



EXECUTIVE SUMMARY

- Stalking, dating/domestic violence, and sexual assault are forms of discrimination prohibited by Title IX. It is estimated that 1 in 5 college women experiences some form of violence during college.
- Thousands of WSU students are affected by these discriminatory and violent behaviors. In 2012, female WSU students reported experiencing the following in the twelve months prior to the survey:
 - 7.7% Stalking
 - 9.9% Sexual touching without permission
 - 11.0% Emotionally, physically, and/or sexually abusive relationship
- The Green Dot program, part of the Violence Prevention Programs within Health Promotion at Health and Wellness Services, is a nationally developed program that WSU adopted to teach students how to 1) recognize beliefs and behaviors that contribute to violence and 2) intervene appropriately.
- In the 2012-13, Green Dot worked with almost 10,000 WSU students in programs ranging from introductory presentations to lengthy, in-depth discussions.
- The present evaluation is focused on the 326 students who spent several hours in a Green Dot training session that teaches participants about beliefs and behaviors that contribute to violence and how to intervene appropriately.
- At 3 months after program participation, students reported statistically significant increases in:
 - Perceived community support for bystander intervention
 - Perceived competence to intervene in potentially violent situations
 - Motivation to intervene in potentially violent situations
- Recommendations are to expand implementation and evaluation of the Green Dot program.

“Now I am not afraid to say something when I see an act of interpersonal violence, when before I would debate with myself to say something or not.”

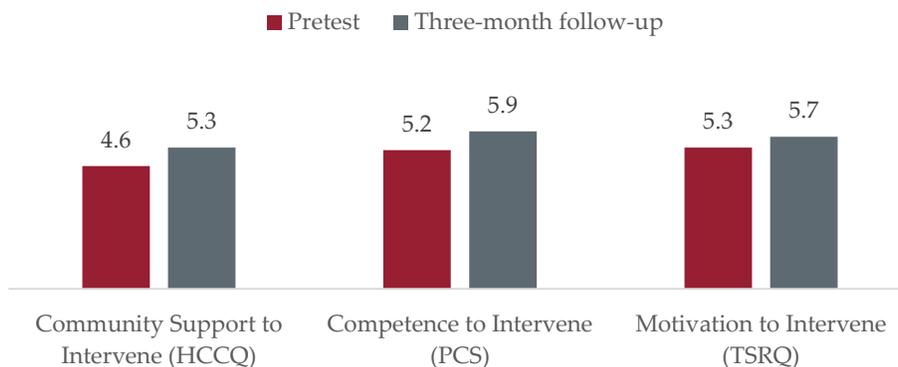


Figure 1. Main results: Change in mean score for Green Dot training participants

EVALUATION

We used Self-Determination Theory (SDT), a theory of motivation and behavior change, to evaluate the following: 1) participants' perceived community support for bystander intervention; 2) participants' perceived competence to intervene in potentially violent situations; and 3) participants' motivation to intervene in such situations.

We used the Health Care Climate Questionnaire (HCCQ) to assess perception of community support for bystander intervention (e.g. "I feel the WSU campus community has provided me with options about taking action to reduce interpersonal violence"). We used the Perceived Competence Scale (PCS) to assess autonomous motivation to perform bystander intervention behaviors (e.g. "I feel capable of taking action to reduce interpersonal violence"). We used the Treatment Self-Regulation Questionnaire (TSRQ) to assess autonomous motivation to perform bystander intervention behaviors (e.g. "The reason I would take action to reduce interpersonal violence is because it is an important choice I really want to make").

This evaluation focuses on the Green Dot bystander intervention program at WSU, Pullman. Participation in the evaluation was voluntary. We collected 326 completed pre-tests and matched pretest and three-month follow-up survey for 144 participants (44% response rate). The three-month follow-up survey included the same SDT measures from pre-test in addition to participant reports of how Green Dot has changed their knowledge and behavior. At three-month follow-up, participants also reported whether they had intervened in a situation as a bystander.

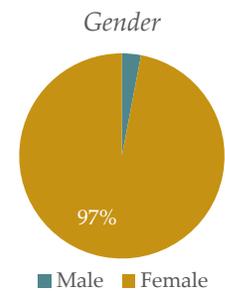


Figure 2. Participant demographics

EVALUATION FINDINGS

Is there a difference between pretest scores and three-month follow-up scores?

We used paired t-tests to measure change in participants' mean scores from pretest to three-month follow-up. Significant change in scores from pretest to three-month follow-up ($p < .05$) is denoted with an asterisk in figures 3.

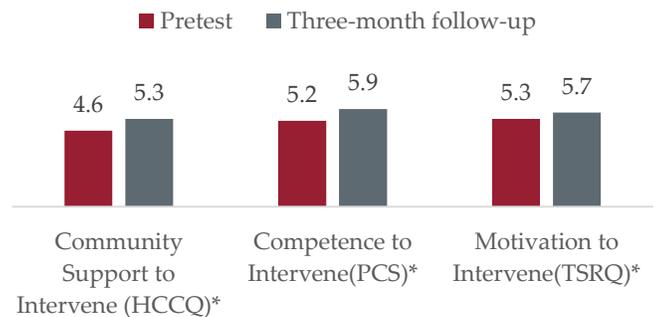


Figure 3. Change in mean score for outcomes of interest

How big is the difference in scores from pretest to three-month follow-up?

Significance testing allows us to answer the question, "Does an intervention work?" Effect size allows us to answer the question, "How well does an intervention work?"

An effect size is any measure of the strength of a relationship between two variables or of the magnitude of difference between two groups. In the context of this report, an effect size describes the magnitude of the difference in pretest mean scores and three-month follow-up mean scores.

Effect sizes for the outcomes lie between 0.33 and 0.67. A simple interpretation of these results is that the difference in pretest scores and three-month follow-up scores is either small ($d < .20$ and $d < .50$) or medium ($d \geq .50$ and $d < .80$). When interpreting effect sizes, it is best not to solely rely on labels such as small, medium, and large. We should also take into account the context of the program as well as the practical importance of the change including relative cost and benefits of the effect.

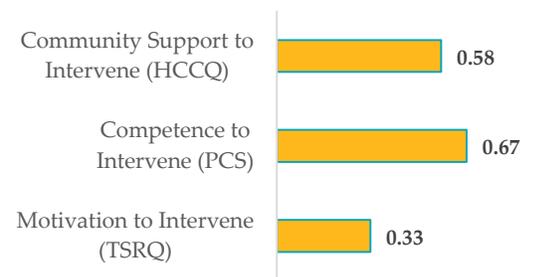


Figure 4. Effect size for mean score difference from pretest to three-month follow-up

Did participants report improvement in their bystander knowledge or behavior at three-month follow-up?

Results indicate that participants reported improvement in their bystander knowledge and/or behavior (Figure 5).

"I was at a party with a couple of friends and they asked if we wanted drugs and to follow them back to their apartment. I knew the situation wasn't safe...I said no and walked away and this discouraged my friends from going ...I relate this to several aspects of the Green Dot training and knew what to do and say."

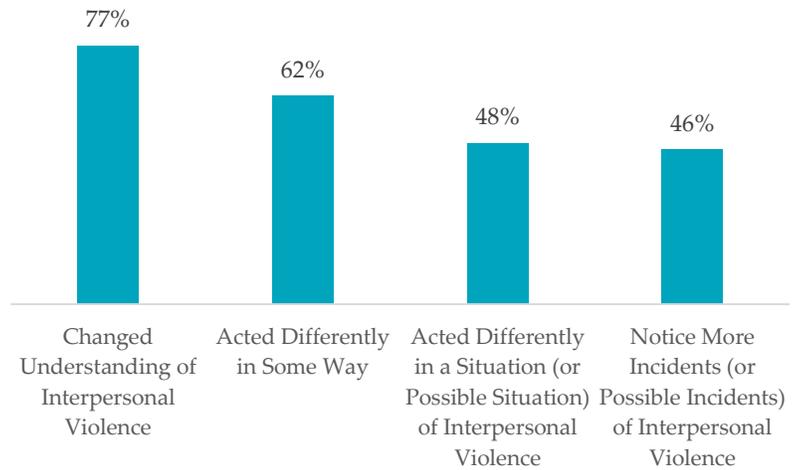


Figure 5. Improvement in participants' knowledge or behavior at three-month follow-up

Is there a difference between participants who reported intervention behavior at three-month follow-up and those who did not?

We used independent samples t-tests to measure difference in mean scores for participants who reported intervention behavior at three-month follow-up and those who did not. Participants who reported intervention behavior at three-month follow-up, such as directly intervening or distracting in a situation of interpersonal violence, had higher SDT scale scores than those who did not (Figure 6).

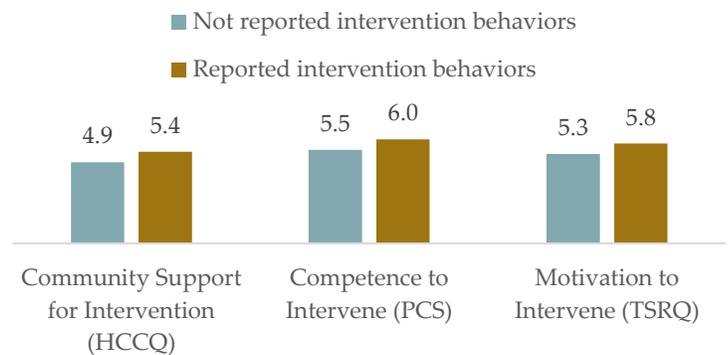


Figure 6. Difference in mean score between participants who reported intervention behaviors at three-month follow-up and those who did not

How big is the difference in scores between participants who reported intervention behavior at three-month follow-up and those who did not?

Effect sizes for mean score difference between participants who reported intervention behavior at three-month follow-up and those who did not lie between 0.48 and 0.54. A simple interpretation of these results is that the difference in scores and three-month follow-up scores is either small ($d \geq .20$ and $d < .50$) or medium ($d \geq .50$ and $d < .80$).

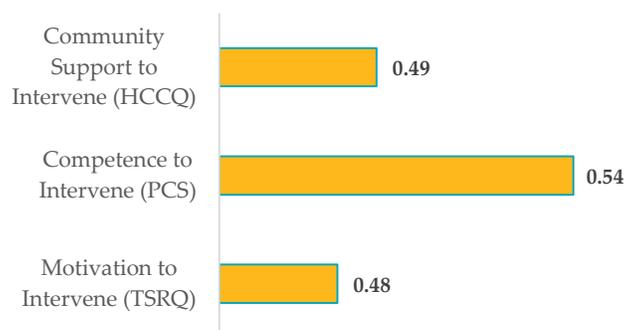


Figure 7. Effect size for mean score difference between participants who reported intervention behavior and those who did not

DISCUSSION

The results from this evaluation indicate that Green Dot program has demonstrable effects on participants. After Green Dot training, participants reported 1) statistically significant increase in all three SDT scale scores, and 2) improvement in knowledge and behavior because of Green Dot training.

RECOMMENDATIONS

Program Recommendation 1: WSU should provide resources to expand the Green Dot program in order to support introductory efforts to increase voluntary participation, as well as expand training opportunities to allow for training of at least 20% of new students each year.

Evaluation Recommendation 1: Continue research to confirm the relationship between SDT constructs and bystander intervention behaviors. Such clarification would enhance the development and implementation of the Green Dot program.

Evaluation Recommendation 2: Expand the evaluation of the Green Dot program to confirm program effectiveness. The current evaluation lacked a control for comparison. Additionally, future research will need to examine if trainings are equally effective for both men and women, for first-year versus older students, and other groups.

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