

# Four Uses of Data for Hazing Prevention Program

## Professional and Volunteer Practitioner Guide

### Using Data to Advance Prevention

*Dr. James P. Barber, William & Mary and Dr. J. Patrick Biddix, University of Tennessee, Knoxville*

The following guide is taken from the Creating Communities of Practice (COP) to Address Campus Hazing and Hazardous Drinking in Fraternity and Sorority Life sponsored in part by California Polytechnic State University, San Luis Obispo WITH US Center, Penn State Piazza Center, and University of Virginia Gordie Center. Researchers are using the following descriptions to categorize campus data that informs hazing prevention programs.

In our Community of Practice, we use data to guide four activities that help us improve our practices regarding hazing prevention and hazardous drinking and drug misuse among college students:

1. Problem Diagnosis
2. Program Implementation
3. Program Efficacy Assessment
4. Program Revision

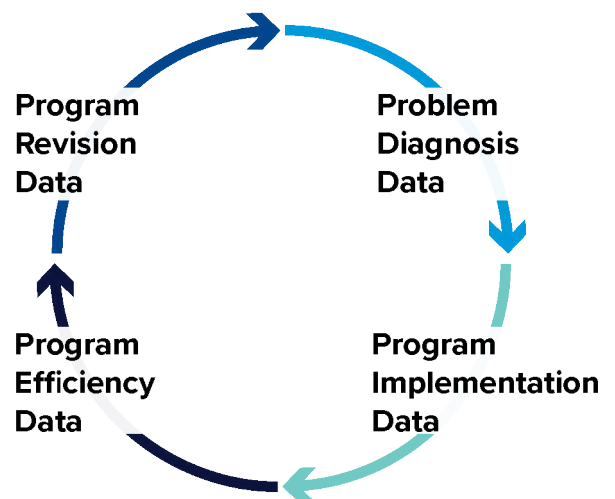
*What is the problem?*

*What do we do about it?*

*Are our efforts working?*

*How can we improve?*

These four forms are necessary to inform hazing prevention programs to help us see the big picture of what the problems are and how our responses influence student behavior. In prevention work, it is easy to become reactionary, responding to specific, urgent incidents without time to consider the broader community and context. Using these four forms of data allow staff and volunteers to plan for a broader, intentional, and systemic interventions.





## Problem Diagnosis Data

### How do you use problem diagnosis data?

- To clarify the definitions of hazing and hazardous drinking/drug use and build shared understanding on your campus
- To identify the specific contexts on our campus or in our organization that contribute to these dangerous behaviors
- To develop educational programs to change student behaviors and promote healthier outcomes
- To customize programs for community subgroups (by chapter size, council type, gender, etc.)

### Questions for reflection on your practice:

- What are ways you can increase data collection and analysis to diagnose issues?
- How do you map overall program goals to data?
- Are all data collected used to diagnose issues? If not, which data collection can be discontinued?

## Program Implementation Data

### How do you use program implementation data?

- To determine proportion of students reached by a program or intervention (saturation)
- To document the expertise and competence of the staff delivering the programs (capacity)
- To assure a high-quality program that is consistent over time and across groups (assurance)
- To provide and document the training, evaluation, and supervision of those delivering the programs to promote consistency over time (fidelity)

### Questions for reflection on your practice:

- Are the credentials, training, and supervision of those responsible for program development, training, and implementation documented regularly?
- Are programs assessed for drift and decay of their intended purpose?
- Are their feedback and retraining opportunities for facilitators?



# Program Efficacy Assessment Data

## How do you use program efficacy assessment data?

- To demonstrate that the programs are linked to the problems diagnosed in step 1.
- To align the programs with student needs and prior experience
- To further refine programs for the needs of specific subgroups in the community (by council, gender, etc.)
- To provide evidence of student learning because of the programs (as opposed to evidence of attendance or satisfaction)

## Questions for reflection on your practice:

- What data will mark significant change in student behavior?
- How could the campus assess student-level change over time (e.g., perceptions, attitudes, motivations, and behaviors)?
- How is chapter and community level change assessed?

# Program Revision Data

## How do you use program revision data?

- To close the loop and connect the program back to the next diagnosis
- To position data as the basis for hazing prevention efforts and programmatic changes
- To provide feedback to those developing and delivering the programs
- To keep a record of all changes to programs, policies, and behaviors over time

## Questions for reflection on your practice:

- How could additional stakeholders be engaged to review policy/program/practice?
- What are student perceptions of current policies/programs/practices?
- How could students be engaged in policies/programs/practices development and assessment?



## Further Reading

Biddix, J. P., Sasso, P. A., Perlow, E., Joyce, B. & Veldkamp, S. (2022). *Evaluating hazing and related behaviors, intervention, & prevention efforts: A solutions-based approach*. The University of Tennessee Knoxville, Penn State University Piazza Center, and North American Interfraternity Conference (NIC).

Cimino, A. (2017). Defining hazing: Why popular definitions are misleading and counterproductive. *Journal of Higher Education Management*, 32(1), 135-148.

Feuer, E. (2020). Hazing definitions of students and administrators at two Institutions using a four frame approach. *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*, 14(2), 38-49. <https://doi.org/10.25774/8t4g-9t46>

## Contact

James P. Barber  
William & Mary  
[jpbarber@wm.edu](mailto:jpbarber@wm.edu)

J. Patrick Biddix  
University of Tennessee, Knoxville  
[pbiddix@utk.edu](mailto:pbiddix@utk.edu)



**PennState**  
Student Affairs

Timothy J. Piazza Center for Fraternity  
and Sorority Research and Reform

This publication is available in alternative media on request. Penn State is an equal opportunity, affirmative action employer, and is committed to providing employment opportunities to all qualified applicants without regard to race, color, religion, age, sex, sexual orientation, gender identity, national origin, disability or protected veteran status. UEd. STA 23-171