

Sexual Assault Prevention and Education Center

JAYHAWKS GIVE A FLOCK ANNUAL REPORT 2022



TABLE OF CONTENTS

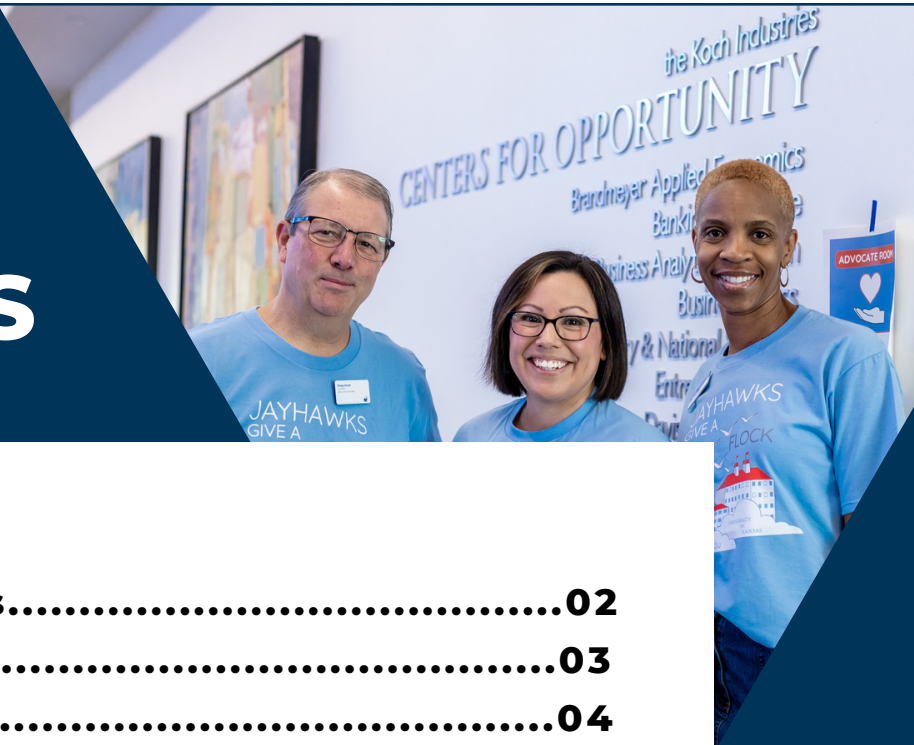


Table of Contents.....02

Thank You.....03

By the Numbers.....04

Program Introduction.....04

History of the Program.....05

Event Planning & Logistics.....06


Assessment & the Student Experience.....08

Facilitators.....09

Event Successes.....12

Conclusion.....12





Thank you to the partners who made this program possible

Center for Orientation and Transition Programs

Fort Leavenworth SHARP Program

Hilltop Child Development Center

Jana's Campaign

Kansas Athletics

KU Information Technology

KU Memorial Unions

KU Parking & Transit

KU Student Housing

Michelle Compton-Munoz, Self Fellows Program

Office of the Chancellor

Office of the Provost

Office of University Registrar

Office of the Vice Provost of Student Affairs

School of Business

Sorority and Fraternity Life

Student Involvement and Leadership Center

The Sexual Trauma & Abuse Care Center

The Willow Domestic Violence Center



JAYHAWKS GIVE A FLOCK BY THE NUMBERS

95sessions on August
20th**3,016**student contact on
August 20th**107**

facilitators

40volunteers & trauma
support**27**sessions on August
14th**797**student contact on
August 20th

The University of Kansas is committed to the prevention of sexual violence. Through the Sexual Assault Prevention & Education Center (SAPEC) under the Office of the Vice Provost for Student Affairs, the university provides comprehensive, evidence-informed educational programming to students, faculty, and staff. One of the signature programs offered to undergraduate students is Jayhawks Give a Flock (JGAF), based on the curriculum from Bringing in the Bystander. The intent of JGAF is to teach prosocial bystander intervention strategies to students, thus positioning them as active bystanders in preventing sexual violence and other concerning behaviors.

HISTORY OF THE PROGRAM

During the academic years 2016-2017 and 2017-2018, SAPEC developed and coordinated the implementation of JGAF as a required program for all undergraduate students enrolled in University 101 (an optional first-year seminar class) and all student-athletes. Some student organizations also opted to participate. Although this approach provided valuable education to numerous students, a significant portion of the student population was not receiving bystander education. SAPEC, along with key university stakeholders (e.g. administrators), recognized this gap and sought to devise a strategy to provide the program to all incoming first-year students. In fall of 2018, through partnership with the Center for Orientation and Transition Programs (formerly the Office of First-Year Experience), Flock became part of the Hawk Week schedule as a required program for all incoming first year students.

In its first year as a required Hawk Week program, 4,036 undergraduate students participated in the program – a larger cohort than was trained in the 2016-2017 and 2017-2018 academic years combined. Recognizing the potential health risks the program may create, JGAF was put on hiatus from Hawk Week programming from 2020-2021 in response to COVID-19. After a 2 year pause, Jayhawks Give a Flock was able to train 85% of the freshmen class over the course of 2 days during Hawk Week. With the close of the fall semester, 90% of the freshmen class will have been trained in bystander intervention through makeup sessions.



EVENT PLANNING & LOGISTICS

Month by Month View

February	March	April	May
Solidify date Begin venue research	Facilitator recruitment	Facilitator training	Develop marketing campaign Work with identified student population advisors

June	July	August	September
Create schedule draft Volunteer recruitment	Finalize student assessment	Wrap up facilitator training Finalize roles and assignments	Distribute facilitator assessment Analyze student assessment results

EVENT PLANNING & LOGISTICS

Essential Program Components

Planning and executing an event of this size required collaboration from all parts of campus. Jayhawks Give a Flock can be broken into 5 essential program elements:

Facilities

Working with the Office of the University Registrar and the School of Business ensured we had the space needed to train upwards of 3,000 students over the course of a day and almost 3,800 over the span of a week.

Partnerships

Partnerships and collaboration with the Center for Orientation and Transition Programs, senior administration, the Office of Sorority and Fraternity Life, and KU IT helped secure student, staff, and faculty participation in the program. It aided in recruitment, access to unique student demographics, and technological support that was critical in the success of the program.

Transportation

From our collaboration with the Center for Orientation and Transition Programs we were able to secure transportation through KU Parking that helped ensure students would arrive to their assigned location on time and arrive at succeeding Hawk Week events as they began.

Training

Over the course of 5 months, SAPEC hosted 10 facilitator training sessions to help prepare facilitators in every aspect of their role. These trainings included an overview of what to expect day of, resources available to them, facilitation strategies, and a comprehensive instruction on the curriculum.

Communication

The nature of this program required 2 distinct audiences: incoming students and the staff and faculty that volunteered. To efficiently and effectively communicate with students we relied on our partnership with OTP to promote the program at Orientation, through Hawk Week marketing updates, and via their living communities. For volunteers we utilized our partnerships with senior administrators to facilitate recruitment, email campaigns, and Microsoft Teams for resource sharing and day of updates.

ASSESSMENT & THE STUDENT EXPERIENCE

Assessment Overview

Due to a gap in programming, our main concern in assessing students was their overall knowledge acquisition of the program learning outcomes. It had been 2 years since we trained an incoming class of this size, so we were most concerned if the material still resonated with them. The assessment of the student experience looked at the included learning outcomes below. In a similar vein, we wanted to see if the current set up of training and supporting facilitators still made sense after a 2 year gap. The assessment of the facilitator experience included their own personal evaluation, an evaluation of their co-facilitator, and feedback from students for their specific facilitator.

Student Learning Outcomes

Students will
RECOGNIZE sexual
violence as a serious
campus issue.

Student will
IDENTIFY barriers
and develop a plan
for safe bystander
intervention.

Student will apply
strategies to
INTERVENE (3 D's) as a
group.

Students will understand
how to FOLLOW UP by
supporting survivors and
holding offenders
accountable.

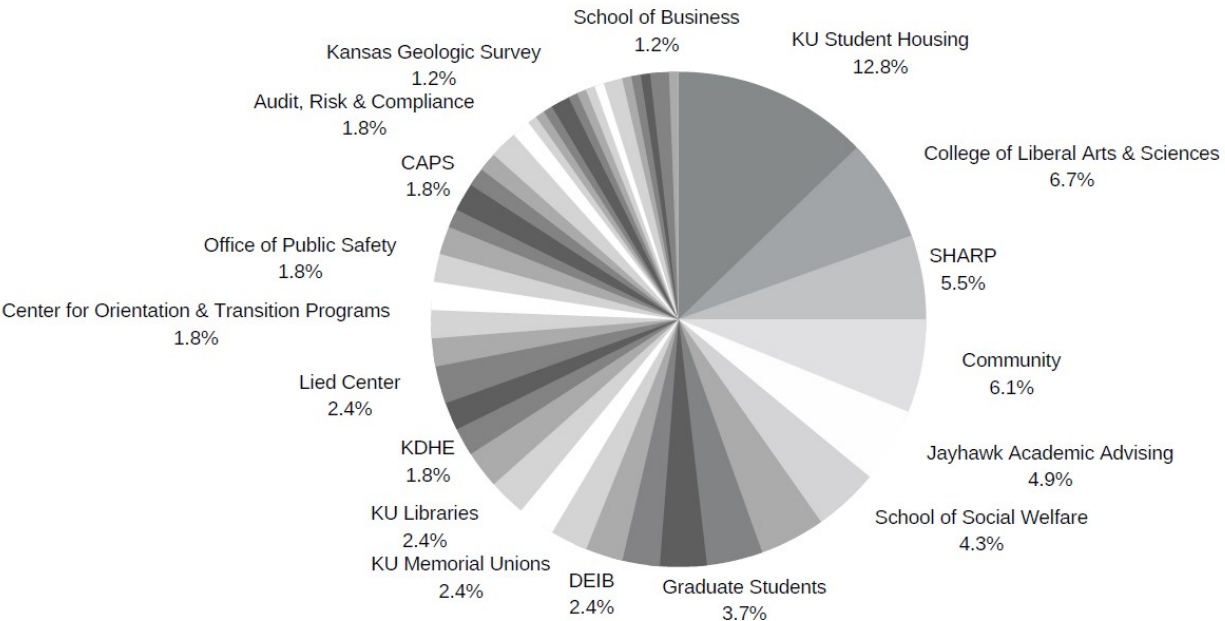
94% of students felt confident they could ask for their friends for help in intervening.

85% of students were able to correct identify an example of rape culture after completing the training

90% of students feel confident they could confront a friend who tells me they had sex with someone who was passed out or who didn't give consent.

FACILITATORS

Facilitator Breakdown



Facilitator Experience

91% of facilitators felt prepared to facilitate

92 % of facilitators thought the workshop was effective in educating students on the bystander model

55% of facilitators were first time facilitators

75% of facilitators said they would facilitate again

88% of facilitators recommend becoming a Flock facilitator to a friend or coworker

FACILITATOR EXPERIENCE

WHAT DID FACILITATORS LIKE BEST?



"I felt I was part of the KU community promoting our values."

"The opportunity to learn this topic more in-depth myself and then being able to assist spreading knowledge to the student body."

"Hearing students who were impacted by the presentation whether that was a survivor or someone who had recognized how their past actions had been harmful."

"It felt really meaningful, particularly with the group of women I was able to present to and work with, and seemed to validate feelings and experiences that are not spoken about much. "

"I enjoyed getting to spend time with students, which is rare for me because I work in an office that doesn't engage with students. I also liked working with my co-facilitator to prepare for the session, and I felt good knowing that we were reaching students on an important topic at a critical time as they were starting college. If even one or two folks in the room gained knowledge and skills, then we had a positive impact on our campus community."

FACILITATOR EXPERIENCE

AREAS FOR GROWTH

More refresher opportunities in person and virtually

Facilitators identified that additional in person training opportunities would have helped them feel more prepared leading up to the program. Additionally, having a recorded video of the training as it is presented to students was identified as a helpful tool along with a quiz to check proficiency in the curriculum.

Access to co-facilitator(s) further in advance

With the deadline for accepting facilitators pushed to early August to allow for a larger pool, facilitators were not paired with their co-facilitator(s) until approximately 1 work week out. Staff noted that because of the busy nature of August having more time to connect with their co-facilitator(s) would have helped them feel more prepared leading up to the training.

Smaller student group sizes

The incoming freshmen cohort was the largest since 2008. This impacted event logistics in several ways, including the classroom experience. Facilitators identified classroom size as an area for growth. Due to a smaller facilitator pool than past years, some classrooms had upwards of 40 students. This created facilitation challenges. Looking to the future, facilitators asked for small classrooms of 30 students or less for the most opportune facilitation experience.

Engagement strategies

For many facilitations this was the first time they had been in a classroom with students since the pandemic began. That gap in time coupled with a new generation called for more techniques on how to engage students in the classroom with their own unique generational needs.

EVENT SUCCESSES

Build up facilitator pool

Due to COVID-19, JGAF did not occur for 2 years.

Over the course of 2 years a portion of our facilitator pool had either graduated or left the university. The return of this program allowed us to build up our facilitator pool after a 2 year gap. We hope to build upon this foundation for future years.

Meet Panhellenic's specific needs by offering a separate training date

The first 2 years of the program we recognized a higher rate of Panhellenic (PHA) recruits utilizing trauma support personnel during the training. Upon working with Sorority and Fraternity Life we found this was due to how JGAF lined up with the recruitment schedule. In response to that we added an additional date at the beginning of their recruitment cycle to lower the added stress of finishing recruitment and participating in a 2 hour training.

Train at least 75% of incoming freshmen class

With the 2 year absence of this program we anticipated having to build this program as a KU tradition with the incoming class. Over the course of 2 days we were able to train 85% of the incoming class. By the end of the fall semester we had trained 90% of the freshmen cohort.

CONCLUSION

Throughout Hawk Week 2022, and during subsequent makeup sessions in the fall of 2022, SAPEC trained 3,964 incoming students to be active bystanders in preventing sexual violence. The planning and implementation of this program strengthens the work of SAPEC by demonstrating its ability to execute campus wide interventions and provide evidence of its effectiveness. We hope to use this information to continuing improving the Jayhawks Give a Flock program, as well as other core programs at SAPEC. Finally, given that the University of Kansas is the state's flagship institution, the Jayhawks Give A Flock program situates Kansas as a national leader in the efforts to prevent sexual violence on college campuses.