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Four Uses of Data for an Effective and Comprehensive Hazing Prevention Program

Using Data to Advance Prevention

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This guide is based on the study "What Works for Fraternity and Sorority Success and Safety" and Communities of Practice, which are focused on addressing hazing, hazardous drinking, and other related behaviors within campuses and fraternity and sorority life. This study is supported by the Penn State Piazza Center, University of Virginia Gordie Center, and California Polytechnic State University's WITH US Center. The study and Community of Practice provide participating institutions with consultation that assists campuses in their data collection and usage. Institutions are employing data in a cyclical manner to construct and facilitate programs, policies, and practices that tackle hazing in multiple and strategic ways.

Along with emphasizing fidelity, researchers are utilizing the following classifications and descriptions to identify four types of data to develop an effective and comprehensive program to prevent hazing, hazardous drinking, substance misuse, and other related behaviors. These four types of data for a hazing prevention program are: diagnostic data, implementation data, efficacy data, and program revision data (Berkowitz, 1997; DeJong & Langenbahn, 1996; Gottfredson et al., 2015; National Institute on Alcohol Abuse and Alcoholism, 2019; Plested, 2006).

Please note prevention programs have a dual purpose of both changing and enhancing students' attitudes, motivations and behaviors. For some we are trying to change negative pro-hazing behaviors as well as maintaining and enhancing student's positive anti-hazing attitudes and bystander intervention behaviors.

As you incorporate the fidelity principles of assurance, capacity, and saturation into your professional practice for individual prevention programs, see Three Fidelity Concepts for Effective Hazing Prevention Programs, it's crucial to view this single program within the context of a broader, comprehensive plan. This guide and question prompts review four activities that aid in improving our professional practice:

1. Problem Diagnosis
   What is the problem?

2. Program Implementation
   What do we do about it?

3. Program Efficacy Assessment
   Are our efforts working?

4. Program Revision
   How can we improve?
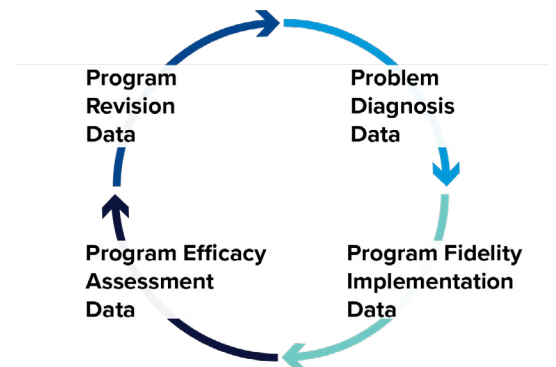
These four types of data are essential to inform hazing prevention programs to provide a clear understanding of the problems and how our policies, programs, and practices influence students' attitudes, motivations, and behaviors. In prevention work, it's easy to become reactionary, responding to specific, urgent incidents in a specific organization and subgroup without considering the broader community and context. Utilizing these four types of data allows practitioners to plan for deeper, wider, intentional, and systemic interventions. If the goal is to bring about changes in student attitudes, motivations, and behaviors, the first step is defining your problem with precision.

Problem Diagnosis Data

How do you collect and use problem diagnosis data?

- To clarify the definitions of hazing and hazardous drinking/drug misuse and build shared understanding within community subgroups and on your campus
- To identify the specific contexts and issues for community subgroups and campus that contribute to these dangerous behaviors
- To develop educational programs to change student's attitudes, motivations, and 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 focus data collection and analysis to diagnose issues?
- Is all data collected used to diagnose issues? If not, which data collection can be discontinued? What data is not being collected that we need to start collecting?
- How do you map overall program goals to data?

Program Fidelity Implementation Data

How should you collect and use program implementation data? See Three Fidelity Concepts for Effective Hazing Prevention Programs for more details.

- To determine the proportion of students reached by a program or intervention (saturation)
- To document the expertise and competence of the staff delivering the programs (capacity)
- To ensure 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 (program fidelity). Please note fidelity data should be collected at multiple times to assess if the program is creating and maintaining the desired results. More information is provided in the next section regarding Fidelity Checks.

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 there feedback and retraining opportunities for facilitators?

Program Efficacy Assessment Data

How do you use program efficacy assessment data?

- To align the programs with the problem diagnosis
- To demonstrate that the programs are linked to the problems diagnosed.
- To further refine programs for the needs of specific community subgroups (by council, gender, or other characteristics)
- To provide evidence of student learning because of the programs (as opposed to evidence of attendance or satisfaction)
- To demonstrate students are changing or maintaining their attitudes, motivations and behaviors?

Questions for reflection on your practice:

- What data demonstrates a significant change in student behavior?
- Assess and describe student-level change over time (e.g., perceptions, attitudes, motivations, and behaviors)?
- How are individual organizations, community subgroups, and or community level change assessed?

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Program Revision Data
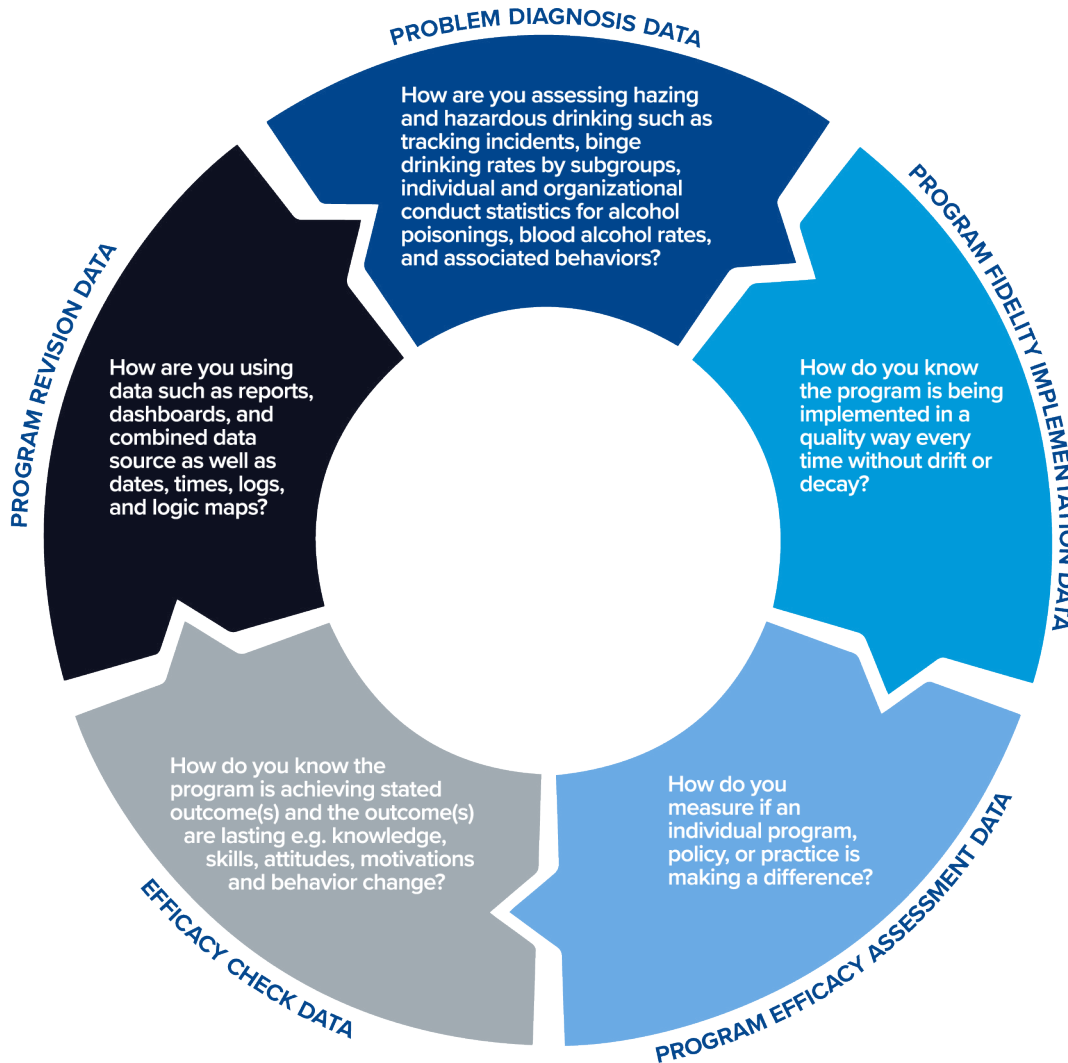
How do you use program revision data?

- To 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?

Fidelity Planning Diagram

Evaluations of fidelity are key in guaranteeing interventions are executed with high fidelity and programs are implemented successfully. By identifying and addressing areas of low fidelity, enhancements can be made to boost the effectiveness of interventions. The following diagram illustrates how to layer the four forms of data.

PROBLEM DIAGNOSIS DATA

How are you assessing hazing and hazardous drinking such as tracking incidents, binge drinking rates by subgroups, individual and organizational conduct statistics for alcohol poisonings, blood alcohol rates, and associated behaviors?

PROGRAM FIDELITY IMPLEMENTATION DATA

How do you know the program is being implemented in a quality way every time without drift or decay?

PROGRAM EFFICACY ASSESSMENT DATA

How do you measure if an individual program, policy, or practice is making a difference?

EFFICACY CHECK DATA

How do you know the program is achieving stated outcome(s) and the outcome(s) are lasting e.g. knowledge, skills, attitudes, motivations and behavior change?

PROGRAM REVISION DATA

How are you using data such as reports, dashboards, and combined data source as well as dates, times, logs, and logic maps?

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Fidelity Logic Model

Next, a logic model can serve as a valuable tool in ensuring every facet of a comprehensive hazing prevention program is implemented to optimize effectiveness. The following sample logic model is a template for practitioners to use when developing an effective and comprehensive hazing prevention plan. The plan includes key questions, the timing or stage in program planning, how you will utilize data and predicting the student level change as well as professional changes. Changes to how professionals incorporate assessment practice are critical to the success of a hazing program. Consistent use of the Fidelity Logic Model will enable a systematic approach to ensuring an effective and efficient hazing prevention program.

FORM	QUESTIONS ADDRESSED	TIMING	DATA USE	RESULT
Problem Diagnosis	*What is the problem?*	*Pre-Program*	*Informs Problems to Address*	*Student Change*
Program Fidelity Implementation Data	*How do we plan for and ensure quality?*	*Pre-Program and During Program*	*Informs Program Implementation Planning and Ensures Program Consistency*	*Professional Practice Change*
Program Efficacy Assessment Data	*Are our efforts working?*	*After Program (Efficacy Check #1)* *After Program (Efficacy Checks #2, #3)*	*Informs Quality and Ensures Saturation and Ensures Program Effectiveness*	*Student Change*
Program Revision	*How can we improve?*	*After Program / Pre - Next Program*	*Informs Program Aspects to Address*	*Professional Practice Change*

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