➤ Student Conduct Assessment

This assessment is to assist MSCASA in identifying the training priority areas for campus grantees to ensure TA is tailored to needs of the campus. Please complete each questions openly for there are no right or wrong answers. The results will be used to help in ensuring we are appropriately assisting your campus in reaching their goals in strengthening policy and response to violence against women violations.

The questions listed pertain to violence against women only, not the institution's overall judicial process or student conduct policy. Terms, dating violence, domestic violence, sexual assault and stalking are used interchangeably with violence against women. The Grant to Reduce Domestic Violence, Dating Violence, Sexual Assault, and Stalking on Campus is referred to as Campus Program. Judicial Board is inclusive of student disciplinary board or officer.

1. What kind of the resolution process does your campus utilize resolve sexual assault, dating/domestic violence, and stalking violations? Select all that apply
   - ☐ Judicial or disciplinary Board
   - ☐ Sexual Assault/Misconduct Board
   - ☐ Single Hearing Officer Model
   - ☐ Stand Alone Investigative Model
   - ☐ Integrated Model (investigative and board model)
   - ☐ Other_____
   - ☐ None

   a. If you have a judicial hearing board model, how many people are on your board?
      - ☐ 3-5
      - ☐ 6-10
      - ☐ 10-15
      - ☐ More

   b. Do students serve on your board?
      - ☐ Yes
      - ☐ No

   c. Is it an all student board?
      - ☐ Yes
      - ☐ No

   d. Are members appointed or selected through a process
      - ☐ Appointed
      - ☐ Voted
      - ☐ Volunteer
      - ☐ Serving Term

2. Who conducts your sexual misconduct investigations?
   - ☐ Title IX Coordinator
   - ☐ Disciplinary Board
   - ☐ External Investigator
   - ☐ Single Investigator (staff member assigned to conduct investigation not a part of the disciplinary board)

3. Do you have an appeals process?
   - ☐ Yes
   - ☐ No

   a. If yes, are appeals heard by
      - ☐ Appeals Board
      - ☐ Dean of Students
      - ☐ Other
      - ☐ Do you have a Title IX Coordinator?

4. Do you have a Title IX Coordinator
   - ☐ Yes
   - ☐ No

5. Do you have Deputy Title IX Coordinators?
   - ☐ Yes
   - ☐ No

6. In what office or department is the Title IX Coordinator housed? _____

7. What role does your Title Coordinator have in sexual misconduct violations? Select all that apply.
   - ☐ Interview person (s) involved in the alleged violation i.e. respondent, witnesses, complainants
   - ☐ Maintain tracking system of reports of sexual misconduct
   - ☐ Determine finding of responsibility
   - ☐ Determine sanctioning
   - ☐ Evidence collection to be presented to judicial or disciplinary board
   - ☐ Ensure policies and procedures are adhered to
   - ☐ Other
   - ☐ None of the above

8. Has your judicial/conduct board received specialized training on sexual assault, dating and domestic violence or stalking in the past year? If no, proceed to question #11. If yes, please answer the following questions:
   a. How many hours total of training on sexual assault/misconduct, dating/domestic violence and stalking has your board received in the past year? _____
   b. What topics were covered in training (check all that apply)
      - ☐ Sexual Assault
      - ☐ Domestic
      - ☐ Dating Violence
      - ☐ Stalking

c. How often does training on these topics occur?
- ☐ Once, when a person joins the board.
- ☐ Less than once a year
- ☐ Yearly
- ☐ More than once a year

d. How long is each training session?
- ☐ An hour
- ☐ Several hours
- ☐ A day
- ☐ More than one day

e. Who is usually involved in these training?
- ☐ Title IX officer only.
- ☐ Head of conduct board only.
- ☐ All conduct board/judicial members
- ☐ Only new members of conduct/judicial board
- ☐ All of the above
- ☐ All of the above plus community partners such as local county prosecutors or law enforcement.

9. Which of the following topics have been covered in trainings for your judicial board/Title IX or hearing officer in the past 5 years (in the PAST ONE YEAR for grantees in second and third year of their campus grant)? Select all that apply.
- ☐ Questioning related to addressing sexual assault, dating or domestic violence, or stalking
- ☐ Listening skills related to addressing sexual assault, dating or domestic violence, or stalking
- ☐ Deliberations related to addressing sexual assault, dating or domestic violence, or stalking
- ☐ Due Process related to addressing sexual assault, dating or domestic violence, or stalking
- ☐ Conduct Process elated to addressing sexual assault, dating or domestic violence, or stalking
- ☐ Critical Thinking Skills specialized for addressing sexual assault, dating or domestic violence, or stalking
- ☐ How to Prepare for a Hearing related to addressing sexual assault, dating or domestic violence, or stalking
- ☐ Analyzing Policy related to addressing sexual assault, dating or domestic violence, or stalking
- ☐ Cultural Competency related to addressing sexual assault, dating or domestic violence, or stalking
- ☐ Hearing Decorum related to addressing sexual assault, dating or domestic violence, or stalking
- ☐ Understanding Information and evidence related to addressing sexual assault, dating or domestic violence, or stalking
- ☐ Standards of Proof related to addressing sexual assault, dating or domestic violence, or stalking
- ☐ Psychology/Sociology of the Accused
- ☐ Psychology/Sociology of the Victim
- ☐ Deliberation Skills related to addressing sexual assault, dating or domestic violence, or stalking
- ☐ Sanctioning/Remedies related to addressing sexual assault, dating or domestic violence, or stalking
- ☐ Rationale for sanctioning related to addressing sexual assault, dating or domestic violence, or stalking
- ☐ Appeals Process related to addressing sexual assault, dating or domestic violence, or stalking
- ☐ Trauma Informed Responses to addressing sexual assault, dating or domestic violence, or stalking
- ☐ Consent for sexual contact and related to sexual assault
- ☐ Hearing Accommodations related to addressing sexual assault, dating or domestic violence, or stalking
- ☐ Equitable Process for Respondent and Complainant related to addressing sexual assault, dating or domestic violence, or stalking
- ☐ Basic aspects of sexual assault, dating and domestic violence, stalking (e.g. power and control wheel, rape myths).
- ☐ Delayed disclosure by victims of sexual assault
- ☐ Title IX- Office of Civil Rights, Dear Colleague Letter (DCL)

- ☐ FERPA
- ☐ Jeanne Clery Act
- ☐ Definitions of SV, DV, Stalking
- ☐ LGBTQ (lesbian, gay, bi-sexual, transgender, queer) community
- ☐ International Students
- ☐ ADA/Disability
- ☐ Technology
- ☐ Alcohol Facilitated Assault
- ☐ Compromised Investigations related to sexual misconduct, dating/domestic violence, and stalking.
- ☐ Other, please explain_____

10. In the past year has your campus disciplinary or judicial board/officer, and/or Title IX Coordinator participated in any trainings hosted by national or local organizations listed below (Check all that apply)
    - ☐ National Center for Higher Education Risk Management (NCHERM)
    - ☐ Association of Title IX Administrators (ATIXA)
    - ☐ Local or state trainings
    - ☐ Student Affairs Administrators in Higher Education (NASPA)
    - ☐ Stalking Resource Center
    - ☐ Office on Civil Rights, Department of Education
    - ☐ The Clery Center
    - ☐ Victims Rights Law Center
    - ☐ Other

11. Has your board/officer been provide training on Title IX updates as of 2011?
    - ☐ Yes
    - ☐ No

    a. If yes, was training general or specific to Title IX requirements i.e. confidentiality, responsible employees?
       - ☐ Yes
       - ☐ No

12. Please select changes, if any, the judicial board has made in the past year as a result of training received. Select all that apply.
    - ☐ Campus policies related to sexual misconduct were developed
    - ☐ Campus policies related to dating or domestic violence were developed
    - ☐ Campus policies related to stalking were developed
    - ☐ Judicial training was developed or revised
    - ☐ Judicial processes related to sexual misconduct, dating/domestic violence and stalking were developed.
    - ☐ Judicial processes related to sexual misconduct, dating/domestic violence and stalking were modified.
    - ☐ Judicial board was evaluated
    - ☐ Increased support or buy-in amongst judicial board members
    - ☐ Improved policy adherence
    - ☐ Campus policies related to sexual misconduct were revised
    - ☐ Campus policies related to dating or domestic violence were revised
    - ☐ Campus policies related to stalking were revised.
    - ☐ No changes made

13. What mechanism is used to determine if judicial board training has been effective or ineffective? Select all that apply.
    ☐ Pre/Post Test
    ☐ Participant satisfaction questions
    ☐ Debrief/Discussion
    ☐ Informal feedback
    ☐ Other
    ☐ None

14. Which campus program partners are part of the revision process for your policy? Select all that apply.
    ☐ Community Partners (i.e. rape crisis, domestic violence shelter)
    ☐ Campus program staff
    ☐ Students
    ☐ Student Affairs Departments
    ☐ Faculty
    ☐ College Administrators
    ☐ Other
    ☐ None

15. Which campus program partners are a part of the revision for the judiciary process? Select all that apply.
    ☐ Community Partners (i.e. rape crisis, domestic violence shelter)
    ☐ Campus program staff
    ☐ Students
    ☐ Student Affairs Departments
    ☐ Faculty
    ☐ Judicial Board
    ☐ College Administrators
    ☐ Other
    ☐ Do Not Know

16. Who is essential to approving recommendations for revising your campus policy? Select all that apply.
    ☐ College Dean of Students
    ☐ College Legal Counsel
    ☐ Faculty
    ☐ President's/Chancellor's Office
    ☐ Judicial Board or Officer
    ☐ Students
    ☐ Other
    ☐ Do Not Know

17. Does your campus have a policy for:
    ☐ Sexual Assault/Misconduct
    ☐ Dating/Domestic Violence
    ☐ Stalking

18. If yes, each policy separate or combined?
    ☐ Separate
    ☐ All crimes included in sexual misconduct/assault policy
    ☐ Other_____

19. When was the last time your sexual misconduct policy was revised?
    ☐ Do not have one
    ☐ Less than 1 year ago
    ☐ In the process of revising now
    ☐ More than 1 year ago
    ☐ More than 5 years ago

20. When was the last time your dating/domestic violence policy was revised?
    ☐ Do not have one
    ☐ Less than 1 year ago
    ☐ In the process of revising now
    ☐ More than 1 year ago
    ☐ More than 5 years ago

21. When was the last time your stalking policy was revised?
    ☐ Do not have one
    ☐ Less than 1 year ago
    ☐ In the process of revising now
    ☐ More than 1 year ago
    ☐ More than 5 years ago

22. Do you have a Coordinated Community Response Team or Sexual Assault Resource Team?
    ☐ Yes
    ☐ No

    a. If yes, is judicial/conduct an active part of that team?
        ☐ Yes
        ☐ No

23. Have you collected information about campus (student, faculty) perceptions of your conduct/judicial system?
    ☐ Yes
    ☐ No

24. Have you collected information about campus community knowledge of campus policies about sexual assault/misconduct, dating/ domestic violence, and stalking?
    ☐ Yes
    ☐ No

25. Have you collected information about student and/or faculty knowledge of campus resources and procedures related to sexual assault/misconduct, dating/domestic violence and stalking?
    ☐ Yes
    ☐ No

26. What are the 3 biggest accomplishments of your conduct/judicial board in the past year related to sexual assault, domestic and dating violence and stalking?

    1. _____
    2. _____
    3. _____

27. What are the 3 biggest challenges your conduct/judicial board has faced in the past year related to sexual assault, domestic and dating violence and stalking?

    1. _____
    2. _____
    3. _____

28. Indicate whether each of the following pieces are part of your current policies and procedures related to sexual misconduct. Dating/domestic violence, and stalking. Existing policy may include draft policies that have been submitted for approval.

Allowing of voluntary mediation between the victim and accused	YES	NO	Don't Know
Definition of non-consent that includes drugs or alcohol, intellectual or other disability, and/or underage	YES	NO	Don't Know
Campus investigation of violence against women cases are delayed until criminal investigations are concluded	YES	NO	Don't Know
The victim and accused are provided periodic updates	YES	NO	Don't Know
Sanction imposed on the accused student is disclosed to the victim	YES	NO	Don't Know
Direct and concise protocol for reporting sexual assault, domestic/dating violence and stalking	YES	NO	Don't Know
Language to define sexual assault, domestic/dating violence and stalking is clear and concise	YES	NO	Don't Know
Policy provides examples of prohibited sexual misconduct	YES	NO	Don't Know
Policy describes the sanctions for violence against women violations	YES	NO	Don't Know
Policy explains how to file reports to campus law enforcement and off- campus law enforcement	YES	NO	Don't Know
Procedures used provide resources for physical and emotional support of victims	YES	NO	Don't Know
Policy includes a clear statement of victim and accused rights	YES	NO	Don't Know
Policy includes Amnesty or Good Samaritan clause (non-punishment for drug/alcohol, visitation violations for victims or third party reports	YES	NO	Don't Know
Policy includes timeline for reporting incidents of violence against women crimes	YES	NO	Don't Know
Accessibility of contact options for on/off campus services (i.e. e-mail, web address, phone number)	YES	NO	Don't Know
Option for filing anonymous or third party reports	YES	NO	Don't Know
Campus community members are regularly given information on federal laws (i.e. Title IX, FERPA, Jeanne Clery)	YES	NO	Don't Know
Campus provides explanations of judicial process and how to file a complaint with the student disciplinary office	YES	NO	Don't Know

Campus has victim safety accommodations available (i.e. academic schedule modifications or housing assignment, escort, no-contact order)	YES	NO	Don't Know
Policy is readily accessible (i.e. website, student handbook)	YES	NO	Don't Know
Student policy is distinguished from employee policies	YES	NO	Don't Know
Policy includes clear statements explaining limitations of confidentiality	YES	NO	Don't Know
Policy includes a list of confidential resource offices and mandatory reporters	YES	NO	Don't Know
Policy has been examined and brought in line with the campus mission and value statement	YES	NO	Don't Know
Policy includes a statement about the campus's position regarding violence against women violations (e.g. that it will not be tolerated)	YES	NO	Don't Know
The policy explains physical jurisdictional limits	YES	NO	Don't Know
Policy avoids heavy legal terminology	YES	NO	Don't Know
Policy and procedures specify a timeframe an incident of sexual misconduct, dating/domestic violence, or stalking can be reported for disciplinary action	YES	NO	Don't Know
Policy and procedures specify a timeframe within which a case of sexual misconduct, dating/domestic violence, or stalking will be resolved	YES	NO	Don't Know
Respondent and complainant are allowed access to disciplinary records	YES	NO	Don't Know
Policy includes a statement on campus response to Hostile Environments	YES	NO	Don't Know
Procedures allow for victim support and advocacy as a part of process	YES	NO	Don't Know
Policy includes clear description of responsible employees and procedures they should follow for reporting.	YES	NO	Don't Know
Training is provided to students to make them aware of policies and procedures	YES	NO	Don't Know
Training is provided to all faculty (not just newly hired) to make them aware of policies and procedures	YES	NO	Don't Know
Training is provided to all staff (not just newly hired) to make them aware of policies and procedures	YES	NO	Don't Know
Procedures regarding investigation of cases of sexual misconduct, dating/domestic violence and stalking on campus have been clearly written down and are transparent.	YES	NO	Don't Know
Defendant is informed of rights before the hearing	YES	NO	Don't Know
Defendant receives written notice of the charges prior to the hearing	YES	NO	Don't Know
Defendant may bring an adviser or lawyer	YES	NO	Don't Know
Victim may bring an adviser or lawyer	YES	NO	Don't Know
Victim is permitted to be present at the hearing	YES	NO	Don't Know
Defendant has the right to challenge hearing panel members concerning impartiality/conflict of interest	YES	NO	Don't Know

29. Does your school utilize any of the following evidentiary concepts in its adjudication process? (check all that apply) Names of witnesses are made available to the opposing party prior to the hearing
    ☐ Your state's rape shield laws or the equivalent are applied to the proceedings
    ☐ Hearsay evidence is not allowed
    ☐ Victim may make a "victim impact statement"
    ☐ Formal rules of evidence apply in judicial hearings
    ☐ Don't know

‣ STUDENT CONDUCT ASSESSMENT

30. Which penalties does your school impose on sexual assault/misconduct offense cases? (Check all that apply)
- ☐ Community service
- ☐ Expulsion
- ☐ Counseling
- ☐ Fraternity sanctions
- ☐ No-contact order
- ☐ Athletic team sanctions
- ☐ Fine
- ☐ Restitution
- ☐ Suspension
- ☐ Don't know
- ☐ Other (specify): _____

Name of person and position completing assessment:

_____

List person(s) that contributed to completion of assessment:

_____

➤ Coordinated Community Response Team Assessment

1. Which disciplines/departments are part of your CCRT? (select all that apply)?

   ☐ Athletics
   ☐ Campus Law Enforcement
   ☐ Campus Security
   ☐ Campus Forensic Examiner
   ☐ Campus Victim Advocate
   ☐ Dean of Students or similar
   ☐ Residence Life Department
   ☐ Student Counseling Services
   ☐ Student Health Services
   ☐ Culturally specific organizations or groups : How many of these groups
   ☐ Community based sexual violence nonprofit organization
   ☐ Criminal justice partner
   ☐ Other partners (please list offices or positions represented)

➤ Please read each of the following statements and then indicate how confident you are that you could do what is described.
How confident are you that you can…

2. Explain to others the importance of campus CCR teams.
   ➤ 0-100% _____

3. Suggest and support the development of partnerships (on and off campus) that are essential in creating campus community change.
   ➤ 0-100% _____

4. Collaborate with and engage community partners and key stakeholders.
   ➤ 0-100% _____

5. Explain to community partners the importance and purpose of their role as part of the campus-based CCR team.
   ➤ 0-100% _____

Elements of Effective Strategies

To what degree are you able to effectively…

6. Choose assessment tools and data to track progress of your CCR team and make changes to strategic plan as needed.
   ➤ 0-100% _____

7. Show impact of CCR team work both to members of the CCR team and to the campus community.
   ➤ 0-100% _____

8. Create messages about CCR team work that engages/motivates a diverse group of leaders and stakeholders; the importance of trust, leaderships, shared goals; the importance of goal setting and course corrections.

   › 0-100% _____

9. Use social media to enhance work of the CCR team and understand how media advocacy works to supplement ending sexual violence, dating violence, and stalking in campus work.

   › 0-100% _____

10. Describe the importance of diverse representation in the CCR team structure to accomplish culturally relevant prevention and response efforts.

    › 0-100% _____

11. Define key elements of a trauma-informed approach to campus change work.

    › 0-100% _____

12. Implement trauma-informed practices on your campus?

    › 0-100% _____

Dissemination/Sustainability

To what degree are you able to effectively…

13. Assess the roles and responsibilities of CCR team members and their perceptions of the effectiveness of the CCR team on an on-going basis.

    › 0-100% _____

14. Build the membership of your CCR team over time including partnerships with campus media relations and with community partners beyond campus.

    › 0-100% _____

15. Strategize media advocacy and media products on campus.

    › 0-100% _____

16. Develop strategic plans that will outline goals, specific tasks, and meet deadlines.

    › 0-100% _____

17. Describe types and sources of data that may be used to increase program effectiveness and sustainability to be shared with key stakeholders including campus leadership.

    › 0-100% _____

18. Able to locate and get resources for ongoing and future work to respond to sexual assault, dating and domestic violence, and stalking.

    › 0-100% _____

Managing the CCR team

How confident are you that you can:

19. Help all CCR team members develop shared goals.

    ❯ 0-100% _____

20. Manage disagreements among CCR team members?
    ❯ 0-100% _____

21. Manage CCR team meeting so that everyone has a voice and a role to play?
    ❯ 0-100% _____

22. Achieve representation of diverse stakeholders as members of your CCR team.
    ❯ 0-100% _____

23. Put a plan in place to ensure continuity of the project if there is a change in project director.
    ❯ 0-100% _____

➤ Clery Compliance Assessment

Clery Center for Security On Campus
OVW Campus Program Technical Assistance Provider

About the Clery Center for Security On Campus

The Clery Center for Security On Campus is a national nonprofit organization that works with college and university communities to create safer campuses. Through our key pillars of training and education, advocacy, and policy, the Clery Center works towards its vision of a world where all college students are safe and can learn and grow in environments of compassion and respect. To learn more about the Clery Center and how you can be involved in our work, please visit www.clerycenter.org.

About the Jeanne Clery Act Self-Assessment Survey

The Clery Center developed the Jeanne Clery Act Self-Assessment Tool for Campus Multidisciplinary Teams in 2013. The full-version digital tool, revised in 2015 to include provisions of the Violence Against Women Act (VAWA) Amendments to the Clery Act, is available exclusively to members of the Clery Center's Collaborative Program. More information about this comprehensive tool can be found on the Clery Center's website here.

In partnership with the U.S. Department of Education's Clery Act Compliance Division and the U.S. Department of Justice, Office on Violence Against Women, the Clery Center is pleased to share a new, open-source version of the Tool that helps all campuses evaluate their systems and processes related to Clery Act compliance, including policies and protocols, victim assistance, record-keeping, and more.

This open-source Jeanne Clery Act Self-Assessment Survey is divided into the following key areas:

▶ GEOGRAPHY
▶ CRIME STATISTICS (Collecting Crime Statistics from CSAs & Law Enforcement, Reporting Statistics in the Annual Security Report)
▶ CRIME LOG & CAMPUS ALERTS (Daily Crime Log, Emergency Notification & Timely Warnings)
▶ RIGHTS & OPTIONS FOR SURVIVORS OF SEXUAL ASSAULT, DATING VIOLENCE, DOMESTIC VIOLENCE & STALKING (Awareness & Prevention Programs, Reporting Options & Disciplinary Procedures)
▶ ON-CAMPUS STUDENT HOUSING REQUIREMENTS (Missing Student, Fire Safety)

Each section includes basic questions that invite participants to evaluate key areas of compliance through a self-rating system.

This is an anonymous survey. Non-identifiable data will be sent to the Clery Center in order to analyze trends and identify needed resources. The Clery Center would like to thank the U.S. Department of Education and the U.S. Department of Justice, Office on Violence Against Women, for their support of this project. If you have any questions or need assistance while using this Survey, please contact the Clery Center's staff at (484) 580-8754 or info@clerycenter.org.

CLERY ACT COMPLIANCE – GENERAL

Please review and evaluate the following statements.

1. Our institution has effective systems and processes in place to support Clery Act compliance and campus safety.
   ☐Strongly Agree   ☐Agree   ☐Disagree   ☐Strongly Disagree   ☐Unsure (N/A)

2. Individuals and/or departments responsible for key elements of Clery Act compliance are knowledgeable about the law and their responsibilities.
   ☐Strongly Agree   ☐Agree   ☐Disagree   ☐Strongly Disagree   ☐Unsure (N/A)

3. Our campus conducts annual and ongoing tests of emergency response protocols.
   ☐Strongly Agree   ☐Agree   ☐Disagree   ☐Strongly Disagree   ☐Unsure (N/A)

4. Individuals responsible for coordinating Clery Act compliance and campus safety efforts have the authority and buy-in necessary to evaluate and implement changes.
   ☐Strongly Agree   ☐Agree   ☐Disagree   ☐Strongly Disagree   ☐Unsure (N/A)

5. Our campus has an effective process for documenting Clery-related communications, crime reports, and other information and maintaining these records for at least 7 years.
   ☐Strongly Agree   ☐Agree   ☐Disagree   ☐Strongly Disagree   ☐Unsure (N/A)

6. Our institution creates and publishes an annual security report by October 1st of each year detailing crime statistics and policies related to campus safety.
   ☐Strongly Agree   ☐Agree   ☐Disagree   ☐Strongly Disagree   ☐Unsure (N/A)

7. If our campus has on-campus student housing facilities, we create and publish an annual fire safety report that includes statistics for the past 3 calendar years as well as policies and protocols.
   ☐Strongly Agree   ☐Agree   ☐Disagree   ☐Strongly Disagree   ☐Unsure (N/A)

GEOGRAPHY

Please review and evaluate the following statements.

8. Clery Geography: Your campus's working knowledge of the geographic areas that are reportable under the Clery Act (on-campus, on-campus student housing facility, non-campus, public property)?
   ☐Excellent   ☐Good   ☐Average   ☐Needs Improvement   ☐Poor   ☐Unsure (N/A)

9. Defining Clery Geography: Your institution's process for defining, documenting, and reviewing its Clery geography.
   ☐Excellent   ☐Good   ☐Average   ☐Needs Improvement   ☐Poor   ☐Unsure (N/A)

10. Coordination: Coordination between individuals/departments responsible for property management and/or acquisition with individuals/departments responsible for defining the institution's Clery geography.
    ☐Excellent   ☐Good   ☐Average   ☐Needs Improvement   ☐Poor   ☐Unsure (N/A)

11. Study Abroad & Remote Locations: Evaluation of study abroad and remote locations when determining the institution's Clery geography.
    ☐Excellent   ☐Good   ☐Average   ☐Needs Improvement   ☐Poor   ☐Unsure (N/A)

CRIME STATISTICS

Please review and evaluate the following statements.

12. Identifying Campus Security Authorities (CSAs): Your institution's process for identifying all campus security authorities (CSAs) by function, not title or department.
    ☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

13. Notifying CSAs: Notification process informing all CSAs of their responsibility to report crimes (and alleged crimes), when they need to make a report, and whom they should contact to do so.
    ☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

14. Collecting Crime Reports: System for collecting crime reports and statistics from CSAs and local law enforcement to include within the annual security report.
    ☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

15. Classifying Clery Crime Statistics: Process for classifying incoming crime reports based on Clery Act crime definitions and Clery geography for the following crimes:

    Murder & Non-Negligent Manslaughter
    ☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

    Negligent Manslaughter
    ☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

    Sex Offenses (Rape, Fondling, Incest, Statutory Rape)
    ☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

    Robbery
    ☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

    Aggravated Assault
    ☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

    Burglary
    ☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

    Motor Vehicle Theft
    ☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

    Arrests: Drug, Liquor, & Weapons Law Violations
    ☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

    Referrals for Disciplinary Action: Drug, Liquor, & Weapons Law Violations
    ☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

16. Classifying VAWA Crime Statistics: Your campus's process for evaluating reports of dating violence, domestic violence, and stalking based on Clery Act crime definitions and Clery geography.
    ☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

17. Classifying Hate Crime Statistics: Your campus's process for evaluating reports of alleged crimes (Clery Act crimes plus Larceny-Theft, Simple Assault, Intimidation, Destruction/Damage/Vandalism of Property) that are motivated by the eight categories of bias:

Race

☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

Gender

☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

Gender Identity

☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

Religion

☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

Sexual Orientation

☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

Ethnicity

☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

National Origin

☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

Disability

☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

18. Training of Personnel: Training of campus officials responsible for receiving and classifying reports of crimes.

☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

19. Personally Identifiable Information: Procedures for ensuring that personally identifiable information is not included within your institution's disclosure of crime statistics.

☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

20. Duplicate Reports: Your institution's approach for identifying and removing duplicate reports of alleged crimes for inclusion within the annual crime statistics.

☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

21. Documentation of Reports: Your campus's process to keep records of reports of alleged crimes from CSAs and local law enforcement.

☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

CRIME LOG & CAMPUS ALERTS

Please review and evaluate the following statements.

22. Patrol Jurisdiction: Your campus's process for defining and documenting its patrol jurisdiction.

☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

23. Daily Crime Log: Your campus's process for accurately recording all crimes, not just Clery crimes, reported to campus police or security within the daily crime log within 2 business days.
    ☐Excellent   ☐Good   ☐Average   ☐Needs Improvement   ☐Poor   ☐Unsure (N/A)

24. Public Inspection of Crime Log: Accessibility and availability of the daily crime log to all members of the campus community, as well as the media and general public.
    ☐Excellent   ☐Good   ☐Average   ☐Needs Improvement   ☐Poor   ☐Unsure (N/A)

25. Evaluating Need for Timely Warnings & Emergency Notifications: Your institution's protocols for determining when a timely warning or emergency notification should be made.
    ☐Excellent   ☐Good   ☐Average   ☐Needs Improvement   ☐Poor   ☐Unsure (N/A)

26. Issuing Warnings & Notifications: Your campus's process for developing and disseminating timely warnings and emergency notifications to the campus community.
    ☐Excellent   ☐Good   ☐Average   ☐Needs Improvement   ☐Poor   ☐Unsure (N/A)

27. Documentation of Crime Log & Campus Alerts: Documentation of archived crime logs, timely warnings, and emergency notifications, including information related to the decision to include reports or issue alerts to the community.
    ☐Excellent   ☐Good   ☐Average   ☐Needs Improvement   ☐Poor   ☐Unsure (N/A)

VIOLENCE AGAINST WOMEN ACT (VAWA) AMENDMENTS TO CLERY: RIGHTS & OPTIONS FOR SURVIVORS OF SEXUAL ASSAULT, DATING VIOLENCE, DOMESTIC VIOLENCE & STALKING

On October 20, 2014, the U.S. Department of Education published the final regulations for the Violence Against Women Act (VAWA) amendments to the Clery Act. The regulations expand rights afforded to campus survivors of sexual assault, dating violence, domestic violence, and stalking. Institutions of higher education are required to comply with these new regulations by July 1, 2015.

The Clery Center offers a summary of these changes on its website (http://clerycenter.org/article/vawa-amendments-clery), and has a number of resources available to help campuses navigate these new requirements.
- U.S. Department of Education Documents
  - Final Regulations - VAWA Amendments to Clery
  - "Dear Colleague Letter" (July 14, 2014)
- Clery Center Resources
  - Clery Center VAWA Amendments to Clery Checklist
  - Webinar Recording: "From Outline to Action: Implementation of the VAWA Amendments to Clery" (December 10, 2014)- Presented by James Moore, U.S. Department of Education
  - Webinar Recording: "VAWA Amendments to Clery: Recognizing & Responding to Stalking on Campus" (February 17, 2015)- Presented by Michelle Garcia and Rebecca Dreke, Stalking Resource Center
  - Training Seminars & Webinars

AWARENESS & PREVENTION PROGRAMS

Please review and evaluate the following statements.

28. Policy: The effectiveness of your campus's policy or policies covering sexual assault, dating violence, domestic violence, and stalking.
    ☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

29. Prevention & Awareness Program Strategy: Your institution's overall strategy for prevention and awareness programs related to sexual assault, dating violence, domestic violence, and stalking.
    ☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

30. Marketing & Promotion of Programs: Promotion of your institution's awareness and prevention programs to the campus community.
    ☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

31. Relevance of Programs: Relevance of awareness and prevention programs to their intended audiences.
    ☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

32. Program Outcomes: Your campus's process for gathering feedback and/or outcomes from program participants.
    ☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

33. Primary Prevention Programs: Inclusion of safe and positive options for bystander intervention as well as risk reduction in your campus's primary prevention programming.
    ☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

34. Criminal Definitions in Programming: Inclusion of criminal definitions of sexual assault, dating violence, domestic violence, and stalking as well as consent (in reference to sexual activity) in the applicable jurisdiction within your campus's prevention and awareness programs.
    ☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

35. Documentation of Programs: Documentation of prevention and awareness programs, including type, frequency, and intended audience.
    ☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

Reporting Options & Disciplinary Procedures

Please review and evaluate the following statements.

36. Response Protocols: Your institution's protocols for responding to an alleged incident of sexual assault, domestic violence, dating violence, or stalking.
    ☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

37. Accommodations & Protective Measures: Your campus's process for providing accommodations and/or protective measures to a victim, if requested and reasonably available.
    ☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

38. Filing a Disciplinary Complaint: Clarity and accessibility of information regarding how to file a disciplinary complaint for cases of alleged sexual assault, dating violence, domestic violence, and stalking, including steps, anticipated timelines, and decision-making processes.
    ☐Excellent   ☐Good   ☐Average   ☐Needs Improvement   ☐Poor   ☐Unsure (N/A)

39. Disciplinary Procedures: Your institution's disciplinary procedures for sexual assault, dating violence, domestic violence, and stalking.
    ☐Excellent   ☐Good   ☐Average   ☐Needs Improvement   ☐Poor   ☐Unsure (N/A)

40. Annual Training of Campus Officials: Annual training for officials who conduct disciplinary hearings on issues related to dating violence, domestic violence, sexual assault, and stalking, as well as how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability.
    ☐Excellent   ☐Good   ☐Average   ☐Needs Improvement   ☐Poor   ☐Unsure (N/A)

41. Fair, Prompt & Equitable: Process to ensure a fair, prompt, and equitable process for both the accuser and the accused in disciplinary hearings.
    ☐Excellent   ☐Good   ☐Average   ☐Needs Improvement   ☐Poor   ☐Unsure (N/A)

42. Notifying Local Law Enforcement: Your campus's process for assisting victims in notifying local law enforcement (if the victim chooses to do so).
    ☐Excellent   ☐Good   ☐Average   ☐Needs Improvement   ☐Poor   ☐Unsure (N/A)

43. Information in Writing: Your campus's written communications to victims regarding protective measures, campus and community resources, accommodations and changes to academic, living, transportation, and working situations, including how the institution can assist in these options.
    ☐Excellent   ☐Good   ☐Average   ☐Needs Improvement   ☐Poor   ☐Unsure (N/A)

44. Written Information about On- & Off-Campus Resources: Your campus's written communications to students and employees about on and off campus resources.
    ☐Excellent   ☐Good   ☐Average   ☐Needs Improvement   ☐Poor   ☐Unsure (N/A)

45. Process for Providing Written Information: Your institution's process for providing a student or employee victim with a written explanation of their rights and options, regardless of whether the alleged offense occurred on- or off-campus.
    ☐Excellent   ☐Good   ☐Average   ☐Needs Improvement   ☐Poor   ☐Unsure (N/A)

46. Maintaining Confidentiality: Your campus's process for maintaining confidentiality of accommodations and/or protective measures.
    ☐Excellent   ☐Good   ☐Average   ☐Needs Improvement   ☐Poor   ☐Unsure (N/A)

47. Documentation of Disciplinary Procedures: Documentation of reports and disciplinary procedures, including all information and communications.
    ☐Excellent   ☐Good   ☐Average   ☐Needs Improvement   ☐Poor   ☐Unsure (N/A)

ON-CAMPUS STUDENT HOUSING REQUIREMENTS

Note: The requirements under the Clery Act discussed in the "Missing Student" and "Fire Safety" sections of the Self-Assessment Survey are only applicable for institutions of higher education that have on-campus housing. If your institution does not have on-campus student housing, please skip these questions and proceed to the conclusion of the Survey.

Missing Student

Please review and evaluate the following statements.

48. Receiving Missing Student Reports: Your institution's process for receiving and processing reports of missing students.
☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

49. Training of Personnel: Training of officials designated as contacts to ensure understanding of the requirement and how to handle reports.
☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

50. Public Safety/Law Enforcement: Process for ensuring that all missing student reports are referred immediately to your institution's police or public safety department (or to local law enforcement if your institution does not have campus police or security).
☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

51. Documentation of Reports: Your campus's process for documenting and archiving reports and records related to missing students
☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

52. Separate Contact Information: Your institution's protocols for keeping general emergency contact information separate from missing student contact information.
☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

Fire Safety

Please review and evaluate the following statements.

53. Fire Log: Your campus's process for accurately recording all fires reported to institution officials within the fire log.
☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

54. Public Inspection of Fire Log: Accessibility and availability of the fire log to members of the campus community, as well as the media and general public.
☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

55. Documentation of Reports & Logs: Documentation of archived fire logs, including information related to dispatches, response to incidents, and other reported fires.
☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

56. Use of Fire Log for Annual Statistics: Your campus uses the fire log when gathering statistics for use in the annual fire safety report.
☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

57. Annual Fire Safety Report: The report shares all necessary statistics for each on-campus student housing facility as well as evacuation procedures, in addition to information regarding fire safety education programs.
☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

58. Combining Logs & Reports: If applicable, your institution labels the daily crime log and annual security report separately from the fire log and annual fire safety report.
☐Excellent ☐Good ☐Average ☐Needs Improvement ☐Poor ☐Unsure (N/A)

➤ Cultural Competency Assessment

1. Please write your own definition of what "cultural competence" means in the context of your work on sexual assault, dating and domestic violence and stalking.

2. Which of the following best describes the representation of cultural groups on your campus CCRT?
    ☐ We have full representation of different cultural groups on our campus and they are active participants in the CCRT.
    ☐ We have a few representatives of different cultural groups.
    ☐ We have one representative of a cultural group.
    ☐ We do not have any cultural groups represented on our CCR but are actively recruiting members.
    ☐ We do not have any cultural groups represented and are unsure how to get started with that.

3. Please list all of the cultural groups on your campus:

4. Which of these groups are represented as part of your CCRT?

5. To what extent have members of your CCRT done work to reflect on your own cultural competence in relation to your work on sexual assault, dating and domestic violence, and stalking.
    ☐ We have not done this training.
    ☐ Individual members of our CCRT have had this training, but not everyone.
    ☐ All members have had some sort of training on this issue.
    ☐ This is a recurring topic of discussion on our CCRT.

6. Are any of your mandatory education strategies culturally specific (e.g. LGBT or designed for a specific racial, ethnic, or faith group)?

    ☐ Yes
    ☐ No

7. Are any of your campus resource materials culturally specific (e.g. LGBT or designed for a specific racial, ethnic, or faith group)?
    ☐ Yes
    ☐ No

Please indicate your agreement with the following statements

8. I am confident that our CCRT has the can build trust with culturally specific groups on our campus.
   ☐ Strongly Disagree   ☐Somewhat Agree   ☐ Neutral   ☐Somewhat Agree   ☐Strongly Agree

9. Our CCRT has regular conversations about cultural competency in relation to sexual assault, dating and domestic violence and stalking.
   ☐ Strongly Disagree   ☐Somewhat Agree   ☐ Neutral   ☐Somewhat Agree   ☐Strongly Agree

10. Our campus incorporates all aspects of culture in strategies to respond to sexual assault, dating and domestic violence, and stalking.
    ☐ Strongly Disagree   ☐Somewhat Agree   ☐ Neutral   ☐Somewhat Agree   ☐Strongly Agree

11. Our CCRT regularly consults culturally diverse community members when creating policies.
    ☐ Strongly Disagree   ☐Somewhat Agree   ☐ Neutral   ☐Somewhat Agree   ☐Strongly Agree

12. Our campus continuously identifies and removes barriers that prevent groups from accessing services related to sexual assault, domestic and dating violence, and stalking.
    ☐ Strongly Disagree   ☐Somewhat Agree   ☐ Neutral   ☐Somewhat Agree   ☐Strongly Agree

13. Our campus/CCRT has conducted needs assessments with culturally diverse community members to identify needs, create program goals and objectives.
    ☐ We have not yet done this
    ☐ Preparation for a needs assessment is in progress
    ☐ We have conducted needs assessments with some groups but not all
    ☐ We have conducted needs assessments with all relevant groups
    ☐ We have conducted needs assessments with key groups and used the information in our planning and work.

14. Our campus explicitly recognizes and shows commitment to cultural diversity in its mission statement and goals.
    ☐ Strongly Disagree   ☐Somewhat Agree   ☐ Neutral   ☐Somewhat Agree   ☐Strongly Agree

15. Our campus collects data to show trends and improve service delivery for culturally specific groups related to sexual assault, dating and domestic violence and stalking.
    ☐ Strongly Disagree   ☐Somewhat Agree   ☐ Neutral   ☐Somewhat Agree   ☐Strongly Agree

16. Do you have specific goals related to cultural competence written in your grant strategic plan?
    ☐ Yes
    ☐ No

17. Have you accomplished any strategic planning goals related to enhancing culturally competent responses to sexual assault, dating and domestic violence and stalking on your campus in the past year?
    ☐ Yes
    ☐ No

▸ CULTURAL COMPETENCY ASSESSMENT

18. What is the biggest resource or strength your campus has related to culturally competent work on sexual assault, dating and domestic violence, and stalking?

19. What is the biggest challenge you face on your campus related to culturally specific work on sexual assault, dating and domestic violence and stalking?

➤ Engaging Men Assessment

Men Can Stop Rape
OVW Campus Program Technical Assistance Provider

This checklist is intended to provide both you and your Campus Program Technical Assistance providers with a sense of your progress in your efforts to engage campus men in the prevention of sexual assault, domestic violence, dating violence, and stalking. The list is based in part on the idea that campuses begin in different places in this work. At the start of your Campus Program grant, it is possible you may have done little to none of the work associated with the checkpoints below, or it is possible that you may have already completed much of the work associated with the checkpoints. Either case is fine. There are no right and wrong answers.

The checklist first generally captures where your campus is in efforts to engage campus men in prevention, and then it considers progression in three core areas:

- Community engagement – understand how to motivate a wide spectrum of men across the campus and community to become engaged in prevention
- Effective Strategies – develop multiple, effective strategies to engage a wide spectrum of men across the campus, and develop a plan for sustaining the strategies
- Dissemination – disseminate and sustain multiple practices to engage and mobilize campus men in prevention

The checkpoints in these three areas more directly relate to engaging men work that might be associated with your Campus Program grant. Given all that you will be working to accomplish during the three years of this grant, you will likely have to prioritize some checkpoints on the list over others. While the list suggests sequential progress, it might be the case that your progress is more shaped by your campus needs or unique circumstances.

PROGRESS CHECKLIST QUESTIONS

Please check the statement below that best describes where your campus is in its efforts to engage men in prevention.

CAMPUS EFFORTS TO ENGAGE MEN

- ☐ There are no efforts to engage men in prevention on my campus and no planning efforts or motivation to begin efforts.
- ☐ Although a few individuals on campus are motivated to initiate efforts to engage men in prevention, little or nothing has been done to establish engaging men programming.
- ☐ A few members of the campus community have learned about efforts to engage men in prevention, but the extent of their knowledge is limited.
- ☐ Some campus community members have begun a discussion about developing campus community efforts to engage campus men in prevention.
- ☐ The campus community believes that engaging campus men in prevention is important, but has not had the resources to start efforts to engage campus men in prevention.
- ☐ Some members of the campus community have initiated some engaging campus men programming in limited ways.
- ☐ The attitude in the campus community is "men have to be part of the solution," and campus community members have begun the planning process for establishing substantial engaging men programming.
- ☐ Campus community leaders are supportive of expanding/improving initial efforts to engage campus men in prevention.
- ☐ An increasing number of campus men have knowledge of healthy masculinity and the role men can play in prevention, and they are working to increase the engagement of campus men as a whole.

☐ Several different engaging men programs, activities, and policies are in place, covering diverse groups of campus men and reaching a wide range of campus men.

☐ Diverse and substantial efforts to engage campus men in prevention have been running consistently for two or more years.

☐ Diverse and substantial efforts to engage campus men in prevention have been running consistently for two or more years, although sustaining some of the efforts has been challenging.

Please check "yes" or "no" to all of the numbered statements below.

COMMUNITY ENGAGEMENT

1. Influential campus men are part of the CCR team.
   ☐Yes ☐No

2. The CCRT or a subcommittee of the CCRT has assessed and engaged any expertise on masculinity and gender-based violence that exists on campus and in the community.
   ☐Yes ☐No

3. The CCRT or a subcommittee of the CCRT has assessed and engaged any expertise on evaluation that exists on campus but has not engaged this expertise in relation to evaluating engaging campus men work.
   ☐Yes ☐No

4. The CCRT or a subcommittee of the CCRT has assessed and engaged any expertise on evaluation that exists on campus to assist with evaluating engaging campus men work.
   ☐Yes ☐No

5. Members of the CCRT have been trained or educated on connections among primary prevention of sexual assault, domestic violence, dating violence, and stalking but not on healthy masculinity and engaging men in primary prevention.
   ☐Yes ☐No

6. Members of the CCRT have been trained or educated on connections among unhealthy and healthy masculine social norms, gender-based violence, male survivors, and primary prevention of sexual assault, domestic violence, dating violence, and stalking.
   ☐Yes ☐No

7. Members of the CCRT have been trained or educated on how to connect engaging campus men work with men's motivation to partner in prevention.
   ☐Yes ☐No

8. Members of the CCRT have been trained or educated on using theory-driven, effective techniques of persuasion to engage campus men in prevention.
   ☐Yes ☐No

9. Members of the CCRT have been trained or educated to effectively use branding elements to engage campus men as an audience.
   ☐Yes ☐No

10. Members of the CCRT have been trained or educated on masculinity in relation to different sub-groups of campus men based on factors like social identity, organizational participation, and leadership position.
    ☐Yes ☐No

11. Members of the CCRT have been trained or educated on engaging campus men in prevention and employing comprehensive, coordinated, and ongoing strategies.
    ☐ Yes   ☐ No

12. Our campus has conducted assessments to learn about campus men (readiness assessment, climate surveys, key informant interviews, focus groups, etc.).
    ☐ Yes   ☐ No

13. Our campus has evaluated any gaps it has in understanding how to motivate a wide spectrum of men across the campus and community to become engaged in prevention and seeks to fill those gaps through training and education.
    ☐ Yes   ☐ No

14. The CCRT has regularly reviewed the logic model or strategic plan as it applies to engaging campus men and made any necessary adjustments.
    ☐ Yes   ☐ No

15. The CCRT has made certain that any new CCRT members receive training and education on engaging men.
    ☐ Yes   ☐ No

16. Our campus has identified key men who are leaders and willing to work with CCR team as allies.
    ☐ Yes   ☐ No

Please check "yes" or "no" to all of the numbered statements below.

EFFECTIVE STRATEGIES

17. Our campus has answered key strategic questions about engaging men: Where have we been and where are we right now in engaging campus men? Where do we want to go? How are we going to get there?
    ☐ Yes   ☐ No

18. Our campus has developed a logic model or strategic plan that incorporates engaging men or has developed a logic model or strategic plan solely based on engaging men.
    ☐ Yes   ☐ No

19. Our engaging men strategic planning process has included key campus constituents, including students.
    ☐ Yes   ☐ No

20. Our campus has developed persuasive messaging, branding, and clear roles for engaging campus men.
    ☐ Yes   ☐ No

21. Engaging men messaging, branding, and identifiable roles have been used to build a broad spectrum of influential campus male allies before any programming has been implemented.
    ☐ Yes   ☐ No

22. Our campus has developed theory-informed engaging campus men programming and campaigns based on multiple, varied activities that involve effective branding and are ongoing.
    ☐ Yes   ☐ No

23. The CCRT has reviewed the logic model or strategic plan throughout the year and made any necessary adjustments.
    ☐Yes   ☐No

24. The CCRT has used its training and the results of its assessments about men in the campus community to finalize the development of theory-informed engaging campus men programming and campaigns based on multiple, varied activities that involve effective branding and are ongoing.
    ☐Yes   ☐No

25. The CCRT has used its training on masculinity and unhealthy and healthy social norms to develop positive engaging campus men programming and campaigns.
    ☐Yes   ☐No

26. The design of engaging men programming has included attention to collaborative practices and exercises that allow for expression of men's diverse cultural experiences and needs.
    ☐Yes   ☐No

27. Engaging men programming has been designed to take into account stages of change that men and communities may go through and uses techniques appropriate for motivating that change at different stages of readiness.
    ☐Yes   ☐No

28. Any engaging men campaigns created represent the diversity of men on the campus.
    ☐Yes   ☐No

29. The CCRT has developed a plan for disseminating the branded engaging men programming and campaigns.
    ☐Yes   ☐No

30. Our campus has worked with evaluation experts to develop manageable evaluation tools and protocols for the engaging men programming and campaigns.
    ☐Yes   ☐No

31. The CCRT has created a new logic model or strategic plan focused on building on and sustaining engaging campus men work.
    ☐Yes   ☐No

32. Based on the evaluation/assessment results focusing on the effectiveness of the engaging campus men programming that has been implemented, revisions and improvements have been made.
    ☐Yes   ☐No

Please check "yes" or "no" to all of the numbered statements below.

DISSEMINATION
33. The strategic plan and the results of any assessments focusing on engaging men are disseminated to key influential constituents across the campus to build a broad spectrum of campus male allies who can speak to the issue of engaging men in informed ways.
    ☐Yes   ☐No

34. Multiple educators consisting of students, administrators, faculty, staff, and community members have been trained to either conduct engaging men trainings and workshops or be spokespersons for the engaging men programming and campaigns.
    ☐Yes   ☐No

35. The CCRT has begun implementing theory-informed engaging campus men programming and campaigns based on multiple, varied activities that involve effective branding and are ongoing.
    ☐Yes   ☐No

36. Our campus has done awareness campaigns for men (White Ribbon Campaign, Walking a Mile in Her Shoes, etc.)
    ☐Yes   ☐No

37. The engaging campus men brand has been used across all engaging campus men programming and campaigns to connect them and make them more coherent.
    ☐Yes   ☐No

38. Our campus has widely disseminated theory-informed engaging campus men programming and campaigns based on multiple, varied activities that involve effective branding and are ongoing.
    ☐Yes   ☐No

39. Multiple educators consisting of students, administrators, faculty, staff, and community members continue to be trained to either conduct engaging men trainings/workshops or be spokespersons for the engaging men programming and campaigns.
    ☐Yes   ☐No

40. The CCRT and its allies engage appropriate parts of the campus in evaluating/assessing the effectiveness of engaging men programming and campaigns.
    ☐Yes   ☐No

41. The CCRT disseminates the results of the evaluations, especially to campus influencers who can help sustain the programming.
    ☐Yes   ☐No

➤ Law Enforcement/Campus Security Assessment

East Central Oklahoma University
OVW Campus Program Technical Assistance Provider

1. Please list the individuals you consider the key players in law enforcement training and policy change at your university?

Name: Position:

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

2. Please indicate areas where your campus law enforcement/security department a part of groups/committees/meetings related to sexual assault/misconduct, dating/domestic violence, and stalking (these groups can be on campus or off campus at the local or state level).

     a. CCRT Meetings: ☐Yes, LE attends   ☐ No, LE does not attend   ☐Don't have one
         ➤ If yes, indicate the level of attendance/involvement:
☐Never attend   ☐Occasionally   ☐Regularly   ☐Hold position (chair, committee member, leadership position)

     b. Community Task Force: ☐Yes, LE attends   ☐ No, LE does not attend   ☐Don't have one
         ➤ If yes, indicate the level of attendance/involvement:
☐Never attend   ☐Occasionally   ☐Regularly   ☐Hold position (chair, committee member, leadership position)

     c. Awareness Events: ☐Yes, LE attends   ☐ No, LE does not attend   ☐Don't have one
If yes, indicate the level of attendance/involvement:
☐Never attend   ☐Occasionally   ☐Regularly   ☐Hold position (chair, committee member, leadership position)

     d. Sexual Assault Response Team (SART):   ☐Yes, LE attends   ☐ No, LE does not attend   ☐Don't have one
If yes, indicate the level of attendance/involvement:
☐Never attend   ☐Occasionally   ☐Regularly   ☐Hold position (chair, committee member, leadership position)

     e. CRITICAL Incident Team: ☐Yes, LE attends   ☐ No, LE does not attend   ☐Don't have one
         ➤ If yes, indicate the level of attendance/involvement:
☐Never attend   ☐Occasionally   ☐Regularly   ☐Hold position (chair, committee member, leadership position)

     f. Behavioral Assessment Team: ☐Yes, LE attends   ☐ No, LE does not attend   ☐Don't have one
         ➤ If yes, indicate the level of attendance/involvement:
☐Never attend   ☐Occasionally   ☐Regularly   ☐Hold position (chair, committee member, leadership position)

     g. Crisis Intervention Team: ☐Yes, LE attends   ☐ No, LE does not attend   ☐Don't have one
         ➤ If yes, indicate the level of attendance/involvement:
☐Never attend   ☐Occasionally   ☐Regularly   ☐Hold position (chair, committee member, leadership position)

h. Emergency Preparedness Team   ☐Yes, LE attends   ☐ No, LE does not attend   ☐Don't have one
   ➤ If yes, indicate the level of attendance/involvement:
☐Never attend   ☐Occasionally   ☐Regularly   ☐Hold position (chair, committee member, leadership position)

i. Lethality Assessment Team: ☐Yes, LE attends   ☐ No, LE does not attend   ☐Don't have one
   ➤ If yes, indicate the level of attendance/involvement:
☐Never attend   ☐Occasionally   ☐Regularly   ☐Hold position (chair, committee member, leadership position)

j. Fatality Review Board: ☐Yes, LE attends   ☐ No, LE does not attend   ☐Don't have one
   ➤ If yes, indicate the level of attendance/involvement:
☐Never attend   ☐Occasionally   ☐Regularly   ☐Hold position (chair, committee member, leadership position)

k. Cybercrime Unit: ☐Yes, LE attends   ☐ No, LE does not attend   ☐Don't have one
   ➤ If yes, indicate the level of attendance/involvement:
☐Never attend   ☐Occasionally   ☐Regularly   ☐Hold position (chair, committee member, leadership position)

l. Specialized DV/SA Crime Units: ☐Yes, LE attends   ☐ No, LE does not attend   ☐Don't have one
   ➤   If yes, indicate the level of attendance/involvement:
☐Never attend   ☐Occasionally   ☐Regularly   ☐Hold position (chair, committee member, leadership position)

3. Does your university (not including the OVW campus grant) allocate specific funds, resources and personnel to sexual assault/misconduct? Dating/domestic violence, and stalking cases? If yes, please check all that apply.
   ☐ Funds for victim services
   ☐ Personnel for victim services
   ☐ Counseling
   ☐ Designated Officer(s) for sexual assault and/or domestic violence
   ☐ Specialized training for campus officers
   ☐ Other (please explain): _____

4. Is there currently a State or Nationally recognized intimate partner or sexual violence expert in your campus law enforcement/security unit?
   ☐Yes   ☐No

5. Is there currently a State or Nationally recognized intimate partner or sexual violence expert in your local off-campus law enforcement unit?
   ☐Yes   ☐No

6. How would you rate your campuses relationship with your local off-campus police department?
   ☐ very negative
   ☐ somewhat negative
   ☐ neither positive nor negative
   ☐ somewhat positive
   ☐ very positive

7. How much does your campus collaborate with local off-campus police department(s) related to sexual assault, dating and domestic violence, and stalking:
    ☐ no collaboration at all
    ☐ very little collaboration
    ☐ some collaboration
    ☐ a good deal of collaboration

8. What resources has your agency accessed in the past year to enhance their understanding of Sexual Assault/misconduct, Domestic Violence, Dating Violence, or Stalking? (Select all that apply)
    ☐ Online Training
    ☐ Collaborations/consultations with State sexual assault/domestic violence Coalitions
    ☐ Training or collaboration with Prosecutor/DA
    ☐ Training or consultations with Local sexual assault or domestic violence crisis agencies
    ☐ In-State conference or training
    ☐ Out-of-State conferences or trainings
    ☐ Consultations with National Law Enforcement Association (IACP, IACLEA, FLETC, Other) experts or materials
    ☐ Local/Regional Expert Trainer who provided in-house training on your campus

9. When was a stalking policy implemented / revised on your campus?
    ☐ No stalking policy in place
    ☐ Stalking policy is in draft stage
    ☐ Within the past 12 months
    ☐ Within the last 3 years
    ☐ Stalking policy is older than 5 years
    ☐ Other _____

10. Does your stalking policy outline the use of technology to stalk?
    ☐ Yes   ☐ No

11. In approximately what percentage of sexual and gender-based violence cases, did officers provide to victims written resources and options for advocacy, victim services, etc.? _____%

12. How often does your law enforcement department call an advocate or offer to call an advocate during an initial report of sexual or gender-based violence? If not every time, what are some of the barriers?
    ☐ Never   ☐ Rarely   ☐ Ocassionally   ☐ Often   ☐ Most of the Time   ☐ Every Time

13. Does your Police/Security Department have a written policy or mandate for referring to/calling an advocate when a victim reports sexual or gender-based violence?
    ☐ Yes   ☐ No

    ➤ If yes, please provide an example/describe.

    ➤ If yes, is there a formal avenue for confirming this resource provision is done (i.e. on the intake/report form, on a check-list)?
        ☐ Yes   ☐ No

14. Does your department have a policy in place that recommends a basic preliminary report and follow-up interview/report after victim has had 2-3 sleep cycles?

☐Yes   ☐No

15. How confident are you that your campus public safety/law enforcement department has a good understanding of university policies and procedures related to the SaVE Act/Clery? _____% confident

0% confidence . . . . .100% confidence

16. How confident are you that your campus public safety/law enforcement department has a good understanding of university policies and procedures related to Title IX requirements? _____% confident

0% confidence . . . . .100% confidence

17. How confident are you that campus security/law enforcement officers on your campus understand what trauma-informed work is? ____% confident

0% confidence . . . . .100% confidence

18. How confident are you that campus security/campus law enforcement will work with victims using a strong understanding of how trauma impacts victims? ____% confident

0% confidence . . . . .100% confidence

19. How confident are you that campus security/campus law enforcement are able to work well with culturally underrepresented groups on your campus? ____% confident

0% confidence . . . . .100% confidence

20. How confident are you that campus security/campus law enforcement know how to build positive relationships and community perceptions of law enforcement across all areas of campus? ____% confident

0% confidence . . . . .100% confidence

21. Please answer the following questions by choosing the answer that best reflects campus security/law enforcement protocols and practices and when they were last reviewed and discussed for revision.

a. Sexual Assault Response Protocol/Practices for campus security/law enforcement
   ☐ Do not have a specific protocol
   ☐ Currently being discussed and revised
   ☐ Revised within the last year
   ☐ Revised within last 2-5 years

b. Domestic Violence/dating violence response protocol/practices for campus security/law enforcement
   ☐ Do not have one
   ☐ Currently being revised
   ☐ Revised within the last year
   ☐ Revised within last 2-5 years

c. Stalking response protocol/practices for law enforcement/campus security
   ☐ Do not have one
   ☐ Currently being revised
   ☐ Revised within the last year
   ☐ Revised within last 2-5 years

22. Are dispatchers/call-takers required to follow a protocol/manual/flowchart or other tool when taking a domestic violence call?
☐Yes ☐No

23. If yes, how do you know that this tool is being used?

24. About how much of the time do you think these protocols are followed? _____% of the time

25. Which of the following best describes your campus regarding a memorandum of understanding (MOU) with local law enforcement?
☐ We have no MOU
☐ We are in the process of developing an MOU
☐ We have a general MOU, but it does not include specific information related to sexual and gender-based violence
☐ We have a blanket MOU that includes specific information related to sexual and gender-based violence
☐ We have separate/additional MOU that is specific to sexual and gender-based violence.

26. If your MOU includes or is dedicated to specific information related to sexual and gender-based violence, what elements below are included?
☐ MOU specifically includes sexual assault
☐ MOU specifically includes stalking
☐ MOU specifically includes domestic/dating violence
☐ MOU includes assignment of investigative responsibility for sexual assault cases
☐ MOU clearly defines jurisdiction for sexual assault, stalking, dating/domestic violence cases
☐ MOU Clearly outlines lines and flow of communication and information sharing
☐ If your campus is located in a jurisdiction that recognizes Misdemeanor Sexual Assault , MOU outlines Investigative Responsibility (campus LE vs municipal/other)
☐ MOU Clearly outlines circumstances that qualify as Misdemeanor Sexual Assault

27. How many sexual assault/misconduct/dating violence/domestic violence/stalking offenders are formally charged in the school disciplinary system yearly? _____

28. How many sexual assault/misconduct/dating violence/domestic violence/stalking offenders are formally charged in the criminal justice system yearly? _____

29. How many sexual assault/misconduct cases were handled by female officers in the past year? _____

30. How many sexual assault/misconduct cases were handled by male officers in the past year? _____

31. Does your department use any type of checklist to help officers evaluate their initial response and follow-up to a report of sexual assault, domestic/dating violence or stalking? (i.e. Checklist of Appropriate Actions, IACP Response To Sexual Assault Checklist,) checklist)?
☐Yes ☐No

32. Does your campus security/law enforcement department have a way to regularly collect feedback from victims/survivors who report to ask them about their experiences with law enforcement (i.e. Form For Evaluating Police Response)?
☐Yes ☐No

33. Does your Police/Security Department have a policy regarding certification/continuing education/training in the following areas?
    a. Domestic/Dating Violence   ☐Yes ☐No
    b. Sexual Assault   ☐Yes ☐No
    c. Stalking   ☐Yes ☐No
    d. Interconnectedness of Domestic/Dating Violence, Sexual Assault, and Stalking ☐Yes ☐No
    e. Sexual harassment   ☐Yes ☐No
    f. Trafficking   ☐Yes ☐No

34. On a scale from 1-5 (with 1 being not at all and 5 being very well) How well does your law enforcement training content and format accommodate varied learning styles (i.e, visual, auditory, tactile, etc.)? _____

35. On a scale from 1-5 (with 1 being not at all and 5 being very well) How well does your law enforcement training content and format promote an understanding and sensitivity to cultural diversity? _____

36. How often are your dispatchers or call-takers trained in the area of sexual and gender-based violence?
    ☐ During new job orientation/first weeks on the job.
    ☐ Yearly
    ☐ More than once a year
    ☐ As needed when new/updated policies or best practices are released
    ☐ Never

37. How many total training hours do new officer/new hires receive (i.e. during orientation, new-staff training, etc)? _____

    a. How many of the total hours are dedicated to trauma-focused training and sexual/gender-based violence? _____

    b. What format/type of training is included? Check all that apply.
        ☐ Online
        ☐ Watched Video
        ☐ Live/in-person lecture style
        ☐ Live/in-person group work/tabletop exercise/discussion
        ☐ Scenario Based
        ☐ Conference
        ☐ Other

    c. What topics are covered in this training? Check all that apply.
        ☐ Understanding myths and biases
        ☐ Consent
        ☐ Securing victim safety
        ☐ Understanding trauma
        ☐ Needed medical attention
        ☐ Rights
        ☐ Referrals/resources
        ☐ Trauma sensitive interviewing techniques
        ☐ Cultural competence
        ☐ Best practices in sexual assault, domestic violence, dating violence, and stalking
        ☐ Improving community relationships with LE
        ☐ Understanding stalking behavior
        ☐ Stalking investigation and response
        ☐ Interconnectedness of stalking with Sexual assault and domestic/dating violence

d. How often is this training conducted by experienced members or former members of law enforcement?

☐Always   ☐Sometimes   ☐Never

e. How often does a trainer co-train with an advocate?

☐Always   ☐Sometimes   ☐Never

f. Are evaluation tools used and data compiled for trainers/sessions?

☐Yes   ☐No

➤ If yes, check all that apply:
☐ Participant satisfaction only
☐ Participant perceptions of outcomes
☐ Pre and post-test assessment of outcomes

g. On a scale from 1-5, how well would you say your last trainer was able to engage your audience? _____
1=not able to engage at all   3=not able to engage at all   5=fully engaged the audience

h. On a scale of 1-5, how relatable would you consider your trainers? _____
1=not at all credible   3 = somewhat credible   5=highly credible

38. How many total training hours does existing staff receive yearly? _____

a. How many of the total hours are dedicated to trauma-focused training and training on sexual assault, dating and domestic violence and stalking?_____

b. What format/type of training is utilized by your university and law enforcement/security department? Check all that apply.
☐ Online
☐ Watched Video
☐ Live/in-person lecture style
☐ Live/in-person group work/tabletop exercise/discussion
☐ Scenario Based
☐ Conference
☐ Other

c. What topics are covered in this training on sexual assault, dating and domestic violence and stalking? Check all that apply.
☐ Understanding myths and biases
☐ Consent
☐ Securing victim safety
☐ Understanding trauma
☐ Understanding needed medical attention
☐ Rights
☐ Referrals/resources
☐ Cultural competence
☐ Trauma-sensitive interviewing techniques
☐ Best practices in sexual assault, domestic violence, dating violence, and stalking
☐ Perceptions of LE by campus community
☐ Improving community relationships with campus security/law enforcement
☐ Follow-up with victims

☐ Understanding stalking behavior
☐ Stalking investigation and response
☐ Interconnectedness of stalking with Sexual assault and domestic/dating violence
☐ Other

    d. How often is this training conducted by experienced members or former members of law enforcement?
        ☐Always   ☐Sometimes   ☐Never

    e. How often does a trainer co-train with an advocate?
        ☐Always   ☐Sometimes   ☐Never

    f. Are evaluation tools used and data compiled for trainers/sessions?
        ☐Yes   ☐No
  ➤ If yes, check all that apply:
    ☐ Participant satisfaction only
    ☐ Participant perceptions of outcomes
    ☐ Pre and post-test assessment of outcomes

39. On a scale of 1-5 how would you rate the interaction between your last trainer and the audience? _____
1 = does not interact with the audience   3 = interacts somewhat   5=interacts well to the audience

40. On a scale of 1-5, how relatable would you consider your trainers? _____
1 = does not relate to the audience   3 = relates somewhat   5=relates well to the law enforcement audience

41. On a scale of 1-5, how credible would you consider your trainers?_____
1 = not credible   3 = somewhat credible   5= very credible

42. When was the last time your Police/Security Department provide special/targeted training that focuses on first response to sexual and gender-based violence reports (rather than training on these topics more generally)?
    ☐ Never
    ☐ Within the past year
    ☐ Within the past 2-5 years

43. Do members of the CCRT provide campus-related (including campus culture related) content and input to campus security/law enforcement training materials and tools?
☐Yes   ☐No

44. How helpful was the training you received on sexual assault, dating and domestic violence and stalking to your response to your most recent case of sexual assault, dating or domestic? _____
1 = not at all helpful   5= very helpful

45. Do you gather information/data to measure campus and community perceptions of the law enforcement/public safety/security department on your campus?
☐Yes   ☐No   ☐We are developing one

46. Please describe efforts you are making to make community perceptions of campus security/campus law enforcement positive.

47. What are the two biggest challenges to creating positive community perceptions of law enforcement on your campus?

➤Mandatory Education Assessment

Green Dot etc., inc.
OVW Campus Program Technical Assistance Provider

1. Who do you currently have education programs related to sexual assault, dating and domestic violence and stalking for on your campus?
   - ☐ Faculty
   - ☐ Administrators
   - ☐ Staff
   - ☐ First year students
   - ☐ Second, third, and fourth year students
   - ☐ Graduate students

2. Is education mandatory for any of these groups?
   - ☐ Student-athletes
   - ☐ Student greek life participants
   - ☐ First year students
   - ☐ Second through 4th year students
   - ☐ Faculty
   - ☐ Staff
   - ☐ Administrators

3. How many hours of mandatory training related to sexual assault, dating and domestic violence, and stalking do students get across their time on your campus?_____

4. On average, how many doses or exposures does an average student on you campus have to education materials about sexual assault, dating and domestic violence and stalking each year? _____

5. Do faculty and staff receive training related to sexual assault, dating and domestic violence and stalking when they begin as new employees?
   - ☐Yes   ☐No

6. Do faculty and staff receive any ongoing training related to sexual assault, dating and domestic violence and stalking?
   - ☐Yes   ☐No

7. Which of the following topics are covered in education on sexual assault, dating and domestic violence and stalking provided to students on your campus. Please check all that apply:

   - ☐ Student conduct policy
   - ☐ Reporting options for sexual assault, dating and domestic violence and stalking
   - ☐ Resources for seeking help with sexual assault, dating and domestic violence, and stalking
   - ☐ Defining what sexual assault it
   - ☐ Definitions of dating and domestic violence
   - ☐ Definitions of stalking
   - ☐ Bystander intervention skills

   - ☐ Risk reduction/ self-defense
   - ☐ Rape myths
   - ☐ Continuum of violence
   - ☐ Male/female socialization and gender roles
   - ☐ Statistics about prevalence
   - ☐ Engaging men

8. Which of the following best describes education programs on your campus related to sexual assault, dating and domestic violence, and stalking? (Choose one statement)
    - ☐ They are programs we developed ourselves and have been using for years.
    - ☐ They are programs we have purchased training on from outside vendors.
    - ☐ They are programs we have received training on and have adapted for our campus.

9. Approximately what percentage of each of the following groups do you reach with your education strategies related to sexual assault, dating and domestic violence and stalking?
    - ☐ First year students _____%
    - ☐ Faculty _____%
    - ☐ Students beyond their first year _____%
    - ☐ Staff _____%
    - ☐ Administrators _____%
    - ☐ Parents _____%

10. What is the strongest aspect of your current education work?

11. What is the biggest challenge to providing education on your campus?

12. Rank the order the modalities for disseminating your program, write from (1) for most common to (9) for least common (write n/a for those that don't apply).
    - ____Face to face instruction (professional staff)
    - ____Face to face instruction (peer facilitated)
    - ____Printed materials
    - ____Outside speaker
    - ____Web-based information (interactive)
    - ____Web-based information (passive)
    - ____Theater programs
    - ____Videos/film
    - ____Social Marketing Campaign

13. Across all their years on your campus, approximately how many times do they receive each of these types of education about sexual assault, dating and domestic violence, and stalking:

	0 time	once	twice	3 or more
Face to face instruction (professional staff)				
Face to face instruction (peer facilitated)				
Printed materials				
Outside speaker				
Web-based information (interactive)				
Web-based information (passive)				
Theater programs				
Videos/film				
Social Marketing Campaign				

14. Within their first year, approximately how many times is the typical incoming student exposed to violence prevention/intervention information?_____

15. Do you collect information about the impact of your education work?
    ☐ Yes   ☐ No
    ➤ If yes check all that apply:
        ☐ Informal feedback by word of mouth
        ☐ Asking participants what they liked or didn't like about the program
        ☐ Focus groups
        ☐ Pre- and post-test using surveys
        ☐ Surveys using a control group that does not get the educational message and a treatment group that does.
    ➤ If yes, what types of outcomes do you assess: ☐ knowledge   ☐ attitudes   ☐ behavior

16. Is there an office on your campus that is designated solely to address issue of violence against women or power-based personal violence?
    ☐ Yes   ☐ No

17. What are the key services provided by the unit? (select all that apply)
    ☐ Intervention
    ☐ Prevention education
    ☐ Awareness
    ☐ Skill development
    ☐ Training for faculty and staff

18. Using a scale from 0% to 100% indicate your confidence with the following situations:
    ☐ Finding and using research to inform choice and design of education strategies.
    ☐ Using best practices from research on what works in prevention of sexual assault, dating and domestic violence and stalking.
    ☐ Taking steps to change the negative perception of sexual assault, dating violence, domestic violence, and stalking and negative perceptions about programs to prevent it.
    ☐ Changing how messages are presented so that they more effectively engage many different sub-groups and sub-communities on my campus.
    ☐ Using education strategies that engage internal motivation of audiences to work to end violence on our campus.
    ☐ Design and collect information about the impact of my groups education efforts.
    ☐ Engaging first year students in power based violence prevention.
    ☐ Engaging faculty in efforts to end power-based violence.
    ☐ Having productive conversations with campus administrators about their role in ending power-based violence on campus.

- ☐ Describe the logic model for the educational work I and colleagues are doing.
- ☐ Key elements of diffusing new knowledge etc

19. Rate your collaboration with the following groups on scale of 1 (very weak) to 5 (very strong):
- ☐ Athletics
- ☐ Campus Security
- ☐ Counseling services
- ☐ Dean of Students Office
- ☐ Faculty
- ☐ Greek system
- ☐ Health Promotion
- ☐ Local DV/SA agencies
- ☐ Local law enforcement
- ☐ Office for Diversity
- ☐ Other administrators
- ☐ Religious life
- ☐ Residential life
- ☐ Student groups
- ☐ Office of the President

➤Strategic Planning and Assessment Grantee Assessment

1. How much do you agree with the following statements?

1	2	3	4	5
Not at all		Somewhat		Strongly agree

- ☐ My gut instinct about what works is more informative than pre- and post-test information.
- ☐ Evaluation data is more resource intensive than it is worth.
- ☐ I can improve my work by using logic models.
- ☐ Collecting assessment data can improve the sustainability of my work on sexual assault, dating and domestic violence and stalking.
- ☐ Scientific research articles are too far removed from campus practices to be valuable to my work.

2. How confident are you in doing the following things? Please rate your confidence using the scale of 0% confident to 100% confident that you could do this.

0. 100

- ☐ Lead your CCRT through a strategic planning process.
- ☐ Write clear strategic planning goals to guide your work.
- ☐ Develop and use a logic model for pieces of your work.
- ☐ Describe the importance of assessment to others on your campus.
- ☐ Choose effective measures to assess progress and effectiveness of your work.
- ☐ Collect trustworthy data about the impact of your work to respond to sexual assault, dating and domestic violence and stalking.
- ☐ Analyze data on the effectiveness of your work to respond to sexual assault, dating and domestic violence and stalking.
- ☐ Effectively present and communicate to others about assessment data.
- ☐ Put evaluation data into a table that someone else could read and understand.
- ☐ Use research to inform program and policy choices.
- ☐ Read and understand scientific research articles so that you can use what they say to inform your work.
- ☐ Summarize findings from reviewing research articles to others.
- ☐ Locate and form collaborations with local researchers to enhance assessment work.
- ☐ Conduct a needs assessment.
- ☐ Conduct a strong formative/process evaluation.
- ☐ Conduct a strong outcome evaluation of the effectiveness of a program or training.
- ☐ Design and conduct a focus group.
- ☐ Design a pre- and post-test survey.
- ☐ Work with my campus human subjects review board to protect participants I am assessing.
- ☐ Analyze data from a focus group.
- ☐ Analyze data from pre- and post-test surveys.
- ☐ Understand the limitations of different forms of data.
- ☐ Talk to others about the strengths and limits of different types of assessment or evaluation data.
- ☐ Use assessment findings to improve my program.

3. How often do you review research literature related to sexual assault, dating and domestic violence, and stalking prevention and response?
   - ☐ Never
   - ☐ Rarely
   - ☐ Sometimes
   - ☐ Regularly

4. Are any of the sexual assault, dating and domestic violence and stalking prevention strategies your campus is using theory based?

   ☐Yes   ☐No
   - ➤ If yes, approximately what percentage of your programs and strategies are theory-based? _____

5. Are any of the sexual assault, dating and domestic violence and stalking response strategies that your campus is using evidence based?
   ☐Yes   ☐No
   - ➤ If yes, approximately what percentage of your response strategies? _____

6. In the past year I have created a logic model for some aspect of my work on sexual assault, dating and domestic violence and stalking.
   ☐Yes   ☐No

7. Have you conducted any assessments of the effectiveness of your work in the past year?
   ☐Yes   ☐No
   - ➤ If yes, in which areas (check all that apply):
     - ☐ Understanding the needs of culturally diverse groups
     - ☐ Engaging men
     - ☐ Conduct/Judicial programs
     - ☐ Law Enforcement/ Campus Security
     - ☐ Mandatory Education
     - ☐ Coordinated Community Response

8. Which of the following types of assessment have you used in your work in the past year (choose all that apply)
   - ☐ Needs assessment surveys including campus climate surveys
   - ☐ Needs assessment focus groups
   - ☐ Focus groups about program/policy/training effectiveness
   - ☐ Participant satisfaction questions
   - ☐ Pre- post test outcome assessments
   - ☐ Pre and post-test outcome assessments using a control group
   - ☐ Other: _____

9. Have you shared assessment or evaluation findings with someone outside your CCRT in the past year?
   ☐Yes   ☐No

10. Have you used a logic model or strategic plan to communicate with someone outside your CCRT in the past year?
    ☐Yes   ☐No

11. Has your campus done a climate survey related to sexual assault, dating and domestic violence, and stalking in the past two years?
☐Yes ☐No
➤ If yes, have you or your CCRT had input on a campus climate survey related to sexual assault, dating and domestic violence and stalking?
☐Yes ☐No

12. What are the 3 biggest challenges to strategic planning for the OVW Campus grant you face?
1.

2.

3.

13. What are the 3 biggest strengths or successes you have had related to strategic planning on the OVW campus grant?
1.

2.

3.

14. What are the 3 biggest challenges to assessing the impact of your work on the OVW Campus grant you face?
1.

2.

3.

15. What are the 3 biggest strengths or successes you have had related to assessing the impact of work on the OVW campus grant?
1.

2.

3.