

**Offices of the Dean of Student Life**  
**Health Promotion**  
**CLEAR Presentations Survey**  
**Fall 2017 – Spring 2018**

**Background**

According to its website, <https://studentlife.tamu.edu/>, the Offices of the Dean of Student Life (ODSL) “provide information, services, programs, and involvement opportunities that facilitate responsible life choices and promote awareness of students and of their community”. In 2018, within ODSL, the Health Promotion offices and the former office of CLEAR (Consensual Language, Education, Awareness and Relationships) merged under Health Promotions. With that merger, presentations offered through the office of CLEAR now fall under the guise of Interpersonal Violence Prevention Programs. In early fall 2017 the CLEAR staff contacted Student Life Studies to develop assessments that could measure presentation participants level of satisfaction with the various presentations and its facilitators. Per its website <https://studentlife.tamu.edu/clear/descriptions/> the Interpersonal Violence Prevention Programs presentations include *In their Shoes*, *Love the Way You Lie*, *Consent 101*, *Sexual Violence*, *Healthy Relationships*, *Dating Violence*, *Man/Lady Box*, *Stalking*, *Sexual Harassment*, and *Overview*. This is the first time that Health Promotions: Interpersonal Violence Prevention and Student Life Studies have worked together to assess the CLEAR presentations.

**Methods and Sample**

This survey was made using Teleform®, a survey design software that creates scannable forms and databases. Of the 16 questions on the survey, eight were quantitative, five were qualitative, and three were demographic. Data was analyzed using SPSS®, a statistical software package and Microsoft Excel®. Paper surveys were given to participants at the end of presentations held throughout the year (October 2017 through April 2018) and surveys from 25 presentations were returned to Student Life Studies for analysis. Six hundred and seventy-three paper surveys were distributed and completed for a 100% response rate.

**Results**

Results will be reported as means, standard deviations (sd), and frequency percentages for the number of people (n) who responded to the questions. For ease of reading, frequency percentages have been rounded to the nearest whole percent, so totals may not add up to exactly 100%. Tables are in descending frequency or mean order unless otherwise specified. Summary themes are contained in this report; the entire list of comments can be found in a separate document. The results in this report reflect the aggregated responses of all workshops; results based on presentation title can be found in a separate document.

Table 1 shows the presentations’ title selected by respondents during the workshops. Almost one-third of the surveys came from attendees who selected the “other” option instead any of the titles listed. The most frequently written in titles were CLEAR Overview, Man/Lady Box and Sexual Assault 101.

<b>Presentation Title</b>	<b>2017-2018 Frequency (n=429)</b>
Other	31%
Consent 101	30%
In Their Shoes	13%
CLEAR Presentation	11%
Love the Way You Lie	10%
Healthy Relationships	6%

Table 1: Presentations’ Title

The attendees were asked to provide the date of the workshop which can be found in the attached documents and their UIN. Table 2, provides the demographics retrieved from the student database, using each student's university identification number (UIN) that they provided in the survey. As seen in Table 2, the majority of students attending the programs were White, female, sophomore students and those enrolled in the College of Liberal Arts.

<b>2017-2018 Frequency</b>	
<b>Ethnicity/Race</b>	<b>n=589</b>
White	46%
Hispanic/Latinx of any race	38%
Asian	7%
Black/Multiracial with Black	6%
Multiracial excluding Black	3%
International	3%
American Indian	<1%
<b>Sex</b>	<b>n=589</b>
Female	60%
Male	40%
<b>Classification</b>	<b>n=589</b>
Sophomore	29%
Junior	26%
Freshman	22%
Senior	22%
Graduate student	2%
<b>College</b>	<b>n=589</b>
Liberal Arts	26%
Engineering	22%
Education	12%
Business	9%
Agriculture	7%
Veterinary Medicine	7%
Science	6%
General Studies	5%
Architecture	3%
Geosciences	1%
Qatar	1%
Public Health	1%
Bush School	<1%
Exchange	<1%

Table 2: Participant Demographics

On the survey, students were asked to provide their gender and self-report their classification. Fifty-nine percent (59%) reported themselves as female, 40% male, 1% transgender, 1% preferred not answer and 1% selected the option "I identify as (write in response)." Those written in responses included male, non-binary, and androgynous. The self-reported classifications were sophomore 33%, freshman 30%, junior 21% senior 15% and graduate student 2%.

Participants were asked to report their level of agreement with a series of statements regarding the presentation, the facilitator and the delivery method of the presentation. Table 3 shows that over 90% of respondents agreed or strongly agreed with all statements. However, respondents had a lower proportion of agreement that because of the presentation they were more knowledgeable about relevant resources both on and off campus.

<b>Statement</b>	<b>Strongly Agree (5)</b>	<b>Agree (4)</b>	<b>Neutral (3)</b>	<b>Disagree (2)</b>	<b>Strongly Disagree (1)</b>	<b>2017-2018 Mean (sd) [n]</b>
<b>The facilitator was knowledgeable about the topic.</b>	87%	12%	8%	<1%	<1%	4.85 (.45) [662]
<b>The facilitator was prepared for the presentation.</b>	87%	12%	1%	<1%	<1%	4.85 (.43) [664]
<b>The delivery method of this presentation was effective.</b>	80%	18%	1%	1%	<1%	4.77 (.51) [664]
<b>Overall, the presentation was beneficial.</b>	78%	19%	2%	1%	1%	4.72 (.60) [661]
<b>The information presented was sufficient for me to learn about the topic.</b>	70%	27%	2%	1%	1%	4.65 (.62) [664]
<b>The activities enhanced my understanding of the topic.</b>	69%	25%	5%	1%	1%	4.60 (.67) [664]
<b>As a result of the presentation, I am more knowledgeable about relevant resources available both on and off campus.</b>	60%	32%	7%	1%	1%	4.48 (.73) [664]

Table 3: Satisfaction

Participants were asked to report one new thing they learned from the presentation. Prevalent comments from participants of all presentations were about learning of resources available on campus. Those attending the CLEAR Overview presentation also indicated becoming aware of the description and meaning of Title IX, and the definition and age of consent. Those attending Consent 101 also spoke about learning the definition and age of consent, and that small actions by a bystander can work to prevent sexual assault. Consent 101 attendees also indicated learning about the three D's, and the involvement of alcohol in sexual assault.

Participants of the Healthy Relationships and In Their Shoes presentations said they learned abusive relationships might not always be easy to identify, that persons can seemingly do everything right and get into an abusive relationship, and that they can identify the red flags of abusive relationships. Those attending Love the Way You Lie wrote about learning the barriers to exiting abusive relationships, the function of gift giving and the four sages of abuse. Finally, attendees of the Man/Lady Box presentations wrote about learning the effects of gender norms and stereotypes, the statistics of sexual assault and that many insults directed at men involve the feminine.

When asked how they will apply what they learned from the presentation, commonly across the presentation topics students said they would be more aware of their surroundings and what others need, and intervene if they ascertain it to be necessary. Those who attended Consent 101 also often commented that they would make sure to clearly ask for and get consent during intimate interactions with others. Participants of the Healthy Relationships, In Their Shoes and Love the Way You Lie commented they would help others, look out for and identify the signs of abuse and more empathetically listen to others before giving advice with greater understanding of the barriers for leaving relationships. Quite a few of those who attended the Man/Lady Box indicated they would apply what they learned in mentoring relationships and think about the terminology they use before speaking.

Respondents were next asked how the presentations could be improved, and most comments were complimentary of the programs or included no suggestions for improvements. Some participants commented that more interaction with participants and activities would enhance the presentations. Others indicated more examples and real life scenarios followed by discussions would improve engagement of participants. Additional suggestions included adding more smart art, videos and three-dimensional visuals.

### **Conclusions and Recommendations**

The participants of the CLEAR presentations indicated they found them informative, and the facilitators knowledgeable and engaging. Attendees generally seemed satisfied with the programs and the resources provided surrounding the subjects. Some of the topics covered in the presentations seemed to be repetitive as participants learned the same information from different presentations. HP staff may want to review presentation content by title to see if this duplication is intentional in the design of the programs or if the redundancy should be eliminated.

As students' UIN were collected, HP staff may want to consider completing follow-up assessments to gauge whether students have been able to apply what they have learned in attending the various workshops. An electronic survey or focus group six months or a year after attendance, inquiring whether students have been able to apply concepts like the 3 D's or other interventions to sexual assault or if not, what barriers still exist. Information gained through follow-up assessments may inform the development of more in-depth programming, which can further meet the specific needs of Texas A&M University students.

HP's Interpersonal Violence Prevention educator and the other health education facilitators are encouraged to read all qualitative comments to gain a fuller understanding of the themes seen in this report. Health Promotions is also encouraged to share this report with relevant partners to improve the services provided.

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