

CAS Self-Assessment Guide

SEXUAL VIOLENCE-RELATED PROGRAMS AND
SERVICES
2015

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SEXUAL VIOLENCE-RELATED PROGRAMS AND SERVICES

CAS Contextual Statement

Introduction

Sexual Violence-Related Programs and Services operate under the assumption that (a) all students deserve to learn in an environment free from violence and (b) students cannot learn if they do not feel safe. College campuses are generally statistically safer than the communities in which they are located, yet sexual violence is a particular risk for the 18-24 age group (especially college women) in both the United States and Canada (DeKeseredy & Kelly, 1993; Fisher, Cullen & Turner, 2000; Krebs, Lindquist, Warner, Fisher, & Martin, 2014). Research continues to demonstrate a steady trend of college-aged individuals in the United States who have experienced sexual violence (Black et al., 2011; Centers for Disease Control and Prevention [CDC], 2012). Clearly there is a need for colleges and universities to have established Sexual Violence-Related Programs and Services, policies and protocols in order to respond to incidents of sexual violence but also to prevent and reduce the risk of its occurrence.

In the context of these standards, CAS is using the term *sexual violence* to include the following: physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the person's age or use of alcohol or other drugs, or because a disability prevents the person from having the capacity to legally consent). This includes rape, sexual assault, sexual battery, sexual abuse, and sexual coercion, and may also include incidents of sexual harassment, stalking, domestic, dating and intimate partner violence during which any of these occur but are not, in and of themselves, necessarily sexual violence. Sexual violence can be committed by institutional employees, other students, or third parties. All such acts are prohibited by federal law including Title IX, criminal law, and institutional policies, as well as by the laws in virtually all U.S. states.

In the context of these standards, CAS uses the term *survivor* to describe a person who has lived through one or more experience of sexual violence.

In the context of these standards, CAS uses the term *complainant* to describe a person who formally reports to institutional authorities that they have been the target of sexual violence; and uses the term *respondent* to describe a person who has been accused of but not yet found responsible for sexual violence.

Historical Context

Historians of sexual violence activism in the United States suggest that the call to action on college and university campuses stems from a much longer history of the rape crisis movement in the United States in the post-Civil War era (Greensite, 2009). The movement to address sexual violence on college campuses was largely in response to an increase in the number of survivors willing to report incidents on campus, not necessarily to police or senior administrators, but to student affairs professionals and academic advisors.

Sexual Violence-Related Programs and Services, begun on some college campuses in the early 1970s, were frequently associated with health care, health promotion/education or women's advocacy centers. Mostly run by forward thinking staff in these areas, along with student volunteers, those staffing these programs developed their early expertise from students' own experiences and the experiences of their friends. In those early days, the research literature to guide sexual violence response practices was scarce; it was not until Burgess and Holmstrom (1974) coined the term *rape trauma syndrome* that advocates and counselors had a meaningful theoretical framework to understand the experiences of sexual violence survivors.

At the time, campus advocates partnered with community rape crisis centers to provide needed support services and education. Those at the forefront of the movement lobbied for the first campus-based rape crisis center at the

University of Maryland in 1972, a women's studies program and rape crisis center at the University of Pennsylvania in 1973, and campus-wide prevention programs for the University of California system in 1976 (Heldman & Brown, 2014).

The 1980s brought increasing attention to the issue of campus sexual violence. Receiving media attention for the first time in 1985, *Ms. Magazine* published "Date Rape: A Campus Epidemic" which featured the groundbreaking research of Dr. Mary Koss. This three-year study of more than 7,000 students at 35 schools would challenge the misconception that rape was an act perpetrated by strangers, that the vast majority of sexual assaults were being committed by someone known to the survivors. Then, in the spring of 1987, the Santa Monica Rape Treatment Center experienced a sudden increase in the number of survivors seeking support for sexual assaults occurring on college campuses. This surge in survivors seeking support resulted in a report entitled "Sexual Assault on Campus: What Colleges Can Do" (Adams & Abarbanel, 1988) intended to assist colleges and universities in establishing effective prevention, education and assistance programs for survivors of sexual violence. As the 1980s would come to a close, Robin Warshaw published *I Never Called It Rape* (1988), a book of personal accounts from survivors around the country that confirmed Koss's research (Heldman & Brown, 2014).

By the mid-1990s many campuses began to address dating and domestic violence. Even at that time however, many institutions refrained from providing assistance or programs on domestic and dating violence because of the common misperception that this type of violence only happened in heterosexual marital relationships and not in the dating or casual context that better characterized the experiences of the general undergraduate population (Bogal-Allbritten & Allbritten, 1991). Since that time, society has developed a more complex understanding of violence in relationships with the term *intimate partner violence* (CDC, 2011) used to reference any acts of physical, psychological, emotional or economic harm, or threats of harm against a current or former partner with or without sexual intimacy between those involved, including harm against individuals in same-sex relationships.

In recent decades, misperceptions about *who* commits acts of sexual violence and in *what context* they occur still persist that promulgate stranger rape as the common scenario on campus and in the broader community (McMahon, 2011; Lisak & Miller, 2002). However, most acts of campus sexual violence are committed by individuals who are known to the survivor rather than by a stranger. Additionally, research continues to establish that the "undetected rapist" – the male who commits repeated acts of sexual violence which often go unreported - is likely responsible for the majority of campus sexual violence (Lisak & Miller, 2002; Abbey & McAuslan, 2004).

Legislation

Federal legislation, regulations and sub-regulatory guidance have influenced Sexual Violence Programs around the United States and in Canada over recent decades. The following bulleted list provides a snapshot of the various acts, guidance and other materials that have impacted the evolving climate around sexual violence on U.S. campuses:

- 1972: Congress passed into law *Title IX of the Education Amendments of 1972* (Title IX) which prohibits discrimination on the basis of sex for federally funded education programs and activities.
- 1990: The *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act* (also known as the Campus Security Act or the Clery Act), was signed into law. It required institutions of higher education to annually report certain incidents of crime to the DOE.
- 1992: The Clery Act was amended in 1992 to include the *Campus Sexual Assault Victim's Bill of Rights* that requires all colleges and universities receiving federal funding to promulgate sexual assault policies that provide victims with a set of basic rights, such as access to counseling and other services. The amendments also mandated that colleges and universities develop and offer programs specifically aimed at preventing sexual assault.

- 1994: Congress passed the *Violence Against Women Act* (VAWA), and federal funds were made available five years later through campus grants to prevent violence against women.
- 1997: OCR produced the “Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students or Third Parties” which was grounded in the legal authority that sexual harassment of students can be a form of sex discrimination covered by Title IX.
- 2001: OCR produced the “Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students or Third Parties” which served as an update to the 1997 document to reflect subsequent Supreme Court cases relating to sexual harassment in schools. In all other regards, the document remained the same, in that it reinforces that schools should recognize and respond effectively to the sexual harassment of students as a condition of receiving federal financial assistance.
- 2010: The Center for Public Integrity published a report entitled “Sexual Assault on Campus: A Frustrating Search for Justice.” The report was the culmination of a two-year study examining how institutions of higher education handled cases of sexual assault through the surveying of 152 campus crisis clinics and services, interviews with 50 former and current college student survivors, data analysis of 10 years’ worth of Title IX complaints and Clery violations filed through the DOE.
- 2011: OCR produced a “Dear Colleague Letter” which offered sub-regulatory guidance that the requirements of Title IX pertaining to sexual harassment are also applicable to sexual violence. The letter went on to discuss Title IX requirements as they relate to student-on-student sexual harassment, including sexual violence, and explained institutional responsibility to take immediate and effective steps to stop sexual violence and to take proactive efforts to prevent it from happening again.
- 2013: Congress passed the *Violence Against Women Reauthorization Act* (VAWA) which contains language from the drafted Campus SaVE Act in section 304. This legislation introduced new federal requirements for colleges and universities and resulted in a number of amendments to the Clery Act. At the same time, President Obama created a task force on campus sexual assault; Congress introduced laws which would require institutions to increase their vigilance of and services to campuses; and state leaders in Virginia and elsewhere across the country focused more resources to combat this threat.
- 2014: OCR published a frequently asked questions document which clarified their 2011 “Dear Colleague Letter.” VAWA, in which section 304 contains campus provisions, went into effect on October 1, 2014. In the Spring of this year the Office of the President released its White House “Not Alone” Web site (www.notalone.gov) aimed at supporting survivors of sexual violence on campus which contains additional non-binding guidance and support including a policy checklist, Title IX Coordinator job description, interim and support measures for survivors, and definitions of prohibited conduct to help institutions achieve success in addressing the complex issues surrounding sexual violence on campus. In the Fall the White House Task Force announced a companion public service campaign “It’s On Us” (itsonus.org) largely aimed at engaging college men, intended to change campus culture and encourage individuals to prevent sexual violence before it happens.
- 2015: By the summer of 2015, the amendments to the Clery Act, as outlined in section 304 of VAWA, went into effect and required colleges and universities to do the following: maintain statistics regarding the number of incidents of dating violence, domestic violence, sexual assault, and stalking; disclose

“unfounded” crime reports in campus annual security reports; revise the definition of rape according to the Federal Bureau of Investigation (FBI) definition; revise the categories of bias for the purposes of Clery reporting to include gender identity and to separate ethnicity and national origin; describe ongoing prevention and awareness programs and their evaluation as well as those targeting incoming students and new employees; describe each type of disciplinary proceeding, including all steps (e.g., how to file a complaint), timelines and decision-making processes; list all possible sanctions for a finding of responsibility; outline all protective and interim measures available following a report; and provide a prompt, fair, and equitable process for both the complainant(s) and respondent(s).

Canadian Context. Prior to 1983, Canadian law and legal processes significantly impacted someone’s decision to report sexual violence and to pursue legal action. The following bulleted list provides a snapshot of the various changes that have impacted the evolving climate around sexual violence on Canadian campuses:

- Until 1983, crimes of sexual assault were gender-specific; there were separate offenses for indecent assault of a male and female, as defined in the *Criminal Code*.
- In 1983 and again in 1992, the *Criminal Code* was amended to eradicate myths and stereotypes inherent in the legal process.
- The current *Criminal Code* does not distinguish between rape and sexual assault. The passage of Bill C-127 introduced a three-tier definition of sexual assault characterized by the degree of seriousness (defined by level of physical violence associated with the crime).
- In March 2015, the Ontario government released its action plan related to sexual violence and the Council of Ontario Universities (COU) released its framework for sexual violence policies and protocols.

Sexual violence is commonly believed to be the most underreported form of violence. The U.S. Department of Justice found that fewer than 5% of female college students who are sexually assaulted report the matter to school authorities or law enforcement (Karjane, Fisher, & Cullen, 2005). Research demonstrates a variety of factors that contribute to low levels of reporting. The college campus is often characterized by high levels of victimization and a pervasive cultural acceptance of rape myths which create an environment where survivors often feel disempowered and alienated, particularly in the wake of sexual violence (ACHA, 2006). Therefore, it is particularly important that campuses are transparent about identifying and training mandatory reporters and the availability of confidential campus and community-based options. Additionally, institution-wide policies, including specific written protocols for offices and departments across campus can be an effective approach to enhancing transparency and consistency as necessary for full campus community engagement. Such intentionally designed policies serve as a statement of an institution’s commitment to preventing and responding to acts of sexual violence.

While federal legislation in both the U.S. and Canada has dedicated much of its guidance to creating a climate supportive of reporting sexual violence, it also encourages campuses to employ conduct processes that ensure all parties involved in reports of sexual violence on campus are treated in an integrated and consistent manner, are treated with dignity and respect, and that prompt responsive action is taken to stop, prevent recurrence, and address the effects of sexual violence. This need for fair, prompt and equitable processes is further highlighted by a growing number of students who have filed complaints and/or sued their respective institutions for what they have deemed to be biased and ineffective campus conduct processes. Balancing the rights and responsibilities of the complainant(s), respondent(s), and the institution is challenging for campuses, particularly with regard to protecting confidentiality while also maintaining campus safety.

As a result of increased federal attention to sexual violence on college campuses in the U.S. and Canada, more and more institutions are creating new positions (e.g., Title IX Coordinator), new offices (e.g., Violence Prevention and Response), and/or programs (e.g., employee training) dedicated to the issue. Recent legislation has heightened campus attention to compliance; the CAS Sexual Violence-Related Programs and Services Standards seek to challenge institutions to approach the issue of sexual violence from a broader perspective through sustainable, community-wide, evidence-informed strategies that draws upon the rich history of those working to prevent and address sexual violence for many decades. Sexual Violence-Related Programs and Services also challenge colleges and universities to move beyond strategies that reduce the risk for victimization to a broader approach to ending sexual violence.

Prevention. All levels of prevention are necessary to stop the occurrence of sexual violence. The goal of prevention is to change the social climate so that sexual violence is not tolerated and root causes for its occurrence are eliminated. Comprehensive prevention consists of well-timed and well-executed strategies that incorporate sociopolitical analysis of the anti-rape movement, a multidimensional systematic approach to increasing awareness, and promoting healthy behaviors central to public health and safety. Prevention strategies include assessment of campus climate (including normative attitudes, perceptions and behaviors related to sexual violence); application of the current research to provide evidence-informed approaches; training students, staff and faculty to intervene appropriately and effectively; community organizing around gender equality issues; policy creation and revision to reflect gender equity; and norms clarification that support healthy, consensual relationships.

Reducing risk of victimization. Strategies for reducing the risk of victimization are the most common form of sexual violence education on campuses (O'Donohue, Yeater, & Fanetti, 2003), yet they also may inadvertently promote deeply engrained victim-blaming attitudes and perceptions. These strategies have a philosophic and programmatic focus on decreasing incidents of sexual violence through activities that focus on steps a person can take to protect themselves, what friends can do to help reduce the risk of sexual violence among their peers, and bystander intervention strategies which try to change attitudes and beliefs about sexual violence and increase the likelihood that someone will intervene in the future. It is important that these strategies are informed by the best available evaluation and evidence to minimize the risk for victim-blaming.

Reducing risk for perpetration. Strategies for reducing the risk for perpetration are also critical in preventing sexual violence. Studies have demonstrated that at least 10% of male college students have perpetrated sexual violence in the preceding year (Abbey & McAuslan, 2004; Thompson, Koss, Kingree, Goree, & Rice, 2011; White & Smith, 2004). Risk factors for perpetration, such as attitudes toward gender roles and sexual activity, peer influences and norms related to sexual activity, acceptance of rape myths and rape-supportive beliefs, and high-risk alcohol use (Harrell et al, 2009), contribute to a greater likelihood of male perpetration. Identifying and targeting these factors and particular high-risk male populations may further reduce risk for perpetration, both at the institutional level and at earlier stages of adolescent development (Kingree & Thompson, 2014; Carr & VanDeusen, 2004; Abbey & McAuslan, 2004).

Alcohol and sexual violence. The majority of sexual assaults on campus involve alcohol (Krebs et al., 2007). The *Campus Sexual Assault Study* (Krebs et al., 2007) indicates that frequency of high-risk drinking (4 or more drinks in one sitting) is positively correlated with experiences of incapacitated sexual assault since entering college. Therefore, it is critical that efforts to address high-risk alcohol use incorporate implications for sexual violence prevention for reducing the risk of both victimization and perpetration and to ensure that policies (e.g., amnesty policies), protocols (e.g., campus safety official response systems), and procedures (e.g., conduct review boards) are informed by the relationship between alcohol and sexual violence. Regardless of the circumstances, high-risk alcohol use is not an

excuse for sexual violence. Concerns also exist regarding the use of other drugs to facilitate incapacitation and sexual violence.

Summary

Although Sexual Violence-Related Programs and Services provide expertise on campus sexual violence, this work cannot be successfully undertaken without the active support and participation at all levels of the institution. Coordinated prevention and response should include campus and community-based services and resources, and should engage students, staff, faculty and administrators.

Notes

¹ CAS does not espouse specific legal and student conduct language and encourages campuses to consult state, provincial and federal law and institutional policies for clear definition of terms.

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INTRODUCTION AND INSTRUCTIONS

CAS Self-Assessment Guide

The *Self-Assessment Guides* (SAG) translate functional area CAS standards and guidelines into tools for conducting self-study. Educators can use this SAG to gain informed perspectives on the strengths and deficiencies of their programs and services as well as to plan for improvements. Grounded in the reflective, self-regulation approach to quality assurance in higher education endorsed by CAS, this SAG provides institutional, divisional, departmental, and unit leaders with a tool to assess programs and services using currently accepted standards of practice.

The *Introduction* outlines the self-assessment process, describes how to complete a programmatic self-study, and is organized into three sections:

- I. Self-Assessment Guide Organization and Process
- II. Rating Examples
- III. Formulating an Action Plan, Preparing a Report, and Closing the Loop

The introduction is followed by the *Self-Assessment Worksheet*, which presents the CAS standards for the functional area and incorporates a series of criterion measures for rating purposes.

I. Self-Assessment Guide and Process

CAS developed and has incorporated a number of common criteria that have relevance for each and every functional area, no matter what its primary focus. These common criteria are referred to as “General Standards,” which form the core of all functional area standards. CAS standards and guidelines are organized into 12 components, and the SAG workbook corresponds with the same sections:

- | | |
|-------------------------------------|---|
| Part 1. Mission | Part 7. Diversity, Equity, and Access |
| Part 2. Program | Part 8. Internal and External Relations |
| Part 3. Organization and Leadership | Part 9. Financial Resources |
| Part 4. Human Resources | Part 10. Technology |
| Part 5. Ethics | Part 11. Facilities and Equipment |
| Part 6. Law, Policy, and Governance | Part 12. Assessment |

For each set of standards and guidelines, CAS provides a Self-Assessment Guide (SAG) that includes a recommended comprehensive self-study process for program evaluation. Seven basic steps to using a SAG are suggested for implementing a functional area self-study. The following self-study process is recommended.

<p style="text-align: center;">1. Plan the Process</p> <p>Map out steps for process, develop timeline, build buy-in with all stakeholders, and explicitly identify desired outcomes of the self-study</p>	<p style="text-align: center;">5. Develop an Action Plan</p> <p>Identify discrepancies, corrective action, and recommended steps (e.g., identify strengths, weaknesses, recommendations, benchmarks for achievement, resources, timeframe, and responsible individuals)</p>
<p style="text-align: center;">2. Assemble and Educate the Self-Assessment Team</p> <p>Determine who should be on the team and how to educate the team about the self-study process</p>	<p style="text-align: center;">6. Prepare a Report</p> <p>Identify audience for report(s); describe the self-study process, evidence gathering, rating process, and evaluations; summarize strengths and weaknesses; describe the action plan; and draft an executive summary</p>
<p style="text-align: center;">3. Identify, Collect, and Review Evidence</p>	<p style="text-align: center;">7. Close the Loop</p>

Define what constitutes evidence; then gather, collect, manage, and review evidence	Put action plans into practice; work to navigate politics and secure resources; identify barriers to overcome; and build buy-in to the program review results
4. Conduct and Interpret Ratings Using Evaluative Evidence Clarify team’s rating criteria; employ a process for rating [small group, individual, staff]; negotiate rating differences; and manage group ratings	

The first four steps in conducting self-assessment will lead you through planning your process, preparing your team, gathering evidence, and assigning ratings to the criterion measures.

- A. Plan the self-study process
- B. Assemble and educate self-study team(s)
- C. Identify, collect, and review documentary evidence
- D. Conduct ratings using evaluative evidence

Step A: Plan the Self-Study Process

Prior to beginning a program review, division and functional area leaders need to determine the area (or areas) to be evaluated and the reasons for the project. This may be dictated by institutional program review cycles or planning for accreditation processes, or it may result from internal divisional goals and needs. Explicitly identifying desired outcomes and key audiences for a self-study will help leaders facilitate a process that makes the most sense for the project.

Critical first phases of a program review include mapping out the planned steps for a program review and developing timelines. Leaders will also want to build buy-in with stakeholders of the functional area. In the initial planning stage of the self-study process it is desirable to involve the full functional area staff, including support staff members, knowledgeable students, and faculty members when feasible. This approach provides opportunity for shared ownership in the evaluation.

Step B: Assemble and Educate the Self-Assessment Review Team

The second step is to identify an individual to coordinate the self-assessment process. CAS recommends that the coordinator be someone other than the leader of the unit under review; this facilitates honest critique by the review team and enhances credibility of the final report. Once a leader is designated, members of the institutional community [e.g., professional staff members, faculty members, students] need to be identified and invited to participate. Whether a sole functional area or a full division is to be reviewed, the self-study team will be strengthened by the inclusion of members from outside the area(s) undergoing review.

In preparing the team for the self-study, it is imperative to train the team on the CAS standards, as well as self-assessment concepts and principles. CAS standards and guidelines are formulated by representatives of 41 higher education professional associations concerned with student learning and development. The CAS standards represent essential practices; the CAS guidelines, on the other hand, are suggestions for practice and serve to elaborate and amplify standards through the use of suggestions, descriptions, and examples. Guidelines can often be employed to enhance program practice. Following a long-standing CAS precedent, the functional area standards and guidelines—presented as an appendix to the self-assessment instrument—are formatted so that standards (i.e., essentials of quality practice) are printed in bold type. Guidelines, which complement the standards, are printed in light-face type. Standards use the auxiliary verbs “must” and “shall” while guidelines use “should” and “may.”

In this self-assessment instrument, the CAS standards have been translated into criterion measures and grouped into subcategories for rating purposes. The criterion measures are not designed to focus on discrete ideas; rather, the measures are designed to capture the major ideas and elements reflected in the standards. For each of the 12 component parts, team members will rate clusters of criterion measures. If the assessment team decides to incorporate one or more of the guidelines into the review process, each guideline can be similarly translated into a measurable statement to facilitate rating.

As a group, the review team should examine the standards carefully and read through the entire self-assessment guide before beginning to assign ratings. It may be desirable for the team, in collaboration with the full staff, to discuss the meaning of each standard. Through this method, differing interpretations can be examined and agreement generally reached about how the standard will be interpreted for purposes of the self-assessment.

Step C: Identify, Collect, and Review Documentary Evidence

Collecting and documenting evidence of program effectiveness is an important step in the assessment process. No self-assessment is complete without relevant data and related documentation being used. It is good practice for programs to collect and file relevant data routinely, which can then be used to document program effectiveness over time. Available documentation should be assembled by the unit under review and provided to the review team at the outset of the study. The team may request additional information as needed as the review is conducted.

Documentary evidence often used to support evaluative judgments includes:

- *Student Recruitment and Marketing Materials*: brochures and other sources of information about the program, participation policies and procedures, and reports about program results and participant evaluations
- *Program Documents*: mission statements, catalogs, brochures and other related materials, staff and student manuals, policy and procedure statements, evaluation and periodic reports, contracts, and staff memos
- *Institutional Administrative Documents*: statements about program purpose and philosophy relative to other educational programs, organizational charts, financial resource statements, student and staff profiles, and assessment reports
- *Research, Assessment, and Evaluation Data*: needs assessments, follow-up studies, program evaluations, outcome measures and methodologies, and previous self-study reports
- *Staff Activity Reports*: annual reports; staff member vitae; service to departments, colleges, university, and other agencies; evidence of effectiveness; scholarship activities, and contributions to the profession
- *Student Activity Reports*: developmental transcripts, portfolios, and other evidence of student contributions to the institution, community, and professional organizations; reports of special student accomplishments; and employer reports on student employment experiences

In the SAG, each section provides recommended evidence and documentation that should be collected and compiled prior to conducting ratings. The evidence collected is likely applicable across numerous sections.

Raters can best make judgments about the program expectations articulated in the standards when they have a variety of evidence available. Multiple forms of evidence should be reviewed and reported in the narrative section of the SAG worksheets. Through the rating process, a self-study team may identify a need to obtain additional

information or documentation before proceeding, in order to lend substance to judgments about a given assessment criterion. Evidence and documentation should be appended and referenced in the final self-assessment report.

Step D: Conduct and Interpret Ratings Using Evaluative Evidence

When the program review team has gathered and reviewed necessary evidence, they will be able to assign and interpret ratings to individual criterion measures, following three steps.

- 1) Rate Criterion Measures
 - a) Team members individually rate criterion measures based on their understanding of the evidence.
 - b) Team discusses and assigns collective ratings for criterion measures.

- 2) Provide Narrative Rationale
 - a) Document the reasoning and evidence for the rating assigned to each subsection, in the space provided for *Rationale*.
 - b) Explain what evidence has been collected and reviewed to support individual and/or team ratings and judgments.
 - c) Provide information for follow-up and relevant details about ratings (e.g., if *Partly Meets* is assigned as a rating, what aspects of the program or service do and do not meet which standards statements).

- 3) Answer Overview Questions (In the Instrument)
 - a) Respond, in writing in the space provided, to the *Overview Questions* that immediately follow the rating section of each of the 12 components.
 - b) Use answers to the *Overview Questions*, which are designed to stimulate summary thinking about overarching issues, to facilitate interpretation of the ratings and development of the self-study report.

Assessment criterion measures are used to judge how well areas under review meet CAS standards. These criterion measures are designed to be evaluated using a 4-point rating scale. In addition to the numerical rating options, *Does Not Apply* (DNA) and *Insufficient Evidence/Unable to Rate* (IE) ratings are provided. This rating scale is designed to estimate broadly the extent to which a given practice has been performed.

CAS CRITERION MEASURE RATING SCALE

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

Under rare circumstances, it may be determined that a criterion measure used to judge the standard is not applicable for the particular program (e.g., a single sex or other unique institution that cannot meet a criterion measure for that reason). In such instances, raters may use a DNA rating and, in the self-study report, describe their rationale for excluding the practice in the criterion measure. The IE response can be used when relevant data are unavailable to support a judgment. When either the DNA or the IE ratings are used, an explanatory note should be provided in the report. Items rated with 0 should generate careful group consideration and appropriate follow-up action.

Program leaders may wish to incorporate additional criterion measures, such as selected CAS guidelines or other rating scales, into the procedures before the self-assessment process begins. Such practice is encouraged, and the SAG instrument can be amended to incorporate additional criterion measures for judging the program. In such instances, additional pages to accommodate the additional criterion measures may be required.

Whatever procedures are used to arrive at judgments, deliberate discussions should occur about how to initiate the rating process and select the optimal rating strategy. In such discussions, it is expected that disagreements among team members will occur and that resulting clarifications will inform all participants. It is important that the team achieve consensual resolution of such differences before proceeding with individual ratings.

CAS suggests a two-tiered (individual and group) judgment approach for determining the extent to which the program meets the CAS standard. First, the self-assessment team members (and functional area staff members, if desired) individually should rate the clusters of criterion measures using separate copies of the CAS Self-Assessment Guide. In addition, they will need to document their reasoning and evidence for the rating assigned to each subsection in the space provided for *Rationale*. This individualized rating procedure is then followed by a collective review and analysis of the individual ratings.

The individual ratings should be reviewed, discussed, and translated into a collective rating by the team; then the team is ready to move to the interpretation phase of the self-assessment. Interpretation typically incorporates discussion among team members to assure that all aspects of the program were given fair and impartial consideration prior to a final collective judgment. At this point, persistent disagreements over performance ratings may call for additional data collection.

After the team review is completed, a meeting with relevant administrators, staff members, and student leaders should be scheduled for a general review of the self-assessment results. The next step, including discussion of alternative approaches that might be used to strengthen and enhance the program, is to generate steps and activities to be incorporated into an action plan. This step is best done by the unit staff, informed by the results of the review and, when feasible, in consultation with the review team. The Work Forms will guide this process.

II. Rating Examples

Rating Standard Criterion Measures

All CAS standards, printed in bold type, are viewed as being essential to a sound and relevant program or service that contributes to student learning and development. Many of the statements contained in CAS standards incorporate multiple criteria that have been grouped for rating purposes. Consequently, raters may need to judge several standards statements through a single criterion measure. Using the “Ethics” standards as an example, the following illustrates how criterion measures are grouped into subcategories for rating.

Part 5. ETHICS					
Suggested Evidence and Documentation:					
1. Program code or statement of ethics					
2. Ethics statements from relevant functional area professional associations					
3. Personnel policies, procedures and/or handbook					
4. Student code of conduct					
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)					
6. Minutes from meetings during which staff reviewed and discussed ethics					
Criterion Measures:					
DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds
<input type="checkbox"/> 5.1 Ethical Standards <ul style="list-style-type: none"> Programs and services review applicable professional ethical standards and adopt or develop and implement appropriate statements of ethical practice. Programs and services publish and adhere to statements of ethical practice, ensure their periodic review, and orient new personnel to relevant statements of ethical practice and related institutional policies. <p><i>Rationale:</i></p>					
<input type="checkbox"/> 5.2 Statement of Ethical Standards <ul style="list-style-type: none"> Statements of ethical standards specify that programs and services personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws. 					

Using Guidelines to Make Judgments about the Program

As discussed above, program leaders may wish to include selected *CAS Guidelines* to be rated along with the standards. To accomplish this, criterion measure statements must be written for the guidelines selected. The self-study team can readily create statements to be judged as part of the rating process. Programs generally considered in compliance with the standards especially can benefit by using guidelines because guidelines typically call for enhanced program quality.

Not all programs under review will incorporate guidelines to be rated as part of their self-studies. Even though the guidelines are optional for rating purposes, raters are strongly encouraged to read and review them as part of the training process. When *CAS Guidelines* or other criterion measures are rated, they should be treated as if they were standards.

III. Formulating an Action Plan, Preparing a Report, and Closing the Loop

The final three steps in the self-assessment process help a review team and unit plan for and take action using the information garnered through the review of documentary evidence and rating process.

Step E: Formulating an Action Plan

Typically, the assessment process will identify areas where the program is not in compliance with the standards. Action planning designed to overcome program shortcomings and provide program enhancements must then occur. Following is an outline of recommended steps for establishing a comprehensive plan of action using the CAS self-assessment work forms. Space is provided in the SAG for recording relevant information.

- 1) Resolve Rating Discrepancies (Work Form A)
 - a) Identify criterion statements for which there is a substantial rating discrepancy.
 - b) Discuss these items and come to a resolution or final decision. Note any measures where consensus could not be reached.
- 2) Identify Areas of Program Strength (Work Form B)
 - a) Identify criterion measure ratings where *strength* in performance or accomplishment was noted (i.e., program exceeds criterion with a rating of 4).
- 3) Identify Areas for Improvement (Work Form B)
 - a) Identify criterion measures where program weaknesses (i.e., program shortcomings that fail to meet criterion measures, and received a rating of 0 or 1) were noted.
- 4) Recommend Areas for Unit Action (Work Form C)
 - a) Note items that need follow-up action for improvement and indicate what requires action.
 - b) This is the last form to be completed by the review team.
- 5) Prepare the Action Plan (Work Form D)
 - a) This step should be completed by the unit being reviewed.
 - b) Use the items requiring attention listed in Work Form C to formulate a brief action plan. The focus and intended outcomes of the next steps to be taken should be identified.
- 6) Write Program Action Plan (Work Form E)
 - a) List each specific action identified in the self-study that would enhance and strengthen services.
 - b) Determine the actions needed to improve for each practice.
 - c) Identify responsible parties to complete the action steps.
 - d) Set dates by which specific actions are to be completed.
- 7) Prepare Report
 - a) Prepare a comprehensive action plan for implementing program changes.
 - b) Identify resources (i.e., human, fiscal, physical) that are essential to program enhancement.
 - c) Set tentative start-up date for initiating a subsequent self-study.

Step F: Preparing a Report

To complete the process, a summary document should be produced that (a) explains the mission, purpose, and philosophy of the program; (b) reviews the outcome of the assessment; and (c) recommends specific plans for action.

In addition, depending on the report's audience, describe the process, evidence gathering, ratings, and evaluations, and summarize strengths and weaknesses.

Step G: Closing the Loop

Finally, to close the loop on a program's self-study process, functional area staff members must implement the recommended changes to enhance the quality of their program. In this final step, the staff endeavors to put action plans into practice. In some cases, there will be institutional politics to be navigated; continued support from functional area leaders remains essential. Staff members will want to work collectively to secure resources, identify barriers to implementation, and build stakeholder buy-in to the results. CAS recommends that closing the loop on a self-study process be integrated into regular staff meetings, individual supervision, trainings, and annual reports. A key to successfully using program review in post-secondary student services is weaving the entire process, from planning through taking action, into the fabric of the functional area, departmental, and divisional culture.

SEXUAL VIOLENCE-RELATED PROGRAMS AND SERVICES

CAS Self-Assessment Guide

Part 1: MISSION

Suggested Evidence and Documentation:

1. Current mission statement, brief description of how it was developed, and date of last review
2. Additional goals, values, and statements of purpose
3. Description and copies (if applicable) of where mission statement is disseminated (e.g., included in operating and personnel policies, procedures and/or handbook, hanging in office common space, on website, in strategic plan, and other promotional materials)
4. Institutional/divisional mission statements (e.g., map program mission to broader mission statements)
5. Any additional professional standards aligned with program/service (e.g., standards promoted by functional area organizations)
6. Institutional demographics, description of student population served, and information about community setting

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

1.1 Program Mission and Goals

- The mission of Sexual Violence-Related Programs and Services (SV-RPS) is to end sexual violence on campus and to engage the campus community in creating a safe, supportive, and responsive environment for all members affected when sexual violence occurs.
- SV-RPS addresses the needs and experiences of individuals across all social and personal identities.
- SV-RPS employs supportive and survivor-centered care that avoids victim-blaming attitudes, practices, and beliefs.

Rationale:

1.2 Mission Implementation and Review

- SV-RPS develops, disseminates, implements, and regularly reviews its mission.
- SV-RPS provides, directly or through collaboration, a range of crisis intervention, advocacy, education, training, and prevention programs and services that meet the needs of the institutions and individuals they serve including survivors, complainants, respondents, and all members of the campus community.
- SV-RPS provides information and resources to survivors about the broad range of options available to them, including but not limited to, pursuing action in the criminal justice system; pursuing action through the code of conduct; obtaining emergency and follow-up health care; accessing counseling services; and receiving advocacy assistance with living, work, and academic concerns.
- SV-RPS provides and/or facilitates access to the range of available services as a way of supporting the choices made by the survivor regardless of whether the survivor chooses to seek disciplinary and/or legal action.
- SV-RPS provides services to respondents to assure compliance with laws regarding equal treatment of both the complainant and respondent.

- SV-RPS educates the institutional community on issues of sexual violence and current campus climate.

Rationale:

1.3 Mission Statement

- The mission statement is consistent with that of the institution and with professional standards; is appropriate for student populations and community settings; and references learning and development.

Rationale:

Overview Questions:

1. How does the mission embrace student learning and development?
2. In what ways does SV-RPS mission complement the mission of the institution?
3. To what extent is the mission used to guide practice?

Part 2: PROGRAM

Suggested Evidence and Documentation:

1. Program student learning and development outcomes, and brief description of how they were developed
2. List of current collaborations across the institution that facilitate student learning and development
3. Map of program activities and ways they connect to student learning and development outcomes
4. Map or report of outcome assessment activities, including results
5. Strategic plans program design and enhancement
6. Specifications or requirements (if applicable)

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

2.1 Program Contribution to Student Learning and Development

- Sexual Violence-Related Programs and Services (SV-RPS) contributes to students' formal education (the curriculum and co-curriculum), learning, and development.
- SV-RPS contributes to students' progression toward and timely completion of educational goals and preparation for their careers, citizenship, and lives.
- SV-RPS identifies relevant and desirable student learning and development outcomes that align with the CAS Learning and Development Outcomes and related domains and dimensions.

Rationale:

2.2 Assessment of Learning and Development

- SV-RPS engages in outcomes assessment, documents evidence of its impact, and articulates the role it plays in student learning and success.
- SV-RPS uses evidence to create strategies for improvement of programs.

Rationale:

2.3 Program Design

- SV-RPS bases its work on intentional student learning and development outcomes.
- SV-RPS reflects developmental and demographic profiles of the student population and responds to needs of individuals, populations with distinct needs, and relevant constituencies.
- SV-RPS is delivered using multiple formats, strategies, and contexts and is designed to provide universal access.
- Comprehensive training on issues related to sexual violence, including but not limited to sexual assault, dating violence, domestic violence, intimate partner violence, stalking, and sexual harassment is available to all members of the campus community with special attention to the training needs of staff in roles most likely to interact with survivors, complainants and respondents.

Rationale:

2.4 Collaboration

- SV-RPS collaborates with others across the institution in ways that benefit students.
- In collaboration with faculty, staff, and students, SV-RPS implements policies regarding sexual violence that serve as a statement of the institution's commitment to preventing and responding to acts of sexual violence, monitors the use and enforcement of these policies, and obtains institutional support for SV-RPS during the creation and enforcement of these policies.

Rationale:

2.5 Policies and Protocols

- Policies are widely communicated in a variety of methods to staff members, faculty members, and students.
- SV-RPS determines protocols for response and support.
- Training covers policies and protocols as well as information about the nature of these crimes, legal responsibilities of individuals and groups, and other important elements of prevention.

Rationale:

2.6 Services and Support

- SV-RPS offers services to all students.
- Services are provided without concern for whether a person seeks legal or student conduct intervention.
- SV-RPS promises confidentiality only if it can be guaranteed.
- SV-RPS informs all individuals of their rights, including complainants and respondents, and ensures that they have all the information needed to make informed decisions about what is right for them.
- SV-RPS provides access to emergency support at all times (including non-business hours), and referrals to counseling and other key services to survivors, complainants and respondents.
- SV-RPS provides direct training, in-service programs, and updates about changes to policy and law on a regular basis.

Rationale:

Overview Questions:

1. What are the most significant student learning and development outcomes of SV-RPS?
2. What difference does SV-RPS make for students who engage with it?
3. What is the demonstrated impact of SV-RPS on student learning, development, and success?
4. How has collaboration in program development and delivery affected its impact or outcomes?
5. What changes or adjustments have been made as a result of assessment activities?

Part 3: ORGANIZATION AND LEADERSHIP

Suggested Evidence and Documentation:

1. Program goals and outcomes
2. Operating policies, procedures and/or handbook
3. Personnel and student handbook(s), policies and procedures, and organizational chart(s)
4. Personnel position descriptions, expectations, and performance review templates
5. Periodic reports, contracts, and personnel memos
6. Annual reports by program leaders
7. Program leader resumes, including additional professional involvement
8. Strategic and operating plans
9. Needs assessment of program constituents
10. Report of professional development activities

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

3.1 Organization Documents

- Sexual Violence-Related Programs and Services (SV-RPS) has clearly stated and current goals and outcomes, policies and procedures, descriptions of personnel responsibilities and expectations, and clear organizational charts.

Rationale:

3.2 Actions of Leaders

- Leaders model ethical behavior and institutional citizenship.
- SV-RPS leaders model a fair and balanced approach when responding to incidents of sexual violence
- SV-RPS leaders promote cooperation from other units in providing services for complainants and respondents (e.g., law enforcement and counseling services).
- SV-RPS leaders work with other departments to send a message that sexual violence of any kind is not acceptable.
- Leaders with organizational authority provide strategic planning, management and supervision, and program advancement.

Rationale:



3.3 Strategic Planning

- SV-RPS leaders articulate a vision and mission, as well as set goals and objectives based on the needs of populations served, intended student learning and development outcomes, and program outcomes.
- SV-RPS leaders facilitate continuous development, implementation, and assessment of effectiveness and goal attainment congruent with institutional mission and strategic plans.
- SV-RPS leaders promote environments that provide meaningful opportunities for student learning, development, and engagement.
- SV-RPS leaders develop, adapt, and improve programs and services for populations served and institutional priorities.
- SV-RPS leaders include diverse perspectives to inform decision making.

Rationale:



3.4 Management

- SV-RPS leaders plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources.
- SV-RPS leaders manage human resource processes including recruitment, selection, performance planning, and succession planning.
- SV-RPS leaders use evidence to inform decisions, incorporate sustainability practices, understand and integrate appropriate technologies, and are knowledgeable about relevant codes and laws.
- SV-RPS leaders assess and take action to mitigate potential risks.

Rationale:



3.5 Supervision

- SV-RPS leaders manage human resource processes including professional development, supervision, evaluation, recognition, and reward.
- SV-RPS leaders empower personnel to become effective leaders and to contribute to the effectiveness and success of the unit.
- SV-RPS leaders encourage and support collaboration across the institution and scholarly contributions to the profession.
- SV-RPS leaders identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement.

Rationale:



3.6 Program Advancement

- SV-RPS leaders advocate for and actively promote the mission and goals of the programs and services.
- SV-RPS leaders encourage campus administration to be a critical voice concerning sexual violence, and to advocate for fair and balanced policies and processes for complainant(s) and respondent(s)
- SV-RPS leaders inform stakeholders about issues affecting practice.
- SV-RPS leaders facilitate processes to reach consensus where wide support is needed.

- SV-RPS leaders advocate for representation in strategic planning initiatives at divisional and institutional levels.

Rationale:

Overview Questions:

1. Explain the extent to which SV-RPS leader(s) are viewed as and held responsible for advancing the departmental mission.
2. Explain the opportunities and limitations present for SV-RPS leader(s) as they seek to fulfill SV-RPS mission.
3. How do SV-RPS leaders advance the organization?
4. How do SV-RPS leaders encourage collaboration across the institution?
5. How are SV-RPS leaders accountable for their performance?
6. How have SV-RPS leaders empowered personnel and engaged stakeholders?

Part 4: HUMAN RESOURCES

Suggested Evidence and Documentation:

1. Program mission, goals, and outcomes
2. Operating policy and procedure manuals/statements for program and institution
3. Organizational chart(s)
4. Personnel handbook, position descriptions (including student employees, volunteers, and graduate students), expectations, and performance review templates
5. Annual reports, including data on student utilization and staff-to-student ratios
6. Association or benchmark reports on operations and staffing
7. Student and staff personnel profiles or resumes, including demographic characteristics, educational background, and previous experience
8. Reports on personnel, including student employees and volunteers, employment experiences
9. Training agendas and schedules
10. Statement of staffing philosophy
11. Professional development activities
12. Minutes from staff meetings at which human resources related standards were discussed and addressed

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

- 4.1 Adequate Staffing and Support
- Sexual Violence-Related Programs and Services (SV-RPS) is staffed adequately to accomplish mission and goals.
 - SV-RPS has access to technical and support personnel adequate to accomplish the mission.

Rationale:

- 4.2 Recruitment, Supervision, and Professional Development
- SV-RPS establishes procedures and expectations for personnel recruitment and selection, training, supervision, performance, and evaluation.

- SV-RPS provides personnel access to education and professional development opportunities to improve their competence, skills, and leadership capacity.
- SV-RPS considers work/life options available to personnel to promote recruitment and retention.

Rationale:



4.3 Employment Practices

- Administrators of SV-RPS maintain personnel position descriptions, implement recruitment and hiring strategies that produce an inclusive workforce, and develop promotion practices that are fair, inclusive, proactive, and non-discriminatory.
- Personnel responsible for delivery of programs and services have written performance goals, objectives, and outcomes for each year's performance cycle to be used to plan, review, and evaluate work and performance and update them regularly.
- Results of individual personnel evaluations are used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of programs and services.

Rationale:



4.4 Personnel Training

- Personnel, including student employees and volunteers, receive appropriate and thorough training when hired and throughout their employment.
- Personnel have access to resources or receive specific training on institutional and governmental policies; procedures and laws pertaining to functions or activities they support; privacy and confidentiality; access to student records; sensitive institutional information; ethical and legal uses of technology; and technology used to store or access student records and institutional data.
- Training is available for faculty, staff and students regarding mandatory reporting requirements and what is considered a confidential role.
- Personnel are trained on how and when to refer those in need of additional assistance to qualified personnel.
- Personnel are trained on systems and technologies necessary to perform their assigned responsibilities.
- Personnel engage in continuing professional development activities to keep abreast of research, theories, legislation, policies, and developments that affect programs and services.
- Administrators ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response, including identification of threatening conduct or behavior, and incorporate a system for responding to and reporting such behaviors.
- Personnel are knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

Rationale:



4.5 Professional Personnel

- Professional personnel either hold an earned graduate or professional degree in a field relevant to their position or possess an appropriate confirmation of educational credentials and related work experience.

- Licensed professional counselors and pastoral counselors are exempt reporters and therefore have statutory and ethical responsibilities regarding non-disclosure of sexual violence in the performance of their job-related duties. Training is available for persons who fall into categories where confidentiality is expected or required by state or provincial law.

Rationale:

4.6 Interns and Graduate Assistants

- Degree- or credential-seeking interns or graduate assistants are qualified by enrollment in an appropriate field of study and by relevant experience.
- Degree- or credential-seeking interns or graduate assistants are trained and supervised by professional personnel who possess applicable educational credentials and work experience, have supervisory experience and are cognizant of the dual roles of interns and graduate assistants as students and employees.
- Supervisors of interns or graduate assistants adhere to parameters of students' job descriptions, articulate intended learning outcomes in student job descriptions, adhere to agreed-upon work hours and schedules, and offer flexible scheduling when circumstances necessitate.
- Supervisors and students both agree to suitable compensation if circumstances necessitate additional hours.

Rationale:

4.7 Student Employees and Volunteers

- Student employees and volunteers are carefully selected, trained, supervised, and evaluated; have access to a supervisor; and are provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

Rationale:

Overview Questions:

1. In what ways are personnel qualifications examined, performance evaluated, and personnel recognized for exemplary performance?
2. How are professional development efforts designed, how do they support achievement of SV-RPS mission, and how do they prepare and educate staff on relevant information?
3. How has the staffing model been developed to ensure successful program operations?
4. Describe SV-RPS philosophy toward engaging graduate interns and assistants, and student employees and volunteers in SV-RPS human resource pool.

Part 5: ETHICS

Suggested Evidence and Documentation:

1. Program code or statement of ethics
2. Ethics statements from relevant functional area professional associations
3. Personnel policies, procedures and/or handbook
4. Student code of conduct
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)
6. Minutes from meetings during which staff reviewed and discussed ethics

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

5.1 Ethical Standards

- Sexual Violence-Related Programs and Services (SV-RPS) reviews applicable professional ethical standards and adopts or develops and implements appropriate statements of ethical practice.
- SV-RPS publishes and adheres to statements of ethical practice, ensures their periodic review, and orients new personnel to relevant statements of ethical practice and related institutional policies.

Rationale:

5.2 Statement of Ethical Standards

- Statements of ethical standards specify that SV-RPS personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws.
- Statements of ethical standards specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities.
- Statements of ethical standards address conflicts of interest, or appearance thereof, by personnel in the performance of their work and reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others.
- Statements of ethical standards reference management of institutional funds, appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, students' rights and responsibilities, and issues surrounding scholarly integrity.
- Statements of ethical standards include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior.

Rationale:

5.3 Ethical Obligations

- SV-RPS personnel employ ethical decision making in the performance of their duties.
- SV-RPS personnel inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.
- SV-RPS personnel recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.
- SV-RPS personnel perform their duties within the scope of their position, training, expertise, and competence and make referrals when issues presented exceed the scope of the position.

Rationale:

Overview Questions:

1. What is SV-RPS's strategy for managing student and personnel confidentiality and privacy issues?
2. How are ethical dilemmas and conflicts of interest identified and addressed?
3. How are ethics incorporated into the daily management and decision-making processes of SV-RPS?

Part 6: LAW, POLICY, AND GOVERNANCE

Suggested Evidence and Documentation:

1. Emergency procedures
2. Operating policies and procedures
3. Personnel policies, procedures and/or handbook
4. Institutional codes of conduct
5. Contracts
6. Copies of related laws and legal obligations
7. Resources of professional liability insurance

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

6.1 Legal Obligations and Responsibilities

- Sexual Violence-Related Programs and Services (SV-RPS) is in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.
- SV-RPS has access to legal advice needed for personnel to carry out their assigned responsibilities.
- SV-RPS informs personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.
- SV-RPS informs personnel about professional liability insurance options and refers them to external sources if the institution does not provide coverage.
- SV-RPS staff is knowledgeable about changes in relevant laws and practices.

Rationale:

6.2 Policies and Procedures

- SV-RPS has written policies and procedures on operations, transactions, or tasks that have legal implications.
- SV-RPS regularly reviews policies that are informed by best practices, available evidence, and policy issues in higher education.
- SV-RPS has procedures, systems and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations and disseminates timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.
- SV-RPS determines policies for disclosure of incidents to family members and other individuals in accordance with relevant laws and practices.

Rationale:

6.3 Harassment and Hostile Environments

- SV-RPS personnel neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

Rationale:

- 6.4 Copyright Compliance
- SV-RPS purchases or obtains permission to use copyrighted materials and instruments and includes appropriate citations on materials and instruments.

Rationale:

- 6.5 Governance
- SV-RPS informs personnel about internal and external governance organizations that affect programs and services.

Rationale:

Overview Questions:

- What are the crucial legal, policy and, governance issues faced by SV-RPS, and how are they addressed?
- How are personnel instructed, advised, or assisted with legal, policy, and governance concerns?
- How are personnel informed about internal and external governance systems?

Part 7: DIVERSITY, EQUITY, AND ACCESS

Suggested Evidence and Documentation:

- Diversity statements
- Goals and objectives related to diversity, equity, and access
- Training plans and agendas for personnel
- Lists of programs and curriculums related to diversity, equity, and access
- Personnel policies, procedures, and/or handbook (specifically statements against harassment or discrimination)
- Facilities audit
- Assessment results such as participation rates, demographics, campus climate, and student needs

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

- 7.1 Inclusive Work Environments
- Sexual Violence-Related Programs and Services (SV-RPS) creates and maintains educational work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.
 - SV-RPS does not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any other basis included in institutional policies and codes and laws.

Rationale:

- 7.2 Structural Aspects of Equity, Access, and Inclusion

- SV-RPS ensures physical, program, and resource access for all constituents; modifies or removes policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities; and ensures that when facilities and structures cannot be modified, they do not impede access.
- SV-RPS responds to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources.
- SV-RPS recognizes the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources.

Rationale:

7.3 Ensuring Diversity, Equity, and Access

- SV-RPS advocates for sensitivity to multicultural and social justice concerns by the institution and its personnel.
- SV-RPS establishes goals for diversity, equity, and access; fosters communication and practices that enhance understanding of identity, culture, self-expression, and heritage; and promotes respect for commonalities and differences among people within their historical and cultural contexts.
- SV-RPS addresses the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.
- SV-RPS provides personnel with diversity, equity, and access training and holds personnel accountable for applying the training to their work.
- SV-RPS provides services to individuals of all identities and addresses culturally-specific needs.

Rationale:

Overview Questions:

1. How does SV-RPS ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment?
2. How does SV-RPS address imbalance in participation among selected populations of students?
3. How does SV-RPS address imbalance in staffing patterns among selected populations of program personnel?
4. How does SV-RPS ensure cultural competence of its personnel to ensure inclusion in the program?
5. How does SV-RPS encourage and provide opportunities for ongoing professional development for its personnel?

Part 8: INTERNAL AND EXTERNAL RELATIONS

Suggested Evidence and Documentation:

1. Promotional material (brochures/sources of information about the program, catalogs, brochures, staff and student handbooks)
2. Media procedures and guidelines
3. List and description of relationships with internal and external partners
4. Minutes from meetings/interactions with key stakeholders

Criterion Measures:

DNA	IE	0	1	2	3
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Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds
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8.1 Internal and External Populations

- Sexual Violence-Related Programs and Services (SV-RPS) reaches out to internal and external populations to establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services.
- SV-RPS reaches out to internal and external populations to garner support and resources for programs and services, collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes, and engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents.
- SV-RPS reaches out to internal and external populations to disseminate information about the programs and services.
- SV-RPS builds and maintains strong, mutually beneficial working relationships with administrative, co-curricular, and academic departments across the institution as well as with community organizations to create a campus environment intolerant of sexual violence, especially as directed towards marginalized individuals and groups, and to strengthen the campus's comprehensive response to sexual violence.
- SV-RPS collaborates with on- and off-campus partners to create institutional policies, procedures, and programs to work toward the elimination of sexual violence on campus and the provision of effective sexual violence-related support services.

Rationale:

8.2 Marketing

- Promotional and descriptive information is accurate and free of deception and misrepresentation.

Rationale:

8.3 Procedures and Guidelines

- SV-RPS has procedures and guidelines consistent with institutional policy to communicate with the media; distribute information through print, broadcast, and online sources; contract with external organizations for delivery of programs and services; cultivate, solicit, and manage gifts; and apply to and manage funds from grants.

Rationale:

Overview Questions:

1. With which relevant individuals, campus offices, and external agencies must SV-RPS maintain effective relations? Why are these relationships important, and how are they mutually beneficial?
2. How does SV-RPS maintain effective relationships with program constituents?
3. How does SV-RPS assess the effectiveness of its relations with individuals, campus offices and external agencies?

Part 9: FINANCIAL RESOURCES

Suggested Evidence and Documentation:

1. Budgets and the budget process
2. Financial statements and audit reports
3. Student fee process and allocation (if applicable)
4. Financial statements for grants, gifts, and other external resources

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

9.1 Adequate Funding

- Sexual Violence-Related Programs and Services (SV-RPS) has funding to accomplish its mission and goals.

Rationale:

9.2 Financial Planning and Implementation

- SV-RPS conducts a comprehensive analysis to determine unmet needs, relevant expenditures, external and internal resources, and impact on students and the institution.
- SV-RPS uses the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.
- Financial reports provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

Rationale:

9.3 Policies, Procedures, and Protocols

- SV-RPS administers funds in accordance with established institutional accounting procedures.
- SV-RPS demonstrates efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.
- Procurement procedures are consistent with institutional policies, ensure purchases comply with laws and codes for usability and access, ensure the institution receives value for the funds spent, and consider information available for comparing the ethical and environmental impact of products and services purchased.

Rationale:

Overview Questions:

1. What is the funding strategy for SV-RPS, and why is this the most appropriate approach?
2. How does SV-RPS ensure fiscal responsibility, responsible stewardship, and cost-effectiveness?
3. If applicable, how does SV-RPS go about increasing financial resources?

Part 10: TECHNOLOGY

Suggested Evidence and Documentation:

1. Technology policies and procedures
2. Equipment inventory

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

- 10.1 Current and Adequate Technology
- Sexual Violence-Related Programs and Services (SV-RPS) has adequate technology to support achievement of its mission and goals.
 - Use of technology complies with institutional policies and procedures and relevant codes and laws.

Rationale:

- 10.2 Use of Technology
- SV-RPS uses current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats.
 - SV-RPS uses current technology to provide an avenue for students and other constituents to communicate sensitive information in a secure format, and enhance the delivery of programs and services for all students.

Rationale:

- 10.3 Data Protection and Upgrades
- SV-RPS backs up data on a regular basis.
 - SV-RPS articulates and adheres to policies and procedures regarding ethical and legal use of technology, as well as for protecting the confidentiality and security of information.
 - SV-RPS implements a replacement plan and cycle for all technology with attention to sustainability and incorporates accessibility features into technology-based programs and services.

Rationale:

- 10.4 Student Technology Access
- SV-RPS has policies on student use of technology that are clear, easy to understand, and available to all students.
 - SV-RPS provides information or referral to support services for those needing assistance in accessing or using technology, provides instruction or training on how to use the technology, and informs students of implications of misuse of technologies.

Rationale:

Overview Questions:

1. How is technology inventoried, maintained, and updated?

2. How is information security maintained?
3. How does SV-RPS ensure that relevant technology is available for all who are served by the program?
4. How does SV-RPS use technology to enhance the delivery of programs, resources, services and overall operations?
5. How does SV-RPS utilize technology to foster its learning outcomes?

Part 11: FACILITIES AND EQUIPMENT

Suggested Evidence and Documentation:

1. Equipment inventory
2. Facilities audit and plans for renovations, additions, and enhancements
3. Capital projects, if applicable
4. Structural design or maps to show space allocation
5. Images of the space

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

11.1 Design of Facilities

- Sexual Violence-Related Programs and Services (SV-RPS) facilities are intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the program’s mission and goals.
- Facilities are designed to engage various constituents and promote learning.
- The design of the facilities guarantees the security and privacy of records and ensures the confidentiality of sensitive information and conversations.
- SV-RPS creates and maintains an environment that assures confidentiality, privacy, and trust.

Rationale:

11.2 Work Space

- Personnel have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.
- Personnel are able to secure their work.

Rationale:

11.3 Equipment Acquisition and Facilities Use

- SV-RPS incorporates sustainable practices in use of facilities and purchase of equipment.
- Facilities and equipment are evaluated on an established cycle and are in compliance with codes, laws, and accepted practices for access, health, safety, and security.
- When acquiring capital equipment, SV-RPS takes into account expenses related to regular maintenance and life-cycle costs.

Rationale:

Overview Questions:

1. How are facilities inventoried and maintained?
2. How does SV-RPS integrate sustainable practices?
3. How does SV-RPS ensure that facilities, workspaces, and equipment are considered in decision-making?
4. How is SV-RPS intentional about space allocation and usage?

Part 12: ASSESSMENT

Suggested Evidence and Documentation:

1. Program goals, key indicators, outcomes, and related assessment data
2. Program student learning and development outcomes and related assessment data
3. Description of assessment cycle
4. Assessment plans and annual assessment reports
5. Minutes of meetings at which assessment activities and results discussed
6. Professional development activities to improve assessment competence

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

12.1 Assessment Plan and Practice

- Sexual Violence-Related Programs and Services (SV-RPS) develops an ongoing cycle of assessment plans, processes, and activities.
- SV-RPS identifies programmatic goals and intended program outcomes as well as outcomes for student learning and development.
- SV-RPS documents progress toward achievement of goals and outcomes.
- SV-RPS employs multiple measures, methods, and manageable processes for gathering, interpreting, and evaluating data.
- SV-RPS employs ethical practices in the assessment process.
- SV-RPS has access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Rationale:

12.2 Reporting and Implementing Results

- SV-RPS interprets and uses assessment results to demonstrate accountability and inform planning and decision-making.
- SV-RPS reports aggregated results to respondent groups and stakeholders.
- SV-RPS assesses effectiveness of implemented changes and provides evidence of improvement of programs and services.

Rationale:

Overview Questions:

1. What is the comprehensive assessment strategy for SV-RPS?
2. What are priorities of the assessment program, and how are those developed?
3. How does SV-RPS integrate assessment and evaluation into all aspects of daily operations (e.g., advising, event planning)?

4. How are tangible, measurable learning and program outcomes determined to ensure program achievement of mission and goals?
5. How effective is the assessment strategy in demonstrating goal achievement and student learning?
6. How does SV-RPS use assessment results to inform program improvement?
7. How does SV-RPS share assessment results with relevant constituencies?
8. How does SV-RPS support ongoing development of assessment competencies for personnel?

General Standards revised in 2014;

SV-RPS content (formerly Sexual Assault and Relationship Violence Prevention Programs) developed/revised in 2012 and 2015

Work Form A – Rating Discrepancies

INSTRUCTIONS:

This work form should be completed following a review of the individual ratings of the team members. Item numbers for which there is a substantial rating discrepancy should be discussed before completing the remaining work forms. Discrepancies among ratings should be identified, discussed, and reconciled for consensus.

Part	Discrepancies	Resolution/Final Decision
1. Mission		
2. Program		
3. Organization and Leadership		
4. Human Resources		
5. Ethics		
6. Law, Policy, and Governance		
7. Diversity, Equity, and Access		
8. Internal and External Relations		
9. Financial Resources		
10. Technology		
11. Facilities and Equipment		
12. Assessment		

Work Form B – Strengths and Areas for Improvement

INSTRUCTIONS:

This work form should be completed following a review of the individual ratings of the team members. Examine the ratings of each criterion measure by the team members, and record the following in the form below:

- Strengths: Item number(s) for which all participants have given a rating of 3, indicating agreement that the criterion *exceeds* the standard.
- Areas for Improvement: Item number(s) for which all participants have given a rating of 0 or 1, indicating agreement that the criterion *does not meet* or *partly meets* the standard. Items rated IE for *insufficient evidence/unable to rate* should be listed here as well.

Note – Items not listed in one of these categories represent consensus among the raters that practice in that area is satisfactory, having been rated a 2, which indicates agreement that the criterion *meets* the standard.

Part	Strengths: Items that exceed the standard (consensus ratings = 3)	Areas for Improvement: Items that do not meet or partly meet the standard (consensus ratings = 0, 1)
1. Mission		
2. Program		
3. Organization and Leadership		
4. Human Resources		
5. Ethics		
6. Law, Policy, and Governance		
7. Diversity, Equity, and Access		
8. Internal and External Relations		
9. Financial Resources		

10. Technology		
11. Facilities and Equipment		
12. Assessment		

Work Form C – Recommendations for Unit Action

INSTRUCTIONS:

This is the last form to be completed by the review team. List the items needing follow-up action for improvement and indicate what requires attention. The team or coordinator should consider including any criterion measure rated as being not met by the reviewers, as well as those with significant discrepancies that are not resolved by team discussion.

Part	Item Requiring Attention
1. Mission	
2. Program	
3. Organization and Leadership	
4. Human Resources	
5. Ethics	
6. Law, Policy, and Governance	
7. Diversity, Equity, and Access	
8. Internal and External Relations	
9. Financial Resources	
10. Technology	
11. Facilities and Equipment	
12. Assessment	

Work Form D – Beginning the Action Plan

INSTRUCTIONS:

This work form is for use by the staff of the unit being reviewed and is the first step in identifying the actions to be taken as a consequence of study results. Using the Items Requiring Attention listed in Work Form C, write a brief action plan that identifies the focus and intended outcomes of the next steps in to be taken in each area.

Part 1. Mission

Part 2. Program

Part 3. Organization and Leadership

Part 4. Human Resources

Part 5. Ethics

Part 6. Law, Policy, and Governance

Part 7. Diversity, Equity, and Access

Part 8. Internal and External Relations

Part 9. Financial Resources

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Part 10. Technology

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Part 11. Facilities and Equipment

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Part 12. Assessment

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Work Form E – Action Plan

INSTRUCTIONS:

Using this work form, the unit staff will turn the summary of areas to be addressed identified by the review team (Work Form D) into a specific plan of action. After reviewing the information provided in Work Forms B and C, unit staff teams should describe practices in need of improvement, the actions to be taken, the individual responsible, and the timeline for achieving compliance with the standard.

Current Practice Description	Corrective Action Needed	Task Assigned To	Timeline/ Due Dates

SEXUAL VIOLENCE-RELATED PROGRAMS AND SERVICES

CAS Standards and Guidelines

Part 1. MISSION

The mission of Sexual Violence-Related Programs and Services (SV-RPS) is to end sexual violence on campus and to engage the campus community in creating a safe, supportive, and responsive environment for all members affected when sexual violence occurs.

SV-RPS must provide, directly or through collaboration, a range of crisis intervention, advocacy, education, training, and prevention programs and services that meet the needs of the institutions and individuals they serve including survivors, complainants, respondents, and all members of the campus community.

SV-RPS must develop, disseminate, implement, and regularly review their missions, which must be consistent with the mission of the institution and with applicable professional standards. The mission must be appropriate for the institution's students and other constituents. Mission statements must reference student learning and development.

To accomplish this mission SV-RPS must

- address the needs and experiences of individuals across all social and personal identities
- employ supportive and survivor-centered care that avoids victim-blaming attitudes, practices, and beliefs
- provide information and resources to survivors about the broad range of options available to them, including but not limited to, pursuing action in the criminal justice system; pursuing action through the code of conduct; obtaining emergency and follow-up health care; accessing counseling services; and receiving advocacy assistance with living, work, and academic concerns
- provide and/or facilitate access to the range of available services as a way of supporting the choices made by the survivor regardless of whether the survivor chooses to seek disciplinary and/or legal action
- provide services to respondents to assure compliance with laws regarding equal treatment of both the complainant and respondent
- educate the institutional community on issues of sexual violence and current campus climate

Institutions should examine the primary purpose of SV-RPS programs and develop the appropriate approach that reflects their institutional needs while assuring compliance with laws, regulations, policies, procedures and guidelines, and a commitment to creating a campus free of sexual violence.

Part 2. PROGRAM

To achieve their mission, Sexual Violence-Related Programs and Services (SV-RPS) must contribute to

- students' formal education, which includes both the curriculum and the co-curriculum
- student progression and timely completion of educational goals
- preparation of students for their careers, citizenship, and lives

- student learning and development

To contribute to student learning and development, SV-RPS must

- identify relevant and desirable student learning and development outcomes
- articulate how the student learning and development outcomes align with the six CAS student learning and development domains and related dimensions
- assess relevant and desirable student learning and development
- provide evidence of impact on outcomes
- articulate contributions to or support of student learning and development in the domains not specifically assessed
- use evidence gathered to create strategies for improvement of programs and services

STUDENT LEARNING AND DEVELOPMENT DOMAINS AND DIMENSIONS

Domain: knowledge acquisition, integration, construction, and application

- Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life

Domain: cognitive complexity

- Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity

Domain: intrapersonal development

- Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

Domain: interpersonal competence

- Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership

Domain: humanitarianism and civic engagement

- Dimensions: understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility

Domain: practical competence

- Dimensions: pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life

[LD Outcomes: See *The Council for the Advancement of Standards Learning and Development Outcomes* statement for examples of outcomes related to these domains and dimensions.]

SV-RPS must be

- intentionally designed
- guided by theories and knowledge of learning and development
- integrated into the life of the institution
- reflective of developmental and demographic profiles of the student population
- responsive to needs of individuals, populations with distinct needs, and relevant constituencies
- delivered using multiple formats, strategies, and contexts
- designed to provide universal access

SV-RPS must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.

In collaboration with faculty, staff, and students, SV-RPS must

- **implement policies regarding sexual violence that serve as a statement of the institution's** commitment to preventing and responding to acts of sexual violence
- monitor the use and enforcement of these policies
- obtain institutional support for SV-RPS during the creation and enforcement of these policies

Policies should define sexual assault, dating violence, domestic violence, intimate partner violence, sexual harassment and stalking. Policies should contain rules and regulations for faculty, staff and student members' conduct, as well as all possible sanctions for unacceptable behavior, the rights and responsibilities of complainant(s) and respondent(s), and procedures for responding to reports of sexual violence.

Policies must be widely communicated in a variety of methods to staff members, faculty members, and students.

SV-RPS must provide direct training, in-service programs, and updates about changes to policy and law on a regular basis.

SV-RPS must determine protocols for response and support.

Protocols should be created so that response to a report of sexual violence is organized, seamless, and survivor-centered. Protocols should ensure that complainants and respondents get timely, respectful treatment in a supportive manner.

These protocols may also be included in the aforementioned policies and should be distributed to all involved in responding to reports of sexual violence. Protocols should comply with all laws and regulations. Protocols, like policies, should be widely publicized to all faculty, staff and students at the institution. These protocols should address

- training requirements for all faculty and staff, especially those in key student contact areas and campus law enforcement and security personnel
- use and role of advocates when sexual violence is suspected or known to have occurred
- mandated reporting and who mandated reporters are for purposes of Clery Act compliance, Title IX compliance, and/or other governmental mandates

- who, how and when different individuals and offices should be notified of a report of sexual violence, including information sharing with outside entities (e.g., media, parents and relatives, campus community)
- providing services to students who do not wish to report the crime to law enforcement or campus authorities
- procedures for reporting to institutional and law enforcement authorities based on legal requirements, including avenues for confidential as well as anonymous reporting
- procedures for investigating reports of sexual violence
- the role of campus law enforcement and security personnel and procedures to be followed when investigations involve local law enforcement or prosecutors office
- who keeps records, what information should and should not be documented, and who has access to these records
- development of a coordinated communication plan amongst all individuals, institutional entities and community services involved in responding to a report of sexual violence
- development of communication plans between the institution and complainant(s) and the institution and respondent(s)
- procedures for special populations such as students who are minors and international students
- availability of medical and mental health services
- procedures for collecting forensic and medical evidence
- availability of legal support for both the complainant and respondent
- the role of external organizations such as local shelters or services, if any
- housing policies for on-campus students who need to be relocated
- institutional withdrawal policies to allow flexibility for meeting survivor needs
- student conduct procedures for those found responsible for acts of violence, including how a report will be investigated
- statement regarding the fact that both complainant and respondent will be treated equally and fairly
- procedures for the implementation of sanctions and consequences for respondents found responsible for violations of institutional policy around sexual violence
- a comprehensive list of all possible sanctions for students found responsible for perpetrating sexual violence

Appropriate institutional authorities should be involved in the enforcement of such policies in an effort to ensure that all departments involved in response are aware of their role and follow the protocols.

Services must be provided without concern for whether a person seeks legal or student conduct intervention.

People respond to trauma differently and it is imperative that SV-RPS provide services that address the diverse responses that survivors, complainants and respondents experience.

SV-RPS must

- promise confidentiality only if it can be guaranteed
- inform all individuals of their rights, including complainants and respondents, and ensure that they have all the information needed to make informed decisions about what is right for them
- provide access to emergency support at all times, even during non-business hours

- provide referrals to counseling and other key services to survivors, complainants and respondents
- offer services to all students

Research indicates that prevention efforts are the most effective approach for institutions to eliminate sexual violence on their campuses. Prevention efforts should be multifaceted and include diverse approaches to issues and learning styles.

Programs to prevent perpetration and victimization should be designed to improve knowledge and attitudes that correspond to the origins of sexual violence (such as adherence to societal norms supportive of sexual violence, attitudes toward gender roles and sexual activity, acceptance of rape myths and rape-supportive beliefs), build skills for respectful interactions, and empower participants to become agents of change. Sexual violence prevention should address attitudes about sexual violence, the impact of gender roles, healthy relationships, consent, conflict resolution, respect for personal boundaries, and skill building for these topics.

These programs should address (a) the issue of sexual violence against the individual, the relationship, the community, and societal values and (b) the root cause of sexual violence by challenging attitudes and behaviors that support a culture of violence. One common aspect of prevention programs is an effort to engage men on campus to promote a healthy concept of masculinity as well as to develop allies that stand up against sexual violence.

Training must cover policies and protocols as well as information about the nature of these crimes, legal responsibilities of individuals and groups, and other important elements of prevention.

Comprehensive training on issues related to sexual violence, including but not limited to sexual assault, dating violence, domestic violence, intimate partner violence, stalking, and sexual harassment must be available to all members of the campus community with special attention to the training needs of staff in roles most likely to interact with survivors, complainants and respondents.

Part 3. ORGANIZATION AND LEADERSHIP

To achieve program and student learning and development outcomes, Sexual Violence-Related Programs and Services (SV-RPS) must be purposefully structured for effectiveness. SV-RPS must have clearly stated and current

- goals and outcomes
- policies and procedures
- responsibilities and performance expectations for personnel
- organizational charts demonstrating clear channels of authority

Leaders must model ethical behavior and institutional citizenship.

Leaders with organizational authority for SV-RPS must provide strategic planning, management and supervision, and program advancement.

Strategic Planning

- articulate a vision and mission that drive short- and long-term planning

- set goals and objectives based on the needs of the populations served, intended student learning and development outcomes, and program outcomes
- facilitate continuous development, implementation, and assessment of program effectiveness and goal attainment congruent with institutional mission and strategic plans
- promote environments that provide opportunities for student learning, development, and engagement
- develop, adapt, and improve programs and services in response to the changing needs of populations served and evolving institutional priorities
- include diverse perspectives to inform decision making

Management and Supervision

- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- manage human resource processes including recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward
- influence others to contribute to the effectiveness and success of the unit
- empower professional, support, and student personnel to become effective leaders
- encourage and support collaboration with colleagues and departments across the institution
- encourage and support scholarly contributions to the profession
- identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement
- use current and valid evidence to inform decisions
- incorporate sustainability practices in the management and design of programs, services, and facilities
- understand appropriate technologies and integrate them into programs and services
- be knowledgeable about codes and laws relevant to programs and services and ensure that programs and services meet those requirements
- assess and take action to mitigate potential risks

Program Advancement

- advocate for and actively promote the mission and goals of the programs and services
- inform stakeholders about issues affecting practice
- facilitate processes to reach consensus where wide support is needed
- advocate for representation in strategic planning initiatives at divisional and institutional levels

SV-RPS leaders must

- promote cooperation from other units in providing services for complainants and respondents (e.g., law enforcement and counseling services)
- work with other departments to send a message that sexual violence of any kind is not acceptable
- model a fair and balanced approach when responding to incidents of sexual violence
- encourage campus administration to be a critical voice concerning sexual violence, and to advocate for fair and balanced policies and processes for complainant(s) and respondent(s)

Part 4. HUMAN RESOURCES

Sexual Violence-Related Programs and Services (SV-RPS) must be staffed adequately by individuals qualified to accomplish mission and goals.

SV-RPS must have access to technical and support personnel adequate to accomplish their mission.

Within institutional guidelines, SV-RPS must

- establish procedures for personnel recruitment and selection, training, performance planning, and evaluation
- set expectations for supervision and performance
- provide personnel access to continuing and advanced education and appropriate professional development opportunities to improve their competence, skills, and leadership capacity
- consider work/life options available to personnel (e.g., compressed work schedules, flextime, job sharing, remote work, or telework) to promote recruitment and retention of personnel

Administrators of SV-RPS must

- ensure that all personnel have updated position descriptions
- implement recruitment and selection/hiring strategies that produce a workforce inclusive of under-represented populations
- develop promotion practices that are fair, inclusive, proactive, and non-discriminatory

Personnel responsible for delivery of SV-RPS must have written performance goals, objectives, and **outcomes for each year's performance cycle to be used to plan, review, and evaluate work** and performance. The performance plan must be updated regularly to reflect changes during the performance cycle.

Results of individual personnel evaluations must be used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of programs and services.

SV-RPS personnel, when hired and throughout their employment, must receive appropriate and thorough training.

SV-RPS personnel, including student employees and volunteers, must have access to resources or receive specific training on

- institutional policies pertaining to functions or activities they support
- privacy and confidentiality policies
- laws regarding access to student records
- policies and procedures for dealing with sensitive institutional information
- policies and procedures related to technology used to store or access student records and institutional data
- how and when to refer those in need of additional assistance to qualified personnel and have access to a supervisor for assistance in making these judgments
- systems and technologies necessary to perform their assigned responsibilities
- ethical and legal uses of technology

SV-RPS personnel must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.

Administrators of SV-RPS must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response. Risk management efforts must address identification of threatening conduct or behavior and must incorporate a system for responding to and reporting such behaviors.

SV-RPS personnel must be knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

PROFESSIONAL PERSONNEL

SV-RPS professional personnel either must hold an earned graduate or professional degree in a field relevant to their position or must possess an appropriate combination of educational credentials and related work experience.

INTERNS OR GRADUATE ASSISTANTS

Degree- or credential-seeking interns or graduate assistants must be qualified by enrollment in an appropriate field of study and relevant experience. These students must be trained and supervised by professional personnel who possess applicable educational credentials and work experience and have supervisory experience. Supervisors must be cognizant of the dual roles interns and graduate assistants have as both student and employee.

Supervisors must

- adhere to parameters of students' job descriptions
- articulate intended learning outcomes in student job descriptions
- adhere to agreed-upon work hours and schedules
- offer flexible scheduling when circumstances necessitate

Supervisors and students must both agree to suitable compensation if circumstances necessitate additional hours.

STUDENT EMPLOYEES AND VOLUNTEERS

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. Students must have access to a supervisor. Student employees and volunteers must be provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

Employees and volunteers should have sensitivity for survivors, complainants and respondents, regardless of their identities, and for their privacy; inform all parties of the limits to their confidentiality; and provide them with information regarding confidential support services.

Licensed professional counselors and pastoral counselors are exempt reporters and therefore have statutory and ethical responsibilities regarding non-disclosure of sexual violence in the performance of their job-related duties. Training must be available for persons who fall into categories where confidentiality is expected or required by state or provincial law. Additionally, training must be available for faculty, staff and students regarding mandatory reporting requirements and what is considered a confidential role.

Part 5. ETHICS

Sexual Violence-Related Programs and Services (SV-RPS) must

- review applicable professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice
- publish and adhere to statements of ethical practice and ensure their periodic review
- orient new personnel to relevant ethical standards and statements of ethical practice and related institutional policies

Statements of ethical standards must

- specify that SV-RPS personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws
- specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities
- address conflicts of interest, or appearance thereof, by personnel in the performance of their work
- reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others
- reference management of institutional funds
- reference appropriate behavior regarding research and assessment with human participants, **confidentiality of research and assessment data, and students' rights** and responsibilities
- include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior
- address issues surrounding scholarly integrity

SV-RPS personnel must

- employ ethical decision making in the performance of their duties
- inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements
- recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation
- perform their duties within the scope of their position, training, expertise, and competence
- make referrals when issues presented exceed the scope of the position

Part 6. LAW, POLICY, AND GOVERNANCE

Sexual Violence-Related Programs and Services (SV-RPS) must be in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; and the institution's policies.

SV-RPS must have access to legal advice needed for personnel to carry out their assigned responsibilities.

SV-RPS must inform personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.

SV-RPS must inform personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

SV-RPS must have written policies and procedures on operations, transactions, or tasks that have legal implications.

SV-RPS must regularly review policies. The revision and creation of policies must be informed by best practices, available evidence, and policy issues in higher education.

SV-RPS must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

SV-RPS must determine policies for disclosure of incidents to family members and other individuals in accordance with relevant laws and practices.

Personnel must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

SV-RPS must purchase or obtain permission to use copyrighted materials and instruments. References to copyrighted materials and instruments must include appropriate citations.

SV-RPS must inform personnel about internal and external governance organizations that affect programs and services.

SV-RPS staff must be knowledgeable about changes in relevant laws and practices.

In the U.S., these include, but are not limited to, Family Educational Rights and Privacy Act (FERPA), the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Campus Security Act) and newly revised regulations (2014), Title IX of the Education Amendments of 1972 (Title IX) plus sub-regulatory guidance issues in 2011 and 2014, the Violence Against Women Act (VAWA) Reauthorization and, specifically, Section 304 which deals with campus sexual assault and related issues and has amended the Clery Act, the U.S. Department of Education Office for Civil Rights, and The Department of Justice Office of Violence Against Women, as well as existing and forthcoming material from the White House.

Part 7. DIVERSITY, EQUITY, AND ACCESS

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, Sexual Violence-Related Programs and Services (SV-RPS) must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

SV-RPS must not discriminate on the basis of disability; age; race; cultural identity; ethnicity; nationality; family educational history (e.g., first generation to attend college); political affiliation; religious affiliation; sex; sexual orientation; gender identity and expression; marital, social, economic, or veteran status; or any other basis included in institutional policies and codes and laws.

SV-RPS must

- advocate for sensitivity to multicultural and social justice concerns by the institution and its personnel
- ensure physical, program, and resource access for all constituents
- modify or remove policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities
- ensure that when facilities and structures cannot be modified, they do not impede access to programs, services, and resources
- establish goals for diversity, equity, and access
- foster communication and practices that enhance understanding of identity, culture, self-expression, and heritage
- promote respect for commonalities and differences among people within their historical and cultural contexts
- address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices
- provide personnel with diversity, equity, and access training and hold personnel accountable for applying the training to their work
- respond to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources
- recognize the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources

SV-RPS must provide services to individuals of all identities and address culturally-specific needs.

SV-RPS should educate the campus community about myths and stereotypes associated with sexual violence.

Part 8. INTERNAL AND EXTERNAL RELATIONS

Sexual Violence-Related Programs and Services (SV-RPS) must reach out to individuals, groups, communities, and organizations internal and external to the institution to

- establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services
- garner support and resources for programs and services as defined by the mission
- collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes
- engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents
- disseminate information about the programs and services

Promotional and descriptive information must be accurate and free of deception and misrepresentation.

SV-RPS must have procedures and guidelines consistent with institutional policy for

- communicating with the media
- distributing information through print, broadcast, and online sources
- contracting with external organizations for delivery of programs and services
- cultivating, soliciting, and managing gifts
- applying to and managing funds from grants

SV-RPS must build and maintain strong, mutually beneficial working relationships with administrative, co-curricular, and academic departments across the institution as well as with community organizations to create a campus environment intolerant of sexual violence, especially as directed towards marginalized individuals and groups, and to strengthen the campus's comprehensive response to sexual violence.

SV-RPS must collaborate with on- and off-campus partners to create institutional policies, procedures, and programs to work toward the elimination of sexual violence on campus and the provision of effective sexual violence-related support services.

SV-RPS should provide technical assistance and capacity building to departments across the institution in order to facilitate the institutionalization of policies, structures and practices in those departments, reflecting their commitment to a sexual violence-free campus.

Part 9. FINANCIAL RESOURCES

Sexual Violence-Related Programs and Services (SV-RPS) must have funding to accomplish the mission and goals.

Permanent institutional funding should be allocated for the continuing operation and staffing of SV-RPS.

In establishing and prioritizing funding resources, SV-RPS must conduct comprehensive analyses to determine

- unmet needs of the unit
- relevant expenditures
- external and internal resources

- impact on students and the institution

SV-RPS must use the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.

SV-RPS must administer funds in accordance with established institutional accounting procedures.

SV-RPS must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.

Financial reports must provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

Procurement procedures must

- be consistent with institutional policies
- ensure that purchases comply with laws and codes for usability and access
- ensure that the institution receives value for the funds spent
- consider information available for comparing the ethical and environmental impact of products and services purchased

Part 10. TECHNOLOGY

Sexual Violence-Related Programs and Services (SV-RPS) must have technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and with relevant codes and laws.

SV-RPS must use technologies to

- provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats
- provide an avenue for students and other constituents to communicate sensitive information in a secure format
- enhance the delivery of programs and services for all students

SV-RPS must

- back up data on a regular basis
- adhere to institutional policies regarding ethical and legal use of technology
- articulate policies and procedures for protecting the confidentiality and security of information
- implement a replacement plan and cycle for all technology with attention to sustainability
- incorporate accessibility features into technology-based programs and services

When providing student access to technology, SV-RPS must

- have policies on the use of technology that are clear, easy to understand, and available to all students

- provide information or referral to support services for those needing assistance in accessing or using technology
- provide instruction or training on how to use the technology
- inform students of implications of misuse of technologies

SV-RPS should be aware of methods in which technology can be used by individuals to perpetrate acts of sexual aggression, gain access to and/or control-over potential targets for sexual violence. Examples include unwanted communication via e-mails, text messages, and chat requests; tracking individuals via global positioning systems (GPS); covertly installing spyware on a person's computer; unauthorized posting of pictures; and information or messages in Internet chat rooms or on websites, including social networking sites.

Because issues of power and control are inherent in sexual violence, individuals often keep close watch on the actions and movements of others and may do so through such means as monitoring of email accounts and online use, including tracking the history of websites visited. SV-RPS should undertake efforts to maintain the privacy of those who access the program's website. Instructions on how to erase one's Internet history and cookies should be provided to all who visit the SV-RPS website, making less likely someone's ability to discern the sites someone visited. If possible, the website should include a quick escape button in the event that someone should walk in on another person while they are accessing the website. Websites should state the limits of confidentiality.

SV-RPS staff members should take into account the ability to maintain confidentiality and safety when using technology. Additionally, the use of social media and networks as well as other communication methods such as text messaging, and blogging should be conducted with privacy in mind.

SV-RPS should pursue technology applications that increase their ability to provide services to survivors.

Part 11. FACILITIES AND EQUIPMENT

Sexual Violence-**Related Programs and Services'** (SV-RPS) facilities must be intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the **program's mission and goals.**

Facilities must be designed to engage various constituents and promote learning.

Personnel must have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.

The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information and conversations. Personnel must be able to secure their work.

SV-RPS must incorporate sustainable practices in use of facilities and purchase of equipment. Facilities and equipment must be evaluated on an established cycle and be in compliance with codes, laws, and accepted practices for access, health, safety, and security.

When acquiring capital equipment, SV-RPS must take into account expenses related to regular maintenance and life cycle costs.

SV-RPS must create and maintain an environment that assures confidentiality, privacy, and trust.

SV-RPS should have a location and layout that minimizes unintended interaction between complainants and respondents and which offers adequate privacy to protect their identities.

Facilities should be equipped to provide spaces for counseling and other confidential conversations, which might include soundproofing or other efforts to protect confidentiality. A reception area with a private waiting room should also be available if counseling or other private meetings are held regularly.

SV-RPS should have training facilities with proper technology and space for student groups such as peer educators to meet and conduct business.

Part 12. ASSESSMENT

Sexual Violence-Related Programs and Services (SV-RPS) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

SV-RPS must

- specify programmatic goals and intended outcomes
- identify student learning and development outcomes
- employ multiple measures and methods
- develop manageable processes for gathering, interpreting, and evaluating data
- document progress toward achievement of goals and outcomes
- interpret and use assessment results to demonstrate accountability
- report aggregated results to stakeholders
- use assessment results to inform planning and decision-making
- assess effectiveness of implemented changes
- provide evidence of improvement of programs and services

SV-RPS should collaborate with other departments to assess relevant campus climate concerns related to sexual violence issues.

SV-RPS must employ ethical practices in the assessment process.

SV-RPS must have access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

General Standards revised in 2014;

SV-RPS content (formerly Sexual Assault and Relationship Violence Prevention Programs) developed/revised in 2012 and 2015