

# **Invent2Prevent (I2P) Program Evaluation**

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## **Process & Preliminary Outcomes Evaluation Report**

Submitted to the Nebraska Counterterrorism Innovation, Technology, and Education Center (NCITE) April 2024

## **Acknowledgements.**

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## Executive Summary

The “Invent2Prevent” (I2P) program is a student led competition to design, implement, and test innovative peer-to-peer initiatives focused on prevention of terrorism, targeted violence or hate. The collegiate competition was the focus of a program evaluation funded by the Department of Homeland Security, Science and Technology Directorate and carried out by the University of Nebraska Public Policy Center, an affiliate of the National Counterterrorism Innovation, Technology, and Education Center (NCITE), a US Department of Homeland Security Center of Excellence housed at the University of Nebraska Omaha.

The first phase of the evaluation documents preliminary student outcomes and the process used by the I2P program to achieve its goals. The evaluation team used a participatory approach to ensure findings were available to the I2P partners to guide process improvement across the three semesters of data collection and review (Fall 2022, Spring 2023, Fall 2023). Data included document reviews, survey results, focus groups, interviews, and observations.

Key findings:

- Students valued participating in the I2P program and reported an increase in knowledge about terrorism, hate, and targeted violence, including risk and protective factors.
- Students believe participating in the program enhanced their résumés and increased self-confidence and a variety of skills (e.g., online safety, project management, budgeting).
- I2P program managers were viewed by participants and faculty as vital to the program.
- The student experience and deliverables follow a documented, replicable process.
- The competition aspect of the program includes multiple judging rounds that are not all transparent to participants.
  - Judging criteria is clearly identified for only one of four judging rounds.
  - A second round of judging (framed as a selection process by I2P partners) is not transparent to participants and involves vaguely defined criteria.
  - A third round of judging has no defined criteria. Judges say they look for innovation, sustainability, and scalability, but no shared definitions exist for these terms.
  - A fourth round of judging is based on team presentations. Judges include a variety of professionals and former I2P participants.
- Half of the collegiate teams come from classes or clubs in marketing or the communications field.
- The intended constructs influenced by the I2P program were not clearly understood or shared by all involved with the I2P program.

Recommendations were offered by the evaluation team to the I2P partners who chose to incorporate many of them:

- New survey questions about the student experience in the I2P program were recommended and implemented.
- Evaluators worked with I2P partners to address low survey participation rates by standardizing the timing of delivery and incenting completion with team bonus points.
- All rounds of judging should be included in student material with clear documentation about what occurs in each round.

## Background

The University of Nebraska Public Policy Center (NUPPC) is an affiliate of the National Counterterrorism Innovation, Technology, and Education Center (NCITE), a US Department of Homeland Security Center of Excellence housed at the University of Nebraska-Omaha. This evaluation was funded by the Department of Homeland Security, Science and Technology Directorate (DHS S&T) via NCITE.

NUPPC was tasked with evaluating the Invent2Prevent (I2P) program run by EdVenture Partners (EVP), the Eradicate Hate Global Summit, and the McCain Institute in partnership with Credence Management Solutions, LLC.<sup>1</sup> I2P is an experiential learning program that challenges students to address issues such as targeted violence, hate, or terrorism in their local communities through the creation and implementation of focused interventions. Over the course of a semester, student teams research their area of concern, brainstorm and propose interventions, implement interventions after receiving feedback from the EVP program manager, and assess their impact using metrics developed by the students. Each institution receives funds (currently \$2,000 for college/university teams) to implement their project once their proposal is approved by the I2P program manager. The project results (initiative, product, or tool) are submitted to the I2P partners as part of a nationwide competition. A series of reviews narrows the field to three teams who are invited to present their project in-person to a final panel of judges in Washington, D.C. These top three teams vie for monetary awards for their institution along with scholarship and project sustainment opportunities. The I2P program is active with both high school and college/university teams, but the evaluation focuses only on the college/university level. Sustainment team activity is not covered in this phase of the evaluation.

This report includes process evaluation findings and preliminary outcomes from archival data provided by the I2P program for the first phase of the evaluation. A future report will focus on the impact of the I2P program, phase two of the evaluation.

The I2P program is a competition. The program follows a predictable path each semester that has been refined over time by the I2P partners (EdVenture, McCain & Credence). Student projects unfold in six sequential phases (see Figure 1). Projects begin with a “kick-off call” between the students and their assigned EVP program manager, who outlines the program deadlines, resources, materials, and rules. Students spend about a month researching targeted violence, hate-inspired violence, terrorism, and other related information as they determine their project. At this point students are asked to complete a pre-program survey. Student teams enter phase two as they begin focused research on their selected topic of choice. Phase three starts about two months into the project when the students “pitch” their idea to the program manager and I2P partners, who decide if it is sufficiently developed to release funds for students to implement the project. The fourth phase, implementation, begins after the pitch is accepted, usually when funds are released, and lasts about a month. Students have a couple of weeks in phase five to conclude their activities and analyze any data they have gathered to

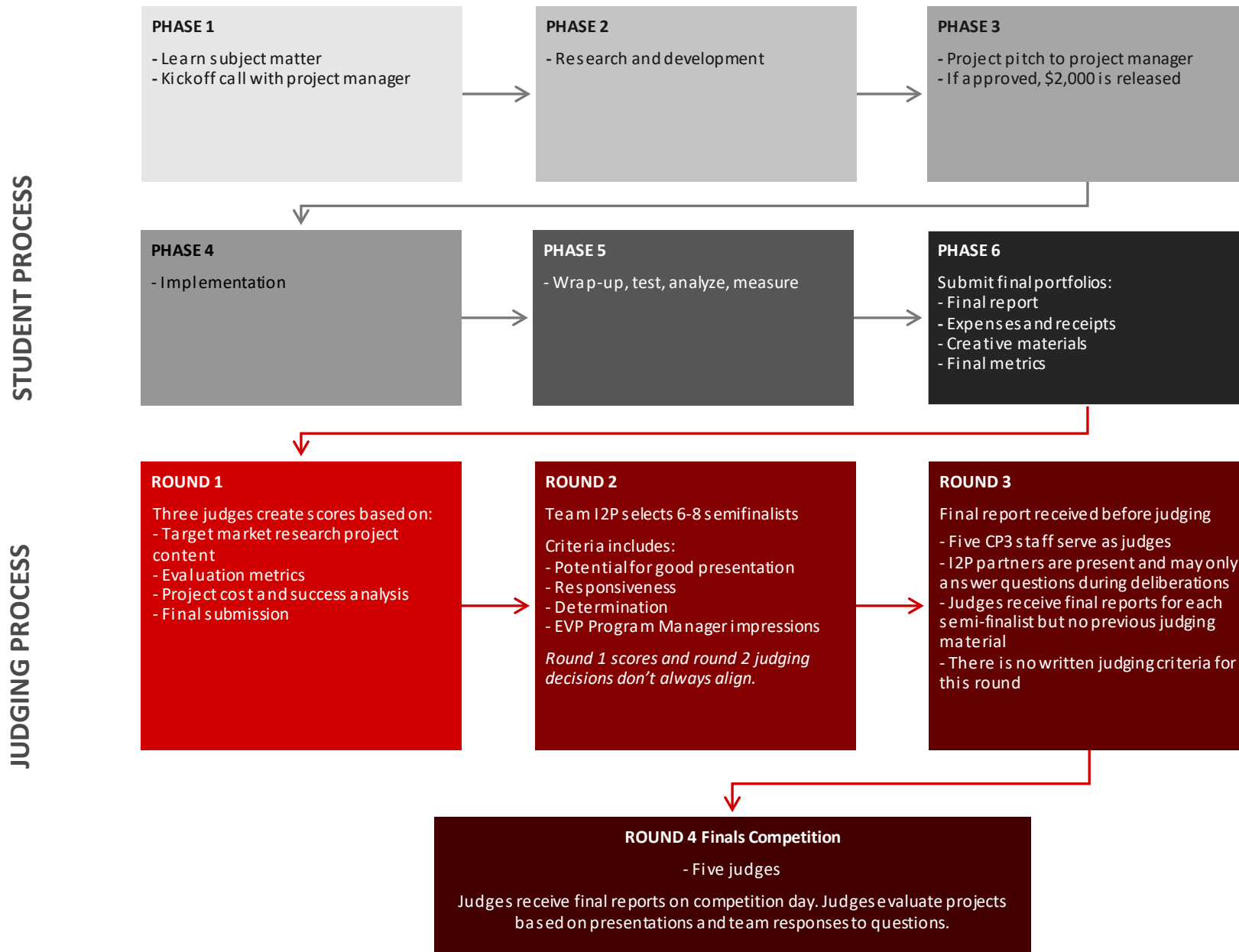
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<sup>1</sup> Midway through this evaluation the McCain institute personnel moved to the Eradicate Hate Global Summit.

measure their outcomes. The last phase involves submitting the final report to the I2P program manager, along with documentation about how they used their funds. This step usually occurs in the last few days of the semester. Students are asked at this point to complete a post-program survey.

The review and judging process begins once all projects are received. There are four rounds of review and judging. The first round involves three judges, usually individuals who have previously guided I2P teams in a faculty role. These judges receive a final report submitted by the student team and are asked to complete a scorecard that results in a numerical score for each project (included in Appendix 1). Round two reviews are done by the I2P partners, who narrow the field by selecting six to eight “semi-finalists.” They consider each team’s potential to give a good presentation, responsiveness, and determination (as perceived by their program manager). The scores from the first round do not always align with the results from this second round of review. The third round of judging includes a review of the six to eight semifinalist teams by a panel of judges from the Department of Homeland Security’s Center for Prevention Programs and Partnerships (CP3). This judging panel receives final reports from all teams and does not have access to scorecards from round one but can ask I2P partners questions while they deliberate. This results in three finalist teams who are invited to Washington DC to present their projects live to a panel of judges representing public and private sector partners, including past I2P student participants, CP3 personnel who did not participate in the previous review, and others selected by the I2P partners. This final panel of judges receives the written project brief the day of the competition and can ask the team members questions after each presentation. They do not have access to previous judges’ documentation. The final round of judging results in places (first-second-third) with monetary awards going to the student teams’ institutions.

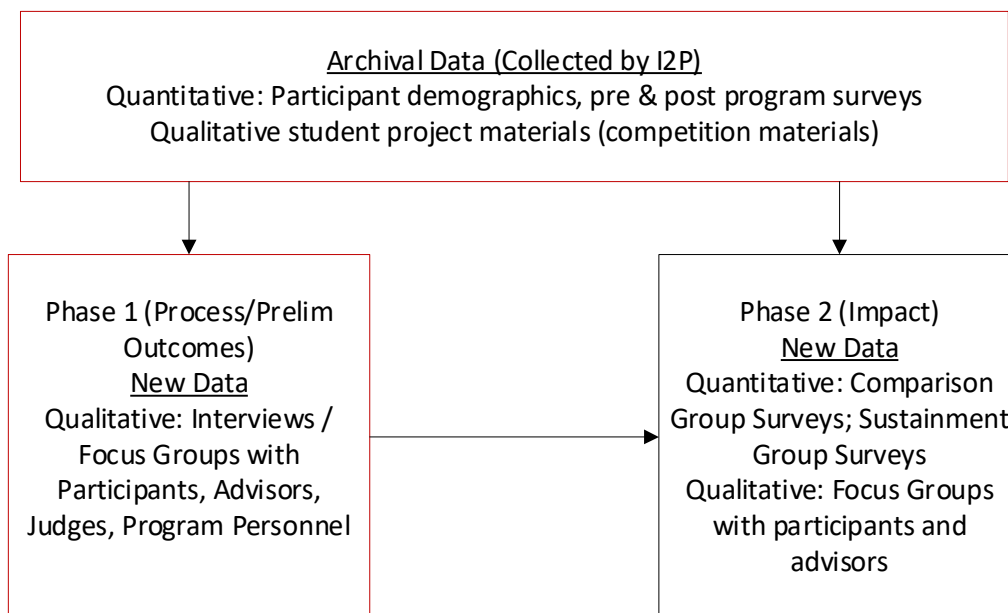
Figure 1. IP Student Team Process.



## Evaluation Methodology

The NUPPC team employed a participatory, mixed methods approach to data collection and analysis for evaluation of the I2P program. The evaluation team collaborated with the I2P partners to document their process, access information I2P personnel routinely provides to or collects from college program participants, and to provide periodic results to guide program improvements. Regular virtual meetings between the evaluation team and I2P partners ensured questions were answered quickly (e.g., data or process clarification), and preliminary findings were tested to improve the program as the evaluation progressed. This report focuses on Phase 1 of the evaluation which includes documenting the I2P process and preliminary findings, and how those findings were used by the I2P partners to improve their process. Phase 2 findings about I2P impact on students will be detailed in a future report.

Figure 2. Evaluation Methodology.



The evaluation protocol was submitted to the University of Nebraska-Lincoln Institutional Review Board (IRB) and determined to not be human subject research. The protocol and determination were then provided to the NCITE team to submit all required documentation through the Department of Homeland Security Compliance Assurance Program Office (CAPO) and Privacy Office for review and approval prior to evaluation implementation.

## Document Review

NUPPC began by conducting a review of academic and industry literature to understand the current research landscape of experiential learning programs in the prevention of terrorism and targeted violence. Simultaneously, the I2P partners provided access to the I2P Student Portal, which houses I2P program materials (e.g., informational materials on preventing terrorism and targeted violence, sample project templates, and scoring cards). We reviewed these documents and videos to gain a better understanding of the I2P program and had several discussions with



the I2P partners to identify which documents were required components for establishing foundational knowledge. I2P also provided a list of participating educational institutions, participant contact information, copies of the finalists’ presentations, project briefs, and (in later stages of the evaluation) judges’ score cards.

**Surveys**

Surveys of college/university students participating in I2P were collected by the I2P partners at the beginning and end of each semester. See Table 1 for a list of surveys, collection dates, and the number of questions on each. Fall 2022 pre-program and post-program surveys were developed and conducted by the McCain Institute, and data was provided to the evaluation team for analysis. The evaluation team designed additional follow-up survey questions responsive to the evaluation and worked with the McCain Institute to distribute an online link to this follow-up survey for the Fall 2022 cohort. In addition to follow-up with the Fall 2022 cohort, the pre-program and post-program surveys were redesigned in cooperation with the I2P partners, with some questions added and others removed before delivery to the Spring 2023 cohort.

Table 1. Survey Dates and Number of Questions.

Survey Iteration	Number of Questions	Number of Surveys Received
Fall 2022 Pre-Program	15	95
Fall 2022 Post-Program	22	25
Fall 2022 Follow-Up	11	16
Spring 2023 Pre-Program	23	15
Spring 2023 Post-Program	39	26

Data were combined for Fall 2022 and Spring 2023 cohorts to increase the sample size for these questions (which was small for all post-program surveys and for the Spring 2023 pre-program survey). Descriptive statistics were generated for all questions. Within groups MANOVA (or ANOVA, as appropriate) was used to examine change in student responses between pre-program and post-program surveys. See Appendix 2 for a summary of survey results.

**Focus Groups and Interviews**

The NUPPC team conducted focus groups at the I2P final competition in June 2023 with college finals teams and their faculty advisors. We interviewed EVP program managers, Department of Homeland Security, Center for Prevention Programs and Partnerships (CP3) personnel, and competition judges. Interviews were virtual, while focus groups with faculty advisors and college finals teams were in-person. In total, 26 people participated in phase one qualitative data collection efforts (Table 2). All focus groups and interviews were recorded and transcribed. Interview and focus group questions are in Appendix 3.

Table 2. I2P Qualitative Data Collection Participants, Methods, Timeframe, and Number of Subjects.

<b>Participants</b>	<b>Data Collection Method</b>	<b>Date Range</b>	<b>Number of Subjects</b>
Program Managers	Interview	March-May 2023	5
Judges	Interview	July-September 2023	7
Student Finals Teams	Focus Group	June 2023	11
Faculty Advisors	Focus Group	June 2023	3

The team approached analysis of the qualitative data using a consensual qualitative data analysis scheme to allow the team to adjust coding definitions as needed. The team began with codes emanating from the questions we asked and added thematic codes as they arose in the transcripts. We expected and coded unique perspectives along with perspectives that were similar among participants. This analysis accords with qualitative research best practices, particularly those emanating from case study research.

### **Observations**

The evaluation team observed the I2P competition finals in June 2023 and several sessions of a university class participating in I2P during Fall 2023. The class observation included periodic non-participant observations of the class as they created their project, pitched their project to their EVP program manager, implemented the project, and ultimately presented their findings. We took notes during observations and sought clarification from the I2P partners when needed to better understand the student experience and I2P process.

## Findings

The findings for this phase of the evaluation are presented chronologically to emphasize how results were incorporated into the process. This approach to reporting results presents the progress of the process evaluation as it unfolded from the Fall 2022 semester through the Fall 2023 semester. The timeline and activities are illustrated under each subheading along with a synopsis of the activities, findings, and recommended changes resulting from these findings.

### Fall 2022

<b>Fall Semester 2022</b> 9/1/2022 – 12/31/2022	<b>Spring Semester 2023</b> 1/1/2023 – 5/31/2023	<b>Summer 2023</b> 6/1/2023 – 8/31/2023	<b>Fall Semester 2023</b> 9/1/2023 – 12/31/2023
<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>• Document Review</li><li>• I2P Participant Surveys</li></ul>			

#### ***Document Review***

We began this evaluation with a literature and documentation review. The literature review was previously submitted and is included as Appendix 4 in this report. The document review included a variety of materials hosted on a protected website by EdVenture Partners for student use in the I2P program. Except for the I2P Project Brief, there is no requirement for student participants to access any of the materials in the Student Portal. The I2P partners did not collect website analytics to determine how many times or if project teams accessed the background information materials. The evaluation team could, therefore, not evaluate the impact of program materials on student outcomes.

**Process Finding (P1)**

Documents on the student portal provide foundational knowledge of the countering/preventing terroristic violence field; however, conversations with I2P Program Managers revealed that student participants may not use the materials.

**Process Finding (P2)**

Students were not required to read any materials on the student portal except the project brief, and no method was available to determine what other materials teams accessed.

**Recommended Changes as a Result of Findings (R1)**

We held discussions with the I2P partners about the value of hosting website analytics or tracking student access of materials. The partners noted they attempted to require material access in the past with limited success and said I2P student teams consistently told them they accessed the material when it was needed but highly resisted requirements that led to increased student time commitments on the project.

**Recommended Changes as a Result of Findings (R2)**

Evaluators reassessed the feasibility of testing the impact of I2P sponsored readings and videos on students' attitudes and knowledge. Our original evaluation plan included testing these materials with a comparison group but given the lack of use by I2P we subsequently dropped exploration of this area from our evaluation plan.

***I2P Participant Surveys***

I2P partners had previously developed pre- and post-program surveys for data collection. These questions focused on changes in student attitudes, opinions, and skills over time in the program, but not on student experience in the program. The evaluation team developed questions emphasizing the student experience in collaboration with the I2P partners. I2P sent a survey link in an email during Spring 2023 to the students who participated in the Fall 2022 cohort. The survey contained only the new questions about their experience with the program, including time commitment, resources used, contact with the EVP Program Manager, value compared to regular coursework, and overall opinions of the program. These questions were formally incorporated into pre- and post-program surveys for the Spring 2023 cohort after discussion with I2P partners.

The Fall 2022 pre-program survey had many respondents (95). However, the Fall 2022 post-program and follow-up surveys garnered 25 and 16 responses, respectively. In discussions with EVP, we learned that participants were not required to complete these surveys. Due to the small sample sizes for post-program and follow-up surveys, the evaluation team decided to defer data analysis until all data collection from the Spring 2023 cohort was complete.

### **Process Finding (P3)**

Pre- and post-program surveys developed by I2P partners asked questions that would gauge changes in student opinions and skills throughout the program. However, no questions were asked of the students about their experience in the program.

### **Recommended Changes as a Result of Finding (R3)**

A follow-up survey with new questions about the student experience in the program was conducted with the Fall 2022 cohort. Pre- and post-program surveys were revised to incorporate questions about student experience in the program for the Spring 2023 cohort.

## **Spring 2023**

<b>Fall Semester 2022</b> 9/1/2022 – 12/31/2022	<b>Spring Semester 2023</b> 1/1/2023 – 5/31/2023	<b>Summer 2023</b> 6/1/2023 – 8/31/2023	<b>Fall Semester 2023</b> 9/1/2023 – 12/31/2023
	<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>• I2P Participant Surveys</li><li>• Interviews (I2P project managers)</li></ul>		

### ***I2P Participant Surveys***

Discussions with I2P partners revealed that post-program surveys are typically sent to students near or after the end of the semester. Evaluators worked with I2P to send the survey link to students before the end of the semester, with the goal of increasing the post-program survey sample size.

Spring 2023 cohort sample sizes remained low, with 15 responses to the pre-program survey and 26 to the post-program survey. All surveys from the 2022-2023 school year (Fall 2022 pre-program, post-program, and follow-up; and Spring 2023 pre-program and post-program) were aggregated into a single data set for analysis. Appendix 2 contains the detailed results. Analyses indicate that self-reported student skills increase from the beginning to the end of participating in the program in online literacy and safety, presenting to a real-world client, creating a framework to evaluate a project, building safe and resilient communities, and identifying risk and protective factors for targeted violence. Students said they had more knowledge about terrorism and targeted violence after completing the program, and they rated participation in the I2P program as more valuable than their regular coursework.

**Process Finding (P4)**

Completion of pre- and post-program surveys was not required of students in the program and the timing of post-program surveys was not conducive to completion, resulting in low sample sizes.

**Outcome Finding (O1)**

Surveys indicate the I2P program contributed to students developing select skills and gaining knowledge about terrorism and targeted violence. Student participants generally consider the I2P experience valuable.

**Recommended Changes as a Result of Finding (R4)**

Post-program surveys should be administered prior to the end of the semester for all student participants. Discussions began with I2P partners about ways to incent survey completion.

***Interviews: Program Managers***

Five EdVenture Partners program managers participated in interviews and provided their perspectives on working with the I2P student teams, the resources they offer, and views about sustainability and scalability of the projects.

The program managers said they each work with ten or more school teams per semester through virtual platforms such as Zoom and phone calls. There are mandatory “touchpoints” with program managers, such as the project pitch and the final report briefing. Program managers said they provide guidance, feedback, and support to the teams, ensuring that teams “stay on track” with their deliverables and follow the program’s rules. Program managers approve the project after the student pitch and have the power to release the \$2,000 implementation budget for school team use.

Program managers said the project brief is the most critical collaborative resource for them and the student teams. The project brief guides teams on how to approach a project and what to consider when developing and implementing it and measuring its impact. This document creates the foundation for teams to build their strategy for the semester.

The program managers perceive that student engagement and life after the program limit the sustainability of the projects. Busy student life, graduation, internships, job offers, classwork, and other factors can deter project sustainability. However, according to the program managers, participating in an I2P project can have a meaningful impact on the students, providing them with valuable experience, connections, and potential career opportunities. Interviewees said that teams invited to a final presentation/competition in Washington, D.C. tend to meet with their program managers more consistently throughout the semester. The program managers were proud to be part of the program and aimed to ensure students had a positive experience and created products of which they were proud.

### **Process Finding (P5)**

Project managers work with many school teams (10 or more) each semester and the most important resource for teams is the project brief.

### **Outcome Finding (O2)**

Sustainability and scalability of projects are difficult criteria to gauge. Projects last only one semester, then students start focusing on priorities such as the next semester, graduation, and employment.

### **Recommended Changes as a Result of Finding (R5)**

The evaluation team began requesting copies of the project brief for participating teams effective Fall of 2023. We also sought clarity from the I2P partners about the role of project managers in the judging process since they indicated they influence and approve projects throughout the experience.

## **Summer 2023**

<b>Fall Semester 2022</b> 9/1/2022 – 12/31/2022	<b>Spring Semester 2023</b> 1/1/2023 – 5/31/2023	<b>Summer 2023</b> 6/1/2023 – 8/31/2023	<b>Fall Semester 2023</b> 9/1/2023 – 12/31/2023
		<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>• Finals Observation</li><li>• Focus Groups (Students &amp; Faculty)</li><li>• Interviews (Judges)</li></ul>	

### **Observations: Summer 2023 Finals**

Evaluators observed the I2P Spring 2023 cohort collegiate finals in Washington, D.C. (June 2023). We checked our perceptions with I2P partners following the event.

The first day of the in-person finals experience included coached presentation rehearsals. The I2P program manager and other I2P partner staff members watched each teams' rehearsals and gave them feedback to improve their presentations. That evening, students attended a dinner at a local restaurant, providing an opportunity to network with other students and faculty. I2P representatives and Department of Homeland Security CP3 representatives also attended. After dinner, students returned to their hotel, and many stayed up late preparing their presentations for the following day.

The finals competition was a day-long event, with high school finals in the morning, a break for lunch, and college finals in the afternoon. The competition was in-person and live-streamed. I2P Partners arranged for mic and technology checks for each team before the competition begins. A photographer and videographer were also present to capture images and interviews with I2P participants and sponsors. College teams each had 15 minutes to present their project to a panel of five judges. After each team presentation, the judges had 10 minutes to ask questions.

The judges deliberated for 15 minutes after all three teams completed their presentations. During this intermission, I2P partners highlighted collegiate honorable mention teams, announced scholarship award winners, shared project sustainment opportunities, and played videos made by each of the participating finalist teams. Judges returned after deliberations and announced competition winners. A reception in honor of the competing teams was held after the competition was complete. The next day, all finalist teams met with selected professionals working in some aspect of homeland security to hear about their career paths and ask questions.

The evaluation team was able to visit with student teams and I2P personnel informally throughout the event. Our impression was that the finals event was well-produced, with several opportunities for students to meet each other and network with professionals. The observation also stimulated questions for the evaluation team about the process, judging criteria, and information available to the judges at the final competition.

#### **Process Finding (P6)**

The finals activities were well planned with ample opportunities for students to interact with each other and with professionals. Judging criteria are not clear for the final competition.

#### **Focus Groups**

Focus groups with high-performing teams (i.e., teams that participated in the finals competition) and their faculty mentors were conducted onsite in Washington, D.C. during the I2P finals in June 2023. The focus groups were conducted on the teams' preparation day. Both student and faculty groups were recorded and transcribed to aid analysis.

#### **Student Focus Group**

Eleven students from three schools participated in the focus group. The goal was to understand how students viewed the I2P process, the program manager's role, and resources they accessed or found valuable.

**Student Impressions of I2P.** Students in the focus group praised program managers for their individualized guidance, networking, feedback, and preparation. When asked about the resources they found most valuable they told us about items that are found in the I2P portal such as the project pitch guide, and final report guide. When asked directly if any resources were not helpful, students stated they could not think of anything.

The financial budget provided by I2P was viewed as beneficial to implementing their projects, but students believed more funding would have been helpful. Students noted they used funds to pay for speakers, facility rental, program materials (e.g., brochures, magnets), social media campaigns, and food for gatherings. Some students said they contributed personal funds to their projects. Students suggested another \$1,500 to \$3,000 would help to implement projects more fully.



Students expressed a desire for more time to carry out projects. They said it took a lot of time to learn about terrorism and targeted violence prevention, brainstorm and determine the initial project idea, and conduct research while balancing academic loads and semester breaks. One student also noted a need for balance between academics and community involvement. *“I feel like as academics, not only do we have a responsibility to our course work, but we also have a responsibility to be out in the community and help the community.”* Some of the I2P projects were created as part of a regular academic class, but students reported spending more time working on their I2P projects outside the class than they do for other courses.

Students noted the project pitch, release of the \$2,000 budget, and the submission of the final report occur quickly in succession. Therefore, students needed to plan and work efficiently to implement, test, measure, and analyze their results. Students said they made the timeline work even though they would have liked more time to do so. When asked about time recommendations, they did not suggest a full academic year, noting they would procrastinate and that a second semester would bring different personal priorities, with some students expecting graduation and job exploration. However, they did suggest more focused time and instruction at the beginning of the project to shorten that phase and potentially allow more time for project implementation.

**Skills and Protective Factors.** We asked students about the skills they strengthened by participating in I2P. They appreciated the mentorship and said participating in the program boosted their self-confidence. They saw I2P as an opportunity for career development and a résumé builder. They said the project strengthened their skills in project management, communication, budgeting, and marketing and increased their knowledge of content areas related to their project topic.

We asked students what protective factors (if any) they developed during the project. They found it challenging to answer this question and said they were not sure what we meant. Some referenced the positive aspects of their projects on their target population (e.g, instilling hope) but could not articulate how protective factors applied to them personally.

Students highlighted learning about and educating people on targeted violence as a positive outcome of their work. *“We’ve all grown up with stereotypes. Let’s figure out ways to address this and focus on how to better ourselves and learn what is right and how to communicate that message.”* The students appreciated I2P for elevating the issues of targeted violence and hate and said the program helped them become more knowledgeable about targeted violence.

**Sustainability.** Students said they and their faculty mentors tried to address sustainability in their project design. For example, one project was housed at an honors program so future incoming first-year students could continue working on the project. Additionally, a variety of connections and partnerships with organizations and individuals were expected by students to support project sustainability. There were also plans to expand some I2P project initiatives to other campuses and collaborate with other student groups.

### **Process Finding (P7)**

Students found selected I2P resources helpful in their projects. Most were templates and material directly related to producing project deliverables.

### **Process Finding (P8)**

Project managers were viewed as pivotal in project success. Students who reached the finals cited instances of program managers providing personalized attention to teams, giving feedback, helping them network with partners, and preparing them for final presentations.

### **Process Finding (P9)**

Students would have liked more money to complete projects. A \$2,000 budget for a semester-long project was viewed as inadequate for project needs. It is unclear if this finding applies to only high performing teams or all teams.

### **Process Finding (P10)**

Students would have liked more time to complete projects, however they cited barriers to extending the timeframe to two semesters. Again, it was unclear if this finding applies to all teams or only high performing teams.

### **Outcome Finding (O3)**

Students perceived that participating in the program improved their confidence, enhanced their résumés, and will contribute to their future careers.

### **Recommended Changes as a Result of Findings (R6)**

The evaluation team formulated new process questions about the differences between high performing teams and other teams in the amount of time dedicated to their projects, and the role of project managers across all student led projects. The question about increasing personal protective factors was generated with the I2P partners as a potential outcome of the experience. However, given the focus group responses we had further discussion with the I2P partners to clarify future impact evaluation questions focused on personal changes among the participants. We also began questioning the start-up time required for teams and the types of classes that teams were coming from (e.g., marketing, communications).

## **Faculty Focus Group**

The three faculty advisors from the collegiate teams agreed to participate in a focus group. Questions for faculty included the observed experience of the I2P program with students, the role of EVP program managers, and programmatic changes faculty suggested, if any.

**Student experience.** Faculty were asked to comment on the student experience in the I2P program. One faculty emphasized how participating in the program seemed to enhance leadership skills. Another described student passion and noted what a great opportunity this was for students to apply information learned in school to a different context and within a community, highlighting the value of real-world applications.

*“All of the ones we’ve brought here who have leadership roles in the class are just committed to this issue because they lived through all of what’s going on in this world and all the violence.”*

This comment referred to the number of students who grew up doing active shooter drills in their schools with Faculty noting the students entered the program with heightened awareness of targeted violence impacts. The faculty said this personal familiarity with the issues and the opportunity to assume leadership roles in the program appeal to students. Faculty also said the implementation and measurement of results make students more marketable when they search for jobs. They noted that students enjoyed *“making a difference”* on their campus and community through their campaigns.

One faculty said participating in I2P seemed to refine student self-awareness and empathy as they became more knowledgeable about the area they researched. *“I think they learned as they went along as much as they were creating tools for others. This project inspired them because they felt they lacked the tools. So, along the way, they became subject experts on it.”*

**The role of I2P partners.** We wanted to discover how faculty viewed the role the I2P partners (EVP/McCain) played in projects. The faculty cited the templates, and program managers' guidance as most valuable. Some of the tangible resources provided by EVP program managers include past team deliverables and recordings of the final teams for current teams to use as examples. The faculty noted that if a current project mirrors a prior project too closely, program managers alert the team so they can adjust their approach and change the project.

The faculty said resources available on the Student Portal (e.g., readings, online videos) were used in the context of the ideas the students came up with through researching others' work in this space. *“They will use it to make sure that the idea they're coming up with, how it fits the definition of targeted violence, and sometimes our students don't always see things that they consider to be targeted violence represented in the materials, so they have to then look at it and then break it down and say to me, this is targeted violence, but in the language here how do I make sure that I connect the two?”*

**Programmatic Recommendations.** We asked faculty what changes, if any, they would make to the program. They told us they would like students to have more time to complete these projects. One faculty mentor noted that two semesters would be ideal, but admitted finding students who could commit to a 2-semester course would be difficult. This same faculty member continued: *“I'm wondering if this could be a program where you are paired with a partner in this field, whether in the private or public sector. So are you partnered with (obviously not DHS, who was a sponsor) but with other community entities that do this and see how the students can learn and create something that they can use and have a greater period to see what the results are.”*

They also inquired whether the students could receive a stipend, as some students had to drop out of the I2P project to make a living. One school involved in I2P for several years promoted bringing in schools that haven't participated in I2P to *“bring fresh ideas”* and encourage innovation.

**Other issues.** Overall, faculty have high praise for I2P, and said they would continue to advise I2P projects. For some faculty, the class they paired the project with is taught once a year, so

involving other faculty may prompt courses for additional semesters, which would also bring more perspectives.

### **Process Finding (P11)**

The faculty affirmed the role of EVP project managers in guiding student teams and viewed the resources on the I2P Student Portal as aiding project research. They also advocated for more time for students to implement and measure project results.

### **Clarifying Discussions**

Discussion of the student survey results brief with I2P partners led the evaluation team to conclude that perspectives on what I2P aimed to influence was not clearly understood or shared by all partners (I2P partners, funders, evaluation team). Survey questions did not entirely capture the constructs that partners believe are impacted by the I2P program, so new survey questions were needed. We discussed these various perspectives on the aims of I2P with involved partners and identified a set of questions from a validated scale measuring personal and social responsibility (Arslan & Wong, 2022) that would better capture constructs of interest. These questions were incorporated into Fall 2023 pre-program and post-program surveys collected by the McCain Institute and EVP; this survey data is currently undergoing analysis and will be included in the Phase 2 Impact Evaluation report.

NUPPC and the I2P team continued to discuss ways to increase the sample size of the pre-program and post-program surveys given the low response rates. This discussion generated several ideas about how to incentivize and time the surveys for future cohorts to increase participation rates (e.g., ask for the survey to be completed at the same time the final project is submitted for judging, consider adding “points” for teams with survey completion). I2P partners decided to add incentives for survey completion for the Fall 2023 cohort by awarding up to 10 points for survey completion to the first round of judging scores. The EVP program manager awards the bonus points based on the percentage of team members completing the survey.

### **Process Finding (P12)**

The intended constructs influenced by the I2P program were not clearly understood or shared. Surveys of collegiate participants did not entirely capture constructs of interest. Discussions with I2P partners continued about low survey response rates.

### **Recommended Changes as a Result of Findings (R7)**

Student survey questions were revised for Fall 2023. Over summer 2023, evaluators worked with I2P partners to develop and implement expectations for survey completion. These included timing survey completion with other team deliverables, and incentivizing survey completion by providing competition points when a predetermined proportion of team members complete the survey.

### ***Interviews – Round Three Pre-Finals Judges***

Department of Homeland Security Center for Prevention Programs and Partnerships (CP3) judged student projects prior to the final competition (pre-finals, or round three judging). The evaluation team interviewed three judges to better understand their judging criteria.

Judges said they are asked to consider eight to 10 projects provided to them by I2P partners and are provided with the final report material from each team. They said they consider several things when selecting the top three projects, but the most important criterion is the potential for making an impact in the prevention space. CP3 judges also look for ways the teams innovate within prevention. For example, one judge told us, *“Our return on investment is the prevention of targeted violence and terrorism. That’s all we are looking for. We don’t care, or at least, I don’t care - none of it matters as long as the project does what it says it does, which is the prevention of targeted violence and terrorism. That’s it—the end. I don’t care how much money it makes you as a project creator. What I care about is the messaging you’re putting out, and whether or not the project will do what it says it’s going to do, which is prevent and educate humans so they can do that as well, prevent.”*

All judges believed that scalability was critical, and looked for projects with a program, app, or other technology or structure that could be replicated, easily adapted by other programs, and ready for immediately implemented. Sustainability was also a shared criterion and was generally understood by judges as having a plan to generate its own funding. Innovation was understood as *“something new”* in the prevention space and was viewed as important by all those interviewed. Projects not selected for the final competition were viewed as lacking clear implementation plans, not sustainable, or difficult to scale. The exceptions to this are projects that are selected as honorary mention or honorary mention with distinction, meaning they are considered for the final competition but rank lower than the three that are chosen.

### ***Interviews – Round Four Finals Judges***

The finals judges view and base their decisions on the presentations of the three I2P finalist teams at the live competition in Washington, D.C. and two previous finals judges. They are provided with written project materials on the day of the presentation.

There were five judges for the June 2023 finals, and the evaluators were able to interview three of them. Finals judges indicated they enjoy participating as illustrated by the following comment: *“It is just a terrific competition. I strongly support what they’re doing and how they’re doing it, and it was great to see all the teams. And I hope that over time, it has the funding to expand and solicit more participation so that you get even better competition.”*

Like the judges in round three, the finals judges reported they were looking for practical, scalable projects that addressed specific problems and had concrete solutions for preventing targeted violence. For example, when describing the winning project in June 2023, the judges said the presentation was efficient and specific, addressed an often-overlooked problem, and did so in ways that could be implemented across the country. These judges did not provide many recommendations because their charge was to evaluate solely based on the presentation. However, they did suggest that receiving the project briefs earlier than when they arrived on

the day of the competition would help them ask more informed questions of the teams. *“Getting the brief was pretty close to the event, so I didn’t have time to read it until I sat at the competition. Was that enough time? Barely. But I would have liked a little bit more.”*

**Process Finding (P13)**

Project materials produced by teams are not distributed to finals judges prior to the competition. Doing so would help judges make better-informed decisions and ask more pertinent questions at the finals.

**Recommended Changes as a Result of Findings (R8)**

We discussed the potential of providing the project brief or other materials to finals judges earlier than the day of the event. I2P partners said they provide the final reports to judges the day of the competition because there are occasions when invited judges can’t attend at the last minute – so substitute judges are recruited from officials attending the event. This happened at the June 2023 finals when one planned judge was absent, and I2P recruited a volunteer for the role. Because the final reports were provided at the competition, the volunteer had the same amount of information as the planned judges. I2P partners note they prefer judging based solely on the presentations.

**Clarifying Discussions**

We had several questions about the judging process after interviewing the judges. For example, we knew from I2P documentation and judge interviews that there were at least two rounds of judging: an initial screening of schools with a scorecard, and a finals competition. We knew over 20 schools enrolled in I2P at the beginning of a semester and only three schools were invited to the competition. From discussions with the judges, we also knew there was at least one stage prior to the pre-finals judging resulting in only eight to 10 projects sent to the CP3 judges for review.

We had previously received judging scorecards for all projects during our document review (round one judging). These judges were required to read the I2P final report from each school team and provide a score using five criteria (Target Market Research, Project Content, Evaluation Metrics, Project Cost, and Success Analysis). The scorecard had previously been reviewed and approved by the Department of Homeland Security. Disqualifications could occur if there was evidence of plagiarism, the project file was unreadable, the submission exceeded the 10-page limit, the file was over 10 MB, the expense log and reconciled budget with corresponding receipts were missing, or the submission did not include working files of all creative, electronic copies of all generated press hits, and digital photos/video from project activities. If one or more of these occurred, the program manager was notified who would notify the team, which had 24 hours to file an appeal before the entry was withdrawn from consideration.

The scorecards were modified in Fall 2023 in several ways. First, the expense log and working files sub-criteria were moved from the judges’ responsibility and placed in a section for Program Managers to review and score. The bonus points awarded are also at the Program Manager's discretion. The other criteria (submission over the 10-page maximum, the file is unreadable, and plagiarism) all remain under the scrutiny of judges. The sub-criteria of a file

over the 10 MB maximum was removed. Project Content is the next section and is labeled as such for both scorecards. However, two of the three sub-criteria were relabeled in Fall 2023 (from “evidence of behavior change” to “identifying risk factors” and “implementing a project” to “implementing a strategy.”) There was no change in the final three sections (Evaluation Metrics, Project Success and Cost Analysis, and Final Submission). See Appendix 1 for the full scorecard used in Fall 2023.

Based on what we initially knew from documentation and interviews, we developed a visual process flow chart with three rounds of judging (round one – college faculty, pre-finals – CP3 staff, and finals competition). When verifying this process with I2P partners, we learned there was an additional round of judging prior to the pre-finals round. This was framed as a selection process by I2P partners who reviewed all projects considering round one judging scores, potential for a good presentation, team determination, and impressions of the EVP program managers to narrow down the number of student teams they presented to the Pre-finals CP3 judges for further review. This second review was not transparent to student teams and led to high scoring teams not being selected for review in the next round of judging.

EVP updated the collegiate portal format in Fall 2023 to better track student teams’ progress. Teams are required to complete each project phase in sequential order before they can access portal materials for subsequent phases. This process change was made after realizing that Team I2P was not able to track website analytics and needed more efficient project management tools to track team progress.

**Process Finding (P14)**

There are at least four rounds of judging by different entities of the private and public sectors. There is a formalized scorecard in round one. For all other rounds, the criteria for decision-making were not well documented. The second round of selection was not transparent nor well documented.

**Recommended Changes as a Result of Findings (R9)**

We recommended inclusion of all rounds of judging in student material with clear documentation about what occurs in each round. We also recommended I2P partners be more transparent about the second review and how first round scores are considered in combination with the other criteria.

## Fall 2023

Fall Semester 2022 9/1/2022 – 12/31/2022	Spring Semester 2023 1/1/2023 – 5/31/2023	Summer 2023 6/1/2023 – 8/31/2023	Fall Semester 2023 9/1/2023 – 12/31/2023
			<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>• Observation of I2P Participant Class</li></ul>

### ***Observation of I2P Participating Class***

Evaluators were able to observe a Journalism and Mass Communications class participating in the I2P program during Fall 2023. We made initial contact with the professor to explain our intentions as non-participant observers of the class activities. We attended seven class sessions staggered throughout the semester. Two project teams formed within this class; evaluators were invited to observe one.

A briefing from the I2P program manager occurred the first time the class met. The class spent several subsequent class periods learning more about targeted violence and terrorism while narrowing down their project focus. Once research was complete, one class session was allotted to preparing for the project pitch, and the team presented that pitch to their program manager the following week.

After the project pitch, the team was approved by the program manager to continue their project, and the budget of \$2,000 was released for their use. Project implementation required out-of-class time and was not observed by evaluators. Upon completing their project, the team collected data, wrote their results, and presented these results to their program manager at the end of the semester. Following the presentation, the program manager gave feedback and informed the team of the follow-up process.

This team was among the three teams invited to attend the competition finals. The team had eight members but only three could travel because the rest of the students either graduated or had other commitments when the finals were held (January 2024).

Observing this class informed the Process Flow Chart and reinforced results of the focus group conducted with I2P competition teams during Summer 2023. The observed team had extra funding for budget from class fees. Although we heard from the competition student focus group that they would have liked additional financing, the observed team did not spend all their budget.



**Process Finding (P15)**

The observed team did not spend all the money they had access to, in contrast to students in earlier focus groups who said they would have liked additional project funding.

**Recommended Changes as a Result of Findings (R10)**

The observations supported a revision of the process chart.

**Team Comparisons: Academic Departments, Programs, Clubs, Finals**

We noticed a pattern while reviewing the projects across three semesters (Fall 2022, Spring 2023, and Fall 2023). About half of the academic departments or advisor-sponsored student organizations and clubs with I2P projects are affiliated with a journalism, mass communications, advertising, or marketing department, while about a fourth were part of student organizations and clubs or departments related explicitly to targeted violence, terrorism, or extremism. Another fourth was placed in an “Other” category because we could not determine the type of club or class, or it was an outlier not related to communications nor targeted violence (e.g., from business, politics, emergency management, a multidisciplinary program, special topics course, or unknown affiliation). (See Table 3.)

Table 3. I2P Team Academic Department/Club Affiliation (Fall 2022, Spring 2023, Fall 2023).

Cohort	Communications (n) %	Targeted Violence (n) %	Human Behavior (n) %	Other (n) %	Totals (n)
Fall 2022	13 (50%)	7 (26.9%)	2 (7.7%)	4 (15.4%)	26
Spring 2023	11 (45.8%)	4 (16.7%)	3 (12.5%)	6 (25%)	24
Fall 2023	12 (63.1%)	1 (5.3%)	1 (5.3%)	5 (26.3%)	19

This finding also translates to the high-performing final teams. Of the nine teams from the same three semesters, five were from journalism or communications, three were specific to targeted violence and extremism, and one was from an honors program. We looked at first round scoring for these nine teams and noted that seven had relatively high scores (ranging from 161 to 194, with a mean of 169). One team scored low (83), and one team’s score was not provided to evaluators.

Students that are seniors participating in I2P can apply for scholarships of up to \$5,000 awarded by CP3 who are “continuing their study of topics related to intelligence and analysis, terrorism, violent extremism, and/or prevention.” Notably absent from this aim stated in the scholarship application is the field of communications, advertising, marketing, or journalism.

**Process Finding (P16)**

More I2P student teams are engaged in the study of communication/marketing than in fields related to targeted violence, terrorism, extremism, or human behavior. This does not align with the type of innovations expected and the scholarships awarded by CP3.

**Recommended Changes as a Result of Findings (R11)**

The evaluation team pointed out the findings to I2P partners, but no specific process recommendation was offered. Discussions continue about the relevance of the finding to recruiting efforts for I2P and potential modification suggestions for the CP3 scholarship.

A summary of all findings and recommendations is available in Table 4 on the next page.

Table 4. Summary of Findings and Recommendations for the Invent2Prevent Phase 1 Evaluation.

Finding	Recommendation
<p><b>P1. Documents on the student portal provide foundational knowledge of the countering/preventing terroristic violence field; however, conversations with I2P Program Managers revealed that student participants may not use the materials.</b></p>	<p>R1. We held discussions with the I2P partners about the value of hosting website analytics or tracking student access of materials. The partners noted they attempted to require material access in the past with limited success and said I2P student teams consistently told them they accessed the material when it was needed but highly resisted requirements that led to increased student time commitments on the project.</p>
<p><b>P2. Students were not required to read any materials on the student portal except the project brief, and no method was available to determine what other materials teams accessed.</b></p>	<p>R2. Evaluators reassessed the feasibility of testing the impact of I2P sponsored readings and videos on students’ attitudes and knowledge. Our original evaluation plan included testing these materials with a comparison group but given the lack of use by I2P we subsequently dropped exploration of this area from our evaluation plan.</p>
<p><b>P3. Pre- and post-program surveys developed by I2P partners asked questions that would gauge changes in student opinions and skills throughout the program. However, no questions were asked of the students about their experience in the program.</b></p>	<p>R3. A follow-up survey with new questions about the student experience in the program was conducted with the Fall 2022 cohort. Pre- and post-program surveys were revised to incorporate questions about student experience in the program for the Spring 2023 cohort.</p>
<p><b>P4. Completion of pre- and post-program surveys was not required of students in the program and the timing of post-program surveys was not conducive to completion, resulting in low sample sizes.</b></p>	<p>R4. Post-program surveys should be administered prior to the end of the semester for all student participants. Discussions began with I2P partners about ways to incent survey completion.</p>
<p><b>O1. Surveys indicate the I2P program contributed to students developing select skills and gaining knowledge about terrorism and targeted violence. Student participants generally consider the I2P experience valuable.</b></p>	
<p><b>P5. Project managers work with many school teams (10 or more) each semester and the most important resource for teams is the project brief.</b></p>	<p>R5. The evaluation team began requesting copies of the project brief for participating teams effective Fall of 2023. We also sought clarity from the I2P partners about the role of project managers in the judging process since they indicated they influence and approve projects throughout the experience.</p>
<p><b>O2. Sustainability and scalability of projects are difficult criteria to gauge. Projects last only one semester, then</b></p>	

Finding	Recommendation
students start focusing on priorities such as the next semester, graduation, and employment.	
<b>P6. The finals activities were well planned with ample opportunities for students to interact with each other and with professionals. Judging criteria are not clear for the final competition.</b>	R6. The evaluation team formulated new process questions about the differences between high performing teams and other teams in the amount of time dedicated to their projects, and the role of project managers across all student led projects. The question about increasing personal protective factors was generated with the I2P partners as a potential outcome of the experience. However, given the focus group responses we had further discussion with the I2P partners to clarify future impact evaluation questions focused on personal changes among the participants. We also began questioning the start-up time required for teams and the types of classes that teams were coming from (e.g., marketing, communications).
<b>P7. Students found selected I2P resources helpful in their projects. Most were templates and material directly related to producing project deliverables.</b>	
<b>P8. Project managers were viewed as pivotal in project success. Students who reached the finals cited instances of program managers providing personalized attention to teams, giving feedback, helping them network with partners, and preparing them for final presentations.</b>	
<b>P9. Students would have liked more money to complete projects. A \$2,000 budget for a semester-long project was viewed as inadequate for project needs. It is unclear if this finding applies to only high performing teams or all teams.</b>	
<b>P10. Students would have liked more time to complete projects, however they cited barriers to extending the timeframe to two semesters. Again, it was unclear if this finding applies to all teams or only high performing teams.</b>	
<b>O3. Students perceived that participating in the program improved their confidence, enhanced their résumés, and will contribute to their future careers.</b>	
<b>P11. The faculty affirmed the role of EVP project managers in guiding student teams and viewed the resources on the I2P Student Portal as aiding project research. They also advocated for more time for students to implement and measure project results.</b>	
<b>P12. The intended constructs influenced by the I2P program were not clearly understood or shared. Surveys of collegiate participants did not entirely capture constructs of interest.</b>	R7. Student survey questions were revised for Fall 2023. Over summer 2023, evaluators worked with I2P partners to develop and implement expectations for survey completion. These included

Finding	Recommendation
<p><b>Discussions with I2P partners continued about low survey response rates.</b></p>	<p>timing survey completion with other team deliverables, and incentivizing survey completion by providing competition points when a predetermined proportion of team members complete the survey.</p>
<p><b>P13. Project materials produced by teams are not distributed to finals judges prior to the competition. Doing so would help judges make better-informed decisions and ask more pertinent questions at the finals.</b></p>	<p>R8. We discussed the potential of providing the project brief or other materials to finals judges earlier than the day of the event. I2P partners said they provide the final reports to judges the day of the competition because there are occasions when invited judges can't attend at the last minute – so substitute judges are recruited from officials attending the event. This happened at the June 2023 finals when one planned judge was absent, and I2P recruited a volunteer for the role. Because the final reports were provided at the competition, the volunteer had the same amount of information as the planned judges. I2P partners note they prefer judging based solely on the presentations.</p>
<p><b>P14. There are at least four rounds of judging by different entities of the private and public sectors. There is a formalized scorecard in round one. For all other rounds, the criteria for decision-making were not well documented. The second round of selection was not transparent nor well documented.</b></p>	<p>R9. We recommended inclusion of all rounds of judging in student material with clear documentation about what occurs in each round. We also recommended I2P partners be more transparent about the second review and how first round scores are considered in combination with the other criteria.</p>
<p><b>P15. The observed team did not spend all the money they had access to, in contrast to students in earlier focus groups who said they would have liked additional project funding.</b></p>	<p>R10. The observations supported a revision of the process chart.</p>
<p><b>P16. More student teams are engaged in the study of communication/marketing than in fields related to targeted violence, terrorism, extremism, or human behavior. This does not align with the type of innovations expected and the scholarships awarded by CP3.</b></p>	<p>R11. The evaluation team pointed out the findings to I2P partners, but no specific process recommendation was offered. Discussions continue about the relevance of the finding to recruiting efforts for I2P and potential modification suggestions for the CP3 scholarship.</p>

## Discussion

Prior evaluations of peer-to-peer or service-learning programs focus on qualitative participant-reported outcomes or participant opinions of the program (Miller et al., 2020; Pistone et al., 2019; Weine et al., 2018; Wyckoff, 2020). Quantitative evaluation data has been limited to reports on participant numbers or program reach and engagement (Mastroe & Szmania, 2016). The current evaluation employed a mixed methods approach beginning with a review of program inputs and processes, rather than a retrospective evaluation, which is common across previous peer-to-peer or service-learning evaluations, the present evaluation was conducted concurrent with program activities, to better document and understand the nature of the program.

This phase of the evaluation focuses on documenting the relationship between the components of the I2P program and its intended outcomes. Our participatory approach allowed the I2P partners to make changes in their processes as evaluation results came in. The relationship between the evaluators and the I2P partners was facilitated by monthly virtual meetings. During these meetings, the evaluation team was able to ask questions about program activities, discuss results, and generally learn more about the I2P program. Our evaluation goal for these conversations was to identify the assumptions driving program implementation, including the influence of contextual elements (e.g., what and how student experiences with faculty sponsors and program managers influence outcomes and perceptions). Moore and colleagues (2015) noted that process evaluation goals are somewhat dependent upon the stage in program development at which the evaluation is conducted. The I2P program is well established, so we began by working with the team to construct a process map, which was revised several times throughout the evaluation based on what we learned from the data (surveys, interviews, focus groups, observation).

We were interested in how context and the variations in program implementation coalesced to influence outcomes. This view of context affecting outcomes, in addition to shaping implementation, is prevalent in process evaluations focused on complex pathways of problems addressed with public health interventions (Moore et al., 2014). A recent review of public health evaluation methodologies by McGill and colleagues (2020) concluded with the observation that process evaluations often involve data collection from a single point in time, resulting in a description of context at a static point, missing how processes change over time. Our evaluation countered this critique by viewing data from participant cohorts across three different semesters.

Several contextual elements influence the I2P program's success. First, the role of program managers was viewed as pivotal to team success by participants and their faculty sponsors. The level of involvement by program managers was not measured in this evaluation, but anecdotally and observationally, it was clear that this connection was valued. Program

managers are the face of the program for participating teams. Faculty mentors (sponsors) serve as facilitators for the process and lean on program managers for direction.

Second, we began this evaluation hypothesizing the videos and readings made available to teams via a web portal would be highly influential in team success, but they were not. The material was viewed as helpful but not as important as the program manager interactions. The I2P partners discontinued requiring teams to access anything on the portal but the essential reporting elements prior to the onset of this evaluation. Students told us they spent much of the first part of the semester learning about terrorism and targeted violence prevention in the process of researching and choosing the area they wished to focus on. They said they accessed the web-based materials as they needed them but spent much of their time doing their own research. It may be more valuable for I2P to point students toward seminal articles or reports than to maintain a cache of materials that may or may not be helpful to them.

Students and faculty said they wanted more time to implement their projects, but the logistics of going beyond a semester were not viewed as feasible. A potential solution offered by participants was to pose specific problems for them to address or pair them with local agencies with specific needs. Participants believe this would focus their research earlier in the process, leaving more time for implementation and measurement activities. This aligns with the faculty's desire for students to gain real-world experience.

The I2P partners believe there are long-term impacts of participating in the program, such as changing the trajectory of careers; however, this was not a longitudinal evaluation, and we were confined to documenting how process elements combine to create short-term measurable outcomes. The I2P experience was perceived by students as building their skills related to online literacy and safety; presenting to a real-world client; creating a framework to evaluate a project; building safe and resilient communities; and identifying risk and protective factors for targeted violence. Students at the final competition told us they also strengthened practical skills like project management, budgeting, and marketing.

Several key findings of this evaluation mirror the conclusions of an overall review of CP3's targeted violence and terrorism prevention (TVTP) grant program currently underway by NCITE.<sup>2</sup> For example, NCITE evaluators conclude that certain aspects of the TVTP grant evaluation process were not systematic. The I2P program for student participation is very systematic (following a predictable path with clear deliverables), but the judging process for the I2P program is flawed by a lack of transparency in scoring and of an unpublished judging round. Judging criteria for the first round is based on a scorecard that was reviewed and approved by the Department of Homeland Security. Subsequent rounds of judging do not rely upon any scoring rubrics.

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<sup>2</sup> Citation will be added when results are published.

NCITE also noted ambiguity associated with the criteria used to award TVTP grants. Similarly, judging criteria are vague in three of four rounds of I2P judging. There were marked differences in the perception of what makes a good project from the perspective of the I2P partners who screened projects in round two and CP3 judges in round three. The I2P partners considered the totality of their experiences with the teams when they determined the top eight-10 projects moving forward, while CP3 judges said they focused on the project's potential for prevention, scalability, and sustainability. I2P partners screened out some teams who received high scores from round one judges because teams were not viewed as having the potential to do a good presentation at finals or as not committed to the process (e.g., lacking discipline and missing deadlines). This introduces bias in the process and sets up a situation where program managers influence and potentially advocate for their assigned teams. This second round of screening/judging was not transparent to participants and seemed to be born out of a practical need to narrow down the review for CP3 judges who have limited time for this activity.

Another parallel between the NCITE findings and the I2P evaluation is the vagueness in definitions of terms like scalability, sustainability, and what constitutes innovation in the field of targeted violence or terrorism prevention. For example, all judges we interviewed referenced these three areas as key outcomes they looked for when reviewing a project; however, some defined scalability as taking the project to a single similar location and repeating it with similar results while others said it was about expanding the project to multiple locations in a variety of settings. Having a clear, shared definition of these three terms would be helpful to student teams as they prepared their projects and helpful to judges.

Over half the teams in I2P across three semesters were from courses or clubs related to communications or marketing. These groups may be more adept at introducing novel ways to reach their peers than at coming up with innovative prevention strategies. It may be beneficial to think about two streams of I2P programming – one continuing to develop innovative prevention strategies and solutions; the other dedicated to testing innovations in communications, building awareness, and public health-style messaging.

Participants in the I2P program enjoy the program and anecdotally, we heard stories about former I2P participants going on to work in fields related to Homeland Security or planning to work in fields related to targeted violence. Finals participants value the competition aspect of the program.

Faculty sponsors find the program valuable even when their teams are not in the finals. The final event in Washington, D.C. is well choreographed and provides opportunities for students to find out more about careers in Homeland Security. The on-site coaching from I2P partners before the final presentation made a difference in the students' confidence and overall performance. We wondered if this emphasis on presentation by I2P partners was balanced well enough with the stated program goal of "empowering students to use peer-to-peer initiatives



to prevent targeted violence...through development and deployment of innovative initiatives that produce measurable results.”<sup>3</sup>

The I2P program is currently dependent upon DHS funding to operate. At the time of this writing there is an interruption in the funding mid-semester, leaving teams without the support of a program manager. The impact of this disruption is not yet known.

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<sup>3</sup> <https://www.edventurepartners.com/invent2prevent>

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## Appendix 1 – I2P Round One Judging Scorecards

**Invent2Prevent**  
**First Round Judging Scorecard**  
**Spring 2023**

<b>Institution Name:</b>	<b>Project Theme:</b>
<b>Judge Name:</b>	
<p><b>About the Judging Scorecard:</b>          Use this scorecard to evaluate basic criteria for each submission. Each section is worth a specific number of points, with a maximum point total of <b>200</b>. Please enter the score for each section in the spreadsheet. Totals will automatically calculate. All submissions will be scored on the same criteria specified below. All decisions by the judges are final.</p>	
<p><b>Disqualification Criteria:</b>          The following are criteria that may disqualify a team. Please mark an <b>X</b> next to any that apply to a submission and alert the Program Manager. Due to mitigating circumstances and technology challenges that may arise when submitting the Project Final Report and other required deliverables, a team that receives a notice of disqualification will have 24 hours to formally appeal.</p>	

	Submission is over the <b>10 page</b> maximum.
	File is unreadable or not in Final Report format.
	File is over the <b>10 MB</b> maximum.
	Plagiarism of any content, material, or creative.
	Expense log and reconciled budget with corresponding receipts are missing.
	Working files of all creative, electronic copies of all generated press hits, and digital photos / video from project activities were not included in submission.

**Note:** Judges must review the **Invent2Prevent project brief** before judging any submissions.

**Judging Scorecard**

Target Market Research	Comments	Score
Identified a specific target audience for the project and specified a precise messaging goal tailored to the target audience. Specific audience aligns with broader target market as outlined in the Project Brief. <b>(10 points possible)</b>		
Undertook a thorough audience analysis that assessed the target audience. Audience analysis went beyond demographics to include an analysis of the motivations, cognitive and emotional processes, behaviors, and ability to access the media forms used in the campaign of the target audience. <b>(5 points possible)</b>		
Target Market Research Score <b>(15 Points Possible)</b>		<b>0</b>

Project Content	Comments	Score
Developed a product, tool, or initiative proposing a response or a call to action to prevent targeted violence and/or terrorism. <b>(25 points possible)</b>		
Successfully executed a comprehensive and integrated project and engaged the defined target audience. Execution details and samples provided for all tactics and efforts. <b>(40 points possible)</b>		
Developed a product, tool, or initiative that inspired a mindset shift or behavior change to prevent targeted violence and/or terrorism. <b>(20 points possible)</b>		
Project Content Score <b>(85 Points Possible)</b>		<b>0</b>

Evaluation Metrics	Comments	Score
Assessed the effectiveness of the product, tool, or initiative using pre- and post quantitative or qualitative metrics. <b>(15 points possible)</b>		
Demonstrated mindset shifts or behavioral changes using qualitative or quantitative metrics. <b>(15 points possible)</b>		
Demonstrated project outcomes through analytics. <b>(5 points possible)</b>		
Evaluation Metrics Score <b>(35 Points Possible)</b>		<b>0</b>

Project Cost and Success Analysis		Score
Demonstrated the product, tool, or initiative through the "test, validate, and revise" process in order to improve overall project effectiveness in reaching and impacting the defined target audience. <b>(10 points possible)</b>		
Effectively used the operating budget. Included a cost/benefit analysis and a breakdown of how funds were used to support the project. <b>*Note:</b> The budget can be supplemented with additional student-generated contributions. There is no penalty for spending more than the allocated budget for the project. <b>(10 points possible)</b>		
Implementation & Analysis Score <b>(20 Points Possible)</b>		<b>0</b>

Final Submission	Comments	Score
Clearly addressed the five aspects for long-term project sustainability and scalability, i.e. possible implementing partners, transferability to other locations, barriers, future project needs, and the status of the project post-competition. <b>(20 points possible)</b>		
Clearly proved the product, tool, or initiative used innovative approaches that had measurable outcomes in preventing targeted violence and/or terrorism. <b>(15 points possible)</b>		
Thoroughly outlined strategies, tactics, findings, challenges, successes, failures, and results of the implemented project. <b>(5 points possible)</b>		
Formatting of the final report showed a high degree of creativity, quality, professionalism, and cohesiveness. <b>(5 points possible)</b>		
Final Submission Score <b>(45 Points Possible)</b>		<b>0</b>

**TOTAL SCORE**

**0**



**Invent2Prevent**  
**First Round Judging Scorecard**  
**Fall 2023**

**Institution Name:**  
**Project Name:**  
**Judge Name:**

**About the Judging Scorecard:**  
 Use this scorecard to evaluate basic criteria for each submission. Each section is worth a specific number of points, with a maximum point total of **215**. Please enter the score for each section in the spreadsheet. Totals will automatically calculate. All submissions will be scored on the same criteria specified below. All decisions by the judges are final.

<b>Project Manager Criteria:</b> Project Managers are responsible for checking off the following items:		Expense log and reconciled budget with corresponding receipts are missing.
		Working files of all creative, electronic copies of all generated press hits, and digital photos / video from project activities were not included in submission.
		% of bonus points awarded goes here.

**Disqualification Criteria:**  
 The following are criteria that may disqualify a team. Please mark an **X** next to any that apply to a submission and alert the Program Manager. Due to mitigating circumstances and technology challenges that may arise when submitting the Project Final Report and other required deliverables, a team that receives a notice of disqualification will have 24 hours to formally appeal.

	Submission is over the <b>10 page</b> maximum.
	File is unreadable or not in Final Report format.
	Plagiarism of any content, material, or creative.



**Note:** Judges must review the **Invent2Prevent project brief** before judging any submissions.

**Judging Scorecard**

Define and Analyze the Problem	Comments	Score
Clearly defined the problem, identifying a clear nexus between the problem and targeted violence or terrorism. <b>(10 points possible)</b>		
Identified a specific target audience for the project and specified a precise messaging goal tailored to the target audience. Specific audience aligns with broader target market as outlined in the Project Brief. <b>(10 points possible)</b>		
Undertook a thorough audience analysis that assessed the target audience. Audience analysis went beyond demographics to include an analysis of the motivations, cognitive and emotional processes, behaviors, and ability to access the media forms used in the campaign of the target audience. <b>(5 points possible)</b>		
Define and Analyze the Problem Score <b>(25 Points Possible)</b>		<b>0</b>

Project Content	Comments	Score
Identified risk factors contributing to the problem and built evidence-informed solutions around opposing protective factors. <b>(25 points possible)</b>		
Developed an initiative, product, or tool proposing a response or a call to action, inspired a mindset shift or behavior change, to prevent targeted violence and/or terrorism. <b>(25 points possible)</b>		

<p>Successfully executed an evidence-informed and comprehensive prevention strategy that engaged the defined target audience. Execution details and samples provided for all tactics and efforts. <b>(40 points possible)</b></p>		
<p>Prevention Strategy Score <b>(90 Points Possible)</b></p>		<p><b>0</b></p>

Evaluation Metrics	Comments	Score
<p>Assessed the effectiveness of the initiative, product, or tool using pre- and post- quantitative or qualitative metrics. <b>(15 points possible)</b></p>		
<p>Demonstrated mindset shifts or behavioral changes using qualitative or quantitative metrics. <b>(15 points possible)</b></p>		
<p>Demonstrated project outcomes through analytics. <b>(5 points possible)</b></p>		
<p>Evaluation Metrics Score <b>(35 Points Possible)</b></p>		<p><b>0</b></p>

Project Success and Cost Analysis	Comments	Score
<p>Demonstrated the initiative, product, or tool through the "test, validate, and revise" process in order to improve overall project effectiveness in reaching and impacting the defined target audience. <b>(10 points possible)</b></p>		

<p>Effectively used the operating budget. Included a cost/benefit analysis and a breakdown of how funds were used to support the project.</p> <p><b>*Note:</b> The budget can be supplemented with additional student-generated contributions. There is no penalty for spending more than the allocated budget for the project.</p> <p><b>(10 points possible)</b></p>		
Implementation & Analysis Score <b>(20 Points Possible)</b>		<b>0</b>

Final Submission	Comments	Score
<p>Clearly addressed the five aspects for long-term project sustainability and capacity for widespread adoption, i.e., possible implementing partners, transferability to other locations, barriers, future project needs, and the status of the project post-competition.</p> <p><b>(20 points possible)</b></p>		
<p>Clearly proved the initiative, product, or tool used innovative approaches that had measurable outcomes in preventing targeted violence and/or terrorism.</p> <p><b>(15 points possible)</b></p>		
<p>Thoroughly outlined strategies, tactics, findings, challenges, successes, failures, and results of the implemented project.</p> <p><b>(5 points possible)</b></p>		
<p>Formatting of the final report showed a high degree of creativity, quality, professionalism, and cohesiveness.</p> <p><b>(5 points possible)</b></p>		
Final Submission Score <b>(45 Points Possible)</b>		<b>0</b>

## Appendix 2 – Collegiate Survey Results Brief and Surveys (Fall 2022 and Spring 2023)

**Invent2Prevent Program Evaluation  
Fall 2022 and Spring 2023 College Surveys  
Results Brief**

## **Summary**

Pre- and post-program evaluation surveys were disseminated by McCain Institute and EdVenture Partners at the beginning and end of the Fall 2022 and Spring 2023 I2P sessions. A follow-up survey was sent out by the University of Nebraska Public Policy Center (NUPPC) after the culmination of the Fall 2022 semester.

A combined total of 110 students responded to the pre-program surveys, and 51 responded to post-program surveys. Responses were collapsed across Fall 2022 and Spring 2023 surveys in order to provide adequate sample sizes for data analysis.

Key findings from the surveys include:

1. Among possible threats to their community, students considered racially or ethnically motivated violence to be the biggest (45%), followed by violent extremism stemming from misinformation (22%; Table 5). An additional 7% of students did not think violent extremism was a threat in their community.
2. Self-reported skills increased between the pre-program survey and the post-program. This change was driven by a perceived increase in skills relating to online literacy and safety, presenting to a real-world client, building safe and resilient communities, identifying risk and protective factors for targeted violence, and creating a metrics framework to evaluate a project.
3. Students reported significantly higher knowledge about terrorism and targeted violence after completing the program ( $M = 3.9$ ) compared to before the program ( $M = 3.0$ )
4. Students overall rated the value of I2P ( $M = 3.8$ ) above the midpoint of the scale (3.0), meaning they found I2P more valuable than their coursework.

A detailed description of quantitative results from the survey is presented here.

## **Methods**

### ***Surveys***

Many questions were duplicated across both cohorts and survey times which allows for comparison before and after the program. Survey responses were anonymous and therefore a matched-pair analysis of pre- and post-program surveys was not possible; instead, Between-Groups ANOVA was used to compare pre- and post-program results. Data analysis was collapsed across cohorts to increase the post-program sample size.

Table 1 Survey Time and Number of Questions

Survey Iteration	# Questions
Fall 2022 Pre-Program	15
Fall 2022 Post-Program	22
Fall 2022 Follow-Up	11
Spring 2023 Pre-Program	23
Spring 2023 Post-Program	39

### Survey Participants

A summary of both represented schools and number of participants for each survey iteration is presented in Table 2. A total of 177 responses across all five iterations of the survey were received. Spring 2023 participants were asked to identify their major, and six students responded. Majors represented include Marketing/Advertising ( $n = 2$ ), Political Science ( $n = 3$ ), and Sociology/Education Studies ( $n = 1$ ).

Table 2 College/University Participants

University	Fall '22 Pre Program	Fall '22 Post Program	Fall '22 Follow up	Spring '23 Pre Program	Spring '23 Post Program	Total
Alabama A&M University	1	0	0	0	0	1
American University	0	0	0	1	3	4
Boise State	0	0	0	1	0	1
Brigham Young University - Idaho	12	0	1	0	1	14
Duke University	2	0	0	0	0	2
Embry Riddle Aeronautical University	0	0	0	0	2	2
Fayetteville State University	0	0	0	0	1	1
George Washington University	0	0	0	0	1	1
Georgia State University	4	4	1	0	0	9
Hawai'i Pacific University	0	2	1	0	0	3
Howard University	4	0	0	0	0	4
Indiana University South Bend	0	0	0	9	2	11
Iowa State University	32	6	0	0	0	38
Johns Hopkins University	0	0	0	0	2	2
Middlebury Institute of International Studies	3	0	1	0	0	4
Nichols College	4	4	1	0	0	9
San Jose State University	2	2	0	0	0	4
Southern University Law Center	0	0	1	0	3	4
Texas Christian University	0	0	0	1	0	1
Texas Tech University	1	0	2	0	0	3
University of Akron	0	0	0	0	1	1
University of Arizona	6	2	1	0	4	13
University of Central Oklahoma	0	0	1	0	0	1
University of Colorado, Boulder	1	0	0	0	0	1
University of Massachusetts Amherst	0	0	0	1	0	1
University of Nebraska, Lincoln	3	0	0	0	0	3
University of New Haven	0	3	1	0	0	4
University of North Dakota	2	1	0	0	0	3
University of Rhode Island	11	0	0	0	0	11
University of South Carolina	4	0	0	0	0	4
Wright State University	0	0	0	0	1	1
Xavier University of Louisiana	3	0	0	2	4	9
Unreported	0	1	5	0	1	7
<b>Total</b>	<b>95</b>	<b>25</b>	<b>16</b>	<b>15</b>	<b>26</b>	<b>177</b>

## Results

### Surveys

#### Pre-Program Only Survey Questions

##### Fall 2022 and Spring 2023 Cohorts

One question was only posed to survey respondents on the pre-program survey. On pre-program surveys students were asked whether they were familiar with the US Department of Homeland Security definition of targeted violence. A majority of both cohorts indicated they were familiar with the provided definition (Table 3).

Table 3 Familiar with Definition of Targeted Violence

Cohort	Response % (n)	
	Yes	No
Fall 2022	68.4% (65)	31.6% (30)
Spring 2023	53.3% (8)	46.7% (7)

#### Pre- and Post-Program Survey Questions

##### Fall 2022 and Spring 2023 Cohorts

A number of survey items appeared on the Pre- and Post-Program surveys for both the Fall and Spring cohorts, allowing for a robust analysis of changes in experiences or beliefs related to threats, self-rated knowledge, and skills. However, no significant differences were noted between Pre- and Post-Program responses for beliefs related to threats; overall, students most often reported seeing or hearing expressions against different communities 1 to 4 times per week (Table 4). Students also considered racially or ethnically motivated violence to the biggest threat (45%), followed by violent extremism stemming from misinformation (22%; Table 5). An additional 7% of students did not think violent extremism was a threat in their community.

Table 4 See/Hear Expressions Against Community

Response	Pre-Program (n = 110) n (%)	Post-Program (n = 26)* n (%)
Never	18.2% (20)	19.2% (5)
1-4 times per week	62.7% (69)	53.8% (14)
5-10 times per week	14.5% (16)	11.5% (3)
More than 10 times a week	4.5% (5)	15.4% (4)

( $\chi^2(3) = 4.154, p = .245$ )

\*This question was not included on the Fall 2022 Post-Survey.

Table 5 Biggest Threat to Community

Response	Pre-Program (n = 107)	Post-Program (n = 47)	Total (n = 154)
Racially or ethnically motivated	42.7% (47)	49.0% (25)	46.8% (72)
Violent extremism more broadly stemming from misinformation	20.9% (23)	23.5% (12)	22.7% (35)
Misogyny/Involuntary celibate (incel)	10.0% (11)	9.8% (5)	10.4% (16)
Anti-government/anti-authority	7.3% (8)	3.9% (2)	6.5% (10)
Abortion-related	7.3% (8)	2.0% (1)	5.8% (9)
I don't think any type of violent extremism is a threat to my community	9.1% (10)	3.9% (2)	7.8% (12)

( $F(6,154) = 1.020, p = .414$ )

A Within Groups MANOVA indicated self-reported skills increased between the pre-program survey and the post-program survey ( $F(8,149) = 2.739, p = .008$ ). This difference was driven by an increase in skills relating to online literacy and safety, presenting to a real-world client, building safe and resilient communities, identifying risk and protective factors for targeted violence, and creating a metrics framework to evaluate a project.

Table 6 Mean Differences in Self-Reported Skill Perception

	Pre-Program (n = 108)		Post-Program (n = 50)		F	P
	M	SD	M	SD		
<b>Self-Rated Competence and Skill</b>						
Leadership (Leadership)	4.1	0.8	4.3	0.8	2.172	.143
Online literacy and safety (Literacy)	3.9	0.9	4.3*	0.8	4.605	.033
Develop and Implement Marketing Strategy (Marketing)	3.7	0.9	3.8	0.9	.652	.421
Present to a real-world client (Present)	3.6	1.0	4.0*	0.9	5.444	.021
Build Safe and Resilient Communities (Build)	3.5	1.0	4.1*	0.9	16.869	<.001
ID Risk Factors for Targeted violence (Risk)	3.5	1.0	4.1*	0.8	15.494	<.001
ID Protective Factors for Targeted Violence (Protective)	3.4	1.0	4.1	0.8	18.383	<.001
Create a Metrics Framework for Project Evaluation (Evaluate)	3.3	1.0	3.7*	0.9	6.161	.014

Note: 1 = No Confidence and 5 = High Confidence; MANOVA:  $F(8,149)=2.739, p=.008$

\*Higher post-program Mean competence.

There were no differences between the pre- and post-program surveys for questions about interest in learning more about targeted violence or in being familiar with career paths for preventing targeted violence (Table 8).



Table 8 Value of Program for Future

	n	Mean	SD	F
<b>I am interested in learning more about preventing targeted violence</b>				
Pre-Program	101	4.4	0.8	F(1,150) = 0.557, $p = .457$
Post-Program	51	4.3	0.9	
<b>I am familiar with the various career paths in the field of preventing targeted violence</b>				
Pre-Program	101	3.1	1.1	F(1,150) = 1.974, $p = .162$
Post-Program	51	3.3	1.0	

*Fall 2022 Cohort Only*

While several questions were asked on both the Fall and Spring surveys, some questions were only asked of one cohort. One survey item was only asked of the Fall 2022 cohort, and was asked both pre-program and post-program, “*Ordinary citizens like me can make a difference in preventing targeted violence*”. Students reported being more likely to believe they can make a difference in preventing targeted violence after participation in the program ( $F(1,118) = 6.517, p = .012$ ) than they did pre-program (Table 9).

Table 9 Ordinary citizens like me can make a difference in preventing targeted violence

	n	Mean	SD	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Pre-Program	95	4.3	0.7	0 (0)	1.1% (1)	10.5% (10)	46.3% (44)	42.1% (40)
Post-Program	25	4.7	0.6	0 (0)	0 (0)	4.0% (1)	24.0% (6)	72.0% (18)

*Spring 2023 Cohort Only*

Various survey items assessing knowledge (Table 10), beliefs (Table 11), and confidence (Table 12) were included for the Spring 2023 cohort. Only one of these items had a statistically significant change from Pre-Program to Post-Program. Students reported significantly higher knowledge about terrorism and targeted violence, increasing from Somewhat Knowledgeable ( $M = 3.0, SD=0.6$ ) to Very Knowledgeable ( $M = 3.9, SD = 0.8$ ).

Table 10 Self-Rated Knowledge about terrorism and targeted violence

	n	Mean	SD	Not at all Knowledgeable	Not Very Knowledgeable	Somewhat Knowledgeable	Very Knowledgeable	Extremely Knowledgeable
Pre-Program	6	3.0	0.6	0.0% (0)	16.7% (1)	66.7% (4)	16.7% (1)	0.0% (0)
Post-Program	26	3.9*	0.8	0.0% (0)	3.8% (1)	26.9% (7)	46.2% (12)	23.1% (6)

( $F(1,30) = 6.135, p = .019$ )

\*Higher post-program Mean competence.

Table 11 Personal beliefs on impact of targeted violence

	n	Mean	SD
<b>I am fearful of targeted violence</b>			
Pre-Program	6	4.3	1.2
Post-Program	26	3.3	1.2
<b>I worry about being a victim of targeted violence</b>			
Pre-Program	6	3.3	1.5
Post-Program	26	3.3	1.3
<b>I worry that someone I love will be a victim of targeted violence</b>			
Pre-Program	6	4.0	1.5
Post-Program	26	3.9	1.2
<b>There is a high risk of targeted violence where I live</b>			
Pre-Program	6	3.8	1.2
Post-Program	26	3.1	1.3
<b>I have a role to play in preventing targeted violence</b>			
Pre-Program	6	4.7	0.5
Post-Program	26	4.3	1.0

Note: No mean differences between pre- and post-program beliefs were found; this may be due to the small pre-program sample size.

Table 12 Self-rated confidence in developing a project aimed at PTTV

	n	Mean	SD	Not at all confident	Not very confident	Somewhat confident	Very Confident	Extremely Confident
Pre-Program	6	3.7	0.5	0.0% (0)	0.0% (0)	33.3% (2)	66.7% (4)	0.0% (0)
Post-Program	26	4.0	0.8	0.0% (0)	0.0% (0)	34.6% (9)	34.6% (9)	30.8% (8)

Note: No mean difference between pre- and post-program beliefs was found; this may be due to the small pre-program sample size.

### Post-Program Only Survey Questions

#### Fall 2022 and Spring 2023 Cohorts

Survey items that appeared on both the Fall and Spring Post-Program surveys revolved around program experiences during the program and identifying ways in which the program could be improved. Questions asked about time spent on project (Table 13), and additional supports desired (Table 14). Most students indicated they spent at least three hours per week (76.4%,  $n = 32$ ), while two students indicated they spent less than one hour per week.

Table 13 Hours per Week Worked on Project

	Fall 2022 Follow-Up ( $n = 16$ )	Spring 2023 Post-Program ( $n = 26$ )	Overall ( $n = 42$ )
Less than 1 hour	6.3% (1)	3.8% (1)	4.7% (2)
1 – 2 hours	18.8% (3)	19.2% (5)	19.1% (8)
3 – 4 hours	31.3% (5)	26.9% (7)	28.9% (12)
5 – 7 hours	31.3% (5)	42.3% (11)	38.1% (16)
8 – 10 hours	12.5% (2)	3.8% (1)	7.1% (3)
More than 10 hours	0.0% (0)	3.8% (1)	2.3% (1)

Overall, students reported a desire for extra time to complete the project (47.1%), additional information on how to measure a projects' success (45.1%), and more support on designing project tactics (41.2%), more access to subject-matter experts (37.3%), additional guidance on research (35.3%), and more support from their college or university (33.3%; see Table 14).

Table 14 Additional Supports Wanted

Response	Fall 2022 (n = 25)	Spring 2023 (n = 26)	Overall (n = 51)
More time to complete the project	62.5% (15)	34.6% (9)	47.1% (24)
More information on how to measure a projects success	41.7% (10)	50.0% (13)	45.1% (23)
More support on designing project tactics	25.0% (6)	57.7% (15)	41.2% (21)
More access to subject-matter experts	29.2% (7)	46.2% (12)	37.3% (19)
Additional guidance on research	37.5% (9)	34.6% (9)	35.3% (18)
More support from my college/university	25.0% (6)	42.3% (11)	33.3% (17)
Fewer program assignments	16.7% (4)	7.7% (2)	11.8% (6)
More information about project design and competition process**	--	34.6% (9)	17.6% (9)

Note: Students could choose more than one response and percentages will not add up to 100%

\*\*This question was only included for the Spring '23 cohort.

Students were asked to gauge the value of the I2P experience against their regular coursework as it relates to their intended career path. Students overall rated the value of I2P ( $M = 3.8$ ) above the midpoint of the scale (3.0), meaning they found I2P more valuable than their coursework (Table 15).

Table 15 Perceived value compared to regular coursework

	n	Mean	SD	Much Less Valuable	Somewhat Less Valuable	Equally Valuable	Somewhat More Valuable	Much More Valuable
Fall 2022 Follow-up	13	3.6	1.5	7.7% (1)	23.1% (3)	7.7% (1)	23.1% (3)	38.5% (5)
Spring 2023 Post-Program	24	4.0	0.8	0.0% (0)	4.2% (1)	20.8% (5)	50.0% (12)	25.0% (6)
Overall	37	3.8	1.1	2.7% (9)	10.8% (4)	16.2% (6)	40.5% (15)	29.7% (11)

### Spring 2023 Cohort Only

Several questions regarding student experiences in the I2P program during the semester appeared only on the Spring 2023 survey. These questions focused on the utility of the I2P Online Portal (Table 16 and Table 17), and helpfulness of students' School Advisor and I2P Project Manager (Table 18). All students indicated they accessed the I2P Online Student Portal and gave it an average rating approaching Very Helpful ( $M = 3.8$ ). Over half of the students indicated that both the readings on the website (69.2%,  $n = 18$ ) and the videos (53.8%,  $n = 14$ ) were the most helpful content on the site. Two students chose "Other" and indicated "Announcements" and "Guides and Checklists" would have been helpful.

Table 16 Perceived Helpfulness of I2P Online Portal

	n	Mean	SD	Not at all helpful	Not very helpful	Somewhat helpful	Very Helpful	Extremely Helpful
Spring 2023	26	3.8	0.9	0.0% (0)	3.8% (1)	34.6% (9)	38.5% (10)	23.1% (6)

Table 17 Portal Use

<b>Portal Access and Helpfulness (n = 26)</b>	
Visited Online Portal	100% (26)
Most Helpful - Readings	69.2% (18)
Most Helpful – Videos	53.8% (14)
Most Helpful – Other	7.7% (2)

Note: Percentages add to greater than 100% because respondents could select more than one response.

A majority of the Spring 2023 respondents indicated that both their School Mentor (38.5%,  $n = 10$ ) and I2P Program Manager (46.2%,  $n = 12$ ) were Extremely Helpful. No respondent indicated that either advisor was Not at all helpful, but a few indicated the School Mentor (11.5%,  $n = 3$ ) and I2P Project Manager (3.8%,  $n = 1$ ) were Not very helpful (Table 18). There was no difference in perceived helpfulness between the Faculty/Staff advisor and the I2P Program Manager ( $t(25) = -1.614, p = .060$ ).

Table 18 Helpfulness of Mentors

	n	M	SD	Not at all Helpful	Not Very Helpful	Somewhat Helpful	Very Helpful	Extremely Helpful
Faculty/Staff Advisor	26	3.9	1.1	0.0% (0)	11.5% (3)	26.9% (7)	23.1% (6)	38.5% (10)
I2P Program Manager	26	4.2	0.9	0.0% (0)	3.8% (1)	15.4% (4)	34.6% (9)	46.2% (12)

$t(25)=-1.614, p=.060$

## Fall 2022 Pre-Program Survey

### Default Question Block

Thank you so much for your participation in the Fall 2022 Invent2Prevent Collegiate program! We would like to invite you to participate in a brief pre-program survey. The survey will take about five minutes. All answers are anonymous.



### Student Learning Outcomes from the Invent2Prevent Fall 2022 Program

You are invited to participate in a study conducted by the McCain Institute to measure the effect of student participation in the I2P fall 2022 semester. This pre-program survey should take you approximately five minutes to complete. There will be another five-minute, post-program survey at the end of the semester.

The only qualification to take part in this survey is to be a college or university student currently participating in the I2P fall 2022 program. You must also be 18 years or older.

Participation in this survey is completely voluntary, and you may withdraw your consent at any time. Withdrawing your consent will not prevent you from being able to participate in any I2P activities and/or events. There are no foreseeable risks to your participation in this survey.

Your responses to this survey will be anonymous. The survey link is also anonymized to protect your privacy and de-link your information. The results of this survey will only be shared in the aggregate form. Results will not be linked directly back to your college or university. Results may be used in reports, presentations, program evaluations, or

publications, but your name and any other identifiable information will not be used. Results will not be shared with members of law enforcement.

De-identified data collected as a part of this study will not be shared with others for any future research purposes or other uses, with one exception – the data may be shared with an independent research team for a future program evaluation. In this case, the independent research team will obtain separate permission from you to participate in their program evaluation study.

If you have any questions concerning this survey, please contact the research team at: [Brette.Steele@asu.edu](mailto:Brette.Steele@asu.edu) or [Rachel.Hunkler@asu.edu](mailto:Rachel.Hunkler@asu.edu). If you have any questions about your rights as a participant in this study, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at (480) 965-6788.

By clicking the “Agree” button below, you certify that you are 18 years or older and that you agree to participate in this survey.

Agree

Select your college / university:

How often do you see or hear expressions against a specific group or person because of their race, religion, ethnicity, or gender identity?

- More than 10 times a week
- 5-10 times a week
- 1-4 times a week
- Never

Which type of violent extremism do you think is the biggest threat to your community?

- Racially or ethnically motivated

- Anti-government / anti-authority
- Animal rights / environmental
- Abortion-related
- Misogyny / involuntary celibate ('incel')
- Violent extremism more broadly stemming from misinformation
- I don't think any type of violent extremism is a threat to my community.
- Other form(s) of violent extremism (Please explain):

The U.S. Department of Homeland Security (DHS) defines **targeted violence** as “*any incident of violence that implicates homeland security and/or DHS activities, and in which a known or knowable attacker selects a particular target prior to the violent attack.*” Have you seen this definition or something similar before?

- Yes
- No

I am interested in learning more about preventing targeted violence.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly disagree

I am familiar with various career paths in the field of preventing targeted violence.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Ordinary citizens like me can make a difference in preventing targeted violence.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Please indicate your perception of your level of ability in each area using the following scale:

- 5 = High level of competence and skill
- 4 = Moderately high level of competence and skill
- 3 = Average level of competence and skill
- 2 = Low level of competence and skill
- 1 = No level of competence nor skills

	5	4	3	2	1
A. Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Develop and implement a marketing strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Create a metrics framework to evaluate a project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Present to a real-world client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Online literacy and safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Identify risk factors for targeted violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Identify protective factors for targeted violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Build safe and resilient communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Fall 2022 Post-Program Survey

### Default Question Block

Thank you so much for your participation in the Fall 2022 Invent2Prevent Collegiate program! We would like to invite you to participate in a brief post-program survey. The survey will take about five minutes. All answers are anonymous.



### Student Learning Outcomes from the Invent2Prevent Fall 2022 Program

You are invited to participate in a study conducted by the McCain Institute to measure the effect of student participation in the I2P fall 2022 semester. You may have already completed a similar pre-program survey at the start of the semester. This post-program survey should take you approximately five minutes to complete.

The only qualification to take part in this survey is to be a college or university student currently participating in the I2P fall 2022 program and be 18 years or older. If you did not participate in the pre-program survey at the start of the semester, you are still eligible to take this survey.

Participation in this survey is completely voluntary and you may withdraw your consent at any time. Withdrawing your consent will not prevent you from being able to participate in any I2P activities and/or events. There are no foreseeable risks to your participation in this survey.

Your responses to this survey will be anonymous. The survey link is also anonymized to protect your privacy and de-link your information. The results of this survey will only be

shared in the aggregate form. Results will not be linked directly back to your college or university. Results may be used in reports, presentations, program evaluations, or publications, but your name and any other identifiable information will not be used. Results will not be shared with members of law enforcement.

De-identified data collected as a part of this study will not be shared with others for any future research purposes or other uses, with one exception – the data may be shared with an independent research team for a future program evaluation. In this case, the independent research team will obtain separate permission from you to participate in their program evaluation study. If you have any questions concerning this survey, please contact the research team at: [Brette.Steele@asu.edu](mailto:Brette.Steele@asu.edu) or [Rachel.Hunkler@asu.edu](mailto:Rachel.Hunkler@asu.edu).

If you have any questions about your rights as a participant in this study, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at (480) 965-6788.

By clicking the “Agree” button below, you certify that you are 18 years or older and that you agree to participate in this survey.

Agree

Select your college / university:

After participating in I2P, which type of violent extremism do you think is the biggest threat to your community?

- Racially or ethnically motivated
- Anti-government / anti-authority
- Animal rights / environmental
- Abortion-related
- Misogyny / involuntary celibate ('incel')
- Violent extremism more broadly stemming from misinformation

I don't think any type of violent extremism is a threat to my community.

Other form(s) of violent extremism (Please explain):

I am interested in learning more about preventing targeted violence beyond what I learned in the I2P program.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly disagree

I am familiar with various career paths in the field of preventing targeted violence.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Ordinary citizens like me can make a difference in preventing targeted violence.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Please indicate your perception of your level of ability in each area using the following scale:

5 = High level of competence and skill

4 = Moderately high level of competence and skill

3 = Average level of competence and skill

2 = Low level of competence and skill

1 = No level of competence nor skills

	5	4	3	2	1
A. Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Develop & implement a marketing strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Create a metrics framework to evaluate a project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Present to a real-world client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Online literacy and safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Identify risk factors for targeted violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Identify protective factors for targeted violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Build safe and resilient communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What additional I2P support or resources would have been helpful this semester?

Select all that apply.

- More access to subject-matter experts
- Additional guidance on research
- More support on designing project tactics
- More info on how to measure a project's success
- More time to complete the project
- More support from my college or university
- Fewer program assignments
- Other (please explain):

What's the most valuable lesson(s) you learned during this project that you'll use moving forward?

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## 2022 Fall Post-Program Follow-Up

Thank you in advance for taking the time to complete this very brief survey.

The University of Nebraska Public Policy Center is conducting an independent evaluation of the "Invent 2 Prevent" (I2P) program. Your contact information was provided because you participated on a team during the Fall 2022 semester. We are interested in how you experienced the I2P program. The entire survey should take only about 10-15 minutes of your time.

This evaluation is funded by the Department of Homeland Security, Directorate of Science and Technology. Your responses will be aggregated with others in a report that will not identify you. You will not be asked any personal questions and you can skip any questions.

Please feel free to contact Dr. Denise Bulling, Senior Research Director with the University of Nebraska Public Policy Center, with any questions or comments. [dbulling2@unl.edu](mailto:dbulling2@unl.edu)

Click NEXT at the bottom right to continue.

Thinking back to when you signed up, why did you decide to participate in the I2P program?

Thinking back on your I2P team experience, how many hours per week do you estimate you worked on the project during the semester?

Less than 1 hour

- 1-2 hours
- 3-4 hours
- 5-7 hours
- 8-10 hours
- More than 10 hours

What skills did you develop as a result of participating in this project?

What resources or materials did you find helpful?

Did you have contact with the I2P Project Manager assigned to your project?

- No  
 Yes

You said you had contact with the I2P Project Manager assigned to your project. How did this person work with your team?

Compared to your regular coursework, how valuable was participating in this project related to your intended career path?

- Much less valuable than coursework  
 Somewhat less valuable than coursework  
 Equally valuable to coursework  
 Somewhat more valuable than coursework  
 Much more valuable than coursework

Please use this space to tell us about what you liked and didn't like about the I2P program.

Please select your University from the dropdown list below:

If you don't see your University in the drop down list, please add it below:

THANK YOU!

Please click NEXT at the bottom right to submit your responses.

You can direct questions about this evaluation to Dr. Denise Bulling at [dbulling2@unl.edu](mailto:dbulling2@unl.edu)



## Spring 2023 Pre-Program Survey

### Default Question Block

Thank you so much for your participation in the Spring 2023 Invent2Prevent Collegiate program! We would like to invite you to participate in a brief pre-program survey. The survey will take about five minutes. All answers are anonymous.



### Student Learning Outcomes from the Invent2Prevent Spring 2023 Program

You are invited to participate in a study conducted by the McCain Institute to measure the effect of student participation in the I2P Spring 2023 semester. This pre-program survey should take you approximately five minutes to complete. There will be another five-minute, post-program survey at the end of the semester.

The only qualification to take part in this survey is to be a college or university student currently participating in the I2P Spring 2023 program. You must also be 18 years or older.

Participation in this survey is completely voluntary, and you may withdraw your consent at any time. Withdrawing your consent will not prevent you from being able to participate in any I2P activities and/or events. There are no foreseeable risks to your participation in this survey.

Your responses to this survey will be anonymous. The survey link is also anonymized to protect your privacy and de-link your information. The results of this survey will only be shared in the aggregate form. Results will not be linked directly back to your college or

university. Results may be used in reports, presentations, program evaluations, or publications, but your name and any other identifiable information will not be used. Results will not be shared with members of law enforcement.

De-identified data collected as a part of this study will not be shared with others for any future research purposes or other uses, with one exception – the data may be shared with an independent research team for a future program evaluation. In this case, the independent research team will obtain separate permission from you to participate in their program evaluation study.

If you have any questions concerning this survey, please contact the research team at: [Brette.Steele@asu.edu](mailto:Brette.Steele@asu.edu) or [Rachel.Hunkler@asu.edu](mailto:Rachel.Hunkler@asu.edu). If you have any questions about your rights as a participant in this study, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at (480) 965-6788.

By clicking the “Agree” button below, you certify that you are 18 years or older and that you agree to participate in this survey.

Agree

Select your college / university:

What is your major or field of study?

How often do you see or hear expressions against a specific group or person because of their race, religion, ethnicity, or gender identity?

- More than 10 times a week
- 5-10 times a week
- 1-4 times a week

Never

Which type of violent extremism do you think is the biggest threat to your community?

- Racially or ethnically motivated
- Anti-government / anti-authority
- Animal rights / environmental
- Abortion-related
- Misogyny / involuntary celibate ('incel')
- Violent extremism more broadly stemming from misinformation
- I don't think any type of violent extremism is a threat to my community.
- Other form(s) of violent extremism (Please explain):

How knowledgeable are you about targeted violence and/or terrorism in general?

- Extremely Knowledgeable
- Very Knowledgeable
- Somewhat Knowledgeable
- Not Very Knowledgeable
- Not At All Knowledgeable

The U.S. Department of Homeland Security (DHS) defines **targeted violence** as “*any incident of violence that implicates homeland security and/or DHS activities, and in which a known or knowable attacker selects a particular target prior to the violent attack.*” Have you seen this definition or something similar before?

- Yes
- No

For each statement below, select your response using the following scale:

5 = Strongly Agree

4 = Agree

3 = Neutral  
 2 = Disagree  
 1 = Strongly Disagree

	5	4	3	2	1
I am interested in learning more about preventing targeted violence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with various career paths in the prevention field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am fearful of targeted violence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worry that I will be a victim of targeted violence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worry that someone I love will be a victim of targeted violence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The risk of targeted violence is high where I live.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a role to play in preventing targeted violence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your perception of your level of ability in each area using the following scale:

5 = High level of competence and skill  
 4 = Moderately high level of competence and skill  
 3 = Average level of competence and skill  
 2 = Low level of competence and skill  
 1 = No level of competence nor skills

	5	4	3	2	1
A. Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Develop and implement a marketing strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	5	4	3	2	1
C. Create a metrics framework to evaluate a project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Present to a real-world client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Online literacy and safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Identify risk factors for targeted violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Identify protective factors for targeted violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Build safe and resilient communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In general, how confident are you in your skills to develop a project aimed at preventing targeted violence and/or terrorism?

- Extremely Confident
- Very Confident
- Somewhat Confident
- Not Very Confident
- Not At All Confident

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## Spring 2023 Post-Program Survey

### Default Question Block

Thank you so much for your participation in the Fall 2022 Invent2Prevent Collegiate program! We would like to invite you to participate in a brief post-program survey. The survey will take about five minutes. All answers are anonymous.



### Student Learning Outcomes from the Invent2Prevent Spring 2023 Program

You are invited to participate in a study conducted by the McCain Institute to measure the effect of student participation in the I2P spring 2023 semester. You may have already completed a similar pre-program survey at the start of the semester. This post-program survey should take you approximately five minutes to complete.

The only qualification to take part in this survey is to be a college or university student currently participating in the I2P spring 2023 program and be 18 years or older. If you did not participate in the pre-program survey at the start of the semester, you are still eligible to take this survey.

Participation in this survey is completely voluntary and you may withdraw your consent at any time. Withdrawing your consent will not prevent you from being able to participate in any I2P activities and/or events. There are no foreseeable risks to your participation in this survey.

Your responses to this survey will be anonymous. The survey link is also anonymized to protect your privacy and de-link your information. The results of this survey will only be

shared in the aggregate form. Results will not be linked directly back to your college or university. Results may be used in reports, presentations, program evaluations, or publications, but your name and any other identifiable information will not be used. Results will not be shared with members of law enforcement.

De-identified data collected as a part of this study will not be shared with others for any future research purposes or other uses, with one exception – the data may be shared with an independent research team for a future program evaluation. In this case, the independent research team will obtain separate permission from you to participate in their program evaluation study. If you have any questions concerning this survey, please contact the research team at: [Brette.Steele@asu.edu](mailto:Brette.Steele@asu.edu) or [Rachel.Hunkler@asu.edu](mailto:Rachel.Hunkler@asu.edu).

If you have any questions about your rights as a participant in this study, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at (480) 965-6788.

By clicking the “Agree” button below, you certify that you are 18 years or older and that you agree to participate in this survey.

Agree

Select your college / university:

How often do you see or hear expressions against a specific group or person because of their race, religion, ethnicity, or gender identity?

- More than 10 times a week
- 5-10 times a week
- 1-4 times a week
- Never

After participating in I2P, which type of violent extremism do you think is the biggest threat to your community?

- Racially or ethnically motivated
- Anti-government / anti-authority
- Animal rights / environmental
- Abortion-related
- Misogyny / involuntary celibate ('incel')
- Violent extremism more broadly stemming from misinformation
- I don't think any type of violent extremism is a threat to my community.
- Other form(s) of violent extremism (Please explain):

Now that you have participated in the I2P program, how knowledgeable are you about targeted violence and/or terrorism in general?

- Extremely Knowledgeable
- Very Knowledgeable
- Somewhat Knowledgeable
- Not Very Knowledgeable
- Not At All Knowledgeable

For each statement below, select your response using the following scale:

5 = Strongly Agree

4 = Agree

3 = Neutral

2 = Disagree

1 = Strongly Disagree

	5	4	3	2	1
I am interested in learning more about preventing targeted violence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	5	4	3	2	1
I am familiar with various career paths in the prevention field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am fearful of targeted violence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worry that I will be a victim of targeted violence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worry that someone I love will be a victim of targeted violence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The risk of targeted violence is high where I live.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a role to play in preventing targeted violence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your perception of your level of ability in each area using the following scale:

5 = High level of competence and skill

4 = Moderately high level of competence and skill

3 = Average level of competence and skill

2 = Low level of competence and skill

1 = No level of competence nor skills

	5	4	3	2	1
A. Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Develop & implement a marketing strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Create a metrics framework to evaluate a project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Present to a real-world client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Online literacy and safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	5	4	3	2	1
F. Identify risk factors for targeted violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Identify protective factors for targeted violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Build safe and resilient communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After completing I2P, how confident are you in your skills to develop a project aimed at preventing targeted violence and/or terrorism?

- Extremely Confident
- Very Confident
- Somewhat Confident
- Not Very Confident
- Not At All Confident

During the program, did you visit the I2P online portal?

- Yes
- No

What information from the I2P online portal was most valuable to you? Please check all that apply.

- Videos
- Readings
- Other (please explain):

How helpful did you find the materials provided on the online portal?

- Extremely Helpful
- Very Helpful
- Somewhat Helpful

- Not Very Helpful
- Not At All Helpful

What additional I2P support or resources would have been helpful this semester?  
Select all that apply.

- More access to subject-matter experts
- Additional guidance on research
- More support on designing project tactics
- More info on how to measure a project's success
- More time to complete the project
- More support from my college or university
- Fewer program assignments
- More information about the project design and competition process
- Other (please explain):

How many hours per week do you estimate you worked on your I2P project during the semester?

- Less than 1 hour / week
- 1-2 hours / week
- 3-4 hours / week
- 5-7 hours / week
- 8-10 hours/ week
- More than 10 hours / week

How helpful was your **Faculty / Staff Advisor**?

- Extremely Helpful
- Very Helpful
- Somewhat Helpful
- Not Very Helpful
- Not At All Helpful

How helpful was your **I2P Program Manager**?

- Extremely Helpful
- Very Helpful
- Somewhat Helpful
- Not Very Helpful
- Not At All Helpful

What skills did you develop because of participating in this project?

How has your participation in the I2P project influenced the direction of your future career?

Compared to your regular coursework, how valuable was participating in this project as it relates to your intended career path?

- Much more valuable than coursework
- Somewhat more valuable than coursework
- Equally valuable to regular coursework
- Somewhat less valuable than coursework
- Much less valuable than coursework

## Appendix 3 – Interview and Focus Group Questions

## **Interview and Focus Group Questions**

### **I2P Evaluation-Project Manager Interview Questions**

Thank you for agreeing to participate in this interview regarding the I2P project. Your responses in this interview are confidential. De-identified responses will be not shared with any I2P program personnel or the funder. Themes from multiple interviews will be shared in aggregate in the final evaluation report.

- How many teams do you work with? How often do you meet? (intervals in semester?)
- What do you provide to teams?
- How do you work with your teams? (meets with teams? Mentors? Phone or virtual?)
- What resources did you rely upon the most?
  - What resources do your teams find most useful, and why?
  - What resources are not useful?
- What additional resources would you have liked to have available for your teams?
- What factors impact the sustainability of the projects you have worked with?

### **I2P Judge Interview Questions**

Thank you for agreeing to participate in this interview regarding the I2P project. Your responses in this interview are confidential. De-identified responses will be not shared with any I2P program personnel or the funder. Themes from multiple interviews will be shared in aggregate in the final evaluation report.

- Was the I2P project brief helpful when judging the competition?
  - If so, how?
  - If no, why not?
- When judging the projects, what criteria are you looking when selecting a standout project?
- Why did one project standout the most?
- You were provided a scorecard. What criteria did you find most useful?
  - Target Market Research
  - Project Content
  - Evaluation Metrics
  - Project Cost and Success Analysis
  - Final Submission
- When considering scalability, what were you looking for in the project that took it to the next level?
- How did you differentiate between a finalist and a non-finalist? (Task 4 question)
- What differentiates sustained from un-sustained projects? (Task 4 question)
- What specific questions did you ask the teams during your judging session?
- Is there anything else you would like to add?

## **Student Finals Teams Focus Group Questions (June 2023)**

### *Value of experience*

- Thinking back to when you signed up, why did you decide to participate in this project?
- Compared to your coursework, was participating in the I2P competition more, or less, valuable?
  - In what ways?
- How have your beliefs or behaviors been affected because of participating in this project?

### *I2P resources*

- What resources did you use?
  - What resources did you find useful, and why?
  - What resources were not useful?
  - What additional resources would you have liked to have available for your team?
- How did the I2P mentor work with your team?
- What value did this add to the team's development of the project?
- What else you would have liked from the I2P mentor?

### *Impact of Participating*

- How has participating in the I2P program strengthened protective factors in your own life?
- What impact do you believe having participated in I2P will have on your future career trajectory?

## **Faculty Advisor Focus Group Questions (June 2023)**

- What is the impact on the students participating in I2P?
- What role did EdVenture Partners play in your program?
- What I2P resources did your team utilize for their project? (May probe for online videos and training about targeted violence, guides, and other information that may be on the portal)
- Did the I2P budget (\$2,000) help to motivate the students?
- If you could change one thing about the program and make it more impactful on the students, what would it be?
- How has participating in the I2 program impacted protective factors in students' lives?
- Do you have any questions for me about the evaluation?

## Appendix 4 – Literature Review



## Literature Review

### Introduction

The response to terrorism has evolved significantly over the last two decades, shifting from reactive policing/security measures to proactive prevention focused on community building to mitigate radicalization (Haghani et al., 2022). Efforts to interrupt the process of radicalization before engagement in violence are termed Countering/Preventing Violent Extremism (C/PVE) (National Institute of Justice, 2015). The literature surrounding C/PVE intervention evaluation is nascent and still limited in scope. Existing evaluations are predominantly qualitative and descriptive, focusing on participant-reported program outcomes or opinions of the program held by participants and stakeholders (Mastroe & Szmania, 2016; Miller et al., 2020; Pistone et al., 2019; Weine et al., 2018; Wyckoff, 2020). When quantitative evaluation data is reported, it is limited to output evaluation, such as the number of individuals the program reached or engaged with (Mastroe & Szmania, 2016).

This article reviews the history and evolution of Countering/Preventing Violent Extremism programs and evaluation strategies to inform an evaluation of a prevention program named “Invent2Prevent” (I2P). This document will highlight definitions and history, discuss prevention efforts in general while situating C/PVE within a public health model of prevention, and provide examples of existing C/PVE interventions and associated evaluations. The document concludes with a description of the I2P program and a critical exploration of the desired impact on I2P student participants.

### Methodology

Relevant literature was identified through a systematic review utilizing online academic search engines, reference-indexing, and mapping resources. Search terms including “countering violent extremism”, “preventing violent extremism”, “preventing violent extremism program evaluation”, “experiential/service learning”, “CVE workforce development”, and analogues were used to source English-language academic studies and government reports. Studies were included for review based on relevance to countering/preventing violent extremism (C/PVE) and C/PVE program evaluation, workforce development, and learning. Studies were excluded if they were not evaluation-focused. Searches were conducted on non-academic search engines to identify government reports, white papers, and other relevant non-academic information.

### Literature Review-Definitions

The C/PVE field focuses on targeted violence and terrorism threats originating domestically (US Department of Homeland Security, 2019). While these terms seem similar, they differ in small but significant ways. Table 1 provides definitions as prescribed by The US Department of Homeland Security (2019, p. 4).

<b>Targeted Violence</b>	“Any incident of violence which implicates homeland security and/or U.S. Department of Homeland Security Activities, and in which a known or knowable attacker selects a particular target prior to the violent attack. Unlike terrorism, targeted violence includes attacks otherwise lacking a clearly discernable political, ideological, or religious motivation, but that are of such severity and magnitude to suggest an intent to inflict a degree of mass injury, destruction, or death commensurate with known terrorist tactics. In the Homeland, targeted violence has a significant impact on the safety and security of our communities, schools, places of worship, and other public gatherings”.
<b>Terrorism</b>	“Any activity involving a criminally unlawful act that is dangerous to human life or potentially destructive of critical infrastructure or key resources, and that appears intended to intimidate or coerce a civilian population, to influence government policy by intimidation or coercion, or to affect the conduct of government by mass destruction, assassination, or kidnapping.”

Domestic threats often grow from extreme ideological views and are most frequently planned and perpetrated by lone actors (National Security Council, 2021). A domestic terrorist is often motivated by hate directed toward specific subsets of the population (Zambelich & Hurt, 2016). Examples of recently targeted populations include racial and ethnic minorities (e.g. the 2022 Buffalo, NY shooting and the 2019 Christchurch Mosque Shooting), LGBTQ+ individuals (e.g. Club Q in 2022 and Pulse Nightclub in 2016), and religious minorities (e.g. 2018 Pittsburgh Tree of Life shootings; (BBC News, 2020, 2022; Smith & Scolforo, 2021; The Associated Press, 2022; Zambelich & Hurt, 2016). Domestic terrorism can also be focused on resisting government authority (e.g., the January 6 Capital Attack in 2021; (National Security Council, 2021; Thompson et al., 2022). While the threat of terroristic attacks from outside sources remains, the threat from domestic, home-grown extremists has been steadily increasing over the years (The National Counterterrorism Center, 2021; US Department of Homeland Security, 2019).

Proving effectiveness of C/PVE interventions "...requires proof of a counter-factual...which is an impossible task" (Mastroe, 2016 p.51). It is impossible to show that a person who did not radicalize would have otherwise done so without the C/PVE intervention (Patel & German, 2015). Other C/PVE outcomes can be evaluated, however. For example, nearly a decade ago, Briggs and Feve (2013, p. 9) argued that "governments should establish or help to seed training and development programmes at national and local levels focused on how to construct messages, develop products, apply marketing strategies and measure results". No C/PVE evaluations focusing on messaging, product development, or marketing were identified by the research team since the 2013 Briggs and Feve publication. The proposed project aims to fill that gap in C/PVE evaluation literature.

### **General evaluation – Prevention**

Over the last decade there has been a movement away from policing strategies and toward a public health prevention framework to prevent radicalization (Weine et al., 2016). The Department of Homeland Security's 2016 report "*Strategic Implementation Plan for Empowering Local Partners to Prevent Violent Extremism in the United States*" included recommendations for incorporating Targeted Violence and Terrorism Prevention into existing public health programs. Recently, the public health sector via the Centers for Disease Control and Prevention (CDC) recognized terrorism and targeted violence as urgent public health issues (Centers for Disease Control and Prevention, 2021). This creates an opportunity to view terrorism and targeted violence as preventable behavioral based threats to health and society, amenable to interventions designed to disrupt behavioral trajectories.

The public health approach to prevention generally follows a four-step iterative process mirroring the scientific method. Step one is to define and monitor the problem. Step two involves identifying risk and protective factors that impact vulnerability (in the use case here, vulnerability to experiencing or perpetrating violence). Step three is to develop and test prevention strategies. Step four is to assure widespread adoption of the strategies that are deemed to be most effective by the data collected in step three.

Public health prevention science conceptualizes interventions along a continuum, guided by social-ecological theory. Prevention activities along the continuum focus on decreasing risk or increasing protective factors at different levels and has been applied to problems ranging from suicide (Cramer & Kaputsta, 2017) to vaccine acceptance (Latkin et al., 2021). Social-ecological theory posits that risk and protective factors can be viewed from and are influenced by interactions at the individual, relationship, community, and societal levels. Activities designed to increase factors that protect or decrease risk can be implemented at each of these levels. Public health prevention strategies are implemented simultaneously at multiple levels as part of a comprehensive prevention plan. Stephens and colleagues (2021) recently published a review of literature related to prevention of violent extremism wherein they conclude that using a social-ecological perspective could "re-orientate the discourse on resilience to extremism."

Public health interventions based on social-ecological frameworks are implemented in four stages: primordial, primary, secondary, and tertiary (National Academies of Science, 2017). Stages are

defined by intervention targets ranging from individual to community to society. Primordial-level interventions aim to change national, social, and economic structures; primary-level interventions aim to minimize or eliminate the risk factors leading to disease; secondary-level interventions are directed at individuals who are post-exposure for symptom control; tertiary-level interventions focus on rehabilitation and complication reduction following disease onset. Targeted violence behavior can be addressed in the same stages (National Governors Association, 2022).

The movement from security to whole-of-society interventions is analogous to the public health movement from disease/symptom treatment to disease prevention. Security-focused C/PVE interventions such as policing, deradicalization efforts, and military action are focused on individuals already engaged in terrorism or targeted violence – the equivalent of tertiary level in the public health model (Jackson et al., 2019; Lum et al., 2008). Whole-of-society prevention interventions focus on at-risk populations (secondary level) and general populations (primary level) to mitigate escalation to violence (Kisling & Das, 2022). Examples of primary and secondary prevention in targeted violence and/or terrorism include increasing resiliency, connectivity, engagement, and security for individuals and communities (Amit & Kafy, 2022; Bélanger, 2017; Mastroe & Szmania, 2016; Pratchett et al., 2010).

Evaluations of prevention programs generally begin with an explicit understanding of the stage or level the intervention is aimed at impacting. There are robust evaluations using this tact in violence prevention literature such as preventing school violence (Kovalenko et al., 2020) and violence against children (Cavanaugh et al., 2021). These fields have research and evaluation findings for programs that have been replicated in different settings with fidelity. C/PVE programs have not been subject to the same rigorous evaluation to date.

#### Prior C/PTV Evaluations

Evaluations of previous C/PVE community-based interventions are limited, both in number and scope (Mastroe & Szmania, 2016; Pistone et al., 2019). When conducted, evaluations most often report qualitative and descriptive results. Pilot C/PVE programs in Boston, LA, and Minneapolis utilizing community engagement conducted qualitative evaluations - the Boston evaluation focused on perceptions and opinions of participating stakeholders while LA and Minnesota evaluations were primarily descriptive (Savoia, 2021; Weine et al., 2018; Wyckoff, 2020). Building Resilience Against Violent Extremism (BRAVE), instituted in 2013 in Prince George, MD and Denver, CO, aimed to create an enlightened community whose populace can self-monitor and self-refer to the requisite professionals when necessary (Mirahmadi, 2016). Evaluation of the BRAVE intervention focused on identifying changes in participant-reported feelings of welcomeness, empowerment, and belonging, increase in learning, and satisfaction with speakers and topics (Mirahmadi, 2016; Williams et al., 2016).

#### Related P2P Evaluations

Peer-to-Peer (P2P) programs are also utilized in the C/PVE arena. These interventions are aimed at individuals who have begun the radicalization process but have not yet mobilized to violence. Existing peer-to-peer outcome evaluations have been conducted at the project-level. For example, Savoia, Su, Harriman and Testa's (2019) NIJ-funded evaluation of the *Kombat with Kindness* program focused on 8th and 9th graders in Utah found that students who were the target audience of the program reported lower exposure to hate messages post-treatment, which was an intended outcome of this campaign. Similarly, an outcome evaluation from another P2P project aimed at countering hate campaigns using social media showed improved community-level attitudes in Vancouver, Canada (Leung & Frank, 2020). Other student-initiated and led P2P campaigns have reached thousands of people online (*60 Days of PVE*, evaluated by Wilner & Rigato, 2017) and have built counter-extremism campaigns (*Voices Against Extremism*, evaluated by McNair & Frank, 2017). Further, *Voices Against Extremism* team members indicated interest to continue their campaign at the end of their initial project period to build upon the foundations created (McNair & Frank, 2017). There have been no published evaluation studies testing the strength of these campaigns over time.

Student-led peer-to-peer program impacts reach beyond the target audience with student participants also reporting personal impacts. These projects are considered service learning, a subset of experiential learning, which is defined as programming where “students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility” (Bringle & Hatcher, 1995, p. 112). Feelings of civic responsibility are increased when students participate in a community-focused project, and an increase in civic responsibility increases interest in new or additional career paths (D'Angelo & Kendrick, 2018; Zeid, 2019). Research and evaluation of service-learning programs have detected measurable impacts for student participants, especially when those students experience high-intensity dissonance during the program (Kiely, 2005). Dissonance is defined as an experience that is a disruptor of frames of reference, and high-intensity dissonance is a driver of future career choices (Kiely, 2005). Students who participate in service or experiential learning also report significant reassessment of their positions in the world and political assumptions, increasing their confidence as professionals and passion for the field (Blenner et al., 2021; Kiely, 2005).

### **Invent2Prevent**

Invent2Prevent (I2P) is an “innovative, experiential learning program that challenges high school and college students to create and implement their own dynamic products, tools, or initiatives to address acts of targeted violence, hate or terrorism in their specific communities” (McCain Institute, 2023, p. 1). I2P participants maintain a narrow focus on domestic violent extremism (i.e., violence inspired by extremist ideologies) rather than focusing on international terrorism.

Invent2Prevent fills the gap in prevention programs identified by Briggs & Feve in 2013 by focusing on prevention of “upstream risk factor and root causes” (Weine & Ahmed, 2012). Effective prevention interventions should utilize factors known to either facilitate or protect against radicalization and mobilization (National Institute of Justice, 2015). A distinction is made between radicalization and mobilization, as being radicalized does not guarantee a mobilization to violence. In fact, most individuals who hold radical beliefs do not engage in belief-based violence (Patel & German, 2015). Conversely, someone may be inspired by extreme ideology and mobilized to violence without ever being radicalized into adopting the belief system (The National Counterterrorism Center, 2021). Some beliefs deemed ‘extreme’ stem from constitutionally protected rights and activities (e.g. race, ethnicity, national origin, religion, gender/gender identity, or sexual orientation; (Jackson et al., 2019; The National Counterterrorism Center, 2021).

A person emerging as a potential threat may exhibit at least one of the following common risk factors: exposure to violent belief systems or narratives, contact with extremists via social networks, engagement with violent material on the Internet and social media, holding grievances, a criminal history, low community connectedness, unemployment, lack of romantic relationships, social isolation, and military experience (National Institute of Justice, 2015; Smith, 2018). Radicalization may be stymied by equity, engagement, and security. Protective factors, such as increased resiliency, community and inter-personal connectivity and security, religious and ideology education, and non-violent outlets can be capitalized on and enhanced to potentially mitigate radicalization (National Institute of Justice, 2015).

As the field of C/PVE evolves from security-focused to community-based interventions so too will the workforce knowledge, skills, and abilities (KSA) evolve (Mirahmadi, 2016; Pratchett et al., 2010). Specifically, the future workforce will need to identify individuals vulnerable to the radicalization process and intervene before mobilization to violence. Experiential and service learning programs help develop KSAs and increase interest in various career fields (Blenner et al., 2021; Kiely, 2005). Invent2Prevent is an experiential learning program implemented by Arizona State University’s McCain Institute and EdVenture Partners with a goal to “empower...students to prevent targeted violence and terrorism through the development and deployment of innovative initiatives that produce measurable results” (EdVenture Partners et al., 2021).

Invent2Prevent was established Spring 2021 in the hopes of utilizing perspectives of high school and college students in combating targeted violence, terrorism, and hate in their own communities (EdVenture Partners, 2023; McCain Institute, 2023). Student groups are provided a \$2,000 stipend to design, create, and implement a social or digital media tool or product, focused on a population at risk of radicalizing (EdVenture Partners, 2023; McCain Institute, 2023). The developed tools aim to interrupt the process before at-risk individuals radicalize or mobilize to violence. Over 700 students across 35 states, representing 27 high schools and 77 colleges have participated in the I2P program since the 2021 inception (McCain Institute, 2023).

The Invent2Prevent approach is based on recent findings that individuals are being radicalized or mobilized to targeted violence through media, television, and the Internet (Amit & Kafy, 2022). Student projects focus on interrupting the process by building resiliency, community, and self-esteem – major identified protective factors against radicalization (EdVenture Partners et al., 2021).

The popularity of peer-to-peer experiential learning projects focusing on C/PVE remains high as evidenced by the thousands of students world-wide who have participated in both I2P and its predecessor, P2P. However, quantitative program evaluation to determine best practices, standards, and outcomes remains scarce.

The proposed evaluation of the I2P program adds to existing C/PVE evaluation literature by providing quantitative data using defined and measurable outcome constructs. The complexity of measuring impact of the projects with the audiences identified by student teams is beyond the scope of the present evaluation. Instead, this evaluation will narrowly focus on the impact of participation in the I2P semester-long experience, aspects of the experience influencing success of projects, and aspects of projects impacting sustainability of efforts. Program evaluation goals are threefold: 1. Evaluate impact of program materials on student learning; 2. Identify common factors among sustained projects; and 3. Determine whether student facilitators are provided with the knowledge, skills, and abilities necessary to design and implement a sustainable C/PVE intervention.

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