

About the CORE Evaluation

This survey is designed to assess your institution's efforts to prevent and respond to campus sexual violence. It will cover practices and policies mandated by federal law as well as those recommended by experts in the field. Keep in mind not all the elements in the assessment will be possible or necessary or recommended for your campus. **Questions on this assessment should not be implicitly understood as Culture of Respect recommendations.** Survey questions are included to encourage you to think holistically about responding to and preventing sexual violence, and also to allow your institution to document gaps and strengths in its current strategy.

This assessment will use the phrase ***sexual violence*** as an umbrella term that encompasses any non-consensual sexual contact, including sexual harassment, sexual exploitation, sexual assault, rape, domestic violence, dating violence, and stalking. The purpose of grouping these behaviors under one umbrella term is to acknowledge that all are connected. Though the mechanisms for addressing some of the harms inside the umbrella of sexual violence may be distinct, any effort to address them should acknowledge how they are interrelated. In thinking about how it applies to your campus community, it is important to remember that students, faculty, staff, and community members may experience or perpetrate violence.

The questions in this assessment are organized around the six pillars of the Culture of Respect Engagement Blueprint (CORE Blueprint):

1. **Survivor support** with options on reporting;
2. **Clear policies** on misconduct, investigations, adjudications, and sanctions;
3. **Multitiered education** for the entire campus;
4. **Public disclosure** of statistics;
5. **Schoolwide mobilization** with student groups and leaders; and
6. **Ongoing self-assessment.**

A Note on Laws and Guidance

The CORE Evaluation covers recommended practices for addressing campus sexual violence, based on research, expert guidance, and promising practices. It is grounded in the legal, political, and social framework specific to institutions of higher education in the United States. For respondents outside the U.S., this survey will still be helpful in examining and learning about the range of practices currently being implemented at U.S. institutions. Respondents from outside the U.S. should try to answer each item thinking through the spirit of the question while recognizing that U.S.-specific guidance and nomenclature (e.g., "***Title IX coordinator/officer***") may not specifically apply to their institution.

Although the survey asks about areas that intersect with U.S. federal and state law, this instrument does not exhaustively examine all state and federal laws and should not replace other efforts to confirm state or federal compliance. Additionally, this edition of the survey was updated in March 2019, after the Department of Education issued interim Title IX guidance in September 2017 and its notice of proposed rulemaking for a new rule on Title IX and sexual violence in November 2018. It should be noted that the proposed rule introduced in November 2018 does not constitute federal guidance; as the title suggests, it is a proposal on which the public was asked to comment and does not change existing guidance from the Department. Once a new rule is finalized, institutions of higher education should consult the Federal Register and the Department of Education to ensure they are meeting any new standards. Additionally, institutions in the United States should keep in mind that there are a constellation of state laws related to sexual violence on campus. Programs and policies related to these laws may or may not be covered in this assessment.

Definition of Key Words and Phrases

Key words and phrases will be ***italicized*** throughout this assessment. For a definition of these key words and phrases, please download and refer to the definitions document.

What You Will Need

This survey will ask about many aspects of your institution's efforts to prevent and respond to sexual violence. To be best prepared to answer these questions, we recommend you have these resources at your disposal:

- A copy of your institution's
 - policies related to **sexual misconduct**
 - student handbook (or code of conduct)
 - employee handbook or human resources portal
 - last **Annual Security Report**
- Data collected about sexual violence on your campus, including
 - any **campus climate survey** results
 - assessment results from a third party
 - results of any related audit
- An electronic device with Internet access, to assess the accessibility of information about campus programs and services on your institution's website
- Training curricula used for any **sexual violence training** for employees
- An overview of **primary prevention and awareness programming** offered to students
- Any written investigations, adjudications, and sanctions protocols
- Any active **Memorandum of Understanding (MOUs)** with local organizations that provide care and support to **survivors** of sexual violence
- An overview of services available to students at the campus health center and in the local community
- An overview of any services provided to **responding parties** in conduct investigations
- An overview of relevant email communications to campus stakeholders (e.g., updates to sexual violence policies, notices of upcoming events, alerts about changes to policy, etc.)

For a downloadable version of this list, please follow the link at the bottom of this page.

Who You Will Need

To most accurately respond to this self-assessment, you will want to involve stakeholders from across campus. This can mean a **Campus Leadership Team**, sexual assault task force, or other multi-stakeholder body who is well-versed in campus efforts to prevent and respond to sexual violence. At a minimum we recommend representatives from:

- **Title IX** office
- Health promotion/prevention office
- Administration
- Faculty
- Student body, including: students from various colleges/programs within your institution; those who have been active in antiviolence work on campus; student government leaders; **survivors**; athletes; representatives from Greek Life (if applicable); and graduate students (if applicable)

Ideally, your **Campus Leadership Team** will also include representatives from:

- Alumni
- Athletics
- Board of Directors
- Campus health services
- Campus security/police
- Disability services
- Diversity and inclusion office
- General counsel
- Greek Life
- Human Resources
- Local law enforcement
- Local agencies such as Rape Crisis Centers, hospitals, or other key service providers
- Programs offices and community-specific departments (e.g., women's center, LGBTQIA+, multicultural student affairs, international students office, Black student union, etc.)
- Religious Life
- Residential Life
- Student conduct (or similar office)
- Support staff (e.g., custodians, dining services, etc.)
- Survivor advocacy

For a downloadable version of this list, please follow the link below.

Q1. This assessment will ask about a variety of policies at your institution. Indicate where each set of policies can be found. You may select multiple options if the information is located in more than one place.

	Dedicated sexual misconduct policy for students	Dedicated sexual misconduct policy for employees	Employee handbook, Human Resources portal or similar	Student code of conduct or similar	Somewhere else
Explanation of prohibited behavior ("sexual misconduct")	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Procedures for reporting sexual misconduct	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Supportive and advocacy services for survivors	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Supportive services for respondents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Investigation protocols	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Adjudication protocols	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sanctions protocols	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Explanation of training related to sexual violence for employees	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Explanation of prevention programming for students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Q2. In the previous question, you indicated the policies below can be found "somewhere else". Please list all the other places these policies can be found:

Explanation of prohibited behavior ("sexual misconduct")	Clery Annual Security Report, Presentation Materials/Resource Brochures
Procedures for reporting sexual misconduct	Clery Annual Security Report, Presentation Materials/Resource Brochures
Supportive and advocacy services for survivors	Clery Annual Security Report, Presentation Materials/Resource Brochures
Supportive services for respondents	Clery Annual Security Report, Presentation Materials/Resource Brochures
Investigation protocols	Clery Annual Security Report, Presentation Materials/Resource Brochures
Adjudication protocols	Clery Annual Security Report, Presentation Materials/Resource Brochures
Sanctions protocols	Clery Annual Security Report, Presentation Materials/Resource Brochures
Explanation of training related to sexual violence for employees	Clery Annual Security Report, Presentation Materials/Resource Brochures
Explanation of prevention programming for students	Clery Annual Security Report, Presentation Materials/Resource Brochures

Q3. For any policies that are found in more than one place, to what extent are the policies consistent across these different sources?

- Not at all consistent—there are discrepancies and/or contradictions apparent
- Somewhat consistent—there is a lack of clarity and/or some minor discrepancies
- Definitely consistent

Note: The rest of this assessment will ask about whether certain practices or programs are codified into institutional policies. Any of the previously mentioned types of policies should be referenced. In any policy review subsequent to administering the CORE Evaluation, Culture of Respect recommends considering if

each policy statement is found in the right place, and ensuring policies and definitions are consistent across these documents.

Pillar 1: Survivor Support

This section will ask about your institution's efforts to support **survivors** of sexual violence. It is important to keep in mind that students may experience violence before they enroll at your institution, while physically present on your campus, or off campus premises during their enrollment. Additionally, faculty and staff may also be survivors of violence, in or outside the context of their work on campus. This section will ask about the institution's efforts to:

- Encourage and facilitate reporting of sexual violence;
- Respond to reports;
- Provide advocacy, mental health, and medical services;
- Offer **supportive measures** to support **survivors'** health and academic success; and
- Fulfill obligations under federal law, including **Title IX** and the **Clery Act**.

Note: Services and supportive measures to support **responding parties** in **Title IX** cases will be covered in the next section Pillar 2: Clear Policies on Misconduct, Investigation, Adjudication & Sanctions.

Q4. Please rate each of the following policy components, as present in any [relevant institutional policies](#).

Tip: Hover over—do not click—the underlined blue text to see the definition of key words and phrases.

	Not included	Included but could be clarified	Included and is written clearly
Explanation of how to file an institutional report of sexual misconduct	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Visual depiction of the reporting process, such as a diagram or flow chart	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explanation of how to disclose incident of sexual misconduct in a confidential manner	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Outline of procedures that are followed once a report of sexual misconduct is filed	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Expected timeline for procedures once a report of sexual misconduct is filed	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Explanation of which types of reports will be processed via Title IX standards	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Explanation of which types of reports will be processed via Clery Act standards	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Not included	Included but could be clarified	Included and is written clearly
Explanation of which types of reports will be processed under institutional code of conduct	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Statement that supportive measures will be provided based on students' needs	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Assurance students can receive supportive services even if a formal investigation is not triggered	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Statement that retaliation against any party who submits a report of sexual misconduct is prohibited	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Explanation of which employees are obligated to bring reports to the Title IX coordinator/officer	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Contact information for any employees who can remain confidential	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Contact information for Title IX coordinators/officers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Not included	Included but could be clarified	Included and is written clearly
Contact information for campus security/police	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Contact information for local law enforcement	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Contact information for survivor advocacy services	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Explanation of the importance of preserving evidence after an assault	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Assurance that survivors can receive a forensic evidence examination , regardless of factors that may affect the validity of a sample, such as time elapsed, use of soaps or detergents, or temperature and humidity	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Q5. Indicate which reporting options are available to student **survivors** of sexual violence: (Check all that apply.)

- Anonymous report (submitted online or by a campus employee)
- Disclosure to a **confidential employee** (no official report to **Title IX** office/staff)
- Formal report, seeking supportive services and/or confidentiality
- Formal report, seeking institution-based adjudication
- Formal report, seeking criminal charges with institutional support
- Other type of report (please specify):

Q6. Which of the following best describes the **responsible employees** reporting policies at your institution?

- Nearly all institutional employees are obligated to share any knowledge of sexual misconduct with **Title IX**. The only exceptions are designated **confidential employees** such as pastors and counselors.
- Some institutional employees are obligated to share any knowledge of sexual misconduct with **Title IX** with variations based on their role on campus.
- There are no employees obligated to report to Title IX. Only the Title IX staff has the obligation to investigate when alerted of an incident of **sexual misconduct**.

Q7. When a **sexual misconduct** report is filed with the institution, are **survivors** notified of their right to report to local law enforcement?

- Yes
- No

Q8. When a **Title IX coordinator/officer** receives a report of sexual assault (or other criminal charge), which of the following is true:

- The report is only sent to law enforcement when **survivors** request it
- The report is sent to law enforcement, because our campus safety is operated by a sworn police force
- The report is sent to law enforcement, because our state requires us to do so
- The report is sent to law enforcement, because it is our campus policy to do so

Q9. Is **survivor** consent required before **Title IX** reports are sent to law enforcement?

This question was not displayed to the respondent.

Q10. When a **timely warning** is issued about a case of **sexual misconduct**, are **survivors** offered the option to help write the **timely warning** related to their report?

- No, this is not an option for **survivors**
- Not sure—we have no set policy or procedure
- This happens sometimes, but is not implemented consistently
- Yes—it is our protocol to include **survivors** in this process
- N/A—we do not issue **timely warnings** for **sexual misconduct** reports

Q11. When a **timely warning** is issued about a case of **sexual misconduct**, are **survivors** informed in advance of how and when **timely warnings** about their assaults will be distributed to the campus community?

- No, our protocol does not include alerting **survivors**
- Not sure—we have no set policy or procedure
- This happens sometimes, but is not implemented consistently
- Yes—it is our protocol to inform **survivors** about any **timely warnings**
- N/A—we do not issue **timely warnings** for **sexual misconduct** reports

Q12. According to students on your **Campus Leadership Team (CLT)** or similar working group, to what extent are your procedures for submitting a report of **sexual misconduct** easy to follow?

- Not at all easy to follow
- Somewhat easy to follow
- Very easy to follow
- Not sure—we do not have any student representatives who are able to answer this question

Q13. Which of the following can students do through mobile-accessible application (or similar technology)? (Check all that apply.)

- Access a list of campus-specific **survivor** support resources
- Submit an anonymous report
- Submit a standard **Title IX** report
- Confidentially document experiences of sexual violence (for possible reporting later on)
- Contact friends or family when students don't feel safe
- Other (please specify):

Department of Public Safety "Rave Guardian" application

- None of the above

Q14. Please rate each of the following policy components, as present in any [relevant institutional policies](#):

Tip: Hover over—do not click—the underlined blue text to see the definition of key words and phrases.

	Not included	Included but could be clarified	Included and is written clearly
Specification that bystanders (or 3rd parties) can also submit reports of sexual misconduct	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Amnesty policy that protects students who experience sexual violence

Specification that any **amnesty policy** also protects bystanders (or 3rd parties) who submit reports of **sexual misconduct**



Q15. Does your institution have at least one employee who serves as a **Title IX coordinator/officer**? This can be a person who has either a full or part-time role in that position.

Yes

No

Q16. Under which functional area/s do the institutional **Title IX coordinator/officers** work? (Select all that apply.)

Student affairs

Human resources

Equity and inclusion

Office of the President

Other (please specify):

Equity and Inclusion reports to the Office of General Counsel

Q17. Are the responsibilities of **Title IX coordinator/officers** explained in a relevant institutional policies?

No, this is not included in any institutional policies

Yes, but the explanation could be clarified

Yes, and it is clearly explained

Q18. According to **Campus Leadership Team (CLT)** members in a **Title IX** role, which of the following statements is true?

Title IX staffing is insufficient—relevant employees report that they are infrequently able to manage the caseload

Title IX staffing is somewhat sufficient—relevant employees report that they are sometimes able to manage the caseload

Title IX staffing is sufficient—relevant employees report that they are almost always able to manage the caseload

Q19. Do any of the employees in the role of **Title IX coordinator/officer** have job responsibilities [outside this role](#)?

Tip: Hover over—do not click—the underlined blue text to see examples and/or additional information.

No, they all work full-time in this role

Some are devoted full-time, and others work part-time in this role

Yes, they have other responsibilities outside of this role

Q20. To what extent do staff members who work part-time in the role of **Title IX coordinator/officer** have job responsibilities that create a [conflict of interest](#)?

Tip: Hover over—do not click—the underlined blue text to see examples and/or additional information.

This question was not displayed to the respondent.

Q21. Does your institution have a team established to coordinate the provision of services to **survivors** of sexual violence? This team might be called a Sexual Assault Response Team (SART) or a Coordinated Campus Response Team (CCRT).

- Yes
- No

Q22. Which of the following describes your campus Sexual Assault Response Team (or similar)? (Select all that apply.)

- We have a campus-based committee, with representatives from our local agencies included
- We contribute to a community-based committee, with representatives from our institution included
- Other (please specify):

We have no SART but we have immediate TIX availability and a committee that responds to unique student challenges (BCC).

Q23. Does your institution maintain a Threat Assessment Team (TAM)?

- Yes
- No

Q24. How often does your TAM meet?

- At least weekly
- Every other week
- Less often than every other week

Q25. Which of the following team members or roles are part of your TAM? (Select all that apply.)

- Campus police/public safety
- Student conduct officers
- Human resources staff
- Title IX coordinator/officer**
- Survivor advocates**
- Counseling staff
- Residence Life
- Other (please specify):

Dean of Students Office, Office of the General Counsel, Office of the Provost

Q26. For each service listed below, indicate its availability, its inclusion in relevant institutional policies, and whether it is offered when survivors disclose to campus employees. Use the "notes" column as it is helpful to you.

	How is this service available to students?	Is information about this service included in relevant institutional policies?	Is this service offered to survivors by employees who are trained to receive student disclosures?	Notes
Acute medical response	Both ▼	Yes ▼	Yes-routinely ▼	
Ongoing medical care	Both ▼	Yes ▼	Yes-routinely ▼	
Crisis mental health counseling	Both ▼	Yes ▼	Yes-routinely ▼	
Long-term trauma-informed counseling	Both ▼	Yes ▼	Yes-routinely ▼	
Survivor advocacy	Both ▼	Yes ▼	Yes-routinely ▼	
Telephone crisis support line	Both ▼	Yes ▼	Yes-routinely ▼	
Survivor support group	Off-campus with referral ▼	Yes ▼	Yes-routinely ▼	

Q27. How easy is it to access information about available medical services (as listed in the previous question) on your institutional website?

- Not at all easy
- Somewhat easy
- Very easy
- N/A—we do not offer any of the services listed in the previous question

Q28. For the following services that are coordinated through off-campus referrals, does your institution have a **Memorandum of Understanding (MOU)** on file?

Note: MOUs can be helpful to formalize agreements between organizations, coordinate continuity for students who go off-campus for key health services, and demonstrate to stakeholders that your institution is working closely with community providers.

	No MOUs on file	MOUs on file with some but not all providers of this service	MOUs on file with all relevant providers
Survivor support group	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q29. For each service listed below, indicate its availability, its inclusion in relevant institutional policies, and whether it is offered when **survivors** disclose to campus employees. Use the "notes" column as it is helpful to you.

	How is this service available to students?	Is information about this service included in relevant institutional policies?	Is this service offered to survivors by employees who are trained to receive student disclosures?	Notes
Forensic evidence examination	Both ▼	Yes ▼	Yes-routinely ▼	

Comprehensive pregnancy counseling	Both ▼	No ▼	Yes-routinely ▼	
Emergency contraception (EC)	Both ▼	No ▼	Yes-routinely ▼	
Testing for Sexually Transmitted Infections (STIs)	Both ▼	No ▼	Yes-routinely ▼	
HIV testing	Both ▼	No ▼	Yes-routinely ▼	
Post-Exposure Prophylaxis (PEP) for HIV prevention	Both ▼	No ▼	Yes-routinely ▼	
Immunizations (tetanus booster, Hepatitis B)	Both ▼	Yes ▼	Yes-routinely ▼	

Q30. How easy is it to access information about available medical services (as listed in the previous question) on your institutional website?

- Not at all easy
- Somewhat easy
- Very easy
- N/A—we do not offer any of the services listed in the previous question

Q31. For **forensic evidence examinations** that students access on or off campus, which of the following is true?

- Forensic evidence examinations** are exclusively provided by a sexual assault nurse examiner (SANE) or certified clinician with training in sexual violence trauma
- Forensic evidence examinations** are sometimes provided by a sexual assault nurse examiner (SANE) or certified clinician with training in sexual violence trauma
- Forensic evidence examinations** are provided by clinicians without any trauma training
- N/A—we do not facilitate referrals or offer forensic exams
- Not sure—we do not know the level of trauma training completed by clinicians who provide this service to our students

Q32. For the following services that are coordinated through off-campus referrals, does your institution have a **Memorandum of Understanding (MOU)** on file?

Note: MOUs can be helpful to formalize agreements between organizations, coordinate continuity for students who go off-campus for key health services, and demonstrate to stakeholders that your institution is working closely with community providers.

This question was not displayed to the respondent.

Q33. Thinking about the medical services offered on campus, how many of those services can students access without relying on health insurance?

- None of the on-campus services
- A few of the on-campus services
- Most of the on-campus services

- All of the on-campus services
- N/A—we do not offer any medical services on campus

Q34. Which of the following employees are responsible for arranging supportive services for students who report they have experienced sexual violence? (Select all that apply.)

- Dean of students
- Title IX coordinator**
- Deputy **Title IX coordinator**
- Survivor advocate(s)**
- Case managers
- Other (please specify):

Disability Services and University Counseling Center and Office of Student Responsibility and Community Standards
- No employee is responsible for arranging supportive services

Q35. For on-campus healthcare visits, which of the following are included in a standard intake form? (Check all that apply.)

- Comprehensive options for identifying race/ethnicity
- Comprehensive options for identifying gender identity
- Comprehensive options for identifying sexual orientation
- Option to complete the form in another language
- Alternative options to complete intake forms for students who are blind or visually impaired
- Accommodations to support students with disabilities in completing these forms, flexible to those students' needs
- None of the above

Q36. Which of the following screenings are conducted, as appropriate, during students' visits to the campus health center? (Check all that apply.)

- Trauma screening
- Sexual health risk assessment
- Reproductive coercion screening
- Screening for intimate partner and/or family violence
- Screening for depression
- Screening for anxiety
- None of the above
- N/A—we do not have a campus health center

Q37. Are the following **supportive measures** available to **survivors**?

	Yes	No	N/A
Option to change on-campus housing arrangements	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Option to move off-campus	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Option to change their course schedule, when additional sections of a course are available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuition reimbursement, if student withdraws from classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Option of distance learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extensions on exams and assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Option to enroll part-time, taking on a reduced course load	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Option to transfer within system of peer institutions	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Option to modify work schedule or location, as applicable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus escort services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q38. Of the following **supportive measures** available to survivors, please indicate how your institution communicates the availability of each option to your students:

	Is this information included in institutional policies?	Is this information accessible on our institution's website?	Is this measure offered to survivors by employees who are trained to receive disclosures?
Option to change on-campus housing arrangements	Yes ▼	Yes ▼	Yes ▼
Option to move off-campus	No ▼	No ▼	No ▼
Option to change their course schedule, when additional sections of a course are available	Yes ▼	Yes ▼	Yes ▼
Tuition reimbursement, if student withdraws from classes	No ▼	No ▼	No ▼
Option of distance learning	Yes, but could be clarified ▼	Yes, but could be clarified ▼	Yes ▼
Extensions on exams and assignments	Yes ▼	Yes ▼	Yes ▼
Option to enroll part-time, taking on a reduced course load	Yes, but could be clarified ▼	Yes, but could be clarified ▼	Yes ▼
Option to modify work schedule or location, as applicable	Yes ▼	Yes ▼	Yes ▼
Campus escort services	Yes ▼	Yes ▼	Yes ▼

Q39. Acknowledging that employees may experience sexual violence, which of the following topics are included in the institution's employment policy, available in an employee handbook, Human Resources portal, or similar? (Check all that apply.)

- Statement that the institution holds employees who do not comply with workplace violence prevention and response policies accountable
- Explanation of how employees can report sexual misconduct in the workplace
- Explanation of how employees can report sexual violence that affects them outside the workplace
- Explanation of the policies or practices in place to protect the confidentiality and privacy of employees (victims, perpetrators, or observers) who disclose violence
- Specifications for how graduate students (who are also employees) are expected to report
- Description of employees' Title VII rights
- Description of support services available to employees on campus
- Description of support services available in the community
- Other (please specify):
- None of the above

Q40. Which of the following short or long-term **supportive measures** are available to employees who have experienced/are experiencing sexual violence to help them protect their safety and complete their work? (Select all that apply.)

- Flexibility or time off to take care of personal issues related to the experience of violence (attend court hearings, seek medical care, self-care, etc.)
- Changing work hours or shifts
- Changing work location
- Telecommuting
- Changing job duties
- Security escort
- Changing telephone extension/number or routing incoming calls differently
- Keeping location and/or work contact information confidential
- Other (please specify):
- None of the above

Q41. Do your employment policies reflect your state and local laws regarding **supportive measures** for employees experiencing sexual violence?

- Not at all
- Somewhat
- Definitely

Q42. What additional information or details do you think are important to share regarding your institution's efforts to support **survivors** of sexual violence?

The University's mobile application has improved since the initial assessment.

Pillar 2: Clear Policies on Misconduct, Investigation, Adjudication & Sanctions

This section will ask about some of the main tenets of your institution's policies, procedures, and protocols related to responding to sexual violence. It will cover:

- Policy statements that provide an overview of **sexual misconduct** policies, including definitions of prohibited behaviors; investigations procedures, adjudications procedures, and sanctioning guidelines;
- Provision of respondent support services; and
- How your institution fulfills its obligations under state and federal law, including **Title IX** and the **Clery Act**.

Q43. How often are your institutional policies related to **sexual misconduct** reviewed and/or revised by appropriate campus governing bodies?

- Once a semester or more frequently
- Once a year
- Once every two years
- Less frequently than every two years
- We don't have an official schedule for when these policies are reviewed and/or revised

Q44. Do you require incoming students to [confirm](#) that they understand the institution's policies related to **sexual misconduct** ?

Tip: Hover over—do not click—the blue underlined text to see examples and/or additional information.

- Yes
- No

Q45. Do you require new employees to [confirm](#) that they understand the institution's policies related to **sexual misconduct** ?

Tip: Hover over—do not click—the blue underlined text to see examples and/or additional information.

- No, this is not a requirement for new employees
- Yes, this is a requirement for some but not all classes of new employees
- Yes, this is a requirement for all new employees

Q46. How often are employees asked to reconfirm their understanding of the institution's policies related to **sexual misconduct**?

- At least annually
- Every two years
- Every three years
- Less frequently than every three years
- N/A—employees are not asked to reconfirm their understanding of the institution's policies related to **sexual misconduct**

Q47. In which formats are policies related to **sexual misconduct** accessible for those with disabilities and/or for whom English is not a first language? (Check all that apply.)

- Via audiotape
- In braille
- With American Sign Language (ASL) translations at in-person presentations
- Electronically formatted to meet section 508 standards
- Translated into commonly spoken languages on campus
- Other (please specify):
- None of the above

Q48. Which of the following stakeholder groups are alerted when there are changes to your institutional policies related to **sexual misconduct** ? (Check all that apply.)

- Students
- Faculty
- Staff
- Board members
- Parents/families of the students
- None of the above

Q49. Please rate each of the following policy components related to your institution's efforts to address **sexual misconduct**, as present in any relevant institutional policies:

Tip: Hover over—do not click—underlined blue text to see examples and/or additional information.

	Not included	Included but could be clarified	Included and is written clearly
A statement that the institution prohibits sexual misconduct	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Clear definitions of prohibited behaviors related to sexual misconduct	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
A statement that the institution does not discriminate based on sex	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
A statement that sexual violence affects people of any gender identity, sexual orientation, race, ethnicity, and ability	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
A statement that the institution is committed to addressing sexual misconduct on campus	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Identification of who is covered under institutional policies related to sexual misconduct	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Identification of what locations are covered under institutional code of conduct	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Identification of what locations are considered part of Clery Act geography	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Identification of what locations are considered part of the institutional scope of responsibility for responding to Title IX reports	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Q50. Do your institutional policies use **gender-inclusive language** to refer to **reporting and responding parties**?

- No, not at all
- Sometimes
- Yes, throughout

Q51. Please use the space below to indicate where language is not gender-inclusive:

This question was not displayed to the respondent.

Q52. Do institutional policies related to **sexual misconduct** use the terms "**reporting party**" and "**responding party**" in reference to pending or potential investigations?

- No, not at all
- Sometimes
- Yes, throughout

Q53. What type of investigator is typically used for **sexual misconduct** cases in which all **responding and reporting parties** are students at the institution?

- Police investigators
- External investigators
- An employee with part-time responsibilities as an investigator

- An employee with full-time responsibilities as an investigator
- Other (please specify):

Q54. Please rate each of the following policy components related to investigations into **sexual misconduct**, as present in any relevant institutional policies:

	Not included	Included but could be clarified	Included and is written clearly
A description of the investigation model used	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Specific timelines expected during an investigation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
A description of the roles of those involved in the investigation process	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
A statement of the institution's commitment to conducting a trauma-informed investigation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assurance reporting and responding parties will receive written notice in advance of any interview	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Assurance responding parties will receive written notice of any allegations made against them	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Statement that the institution is committed to a prompt and equitable investigation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Statement that on-campus protection and/or no-contact orders are provided to either party as needed while an investigation is pending	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Q55. Which of the following roles do your investigators play in campus misconduct proceedings?

- Investigation only
- Investigation and analysis
- Investigation, analysis, and determination
- Other (please specify):

Q56. Which of the following best characterizes your campus' approach to adjudicating reports involving two or more students?

- Single investigator model
- Hearing/panel model
- A hybrid model
- Other (please specify):

Q57. Is cross-examination a standard component of your adjudication model?

- Yes
- No

Q58. Please rate each of the following policy components related to adjudication of **sexual misconduct**, as present in any relevant institutional policies:

Tip: Hover over—do not click—the underlined blue text to see the definition of key words and phrases.

	Not included	Included but could be clarified	Included and is written clearly
Explanation of when the institution will offer informal/alternative resolution processes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
A statement that informal/alternative resolution is only an option if all parties voluntarily agree to participate	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
A statement that mediation is not an option for reports of sexual assault	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reporting parties are allowed to choose an advisor	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Responding parties are allowed to choose an advisor	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Reporting parties are provided with a support person	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Not included	Included but could be clarified	Included and is written clearly
Responding parties are provided with a support person	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Students with disabilities will be provided with accommodations based on their needs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assurance that alternative participation options (via video or phone calls) are available	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Assurance reporting and responding parties will receive an investigative report prior to any hearing	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Assurance all parties will have equal and timely access to information that will be used in any disciplinary hearings or meetings	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Assurance all parties will have the opportunity to respond to investigation reports in writing, before any hearing or decision-making	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Not included	Included but could be clarified	Included and is written clearly
Explanation of the evidentiary standard that is used during adjudication	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Prohibition of discussing during the hearing process the reporting party's sexual history with someone other than the responding party	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Prohibition of discussing during the hearing process the responding party's sexual history unless it is due to another allegation or finding	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assurance that all disciplinary proceedings are confidential (except for the outcome)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Q59. Which of the following listed services are available to **responding parties** at your institution? (Check all that apply.)

- Designated on-campus employee to support respondents (e.g., Respondent Services Coordinator, Case Manager)
- Mental health counseling
- Other (please specify): All services are offered to both parties
- None of the above

Q60. Are the following **supportive measures** available to **responding parties**?

	Yes	No	N/A
Option to change on-campus housing arrangements	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Option to move off-campus	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Option to change their course schedule, when additional sections of a course are available	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuition reimbursement, if student withdraws from classes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Option of distance learning	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extensions on exams and assignments	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Option to enroll part-time, taking on a reduced course load	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Option to transfer within system of peer institutions
 Option to modify work schedule or location, as applicable
 Campus escort services

<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q61. What standard of proof does your institution use to adjudicate claims of **sexual misconduct** ?

- Preponderance of evidence**
- Clear and convincing evidence**
- Other (please specify):
- N/A—We do not rely on any explicit standard of proof

Q62. Does the standard of proof used for adjudicating **Title IX** cases match the standard of proof used for other types of conduct investigations across the institution?

- Yes
- No

Q63. Which of the following informal/alternative resolution processes are offered for reported cases of **sexual misconduct**? (Check all that apply.)

- Mediation
- Restorative justice
- Other (please specify):
- No informal resolution process is offered in the case of **sexual misconduct**

Q64. Are informal/alternative resolution procedures explained in relevant institutional policies?

This question was not displayed to the respondent.

Q65. Which of the following occurs after a report is received that meets the criteria for a **Title IX** investigation? (Check all that apply.)

- Examination of any repeat reports involving the same **responding party**
- Examination of any other patterns in perpetration, including location, academic department, or student-group affiliation
- None of the above

Q66. Please rate each of the following policy components related to sanctions and appeals for **sexual misconduct** violations, as present in any relevant institutional policies:

	Not included	Included but could be clarified	Included and is written clearly
Statement that sanctions are commensurate with severity of the act	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Explanation of the cases in which expulsion is a possible sanction	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explanation of possible sanctions for retaliation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Statement that **reporting parties** and **responding parties** will be alerted of case outcomes concurrently

	Not included	Included but could be clarified	Included and is written clearly
Statement that reporting parties and responding parties will be alerted of case outcome in writing	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Explanation of cases in which sanctions may be noted on an academic transcript	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explanation of the process for receiving and reviewing an application with a transcript notation indicating a suspension or expulsion due to sexual misconduct	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explanation of the appeals process, including circumstances under which an appeal will be considered	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Assurance that the same appeal process is offered to both **reporting and responding parties**

	Not included	Included but could be clarified	Included and is written clearly
Assurance that the same appeal process is offered to both reporting and responding parties	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Assurance all parties will be notified when an appeal has been filed	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Restriction of appeals process to include only one level of appeal	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Assurance all parties will be notified when an appeal has been filed

Restriction of appeals process to include only one level of appeal

Q67. Which of the following are listed in institutional policies as potential sanctions for when a student is found responsible of **sexual misconduct** ? (Check all that apply.)

- Letter of reprimand
- Limitations on residential or cocurricular engagement
- Required meeting with an administrator to facilitate mentorship and accountability
- Evaluation by health or mental health professional and required compliance with treatment recommendations as a condition of continued enrollment at the institution
- Suspension from athletic programs
- Removal from athletic programs
- Prohibition from participation in graduation, gowning, or other public ceremony
- Participation in psychoeducational programs and/or sex offender treatment
- Suspension
- Expulsion
- Termination of employment
- Other (please specify):
- None of the above

Q68. Which of the following are listed in institutional policies as potential sanctions for when an employee is found responsible of **sexual misconduct** ? (Check all that apply.)

- Letter of reprimand
- Reassignment of work responsibilities
- Evaluation by health or mental health professional and required compliance with treatment recommendations as a condition of continued employment
- Termination of employment
- Other (please specify):
- None of the above

Q69. What additional information or details do you think are important to share regarding your institution's policies on misconduct, investigation, adjudication, and sanctions?

Q56 - The federal regulations do not give institutions options to use different adjudication models. Q57 - The federal regulations require cross-examination. Q58 - The disability language to be included in the Title IX policy is drafted and will be included in the next revision.

Q70. What additional information or details do you think are important to share regarding your institution's services for **responding parties**?

Pillar 3: Multitiered Prevention Education

This section will solicit information about your campus' sexual violence prevention strategy, as well as efforts to increase awareness. It will cover:

- **Sexual violence training** provided to campus employees;
- **Primary prevention and awareness programming** for **incoming students** as well as for **continuing students**;
- Ongoing **prevention and awareness campaigns** provided for the entire campus; and
- Compliance with education and trainings requirements as explicated in **Title IX** guidance and **Campus SaVE** provisions of the **Clery Act**.

Q71. How many full-time employees (FTEs) are devoted directly to sexual violence prevention?

2.25 ▼

Q72. According to the **Campus Leadership Team (CLT)** members in a prevention role, which of the following statements is true about staffing for sexual violence prevention?

- Prevention staffing is insufficient—relevant employees report that it is difficult to meet the institution's prevention needs
- Prevention staffing is somewhat sufficient—relevant employees report that it is sometimes difficult to meet the institution's prevention needs
- Prevention staffing is sufficient—relevant employees report that it is not difficult to meet the institution's prevention needs

Q73. Is **sexual violence training** provided for new campus employees at the time of hire?

- No, **sexual violence training** is not provided for any new campus employees at the time of hire
- Yes, for some but not all classes of new campus employees at the time of hire
- Yes, for all new campus employees at the time of hire

Q74. With what frequency is **sexual violence training** offered to existing campus employees?

- Once a semester or more frequently
- Yearly

- Once every two years
- Less frequently than once every two years
- There is no regularly scheduled training in place

Q75. What mechanisms are in place to increase employee completion rates of any **sexual violence trainings**? (Check all that apply.)

- Structural accommodations (e.g., frequent email reminders or flex time to complete training)
- Incentives (e.g., employees are eligible for extra time off if they complete training)
- Punitive measures (e.g., employees cannot be considered for raises without completion)
- Other (please specify):
- None of the above

Q76. Which of the following elements are included in any standard **sexual violence training** provided to campus employees? (Check all that apply.)

- A statement that the institution prohibits **sexual misconduct**
- Definitions of: sexual harassment, sexual exploitation, sexual assault, rape, domestic violence, dating violence, and stalking
- The definition of consent
- Bystander intervention** strategies for preventing victimization
- Bystander intervention** strategies for preventing perpetration
- Information on **risk reduction** options
- Exploration of how **rape myths** and rape culture sustain violence
- Discussion of how racism, sexism, homophobia, transphobia, ableism, and immigration status can increase vulnerability to sexual violence
- Identification of barriers to reporting and seeking support faced by marginalized **survivors** (trans survivors, male survivors, survivors of color, undocumented survivors)
- Overview of the institution's **Title IX** policies and procedures
- Contact information for the institution's **Title IX coordinator/officer**
- What research says about how and why people perpetrate sexual violence
- Overview of Title VII protections afforded to employees
- Overview of supportive measures available to employees who are **survivors** of sexual violence

Q77. Employees who receive reports or disclosures of sexual violence should undergo additional training. With what frequency do these employees (e.g., **confidential and responsible employees**) receive **sexual violence training**?

- Once a semester or more frequently
- Yearly
- Once every two years
- Less frequently than once every two years
- There is no regularly scheduled training in place

Q78. Which of the following topics are covered during **sexual violence training** for employees who are likely to receive disclosures from students (e.g., **responsible employees and confidential employees**)? (Check all that apply.)

- Explanation of the responsibilities of **responsible employees** and **confidential employees**
- Best practices for a **trauma-informed** response to a disclosure of sexual violence
- Medical and mental health resources available on and off campus
- Supportive measures** provided by your institution
- How, when, and what employees should report to **Title IX** staff
- Procedures for responding to requests for confidentiality
- Other (please specify):
- None of these

Q79. Employees who implement campus grievance procedures—investigators, **Title IX** staff, those involved in adjudication, those responsible for hearing or considering appeals—should undergo additional training. With what frequency do these employees receive **sexual violence training**?

- Once a semester or more frequently
- Yearly
- Once every two years
- Less frequently than once every two years
- There is no regularly scheduled training in place

Q80. In addition to the baseline training elements selected on the previous page, which of the following elements are included in the training of employees who implement grievance procedures? (Check all that apply.)

- How to conduct investigations
- An explanation of the evidentiary standard used in campus-based adjudication
- The importance of accountability for individuals found to be responsible for **sexual misconduct**
- How to determine credibility
- How to evaluate evidence and weigh it in an impartial manner
- What constitutes misconduct under the institution's policies
- The role of alcohol and drugs in sexual violence perpetration
- Procedures for responding to students' requests for confidentiality
- The potential impact of trauma on health and academic success
- The potential for revictimization by responders
- Any procedures for informal resolution processes, including mediation
- None of the above

Q81. In addition to content delivered in any standard training for employees, which of the following elements are included in the training of employees who provide on-campus healthcare? (Check all that apply.)

- Culturally competent care
- Cross-cultural communication
- Meeting the healthcare needs of LGBTQIA+ individuals
- Trauma-informed** care

- How institutional policies, state law, and federal law may impact a clinician's ability to keep patient information confidential
- None of the above

Q82. In addition to other roles on campus, faculty and staff may also be designated as **campus security authorities (CSAs)**. Which of the following elements are included in **sexual violence training** for **campus security authorities**? (Check all that apply.)

- The role of **campus security authorities** in compliance with the **Clery Act**
- Descriptions of the institution's **Clery Act** geography
- A list of **Clery Act** crimes and definitions
- How to use the campus' crime report forms
- The importance of documentation
- The importance of timely submission of **Clery** reports
- Not applicable—our institution does not provide any training to CSAs
- Not applicable—our institution does not designate CSAs
- Not applicable—our institution is not subject to the **Clery Act**

Q83. In addition to content delivered in any standard training for employees, which of the following elements are included in the training of employees who facilitate restorative practices? (Select all that apply.)

- Theory of restorative justice
- History of use of restorative practices
- Evidence of effectiveness of restorative justice
- Skill-building for effective facilitation
- Case studies for application of restorative justice in relevant campus examples
- Overview of restorative practices including restorative mentoring, conferences, and circles
- None of the above
- N/A—we do not use restorative practices on our campus

Q84. For each type of student employee, indicate what type of **sexual violence training** is offered. Only make a selection if this is training provided in addition to prevention programs they are offered as students.

	A customized training for student employees is provided	The standard employee training is provided	No additional training is provided	N/A—we don't have this type of student employee
Undergraduate teaching assistants	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Graduate teaching assistants	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resident assistants (or resident advisors)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undergraduate research assistants	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Graduate research assistants	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other types of work-study students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q85. For any career services or institution-supported internship programs, which of the following are in place to support students during their off-campus work experiences? (Select all that apply.)

- Off-site internship liaisons are asked to review and agree to follow campus conduct policies
- Students are provided with supplemental training about how Title IX applies to those in off-site positions
- Feedback is collected about student off-site work experiences to ensure sites continue to offer a safe environment for interns
- Other (please specify):
- None of the above
- N/A—off-site internship experiences for students are not coordinated institution-wide

Q86. For *incoming undergraduate students*, how many doses of *primary prevention and awareness programming* are offered during their first year of enrollment?

- Zero
- One
- Two
- Three
- Four or more
- N/A—Our institution only serves graduate students

Q87. For each dose identified in the previous question, indicate the format, estimated completion among incoming undergraduate students, and any method for mandating or incentivizing participation. Please use the notes column for anything you would like to document, and for specifying any "other" selection.

	Format	Estimated rate of completion	Method to increase participation	Notes
Dose 1	Online program ▼	76-100% ▼	Mandated ▼	
Dose 2	Small-group workshop or discussion ▼	0-25% ▼	None ▼	SLU 101
Dose 3	Large-group presentation ▼	76-100% ▼	Implied mandate ▼	Fall Welcome Week speaker
Dose 4	Small-group workshop or discussion ▼	76-100% ▼	Mandated ▼	Athletics Title IX and Bystander Intervention Training
Dose 5	Small-group workshop or discussion ▼	76-100% ▼	Mandated ▼	U101
Dose 6	Large-group presentation ▼	0-25% ▼	Mandated ▼	Only mandated for Athletics and FSL, but was open to all other students. Sexual Assault Awareness Month speaker
Dose 7	Other ▼	0-25% ▼	None ▼	Sexual Assault Awareness Month programming
Dose 8	▼	▼	▼	
Dose 9	▼	▼	▼	
Dose 10	▼	▼	▼	

Q88. For standard *primary prevention and awareness programming* identified in the previous question, which of the following content elements are covered? (Check all that apply.)

- A statement that the institution prohibits *sexual misconduct*

- Definitions of: sexual harassment, sexual exploitation, sexual assault, rape, domestic violence, dating violence, and stalking
- What behaviors constitute misconduct under the institution's policies
- On-campus options for reporting and disclosing sexual violence
- Explanation of the reporting responsibilities of campus employees, including any designations as **responsible and confidential employees**
- How to report to law enforcement
- Contact information for **confidential employees** on campus
- Contact information for the institution's **Title IX coordinator/officer**
- Summary of **Title IX's** assurance students should not face discrimination based on sex or gender
- Title IX** protections against retaliation
- Medical and mental health resources available to students
- Supportive measures** provided by your institution
- Definition of consent
- Bystander intervention** strategies for preventing victimization
- Bystander intervention** strategies for preventing perpetration
- Information on **risk reduction** strategies
- Role of alcohol and drugs in sexual violence perpetration
- Exploration of how **rape myths** and rape culture sustain violence
- Discussion of how racism, sexism, homophobia, transphobia, ableism, and immigration status can increase vulnerability to sexual violence
- Identification of barriers to reporting and seeking support faced by marginalized **survivors** (trans survivors, male survivors, survivors of color, undocumented survivors)
- What research says about how and why people perpetrate sexual violence
- None of the above

Q89. With what frequency is **primary prevention and awareness programming** offered to **continuing undergraduate students**?

- Once a semester or more frequently
- Once a year
- Once every two years
- Less often than every two years
- There is no **primary prevention and awareness programming** offered to continuing undergraduate students

Q90. For **incoming graduate students**, how many doses of **primary prevention and awareness programming** are offered during their first year of enrollment?

- Zero
- One
- Two
- Three
- Four or more
- N/A—our institution does not have graduate programs

Q91. For each dose identified in the previous question, indicate the format, estimated rate of completion among incoming graduate students, and any method for mandating or incentivizing participation. Please use

the notes column for anything you would like to document, and for specifying any "other" selection.

	Format	Estimated rate of completion	Method to increase participation	Notes
Dose 1	Online program ▼	76-100% ▼	Mandated ▼	
Dose 2	Large-group presentation ▼	76-100% ▼	Mandated ▼	1 Law students, 1 Medical students, and 1 Graduate Students
Dose 3	Other ▼	0-25% ▼	None ▼	Sexual Assault Awareness Month events and other educational events
Dose 4	▼	▼	▼	
Dose 5	▼	▼	▼	
Dose 6	▼	▼	▼	
Dose 7	▼	▼	▼	
Dose 8	▼	▼	▼	
Dose 9	▼	▼	▼	
Dose 10	▼	▼	▼	

Q92. Which of the following elements are included in the standard **primary prevention and awareness programming** offered to **incoming graduate students**? (Check all that apply.)

- A statement that the institution prohibits **sexual misconduct**
- Definitions of: sexual harassment, sexual exploitation, sexual assault, rape, domestic violence, dating violence, and stalking
- What behaviors constitute misconduct under the institution's policies
- On-campus options for reporting and disclosing sexual violence
- Explanation of the reporting responsibilities of campus employees, including any designations as **responsible and confidential employees**
- How to report to law enforcement
- Contact information for **confidential employees** on campus
- Contact information for the institution's **Title IX coordinator/officer**
- Summary of **Title IX's** assurance students should not face discrimination based on sex or gender
- Title IX** protections against retaliation
- Medical and mental health resources available to students
- Supportive measures** provided by your institution
- Definition of consent
- Bystander intervention** strategies for preventing victimization
- Bystander intervention** strategies for preventing perpetration
- Information on **risk reduction** strategies
- Role of alcohol and drugs in sexual violence perpetration
- Exploration of how **rape myths** and rape culture sustain violence
- Discussion of how racism, sexism, homophobia, transphobia, ableism, and immigration status can increase vulnerability to sexual violence
- Identification of barriers to reporting and seeking support faced by marginalized **survivors** (trans survivors, male survivors, survivors of color, undocumented survivors)
- Barriers to reporting and seeking support for those who work in academia

- Information on the intersection of **Title VII** and **Title IX** rights of graduate students
- What research says about how and why people perpetrate sexual violence
- None of the above

Q93. According to graduate student representatives on the **Campus Leadership Team (CLT)**, to what extent is the training for graduate students tailored to them?

- Not at all tailored
- Somewhat tailored
- Greatly tailored
- Not sure—we do not have any student representatives who are able to answer this question

Q94. With what frequency is **primary prevention and awareness programming** offered to **continuing graduate students**?

- Once per semester or more frequently
- Once a year
- Less frequently than once per year
- There is no required **primary prevention and awareness programming** required for **continuing graduate students**

Q95. Indicate what level of additional **primary prevention and awareness programming** is offered or required for each of the following groups:

	No additional programming is offered	Additional programming is offered, but not required	Additional programming is required	N/A—we do not have this type of group on campus
Fraternity members	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Sorority members	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Student group leaders	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resident assistants (or resident advisors)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Student athletes, women's varsity sports	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Student athletes, men's varsity sports	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Intramural student-athletes	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
International students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Q96. In the past academic year, did your institution host a campus-wide **primary prevention and awareness campaign** that brought attention to campus sexual violence?

- Yes
- No

Q97. Over the past academic year, which of the following is true about your institution's **primary prevention and awareness campaign**?

- All promotion of the campaign occurs at the beginning of the academic year

- Most of the campaign promotion occurs during the beginning of the academic year, with some events and promotion at other times
- Promotion of the campaign occurs consistently throughout the academic year

Q98. To what extent is the intersection of sexual violence with the following issues addressed across all your institution's **primary prevention and awareness programming** for students and **sexual violence training** for employees?

	Not at all	Somewhat	To a great extent
Sexism	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Racism	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Homophobia	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Transphobia	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Ableism	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Classism	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Nativism	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Q99. Which of the following sexual health promotion services and programs does your campus offer? (Check all that apply.)

- Free distribution of safer sex supplies (i.e., external condoms, internal condoms, lube, etc.) in health center, health promotion offices, or other location
- Low-cost safer sex supplies available on or near campus
- Dedicated sexual health library in health center, health promotion offices, or other location
- Sexual health workshops offered through residence halls
- Sexual health workshops offered to student groups
- Sex toy workshops
- Promotional campaign to encourage STI/HIV testing
- Free appointments to discuss safer sex and sexual health practices
- Referrals to local sexual health promotion organizations
- Overview of campus sexual health services provided during new student orientation
- Current and accurate sexual health information on institutional website
- Other (please specify): Supports and services are offered in alignment with Catholic teachings.
- None of the above

Q100. Indicate the extent to which your institution commemorates the following months/days of recognition:

	Not at all	Somewhat—we host a few select events	To a great extent—there is a dedicated effort
Sexual Assault Awareness Month (April)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Domestic Violence Awareness Month (October)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
National Stalking Awareness Month (January)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
National Coming Out Day (October 11th)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Transgender Day of Remembrance (November 20th)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Q101. What additional information or details do you think are important to share regarding your institution's **primary prevention and awareness programming**?

Q83 - While there is no informal resolution process for TIX matters, SLU does have an informal process for non-TIX matters. Q83 - Restorative Justice is not used to resolve TIX matters, however, Restorative Justice methods are used to resolve other matters on campus. Q84 - A method for providing training to undergraduate teaching and research assistants is in development and will be deployed August 2021. Q79 - Additional non-mandatory training opportunities are available to TIX staff throughout the entire year.

Pillar 4: Public Disclosure of Campus Violence Statistics

This section focuses on your institution's efforts to disclose violence statistics to the campus community and the public. It will cover:

- Communication with key stakeholders;
- Data collection about the institution's response and prevention efforts;
- Required disclosures via the **Clery Act**; and
- Voluntary disclosure of other sexual violence data.

*Note: Sharing outcomes of **Title IX** proceedings with stakeholders can instill confidence that the institution has a standard process for resolving cases of misconduct and takes the issue seriously. Additionally, collecting demographic data on sexual violence prevalence as well as participation in institutional misconduct proceedings can help your institution identify and potentially respond to any disparities in how students are experiencing violence and/or accessing services.*

Q102. Indicate which of the following is true about your institution's data collection procedures for each of the following:

Tip: Hover over—do not click—the underlined blue text to see examples and/or additional information.

	Data is not collected	Data is collected, but not publicized	Data is collected and publicized
Incidents of sexual violence that occur on <u>Clery geography</u>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Incidents of sexual violence that occur outside Clery geography	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Investigations conducted	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Adjudications proceedings held	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Outcomes of Title IX proceedings	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Reports resolved through informal/alternative resolution	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Q103. How long does your institution maintain confidential records related to claims of sex-based discrimination under **Title IX**?

- One year or less
- Two years
- Three years or more
- Not sure—we do not have a set policy or procedure

Q104. Thinking about how your institution collects, publicizes, and shares data on the prevalence and reporting of sexual violence, please assess the level to which data is collected and publicized at your institution, for each student demographic/identity listed below:

Note: It is important to keep in mind that for some campuses, it may not be appropriate to publicize demographic information because it may jeopardize student confidentiality.

Tip: Hover over—do not click—the blue text to see the definition of key words and phrases.

	Data is not collected	Data is collected, but not publicized	Data is collected and publicized
Race/ethnicity	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender expression	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identified intellectual and/or physical disability	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic status	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
First-generation status	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q105. Does your institution release an **Annual Security Report** each year?

- Yes
- No
- Not applicable—our institution is not subject to the **Clery Act**

Q106. Does your institution's **Annual Security Report** include three years of campus crime statistics?

- Yes
- No

Q107. Does your institution's **Annual Security Report** include information about **primary prevention and awareness programming** provided to students?

- Yes
- No

Q108. Which of the following does your institution do to facilitate access to its **Annual Security Report**? (Check all that apply.)

- Report available via institutional website in under three clicks from the campus home page
- Report available to the public at large (no institutional sign-in required)
- Email sent to campus community when the report is released
- Event held after report release to solicit feedback
- Other (please specify):
- None of the above

Q109. Does your institution's **Annual Security Report** include a list of potential sanctions for those found responsible of **sexual misconduct**?

- Yes
- No

Q110. Which of the following ways did your institution share the results of your last **campus climate survey**? (Check all that apply.)

- Results were publicly available to students, faculty, staff, parents/families, and alumni
- An email was sent to announce the results of the survey to students
- An email was sent to announce the results of the survey to faculty and staff
- The results were shared with researchers in the field
- The results were shared with state or federal government officials
- The results were published in a peer-reviewed journal
- Results were displayed using reader-friendly infographics
- Highlights of the results were published in a student newspaper
- Highlights of the results were covered by local news outlets
- We did not share the results of our last **campus climate survey** in any of these ways
- We recently administered a **campus climate survey**, and are waiting on the results
- N/A—we have never administered a **campus climate survey**

Q111. Does your institution issue **timely warnings** after a report of sexual violence?

- No—as a matter of policy, we do not issue timely warnings for reports of sexual violence
- Not sure—we have no set policy or procedure to determine when to send timely warnings
- Yes—it is our procedure to send a timely warning if it is appropriate
- Not applicable—our institution is not subject to the **Clery Act**

Q112. What tools are in place to help campus safety/security make a decision about whether it is appropriate to send a **timely warning** related to a report of **sexual misconduct**? (Check all that apply.)

- A decision-tree tool
- Clear guidelines on when a warning will be sent
- Checks and balances with other key decision makers (**Title IX**, advocacy office, etc.)
- Other (please specify):

Emergency Communications and Timely Warnings Policy

- None of the above

Q113. Do these **timely warnings** include a prevention section?

- Yes
- No

Q114. Which of the following aspects are included in the prevention section of these **timely warnings**? (Check all that apply.)

- Bystander intervention** strategies for preventing victimization
- Bystander intervention** strategies for preventing perpetration
- The importance of perpetrator accountability
- Risk reduction** strategies

None of the above

Q115. Which of the following channels are used to communicate with campus stakeholders about sexual violence? (Check all that apply.)

- Campus-wide emails
- Facebook posts
- Tweets
- Instagram posts
- Snapchat
- Flyers and/or bulletin boards around campus
- Student news outlets (newspapers, blogs, radio, etc.)
- Local community-based news outlets
- Campus radio station programming or ads
- Campus-sponsored apps
- Web portal for student account access
- None of the above

Q116. How often does your institution communicate via email or print with the following campus stakeholders?

Note: This may include: reinforcing that violence is not tolerated; promoting awareness events; commenting on local or national news stories; or reporting out on institutional initiatives.

	Never	Rarely (once per year)	Sometimes (once per semester)	Often (several times per semester)
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Parents/families	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alumni	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q117. In the past year, which of the following institutional publications have integrated goals and/or messaging about sexual violence? (Check all that apply.)

- Institutional strategic plan
- Institutional annual report
- Annual report specific to **Title IX** and/or sexual violence (separate from institutional ASR)
- Public messages (speeches, tweets, emails, letters, etc.) from the highest-ranking institutional leader (President, Chancellor, etc.)
- Alumni relations letters
- Alumni magazines
- Other (please specify):
- None of the above

Q118. What additional information or details do you think are important to share regarding your institution's disclosure of violence statistics to the campus community and the public?

Additional methods of yearly and ongoing communication forthcoming, with additional consideration given to the creation of a yearly TIX report provided to the campus community.

Pillar 5: Schoolwide Mobilization

This section will assess your institution's efforts to engage stakeholders from across campus to participate in strategies for addressing sexual violence. It will cover:

- Institutional support for student groups;
- Inclusion of students in decision-making and programming;
- Engagement with faculty, parents/families, and alumni; and
- Use of a multidisciplinary taskforce.

Q119. Indicate the extent to which the following are present on your campus:

	Not at all present	Somewhat present	Present to a great extent
Funding provided to antiviolence student groups	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Non-monetary support provided to antiviolence student groups	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Inclusion of student groups in decision-making around relevant sexual violence policies	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Co-sponsorship of events between administrative departments and student groups	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Q120. Does your campus have a formal system that allows student groups and individual students to submit feedback regarding the institution's strategy for preventing and responding to sexual violence?

- Yes
- No

Q121. Does the system for receiving feedback allow students to contribute anonymously?

- Yes
- No

Q122. Does your institution task peer educators with facilitating sexual violence **primary prevention and awareness programming**?

Note: This may include required or optional programming.

- Yes
- No

Q123. How are peer educators compensated for their work? (Check all that apply.)

- Academic credit
- Hourly wages
- Stipend pay
- Another form of recognition (housing lottery advantage, gift card, etc.)
- Peer educators are not compensated for their work

Q124. Can peer educators be compensated through federal work-study programs?

- Yes
- No

Q125. How many hours of training do peer educators receive as part of their initial training?

- 0
- 1-5
- 6-10
- 11-15
- 16-20
- 21+

Q126. How many hours of training do peer educators receive as ongoing professional development per semester of participation?

Note: Please do not include "onboarding" hours.

- 0
- 1-5
- 6-10
- 11-15
- 16-20
- 21+

Q127. Which of the following topics are covered in training for peer educators? (Check all that apply.)

- Purpose and goals of peer education
- Stages of change model (or other theoretical framework for behavior change)
- Bystander intervention** strategies for preventing victimization
- Bystander intervention** strategies for preventing perpetration
- Strategies for self-care
- Campus **Title IX** policies
- Recognizing sexual violence
- Trauma-informed strategies for responding to peers' disclosures of sexual violence
- Effective listening skills
- Effective presentation skills

- Reflection on personal identities
- Analysis of systemic oppression
- Best practices in alcohol risk reduction strategies
- Understanding mental health stigma and other barriers to treatment
- Other (please specify):
- None of the above

Q128. Over the past academic year, did your institution have a **Campus Leadership Team (CLT)** (or similar working group) in place?

- Yes
- No

Q129. In the past academic year, which of the following departments/groups were represented on the **CLT** (or similar working group)? (Check all that apply.)

Note: If you are participating in the Culture of Respect Collective, please only check departments who were represented on your CLT (or similar working group) prior to joining the Collective.

- Administration
- Alumni
- Athletics
- Board of Directors
- Campus health services
- Campus security/police
- Disability services
- Diversity and inclusion office
- General counsel
- Greek Life
- Faculty
- Health promotion/prevention
- Human Resources
- Local law enforcement
- Local agencies such as Rape Crisis Centers, hospitals, or other key service providers
- Program offices and community-specific departments (e.g., women's center, LGBTQIA+, multicultural student affairs, international students office, Black student union, etc.)
- Religious Life
- Residential Life
- Student conduct (or similar office)
- Support staff (e.g., custodians, dining services, etc.)
- Survivor advocacy
- Title IX**

Q130. Over the past academic year, how frequently did your **CLT** (or similar working group) meet?

- Twice a month or more

- Monthly
- Every other month
- Once a semester or less

Q131. In the past academic year, how effective was your **CLT** (or similar working group) in implementing improvements to your institution's sexual violence prevention efforts?

- Not effective
- Somewhat effective
- Highly effective

Q132. In the past academic year, how effective was your **CLT** (or similar working group) in implementing improvements to your institution's sexual violence response efforts?

- Not effective
- Somewhat effective
- Highly effective

Q133. Please use the space below to write any comments or notes about the effectiveness of your **CLT** (or similar working group) in implementing policy and program changes:

Our newly created Wellness Coalition is meeting monthly and bringing in other members of the campus community as needed. The Sexual Misconduct Advisory Board currently meets monthly but may merge with the Sexual Assault Prevention Team housed within the Wellness Coalition.

Q134. In the past academic year, was there student representation on your **CLT** (or similar working group)?

- Yes
- No

Q135. In the past academic year, how many student representatives served on your institution's **CLT** (or similar working group)?

5 ▼

Q136. In the past academic year, how frequently was at least one student representative in attendance at **CLT** (or similar working group) meetings?

- Never
- Rarely
- Sometimes
- Almost always

Q137. In the past academic year, how were student representatives on the **CLT** (or similar working group) compensated for their time? (Check all that apply.)

- With academic credit
- With hourly wages
- With a stipend payment
- Another form of recognition (housing lottery advantage, gift card, etc.)
- Students were not compensated for their time serving on our **CLT** (or similar working group)

Q138. Which of the following are included in the screening process for hiring new faculty and administrators? (Check all that apply.)

- Personal references
- Professional references
- Criminal background check
- Request for personnel records from previous employer
- Child or dependent adult abuse registry check
- Sex offender registry check
- Motor vehicle record check
- Confirmation of professional licenses
- Confirmation of postsecondary degrees
- None of the above

Q139. In which of the following ways does your institution engage faculty in its strategy for addressing sexual violence on campus? (Check all that apply.)

- Encourage faculty to integrate sexual violence into curricula
- Encourage faculty to participate in on-campus prevention and awareness activities
- Ask faculty to include sexual violence resources in their email signatures or course syllabi
- Have faculty serve in leadership positions in sexual violence response efforts
- Support faculty who conduct research about sexual violence prevention or treatment
- Other (please specify):

Faculty Senate involvement in policy review

- None of the above

Q140. In which of the following ways does your institution engage with parents/families in its strategy for addressing sexual violence on campus? (Select all that apply.)

- Highlighting relevant policies and programs on campus tours for potential students
- Providing policy and program information to parent/families during presentations that occur during new student orientation
- Highlighting the institution's commitment to addressing violence in promotional packets/flyers, etc. that are sent to parents/families
- Communicating with parents/families via email about institution prevention and response efforts (annually or more frequently)
- Providing information/talking points to parents and families of incoming students about consent, healthy relationships, or similar topics
- Inviting representatives from student parents/families to be involved on a **Campus Leadership Team** (or similar working group)

- Other (please specify): Parents/Families of student-athletes receive communication regarding institutional prevention and response efforts

None of the above

Q141. In which of the following ways does your institution engage with alumni in its strategy for addressing sexual violence on campus? (Select all that apply.)

- Inviting alumni representatives to serve on a **Campus Leadership Team** (or similar working group)
- Communicating with alumni via email about institution prevention and response efforts (annually or more frequently)
- Including programming about sexual violence prevention and response during alumni weekends
- Other (please specify):
- None of the above

Q142. What additional information or details do you think are important to share regarding your institution's efforts to engage stakeholders from across campus to address sexual violence?

Pillar 6: Ongoing Self-Assessment

This section will assess your institution's self-assessment of its efforts to respond to campus sexual violence. It will cover:

- Use of **campus climate surveys**, and
- Other tools for evaluation of campus efforts to respond to and prevent sexual violence.

Q143. When was the last time a **campus climate survey** was administered at your institution?

- This academic year
- The previous academic year
- Two or more years ago
- N/A—we have never administered a **campus climate survey**

Q144. With what frequency does your institution intend to conduct **campus climate surveys**?

- Yearly
- Once every two years
- Once every three years
- Less frequently than once every three years
- We intend to conduct **campus climate surveys**, but do not have an official policy or plan
- We do not intend to conduct **campus climate surveys**

Q145. For your last climate survey, what was the estimated response rate?

- Less than 10%
- 10-19%
- 20-29%
- 30-39%
- 40-49%
- 50% or more

Q146. For your last climate survey, what strategies did you use to increase participation? (Select all that apply.)

- Executed a campaign to promote the survey and its importance
- Raffle off cash or other prizes for all respondents
- Asked faculty to promote the survey to students
- Frequent email reminders/invitation to participate
- Engaged student advisors to help spread the word
- Other (please specify):
- None of the above

Q147. When was the last time your institution conducted interviews with **survivors** of sexual violence to assess services provided on campus?

- This academic year
- The previous academic year
- Two or more years ago
- We have never conducted interviews with **survivors** for that purpose

Q148. When was the last time your institution conducted interviews with **responding parties** to assess services provided on campus?

- This academic year
- The previous academic year
- Two or more years ago
- We have never conducted interviews with **responding parties** for that purpose

Q149. What method is used to evaluate the effectiveness of each of the following?

	Post-test	Pre-test and post-test	Other	None	N/A
Primary prevention and awareness programming for undergraduates	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Primary prevention and awareness programming for graduate students	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual violence training for employees	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prevention and awareness campaigns	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q150. Is there a dedicated effort on campus to evaluate the effectiveness of your institution's support services for **survivors**?

- Yes
- No

Q151. Is there a dedicated effort on campus to evaluate the effectiveness of your institution's support services for **responding parties**?

- Yes
- No

Q152. Is there a dedicated effort to evaluate the effectiveness and fairness of your institution's campus conduct and **Title IX** proceedings?

- Yes
- No

Q153. In the past two years, in which of the following areas related to campus climate has your institution completed a self-assessment instrument? (Check all that apply.)

- Mental health services and disability accommodations (e.g., Checklist from the Jed Foundation)
- Diversity and inclusion practices (e.g., NERCHE's Diversity Rubric)
- LGBTQIA+ inclusive practices (e.g., Campus Pride Index)
- Other (please specify):

Missouri College Health Behavior Survey, Missouri Assessment of College Health Behaviors, National College Health Association survey

- None of the above

Q154. Which of the following best describes how this survey was administered?

- Collaboratively by members of the **CLT** (or similar working group) during one or more in-person meetings
- Completed through a series of smaller meetings and/or conversations with key **CLT** (or similar working group) stakeholders
- Completed primarily by one campus stakeholder, with limited input from other campus stakeholders
- Other (please specify):

Q155. What additional information or details do you think are important to share regarding your institution's assessment of your efforts to respond to campus sexual violence?

Thank you for taking the time to fill out the CORE Evaluation.

Please click on the 'Submit' button to advance to the next page and review all of your answers. After you review your answers you will be able to submit your evaluation.

Location Data

Location: [\(38.499801635742, -90.464996337891\)](#)

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