Evaluation of Utah's State Mandatory Sexual Assault Advocacy Training

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Executive Summary

The major component of this evaluation was an independent reaction survey designed and administered by CJJC. The survey was sent to all individuals who had attended UCASA's trainings from January 2002 for whom valid contact information could be obtained. Descriptive statistics and frequencies were drawn from the quantitative responses using SPSS 12.0. Responses to qualitative questions were analyzed using Atlas-ti 4.2, a qualitative computer software program, using a Grounded Theory approach. This type of analysis is conducted by coding responses and organizing them into themes, categories, and families, to capture the breadth and depth of information provided in the qualitative responses.

Quantitative Results

- 44 respondents completed and returned surveys
    - 40 female, 4 male
    - 43 White, 1 Hispanic
    - 26 urban, 18 rural
    - 25 had Bachelor's degree or higher
    - 23 had over 2 years experience in the sexual and/or domestic violence field
- Most commonly mentioned agency affiliations were Victims Services (23), DV Shelter (21), Rape Recovery Program (9), and Law Enforcement (6). (Respondents were allowed to select more than one affiliation).
- Half of the respondents indicated having 3 or more job responsibilities. The most common were advocacy (38), crisis intervention (28), education (17), prevention (13), legal advocacy (10), and case management (10).
- Over 80% said they served adults, women, and victims. At least 30% served all populations listed (including homeless, GLBT, disabled, minorities, elderly, and children) except perpetrators (only 7% served this group).
- Most respondents had a positive review of the training.
    - Materials: 43 indicated that materials were clear and organized
    - Trainers: 42 rated their knowledge as good to excellent
    - Facilitator: 42 rated the facilitator as helpful
- Most felt comfortable in the training (42) and all but one respondent thought it increased their confidence level in working with sexual assault and domestic violence issues.
- 4 respondents felt the material was not consistent with their communities' shared values and knowledge.

Qualitative Results

- Personal expectations of the trainees and what they recalled as UCASA's goals of the training were well matched. Nearly all respondents indicated that they felt both their personal expectations and UCASA's goals of the training were met.
- The following topics were listed as helpful and/or were used by the participants since the training. Respondents also indicated they would like more information/focus on these topics:
    - CVR

    - Legal issues (i.e. mandatory reporting)
    - Rape kit/Code R exams
    - Techniques for working with victims (boundaries, listening skills, crisis intervention skills, identifying victims, etc.)
- Many suggestions were given to increase interactive/hands-on training methods:
    - Role plays
    - Rape kits
    - Instructions on what to do/say in crisis situations
- Generally positive feedback was given on trainers and/or facilitator:
    - UCASA trainer Rachel Jenkins-Lloyd mentioned multiple times as effective
    - Few trainers were listed as ineffective, most of those were local trainers
    - Characteristics used when talking about effective trainers/facilitators included: helpful, knowledgeable, comfortable, personable, accessible, organized, professional, and available to answer questions
    - Some suggestions for facilitators/trainers included:
        - Increase facilitation in order to keep on topic/time schedule
        - More role playing/interactive methods
        - Update materials used
- Issues related to topics of gender and sexuality were both indicated as strengths and weaknesses of the training.
    - Equal numbers of respondents from rural (3) and urban (3) locations mentioned gender/sexuality topics as least applicable to their work.
    - Equal numbers of respondents from rural (2) and urban (2) locations mentioned gender/sexuality training topics as helpful/useful in their work.
    - Only rural respondents (2) indicated gender/sexuality issues as negative on the following questions: bias of trainer, want less time spent on topic, ineffective trainer, and uncomfortable in training.
        - The respondents did indicate that they felt these issues were a bias of the trainer and that the need to push this agenda affected their learning.
    - Approximately 40% of both urban and rural respondents indicated that they served at least one of these groups: lesbian, bisexual, gay, or transgendered clients.
- Respondents also indicated that it was important for trainers and facilitators to be aware of trainees' needs, their background, and the community they serve.

Recommendations

The following steps should be taken to continue improving the State Mandatory Sexual Assault Trainings that UCASA provides:

- Increase focus on the aspects of the training that participants indicated as vital to their work: CVR, legal issues, rape kit/Code R exams, boundary setting, active listening, crisis intervention, and helping families
- Implement an ongoing evaluation of the trainings by an agency outside of UCASA to increase validity of responses
- Begin discussion of the dynamic issues that surfaced in this evaluation (gender and sexuality issues, including GLBT issues, male victims, and polygamy)

Introduction

The office of Crime Victim Reparations (CVR) contracted with the University of Utah Criminal and Juvenile Justice Consortium (CJJC) to conduct an evaluation of the Mandatory Sexual Assault trainings that the Utah Coalition Against Sexual Assault (UCASA) provides. UCASA began providing statewide training under a Violence Against Women Act (VAWA) grant from CVR in the late 1990's. Their training program was developed to assist service providers to develop and provide standardized trainings that cover a 40-hour curriculum on topics related to working with victims of sexual assault and rape.

The purpose of this study will be to determine if UCASA's current evaluation and surveying methods are valid and reliable; to evaluate CVR grantee's level of satisfaction with the training; and to identify what can be done to improve the training CVR grantees receive from UCASA.

It is expected that the results of the study will provide qualitative and quantitative evaluation information to CVR and UCASA that they can use in their efforts to improve the trainings and, therefore, the quality of services the CVR grantees provide to victims of sexual assault.

Objectives

The objective of this study is to evaluate UCASA's Mandatory Sexual Assault Trainings provided to CVR grantees and to determine their effectiveness in serving CVR grantees. In order to evaluate these trainings the CJJC research team engaged in the following inquiry steps:

A) A review of the literature on training evaluations and techniques that discuss client satisfaction surveys to identify the components of effective evaluations.

B) A review of the training evaluation surveys that are currently employed by the UCASA staff.

C) An independent evaluation conducted by CJJC of the UCASA trainings. The independent evaluation consisted of a mail survey sent to all CVR grantees that have participated in UCASA trainings since January 1, 2002.

Literature Review

A review of the current literature on survey evaluation methods was conducted to determine the effectiveness of the evaluation methods currently being used by UCASA as well as to create the independent evaluation tool to be used by CJJC. Current literature suggests that there are four levels of evaluative research. They are identified as: Reaction Surveys, determining the trainee's level of satisfaction; Learning Surveys, identifying the level that facts, skills, and techniques were learned by the trainee; Behavior Surveys, determining how the information presented changed the trainee's behavior and on-the-job

performance; and Results Surveys, assessing how effectively the program produced the desired results.

The evaluation surveys currently in use by UCASA and the survey constructed for CJJC's independent evaluation were all designed as reaction surveys, as the purpose of each was to gauge the attendees' satisfaction with the training experience. Reaction surveys are a measure of participants' impressions of what has been presented, including the perceived relevance of the information given, the effectiveness of the teaching methods, and the participants' satisfaction with the whole learning experience, including instructors, curriculum, facilities, and level of engagement (Birnbrauer, 1987; Krein & Weldon, 1994; Phillips & Stone, 2002). Because UCASA's and CJJC's surveys were designed as Reaction Surveys, the literature review was narrowed to focus on the best practices pertaining to the construction and administration of this type of survey.

Survey Construction

Studies suggest that prior to the construction of an evaluation tool, it should be determined what information is needed, why that information is needed, and what will be done with the information received (Belson, 1986; Kirkpatrick, 1996; Krathwohl, 1993). Once these objectives are identified, it can then be established what the most effective questions will be to solicit the needed information.

The types of questions typically used within reaction surveys include close-ended, including binary (two-choice), multiple choice, and demographic questions; open-ended, including short answer response or essay format; and Likert scales. Likert scales allow participants to indicate the degree to which they agree or disagree with a statement, using a 5, 6, or 7-point scale, ranging from strongly disagree to strongly agree (Borden & Abbots, 2002).

Each mode of questioning is designed for a specific purpose and has its own strengths and weaknesses, which are often debated within the literature. Close ended questions are identified as particularly effective in the analysis of responses as they yield uniform, comparable responses, increase response rates, and allow a standard of positive and negative responses to be determined (Chadwick, Bahr, & Albrecht, 1984; L. Rae, 1993; L. M. Rae & Parker, 1992). The disadvantages of using close-ended questions include the possibility that answers will be chosen randomly rather than in a thoughtful fashion, that answers may not include an exact representation of the respondents' feelings, and that ambiguous or misunderstood questions may not be identified through responses (L. Rae, 1993; L. M. Rae & Parker, 1992). Close-ended questions are the most common type of questions used in reaction evaluations, although it is recognized that the combination of question modalities is the most effective (Krathwohl, 1993; L. Rae, 1991).

The effectiveness and purpose of open-ended questions is largely debated in the literature. Some studies suggest that open-ended questions are largely ineffective in eliciting measurable responses. Open-ended questions are often difficult to construct in a way that they will be understood in the same way by all respondents, and yield responses with such variance in style, construction, and content, that it is difficult to assess and compare them (L. Rae, 1993). Open-ended questions can often illicit irrelevant information, are less likely to be answered as they take more time to answer than do

close-ended questions, and require a higher degree of communication skills that can cause significant variance in responses (L. M. Rae & Parker, 1992). However, it is recognized that open-ended questions can be used to elicit greater detail on previously asked close-ended questions and offer insight that close-ended questions alone do not allow for (Chadwick et al., 1984). Open-ended questions explore the view of respondents and can indicate a more honest response than is received in the limited responses offered in close-ended questions (Belson, 1986). When used sparingly and only when needed for clarification, open-ended questions do play an important role in reaction evaluations and should be included in all surveys in order to provide respondents the opportunity to "vent" (L. Rae, 1993; L. M. Rae & Parker, 1992).

Likert-scaled questions have received less attention in the research than have open-ended and close-ended types. Literature reviewed differentiates between a five or seven point scale, which includes a neutral option, and a six-point scale which requires the respondent to choose from positive or negative responses (L. Rae, 1991). There was no indication in the literature reviewed that one is more useful or valid than the other. Some of the literature does indicate that open-ended questions can be more effective than scaled responses for understanding how a respondent feels about a given topic (Krathwohl, 1993).

Reaction evaluation literature offers many suggestions in the sequencing of questions. Studies indicate that simpler and less intrusive questions should be placed at the beginning of the survey in order to build rapport, establish a commitment from the respondent and stimulate their interest, as well as to decrease the likelihood of respondents terminating the questionnaire (Krathwohl, 1993; L. M. Rae & Parker, 1992). It is also suggested that questions should be placed in categories or clustered with questions around similar topics. Within categories, questions should follow a sequence within the survey, generally from specific to general or from past to present. Surveys should remain short and questions should only elicit information that is needed to meet the objectives of the study (Krathwohl, 1993; L. Rae, 1993; L. M. Rae & Parker, 1992; Wentland & Smith, 1993). Literature also indicates that it is important to include clear instructions for each type of question as well as an explanation of why responses on sensitive topics are needed (Chadwick et al., 1984; Krathwohl, 1993; Phillips & Stone, 2002; L. Rae, 1991; L. M. Rae & Parker, 1992).

The semantics of the questions are also an important consideration in evaluative survey design. Questions should be clear and unambiguous. Words such as "often," "frequently," and "most" should be avoided as they can be interpreted in multiple ways (L. Rae, 1993; L. M. Rae & Parker, 1992). Questions should only include one topic; therefore, questions including words such as "and" or "or" should not be used. The use of bold, italics, or underlines should be avoided as they can easily bias responses (L. M. Rae & Parker, 1992). Language used should be appropriate for the population and jargon should be avoided in order to ensure clarity (Krathwohl, 1993). It is suggested that positive questions be placed before negative questions and that sensitive questions should use impersonal pronouns in order to make the questions less threatening (Chadwick et al., 1984; Krathwohl, 1993).

Survey Administration

Evaluative surveys can be administered at a variety of time intervals after a training has been completed. Ongoing evaluation during a training, end of training assessment, and follow-up surveys are each effective in receiving feedback from participants.

Ongoing evaluations are generally used during longer trainings, extending over at least a three day time period. In these cases, evaluations should be provided at the end of each day of training (Phillips & Stone, 2002; L. Rae, 1991). Evaluations should be administered by the sponsor of the training rather than the trainers themselves to increase the participants' anonymity and increase the honesty of the responses. Participants should be given sufficient time to complete the evaluation which will increase the accuracy of responses (Phillips & Stone, 2002; L. Rae, 1991; Wentland & Smith, 1993). Ongoing evaluations allow trainers to act on feedback and can permit changes to be made (L. Rae, 1991).

End of training evaluations are generally appropriate for short trainings of two days or less and are used to determine if the objectives of the training had been met. As in the case of ongoing evaluations, participants should be given sufficient time to complete the evaluation and confidentiality and anonymity should be safeguarded as much as possible (Phillips & Stone, 2002; L. Rae, 1991).

Follow-up evaluations are administered after a training has been completed in order to allow respondents to reflect on the information presented. Follow-up surveys are generally used in cases where anonymity is difficult to obtain at the training itself and can be effective in determining the respondent's perceptions on the applicability of the topics addressed at the training (L. Rae, 1993). Common methods of follow-up evaluation are mail or Internet questionnaires or telephone interviews.

A mailed survey will contain multiple components: a cover letter or letter of transmittal, a self addressed stamped return envelope for the survey to be returned in, and the survey with an identification code or stamp rather than the respondent's name, to ensure confidentiality. Each of these components of the evaluation is important as they contain information that will increase the response rate and the validity of the responses.

Approximately two weeks after the initial mailing of the questionnaire, a follow-up reminder should be conducted with those who have not responded. These follow-ups can be conducted through phone contacts or through post card mailing, and should include a summarized version of the information included in the cover letter as well information on how to receive an additional questionnaire if needed (Chadwick et al., 1984; Krathwohl, 1993). Following this initial reminder contact, a new copy of the survey materials can be sent to those respondents who have not yet responded or who have requested an additional survey (Chadwick et al., 1984; Krathwohl, 1993).

Evaluation of UCASA's Current Surveys and Methods

The reaction survey evaluation tools used by UCASA consisted of an ongoing evaluation survey administered at the end of each day of training, an end of training evaluation survey administered on the last day of the training, and a follow-up evaluation

survey administered via mail and e-mail six months after the training was completed. Copies of these evaluation tools are included in Appendix A, B, and C.

The UCASA ongoing evaluation survey was administered at the end of each day of the training and asked participants to rate each section of the training. The areas assessed included knowledge gained; relevance of the topics covered; effectiveness of the trainers' facilitation, knowledge, and organization; and quality of training materials used in each section. The survey utilized Likert scales to determine the satisfaction of the participant in each of these areas. Space was also given for respondents to include comments about each section of the training.

UCASA's ongoing evaluation survey was very clear in its questions and was devoid of ambiguous wording or jargon and slang (Krathwohl, 1993; L. Rae, 1991; L. M. Rae & Parker, 1992). The questions on the survey were concise and specific and communicated an openness to all responses (L. M. Rae & Parker, 1992). For example, a question asking for a rating on "Speaker's response to questions" was not biased towards a positive or negative response.

The areas for general comments were appropriately placed at the end of each section, and allowed respondents to include additional feedback they may have. The general comment section may provide responses that will be too varied or irrelevant to be used in an analysis (Chadwick et al., 1984; L. Rae, 1993; L. M. Rae & Parker, 1992). It may be more effective to use open-ended questions as means of clarification for scaled or close-ended responses if analysis of responses is desired (Belson, 1986; Chadwick et al., 1984).

Literature suggests including a section at the beginning of the survey to give instructions on how to answer the questions, to detail the intended use of the responses, and to explain to respondents the level of anonymity of their responses. Detailing these issues may increase response rate and decrease misinterpretation or confusion (Chadwick et al., 1984). It is unclear, based on the surveys provided by UCASA, if instructions were given at the training when the surveys were administered. Having the sponsor, rather than the trainer, administer the survey can increase anonymity of responses and improve the honesty of responses, allowing questions of a more sensitive nature to be asked (Phillips & Stone, 2002). It is suggested that an agency other than UCASA be the survey administrator to increase the integrity of the responses.

The end of training evaluation survey asked participants to rate the overall training in the areas of the general training, facilitator, guest presenters, environment of the training, as well as the evaluation tool itself. Respondents were asked to rate various aspects of each of these topics using a Likert scale. The end of training evaluation survey also included open-ended questions asking the participant what they liked about the training, what they would like to see changed, as well as a general comment section.

The end of training survey contained many of the same strengths as the ongoing evaluation survey, including its use of concise and specific questions as well as its use of clear and unambiguous wording. This survey also included more direct open-ended questions, which allow for a comparison of responses and decrease the possibility of receiving inapplicable information. As indicated for the ongoing evaluation survey, the end of training survey would benefit from instructions on how to answer the questions as well as information about the anonymity of respondents and intended use of the responses.

The follow-up evaluation survey asked participants how applicable the training was to their work, their level of satisfaction with the training, their need for additional training, and their interest in the various components of the UCASA organization. The follow-up survey utilized multiple choice and binary questions as well as an area for general comments.

The follow-up survey had a strong instruction section indicating the purpose of the survey as well as the use and confidentiality of the responses. The inclusion of contact information for questions or clarification of the survey was also a strength of this tool. In considering anonymity and confidentiality to increase responses, it is suggested that participants return surveys to the training sponsor rather than the facilitator as postmarks and e-mail addresses will not allow for complete anonymity of respondents (Phillips & Stone, 2002). With this increased anonymity, dynamic issues that generally elicit polemic and personally sensitive responses can be more systematically addressed in the evaluations and allow participants to articulate their feelings of comfort and satisfaction.

The literature suggests that survey formats are most clear and effective when clustered in similar topics and separated by categories with headings (Krathwohl, 1993; L. M. Rae & Parker, 1992; Wentland & Smith, 1993). This suggestion may be well applied to UCASA's follow-up survey to increase clarity and organization of the questions. Questions asked should directly relate to the training and should be similar to the survey provided at the end of the training (L. Rae, 1993; L. M. Rae & Parker, 1992). If questions regarding the participants' interest in UCASA are needed, it is suggested that these questions be included in a separate survey from the training evaluation to maintain integrity of the questionnaire (L. M. Rae & Parker, 1992).

Independent Survey and Evaluation

CJJC developed and administered an independent survey to evaluate the trainings currently provided by UCASA to determine if they are effective in serving CVR grantees. Reaction survey methods were used in order to determine the level of satisfaction that attendees had with the training.

Survey Construction

The CJJC independent survey requested demographic information, including the agency where the respondents work, their job responsibilities, and the population they serve. Personal information was also collected, including their years of experience, education, age, gender, and ethnicity. The remainder of the questions in the survey asked the respondents' opinions on the following: the goals and objectives of the training; the topics and materials covered; the trainers and facilitators; and the training as a whole.

In developing the survey, headings were used to maintain clarity and flow of the questions. A combination of open-ended, close-ended, and Likert scales were used. Open-ended questions were placed after the close-ended questions since more detailed information was needed for clarification of thought and opinion (Belson, 1986; Chadwick et al., 1984). More general open-ended questions were included at the end of the survey to allow respondents to voice any additional thoughts, suggestions, or concerns that had

not been elicited earlier in the survey (L. Rae, 1993; L. M. Rae & Parker, 1992). Appropriate semantics were considered in the construction of the survey, with special attention given to non-biased verbiage, clear and unambiguous questions, and simple and concise wording (L. Rae, 1993; L. M. Rae & Parker, 1992).

In considering the ordering of questions within the survey, demographic and general questions were included first, to build rapport and increase the involvement of the respondent in order to decrease the likelihood of respondents terminating the questionnaire (Krathwohl, 1993; L. Rae, 1991). More sensitive questions dealing with dynamic issues were placed towards the end of the survey and were preceded by positive questions to decrease resistance. A copy of the survey is included in Appendix D. The cover letter, included with the survey, detailed the importance of the responses and how the data would be used, including how anonymity and confidentiality would be maintained. The cover letter is provided in Appendix E.

Sample Selection Criteria

UCASA provided the CJJC research team with a list of attendees for each UCASA Mandatory Sexual Assault Training conducted since January 1, 2002. Lists of attendees were provided through registration forms, which included the attendees' names and contact information, as well as the location and date of the training they attended. In cases where registration forms were not available, sign-in sheets from the trainings were provided which included the attendees' signatures and e-mail addresses, if provided. Contact information of the attendees for whom only a signature was provided was obtained through the CVR grantee sponsoring the training. Those attendees who did provide an e-mail address on the sign-in sheet were contacted at their e-mail address and asked to provide a mailing address. All individuals identified on the mailing lists and sign-in sheets for which we were able to obtain contact information were invited to participate in the survey.

All contact information was recorded in an Excel spreadsheet, which was only accessible to the CJJC research team. The spreadsheet contained the trainees' names, assigned ID numbers, location and date of training attended, agency affiliate, and any contact information obtained. This spreadsheet was also used to record all attempts to contact the trainees, including the date and method (phone, mail, or e-mail) of the contact.

Survey Administration

Training participants were mailed a packet that included (a) an introductory cover letter from CVR and CJJC, (b) an informed consent statement (see Appendix F), (c) a copy of the survey, and (d) a postage-paid return envelope addressed to the CJJC research team. Mailing envelopes and cover letters were personalized with the respondents name to help establish the importance and personal nature of the survey (Chadwick et al., 1984; Krathwohl, 1993). Each hard copy survey form contained a numeric code that enabled the researchers to identify who had responded to the survey. No names were included on the surveys, ensuring confidentiality of the responses (L. M. Rae & Parker, 1992).

Additionally, training participants were given the web address for an on-line version of the survey to provide an option for those who preferred to complete a web-based version of the survey rather than a hard copy version. Participants who chose the electronic version were directed to an on-line informed consent page where they entered the numeric code off the top of their paper survey to indicate informed consent in order to continue to the survey. This enabled the research team to identify who had given their informed consent to participate in the survey. The use of two methods of responding to the survey was used to increase the response rate and comfort of the respondent (Krathwohl, 1993).

Mailing addresses were obtained and complete evaluation packets were sent to 142 of 213 trainees. Of those 142 surveys sent, 19 surveys were sent back as undeliverable. As suggested by the literature, follow-up contacts were made beginning approximately two and a half weeks after the original survey was mailed (Chadwick et al., 1984; Krathwohl, 1993). These reminder contacts were first attempted via telephone. Respondents were asked to verify if they had received the evaluation packet in the mail. Those who had received it were encouraged to complete the survey using the Internet or to send in the paper copy in the stamped addressed envelope. Those who noted that they had not received the packet were asked to verify their address and were advised that an additional survey would be sent out and were provided with the Internet address to complete the survey online if desired (Chadwick et al., 1984; Krathwohl, 1993).

Those trainees without telephone contact information were mailed a postcard (see Appendix G) encouraging them to complete the survey or contact the CJJC research team for an additional copy of the survey. E-mail reminders were also sent to all trainees for whom CJJC had an e-mail address. Approximately two weeks following the initial follow-up, an additional follow-up phone contact was made to those from whom we had not yet received a survey. Trainee participants were not contacted again after one successful follow-up contact. All contacts were recorded in the Excel spreadsheet database with the date and method of contact noted.

Hard copy data of all surveys received were entered into an Excel file. Research assistants downloaded web-based data into the same Excel file. The Excel file was later divided into the quantitative and qualitative components and the quantitative data was converted into SPSS data files for analysis, while the qualitative data was imported into Atlas-ti 4.2 for analysis.

Analysis Procedures

Quantitative. Quantitative data collected in the survey was categorical and ordinal; therefore, the data was reported as frequencies and percentages. Descriptive statistics were examined on the characteristics of the respondents, the populations they served, and their satisfaction with the materials and training. If the distribution of data was great enough to warrant comparisons of responses, univariate tests, such as independent samples t-tests and chi-square analyses, were conducted.

Qualitative. Qualitative data collected in the survey was analyzed using Atlas-ti 4.2, a qualitative computer software program, using a Grounded Theory approach (Strauss & Corbin, 1998). This type of analysis is conducted through open coding, where ideas and experiences are compared for similarities and differences, which allows for

discrimination and differentiation of codes until saturation is met. The resulting codes comprehensively represent all responses to every question. The codes are then analyzed in terms of their relation to other codes and organized into analytic and thematic categories. The next step is Selective coding, the process of integrating and polishing categories and codes to form a broader theoretical scheme. This process is reiterated until an overall structure is created that captures the breadth of responses.

Multiple researchers, including the research consultant Dr. Stephanie Wahab, independently coded overlapping portions of the data to strengthen the reliability of the results through analytical triangulation (Patton, 2002). Once the data was initially coded, response themes were found to overlap across survey questions, forming related families of survey questions and responses. These response families were then examined and found to consist of related sub-families that described the responses further. At each stage of the analysis, the research analysts met with the research consultant to discuss the data and explore emerging codes, themes, families/categories, and meaning. The final synthesis and summary of the qualitative data reflects the results that emerged from this qualitative analysis process.

Survey Results

Response Rate. Of the 123 surveys that were sent, 19 were returned as undeliverable, 40 were completed and returned by mail, and 2 were completed on the Internet. Additionally, 6 surveys were sent through CVR to attendants of a more recent training that was conducted since the original mailing. Two of those six were returned and included in the analyses. Information on the demographic characteristics of this sample is provided in the quantitative analysis section. It is not known if these individuals are representative of the entire population that receives UCASA's trainings.

Quantitative. The 44 respondents were from various locales throughout the state. Responses were obtained from at least one attendee from 14 different trainings that occurred between January 2002 and April 2004. Trainings occurring in Salt Lake, Davis, and Weber Counties and in St. George were categorized as urban, while all others were coded as rural. 26 respondents attended trainings in urban settings and 18 attended in rural areas. The majority of respondents were white, female, and had a college degree (B.A. or higher). Four men and one minority (Hispanic) completed the survey. Respondents' age and experience in the field varied. Twelve (12) were under 30 years old, 4 were in their 30's, 11 in their 40's, 11 in their 50's, and 6 were over 60 years old. Professional experience in sexual and/or domestic violence ranged from under one year up to 25 years, with 21 having two or less years experience and 23 having experience of more than two years.

The respondents represented a variety of agencies, performed a myriad of job responsibilities, and served diverse populations. As can be seen in Table 1, most respondents described their agencies as either a domestic violence shelter or a victim's services agency. On the survey, victim's services agencies were defined as crisis centers, advocacy programs, or assistance programs. Many types of agencies were represented, with 19 respondents marking two or more agency affiliations.

Table 1

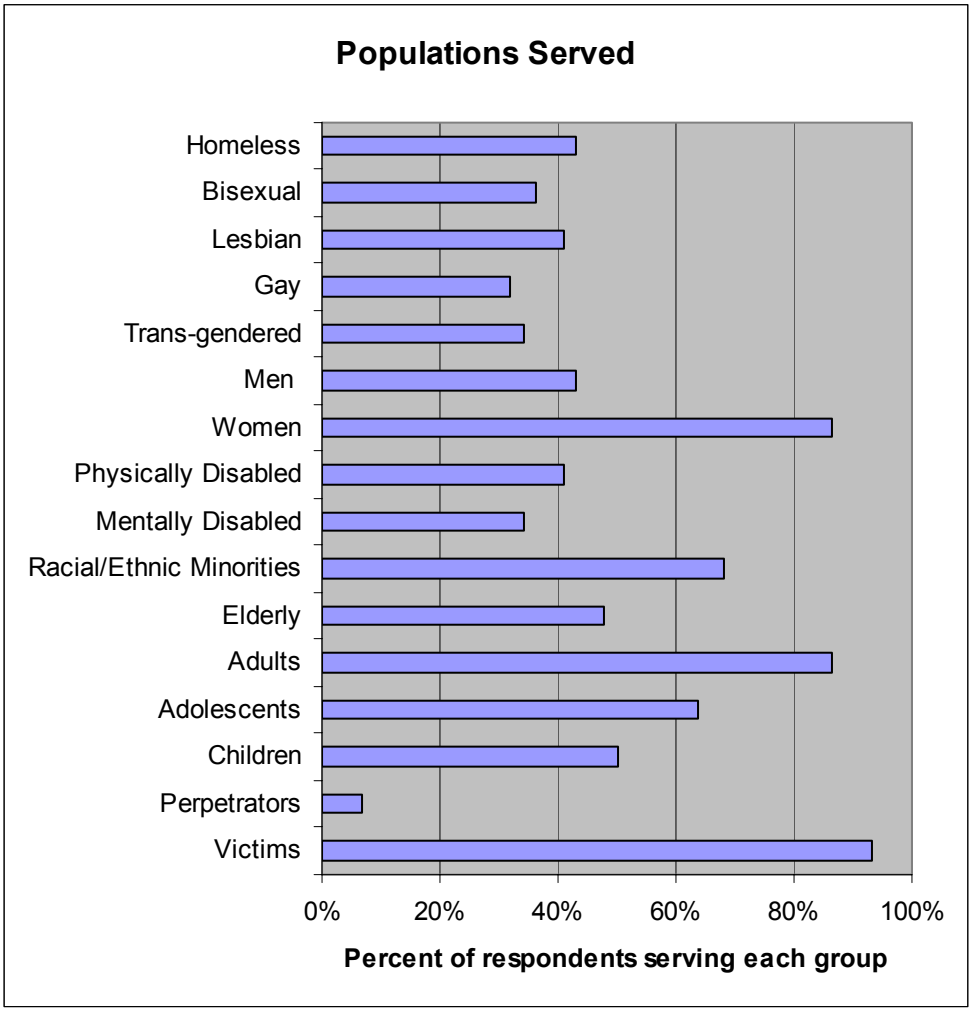
Respondents' Agency Affiliation

Agency	**Number of Respondents**
Mental Health	3
Domestic Violence Shelter	21
Transitional Housing Program	3
Rape Recovery Program	9
Law Enforcement	6
Victim's services	23
Health Care	2
CPS/DCFS	1
Criminal Justice – Youth	2
Criminal Justice – Adult	3
Courts	2
Law Firm	0
Educational/Academic	4
Tribal	0
Other (Included: DCFS DV section volunteer, military volunteer, Retired, RSA, Youth Center)	5

Respondents also performed many job responsibilities. Half of the respondents indicated having 3 or more responsibilities. The most commonly mentioned job responsibilities were the following: advocacy (38 respondents), crisis intervention (28), education (17), prevention (13), legal advocacy (10), and case management (10).

Furthermore, respondents had the opportunity to work with diverse populations. As shown in Graph 1, on the following page, most indicated working with adults, women, and victims; however, at least 30% indicated working with every population listed, except perpetrators.

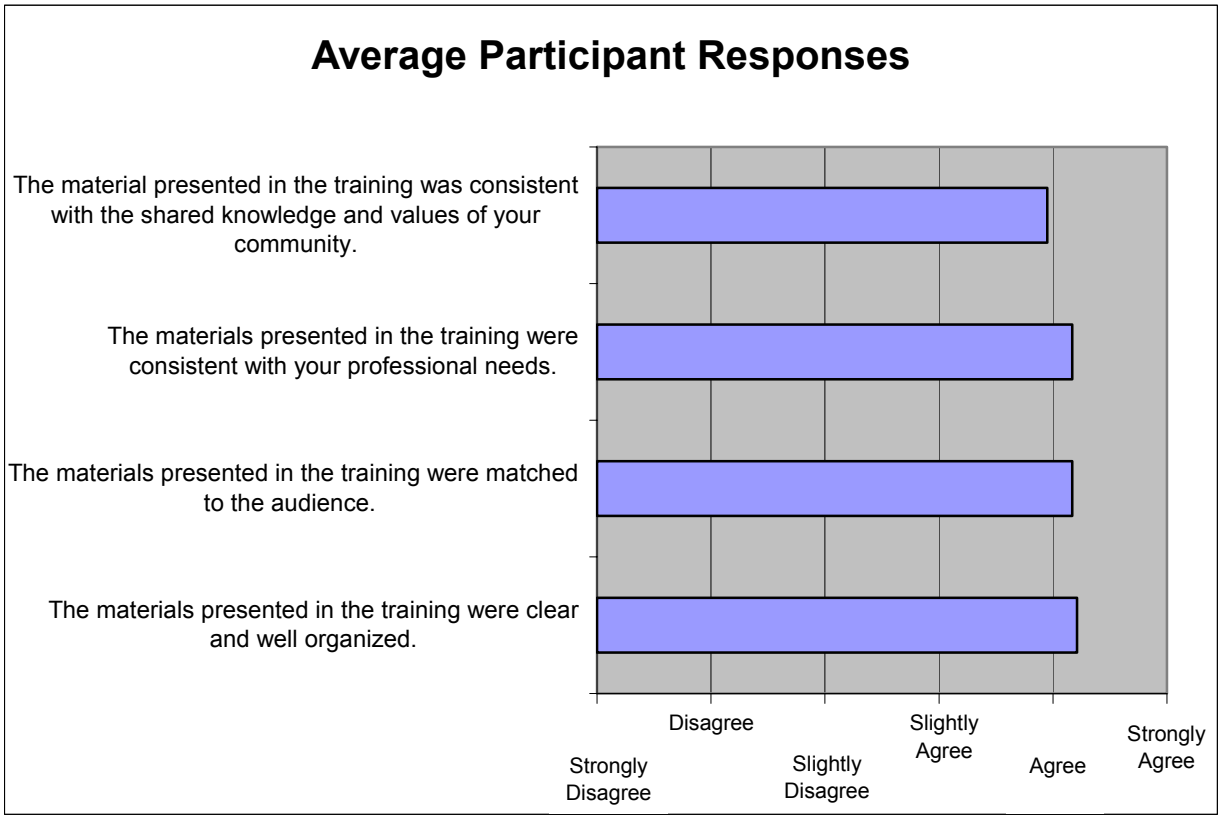
Graph 1



Respondents were also asked to give their opinions on the training objectives, materials, presenters, facilitators, and the overall training. The quantitative responses were generally positive. Forty-three (43) respondents said the objectives of the training were clearly communicated and that the objectives were met. Furthermore, 40 indicated that their personal expectations were met as well. All but two respondents said they felt comfortable in the training, and all but one said the training increased their confidence level in working with sexual assault and domestic violence issues.

Overall, respondents were satisfied with the material presented at the trainings. Only two people said the quality of material needed improvement, the rest rated it positively, with 37 rating it as very good to excellent. Respondents were asked to indicate how much they agreed with statements pertaining to the materials presented at the trainings. Graph 2, on the following page, shows the average response to each statement.

Graph 2



All respondents except one agreed to some degree that the materials were clear and organized and were consistent with their professional needs. All felt that the materials were matched to the audience. Four individuals slightly disagreed with the statement about the materials being consistent with their communities' values. These four respondents each attended a different training, three of which were in rural communities. 20 respondents wanted to spend more time on some of the topics and 7 wanted to spend less time on some of them. Their responses on the specific topics mentioned are described in the qualitative analysis.

The trainers and facilitators also got very high marks in the quantitative responses. Forty-two (42) respondents rated the overall knowledge and experience of the trainers as very good to excellent. All but two respondents also said that the facilitator was helpful and 40 said the facilitator was effective in addressing concerns and issues that surfaced during the training. However, six respondents did indicate that the trainers had a bias. Specific biases mentioned and additional impressions of the facilitators and trainers are described in the qualitative analysis.

Due to the small response rate and lack of variability in responses, no quantitative tests of statistical significance were run. Visual analysis comparing rural and urban respondents and respondents with under or more than two years professional experience were conducted. However, the data did not warrant any further tests. The descriptive data did provide an overall picture of the participants and their training experiences. Although the attendees represented many different communities and agencies and performed various job responsibilities with diverse populations, their quantitative responses indicate

that the trainings still seemed to meet most of their needs. The qualitative responses analyzed in the next section provide a broader description of attendees' satisfaction with and opinions on the trainings.

Qualitative. A major objective of the independent survey was to evaluate the extent to which training participants felt that their expectations of the training as well as the stated goals and objectives of the training were met. Data indicated that the personal expectations of the trainees and what they recalled as UCASA's goals of the training were well matched. Respondents cited concepts such as gaining skills and information on how to help victims of sexual assault; how to act as an advocate; and what resources are available for victims and their families as both personal expectations and UCASA's training objectives. The strong correlation between UCASA's goals and the participants goals is a great asset of this training and may be the core reason why feedback on most issues covered in the evaluation were responded to in a largely positive light.

Nearly all respondents indicated that they felt both their personal expectations and UCASA's goals of the training were met. Those respondents who did not feel that the goals were achieved mentioned specific skills and topic areas that required further instruction to meet their needs. Respondents also provided suggestions on training techniques that would assist them in learning and using the skills and information. These specific issues were identified throughout the survey as areas where participants felt that more time could be spent and more in-depth information was desired. These same issues were also identified as helpful to respondents when they were presented and had been utilized in their work since the training.

Many specific topics were mentioned as information that was important to the trainees. Information on CVR was requested, including services available and filing procedures. Legal issues were mentioned as important, with specific topics identified including mandatory reporting, legal rights of victims, prosecution of perpetrators, and the advocate's role in investigations. Information presented in the training on rape kits/Code R exams was listed as applicable and useful. Respondents also indicated that they were interested in more detailed information and discussion about those medical procedures. Some respondents also recommended that materials should be kept current and applicable to Utah and the local culture.

Requested Information
CVR
Legal Issues
Rape Kits/Code R Exams
Materials Current to Utah

Techniques such as boundary setting, active listening, crisis intervention skills, and victim identification were some of the skills identified as important by the respondents. Learning how to work with families and friends of the victims was also indicated as an essential part of the training. It was also suggested that more personal help should be given on how to handle the intensity of the work. In addition, it was identified in the responses that some participants had left the training feeling that the resources available to victims at hospitals was inadequate and felt frustrated at their limitations as an advocate in that setting. This may suggest that time may be well spent on how to effectively deal with the restrictions and limitations within the field.

Important Skills
Boundary Setting
Active Listening
Crisis Intervention
Victim Identification
Helping families
Restrictions/Limitations

Many training participants desired the use of more interactive approaches in the trainings and wanted the opportunity to practice skills. Suggestions were made to increase the level of audience involvement and interaction and to include more hands-on training methods such as role-plays and practical applications such as actual rape kits or visits to the hospital. Respondents also suggested that it would be beneficial to increase the practical skills taught for what an advocate should do or say in a crisis situation.

Most of the previously mentioned topics and skills were identified as both strengths of the training and interests of the participants. This strongly indicates that these issues are important to sexual assault work and should be viewed as vital components of the UCASA trainings. In making these issues a stronger focus and a more practical aspect of the training, the correlation between trainees' expectations and UCASA's objectives will be even more evenly matched.

Generally, positive feedback was given for both the trainers and the facilitators of the UCASA trainings. Participants were asked to indicate trainers that they recalled as either effective or ineffective. A number of respondents indicated that "many" or "all" of the trainers were effective. Some trainers were recalled by the topic they covered while others were indicated by name. Of those participants who did recall specific trainers as effective, UCASA trainers were largely noted in their responses. Rachel Jenkins-Lloyd, in particular, was mentioned by name by more than half of respondents as both an effective trainer and facilitator. There were other trainers, both local and from UCASA, that were indicated as effective as well. The large number of respondents indicating Rachel Jenkins-Lloyd as an effective trainer suggests her strength and talent as a trainer. In addition to her skills, the response rate may also be associated with Rachel's high profile within UCASA and her attendance as either a trainer or facilitator at many trainings.

Many respondents noted that the facilitators were a positive aspect of the training. Respondents indicated that facilitators were helpful and accessible to the training participants, making themselves available for additional questions or assistance. They were seen as knowledgeable of their topic area and professional in their presentation of the material. Respondents also indicated that they felt the facilitators were personable and created an environment where participants could feel comfortable asking questions. One comment by a respondent illustrates this point, "Excellent facilitation! ALL comments and questions were welcomed and acknowledged appropriately. I am quite sure that no participant felt "stupid" or threatened in any way." The feedback on the facilitators of the UCASA training indicates that the individuals acting as facilitators are a great asset to the training in their personal interactions with the participants.

Facilitator Characteristics
Helpful
Accessible
Knowledgeable
Professional
Personable

Some suggestions for improvements in facilitation of the training included more efforts to keep the discussions in the training on topic and in sync with determined time schedules. One participant indicated, "We were not given organized breaks and the training went over the schedule on several occasions." Another respondent noted, "There is always someone in the class that feels the need to tell every experience in details which takes time away from others. They need to stay more in control of the class."

Respondents suggest that increased adherence to the schedule would enhance the training experience.

Few trainers were recalled as ineffective. When respondents did mention an ineffective trainer, there were few details offered regarding why they felt the trainer was ineffective. Most respondents recalled an ineffective trainer by topic rather than by name. Nearly all trainers who were mentioned as ineffective were local trainers. Those mentioned as ineffective trainers came from varying training locations, with few response patterns emerging. A pattern did emerge among two respondents who indicated that the trainer of GLBT (gay, lesbian, bisexual, transgender) topics was ineffective. In addition to citing the trainer of GLBT topics as ineffective, these two respondents also indicated that they felt the trainer possessed a bias towards these issues. These respondents suggested that the trainer utilized the training as an opportunity to push an agenda and as a soapbox to express personal beliefs on this dynamic issue.

Additional respondents indicated that they felt some of the trainers presented biases. For example, one respondent indicated a perceived bias of a trainer against prosecution. This respondent felt that only negative aspects of prosecution were portrayed in the training. There were some respondents who indicated that they felt that there were trainers who presented a bias towards being a strong advocate for victims of sexual assault. These respondents indicated that this bias was a positive one and showed the trainers' passion for their work. They specified that this bias did not have any negative impact on their learning. One respondent indicated that they felt the trainers presented a bias towards women as victims, with not enough mention being given to male victims.

Multiple respondents, equally represented from rural and urban training locations, indicated that training topics on areas of gender and sexuality, including GLBT issues, polygamist relationships, and males as victims, were the least applicable to their work. There were two respondents who indicated that these issues should be covered less and created an uncomfortable learning environment for them as these issues conflicted with their values and beliefs. These were the same respondents who, as mentioned earlier, felt the trainer had a bias on GLBT issues and that it had affected their learning.

In contrast, there were also multiple respondents, again equally from rural and urban locations, who stated that topics related to gender and sexuality were some of the most helpful or useful in their work. There was one respondent who indicated that they felt that discussing males as sexual assault victims was an important topic that was not covered adequately. This comment was in addition to the comment by an earlier respondent who felt there was a bias toward women as victims of sexual assault. There was an additional respondent who stated they had expected more information on polygamy issues.

The variance in responses on these dynamic issues suggests the complexity of these subjects within our society as well as among those who serve victims of rape and sexual assault. Although there was substantial divergence in the views of respondents on GLBT issues, approximately 40 percent of participants, both from rural and urban training locations, indicate that they serve lesbian, gay, bisexual, or transgendered clients. Forty-three percent (43%) indicated that they serve male clients. Of those respondents who expressed negative feelings in regards to these issues covered in the training, two-thirds indicated that they serve these populations. These numbers suggest that these

issues may be negatively perceived because of personal issues, values, or comfort of the respondents, rather than the applicability of the information to their professions.

Respondents indicated that the most important thing that they felt trainers and facilitators should know before a training was the audience that would be attending. Respondents mentioned a variety of points for trainers and facilitators to consider prior to the training. It was suggested that the trainers would benefit from knowing the audience's level of education and training, as well as the attendee's personal and professional backgrounds and expectations. Respondents indicated that trainers and facilitators should be aware of the communities in which the attendees lived and worked and the populations that the attendees served in their jobs. It was also noted that knowing the attendee's goals for the training would be helpful in better meeting their needs. These issues were noted strongly by the participants and seem to relate closely with the dynamic issues that are covered in the training. In having a better understanding of the backgrounds, expectations, and needs of those attending the trainings, UCASA will be able to address the important topics of the training, giving appropriate consideration to all issues, both dynamic and basic.

Considerations for Trainers

Level of education/training
Personal/professional backgrounds
Communities
Population served
Goals and Expectations

Discussion

The survey results returned from the independent evaluation represented a small sample of those who are served by UCASA. However, despite the small numbers, responses showed variety in the professional needs of the attendees. Respondents' demographics and professional information indicated variance in job responsibilities, agencies represented, and experience in the field. The sample did include representation from each of the training locations, which permitted a glimpse of each unique training experience and allowed us to compare and contrast the views that emerged from the different trainings.

Despite the diversity of participants' community and professional backgrounds, strong, consistent themes emerged from the data. Overall, the training participants that provided responses were very satisfied with their training experience. In addition, they offered specific recommendations that were generally consistent across many training sites. Many of the training topics noted both as helpful and applicable to the training were also items on which respondents requested additional information. This suggests that these themes were important to the attendees' work and were essential parts of the training that should be given high priority. Most of these themes were concentrated into the categories of topics, skills, and teaching methods.

The training topics indicated as important to the attendees included information on the office of Crime Victim Reparations, legal issues for victims as well as those working with the victims, and details on rape kits/code R exams that are administered to victims after a rape or sexual assault. Skills suggested included crisis intervention techniques, personal help on setting boundaries with clients, active listening skills, and suggestions on how to help the families and friends of victims. Teaching methods were

mentioned as well, with respondents strongly encouraging an increase of interactive methods such as role-playing.

Dynamic Issues. Some training topics elicited dynamic responses that require further discussion and consideration. Issues surrounding the topics of gender and sexuality, such as GLBT issues, polygamy, and male victims were mentioned throughout the survey, with strong statements made either in support or opposition of their presence in the trainings. The strong feelings on these topics are indicative of the controversial nature of these topics within our society and more specifically, our state. The religious and moral undertones that accompany these topics contribute to the level of comfort that individuals have in discussing them. In considering the numbers, those that expressed disapproval of the inclusion of these issues in the UCASA training were few.

Dynamic Issues
GLBT
Polygamy
Male Victims

Recommendations. Because it is important that all persons feel validated and heard in expressing their opinion no matter how few, we suggest the process of "deep democracy" as a tool to navigate the dynamic differences among CVR stakeholders. In deep democracy, the majority opinion is not privileged, nor are collective values imposed on dissenting individuals (Wilson, 2004). In order to validate the strong feelings and experiences of a small number of the respondents, the process of deep democracy could be engaged to address the dynamic issues that surfaced during this evaluation. As a group progresses through the process of deep democracy, each member begins by listening to the others, viewing the issues through others' perspectives, and recognizing and expanding his or her own viewpoints. From there the group moves to understanding the "whole" that is created from the diverse viewpoints that the group represents (Wilson, 2004). Leaders have an important role in fostering deep democracy and facilitating community dialogues. Atlee (1998) indicates the importance of the leader's role:

> Good leadership is helping the group or community make the best out of each individual's contribution. A good leader organizes or catalyzes a partnership of thought and action that cultivates and harvests each member's unique contribution for collective understanding and success.

To address the dynamic issues that surfaced during this independent evaluation, the communities and groups who receive UCASA's trainings might benefit from the opportunity to have a dialogue around the issues, with each person expressing his or her viewpoint. Communities might consider holding these dialogues prior to the UCASA trainings or in conjunction with the trainings. Either way, the voices of all attendees should be heard and considered as valid and essential to the success of the UCASA training.

We also suggest that an ongoing evaluation of these trainings be conducted to see if the trends found in this evaluation continue, to see if new trends emerge, and to determine if old issues are sufficiently addressed. It is specifically recommended that CVR, or another agency external to the training providers, administer and collect these evaluations in order to increase anonymity and allow participants to feel comfortable in discussing the dynamic aspects of the training with honesty. Because some of the

trainings have very few people in attendance, CVR should also communicate to the trainees that the surveys would be collected at each training, but not examined until an aggregate exists from multiple trainings. This process will also increase participant anonymity and honesty. The results of the ongoing evaluations should be used to inform the leadership of dynamic issues that are emerging and be utilized as topics for discussion throughout the community process of deep democracy.

Conclusion

The purpose of this study was to conduct an independent evaluation to determine if UCASA's current evaluation and surveying methods of obtaining feedback from training attendees are valid and reliable and to evaluate CVR grantees' level of satisfaction with the training. Specific recommendations were provided on how to improve the current evaluation surveys and methods utilized by UCASA and on what can be done to improve the UCASA trainings. These suggestions were drawn from a review of the relevant research literature and an analysis of an independent evaluation survey sent to UCASA training attendees.

Specific recommendations include (1) increasing focus on the aspects of the training that participants indicated as vital to their work: CVR, legal issues, rape kit/Code R exams, boundary setting, active listening, crisis intervention, and helping families; (2) implementing an ongoing evaluation of the trainings by an agency outside of UCASA to increase validity of responses; and (3) increasing discussion of the dynamic issues that surfaced in this evaluation (gender and sexuality issues, including GLBT issues, male victims, and polygamy). Incorporating these suggestions will improve UCASA's trainings, and, therefore, improve the quality of services that CVR grantees provide to victims of rape and sexual assault in the state of Utah.

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Appendix A

UCASA Ongoing Evaluation Survey

UTAH COALITION AGAINST SEXUAL ASSAULT TRAINING EVALUATION
Safe Harbor Davis County, Jan 25, 2003

Forensic Exam-Dianne Fuller	Excellent	Good	Neutral	Fair	Poor
1. Overall ability of presentation to increase knowledge of rape and sexual assault……..	○	○	○	○	○
2. Relevance of topic……	○	○	○	○	○
3. Speaker's facilitation of open discussion?……	○	○	○	○	○
4. Speaker's response to questions…….……..	○	○	○	○	○
5. Speaker's knowledge of subject……...	○	○	○	○	○
6. Speaker's organization and clarity……	○	○	○	○	○
7. Effectiveness of videos/activities/handouts……..	○	○	○	○	○
Comments:_____					
_____					
_____					

STI's-Dianne Fuller	Excellent	Good	Neutral	Fair	Poor
8. Overall ability of presentation to increase knowledge of rape and sexual assault……...	○	○	○	○	○
9. Relevance of topic……	○	○	○	○	○
10. Speaker's facilitation of open discussion?……	○	○	○	○	○
11. Speaker's response to questions…….……..	○	○	○	○	○
12. Speaker's knowledge of subject……...	○	○	○	○	○
13. Speaker's organization and clarity……	○	○	○	○	○
14. Effectiveness of videos/activities/handouts……..	○	○	○	○	○
Comments:_____					
_____					
_____					

Prosecution Issues-Troy Rollins/Davis Cnty Atty	Excellent	Good	Neutral	Fair	Poor
15. Overall ability of presentation to increase knowledge of rape and sexual assault……...	○	○	○	○	○
16. Relevance of topic……	○	○	○	○	○
17. Speaker's facilitation of open discussion?……	○	○	○	○	○
18. Speaker's response to questions…….……..	○	○	○	○	○
19. Speaker's knowledge of subject……...	○	○	○	○	○
20. Speaker's organization and clarity……	○	○	○	○	○
21. Effectiveness of videos/activities/handouts……..	○	○	○	○	○
Comments:_____					
_____					
_____					

Safe Harbor Davis County, Jan 25, 2003 (cont.)

Perpetrator Profile-Dave Fowers	Excellent	Good	Neutral	Fair	Poor
22. Overall ability of presentation to increase knowledge of rape and sexual assault……...	☐	☐	☐	☐	☐
23. Relevance of topic……	☐	☐	☐	☐	☐
24. Speaker's facilitation of open discussion?……	☐	☐	☐	☐	☐
25. Speaker's response to questions……..……..	☐	☐	☐	☐	☐
26. Speaker's knowledge of subject……...	☐	☐	☐	☐	☐
27. Speaker's organization and clarity……	☐	☐	☐	☐	☐
28. Effectiveness of videos/activities/handouts……..	☐	☐	☐	☐	☐
Comments:_____ _____ _____					

Risk Reduction-Rachel	Excellent	Good	Neutral	Fair	Poor
29. Overall ability of presentation to increase knowledge of rape and sexual assault……...	☐	☐	☐	☐	☐
30. Relevance of topic……	☐	☐	☐	☐	☐
31. Speaker's facilitation of open discussion?……	☐	☐	☐	☐	☐
32. Speaker's response to questions……..……..	☐	☐	☐	☐	☐
33. Speaker's knowledge of subject……...	☐	☐	☐	☐	☐
34. Speaker's organization and clarity……	☐	☐	☐	☐	☐
35. Effectiveness of videos/activities/handouts……..	☐	☐	☐	☐	☐
Comments:_____ _____ _____					

Rape Culture-Rachel	Excellent	Good	Neutral	Fair
36. Overall ability of presentation to increase knowledge of rape and sexual assault……...	☐	☐	☐	☐
37. Relevance of topic……	☐	☐	☐	☐
38. Speaker's facilitation of open discussion?……	☐	☐	☐	☐
39. Speaker's response to questions……..……..	☐	☐	☐	☐
40. Speaker's knowledge of subject……...	☐	☐	☐	☐
41. Speaker's organization and clarity……	☐	☐	☐	☐
42. Effectiveness of videos/activities/handouts……..	☐	☐	☐	☐
Comments:_____ _____ _____				

Appendix B

UCASA End of Training Evaluation Survey

UTAH COALITION AGAINST SEXUAL ASSAULT TRAINING EVALUATION
YCC of Ogden, March 2003 FINAL EVALUATION

The Training and Facilitator	Excellent	Good	Neutral	Fair	Poor
43. Overall ability of training to increase knowledge of rape and sexual assault…….…….	☐	☐	☐	☐	☐
44. Training prepared me to work as an advocate for victims of sexual assault……	☐	☐	☐	☐	☐
45. The training was comprehensive……...	☐	☐	☐	☐	☐
46. Facilitator's (Rachel) professionalism…..……	☐	☐	☐	☐	☐
47. Facilitator's presentation style..…….……..	☐	☐	☐	☐	☐
48. Facilitator's knowledge of subject……...	☐	☐	☐	☐	☐
49. Facilitator's organization and clarity……	☐	☐	☐	☐	☐
Comments:_____ _____ _____ _____					

The Guest Presenters	Excellent	Good	Neutral	Fair	Poor
50. The presenters were knowledgeable and informative……...	☐	☐	☐	☐	☐
51. The presenters were interesting……	☐	☐	☐	☐	☐
52. Presenters' facilitated open discussion…..……	☐	☐	☐	☐	☐
53. Presenters' organization and clarity……	☐	☐	☐	☐	☐
Comments on specific presenters:_____ _____ _____ _____					

The Environment	Excellent	Good	Neutral	Fair	Poor
54. The location was convenient…….	☐	☐	☐	☐	☐
55. Access for people with disabilities was adequate.…	☐	☐	☐	☐	☐
56. Atmosphere was conducive to learning (seating arrangements, temperature, pwerpoint visibility)….	☐	☐	☐	☐	☐
57. Times and dates were convenient (suggestions?)….	☐	☐	☐	☐	☐
Comments:_____ _____ _____					

Please feel free to say whatever you would like about the training. Your suggestions and comments are greatly appreciated.

Things you really liked about the training…….

Things you would change about the training……

Any other comments……..

Appendix C

UCASA Follow-Up Evaluation Survey

UTAH COALITION AGAINST SEXUAL ASSAULT 40-HOUR POST-TRAINING SURVEY

Thank you for your recent participation in the Utah Coalition Against Sexual Assault 40 hour Sexual Assault Victim Advocacy Training. The survey is an effort to assess the satisfaction of participants and future training needs. The results will be compiled and maintained confidentially. The survey will take approximately 10 minutes to complete. Please return the survey within two weeks. If filling out via e-mail, please save the completed survey to your computer, then attach it in an e-mail to Rachel@ucasa.org. You may also fax a hardcopy to Rachel at (801) 746-2929, or mail it to UCASA, 284 West 400 North, SLC, 84103 Attn: Rachel. Please call with any questions. Thank you for your time.

1. Name of agency or city where you attended training:
2. Month and year you attended training:
3. The following topic(s) from the 40-hour training were the MOST helpful to my work: (check all that apply)

- ☐ Acquaintance Rape
- ☐ Adolescent Survivors
- ☐ Adults Molested as Children
- ☐ Child Sexual Abuse
- ☐ Children's Justice Center
- ☐ Crime Victims Reparations
- ☐ Crisis Intervention
- ☐ Crisis Theory
- ☐ Difficult Clients
- ☐ Diversity
- ☐ Domestic Violence
- ☐ Drug Facilitated Assault
- ☐ Forensic Exam
- ☐ Gay/Lesbian Survivors
- ☐ Hospital Tour
- ☐ Judicial Process
- ☐ Law Enforcement
- ☐ Male Survivors
- ☐ Mandatory Reporting
- ☐ Offender Profile
- ☐ Older Survivors
- ☐ Post-traumatic Stress
- ☐ Rape 101
- ☐ Rape Culture
- ☐ Rape Myths Exercise
- ☐ Rape Trauma Syndrome
- ☐ Religious Issues
- ☐ Risk Reduction
- ☐ Role of Advocate
- ☐ Role Plays
- ☐ Secondary Survivors
- ☐ Sexual Harassment
- ☐ Sexually Transmitted Infection
- ☐ Spousal Rape
- ☐ Survivors with Disabilities
- ☐ Therapy Issues

Other topics not listed above:

4. The following topic(s) from the 40-hour training were LEAST helpful to my work: (check all that apply)

- ☐ Acquaintance Rape
- ☐ Adolescent Survivors
- ☐ Adults Molested as Children
- ☐ Child Sexual Abuse
- ☐ Children's Justice Center
- ☐ Crime Victims Reparations
- ☐ Crisis Intervention
- ☐ Crisis Theory
- ☐ Difficult Clients
- ☐ Diversity
- ☐ Domestic Violence
- ☐ Drug Facilitated Assault
- ☐ Mandatory Reporting
- ☐ Forensic Exam
- ☐ Gay/Lesbian Survivors
- ☐ Hospital Tour
- ☐ Judicial Process
- ☐ Law Enforcement
- ☐ Male Survivors
- ☐ Offender Profile
- ☐ Older Survivors
- ☐ Post-traumatic Stress
- ☐ Rape 101
- ☐ Rape Culture
- ☐ Rape Trauma Syndrome
- ☐ Rape Myths Exercise
- ☐ Religious Issues
- ☐ Risk Reduction
- ☐ Role of Advocate
- ☐ Role Plays
- ☐ Secondary Survivors
- ☐ Sexual Harassment
- ☐ Sexually Transmitted Infection
- ☐ Spousal Rape
- ☐ Survivors with Disabilities
- ☐ Therapy Issues

Other topics not listed above:

5. Would you recommend the UCASA 40 hour training to another advocate or professional?
☐Yes ☐No ☐Not sure

6. How much do you feel attending this training is worth? $

7. I have encountered additional questions or needs about working with victims of sexual assault since the training. ☐Yes ☐No ☐Not sure

8. A yearly "refresher course" through UCASA that focuses on one aspect of sexual assault in greater detail would be helpful. (Examples: current issues, new research)
☐Yes ☐No ☐Not sure

9. What topics would you like additional training on?

10. I would like to receive UCASA's quarterly newsletter.
☐Yes ☐No ☐Not sure

If yes, your mailing address is:

11. The training manual is something I have used in my advocacy work.
☐Yes ☐No ☐Not sure

12. Staff members at UCASA are easily accessed when I have questions or concerns.
☐Yes ☐No ☐Not sure

13. I am interested in becoming a member of the training team.
☐Yes ☐No ☐Not sure

14. The part(s) I enjoy most in my work as an advocate is/are

15. The part(s) I find most challenging in my work as an advocate is/are

16. Additional comments:

ucasa
utah coalition against sexual assault

Appendix D

CJJC Independent Survey

Survey ID Number: «ID Number»

UCASA-CVR TRAINING EVALUATION SURVEY

Demographic Information

1. Please indicate which best describes the agency where you work. Check all that apply.
   - ❑ Mental Health
   - ❑ Domestic Violence Shelter
   - ❑ Transitional Housing Program
   - ❑ Rape Recovery Program
   - ❑ Law Enforcement
   - ❑ Victim's services (crisis center, advocacy program, assistance program, etc.)
   - ❑ Health Care
   - ❑ CPS/DCFS
   - ❑ Criminal Justice (Please check, Youth _____ or Adult _____)
   - ❑ Courts
   - ❑ Law Firm
   - ❑ Educational/Academic
   - ❑ Tribal (Please specify Indian Nation: _____)
   - ❑ Other (Please specify _____)

2. Please indicate which best describes your job position.
   - ❑ Direct services
   - ❑ Administration

3. Please indicate which are included in your job responsibilities. Check all that apply.
   - ❑ Mental Health Counseling
   - ❑ Religious/Spiritual Counseling
   - ❑ Advocacy
   - ❑ Prevention
   - ❑ Crisis Intervention
   - ❑ Legal advocacy
   - ❑ Education
   - ❑ Health
   - ❑ Prosecution
   - ❑ Law Enforcement
   - ❑ Research
   - ❑ Legislation
   - ❑ Case Management
   - ❑ Mediation
   - ❑ Development
   - ❑ Corrections
   - ❑ Other, please specify_____

4. Please indicate which population you work with. Check all that apply.
   - ❑ Victims
   - ❑ Perpetrators
   - ❑ Children
   - ❑ Adolescents
   - ❑ Adults
   - ❑ Elderly
   - ❑ Racial/Ethnic Minorities
   - ❑ Mentally Disabled
   - ❑ Physically Disabled
   - ❑ Women
   - ❑ Men
   - ❑ Trans-gendered
   - ❑ Gay
   - ❑ Lesbian
   - ❑ Bisexual
   - ❑ Homeless
   - ❑ Other _____

5. How many years of professional experience do you have in sexual and/or domestic violence?
   ____ Years; ____ Months

6. What is the highest level of education you have completed?
   - ❑ High School
   - ❑ Some College
   - ❑ Associates Degree
   - ❑ Bachelor's Degree
   - ❑ Master's Degree
   - ❑ PhD

7. Please indicate your age.
   - ❑ 18-24
   - ❑ 25-29
   - ❑ 30-34
   - ❑ 35-39
   - ❑ 40-44
   - ❑ 45-49
   - ❑ 50-54
   - ❑ 55-59
   - ❑ 60+

8. Please indicate your gender
   - ❑ Male
   - ❑ Female
   - ❑ Transgender

9. Please indicate your ethnicity.
   - ❑ African American
   - ❑ Hispanic/Latino/Latina
   - ❑ Caucasian
   - ❑ Native American
   - ❑ Pacific Islander
   - ❑ Asian
   - ❑ Other, please specify_____

Goals and Objectives

1. Were the goals and objectives of the training clearly communicated to you at the beginning of the training?
   - ❑ Yes
   - ❑ No

2. What were they, as you recall them?

_____
_____
_____

3. After attending the training, would you say that the stated goals and objectives were met?
   - ❑ Yes
   - ❑ No

4. If no, please explain how the goals and objectives were not met.

_____
_____
_____

5. What were your personal expectations in attending this training?

_____
_____
_____

6. Were your personal expectations met?
   - ❑ Yes
   - ❑ No

7. If not, what was missing?

_____
_____
_____

Topics and Materials

Please mark what most closely represents your feelings on the training you attended.

1. The quality of the material that was presented in the training was:

Unsatisfactory	Needs Improvement	Fair	Good	Very Good	Excellent
☐	☐	☐	☐	☐	☐

2. The materials presented in the training were clear and well organized.

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
☐	☐	☐	☐	☐	☐

3. The materials presented in the training were matched to the audience.

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
☐	☐	☐	☐	☐	☐

4. The training increased your confidence level in working with sexual assault and domestic violence issues.

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
☐	☐	☐	☐	☐	☐

5. The materials presented in the training were consistent with your professional needs.

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
☐	☐	☐	☐	☐	☐

6. The material presented in the training was consistent with the shared knowledge and values of your community.

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
☐	☐	☐	☐	☐	☐

7. Would you have liked to spend MORE time on any parts of the training?
   - ❑ Yes
   - ❑ No
8. If yes, which ones?

   _____

   _____

   _____
9. Would you have liked to spend LESS time on any parts of the training?
   - ❑ Yes
   - ❑ No

10. If yes, which ones?

_____
_____
_____

11. Which topics, that you consider important, were left unanswered after completing this training?

_____
_____
_____

12. What content areas, covered in the training, have been most helpful in your work?

_____
_____
_____

13. Please list the topics you have used since the training.

_____
_____
_____

14. Please list the training topics you found least applicable in your work.

_____
_____
_____

Trainers (instructors of the individual modules)

1. Please rate the overall knowledge and experience of the trainers.

Unsatisfactory	Needs Improvement	Fair	Good	Very Good	Excellent
☐	☐	☐	☐	☐	☐

2. Please list any trainers whom you recall as being particularly effective in presenting their content area.

_____
_____
_____

3. Please list any trainers whom you recall as being particularly *ineffective* in presenting their content area.

_____
_____
_____

4. Did you feel comfortable in the training?
   - ❑ Yes
   - ❑ No

5. If no, please explain.

_____
_____
_____

6. Do you feel that any trainers presented a particular bias?
   - ❑ Yes
   - ❑ No

7. If yes, please write about their bias.

_____
_____
_____

8. If yes, how did their bias affect your learning and participation in the training?

_____
_____
_____

Facilitator (coordinator of training)

1. Do you feel that the facilitator was helpful during the training?
   - ❑ Yes
   - ❑ No

2. Please explain why or why not.

_____
_____
_____

3. Do you feel that the facilitator was effective in addressing issues or concerns that surfaced during the training?
   - ❑ Yes
   - ❑ No

Overall Training

1. How might the training be improved?

_____
_____
_____

2. What do you think is important for trainers and facilitators to know before conducting this training?

_____
_____
_____

Appendix E

Introductory Cover Letter

«First_Name» «Last_Name»
«Organization»
«Street_Address»
«City», UT «Zip»

Date of IRB Approval

Dear «First_Name» «Last_Name»,

STATE OF UTAH
OFFICE OF CRIME VICTIM REPARATIONS
350 East 500 South, Suite 200
Salt Lake City, Utah 84111
(801) 238-2360 FAX: (801) 533-4127

The Office of Crime Victim Reparations (CVR) is pleased to invite you to participate in an evaluation of UCASA's (Utah Coalition Against Sexual Assault) Utah's State Mandatory Sexual Assault Trainings. The purpose of this survey is to help UCASA improve their trainings to better address the professional needs of those members of our community that are working with rape, sexual assault, and domestic violence victims. As a participant in this training within the last two calendar years, we feel that your opinion regarding your experience is extremely valuable and can help UCASA to improve future trainings for other grantees.

The enclosed survey is conducted by the University of Utah Criminal and Juvenile Justice Consortium (CJJC). We have chosen to contract with this agency to administer and analyze your survey responses in order to ensure the confidentiality of your opinions. Please be candid in your responses, as your honest feedback will allow us to better understand your view as a professional and a member of your community.

We have enclosed two copies of an informed consent document, a survey questionnaire, and a prepaid envelope. In an attempt to make completing this survey as convenient as possible, we have made two means available for you to submit your responses. We expect both methods of completing the survey to only take about 15 minutes. Feel free to decline to answer any question in the survey.

If you chose to submit your response via the mail, please use the prepaid envelope to return one signed copy of the informed consent document and your completed questionnaire to us. Please keep the additional copy of the informed consent document for your records.

If you prefer to complete a copy of the survey using the Internet, please go to:
http://www.surveymonkey.com/s.asp?u=71067359123
You will be directed to the on-line version of the informed consent. After reviewing your hard copy of the informed consent, please enter the Survey ID Number off of the top of your hard copy survey as the password to the on-line consent. After consenting to participate in the survey, you will be immediately directed to the on-line survey.

If you have questions about this survey, please feel free to contact CJJC using the information provided on the informed consent document. We appreciate your participation in this survey. Please complete the questionnaire, including the informed consent, and return them by the mail or internet at your earliest convenience.

Best wishes,

Christine Watters
Victim Services Coordinator
The Office of Crime Victim Reparations

Appendix F

Informed Consent Statement

INFORMED CONSENT TO PARTICIPATE IN
UCASA-CVR TRAINING EVALUATION SURVEY

BACKGROUND:

You are being invited to participate in an evaluative survey of Utah's State Mandatory Sexual Assault Advocacy Training that is provided by the Utah Coalition Against Sexual Assault (UCASA). The Criminal and Juvenile Justice Consortium (CJJC) at the University of Utah is conducting this survey for the Office of Crime Victim Reparations (CVR).

According to UCASA records you have attended the UCASA trainings at some point in the last two calendar years. The CJJC has been asked to evaluate UCASA trainings and their effectiveness in serving CVR grantees as well as to evaluate the current methods employed by UCASA in evaluating their services and overall client satisfaction with the trainings.

Before you decide whether or not to participate in the survey it is important for you to understand why this research is being done and what we are asking you to do. Please take the time to read through the following information carefully. If there is anything that is unclear or if you would like more information, please feel free to ask us. We encourage you to take time to decide whether or not to volunteer to take part in this research study.

STUDY PROCEDURE:

If you participate in this survey you will be asked to complete a 43–item questionnaire evaluating the UCASA training that you received. We expect that it will take you approximately 15 minutes to complete the questionnaire. The questionnaire is designed to gather information on your reactions to the UCASA trainings.

We also have a code number that is assigned to your questionnaire. This code number allows us to keep track of who has returned completed questionnaires so that we can contact individuals whom we have not received responses from within two weeks of sending out the questionnaire. If you decline to participate in the survey we will not contact you again if you tell us you do not want to participate. If you prefer not to be contacted you may contact us by telephone, letter or e-mail message, stating that you do not want to participate and do not want to be contacted, and we will not contact you.

Specific procedures that we are using to ensure the privacy of the information you give us are described in the Confidentiality section of this informed consent statement.

RISKS:

The risk associated with your participation in this survey is that the private information you provide to us might be disclosed. We have taken measures to prevent this from happening, and these measures are described in the Confidentiality section of this informed consent statement. All data that are reported from the questionnaire will be based on the responses of the entire group. If we use a direct quote from your response to the open-ended questions we will not include any information that has any risk of identifying you as the source. Even with these measures in place, a small chance of inadvertent disclosure exists in this study, as it does with every study. Please take the time to carefully read the Confidentiality section and feel free to ask us any questions that you have about the risk of a breach of confidentiality occurring during this study.

BENEFITS:

We cannot promise you any direct benefits from participating in this survey. The results of the study will benefit UCASA, CVR and CVR grantees receiving UCASA trainings in the future. The results will hopefully improve the UCASA trainings and methods of evaluating the trainings, based on your responses on the questionnaire. The anticipated improvements to the UCASA trainings, derived from your responses to this survey, may provide an indirect benefit to you. The only direct benefit to you is the knowledge that you will feel some gratification from sharing your views, and from knowing that you are helping to improve the services and trainings provided to future CVR grantees.

ALTERNATIVE PROCEDURES:

If you do not want to complete a hard copy or electronic version of the questionnaire, but you want your views included in the study, you may contact us. We can schedule a time for a telephone interview. During the telephone interview we will ask you the questions and enter your responses directly into the survey database. This will eliminate any hard copy records of your responses, and result in only one electronic record of your responses, stored directly in our survey database.

You may choose to not participate in the study.

CONFIDENTIALITY:

Although complete confidentiality cannot be completely guaranteed in any research study, the privacy of your responses is a serious concern to us, and we are taking the following steps to ensure confidentiality.

All informed consent documents will be stored in a locked cabinet at our University of Utah office, where they will be kept until June 30, 2004, at which time they will be destroyed by shredding.

All hard copy questionnaires will be stored in a locked cabinet at our University of Utah office. After accurate data entry is verified we will destroy them by shredding. We expect to do this by June, 30, 2004.

All electronic survey responses and informed consent verifications will be removed from the secure on-line database once all responses have been collected. The electronic data will be stored in password-protected files, on disks locked in the PI's University of Utah office. We expect to complete transferring electronic data during March 2004.

We will report the survey data in the aggregate, which means that individual responses to items will not be included in the final survey report. If we decide to use a quote from one of the open-ended responses we will not identify the source of the quote, and we will make sure that any information from the quotes that could potentially identify the source will be removed.

The only people who will have access to the individual survey data are the Principal Investigator and two research assistants. This applies to both hard copy and electronic data. No individual with access to the individual survey data will disclose the identity of any participants to any person outside of the research team specified above.

We believe that the preceding efforts will minimize the risk of any confidentiality breaches during this study. If you have questions about any of our efforts to protect your privacy please feel free to contact us.

PERSON TO CONTACT:

The Principal Investigator for this study is Russell K. VanVleet, M.S.W., and his contact information is as follows:

Russell K. VanVleet, M.S.W.
Auxiliary Assistant Professor
College of Social Work
University of Utah
395 South 1500 East, Room 233
Salt Lake City, Utah 84112
(801) 581-3439
e-mail: rvanvleet@socwk.utah.edu

We encourage you to contact us with any questions that you may have about this study.

INSTITUTIONAL REVIEW BOARD:

If you have questions regarding your rights as a research subject, or if problems arise which you do not feel you can discuss with the Investigator, please contact the Institutional Review Board Office at (801) 581-3655.

VOLUNTARY PARTICIPATION:

It is up to you to decide whether or not to participate in this survey. If you do decide to participate you will be asked to sign this informed consent form. If you decide to participate you are still free to withdraw at any time and without giving a reason. All that you need to do is contact us and we will remove your responses from the data. This will not affect any present or future relationship that you might have with the Principal Investigator or members of the research team.

UNFORESEEABLE RISKS:

In addition to the risk listed above, you may experience a previously unknown risk from participating in this survey.

COSTS TO SUBJECTS and COMPENSATION:

There are no direct costs to you associated with your participation in this survey. The Criminal and Juvenile Justice Consortium at the University of Utah has provided you with a postage paid envelope to return your completed questionnaire and signed informed consent form in. There is also no direct compensation for your participation in this survey.

CONSENT:

By signing this consent form, I confirm that I have read and understood the information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

_____
Printed Name of Participant

_____ _____
Signature of Participant Date

_____
Printed Name of Researcher or Staff

_____ _____
Signature of Researcher or Staff Date

Appendix G

Reminder Post Card

Dear UCASA training participant,

Within the past two weeks, you should have received in the mail a manilla envelope containing an evaluation survey of the UCASA mandatory sexual assault training that you attended. This survey is being conducted by the University of Utah, under the direction of the Office of Crime Victim Reparations.

We have not yet received your completed survey. If you have not yet received your survey or are in need of an additional copy, please respond to this email or call Joy at (801) 581-4515 to have another survey sent to you. If you have received your survey, please return it in the stamped addressed envelope or complete the online survey at the internet address cited on the cover letter included in your packet.

This evaluation study is very important to the success of the UCASA Sexual Assault trainings. Your responses are valued and important. Please take the time to complete your survey and help us improve this important training.

Thank you,

Joy Wawrzyniak
Research Assistant
Criminal and Juvenile Justice Consortium
University of Utah

Appendix H

Authors' Biographies

Authors' Biographies

Audrey O. Hickert

Audrey Hickert, M.A., is a research analyst with the Criminal and Juvenile Justice Consortium, College of Social Work, University of Utah. Her research interests include quantitative data analysis, archival data management and analysis, and ethnography. She has diverse research interests within the field of criminal justice. Some examples of her previous research include: an examination of juvenile delinquents' transition to adult offending, an examination of disproportionate minority contact in the justice system, and an analysis of key themes in domestic violence and the justice system among domestic violence coalition members.

Russell K. Van Vleet

Russell K. Van Vleet, M.S.W., is an Auxiliary Assistant Professor, chair of the Criminal Justice domain, and Director of the Criminal and Juvenile Justice Consortium (CJJC) at the University of Utah College of Social Work. He is the former director of the Utah State Division of Youth Corrections and was a prominent figure when Utah transformed its youth corrections system into what became a national model of youth corrections reform. He is the founder of the Adolescent Residential Treatment and Education Center (ARTEC) and partner in the Center for The Study of Youth Policy. He has consulted in 50 states on juvenile justice reform, and acted as court monitor and expert witness for the U.S. Department of Justice in Arizona, Colorado, Puerto Rico and South Carolina.

Stephanie Wahab

Stephanie Wahab, Ph.D., is an Assistant Professor at the University of Utah's College of Social Work. Her areas of specialization include: qualitative research, domestic violence, commercial sex work, and motivational interviewing. She has published in the areas of mental health, commercial sex work, and, empowerment of marginalized populations. Dr. Wahab has thirteen years of clinical social work practice and eleven years of research experience in the areas of health and mental health. She has worked on a number of federally funded grants implementing interventions grounded in motivational interviewing, including the Women's Health Initiative (WHI).

Joy Wawrzyniak

Joy Wawrzyniak, M.S.W., has been a research assistant with the Criminal and Juvenile Justice Consortium for two years while pursuing her M.S.W. She received her degree this May.