Process Evaluation of the Community Readiness Approach to Prevent Sexual Violence Implemented by the Pittsburgh Action Against Rape (PAAR)

by

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Abstract

Sexual assault is a pervasive form of violence associated with many detrimental physical, mental, emotional health outcomes as well as having profound public health effects. Preventing sexual violence is a formidable task, and evaluating the work being carried out by sexual violence prevention programs also proves to be challenging. The focus of this thesis project was to partner with the Pittsburgh Action Against Rape (PAAR) to conduct an evaluation of how they implement the Community Readiness Assessment Model (CRAM) as part of their sexual violence prevention programming. What follows is a process evaluation of PAAR's implementation of the CRAM process, assessing how closely PAAR's implementation aligns with the original Level 1 activities of the CRAM logic model. Using an exit interview of my own design, I conducted follow-up interviews with the PAAR staff and community partners who were involved in the CRAM process. I held these interviews in person, recording the interviews with verbal consent from the participants. To analyze the results, I transcribed and coded the exit interviews, using a thematic analysis method to identify themes that emerged from the transcripts. After coding, transcribing, and performing the thematic analysis, the following themes were identified from the community partner interviews: the interview design was unfit for the community, the interview questions were confusing, and that the interviewees felt

comfortable during the interview. Here are the themes that surfaced from the PAAR staff interviews: more preparation was needed for the interviews, the interview questions were challenging, and there were positive aspects of the interview process that should be retained. The proposed process evaluation is of great public health significance as it not only improves the CRAM process for PAAR, but also provides a community assessment process evaluation that rape crisis centers nationwide can model. After reviewing the literature, it is to my knowledge that this is the first process evaluation of a sexual violence readiness assessment.

Table of Contents

List of Tables

List of Figures

1.0   Introduction

The purpose of this thesis work is to determine the utility of the Community Readiness Assessment Model (CRAM), an evidence-based interview guide designed for sexual violence preventionists to assess where community partners stand with sexual violence prevention programming, to carry out its intended activities. One of CRAM's activities is to assess a community partner's readiness in implementing sexual violence prevention programming. This evaluation could prove useful to PAAR by providing feedback that could improve the implementation of the readiness assessment interviews. As a result, this thesis work can add to the body of knowledge as a way to evaluate readiness assessment processes. To evaluate the implementation of CRAM, exit interviews were conducted with the PAAR staff members who participated as CRAM interviewers, as well as the high school staff members (administrators, counselors, and teachers) who were interviewed by PAAR.

PAAR is a rape crisis center that serves Allegheny County through supporting victims of sexual violence with crisis intervention and counseling services as well as through implementing sexual violence prevention programming throughout different communities. PAAR's Prevention Department has partnered with various high schools within Pittsburgh and uses the Community Readiness Assessment Model as a tool to inform their work with communities.

This thesis delves into the conducted process evaluation of CRAM and is structured as follows. Chapter 2 details the public health significance of sexual violence within the U.S. as

described by the literature, reviewing how sexual violence impacts an individual, but also how this form of violence impacts relationships, organizations, communities, and the policy levels of our society. Chapter 3 describes the methodology used to conduct this process evaluation of CRAM, including a discussion on qualitative interviewing, transcription, coding, and thematic analysis. Chapter 4 explains the findings of the process evaluation, outlining the most frequently emerging codes as well as the thematic analysis results. Chapter 5 discusses an interpretation of the evaluation results, providing recommendations and implications for PAAR's use of CRAM, as well as commentary on the limitations of this thesis work. Lastly, Chapter 6 offers a summation of this thesis work.

2.0   Review of Literature

Sexual violence, like many public health issues, is wickedly complex. Feminist scholar Liz Kelly (1987) proposed her continuum of sexual violence in the late 1980's which explained that women's experience of sexual violence could not be neatly contained within legal definitions of sexual offences (Kelly, 1987). Kelly offered to define sexual violence as a spectrum, acknowledging the interconnectedness between different forms of violence (Kelly 1987). Understanding sexual violence as a broad term allows for greater understanding of the issue. This broad understanding has also allowed sexual violence preventionists to target areas along the sexual violence continuum to stop acts of sexual violence before they continue or escalate to more severe forms of sexual violence. The Spectrum of Prevention of Sexual Violence, a tool developed by Davis, Parks, and Cohen (2006) to enact norms change, incorporates a comprehensive understanding of the continuum of sexual violence, and how prevention activities are maximized when different levels of the spectrum of prevention are addressed in tandem. For example, influencing policy will be more successful when education efforts increase public awareness (Davis, Parks, and Cohen, 2006).

Evaluation is an important piece in understanding if prevention processes are being implemented as intended. This feedback can support programs to live out their mission of reducing sexual violence and promoting healthy communities, as well as to create a culture of quality improvement. Those conducting evaluation of prevention efforts need to have an in-

depth understanding of the entire process, starting with the public health problem, the community in which the prevention program operates, and the prevention program itself.

2.1   Sexual Violence as a Public Health Problem

Sexual violence is a broad term, encompassing a spectrum of physical and psychological violence effected through unwanted sexual action. Sexual violence includes sexual harassment, stalking, the various forms of rape, childhood sexual abuse, indecent sexual exposures, unwanted sexual touching, watching someone in private without their consent, domestic violence, reproductive coercion and many others (NSVRC, 2010). It is important to understand that sexual violence does not occur as a stand-alone event. Forms of sexual violence are connected to deep-seeded societal beliefs about gender roles, power, control, and the social environments that promote hypermasculinity (Kavanaugh, 2013). As Seidman (2009) proposes, history has shaped cultural contexts to frame manhood as a quest for power, with womanhood subordinate to this power, and heterosexuality as the biologic norm. Institutions have used biology, religion, and tradition for centuries to defend oppressive gender and sexuality rules as normative, allowing for a culture that "encourages male sexual aggression and supports violence against women" (Seidman, 2009). The term "rape culture" was coined in the 1970s to describe this ethos. Although our understanding has evolved to view sexual violence as extending beyond rape, interpretations of this term are helpful to understand how a society contributes to individual actions. Emilie Buchwald's description of rape culture demonstrates this well:

> …a society where violence is seen as sexy and sexuality as violent. In a rape culture,
> women perceive a continuum of threatened violence that ranges from sexual remarks to

sexual touching to rape itself. A rape culture condones physical and emotional terrorism

against women as the norm...In a rape culture both men and women assume that sexual

violence is a fact of life, inevitable...However...much of what we accept as inevitable is in

fact the expression of values and attitudes that can change. (Buchwald, 1993)

Not only does sexual violence span a variety of actions, all rooted in the rigid gender and

sexuality beliefs described above, but sexual violence also creeps into all layers of societal life.

The socio-ecological model (SEM) was a concept developed in the 1970's by Urie

Brofenbrenner, adapted into a theory, and applied to many different fields of study, public health

included (Brofenbrenner, 1977). A health-focused ecological approach emphasizes that both

health-promotion and disease-prevention are influenced by determinants on different societal

levels (i.e. individual/intrapersonal, interpersonal, institutional/organizational, community, and

public policy/political levels) (McLeroy, Bibeau, Steckler, & Glanz, 1988) (Figure 1). In order

to understand sexual violence as a public health problem, the SEM is used to understand how

this type of violence impacts health on each level of the SEM. Table 1 shows examples of how

sexual violence manifests at each level of the socio-ecological model.

Figure 1 Socio-ecological model

(adapted from McLeroy et al, 1988)

Table 1 Socio-ecological model levels in the context of sexual violence

Socio-ecological levels	Examples of sexual violence at each level
Individual	• Toxic views of hypermasculinity • Rigid gender roles and gender policing • Heteronormative beliefs • Past experience of abuse or trauma
Interpersonal	• Acts of violence between intimate partners • Sexual abuse perpetrated by people in authority onto vulnerable individuals • Homophobic teasing by high school students
Organizational	• Schools where hypermasculinity is encouraged in young men • Workplaces where it is expected that women accept sexual comments • Neighborhoods with poor lighting, low social capital, and high rates of poverty that allow for perpetration to go unnoticed by bystanders
Community	• Cultures that explain sexual violence as a result of the victim's actions (i.e. when a victim's disclosure of sexual assault to family and friends is met with disbelief and blame) • Societies that value men over women
Policy	• Lack of legislation to address the rape kit backlog • Dept. of Education's proposed provisions to Title IX • Statute of limitations

6

2.1.1 Individual-level impacts

Although there is substantial evidence, research, and interventions involving college-aged populations regarding sexual violence, there is a growing body of evidence suggesting that sexual violence begins and occurs more frequently in younger populations through adolescent dating and acquaintance relationships (Beyer & Ogletree, 1998). The Center for Disease Control and Prevention's National Violence Against Women Survey showed that one out of every six women had been the victim of rape or attempted rape before 18 (Tjaden & Thoennes, 2000). Thirty-two percent of these assaults affected young women and girls between the ages of 12 and 17 (Tjaden & Thoennes, 2000). Excluding abuse by a parent or caregiver, most of the victimizations against adolescents took place in the context of adolescent relationship abuse (ARA)(Tjaden & Thoennes, 2000). Silverman, Raj, Mucci, and Hathaway (2001) also found that ARA was prevalent among high school students with one in five female students reported experiencing physical and or sexual violence from a dating partner (Silverman, Raj, Mucci, & Hathaway, 2001). About 10% of the high-school females in this study reported experiencing sexual violence from a dating partner, with six percent reported experiencing both sexual and physical violence (Silverman et al, 2001). The American Academy of Pediatrics (AAP) took this conversation a step forward with a statement expressing that adolescents are more likely to experience sexually violent crimes than any other age group (Crawford-Jakubiak, Alderman, & Leventhal, 2017). Analysis of the National Crime Victim Survey (2000) showed that adolescent girls age 16-19 had a four times greater likelihood of reporting sexual assault, rape, and attempted rape compared to the general population (NCVS, 2000).

The Youth Risk Behavior Survey added questions to the survey about sexual violence for the first time in 2017. Responses from this nationwide survey of high school students found that 9.7% of students reported having been "forced to do sexual things they did not want to do" one or more times in the year prior to taking the survey (YRBS, 2017). Female students reported having experienced sexual violence more often than male students, with 15.2% of high school female students reporting having experienced violence, and 4.3% of the male students reporting experiences of sexual violence. The greatest burden of experiences of sexual violence fell on students who reported their sexual orientation as gay, lesbian, and bisexual, with 22.2% of these students reporting experiences of sexual violence in the year prior to the survey (YRBS, 2017). Further analyses imply that, nationwide, about 33% of female students who had sexual contact had experienced sexual violence (YRBS, 2017).

Not only does sexual violence affect people at an earlier age than was previously understood, but victims who report experiencing rape before 18 have a higher prevalence of victimization as an adult (Black et al, 2011). More specifically, the National Intimate Partner Sexual Violence Survey (NISVS) found that over one-third of women who were raped before 18 also experienced a rape as an adult. In terms of other forms of sexual violence, the National Intimate Partner Survey found similar trends in victims of stalking. Over half of the victims who were women, and over one-third of victims who were men, shared that they were stalked for the first time before the age of 25 (Black et al, 2011). One in five female victims, and one in 14 male victims, reported having been stalked between the age of 11 and 17 (Black et al, 2011).

For the women who had experienced intimate partner violence (defined by the NISVS as sexual violence, physical violence, stalking, expressive aggression, coercive control, and

reproductive control by an intimate partner), 22.4% had first experienced intimate partner violence between 11 and 17 (Black et al, 2011).

With this understanding of the widespread nature of sexual violence among adolescents, it is imperative to understand how experiencing sexual violence impacts those who have been victimized. The NISVS asked respondents if they had experienced any of the following impacts after the violence they had sustained: being fearful, being concerned for safety, symptoms of post-traumatic stress disorder (PTSD) (i.e. having nightmares, trying hard not to think about it or avoiding being reminded of it, feeling constantly on guard, watchful, or easily startled, feeling numb or detached from others, activities, or surroundings), being injured, needing healthcare as a result of the intimate partner violence experienced, needing housing services, needing victim's advocate services, needing legal services, contacting a crisis hotline, missing days of work or school because of the intimate partner violence experienced, contracting a sexually transmitted infection (for those reporting rape by an intimate partner), and for women, becoming pregnant (Black et al, 2011). The responses from this question showed that three in ten women in the United States (28.8% or about 34.2 million women) have experienced intimate partner violence and at least one of the beforementioned impacts (Black et al, 2011). As a result of the violence they had experienced, 25.7% of women reported being fearful, 22.2% reported being concerned for their safety, and 22.3% reported at least one PTSD symptom (Black et al, 2011).

2.1.2   Interpersonal-level impacts

The effects of sexual violence ripple into interpersonal-level impacts. O'Callaghan, Shepp, Ullmen, and Kirkner (2018) found through 45 qualitative interviews with survivors of sexual assault and their primary informal support providers that changes in sexuality after the

assault was a common experience, with people close to the victim also being affected as a result. The changes that were expressed in the interviews included a loss of interest in sex, increase or change in sexual partners, engaging in sex work, and/or increased sexual behavior (O'Callaghan, Shepp, Ullmen, and Kirkner, 2018). Support providers who were also the survivor's sexual partner expressed approaching sexual intimacy with the survivor with greater caution (O'Callaghan et al., 2018). Some of the survivors mentioned feeling triggered when having a sexual encounter with their romantic partners (O'Callaghan et al., 2018). Survivors also expressed feeling that their relationships were dissolving because of the impacts of the sexual assault (O'Callaghan et al., 2018). In general, it is common for survivors of sexual assault to feel less trusting of others, to feel isolated, or to feel afraid of intimacy ("Media Kit on Sexual Assault," 2011). More specific to adolescents, common symptoms of interpersonal impacts include distrust of others, high-risk sexual behavior, social isolation, having multiple sex partners, strained relationships with family, lack of emotional commitment in relationships, behavior problems, and revictimizations in a relationship ("Media Kit on Sexual Assault," 2011).

2.1.3   Organizational-level impacts

Sexual violence impacts workplaces, schools, places of faith, and other groups in ways that affect the organization as a whole. Survivors of sexual violence experience the burden of the trauma, often unable to be at their place of work due to the severity of their symptoms, and many times, losing their jobs. The Bureau of Justice Statistics reports that of 79% of stalking victims who had a job, one in eight lost time from work (Raghu, 2015). Over half of the survivors who were surveyed had lost five or more days from work (Raghu, 2015). About 36% of survivors of rape or sexual assault had lost over 10 days of work after their victimization

(Raghu, 2015). The CDC calculated that eight million days of work are lost each year by victims of intimate partner violence, the equivalent of 32,000 full-time jobs and over 5.5 million days of household productivity (Raghu, 2015). In terms of company productivity, the CDC calculated a lost productivity of -$727.8 million due to domestic violence alone (Raghu, 2015). The cost of direct medical and mental health care related services due to intimate partner violence came to a total of near $4.1 billion annually (Raghu, 2015).

Similar to how sexual violence in the workplace affects the employees, employers, and work-place culture, sexual violence in school settings affects students, staff, and the school environment. Studies have shown that sexual harassment victimization is associated with students feeling unsafe at school (Chiodo et al., 2009). Earnest and Brady (2016) add that being bullied or harassed likely cultivates unsafe school environments, and that when this hostile environment is normalized, it facilitates further harassment and increased incidence of victimization among students (Earnest and Brady, 2016). It is not surprising that individuals who experience sexual violence also have lower academic performance than their counterparts who had not experienced sexual violence. Jordan, Combs, and Smith (2014) found that women entering college who had experienced a sexual victimization in their teens had lower GPA scores upon entering college as well as lower grades during their freshman year compared to non-victimized female students. This study also found that the more severe the sexual violence, the greater the level of negative impact on the survivor's academic performance (Jordan, Combs, and Smith, 2014).

Not only does a high number of victimizations collectively create trauma within a school or university environment, but research also shows that the fear of sexual violence impacts women as soon as they step on campus. Dr. Kristen Day, whose research focuses on the

interplay between behavior and the built environment, found that fear (specifically the fear of stranger assault by surprise or entrapment, fear of strange people and places, and fear of norm-violating behavior) incites a social control over women's use of public space within a college campus setting (Day, 1999). Day found that college women often avoid independent and free use of campus due to the threat of victimization in contexts where assistance is not available (Day, 1999) and that the fear of sexual assault hinders women's relationships with campus environments (Day, 1995).

When half of a school's population is not fully engaged, colleges have fewer students participating in extracurricular activities, fewer voices represented in leadership, and lower graduation rates (Jordan, Combs, and Smith, 2014). Additionally, if a student confides in a trusted staff member, teacher, or fellow student, those individuals are at risk of experiencing vicarious trauma or compassion fatigue (Hydon et al., 2014). In this way, sexual violence affects the school organization at large.

The abuse of children by clergy within the Catholic Church is another example of how sexual violence has affected an organization. Complexities involving the church community's outrage, shock, grief, and shame have sent reverberations throughout the Church. Additionally, church administrations' corrupt responses to the abuse, and the organization-wide identity crisis that is calling congregations to reassess the boundaries, roles, tasks, and theology in which the organization stands, all point very clearly to how the impact of sexual violence is felt throughout an organization of any scale (Barber, 2005).

Moreover, when sexual violence is ignored or allowed to happen within an organization, the violent behavior is encouraged and can possibly escalate. Workplaces, schools, and churches should be environments that seek to promote safety, learning, and opportunities for all members.

2.1.4   Community-level impacts

Communities also feel the effects of sexual violence. Communities, defined as the relationships between individuals and organizations within a specified area (i.e. neighborhoods), may feel fear, anger, or confusion in response to sexual violence in their community. Not only does sexual violence instill these feelings, but communities left to make sense of the traumatic circumstances are often divided; one camp feeling outrage and one camp denying that the allegations are true (NSVRC, 2018). In this way, community life is put on hold, and the community is often split into two sub-communities that resent the other side (NSVRC, 2018). What is more, communities are burdened with additional costs such as helping cover medical services, criminal justice costs, crisis and mental health service expenses, and the lost contributions of individuals affected by the violence (NSVRC, 2018). All forms of violence have the potential to increase when a culture of disrespect has become the norm. When communities fail to recognize sexual violence, rape culture is reinforced as the status quo. This compounds the challenge of meeting sexual violence experiences with innovation, problem-solving, and resiliency-building.

The intersection of sexual violence and race, gender identity, and class brings to light how some communities are impacted more by sexual violence than others. Communities of color, LGBT communities, and communities in low-resource settings are at higher risk of experiencing sexual violence, and also often face more barriers when dealing with the aftermath of the violence. Kimberle Crenshaw has explained these barriers as being reinforced through "the imposition of one burden interacting with pre-existing vulnerabilities to create yet another dimension of disempowerment" (Crenshaw, 1991).

2.1.5 Policy-level impacts

The last tier of the socioeconomic model, the policy-level, undergirds the rest of the model; dictating rules, norms, and the circumstances of how judicial processes unfold. In the past several decades, rule-makers have enacted a number of sexual violence policies in response to instances of sexual violence in different settings. Table 2 outlines some of the major acts, federal task forces, and guidance documents that have set system-wide standards of how to respond to sexual violence. Sexual violence impacts the policy level as it stirs advocates and policy-makers to respond to the systemic nature of sexual violence through policy. This work occupies time, money, and resources in order for advocates to engage with the legal system to enact policy change.

Institutional betrayal is another example of how sexual violence, and the systemic factors that cause it, impact policy-level decision making. Institutional betrayal in university settings is when a university deliberately, or unknowingly, causes harm to someone who depends on that institution to keep them safe (Smith, & Freyd, 2013). Historically, institutions have discouraged reporting sexual violence, made reporting difficult, delayed adjudication when high profile athletes are involved, and worked to cover up allegations of sexual violence in order to maintain a marketable image to potential students as well as to maintain profitable sports program status (Karjane, Fisher, and Cullen, 2002). The American Association of University Women (AAUW) found that three-fourths of nearly 4,000 main campuses of universities reported that they did not have any incidents of sexual assault or rape as part of the required Annual Safety Report (AAUW, 2015). The AAUW report suggests that some of these universities have created appropriate systems, training, education and accurate reporting processes, but that most have not (AAUW, 2015). When instances of sexual violence occur, university employees are charged

with a decision to employ appropriate action guided by Title IX, or to choose to favor the university's image through creating difficult reporting processes, delaying adjudication, and other ways of manipulating policies to favor self-interest (Stader & Williams-Cunningham, 2017). It is through examples such as these that the importance of monitoring and enforcing policies comes to light; without effective enforcement and monitoring of policy, altering norms on an institutional level will not change when a policy is altered.

Table 2 Policies related to sexual violence prevention and response (1990-2017)

Policy	Year passed	Details
Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (U.S.C §1092(f))	1990	Requires all federally-funded institutions of higher education (IHEs) to collect and publicize crime data (which includes numbers of attempted/completed rapes) in an annual report (Bowles, Tsantir, & Powers, n.d.)
The Violence Against Women Act (VAWA; 42 U.S.C. § 13701-14040)	1994	Mandates that improvements are made to how criminal justice systems respond to domestic violence ("Violence," 2013)
The Campus SaVE Act	2013	Added several provisions to the existing Clery Act which mandates that universities: • educate student body about domestic violence prevention/response • promote understanding of how to report on-campus sexual violence • ensure protection from retaliation for survivors who report incidents of sexual violence • post publicly the evidentiary standard used in campus sexual assault disciplinary hearings (Griffin, Pelletier, Griffin, & Sloan, 2016)
White House Task Force to Protect Students from Sexual Assault (2017a and 2017b)	2014	Gathered together the experts in the field of sexual violence prevention and response to set specific recommendations on how to prevent/respond to sexual assault on college campuses ("White House," 2017) Created and distributed a resource guide for university leaders about how to prevent sexual violence on campuses ("White House," 2017)

Table 2 Continued

Title IX of the Educational Amendments (1972) Guidance Document, a.k.a. the "Dear Colleague" Letter (DCL)	2011 & 2014	Widened the scope of Title IX protections to include sexual harassment ("Dear Colleague," 2011) Provided assistance to campuses to identify how to improve prevention/response to sexual violence ("Dear Colleague," 2011) Specified that sexual violence, which includes sexual assault, stalking, and intimate partner violence, creates a hostile educational environment based on gender. Thus, sexual violence hinders a student's right to an education. IHE's are responsible to make every effort to prevent/respond quickly and equitably to sexual violence on campuses ("Dear Colleague," 2011)
Title IX of the Educational Amendments (1972) Guidance Document	2015	Released by the Office of Civil Rights (OCR) to make clear the reporting processes for incidents of sexual assault on campuses as well as best practices for campus adjudication of sexual assault crimes ("Overview," n.d.)
Memorandum (rescinding previous guidance letters)	2017	Indicated that the administration was going to prioritize a review of campus sexual assault and develop a new guidance ("Policy," 2018) Expressed that past OCR guidance documents promoted campus processes that were either unclear, contradictory, or that lacked due process for those accused of sexual assault ("Policy," 2018)
Q&A on Campus Sexual Misconduct	2017	Supplements the above memorandum ("Policy," 2018) Offers campuses more leeway of how and when they investigate complaints of sexual assault what standards should be used to determine whether a student is responsible for sexual misconduct (Moylan & Hammock 2019)

3.0   Methods

Considering the beforementioned impacts of sexual violence on the various levels of society, it is imperative to support actions that prevents sexual violence. Evaluating current prevention programs is one way of supporting this work as it gives sexual violence preventionists information about the strengths of their work along with feedback on ways it could be improved upon.   The following section details the process evaluation I conducted for PAAR's prevention tool, the Community Readiness Assessment Model.

3.1   Adapting Cram From a College to a Community Perspective

Through my practicum work with PAAR, I worked to adapt the existing CRAM interview guide to fit a community perspective. The original CRAM document, created by the Pennsylvania Coalition Against Rape (PCAR) and Sharon Wasco, PhD, used language that explored how college campuses and systems function and how sexual violence prevention was fitting into those processes. Adapting the CRAM guide involved editing the phrases of the interview guide to be appropriate for community settings (i.e. community centers, middle and high schools, family support centers, etc.) without changing the meaning of the questions. Since the questions were linked closely to an evidence-based rating scale, it was imperative to not change the questions too much while also trying to make the adapted interview guide a useful

tool. Sharon Wasco, PhD, and the PAAR Prevention Department provided useful feedback and guidance as I adapted the CRAM interview guide. As PAAR's Prevention Department conducted community readiness assessments with local high schools using the adapted interview guide, I designed a process evaluation to provide insight on if the adapted guide was working as intended. The following table (Table 3) outlines the process activities, and if the activities were completed with both schools that PAAR has worked with in this review. Overall, the goal of the CRAM tool is to begin the process of shifting leadership in sexual violence prevention from PAAR to the community partners. CRAM serves as a launching point to start a dialogue between PAAR and community partners, to begin programming, and to initiate the transfer of prevention leadership from PAAR to the school communities.

Table 3 CRAM process activity completion throughout PAAR implementation

CRAM Process Activities	Activity completed at School 1	Activity completed at School 2
8-10 individuals across a cross-section of the community are selected (students, parents, faculty, staff, administrators) to participate in the CRAM interview	✔	✔
Individuals are interviewed by two staff who are taking notes to record participant feedback	✔	✔
Staff reviews the interview notes independently and rates those interviews	✔	✔
Staff will compare rating sheets and come to consensus for each interview, then will combine all scores for a community readiness score	✔	✔
Community readiness score is mapped to strategies for improving scores over time, and is shared back with the community partners	✔	✔

3.2   Evaluation to Understand Utility of Cram

To develop a better understanding of the utility of the adapted CRAM interview guide, I based the evaluation design on the CRAM logic model, from the original, college-focused design (Figure 2).

I then used one of the logic model's level 1 aims, assessing campus readiness, to inform a process evaluation, altering the language to reflect the adapted CRAM interview guide for communities. In order to evaluate the utility of CRAM as a tool to "assess community readiness," I interviewed the PAAR staff and community partners who were involved in the CRAM interviews, using an exit interview of my own design (see Appendix A and B). By interviewing those involved in the CRAM interview process, I was able to better understand if the adapted CRAM interview tool allowed PAAR to effectively assess the community's readiness in sexual violence prevention programming.
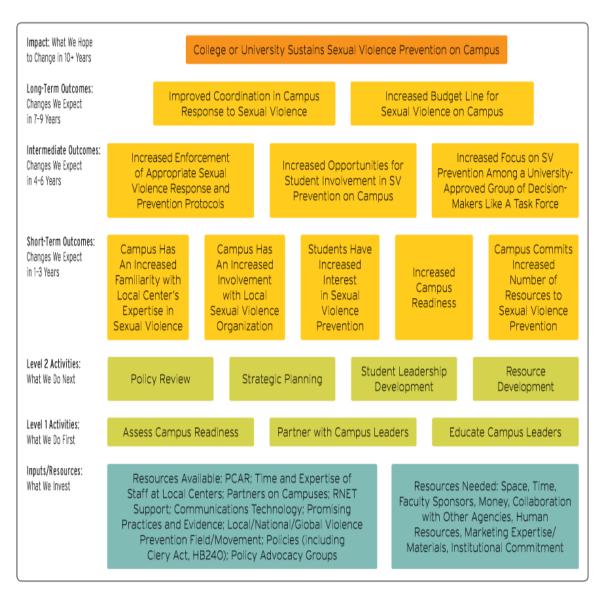
Figure 2 Logic model for the campus readiness approach to preventing sexual violence

(Wasco, 2012)

3.2 Evaluating Interview Guide in Practice

3.2.1 Methodology

A brief exit interview was conducted with the community partner interviewees (see Appendix A) and a separate interview with the PAAR interviewers (see Appendix B). Analyzing these exit interviews provide insight on the utility of the adapted CRAM interview guide in assessing the community's readiness to implement sexual violence prevention programs. I interviewed five PAAR staff-members (all of whom had interviewed community partners with the CRAM interview guide) and six community partners (an administrator and a counselor from one Pittsburgh charter school, and four teachers from a Pittsburgh public school). Each of these interviews were conducted in person and recorded with verbal consent from the participant. Exit interviews with community partners occurred immediately after their CRAM interview and exit interviews with PAAR staff members occurred one to two weeks after the CRAM interview. I was responsible for recruiting the participants, interviewing participants, transcribing and coding the interviews, and analyzing the interview data.

3.2.2 Analysis

To analyze the results, I used an inductive approach to Braun and Clarke's (2006) method of thematic analysis. Utilizing an inductive approach allowed me to code the data without having to sort the codes into a pre-established coding frame, which was advantageous in capturing a fuller picture of the participants' feedback (Patton, 1990). Braun and Clarke's steps involved familiarizing myself with the transcripts, generating initial codes, searching for themes,

reviewing potential themes, defining and naming themes, and reporting on the findings (Braun & Clarke, 2006). Braun and Clarke's thematic analysis method does not exist within a pre-existing theoretical framework but rather is a tool that is used within different theoretical frameworks (Braun & Clarke, 2006). Here, thematic analysis is used with phenomenological theory as its underpinning to better understand how PAAR staff and community partners experienced the CRAM interviews (Englander, 2012).

Through this 6-step method, driven by phenomenological theory, I was able to systematically identify and organize collective insights from the interviews and offer overarching themes that could be useful to inform future practice (Englander, 2012)(Braun & Clarke, 2006). Once themes were named and defined, I compiled the themes into a table and presented the results to PAAR's staff. These results may help inform PAAR's future implementation of CRAM but also add to the body of knowledge of conducting community partner assessments in the sexual violence prevention field using qualitative interviews and thematic analysis.

4.0   Results

Throughout this discussion about the interviews, the following will denote an excerpt given by a community partner: CP1, CP2, CP3, CP4, CP5, and CP6. Similarly, P1, P2, P3, P4, and P5, will be used in place of names to indicate a quote from a PAAR staff member.

4.1   Community Partner (Interviewee) Interviews

Three themes were identified from the community partner interviews that address the aim of exploring the utility of the CRAM interview process : the interview design was unfit for the community, the interview questions were confusing, and that the interviewees felt comfortable during the interview (see Table 4).

4.1.1   Interview design unfit for community

Interviewees expressed, in different ways, that the CRAM interview design was not fit for their school community. Half of the interviewees (3/6) expressed wanting questions that assessed the staff's knowledge about sexual harassment (coded as "gauging knowledge," see Table 4). One interviewee offered,

…maybe "do we know what sexual harassment is?" could be the first question, or something that could kind of to get different takes at what we think it is, because I don't think we're all aware, and I can honestly say, I sometimes I don't know the difference, and I think it's because I'm not informed too, too much about it, I've just seen what's on the news, or if I'm you know reading an article or trying to figure out something in that moment because someone has told me something. (CP2)

A different community partner (CP3) suggested something similar but emphasized that the question should focus on if the interviewee had witnessed sexual violence in the school as well as how they responded. Both CP2 and CP3 shared that they felt these questions could help the interviewer gauge "where the [interviewee] is coming from" as well as understanding the perspective and knowledge that staff at the school have about sexual violence.

Half of the interviewees also expressed wanting to know what to expect from the CRAM interview beforehand and/or wanting to know what the next step would be after the interviews were finished (coded as "partnership expectations," see Table 4). Several community partners shared that they did not know what the interview was going to be like, which made parts of the interview surprising. Because of this, interviewees developed misconceptions of what actions would result from the interviews. CP4 shared the following:

So I am really curious what is going to come of these questions…because in my head I think, "Oh, sexual harassment, we're going to have a discussion about, 'here are the things you can and can't say, here are the things you should and shouldn't say, if you witness do this, if you hear of do this,'" and I'm questioning if that's actually what we are going to now get after they call and go through and sort of put their results together, I'm curious, yeah. (CP4)

24

Later in the interview, CP4 shares another insight about wanting to be more informed about the CRAM process:

> CP4: Now what does it look like, after you take all of our interviews and get all of your information, here are next steps, we present to your principal then he presents to you and then we come back. Like I would like to know that. Because right now it feels very up in the air, that they're going to come back, they will present to [administrator], [administrator] will give us some table with percentages and results, we'll him and haw about it…

> I: And then you move on with life.

> CP4: Yeah, yeah, and it feels like it's an important issue that you should not just move on. But I'm not sure what the process is.

One-third of the interviewees (2/6) would have preferred PAAR to have given them an idea of the interview topics in advance in order to prepare for the interview (coded as "prepare," see Table 4). CP2 shared that they were not fully aware of what the interview was or what to expect until PAAR was interviewing them. Another community partner (CP4) agreed that the interview did not align with his expectations, sharing that he thought there would be more personal questions, and that, he "was a little bit surprised at the sanitary manner in which the program is presented."

Interestingly, one-third of the interviewees mentioned that they felt the interview was unfit for their school community because they see a school as made up of three distinct sub-communities: teachers/staff, students, and parents (coded as "subcommunities," see Table 4). In this way, the questions were difficult to answer because the interviewees felt that they would

25

have answered differently for each of these sub-communities. One community partner, CP1, shared that, "I don't know if we are going to get an accurate result, again because we all are trying to blend student, staff, and parent ideals into one community." Later in the interview she expressed that,

> I don't think it would be a bad idea to have a second questionnaire…that is more specific to the organization. Just because, like I said, I felt kind of awkward sometimes making judgments when I'm comparing three different groups of people that I know are all in different places. Like you could give the students their own score, our staff their own score, and our parents their own score, and it's going to be very different. (CP1)

CP1 also mentions the complexity of treating one of these subgroups as their own community because of intersecting factors that influence an individual's perspective:

> CP: …working with parents who, also, like we have some really young parents, and we have some really old parents, and they can be on totally different places, and then depending on what religion says, and then you add that piece-
>
> I: -yeah you add that layer on-
>
> CP: -and everyone has their own opinion on what is and isn't appropriate, what should and shouldn't be let go.

CP6 also speaks to this challenge through suggesting that a delineation should be made between student and staff, especially with the questions where interviewees were asked to answer a series of questions with, "most people in your community know, most people in your community don't know, some people in your community know."

Lastly, one-third of those interviewed felt that the interview was too long. One interviewee (CP2) suggested that a 20-minute interview, versus the current CRAM interview which takes about an hour, would have been a better design (coded as "too long," see Table 4).

4.1.2 Confusing questions

The next theme surfacing from the process evaluation was that the CRAM interview questions were unclear at times. Half of the interviewees (3/6) mentioned that the interview questions seemed redundant (coded as "repetitive," see Table 4). One community partner (CP6) described the questions as such, "I do feel like some of the questions were kind of repetitive, which is fine, but sometimes I felt like, I don't know, I was saying the same thing over and over again" (CP6).

One-third of the interviewees (2/6) mentioned that they felt that the questions did not apply to their school because their school is just beginning to think about sexual violence prevention work (coded as "did not apply," see Table 3). This left the interviewees unable to answer large chunks of the interview that pertained to prevention activities within their community.

One-third of the interviewees also expressed that they did not know how other members of the school staff are involved in sexual violence prevention, which made answering some of the questions difficult as well (coded as "not informed enough," see Table 3). Below are a few responses that illustrate this point:

> I was just, cause there's a lot of things I don't know. I just think that was just the
>
> basic of it, the basis. That's where I probably fell apart. (CP2)

…where we are trying to know as much as we can about our entire school and then so it's like ughh, we don't know that, or do some people know and I don't and so you kind of start comparing yourself to others, too. (CP2)

I-I think the only thing is there's some questions that you don't know how to answer, especially if we are just starting like this program, a lot of things like it's hard a lot of questions I was just like, "I don't really know." (CP6)

Lastly, one-third of the interviewees felt that the questions were too long (coded as "long questions," see Table 4).   Many of the interview guide's questions had multiple parts. One community partner shared that this left them feeling that they were "not quite sure what [the questions] were getting at" (CP6).

4.1.3   Felt comfortable during interview

The last theme surfacing from the community partner interviews was about how the interviewees felt during the interview. Five out of the six (83.3%) of the interviewees explicitly stated that they felt comfortable during the interview (coded as "comfortable," see Table 4). Community partners described feeling relaxed despite not knowing what to expect, as well as feeling that they felt comfortable sharing the information. Community partners also described the interview process by saying, "I didn't feel as though there was a lot of pressure involved, I, you know, that persuaded me to be honest about it" (CP3).

Interviewees (3/6) elaborated that they felt more comfortable because of how the PAAR interviewer reworded the questions (coded as "rewording questions," see Table 4). The excerpts below describe this connection in further detail:

28

Like the questions were like, um, sometimes long, but he did a good job of breaking it down and how they explained if I didn't understand something, I did like that aspect. (CP2)

And yes just like I said they were awesome at breaking anything down so I could understand, so. Yah I was comfortable, I can't say it was a bad experience. (CP2)

I think the wording on some of them needed clarification, and I just simply asked, but I think he did a very good job of rephrasing. (CP3)

Yeah, I felt so, I appreciated that [interviewer] was always willing to clarify the question, because sometimes the questions had multiple parts, and so sometimes I wasn't quite sure what they were getting at, and again, did it refer to just staff just students, so I appreciated that he was willing to kind of rephrase it, or think about it a different way. (CP6)

Overall, the interviewees described the interviewers as being helpful at mediating the trickier aspects of the CRAM interview.

Table 4 Community partner interviewee codes and descriptions

	33% or more	
	# of interviewees who expressed code	% of interviewees who expressed code
Interview design unfit for community		
Gauging knowledge	3	50.0%
Prepare	2	33.3%
Sub-communities	2	33.3%
Partnership expectations	3	50.0%
Too long	2	33.3%
Confusing questions		
Did not apply	2	33.3%
Long Questions	2	33.3%
Not informed enough	2	33.3%
Repetitive	3	50.0%
Feelings about interview		
Comfortable	5	83.3%
Rewording questions	3	50.0%

4.2   PAAR Staff (Interviewer) Interviews

Three themes were identified from the PAAR staff interviews, as well, which investigated the utility of the CRAM process from the interviewer's perspective: more preparation was needed for the interviews, the interview questions were challenging, and that there were positive aspects of the interview process that should be retained (Table 5).

4.1.4   More preparation needed for interviews

The first concept describing the theme of "more preparation needed for the interviews" was the idea of better preparing the interviewee for the interview experience (coded as "interviewee unprepared," see Table 5). Two out of the five (40%) PAAR staff mentioned that this was important. One staff person expressed that it would be helpful to explain to the

community partner what they could expect before the day of the interview. This would allow the interviewee a chance to prepare for the interview as well as to know the purpose of the CRAM interviews overall. In response to the question, "what could make the interview process better, smoother, or able to help us get a better understanding of the dimensions?" one PAAR staff person shared the following:

> Maybe if people had an expectation of not really what's happening but…maybe allowing them to know what kind of questions are coming…so they feel more comfortable with that…like people don't think about this up front, so I feel like there should be some sort of preparation for them to be interviewed if that makes sense? Like, so why would I know walking in…I feel like there has to be some sort of preparation of the people, to get an actual sense of what you're doing because on the spot people are not gonna remember all the stuff that you do, they don't really know, so I wonder if it's not like an interview base but if it's like a writing base sometimes and people just sort of answer it as honest they can but it has some kind of preparation up front, I don't know, I don't know what that looks like or how it feels, but okay that's all I have to say. (P3)

This staff person touched on allowing the interviewees to know what types of questions are involved, framing the interview for interviewees ahead of time so they know what they are walking into, giving the interviewees a sense of what PAAR is doing with the interviews, and potentially having a writing-based way to of delivering the questions instead of an interview. This staff person also expressed preparing interviewees as a way to communicate the value of the CRAM interviews. He shared that, "I don't think people know what they are walking into, so I don't think that they believe the questions are valuable, but I think they are if you look at what

we are really trying to ask" (P3). Another PAAR staff person also responded to the question, "what do you think would make the interview better, smoother, or able to give us a better understanding of the dimensions?" with a comment about preparing the interviewee:

> Probably us as interviewers just being prepared on, and maybe or maybe that's not true, just prepping the folks we are questioning on the purpose of what we're doing here, just so they know that it's not a grade or it's not this isn't the final answer, you're not going to make your school look bad, that this is part of the process to help us, I think that, that should be kind of emphasized at the beginning. (P2)

In addition to preparing the interviewee for the interview, PAAR staff also touched on the idea of better timing (coded as "timing," see Table 5). Interviewees expressed that more intentionality in timing should take place, both in the context of scheduling interviews as well as making sure all interviewed community partners are given results in a timely fashion. Below are excerpts that highlight this code:

> Just always make sure the results get back to the entity, in a in a timely fashion, so they know they just didn't do an exercise in futility, and what the follow up would be. Because I think one or two of the folks did mention that, "what happens after this?" So, it's important to always get back with the school or the district or the community, or whoever it is, in a timely fashion. (P2)

The last code that points to the theme of needing more preparation for the interviews, is the code "interviewee choice critique" (see Table 5). Two out of the five PAAR staff members (40%) expressed sentiments that were related to being more intentional about who PAAR chooses to interview from the community. One staff person shared that:

32

I also felt like the selection of the parents, that we need to give a little more

guidance on how to select the people. I think that we are so happy that they were

doing it at all we were like "great" and really trusting them to know who to select,

but I think that one of the things that the parents, like the parents that I

interviewed, had such little experience with the school, she, that I don't know how

valuable her opinion was. (P3)

This staff member highlights the drawback of interviewing someone who did not have a strong

awareness of the school. Another staff member described the high priority that PAAR should be

giving to recruiting students for the CRAM interviews:

One thing that I think is vital for this experience, is having at least two students

do it, cause I know at [school] we did almost all teachers with the exception of

two administration/staff, so that is a very limited view, you need the other side,

you need the participants, the people who are in the school environment every

single day to have that, because like, for the ones you don't, you are missing an

entire segment of the population. Which like, interviewing/evaluation-wise is

not that, not ideal. So, making sure that kids are involved and having a voice in

this, too, because they are being just as affected as the adults are, so they should

have a seat at the table, too. (P6)

4.1.5   Interview questions were challenging

The next concept that came out of the interviews with PAAR staff was that the CRAM

interview questions were unclear (coded as "unclear," see Table 5). The message that the PAAR

staff conveyed (2/5 or 40% of PAAR staff) was that the questions should either be edited or replaced to provide more clarity for interviewees.

Additionally, PAAR staff described that more questions related to the interviewee's understanding of sexual violence, or experience with sexual violence complaints, should be included. One staff person suggested that asking the interviewee if they ever had to deal with a sexual violence complaint, and how that was handled, could be helpful in warming-up the interviewee for the CRAM interview questions (coded as "more interviewee perspective," see Table 5). Two out of the five PAAR staff members stated perspectives that related to this code (40%).

Another factor that made the CRAM questions challenging was that many interviewees were too disconnected from knowledge of what is happening at the school to be able to answer accurately (coded as "interviewee did not know," see Table 5). Every PAAR staff person (5/5)(100%) mentioned that this was a challenge. The PAAR interviewers mentioned having to adapt the questions or skip them in order to accommodate where the interviewee was coming from and what they knew (P1 & P2). One of the PAAR interviewers described how this disconnect from certain knowledge affected the CRAM interview results:

> …sometimes too they would say that "this is all that I know, I'm not sure what
>
> goes on in the rest of the school," because they were siloed within their own little
>
> area, I guess, so they weren't sure what goes on in the rest of the school. So that
>
> might have tainted some of the results. (P2)

A few interviewers mentioned adapting when their interviewee did not know the answers to certain questions. Interviewers expressed that interviewees were becoming frustrated perhaps or disconcerted by not knowing the answers to certain questions:

…there's the section and it's like towards the end, really when they start to ask

about funding streams, and like stuff like that, people kind of…there's a string of

questions that like a lot of people don't know so I found that sometimes when we

do it that when we get to a couple consecutive "I don't knows" that people get a

little bit like "uhhh what am I doing here." (P5)

Two out of the five PAAR staff persons (40%) mentioned that they observed the

interviewee acting hesitant to answer the questions (coded as "interviewee hesitant," see Table

5). One interviewer said they thought that this was due to the community partner being unsure of

how to answer the question, but also because "they were afraid to say, or they prefaced their

remarks with, 'this might make us look bad'" (P2). Another PAAR staff person shared about

how the context of the interview could be contributing to why the interviewees were hesitant to

answer certain questions:

…you're asking them questions in a really interview-y, look-like you are being

interviewed by a job panel, and I think people are really guarded too because

when you talk about the experience at the school, people want to make sure that

they put their school, which they love, in a positive light while balancing the

honesty that they think has to happen. So, I think rapport is hard. I don't think we

really develop rapport in that situation, I think we just make the space as

comfortable as we can to hope that people are honest. (P3)

As has been mentioned previously, the PAAR interviewers described adapting the CRAM

questions or their interview style in order to make the interview more fitting for the interviewees

(coded as "interviewer adapted," see Table 4). Three out of the five (60%) interviewers shared

thoughts related to having to adapt. One PAAR staff member shared that interviewers need to

start with an understanding of "realiz[ing] how clunky some of the words still are no matter how you do it" (P3). A different interviewer brought up points about interviewer skills that can help the interviewee feel more comfortable sharing, as well as drawbacks about the interview in general:

> If the person didn't get it or you know they're kind of confused, if you are kind of adding a little bit more to the question than what's there, then you can help get at it…even just simple things like you said this, can you tell me a little bit more about that, or you know what does that mean, or even just ooh that sounds interesting, you know that kind of thing, just to get them to tell me a little bit more …but I think again sometimes the questions can be a little ambiguous and you're not really getting at things you would want to get at. (P4)

4.2.3   Positive Aspects of the Interview Process

The PAAR staff also describe aspects of the CRAM interviews that they felt good about, or felt were positive to the process (2/5)(40%). The interview process overall was described as "easy," "flow[ing] pretty well," "pretty streamlined," and that the questions weren't "too invasive" (coded as "easy," see Table 5). Several of the interviewers also gave positive feedback on conducting the interviews as a group (coded as "group effort positive," see Table 5), expressing appreciation for having colleagues alongside them through the process. One interviewer said that, "I thought it was a very positive experience because I did have my colleagues with me, I like the group effort with it" (P1). Additionally, a different staff person

mentioned that having a second interviewer around helped take away the "pressure to take notes" since a second person could catch anything the first person might have missed.

Lastly, the PAAR staff (3/5)(60%) mentioned that they felt that the questions were structured in a way that "got at" each of the dimensions and allowed the interviewees to fully share (coded as "appropriate questions," see Table 5).

Table 5 PAAR interviewer codes and descriptions

	33% or more	
	# of interviewers who expressed code	% of interviewers who expressed code
More preparation for interview		
Interviewee unprepared	2	40.0%
Timing	2	40.0%
Interviewee choice critique	2	40.0%
Interview questions challenging		
Unclear	4	80.0%
More interviewee perspective	2	40.0%
Interviewee did not know	5	100.0%
Interviewee hesitant	2	40.0%
Interviewer adapted	3	60.0%
Positive aspects of process		
Easy	2	40.0%
Group effort positive	2	40.0%
Appropriate questions	3	60.0%

5.0   Discussion

Throughout this process evaluation, themes rose out of the PAAR staff interviews as well as the community partner interviews. The PAAR staff themes that surfaced were that of needing more preparation for the interview (in context of preparing the interviewees), that the interview questions were challenging, and that there were positive aspects of the process. The community partner interviews elicited the themes that the interview design was unfit for the community, that the questions were confusing, but that they felt comfortable during the interview. Between these two sets of interviews, meaningful over-arching themes are apparent. These themes are discussed below as well as the implications for future application.

5.1   Discussion of Findings

The premise behind qualitative coding and thematic analysis relies on ideas, opinions, and insights that are recurrently brought up by different parties. In this way, when different sources share similar insights, important facets of the research subject are brought to light. Not only did different participants share similar feedback throughout the interview process in this evaluation, but similar themes began emerging between the two interview groups (between the community partner interviewees and the PAAR staff interviewers). This tells more about how,

and if, the CRAM tool was achieving its intended purpose of assessing community readiness for sexual violence prevention.

The overarching themes between the two sets of interviews are as follows: the interview design is unfit for the communities, the questions are challenging, and that the PAAR staff were gifted interviewers, able to mediate some of the interview challenges with their approach.

5.1.1 Interview design unfit for communities

Both PAAR staff and community partner interviewers shared that they felt that the interview design might have been unfit for the high school communities. Between the two sets of interviews, similar ideas arose, albeit from different perspectives. The following table highlights the similar concepts that came out of each set of interviews (see Table 6).

Table 6 PAAR interview codes and community partner codes that reflect the shared theme, "interview design unfit for community"

Definition of PAAR staff code	PAAR staff code	Community partner code	Definition of community partner code
Interviewer said it would be helpful to prepare the interviewee more on what to expect at the beginning, giving them a chance to be prepared for the interview	Interviewee unprepared	Prepare	Interviewee would have liked to be given an idea of the interview topics in advance so they could feel more prepared for the interview
Make sure that the interview process timeline is performed intentionally to best involve community partners (i.e. results given to community partners in timely fashion, timeframe of interview is adequate to not rush community partner, etc.)	Timing	Partnership expectations	Interviewee expressed wanting to know ahead of time what to expect from PAAR and/or what to expect to happen after the interviews are conducted
Interviewer expressed importance of including members from all perspectives of the school community who could contribute meaningful information (i.e. students, staff, parents)	Interviewee choice	Sub-communities	Interviewee described how sub-communities within the school community all operate differently (i.e. parents, students, staff, etc.), which made answering questions about the school community difficult because interviewee had to answer it separately about each sub-community
Interviewer expressed that it would be helpful to ask the interviewee of their experiences with sexual violence complaints	More interviewee perspective	Gauging knowledge	Interviewee requests more questions about staff knowledge about sexual harassment or personal experiences of handling sexual violence complaints within the school

By identifying the parallel codes between the two sets of interviews, a deeper understanding of the CRAM tool emerges. Identifying these codes is also helpful in understanding which aspects of the CRAM process could be adjusted to bring the tool in closer alignment with its intended purpose. Having both parties sharing overlapping ideas about the design of CRAM can inform adjustments to the tool that would improve the process from both the interviewer and interviewee perspective, ultimately allowing PAAR to better assess community readiness.

5.1.2   Questions are confusing

A central theme to these interviews was that the CRAM interview questions were confusing. The PAAR staff and community partners described how the questions were confusing, but in various ways. Table 7 shows the overlapping sentiments that both PAAR staff and community partners shared in regard to the CRAM questions.

Table 7 PAAR interviewer codes and community partner codes that reflect the shared theme, "confusing questions"

Definition of PAAR staff code	PAAR staff code	Community partner code	Definition of community partner code
Either edit existing questions or replace them to provide more direct and clear questions for interviewees	Unclear	Long questions	Questions were difficult to answer because they were too long or had multiple parts, which made the questions confusing
Many interviewees were too disconnected from the knowledge to be able to answer the question	Interviewee did not know	Not informed enough	Interviewee expressed not having enough understanding of what different members of the school staff may or may not be doing as far as sexual violence prevention work

Here, both PAAR staff and the community partners mentioned that the existing questions were difficult to answer because they were too long/had multiple parts. PAAR staff suggest editing or replacing the questions to add clarity. Additionally, the idea that the interviewees were not informed enough about what is going on in the greater community to accurately answer the questions was present in both sets of interviews.

5.1.3 Gifted interviewers

Lastly, both sets of interviews touched on how the PAAR interviewers were skillful at delivering the CRAM interview questions, which made the interviewees feel comfortable. Both sets of interviewers commented on the helpfulness of adapting the CRAM questions to make them clearer (see Table 8).

Table 8 PAAR interviewer codes and community partner codes that reflect the shared theme, "gifted interviewers"

Definition of PAAR staff code	PAAR staff code	Community partner code	Definition of community partner code
Interviewer felt that the process was easy OR that the felt at ease while conducting the interview	Easy	Comfortable	Interviewee felt comfortable while participating in the CRAM interview
Interviewer expressed adapting questions to make them easier to understand for the interviewee	Interviewer adapted	Rewording questions	Interviewee appreciated when PAAR interviewer reworded the question to make it more clear

It was evident from the interviews that the interviewer's confidence and ease at which they delivered the interviews made the community partners more comfortable.

5.2   Limitations of Thesis

A major limitation of this thesis is that the number of interviews was too small to allow for saturation when coding (i.e. new information was still being discovered with the last interview participants). Due to the time-intensive nature of interviews, transcription, and coding, paired with the fixed timeline of thesis work, this limitation was a challenge. Additionally, coding projects benefit from having more than one coder. Whereas having multiple coders allows for a more complete coding methodology, I was limited in my work by being the only person to code for this project. If PAAR was to repeat this process in the future, I would

recommend that the evaluation be performed throughout the year in order to conduct more interviews than this thesis timeline allowed, as well as to have at least two individuals working to create and analyze the codes. If more PAAR staff members and community partners would have been interviewed, additional codes and themes code have emerged, which would have provided different results. In this way, having more interviews for the process evaluation would help bring the qualitative coding results closer to the saturation necessary to have an accurate analysis.

Also of note, is that the community partner sample was unbalanced, meaning that the interviews at one school were conducted with an administrator and a counselor, and the interviews at the other school were conducted with four teachers. Perspectives could have changed if an even number of administrators, counselors, teachers, and students were sampled from both schools.

Another limitation to this thesis work, and with thematic analysis in general, is that it operates on the basis of code frequency. If one person brings up an important piece of information, but if they are the only one, this piece can get lost as less frequent codes have not been reported. This limitation could be mediated in the future with an increased sample size/if saturation is reached.

Another drawback is how qualitative interviews rely on respondents' capacity to correctly recall details about their experiences, thoughts, and feelings. Participants might not be able to accurately share about their experience in an interview setting due to feeling like they have to answer on the spot, misremembering facts and feelings, or not wanting to truthfully share a piece of information. One manifestation of this limitation has been described as the Hawthorne effect, the concept that when participants know that they are participating in research, that they

might be more likely to alter their behavior or responses (Franke, 1979). These factors all affect the accuracy of the research results.

Further, the nature of interviewing allows a power dynamic between the interviewer and interviewee, which could provoke interviewees to withhold their true beliefs. With the community partners, I was an outsider whom they associated with PAAR coming in to ask them questions about PAAR's tool, which could have swayed how the interviewees answered. With the PAAR staff, I was someone who was evaluating the work that they do, which also might have biased answers about the CRAM process.

Another major limitation here is objectivity bias. Because I was the one who adapted CRAM from its wording appropriate for colleges to wording for communities, I have seen the challenges with the tool inside and out. I also was present for the CRAM interviews with the community partners whom I interviewed for this evaluation. Both of these instances provide a personal bias about the utility of CRAM. No matter how much I believe I am mediating my personal viewpoints, the potential for bias is always present and thus, is a limitation.

Overall, the information collected through this process evaluation is useful in providing recommendations to PAAR staff to improve the CRAM tool. Understanding the limitations of this evaluation is critical in making informed adaptations to CRAM going forward.

5.3   Implications and Recommendations

The process evaluation of CRAM has shown the ways that it serves its intended function: to assess community partners' readiness in implementing sexual violence prevention programming. The evaluation also showed though the areas of CRAM that could be improved to

make it a more useful tool in assessing readiness. Below is an interpretation of what the thematic analysis suggests could be appropriate course of action to improve the CRAM process.

5.3.1   Recommendations based on community partner feedback

The themes from the community partner interviews were that "the interview design was unfit for the community," "confusing questions," and positive "feelings about the interview." The codes and themes from this analysis imply the following.

5.3.1.1 Interview design unfit for the community

Within this theme, the codes imply that there should be more questions in the interview related to gauging the knowledge the interviewee has about sexual violence, as well as their experiences with sexual violence complaints in the community. Feedback also suggests that interviewees should be more prepared on what to expect from the CRAM interviews, more specifically understanding what types of questions they should expect. Additionally, the interview questions should be reworded to acknowledge the presence of three distinct sub-communities within the school (i.e. students, parents, and school staff). Community partners expressed wanting to have a better idea of what to expect from the CRAM process as well, meaning information about the purpose of the CRAM interviews and what to expect from PAAR after the interviews have been conducted. Lastly, community partners voiced that the interview was too long and that they wished it was a shorter discussion.

5.3.1.2 Confusing questions

From this theme, the codes indicate that the questions were too long, and also too repetitive. Community partners shared that the multiple part questions were too confusing, which implies shortening the questions to make them clearer for the interviewees. Another implication here is that, since the questions did not apply to the schools because they were just beginning to implement sexual violence prevention programming with PAAR, inapplicable questions should be skipped or removed.

5.3.1.3 Feelings about the interview

Community partners shared how they were comfortable participating in the interview and that they appreciated how PAAR staff reworded the questions. The feedback here suggests that the interviewers should maintain their intentionality in making the interview comfortable and engaging for the interviewees, as well as continuing to reword or explain any questions that are unclear.

5.3.2   Recommendations based on PAAR staff feedback

Below are the implications of the thematic analysis of the PAAR staff interviews.

5.3.2.1 More preparation for interview

This theme encompasses the PAAR staff insights related to preparation and timing. PAAR staff suggest preparing the interviewees more on what to expect from the CRAM interview, both in framing its importance and purpose as well as sharing what topics will be discussed. Additionally, the staff mentioned how the interview timeline should be approached more intentionally: making sure to allow enough time for each interview so they do not feel

rushed as well as making sure that the community partners receive the results in a timely fashioned, being informed at every step of the CRAM process.

5.3.2.2 Interview questions challenging

The PAAR staff interviewers expressed that the CRAM questions were unclear, that they did not elicit interviewee perspective, that the interviewee did not know how to answer about their entire community at times, how the interviewee was hesitant, and how the interviewer adapted the questions at times to make them clearer. This feedback suggests that the CRAM questions should be reworked to make them clearer, and to take the burden of adapting questions during the interview off of the interviewers. Another recommendation is to ask the interviewee more questions about their personal perspective (i.e. what they know about sexual violence, their experience with any sexual violence complaints, etc.) to help "warm them up" for the interview and to acknowledge their perception of sexual violence within the school. Lastly, the PAAR interviewers mentioned that at times, the interviewees seemed hesitant to answer certain questions, perhaps due to not wanting to "make their school look bad." In this case, emphasizing the purpose of CRAM ahead of time could be helpful to mediate this fear (i.e. reiterating that CRAM is not a test or grade, that it is purely a way for PAAR to understand what is happening in the school to be able to be able to suggest helpful prevention methods).

5.3.2.3 Positive aspects of process

It is important here to highlight this theme as well. Although most of this process evaluation has discussed the ways to improve CRAM, the PAAR staff consistently expressed positive aspects of how CRAM was implemented. They imply that the staff should continue to work as a group when conducting the interviews. They felt the process was easy overall, and

that the questions were suitable to get at the information that PAAR needed to suggest

appropriate prevention programming. This feedback indicates that when making changes to

CRAM, that it is important to make sure the tool is easy to use and that the questions are still tied

to the dimensions laid out in the original CRAM document.

5.3.3   Recommendations based on feedback present in both sets of interviews

In the spirit of thematic analysis, the codes and themes that are most frequently brought

up by the interview participants are the ones that are highlighted. The insights shared by both

PAAR interviewers and community partners were to make the questions clearer, to acknowledge

that schools are made up of three distinct sub-communities (parents, students, staff), and to

choose interviewees that have a comprehensive understanding of what is going on in the school

community. Other shared insights were to prepare the interviewee more before the interview

with what to expect, to be intentional of informing the interviewees of what to expect next in the

CRAM process, and to gauge the interviewee's personal knowledge and perspective more

throughout the interview. Lastly, both sets of interviews stated how the process was easy and

comfortable. Going forward, this should be maintained to facilitate open and honest dialogue

throughout the CRAM interviews.

6.0   Conclusions

The process evaluation outlined in this thesis used feedback from community partner interviewees and PAAR staff interviewers to identify if CRAM met its intended purpose of assessing community readiness for sexual violence prevention. Community partners and PAAR staff were asked if CRAM's questions were clear, if the tool allowed community partners to adequately share about their community, and how they felt about the CRAM interview process in general. The thematic analysis detailed in this thesis suggests that changes to the CRAM document can be made to make it more fit in assessing community readiness. Going forward, this thesis can be an example of how qualitative interviews, coding, and thematic analysis can be used to evaluate prevention tools to best support the important work of ending sexual violence.

Appendix A Exit Survey Community Partner (Interviewee)

1) How did you feel about the interview? How did it go?

2) How was your experience with the interview questions (i.e. were they clear? Confusing?)?

3) Were there any questions you think we should have asked? Or any information you think would be helpful to share to help us better understand sexual violence prevention within your community?

4) How was your experience with the interviewer (i.e. comfortable, gave room to share completely, etc.)?

5) What could make the interview process better, smoother, or able to allow you to better share about your community?

Appendix B Exit Survey PAAR Staff (Interviewer)

1) How did you feel about the interview? How did it go?

2) How was your experience using the interview guide and the interview process in general (i.e. asking the questions while taking notes, report-building, etc.)?

3) Did the interview questions allow the interviewee to share helpful information about the following dimensions?
   - sexual violence prevention activities
   - knowledge the community has about sexual violence
   - community climate
   - support for community prevention efforts
   - community leadership

4) What could make the interview process better, smoother, or able to give us a better understanding of the dimensions?

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