SEXUAL ASSAULT EDUCATION AND PREVENTION:
A TRAINING MANUAL FOR COMMUNITY COLLEGES

by

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This dissertation is submitted in partial fulfillment of the
requirements for the degree of

Doctor of Education

Ferris State University

November 2019

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ABSTRACT

Sexual violence on college campuses has received much attention in recent years. Institutional leadership has encountered many challenges that impact their ability to mitigate the problem. The issue continues to gain national interest, and lawmakers have begun to mandate processes that ensure education, training, and prevention programs are implemented at every institution.

As sexual violence crimes continue to go unreported, a microscope has been placed on the colleges to ensure adequate measures are being taken to address the issue. Most research has a focus on four-year institutions; as a result, the outcomes tend to be less applicable for two-year colleges. This dissertation explores the current state of sexual violence within the higher education landscape, specifically, the challenges faced by two-year colleges. An examination of training and education programs occurs that supports the development of a comprehensive training, education, and prevention program for these institutions.

Keywords: sexual violence, Title IX, prevention

DEDICATION

For my wife Annie and our three children, Mary, Clark, and Ruth. You are my world.

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CHAPTER ONE: INTRODUCTION

SEXUAL VIOLENCE ON THE COLLEGE CAMPUS

In 1957, Eugene Kanin and Clifford Kirkpatrick, professors of sociology at Indiana University, published an article titled "Male Sex Aggression on a University Campus," which explored many of the characteristics associated with sexual assault. At the time, the issue had very little relevance among college administrators and students. Ironically, many of those characteristics remain evident in today's sexual violence epidemic. Kanin and Kirkpatrick were among the first to explore how person-to-person relationships characterized by exploitation can lead to sexual aggressiveness in dating-courtship relationships on a university campus. In the more than 60 years since Kanin and Kirkpatrick conducted their study, the issue has become much more polarizing and visible; activists continue to raise awareness, but which the federal government has only recently begun to focus. Gender relations have shifted since the 1950s and so has the law, albeit slowly. What is still unclear is the best approach for preventing sexual violence on campus (Kamenetz, 2014).

Campus sexual assault has become a focus of public discussion. For colleges, the issue is urgent and a critical concern. The pressure to step up prevention and handle cases more effectively has grown steadily since 2011, when the federal government signaled stricter enforcement of the gender-equity law known as Title IX, which compels colleges to investigate and resolve students' reports of sexual assault, whether or not the police are involved. Sexual

assault has many names: Sexual misconduct, sexual abuse, sexual battery, and rape, to name a few. The concern over this issue has gained momentum as of late, and no matter how institutions define it, the problem is not going away. Challenges associated with the issue continue to grow, and it seems prevention programs lack the impact that most institutions desire.

Much of the focus continues to be geared towards four-year institutions when it comes to talking about sexual assault on college campuses. Very little research exists about how two-year institutions are specifically addressing the issue and they are often several years behind regarding policies, best practices, and comprehensive education and prevention plans (Association for Student Conduct Administration [ASCA], 2015). This project will examine sexual assault education and prevention programs administered within the higher education environment, specifically, within two-year institutions through an evaluation of training models and programs, with the aim of putting forward a well-considered proposal that will offer guidelines for administrators at two-year institutions to assist in the implementation of education and training programs. Additionally, this project will explore programs that two-year institutions can adopt to properly educate their campus communities and ways to ensure heightened awareness of the issue.

STATEMENT OF THE PROBLEM

Current data suggests sexual assault on college campuses occurs at an alarming rate. One in 5 women who attended college during the past four years say they were sexually assaulted; many others experienced attempted attacks or suspect that someone violated them

while they were unable to give consent ("Kaiser Family Foundation Poll," 2015). State and

federal mandates now require all institutions to take appropriate measures in providing

prevention and intervention programs. Many individuals associate sexual assault in college with

four-year institutions; assault is often viewed as something that typically happens in a residence

hall or during a party where alcohol is involved. This illustration may not be a typical scenario

for sexual assault occurring at a two-year college.

Community colleges face challenges in addressing sexual assault that differ in nature

from other institutions of higher education. They are almost exclusively non-residential and the

students are generally older than those attending four-year institutions. These and other

considerations are reasons why, in 2016, community colleges accounted for 10% of all reported

crimes, and only 6% of sexual offenses under the Clery Act, despite accounting for 41% of all

undergraduates (American Association of Community Colleges [AACC], 2019). Social climate,

student demographics, and institutional infrastructure can be very different between two- and

four-year institutions. When looking at prevention and intervention of sexual assault, the

challenge for community colleges differs from four-year institutions.

DEFINING THE TWO-YEAR COLLEGE

Today, the term "community college" is synonymous with identifying institutions

offering two years of instruction that often results in an associate degree (Cohen, Brawer, &

Kisker, 2014). The community college focuses on granting associate degrees and providing

transfer pathways to universities through articulation agreements that make transferring

credits seamless. Most community colleges also have workforce programs that offer both credit

and non-credit training that can provide prompt employment. Some have established ongoing

relationships with local community organizations and businesses, which allows them to respond

quickly to changing community needs. They may retain displaced workers who have skills

needed by local businesses and open gateways to individuals who would otherwise lack the

preparation or the financial resources needed to receive a college education (Labov, 2012).

Each year, community colleges enroll about 12.7 million students in credit and noncredit

courses. These institutions typically serve every student who enrolls. They provide a gateway to

higher education for individuals that may have never imagined college was an option (AACC,

2014). Community colleges fulfill multiple missions that typically reflect their service to the

surrounding region. Their students are usually far more diverse than other institutions in the

same geographic location (Labov, 2012). The community college philosophy emphasizes

"access" to all students, typically at a much lower cost than traditional four-year colleges. The

community college embodies five commitments:

- Serving all segments of society through open-access admissions policy that offers equal and fair treatment to all students

- Providing a comprehensive educational program

- Serving the community as a community-based institution of higher education

- Teaching and learning

- Fostering lifelong learning

Given the roles, functions, and demographic of the community college, unique

challenges exist in creating sexual assault prevention and education programs at two-year

institutions. As open-access institutions, these institutions often seek to remove barriers so

students can enroll, easily attend, and graduate from the institution. Owing to this mission of

inclusiveness, community colleges are typically hesitant about asking applicants questions about misconduct at previous institutions of higher education or prior criminal activity (Bennett, Vasquez-Barrios, Perkins, & Baligad, 2015).

SIGNIFICANCE OF THE PROBLEM

Sexual assault can happen to anyone regardless of age, gender, sexual orientation, or race. Colleges around the country are taking steps to reduce occurrences of sexual assault. Developing and implementing a best practice for addressing this issue requires the highest levels of expertise, collaboration, and care. Campuses face unprecedented scrutiny from all directions on how to address these issues (Ohio Department of Higher Education [ODHE], 2014).

Title IX, a law passed in 1972, prohibits discrimination based on gender at educational institutions that receive federal funding. One of the key areas included within Title IX requires institutions of higher education to respond to and remedy hostile educational environments caused by sexual assault. In 1990, The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act was passed. This federal statute requires all colleges and universities participating in federal financial aid programs to maintain and disclose campus crime statistics and security information. Additionally, The Office for Civil Rights (OCR) provided guidance for interpreting Title IX in its April 2011 "Dear Colleague" letter. This letter detailed support for schools in relations to their obligation in preventing and address sexual assault under Title IX. Its contents explained the new requirements institutions needed to take

immediate action to adopt in order to eliminate harassment, prevent its recurrence, and address its effects (Ali, 2011).

At that time, the guidelines associated with the letter urged institutions to assess student activities and ensure that behaviors did not violate sexual assault policies. However, with the recent change in administration, newly appointed Secretary of Education Betsy DeVos, has since issued changes to federal policy that would instruct institutions to ignore certain aspects of the 2011 Dear Colleague letter. Criticism of the 2011 letter suggested that the rights of the accused were not adequately protected. Secretary DeVos addressed those concerns, while also recommending new regulations that would allow schools to choose their own evidentiary standard. As a result, both victims and the accused could now request evidence from one another and to cross-examine (Adams, 2018). This shift in policy illustrates the need, not only for enhanced prevention programs that continue to educate campus communities, but also for the expansion of education on changing rules and regulations.

Nationally, colleges and universities need to take a more comprehensive approach to addressing sexual assault. John Foubert, Dean of the College of Education at Union University, believes colleges must focus on improving their policies and strengthening their adjudication processes. Foubert is widely known in this field. He is an interdisciplinary scholar with over 50 peer-reviewed publications about the prevention of sexual assault. Further, in 1998, he and a group of colleagues founded One in Four, a non-profit organization dedicated to ending rape. All while ensuring an impartial process that is survivor-centered and respects the rights of the respondent.

Judicial administrators must develop effective sanctions for offenders and ensure that they are fair and equitable (Bidwell, 2015). Towards this goal, President Obama signed a memorandum on January 22, 2014, that established a White House Task Force to provide guidance around how institutions of higher learning could best protect students from experiencing sexual harassment or assault. In order to better prevent and respond to sexual assault, most colleges and universities have focused on implementing training and awareness programs on campus for students and employees, which are often funded through dollars from the federal grant programs established for just this purpose (Bidwell, 2015).

Following the first report from the White House Task Force that charged institutions with the protection students from sexual assault, colleges have been the focus of a national dialogue about sexual assault on campuses. Driven by the activism of survivors, investigations through the Office of Civil Rights (OCR), and an increase in state and federal legislation, community colleges have also taken steps to prevent sexual assault, but have not yet been at the center of this dialogue (Bennett et al., 2015).

SEXUAL ASSAULT: CHALLENGES FOR THE COMMUNITY COLLEGE

According to the American Association of Community Colleges (2016), nearly half of all undergraduates in the United States attend community colleges at some point. Given that students are not as likely to live or socialize on campus, the instances in which sexual assault occurs at the community college often differ greatly from those reported at four-year institutions. Cases may involve students with disabilities or those with lower cognitive functioning and can often include sexual assault exhibited by non-students, such as family

members or intimate partners, unlike four-year institutions where the vast majority of cases include peers and occur on campus (Bennett et al., 2015).

Sexual assault that takes place at two-year colleges might also be a direct result of the physical space. According to Shukman (2017), almost half of the sexual assaults studied at four-year institutions occurred in a dorm room. This conclusion was the result of reviewing over 800 reports of rape and sexual assault at many colleges across the nation. Most community colleges do not have dorm rooms or residence halls; this fact lends itself to administrators being more intentional about considering areas on campus that may be less safe or physical spaces that could be potentially conducive to threatening behavior or crime. In a study by Day (1995), both students and personnel spoke about the role of the physical environment in feelings of fear or safety. Colleges regard the design of buildings, parking lots, and structures as an important component of its crime prevention activities.

Limited resources often lead to barriers for community colleges to launch and maintain programs to educate students about, and prevent occurrences of, sexual assault. Between 1999 and 2009, research universities increased their per student operating expenses by roughly $14,000, while public community colleges saw an increase of only $1 per student during that time (The Century Foundation, 2013). Community colleges are less likely to have full-time legal counsel, psychiatric services, health educators, or a hearty student affairs division (Bennett et al., 2015). In addition to staff and administrators serving in multiple capacities at these institutions, community colleges face other big security risks that might mitigate their ability to prevent and respond to incidents of sexual assault. According to McIntire and Wexler (2015), because many employees and students are part-time, it can be challenging to offer education

and awareness programs. Further, community colleges may not have adequate campus police or security services.

Of the 81% of community colleges that provide mental-health services, most of the counselors and/or social workers providing those services are not trained in psychiatry. Additionally, 58% of four-year institutions and only 8% of community colleges offer on-site psychiatry (McIntire & Wexler, 2015). Further, many community colleges may not employ full-time legal counsel or campus police and security services, often relying on local or state support (Attorney General's office and local law enforcement services).These divisions are critical to establish effective sexual assault prevention and response programs.

PREVENTION PROGRAMS

Sexual assault prevention programs are constantly evolving. Organizations like RAINN (Rape Abuse & Incest National Network), state agencies such as the Ohio Alliance to End Sexual Violence (Subset of the Ohio Department of Education), and even local rape crisis centers continue to evaluate the effectiveness of these strategies. As institutions struggle with the delivery of this information, colleges are constantly involved in the examination and evaluation of myriad methods to help mitigate and prevent occurrences of sexual violence. Intervention and prevention programs vary by institution. Some programs have little to no interactive involvement in the planning or dissemination of information by students; content is delivered by administrators through literature, video, email, or social media. On the other hand, many initiatives and curricula are student-led and centered on their involvement.

DEFINITION OF TERMS

The following terminology can be found in this project and is defined as follows:

Adjudicate – to make an official decision about who is right in a dispute (Merriam-Webster, n.d.-a).

Bystander – A person witnessing an event but not participating in it.

Clery Act – The Jeanne Clery Act, a consumer protection law passed in 1990, requires all colleges and universities who receive federal funding to share information about crime on campus. Under the Act, institutions must provide survivors of sexual assault, domestic violence, dating violence, and stalking with options such as changes to academic, transportation, living, or working situations, and must assist in notifying local law enforcement if the student or employee chooses to do so (Clery Center, 2016).

Complainant – The person making an allegation or complaint of sexual misconduct.

Consent – To agree to do or allow something; to give permission for something to happen or be done (Merriam-Webster, n.d.-b).

Dear Colleague letter – The United States Department of Education Office for Civil Rights Released in April, 2011, a "Dear Colleague" letter to raise awareness about sexual harassment and violence toward students. Included in this document are the schools' obligations in responding to sexual harassment, procedural requirements pertaining to sexual harassment, and recommendations for education and prevention (Ali, 2011).

Preponderance of the Evidence – A standard of evidence to hold students responsible for violating a policy. A decision maker must conclude that it is "more likely than not" that the

alleged behavior occurred and (2) the behavior was such that it violates school rules,

regulations, or policies.

Prevention – The act or practice of stopping something bad from happening: the act of

preventing something (Merriam-Webster, n.d.-c).

Respondent – The person against whom an allegation or complaint of sexual misconduct

is made.

SaVE Act – Under the Campus Sexual Violence Elimination (SaVE) Act, most institutions

of higher education – including community colleges and vocational schools – must educate

students, faculty, and staff on the prevention of rape, acquaintance rape, domestic violence,

dating violence, sexual assault, and stalking (Campus Save Act, 2016).

Sexual Assault – Any type of sexual contact or behavior that occurs without the explicit

consent of the recipient. Falling under the definition of sexual assault are sexual activities such

as forced sexual intercourse, forcible sodomy, child molestation, incest, fondling, and

attempted rape (U.S. Department of Justice Office on Violence Against Women, 2016).

Title IX – The U.S. Department of Education's Office for Civil Rights (OCR) enforces Title

IX of the Education Amendments of 1972. Title IX protects people from discrimination based on

sex in education programs or activities which receive Federal financial assistance (U.S.

Department of Education, 2016).

PURPOSE OF THE PRODUCT

The uniqueness of the community college does not lend itself to creating a uniform

education and prevention program to address this issue. The landscape of these institutions

varies greatly based on a number of factors (geographic location, student population, staffing structure, surrounding community, etc.). To that end, limited resources on campus coupled with staffing constraints impacts the opportunity to develop a strong, well-rounded program geared towards each unique campus population and surrounding community. While this product will not address an applicable solution for all two-year institutions, the review of research, methodology in creating the tool, and the subsequent product can be a guide for other practitioners in creating a program specific to their institution.

CONCLUSION

Community colleges have significant obstacles in regards to the prevention and response to sexual assault. Federal law was written with four-year institutions in mind and, therefore, can be difficult to implement in the uniquely situated environment of community colleges. Additionally, very little research exists related to how two-year institutions can proactively address the issue. That said, many organizations and resources are accessible to help discern the challenges and help cultivate meaningful solutions to the issue.

This product is intended to help guide one institution, Cuyahoga Community College (Ohio), in fully evaluating strategies and tactics for education and prevention at the institution. A review of research will provide data that supports various techniques for implementation. This product includes suggestions regarding team members, community resources, and other key stakeholders needed to effectively address this issue.

The topic of sexual assault is very complex. The statistics surrounding instances of occurrence are alarming and the emotional connectedness to this discussion can be viewed

differently by many individuals based on background, gender, ethnicity, and religious views, as

well as personal experience. Nevertheless, the urgency to adequately and effectively mitigate

the occurrence of sexual assault on campus is critical.

CHAPTER TWO: LITERATURE REVIEW

INTRODUCTION

As elucidated in the previous chapter, the development of a comprehensive sexual

assault prevention program is a daunting task, particularly given the constraints faced in a

community college environment. Challenges associated with the subject present complicated

issues for college administrators in providing a meaningful, informative experience to mitigate

the occurrence of sexual assault. Institutions of higher education are committed to training and

educating students on this issue; however, many could benefit by taking an all-encompassing

approach to educating the entire college community on prevention strategies. When

developing a prevention program for the community college environment, it is critical to

examine the epidemic of sexual assault and abuse from many angles. A review of prevention

programs and trainings, current legislation and regulations, college policy, the two-year college

environment, risk factors, and other national trends must all be explored. A comprehensive

understanding of these influences can help community college administrators make educated

decisions when implementing programs and training on their own campuses. This chapter will

review literature on various prevention programs and identify key considerations for addressing

the issue in a higher education setting.

PROCESS MAP

Figure 1 provides an illustration of the key considerations as outlined in this chapter and can be used as a guide to help understand key themes and areas of research reviewed in determining the best course of action towards the development of a manual for sexual assault prevention and education.
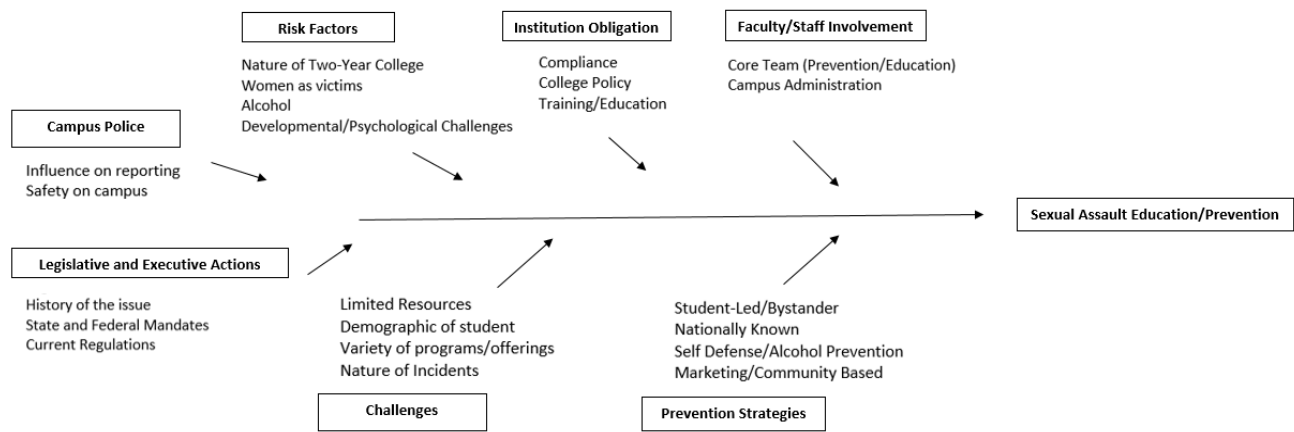
Figure 1. Key Considerations for Review.

KEY CONSIDERATIONS – INSTITUTIONAL OBLIGATION

There are many accreditation agencies for institutions of higher education. Due to its location/region, Cuyahoga Community College utilizes the Higher Learning Commission. The recently updated Higher Learning Commission's accreditation process contains a new criterion entitled "Integrity: Ethical and Responsible Conduct," which includes components related to ethical behavior of employees and also transparency with students about policies/procedures (Higher Learning Commission, 2015). Title IX Compliance is now being used as a measure of accreditation. This provides an excellent start for institutions to showcase and set a standard

for not only compliance with Title IX and other laws, but also the inclusion of fair and equitable

resolution processes and the transparency of campus policies. If institutions would commit to

putting the same level of comprehensive institutional effort into self-studies of Title IX

compliance as they do academic program evaluation, progress towards Title IX compliance

would have the potential to evolve rapidly (ASCA, 2015).

A review of the available literature provides numerous options for education and

prevention programs at institutions of higher education. There is not a one-size-fits-all

approach to training programs and given the commitment to cultural diversity in higher

education, institutions will by default be educating individuals that hold many different cultural

standards, beliefs, and expectations. Schools must thoughtfully consider the diversity of their

audiences when designing sexual prevention training (Martin, 2015). Despite the lack of

research regarding what truly works to prevent sexual assault, researchers and practitioners

agree that meaningful prevention should be comprehensive, intentional, and integrated

throughout the student experience (Cantalupo, 2015).

Student affairs professionals may struggle with how to effectively and appropriately talk

about issues of sexuality, healthy relationships, and sexual consent with students. Despite staff

knowledge about the nature of primary prevention strategies and the need to provide

opportunities for realistic dialogue around sex and relationships, many students are

uncomfortable discussing these issues with administrators and staff (Ortiz, Shafer, & Murphy,

2015). Following Murphy and Van Brunt (2015), college counseling centers have an opportunity

to significantly impact the ability of institutions to prevent incidents of sexual assault and to

respond effectively when incidents occur. In addition to mental health support services,

counseling centers are uniquely positioned to provide information that can be used in a broader conversation about sexual assault regarding the occurrences of violence on campus and about how effective institutional mechanisms are at responding.

Similar to its student population, two-year institutions have their own strengths and challenges, particularly regarding prevention programming. The focus, systems, and structures of community colleges pose unique challenges. Organizations like EverFi, an educational technology company that supports colleges and universities with curriculum that supports administrators with fostering safe and healthy campuses, can help with identifying solutions that not only meet compliance requirements, but are tailored to each specific institution. While a four-year institution may place a higher priority on content that reflects and speaks to the diverse backgrounds, experiences, attitudes, and behaviors of their students; the community college might place a higher value on program designs that learners of all levels find accessible, as well as the ability to track training progress, policy acknowledgments, and completions in real time (EverFi, 2019).

While the review of sexual assault prevention programs is constantly evolving and institutions continue to struggle with the delivery of this information, the ongoing examination of the effect of many different approaches to reducing occurrences of sexual assault has been productive. According to EverFi (2019), two-year and four-year schools do agree on their top priority: Compliance. Both types of institutions want to ensure that prevention programming is consistent with current state and federal laws. Intervention and prevention programs vary, of course, by institution. As mentioned in the first chapter, in some schools there is little to no involvement from students or peers, with content being delivered by administrators through a

variety of mediums; in other schools, programs led by students in tandem with administration constitute the bulk of prevention efforts. According to Coker et al. (2011), these types of programs share a common philosophy that all members of the community have a role in shifting the social norms to prevent violence.

Careful attention to policy demonstrates an institution's resolve to reduce rates of campus sexual assault. Attention to the procedures that implement the policy is no less important. Some institutions choose to incorporate sexual assault into existing policies governing professional ethics, sexual harassment, or campus violence. Regardless, to strengthen a campus culture of respect and safety, well-designed procedures must be created to ensure appropriate institutional response (American Association of University Professors [AAUP], 2012). For the most part, this responsibility is charged to the Title IX Coordinator at each institution. All school districts, colleges, and universities receiving Federal financial assistance must designate at least one employee to serve in this capacity. In most instances, this individual also coordinates all prevention, awareness, and response campaigns, as well as policies and protocols. The Title IX coordinator is responsible for all compliance efforts, monitoring, and reporting of such occurrences.

KEY CONSIDERATIONS – LEGISLATIVE AND EXECUTIVE ACTIONS

Understanding campus education and prevention efforts in context requires a review of the legislative acts that prompted them. As noted in the first chapter, the "Dear Colleague" letter of 2011 was seen as a monumental shift during the Obama Administration. This policy urged and guided campuses to put in place more aggressive procedures and guidelines for

adjudicating sexual assault accusations. This letter instructed all of the more than 7,000

colleges that receive federal money to use the lowest possible standard of proof, a

preponderance of evidence, in sexual assault cases. The letter required colleges and universities

to allow accusers to appeal not-responsible findings. Further, it told schools to accelerate their

adjudications, with a recommended 60-day limit, while also discouraging cross-examination of

accusers (Johnson & Taylor, 2017).

Prior to this, the murder of Jeanne Clery, a freshman at Lehigh University in 1986 served

as the catalyst for laws mandated for institutions of higher education. Clery was robbed,

sexually assaulted, and ultimately murdered in her residence hall. This in-turn resulted in the

Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (i.e., the "Clery Act,"

1990). This federal statute requires all colleges and universities that participate in Federal

financial aid programs to track, retain, and disclose information about campus crime, including

sexual assault. Compliance is monitored by the US Department of Education, which can impose

civil monetary penalties against institutions for infractions and suspend institutions from

participating in federal student financial aid programs.

Expanded in 2013 via the Campus SaVE Act, it broadens coverage to domestic violence,

dating violence, and stalking, and it also requires that colleges develop and disseminate

prevention policies and programs (Gray, Hassija, & Steinmetz, 2017). Similarly, the Violence

Against Women Reauthorization Act of 2014 (VAWA), which compelled colleges to expand

campus crime reporting statistics imposed by the Clery Act, also requires institutions of higher

education to adopt revised standards for investigation and conduct of student disciplinary

proceedings in response to instances of victimization. Further, these federally mandated

standards now require institutions to provide written notification of accommodations available to victims regardless of whether the victim chooses to report and to provide comprehensive educational prevention and awareness for incoming students and new employees on sexual assault, rape, acquaintance rape, domestic violence, dating violence, and stalking (McCallion & Feder, 2014).

As of September 22, 2017, policy shifted at the federal level. Under the Administration of President Trump, Education Secretary Betsy DeVos took action to withdraw the "Dear Colleague" letter on Sexual Violence dated April 4, 2011, as well as the Questions and Answers on Title IX Sexual Violence dated April 29, 2014. In its place, new guidance from the department grants colleges the ability to set their own evidentiary standard for misconduct findings, to pursue informal resolutions such as mediation, and to establish an appeals process for disciplinary sanctions. According to Kreighbaum (2017), the notable changes from previous guidelines include the following:

- Colleges can apply either a preponderance of evidence standard or a clear and convincing evidence standard to reach findings about alleged misconduct. Previous guidance from the Obama administration stated clearly that institutions should use the preponderance standard, which sets a lower burden of proof for findings of misconduct.

- The department says there is "no fixed time frame" under which a school must complete a Title IX investigation. The 2011 guidance stated that a "typical investigation" takes about 60 days after a complaint is made but said more complex cases could take longer.

- Campuses may opt to set an appeals process policy that allows appeals by both parties or by accused students only.

- Where colleges determine it is appropriate, the new guidelines say they may facilitate an "informal resolution" such as mediation.

Supporters of the decision believe that the requirement that colleges use "preponderance of evidence" as the standard during campus sexual assault hearings, rather than higher burdens of proof, such as "clear and convincing" or "beyond reasonable doubt," deprives accused students of their rights. Alternatively, advocates for survivors call rescinding the document and subsequent guidelines a betrayal of protections that have been long fought for on college campuses. They argue that the language issued by the Education Secretary tips the scales toward protecting the rights of the respondent, rather than the complainant, noting that sexual misconduct has only in recent years become recognized as a major issue to be addressed in education (Kreighbaum, 2017).

Recent developments have resulted in a new rule proposed by Education Secretary DeVos that parallels her action to withdraw of the 2011 Dear Colleague Letter. One of the biggest changes from previous federal policy is that institutions would be responsible only for investigating misconduct that occurred within programs sanctioned by the college. DeVos argues that the new rule restores fairness to the process of adjudicating complaints, also adds protections for accused students. Advocates for victims are fearful this would leave students unprotected should they be assaulted off-campus; however, the department emphasized that geography alone would not dictate whether misconduct falls under the purview of Title IX (Kreighbaum, 2018). Nevertheless, the responsibility to investigate and adjudicate these issues is owned by the institutions, and according to Karjane, Fisher, and Cullen (2002), the preponderance of evidence standard has been used as the correct standard of proof at a large majority of schools even prior to the 2011 letter.

As institutions of higher education begin to delve into the proposed rule, identification of best practices and the many considerations associated with adapting to these changes must be reviewed. For instance, the proposed rule would make colleges responsible for the investigation of cases when they have "actual knowledge" of misconduct, meaning a formal complaint is made to proper officials on campus. This is vastly different from directives set forth by the Obama administration. Additionally, the following key factors are a result of the new rule: (1) The rule would require that colleges allow for cross-examination of students in those campus proceedings, meaning, respondents can now question the complainant during any hearing or judicial process; (2) Colleges can set their own evidentiary standard for making findings of misconduct (Kreighbaum, 2018).

KEY CONSIDERATIONS – RISK FACTORS

According to the Centers for Disease Control and Prevention (2004), college campuses in general are at-risk environments as a result of being heavily populated with individuals in the most at-risk age group for sexual and physical relationship violence. That said, little research to date has examined whether the college environment per se actually contributes to higher rates of sexual assault. It is possible that young adults in general are more likely to engage in behaviors that lead to sexual aggression, regardless of whether or not they attend college (Buddi & Testa, 2005).

In assessing the community college environment and determining its contribution to sexual assault, it is important to consider many factors. Because of the history and mission of community colleges as affordable, accessible, and serving the community, the student

population is very different from traditional four-year institutions. To that end, many of the factors may differ from institution to institution. The following are important considerations for review.

Nature of the Community College

Community college students are not as likely to live on campus or socialize on campus, and therefore the types of sexual misconduct incidents differ than those reported at four-year institutions. Incidents of harassment, stalking, and domestic violence are more frequently reported by students at two-year institutions, although there are still occasional reports of sexual assault involving alcohol occurring at off-campus parties (ASCA, 2015).

Partnerships with community stakeholders are invaluable when considering prevention measures. Collaboration with local resources, law enforcement agencies, or rape crisis centers can be a beneficial prevention tool (Bettinger-Lopez, 2016). Given the nature of two-year institutions, enhancing this collaboration seems necessary to ensure adequate education and prevention strategies. According to the Association of Student Conduct Administration (2015), because the vastly different populations on two- and four-year campuses, cases at two-year colleges may often involve one or more students with disabilities and/or lower cognitive functioning. This introduces other factors that are worth consideration. Can the student reasonably interpret or understand the social cues that are critical to the context of consent and can comprehend the important aspects of the college's policy on sexual assault? That lack of understanding or inability to comprehend a policy doesn't justify the violation of policy or procedure. Similarly, this can be seen as it relates to the differences between the K–12 system

regarding student behavior as a result of mental health disorder or disabilities. While the K–12

system can take disability into consideration with student behavior, institutions of higher

education have no such requirement. Students with a disability or those who are included in

the lower cognitive functioning spectrum can't use this as an excuse for any inappropriate

behavior or violation.

Given the wide-range of student type that attends community colleges, it's reasonable

to assume that lack of resources could provide a barrier for education, prevention, and

enforcement. The truth is, the primary challenges for Title IX enforcement at the community

college may not be the lack of resources. Instead, the biggest difficulties may be those things

that many consider the greatest strengths of the schools, the diversity of their student body

and staff, and their dedication to ease of access (Block, 2016). According to the American

Association of Community Colleges (2016), 40% of community college students are non-credit

seeking students and 60% are part-time students. Over 30% are first-generation college

students, and 17% are single parents. Many students are low-income and non-native English

speakers, two populations that are traditionally less likely to report abuse or seek legal action if

they have been victimized. This places an additional challenge on community colleges to ensure

that Title IX prevention programs are designed to meet the educational goals for these unique

populations (Block, 2016).

Incidents of sexual assault at community colleges often involve non-students, such as

family members or intimate partners, resulting in the institution's limited role in providing

support by connecting the victimized student to local community resources and/or enforcing

civil orders of protection on the campus. While these incidents rarely receive the attention or

publicity they deserve, they still impact students just as severely as those that occur at four-year institutions (ASCA, 2015). Buddi and Testa (2005) suggest that college-aged students and similarly aged nonstudents do not have different rates of sexual assault. These findings would indicate that a college environment in itself doesn't increase the likelihood of a sexual assault incident occurring. To that end, it further speaks to the importance of understanding the population served by these institutions in order to implement effective prevention and intervention in the community college environment.

Women as Victims/Rape Culture

According to the National Center for Education Statistics (2019), women make up 56% of undergraduates at public colleges and are at greater risk of becoming victims of rape than those at private colleges. Further, being a member of a sorority increases the likelihood and chances of being sexually assaulted (Cranney, 2016). Ultimately, choices are made by the few individuals who habitually perpetrate these crimes; individuals who hold attitudes reflecting endorsement of rape myths or adversarial sexual beliefs are more likely to commit rape. According to Payne, Lonsway, and Fitzgerald (1999), rape myths usually are categorized into four general types of rape myth: beliefs that

- *Blame the victim for their rape* (e.g. women have an unconscious desire to be raped; women often provoke rape through their appearance or behavior);

- *Express a disbelief in claims of rape* (e.g. most charges of rape are unfounded; women tend to exaggerate how much rape affects them);

- *Exonerate the perpetrator* (e.g. most rapists are over-sexed; rape happens when a man's sex drive gets out of control); and

- *Allude that only certain types of women are raped* (e.g. a woman who dresses in skimpy clothes should not be surprised if a man tries to force her to have sex; usually women who do things like hang out in bars and sleep around are raped).

Research is clear about the importance of changing attitudes of both men and women as key antecedents to reducing unwanted sexual experiences (Abbey, Parkhill, BeShears, Clinton-Sherrod, & Zawacki, 2006). Dills, Fowler, and Payne (2016) suggest each institution has different needs, and those needs should be met with programming that is culturally informed and specific to the community. This includes immigrants, people of color, LGBTQ, disabled, and other marginalized students. Education at the institutional level is key and reinforces why it is so important to have thoughtful, culturally sensitive, and comprehensive sexual assault education and prevention programs at place in colleges and universities and to make them appealing and relevant for not only men and women, but all populations and student types.

Alcohol

Researchers agree that a link exists between alcohol use and violence. According to Abbey (2002), it remains unclear the extent to which women's alcohol use, including changes in use stemming from an intervention, may affect their vulnerability and victimization. The fact that alcohol consumption and sexual assault tend to be related does not demonstrate that alcohol causes sexual assault. The most common type of sexual assault occurs between men and women who know each other and are engaged in social interaction prior to the assault, the prototypical college sexual assault situation (Abbey, 2002). To date, studies have not fully investigated the process through which changes in alcohol use, as a direct result of

intervention, influence the likelihood of victimization (Clinton-Sherrod, Morgan-Lopez, Brown, McMillen, & Cowells, 2011).

According to data from EverFi (2019), 39% of community college students reported they hadn't consumed alcohol in the past year. Abstinence wasn't due to health, and they weren't concerned that drinking would interfere with factors like athletics; rather, these students said they chose not to drink because they or other family members had problems with alcohol in the past. Because community college students may not drink as heavily as four-year students, these prevention measures may be minimized and less important. That said, alcohol use is still a major contributing factor when looking at instances of sexual assault.

Alcohol-related sexual assault is a common problem among college students at four-year institutions. Previous studies have shown that alcohol use is associated with at least 50% of sexual assaults on female college students (Abbey, 2002). Alcohol consumption impairs higher order cognitive processes, thus enhancing the misperception of sexual intent to the point of forced sex. Alcohol also affects motor skills, thus limiting a person's ability to resist sexual assault effectively. According to Parks and Fals-Stewart (2004), the likelihood of victimization was increased on days when alcohol was consumed, with even greater probability on days with heavy alcohol consumption. Students at universities may be vulnerable to excessive alcohol use and alcohol-related problems because the environment on most college campuses makes alcohol readily available and accepts its use as the norm (Knight et al., 2002). It has been found that peer group norms in some college environments, such as fraternities and sororities, are to drink heavily and to engage in casual sex. Alcohol is often used as a justification for engaging in inappropriate behavior (Abbey, 2002).

The aforementioned connects "risky behavior" to sexual assault. According to Buddi and Testa (2005), elevated risk is primarily a function of the risky behaviors and is not specific to college. While much attention has been given to the college environment as a risky setting, it may be more pertinent to better understand other factors that could lead to assault taking place. Some of these include sexual activity (number of partners) as well as drug and alcohol use. Buddi and Testa acknowledge that one limitation of their study is a lack of detailed information regarding the types of college environments (community college, commuter school, four-year residential university, etc.). Future research should assess whether the type of setting influences rates of sexual aggression. Other risk factors for sexual assaults well established in previous studies include dating, previous sexual experiences (both forced and voluntary) and gender role attitudes, personality characteristics of perpetrators, peer group influences, and exposure to sexually violent media. Additionally, women reporting any type of sexual assault reported more sexual partners and earlier initiation of sexual activity than did women who had not been sexually assaulted (Abbey, 2002).

While community college students may not engage in behaviors or instances where binge drinking occurs, there is still cause for concern. Findings show that community college students do choose to party in a variety of settings. As a result, it's crucial for community colleges to consistently communicate alcohol abuse prevention messages as a part of their prevention programming (EverFi, 2019). Although only a select few research studies have specifically investigated alcohol-related problems amongst community college students, those that have indicated these student experience similar problems as their "traditional college student" counterparts (Donovan & Slay, 2008).

Developmental Risk Factors

Adverse childhood experiences such as childhood physical and/or sexual abuse, witnessing domestic violence, and poor parental attachment have all consistently been shown to be risk factors for sexual assault perpetration in adolescence and adulthood (Abbey, Jacques-Tiura, & LeBreton, 2011). Children who grew up in hostile, untrusting environments will demonstrate similar aggressive behaviors and antisocial attitudes when they become adults. For these individuals, perpetrations of sexual assault may be one form of aggression in a larger constellation of antisocial acts. Research indicates that one of the primary pathways linking childhood abuse and risk of assault perpetration is delinquency in adolescence (Abbey et al., 2011).

For institutions that predominantly draw enrollment from a larger urban area, research suggests these students are more likely to have lower school achievement and worse adult outcomes. According to Holt, Buckley, and Whelan (2008), children who live in high-poverty areas (urban settings) are more likely than others to witness domestic violence. The effects of this exposure can include aggressive behavior and impaired social development. Further, children who are exposed to domestic violence are at an increased risk for emotional, physical, and sexual abuse. Similar with the developmental risk factors, 50% of community college students have experienced a mental health issue within the past year. Even more specific, 36% reported struggling with depression and 29% with anxiety. Another 11% reported suicidal ideation (EverFi, 2019).

KEY CONSIDERATIONS – PREVENTION STRATEGIES

According to DeGue et al. (2014), successful primary prevention efforts of sexual assault require an understanding of what works when it comes to implementing effective prevention. Although assault prevention and risk reduction programs are now found at most United States colleges and universities, there is no comprehensive, systematic review of research on primary prevention strategies for sexual assault perpetration. Such a review is needed to inform prevention practice and guide additional research to build the evidence base (DeGue et al., 2014).

Sexual assault prevention strategies should strive to incorporate the principles of other effective prevention programs that have yielded positive results. These include being comprehensive, making certain that the audience receives messages multiple times to ensure a sufficient dose of and exposure to the intervention, using well-trained staff, using varied teaching methods, being theory-driven, being developmentally appropriate for the audience, being socio-culturally relevant to the audience, focusing on positive relationships, and using outcome evaluation to determine where a policy or program worked (Nation et al., 2003).

A review of the sexual assault prevention literature identifies two broad categories of programming: self-defense trainings and educational programming (Sochting, Fairbrother, & Koch, 2004). According to Breitenbecher (2000), most evaluations of sexual assault prevention programs have focused on attitudinal variables empirically or conceptually related to sexual assault; these include rape myth acceptance attitudes toward rape, adversarial sexual beliefs, responses to rape vignettes, acceptance of interpersonal violence, knowledge about sexual assault, attitudes towards women, rape empathy, sex role stereotyping, and sexual

conservatism. The subsequent sections explore current strategies that have been employed to reduce the occurrence of sexual assault on campus.

Bystander Intervention

Some research suggests that student peers are an important resource for proactively addressing sexual assault education. These leaders can serve as cornerstones of campus community building. Banyard, Moynihan, and Crossman (2009) discovered that student leaders exemplified a decreased rape myth acceptance, increased bystander confidence, and increased willingness to help. Their research included a pretest and posttest questionnaire immediately before and after a 90-minute bystander program and included both multiple choice and open-ended questions. Of the study participants, 89% indicated they would recommend the intervention to their peers (Banyard et al., 2009). Bystander intervention is a training strategy that uses peer influence and student intervention to reduce violence in a way that is safe and effective. This community-based approach is largely utilized on college campuses (Coker et al., 2011). Recent recommendations for more effective sexual assault prevention programs include a focus on the role of the bystander (Banyard et al., 2009). According to McMahon, Postmus, and Koenick (2011), the idea of bystander behavior is well established in the field of social psychology and is utilized internationally, largely to explore individuals' reactions to witnessing crimes and emergencies. More recently, the bystander approach has been extended to the field of rape education, with the idea that training individuals to effectively intervene in situations involving rape is critical for prevention.

A number of evaluations of bystander intervention programs have been published. Among those, some bystander programs have been shown to increase bystander behaviors relative to comparison groups. Some bystander programs have also been shown to increase feelings of efficacy for engaging in bystander behaviors. Other positive effects include the reduction of sexual-assault-facilitation beliefs (Banyard et al., 2009). Despite positive findings, the bystander intervention programs that have been evaluated are not ideal for reaching entire campus communities. As a result, prevention strategies should take place at the individual level, the relationship level, the community level, and the societal level (Dills, Fowler, & Payne, 2016). By teaching students to understand the motivations and antecedents to sexual assault, students can be appraised of situations and identify potential risks for violence. Understanding how perpetrators target victims allows the bystander to assess the situation, view their options for action, and select safe active bystander behaviors that they are willing to carry out (Coker, et al., 2011).

According to McMahon, Postmus, and Koenick (2011), the idea of a bystander approach to intervention is increasing in popularity but remains in its infancy; however, utilizing men and their potential role in preventing sexual assault instances from occurring is a growing trend. Multiple evaluations of the program have demonstrated long-term changes in men's attitudes, including decreases in rape myth acceptance and likelihood of raping, increases in empathy towards victims, a willingness to curtail sexist comments, and a greater likeliness to offer support to sexual assault victims. By framing bystander intervention as a group responsibility and reframing intervention as important before situations become violent or potentially harmful, incidents of sexual assault may be lowered and students' efficacy related to

intervention may improve. Prosocial bystander programs can provide students with the skills and knowledge needed to intervene and potentially prevent sexual assault from occurring on college campuses (Exner & Cummings, 2011).

Case Scenarios in Training

The goal of using case scenarios in training is to provide a plethora of examples that can be used to spark conversations about attitudes, responses, and best practices related to sexual assault prevention and education on campus. Some scenarios are more suited for key stakeholders (on and off campus) working directly on responding to students who have experienced sexual assault (ODHE, 2014).

According to Jane Doe Inc. (2003), case studies allow for an in-depth, focused discussion about particular issues and provide advocates the opportunity to develop their knowledge base. These studies provide for large- and small-group interaction and collaboration around particularly difficult situations. Scenarios can be mixed and matched depending upon the audience and the primary issue the team is looking to address. These can be utilized in training, focus groups, or larger stakeholder meetings. This is, then, a key consideration for using case scenarios. The prevalence of this issue makes it likely that one or more individuals discussing these may have experienced sexual assault or some sort of similar violence. Therefore, these situations may bring up emotions of previously experience trauma. It is important to acknowledged and allow people the freedom to excuse themselves for participating (ODHE, 2014).

Green Dot Training

Green Dot, a form of bystander intervention, is an approach to violence prevention that capitalizes on the power of peer and cultural influence across all levels of society. The premise of the organization is that violence can be measured and systematically reduced within any given community. In contrast to historical approaches to violence prevention that have focused on victims and perpetrators, the Green Dot strategy is predicated on the belief that individual safety is a community responsibility and shifts the lens away from victims/perpetrators and onto bystanders. The overarching goal is to mobilize a force of engaged and proactive bystanders. The Green Dot intervention program trains students to intervene to reduce violence in a way that is safe and effective. The goal is to increase proactive self-reported active bystander behaviors and reduce sexual assault on college campuses. The development of Green Dot was guided by literature related to how perpetrators target victims and commit acts of sexual violence (Green Dot, 2017).

Many peer-reviewed studies found that students who participated in the program's workshops were more likely to intervene in situations that could lead to sexual assault. (Kingkade, 2016). One study showed that participants of this model were less likely to be victims and more likely to intervene in a potential situation. While these programs show promise in getting people to intervene, there is limited evidence that they actually prevent people from perpetrating (Katz & Moore, 2013).

The interACT Prevention Program

The interACT sexual assault prevention program is an interactive performance that seeks to train participates to engage in effective bystander interventions (Rich, 2010). The interACT performance uses dramatic techniques to move participants out of the role of passive spectators and into the role of active participants. Unlike other performance-based programs, interACT actively engages participants in the performance by inviting them on stage to "try out" their ideas, allowing participants to discover for themselves why some bystander interventions are more effective than others. This use of real-life scenarios is similar to a psychoeducational approach. The psychoeducational approach to prevention may be one of the more creative ways to get students thinking about sexual assault. Similar to the peer educational programs, this approach provides an intervention that is educational, creative, and entertaining.

In a study by Black, Weisz, Coats, and Patterson (2000), Wayne State University implemented a theatrical approach to sexual assault prevention. The findings suggest that the format and design of a theatrical performance may be effective in presenting and invoking emotion about a rape survivor's experience. Furthermore, the researchers learned that sexual assault prevention programs, drawing on the disciplines of theater, education, and social work may influence the attitudes of participants. The results encourage further exploration of creative ways to approach programming in violence prevention areas (Black et al., 2000).

One in Four

One in Four is a non-profit organization dedicated to the prevention of rape by the thoughtful application of theory and research to rape prevention programming. The

presentation and prevention strategies based in statistical research have been shown to increase likelihood of bystander intervention in a situation where rape or sexual assault may occur. The primary focus of these strategies includes structured engagement. This can happen in a number of ways, but typically includes presentations, workshops, or other in-person formats. One in Four's (2017) research-based and data-driven prevention programming includes both a men's and a women's platform.

Web-based/Technology-based Intervention

Recently, the use of the Internet as an effective medium to deliver health-related interventions has emerged and offers significant advantages over in-person interventions. Lower cost of delivery, greater reach, maintenance of fidelity, the possibility of delivery in a wide range of settings, and the ability to tailor content to a variety of users are just a few considerations (Wantland, Portillo, Holzemer, Slaughter, & McGhee, 2004). Many web-based treatment initiatives already exist that aim to address a variety of issues, such as depression, eating disorders, and addiction. To that end, the development of more web-based sexual violence prevention programs that target college students could be effective.

Multiple studies exist that review the effectiveness of web-based sexual assault intervention. During the course of their research, Salazar, Vivolo-Kantor, Hardin, and Berkowitz (2014) developed RealConsent, a web-based sexual assault prevention program incorporating a bystander approach. Tested for its efficacy, Salazar et al. found that by utilizing RealConsent, participants were significantly less likely to engage in sexual assault perpetration and significantly more likely to engage in prosocial intervening behavior when they encountered a

situation in which they could intervene. Additional research has concluded the same.

Kleinsasser, Jouriles, McDonald, and Rosenfield (2014) developed Take Care, an online

bystander intervention that could be disseminated broadly and cost-effectively. The results

indicated that, upon completion of Take Care, participants had an increased feeling of efficacy

for intervening in high-risk situations for sexual assault and were more likely to influence

occurrences of bystander behaviors in friends. Although it is likely that multiple types of

programs are necessary (bystander, web-based, peer led, etc.), it is evident that the use of an

online sexual assault prevention program can be effective. Both RealConsent and Take Care

capitalize on the context in which college students spend much of their time: with friends.

Meeting students where they are is particularly important when considering web-based

or social media as an avenue for education. Although traditional media venues still have some

utility, social media (social media, social networking, blogs, etc.) is a particularly relevant way to

reach our 21st century students with the modes of information sharing and messaging to which

they are most accustomed, including students in prevention message development and social

media (Dill et al., 2016). Further, Salazar et al. (2014) suggest that because in-person formats

are so resource-intensive and limited in their reach, the use of the internet as an effective

medium to deliver education and intervention curricula has significant advantages over in-

person programs due to their lower costs, greater reach, maintenance of fidelity, and ability to

tailor content to a wide variety of users.

With the rise of technology and the enhanced student experience through mobile

applications or tools, the need to explore these avenues for prevention or education tactics

seems relevant. According to Papandrea (2016), many campus safety mobile apps are designed

with features that include the ability to text tips to campus police, request a safe ride, locate a

safe walking path, and gain instant access to school Title IX policies and a list of campus

resources. Some of these apps include features that are designed to quell safety concerns as a

person travels. They are built specifically to combat sexual assault and interpersonal violence.

They can easily report harassment and when/where it occurs while also having the ability to

upload photos. In most instances, these apps allow the user to create a network of friends that

provides an extra layer of security in getting home or soliciting a needed "interruption,"

primarily in situations where interference of a potentially distressing situation is needed. A few

examples of these applications are "bSafe," "Circle of 6," "Hollaback!" and "Guardly."

Self-Defense

Self-defense training has been excluded from sexual assault prevention efforts for a

variety of reasons, including concerns that it is ineffective, encourages victim blaming, neglects

acquaintance assault, and does not target the underlying factors that facilitate sexual violence

(Hollander, 2016). Nevertheless, these programs have been on the rise since the mid-2000s on

college campuses (McGrath, 2019). Self-defense programs help potential victims learn the skills

to fend off attackers. Although these programs vary significantly in focus, content, and length,

for the most part they are all centered on risk reduction. Additionally, they may not focus on

the attitudes or beliefs of sexual assault and underlying risk factors or conditions under which it

may occur. However, these programs can be important tools for empowering potential victims

(Curtis & Love, n.d.).

The main goal of this approach is to stop violence before it starts, and to that end, self-defense trainings offer an array of strategies that include awareness, assertiveness, and de-escalation skills as well as physical techniques (Thompson, 2014). McGrath (2019) states that these programs can be integrated into campus safety training or offered as an optional workshop for students. While the elements, organization, length of program, and other aspects may vary by college, the ability to reduce instances of sexual assault in this mode has been proven successful.

There is a growing body of research on the effectiveness of self-defense training. According to Senn, Eliasziw, Barata, Thurston, and Newby-Clark (2015), self-defense training not only improves the ability to resist assault, it also reduces the initiation of assaults, suggesting that the potential victims are trained in empowerment-based self-defense and are able to avoid or forestall attacks before they begin. Self-defense training — when done well — is primary prevention, in that it helps to change the root conditions that allow violence to flourish (Hollander, 2016). According to Thompson (2014), there has been an increased focus on empowerment self-defense. These classes focus explicitly on empowering rather than restricting. They address the full range of violence, especially assaults perpetrated by acquaintances. They teach effective physical tactics, target vulnerable points on assailants' bodies, and require minutes or hours rather than years to master.

Awareness

Education as a means for prevention remains key for college administrators as they explore tactics for reducing sexual assault on campus. Many colleges now have implemented a

sexual assault awareness week. During this time, campuses must make it known how important

the topic is and especially how frequently sexual assault occurs. Paludi (2016) suggests a

multifaceted approach to engaging the campus community during this week of awareness

building. Faculty could utilize the first five minutes of class to share a fact about or facilitate a

short discussion around the topic of sexual assault. Additionally, the campus could host

seminars or workshops which students could attend to the end of acquiring a better

understanding about how frequently sexual assault occurs and in what instances it is most likely

to occur.

Other means for awareness include college-wide campaigns or initiatives that promote

education via multiple avenues. As discussed earlier, social media can be a powerful tool for

spreading the message, and even having a simple, easy to share hashtag for sexual assault can

go a long way toward building awareness and boosting visibility. Additionally, "See Something,

Say Something" campaigns, often associated with empowering the surrounding community,

provide a means to action for innocent bystanders. Couple all of this with strong marketing

materials and a collaborative strategy, and these techniques can add up to be a very influential

educational tool (Paludi, 2016).

KEY CONSIDERATIONS – FACULTY AND STAFF IN PREVENTION

Most sexual assault prevention initiatives focus on students, with little emphasis on the

role faculty and staff play in those efforts. According to Sales and Krause (2017), faculty and

staff must be a central component to any comprehensive strategy for preventing sexual assault

on and off campus. Institutions should take a trauma-sensitive approach to guide the

involvement of faculty and staff in prevention. In consideration of this approach, institutions must carefully weigh the experiences and needs of their faculty and staff. According to Rodman and Schroeder (2016), faculty still need clear and consistent instruction about what constitutes sexual assault so they can serve as resources.

Faculty need to be aware of how they can serve as a deterrent and also an advocate for reshaping viewpoints and behaviors. The burden of institutional programming has always been on student services, counseling departments, and women's centers. Building the faculty knowledge base about available services coupled with specialized training geared toward recognizing the signs of victimization is essential. According to the American Association of University Professors (AAUP, 2012), all members of the campus community — faculty members, administrators, staff, and students — share the responsibility for addressing the problem of campus sexual assault and should be represented in the process of policy development. Moreover, as advisors, teachers, and mentors, faculty members may be among the most trusted adults in a student's life and often are the persons in whom students will confide after an assault.

Community colleges often give students a lot of information about preventing and responding to sexual assault, but they invest less in providing information to the staff and faculty. Often, faculty members are the first to hear of sexual assault from a student, and they frequently aren't sure what to do (U.S. Department of Justice, 2016). According to Dills et al. (2016), it is important to identify specific administrators or faculty who are trained in the area of violence prevention. In addition, it is crucial to ensure that other staff, students, and administrators are receiving appropriate training for their role in prevention, and that

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prevention messages across different audiences are consistent and reinforced over time. Identifying champions throughout the campus community can help make prevention efforts more visible.

It is very rare to find positions such as dedicated investigators, Title IX coordinators, student conduct administrators, or victims' advocates at community colleges because many positions require "other duties as assigned" as cost savings to the college and taxpayers in the surrounding community (Bennett et al., 2015). Complicating the issue even further is the limited time associated with professional development surrounding Title IX. Colleges are required to respond to cases of sexual assault in a prompt and equitable fashion. Such a task is difficult when Title IX Coordinators do not have proper training or assume other roles/responsibilities within the institution (Brown, Frazier, & Bowman, 2015).

According to Block (2016), the main challenges for those responsible for Title IX enforcement at community colleges may not stem from a lack of resources, rather, addressing the expansive student population and surrounding community. As open access, community driven institutions, these students may be less likely to report. According to ASCA (2015), the lack of reporting may be directly connected to a lack of awareness. With resources and roles of professional staff spread throughout many different areas, the attention this issue deserves may be neglected. The need for intentional and proactive programming, messaging, and awareness is essential. This places an additional challenge on community colleges to ensure prevention programs and training for staff and faculty is designed to meet the education goals for these unique populations.

Lavery (2014) indicates that the advantages for faculty training and participation in program efforts is evident in a multitude of ways. It is surprising how many academic disciplines have some connection to the social problem of rape on college campuses, whether it's examining statistics of sexual assault in the workplace, the mental health/well-being of survivors of rape, legal ramifications, ethical implications, media issues, gender studies, etc. By creating substantive discussions in classrooms, including topics such as sexual assault, intimate partner violence, child abuse in curriculum development, lesson plans, and collaborative research projects, faculty members can assist with the implementation of multifaceted approaches to combating sexual violence (Lavery, 2014). Additionally, it is essential that faculty understand who should be told about incidents under Clery guidelines. Two particular problems that seem to arise with Clery are that faculty and staff are not necessarily aware of it, and different interpretations of the act exist across colleges and universities (Payne, 2008).

While working with faculty is crucial for gaining momentum in prevention efforts, administrative buy-in continues to be absolutely necessary for ensuring ongoing support. According to Wooten and Mitchell (2016), the development of strong relationships and commitment from administration will result in making strides in the development of any policy or program connected to prevention and education efforts. Even so, partnerships with administration can create a unique set of roadblocks and setbacks, as working with this group can be perceived to be a process enmeshed with bureaucratic red tape. It is key to know who those influential stakeholders are, to identify the individuals you need to have on your team, and to leverage those relationships to help foster further development and future administrative partnerships.

KEY CONSIDERATIONS – PUBLIC SAFETY INVOLVEMENT

Instances of sexual assault typically go unreported to campus-based public safety

divisions. In fact, only about 20% of campus sexual assault victims go to police (U.S. Department

of Justice Office on Violence Against Women, 2016). Because of the extent of non-reporting,

research has attempted to uncover the factors that affect the likelihood that sexual

victimization will be reported to officials. Studies have discovered that demographic

characteristics of victims are correlated with the likelihood of reporting victimization incidents

(Fisher, Daigle, Cullen, & Turner, 2003). Payne (2008) emphasizes that efforts to train campus

police officers about sexual assault are important because these officers are trained in regional

academies about police strategies used in an entire locality, and the law enforcement needs of

campuses are generally different. Further, Payne includes three ways in which college

administrator's work with campus police around sexual assault: (1) they train campus police

officers about sexual assault, (2) they work with the police to educate students about sexual

assault cases, and (3) they communicate with the police on ongoing investigations.

Research has shown that rape victims tend to blame themselves for being raped. This

self-blame tended to occur when victims were under the influence of alcohol at the time of the

incidents and when they perceived that their own actions led to them being sexually victimized.

Furthermore, when victims thought that these actions would be judged negatively by others,

they were more likely to internalize blame (Fisher et al., 2003).

Few studies on victimization reporting have examined whether victims' perceptions of

the police influence their decisions to report, particularly sexual assault. Most studies examine

contextual factors related to the victimization that impact reporting, such as victim/offender

relationship, whether the offender had a weapon, or if drugs or alcohol were involved (Fisher,

Daigle, & Cullen, 2010). The few studies that do include measures related to police satisfaction

indicate that reporting is more likely if victims are treated fairly (Karjane, Fisher, & Cullen,

2002). Additionally, if victims hold favorable attitudes regarding those taking reports, if they

feel they will be taken seriously and not blamed, and whether victims trust the police all play a

role in the likelihood that an incident will be reported (Taylor & Norma, 2012).

It's important to considering the various responsible parties involved during a campus

sexual assault case. The Title IX coordinator (or designee), campus police, and advocates for

victims of sexual assault all have different roles. Campus police officers exist to enforce the law,

the coordinate conducts the investigation or oversees the process, while sexual abuse

advocates exist to offer services to the victims (Payne, 2008).

KEY CONSIDERATIONS – COMMUNITY-BASED APPROACH

To truly address sexual assault in any meaningful way requires engaged efforts by a

broad constituency over time. The national attention brought to institutions of higher

education has helped facilitate partnerships with a wide variety of internal and external

constituents (Wooten & Mitchell, 2017). Local agencies and community resources outside the

institution can be valuable partnerships for building comprehensive sexual assault prevention

and education programs. Coordination between multiple entities and agencies has shown

promise in uniformly and effectively addressing domestic violence in some communities

(Garner & Maxwell, 2008).

Bringing everyone to the table gives us an opportunity to see where the gaps are in services and partnerships, as well as determine who and what is missing and to begin to address those missing pieces. When colleges take the time to build a strong collaborative team, they are able to lay the foundation for their future endeavors. Establishing such a group presents an opportunity to move away from the silos (Barry & Cell, 2009). When both internal and external entities begin to use a shared language, consistent messaging, and work together to create a shared vision for what prevention and education will look like at the institution, the sustainability and effectiveness of that endeavor can be much more effective in addressing the issue (Wooten & Mitchell, 2017).

In pursing these opportunities, it is essential for the institution and partnering agency to recognize mutual goals (Baum, 2000). According to Bringle and Hatcher (2002), reciprocity and mutual dependency within collaborative relationships are necessary for effective and sustainable partnerships. Each partner should see the possibility of achieving their own goals while working together, and outcomes for each partner should be recognized. A partnership or collaboration must be defined and communicated in terms of the meaning and responsibilities for each partner; otherwise, it faces risk of dissolution.

By strategically approaching this work, being inclusive, and garnering support from a broad group of stakeholders, colleges can be intentional about programing and prevention efforts, and thus have a greater opportunity to make these initiatives successful. The key is to continue looking forward, focus on unresolved issues, and prioritize inclusivity among all students by respecting their identities. Strengthening partnerships and continuing proactive and consistent messaging is the core of any community-based endeavor. This serves as the

catalyst for identifying new stakeholders in cultivating college synergies so as to continue this important work (Wooten & Mitchell, 2016).

KEY CONSIDERATIONS – ASSESSMENT/EVALUATION

The assessment of any program is important to ensure its effectiveness and long-term sustainability. Assessment is the process that critically examines a program. It involves collecting and analyzing information about the program's activities, characteristics, and outcomes (Patton, 1987). Thorough assessment is a valuable when reviewing any program. A commitment to continuous improvement and the ability to strengthen the quality of programs and improve outcomes is essential (Metz, 2007). There are many methods available when assessing the effectiveness of a program. Selecting an assessment method that provides the most useful and relevant information for the purposes of the program and its stakeholders is key.

According to Dills et al. (2016), assessment or evaluation is an essential practice that reviews policies or practices. As a key tenet of public health, assessment is essential to determining the effectiveness (or lack of effectiveness) of interventions. Often, evaluation is an afterthought and may receive insufficient financial and personnel resources (American College Health Association [ACHA], 2018). Community colleges have already begun to develop and implement best practices for prevention and education. That said, these institutions tend to have limited resources, employees serving in multiple roles and a diverse student body unlike the four-year institutions (ASCA, 2015). These factors, as well as compliance requirements, all

illustrate the importance of institutionalizing a strong assessment process for continuous improvement.

When considering a public health approach to evaluation, campuses must establish a process that is concurrent with the development of programs, practices, and policies. Program evaluation should be included for every effort, including, but not limited to evaluation of individual events, online education platforms, media campaigns and access to services (ACHA, 2018).

CHALLENGES FOR DEVELOPMENT

As has been established, community colleges function and serve their constituents very differently from four-year institutions. They often have fewer resources but the same obligations to comply with legislation and mandates that have been designed for traditional four-year colleges. This results in an unrecognized need or prioritization for college leadership (ASCA, 2015). Every college needs to develop protocols and procedures that illustrate how they will respond to instances of sexual assault. The landscape of the community college environment complicates this necessity given the vastly different institution types (rural, suburban, urban, etc.). Therefore, a comprehensive policy to address all institution types is not realistic; rather, individual institutions need to take ownership and tailor these endeavors to their current structure and student demographic. As outlined by the Association of Student Conduct Administrators (2015), below are some challenges in development for two-year institutions:

- *Diversity of Student Body:* Community colleges often serve low-income, first generation and non-native English speakers – as discussed earlier, these are

individuals who may not be as likely to file complaints, seek legal action, or advocate on their own behalf if they have been victimized.

- *Nature of Incidents:* Given that students are not as likely to live on campus or socialize on campus, the types of sexual misconduct incidents differ greatly than those reported at four-year institutions. Incidents of harassment, stalking, and domestic violence are more frequently reported by students at two-year institutions. Cases may also involve one or more students with disabilities and/or those categorized as lower cognitive functioning.

- *Continuing Education, Dual Enrollment, and GED Programs:* Most community colleges offer a variety of continuing education programs for the youth, senior citizens, and adults. They attract adult learners who work full-time as well as dual enrollment students where high school (middle school in some states) students are earning college credit. Finally, GED programs may be offered where students are earning their equivalent to a high school diploma.

- *Unique Employment Classifications:* Part-time (adjunct) faculty members teach more than half of the courses offered at community colleges (Center for Community College Student Engagement, 2014). There is a unique need to train these individuals who are not full-time employees and who may also teach at multiple institutions and locations within a given week.

- *Mobility, Reverse Transfers, and Non-Continuous Enrollment:* Community college students may take only one course every summer, only one semester of courses ever, or all of their courses online. Instances for enrollment vary from student to student much more so than at traditional four-year colleges.

- *Limited Resources/Multiple Roles for Employees:* Many two-year institutions either do not have or have very limited offerings for on-campus mental health resources, services, and victims'/survivors programs. Further, it is very rare to find positions such as

- dedicated investigators, Title IX Coordinators or conduct administrators at community colleges because many positions require "other duties as assigned" as cost savings to the college and taxpayers in the surrounding community.

SUMMARY

As institutions focus on sexual assault and campus safety, it's important to remember that community colleges, much like the students who attend them, have particular strengths

and challenges. Both two- and four-year institutions agree that compliance associated with prevention and education is a top priority. The reviews of the history and various key considerations surrounding sexual assault prevention and education indicated that there is a gap in how the issue is addressed within the community college. While strong programming exists to combat the issue, very little research has focused on addressing in the context of two-year institutions. The next chapter will describe the creation of a manual for educating and preventing at Cuyahoga Community College.

CHAPTER THREE: DESIGN METHODOLOGY

INTRODUCTION

The review of literature offers many options and suggestions for creating a comprehensive sexual assault prevention and education program. Chapter Three will describe the rationale for how this product was built and the essential components needed to support it at Cuyahoga Community College. The methodology for developing this tool is illustrated with support from Chapter Two's literature review. Although many sexual assault prevention and education programs exist, very few are designed primarily for two-year institutions. Further, certain characteristics surrounding these institutions provide additional conditions that warrant exploration when implementing such a tool. This chapter will serve as a transition between the research and tool developed for application. A description of the proposed structure, important key considerations, and assessment recommendations are included.

The framework for developing this product is in direct alignment with Cuyahoga Community College's core values, strategic plan, and mission. The fundamental components associated with the product are a combination of already existing college-wide best practices as well as the inclusion of external resources, national best practices, and other training programs. While Cuyahoga Community College and its administration value sexual violence prevention and education, gleaning a full understanding of all the factors that contribute to a successful program is a very complex undertaking. In fact, constructing the pieces and building the

framework for which to follow may be the easiest part. That said, difficulties may exist with

obtaining necessary resources, receiving buy-in (faculty/staff), and developing the necessary

momentum to create a climate for preventing and responding to these issues.

ABOUT CUYAHOGA COMMUNITY COLLEGE

Since opening its doors in 1963, Cuyahoga Community College (Tri-C) has become the

largest public community college in the state of Ohio. Tri-C serves more than 55,000 credit and

non-credit students annually, and currently ranks 1st in Ohio and 25th in the nation in

conferring associate degrees. As the oldest public community college in the state, Tri-C has

provided high quality, affordable education and programs for over 50 years, to more than

900,000 members of the community (Cuyahoga Community College, n.d.).

Multiunit District Structure

Cuyahoga Community College is considered a multiunit district, meaning that it has a

centralized district office and multiple campus/site locations. The multiunit district dates back

to the 1930s when colleges opened branch campuses that eventually grew to a size warranting

an independent administration. These districts tend to be far more complex, structured, and

formalized than single-college districts (Cohen et al., 2014).

Tri-C has four main campuses that make up this multiunit district. The Eastern,

Metropolitan, Western, and Westshore Campuses are strategically located in the county to

provide easy access for Cuyahoga County residents. In addition to the campus locations, Tri-C

has many other sites that provide specialized training, programs, or course offerings to meet

the demands of the surrounding community. These include two Corporate College locations

(Highland Hills and Westlake, OH), the Brunswick University Center, Hospitality Management

Center, and the Transportation Innovation Center.

College Demographics

It is important to understand the student landscape of each campus when designing and

implementing any type of programming. All institutions are unique and while Tri-C is a large

institution, the four campuses that predominately house the majority of the student body differ

widely. The age, race, and religion of the student population varies on each campus, as well as

the surrounding communities they serve. Figure 2 provides an overview of the college-wide

student demographics.

Age	Fall 2018 #
19 or less	7,627
20-24	6,426
25-29	3,464
30-34	1,870
35-39	1,212
40-59	2,214
60-74	466
75+	59
Missing	2
Average Age	26.2
Total	23,340

By Campus	Fall 2018 #
East	4,992
Metro	4,693
West	10,023
Westshore	2,218
Total	21,926

Part-time/Full-	Fall 2018 #
Part-Time	16,360
Full-Time	6,980
Total	23,340

Sex	Fall 2018 #
Male	9,337
Female	14,003
Total	23,340

New, Continuing, Status	Fall 2018 #
New High School	1,809
Delayed High	1,539
Transfer	1,843
Continuing	11,508
Returning	3,110
PSEO/Attends	3,531
Total	23,340

Day/Evening/Wee	Fall 2018 #
Day Only	15,650
Evening Only	2,054
Weekend Only	234
Day/Evening	4,280
Evening/Weeken	307
Day/Weekend	514
Day/Evening/Wee	301
Total	23,340

Race	Fall 2018 #
Native American	63
Black	5,999
Asian	725
Hispanic	1,699
White	12,897
Multiracial	891
Unknown	1,066
Total	23,340

Figure 2. Cuyahoga Community College Demographics.

ESSENTIAL COMPONENTS FOR PREVENTION AND EDUCATION

The infrastructure needed to effectively implement sexual assault prevention and

education strategies is expansive. A comprehensive approach requires college-wide

collaboration as well as support from key community stakeholders. These partnerships are

critical as they are needed to help foster an inclusive approach for a sustainable program. The

subsequent areas have been identified as essential components for designing this product.

Additionally, the methodology behind each component is explored in this chapter. A review of

the relationship between these areas and the product itself is presented. Practical application

of these areas will be presented in Chapter Four.

Priorities for community college prevention differs from the four-year institutions.

Figure 3 suggests five key training priority areas when considering implementation or

expanding education/prevention efforts. As suggested by EverFi (2019), the below priority

areas in addition to the results of the literature, provided a baseline for determining our "Core

Components" outlined in Chapter Four.

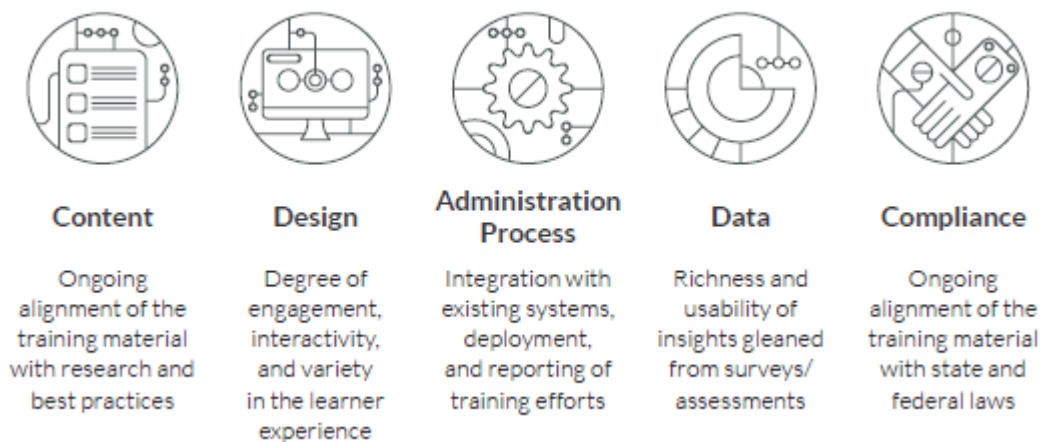| Content	Design	Administration Process	Data	Compliance
Ongoing alignment of the training material with research and best practices	Degree of engagement, interactivity, and variety in the learner experience	Integration with existing systems, deployment, and reporting of training efforts	Richness and usability of insights gleaned from surveys/ assessments	Ongoing alignment of the training material with state and federal laws

Figure 3. Key Priority Areas for Prevention and Education.

Prevention strategies should strive to incorporate the principles of effective prevention programs, which include being comprehensive, using well-trained staff, using a variety of teaching methods, and using proper assessment/evaluation to ensure the policy or program worked (Nation et al., 2003). To that end, in understanding the aforementioned Key Priorities Areas as illustrated in Figure 3, the core componenets for Chapter Four were developed: (1) Execution Team, (2) Timeline, (3) Tactics, and (4) Assessment. The following serves as a transition between how the pertinent research translates into the development of a sexual assault prevention and education program as developed in Chapter Four.

KEY CONSIDERATIONS

Team Members

One individual or entity cannot change culture. Developing, fostering, and sustaining campus and community partnerships are critical. Every campus should have a group of key stakeholders (Execution Team) that meet on a regular basis to discuss campus responses to sexual assault. Collaboration is imperative to ensure the campus has a comprehensive and meaningful response to this work (ODHE, 2014). This group is inclusive of many internal and external stakeholders. Faculty, staff, students, and community members are all essential entities to include in the process.

For the purposes of this product, we have named the team members associated with implementation the "Execution Team." This group is charged with identifying timelines, protocol, tactics, and strategies for education. Similarly, this group will be connected to external resources for addressing opportunities for collaboration.

Tactics for Implementation

The planning that occurs for training and education on sexual assault is complex. No single method could fulfill the spirit and purpose of ending sexual assault on college campuses. Institutions must consider all student populations and provide a plan that encompasses many resources, which can be administered in a multitude of ways (Martin, 2015).

1. Student Involvement and Peer-led Initiatives

While prevention workshops can build a strong base of knowledge and skills, a well-focused course that spans an entire semester or academic year has shown success. Many institutions are moving in the direction of offering a certificate program. This approach has been shown to be a more viable and scalable approach to ongoing student education (Brown, Alexander, & Rothenberg, 2015).

As discussed in Chapter Two, bystander intervention campaigns have been proven to be effective and are growing in popularity. By leveraging the expertise of faculty and staff on campus, coupled with interested students, college campuses can design and implement a campaign that address campus needs which are unique to each institution. This provides not only a valuable learning opportunity for students, but also helps strengthen staff and faculty knowledge and support systems to effectively address sexual assault on campus (Ortiz et al., 2015).

Data on bystander behavior indicates that community college students have more confidence in their ability to intervene in the problematic situations but have lower perceptions of their ability to do the same, with a larger gap between perceived and actual norms than that of their four-year peers. Community college students are also more likely to use direct action to

intervene than four-year students, who reportedly prefer more indirect actions such as creating

a distraction or enlisting the help of friends (EverFi, 2019).

2. Case Study Method

The case study (case scenario) method can provide descriptive situations which

stimulates participants to make decisions. The goal is to make trainees apply what they know to

develop new ideas to manage a situation or solve a problem. The focus tends to be more on the

approach a participant uses rather than on the solution (Shivakumar, 2012). According to the

Center for Teaching and Learning (n.d.), a major advantage of using case studies is that

participants are actively engaged in figuring out the principles by abstracting from the

examples. This develops skills in problem solving and decision making in complex situations.

3. Self-Defense Workshops

Somewhat of a controversial approach to addressing sexual assault on campus is the

implementation of regular self-defense workshops/training sessions. According to Hopper

(2018), opponents of self-defense training as a viable solution for combating sexual assault

believe it shifts the attention and accountability away from perpetrators. It mitigates the

importance of bystanders who could prevent assaults, and shifts potential efficacy away from

powerful people (e.g., college administration, such as deans and presidents). Furthermore,

even the best self-defense training may not prevent or stop an assault, and some will try to

discredit or even blame victims who have received the training.

Fortunately, a considerable amount of research suggests that self-defense training on

campus can help reduce various instances where coercive sex may have occurred. In a study by

Senn et al. (2015), more than 800 women entering a Canadian University were assigned to a "resistance training" versus a more typical and limited intervention (i.e., a brief information session and/or brochures). During their first year of college, 5% of women in the program reported being raped, which was half the rate of those in the control group. For attempted rape, the rate was 63% lower in the resistance training group, and 34% lower for any experience on non-consensual sexual contact. Follow-up findings suggest 30% to 64% lower rates among the women who got the training than those who didn't.

4. Online Resources/Modules (Web-based)

The nature of today's community college student and their "always connected" environment lends itself to an online modality of training and education. According to the National Student Clearinghouse Research Center (2017), the majority of students attending two-year institutions also work in some capacity. Further, most of these students are attending classes on a part-time basis. That accessibility of online training and resources enable the vast majority of community college students easier access to the necessary information and training.

3. Marketing Campaigns (Awareness)

A campus community is not a homogenous group. It is made up of large and small communities, with various diverse members and stakeholders (Dills et al., 2016). To that end, add campaigns, slogans, logos, and other promotional tactics are key when launching an inclusive campus strategy. Having a uniform approach that covers all the bases in terms of education, training, and support lends itself to the legitimacy of the institution's efforts. That

said, the audience for campus sexual assault prevention ranges from the entire campus, to those in the surrounding community.

One of the strongest tactics for receiving buy-in and support for any endeavor is through targeted student messaging. Disseminating information via popular campus groups and co-sponsored events is an effective way to connect with different target audiences. Further, it is especially important for campuses with limited resources to avoid spending time and money on programs that won't resonate with many different student populations at once. From non-traditional students to the LGBTQ community to transfer students, there are a whole host of diverse audiences to consider (Papandrea, 2016).

Assessment

Assessment is an ongoing process designed to monitor and improve learning (Allen, 2006). Assessment of educational outcomes plays an increasingly important role in Higher Education. Achievement of outcomes, or lack thereof, needs to be appropriately documented through the process of assessment (Praslova, 2010). For purposes of this product, two key assessment tools were identified: (1) Balanced Scorecard, and (2) Needs/Goals/Barriers/ Solutions model of program review. These straightforward, systematic, and practical approaches can be used for evaluation in a variety of programs. The following provides a brief summary regarding the application of these tools.

Balanced Scorecard

The balanced scorecard offers a way to measure a program or organization's performance against its strategic objectives while focusing on building capabilities to achieve

these objectives. It evaluates performance related to a number of key aspects: finance, resources, processes,and customer response (Oliveira, 2001). According to Gonzalez-Padron, Chabowski, Hult, and Ketchen (2010), the balanced scorecard has become a performance diagnostic tool for assessing key functional areas for influencing organizational learning.

Needs/Goals/Barriers/Solutions

Identifying success, defining the issues, and creating solutions is critical to sustaining growth of any program. According to Goben (2017), one such approach to planning and assessment is the Needs/Goals/Barriers/Solutions (NGBS) method of evaluation. The tool hinges upon employees offering input on an important topic and participating in focus groups, broad scale retreats, and so forth to provide insights into their top needs, goals, barriers, and solution ideas related to improving outcomes.

SUMMARY

The management and execution of these programs differ from four-year institutions when it comes to various aspects of prevention training. Much of this is driven mainly by the unique needs of the student body and the colleges themselves. When it comes to sexual assault, student data have identified distinctions between students at four- and two-year colleges that have important implications for community college prevention efforts. According to a study by EverFi (2019), community college students are more likely to know how to report a sexual assault (71% vs. 61%), have greater awareness of resources, and are more likely to help someone find those resources. This may be related to a greater appreciation and need due to personal experiences, as community college students report higher rates of sexual assault

before coming to campus (18% vs. 15%), as well as greater likelihood of relationship abuse before and after arrival on campus (15% vs. 10%). These findings suggest the need for community colleges to increase outreach to students and ensure they have access to adequate resources both on campus and in the community.

The literature offers many suggestions for integrating sexual assault prevention and education programs at institutions of higher education. The framework developed for Cuyahoga Community College is aligned with the review of best practices, as well as the institution's mission and strategic plan. The college has many existing functions, tools, and resources on campus to support education and prevention programs. The suggested manual can be valuable for two-year institutions as they consider how to stretch their institutions capabilities in addressing this very important issue.

CHAPTER FOUR: DEVELOPING A MANUAL

INTRODUCTION

Chapter Four includes a prototype manual for Cuyahoga Community College. Its contents illustrate many prevention strategies and intervention options from which administrators can choose when developing strategies for education at the campus. Title IX can be complex, as the rules, regulations, and legislation are constantly shifting. Best practices emerge and new strategies for combating sexual assault on campus surface constantly. The subsequent manual provides a guide providing tactics and strategies that can be implemented on the campus. This is not a one-size-fits-all plan; however, many of the suggestions may be transferable for institutions similar to Cuyahoga Community College.

Preventing sexual assault at the two-year college:
An education manual for Cuyahoga Community College

Developed by:
Dr. Andrew Crawford

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Table of Contents

Disclaimer: *This document is for training purposes only. None of the products or tools provided are endorsed by the author. The subsequent suggestions for education and prevention are to serve primarily as examples for implementation.*

INTRODUCTION

This manual has been designed to support and guide administrators who are charged with the implementation of sexual violence prevention and education strategies. In a field that is ever-changing, it is important to understand that Title IX policy and procedures are continually in flux. As principles and rules evolve, it remains essential for our College leadership to regularly evaluate our education strategies to ensure compliance with state and federal policy.

A safer campus environment for all of Ohio's students is essential to creating a good experience. Under the leadership of Past Governor John R. Kasich, The Ohio Department of Higher Education developed a model of best practices for preventing and responding to sexual violence on Ohio campuses. The commitment of individuals and well-designed campus protocols can make a difference in people's lives. This is not an easy undertaking; it requires commitment, capital, competency, and collaboration. It requires campuses to establish a wide range of comprehensive responses and services that satisfy federal and state regulations, yet which reflect individual campus communities.[1]

This manual serves as a starting point for Cuyahoga Community College to help foster positive outcomes. The manual is designed for use by Title IX coordinators, campus leadership, and other key responders to sexual assault. It can assist these stakeholders in planning, as well as in implementing tools and resources to enhance campus safety and prevention measures.

SUMMARY

Students attending community colleges represent nearly half of all undergraduate students in the United States. According to the American Association of Community Colleges (2016), there were 7.3 million credit-seeking students at the country's 1,108 community colleges. [2] Community colleges fulfill multiple missions that typically reflect their service to the surrounding region. Their students are usually far more diverse than other institutions in the same geographic location.[3] The community college philosophy emphasizes the importance of *access* for all students, typically at a much lower cost than traditional 4-year colleges.

Sexual violence on college campuses is a significant issue for institutions of higher education, but the community college sector is often overlooked in the national dialogue. These institutions face challenges unlike 4-year colleges as they relate to sexual violence prevention and education. Many strategies and programs for prevention are typically designed for the 4-year institution. Further, due to the philosophy of open-access, many community colleges have unique challenges related to maintaining the safety of students and employees.[4] The dynamics associated with and strategies necessary to combat sexual assault can be challenging for two-year institutions , thus justifying the need for intentional campus/college-specific education.

Despite greater attention to reducing occurrences of sexual assault and violence, many challenges associated with effectively addressing the issue persist. As institutions of higher education strengthen their commitment to training and educating campus communities, it remains critical for community colleges to identify areas of need regarding prevention and response tactics.

The Manual

This manual is intended to be a resource for administrators at Cuyahoga Community College. Its contents provide guidance for addressing sexual violence on and off campus through a series of education and training options. The manual will include multiple strategies that have proven success in other similar environments. This manual can help usher in a proactive and collective commitment by the entire campus community to address this issue. It is necessary to ensure that sustainable progress in connection to prevention efforts is ongoing. While the following resources, suggestions, methods, and tools are proposed primarily for implementation at Cuyahoga Community College, it is important to note that the following considerations may be adaptable for any education and prevention program.

KEY CONSIDERATIONS

This section indicates "Key Considerations" that can be adapted for success at two-year colleges. Following an extensive review of the extant research, these themes have been proven to be essential elements in the successful implementation of education and prevention programs. A comprehensive review of national trends, current legislature, and statistics suggests the following areas are critical components when considering the development of any sexual assault prevention and education program. Moreover, these areas of focus are particularly important for two-year institutions, as these institutions vary in many ways. It is important to emphasize that there is no one-size-fits-all approach to Title IX education/prevention. In addition to the considerations listed below, institutions must weigh multiple factors that might shift the focus of their strategy – primarily, the diversity of the audience. Diversity takes on many meanings and can encompass multiple layers; ergo, all of the following must be considered: ethnicity, religion, socio-economic status, student type (domestic vs. international, age, commuter, full-time vs. part-time, etc.), and housing situation, among others.

Who to Involve: (Facilitators/Educators)

Administrators/Staff: Staff must be a central component to any comprehensive strategy for preventing sexual violence on and off campus.[5] Staff involvement may include but is not limited to Title IX Coordinator, Dean of Students, Public Safety (Campus Police), Counseling staff, and Psychological Services.

Faculty: Clear and consistent instruction about what constitutes sexual misconduct is necessary. Faculty need to be aware of how they can serve as deterrents to sexual assault and also as advocates for reshaping viewpoints and behaviors.[6]

Students: Research suggests that student peers are an important resource for proactively addressing sexual assault education. These leaders can serve as cornerstones of campus community building and health education.

How to Integrate: (Tactics/Strategies)

Online Modality: Multiple studies support the effectiveness of web-based sexual assault intervention. As technology continues to expand, the need to investigate this mode for education is pertinent.

First-Year Experience: Education can be disseminated along many avenues during students' first year. Orientation, convocation, and first-year success courses all provide important opportunities for education.

Seminars and Workshops: Sessions can educate through a number of modes, such as lectures or interactive instruction.

Other Considerations:

Marketing: Develop a comprehensive campaign that includes a logo, common language, and literature.

Community Partnerships: Area agencies and resources external to the institution represent valued partnerships in the development of an extensive sexual assault prevention and education program.

Legislation: The Campus SaVE Act, the Clery Act, and other federally mandated executive actions continue to evolve and drive how institutions must coordinate efforts.

IMPLEMENTATION

Using the previously mentioned key considerations as a guide, it will be necessary to ponder other elements your Execution Team deems critical to implementation. A blueprint is essential for guiding the process of executing your strategy. Basic organizational systems and structures are required to effectively implement. Begin with an Execution Team to drive the framework. Once established, the team can develop concepts and build the components that will drive the process. As illustrated in Figure 1.0, the infrastructure can be expansive. This may include a timeline for planning and application, tactics for launching, and an assessment protocol. It is important to note that each area may encompass multiple layers and include sub-categories. The creation of "Core Components" is a fluid process and may evolve over time. As resources, staffing, the student body, and the institution shifts (administrative structure, campus growth, etc.), so might this map for implementation.
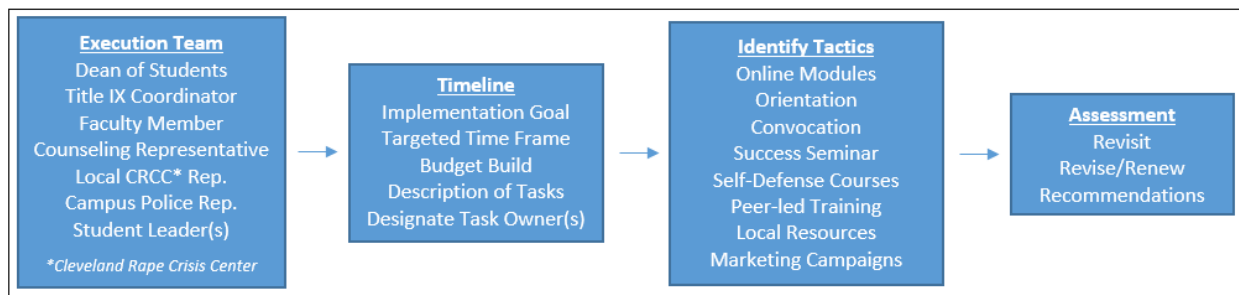
CORE COMPONENTS

Figure 1.0 – Infrastructure of Essential Elements

As seen above, the figure suggests an infrastructure for an inclusive approach. As you consider changes that may occur in institutional policy or processes from year to year, adjust your core components accordingly. For example, members of the Execution Team may need adjusted, or the College could experience some degree of reorganization. Similarly, other individuals/positions could emerge or be added to the institution and their duties might fit within the parameters of this work. Additionally, timelines can shift in relation to other priorities. Be intentional and forecast potential obstacles, roadblocks, or barriers to success. The tactics in Figure 1.0 can represent a wide range of possibilities for engagement. Be mindful as to how the campus shifts its focus, primarily as it relates to areas where a link may occur (Success Seminar, Peer-led Training, Local Resources, New Student Orientation, and New Student Convocation). These programs, relationships, or initiatives tend to sunset or be discontinued. To that end, it's important to assess the direct correlation to the tactics you have implemented. Finally, the Execution Team should have a strong commitment to assessment and refining the process. Continue to explore new ways to review and improve the existing education and prevention strategies that have been put in place. This should happen annually and occur in multiple ways.

Mapping out the Process

Two primary considerations (components) have been identified to successfully support education and prevention efforts. Simply stated, "The Who" and "The How" lead the process. For purposes of this manual, we will use the term "Execution Team" when referring to "The Who" and "Tactics for Implementation" when discussing "The How."

Execution Team

An Execution Team is vital to the success of the program. This group will provide leadership, direction, and support on an ongoing basis. While the makeup of this entity can shift by institution, the aforementioned illustration provides a good recommendation for who should be included. Collaboration across campus is important for a number of reasons. Create a multi-disciplinary team focused on prevention to ensure consistent messaging, involve more people in the solution, and make prevention visible across campus.[7]

Faculty must be a central component to any comprehensive strategy for preventing sexual violence on and off campus. They see the students more often than any other staff member. The Eastern Campus should take a trauma-informed approach to guide the involvement of their faculty in prevention. Because traumatic stress can surface in a number of ways, it's important that the campus community is prepared to recognize and respond accordingly. A trauma-informed approach realizes the impact of trauma, recognizes the signs and symptoms, and responds by integrating knowledge into practice.[8] In consideration of this approach, it's essential to consider the experiences and needs of the faculty. Are there any with expertise in this field? Do faculty champions exist on campus who are personally passionate about this work? Faculty need to be aware of how they can serve as deterrents and also as advocates for reshaping viewpoints and behaviors. Furthermore, Tri-C has a large contingent of adjunct faculty. The training and communication of resources must be communicated across all lines and particularly to this group.

Training

The team must be well-trained in the area of violence prevention. One of the many challenges community colleges face is that they utilize volunteer staff members in many capacities. Cuyahoga

Community College can solicit a number of violence prevention training agencies (local and national) to meet this requirement. The Cleveland Rape Crisis Center (CRCC), the College Office of Legal Service in conjunction with The Attorney General's Office, as well as higher education-specific associations, such as Association of Title IX Administrators (ATIXA), may all serve in this capacity.

It is very rare to find positions such as dedicated investigators, Title IX coordinators, student conduct administrators, or victims' advocates at community colleges. Further complicating the issue of understaffing is the limited time associated with professional development surrounding Title IX. Colleges are required by law to respond to cases of sexual violence in a prompt and equitable fashion. Such a task is potentially infective when Title IX Coordinators do not have proper training or assume other roles and responsibilities within the institution.[9]

Becoming knowledgeable about the services and trainings available is necessary for a balanced approach to prevention efforts. Community colleges often give students a lot of information about preventing and responding to sexual violence, but they invest less in providing information to the staff and faculty. Given the current landscape in higher education, coupled with the many changes at the federal level, continued education is nearly essential for any Execution Team, specifically surrounding Title IX enforcement.

Tools

This manual includes several pieces that can be used jointly or independently. There is no recommended order or sequence through which to work. The hope is that this information serves as a resource and hub as the campus works both internally and externally with community partners in protocol development and implementation. Once the Execution Team has been identified, a thorough review of tools, trainings, and other professional development opportunities should be completed.

Upon completion, the team can then determine the most effective way to design and implement a strategy for education and prevention. The following tools should by no means be the ultimate extent to which the team builds their strategy; however, they may serve as a starting point for creating an inclusive comprehensive plan for implementation. Some of the tools included are these:

- **Case Scenarios:** Five case scenarios with corresponding questions are available for small or large groups to help analyze current protocols, unpack differing philosophical viewpoints, and broach issues that could otherwise be difficult to raise. *See Appendix A for potential case scenarios.*
- **Online modules:** Virtual programs such as RealConsent and Take Care. *See Appendix B.*
- **Courses/Workshops:** Courses and workshops can be facilitated in multiple ways:
    o *Self-Defense:* A growing movement surrounding "empowerment" vs. "restricting" suggests that self-defense training improves the ability to resist assault and can reduce the initiation of assaults.[10]
    o *Psycho*-educational: Dramatized productions. Using theatre, skits, or other production efforts.
- **Online Resource Guide:** These online assets can serve as guides for effectively navigating various incidents or issues. The list contains numerous national and state resources, model protocols and checklists, and federal guidance – all of which are available online at https://www.ohiohighered.org/ccc/resourcs10.[11]

- **Self-Assessment Tool:** Helps to guide the Execution Team in assessing areas of strength and weakness to help foster future improvement. Needs/Goals/Barriers/Solutions and Balanced Scorecard (referenced below)

Awareness

Education as a means for prevention remains key for college administrators as they explore tactics for reducing sexual assault on campus. Many colleges now have implemented a sexual assault awareness week. During this time, campuses must make the importance of the topic apparent, emphasizing especially the frequency with which sexual violence occurs on campuses. It's important to take a multifaceted approach to engaging the campus community during this week. Faculty could utilize five minutes of the first class by sharing a fact about or facilitating a short discussion surrounding sexual assault. Additionally, the campus could host seminars or workshops which students could attend to the end of acquiring a better understanding about how frequently sexual violence occurs and in what instances it is most likely to occur.[12]

Other means for awareness include college-wide campaigns or initiatives that promote education via multiple avenues. As discussed earlier, social media can be a powerful tool for spreading the message, and even having a simple, easy-to-share hashtag for sexual assault can go a long way toward building awareness and boosting visibility. Additionally, "See Something, Say Something" campaigns, often associated with empowering the surrounding community, provide a means to action for innocent bystanders. Couple all of this with strong marketing materials and a collaborative strategy, and these techniques can add up to be a very influential educational tool. [13]

The following are some opportunities for action related to campus audience awareness efforts[14]:

- **Identifying Champions**: Throughout the campus, identify champions who can make and keep prevention visible (faculty, staff, students, public safety, community members, etc.). Prevention and education need to be a collaborative effort and it's important to leverage key stakeholders who are passionate about the cause or have experience with the work.
- **The Messenger Matters**: Be mindful of the audience who receives the message. The messenger matters when it comes to the successful reception of what is being communicated.
- **Use Social Media Proactively**: Meet the students where they are – namely, on social media. While traditional media venues (radio, television, newspaper, etc.) still have some utility, social media is particularly relevant in reaching students today.

A few in-house resources that Cuyahoga Community College already has established currently exist and can be leveraged to assist in prevention and awareness efforts. These campaigns could be instrumental in helping to establish a multifaceted approach to prevention and education. The Rape Aggression Defense (R.A.D.) Basic Physical Defense for Women program could be leveraged to empower potential victims with the tools to defend themselves against potential violators. Additionally, the "Better Than That," "Be a Catalyst," and #LetsTalk campaigns are current programs that can be branded specific to each campus. See *Appendix D* for more information related to these initiatives.

Certificate Program

The creation of a victim advocacy certificate course is another option for an active, student-centered approach to education. While prevention workshops can build students' basic knowledge and skills, many administrators believe that offering (or requiring) a wellness-focused course that spans an entire semester or academic year is ideal. These programs may be a more viable and scalable approach to ongoing student education. Students in the program can interact, participate in discussion-based workshops, and become immersed in skill-building exercises on how to identify and intervene in potentially harmful situations.[15] Below are some key takeaways related to certificate programs:

- Craft and implement a prevention-focused strategy that spans the student experience and progressively builds knowledge.
- Develop learning outcomes and assessment efforts that can measure student attitudes and behaviors.
- Utilize faculty with expertise in the field (public health/counseling).
- Explore the "choice" model for curriculum. The first semester builds a foundation of material. During the second and subsequent semesters, students can continue to learn about topics that interest them.
- Determine credit bearing vs. non-credit bearing. As the structure varies from institution to institution, build a program that best fits the infrastructure.

The mode for which this program is offered might differ. Certainly, this can be an in-person facilitated course that invites students to engage in an active learning environment. This lends itself to strong collaboration with peers and increases the interconnectedness between faculty advocates and student leaders. As previously suggested in the "Tools" section, this certificate program could also be presented in an online module. This style allows online learners, long commuters, and students with limited time on campus to pursue the same certificate program. To ensure optimum success, it is critical that this method of delivery cover quality content. To that end, proper pace, a community connection (discussion boards), self-directed learning, and inclusion of multimedia are essential aspects of strong online learning.

ASSESSMENT

The work associated with sexual assault prevention and education can be very taxing. It is multi-layered, time sensitive, and requires commitment from many campus entities. That said, the work is necessary, urgent, and sensitive in nature. Many forms of assessment exist when evaluating the effectiveness of a program. When dealing with programs or initiatives in higher education, many options exist for program review. For purposes of this product, we offer two tools for potential assessment. A Needs/Goals/Barriers/Solutions (NGBS) approach for identifying and assessing change and a balanced scorecard rubric for evaluation are both explored. Both strategies for assessment were selected for their big-picture approach to planning and evaluation. They are inclusive of many stakeholders and provide clear and concise action-oriented outcomes for improvement.

Environmental Scan – Needs/Goals/Barriers/Solutions Analysis

To be strategic, an institution must continuously analyze its external and internal environment. The environmental scan requires a thorough analysis of issues and trends. This endeavor must be a

collaborative effort that is inclusive of many stakeholders.[16]As you are conducting the environmental analysis, examining both internal and external themes is essential. For an internal review, many factors contribute to preparing an NGBS analysis. A fiscal review, personnel study, data inquiry, and study of operational efficiencies can all provide context for addressing the needed change. Faculty, students, and staff will be at the core of this evaluation. Externally this may encompass the following: Demographic and community trends, external mandates/legislature, community needs assessment, and a competitor analysis. Further, a stakeholder review may lend itself to establishing these elements. The following model (Figure 1.1) provides a high-level review of components that may, or may not, be associated with this scan.
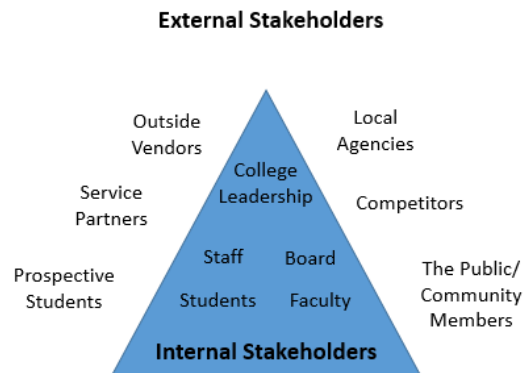

Figure 1.1 – Internal and External Stakeholders

A Needs/Goals/Barriers/Solutions (NGBS) approach can be a strategy to better assess and develop a plan for moving forward. The next section provides a starting point for how your campus can build the framework for a NGBS tool.

Needs – The following categories are examples of "Needs":

- Personnel: Who is needed?
- Time: What will we "stop" doing to focus on this effort?
- Financial Support: Funds to support any new endeavors/infrastructure needs (physical/web-based).
- Trust: Institutional buy-in. Support and trust from bottom to top.

Goals – The following areas could be considered "Goals":

- Efficiency: Review of personnel proficiency in multiple divisions.
- Time: Ensure adequate time is given to transformational process.
- Program Review: Determine best practices to employ at the campus.
- Community Support: Collaborative with external resources.

Barriers – The following are institutional "Barriers" that may prohibit execution:

- College Structure: Multi-unit District, political/bureaucratic environment.
- Available staffing: Leverage current staff/roles.

- Program Structure: Determine mode for educating students, staff, and faculty.
- Competing Needs: Allocating support and services equitably.

Solutions – The following items may be considered "Solutions" for the aforementioned themes:

- Climate Survey: Cultural Contextual Elements.
- Appreciative Inquiry: Analyze what's working and why. Duplicate in other areas.
- Best Practices: Research high achieving League Schools or similar institutions.
- Design Thinking: Specific campus plan development – Personalized.

The results generated from a NGBS assessment at the institution can guide the process for planning and implementation. Drafting strategies and formal plans must begin early. To start the process, an action-oriented strategy map could help facilitate the direction of the strategic issue or goal. For purposes of this transformational change effort, the strategy map below (Figure 1.2) may lend itself to the early onset of implementation.
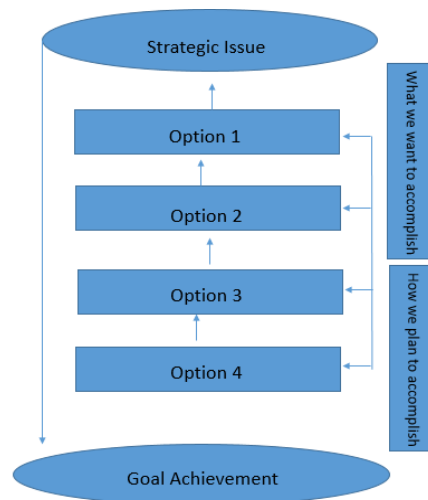

Figure 1.2 – Action-Oriented Strategy Map

Understanding if the model is both on-track and sustainable is necessary. At multiple touchpoints, performance indicators must be identified to measure this aspect. Adjustments and changes must be incorporated in the system. This process allows value to be generated for stakeholders and the organization as a whole.[17]

Balanced Scorecard

Perhaps the most challenging aspect of asking for feedback is hearing it. Feedback allows leaders to be more in tune with the feelings, desires, and hopes of those they serve.[18] The assessment model must be an inclusive and collaborative effort where feedback and ideas and suggestions are welcome. To that end, the campus can benefit by implementing a performance management tool to track the execution of activities. A balanced scorecard is one option for tracking performance of goals and guiding strategy implementation.

Scorecard – Title IX Training and Prevention

Note, the following is an example of a balanced scorecard that could be adopted to any college program or project. In this example, the scorecard is specifically used to guide the Title IX training and prevention tactics at Cuyahoga Community College's Eastern Campus. This should be tailored to relevant strategies and objectives your execution team deems critical, understanding that they could shift from year to year.

Overarching Goal – Review and assess strategies implemented to support the college and surrounding community regarding sexual assault prevention and education programs.

Strategic Objectives

1. – Implement and maintain prevention and education strategies for student body
2. – Provide professional development and in-service training for faculty, staff, and administrators
3. – Expand the scope of customized training services for committee outreach to community
4. – Expand opportunities for external resource collaboration

Scorecard Perspective	Metrics	Data Provider	SO1	S2	S3	S4	Notes
Student Focused							
Certificate Program Outcomes	Number of Students receiving certificate	Institutional Research	X				Develop, recruit and launch certificate program
Peer-Led/Bystander prevention strategies	Students trained as bystander advocates	Internal Assessment	X			X	Establish program reputation in campus community, enhance student involvement
Budgetary and Financial Responsibility							
Internal and external assessment (Brand awareness)	Qualitative survey issued to stakeholders	Internal & External Review			X		Increased brand awareness and public outreach
Investment in prevention measures	Cost for tools and resources	Budget Office	X	X	X		Provide new opportunities and resources for students. Cost to keep training up to date
Internal Processes							
Reports of potential misconduct/harassment	Total sum: Reports received	Internal year-end review	X	X			Does not suggest strategies are working. Spike in reporting could mean more awareness, but instances are not reduced. Rather, victims are empowered to report
Best Practice Review	Environmental Scan	On-going			X	X	This process is fluid as new practice emerges at different times and in multiple ways
Growth and Development							
Staff engaged in personal/professional development opportunities	Total staff engaged	Internal Evaluation			X		Professional development for instructors and staff. Proactive recruiting in community
New curriculum, course and program offerings	FY18 total vs. FY19 total	Curriculum Manager	X	X		X	Expansion of faculty/staff involvement and resources for students through new training efforts

Figure 1.3 – Balanced Scorecard

The balanced scorecard strategy is a structured report. Administrators leading the efforts with this program can use this tool to keep track of all activities and monitor the effectiveness of the selected delivery method(s). This strategic planning and management system can help execution teams with the following:

- Communicate what they are trying to accomplish
- Align the day-to-day work that everyone is doing with strategy
- Prioritize projects, products, and services
- Measure and monitor progress towards strategic targets

The system connects the dots between big picture strategy (mission/vision/purpose/goals) and the more operational elements such as objectives, measures, targets and initiatives. The results allow organizations to improve internal functions of their program or project, resulting in more favorable outcomes[19].

DEVELOPING AN ACTION PLAN

The contents of this manual can be a lot to digest. To begin the process, developing a simple action plan can guide the work. As you consider key partners, campus resources and other action steps needed to begin, it may be helpful to frame these components in an action plan structure. The subsequent illustration (Figure 1.4) is an example of a simple action plan[20].

Goal 1:				
Action Step: (What will be done to bring about the change?)	**Person(s) Responsible:** (By whom?)	**Date Completed:** (By when?)	**Resources Required:** (At what cost?)	**Communication/ Collaborators:** (Who should know about this?)
1.				
2.				
3.				
4.				
5.				

Figure 1.4 – Simple Action Plan

Knowledge of best practices, reviewing the institutional structure, and understanding the campus culture are all important elements. These all allow the identification of action steps and responsible parties to be involved to occur more easily. This is a campus-wide collaborative effort. As "The Who" emerge, "The How" and a subsequent plan for education and prevention will evolve. Dedicated staff and well-designed systems can make a difference on the campus. By making this commitment to creating a safe campus environment for all, a culture of care can be established to begin transformational change.

Appendix A. – Case Scenarios[21]
Brief Case Scenarios

The following short scenarios provide a range of situtations. After the scenario is read, ask everyone to share their first reactions and discuss:

1. What would you want to happen in this scenario?
2. What would happen if this occurred on our campus?
3. What other information do we need to know to help guide a safe, culturally-relevant, and holistic response?

Courtney was raped. She refuses to say by whom, but she has been depressed and hypervigilant about her security since the rape occurred. The depression and hypervigilance is almost to the point that she is unable to attend classes because she is so busy checking window and door locks, checking reports from campus police, and making sure her path to class is clear of crowds. Courtney was referred to a rape crisis advocate by a friend. The local rape crisis center has advocates that hold office hours on campus a few days a week. She sees an advocate counselor and tells her that she feels like she is having a mental breakdown.

Professor Friendly holds office hours four times a week. He is very accessible and has a great reputation among the student body. One day, Allen comes into his office and tells him that he has been carrying around a lot of guilt for the past year and needs to get the guilt off his chest. Last year, as part of the hazing at his fraternity, they made every pledge find a young woman to bring to the fraternity house and forced the women to perform oral sex on the pledges in front of the rest of the fraternity.

Daniel joined Hillel as soon as he started college. He was active in his temple youth group while in high school and wants to keep that connection to his faith and create a community around him. During his second semester at college he was sexually assaulted by another male student he met on an online dating site. He tells the Rabbi at Hillel about it but does not want the information to go any further.

Latisha is the first person in her family to go to college. She met Zane in her African American studies class and was immediately smitten. They went out a few times. On their third date, Zane told her he expected her to have sex with him. Latisha didn't want to lose Zane and told him she needed more time. He told her if she just relaxed things would be okay. They were kissing and he took off her clothes. She tried to stop the rest and told him "no" but he forced her to have sex with him. He told her he would call in a few days. Latisha is afraid for her parents to find out since they have done so much to help her. Latisha called her sister and told her what happened. Her sister encouraged her to tell someone on campus. Latisha is part of a group that supports first generation college students. She told her advisor from that group.

Appendix B. – Case Scenarios
Discussion and Question

Review each scenario and explore discussion questions as a team:

Scenario 1.

The debate team at the community college is a strong contender winning state and national competitions. Professor Talksalot has been the faculty coach to the team for the past 10 years. He is well respected and is able to attract money to the college. Gyrmaine joined the debate team this year and immediately became one of the stars on the team. Gyrmaine is gender non-conforming. Professor Talksalot has provided extra coaching time to Gyrmaine. They have developed a bond so it did not seem odd to Gyrmaine when Professor Talksalot asked Gyrmaine to come to his hotel room when they were at a competition out-of-state. In the room, Professor Talksalot began to stroke Gyrmaine's leg and told Gyrmaine that he has never felt this way about a student before. He said he is very attracted to Gyrmaine and asks for oral sex. When Gyrmaine refuses, Professor Talksalot forces himself on Gyrmaine and puts his penis in Gyramaine's mouth. When the team returns home, Gyrmaine reports the incident to the Title IX Coordinator and asks for help and protection from Professor Talksalot.

Potential Discussion Questions:

1. How should the Title IX Coordinator respond to Gyrmaine's report?

2. What information should be shared with Gyrmaine about options in response to this sexual assault?

3. What interim measures may Gyrmaine need in order to feel safe and supported?

4. What assistance may Gyrmaine need as a survivor of rape and by whom?

5. What other steps should the campus take to help protect students from Professor Talksalot?

Scenario 2.

Artem is on a student visa from the Ukraine and is studying international political science. He has been reported several times to the campus police over the years for touching and groping women without consent. After the third report, the college decides to take action. It is a protracted investigation and student hearing process. During the interim, Artem's grades have dropped. He has lost a lot of weight and his friends report he is isolating himself and drinking heavily. Artem's friends are concerned about his health and well-being and ask the college to help Artem.

Potential Discussion Questions:

1. What is the college's responsibility, if any, to assist in Artem's health and well-being?

2. What supports may Artem need during the investigation and hearing process?

3. How can an investigation and hearing process be structured to be fair and equitable yet mitigate negative consequences on complainants? On respondents?

4. If Artem is found to have violated the student conduct code, what sanctions should be considered? What about a transcript notation?

Scenario 3.

Chu is a commuter student at the local community college. She has been sponsored by relatives and has lived in the United States for a few years. She lives with her relatives, works part-time in order to pay for tuition, and helps out at with her younger cousins. Chu has never dated. In her culture dating is not allowed until she meets someone she will most likely marry. One evening after class, she was walking to her car parked in a campus parking lot and was sexually assaulted. Someone called out her name, when she turned he pulled her into the bushes. Chu could tell he was masturbating while he was using his other hand to cover her mouth. Another student heard Chu screaming after her assailant fled the scene. The other student called 911. When the police arrive, Chu is still crying but is refusing to talk.

Potential Discussion Questions:

1. What is your first reaction to this situation?

2. What should be the response of law enforcement to this incident?

3. What is the law enforcement's role in notifying the campus about the incident?

4. Does the campus need to be notified about the incident? If yes, how?
   What assistance and supports may Chu need?

5. What should the college's obligation be, if any, to investigate this incident?

6. What is the role of the Title IX Coordinator in this scenario?

7. What safety concerns do you have for Chu? For others?

8. Are services available on campus or in the community to meet the identified needs?
   If they are available, how would Chu get connected to them?
   If they are not available, what needs to take place to make them available?

Some issues to consider: responding in a respectful and culturally relevant manner, potential reactions to law enforcement, language barriers, family response to hearing about a sexual assault, immigration, and safety concerns for larger community.

Scenario 4.

Greg was recruited by the college to be on its baseball team. He is not the star but is a starter and a reliable player. Greg used to be close to his other starter teammates but recently Ken, the assistant coach, has noticed tension among the team and with Greg in particular. Greg has been isolating himself at practices. The other starters have been taking cheap shots at Greg and trying to make him look bad in practice. After a practice, where there was pushing and shoving among teammates, Ken asks Greg to stay after practice so he can talk to him. Ken shares his observations and asks Greg what is going on. Greg refuses to talk. He tells Greg that he is looking at being cut from the starting lineup if he doesn't tell him what is going on. Greg then says that he is having a disagreement with some of his teammates about what happened at a party a few weeks ago. He doesn't want to go into details but they had a difference of opinion about how women should be treated. Ken continues to press Greg and the only other information he learns is that there was alcohol and a party and the teammates had their fun with the same girl.

Potential Discussion Questions:

1. What is your first reaction to this situation?

2. What should Ken do with the information that Greg shared with him? Is this a legal obligation? Moral?
   Ask people to be specific – e.g. if Ken should report this information, to whom? Should there be follow-up?

3. What is Ken's obligation to Greg?

4. What concerns, if any, do you have for Greg?

5. If there is an investigation, what entities should be involved?

6. How should the campus and law enforcement work together to investigate this crime?

7. What, if anything, is the obligation of the athletic department?
   Would anything change if the students involved were not athletes?

8. What information, if any, is needed about the survivor?

Some issues to consider: non-reporting and undisclosed survivors, responsible employees, reporting from third party, athletes and athletic department obligations, campus investigations, and collaboration with non-campus entities for investigation and services.

Appendix C. – Online Modules[22]

RealConsent (Culture of Respect): An online training program for sexual assault prevention.

Mission – Culture of Respect builds the capacity of educational institutions to end sexual violence through ongoing, expansive organizational change.

History – Culture of Respect was founded in 2013 by the parents of college-aged students who were alarmed by the high rate of sexual assault on campuses and the lack of comprehensive resources for survivors, students, administrators and parents. They convened a team of public health and violence prevention researchers and experts in advocacy, student affairs, higher education policy, and law to develop the first editions of the CORE Blueprint, CORE Evaluation, and CultureofRespect.org.

In 2016, Culture of Respect became part of NASPA – Student Affairs Administrators in Higher Education. Culture of Respect is housed within NASPA's Health, Safety, and Well-being Initiatives, which supports student affairs administrators working towards creating well campus environments.

Appendix D. – Marketing Materials/Resources[23]

October is Domestic Violence Awareness Month

Silence Hides VIOLENCE

1 in 4* Women are victims of domestic violence

1 in 9* Men are domestic violence victims

Almost everyone you know has been affected by domestic violence.

It's time to have a conversation about it.

#LetsTalk

Meet representatives from **Cleveland Rape Crisis Center**, the **Domestic Violence Child and Advocacy Center**, **Tri-C's Better Than That** campaign and **Campus Police and Security Services.**

Monday, Oct. 15
Eastern Campus
ESS Street Café

Wednesday, Oct. 17
Metropolitan Campus
MLA Atrium

Tuesday, Oct. 16
Western Campus
Galleria

Thursday, Oct. 18
Westshore Campus
Atrium

11 a.m. - 2 p.m. at all locations

Free giveaways ○ Enter to win prizes ○ Interactive activities

Interactive activities include:
Selfie station ○ Swipe Left, Swipe Right ○ What Would You Do?
Mini RAD (Rape Aggression Defense) demonstrations

*The National Intimate partner and Sexual Violence Survey, Centers for Disease Control and Protection, www.cdc.org

Cuyahoga Community College — better than that, Preventing and Responding to Sexual Violence — Cleveland Rape Crisis Center — Domestic Violence Child Advocacy Center

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CHAPTER FIVE: DISCUSSION AND RECOMMENDATIONS

INTRODUCTION

The manual in Chapter Four provides a practical way that administrators at two-year institutions can increase awareness, garner buy-in from colleagues, and begin to develop a comprehensive plan to address sexual assault. The contents are intended for community colleges because they are easily adaptable and do not require a great deal of financial resources. The product provides a comprehensive guide on who should be involved, what strategies to consider, and how to begin application. Every effort was taken to develop a manual better position institutions to cultivate a campus culture around prevention and education, as well as meet the demands of the diverse student population that community colleges serve.

Addressing sexual assault requires campus-wide recognition of the impact this type of violence can have on a community. Support from the highest levels of campus leadership is necessary as these individuals influence and empower students to engage in creating an inclusive culture of respect (ACHA, 2018). The following limitations and recommendations are offered as a result of an extensive review of literature as well as the development of the education and prevention manual.

LIMITATIONS OF THE PRODUCT

The goal was to develop a tool that could be seamlessly integrated at any two-year institution. Each community college and the area it serves are unique. The structure of these intuitions varies based on a number of factors: size, geographic location, student demographic, community needs, etc.. Just as community colleges present unique needs, so do the multiple stakeholders they serve. These institutions tend to have shortened or accelerated degree and certificate programs and cater to a wide array of students who attend at odd hours and work around many other commitments. In most cases, there is limited time to connect with students, relay your message, and integrate a thorough education and prevention strategy.

The work to educate on this topic can be challenging as community colleges face a variety of obstacles that limit their ability to effectively inform the campus community. As illustrated in the research, community colleges are faced with restrictions that other institutions of higher education may not encounter. Lack of resources, staffing constraints, and even the open-access nature of these institutions can play distinct roles in how each institution can proceed. To that end, community partners and local agencies whose missions are aligned with this topic could greatly benefit these under-resourced academic institutions. While not every community has the luxury of a variety of mental health facilities or crisis centers, those that do exist should be included and consulted with. The review of external organizations in the community that could provide additional support was limited; thus, the scope of how institutions can foster collaboration with area resources is incomplete and a potential focus area for future research.

The manual provided a higher-level overview of tactics, strategies, and evaluation methods. While the content offers many strategies to help administrators design an approach that works for their institution, the study of community college education and prevention efforts surrounding sexual assault is inadequate. While a substantial amount of research exists on the topic, much of the dialogue continues to be centered on efforts at four-year universities. Case studies, intervention/prevention tools, and many of the educational components explored as part of this product's development efforts, lacked the perspective of two-year colleges and the impact on its student population. Limited perspective of this impact may be directly correlated to the drastic differences in the incidence reporting approach used by community college and universities. With the lack of literature surrounding community college sexual assault research, many of the strategies provided here were adapted from studies and approaches designed for other institutions. Research on sexual assault in the college environment is extensive, but its direct application to the community college landscape is minimal. Trainings, case scenarios, and other strategies for education need to consider the entire higher education landscape. This limited focus on college settings certainly affected the researcher's ability to create a more detailed manual.

Although the product is focused on a broad approach to education and prevention, there is certainly opportunity to expand on specific tactics that were addressed in earlier chapters. The integration of web-based training, certification program options, and faculty training are strategies that received limited discussion and could benefit from further research. These methods can be multi-layered and warrant further review to ensure successful prevention efforts are utilized and accurately administered at the college. Further, additional

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consideration must be given to institutions that identify as open enrollment or open access. As alluded to previously, institutions of this type may have additional factors that determine the propensity of potential incidents on campus. While these differences may be true in certain communities (i.e., urban areas), more research is needed to identify connections between the location of the institution and risk factors for potential sexual assault incidents.

Legislation around Title IX is constantly evolving. The information, review of best practices, and methods discussed in this dissertation will require regular reviews and updates. As the Department of Education amends regulations, new rules and standards could require institutions to depart from previous practice and adapt to new legislation. Although this manual focuses on prevention and education, the ripple effect of shifting regulations requires ongoing review to ensure continuous improvement in these areas. Community colleges firmly support Title IX objectives and are committed to compliance in the administration of sexual assault education.

RECOMMENDATIONS

Despite the lack of research about what really works to prevent sexual assault, researchers and practitioners agree that meaningful prevention should be comprehensive, intentional, and inclusive of the entire student journey (Cantalupo, 2015). With limited research surrounding community college sexual assault education and prevention, this manual can serve as a first step in helping community colleges can adopt successful strategies. As colleges work to implement new initiatives around this work, best practices should begin to surface. As a result, information sharing and a conversation among sister institutions on how community

colleges can better manage and prioritize these endeavors could benefit future practitioners.

Revisiting the manual and reassessing what works, as well as what needs to be reconsidered,

will greatly benefit two-year institutions as they continue to address the issues.

It is necessary for any institutions reviewing their current methods to consider many

vantage points of the student journey. Prevention programs need to be broad and inclusive of

various student types. They must be applicable to students at various developmental stages —

those who come from different ethnic backgrounds, full-time vs. part-time status, traditional vs.

non-traditional student type, and so forth. Administering these efforts needs to be available in

multiple formats and accessible in different modalities. Community colleges often serve these

marginalized and vulnerable populations (under-represented and under-resourced). They often

experience levels of oppression and invisibility and are at greater risk for victimization. Their

specific needs are often not considered or represented in response, support, and prevention

education (ACHA, 2018).

One way to engage with the multiple constituents is by administering an environmental

scan. Colleges can implement a scan or campus climate survey to get a better understanding

and grasp the extent to which their campus is affected. According to Wood, Sulley, and

Kammer-Kerwick (2016), these climate surveys differ in content and length. They can be

tailored to the institution and focus on the important aspects of the environmental identified

for assessment. Environmental scanning or climate surveys have proved to be successful for

school systems. Scanning provides all individuals with the opportunity to contribute to the

strategic planning process (Pashiardis, 1996). This systematic method for collecting information

may provide a blueprint for how and where to begin. According to the Association of American

Universities (AAU, 2015), conducting these surveys helps institutions gain a better understanding of this complex problem both locally and nationally.

It will be important for community colleges implementing the program to conduct ongoing evaluation to guide continuous improvement and assess the program's impact on student, faculty, and staff awareness. Although this manual highlights two distinct options for evaluation, it may be necessary to research a variety of assessment options for further consideration. Similarly, Title IX Compliance as a measure required by accreditation agencies is also worth noting. According to ASCA (2015), the Higher Learning Commission's Accreditation process contains criteria that include components related to Title IX compliance. If institutions put the same level of effort into self-studies of Title IX as they do academic program evaluation, the outcomes of these endeavors might look very different.

It remains critical to involve faculty in these strategies for developing a comprehensive program. While their involvement can be challenging due to competing demands on their time, it's necessary to identify ways to insert faculty from many different disciplines into all intervention and prevention efforts. According to Graham, Mennicke, Rizo, Wood, and Mengo (2019), opportunities for faculty leadership in the areas of research, teaching, and service can be extremely valuable for institutions seeking support. To that end, it is necessary to engage with the various faculty constituents in this process (i.e., fixed-term faculty, adjunct faculty, tenure-track assistant professors, and tenured professors).

As the issue of sexual assault continues to provide challenges for institutions of higher education, continued research surrounding education and prevention strategies is essential. As new federal guidelines are implemented that require additional processes be adopted at

institutions, it's particularly important for administrators to be cognizant of the potential impact of adding such steps. One particular focus area that is worthy of further review is revictimization that complainants may experience. This could occur as a result of the cross-examination process that is now afforded to the accused per the new guidelines. For victims who experience a traumatic event, the potential for revictimization and its effect on the individual must be considered. Ironically, accused student bias is also a theme that warrants further examination. In many instances, the accused (respondent) student may be determined responsible even prior to any formal judicial process. While the new regulations are intended to mitigate these circumstances, exploring potential outcomes associated with these situations is warranted.

For community college administrators, practical solutions for implementing and fostering strong programs require a commitment to understanding the issue within the context of the community college. New research is needed to explore the varying institutional types, as well as applicable strategies that can be implemented at these institutions. It's important to understand the institutional makeup, as well as the community constituents, as each is unique. A more concerted effort to analyze what sexual assault looks like at the community college is critical in making progress towards minimizing the occurrence at these institutions.

SUMMARY

Sexual assault continues to be a significant problem on college campuses despite the pervasive efforts of prevention programs. While many colleges and universities require, or at least offer, some type of rape prevention or awareness program, no one solution has been

identified as a perfect strategy for minimizing the occurrence of rape or sexual assault (Swope, 2014). It is important to consider the diversity of the audiences in prevention and education training (Martin, 2015). This is particularly important for two-year institutions as they often cater to a wide array of student populations. While a diverse campus community brings a richness of viewpoints, perspectives, and backgrounds, it can certainly add to the difficulty of developing a package of programs that meets the needs of the population.

Community colleges serve roughly 41% of all undergraduate students in the United States (NCES, 2018). This sector of higher education must continue to evaluate how campus sexual assault prevention efforts can be improved and evolve to support the growing diverse population of students. This dissertation presents an inclusive approach to starting prevention and education efforts at a community college. To be effective, campus leadership must recognize the urgency surrounding this issue and prioritize promoting a campus climate centered around respect and civility. This endeavor is not leadership's responsibility alone. The entire campus community must make a demonstrable commitment towards increased programming and education for their campus' safety, health, and well-being.

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