📏 Who's Checking You In/Out?

👥 Public

Name of Assessment Project:	Who's Checking You In/Out?

Name(s) of Person(s) Responsible for Assessment Project:	Role
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Providing Department:	SARC
Other Units/Departments Involved in Assessment Project:	

Program, Service, or Event Related to Assessment Project

The Sexual Assault & Violence Prevention Resource Center (SARC) is the primary resource for education, information, crisis intervention and follow-up support regarding rape, sexual assault, relationship violence, and stalking for the UC San Diego student population.

SARC provides education to all UC San Diego students, with a focused concentration on delivering information to first year students (freshman and transfers). The starting point for much of SARC's outreach and education is the belief that this may be the first time that students have been on their own, away from their families, and making their own decisions. Understanding the dynamics of sexual assault, relationship violence, and stalking on a college campus play a critical role in determining what kind of outreach and education we provide to the UCSD community.

The Sexual Assault & Violence Prevention Resource Center (SARC) developed and implemented the cyberstalking & online safety program, "Who's Checking You In/Out?" during winter and spring 2013.

Working with student interns, SARC staff developed the face of the campaign program, Ollie Hoo, the Advice Owl. Students felt it would be important to have a regular presence online and the use of a wise owl figure that could "tweet" and post on a regular basis would be a great outreach tool to spread the word of the campaign in the cyber world. We had student staff develop the voice of Ollie Hoo and write questions to him asking for advice and then come up with responses that could be concise, witty, and informative. Ollie Hoo's responses became the overall campaign messages. The campaign messages focused on basic risk reductions strategies that keep students safe when they engage online. The campaign created sharable photos online, downloadable web buttons/badges, Monday Memes, Wednesday wisdoms, and Ollie tweeted about pop culture trends that resonated with the student population. A portion of the awarded budget was also used to create a YouTube Public Service Announcement that students accessed online.

The second portion of the program focused on in-person educational workshops that offer skill-building in the area of online safety and reputation preservation. SARC staff and student staff hosted 13 workshops over two quarters. Workshops were well attended, each averaging around 15

participants. These workshops offered students an interactive learning environment where they could self-assess their online activity and learn at least two strategies for improving their safety in the cyber world. The hands-on workshop walked students through online privacy settings in social network sites. The "Who's Checking You In/Out?" workshops also discussed the risks of sexting, posting questionable photos online, and how these activities can pose a risk to future employment opportunities. Finally, the workshop also reviewed how to identify relationship red flags that manifest in the cyber world and how to discuss online boundaries with a partner.

Assessment Project Description

This project aims to identify how do UCSD students engage with technology, what is their awareness of privacy, and what strategies are most effective in changing their behavior online. This project primarily focuses on assessing in-person "Who's Checking You In/Out?" workshops that were offered to UCSD students during Winter 2013 and Spring 2013.These workshops offered students an interactive learning environment where they could self-assess their online activity and learn at least two strategies for improving their safety in the cyber world. The hands-on workshop walked students through online privacy settings in social network sites. The "Who's Checking You In/Out?" workshops also discussed the risks of sexting, posting questionable photos online, and how these activities can pose a risk to future employment opportunities. Finally, the workshop also reviewed how to identify relationship red flags that manifest in the cyber world and how to discuss online boundaries with a partner. Workshop participants were asked to complete a survey at the end of the workshop. They were also encouraged to sign up for one reminder email from Ollie Hoo. This reminder email served as a follow-up to measure if behavior change occurred within 1 week of attending the workshop.

Unit/Program Specific Goals and Learning Outcomes

Program Learning Outcomes:
- Identify 2 strategies to enhance online privacy
- Identify & define cyberstalking
- Identify 1 campus resource for students affected by cyberstalking
- Acquire 2 online personal safety practices
- Ability to refer and support friends affected by experienced cyberstalking
- Assess & revise online profiles/behaviors to maintain employment marketability

Relationship to Student Affairs Learning Outcomes: Engage in a Healthy Lifestyle

Assessment Project Start: 7/1/2012

Assessment Project End: 6/30/2013

Population/Sample

Total # of Programs: **22** (13 workshops, 6 tabling events, 2 bulletin boards, 1 table tent campaign)

Total # of workshop participants: **236**

We received **116** survey responses for the in-person workshops, yielding a 49% response rate and a relatively good sample of students who participated in the workshop portion of the program.

Type of Assessment: Student learning outcomes and/or behavioral outcomes, Tracking

usage

Other Assessment Type(s):

Assessment Methods: Surveys, Participant Counter

Other Assessment Method(s):

Data Collection Tools

Tracking: We tracked the number of participants in all programs.

Surveys: For in-person workshops. The survey consisted of 6 questions to measure learning outcomes. Survey responses were entered manually into Baseline. The follow-up reminder survey was an emailed link from Baseline but did not yield a sufficient enough response.

Facebook analytics: Assessing usage and access to messages, materials, and products online is an excellent tool to measure the reach and virality the campaign. This enables us to track page views, likes, hashtags, shares of any messages posted through Facebook.

　　📄 Appendix B- Workshop Survey

　　📄 Appendix D

Data Analysis Methods

Baseline analytics
Facebook analytics

Presentation of Findings

Assessment results were presented in the form of a report to the project funding group: UCSD Parent Innovation Committee.

SARC also presented a poster on the project during the Spring 2013 All Student Affairs Staff Meeting poster.

The project results were shared with the Health & Well-being cluster for the annual cluster report.

Progress: ✔ 100%

Link Assessment Project in Campus Labs Baseline

Source Name	Project Name
Frequency Expanded	Who's Checking You In/Out Workshop
All project data	Who's Checking You In/Out Workshop
All project data	Who's Checking You In/Out? Follow Up Reminder

Summary of Findings

The following are highlights of the survey results.

Q3: What strategies have you *learned* to improve your overall safety online (short response)?
- 38% respondents learned to manage "privacy settings"
- 12% respondents learned to "delete inactive/old accounts"

Q4: After this workshop, I will *implement* the following online safety strategies (Check all that apply):
- 83% "Review my online profiles"
- 67% "Delete inactive accounts/profiles"
- 30% "Change shared passwords"
- 18% "Discuss online boundaries with my partner"

Q5: Please indicate your level of agreement with the following statement, "I can identify one campus resource for students concerned about cyberstalking or online behavior."
- 68% Strongly Agree
- 30 % Agree

Q6: Please indicate your level of agreement with the following statement, "I will share the information I learned today with people I know."
- 51% Strongly Agree
- 41% Agree

Using Facebook Analytics, we were able to measure the reach and virality of our online campaign. This feature enabled us to track page views, likes, and any shares of our messages on Facebook. A summary of the data is included below; however, a full detailed report of this data is attached (Appendix D).
- From Week 4 of Winter Qtr to Week 9 of Spring Qtr, Ollie Hoo had a total of **14,686** individual page views.
- Our "How-to Infographics" were the most popular with a total reach of **4,198** views
- Hoograms, 4 separate images featured as a part of Wednesday Wisdom series had more than **700** views.

Impact of Assessment

The popularity of Ollie Hoo and "Who's Checking you In/Out?" continues to grow. This workshop was one of the most requested programs during spring quarter. The programs success has been so significant that SARC will incorporate "Who's Checking You In/Out?" into freshman orientation programs for 2013. Overall, SARC professional and student staff dedicated a significant amount of time to this program. Cyberstalking prevention and education truly is groundbreaking in the violence prevention field. We will continue to grow, enhance, and implement this program because of its success. We also learned that educational outreach conducted online through social networks is very popular with UCSD students. We intend to use the strategies we learned through this project to inform how we do outreach on other topics such as sexual assault, bystander intervention, and relationship violence.

Lessons Learned

We learned that response rate to surveys was much higher when we assessed at the end of the workshop. We also discovered that students were able to respond to multiple choice survey questions better than open-ended responses. It would be great to assess the workshops through an online format during the workshop but we do not have the capabilities to do that (yet). We still want to find an effective way to do follow-up assessment and will continue to try different approaches. Finally, we felt that this project really strengthened our use of learning outcomes at the onset of program development. Starting from the learning outcome made a better program and we were able to maintain program consistency through each workshop.

Supplemental Information

Attached is the full report that was compiled and delivered to the project funding agency.

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