

10.7.16

# Safety In Numbers:

Strategically Using Campus Climate Data  
to Transform Your Prevention Strategy

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Director

# Agenda



A Brief History of Climate Surveys

Defining “The Problem”

Translating Insights to Actions

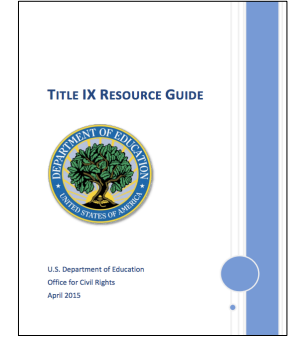
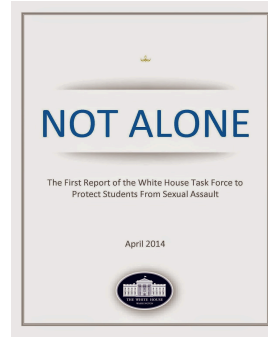
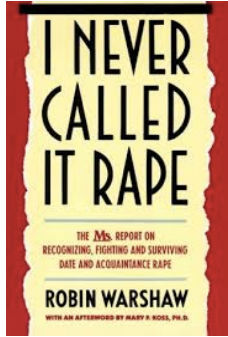
Addressing Institutional Priorities

Wrapping Up



# A BRIEF HISTORY OF CLIMATE SURVEYS

# Context on Climate Surveys



## HISTORICAL PERSPECTIVE

Attempts to accurately quantify sexual assault prevalence since 1980s

1990: Clery Act provides legislative mandates around reporting

2014: White House and Congress strongly recommend climate surveys

2015: CASA (and other) legislation would mandate biennial climate surveys

2015: DOE Title IX Resource Guide advocates for climate surveys





# DEFINING “THE PROBLEM”

# Strategic Planning and Goal-Setting

## Strategic Planning

**45%** of schools have engaged in a formal strategic planning process

## Goal-Setting

**34%** of schools have set specific, measurable goals to improve prevention



# A Logic Model Framework for Strategic Planning

**LOGIC**: a reasonable way of **making sense** of something

+

**MODEL**: a representation or **simplified version** of something



INPUTS

The diagram illustrates a Logic Model Framework. It features a light gray rectangular box at the top containing the definitions of 'LOGIC' and 'MODEL'. Below this box, there is a flow diagram consisting of a teal rounded rectangle on the left labeled 'INPUTS', a white arrow pointing to the right, and an orange rounded rectangle on the right labeled 'OUTCOMES'. The entire diagram is set against a white background.

OUTCOMES

## INPUTS



## PREVENTION

&

## RESPONSE



## GOALS

The tangible and intangible resources available to help you achieve goals.

What resources do we have?

How are we going to use our resources?

How are we going to measure results?

Are we meeting our goals and mission?

## RESEARCH & EVALUATION

### PERPETRATION

Addressing upstream and downstream factors associated with perpetration.

### VICTIMIZATION

Educating and empowering students to identify, reduce, and react to risk.

### COMMUNITY

Creating a community that promotes safe, healthy, positive attitudes and actions.

### POLICY & ADJUDICATION

Instituting comprehensive and effective disciplinary systems and processes.

### COUNSELING & HEALTHCARE

Offering accessible and accommodating resources to ensure survivors' health and wellness.

### ADVOCACY & SUPPORT

Creating a community that speaks out against violence and supports survivors.

The purpose of your efforts, towards which you direct the use of resources.



## MISSION

The overarching ideals and objectives of your institution.



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## RESEARCH & EVALUATION

FORMATIVE

PROCESS

SUMMATIVE

# Formative Evaluation: Conducting a Needs Assessment

- 1 **Establish a planning group**
- 2 **Conduct the needs assessment**
  - Health problem
  - Behavioral causes
  - Individual determinants
  - Environmental determinants
- 3 **Identify specific needs and target groups**
- 4 **Develop *long-term behavioral objectives* for the target group**
- 5 **Review prior intervention efforts (identify successes/challenges)**
- 6 **Assess community and group capacity**





# TRANSLATING INSIGHTS TO ACTIONS

# Using Data to Tell a Story



**23%** of students experienced an assault before coming to school



**13%** of students experienced an assault after coming to school



Over **55%** of assaults involved alcohol by victim and/or perpetrator



**62%** of assaults were perpetrated by a fellow student.

What do we know about our students?

Where should we focus our efforts?

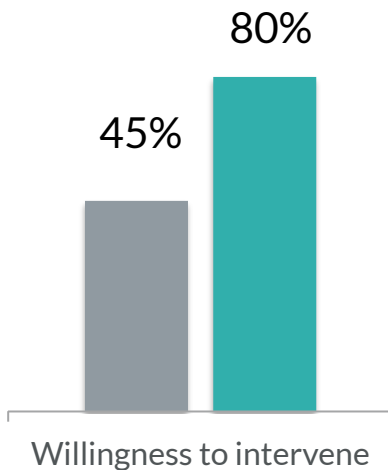
What resources are needed?

How do we measure success?



## Using Data to Tell a Story

In social norms marketing, the area



**DID YOU KNOW?**

**4 OUT OF 5 STUDENTS  
WOULD INTERVENE  
IF THEY THOUGHT  
A PEER WAS IN DANGER.**

**WOULD YOU?**

# Using Data to Tell a Story

## Who did you tell about the incident?

27% Roommate  
55% Close friend  
13% Parent  
5% Police

27% NO ONE

## If you did not tell anyone, why was that the case?

52% It's a private matter – wanted to deal with it on my own  
44% Ashamed/embarrassed  
43% Didn't think what happened was serious  
42% Wanted to forget it happened

## Did you report the incident to your school?

93% No  
7% Yes

## Impact of relevant training topics on rates of reporting

How to report a complaint of sexual assault

↑ 50%

Availability of confidential resources to help victims

↑ 19%

Procedures followed to investigate a complaint

↑ 60%

## How helpful were your school's procedures?

55% Helped a little or not at all  
25% Helped a lot or completely solved

# Establish Learning and Environmental Change Objectives



## INDIVIDUALS



## ENVIRONMENT

Identify individual and environmental determinants of behaviors

Develop intermediate  
learning objectives

Develop environmental  
change objectives

Establish priorities based on importance and ability to change

Other priorities

Community capacity

Available resources

Political environment

Literature review

Expert opinion

Program experience

Theoretical models

# Create Meaningful Change: Determinants of Behavior

## PREVENTION: Bystander intervention

Students know the root causes of sexual violence and how to spot situations where risk may be present.

Students believe that they can play a role in ending violence on campus.

Students believe that the good outweighs the bad in choosing to intervene to prevent an assault.

Students believe that their peers would intervene to prevent an assault.

Students feel that intervening to protect someone else is consistent with them being a caring person.

Students can describe strategies for effectively and safely intervening.

Students believe they have the ability to take control of a dangerous situation by calling for help.

Knowledge

Attitudes  
& Beliefs

Perceived  
Outcomes

Social  
Norms

Personal  
Norms

Behavioral  
Skills

Perceived  
Behavioral  
Control

## RESPONSE: Reporting or seeking support

Students know where to go to report a sexual assault or seek support services.

Students have faith in the system if they were to disclose an assault.

Students believe that they would be treated fairly if they were to disclose an assault.

Students believe that their peers would be supportive if they were to disclose an assault.

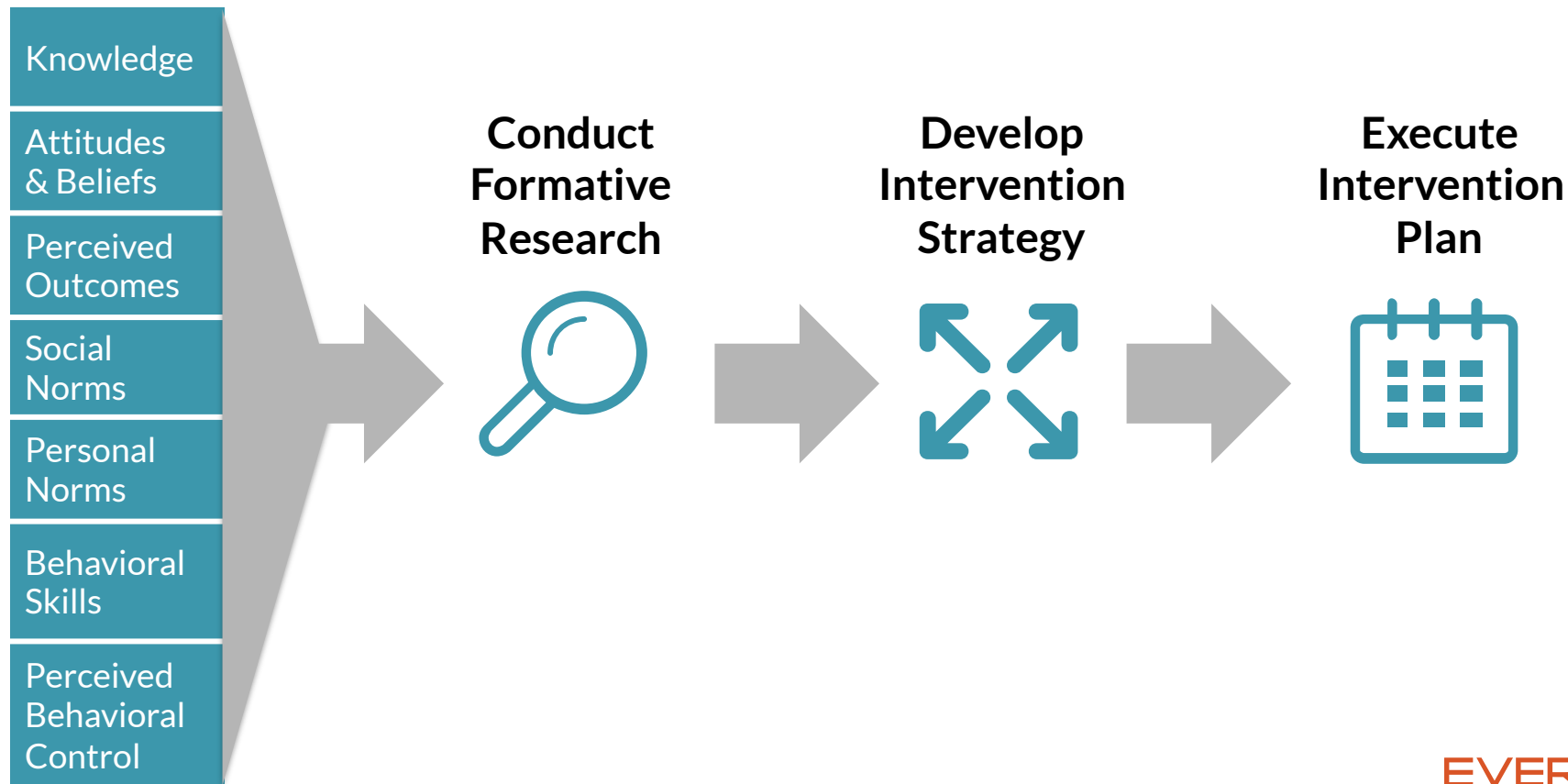
Students see themselves as someone who holds others accountable for wrongdoings.

Students have the language to talk about sensitive or personal things.

Students believe that they have the ability to make time to access support/reporting resources



# Designing and Implementing Interventions



# Executing an Evaluation Plan

## Process Evaluation

### OUTPUTS

Did we do  
what we said we  
were going to do?

## Summative Evaluation

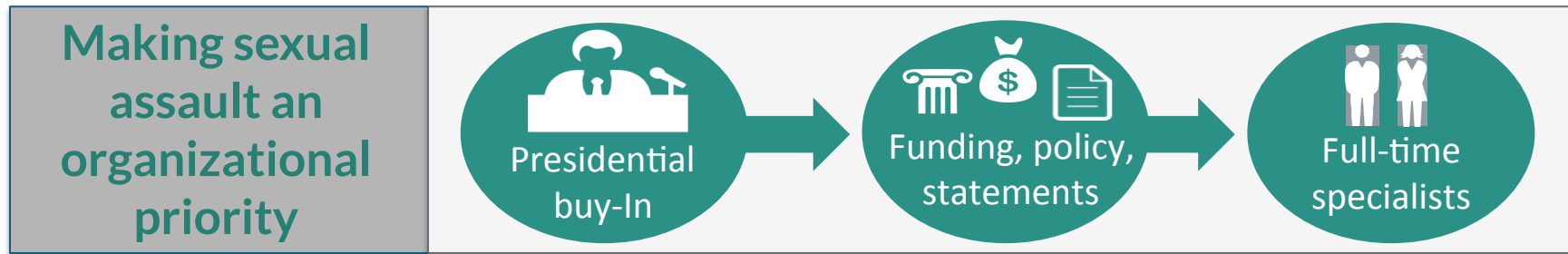
### OUTCOMES

Did we achieve  
the things we  
wanted to achieve?



# ADDRESSING INSTITUTIONAL PRIORITIES

## Ending Sexual Assault Requires Top-Down Support



### Gallup/IHE Survey of College Presidents (2015)

- 32 %** agreed that sexual assault is prevalent on US campuses
- 6 %** agreed that sexual assault is prevalent on their campus
- 77 %** felt their campus does a good job protecting women from sexual assault



# Making Prevention “Mission Critical”



Reputation, brand, recruitment



Safety, liability, risk management



Fundraising, donors, costs



Regulations, policies, compliance



Enrollment, student success, retention

# Making Prevention “Mission Critical”

## Reputation, brand, recruitment



- Negative media coverage → fewer applications
- Positive recognition of proactive SA leadership

## Safety, liability, risk management



- 40% of students feel school administrators could do more to protect them from harm

## Fundraising, donors, costs



- Scandals have resulted in fewer alum donations
- \$200k per SA claim resulting in litigation

## Regulations, policies, compliance



- 55% of students have not received training on how to report an incident of sexual assault

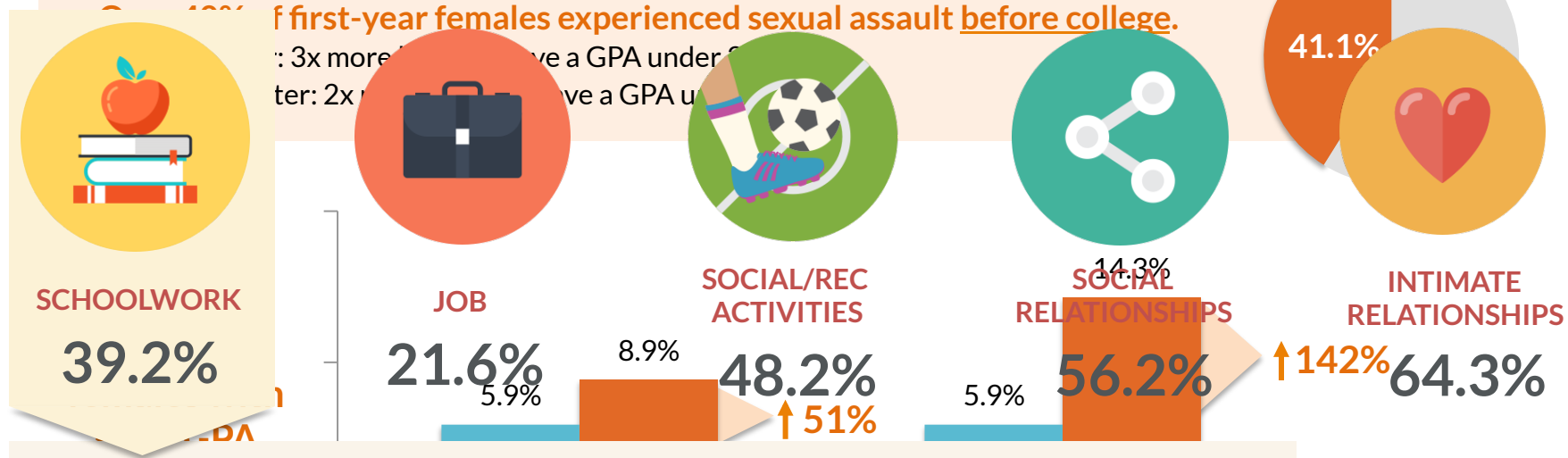
## Enrollment, student success, retention



- >50% of survivors have considered transferring
- SA has statistically significant impact on GPA

# The Academic Costs of Sexual Assault

Did the incident have a negative impact on your:



Male survivors are	182% 75% 150%	more likely to	perform poorly on an assignment get behind in schoolwork miss a class
Female survivors are	56% 85% 113%	more likely to	perform poorly on an assignment get behind in schoolwork miss a class

These factors are statistically significantly associated with reported GPA

EVERFI

## The Economic Costs of Sexual Assault

**\$151,423**

Per victim, the average cost of sexual assault in the US.

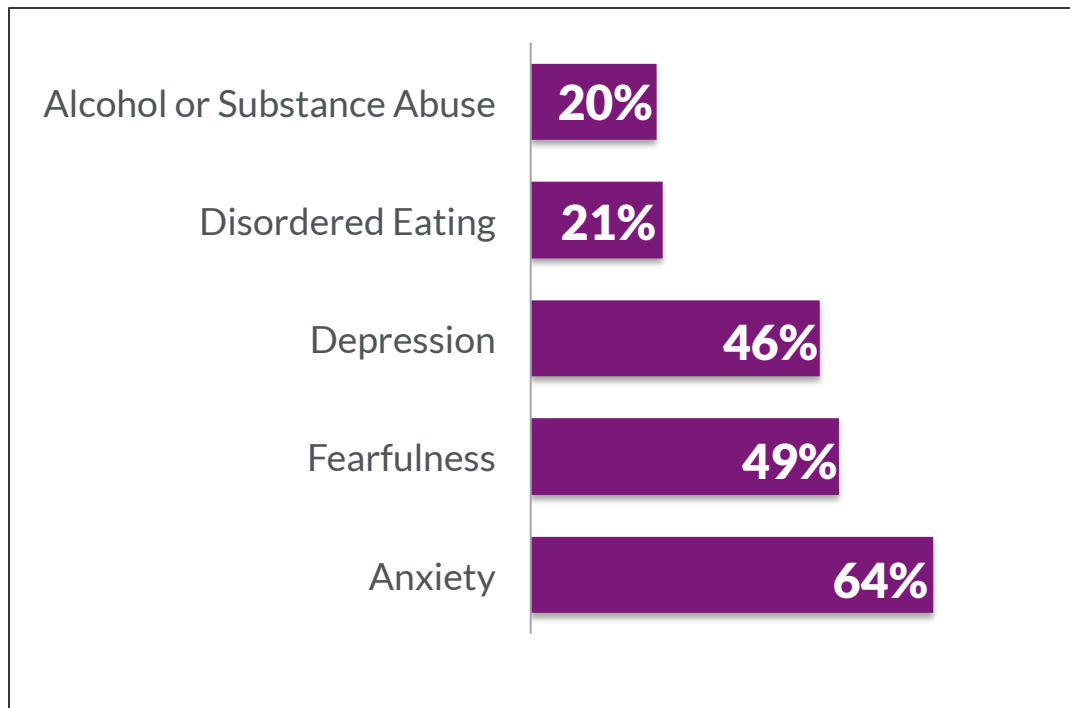
**\$150,000**

Noncompliance fees that can be accrued if the Campus Accountability and Safety Act (CASA) becomes law.

**↓ 14%**

One institution saw a 14% decrease in applicants following a high profile sexual assault case.

## The Emotional Costs of Sexual Assault



Survivors of rape are  
**4x**  
more likely to  
contemplate suicide than  
non-crime victims.

# Understanding and Overcoming Institutional Betrayal

**91%**

**of schools reported  
zero incidents of  
rape in their 2014  
Clery Reports.**

## **Institutional Betrayal**

“Wrongdoings perpetrated by an institution upon individuals dependent on that institution, including failure to respond to wrongdoings by individuals (e.g. sexual assault) committed within the context of the institution.”

**41%**

**of survivors reported  
experiencing  
institutional betrayal  
following an assault.**

Dr. Jennifer Freyd



# Demonstrating Institutional Courage



**Respond well to disclosure (be trauma-informed)**



**Make sure policy is trauma-informed**



**Conduct anonymous surveys (for all stake holders)**

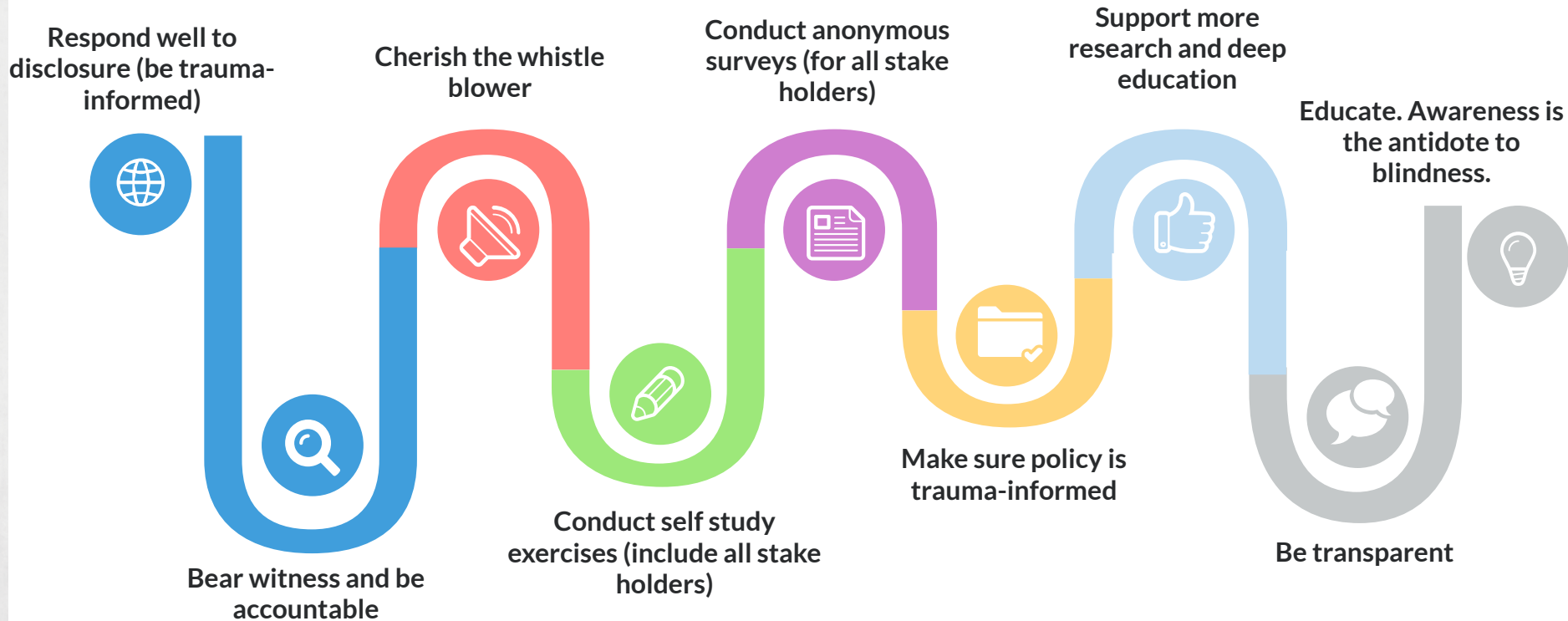


**Be transparent**

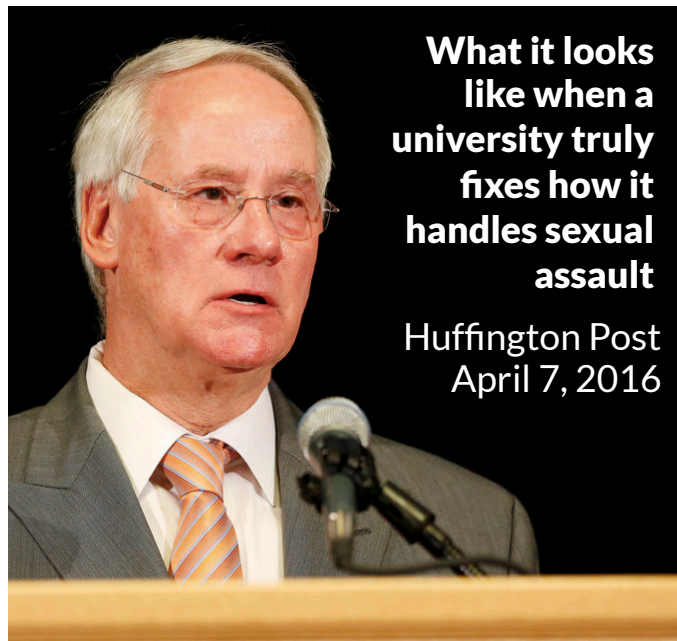


**Support more research and deep education**

# Demonstrating Institutional Courage



# A Story of Institutional Courage: Oregon State



Ed Ray, PhD  
President  
Oregon State University



# A Story of Institutional Courage: Oregon State

Investigation & Transparency

Issuing an Apology

Developing Partnerships

Supporting Legislation



Meeting Resource Needs

Meeting Staffing Needs

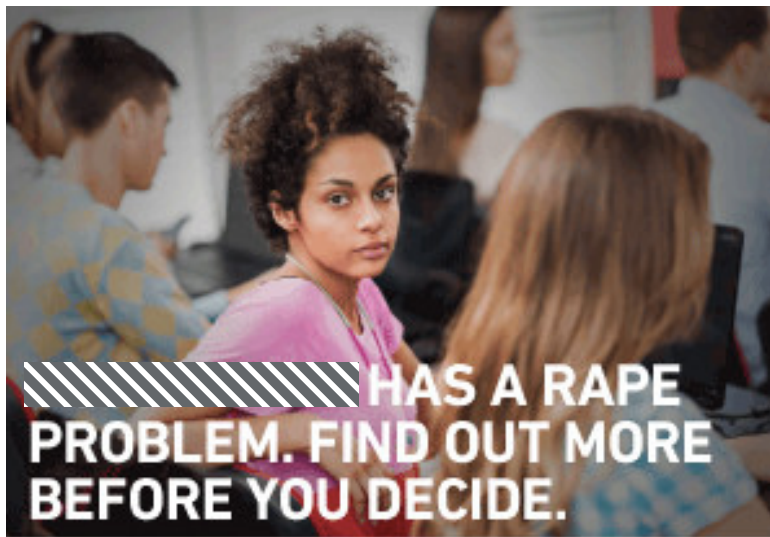
Increasing Awareness

Committing Long Term



# WRAPPING UP

# An Urgent Opportunity to Reframe the Conversation



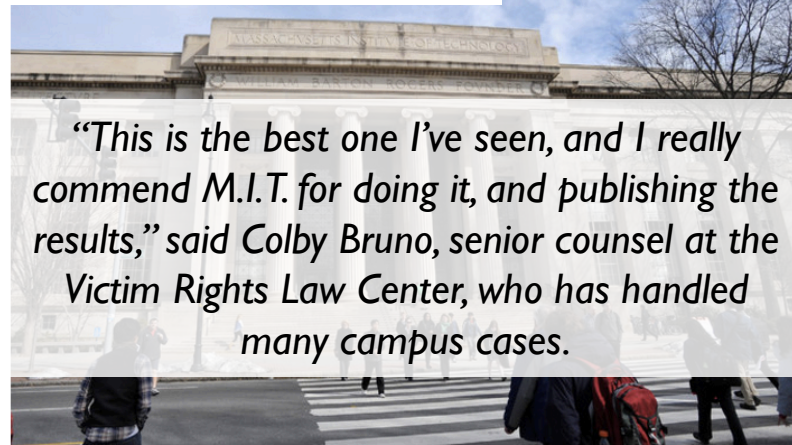
**HAS A RAPE  
PROBLEM. FIND OUT MORE  
BEFORE YOU DECIDE.**

**LEARN MORE NOW.**

PAID FOR BY  
ULTRAVIOLET

**VS.**

## The New York Times



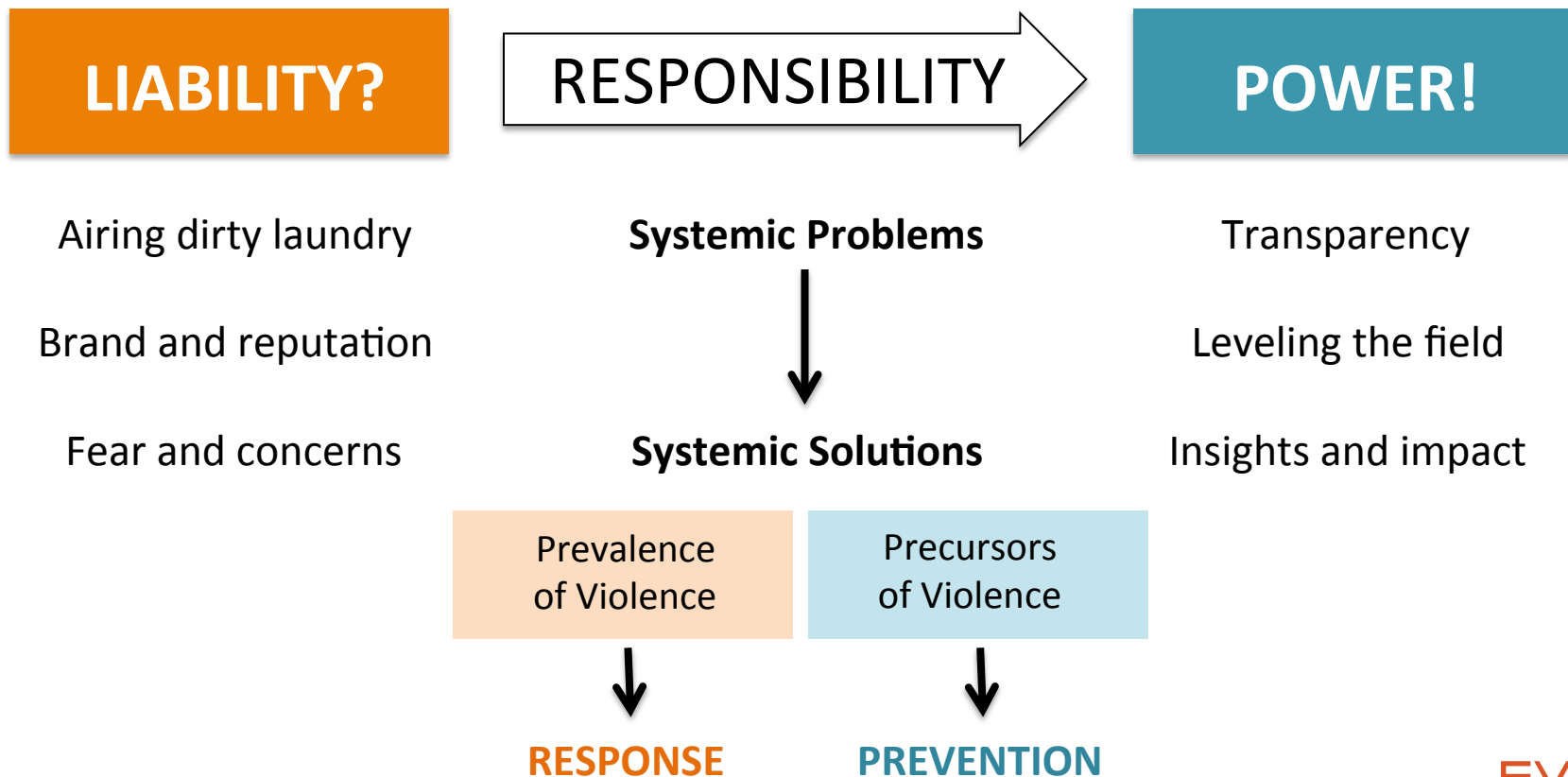
*“This is the best one I’ve seen, and I really commend M.I.T. for doing it, and publishing the results,” said Colby Bruno, senior counsel at the Victim Rights Law Center, who has handled many campus cases.*

## *Rare Survey Examines Sexual Assault at M.I.T.*

By RICHARD PÉREZ-PEÑA OCT. 27, 2014



With Great Knowledge Comes Great...



## Top 10 Lessons Learned

**Be bold**

**Be intentional**

**Be visionary**

**Be collaborative**

**Be rigorous**

**Be sensitive**

**Be creative**

**Be transparent**

**Be strategic**

**Be prepared**

this is a big step forward

know what you want to learn

have a long-term plan

leverage the input of others

utilize the best research

these issues certainly are

high response rates are key

leading campuses are

knowledge is power

anticipate challenges



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