraternity members at increased risk for sexual violence (Alva 1998; Goodwin 1992; Prendergast 1994); research indicates that alcohol and other drugs are implicated in 50-74% of college sexual assaults (Abbey 2002; Kaysen et al. 2006; Lisak and Roth 1990; Muehlenhard and Linton 1987). Alcohol use is frequently linked to intimate partner violence, with both violence and injury severity escalating with increased alcohol consumption (Lisak and Roth 1990; Makepeace 1988; Muehlenhard and Linton 1987; Roizen, 1993).

## **PREVENTION STRATEGIES**

The need for gender violence prevention on college campuses has become increasingly clear, as awareness of the issue has grown. In response, universities have developed diverse strategies to combat gender violence. Safety measures such as emergency call boxes and enhanced campus lighting are common. Medical, mental health, and counseling services are widely available on college campuses, often offering special support services for victims of sexual violence. The Student Right to Know and Campus Security Act of 1990 requires university campuses to disclose their own crime statistics, and a 1992 amendment to this legislation requires that schools develop prevention policies and provide certain assurances to victims.<sup>3</sup> The federal government has further mandated sexual assault prevention efforts on all college campuses receiving federal funding (Neville and Heppner 2002).

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<sup>1</sup> The study identifies several factors contributing to the likelihood of reporting, including knowing how and to whom to report incidents and knowing that reporting is confidential.

<sup>2</sup> In 1999, females between the ages of 16-19 and 20-24 – ranges including most traditional college students – experienced 15 and 16 intimate partner victimizations per 1,000, respectively.

<sup>3</sup> See 20 U.S.C. § 1092, P.L. 101-542, 1990 and Campus Sexual Assault Victims Bill of Rights of 1992.

Increasingly, colleges have implemented educational programs as one strategy to address sexual assault and other forms of gender violence. In a national study examining how colleges respond to campus sexual assault, Karjane, Fisher, and Cullen (2002) found that six in ten of the 2,438 institutions surveyed reported implementing general safety education programming; of these programs, 60% addressed sexual assault. Nearly 40% of institutions reported that they had sexual assault awareness programs directed specifically at incoming students. However, fewer than one-third of the schools offering general safety education programs included an acquaintance rape prevention component. In their 2005 policy paper derived from the research above, Karjane et al. describe promising practices among the violence prevention programs implemented across the country, including:

- Providing comprehensive education on rape myths, characteristics of perpetrators and rape incidents, prevention strategies, campus policies, and support services;
- Disseminating information in a variety of forums, in order to reach the broadest possible audience;
- Utilizing peer educators and advocates; and
- Targeting all-male groups and stressing men's responsibility for helping to prevent gender violence.

Although, historically, few violence prevention programs were empirically evaluated, research on prevention programs has expanded in recent years. However, the wide variation in program structure, curriculum, target audience, and evaluation design makes generalizations about the impact of such programs on participant attitudes and behaviors difficult (Heppner, Neville, Smith, Kivlighan, and Gershuny 1999). Several narrative literature reviews conclude that most prevention programs in college settings are effective in reducing rape-supportive attitudes among participants, but these reviews do not systematically analyze the results of previously conducted studies (e.g., Bachar and Koss 2001; Breitenbecher 2000; Gidycz, Rich, and Marioni 2002; Lonsway 1996; Schewe and O'Donohue 1993; Yeater and O'Donohue 1999). Three meta-analytic reviews more systematically review the college sexual assault prevention literature. The first of these meta-analyses included only eleven evaluations and found that interventions had the desired impact on participant acceptance of rape myths, the only outcome included in the overview (Flores and Hartlaub 1998). The second meta-analysis also examined a single outcome of interest—rape attitudes—and found an overall positive impact across 45 studies, with greater intervention impacts for men participating in single-gender groups (Brecklin and Forde 2001).

The third meta-analysis, conducted by Anderson and Whiston (2005), represents perhaps the most rigorous examination of college sexual assault prevention programs to-date. The authors included 69 studies, published and unpublished, representing 102 interventions. Only those evaluations with a rigorous research methodology (e.g., experimental or quasi-experimental design, quantification of program impact, baseline survey) were included. The analysis examines program effects on seven key outcomes: rape attitudes, rape empathy, rape-related attitudes, rape knowledge, behavioral intentions, rape awareness behaviors, and incidence of sexual assault. Each outcome is analyzed independently, with only those studies measuring the outcome considered. In addition, the study takes into account characteristics of the evaluation, participants (e.g., fraternity members, single-sex), and the intervention (e.g., facilitator, length, content). The findings of this meta-analysis indicate that, overall, interventions had a significant effect size on

five of the examined outcomes: rape attitudes, rape-related attitudes, rape knowledge, behavioral intent, and incidence of sexual assault. Interventions did not have a significant effect on rape empathy or rape awareness behaviors. Moreover, the authors assert that the impact on rape-related attitudes, behavioral intentions, and incidence of sexual assault may not reach sufficient significance levels to represent true clinical impacts. In terms of mediating factors, program length was positively associated with an effect on rape attitudes and rape-related attitudes; professional facilitators (rather than peers or graduate students) were more successful in promoting attitude changes; sessions that addressed a single topic were more effective than sessions covering multiple subjects; and members of fraternities and sororities were more positively impacted by the interventions. While mixed-gender groups had a greater impact on rape attitudes among women, there was no evidence that single-sex interventions had a greater impact on male participants. Finally, the meta-analysis found that evaluation design is related to outcomes; published evaluations, evaluations with less rigorous research designs (including quasi-experimental designs), and those with larger sample sizes have larger effect sizes (Anderson and Whiston 2005).

### **THE BYSTANDER APPROACH TO VIOLENCE PREVENTION**

The bystander method has recently emerged as an innovative approach to gender violence prevention. Rather than focusing on men as potential perpetrators of violence and women as potential victims, this approach addresses participants as empowered bystanders who can intercede to stop gender violence. Interventions utilizing the bystander approach provide participants with practical ways to combat gender violence in their everyday lives, including techniques for interrupting situations that could lead to gender violence, speaking out against social norms that promote gender disparity and gender violence, and acting as effective allies for victims of gender violence (Banyard, Plante, and Moynihan 2005).

The bystander approach further stresses participants' role within their community and asks participants to make a commitment to take on greater social change through their actions. This approach stresses the role of individuals and groups in the broader community and in creating social change. In this way, violence prevention is conceived of as part of a movement for broader change, with students directly responsible for addressing gender stereotyping and violence in their communities (Banyard, Plante, and Moynihan 2005).

In their extensive review of the literature on the bystander approach to prevention, Banyard, Plante, and Moynihan (2005) identify four key factors contributing to the likelihood that bystanders will intervene in a given situation. First, bystanders must be aware that a problem exists and recognize that the problem has a negative consequence for victims. Second, bystanders are more likely to act if they have made a commitment to intervene and, therefore, see themselves as partially responsible for solving the problem. Third, bystanders will be more likely to get involved if they do not see the victim as somehow responsible for the incident. Finally, bystanders must have a model of behavior for *how* to intervene and feel that they have the skills to do so (Banyard, Plante, and Moynihan 2005). While research has been undertaken to explain *when* bystanders are more likely to intervene, little research has been conducted testing the efficacy of programs designed to teach participants how to become empowered bystanders (e.g., Berkowitz 2002; DeKeseredy, Schwartz, and Alvi 2000; Foubert 2000; Foubert and Marriott 1997). Those programs that have been subjected to evaluation tend to focus on interventions designed for men only and have found programs generally effective.

In order to test the effectiveness of a rigorous bystander model of gender violence prevention, Banyard, Plante, and Moynihan developed and evaluated a bystander-based model curriculum. Components of the curriculum were research-based, drawn from findings of previous research examining how, when, and why bystanders intervene. Longitudinal data was collected from the 223 student participants at baseline and immediately upon program completion, with follow-ups either at two months and four months or at 12 months. Outcomes of interest included knowledge, attitudes, and predicted behaviors. Background characteristics captured by the survey instruments included demographic information, social desirability measures, perceived control, extroversion, and experience with sexual violence. The intervention was found to have a significant impact on target outcomes, with participants showing significant improvement in knowledge of sexual violence, decreased acceptance of rape myths, and increased bystander efficacy. Outcomes were significant for both male and female participants, although the effect size was greater among female participants. Although improvements diminished somewhat over time, the effect size remained significant over the 12-month period. The results of this study are particularly notable given the follow-up period; few evaluations of violence prevention interventions follow participants for one year (Banyard, Plante, and Moynihan 2005). This research points strongly to the effectiveness of a bystander approach to gender violence prevention, though few such interventions implement such a research-driven curriculum.

#### THE MENTORS IN VIOLENCE PREVENTION MODEL

The Mentors in Violence Prevention (MVP) program is one of the most frequently implemented models of the bystander approach to gender violence prevention in the country. The program was created by Northeastern University's Center for the Study of Sport in Society in Boston, Massachusetts in 1993 and is designed to prevent gender violence and bullying by encouraging students to take a leadership role in violence prevention. Gender violence in the MVP model is defined broadly as a continuum of violent and controlling behaviors based on one's gender. Such behaviors include physical violence; sexual relations without affirmative consent; and acts of verbal, nonverbal, or physical aggression, intimidation, or hostility; as well as hate crimes committed against people for reasons of gender or sexual orientation (Katz 2000). Like other bystander models, the MVP model emphasizes the role of students as empowered bystanders who can confront peers on abusive or harassing behavior, as well as provide support to victims of such behavior. While many other campus programs respond to incidents of violence *after* they have occurred, the goal of the MVP program is to change behaviors and actually prevent violent incidents *before* they occur. The MVP program has four primary aims:

1. To raise awareness of men's verbal, emotional, physical, and sexual abuse of women;
2. To challenge mainstream messages about gender, sex, and violence;
3. To create a safe environment for dialogue between men and women, so that students may share their opinions and experiences; and
4. To inspire leadership by empowering participants with concrete options to effect change in their respective communities and their own lives.

Initially, the MVP program was developed with male student athletes in mind. Developers targeted this population based in part on the belief that men in the school-based athletic subculture have historically been reluctant to embrace gender violence prevention education. In addition, developers recognized that student athletes occupy a privileged position in schools; as leaders in the school community, student athletes stand to influence the attitudes of both their

teammates and their non-athlete peers. In the fifteen years since the MVP curriculum was created, the program has been implemented in a variety of educational settings and has been expanded to include both male and female participants as well as students at both the high school and college level. The program has also been adapted for non-athlete populations, though the curriculum still addresses student participants as leaders who can initiate change among their peers.

The MVP program employs a train the trainer model, whereby a co-educational group of staff trainers facilitate discussion sessions for student participants, who go on to facilitate co-educational sessions for their peers. These peer educators are not expected to become experts on gender violence or violence prevention; rather, they are prepared to facilitate discussions with other students on these topics. The peer educators create a space where students can talk about important issues such as how to respond to actual or potential abuse or harassment, how to confront peers about sexist behaviors, how to support peers who are the victim of gender violence, and how to create a safe, non-violent school environment (Katz n.d.). This model of peer-led sessions utilizes the influence of student leaders among their peers. Rather than relying on “experts,” the program instills students with the ability to critically examine gender stereotypes on their campus.

Workshop topics include types of abuse, alcohol and consent, harassment, and homophobia. In co-educational programs, participants discuss topics in both single-sex and mixed gender groups. MVP sessions utilize examples relevant to students’ daily lives to encourage interactive discussion. Students are supplied with a training manual—the MVP Playbook—which includes realistic scenarios designed to incite discussion on curriculum topics. The Playbook describes scenes in which workshop participants witness actual or potential abuse occurring and challenges participants to consider a number of specific options for intervening before, after, or during the event. Facilitators stress that there are no “right” or “wrong” answers, but that there are a number of ways to respond to the situations described in the Playbook. Through such scenarios, the MVP model seeks to illustrate that there are a variety of non-physical and proactive ways for bystanders to intervene in potentially abusive situations. These examples encourage student participants to develop alternative strategies to standing by and doing nothing in the face of violence. In addition to the scenarios provided in the MVP Playbook, workshops draw on clips from popular media to promote discussion. Clips from movies, television programs, and music videos may provide a less threatening way for students to discuss prevalent messages about gender and violence. The MVP Curriculum is described in greater detail in Chapter Four.

### ***Evaluating the MVP Model***

Northeastern University’s Center for the Study of Sport in Society previously conducted an evaluation of the MVP Massachusetts high school initiative. This initiative, funded by the Massachusetts Department of Public Health, was a co-educational program implemented in twenty Massachusetts high schools. The selected schools represented a variety of urban, suburban, and rural schools. The evaluation was conducted over the course of two years. The Year One evaluation utilized a mixed-methods approach to simultaneously document the experiences of program participants and evaluate program impacts on participant knowledge, attitudes, and behaviors. Year Two added a comparison group, comprised of students from three area high schools that did not participate in the MVP program during the first two years.

Qualitative data collected from three select case study schools during the Year One evaluation included observation of 23 training sessions, 21 pre- and post-training interviews with student participants, and six interviews with program staff. Quantitative data came from pre- and post-training surveys; over the two-year evaluation period, a total of 473 program participants completed pre-tests gauging student attitudes prior to program participation. Seventy-seven percent of these students (364 total) also completed a post-test upon program completion. In addition, during Year Two, comparison group surveys were collected from 72 students at three schools where the MVP program was not offered (90% of the comparison group also completed a post-test).

Results of the Year One and Year Two evaluations were largely positive. Based on survey responses, the MVP curriculum was found to have significant, positive impacts on student knowledge, student awareness of and attitudes about gender violence, students' confidence in themselves to prevent and/or confront sexist and violent behavior, and students' assessment of their peers' attitudes. Participants expressed high levels of satisfaction with the program, indicating that they gained knowledge, skills, and confidence and would recommend the program to friends. Results were also analyzed by participant gender, with females showing a greater improvement in self-efficacy than males. Interviews with student participants and session observations reflected the improvement in student attitudes borne out by the quantitative data. Focus groups conducted with female participants further supported the efficacy of the MVP curriculum among young women, for whom the program was not initially designed (Ward 2000, 2001).

The Massachusetts evaluation illustrates a significant program effect on participant attitudes and other outcomes among the target population. The current study examines the impact of the MVP curriculum on the same key outcomes among a very different target audience. The Syracuse Partnership for Violence Prevention, a community partnership convened to implement the MVP model, sought to test the effectiveness of an abbreviated version of the MVP curriculum among sorority and fraternity members on the Syracuse University campus. Thus, this study represents a first step in rigorously testing the effectiveness of the MVP model among an expanded audience.

## **CHAPTER 2.**

### **RESEARCH METHODOLOGY**

This report reflects the results of a two-part evaluation. The first half of the report documents the results of a process evaluation describing the convening of the Syracuse Partnership for Violence Prevention and the subsequent planning and implementation of the Mentors in Violence Prevention (MVP) intervention. The process evaluation was informed by observations of planning meetings and training sessions, interviews with key project staff, and two focus groups conducted with student participants, as described below. The second half of the report documents the findings of a quasi-experimental impact evaluation measuring the effect of the MVP program on student attitudes and overall rates of violence on the Syracuse University campus.

#### **PROCESS EVALUATION METHODOLOGY**

The process evaluation continued over the entire two-year period of the program. Feedback and lessons learned during the first year (one semester of planning and one semester of implementation) was reported to program staff at the end of Year One. Programming during Year Two was informed by this feedback and changes in programming were documented in the evaluation.

#### **PLANNING MEETING OBSERVATIONS**

The Steering Committee for the Syracuse Partnership for Violence Prevention met eight times between July 2006 and May 2008. Research staff observed these meetings, not only taking detailed notes of issues discussed during the planning meetings, but also acting as a member of the Steering Committee. In addition to the researcher's own notes, the official minutes from committee meetings informed the process evaluation. Staff trainers—those who directly implemented the MVP intervention with fraternity and sorority members—also met regularly between September 2006 and May 2008 to develop and refine the MVP training curriculum. Research staff sat in on training staff meetings held during the first year of programming and reviewed minutes and training materials developed through these sessions. These meeting observations allowed research staff to document the process of planning and implementing the MVP program, as well as providing insight into implementation challenges and key lessons learned during the project's first two years.

#### **TRAINING SESSION OBSERVATIONS**

A total of four training sessions were led by staff trainers for the group of students who would go on to train their peers. These Peer Educators went on to facilitate 14 additional training sessions for the Workshop Participants. Research staff observed a portion of each of the seven training sessions conducted during the first semester of program implementation and portions of select trainings conducted during semesters two and three. During these sessions, research staff took notes on student responses to the training materials, Peer Educator facilitation of the curriculum, and the role of staff trainers in the sessions. In addition to informing the process evaluation, insight gleaned during these observations was shared with program staff during Steering Committee and training staff meetings.

#### **STAFF INTERVIEWS**

Interviews were conducted with key stakeholders involved in the Syracuse Partnership for Violence Prevention. A total of eight staff interviews were conducted at the end of Year One, including interviews with representatives from the Center for Court Innovation; the Syracuse University Rape: Advocacy, Prevention, and Education (R.A.P.E.) Center; the Syracuse University Office of Greek Life; Vera House, Inc. (a local victim advocacy organization); and the staff training team. Interviews included questions about stakeholder roles, the nature and goals of the partnership, feedback from student participants, key strengths and weaknesses of the program, and lessons learned during the first year of implementation. Feedback from these interviews was reported back (anonymously) to the Steering Committee and helped to inform planning for Year Two.

#### **PARTICIPANT FOCUS GROUPS**

The initial evaluation plan included a single focus group to be conducted with Peer Educators at the end of Year One. However, coordinating a time when students could meet to discuss the program proved difficult, and many students who had already devoted a great deal of time to program participation were unable to attend a session scheduled immediately preceding final exams. Consequently, only two of the eight students expected at the Year One focus group attended the session. In order to bolster this portion of the evaluation, a second focus group was scheduled after Year Two. Again, low student turn-out was a problem. Although four Peer Educators attended the second focus group, one of these students had also participated in the Year One focus group. In total, five Peer Educators participated in the two focus groups. Focus group participants were asked to reflect on the program recruitment process, the time commitment required by the program, the curriculum, session logistics, facilitating discussions for peers, program strengths and weaknesses, and suggestions for improvement. All participants were informed that their participation was completely voluntary and that any information they provided would be reported anonymously and only in the aggregate. Each participant signed an informed consent prior to participating. All participants were over 18 years of age. Feedback was supplemented with individual student feedback received by research and program staff over the course of the two years to paint a broader picture of the participant experience.

#### **IMPACT EVALUATION METHODOLOGY**

A quasi-experimental, pre-test/post-test survey design was used to test the impact of the MVP curriculum on student attitudes and predicted behaviors. The survey instruments (see Appendix A) were drawn from instruments used in earlier evaluations of the MVP curriculum (Ward 2001). Previous validity and reliability testing found it to be a sound instrument. Questions were altered slightly to be appropriate for a college population. In addition, where the original MVP evaluation utilized one set of questions for female participants and a second set of questions for male participants, this evaluation used a single set of questions for both female and male respondents.

#### **PARTICIPANT SURVEYS**

All MVP participants were asked to complete a survey prior to participating in the program. For the Peer Educators – the group of students who would go on to lead MVP sessions for their peers – this pre-test was completed at a kick-off event occurring prior to the first day of training.<sup>4</sup> For

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<sup>4</sup> Some of the Peer Educators began the program one day after the initial kick-off event, while others began the program one week after the initial kick-off event.

the Workshop Participants – the group of students who participated in MVP sessions facilitated by their peers – the pre-test was completed on the first day of the training, immediately before the session began. Immediately upon completion of the MVP session, both Peer Educators and Workshop Participants were asked to complete a post-test.

All surveys were distributed by research and program staff. Students completing surveys were informed of the nature of the research and their rights as research subjects. Students provided a unique identifier that allowed research staff to link their pre-test and post-test responses, but which ensured respondent anonymity.

A total of 424 MPV participants completed both a pre-test and a post-test, representing 91% of all students trained over three semesters. One-hundred and three (91%) Peer Educators and 321 (90%) Workshop Participants completed both pre-tests and post-tests. An additional 25 students completed a pre-test but no post-test and ten students completed a post-test but no pre-test. The 35 surveys that did not have a pre-test/post-test match were excluded from the analyses in this report. Students with unmatched surveys were most common during the final semester of the evaluation and were significantly less likely to have participated in programs addressing similar topics to MVP in the past ( $p < .01$ ).<sup>5</sup> Despite these differences, the small number of non-matched cases and the inability to measure changes from pre-test to post-test among these cases resulted in the decision to exclude these surveys. The small number of these exclusions creates an extremely minimal threat to study validity.

The pre- and post-tests each contain demographic questions as well as questions in the three substantive areas described below: gender violence, prevention, and assessment of peers. In addition, post-tests include several program evaluation items asking students to rate the session they just completed. Unlike the survey instruments used in the Massachusetts evaluation, the pre- and post-tests used here did not include questions designed to measure student gains in factual knowledge. While the earlier evaluation measured students' understanding of legal definitions, program staff from the Syracuse University project did not feel that such legal definitions were the crux of the curriculum as it was implemented in Syracuse. Additionally, staff expressed some concerns over including questions which clearly had right and wrong answers and, therefore, might be off-putting to respondents.

### ***Gender Violence***

The first substantive section, gender violence, contains 16 items designed to measure student attitudes about male violence against women as conceptualized by the MVP program. As characterized by the MVP curriculum, gender violence ranges from such behaviors as telling sexist jokes and objectifying women to rape and battering. The items in this section form a unidimensional Gender Violence Scale. The scale includes such items as “It is harmless to tell dirty jokes about women” and “Sometimes women want to have sex even when they say ‘no.’” (For the full scale, see the sample survey instrument, Appendix A.) Students were asked to rate their agreement with each statement using a five-point Likert scale ranging from strongly disagree to strongly agree. Student responses were recoded so that lower scores represent more sexist attitudes about gender violence. Therefore, changes resulting in higher scores from pre-test to post-test represent an improvement in student attitudes.

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<sup>5</sup> For complete descriptives of the excluded cases, see Appendix B.

The results of factor analysis indicated two gender violence subscales; however, the second of these scales was quite weak. Based on the poor strength of the second subscale and in light of the single Gender Violence Scale used in the Massachusetts MVP evaluation, the 16 items were included in a single scale. Using Chronbach's alpha, the single scale was found to be reliable, with an alpha of 0.78.

### ***Prevention***

The prevention component of the survey contains 13 items designed to measure students' sense that they can effectively intervene to prevent gender violence. This unidimensional Prevention Scale includes items such as "I would confront a group of my male friends about their sexist language or behavior" and "I would not be able to stop a guy I didn't know very well from hitting his girlfriend." (For the full scale, see the sample survey instrument, Appendix A.) As with the Gender Violence Scale, students were asked to rate their agreement with each statement using a five-point Likert scale ranging from strongly disagree to strongly agree. Student responses were recoded so that higher scores represent a greater sense of self-efficacy. Therefore, changes resulting in higher scores from pre-test to post-test represent an improvement in students' beliefs that they can prevent gender violence.

Once again, factor analysis indicated two prevention subscales. However, the second of these scales contained only two items and was statistically weak. The weakness of the second subscale combined with the use of a single Prevention Scale in the Massachusetts MVP evaluation led to the decision to include all 13 items in a single scale. Chronbach's alpha indicates that the single scale is reliable, with an alpha of 0.83.

### ***Student Assessment of Peers' Attitudes***

The third component of the survey asks students to rate their agreement with a series of 22 statements according to the same five-point Likert scale ranging from strongly disagree to strongly agree. For the first 11 statements, students were asked to describe their own attitudes regarding gender violence. For the next 11 statements, students were asked to reflect how the "average Syracuse University student" would respond. Student responses were recoded so that lower scores represent more sexist attitudes about gender violence. Therefore, changes resulting in higher scores from pre-test to post-test represent an improvement in student attitudes. The 22 statements included in this section were not intended to comprise a scale and were, consequently, initially analyzed as individual items. However, for the purpose of multivariate analysis, items were scaled. Factor analysis indicated that nine of the 11 items formed one scale; using Chronbach's alpha, this single scale was found to be reliable, with an alpha of 0.81.

This section of the survey was added during Year Two of the Massachusetts MVP evaluation to gauge whether students perceive their peers as more accepting of sexist beliefs than themselves. The author of the Massachusetts evaluation hypothesized that students not only attribute more sexist attitudes to their peers, but that this perception of their peers contributes to pressures students feel to act in sexist ways. Because the MVP program provides a forum for students to engage with their peers as well as directly addressing sexist attitudes, the Massachusetts evaluator hypothesized that students would have a better understanding of their peers' real attitudes after participating in the MVP program and would, therefore, assess their peers as less sexist at post-test (Ward 2001).

## COMPARISON GROUP SURVEYS

Fraternity and sorority members who had not yet participated in the MVP program were recruited to complete surveys as part of the comparison group. The comparison sample was not randomly chosen, but was a convenience sample. Research staff made an initial attempt to recruit sorority and fraternity members to complete comparison surveys during the annual Greek or Treat event in October 2007 by targeting approximately 12 chapters participating in the event. However, member attendance at the event was low and those members present were occupied with the event, resulting in a low response rate (a total of 75 completed surveys). To address the low response rate, research staff attended a Greek Summit event which convened the presidents of all 47 sororities and fraternities in January 2008. Chapter presidents were asked to supply contact information and to indicate the date and time of their regular chapter meetings, so that research staff might recruit for additional comparison group surveys during chapter meetings. Forty-four chapter presidents supplied contact information. Using this contact information, research and program staff made several attempts to get in contact with each of the chapter presidents to schedule a visit. The largest chapters were targeted, in order to obtain the highest possible volume of comparison group surveys. Special attempts were also made to recruit an equal number of surveys from sororities and fraternities; despite the fact that males make up 35% of the overall Greek population, males and females were equally represented in the MVP program sample.

In total, research staff successfully scheduled visits to 12 chapters, resulting in 321 comparison group surveys. Including the comparison group surveys collected in October 2007, this led to a total of 396 comparison group surveys. While none of the comparison group students had participated in the MVP program *before* completing the comparison survey, 44 students in the MVP participant group indicated that had completed a comparison survey prior to participating in MVP.<sup>6</sup> However, because it is not anticipated that completing a comparison group survey *prior* to participating in MVP would have any impact on pre-test responses, all 396 comparison group surveys are included in the analyses in this report.

While the sampling techniques used to obtain a comparison group are not ideal, they were necessary due to logistical barriers in acquiring a more scientific sample. As further discussed in Chapter Five, the sampling technique did result in some underlying differences between MVP participants and the comparison group; namely, members of the comparison group were significantly older, significantly less likely to be in their freshman or sophomore year of college, and significantly more likely to be in their senior year of college than MVP participants. Members of the comparison group did not differ significantly from MVP participants in terms of gender, race, or previous exposure to the topics addressed through the MVP curriculum. Separate analyses controlling for these differences in background characteristics were found to have nearly identical results to straight bivariate analyses *not* controlling for background variables and, therefore, are not included in this report.

The content of the comparison group surveys mirrored that of the pre-test for MVP participants. Unlike program participants, attitudes of the comparison group were only measured at one point in time. Therefore, a single set of surveys represents both pre- and post-test attitudes among the

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<sup>6</sup> Only 16 of these students could be successfully identified in the comparison group using the student-provided unique identification number.

comparison group. This decision was made for two principal reasons: first, because the MVP intervention as implemented at Syracuse University was greatly condensed, there was no reason to believe that comparison responses would change over such a brief period of time;<sup>7</sup> second, it was deemed logistically infeasible to access the same comparison group to complete an identical post-test less than 48 hours after completing the initial survey.

#### OFFICIAL REPORT DATA

One of requirements of the grant under which this project was funded is an assessment of the impact of the program on overall rates of violence among the target population. Although it is unlikely that a program targeting such a limited portion of the Syracuse University population would significantly impact the rate of violence for the entire student population, we have attempted to measure any potential impact using three key data sources:

- The Office of Judicial Affairs provided information on violations of the code of student conduct (including violent incidents);
- The Office of Student Life provided information on incidents involving members of fraternities and sororities; and
- The Syracuse University R.A.P.E. Center provided information on reported incidents of sexual assault.

Data from all three sources was analyzed for both academic years that the MVP program was implemented (2006-2007 and 2007-2008). In addition, data from the Office of Judicial Affairs and the R.A.P.E. Center was analyzed for the year preceding program implementation (2005-2006), in order to get a better sense of trends in student behavior.<sup>8</sup>

#### HYPOTHESES

**The survey instruments are designed to test three primary hypotheses:**

**Hypothesis 1:** Students will have less sexist attitudes after completing the MVP program.

**Hypothesis 2:** Students will have an increased sense of self-efficacy—a sense that they can act to prevent gender violence—after completing the MVP program.

**Hypothesis 3:** Students will attribute less sexist attitudes to their peers after completing the MVP program.

**In addition, this report examines two secondary hypotheses:**

**Hypothesis 4:** The impact of the MVP curriculum will be greater among Peer Educators, who receive a more intensive version of the curriculum, than among Workshop Participants.

**Hypothesis 5:** Due to the limited population targeted by the MVP program and the limited timeframe for any wider impact to be disseminated throughout the student population, no impact is anticipated on the overall incidence of reported violence on the Syracuse University campus.

<sup>7</sup> The MVP curriculum was presented to the Peer Educators over two six-hour sessions; the curriculum was presented to Workshop Participants over two three and a half-hour sessions. Sessions for all participants occurred over the course of two consecutive days.

<sup>8</sup> The Office of Student Life began collecting data during the 2006-2007 academic year, so data from the 2005-2006 school year was not available from this source.

## METHODS AND ANALYSES

### ***Baseline Characteristics***

Initial analyses examine baseline differences between three populations: Peer Educators, Workshop Participants, and the comparison group. Bivariate analyses were used to determine whether the three samples differed significantly on key background characteristics, including gender, age, race, year in school, and prior exposure to the topics addressed through the MVP curriculum. Differences might then trigger appropriate statistical adjustments in the impact analyses described just below.

### ***Changes from Pre-Test to Post-Test***

For both the Peer Educators and Workshop Participants, pre-test responses were compared to post-test responses on three outcomes:

- Mean score on the Gender Violence Scale;
- Mean score on the Prevention Scale; and
- Mean score on the 22 peer assessment items.

Significant increases in any of these three measures represent significant improvements in student attitudes.

### ***Program Impacts for Peer Educators versus Workshop Participants***

First, Peer Educator pre-test responses were compared to Workshop Participant pre-test responses to determine whether the groups were comparable at baseline. Then, Peer Educator post-test responses were compared to Workshop Participant post-test responses to see if the curriculum had a relatively greater impact on either participant group. ANOVA analyses were also introduced that controlled for differences in background characteristics between the two groups; in no instance did the results of these multivariate analyses differ markedly from the bivariate results. Therefore, the impact results presented in the text are limited to simple bivariate analyses. The analyses also include regression models predicting sexist attitudes and self-efficacy among program participants at both pre-test and post-test. These models allow for understanding the substantive influences of various background characteristics on outcomes (i.e., do outcomes systematically vary based on participant demographics, years in college, or previous exposure to prevention education).

### ***Program Impacts for MVP Participants versus the Comparison Group***

In order to verify that changes in attitudes among the participant samples are truly attributable to the MVP intervention, post-test responses for both the Peer Educators and Workshop Participants were next compared to comparison group responses. Using bivariate analyses, mean Peer Educator post-test scores on the Gender Violence Scale, Prevention Scale, and the 22 peer assessment items were measured against comparison group responses. Significant differences between the Peer Educators and the comparison group represent changes attributable to the MVP intervention. Once again, multivariate ANOVA analyses were conducted to control for background differences between the groups; because the results of these additional analyses did not differ from the bivariate results, only the bivariate results are presented in the report. Mean Workshop Participant post-test scores on the Gender Violence Scale, Prevention Scale, and the 22 peer assessment items were also measured against comparison group responses, with significant differences between the two groups representing changes attributable to the MVP intervention. Again, results of multivariate ANOVA analyses controlling for background

differences between the groups did not differ from the results of the bivariate analyses and, therefore, are not presented in the text.

### ***Changes in Rates of Violence at Syracuse University***

To gain some insight into the impact of the MVP program on overall rates of reported violence on the Syracuse University campus, the report compares official rates of sexual assault and other violent incidents during the year immediately preceding MVP implementation to incidents during the two years of program implementation. In addition, the report examines trends in sorority and fraternity member infractions of the code of student conduct during the two years of program implementation. While significant differences in incidents during the program implementation period may be due to external factors other than the MVP program, this analysis provides a broad context of the prevalence of reported violent incidents on the campus and may indicate some program effect. However, the data must be interpreted cautiously, as positive findings do not necessarily point to a program impact (nor does a lack of findings necessarily negate a program impact).

## CHAPTER 3.

### THE SYRACUSE PARTNERSHIP FOR VIOLENCE PREVENTION: PLANNING THE INTERVENTION

To bring the Mentors in Violence Prevention program to Syracuse University, a diverse group of stakeholding agencies came together to form the Syracuse Partnership for Violence Prevention. This partnership represents a collaboration of university and community players committed to reducing violent behavior in Syracuse. After providing an overview of student life at Syracuse University and of pre-existing violence prevention efforts, this chapter documents the convening of the partnership and the planning efforts undertaken by the group in the six months prior to program implementation.

It is worth noting that members of the partnership engaged in continued reflection and modification of the program over the two year period covered by this report; however, this chapter focuses principally on the planning period between July and December 2006. Modifications to the implementation plan occurring once the MVP curriculum was operational are detailed in the following chapter.

#### SETTING FOR THE SYRACUSE PARTNERSHIP

Syracuse University is a private, coeducational university located in Syracuse, in central New York State. In the fall 2007 semester, 13,203 undergraduate students (12,491 full-time, 712 part-time) and 5,881 graduate and law students (3,926 full-time, 1,955 part-time) were enrolled.<sup>9</sup> Undergraduate students are predominately white (74%), with smaller numbers of Asian (10%), black (9%), Hispanic (7%), and Native American (1%) students. Forty-one percent of undergraduates are from New York State, 55% are from other states, and 4% are international students. More than half of the undergraduates are women (56%). Approximately 64% of undergraduates receive need-based financial aid.

Approximately 20% of undergraduate students are members of a fraternity or sorority at Syracuse University (2,646). Women make up the majority of students in the Greek system (65%). There are 47 chapters in total—28 fraternities and 19 sororities. On average, fraternities have fewer members (33) than sororities (90). Each of the 47 chapters is governed by one of five councils: the Inter-Fraternity Council (IFC), Latino Greek Council (LGC), Multicultural Greek Council (MGC), National Pan-Hellenic Conference (NPHC), and Panhellenic Council (PC). Each of these councils regulates member organizations according to their policies, rules, and regulations. Syracuse University has a deferred rush system, preventing students from joining a fraternity or sorority before the second semester of their freshman year.

The Syracuse University Rape: Advocacy, Prevention, and Education (R.A.P.E.) Center, established in 1990, was one of the first comprehensive sexual assault service and prevention centers in higher education. Staff includes a 24-hour response team and provides comprehensive sexual assault services to students in the campus community. During the 2004-2005 academic year, the R.A.P.E. Center provided the Syracuse University community with 106 sexual assault prevention education and outreach programs that reached approximately 5,220 students, focusing on gender stereotypes, sexual assault, consent, healthy relationships, and the connection between sexual violence and alcohol and other drugs. In 2003, Syracuse University established a

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<sup>9</sup> All Syracuse University statistics represent the university's population during the fall 2007 semester.

mandatory sexual violence prevention and education program for all incoming first-year students. Led by nationally recognized speaker and advocate for the prevention of men's violence against women, former NFL player and Syracuse University student athlete alumnus Don McPherson, the program focuses on understanding attitudes, social influences, and behaviors that lead to the perpetration of violence against women—specifically the impact of “narrow masculinity” on men's attitudes about themselves, women, and violence.

Despite the university's efforts, the incidence of sexual assault among Syracuse University students has increased in recent years. Sexual assault data at the university is tracked longitudinally by the R.A.P.E. Center, the Office of Judicial Affairs, and the Department of Public Safety, with corroborating data from the Syracuse City Police Department. The University R.A.P.E. Center noted an increase of 60% in reported sexual assault cases between the academic years of 2003-2004 and 2004-2005. During the 2004-2005 academic year, there were 31 sexual violence incidents reported to the R.A.P.E. Center, including 14 incidents of rape and 8 incidents of other sexual offenses. In addition, there were five incidents of suspected sexual assault in which the victim/survivor experienced severe memory loss, and in these cases, there were not enough details available for classification of the incidents. There were two incidents of suspected involuntary drugging and two incidents of harassment. These figures reflected only those incidents *reported* to university officials.

Based on concern over continuing incidents of sexual assault, the university identified the need to conduct further sexual violence prevention education for students, particularly to bolster the campus-based violence prevention programs already in place. The Syracuse Partnership for Violence Prevention was thus convened, principally to bring together a diverse group of community stakeholders to implement the Mentors in Violence Prevention program. The process of establishing this partnership and implementing the intervention are described below.

### **CREATING THE PARTNERSHIP**

The Syracuse Partnership for Violence Prevention was designed to bring together a diverse group of stakeholders to implement the MVP program on the Syracuse University campus. The partnership drew members from five primary organizations:

- **The Center for Court Innovation**, the agency receiving funding for the initiative from the U.S. Department of Education, is a nonprofit think tank created to promote new thinking about how the justice system can respond more effectively to difficult problems like addiction, delinquency, child neglect, and domestic violence. The Syracuse Partnership for Violence Prevention represents one of the organization's first forays into prevention work. Although the main office is located in New York City, the Center for Court Innovation has an upstate satellite office located in Syracuse. The Center was primarily responsible for administrative tasks, including budget management and communications with the U.S. Department of Education, and for the project evaluation.
- **The Syracuse University Rape: Advocacy, Prevention, and Education (R.A.P.E.) Center** is a unit of the Division of Student Affairs and is charged with the coordination and oversight of comprehensive sexual assault prevention programs. In addition, the R.A.P.E. Center provides support services for survivors of sexual assault. The R.A.P.E. Center acted as the liaison between the Center for Court Innovation and the student organizations and student life departments of Syracuse University. The R.A.P.E. Center

spearheaded the implementation of the MVP curriculum and coordinated program logistics. Sexual assault volunteer advocates from the R.A.P.E. Center also provided support during workshops.

- **The Office of Student Life, Fraternity and Sorority Affairs at Syracuse University** is also a unit of the Division of Student Affairs at Syracuse University. Its mission is to help students create a Syracuse University experience that fosters leadership development, good citizenship, creative expression, and the celebration of diversity. This department worked with the five Greek counsels to ensure the cooperation of the student groups, leading program recruitment efforts.
- **The Office of Student Life and Experiential Learning at the State University of New York, College of Environmental Science and Forestry (SUNY-ESF)**. A public university located near Syracuse University, SUNY-ESF obtains residential as well as health and counseling student services from Syracuse University. Initially, it was intended that students at SUNY-ESF would be included in the Mentors in Violence Prevention program and, indeed, some members of Syracuse University sororities and fraternities are students at SUNY-ESF. However, efforts to expand the program to the SUNY-ESF campus were not realized and the SUNY-ESF representative ceased attending partnership meetings after Year One.
- **Vera House, Inc.** is a Syracuse-based advocacy agency that provides a wide range of programs designed to end domestic and sexual violence; assist families in crisis; support those affected by domestic and sexual violence to live safe, self-sufficient lives; empower women and children; and promote a culture of equality and respect in relationships. Vera House also administers the Syracuse Area Domestic Violence Coalition. Vera House provided staff trainers and assisted R.A.P.E. Center staff in adapting the MVP curriculum for the Syracuse University population. Sexual assault volunteer advocates from Vera House also provided support during workshops.

In addition, Northeastern University's Center for the Study of Sport in Society provided technical assistance to the partnership, training staff members and approving adaptations to the MVP curriculum.

Once the participating organizations were identified, representatives from each were invited to participate in a steering committee, which oversaw the planning and implementation of the program, ensuring that grant deliverables were met.

#### THE STEERING COMMITTEE

The steering committee met regularly—twice a semester over the two-year project—and provided an opportunity for partners to communicate with each other and ensure that both the collaborating partners' interests and the collective goals of the project were fulfilled. The group monitored progress, identified implementation barriers, and brainstormed solutions.

The steering committee included representatives from each of the key organizations in the partnership:

- The Center for Court Innovation, including:

- The Project Director, who convened steering committee meetings and oversaw grant deliverables, budget management, and communication with the Department of Education;
- The Project Coordinator, who oversaw programmatic components of the project;
- The Upstate Project Associate, who oversaw central coordination of administrative matters; and
- The program evaluator (author of this report).
- The Syracuse University R.A.P.E. Center, including:
  - The Associate Director of the University R.A.P.E. Center, who coordinated Syracuse University program participation;<sup>10</sup> and
  - The Coordinator of Staff Trainers.
- Other Syracuse University representatives, including:
  - The Associate Dean of Students, Office of Student Life; and
  - The Director of Fraternity and Sorority Affairs, Office of Student Life.<sup>11</sup>
- Other key members of the partnership, including:
  - The Executive Director of Vera House, Inc.;
  - The SUNY-ESF Coordinator of Students;<sup>12</sup>
  - A representative of the team of staff trainers; and
  - One of the Peer Educators trained during the first semester of program implementation.<sup>13</sup>

Meetings were generally well-attended and, particularly during Year One, each organization typically had at least one representative at all meetings. During meetings, steering committee members discussed progress toward grant deliverables to-date, preparations for upcoming program sessions, and ongoing challenges. These meetings were particularly important, given the geographic distribution of stakeholders; both the Project Director and Project Coordinator were located in New York City.

#### FEEDBACK ON THE PARTNERSHIP

Following Year One, research staff asked members of the steering committee to reflect on the partnership. In general, stakeholders reported that the partnership successfully brought a diverse group together and made the implementation of an ambitious project possible. A common goal—bringing the MVP curriculum to sorority and fraternities at Syracuse University—helped stakeholders to overcome different perspectives and different office cultures. As one steering committee meeting member reflected, “Any collaboration results in challenges, but this group was able to work through those challenges.” Ultimately, several of the stakeholders named the collaborative nature of the project as one of its greatest strengths.

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<sup>10</sup> When a new director was appointed, both the Director and the Associate Director of the University R.A.P.E. Center were included in the steering committee.

<sup>11</sup> After the Director of Fraternity and Sorority Affairs left Syracuse University at the end of Year One, the position was vacant through the end of Year Two. In the absence of a new director, the Associate Dean of Students represented the Office of Student Life in steering committee meetings.

<sup>12</sup> The SUNY-ESF representative ceased attending steering committee meetings after Year One, when it was clear that the program would not expand to the SUNY-ESF campus.

<sup>13</sup> The student representative was added to the steering committee in Year Two.

*Considering that many of the individuals hadn't known each other or worked together before, I think [the partnership] worked very well. I think that everyone had the mission in mind, that they were really trying to make this work. I think there were a lot of really different styles and we had to understand each others' styles. I think there were times when there were misunderstandings because of that, but I think that everybody worked through that.*

*[The collaboration was] rocky at first because no one understood the partnership or what various players could bring to the table. But this improved over time....The partnership was a strength; I saw the value of working with people from outside the university.*

Despite overall positive impressions of the nature and success of the collaboration, most of the stakeholders indicated that, particularly early in the planning process, there was a good deal of confusion over the role of various players. In part, stakeholders attributed this to major changes in the staffing of two of the key organizations—the Center for Court Innovation and the University R.A.P.E. Center—between the time that the grant was submitted and the funding was approved. During this period, both the Center for Court Innovation's Director of the Upstate Office, who was to serve as the project director, and the Director of the University R.A.P.E. Center left their respective positions.<sup>14</sup> Particularly because these two individuals had authored the funded grant application, their departures resulted in some confusion about who would lead the initiative. With so many different agencies involved, several stakeholders reported feeling that there were “too many cooks in the kitchen.”

*I was a bit unsure of who was in charge... Overall, there were a lot of leaders.*

*There were so many people making decisions that I think sometimes things took longer to be implemented than they should have [because of this], but in the end we came out with a good product. ...I think fewer decision-makers [would make the implementation process easier]. I think sometimes decisions would come down from the top, but there were different tops. There was the Center for Court Innovation, there was ...the R.A.P.E. Center, the entire steering committee. And then, sometimes, decisions would come down from all three of those groups. Or maybe sometimes the same decision, but with a different spin.*

Beyond confusion over project leadership, several stakeholders reported that they were confused about their own role and the role of others on the project. As noted above, at least one stakeholder felt that role confusion slowed the implementation of the project; a similar sentiment was expressed by a stakeholder who suspected that, in order to avoid stepping on toes, some players didn't make their wishes known to the group.

*I think one of the struggles for me at the beginning was not only was I not sure of my role, but I don't think anyone was sure of anyone [else's] role. And I think that was difficult and I think there were times when we took some steps back because some people might have been hesitant to express an opinion or to move things in a specific direction. ...Decisions weren't*

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<sup>14</sup> The former Director of the Center for Court Innovation's Upstate Office stayed involved in the project as a consultant and staff trainer.

*made because [we] weren't sure who was going to make that decision. ... I think that we didn't move ahead as quickly as we could have if we would have known people's roles.*

Noting the confusion over roles, particularly given early staff turnover and the geographic distance between key staff at the Center for Court Innovation, the project director distributed a memo outlining the role of key stakeholders.

At least one stakeholder felt that the lack of strict role definition inspired greater flexibility within the collaboration:

*I think there has definitely been confusion [over stakeholder's roles], but the other side of that is... flexibility. If there's something that needs to be done, then people can step up and do it.*

### **SETTING PROGRAM GOALS AND OBJECTIVES**

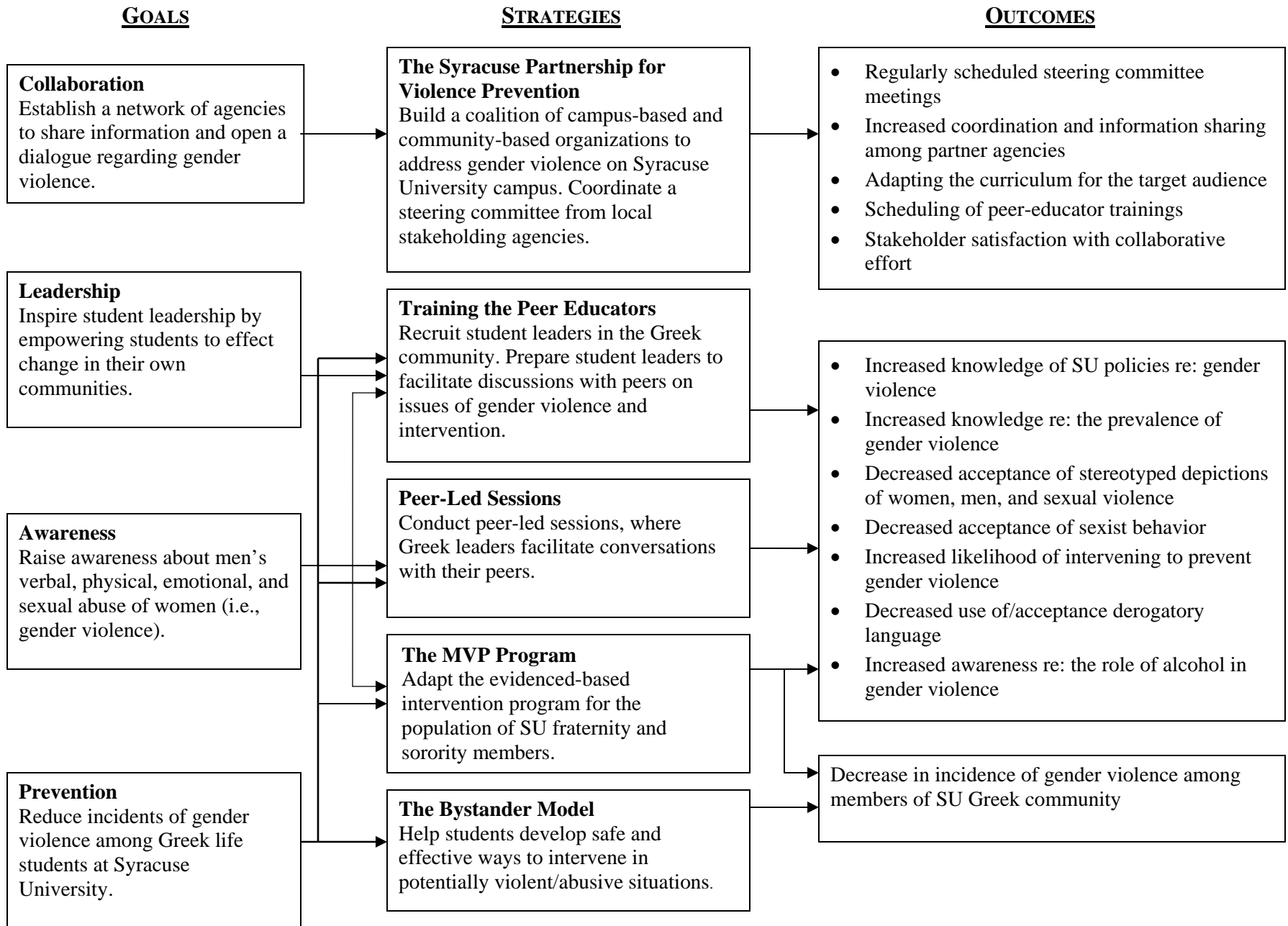
The initial program grant identified a list of goals and objectives of the Syracuse Partnership for Violence Prevention. Based on this list, research staff developed the logic model below (Figure 3.1) to assist stakeholders in identifying the project's goals and outlining specific strategies for achieving them. Broadly, the partnership's mission was to create a collaborative effort to address gender violence on the Syracuse University campus through the Mentors in Violence Prevention curriculum. The goals of the partnership, as stated by the logic model, include:

- Establish a collaboration of community partners to engage in a dialogue about gender violence;
- Inspire student leadership in order to combat gender violence;
- Raise student awareness of the issue of gender violence; and
- Reduce the incidence of gender violence on the Syracuse University campus.

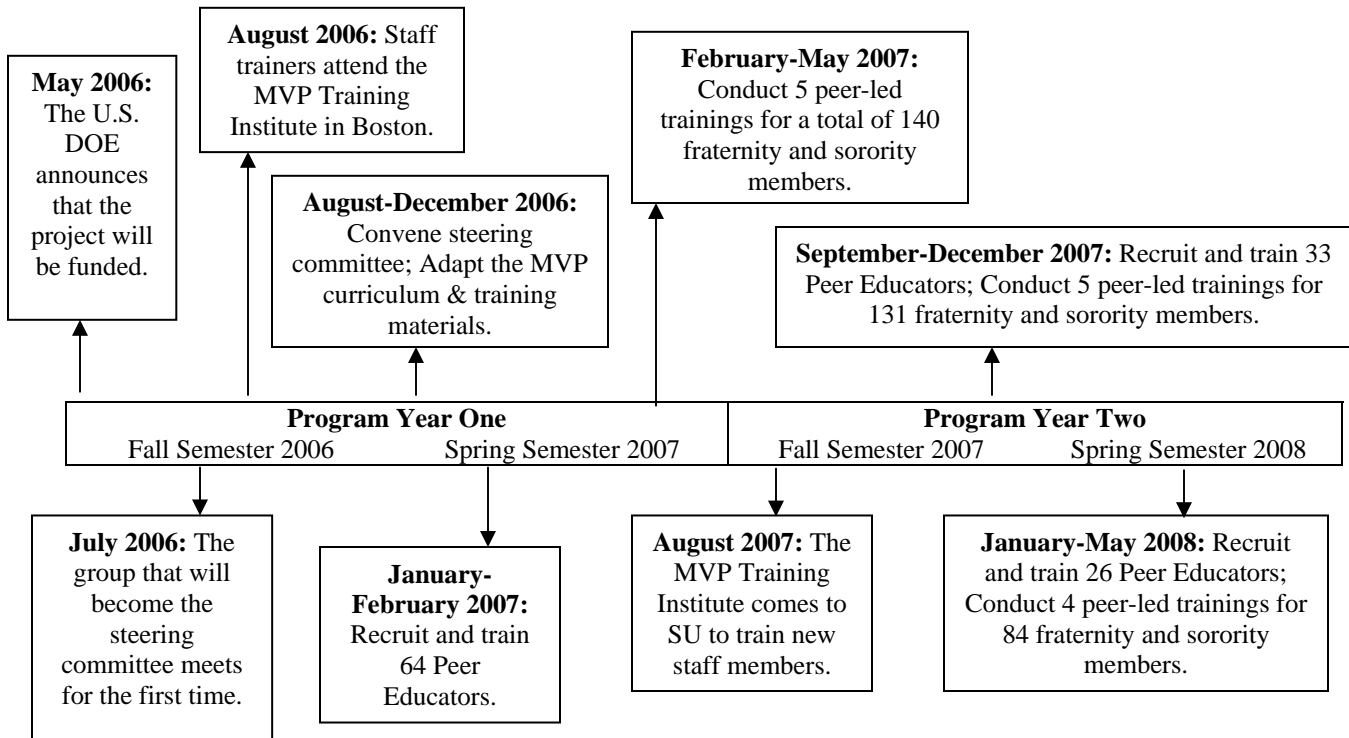
Concrete strategies for realizing these goals include the formation of the Syracuse Partnership for Violence Prevention; the adaptation of the existing Mentors in Violence Prevention curriculum—with its focus on bystander empowerment—for the Syracuse University Greek community; and training sessions for both Peer Educators and Workshop Participants. The outcomes included in the logic model represent items measured through the evaluation component of the project, including stakeholder participation in and satisfaction with the partnership; changes in participant knowledge, attitudes, and predicted behaviors; and changes in official reports of gender violence.

It is worth noting that the logic model was developed primarily as a means for thinking through the evaluation design. Although the model was presented to the steering committee and discussed by stakeholders, the goals and objectives identified were defined primarily by the authors of the grant and the evaluator. Research staff did not further discuss project goals with program staff prior to developing a logic model, though some revisions were made based on stakeholder feedback after the model was developed. Despite this, during the group discussion of the logic model, there was a great deal of consensus regarding the goals and objectives of the partnership. Throughout the period covered in the report, project objectives were central to steering committee meetings, with stakeholders frequently discussing target outcomes and suggesting new approaches to dealing with obstacles in attaining project objectives.

**Figure 3.1. The Syracuse Partnership for Violence Prevention Logic Model**



**Figure 3.2. The Syracuse Partnership for Violence Prevention Timeline**

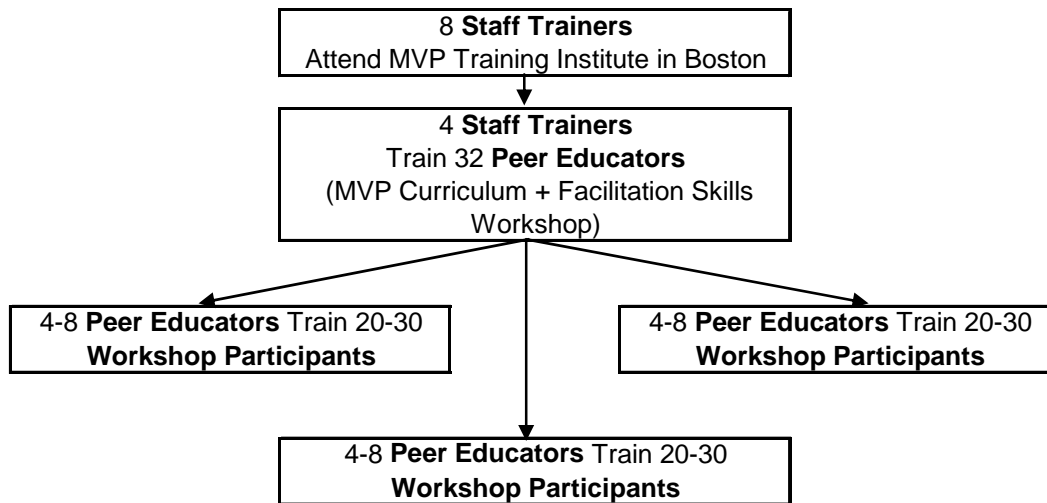


**PROJECT TIMELINE AND STRUCTURE**

The timeframe covered in this report represents the nearly two-year period from July 2006 through May 2008. The initial program grant described two academic years of program implementation, with student participation in the Mentors in Violence Prevention program beginning during the fall semester of the 2006-2007 academic year (Year One). However, this timeframe was ultimately deemed by the steering committee to be unrealistic. In part, this decision stemmed from key staff turnover as described above. Therefore, the fall 2006 semester was dedicated to program planning, with program implementation occurring over the following three semesters (spring 2007, fall 2007, and spring 2008). Figure 3.2 represents the project timeline as it was actually implemented.

In addition to concerns over the initial project timeline, stakeholders expressed concern over the target numbers included in the grant. The original proposal indicated that approximately 432 students (192 men and 240 women) would be trained annually, for a total of 864 student participants—or one-third of all fraternity and sorority members—over the two-year implementation period. Student participants would be recruited from eight sororities and eight fraternities each year, for a total of 32 chapters represented by the end of Year Two. During initial planning meetings, stakeholders expressed concern that such numbers were unrealistic. Moreover, several stakeholders raised the concern that many of the Greek organizations—particularly organizations for men and women of color—do not have enough members to be eligible for a program with minimum participation numbers. Ultimately, difficulties with the recruitment effort resulted in students being recruited from across the Greek community each

**Figure 3.3. Sample Training Structure**



*\*Note:* Staff Trainers for program Year 1 attended the MVP Training Institute in Boston. Additional Staff Trainers for program Year 2 attended a training session in Syracuse facilitated by the MVP Training Institute.

semester (recruitment is discussed in more detail in Chapter Four). In light of the concerns raised during initial stakeholder meetings, the partnership decided that, while they would make every effort to achieve the target numbers in the grant, they anticipated that participation numbers would fall short. In addition, the target numbers were adjusted to account for the fall 2006 semester, during which no students participated.

Figure 3.3 represents the MVP training structure over the course of a hypothetical semester. The structure starts with Staff Trainers—in the Syracuse University program, these are non-students or graduate students who are not part of the Greek Life community—attending a training facilitated by Northwestern University’s Center for the Study of Sport in Society. During this session, the Staff Trainers become familiar with the MVP model and program materials. They participate in exercises like those that they will go on to facilitate for program participants. The Staff Trainers practice facilitating discussions on the program topics and get feedback from the program facilitators and from others participating in the session. In addition to acquainting the Staff Trainers with the subject matter, this session also serves to bring together the Staff Trainers as a group and allows individual trainers to explore their own feelings on the subject matter.

During Year One, ten Staff Trainers were sent to Boston to attend a training session at Northeastern University. Based on concerns that several of these staff members would not be available to facilitate sessions during Year Two coupled with stress caused by relying on a small group of trainers during Year One, at the end of the first program year, funds were reserved to train additional staff members. In August 2007, a training team from the Center for the Study of

Sport in Society came to Syracuse and conducted a three-day training session for a group of thirty Syracuse University and Vera House Staff Trainers.<sup>15</sup>

As indicated in Figure 3.3, the Staff Trainers go on to facilitate sessions for the Peer Educators—leaders in the Greek community who have committed to facilitate future program sessions for their peers. The Syracuse program utilized four Staff Trainers in each session—two men and two women—to facilitate discussion among target groups of 32 Peer Educators.<sup>16</sup> This staffing ensures that two staff members are on hand at all times, including times when participants are broken into single-sex groups. During the training sessions, the Peer Educators gain substantive knowledge on violence prevention, participate in guided conversations based upon the MVP scenarios, and learn how to keep discussions on topic, how to stimulate dialogue respectfully, and how to move through the materials in a thought-provoking manner. In addition, the Peer Educators participate in both mixed-gender and single-sex discussions. In the Syracuse model, the training sessions for the Peer Educators consist of 12 hours of training over the course of two days. In addition, all Peer Educators receive some facilitation skills training, although the delivery of this additional training varied each semester. The facilitation skills sessions are discussed more in Chapter Four.

The Peer Educators then go on to facilitate discussions for their peers, the Workshop Participants. These participants are members of sororities and fraternities who have signed up to participate in the program, either out of interest in the subject matter, in exchange for credit toward their organization's accreditation, or due to pressure from organization leaders. A mixed-gender group of between four and eight of the Peer Educators facilitates discussion among approximately twenty of their peers. The Workshop Participants are led through a similar but abbreviated version of the curriculum that was presented to the Peer Educators. In the Syracuse model, the training sessions for the Workshop Participants consist of seven hours of training over the course of two days. During these sessions, Staff Trainers are present to address any problems that may arise.

#### **ADAPTING THE MVP MODEL**

On the whole, the Mentors in Violence Prevention program as it was implemented at Syracuse University was faithful to the original program with two principal exceptions, both approved by Northeastern University's Center for the Study of Sport in Society.

First, the program as implemented at Syracuse University was greatly condensed; rather than 12 to 14 hours of training conducted over the span of several months, the program consisted of seven to twelve hours of training, conducted over the span of two consecutive days.<sup>17</sup> Initially, planners proposed conducting the program over the course of five regularly scheduled two-hour sessions. However, representatives from the Office of Student Life indicated that fraternity and sorority members would be unlikely to volunteer for such a time commitment, due to conflicting obligations created by classes, Greek Life functions, and other commitments. Representatives from the Office of Student Life felt that students would be more likely to participate in a

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<sup>15</sup> Some of these Staff Trainers were not involved with the Syracuse University initiative, but were working with Vera House on an initiative to bring the MVP curriculum to Syracuse public high schools.

<sup>16</sup> In reality, there were between 26 and 33 Peer Educators in these sessions.

<sup>17</sup> Peer Educators received 12 hours of training; Workshop Participants received seven hours of training.

program held on a single weekend. Consequently, all training sessions were scheduled either as Friday and Saturday or Saturday and Sunday sessions.

Second, although the topics covered in the Syracuse University curriculum remained the same as in the original MVP program, the Staff Trainers adjusted the language, scenarios, media clips, and other program exercises to be more appropriate for a Greek audience. In addition, based on the abbreviated program timeline, Staff Trainers reduced the overall number of scenarios and other exercises designed to incite discussion. This process took place over several months between August and December 2006, when the Staff Trainers met weekly to cull through the MVP training materials. Over the implementation of the project, Staff Trainers continued to adjust the curriculum based on staff observations and participant feedback. The curriculum is discussed in greater detail in Chapter Four and was cited by multiple stakeholders as one of the major achievements of the Syracuse initiative.

## **CHAPTER 4.**

### **IMPLEMENTING THE MVP PROGRAM AT SYRACUSE UNIVERSITY**

Beginning in February 2007, the Syracuse Partnership for Violence Prevention provided the Mentors in Violence Prevention program to 468 members of the Syracuse University Greek community. The program was implemented over the course of three semesters and resulted in over 150 student training hours. This chapter details the implementation process and includes descriptions of the recruitment process, the student participants, the curriculum developed for the Syracuse University student population, the MVP sessions, and participant feedback.

#### **RECRUITING PARTICIPANTS**

Eighty percent of the membership from each fraternity and sorority is required to attend specialized programming annually in order to be accredited by the university. The MVP program fulfills several of these accreditation requirements, including alcohol education and violence prevention. Especially during the first program semester, representatives from the Office of Student Life stressed that the program is an easy way for organizations to obtain program credits. In addition, some amount of peer pressure comes from Peer Educators, who encouraged their friends to participate. Finally, after the first semester, positive word of mouth from students who had already participated helped the recruitment effort.

Despite these enticements, recruiting participants represented one of the greatest challenges over the three-semester implementation period. Particularly for Peer Educators, the program represents a sizeable time commitment for students who are already busy with courses, other fraternity and sorority events, and outside commitments. Initially, planners intended to recruit participants from a limited number of organizations each semester, drawing both Peer Educators and Workshop Participants from eight sororities and eight fraternities each academic year. Each of the 16 organizations would nominate four Peer Educators, for a total of 64 Peer Educators annually. Members from the same 16 organizations would then sign up to fill the Workshop Participant slots. However, it soon became clear that this strategy would not result in enough volunteers.

In order to recruit more participants during Year One, the University's Director of Fraternity and Sorority Affairs contacted the presidents of all sororities and fraternities and asked them to identify interested members to participate. This effort eventually led to the largest group of participants of the three pilot semesters (in a single semester). When the director left at the end of Year One, program planners again scrambled to recruit participants. During the second semester of program implementation (beginning in September 2007), the task of recruiting participants fell primarily to the Associate Dean of Students, who tried a new method of recruitment. In addition to asking sorority and fraternity presidents to identify interested students, the Associate Dean identified troubled fraternities and sororities—for instance, those in danger of losing accreditation and those written up on code violations—and mandated that they send a specific number of participants to the program. This punitive recruitment strategy had implications, and program staff found the group of students recruited for the second program semester to be less engaged and to have more behavioral issues. During the third program semester (beginning in January 2008), the program resumed a voluntary recruitment strategy, with chapter presidents

and previous program participants encouraging interested students to get involved. Although this led to a smaller group of participants, the group was generally interested and engaged.

Throughout the planning and implementation periods, program staff expressed a desire to involve a diverse group of students. Staff repeatedly discussed strategies for recruiting student participants from black and Hispanic organizations. However, as highlighted in the next section, participants were largely white. In part, this reflects the population of sororities and fraternities on the Syracuse University campus. However, it may also represent a systematic recruitment problem. Because participating organizations were encouraged (especially during Year One) to send members to participate as Peer Educators *and* as Workshop Participants, minority organizations—which generally have fewer members—may have believed that they did not have enough members to participate in the program.

In addition to challenges recruiting *enough* student participants, additional challenges arose when students were not always certain *what* it was they had volunteered for. During the first semester, the group recruited to be Peer Educators reported that they were unaware that they had signed up to facilitate sessions for their peers until the weekend of the program workshops. These students reported that they believed that they were signing up for a one-weekend session, when, in reality, their role as Peer Educators involved a much larger time commitment. As one focus group participant explained:

*When you initially signed up for the program, you had no idea whatsoever what the time commitment was. I was thinking maybe it was just a lecture that we had to listen to... or some sort of minimal training, but nothing where we were actually being trained to be trainers. That's not what I had in mind at all.*

Beyond being unaware of the time commitment, Peer Educators in this group reported that the program content was not clear from the recruitment materials. Focus group participants told research staff that they believed more students would have been interested in participating, had the content been clear.

*I didn't know what they meant by violence prevention. I don't think I understood it that well, when it was first explained. And a lot of other people said that afterward as well; they didn't understand ...what exactly it was. I think that, to get more Peer Educators, you have to have more of that communicated.*

*When [the recruitment email] said "violence," I did not think [violence against] women when I read that. I can't remember what I thought, but I had no idea that it had anything to do with this. I got more engaged and interested once I found that out.*

Program staff heard these complaints through conversations with program participants, as well as feedback provided after the Peer Educator focus group. The result was apparent during Year Two, when the time commitment and the role of Peer Educators were much more explicitly explained in recruitment materials.

## THE STUDENT PARTICIPANTS

**Table 4.1**  
**MVP Participation by Semester**

	<b>Peer Educators</b>	<b>Workshop Participants</b>	<b>Total</b>
Spring Semester 2007	54	140	<b>194</b>
Fall Semester 2007	33	131	<b>164</b>
Spring Semester 2008	26	84	<b>110</b>
<b>Total</b>	<b>113</b>	<b>355</b>	<b>468</b>

Over the course of the first three semesters of program implementation, a total of 468 students participated in the MVP program, with 113 students involved as Peer Educators and an additional 355 students participating in peer-led sessions. Table 4.1 presents program participation over the three semesters, further categorizing students by whether they participated as Peer Educators or Workshop Participants. Table 4.2 offers additional descriptive characteristics of MVP participants, highlighting differences between Peer Educators and Workshop Participants.<sup>18</sup>

Equal participation from male and female students was an important component of the MVP curriculum as implemented at Syracuse University. Therefore, recruitment efforts focused on and almost precisely attained an equal distribution of males and females in each group. As shown in Table 4.2, about half of both Peer Educators (52%) and Workshop Participants (47%) were female.

Program staff also targeted recruitment efforts at students who were felt to be most likely to take a leadership role in implementing the lessons taken from MVP throughout the Syracuse University campus. Therefore, staff directed recruitment at those students who had been on campus long enough to become leaders, as well as those who would remain on campus beyond program completion. As shown below, the practical result of these recruitment efforts were fewer freshmen and senior participants and more sophomore and junior participants. Program staff felt it was particularly important that the Peer Educators be older, more experienced students; this is reflected in the finding that Workshop Participants are significantly more likely than Peer Educators to be college freshman ( $p < .01$ ).

One of the ongoing challenges of program recruitment was attracting a diverse student population. Although program staff attempted to make connections with minority organizations, the vast majority of both Peer Educators (79%) and Workshop Participants (83%) were white. Program staff had some luck attracting Asian students, but had less success attracting other minority populations to participate. The Syracuse University Office of Student Life was not able to provide race and ethnicity characteristics of all fraternity and sorority members; however, only 3% of sorority and fraternity members belong to organizations specifically targeting minority students. It may be that the desire of program staff to achieve a diverse participant sample was

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<sup>18</sup> The numbers presented in Table 4.2 represent only those participants (91% of the total) who completed pre- and post-training surveys.

**Table 4.2**  
**MVP Participant Characteristics**

	Peer Educators	Workshop Participants
Total Number of Students	103	321
Male	48%	53%
Female	52%	47%
Average Age	19.65	19.50
Year in School		
Freshman	7%	16%**
Sophomore	62%	56%
Junior	21%	22%
Senior	10%	6%
Race/Ethnicity		
White	79%	83%
Black	5%	2%
Hispanic/Latino	4%	5%
Asian/Pacific Islander	10%	7%
Native American	1%	1%
Other	2%	2%
Semester of Involvement in MVP		
Spring 2007	51%	37%*
Fall 2007	29%	37%
Spring 2008	20%	26%
Previous Participation in Similar Programs	30%	32%
Sexual Assault/Rape Program	30%	28%
Sexual Harassment Program	28%	26%
Dating Violence Program	23%	23%
Previously Participated in MVP as a Workshop Participant	5%	

+ p<.10 \* p<.05 \*\* p<.01 \*\*\* p<.001

somewhat unrealistic, given what may be a relatively homogeneous Greek population. Without more information, it is unclear whether the racial characteristics of MVP participants match those of the Greek Life population; however, the participant characteristics are a fairly accurate representation of the Syracuse University population as a whole, with a slightly lower proportion of black and Hispanic students.

Initially, the MVP program was slated to be implemented during the fall semester of the 2006-2007 academic year. When program staff decided to postpone the initial training sessions until the spring semester, they recognized that this would make the target numbers for Year One nearly impossible to attain. In order to boost the Year One numbers, program staff aimed to recruit the target number of Peer Educators, despite the abbreviated implementation period. The program succeeded in this regard—boosting Peer Educator numbers in the first semester—but it was not able to produce a commensurate increase in the number of Workshop Participants.

Therefore, Peer Educators in particular, but not Workshop Participants, are over-represented in the first semester ( $p < .05$ ).

Five percent of Peer Educators reported that they had participated in a peer-led session prior to becoming a Peer Educator. Just under a third of both the Peer Educators (30%) and Workshop Participants (32%) reported previous participation in any programs addressing sexual assault, rape, sexual harassment, or dating violence. This is somewhat surprising, given that the university implemented a mandatory sexual violence prevention program for all incoming first-year students in 2003. Based on this requirement, it is likely that more students than reported have actually had some prior exposure to topics addressed through the MVP program, although the low level of recall could be interpreted to call into question the effectiveness of such prior exposure.

### **GETTING STARTED: KICK-OFF EVENTS**

Each program semester began with a kick-off event for the new group of Peer Educators. Led by the Syracuse University student athlete alumnus and advocate for the prevention of men's violence against women, Don McPherson, this event introduced the Peer Educators to the MVP program and called them to action as leaders on the Syracuse University campus. At the first kick-off event, McPherson challenged participants to act as leaders in fighting gender violence in a society that tells them that gender violence is not important. McPherson further challenged the men in the audience to stop allowing themselves to ignore gender violence by dismissing it as a "women's issue." Instead, he implored the men and women in the audience to work together, to listen to each other, and to hear each other.

The kick-off event was intended to inspire the incoming group of Peer Educators and to gain participant buy-in prior to the initial training session. Based on student response at the kick-off events, the sessions had the intended effect. In addition, the initial kick-off event served as an opportunity for program staff to introduce the initiative to the wider Syracuse community. Finally, because McPherson covered the history of the MVP model in his presentation, Staff Trainers were able to devote more time during program weekends to implementing the MVP curriculum.

### **THE SYRACUSE UNIVERSITY MVP CURRICULUM**

As noted in Chapter Three, a group of Staff Trainers spent several months adapting the MVP curriculum for the Syracuse University population. Not only were scenarios, media clips, and other examples adapted for a college audience, but training materials were further tailored to resonate with members of fraternities and sororities. Perhaps the most notable change to the curriculum was that it was drastically scaled down; while the original MVP program was implemented over the course of several months, the Syracuse University program was implemented over a two-day period. Accordingly, the curriculum was condensed significantly, primarily resulting in fewer scenarios and other participant activities designed to engage students in discussion. While participants still discussed similar subject areas, discussions were more abbreviated, and each topic area included fewer illustrative exercises.

Each two-day program session began with a brief introduction to MVP and empowered bystander models and an overview of the program schedule. Student participants were then asked

to develop a list of ground rules for the weekend with which they could all agree. The ground rules established in each session differed, but some common rules included:

- No cell phones;
- Be respectful of others;
- One person speaking at a time;
- Listen when others are speaking;
- Come back from breaks on time; and
- Use “I” statements rather than deflecting statements about what “some people” or “others” think/feel.

The program included five units discussed further below: gender roles, types of abuse, alcohol and consent, harassment, and homophobia. Each of the five units started with an “A/D/U” exercise, during which students were asked to group themselves based on whether they agreed, disagreed, or were unsure of their response to a statement provided by facilitators. Students were then asked to explain their responses, with those students who changed their opinion joining a different group. This initial exercise was used to encourage students to think critically about their own beliefs and to consider the beliefs of their peers. Additionally, the exercise was designed to engage students in discussion early in each section. Each unit also introduced a media clip—a video clip taken from contemporary movies or television—to reflect some aspect of the topic under discussion. After discussing the media clip, participants were divided into single-sex groups, with male and female participants going to separate rooms. During these single-sex groups, facilitators asked participants to respond to one or more scenarios described in the MVP Playbook. In the single-sex groups, participants were often more relaxed and could respond to scenarios more candidly than they might in a mixed-gender group. As one Staff Trainer explained when asked if the male students were more open in the single-sex groups:

*Yes, I think so. More so than in the mixed group. We would have things come out that wouldn't come out in the mixed group – where the men would kind of challenge each other. There was an assumption about how they had been posturing in front of the larger group – in front of the women... they appeared [in the larger group] to be more progressive than they really were.*

Increased participation by a variety of students may be an added benefit of these break-out sessions. Two of the Staff Trainers noted that, in several of the mixed-group discussions, male participants tended to dominate the conversation. While one of the Staff Trainers reported being excited that the men were so engaged in the discussion, another Staff Trainer suggested that such domination was another reflection of male privilege. Because the MVP model maintains that it is important for both men and women to discuss these topics, participants return from single-sex discussions to the mixed-gender group to continue the conversation.

Over the course of the three-semester project, Staff Trainers adjusted the training schedule in response to both program staff observations and student feedback. For instance, during the first semester, Staff Trainers felt that students responded with much more intensity to the units presented during the second day. In order to balance the intensity of the curriculum, the units were redistributed over the two-day schedule. Likewise, small changes were made in which Playbook exercises facilitators utilized, how facilitators began discussion around the media clips,

and so on. None of these modifications represented a significant change to the curriculum as a whole, but rather represented fine-tuning of the program. The descriptions of the topic areas presented below most closely reflect the final curriculum as presented in the third semester. However, this information does not differ markedly from the curriculum as implemented during the first two semesters. Throughout the sections below, examples are drawn directly from the training materials; these do not represent all the scenarios used in the sessions, but are meant to provide illustrations of the types of exercises included.

#### GENDER ROLES

This unit is designed to examine gender roles in society and investigate how gender role expectations affect student relationships and interactions. Facilitators encourage students to think about the ways that strict adherence to gender roles might encourage gender violence. The unit starts by asking participants to agree or disagree with the following statement:

*Rachel and Alex are going out on their first date. When they finish dinner, Alex tries to pay the bill. When Rachel attempts to pay her share, Alex explains that the man should always pay. Alex is correct in his statement: men should always pay.*

The exercise is designed to elicit discussion about dating and the expectations of men and women when they date. Clips from a series of television advertisements depicting stereotyped masculine and feminine roles (as well as deviations from these roles) lead to further discussion of what it means to be a man and what it means to be a woman. When participants are divided into single-sex groups, each group is asked to come up with a list of words defining what it means in our society to be a woman (for female participants) or a man (for male participants). This list is recorded in a large box drawn on the board. Participants are then asked to come up with a list of names that those who step out of the box—out of socially accepted gender roles—might be called. Students are encouraged to consider the implications of being “in” or “out” of the box and the ways that they keep each other in compliance with these prescribed roles. Students continue to discuss the exercise when they return to the mixed-gender group, looking at the lists that both the men and women developed.

#### TYPES OF ABUSE

This unit is designed to encourage participants to think about abuse as more than just physical battering. Students identify a variety of abusive behaviors, including verbal abuse, emotional or psychological abuse, physical, and sexual abuse. Additionally, students identify types of respectful behavior—distinguishing behaviors that merely avoid abuse from behaviors that are supportive and respectful. After playing a movie clip portraying an abusive relationship, facilitators ask students how they might intervene if they were a bystander to the scene, emphasizing that silence in the midst of violence can be interpreted as condoning violent behavior.

When students break into single-sex groups, they are asked to discuss a scenario:

*While at a party, a fraternity member pushes his girlfriend and says, “Leave me alone, bitch.” Other fraternity brothers are upset but don’t do anything. He’s not a close friend, but he’s your fraternity brother.*

Students are provided with several options, ranging from doing nothing, to confronting the fraternity brother, to offering support to the girlfriend, to reporting the incident to the Greek Life advisor. Students discuss possible options and reconvene with the mixed-gender group to continue the discussion. Facilitators stress the importance of respecting the wishes of victims and acting in ways that maintain bystanders' safety.

#### ALCOHOL AND CONSENT

This unit is designed to raise student understanding of the connection between level of intoxication and consent to sexual activity. The unit stresses that the individual initiating sexual contact must be extra cautious in interpreting consent when alcohol is involved. A movie clip depicting a rape involving alcohol and occurring at a fraternity house starts the discussion. Students are asked to rate their agreement with the statement:

*If the person initiating sex without consent is intoxicated, he/she cannot be held responsible for the sexual assault.*

Students then divide into single-sex groups and respond to a scenario designed to identify potential ways that bystanders can intervene on behalf of intoxicated peers.

#### HARASSMENT

The harassment unit is designed to encourage participants to place responsibility for sexual violence on perpetrators, rather than placing the onus on victims to prevent violence. The unit is intended to increase male understanding and empathy of the female experience. Like previous units, the harassment unit begins with an A/D/U exercise and a media clip. The primary exercise has female participants identify strategies that they regularly engage in to keep themselves safe. Women discuss preventive measures they take on campus, at parties, on dates, and elsewhere. Men are asked to develop a corresponding list identifying preventive measures they regularly take to keep themselves safe. Typically, men are surprised to see the extent of the preventive measures that women engage in on a regular basis. Facilitators then ask participants to reflect on whose responsibility it is to prevent sexual violence. Despite the fact that the majority of gender violence is committed *by* men *against* women, gender violence prevention is frequently deemed a "woman's issue," as indicated by the list of preventive measures undertaken by the women in the room.

In single-sex groups, participants respond to a scenario:

*You're hanging out on campus with three of your sorority sisters. A female friend of yours passes by, wearing a short, tight skirt. As she walks by, several male students sitting near you begin making crude gestures and harassing remarks referring to her body and clothes... The woman is obviously getting upset, but no one in your group says anything.*

Again, participants are provided a number of potential responses, from doing nothing, to confronting the men, to talking with friends about ways to confront sexism. Participants continue to discuss tactics for confronting harassment when they return to the mixed-gender group.

## HOMOPHOBIA

Drawing on earlier discussion of what it means to be a man or a woman in our society, this unit focuses on how we sanction those who step out of normalized gender roles. Participants discuss the relationship between homophobic and sexist language and gender violence. Facilitators stress that the fear of being identified as somehow less than a “real” man often keeps men silent about abuse, harassment, and the mistreatment of women. The unit also encourages participants to think about their everyday language and how it marginalizes specific groups.

Several A/D/U exercises are included in this unit. Students are asked to agree or disagree with the following statements:

- *It is okay to call a guy a fag or a girl a dyke if you don't really mean it.*
- *It is okay to question another person's sexuality to get him or her to do something you want.*
- *It is more acceptable for women to be gay than for men to be gay.*

In single-sex groups, participants reflect on what it would mean to have gay or lesbian members in their organization.

## FACILITATING PEER-LED SESSIONS

### FACILITATION SKILLS

Initially, program planners intended both to cover the MVP curriculum and to coach Peer Educators in peer-facilitation in a single, twelve-hour session. During the four-month planning period (August-December 2006), program staff realized that this was unrealistic, given the amount of material to be covered in the program curriculum alone. Consequently, during the first program semester, Staff Trainers added a three-hour session following the initial training weekend, during which the entire group of Peer Educators were given tips on facilitating sessions for their peers and provided with an opportunity to practice facilitating segments of the program curriculum. However, even with the added three-hour session, many of the Peer Educators were not prepared to facilitate discussion with their peers. During interviews with program staff at the end of Year One, several staff members cited this failure to adequately prepare the Peer Educators as one of the biggest challenges of the first year:

*I think we need to do more on preparing people on how to facilitate. Because that's a really difficult skill and it's not inherent that once you know the materials, you automatically know how to help people discuss it.*

*One of the bigger mechanical changes I think we need to make for next year is that we need to prepare the student trainers more than we did this year. Because that was kind of tacked on, we didn't really build it in, we did a three-hour little segment and then we were like, "Okay, we'll see you in a couple weeks [for the peer-led sessions]."*

*My sense was that they needed more time to be prepared to facilitate for six hours. They might need more than ten hours [of program content], but they definitely need more than three hours of facilitation training.*

Likewise, the Peer Educators reported feeling under-prepared for this aspect of the program at the end of Year One:

*I don't think it was stressed enough during our training that we would be training others. It would be good to say, at various points, "And what if 'x' happened? What if someone said 'y'?" I understand that they want to give us time to get to know each other and to be trained, but I think it's important that we be reminded that we're going to be doing this, that we're going to be trainers.*

Based on these concerns, program staff modified the facilitation skills session in the first semester of Year Two. Rather than conducting a single session, program staff conducted two, two-hour facilitation skills sessions. However, one of these sessions was conducted on a Friday evening, which proved less than ideal. Still dissatisfied with the facilitation skills sessions, program staff revisited the issue prior to the third program semester. At this point, the program staff decided to eliminate the group training and schedule team meetings between Peer Educators and Staff Trainers, with Peer Educators who would be facilitating sessions together scheduling time prior to their session to meet with staff members. During these meetings, staff discussed their own role and the role of the Peer Educators, helped Peer Educators assign tasks for the training, provided feedback to students, and answered any remaining questions. This strategy proved largely successful; Staff Trainers cited several benefits of the new approach, including encouraging the Peer Educators to work together as a group prior to facilitating sessions and establishing a stronger mentor/mentee relationship between Staff Trainers and Peer Educators. In addition to the changes made to the facilitation skills session, during the final program semester, program staff paired new Peer Educators with a veteran Peer Educator from a previous semester, who could take the lead in facilitating the session.

#### THE ROLE OF STAFF TRAINERS

Early on, program planners considered the role of the Staff Trainers, deliberating whether Staff Trainers should be present during peer-led sessions or whether a single Staff Trainer should be "on-call" to answer Peer Educator questions. Ultimately, project staff decided that the best arrangement would be to staff each peer-led session with two Staff Trainers: one male and one female. However, after the first semester of program implementation, the role of the Staff Trainers in these sessions was still unclear to both staff members and Peer Educators. Staff Trainers felt that the Peer Educators failed to connect to them; in at least one session, the Peer Educators did not even acknowledge the Staff Trainers in the room.

During trainers' meetings, there was much discussion and some disagreement over the role of the Staff Trainers in peer-led sessions. While some Staff Trainers advocated for more involvement from staff members, including assistance in facilitation and some degree of quality control, others promoted a more hands-off approach. To clarify the role of the Staff Trainers, staff members drafted a document called "Adults in the Room" at the beginning of the second program semester. The document outlined suggestions for the Staff Trainers and provided both staff members and Peer Educators with a common understanding. Overall, the suggestions highlighted the importance of preparation prior to the peer-led session and encouraged Staff Trainers to allow the Peer Educators to lead discussions.

*Remember to allow the peers to lead the group, and not the staff trainers, which can be challenging, given the inexperience of the peer leaders.*

Nevertheless, the document also advocated for Staff Trainer intervention when needed.

*Part of the adults' role is to promote the integrity of the program. Giving meaningful immediate feedback is one way to do this. It lets the students know that someone has their back and that you appreciate what they are doing. It also lets them know that we as adults recognize that it's tough to be a trainer... There are times when you may feel it's appropriate to interject. That's a matter of your own comfort level with what's being said (or not being said) and how you feel about throwing something out.*

At the end of the third program semester, Staff Trainers indicated that the team facilitation skills sessions assisted in clarifying the role of staff members during peer-led sessions. Because Staff Trainers had met with students beforehand, they reported feeling more comfortable assisting as needed during peer-led sessions. Staff Trainers also felt more comfortable asking the Peer Educators what role they would like the staff members to play prior to the training session.

## **SESSION LOGISTICS**

### **SCHEDULING**

Finding a time when students were available for a seven- to 12-hour training session was a challenge. Between football games, rush activities, exams, school breaks, formals, and schoolwork, the target population had few free weekends available. During the first semester of program implementation, planners scheduled three sessions per weekend, with both Friday/Saturday and Saturday/Sunday sessions. Logistically, conducting three sessions per weekend was taxing. However, staff reported that scheduling two sessions simultaneously (on separate floors of the same building) maximized staff efficiency by allowing support staff to cover two sessions at once. Also, during the first program semester, sessions were scheduled two weekends in a row; this scheduling resulting in burnout among program staff who were required to devote two successive weekends to the program. Finally, the Saturday/Sunday sessions were particularly difficult. Students arrived hungover and exhausted both days after being out late on Friday and Saturday nights. Friday/Saturday sessions were more successful.

### **FOOD AND DRINK**

Participants were provided with snacks throughout the training sessions. During the first program semester, support staff tried to handle all of the food arrangements, which was stressful and resulted in insufficient food. In subsequent semesters, the events were catered, which was a vast improvement. Each semester, students who had been consuming alcohol on Friday night went through much more bottled water to rehydrate themselves on Saturday morning than planners anticipated.

### **TRAINING MATERIALS**

Students occasionally neglected to bring training manuals to the second day of the program and, consequently, during the first semester, sessions did not have enough training materials. After the first semester, training manuals were color-coded to distinguish between materials for males and females; this made distribution of training materials easier.

### THE TRAINING SPACE

Initially, program staff considered holding one program session on the southern section of campus, where minority students tend to live. However, when only six of the initial group of 64 Peer Educators lived on south campus, it was decided that it made more sense to hold simultaneous sessions near each other. This strategy allowed support staff to work on multiple program sessions at the same time.

During one weekend, one of the only rooms available was a lecture hall with chairs and desks fixed to the floor. The inability for students to rearrange chairs into a circle hampered discussion and restricted program activities. Thereafter, only classrooms with flexible seating were reserved for program sessions.

### STAFF TURNOVER AND BURNOUT

As noted in Chapter Three, several of the original Staff Trainers were unavailable to facilitate program sessions after attending the MVP training in Boston. This led to four primary Staff Trainers facilitating the bulk of sessions during the first program semester, which resulted in a high degree of staff burnout. In addition to the time commitment required by facilitating sessions, trainers' meetings were scheduled frequently, particularly while the Staff Trainers finalized the program curriculum during program Year One. Two Staff Trainers reported frustration with these meetings, during which the group tried to reach consensus on each component of the program curriculum. While some Staff Trainers found spending so much time on minutiae trying, no single player felt empowered to make decisions on her own. As another Staff Trainer explained:

*I spent a lot of time sorting out—can I make decisions without getting every single person's input or not? ... Can I move ahead on certain things? ... What I realized, over the course of the semester, was there were things where I could have [made decisions]. I mean I did ... Somebody had to take the lead in that and that's what I did. And there were times where I just said, everybody else is so busy, they'll probably be thrilled if I take over and just have something [ready]. That was part of the learning process too – learning to do that.*

### STUDENT RESPONSE

As part of the post-training survey, all program participants were asked to rate the session they had just completed. Questions were coded using a five-point Likert scale and all questions were coded so that higher scores represent more positive ratings. Overall, participant ratings were quite favorable. In eight of the nine items, respondents rated the session with an average of 3.5 or higher (Table 4.3). Participant responses indicate that students found the information presented to be valuable; the program materials relevant and useful; and the facilitators knowledgeable and organized. Peer Educators reported feeling only moderately prepared to train their peers; however, it is notable that the post-test was completed prior to any additional facilitation skills sessions or one-on-one meetings with Staff Trainers. The only item with average responses below 3.5 was the item asking participants whether the information presented to them was new. Given that nearly a third of participants reported prior participation in programs with overlapping subject matter, lower ratings on this item are not surprising. In addition, many students found the time commitment required by the program problematic; more than half of the participants

**Table 4.3. Evaluating the Training Session**

	<b>Peer Educators</b> 103	<b>Workshop Participants</b> 321
How useful was the information presented during the training	4.12	3.87*
How new was the information presented during the training	2.84	2.61*
How knowledgeable were the facilitators	4.44	4.08***
How organized were the facilitators	4.46	4.23*
How relevant were the video clips	4.31	3.90***
How useful were the scenarios	3.74	3.49*
How would you rate the training overall	4.12	3.92*
How prepared are you to train your peers	3.67	
The training was the right length	32%	32%
The training was too long	56%	52%

+ p<.10 \*p<.05 \*\*p<.01 \*\*\*p.001

Note: Responses are coded on a scale from 1 to 5, with 1 representing the *least* favorable responses and 5 representing the most favorable response. Reported numbers represent the mean response score.

indicated that the training was too long. Peer Educators rated the training sessions significantly higher than Workshop Participants on all items. This difference may reflect a degree of self-selection in that the Peer Educators had volunteered to devote more time and energy to the program than the Workshop Participants. Interestingly, despite any self-selection that may be occurring, Peer Educators were more likely than Workshop Participants to report that the information presented to them was new ( $p<.05$ ). This is somewhat counter-intuitive, as we might have anticipated that students who were more familiar with the importance of gender violence issues would have been more inclined to volunteer for the greater commitment of becoming a Peer Educator.

During focus groups, students generally had positive feedback about the MVP program. Self-selected focus group participants were universally glad that they had participated. Participants had suggestions on program recruitment, the curriculum, and the facilitation skills training.

- **Recruitment**
  - The time commitment required by the program should be more clear upfront;
  - Students signing up to become Peer Educators should have a clear understanding of what they will be asked to do; and
  - The program subject matter should be clarified in recruitment materials. Students would be more interested if they knew what the session was about.
- **The MVP Curriculum**
  - Although the media clips generated a lot of discussion, they were dated. More contemporary clips would be seen as more relevant by students;
  - It was not always clear what students should take from the media clips. Additional instructions in the training manual would be useful;
  - The types of abuse unit was not effective. Although participants understood that the types of abuse were all related and overlapping, the unit was redundant and not overly informative;

- The alcohol and consent unit was among the easiest segments to facilitate, in part because it was readily relevant to participants' lives;
  - The harassment unit provoked the most discussion; participants (especially women) seemed to be able to relate with this topic; and
  - A/D/U exercises were difficult to facilitate, especially in groups where participants were not talkative or did not want to change their opinion. These exercises might be more effective with a longer time period for discussion.
- **Facilitation Skills**
    - Students found meeting with the group they would facilitate with in advance to be helpful.

Students reported leaving the program with an improved outlook on their peers. One student elaborated:

*When I was going through the training, I was... really happy with the Greek community that they were able to step outside of the stereotypes of this sorority or that sorority. People didn't look at their letters on their shirts, they just shared. That was the best thing. Sometimes in a sorority, things can be a little catty. The Greek community taking this on is a big issue... I was blown away with how much people shared, regardless of the letters they were wearing.*

Program staff observed positive impacts of the program on student participants as well:

*That first weekend [training], when [the students] came back on Sunday and said that they were out Saturday night and they heard things differently and they spoke up. And a few of them—two of them, one male and one female—have been on panels since then and they are just talking this up in a way that others are really responding to them and it's so exciting. It's the first time that I really feel like this really could change things in our community.*

*There are some students who are just feeling like this has made a huge change in their lives, they're looking at things differently, they definitely want to become involved and continue their connection. I think we saw more with Take Back the Night—that there was more understanding of why they were at that event, where in the past they knew they were supposed to go to the event, but they didn't know why.*

*The other thing that happened was it was around the white ribbon campaign for domestic violence and there was a mandatory panel discussion for the Greek chapters during that week and it was overflowing—they had to turn people away. And I always worry when something is mandatory that people are just going to sort of sit there, but they were so attentive and invested and asked a lot of questions and I do think part of that was their awareness now of how this impacts them. Maybe even if they hadn't gone through the training, maybe some of their fraternity or sorority members had. So there was a different feel to that audience.*

**CHAPTER 5.**  
**PROGRAM IMPACT ON PARTICIPANT ATTITUDES AND PREDICTED BEHAVIORS**

This chapter presents the results of a quasi-experimental impact evaluation measuring the effect of the MVP program on student attitudes and predicted behaviors. All participating students were asked to complete a pre-test prior to starting the program and a post-test upon completion. These surveys gauged student attitudes about gender violence; self efficacy, or sense that they can act to prevent gender violence; and assessment of peers. In addition, 395 comparison group surveys were collected from students who did not participate in the program.

**Table 5.1**  
**MVP Participant Groups versus Comparison Group**

Total Number of Students	Peer Educators 103	Workshop Participants 321	Comparison Group 395
Male	48%+	53%	42%
Female	52%+	47%	58%
Average Age	19.65**	19.50***	19.96
Year in School			
Freshman	7%	16%*	10%
Sophomore	62%***	56%***	38%
Junior	21%	22%	27%
Senior	10%**	6%***	25%
Race/Ethnicity			
Caucasian	79%	83%	86%
Black	5%	2%	1%
Hispanic/Latino	4%	5%	6%
Asian/Pacific Islander	10%+	7%	4%
Native American	1%	1%	1%
Other	2%	2%	1%
Previous Participation in Similar Programs	30%	32%	37%
Sexual Assault/Rape Program	30%	28%	33%
Sexual Harassment Program	28%	26%	30%
Dating Violence Program	23%	23%	25%

+ p<.10 \* p<.05 \*\* p<.01 \*\*\* p<.001

Note: All significance levels indicate difference between the given participant group and the comparison group.

**THE SAMPLES**

**THE PARTICIPANT SAMPLE**

As described in Chapter Four, a total of 468 students participated in the MVP program, with 113 involved as Peer Educators and an additional 355 participating in peer-led workshops. Ninety-one percent of these participants (424 students) completed both a pre-test and post-test and are included in the impact analysis.

Overall, the results of bivariate comparisons (Table 4.1, previous chapter) indicate that the Peer Educator and Workshop Participant samples were well-matched in terms of background

characteristics. While Workshop Participants were significantly more likely to be college freshman ( $p < .01$ ) and less likely to participate in the program during the spring 2007 semester ( $p < .05$ ), these differences in background characteristics did not affect the results of the impact analyses described in this chapter. Results of multivariate ANOVA analyses controlling for the differences in background characteristics between the two groups did not differ significantly from the results of simple bivariate analyses; therefore, the initial impact results presented in this chapter are bivariate.

#### THE COMPARISON GROUP

A total of 396 comparison group surveys were collected from sorority and fraternity members who had not yet participated in the MVP program. Some students included in the comparison group went on to become Workshop Participants subsequent to completing the comparison group survey. Although 44 MVP participants indicated that they had previously completed a comparison group survey, only 16 of these could be successfully identified in the participant sample using unique student identifiers. Because it is not anticipated that completing a comparison survey *prior* to participating in the program would have any impact on pre-test responses, all 396 comparison group surveys are included in all analyses.

As reflected in Table 5.1, both Peer Educators ( $p < .01$ ) and Workshop Participants ( $p < .001$ ) were significantly younger than students in the comparison group. Likely corresponding to their younger average age, significantly more Peer Educators and Workshop Participants were sophomores ( $p < .001$  for both groups) and significantly fewer Peer Educators and Workshop Participants were seniors ( $p < .01$  and  $p < .001$ , respectively). The comparison group did not differ significantly from either participant sample in terms of gender, race, or previous participation in programs covering similar topics. Separate multivariate ANOVA analyses controlling for background differences between the comparison group and participant samples were conducted, but did not yield significantly different results than the bivariate analyses. Therefore, only the bivariate results are presented in this chapter.

#### ATTITUDES ABOUT GENDER VIOLENCE

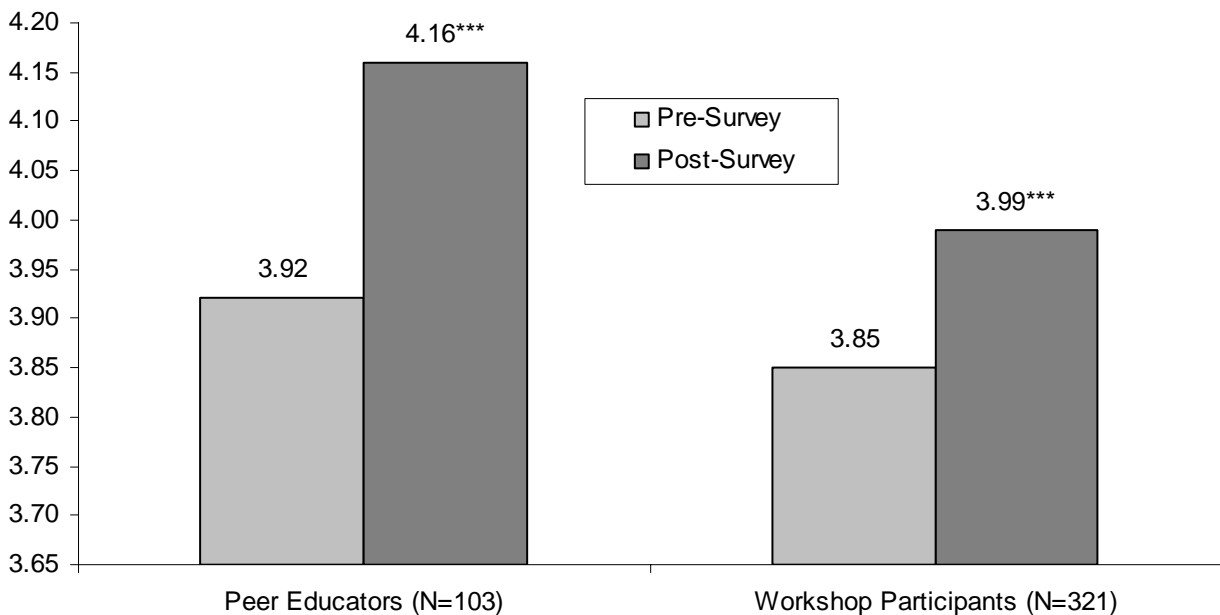
As described in Chapter Two, the Gender Violence Scale is composed of 16 questions designed to reflect student acceptance of sexist attitudes. Items were scored using a five-point Likert scale ranging from strongly disagree to strongly agree. All items were recoded so that one represents the *most* sexist response and five represents the *least* sexist response. Therefore, we would anticipate an increase in average score from pre-test to post-test if the curriculum had the desired impact on student attitudes.

#### RESULTS FOR MVP PARTICIPANTS: PRE-TEST VERSUS POST-TEST

Figure 5.1 illustrates that, indeed, the average score for both Peer Educators ( $p < .001$ ) and Workshop Participants ( $p < .001$ ) increased significantly from pre-test to post-test, representing an improvement (i.e., reduction) in student sexist attitudes over the course of the intervention. Figure 5.2 further illustrates that, although Peer Educators and Workshop Participants had similar attitudes as measured by the Gender Violence Scale at pre-test, Peer Educators had significantly higher scores—that is, significantly less sexist attitudes—at post-test ( $p < .001$ ). These findings suggest that, while the sexist attitudes of *all* participants improved over the course of the intervention, the impacts were relatively greater for those who would go on to train

their peers. Although it is unclear why the curriculum would have a heightened impact among the Peer Educators, it is worth noting that the Peer Educators received approximately five hours more training than the Workshop Participants (i.e., a greater dosage of the intervention). In addition, there may be some degree of self-selection reflected in these results, with some students simply more willing to internalize the MVP curriculum. This may have particular resonance for those Peer Educators participating in the program during the fall 2007 and spring 2008 semesters, who signed up for the program with a clear understanding that they were making a commitment to facilitate discussion amongst their peers.<sup>19</sup> Finally, the results may reflect the impact of the group of professional staff trainers who facilitated the sessions for the Peer Educators as opposed to the impact of the Peer Educators who facilitated sessions for the Workshop Participants. Although such a finding may run counter the principles behind a peer leadership model, it is possible that the curriculum had a stronger impact among students who were instructed by professional trainers. However, the results are not conclusive, since there are several possible explanations for the greater impact among Peer Educators and ultimately, although statistically significant, the difference in outcomes between the two groups is small.

**Figure 5.1.**  
**Gender Violence Scale**  
**Pre-Survey Scores versus Post-Survey Scores**

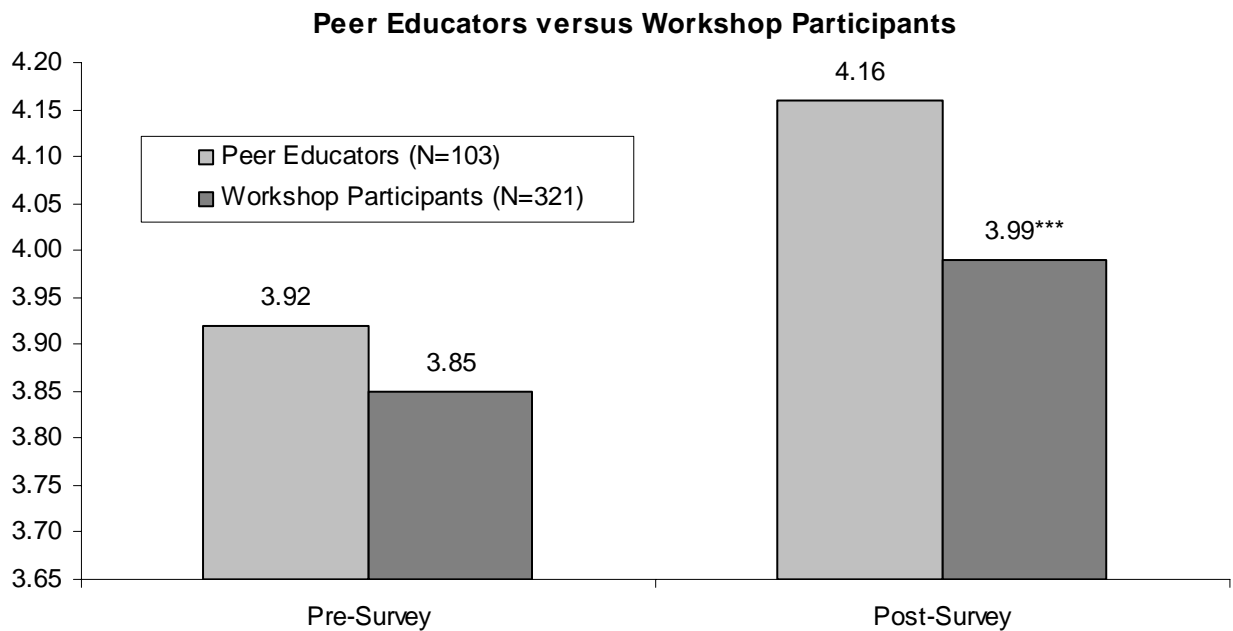


+p<.10 \*p<.05 \*\*p<.01 \*\*\*p<.001

Note: Responses are coded on a scale from 1 to 5, with 1 representing the *most* sexist and 5 representing the *least* sexist response. Reported numbers represent the mean response score.

<sup>19</sup> As discussed in Chapter Four, many of the Peer Educators during spring 2007 reported that they signed up for the program not realizing that they would be expected to facilitate additional sessions for their peers.

**Figure 5.2.  
Gender Violence Scale**



+p<.10 \*p<.05 \*\*p<.01 \*\*\*p<.001

Note: Responses are coded on a scale from 1 to 5, with 1 representing the *most* sexist and 5 representing the *least* sexist response. Reported numbers represent the mean response score.

Table 5.2 presents the results of regression models predicting post-test scores on the Gender Violence Scale. The results of Model 1 support the bivariate finding that the program impact is relatively greater among Peer Educators ( $p<.001$ ). Model 1 further suggests that, at post-test, women have less sexist attitudes than men ( $p<.001$ ); and participants during spring 2007 and spring 2008 average less sexist attitudes than participants during fall 2007 (many of whom were coerced to attend,  $p<.05$ ). However, the results of Model 2 indicate that, once participants' pre-test scores are taken into account, sexist attitudes no longer vary by participant sex or semester of involvement. In other words, because males and fall 2007 participants start out with more sexist attitudes at pre-test, they continue to have more sexist attitudes at post-test. But the program itself exerts an equal relative impact on all subgroups.

#### IMPACT RESULTS FOR MVP PARTICIPANTS VERSUS THE COMPARISON GROUP

Figure 5.3 illustrates that the comparison group did not differ significantly from either Peer Educators or Workshop Participants in their average acceptance of sexist attitudes at pre-test (leftmost columns).<sup>20</sup> However, at post-test, both Peer Educators ( $p<.001$ ) and Workshop Participants ( $p<.001$ ) held significantly less sexist attitudes than the comparison group, indicating a positive impact of the MVP intervention.

<sup>20</sup> Peer Educators held slightly less sexist attitudes than comparison respondents at pre-test ( $p<.10$ ).

**Table 5.2. Predictors of Post-Survey Sexist Attitudes Among Participants**

	Model 1	Model 2
Total Sample Size		419
Peer Educators		101
Workshop Participants		318
F	6.599***	41.680***
Adjusted R Square	0.108	0.496
<b>O.L.S. Beta Coefficients:</b>		
Student is a Peer Educator	0.191***	0.135***
Male	-0.258***	-0.039
Age	-0.069	-0.052
Year in School <sup>1</sup>		
Freshman	-0.023	0.023
Junior	0.029	0.003
Senior	0.007	-0.005
White Race <sup>2</sup>	-0.059	-0.029
Previously Participated in Similar Program(s)	0.063	-0.041
Involvement in MVP Program Fall 2007	-0.132*	-0.059
Baseline Score: Gender Violence Scale		0.671***

+ p<.10 \*p<.05 \*\*p<.01 \*\*\*p.001

<sup>1</sup> The reference category included sophomores, who alone comprised 57% of all participants.

<sup>2</sup> The reference category included the relatively small 18% of participants who were non-white, combining those who were black, Hispanic, Asian American, or from other racial/ethnic groups.

### SELF-EFFICACY AND PREVENTION

The Prevention Scale is composed of 13 questions designed to measure students' sense that they can effectively intervene to prevent gender violence. Items were scored using a five-point Likert scale ranging from strongly disagree to strongly agree. All items were recoded so that one represents the *lowest* sense of self-efficacy and five represents the *greatest* sense of self-efficacy. Therefore, we would anticipate an increase in average score from pre-test to post-test if the curriculum had the desired impact on student self-efficacy.

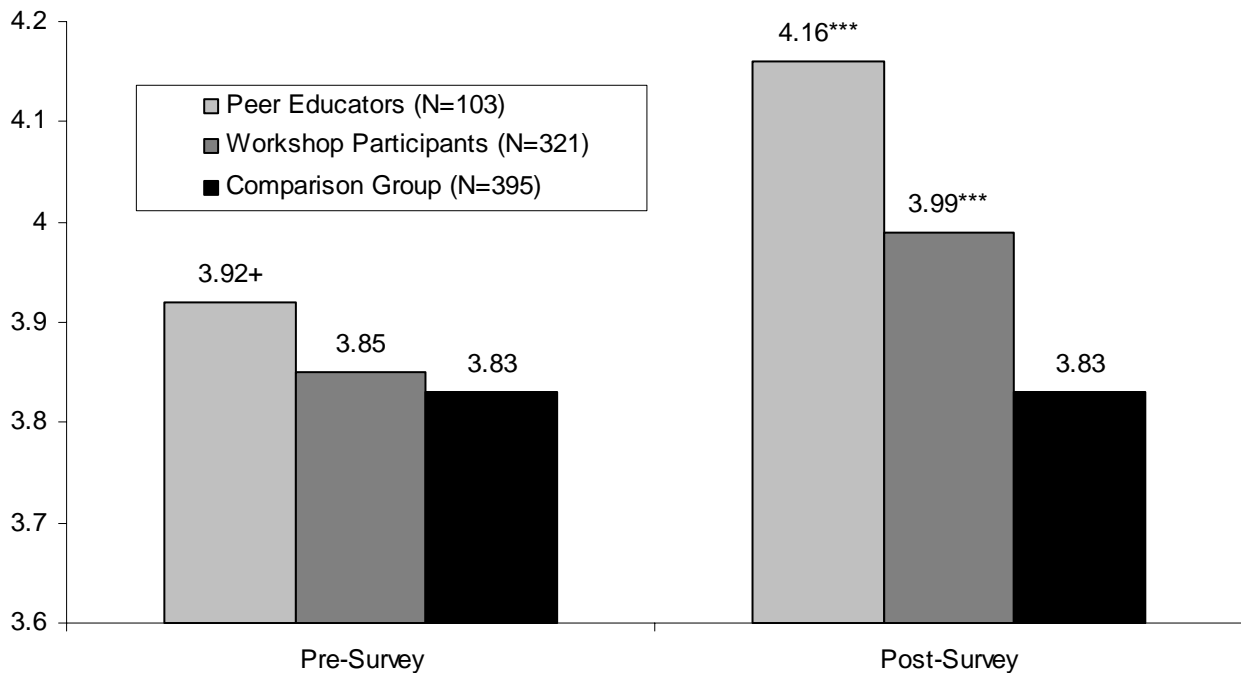
### RESULTS FOR MVP PARTICIPANTS: PRE-TEST VERSUS POST-TEST

Consistent with predictions, the average Prevention Scale score for both Peer Educators (p<.001) and Workshop Participants (p<.001) increased significantly (Figure 5.4). These findings indicate that participants have a greater sense that they can intervene to prevent gender violence after completing the MVP curriculum. As with the Gender Violence Scale, Peer Educators and Workshop Participants had similar Prevention Scale scores at pre-test. However, Peer Educators had significantly higher scores at post-test (Figure 5.5, p<.001), suggesting that the impacts of the intervention upon participant self-efficacy are relatively greater for Peer Educators. The results of regression analysis (Table 5.3) support the bivariate finding that the impact of the intervention upon participant self-efficacy is greater among Peer Educators than Workshop Participants (p<.001, both models). As discussed in the previous section, it is unclear why the

curriculum has a heightened impact upon the Peer Educators, but contributing factors may include dosage (i.e., how much time participants spend in training), self-selection, and the impact of training staff.

The results presented in Table 5.3 further indicate that males have slightly less confidence that they can intervene to prevent gender violence even after pre-test responses are taken into account ( $p < .10$ , Model 2), suggesting that the program itself may have a lesser positive impact on male self-efficacy. The finding that men feel less empowered to prevent gender violence is particularly interesting given the content of the MVP curriculum, which stresses *male* violence against *women*. Given this emphasis on male perpetrators of violence, we might expect to find that after participating, men would develop a *greater* sense that they could impact gender violence by influencing their own behaviors and the behaviors of their male peers. Finally, students participating during fall 2007 held a somewhat lower sense of self-efficacy than their peers trained in other semesters even after pre-test responses were considered ( $p < .10$ , Model 2), suggesting that mandatory versus voluntary participation may have implications for program impact.

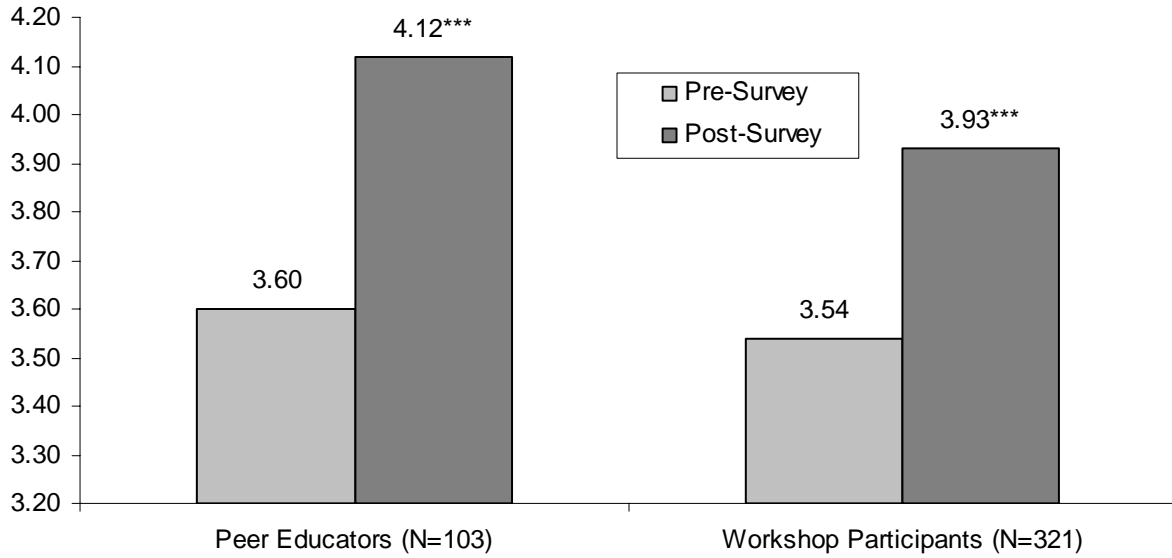
**Figure 5.3.**  
**Gender Violence Scale**  
**Pre-Survey versus Post-Survey with Comparison Group**



+ $p < .10$  \* $p < .05$  \*\* $p < .01$  \*\*\* $p < .001$

Note: All significance levels indicate differences between participant group and comparison group. Responses are coded on a scale from 1 to 5, with 1 representing the *most* sexist and 5 representing the *least* sexist response. Reported numbers represent the mean response score.

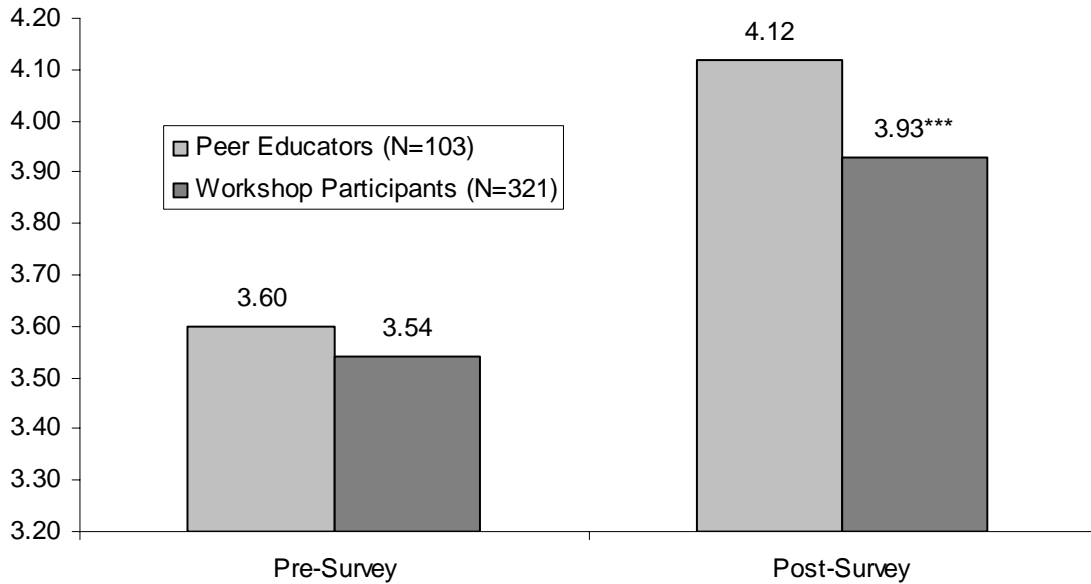
**Figure 5.4.**  
**Prevention Scale**  
**Pre-Survey Scores versus Post-Survey Scores**



+p<.10 \*p<.05 \*\*p<.01 \*\*\*p<.001

Note: Responses are coded on a scale from 1 to 5, with 1 representing the *most* sexist and 5 representing the *least* sexist response. Reported numbers represent the mean response score.

**Figure 5.5.**  
**Prevention Scale**  
**Peer Educators versus Workshop Participants**



+p<.10 \*p<.05 \*\*p<.01 \*\*\*p<.001

Note: Responses are coded on a scale from 1 to 5, with 1 representing the *most* sexist and 5 representing the *least* sexist response. Reported numbers represent the mean response score.

**Table 5.3. Predictors of Post-Survey Self-Efficacy Among Participants**

	Model 1	Model 2
Total Sample Size	419	
Peer Educators	101	
Workshop Participants	318	
F	2.884**	22.394***
Adjusted R Square	0.039	0.342
<b>O.L.S. Beta Coefficients:</b>		
Student is a Peer Educator	0.188***	0.153***
Male	-0.161**	-0.071+
Age	-0.067	-0.045
Year in School <sup>1</sup>		
Freshman	-0.067	-0.049
Junior	0.024	0.012
Senior	0.055	0.012
White Race <sup>2</sup>	-0.097*	-0.019
Previously Participated in Similar Program(s)	0.064	0.025
Involvement in MVP Program Fall 2007	-0.099+	-0.079+
Baseline Score: Prevention Scale		0.539***

+ p<.10 \*p<.05 \*\*p<.01 \*\*\*p.001

<sup>1</sup> The reference category included sophomores, who alone comprised 57% of all participants.

<sup>2</sup> The reference category included the relatively small 18% of participants who were non-white, combining those who were black, Hispanic, Asian American, or from other racial/ethnic groups.

**IMPACT RESULTS FOR MVP PARTICIPANTS VERSUS THE COMPARISON GROUP**

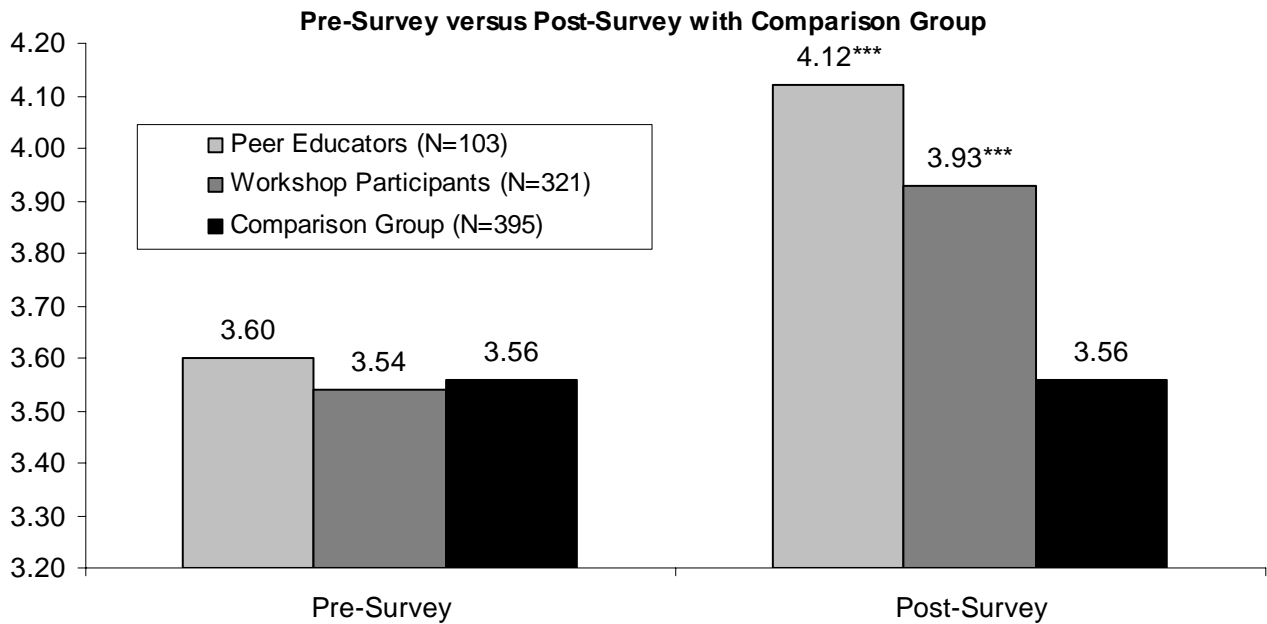
Neither Peer Educator nor Workshop Participant responses at pre-test differ significantly from comparison group responses. However, as reflected in Figure 5.6, both Peer Educators (p<.001) and Workshop Participants (p<.001) feel significantly more certain than students in the comparison group that they can intervene to stop gender violence at post-test. This reveals that the MVP curriculum succeeded in creating more empowered bystanders, confident in their ability to intervene in preventing gender violence.

**ASSESSMENT OF PEERS**

Students were asked to assess their peers' attitudes by rating their agreement with two sets of 11 statements. Students were asked to assess their own attitudes with the first eleven statements. The same eleven statements were then repeated and students were asked to indicate how they believed the "average Syracuse University student" would respond. The eleven statements were:

- **Item 1:** It is okay for a guy to pressure his date to drink alcohol in order to improve his chances of getting her to have sex.
- **Item 2:** A man can control his behavior no matter how sexually aroused he feels.
- **Item 3:** It is wrong for a man to have sex with a woman if he has to "talk her into it."
- **Item 4:** Men don't sexually harass women in college - it is just joking around.

**Figure 5.6.**  
**Prevention Scale**



+p<.10 \*p<.05 \*\*p<.01 \*\*\*p<.001

Note: All significance levels indicate differences between participant group and comparison group. Note: All significance levels indicate differences between participant group and comparison group. Responses are coded on a scale from 1 to 5, with 1 representing the least favorable and 5 representing the most favorable score. Reported numbers represent the mean response score.

- **Item 5:** If a woman dresses in a sexy manner, she is asking for sexual attention.
- **Item 6:** Using words like "slut," "bitch," and "ho" to refer to women is unacceptable.
- **Item 7:** As long as no one of the opposite sex is around, I am comfortable when I am with a group of friends and they are telling dirty jokes and making sexual comments about members of the opposite sex.
- **Item 8:** Women lie about being raped just to get back at their dates.
- **Item 9:** When guys make suggestive comments about women's bodies, women should take it as a compliment.
- **Item 10:** Women at Syracuse University generally treat each other with respect and are supportive of each other.
- **Item 11:** It is okay to call someone "fag," "pussy," "gay," or "dyke" as long as you are kidding.

These items are intended to gauge whether students attribute more sexist attitudes to their peers, based on the hypothesis that this attribution contributes to pressures students feel to act in sexist ways. Because the MVP program provides a forum for students to engage with their peers, we would anticipate that participants would attribute less sexist attitudes to their peers at post-test.

The results presented in Table 5.4 compare student post-test assessments of themselves as compared to their peers. With the exception of Item 10, the Peer Educators, Workshop Participants, and comparison group all attribute less sexist attitudes to themselves than their

**Table 5.4**  
**Assessing Sexist Attitudes of Self versus Peers**  
**Post-Test Results**

Item	Peer Educators		Workshop Participants		Comparison Group	
	Self	Other	Self	Other	Self	Other
1	4.62	3.16***	4.36	3.34***	4.21	2.36***
2	4.03	2.99***	3.85	3.25***	3.78	3.19***
3	3.72	3.04***	3.69	3.23***	3.55	3.15***
4	4.58	3.21***	4.35	3.29***	4.21	3.25***
5	3.49	2.34***	3.31	2.56***	3.06	2.48***
6	4.23	3.04***	3.92	3.13***	3.74	3.05***
7	3.15	2.18***	2.84	2.34***	2.69	2.38***
8	3.97	3.39***	3.85	3.42***	3.65	3.33***
9	3.66	2.78***	3.68	2.90***	3.36	2.81***
10	2.76	2.83	2.74	2.91***	2.62	2.69+
11	4.25	2.66***	3.93	2.99***	3.80	3.15***

+ p<.10 \* p<.05 \*\* p<.01 \*\*\* p<.001

Note: Responses are coded on a scale from 1 to 5, with 1 representing the *least* favorable response and 5 representing the most favorable response. Reported numbers represent the mean response score.

peers at post-test.<sup>21</sup> Although the pre-test results are not presented here, Peer Educators, Workshop Participants, and comparison group likewise attributed less sexist attitudes to themselves than their peers at pre-test (for pre-test results, see Appendix C).

The results in Table 5.5 indicate that Peer Educators' perceptions of their peers do not change significantly from pre-test to post-test. That is, Peer Educators go into the MVP program attributing more sexist views to their peers and they leave the MVP program without significant change to their perceptions of their peers. In contrast, although the Workshop Participants gauge their peers as more sexist than themselves at both pre-test and post-test, their assessment of their peers significantly *improves* on seven of the 11 items. In other words, by the end of their session, Workshop Participants come to see their peers as, on average, less sexist than previously thought. Although these results do not explain *why* Workshop Participants' assessment of peers improves during the MVP intervention, one likely explanation stems from the session facilitators. While Peer Educators participated in sessions facilitated by professional staff trainers, the sessions in which the Workshop Participants participated were facilitated by their peers. The change in Workshop Participants' assessment of their peers may be a function of participation in peer-led groups, where the Peer Educators demonstrated non-sexist attitudes and challenged the sexist attitudes of others.

The peer assessment items were not intended to form a single scale. However, for the purpose of multivariate analysis, items were scaled. Factor analysis indicated that nine of the 11 items formed one scale; using Chronbach's alpha, this single scale was found to be reliable, with an

<sup>21</sup> It is worth noting that the program participants and the comparison group were not identical at baseline. For four items (Items 3, 5, 7, and 11), both participant groups rated their peers as more sexist than the comparison group did at pre-test (significance levels not shown). That is, students in the comparison group generally attributed less sexist attitudes to their peers.

alpha of 0.81. The average score for the nine items (items 1, 3-9, and 11) was calculated; Table 5.6 presents the results of regression analysis predicting scaled assessment of peers. Not surprisingly, pre-test responses are the strongest predictor of post-test responses ( $p < .001$ ). As indicated by the bivariate results, Peer Educators rate their peers as somewhat more sexist than Workshop Participants rate their peers ( $p < .10$ ). Males ( $p < .01$ ) and participants during fall 2007 ( $p < .10$ ) also rate their peers as more sexist. These results indicate that, in the future, program staff may want to examine additional tactics for engaging specific populations, including Peer Educators, men, and those who are mandated to participate in programming.

**Table 5.5. Assessing Peers' Attitudes  
Pre-Survey versus Post-Survey Scores**

Item	Peer Educators		Workshop Participants	
	Pre	Post	Pre	Post
1	3.24	3.16	<b>3.13</b>	<b>3.34*</b>
2	3.10	2.99	<b>3.08</b>	<b>3.25*</b>
3	2.82	3.04	<b>2.97</b>	<b>3.23**</b>
4	3.08	3.21	3.16	3.29
5	2.24	2.34	<b>2.29</b>	<b>2.56***</b>
6	2.96	3.04	<b>3.01</b>	<b>3.13+</b>
7	2.08	2.18	<b>2.21</b>	<b>2.34*</b>
8	3.24	3.39	3.38	3.42
9	2.74	2.78	<b>2.71</b>	<b>2.90**</b>
10	2.64	2.83	<b>2.71</b>	<b>2.91*</b>
11	<b>2.91</b>	<b>2.66+</b>	3.02	2.99

+  $p < .10$  \*  $p < .05$  \*\*  $p < .01$  \*\*\*  $p < .001$

Note: Responses are coded on a scale from 1 to 5, with 1 representing the *most* sexist and 5 representing the *least* sexist response. Reported numbers represent the mean response score.

**Table 5.6. Predictors of Post-Survey  
Assessment of Peers Among Participants**

	Model 1	Model 2
Total Sample Size		419
Peer Educators		101
Workshop Participants		318
F	3.356**	38.015***
Adjusted R Square	0.049	0.475
<b>O.L.S. Beta Coefficients:</b>		
Student is a Peer Educator	-0.088+	-0.068+
Male	-0.214***	-0.100**
Age	-0.020	-0.049
Year in School <sup>1</sup>		
Freshman	0.046	-0.012
Junior	-0.081	-0.007
Senior	0.004	0.040
White Race <sup>2</sup>	-0.030	0.013
Previously Participated in Similar Program(s)	-0.059	0.023
Involvement in MVP Program Fall 2007	0.037	-0.066+
Baseline Score: Peer Assessment		0.0673***

+ p<.10 \*p<.05 \*\*p<.01 \*\*\*p.001

<sup>1</sup> The reference category included sophomores, who alone comprised 57% of all participants.

<sup>2</sup> The reference category included the relatively small 18% of participants who were non-white, combining those who were black, Hispanic, Asian American, or from other racial/ethnic groups.

## **CHAPTER 6.**

### **PROGRAM IMPACT ON OFFICIAL REPORTS OF VIOLENCE AT SYRACUSE UNIVERSITY**

In compliance with Government Performance Results Act requirements, this chapter gauges the impact of the Syracuse Partnership for Violence Prevention on official reports of violence and violations of the student code of conduct.

Data was obtained from three sources. First, the Syracuse University R.A.P.E. Center provided data on sexual assaults committed during the academic year prior to program implementation, as well as during the two academic years when the program was implemented. Second, the Office of Judicial Affairs tracks all violations of the Code of Student Conduct, including violent incidents. Again, we obtained data for the academic year prior to program implementation and for the two years when the program was implemented. Finally, during the 2006-2007 academic year, the Office of Student Life began tracking code violations committed by members of sororities and fraternities. Although we obtained this data for the two academic years when the MVP program was implemented, the numbers appear to be unreliable. For instance, during the 2006-2007 academic year, 82 incidents were reported, while 497 incidents were reported during the subsequent academic year (2007-2008), representing more than a 500% increase. Based on such inconsistencies, we were not confident in the reliability of these numbers and, consequently, they are not included in this chapter.

The measures we did include had several limitations. First, because the intervention targeted only a subset of all fraternity and sorority members (representing a participant sample of about 4% of the total Syracuse University undergraduate population), it may be difficult to see impacts across the entire student body. Particularly as we were not able to isolate incidents involving members of the Greek community, it would be difficult to detect any program effect on overall rates of student misconduct. Second, it is possible that a program such as the MVP intervention may actually encourage reporting of sexual assault and other violent incidents, thereby *increasing* official reports, despite leaving actual events of violence unchanged or even reduced. Because this chapter documents *reported* rather than *actual* incidents of violence, the results presented here should be interpreted with caution. In fact, it is possible that increased reporting could represent a positive outcome of this program, in that it indicates that students feel more comfortable bringing such incidents to the attention of authorities. Finally, we anticipate that any program effect on overall rates of violence on campus would occur gradually, with student participants slowly spreading the impact through changes in their own behavior and through serving as bystanders to call the actions of others into question. Consequently, we did not anticipate that the program would have an impact on overall rates of violence during its first year. Particularly given that the project was entirely implemented during the second semester of the 2006-2007 academic year (with the last of the peer-led sessions taking place only three weeks prior to final exams), there was not adequate time to perceive any changes in violence over the remainder of that academic year. Therefore, we did not anticipate initial program effects until the 2007-2008 academic year at the earliest.

#### **INCIDENTS REPORTED TO THE SYRACUSE UNIVERSITY R.A.P.E. CENTER**

Incidents tracked by the R.A.P.E. Center include victims who come to the R.A.P.E. Center for services including any incidents reported to the Syracuse University Department of Public

Safety. As reported in Table 6.1, a total of 35 sexual assaults were reported during the 2007-2008 academic year, down from 44 incidents in the academic year prior to MVP implementation (2005-2006). This change represents a 20% decline in the number of reported sexual assaults. Likewise, the number of sexual assault incidents occurring on campus (down 15%), involving alcohol (down 44%), or involving first year students (down 33%) all declined from 2005-2006 to the 2007-2008 academic years. Incidents involving student perpetrators were up slightly (5%) during the same time period.

**Table 6.1. Sexual Assault Incidents Reported to the Syracuse University R.A.P.E. Center, 2005-2008**

	<b>Pre-MVP 2005-2006</b>	<b>Year 1 2006-2007</b>	<b>Year 2 2007-2008</b>	<b>Percent Change<sup>1</sup></b>
<b>Total Incidents Reported<sup>2</sup></b>	<b>44</b>	<b>35</b>	<b>35</b>	<b>-20%</b>
Incidents Involving Student Perpetrators	19	16	20	+ 5%
Incidents Occurring on Campus	13	11	11	-15%
Incidents Involving Alcohol	27	18	15	-44%
Incidents Involving First Year Students	12	10	8	-33%

<sup>1</sup> Percent change represents change from the year prior to MVP implementation (2005-2006) to Year 2 of the MVP program and is calculated using the equation:

(Number of incidents in 2005-2006 – Number of incidents in 2007-2008)/Number of incidents in 2005-2006.

<sup>2</sup> Incidents may be included in multiple subcategories below and, therefore, the total incidents reported is not equal to the sum of the four subcategories.

Examining the overall reported incidents of sexual assault in Table 6.1, the rate of such incidents appears to have declined over the three-year period. However, as indicated above, it is important to note that the assaults included here only represent those incidents reported to the R.A.P.E. Center. Moreover, it is important to keep in mind that the MVP intervention was likely not the only change on the Syracuse campus between 2005 and 2008. Other violence prevention programs, changes in campus policing, outreach by the R.A.P.E. Center, and other factors may have impacted either the rate of sexual assault on campus or the likelihood of student reporting. With these cautions in mind, a 20% reduction in reported sexual assaults on campus is tentatively viewed as a positive outcome.

#### **OFFICIAL VIOLATIONS OF THE CODE OF STUDENT CONDUCT**

Table 6.2 illustrates the number of violations of the Code of Student Conduct from the 2005-2006 to the 2007-2008 academic years for the entire student population at Syracuse University.<sup>22</sup> These numbers likely do not represent all incidents in the population, as only officially reported incidents are included in this count. In addition, because the Office of Judicial Affairs does not further categorize incidents by perpetrator/victim relationship or by perpetrator and victim gender, it is difficult to determine which of these incidents may reflect incidents of gender violence. However, Table 6.2 displays those types of incidents that are most likely to reflect gender violence and adds to that list alcohol and drug violations as well. Such violations were, by far, the most common reported and, because the MVP curriculum also addresses issues of alcohol and consent, this category of infraction is relevant to anticipated program impacts.

<sup>22</sup> For a copy of the Code of Student Conduct, see Appendix D.

**Table 6.2.**  
**Violations of the Code of Student Conduct, 2005-2008**

	<b>Pre-MVP 2005-2006</b>	<b>Year 1 2006-2007</b>	<b>Year 2 2007-2008</b>	<b>Percent Change<sup>1</sup></b>
<b>Total Incidents</b>	<b>2773</b>	<b>3082</b>	<b>2746</b>	<b>-1%</b>
Incident Type				
Alcohol or Drugs	1423	1335	1244	-13%
Conduct threatening the physical or mental safety of others	487	530	500	+3%
Harassment				
Verbal Harassment	60	72	49	-18%
Racial Harassment	4	8	2	-50%
Sexual Harassment	-	14	2	+200%
Bias-Related Incident	27	8	15	-44%
Threats of Violence	23	49	36	+57%
Violence without a Weapon	27	9	2	-93%
Violence with a Weapon	-	9	20	+2000%
Possession of a Weapon	16	30	13	-19%
Non-Consensual Sex	2	7	5	+150%
Domestic Violence	-	-	2	+200%
Other <sup>2</sup>	704	1011	856	+22%

<sup>1</sup> Percent change represents change from the year prior to MVP implementation (2005-2006) to Year 2 of the MVP program and is calculated using the equation:

(Number of incidents in 2005-2006 – Number of incidents in 2007-2008)/Number of incidents in 2005-2006.

<sup>2</sup> "Other" violations include disorderly conduct, failure to comply with the directives of University officials, theft, property damage, fire code violations, unauthorized entry, non-specified violations of Residential Life codes, computer tampering, misrepresentation to a University office/official, hazing, and forgery.

Overall, violations of the Code of Student Conduct did not statistically vary (showing a negligible 1% decline) from the 2005-2006 to the 2007-2008 academic years. Alcohol and drug-related incidents, harassment, bias-related incidents, weapon possession, and violence without a weapon decreased during this time period; but there were increases in reported incidents of conduct threatening the physical or mental safety of others, threats of violence, and violence with a weapon. Increases in non-consensual sex and domestic violence were also seen, although the number of total incidents of these types remained quite low.

Again, it is difficult to attribute any of the observed changes to the MVP program. The overall change is statistically negligible, and it is likely that the majority of violations did not involve the types of gender violence addressed by the MVP curriculum. While it does appear that there are some declines in areas that *are* addressed by the curriculum—for instance, verbal harassment, bias-related incidents, and violence without a weapon—small increases were seen in other areas that were explicitly addressed—for instance, threats of violence, non-consensual sex, and domestic violence. In general, this data does not point to any trends that can be attributed to the intervention, and because the data is limited to reported incidents, it may not reflect the prevalence of actual violence.

## **CHAPTER 7.**

### **CONCLUSION AND LESSONS LEARNED**

This evaluation represents a test of the applicability of the Mentors in Violence Prevention program among a broader target audience. By utilizing a program model previously shown to be effective among high school students, the Syracuse Partnership for Violence Prevention hoped to have similar positive impacts on the attitudes and behaviors of members of the Greek community at Syracuse University. Overall, the program implemented in Syracuse represented a successful adaptation of the MVP model, illustrating that positive program impacts can be achieved among a different audience (i.e., college students), in an abbreviated timeframe, implemented by someone other than the program creators. This chapter considers the key findings of both a process evaluation documenting the planning and implementation of the Syracuse partnership and an impact evaluation measuring the effect of the adapted MVP intervention on the target population. This chapter also notes several limitations of the current study. The chapter then identifies some lessons learned that may be of particular use to others hoping to implement MVP or similar interventions. Finally, the chapter concludes with a brief description of Syracuse University's sustainability plan.

#### **DISCUSSION OF KEY FINDINGS**

##### **RESULTS OF THE PROCESS EVALUATION**

The Syracuse Partnership for Violence Prevention drew from a diverse set of stakeholders. They included an independent nonprofit agency, experienced in justice program implementation; several Syracuse University-based groups that had already been active on violence prevention issues; high-level University representatives; and a community-based victim advocacy agency. Although these stakeholders were not accustomed to working together, stakeholders responded favorably to the collaboration, citing the breadth and strength of the partnership as one of the key assets of the program model.

In order to realize the mission of the partnership—bringing the MVP curriculum to the Syracuse University campus—stakeholders worked toward four primary goals:

1. Establish a collaboration of community partners to engage in a dialogue about gender violence;
2. Inspire student leadership in order to combat gender violence;
3. Raise student awareness of the issue of gender violence; and
4. Reduce the incidence of gender violence on the Syracuse University campus.

Toward these goals, stakeholders adapted the existing MVP model. Due to scheduling constraints, the MVP curriculum was condensed to be facilitated over the course of two-day workshops, rather than over the course of several months. However, program topics remained largely the same as in the original Boston-based program, with participants discussing gender roles, types of abuse, alcohol and consent, harassment, and homophobia. While the substantive program areas remained the same, training materials were altered to appeal to the target population. Both program staff and student participants reported favorably on the program curriculum, with small changes made each semester based on participant feedback.

Despite challenges in recruiting student participants (discussed further below), 468 students participated in the Syracuse program over three semesters, 113 as Peer Educators and 355 as Workshop Participants. Feedback was generally positive, with participants rating program content, facilitators, and training materials favorably. Additional feedback provided to research and program staff indicated that the Peer Educators, in particular, internalized many of the program messages, with several participants going on to participate in additional gender violence prevention work.

#### RESULTS OF THE IMPACT EVALUATION

The impact evaluation sought to test three primary hypotheses and two secondary hypotheses:

**Hypothesis 1: Students will have less sexist attitudes after completing the MVP program.**

The results of this evaluation support Hypothesis 1. As measured by the 16-item gender violence scale, both Peer Educators and Workshop Participants reported significantly less sexist attitudes at post-test than at pre-test. In addition, both Peer Educators and Workshop Participants held significantly less sexist attitudes at post-test than the comparison group. The effect of the intervention on sexist attitudes was relatively greater among the Peer Educators, who held significantly less sexist attitudes than the Workshop Participants at post-test (more on this below).

**Hypothesis 2: Students will have an increased sense of self-efficacy—a sense that they can act to prevent gender violence—after completing the MVP program.**

The results of the impact evaluation likewise support Hypothesis 2. Using a 13-item scale, both Peer Educators and Workshop Participants reported a significantly improved sense of self-efficacy at post-test than at pre-test. Both Peer Educators and Workshop Participants reported a significantly greater sense of self-efficacy at post-test than the comparison group. Again, the effect of the intervention was relatively greater among Peer Educators, who reported a significantly greater sense of self-efficacy at post-test than the Workshop Participants. In addition, even after controlling for their pre-test scores, male participants and those participants involved in MVP during the fall 2007 semester (i.e., the semester during which a punitive recruitment strategy was utilized) averaged a slightly lower sense of self-efficacy at post-test than females and participants during other semesters. These findings may suggest a need to supplement the curriculum for men and for mandated program participants in order to increase their confidence that they can prevent gender violence.

**Hypothesis 3: Students will attribute less sexist attitudes to their peers after completing the MVP program.**

Hypothesis 3 gained partial support. Workshop Participants attributed significantly less sexist attitudes to their peers at post-test than at pre-test. However, Peer Educators' assessment of their peers did not change significantly. This may indicate a positive effect of participating in a peer-led workshop versus participating in a workshop facilitated by adult Staff Trainers, with the Peer Educators positively influencing the perceptions of the Workshop Participants. Again, men and

participants during the fall 2007 semester assess their peers as more sexist at post-test, possibly indicating the need for targeted intervention with these groups.

In addition to assessing peers attitudes, students are asked to assess their own attitudes. Based on students' assessment of their *own* attitudes, it is likely that students are inaccurately attributing sexist attitudes to their peers. That is, given the average self-reported scores on the 11 items, the average attitudes attributed to "other" students at Syracuse University—some of whom are the same students reporting their own, less sexist attitudes—are likely overestimating sexism. In fact, this type of discrepancy has been documented in previous studies that have shown that college students demonstrate pluralistic ignorance—imagining themselves to be have more favorable attitudes than their peers on a variety of subjects including alcohol use, sexual relations, and other health-related risk behaviors (e.g., Cohen and Shotland 1996; Hines, Saris, Throckmorton-Belzer 2006; Lambert, Kahn, and Apple 2003; Prentice and Miller 1993). However, it may be that the accuracy of student perceptions is not the important aspect of what is measured here. Instead, the *perception*—accurate or not—that other students hold sexist attitudes may be enough to keep students from intervening to combat gender violence. Consequently, any intervention that decreases the attribution of sexist attitudes to peers may enable students to take a more active role in violence prevention.

**Hypothesis 4: The impact of the MVP curriculum will be greater among Peer Educators, who receive a more intensive version of the curriculum, than among Workshop Participants.**

The MVP program had a greater impact on Peer Educators in terms of both decreased sexist attitudes and improved sense of self-efficacy. Possible explanations for this relatively greater impact among Peer Educators include the impact of professional Staff Trainers, the impact of self-selection to participate as a Peer Educator, and the impact of five additional hours of program participation. Although the relative impact was greater among Peer Educators, Workshop Participants still showed significant improvements in both of these areas. In addition, as previously noted, while Peer Educators' assessment of their peers' sexist attitudes did not improve, Workshop Participants viewed their peers as less sexist at post-test.

**Hypothesis 5: Due to the limited population targeted by the MVP program and the limited timeframe for any wider impact to be disseminated throughout the student population, no impact is anticipated on the overall incidence of reported violence on the Syracuse University campus.**

Hypothesis 5 appears to have been borne out by the available data. However, the data was extremely limited and reflected reports of violent incidents across the entire Syracuse University student population, rather than among only the target population (i.e., members of fraternities and sororities). Data provided by the University R.A.P.E. Center indicated a decline of reported sexual assault over the program implementation period, but there is not sufficient evidence to attribute these changes to the MVP intervention. Total violations of the Code of Student Conduct did not change during the program implementation period. These code violations do not break out incidence of gender violence, so the numbers should be interpreted with caution. Overall, there is no indication that the MVP curriculum produced a significant impact on general rates of

violence at Syracuse University. At the same time, the previous results imply that over time, and particularly if the intervention is disseminated more widely across the student body, it is plausible to expect reductions in violence to occur.

#### **STUDY LIMITATIONS**

Although the findings of this evaluation are largely positive, it is important to keep a few limitations of the current study in mind. First, post-tests were distributed immediately following the program workshops. Therefore, the impact evaluation measures only immediate changes in participant attitudes. It is possible that these improvements may diminish over time. Subsequent longitudinal research evaluating the persistence of attitudinal changes would be worthwhile.

Second, both the participant sample and the comparison sample are convenience samples drawn from a self-selecting group of students who were willing either to participate in the MVP program or to complete a comparison group survey. Although these populations resemble each other, it is possible that they do not represent the larger Syracuse University Greek community. Future research drawing on random assignment to the MVP program or expanding the program to a larger percentage of the Greek community would verify the results of this and the previous evaluation.

Finally, as noted in Chapter Six, the data used to measure the impact of the intervention on overall rates of violence at Syracuse University was not ideal. Because the data represents official reports of violence, it is likely that it severely underestimates actual violent incidents. Furthermore, because we were not able to isolate incidents occurring among the Greek community, it is unlikely that any changes in violent incidents could be attributed to the MVP intervention.

#### **LESSONS LEARNED**

Over the two-year period documented in this report, the Syracuse Partnership for Violence Prevention experienced both successes and challenges that may yield valuable lessons for other organizations or partnerships seeking to implement similar violence prevention initiatives.

#### **INFORMED ADAPTATION OF A PREEXISTING MODEL**

Rather than developing a program curriculum ad hoc, program planners drew from an existing intervention and sought to expand the model. Previous research indicated that the existing MVP model was effective with a high school population; by adapting the model for college students and condensing the program, the Syracuse pilot provided a rigorous assessment of the program's applicability and effectiveness among a broader population. Not only does this study, therefore, add to our understanding of the potential uses of the MVP curriculum, but the project conserved valuable time and money by implementing a preexisting model.

#### **OPERATIONAL LEADERSHIP**

Despite the overall success of the collaborative partnership, stakeholders reported some ambiguity over program leadership during the planning stage, exacerbated by staff turnover at the two lead agencies. A perceived lack of clear leadership created some frustration among stakeholders, who felt that important decision-making was sometimes delayed as a result. In order to address confusion over stakeholder roles, the project director disseminated a memo

outlining the responsibilities of partnership members. Particularly in collaborative efforts with multiple, disparate agencies that are not accustomed to working together, it may be useful to clarify and document the roles of key players early in the planning process. Not only can this facilitate decision-making, but it can also ensure that key tasks are delegated and that no tasks are overlooked.

#### CONTINUED ENGAGEMENT WITH PROGRAM GOALS AND OBJECTIVES

A forthcoming white paper examining the nature of failure in criminal justice initiatives highlights the importance of establishing program goals and measurable objectives (Cissner and Farole 2009). Although most grant-funded initiatives are required to identify program goals in funding applications, fewer programs actively engage in continued discussion about what the project seeks to achieve and how achievement will be measured. The Syracuse partnership engaged in prolonged reflection on program goals and objectives over the two-year planning and implementation period. Regular meetings of an inclusive steering committee provided a forum for stakeholders to discuss the established goals, progress toward goal-attainment, ongoing obstacles, and potential resolutions. While adhering to the broader mission of bringing the MVP program to Syracuse University, stakeholders reassessed specific goals and objectives over the two-year period, adapting the implementation plan to meet unanticipated challenges. For instance, the initial grant application proposed that the program would be implemented for 864 student participants; when stakeholders determined that these initial numbers were unrealistic, they brainstormed both ways to maximize participant recruitment and lower the target numbers. Although the partnership involved a diverse group of stakeholders, members were able to organize their efforts and reach consensus.

#### ROLE OF RESEARCH AND EVALUATION

Research staff was involved in the Syracuse Partnership for Violence Prevention from the outset. Rather than constructing an ad hoc evaluation plan once the project was up and running, planners streamlined the evaluation process by planning research from the outset, identifying measurable program objectives, and tracking relevant data. Additionally, throughout the planning and implementation period, the research component was prioritized, as demonstrated by the inclusion of research staff on the steering committee. Stakeholders not only included research considerations in implementing the program (e.g., adding extra time to training sessions for pre- and post-tests), but considered the impact of any major programmatic decisions to the research. Finally, preliminary research results were one of several mechanisms utilized by stakeholders to engage in self-reflection (see just below).

#### FEEDBACK LOOPS

One of the most notable accomplishments of the Syracuse partnership was planners' continued engagement in self-reflection. Based on feedback from program staff, MVP participants, and preliminary research findings, stakeholders continually revisited the implementation plan, striving to respond to challenges as they arose. The previously noted article on failure highlights the importance of adapting program models in response to early implementation experiences (Cissner and Farole 2009). Indeed, at the end of Year One, the project director systematically assembled feedback received from program staff and participants into a memo highlighting key lessons learned over the course of the first year. The memo drew attention to those components of the project that were particularly successful, as well as those areas that needed improvement.

The memo was distributed at the final steering committee meeting of the year and discussed by stakeholders. Similarly, at the end of Year Two, the Staff Trainer coordinator compiled a list of key lessons learned while facilitating the program workshops; these lessons were then discussed by Staff Trainers.

Aspects of the program informed by these feedback loops included the following:

- **Participant Recruitment:** After one semester of punitive program recruitment, recruitment returned to a voluntary basis;
- **Emphasizing Leadership:** Appeals to students as leaders in the Greek community were well-received by participants and were more universally implemented as a recruitment and engagement strategy during Year Two;
- **Workshop Schedule:** Based on Staff Trainer feedback that the intensity level evoked by different parts of the curriculum was not uniform across each day of the two-day sessions, the program schedule was revised;
- **Program Curriculum:** Minor changes were made to the scenarios and discussion set-ups in response to participant feedback during earlier program workshops;
- **Facilitation Skills:** Neither participants or Staff Trainers felt that the Peer Educators were adequately prepared to facilitate sessions for their peers; consequently, the facilitation skills segment of the program was revised twice before staff had a method they felt was sufficient;
- **Peer Mentoring:** In response to student interest and concern over Peer Educator preparedness, experienced Peer Educators were paired with less experienced students;
- **Logistics:** Based on Staff Trainer feedback, the scheduling of sessions was limited to Friday and Saturday so as not to conflict with participant social schedules; and
- **Student Representation:** During Year Two, one of the Peer Educators was invited to sit on the steering committee to provide added insight from a student perspective.

Although some of the specific changes in implementation noted above may be useful to other programs, the principal lesson here is that engaging in self-reflection resulted in improvements to the program. By asking program staff and participants to reflect on how the program could be improved and then incorporating those suggestions into the program model, planners can turn challenges into valuable lessons.

#### RECRUITMENT

The effort to recruit student participants led to four key lessons. First, during Year One, recruitment materials were not clear, leading to confusion among participants about what it was they were committing themselves to do. Students who signed up to be Peer Educators did not understand the time commitment required by the program, nor did they realize that they would be asked to facilitate workshops for their peers. In addition, students thought that the language used in recruitment materials was vague; they did not intuitively comprehend what was meant by “gender violence.” Similar programs may not only want to make the time commitment clear during recruitment, but may also want to revisit language that those in the field take for granted.

Second, attracting a diverse participant population was a continued challenge. During planning, stakeholders recognized that attracting a racially/ethnically diverse participant sample would be a challenge, given the predominately white fraternity and sorority membership at Syracuse

University. However, despite some targeted recruitment efforts, the project was never able to successfully overcome this obstacle. Similar projects may want to identify alternative manners for attracting a diverse group of participants beyond targeted recruitment efforts.

Third, recruitment efforts became easier over the course of program implementation, due to positive word of mouth from participants. Similar projects may want to consider mechanisms for formalizing this positive participant feedback into future recruitment strategies; for instance, by asking former participants to engage in a recruitment drive.

Finally, during the second semester of the Syracuse program, a punitive recruitment strategy resulted in more participant resistance to the program materials. Participants during this semester were less engaged in the program materials and had more behavioral issues reported by Staff Trainers. This is not to say that mandatory programming cannot be effective, rather that mandatory participation is likely to have consequences on participant engagement. Indeed, a mandatory program may be more likely to attract participants who stand to gain the most through program participation; presumably, such participants would be more likely to hold sexist attitudes than students who are predisposed to volunteer. However, similar programs may want to keep in mind that unwilling participants may start out as more reluctant to engage with the subject matter, less attentive, and more likely to act out. Therefore, additional time may be needed to engage mandated participants.

#### **STAFF TURNOVER AND BURNOUT**

The time commitment for Staff Trainers required by the Syracuse program was tremendous; not only were Staff Trainers required to sacrifice multiple weekends to attend workshops, but they held weekly meetings to develop the program curriculum and were asked to schedule additional time to help the Peer Educators develop facilitation skills. After half of the original training staff was unavailable for weekend workshops during Year One, the already hefty time commitment became greater for the four remaining Staff Trainers. Not surprisingly, this led to burnout among the Staff Trainers during Year One. Although Staff Trainers largely provided positive feedback at the end of Year One, they also expressed frustration that the program required so much of their time. During Year Two, additional Staff Trainers were employed and workshop sessions were not scheduled on successive weekends in order to avoid staff burnout. Also, staff Trainers were asked to clear their calendars *prior* to attending training to become staff members. (In the Syracuse scenario, it was not possible to schedule workshop weekends far in advance, as the student schedules were not in place. In other contexts, it may be advisable to schedule workshops in advance, so that staff members can commit to specific dates.) Similar programs would do well to have a pool of Staff Trainers available. Some amount of staff turnover is inevitable and scheduling conflicts will likely arise. By having a large staff pool, programs can avoid drawing on the same Staff Trainers time and time again.

#### **SUSTAINABILITY**

The Syracuse University R.A.P.E. Center is committed to building on the efforts of the Syracuse Partnership for Violence Prevention and is planning to continue and expand the MVP program. In August 2008, through a collaboration of Vera House, the Syracuse City School District, and the Syracuse University R.A.P.E. Center, members of the National MVP staff provided training in Syracuse. Four Syracuse University staff members and two student leaders attended this

training, along with Vera House and Syracuse City School District staff. The Syracuse University staff members who attended represented the Department of Public Safety, Athletics, and the Division of Student Affairs. The students, one undergraduate and one graduate student, are part of A Men's Issue, a recognized student organization affiliated with the University R.A.P.E. Center. The R.A.P.E. Center is currently working with these newly trained individuals to develop additional trainings for staff and faculty of the university as well as expanding programs to include both Greek and non-Greek affiliated students, and staff members of the Office of Residence Life. In the immediate future, the R.A.P.E. Center is working with the University Office of Student Life to implement MVP workshops with members of fraternities and sororities during the fall 2008 semester. Peer facilitators who were trained over the past two years are currently facilitating these workshops. During the spring 2009 semester, the R.A.P.E. Center plans to train a new group of Peer Educators to assist in facilitating workshops during the spring semester. In addition, Peer Educators who were trained during Years One and Two are expected to participate in a Syracuse School District MVP program coordinated by Vera House during the 2008-2009 academic year. The Peer Educators will provide support to high school athletes who will attend MVP training and then facilitate workshops for their peers.<sup>23</sup>

When pilot projects are implemented with temporary funding, particularly if the program is successful, it is important to build in plans for future sustainability. The plans to be implemented at Syracuse University comprise yet another valuable program achievement.

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<sup>23</sup> Only one Peer Educator was available to assist with the high school initiative during the program's first semester.

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**APPENDIX A.  
SAMPLE SURVEY INSTRUMENT**

ID \_\_\_\_\_

POST-SURVEY

*ID#: First 2 letters of mother's maiden name + DAY of the month you were born (e.g., if your DOB is July 2, 1987, use 02) + number of siblings (only children enter 0)*

**Syracuse Partnership for Violence Prevention  
Program Evaluation 2007-2008**

**PART 1: GENDER VIOLENCE**

The following set of statements is meant to assess your attitudes toward violence against women in our society. Please respond to each statement by circling the response that best corresponds to your views.

1. Students sexually harass one another at Syracuse University.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
2. A guy who tells his girlfriend whom she can hang out with is being too controlling.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
3. Female students who wear short shorts or short skirts should expect to receive sexual comments.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
4. If I see a couple physically fighting on campus, it is none of my business.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
5. If I see a couple physically fighting at a party, it is none of my business.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
6. If a woman gets really drunk and has unwanted sex at a party, it is partly her fault.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
7. Sometimes women want to have sex even when they say "no".	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
8. Sexual assault is an issue that should concern both men and women equally.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
9. It is harmless to tell dirty jokes about women.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
10. Magazines and music videos show disrespectful sexual images of women.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
11. A person is not really abusive as long as they don't physically harm anyone.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
12. In serious relationships between males and females, males should be the leaders and decision-makers.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
13. If a woman is battered, she has done something to cause it or has "asked for it" in some way.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

14. It is okay for a man to force a woman to have sex with him if she has flirted with him or led him on.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
15. If a guy forces his girlfriend to have sex with him when she doesn't want to, it is rape.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
16. Men and women are equal and should be treated the same way.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

**PART 2: PREVENTION**

The following set of statements is meant to assess your attitudes toward preventing violence against women in our society. Please respond to each statement by circling the response that best corresponds to your views.

1. I can help prevent violence against women at SU.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
2. I would not be able to stop a guy I didn't know very well from hitting his girlfriend.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
3. I would confront a group of my male friends about their sexist language or behavior.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
4. I have the skills to help support a female friend who is in an abusive relationship.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
5. If there was a group of guys I didn't know very well harassing a woman at a party, I would not try to stop them.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
6. If I see a friend trying to coerce someone into being intimate against their will, I would say something to stop it.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
7. If I saw a woman that I didn't know very well being taken advantage by a guy, I would help her get out of the situation.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
8. I would tell a group of my male friends that it was disrespectful to make sexual comments about women.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
9. I would tell my friend to stop calling his girlfriend names.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
10. I know how to educate my friends and peers about male violence against women.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
11. I would say something to a friend who is acting inappropriately toward a woman.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
12. It would be too hard for me to confront a stranger who was being abusive toward a woman.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
13. I would say something to a friend about his/her homophobic language or behavior.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

**PART 3, SECTION A**

Read the following statements and circle a response that best describes YOUR OWN FEELINGS about each statement.

1. It is okay for a guy to pressure his date to drink alcohol in order to improve his chances of getting her to have sex.				
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

2. A man can control his behavior no matter how sexually aroused he feels.				
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

3. It is wrong for a man to have sex with a woman if he has to "talk her into it."				
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

4. Men don't sexually harass women in college - it is just joking around.				
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

5. If a woman dresses in a sexy manner (wearing short skirts or tight clothes, for example) she is asking for sexual attention.				
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

6. Using words like "slut," "bitch," and "ho" to refer to women is unacceptable.				
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

7. As long as no one of the opposite sex is around, I am comfortable when I am with a group of friends and they are telling dirty jokes and making sexual comments about members of the opposite sex.				
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

8. Women lie about being raped just to get back at their dates.				
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

9. When guys make suggestive comments about women's bodies, women should take it as a compliment.				
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

10. Women at SU generally treat each other with respect and are supportive of each other.				
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

11. It is okay to call someone "fag," "pussy," "gay," or "dyke" as long as you are kidding.				
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

**PART 3, SECTION B**

Read the following statements and circle a response that best describes how the AVERAGE SU STUDENT feels.

12. It is okay for a guy to pressure his date to drink alcohol in order to improve his chances of getting her to have sex.				
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

13. A man can control his behavior no matter how sexually aroused he feels.				
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

14. It is wrong for a man to have sex with a woman if he has to "talk her into it."				
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

15. Men don't sexually harass women in college - it is just joking around.				
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

16. If a woman dresses in a sexy manner (wearing short skirts or tight clothes, for example) she is asking for sexual attention.				
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

17. Using words like "slut," "bitch," and "ho" to refer to women is unacceptable.				
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

18. As long as no one of the opposite sex is around, I am comfortable when I am with a group of friends and they are telling dirty jokes and making sexual comments about members of the opposite sex.				
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

19. Women lie about being raped just to get back at their dates.				
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

20. When guys make suggestive comments about women's bodies, women should take it as a compliment.				
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

21. Women at SU generally treat each other with respect and are supportive of each other.				
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

22. It is okay to call someone "fag," "pussy," "gay," or "dyke" as long as you are kidding.				
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>



**PART 5: DEMOGRAPHICS**

**In this final section, we would like you to give us some personal information about yourself. Please answer the questions as completely as possible. Remember, all responses are anonymous. Fill in the blank or shade in the appropriate response.**

What is your gender?       Male                       Female

What is your age? \_\_\_\_\_

What year in school are you?

- Freshman
- Sophomore
- Junior
- Senior
- Other (please identify): \_\_\_\_\_

How do you prefer to identify yourself in terms of your racial/ethnic background? Please circle all that apply or fill in the blank with a response that most closely fits your background.

- African American or Black
- Asian or Asian American
- White or Caucasian
- Hispanic American or Latino/Latina
- Native American/American Indian
- Other (please identify): \_\_\_\_\_

**Not including this program,** have you ever attended an educational program about the following topics? If so, please tell us the name of the program(s) and/or where you received the program.

Sexual assault/rape	<input type="radio"/> No	<input type="radio"/> Yes	_____
Sexual harassment	<input type="radio"/> No	<input type="radio"/> Yes	_____
Dating violence/battering	<input type="radio"/> No	<input type="radio"/> Yes	_____

**APPENDIX B.**  
**CHARACTERISTICS OF CASES EXCLUDED FROM IMPACT ANALYSES**

Total Number of Students	Participant Sample 424	No Match Cases 35
Male	49%	63%
Female	51%	37%
Average Age	19.54	19.74
Year in School		
Freshman	14%	9%
Sophomore	57%	51%
Junior	22%	34%
Senior	7%	6%
Race/Ethnicity		
Caucasian	81%	66%+
Black	3%	3%
Hispanic/Latino	5%	14%
Asian/Pacific Islander	8%	9%
Native American	1%	-
Other	2%	3%
Semester of Involvement in MVP		
Spring 2007	40%	- ***
Fall 2007	35%	49%
Spring 2008	25%	51%**
Previous Participation in Similar Programs	31%	6%**
Sexual Assault/Rape Program	29%	6%**
Sexual Harassment Program	26%	6%**
Dating Violence Program	23%	3%**

+ p<.10 \* p<.05 \*\* p<.01 \*\*\* p<.001

**APPENDIX C.  
PEER ASSESSMENT AT PRE-TEST**

**Assessing Sexist Attitudes of Self versus Peers**

**Pre-Test Results**

Item	Peer Educators		Workshop Participants		Comparison Group	
	Self	Other	Self	Other	Self	Other
1	4.41	3.24***	4.26	3.13***	4.21	2.36***
2	3.83	3.10***	3.82	3.08***	3.78	3.19***
3	3.45	2.82***	3.42	2.97***	3.55	3.15***
4	4.17	3.08***	4.13	3.16***	4.21	3.25***
5	2.90	2.24***	2.89	2.29***	3.06	2.48***
6	3.80	2.96***	3.72	3.01***	3.74	3.05***
7	2.52	2.08***	2.61	2.21***	2.69	2.38***
8	3.59	3.24***	3.78	3.38***	3.65	3.33***
9	3.39	2.74***	3.33	2.71***	3.36	2.81***
10	2.69	2.64	2.66	2.71	2.62	2.69+
11	3.86	2.91***	3.77	3.02***	3.80	3.15***

+ p<.10 \* p<.05 \*\* p<.01 \*\*\* p<.001

Note: Responses are coded on a scale from 1 to 5, with 1 representing the *least* favorable response and 5 representing the most favorable response. Reported numbers represent the mean response score.

**APPENDIX D.**  
**SYRACUSE UNIVERSITY CODE OF STUDENT CONDUCT**

Students at Syracuse University are expected to conduct themselves in a manner supportive of the educational mission of the institution. Integrity, respect for the person and property of others, and a commitment to intellectual and personal growth in a diverse population are values deemed fundamental to membership in this University community.

Syracuse University considers the following behavior, or attempts thereof, by any student or student organization, whether acting alone or with any other persons, to violate the Code of Student Conduct:

1. Physical harm or threat of physical harm to any person or persons, including, but not limited to assault, sexual abuse, or other forms of physical abuse.
2. Harassment, whether physical or verbal, oral or written, which is beyond the bounds of protected free speech, directed at a specific individual(s), easily construed as "fighting words," and likely to cause an immediate breach of the peace.
3. Conduct which threatens the mental health, physical health, or safety of any person or persons including, but not limited to hazing, drug or alcohol abuse, and other forms of destructive behavior.
4. Academic dishonesty,\* including, but not limited to plagiarism and cheating, and other forms of academic misconduct, for example; misuse of academic resources or facilities, or misuse of computer software, data, equipment, or networks.
5. Intentional disruption or obstruction of lawful activities of the University or its members including their exercise of the right to assemble and to peaceful protest.
6. Theft of or damage to personal or University property or services or illegal possession or use of the same.
7. Forgery, alteration, fabrication, or misuse of identification cards, records, grades, diplomas, University documents, or misrepresentation of any kind to a University office or official.
8. Unauthorized entry, use, or occupation of University facilities that are locked, closed, or otherwise restricted as to use.
9. Disorderly conduct including, but not limited to public intoxication, lewd, indecent or obscene behavior, libel, slander, and illegal gambling.
10. Illegal manufacture, purchase, sale, use, possession, or distribution of alcohol, drugs, or controlled substances, or any other violation of the Syracuse University Policy on Alcohol, Other Drugs, and Tobacco.
11. Failure to comply with the lawful directives of University officials who are performing the duties of their office, especially as they are related to the maintenance of safety or security.
12. Unauthorized possession or use of any weapon including firearms, BB-guns, air rifles, explosive devices, fireworks, or any other dangerous, illegal, or hazardous object or material, and improper use as a weapon of any otherwise permitted object or material.
13. Interference with or misuse of fire alarms, blue lights, elevators, or other safety and security equipment or programs.

14. Violation of any federal, state, or local law which has a negative impact on the well-being of Syracuse University or its individual members.
15. Violation of University policies, rules, or regulations that are published in the Student Handbook, or any other official University publications or agreements.

Culpability is not diminished for acts in violation of this code that are committed in ignorance of the code or under the influence of alcohol, illegal drugs, or improper use of controlled substances.

*\* Cases involving academic dishonesty are handled within the student's school or college.*