

October 01, 2007

Mentors in Violence Prevention (MVP) Program: three year (1999-2002) evaluation summary

Northeastern University - Center for the Study of Sport in Society

Recommended Citation

Northeastern University - Center for the Study of Sport in Society, "Mentors in Violence Prevention (MVP) Program: three year (1999-2002) evaluation summary" (2007). *CSSS Research Articles and Reports*. Paper 3. <http://hdl.handle.net/2047/d10011183>

This work is available open access, hosted by Northeastern University.

DRAFT

Mentors in Violence Prevention (MVP) Program Three Year Evaluation Summary 1999-2002

Methodology

Beginning in 1999, MVP began a three-year evaluation of its gender violence prevention and education program. An independent consultant conducted the evaluation and utilized a quasi-experimental, pre-test and post-test design that was proven to be valid and reliable. Additionally, the pro-feminist mixed method approach incorporated qualitative and quantitative data to corroborate the findings. During year one, the evaluator utilized a pre and post-test survey, case studies, observations, student pre and post training interviews, and key informant interviews. Year two focussed on comparing treatment schools and control schools by using pre and post-test surveys.

Goals

1999-2000

MVP's major objectives for year one of the evaluation were to:

1. Evaluate program outcomes including:
 - Changes in levels of student knowledge and awareness
 - **Changes in student attitudes regarding gender violence and self-efficacy and prevention**
 - Changes in student behavior
2. Document and understand student experiences including:
 - Students everyday experience with gender violence
 - Students reaction to the MVP Program
 - Students satisfaction with MVP

2000-2001

MVP's major objectives for year two were to:

1. Evaluate program outcomes including:
 - Changes in levels of student knowledge and awareness
 - **Changes in student attitudes concerning gender violence and ability to be an active bystander**
 - The extent of student satisfaction with the MVP Program
2. Corroborate findings from year one.

Evaluation Sample Size

1999-2000

Qualitative data was collected from:

- 3 case study schools
- 23 observations
- 21 student pre and post training interviews
- 6 key informant interviews

Quantitative data was collected from a treatment group that consisted of:

- 262 students in 10 schools who took the pre-test
- 209 students in 10 schools who took the post-test

2000-2001

Quantitative data and qualitative data was collected from a treatment group that consisted of:

- 211 students in 10 schools

Quantitative data and qualitative data was collected from a comparison group that consisted of:

- 72 students in 3 schools.

Overall Findings

Levels of Knowledge and Awareness

Quantitative

- Year one results show a statistically significant difference between student's pre- and post-test scores on four out of five questions presented on the survey. For example, 98.6% of all students tested at post-test new the MA law regarding alcohol and consent, as compared to 75.9% at pre-test (p. 29, 1999). (For more details see chart in appendix 1).
- The MVP evaluation found important differences between treatment and comparison groups on the five knowledge variables. It is important to highlight that on two questions the percentage of correct answers jumped from 37% and 36% respectively at pre-test to 84% and 80% after treatment (p. 6-8, 2000).
- When treatment groups and control groups are compared it is clear that participation in the MVP Program heightens the level of knowledge and awareness that students have regarding gender violence (p. 8, 2000).

Qualitative

The testimony of the student-leaders who participated in the MVP program provides extraordinary insight into the program's true impact:

- “I learned how to deal with potentially threatening situations – I used my knowledge at a party where a guy grabbed a girl by the throat” (p. 65, 1999).
- “The most important thing I learned was that distractions work great – now when I’m at parties, I know how to handle situations and do the right thing” (p. 65, 1999).

1999 **Attitudes Regarding Gender Violence**

Quantitative

- Overall, the MVP Program was effective in increasing students' awareness of and improving their attitudes about gender violence (p. 34, 1999).

Qualitative

- Students' shift in attitude regarding the acceptability of gender violence and their increased level of awareness about the problem of gender violence and its prevalence in society were readily observed in program setting and stand out in the qualitative data as well as the quantitative data presented above (p. 37, 1999).
- "I know that it happens more than I thought – both because of the statistics they taught us, and because everybody in class could think of one example of it! Since everyone could think of a story, then it's got to be a big deal. And I didn't really think it was the big before...It just kind of makes me more aware, and I kind of look at things differently. I don't just see two people going up to a bedroom. I see a drunk person and another person going up to a bedroom – you know what I mean?" (p. 45, 1999)

2000

Attitudes Regarding Gender Violence

- MVP has a desirable impact on student attitudes regarding gender violence. 10, 2000
- MVP participants show improvements in their attitudes while attitudes among control group students stayed roughly the same. 10, 2000

Findings

1999-2001

Levels of Knowledge and Awareness

Quantitative

- There was a statistically significant difference between student's pre- and post-test scores on four out of five questions presented on the survey p. 29.

Qualitative

- "I learned how to deal with potentially threatening situations – I used my knowledge at a party where a guy grabbed a girl by the throat" p, 65.
- "The most important thing I learned was that distractions work great – now when I'm at parties, I know how to handle situations and do the right thing" p. 65.

Attitudes Regarding Gender Violence

Quantitative

- Overall, the MVP Program was effective in increasing students' awareness of and improving their attitudes about gender violence p. 34.

Qualitative

- Students' shift in attitude regarding the acceptability of gender violence and their increased level of awareness about the problem of gender violence and its prevalence in society were readily observed in program setting and stand out in the qualitative data as well as the quantitative data presented above p. 37.
- "I know that it happens more than I thought – both because of the statistics they taught us, and because everybody in class could think of one example of it! Since everyone could think of a story, then it's got to be a big deal. And I didn't really think it was the big before...It just kind of makes me more aware, and I kind of look at things differently. I don't just see two people going up to a bedroom. I see a drunk person and another person going up to a bedroom – you know what I mean?" p. 45.

Attitudes Regarding Self-Efficacy and Prevention

Quantitative

- As a group, students' mean scores increased at post-test, indicating that the MVP Program training had the desired effect of increasing students' confidence in themselves to prevent and/or confront sexist and violent behavior p. 47.

Qualitative

- Importantly, they demonstrate that while MVP heightens student awareness regarding their responsibility as bystanders, students also think

carefully and realistically about any actions they may take and the potential consequences of those actions p. 48.

- Qualitative data provide evidence that most students took action in one form or another based on what they learned in MVP p. 56
- “The most important thing I learned is that I have a voice, and my voice is very important” p.
“I learned that even one person can make a difference in stopping violence and harassment” p.

Student Satisfaction

- Students were highly satisfied with their MVP experience
- 97% reported learning something new and valuable during MVP 58
- Over 90% said they would recommend MVP to a friend 58
- “My favorite thing was the way (the trainers) talked to us like people, not kids, because that is how we should be treated.” 61
- “They were real (the trainers) because they told us like it was about how it is out there. They didn’t hide anything or the realities.” 61

2000-2001

Findings

Knowledge and Awareness

- Study found important differences between treatment and comparison groups on the five knowledge variables
- Overall, participation in the MVP Program seems to have heightened the level of knowledge and awareness that students have regarding gender violence

Attitudes Regarding Gender Violence

- MVP has a desirable impact on student attitudes regarding gender violence.
- MVP participants show improvements in their attitudes while attitudes among control group students stayed roughly the same.

Attitudes Regarding Self-Efficacy and Prevention

- MVP improved confidence in their ability to be active bystanders
- Female participants had a particularly strong reaction to the Program in terms of self-efficacy or confidence

Students Perceptions of Attitudes Among Their Peers

- participants exhibited a better understanding of attitudes concerning gender violence held by their peer groups

Student Satisfaction

- Student expressed high levels of satisfaction with the MVP Program specifically students reported that they:
 - would recommend the program to a friend
 - spoke to someone about MVP
 - especially enjoyed class materials and exercises (**specifics**)
 - enjoyed hearing peer's attitudes and perspectives
 - gained personal knowledge
 - experienced an increase in skills and confidence
 - appreciated the group atmosphere, the fact that it was interactive, co-ed and confidential
 - felt safe and comfortable
 - appreciated how trainers treated students

Focus Groups

Focus groups conducted during year two of the evaluation provided powerful data to support the fact that MVP's bystander approach to prevention is effective for young women. Additionally, it is the bystander approach that provides women with the feelings of safety and empowerment that young women feel after training.

Overall Findings

Levels of Knowledge and Awareness

Quantitative

- Year one results show a statistically significant difference between student's pre- and post-test scores on four out of five questions presented on the survey. For example, 98.6% of all students tested at post-test new the MA law regarding alcohol and consent, as compared to 75.9% at pre-test (p. 29, 1999). (For more details see chart in appendix 1).
- The MVP evaluation found important differences between treatment and comparison groups on the five knowledge variables. It is important to highlight that on two questions the percentage of correct answers jumped from 37% and 36% respectively at pre-test to 84% and 80% after treatment (p. 6-8, 2000).
- Overall, when comparing treatment groups to control groups it is clear that participation in the MVP Program heightens the level of knowledge and awareness that students have regarding gender violence (p. 8, 2000).

Qualitative

- "I learned how to deal with potentially threatening situations – I used my knowledge at a party where a guy grabbed a girl by the throat" (p. 65, 1999).

- “The most important thing I learned was that distractions work great – now when I’m at parties, I know how to handle situations and do the right thing” (p. 65, 1999).