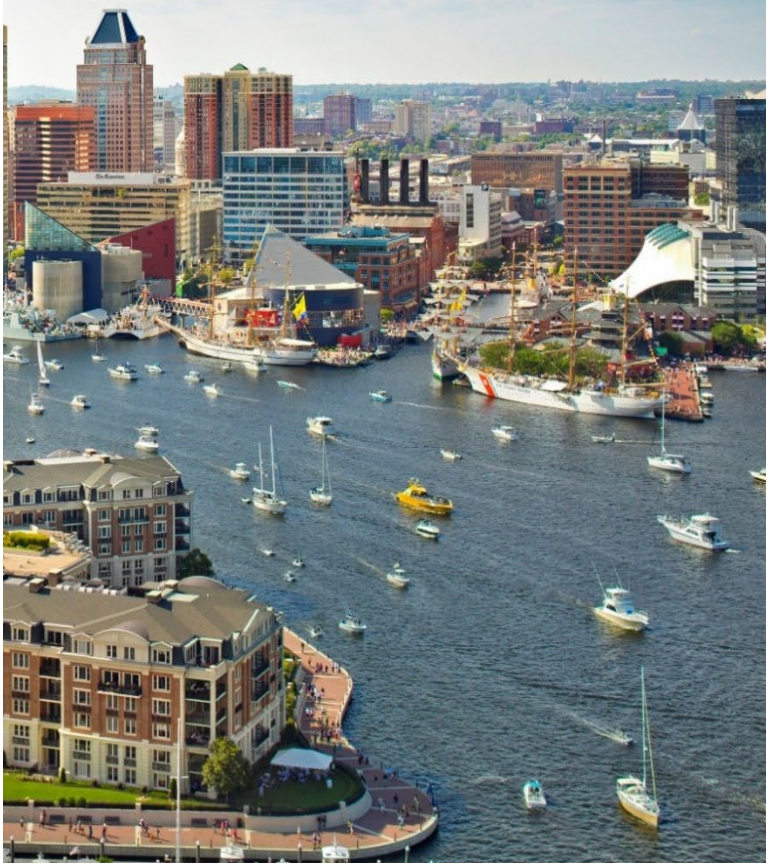

Environmental and Situational Strategies for Sexual Violence Prevention

A Practitioners' Guide to Leveraging Evidence for Impact on College Campuses

Maryland Coalition Against Sexual Assault
Johns Hopkins University Bloomberg School of Public Health

August 2022

MCASA
Maryland Coalition Against Sexual Assault

JOHNS HOPKINS
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From the Authors

The Maryland Coalition Against Sexual Assault (MCASA) is the federally-recognized state sexual assault coalition. Our core membership includes Maryland's 17 state rape crisis and recovery centers. Our mission is to: help prevent sexual assault; advocate for accessible, compassionate care for survivors of sexual violence; and work to hold offenders accountable. The Coalition represents the voices of many other member professionals, programs, and individuals committed to ending sexual violence and leads public policy advocacy for survivors of sexual assault in Maryland. MCASA also includes the Sexual Assault Legal Institute (SALI), which provides direct legal services to survivors of all ages across the state of Maryland. More information about our trainings, public events, legislative priorities, and services for survivors can be found on our website at www.mcasa.org.

With grant funding from the Maryland Department of Health (MDH) Rape and Sexual Assault Prevention Program (RSAPP), MCASA expanded our prevention efforts in Maryland to advance community and societal level strategies to create protective environments in Maryland colleges and universities. Our goal is to advance the field of environmental prevention through the creation and distribution of comprehensive tools for practitioners. We started our work in March of 2020 and were thrilled to collaborate with the Johns Hopkins University Bloomberg School of Public Health (JHBSPH) and MDH, along with our campus partners, Bowie State University (BSU) and St. Mary's College of Maryland (SMCM), in the Fall of 2021. We are excited to launch *Environmental and Situational Strategies for Sexual Violence Prevention: A Practitioners' Guide to Leveraging Evidence for Impact on College Campuses.*

This guide is designed to provide a framework for practitioners, advocates, and college administrators interested in exploring and bringing environmental and situational prevention (ESP) strategies to their campuses. It includes a step-by-step overview that practitioners can follow to:

- Gather existing sexual violence (SV) data on campus;
- Identify gaps in the data;
- Conduct data collection as needed;
- Determine SV focus areas to address; and
- Select ESP intervention(s).

It also includes various customizable tools that campus teams can utilize to support their work. MCASA is available to provide ongoing training and technical assistance for Maryland practitioners working on ESP strategies on their campuses. This guide is a living document, and our team is looking forward to working with practitioners in the field to learn from your campus projects and make improvements to our tools going forward.

The *Hot Spot Mapping for Sexual Violence Evaluation Study* is a 3-year study funded by the Centers for Disease Control and Prevention. Housed at the Johns Hopkins Bloomberg School of Public Health Department of Population, Family, and Reproductive Health, this study is led by Dr. Michele Decker, ScD, MPH (Principal Investigator) and Ms. Paté Mahoney, MA (Technical Lead). Dr. Decker, a social epidemiologist by training, is a professor whose applied research portfolio centers on gender-based violence prevention and response. Ms. Mahoney is a public health researcher with over 20 years of experience leading research on domestic and sexual violence and the promotion of healthy sexual and romantic relationships.

The goal of the *Hot Spot Mapping for Sexual Violence Evaluation Study* is to refine theories of change for environmentally-oriented approaches to SV prevention, and design an evaluation framework in order to build the evidence base for this work.

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Introduction

Best practices in sexual violence (SV) prevention are always evolving. Increasingly, the field is expanding to address community and societal level influences on SV, representing a shift from its historical focus on individual knowledge and skill-building. Some of these approaches have focused on changes to the physical or social environment as SV prevention strategies. Terms like *environmental prevention*, *situational prevention*, *crime prevention through environmental design* (CPTED), and *hot spot mapping* have entered the public lexicon, but just what do these terms mean and how do we know if these approaches will advance our prevention goals?

These terms are often used interchangeably and share common elements. This guide uses the term **environmental and situational prevention (ESP**), which includes addressing the physical environment, the social environment, and the situational context of SV incidents. The **physical environment** is comprised of physical things in a geographical space, including natural features like trees and fields, or manufactured objects or materials like paved roads and lampposts.

The **social environment** is comprised of rules (social norms and dynamics) regarding how people can or should act in a physical space. These rules are made known to people through a mix of implicit and explicit means. The social environment is built upon and reflective of the physical environment.

The **situational context** is comprised of a variety of dynamic factors, including time (day, week, month, season, time of day), social setting (a class in progress, a luncheon, being at work), natural events (an earthquake, a sunny day), personal goals (desire to study, desire to sleep), and any other circumstances or factors that can influence the nature of social interaction. The situational context is described by the answer to the questions: What are you doing right now? Or What is happening right now?

The physical and social environment can have static features, but also dynamic ones, that change with the situational context. For example, if an auditorium is being used for a rock concert, the following changes may happen:

- Physical environment: chairs are removed; various pieces of sound equipment and musical instruments are brought in
- Social environment: Lower lighting is acceptable & desirable; the level of noise considered acceptable is considerably higher than it would be during a lecture; dancing is acceptable.

Figure 1 provides a visualization of the ESP elements.

Figure 1: Environmental and Situational Prevention Elements

The authors and contributors, collectively referred to as the *Environmental and Situational Sexual Violence Prevention (ESSVP) Team,* were motivated to explore ESP strategies and solutions for SV prevention. We reviewed available ESP evidence and data collection strategies, and synthesized input from subject matter experts and practitioners with experience implementing them, to create a framework for the development of a data-informed ESP intervention to reduce SV on your college campus. This guide introduces this framework, providing a step-by-step process to take you from understanding relevant ESP features on your campus through choosing an ESP intervention based on your campus data.

The Evidence: Highlights from the Literature

ESP is a relatively new strategy in SV prevention, but it has a longer history of use in general crime prevention. The field of criminology has utilized **Situational Crime Prevention**, an approach that examines how a person's environment may impact their decision to engage in criminal, harmful, and or maladaptive behaviors in the moment. Criminologist Ronald Clarke defines situational crime prevention as "opportunity-reducing measures that (1) are directed at highly specific forms of crime, (2) involve the management, design, or manipulation of the immediate environment in as systematic and permanent a way as possible, (3) make crime more difficult and risky, or less rewarding and excusable as judged by a wide range of offenders" (Clarke, 1997, p.4).

A related concept is **Crime Prevention Through Environmental Design (CPTED)**, which seeks to reduce crime risk and enhance safety by modifying the environment. CPTED is a multidisciplinary approach, involving professionals in the field of architecture, land use, and crime prevention to both reduce opportunities for crime and increase a sense of shared community and safety (ICA, 2022). The CPTED approach serves as a starting point to improve comprehensive environmental prevention strategies and tools that address both the physical and social environments in a community.

As we build upon these approaches, the authors remain mindful that the crime prevention field has faced criticism for reinforcing bias and not fully addressing the social circumstances that may lead to crime. Throughout the steps outlined in this guide, we encourage readers to be reflective of potential biases and assumptions underlying their decision-making.

ESP Research and Sexual Violence

Coercive Sexual Environments (CSE) is a term that has emerged to describe contexts in which sexual harassment, sexual violence, or sexual exploitation of women and girls is part of everyday life. Coined by Popkin et al (2010) in their study of voluntary relocation of families from higher- to lower-poverty neighborhoods, the authors documented CSE in the lives of these families through hundreds of interviews with both relocated and non-relocated participants. They hypothesized that decreased CSE in the lower poverty neighborhoods was responsible for the finding that adolescent girls had improved mental and physical health outcomes after relocation to lower-poverty neighborhoods, yet adolescent boys did not. Their work used a neighborhood-level analysis of indicators of sexual and behavioral health outcomes.

In 2016, the Centers for Disease Control and Prevention (CDC) released **STOP SV: A Technical Package to Prevent Sexual Violence** (Basile, et al., 2016) which provides prevention strategies with evidence of impact in reducing SV or SV risk factors. One section of this package focused on **creating protective environments**, stating: "characteristics of the social and physical environment can have a significant influence on individual behavior creating a context that can promote positive behavior or facilitate harmful behavior" (Basile, et al., 2016, p. 26). Despite the evidence linking social and physical factors to SV, effective means of modifying these factors and their impact on the goals of SV risk reduction remain less clear. As of 2022, the evidence based on programmatic approaches to create protective environments for SV prevention is in its earliest phases.

One program highlighted by the CDC as evidence-based is **Shifting Boundaries** (Taylor et al., 2011). This multi-modal intervention was evaluated via a randomized controlled trial involving 30 middle schools in New York City to assess the reduction of SV. In addition to control group schools receiving no intervention, there were 3 types of treatment group schools, which varied in the type of intervention that was administered. One type of intervention was referred to as the "building based intervention" and included temporary school-based restraining orders, the addition of awareness-raising posters throughout the building, and increased presence of faculty and security personnel in areas deemed unsafe by students. This intervention used an ESP data collection activity, map marking (also referred to as **hot spot mapping**), to determine where there was a need for additional oversight.

The building-based intervention was found to reduce peer SV perpetration by 40% and peer sexual harassment perpetration by 34%. The building intervention also reduced victimization and perpetration of physical and sexual dating violence by about 50% for up to six months after the intervention. (Taylor, et al 2013).

The findings from this project reveal incredibly promising results for environmental prevention and the need for further research on hot spot mapping and additional environmental data collection strategies to be used in SV prevention work. Hot spot mapping and other map marking activities will be covered in Step 3 on page 30. For more information, check out the case study highlights on page 62 or read the full **Shifting Boundaries** report.

Map marking as tool for ESP interventions was a focal point of the 2020 report **Enhancing Campus Sexual Assault Prevention Efforts Through Situational Interventions** (Meredith et al.), which details the map-marking processes used by two unique colleges and their implications for ESP interventions. Based on work at Williams College and the Massachusetts Institute of Technology (MIT) as case studies, they proposed a 10 Step Methodology to guide college administrators interested in using a situational approach to SV prevention, with a focus on map marking. After conducting a system scan of existing campus data including policies, procedures, SV reports, and climate survey reports, both campuses were able to focus on specific issues on their campus. Stakeholders at Williams College identified that "large numbers of students are repeatedly experiencing unwanted sexual touching in the context of campus parties in campus-controlled event spaces" and focused in on this issue (Meredith et al, 2020, p.14). Stakeholders at MIT identified that "LGBT students experience sexual violence at rates higher than the general student population" and focused in on this issue (Meredith et al, 2020, p.14).

Williams College utilized a map marking activity to collect further data on student experiences in social spaces known to host parties. Their team designed a mapping activity that was "(A) easy for students to understand, (B) accurately reflected the physical layout of the party space, (C) capable of capturing multiple dimensions of social space, and (D) fun enough to entice students to participate" (Meredith et al., 2020, p.21). Their mapping tool allowed them to collect a wide range of data from students about the environmental conditions of spaces as well as their interactions with others in spaces. Over a two-month period, Williams College collected 206 maps with 4,592 icons placed by students, with varying positive and negative experiences at different campus locations. After analyzing the data, the team took the results and brainstormed 377 unique intervention ideas

addressing the built environment, policy, and education and training. Some intervention ideas included open floor plans at parties (built environment), new party registrations and enforcement (policy), and providing education on social behavior (education/training). The team also identified actions that could be taken immediately, in the next year, and incorporated into long-term planning (Meredith et al, 2020, p.24).

MIT utilized a walking focus group data collection method modeled after the United Nations Women's Safety Audit and conducted two walking tours with unique routes. Members of each focus group were assigned to specific roles such as checklist reader, note taker, and photographer. Following the walk, participants also debriefed and discussed their notes and major takeaways. As the authors explain, "recommendations generated related to design and planning, usage of space, governance issues (policies), crime prevention resources and training, and community interventions (events, informal mechanisms)" (Meredith, et al, 2020, p.22). MIT's findings support that environmental data collection is a useful tool to find trends and themes in student experiences to lead to environmental solutions for campus SV. Both cases highlight that analyzing existing data and utilizing map marking were effective in identifying situational and environmental interventions for SV prevention that we build on in this guide. For more information, check out the case study highlights on page 63 or read the full **report**.

Finally, professors Jennifer Hirsch and Shamus Kahn published the results of their five-year groundbreaking study of campus sexual assault in their 2020 book ***Sexual Citizens: A Landmark Study of Sex, Power, and Assault on Campus***. Through interviews with over 150 college undergraduate students, they discovered a "social ecosystem that makes sexual assault a predictable element of life on a college campus" (Hirsch & Kahn, 2020). This study gave rise to the concept "sexual geographies", specifically, the impacts of space in people's lives and access, power, and control over certain spaces that contribute to sexual assault. In April 2022, Hirsch and Kahn released the **Sexual Assault Prevention and Community Equity (SPACE) Toolkit** as a resource for college campuses to examine the social and built environment and sexual geographies on their campus to make transformative change to prevent SV. Both *Sexual Citizens* and the SPACE Toolkit contribute to the growing body of literature on the importance of environmental prevention and exploring the impacts of physical and social spaces on prevention work.

The body of literature on ESP of SV is growing, and there is a strong foundation upon which future research is being built. This guide will provide practitioners and educators with the tools to develop a better understanding and measurement of SV perpetration on their campus to determine and implement effective environmentally-oriented solutions.

Developing a Tailored Approach to Environmental SV Prevention: A Two-Phase Framework

Excited by the promise of bringing this new perspective – and its potential impacts – to a campus, it may seem like an easy first step is to implement one of two environmentally-focused activities: map marking or a safety audit. **While these activities can be good strategies for *understanding* environmental and contextual features that lead to SV, they are not interventions in and of themselves; they are data collection methods. In other words, implementing these activities will not reduce SV without also implementing interventions that address the specific needs identified by these activities**.

New data collection in the form of map marking or safety audits will be most valuable *after* a review of existing data, to ensure that the activities are truly filling gaps in knowledge. Our two-phase framework guides you through a tailored ESP approach built on your evidence and expertise, to increase the likelihood that your institution's efforts will lead to effective intervention.

The first phase of the framework, covered in this guide, focuses on summarizing available ESP data to identify priority areas, generate potential solutions, and ultimately choose an ESP intervention that meets the needs and capacities of your institution. We provide links to already existing resources on our webpage for walking through the second phase: planning, implementing, and evaluating the chosen intervention. This framework is developed for college campuses but may also be applied for other community-based SV prevention efforts.

Figure 2: Framework: Two Phase Overview

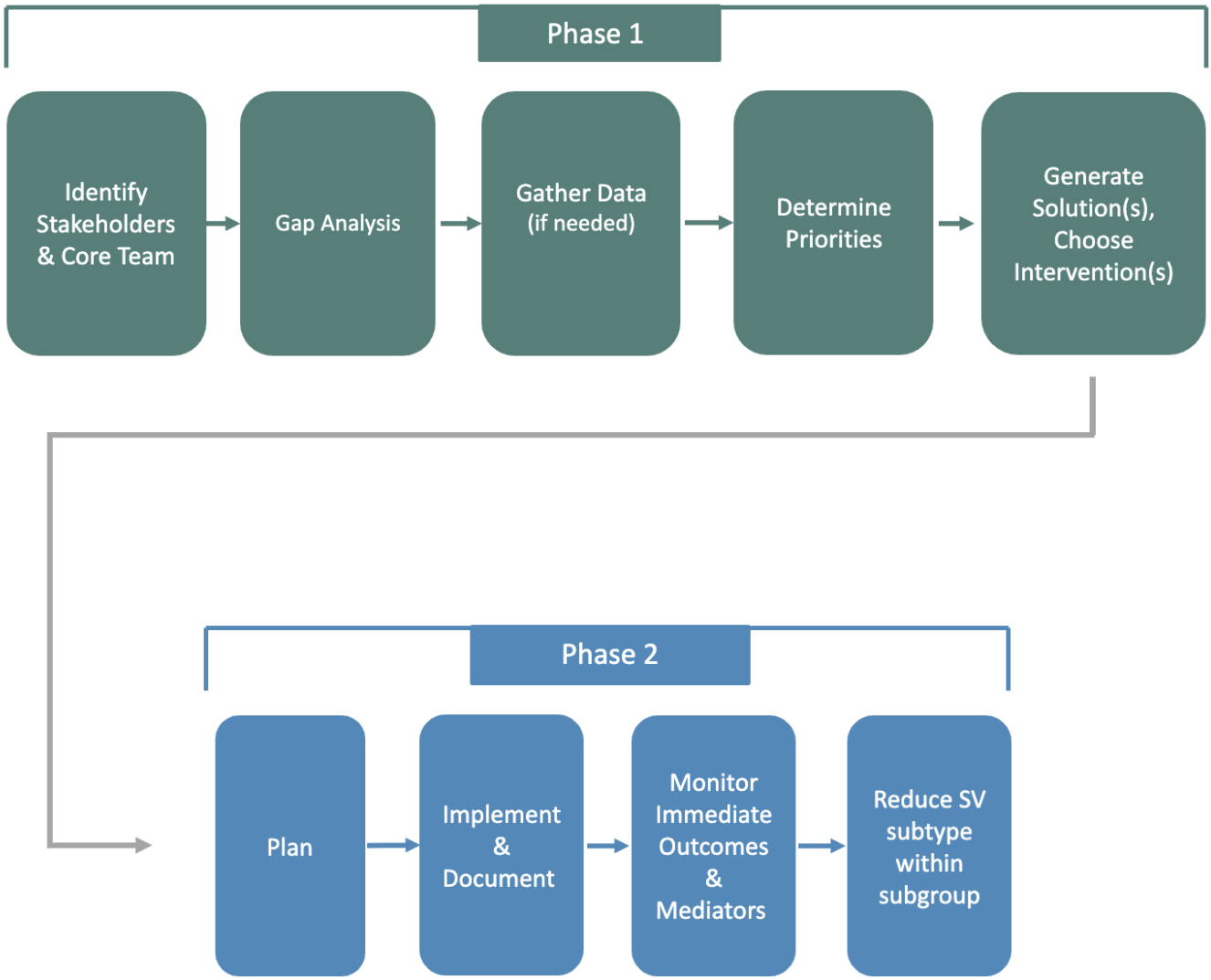
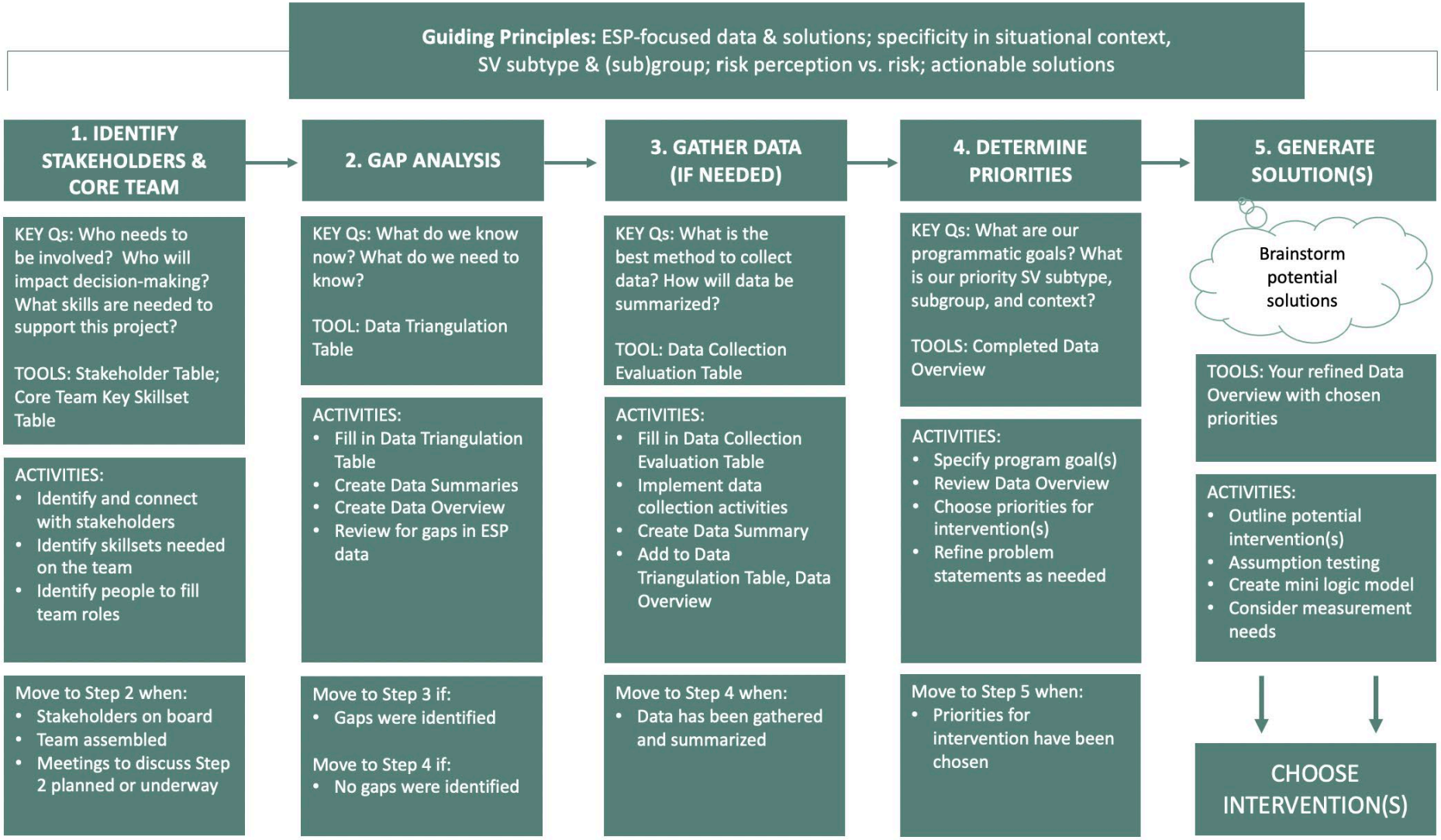


Figure 3: Framework: Phase One Detail



Guiding Principles to Effective ESP

Environmentally-focused data and solutions: Given the historical and cultural reliance on individually-oriented solutions for SV prevention up to this point, it is easy to slowly slip back into generating individually-focused solutions. It will be useful to remember to evaluate your mindset regularly.

Specificity in situational context, subtype, and subgroup: Experiences of SV and the settings in which they occur vary widely and require distinct approaches to prevention. For example, we do not want any students to experience street harassment, unwanted sexual touching at a party, coerced sex by a dating partner behind closed doors, or forced sex by anyone. Strategies to reduce each of these distinct forms of SV will, however, differ significantly. Some subtypes of SV may not be conducive to ESP solutions, while others may have solutions rooted in ESP as well as individual-level approaches. Similarly, we know that exposure to SV (i.e., prevalence), and even the nature or etiology of SV may differ by student subgroups. (e.g., race and ethnicity, sexual orientation, gender identity, disability status, residential vs commuter, international vs US citizen, immigration status, first generation college student, etc.). These differences are important to understand for intervention planning. Figure 4 provides a more detailed overview of SV subtype and subgroup considerations.

Figure 4: SV Subtype and SV Subgroup Overview

SV Subtype

While we have referred to SV subtypes in this document, we understand that there is currently no standard typology of SV subtypes. Some existing typologies include:

- NISVS* 5-category typology: rape, being made to penetrate someone else, sexual coercion, unwanted sexual contact, non-contact unwanted sexual experiences
- Perpetrator relationship: stranger, acquaintance, current or former intimate or dating partner
- Location: private bedroom, bar, walking down the street, etc.
- Type of force used: coercion, sleeping/ unconscious, alcohol- or drug-facilitated, physical force.

None of these ways of approaching subtypes are better than another; but each has implications for what you measure and the types of interventions you will ultimately design.

* National Intimate Partner and Sexual Violence Survey, CDC.

SV Subgroup

Below are some example statistics that highlight differences in SV experiences by subgroup:

- Undergraduate women report the highest rates of unwanted sexual contact in freshman year, and the rate declines every subsequent year; the rate for men remains consistent across all 4 years; the rate for TGQN** shows an *upward* trend (Cantor, 2020).
- Students with disabilities report more than twice the rate of unwanted sexual contact than students without disabilities (26% v 9%) (Cantor, 2020).
- In a study of over 450 Black women (non-college sample), over 90% reported experiencing racialized sexual objectification (Lewis & Neville, 2015), that is, comments or behaviors based on the intersection of one's race and gender.

Reducing SV among TGQN and disabled students or Black women students may require specific attention to these differences.

** Trans/Questioning/Genderqueer/ Genderfluid/ Gender not listed

Risk perception vs. risk: Traditional map marking activities often invite participants to designate areas where they feel unsafe (i.e., risk perception), yet research comparing SV risk perception with actual incidents have found little overlap between the two (Fuhrman, 2013). Risk perception is highly influenced by dominant cultural narratives. **Because risk perception may not accurately reflect the environments in which SV is actually occurring, ESP interventions based on risk perception alone may not effectively reduce actual SV.** This guide will help you differentiate risk perception data from incident data, to avoid basing interventions on risk perception alone.

Actionable solutions: The steps in this guide are designed to help you develop interventions that are tailored to the specific SV landscape on your campus. Your data is likely to point towards a variety of potential interventions, some with a smaller potential impact, some with larger; some meeting the needs of one subgroup but not another; some whose impacts could be realized in one calendar year, some that require a multi-year commitment. While you may choose more than one intervention to pursue, be sure to keep your interventions feasible within the constraints of your setting.

Preparing to Implement ESP Approaches

ESP is a promising strategy that requires dedication, innovation, and collaboration to implement effectively. Before launching ESP data collection or intervention strategies, take some time to lay the groundwork by using this readiness checklist.

Readiness Checklist

1. **Research ESP strategies and associated data collection methods (e.g., map marking).** If you are reading this guide, you have already begun this process! It will also be helpful to find additional sources to support your vision and help gain support from partners. Build an understanding and familiarity with ESP strategies and tools to prepare for this project. We highly recommend **Enhancing Campus Sexual Assault Prevention Efforts Through Situational Interventions** (Meredith et al., 2020) and ***Sexual Citizens: A Landmark Study of Sex, Power and Assault on Campus*** (Hirsch & Kahn, 2020).

2. **Understand institutional history of SV prevention.** It is also important to review both past and current SV prevention policies and programs to gain institutional knowledge on education, policies, and interventions that have been implemented on your campus. Meredith et al. begin their 10 Step Methodology for campus situational prevention with a "System Scan" which includes collecting information on the history of SV prevention on the campus, current printed and electronic prevention materials, prevention and response policies, photos of key campus locations, and documentation of the nature of SV on campus (Meredith et al., 2020, p.14). This can be a large undertaking, yet the more thorough your knowledge about past and current policies, the higher the likelihood your efforts will not repeat or duplicate existing programs or interventions and can accurately respond to lessons learned from past initiatives.

3. **Create a project plan and timeline.** Create a project plan that lays out a proposed timeline to complete Steps 1-5 in Phase 1. Beginning this project with a clear vision that is shared among partners enables a strong base for starting the work. Creating a timeline will also help set realistic goals for the project and enable progress checks on key milestones throughout the process.

4. **Identify resources.** Create a list of funding streams, relevant staff members, departments, student organizations, and other stakeholders both on and off campus that can support all steps in Phase 1. Identifying assets from the beginning can help develop realistic, manageable goals and to begin the process of building partnerships and gaining support.

Readiness Checklist			
	Not Started	In Progress	Well-established
Research ESP Strategies and Associated Data Collection Methods			
Understand Institutional History of SV Prevention			
Create a Project Plan and Timeline			
Identify Resources			

Step 1: Identify Stakeholders & Core Team

1. IDENTIFY STAKEHOLDERS & CORE TEAM

KEY Qs: Who needs to be involved? Who will impact decision-making? What skills are needed to support this project?

TOOLS: Stakeholder Table; Core Team Key Skillset Table

ACTIVITIES:
- Identify and connect with stakeholders
- Identify skillsets needed on the team
- Identify people to fill team roles

Move to Step 2 when:
- Stakeholders on board
- Team assembled
- Meetings to discuss Step 2 planned or underway

The major tasks in this step are designed to help answer the key questions:

- Who needs to be involved?
- Who will impact decision-making?
- What skills are needed to support this project?

Identifying key stakeholders and forming a core environmental prevention team will provide a solid foundation for Phase 1. While these teams will vary from campus to campus, there are crucial core team skillsets and stakeholders needed in every setting.

Stakeholders

A stakeholder is someone:

- whose support is critical for the project to be implemented as they may need to provide their own time, authorize the time of others to be dedicated to the project, or authorize resources.
- whose input is critical for understanding the nature of the work or the opportunities and limitations within your environment.
- who has expertise that could benefit the project's success.
- who will be directly impacted by the project.
- who may experience a positive or negative outcome as a result of this project (e.g., could new campus policies inadvertently cause harm to anyone on campus?).

A stakeholder may or may not also be a member of your core team (see below). Having a diverse range of stakeholders is critical for the long-term success of your project. Using an ESP approach to SV prevention will require engaging with stakeholders who may not have been involved in prior SV prevention efforts on campus, for example, those responsible for the management of physical spaces on campus.

It is also important to consider inclusion of representatives from the community surrounding campus, especially in cases in which structural or policy changes within those communities might be a crucial component of your intervention(s).

Below is a list of stakeholders who are important to consider. This list serves as a guide as each campus community has varying needs and structures. With an understanding of the differentiating resources, capacity, and bandwidth of each campus, key stakeholders who are crucial to include in the process and on your core team to begin this process are bolded.

On Campus:

- Athletics
- **Campus Administration (Dean of Students Office, Student Affairs Leadership, etc.)**
- **Campus Sexual Assault Prevention Services**
- **Campus Sexual Assault Survivor Support Services**
- **Campus Grounds and Facilities**
- **Campus Security and Public Safety**
- **Diversity, Equity, and Inclusion (DEI)**
- Faculty
- Greek Life
- **Health and Wellness**
- Information Technology
- Residence Life
- **Students**
    - Athletes
    - Clubs and Organizations
        - Special outreach to student communities that are underrepresented, marginalized, or at higher risk of SV (e.g., minority students at Predominantly White Institutions, LGBTQ+ students, students with disabilities)
    - Graduate Students
    - Greek Life Members
    - Student Employees
    - Student Government
    - Student Leaders
    - Student Residence Life Staff
- **Title IX Office (Survivor Support and Accountability)**

Off Campus:

- Community Service Providers
- **Local Rape Crisis Center**

Core Team Key Skillsets

Your core team is comprised of the people who will be actively involved in managing or implementing the activities in Phase 1. Members of your team may bring multiple skillsets and some members may overlap in skillsets. We believe the following skillsets are crucial to the functioning of your team for Phase 1:

- **Sexual Violence and Interpersonal Violence Expertise**: Someone in a leadership position on the team must have a high level of expertise in SV prevention. While not all team members need to have prior experience with SV prevention, those who do not should undergo a training early on in the process, to ensure that all team members have the same understanding of myths, facts and currently known effective strategies for prevention on college campuses, as well as the history of SV prevention and related policies on your campus. Additionally, team members with SV expertise should be familiar with public health approaches to SV prevention work and have an understanding of best practices in **primary prevention** to consider throughout this process.
- **Trauma-informed Expertise**: Team members should be informed about trauma and how to conduct research and conversations on SV from a trauma-informed approach. Well-meaning efforts have the potential to retraumatize, and trauma-informed mechanisms should be incorporated at all stages of the process.
- **Diversity, Equity, and Inclusion (DEI)**: Any prevention effort should be inclusive of the entirety of a community. Prevention efforts must not perpetuate systems of oppression. Having multiple team members with experience in anti-oppression frameworks and engaging diverse communities is critical for these efforts. This team member(s) should also include expertise in accommodations for students with disabilities so that the survey tools and resources can be equally used by all students.
- **Campus Facilities and Spatial Design Expertise**: Stakeholders with experience in facilities management and spatial design are crucial to the consideration of any intervention based on design or redesign of physical spaces. These professionals can help your team understand why the current campus design exists, what kinds of modifications are feasible, and what specific additional data you might need to design an effective physical intervention. Even in cases in which it is unclear if a physical redesign will be part of an intervention, these professionals can help you understand why students inhabit spaces on campus in the way they do, and brainstorm what kinds of changes to design or policy can lead to changes in behavior.
- **Data Collection and Analysis**: Understanding experiences of SV on campus is foundational to designing effective interventions. ESP data collection can involve the development or adaptation of several tools such as surveys, interactive campus maps, and data triangulation tools. At least one person, but ideally several team members, should be well-versed in general research best practices, the strengths and limitations of various data collection strategies, tool development, and approaches to data analysis and program evaluation. If you do not have a team member with this skillset, you will need to develop partnerships with others, within or outside your institution.
- **Information Technology**: This project may require the use of a wide variety of technologies, platforms, and digital campus resources to develop tools, recruit campus participants, and analyze data. In addition to their expertise in the online platforms used on your campus and providing technical assistance, IT professionals may also have knowledge and experience in managing new and emerging online environments with the transition to online learning and socializing. This insight will be very

helpful to understanding the digital environment of your campus and recognizing social norms being built online.

- **Communications, Outreach, and Marketing**: If you will be collecting new data, at least one person on your team should be experienced in developing communications, conducting outreach, and designing various marketing materials to reach your desired audience and ensure the data collected is representative of your campus and the various needs and experiences of your community. A team member with a communications background will also be important for developing messaging and visual tools such as advertisements, surveys, and marketing or awareness campaigns.
- **Project Management**: There should be one or two team members who are able to take the lead in project management such as delegating responsibilities, coordinating communication, and monitoring the timeline.

Check out Tool 2: ***Stakeholder Table*** and Tool 3: ***Core Team Key Skillset Table*** on MCASA's t to track your progress on building your team and skillsets for this project.

Once you identify the stakeholders and core team members on campus, it is important to make contact to bring the team together. Here are some additional actions to build your team and network:

1. **Approach key partners to get buy-in and provide opportunities for collaboration.** Start having in-depth conversations with the key partners and stakeholders you identified earlier. Tell them specifically how you want them to be involved, for example, by becoming part of the core team, conducting outreach to students, developing survey tools, etc.

2. **Set up initial communication with stakeholders.** Schedule introductory meetings, webinars, listening sessions, and information sessions with your stakeholders to invite them into the project. After initial one-on-one outreach, set up initial group collaboration. This could be a kick-off meeting or an informative webinar to get everyone on the same page and introduce partners. Set up expectations for future connection.

3. **Assign roles and responsibilities to your team.** Each team member should know specifically what their role is and what they will be responsible for implementing once the process has launched.

4. **Begin regular meetings with your core team.** You should have regular meetings and communication with your team as you will need continued support and collaboration moving forward.

Checklist for Completing Step 1: Identify Stakeholders and Core Team

Professional responsibilities can and do change over the course of a given year. Do your best to review stakeholder and core team membership regularly, to ensure anyone who has moved off either team is replaced with someone holding similar expertise.

Step 1 Checklist			
	Not Started	In Progress	Well-established
Stakeholder Identification			
Core Team Identification			
Approach Key Partners (for buy-in and to provide opportunities for collaboration)			
Set Up Initial Communication with Stakeholders			
Assign Roles and Responsibilities to Core Team			
Begin Regular Meetings with Core Team			

Step 2: Gap Analysis

2. GAP ANALYSIS

KEY Qs: What do we know now? What do we need to know?

TOOL: Data Triangulation Table

ACTIVITIES:
- Fill in Data Triangulation Table
- Create Data Summaries
- Create Data Overview
- Review for gaps in ESP data

Move to Step 3 if:
- Gaps were identified

Move to Step 4 if:
- No gaps were identified

The major tasks in this step are designed to help answer the key questions:

- What do we know now?
- What do we need to know?

Before any data collection, an essential first step is to gather and review already existing data. All college campuses are required to maintain records from Title IX reports and campus security[1]. Other common campus data sources include Campus Climate Surveys and security reports. In some situations, local police reports and service counts from counseling centers and campus SV support services may be available. This process is often called **data triangulation**, when available data are reviewed and compared for concordance and discordance as well as strengths, limitations, and gaps.

When comparing data across various sources, an important part of the process is considering how the data source (including who collected it, what methods were used to collect it, and what type of person would be represented in the data) impacts what you can learn.

For example, due to the underreporting of SV, reports to security and Title IX represent only a small fraction of incidents. This does not mean that such data should not be included in data triangulation; it does mean that it would be suboptimal to base a prevention strategy on this data alone, as such a strategy would be tailored to a small fraction of actual incidents.

Available data will always be incomplete, particularly for a topic like SV where barriers to reporting exist. It is important to critically investigate your data to understand in what way it is incomplete, to decide if you have enough accurate and representative data to make appropriate prevention choices. If not, ask: what is missing? What are the most effective ways to address these gaps in knowledge that are also achievable?

Now that we have instructed you to find knowledge gaps and fill them if possible, we want to ensure you we are not suggesting you stall all efforts due to “incomplete” data. As we said, data will always be incomplete. SV

[1] Current Title IX regulations at the time of this writing require colleges and universities to keep records of any report or complaint for seven years, even if there is no further action taken.

is a serious and urgent problem, leading to significant negative consequences. Rely on the combined expertise of your teams to decide when you have enough data to move forward.

Figure 5 provides a short overview of three data sources that are typically available on college campuses. We recommend brainstorming with key stakeholders to identify additional sources of data.

Figure 5: Strengths and Limitations of 3 Common Data Sources

Data Source	Data Type	Strengths	Limitations
Campus Climate Surveys	Population-based survey	• May provide sizable dataset. • May provide prevalence data for those who have not reported through any official channels • May provide additional ESP details, depending on items asked.	• Many campus climate surveys have low response rates, limiting generalizability but not necessarily introducing bias
Clery Act Annual Security Reports (ASR)	Case reports	• Provides incident data • May provide additional ESP details, depending on items asked.	• Only reflects cases reported to campus security
Title IX	Case reports	• Provides incident data • May provide additional ESP details, depending on items asked.	• Only reflects cases reported to Title IX

Campus Climate Surveys: Campus Climate Surveys are a tool used to collect anonymous data on student experiences and perceptions of their campus. They provide an opportunity for the campus community to voice their concerns, opinions, and share ideas for ways to improve the student experience. Campuses may have a survey specific to SV or incorporate questions about violence, misconduct, and safety into the general climate survey[2]. Population-based survey data like the climate survey are incredibly valuable in informing the prevalence and nature of SV and will likely be the most representative data available. However, even this data is likely to be unrepresentative in ways that may be important. The response rate for students across the 33 colleges in the 2019 AAU Campus Climate Survey study was 21.9%, with a range of 6%-68% (Cantor, D et al., 2020). Knowing the response rate at your institution by gender identity, sexual orientation, and race would be important for understanding who is represented in your Climate Survey.

Data from these surveys may highlight areas of concern in both the physical and social environments on your

[2] Since 2015, Maryland Higher Education Law has required all higher education institutions to conduct and report the results of a sexual assault campus climate survey, and to provide institution-level data on incidents of sexual assault and misconduct every other year (Md. Education Article, Section §11-601). The Maryland Higher Education Commission (MHEC) publishes statistics on both sexual assaults and sexual assault complaints made to the school, including the type of misconduct, outcome of complaint, and action taken. More information on the requirements and recent results can be found in the 2022 Institutional Guidelines for the Sexual Assault Campus Climate Survey and the 2020 Report on Campus Climate and Sexual Violence at Maryland Colleges and Universities.

campus and help guide your team towards gaps that you are looking to address through ESP interventions. If your campus's Climate Survey does not currently collect data on the physical and social environment, you may be able to request the addition of new measures to future surveys.

Clery Act Annual Security Reports (ASR): The Clery Act requires colleges and universities that receive federal funding to disseminate a public annual security report (ASR) to employees and students every October 1st. This ASR must include statistics of campus crime, including SV, for the preceding 3 calendar years, plus details about efforts taken to improve campus safety.

ASRs must also include policy statements regarding (but not limited to) crime reporting, campus facility security and access, law enforcement authority, incidence of alcohol and drug use, and the prevention of and response to sexual assault, domestic or dating violence, and stalking (Clery Center, 2022). These data may highlight areas of concern to explore in additional data collection initiatives.

Title IX Reports: Students may file reports about sexual assaults and sexual harassment to their Title IX office. Title IX reports can also be made on behalf of a survivor by faculty, staff, parents, or peers. Title IX offices may be willing to share selected data or annual summaries, as long as they do not compromise the confidentiality of the students involved in the incident. For example, they may be able to share how many sexual assaults were reported in residential housing each year, but not provide you with the exact floor or building where incidents took place. Although incidents that occur off campus may not be included in the ASR report, they can be reported to the Title IX office. Therefore, Title IX data may show different trends or themes in SV from the ASR report. These data may similarly highlight areas of concern to explore with additional data collection initiatives.

The Data Triangulation Tool provides a framework for the process of assembling and learning across data sources. The tool consists of 2 sample tables. The first provides suggestions for important characteristics of each data source to consider. The second table synthesizes learning across sources about the scope and extent of SV and suggests features of the social and physical environment that may be of interest when planning environmental prevention. Tool 4, the Data Triangulation Guide on our website provides an in depth overview of the tool and how to utilize it when triangulating your data. To receive a copy of the Data Triangulation Tool, contact Paté Mahoney, MA, Technical Lead at pmahone3@jh.edu.

Assessing and Summarizing Data: Data Summaries and Data Overview

Populating the Data Triangulation tables will allow you to review various data sources and elements "at a glance." Now it is time to ask yourself: What does this data mean? What did you learn from each data source, and what were you unable to learn?

ESP Data Summaries

To answer these questions, a *detailed summary of each data source* with important features of the data source and key findings from the data relevant to ESP is needed. It is possible that some of these summaries already exist, in reports written about the data. If you are getting the data from an outside source, be sure to

ask for any available Data Summaries. When reviewing such summaries or creating your own, involve those on your team who have expertise in data analysis and interpretation, as well as expertise in general knowledge about SV, college campuses, and key ESP areas of interest. Existing summaries may need to be modified to ensure a focus on ESP features.

Each summary should include as much information as possible about how the data were collected, characteristics of students in the final sample, and how well these students represent your student population. Include both percentages and raw numbers. Percentages tell you what proportion of your student body is represented (e.g., 20% of all freshmen students responded), or, alternatively, what proportion of your sample reported a certain SV location (e.g., 75% of all reported penetrative experiences occurred in a private bedroom). Raw numbers help you remember how many actual cases your information is based on. For some SV experiences, like unwanted penetration, the number of cases reported – even if your sample size is large – will be relatively small. It will be vital for decision-making to know if for example, your finding that 80% of unwanted penetration experiences happened in private bedrooms was based on reports from 5 people or 50 people who experienced unwanted penetration. See Figure 6 for suggested important details to include in your Data Summaries.

Figure 6: Suggested ESP Data Summary Details

Suggested ESP Data Summary Details

- Data collection type (e.g., online survey, focus group, safety audit)
- Recruitment method
- Proportion of student body included, with detailed breakdown by: year in school, gender, sexual orientation, race/ethnicity, disability status, other important characteristics for your campus
- Types of SV reported, with details by above characteristics
- Within SV reports:
    - Perpetrator characteristics
    - Physical location
    - Features of the physical environment
    - Features of the social environment
    - Situational characteristics
    - Clarity on if data reflects risk perception or actual incident characteristics
- Strengths of this data (what makes this data useful?)
- Weaknesses of this data (what are the limitations of this data?)
- Considerations for future data collection efforts (e.g., suggestions for changes prior to repeating this data collection activity or suggestions for new data collection activities)
- One-paragraph or 5-6 bullet summary of most important findings, including specificity in SV subtype and student subgroup

The importance of creating detailed Data Summaries with input from those familiar with data analysis and content knowledge cannot be overstated. Not investing time and resources at this stage can lead to investment in prevention strategies that are based on misinterpretations of your data.

It is also through the detailed summarizing of data that one might discover that changes need to be made to existing data collection activities or new data collection activities need to be planned before one can gain a clear understanding of ESP features related to SV on your campus.

ESP Data Overview

Finally, using your detailed Data Summaries as a starting point, create an ESP Data Overview. This overview is a snapshot of what is known about ESP features of SV on your campus, based on available data and stakeholder input.

This ESP Data Overview will be used in *Step 4: Determining Priorities*, during which you will review all identified SV problems and decide where to put your focus for intervention planning. To prepare for this process, your Data Overview should contain a series of "problem statements." These statements should arise out of the data you have available, but they can also be concerns brought to your team by stakeholders about which you have little data. This list of statements should be comprehensive – covering all known concerns.

Each statement should be concise, and contain the following elements, if possible:

- What SV is being experienced?
    - Be as specific as possible
    - Use behaviorally-specific language
- Who is experiencing it?
- Who is perpetrating it?
- Where does it occur?
- When does it occur?
- What is the situational context within which it occurs?
- How do we know this?

Example problem statements:

- Undergraduate female students report experiencing unwanted verbal sexual harassment on Bus 4 and Bus 6 between 8-10 pm Monday through Friday. Perpetrators of the harassment that have been identified are male undergraduate students. Many reports indicate the perpetrators are on the lacrosse or swim teams. This was brought to our attention in student stakeholder focus groups.

- Students who identify as LGBTQIA+ report SV by physical force or incapacitation at a rate 2 times that of non-LGBTQIA+ identifying students. Perpetrators are most often dating partners and the SV is occurring in private bedrooms. Reported in the 2019 climate survey.

- Title IX reports in 2022 show a 25% increase in incapacitated SV due to drugs or alcohol compared with 2021.

Identifying Gaps

Multiple stakeholder groups should be involved in assessing your existing data for potential gaps in knowledge that would hinder the development of effective interventions. Stakeholders should also be asked to contribute concerns about types of SV that are not represented in the data, but are believed to be a problem on your campus. For example, it may be well known among students that sexual harassment while walking in the neighboring community is a regular problem, yet this experience is not represented in any data source. All stakeholders should be sent the Data Overview and be invited to review detailed Data Summaries of data as well. Questions to guide the gap analysis include:

- What do we know?
- Are any student groups underrepresented?
- Did we find anything unexpected?
- How strong is our data on ESP features related to SV?
- Do we have enough information to act?
- If not, what do we need to know before we can act?

Stakeholder groups can be involved via multiple methods, and not all stakeholders need to be involved in one meeting. However, we do recommend that multiple viewpoints are shared between stakeholders to lead to multi-disciplinary learning and brainstorming. Document all input and discussion points for future reference. The answers to the final two questions will determine if you proceed to Step 3 (Gather Data) or Step 4 (Determine Priorities).

Checklist for Completing Step 2: Gap Analysis

When all items are ready, move on to **Step 3** to collect more data, or **Step 4** if you do not need to collect more data.

Step 2 Checklist			
	Not Started	In Progress	Well-established
Gather Existing Data			
Data Triangulation of Existing Data			
Create Data Summaries			
Create Data Overview			
Identify Gaps (or determine no gaps exist)			

Step 3: Gather Data (if needed)

3. GATHER DATA (IF NEEDED)

KEY Qs: What is the best method to collect data? How will data be summarized?

TOOL: Data Collection Evaluation Table

ACTIVITIES:
- Fill in Data Collection Evaluation Table
- Implement data collection activities
- Create Data Summary
- Add to Data Triangulation Table, Data Overview

Move to Step 4 when:
- Data has been gathered and summarized

Now that you identified the additional data you need to better understand SV at your institution, it is time to identify the best method to collect this data. Below we review several commonly used methods for collecting ESP data related to SV risk.

Approaches to Data Collection

One ESP data collection tool that many practitioners have heard about is map marking, sometimes referred to as hot spot mapping. There are other tools to consider – each having strengths and limitations for implementation, analysis, and interpretation. Five main approaches are briefly covered below. We would recommend a mixed-methods approach if possible. Mixed-methods data collection is a combination of both quantitative and qualitative methods. For example, asking multiple choice questions with a brief online survey disseminated to as many students as possible (quantitative), and also conducting interviews or focus groups with a small number of people (qualitative) for a richer, more complex understanding of the issue. We encourage you to learn more about any approaches you are considering implementing.

As discussed above, a **Campus Climate Survey** is a tool used to collect data on student experiences and perceptions of their campus anonymously. These surveys provide an opportunity for the campus community to voice their concerns and opinions and share ideas for improving the student experience. It may be possible to include ESP-relevant questions through your campus' climate survey. Additional quantitative methods include collecting responses to **surveys** developed by your survey team. Customized short or in-depth surveys are tools used to gather pertinent information from your campus community specific to your project goals.

Map Marking, sometimes referred to as hot spot mapping, is an approach in which participants are presented with a map of a geographical area. The area can be as small as one room, or as large as an entire campus. Participants are typically asked to indicate which places on the map they perceive as safe from SV or containing features that lead to safety from SV, and which places they perceive as risky for SV or containing features that lead to risk of SV. This can be done with paper maps and stickers to place on the map to represent safety or risk, or other approaches. In this type of approach, students are asked to rely on recall of past experiences or their general impressions and instincts. While it would be possible to ask students to do a map marking activity based on their actual experiences of SV, we have not yet seen this done. Such an

approach would need to consider issues of privacy in filling in the map as well as providing follow up resources to participants reporting SV.

A **Safety Audit** describes a process in which participants move around an existing setting, route, or space for the purpose of documenting SV risk and safety features using a pre-determined procedure. Oftentimes, participants undergo a training prior to the audit, to ensure everyone understands documentation methods and which features to look for. These audits can involve checklists, photos, voice memos, videos, written summaries, and discussions. They may take place in groups or individually and may take place over one or many days.

Additional methods include individual in-depth **interviews and focus groups** with key stakeholders. Interviews are typically conducted one on one with an interviewer and participant, while focus groups are made up of a small group of participants who engage in a discussion led by a moderator. Interviews and focus groups provide a space for researchers to both ask prepared questions and gain additional perspectives and insights on topics that arise through discussions.

Figure 7 provides an overview of the strengths and limitations of each of these data collection methods.

Figure 7: Data Collection Methods: Strengths and Limitations

Method	Strengths	Limitations
Campus Climate Survey	• Represents actual incidents • Potential for analysis of trends over time (dependent on frequency of administration) • Potential for reaching large and diverse sample • Depending on the survey platform, there is potential for close-ended and open-ended questions, as well as interactive map marking (see examples in case studies)	• Climate survey timeline may be fixed and may not coincide with your learning process • Changes may need approval • Some climate survey platforms may not allow for certain types of data collection (e.g., interactive maps) • Climate survey coverage of specific student groups may vary; review demographics of past climate surveys to check for equitable coverage (i.e., that the demographic mix of climate survey participants is comparable to that of the underlying student body)
Other surveys	• There are many survey tools available (e.g., SurveyMonkey, Google Forms) that are rather simple and free to develop, distribute, and collect responses • Flexible timeline to meet project needs	• Survey data collection requires a strong understanding of survey design, recruitment, and data analysis, as well as personnel time for roll out, maintenance, and trouble shooting • It is generally challenging to compel student participation, requiring creative incentives and recruitment strategies.

Method	Strengths	Limitations
Map marking	• Engages participants in thinking about how physical and social environments may be related to SV risk • You may learn about places and risk factors that had not yet been brought to the attention of anyone in the school	• Typically centers on risk perception rather than incidents • Locations and features identified as high risk may or may not drive actual SV risk, given that risk perception is heavily influenced by dominant cultural narratives • Analyzing the data can be complicated • Often collected from small groups, making generalizability to a larger student population challenging
Safety Audit	• Engages participants in thinking about how physical and social environments may be related to SV risk • You may learn about places and risk factors that had not yet been brought to the attention of anyone in the school • When multiple methods are used, can provide very rich data	• Typically centers on risk perception rather than incidents • Locations and features identified as high risk may or may not drive actual SV risk, given that risk perception is heavily influenced by dominant cultural narratives • Analyzing the data can be complicated • Often collected from small groups, making generalizability to a larger student population challenging
Interviews and Focus Groups	• Offer a rich and complex understanding of a given problem • Particularly useful for understanding the needs of a specific subgroup of students, or a specific setting • Useful to answer the "why" and "how" of risks identified through climate surveys or other data • Can be especially useful to *interpret* results of climate survey or data triangulation, and identify system gaps and strengths	• This approach can be triggering, and requires considerable attention to ethics, trauma-informed training, and materials • Conducting the interviews and analyzing the data can be time-consuming and requires expertise in qualitative methods to guide the discussion and decrease the likelihood that central questions will remain unanswered • These methods are typically used with relatively small groups, with limited generalizability to a larger student population • When focused on risk perception, as is often the case in a group session, discussion can easily be influenced by unchecked assumptions and dominant cultural narratives (e.g., focusing on adding lighting to dark paths, when dark paths have not been reported as a problem area on campus)

Additional Considerations for Data Collection

1. Have conversations with decision makers who can approve data collection processes and other parts of the project plan. As early as possible, begin conversations with the decision makers who can make or break a process. Is there any other department or person that might need to approve any feature of your data collection activity? **Institutional Review Boards (IRBs)** are university administrative bodies that set and uphold

best practices, rules, and standards to protect human subjects and ensure that research conducted in association with the university is ethical. Given the nature of SV research, we recommend that you reach out to your IRB to learn if they need to review your procedures before you can collect any data. They will ensure you are meeting research standards and receiving approval to conduct your research with students. Be aware that if you do need them to review your procedures and tools, such a review process will add to your timeline.

2. Update your project plan and timeline. When you have decided on a data collection strategy, revisit your timeline. When is the best time to implement this data collection activity? How long do you need to prepare before implementing the activity? How long will it take to analyze the data? How does implementation and analysis fit into your existing timeline?

3. Pay close attention to who is likely to be reached and who is not likely to be reached with your current recruitment strategy and activity. Do you need additional recruitment strategies or activities to reach a specific subgroup of students? Ideas for expanding outreach include: going to student organizations to talk about the data collection tool, setting up a booth in the dining hall and sharing information with students, doing a quick two-minute pitch in residence hall meetings, asking popular campus social media accounts to share your recruitment information, and finding champions across departments who can assist with building visibility.

4. Offer incentives. Asking students to volunteer their time to contribute to research is always tricky. Even students who are passionate about reducing SV have time constraints and competing activities. Offering incentives is a great way to show your appreciation for everyone's time and effort and make the experience worthwhile. More students will dedicate the time to participate if they have a possibility (or even better, a guarantee) of a reward, such as university swag, food, a gift card, or the opportunity to be entered into a drawing for larger prizes. Food tends to be appreciated by students, whether it be a pizza party or a selection of snack food to choose from. You may want to reach out to some potential participants first to ask them what types of incentives would be most appreciated. It is essential that students can access this incentive without compromising the confidentiality of their participation.

5. Keep your activities as brief and accessible as possible. Be mindful of the time it will take students to complete as well as the ease with which they can complete the activity. Put time and effort into creating easy-to-read documents, surveys, and instructions. Use best practices in accessibility for students who may need visual or audio accommodations, offer the tools in multiple languages if needed, and develop tools for students with cognitive or learning disabilities.

6. Make sure your methods align with best practices for violence-related and trauma-informed research. Any time you are collecting data about SV, you must consider potential negative outcomes of participation, and how best to both minimize the possibility of negative outcomes occurring and provide support in cases in which negative outcomes are experienced. This is true for all data collection methods, even when asking about risk perception only. Risk perception is based, at least in part, on experiences. If one of your participants in a map marking activity is considering where they feel safe from SV, they may recall an SV incident, which could

lead to distress. How would you ensure that such a participant is easily able to find their way to support services on your campus? Might you have a support person on site for the activity?

It is important to have someone on your planning team familiar with trauma-informed approaches to SV-related data collection.

7. Data security and privacy. There are numerous considerations to keep top of mind to ensure participant and data privacy. For individual interviews and surveys, it is important to set up your data collection structures to ensure privacy and anonymity. For all other data collection approaches involving groups, privacy considerations must be clearly developed by the data collection team and communicated to all participants. Depending on your research questions, you may want to encourage people not to disclose any of their own SV experiences in group settings unless they are aware that there is no way to ensure that other group members will not share this information with others outside of the group. Additionally, secure data storage is key to ensuring participant privacy, especially when personally identifiable information (PII) is collected.

Key principles to follow include:

- Voluntary participation, including ability to take breaks and stop at any time
- Maintain confidentiality to the extent possible and proactively disclose circumstances when confidentiality cannot be maintained
- No discussion of individual experiences in a group format
    - If in a group format, keep discussion centered on norms and risk perceptions (not individual experiences)
    - Facilitators must be skilled to redirect the conversation if a participant discloses SV and provide follow up referral and support resources after the session
- Referral to SV and mental health support resources for all participants irrespective of SV disclosure

Choosing a Data Collection Approach

The **Data Collection Evaluation Table** is designed to help you direct time and resources to the most relevant and useful data for enriching understanding of SV on your campus. This table was designed to outline various data collection activities focused on environmental features related to SV risk. Information for filling in each column is below. Sample Data Collection Evaluation Tables can be found on MCASA's website as Tool 5.

Activity

- List the type of data collection (e.g., Safety Audit, Focus Group).

Goals

- List each goal you have for doing the activity separately. This will help ensure that you gather the data relevant to reaching each goal.
- We recommend you clearly specify whether you will capture data on perceived risk or actual risk, to ensure that this feature is kept top of mind while filling in the remaining columns.

Protocol/Description

- Write a short description of what you will do.
    - How many people will be involved?
    - Which people? Any particular subgroups?
    - How will you recruit them?
    - What will those people do?

Process Outputs

- How will you know when you have completed your activity?
- What constitutes "completion"? Will you consider the activity completed if you implement it, even if you don't reach as many students as you hoped?

Data Outputs

- Will data be in the form of numbers to tabulate, text to read, or something else?
- The data will need to be summarized in some way to be reviewed. What will those data summaries look like?
- Who will create those summaries, and what system will they be using to take the raw data and turn it into output? E.g., if you have 30 filled-in maps from a map marking activity, how will you synthesize the information across all 30 of them?
- It is a useful exercise to mockup what the data output should look like *prior* to going into the field, to ensure you are able to complete the mockup with the data you will collect.

Use – How will the data be used

- Be as specific as possible to help ensure you will be able to use the data outputs to accomplish your goals.

Create ESP Data Summary

When data collection is complete, create a detailed summary of your activity (see Step 2, Assessing and Summarizing Data (p. 25) for more information about how to create a data summary). Add this new data source to the Data Triangulation Table and update your Data Overview.

Checklist for Completing Step 3: Gather Data

When all items are ready, move on to Step 4.

Step 3 Checklist			
	Not Started	In Progress	Well - established
Choose a Data Collection Approach			
Complete Data Collection Evaluation Table			
Complete Data Collection			
Create Data Summary			
Update Data Overview			

Step 4: Determine Priorities

4. DETERMINE PRIORITIES

KEY Qs: What are our programmatic goals? What is our priority SV subtype, subgroup, and context?

TOOLS: Completed Data Overview

ACTIVITIES:
- Specify program goal(s)
- Review Data Overview
- Choose priorities for intervention(s)
- Refine problem statements as needed

Move to Step 5 when:
- Priorities for intervention have been chosen

You are beginning this step with the evidence base from your campus summarized in Data Summaries and a Data Overview with problem statements. Now is the time to pick which of the problem statements you will focus on and get as specific as possible about your SV subtype and subgroup.

You may identify multiple problem statements, SV subtype(s) and student subgroup(s) that you consider to be priorities. Perhaps it will be possible to move forward on more than one intervention at a time, as interventions will vary in the amount of resources they require as well as in their scope and timelines. Perhaps one intervention is possible to implement within the upcoming 6 months, while another requires a multi-year process.

This step should include a variety of stakeholders, including students. If you are including stakeholders who were not involved in Step 3, share any relevant Data Summaries with them for review.

Multiple meetings should be planned for discussion. Keep detailed notes from these meetings, so you can review them repeatedly during this process. You may need to weigh concerns and expertise from one stakeholder group against the concerns and expertise from another stakeholder group.

It is possible that this process will highlight the need for more data collection. If so, revise your project timeline, and return to Step 3.

Revisiting Your Programming Goal: Reduce Sexual Violence, or Something Else?

Now that you are prioritizing which problem statements to address with an intervention, the first step is determining your programming goal. If your programming goal is to reduce SV, it will be important that you critically evaluate your problem statements to ensure they are based actual SV incidents. As we have reminded you throughout this guide, SV risk perception data may or may not represent risk factors associated with actual SV incidents. Review all problem statements with your programming goal in mind, evaluating each statement – and the data it is based upon – very clearly. Remove statements that do not describe a problem which meets your programming goals from your list.

Consider the following example, which is based on several real-world experiences:

Problem statement:

On the last 3 climate surveys, 25-30% of freshmen women reported feeling unsafe while walking on the Woods Path from main campus to the freshman dormitory. There have been many complaints to campus safety and the Dean of Students about this particular concern about sexual assault risk. Focus groups with students indicated feelings of unsafety were due to the area being dark and isolated from the rest of campus, with many trees obscuring lines of sight. There is another path to get to the dormitory, yet focus group discussions showed that because it takes twice as long to travel, most people take the Woods Path, despite concerns for safety.

Revisiting our programming goal: *reduce sexual violence* on campus

Key question: *Is this statement reflective of what is known about actual assaults on campus? Are there any known incidents of SV at [place] under [conditions]?*

To answer this question, the team performed a review of reports to Title IX and campus safety in the past 5 years, as well as actual sexual assault reports in the campus climate surveys. There were no reports of sexual assault or harassment on the Woods Path. Focus groups revealed no one hearing of anyone who had experienced either on the Woods Path.

Summary:

Activities to address this problem will not lead to a reduction in SV, or at least will not lead to a reduction in reported SV, given there are no current reports of SV in this place under these circumstances.

In this example, there is data indicating that students are worried about SV risk in on this path from the climate survey and reports to the Dean of Students. If we skip over identifying our goal, it would be easy to move straight into brainstorming ESP solutions to this problem: e.g., additional lighting or removing some of the trees directly surrounding the path. However, if our programmatic goal is *reducing SV*, we will be designing an intervention that we would not be able to evaluate as we cannot measure a reduction in SV when there are no reports of SV prior to the intervention.

Notice that we are not stating unequivocally that an intervention to add lighting or create more visibility on the path *will not* effectively prevent SV. These ESP changes are in line with CPTED principles for reducing opportunities for criminal activity. It is possible they could prevent a future sexual assault. The changes could also prevent other criminal activity such as physical assaults, robberies, or destruction of property. This may also increase overall student wellbeing and feelings of general safety in the area.

Reviewing your problem statements to evaluate them for goodness of fit to your programming goals is challenging, given the complex interplay between risk perception and actual risk, as well as between SV risk and risk of other non-SV crimes. For example, if the Woods Path continues to be described as a risky and unsafe area by students, you may need to conduct further data collection related to this area to determine more specifics about the circumstances of actual risk. It is also important to reevaluate your data regularly, as an area that once had no reports of SV may shift to an environment where SV occurs.

It is possible that your data collection and analysis will point towards solutions or interventions that do not directly address SV prevalence on your campus, but remain important for student safety from other crimes or dangers, or important for student feelings of safety. These findings should be referred to the appropriate campus department so that they can be addressed. In this guide, we are focusing on SV prevention strategies and we recommend using the dedicated time, resources, and allocated budgets for interventions that hold promise to lead to a reduction in SV.

Prioritizing Subtypes and Subgroups: Factors to Consider

Each campus will utilize different data collection methods with unique results about the needs of their campus community, which will lead to a variety of priority areas to focus on in Phase 2: Implementation. There are numerous factors to consider when determining which SV subtype and student subgroup to focus on for the scope of your intervention(s).

Given limited resources and limited details available in the data, it may seem like the best way forward is to design an intervention strategy that should reduce SV "in general." However, a quick review of subtypes and subgroups would lead any preventionist to the same conclusion: reducing unwanted sexual touching at on-campus dance parties in a school building requires a different strategy than reducing alcohol-related forced sexual penetration in a private bedroom in an off-campus apartment.

Without adding enough SV subtype and student subgroup specificity to your intervention, you run the risk of applying ineffective solutions for all types of SV. Of particular risk when considering ESP approaches to SV reduction on college campuses is the tendency to rely heavily on adding lighting, call boxes, and security cameras to paths and parking lots, with little consideration for what proportion of actual SV experiences occur in those locations and situations. In addition, without identifying specific SV subtypes and student subgroups upfront, you reduce the likelihood you will be able to detect intervention success by not developing evaluation measures with appropriate specificity. For example, your intervention may indeed be effective in reducing unwanted touching on the dance floor in party settings. However, if you do not refine your measures to detect this specific type of SV, you may miss the positive impact of your intervention.

Without naming your student subgroup for every intervention, you also run the risk of prioritizing the needs of some students over the needs of others, including students who have been historically marginalized or make up a small proportion of your student body. For example, an intervention designed based on a representative sample of students at a Predominantly White Institution (PWI) should not be assumed to meet the needs of students of color.

Some factors to consider when determining SV subtype(s) and student subgroup(s) include:

Prevalence: The data may reveal a high prevalence of a certain type of SV in many areas on campus across the population, as well as differences in prevalence among a certain student subgroups. For example, you find that there is both high risk perception and actual risk for unwanted touching on the shuttle bus, and

undergraduate students enrolled in evening classes report higher prevalence than those not enrolled in evening classes. Therefore, unwanted touching on shuttle buses may be the priority SV area with a particular focus on factors that lead to higher rates for undergraduate students in evening classes. Starting with areas of high prevalence in your data may help you narrow the focus and scope of your solutions and interventions.

Resources and Feasibility: It is important to be realistic about the change you can make on your campus with available funds, staff, time, and political will to ensure you can meet your goals and measure your progress. Although we might want to address all of the areas for risk and concerns raised by students, staff, and the community all at once, keeping feasibility top of mind will increase the likelihood you can deliver and evaluate the intervention thoroughly and with fidelity. It is very important to utilize the skills and roles of your core team in this step to determine focus areas that team members can support throughout the implementation phase.

Marginalized and Underrepresented Populations: You may not become aware of differences in SV experiences by student subgroups without data collection initiatives designed specifically for these subgroups. Doing so can highlight not only differences in prevalence, but also differences in the ways SV is enacted upon these subgroups. These details can be important for intervention planning, to ensure that interventions meet the lived experiences of marginalized and underrepresented students.

Revisit: Do We Know Enough to Act?

Once you have determined your SV subtype(s) and student subgroup(s), return to your Data Overview. Do you need any additional data before moving forward? Let's return to the example of unwanted touching on shuttle buses among undergraduates taking evening classes. Your data collection strategy led to your recognition that this was a problem being experienced by students. However, do you know enough about student experiences to design an intervention? Might you need to know more about if there is variation in particular bus routes, days of the week, times of day, and student identities (gender, race/ethnicity)?

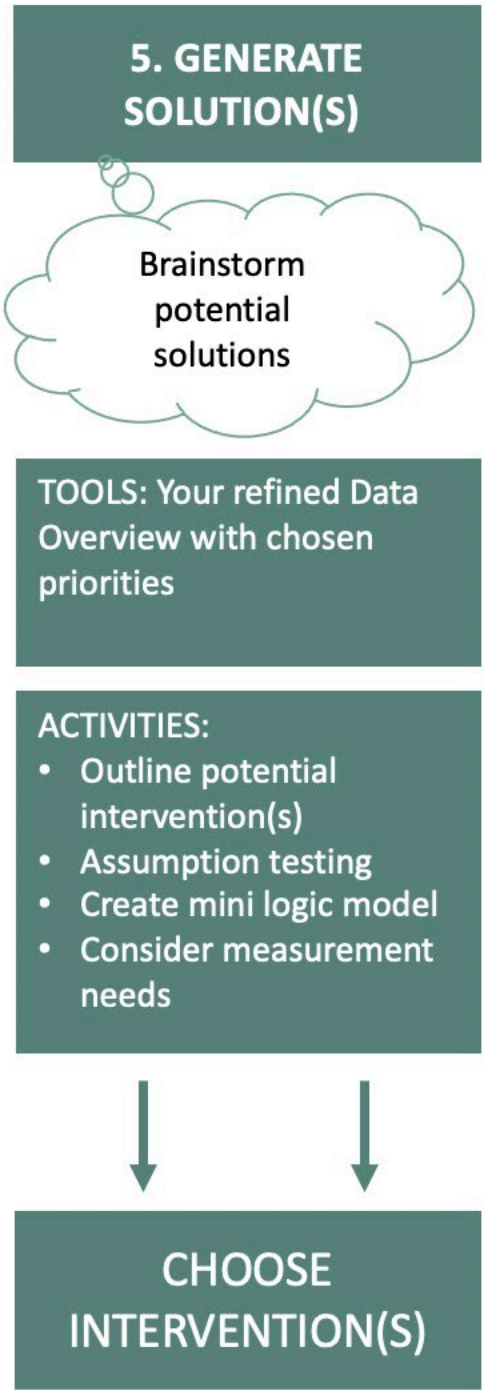
When you feel that you do know enough to act, choose priorities for intervention from the problem statements, and refine them with your subtypes and subgroups identified.

Checklist for Completing Step 4: Determine Priorities

When all items are ready, move on to Step 5.

Step 4 Checklist			
	Not Started	In Progress	Well-established
Revisit Program Goals			
Gather Additional Data (if needed)			
Choose Priorities for Intervention			
Refine Problem Statements (if needed)			

Step 5: Generate Solutions and Select Intervention(s)



Congratulations! You have made it to the final step in the process of leveraging your data to develop an intervention!

You have evaluated existing data, collected and summarized additional data, created problem statements, and chosen problem statements that reflect your programmatic goals. In this step, you will brainstorm potential solutions, evaluate their strengths and limitations, and ultimately identify one or more interventions to implement in Phase 2.

For purposes of doing this work, we suggest you think of **solutions** as your general approach, while **interventions** are more specific. For example, you may have learned from existing data that students report high levels of sexual harassment (e.g., catcalling) while walking on a community street on the edge of campus. The sidewalk is narrow with little room between the sidewalk and the street, and there is no barrier between the sidewalk and the street. Your *solution* may be to modify the sidewalk on this stretch of the street to decrease the likelihood of continued catcalls. Your *intervention* would consist of the details of this plan: on the east side of Street A, between Street B and C, widen the sidewalk 5 additional feet; add 5-6 foot tall bushes in planters between the sidewalk and street at a distance of 5 feet between bushes; university will assume costs of initial new construction and plants, while the town will be responsible for upkeep. The solution may be arrived at with one set of stakeholders, yet the intervention may need additional partners – with more expertise in modifying the built environment - to develop.

The state of the science of ESP SV interventions is currently too young to offer a list of ESP SV interventions proven effective on college campuses to guide you. We do, however, have a growing body of relevant literature (covered on p.8), as well as case studies describing the use of ESP data collection methods and intervention approaches in the Appendix.

Like Step 4, this Step should involve a diverse set of stakeholders over multiple meetings.

Let the Data Be Your Guide

The work you have done up to this point has been to increase your understanding of SV on your campus. We have provided guidance for you to focus on features of the physical and social environment and situational

context, as these are the features you would need to understand prior to developing an ESP intervention. However, the information you learned during Steps 1-4 might not, in fact, point you towards an ESP intervention. Be open to the possibility that some of your problem statements may be best addressed by other approaches, in addition to or independent of ESP approaches.

Potential Interventions: Getting into the Weeds

For each potential solution and intervention suggested, start to sketch out the following basic features in an Intervention Summary. Each summary should have answers to the following questions, as well as assumption testing statements and a mini logic model (described below).

WHO is the focal subgroup?

- While we recommend being as specific as possible, some interventions may be designed to impact the entire campus community equally

WHICH SV subtype is being prioritized?

- Be as specific as possible

WHAT is being changed?

- Individual Attitudes/Behaviors (Potential perpetrators? Survivors? Bystanders? Others?)
- Social Environment (social norms/expectations, rules, policies)
- Physical Environment

HOW will you change it? Be specific – what ACTIVITIES will be implemented and how will they be supported

- Education and Training
- Social Marketing (including social norms campaigns)
- Policy creation, modification, enforcement
- Engineering (built environment, technology)

HOW will these activities lead to the change you want to see?

- Perform rigorous assumption testing
- Create mini logic model

HOW will you measure the changes you are intending to see?

- You must be able to measure the changes you are intending to see – including at intermediate stages – to evaluate success

Assumption Testing

An important part of choosing interventions (even when they are evidence based) is clearly defining the **theory of change** upon which the intervention is built. Theory of change explains how *each activity* contributes to a *chain of outcomes,* each outcome being built upon the prior outcome(s), such that the final

intended impact is observed. A mini logic model is a good graphical representation of a theory of change. We call this a "mini" logic model, as a full intervention or program logic model also includes inputs (resources) and outputs (process measures). Developing a full logic model will be the first step for you in Phase 2. Because a full logic model traditionally includes 3 sets of outcomes, this is what we have proposed in our example mini logic model. However, you can insert as many intermediate outcomes are necessary for your theory of change.

Assumption testing involves creating a series of *very simple* statements to explain the relationship between *every activity* being implemented and the assumed outcomes of each activity. Statements should be as simple as possible, with each expected outcome building upon the prior expected outcome. The purpose of this process is to:

- Ensure every proposed activity has a contribution to the stated outcomes.
- Ensure the connections between each activity and the stated outcomes are logical and based on evidence rather than assumptions (whenever possible).
    - Note: The more supporting statements, the better.
- Ensure that the end goal (final outcome) is clearly defined.

Adequate assumption testing will require a series of supporting statements clearly explaining why it is believed that each activity will lead to each outcome, and each outcome will build upon the prior outcome. These statements may take the form of:

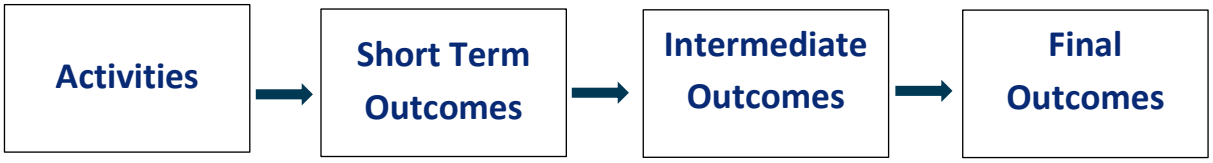
> If we do **[activity]**, it should lead to **[outcome]**, because….
>
> Or
>
> If we do **[activity]**, it should lead to **[outcome]**, if the following conditions are true:

The final framework is:

> If we do **[activity]**, this should lead to **[short term outcome]**, which should lead to **[intermediate outcome]**, which should lead to **[final outcome: reduction in (SV subtype) among (subgroup)]**.

This final framework can be represented in a mini logic model.

Figure 8: Mini Logic Model Outline



Assumption Testing Example: Providing additional socializing spaces

In *Sexual Citizens*, Hirsch & Kahn (2020) described how lack of spaces for students to socialize on campus could be a factor contributing to SV risk. They posited that some students choose to go to private bedrooms to socialize or study with another person due to lack of available alternatives. Bedrooms are spaces with a potential sexual charge, due to various intertwined cultural narratives. Due to these narratives, one person may believe another is wishing for a sexual connection simply by being in a private bedroom. It is, of course, possible that such misunderstandings would be cleared up through good communication by everyone involved. However, when one person chooses not to respect the wishes of the other, a private bedroom is a risky space, where intervention by others is highly unlikely, and assault prevention is rooted solely on power dynamics between the perpetrator and survivor.

We will create a problem statement and use assumption testing to investigate an intervention based on providing additional social spaces.

Problem statement:
Study data indicates that in 60% of cases of in-bedroom unwanted sexual contact, survivors were in a bedroom with the perpetrator without any intention of sexual contact with the perpetrator, and the perpetrator is someone with whom they typically do not spend time in a private bedroom. Focus groups indicate one reason students go to private bedrooms to socialize is because the Student Center closes at 10 pm every night.

We are calling our focal perpetrator group "acquaintances," to distinguish them from partners and good friends (with whom a student may typically spend time in private bedrooms for socializing). Interventions targeted at reducing SV by romantic partners and friends may require a different solution.

Solution:
Provide social spaces for students after 10 pm.

Intervention:
Keep the Student Center open until 3 am.

Assumption Testing Statements

Theory of Change 1: Interrupt the path leading to a private bedroom

Keeping the Student Center open could work to reduce SV if:

- SV is currently happening in private rooms with acquaintances
  AND
- People who want to socialize with an acquaintance would use the Student Center to do so rather than use a private bedroom

If we keep the Student Center open, this should lead to students choosing to stay in the Student Center to socialize, which should lead to students going to a private bedroom with an acquaintance less often, which should lead to reduced opportunity for SV and thus reduced SV by acquaintances in private bedrooms.

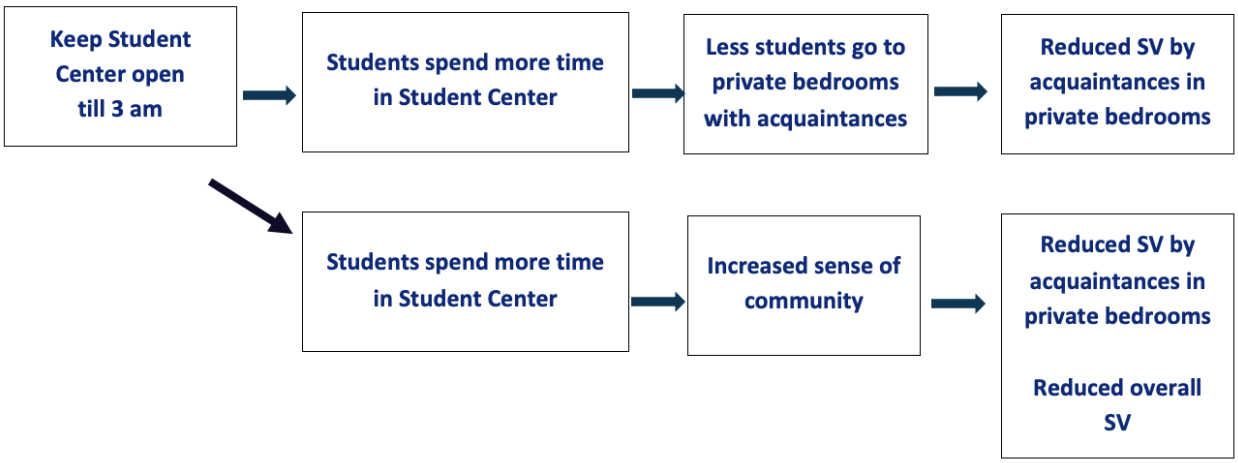
Theory of Change 2: Build a stronger sense of community

Keeping the Student Center open could work to reduce SV if:

- While in a community space such as the Student Center, students would be building stronger relationships and a stronger sense of community
  AND
- An increased sense of community is protective against SV

If we keep the Student Center open, this should lead to students choosing to stay in the Student Center to socialize, which should lead to increased sense of community among students, which should lead to reduced SV in general.

Figure 9: Mini Logic Model



Assumption Testing Review

Notice that as we considered the potential theory of change for this intervention, we came up with more than one theory. It is certainly possible that any intervention may be effective via multiple pathways. Writing out a theory of change allows one to crucially examine assumptions about pathways of change, as well as identify important outcomes to measure throughout the implementation process.

In this case, we recognized that there may be multiple pathways to reduce SV via keeping the Student Center open. One pathway addressed our specific concern of acquaintance SV in private bedrooms. The other pathway is not specific to this subtype and subgroup.

Safety for Whom?

ESP strategies have grown out of important work in crime prevention that has focused on the ways that environments can be designed to lessen opportunities for crimes to be committed. We are aware, however, that the field of crime control and prevention has received extensive criticism for being racially biased, harmful, and oppressive. When there is a question of creating safety in a location, it is important to consider if safety is being created for a specific subgroup while neglecting another subgroup, or if safety is being created for one subgroup at the expense of another subgroup.

For example, students may report feeling unsafe walking to their cars in a distant parking lot at a Predominantly White Institution. The school decides to add additional law enforcement officers to the traditional walking paths. While this change could lead to increased feelings of safety from SV among some students who have not been the focus of police scrutiny or arrests (e.g., due to their race), this change could lead to no increase in feelings of safety from SV plus increased feelings of risk from harm by law enforcement officers among those who have had such experiences, or who come from subgroups of students who have increased actual risk of such experiences.

Thinking about Measurement

Imagine that you kept the Student Center open to 3 am for a year, yet you find no reduction in SV by acquaintances in bedrooms, as measured by your climate survey (note: your climate survey would need to be able to measure "SV by acquaintances in private bedrooms"). You had believed this intervention would lead to a reduction, so why did it fail?

If you have identified and measured intermediate outcomes, you would be able to examine if your assumptions about the relationship between your intervention activities and all outcomes was supported. Perhaps students continued to go to private bedrooms with acquaintances at the same rate as before? If so, then your intervention did not work because keeping the Student Center open did not change student behavior. However, if you do find evidence that students were less likely to go to a private bedroom with an acquaintance, yet the rate of this type of SV was not reduced, then your assumptions about how to reduce this type of SV were not valid in another way.

You might be wondering how you would measure these intermediate outcomes. If the campus climate survey is implemented once per year, you would not have the opportunity to gather mid-year information from the same people who are reporting on their SV experiences in the climate survey.

Details regarding *what you need to measure* and *how you will measure it* are steps that you will need to undertake once you have chosen your intervention and have moved on to the next phase: Implementation. We recommend reviewing the Implementation Resources on our website.

It is important at this stage, however, to start to consider such measurement issues. As we mentioned in Step 4, being able to measure the outcomes of your intervention is crucial to evaluating the success of your intervention. While you do not need to work out the exact measurement details at this stage, you should examine your mini logic model and ask yourself "how would we measure if this outcome has occurred?" and ultimately, "what would success look like?" If you cannot think of any ways that such measurement is possible, you will not be able to evaluate this intervention.

Select Intervention(s)

Throughout this guide, we have encouraged you to be as specific as possible and base your decisions on the best available data from your campus as well as the expertise of your stakeholders. Now that you have walked through Steps 1-5 to the best of your ability, you can choose an intervention to refine and build, using the Implementation Resources on our website.

Checklist for Completing Step 5: Generate Solutions and Select Interventions

When all items are ready, move on to Phase 2.

Step 5 Checklist			
	Not Started	In Progress	Well-established
Create Intervention Summaries			
Select Intervention(s)			

MCASA Technical Assistance Overview

The ESSVP Team compiled this guide to provide a framework for practitioners, advocates, and college administrators interested in exploring and bringing environmental prevention strategies to their campuses. This guide is a living document and the ESSVP team is excited to work with practitioners in the field to learn from your projects and make improvements to this guide.

MCASA is available to provide technical assistance to colleges and universities in Maryland at any stage and throughout this process. Examples of technical assistance MCASA can provide include:

- Responding to individualized questions about reaching your community at any step in the framework
- Providing trainings on SV Prevention and Trauma-Informed Approaches to ESP core team members
- Providing content expertise during data collection tool development (language selection for survey questions, support in reaching students and community members on your campus, etc.)
- Supporting the development of culturally-specific engagement tools and outreach methods to reach underserved populations
- Supporting data interpretation to select ESP interventions for your campus

To request technical assistance, please fill out our Ask MCASA form. You can also contact us at info@mcasa.org or call our office at 301-328-7023 for more information.

Conclusion

At the time of this writing, there are more questions than answers about how to apply the data collected by your institution to ESP interventions to reduce SV on a college campus. There is not only a lack of evidence regarding what works, but we also have few examples of what has been tried.

We have covered many of the challenges you may face in this guide. However, we believe using the strategies in steps 1-5, will help build this evidence base. This is an opportunity for practitioners to shape the field of violence prevention, by using resources, skills, desire, and investment from partners to innovate and lean on their community of practice, rather than established research.

Exploring ESP strategies and solutions on your campus is not a small task. Thank you for your interest in this approach and taking the time to review this guide. We are grateful for your time and effort. We recognize that starting an ESP project may be overwhelming and challenging, but the ESSVP Team is here to support you throughout the steps in the framework and we look forward to partnering with you to learn more about your applications of these approaches. We also look forward to getting your feedback to improve this tool for practitioners as we work to end SV on college campuses and in every community.

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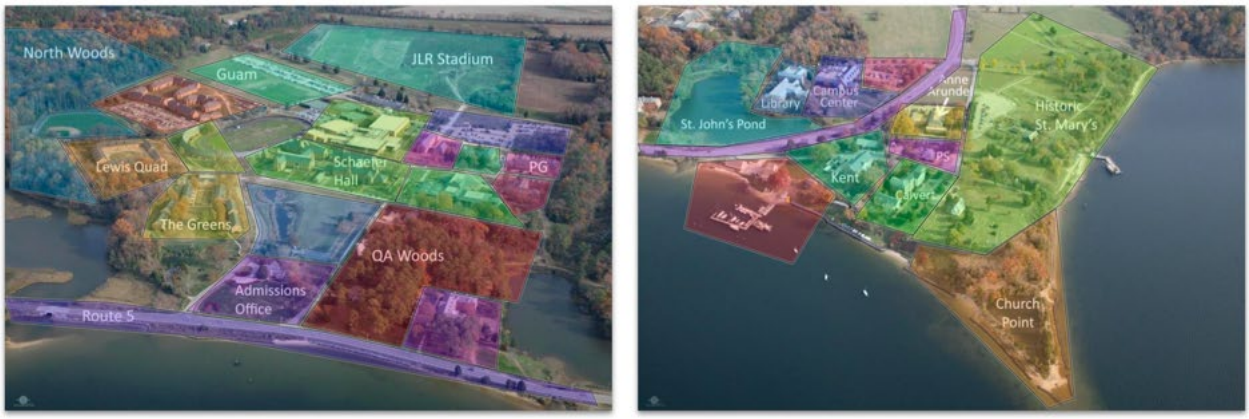
Appendix: Case Studies

1) St. Mary's College of Maryland

St. Mary's College of Maryland (SMCM) is a 4-year liberal arts college in Southern Maryland with a population of 1,510 students in 2021, on a rural and largely residential campus. The ESSVP Team partnered with Michael Dunn and Helen Ann Lawless in the Title IX Office in the Fall of 2020. One of their goals was to design a digital map marking tool to understand better where students felt unsafe for SV on their campus. They worked in collaboration with their Office of Institutional Research to develop the interface shown below. The various colors in the map used in the climate survey represent different geographical areas in their North or South campus that could be selected to indicate where they felt "unsafe as it relates to sexual violence." Students were asked to write in additional comments explaining which features of these environments contributed to them feeling unsafe.

Figure 1: Geographical Areas of SMCM Campus



North Campus South Campus

These figures below were created with data from their Spring 2021 Climate Survey. They had a 30% response rate from their combined undergraduate and graduate population. On the results map below, areas marked in yellow, orange, and red had lowest, medium, and highest endorsement, respectively.

Figure 2: Spring 2021 Climate Survey Results Map

Five main themes arose related to feelings of lack of safety from SV: dark, social, isolated, access, and catcall. Students listed different relevant features dependent upon the geographical area in which they felt unsafe. In the woods and in a parking lot located on the outskirts of the campus (Guam), students felt that darkness and isolation contribute to their risk. In the resident halls (Townhouses, Lewis Quad, Dorchester), social pressures contributed to their risk. Along Route 5, on a street that runs between North and South Campus, students reported experiencing catcalls and felt that access to the student population by people outside the university via this road was a contributing factor. Figure 3 shows the frequency of student concern of the relevant features in many of SMCM's geographic locations.

Figure 3: Relevant Features

	Dark	Social	Isolated	Access	Catcall
QA Woods	41	0	27	0	0
North Woods	35	13	31	0	0
Guam	19	0	25	4	1
Church Point	12	5	12	3	0
Historic	9	1	6	2	1
Townhouses	6	30	0	1	0
Lewis Quad	4	12	3	1	0
Dorchester	5	5	1	0	0
Route 5	3	0	1	8	9

In line with **Community-Based Participatory Research**[3] methods, they recruited two teams of students to discuss the results with them. The ESSVP Team partnered with them to develop a Discussion Guide. Key questions included: What do you think led your peers to make these selections? Do you think these findings represent actual risk? Have you heard of any sexual assaults actually happening in these places?

This follow up discussion led to in-depth conversations about the types of risks students feel are present in each of these settings and why, as well as the experiences they have heard about from their fellow students. Outcomes of the discussion included a richer understanding of student movement through campus locations and perceived or experienced risks, as well as some suggestions for improvements to the interface. Suggested improvements to the interface included changing the question in two ways: (1) provide a definition of "sexual violence", (2) consider asking "Where do you think sexual assaults happen on this campus?" as it may lead to a greater understanding of actual risk rather than perceived risk, and (3) offer the main walkway through campus as its own "geographical unit."

In addition to digital map marking, ESP-data were gathered via follow-up questions about reported sexual assault experiences from the prior year. Of 35 students who answered these questions, the most common location of sexual assault was either the perpetrator's (48%) or the survivor's (28%) residence (students were

[3] Community-based participatory research (CBPR) is an approach to research in which researchers and the people being researched (e.g., community stakeholders) engage as equal partners in all steps of the research process.

able to check off more than one location, as they may have experienced more than one sexual assault).

Major findings from these activities included:

- Climate Survey digital map data:
    - Learned about sexual harassment experiences not previously known to the Title IX office, specifically catcalls on Route 5.
    - An introductory understanding about how environmental risk features vary dependent upon geographical location.
- Climate Survey sexual assault location questions:
    - Personal residences are the most common location for sexual assaults
- Discussion groups:
    - Most of the findings from the digital map were considered accurate, with the woods areas feeling risky and in need of more lighting and security presence
    - They would have preferred slightly different geographical units (e.g., main walkway)
    - Participants believed dormitories are likely the most common location of sexual assault, even though that was not reflected in the map. Fixing lighting and security would not address those sexual assaults.

Next steps include:

- Fill in Data Triangulation Table with additional data
- Summarize data across data sources
- Initiate Step 2: Gap Analysis

2) Bowie State University

In early 2021, the Wellness Center reviewed Title IX reports indicating that the majority of reported sexual assaults took place in residence halls. Two focus groups were convened to learn more about perceived risk and protective factors for sexual assault (SA) related to environmental factors, including building design, security features, standard use of spaces, and policies related to security and safety, specific to residence halls.

The focus group guides were developed by the Johns Hopkins University (JHU) team, in consultation with the wider BSU Hot Spot Mapping team, which included representatives from Greek Life, Director of New Student Orientation, Sexual Assault Peer Educators, Athletics, Title IX, and the Office of Residence Life (ORL). The full focus group guide is below.

Focus groups took place over Zoom, and an automatic transcript of each focus group was generated. Transcripts were corrected by XX, as needed and then reviewed by members of the JHU team. All concerns and suggestions raised during the groups were detailed and included in the summary document. Although some suggestions seemed unlikely to lead to sexual assault reduction from the point of view of the JHU team, they were included in the summary to allow all consultants and stakeholders to review all concerns and solutions, and bring their experience and expertise to the discussion of the results.

A focus group summary was prepared, including the following sections:

- Concerns raised
- Suggested solutions
- Additional issues discussed
- Moving forward
- Potential pathways to reduce SA
- JHU Team suggestions

Selected sections of that report are presented below in a table.

Table: Selected concerns, solutions, and comments from BSU Focus Groups

	Concern raised	Suggested solution	Comments
1	Deliberate misuse of security measures makes dorms feel risky. Emergency doors being propped open; people sneaking by the security guard	Add alarm to emergency doors when propped open; tighten existing security measures to ensure less sneaking by security guard	It is not known if SA is a result of people sneaking into dorms (students did not believe it was). Consider analysis of existing Title IX reports or data collection to investigate this concern.
2	Some people go to private bedrooms because they want to be alone; but some go because there is no comfortable public space to hang out and do homework together or socialize, and that puts them at risk	Consider expanding hours of existing spaces students currently use, modification of spaces students are not using, or allocating more space for student use.	This mirrors concerns raised in other studies of SA on college campuses, and is an ESP intervention. Needs input from students, facilities management, design teams to develop list of possible solutions and the costs and timelines associated with each solution.
3	Lack of social connectedness to RAs and others in the dorm may contribute to reluctance to seek out help from others when feeling unsafe.	Increase number of RAs in those buildings with large number of students; Increase activities between RAs and students to build community, with special focus on lowerclassmen; Consider system in which a student could text a code word to an RA if they felt uncomfortable.	Some suggestions are in line with CDC's Creating Protective Environments strategy. Consider each strategy in detail.

Strengths

- Greater understanding of issues concerning students we serve.
- Greater understanding of issues concerning residence life staff, who are key actors in creating safe environments in residence halls.
- Discussions brought many security concerns to the attention of the Wellness Center. While some concerns may not relate directly to SA, they contribute to student feelings of safety, and may be related to actual experiences of other crimes (e.g., use of illegal substances, theft) in residence halls, which are both relevant to student well-being.
- Gained student insights regarding the types of changes that may help students feel safer.
- Involving stakeholders in the development of the focus group guide led to obtaining feedback on specific items of interest to stakeholders. For example, one topic of interest was about the potential effectiveness of increased RA patrols to reduce SA. This was generally not supported, due to the following reasons:
    - RAs would be unable to hear what is occurring behind closed doors; therefore, adding a hallway patrol was viewed as ineffective.
    - It is common practice for students to alert one another when they know RAs are on patrol.
    - Students generally find RA patrols into the rooms to be intrusive, which can cause increased tension between RAs and students, rather than increased sense of trust.

Challenges

- Keeping the discussions focused on SA prevention rather than general crime prevention.
- Keeping solutions reflective of actual known risk factors for SA rather than perceived risk factors.
- Keeping solutions rooted in changes to the physical and social environment

Additional notes:

- Some environmental approaches will not be rooted in the built environment, but rather in strengthening social ties or social norms
- It is highly recommended the VP of the Department in your stakeholder group be included to ensure consistent cooperation from other department stakeholders, that interventions are student-informed and implemented in a timely manner.

Next steps

- Increase social connectedness with ORL staff and residents

Mini Logic Model

Activity	Short Term Outcome	Intermediate Outcome	Long Term Outcome
Increase activities between RAs and students to build community, with special focus on lowerclassmen RA-led discussions about risks of SV in residence halls	-increased trust between students and RAs -increased communication between students and RAs -attendance at RA-led discussions or SV risks	-increased student respect of RA opinions and guidance -increased student outreach to RAs to discuss SV risks or concerns -decreased student behaviors associated with SV risk	-decreased SV in residence halls

BSU Focus Group Guide

Notes for moderator:

- Try to keep students focused on problematic locations rather than problematic people
- You do not need to necessarily respond to/react to each person's contribution, as we want to have time to get lots of students to share their ideas. Neutral responses are:
    - Thanks for sharing that.
    - That is interesting, thanks.
    - Are there different opinions? There is no right or wrong answer, we just want to hear your ideas.
- JHU folks might ask some follow-up questions, but most of the talking should be from the moderator

A. Introduction (3-5 minutes)

- Introduce all moderators/staff/note takers
- Ground rules:
    - What is said here, stays here and we ask everyone to keep this conversation confidential. Your confidentiality is not guaranteed because of the group nature of this discussion.
    - Please treat others respectfully.
    - We would love to hear from as many of you today as possible. For this reason, please talk, but leave time for others to talk as well.
- This discussion focuses on opinions and perceptions – we will not ask about personal experiences and ask that you not share personal experiences within this group discussion.
- Today, we are focusing on opinions, reflections and perceptions of safety as it relates to sexual violence specifically (not COVID-19 safety).
- We are not looking for "right" answers or feedback, just honest opinions and thoughts.
- We know that the topic of sexual violence can be really sensitive. You are welcome to stop participating in this group discussion at any point. You can skip any question and you can also simply stop being in the conversation. At the end of the discussion, we will provide resources for campus-related sexual violence supports in case you or anyone you know needs support.

B. One poll question (create a poll in Zoom):

Before we start, we would like to do a quick poll to learn a bit more about the people who are here.

Are you currently a:

- Freshman
- Sophomore
- Junior
- Senior

C. Setting the Stage (3-5 minutes)

One of the many programs the Wellness Center is running as part of their sexual violence prevention initiative is a program focused on what is called environmental design. It is a very new way of thinking about sexual assault prevention on college campuses, but people have been using this approach to stop assaults for decades. By environment we mean the grounds and physical buildings and spaces, policies about using and accessing these spaces, and even the people that share this space.

You have probably seen environmental designs to prevent sexual assault without knowing it. Has anyone seen a bus shelter that was all made of glass? Most of them are made of glass today, but they were originally made of other materials that one could not see through. This made bus shelters unsafe – for all types of reasons: muggings, sexual harassment, and sexual violence. This is an example of an environmental approach. This approach does not involve telling the perpetrator to ask for consent before touching someone, or telling the victim how to stay safe at the bus stop. The change is made to the environment, and that change reduces the likelihood an assault will happen.

Do you have any questions?

D. Getting their ideas about what makes a place risky (up to 25 mins)

First, we are going to focus on what makes a place risky or safe for sexual violence. We are going to use the example of residence halls. If you knew that sexual assaults were more common in one area of a residence hall than another, or more common in one residence hall compared to another residence hall, how would you try to make sense of that? What would you try to learn about each residence hall and space to understand this in order to reduce sexual assault? When answering this – think about your own experiences, or experiences your friends have told you about. We do not want those details – but ask yourself, what makes me feel like one place is riskier than another?

- What can make a residence hall risky?
- Anything you can think of about the physical environment? Have you felt this yourself? That a place just feels more risky than another place? Due to lighting, or parts of the building feeling cut off from view?
- What about how the space is used? (Number of people in a gathering; presence of alcohol or drugs; presence of loud music; presence of people from off campus)
- What about the people in residence halls – what could make them risky? Safe?
- What is the riskiest place inside a residence hall? What makes it risky?
- Is it more risky to have public spaces to use to hang out in a residence hall? Or less risky?
- Are there any behaviors you have seen or heard about that you think could increase the risk for sexual assault happening in a dormitory? I am thinking of things like people propping doors open, sneaking people in in other ways, bringing alcohol into a dorm room, or anything else?

E. Getting their ideas about reducing risk (remainder of time)

Now we would like to hear from you about ways to reduce risk of sexual assault in residence halls. How can we change residence halls to make them less risky for sexual violence? Think big and outside the box here!

E1. Security cameras

Let's focus on a few areas specifically. For example, there are security cameras in the residence halls. In what ways might they help reduce risk of sexual assault?

- Do you think people know they are there?
- Would it be helpful if more people knew they were there?
- Would it be helpful if there were more security cameras? Why/why not? How many more? Where should they be?
- How helpful are they?

E2. Control of people/visitation

What do you think about allowing people from different residence halls to visit one another? How does this increase or decrease risk for sexual assault?

- How helpful is a policy about this? Why/why not?

What do you think about allowing non-students to visit in residence halls? How does this increase or decrease risk for sexual assault?

- How helpful is a policy about this? Why/why not?

What do you think of the policy of signing people in and out when they visit the residence hall? How do you think this increases or decreases protection against sexual assault?

- How helpful is it? Why/why not?

Do you think the visitation policy should be changed in any way, to be more protective against sexual assault? How?

E3. RA patrols

Do you think it would increase protection against sexual assault to have regular RA patrols around the residence.

- Why/why not?
- How would this help? What would they be looking/listening for?

E4. Additional spaces to gather

In one study of sexual assaults on college campuses, they found that people sometimes chose to go to private rooms with others because there were not a lot of other places to go to hang out. They suggested that providing other places for students to hang out at night might reduce sexual assault.

- Do you think having additional places for students to gather would reduce sexual assaults at Bowie?

- If so, what kinds of spaces? Where would they be? When would they be available? What should the space look like/offer for it to be someplace students would actually go?

E5. Anything else?

Are there any other changes you can think of that would help reduce the risk of sexual assaults happening in residence halls?

- Can you think of any changes to the building itself?
- Can you think of any changes to the way spaces are used in the building?
- Can you think of any policies that need to change?

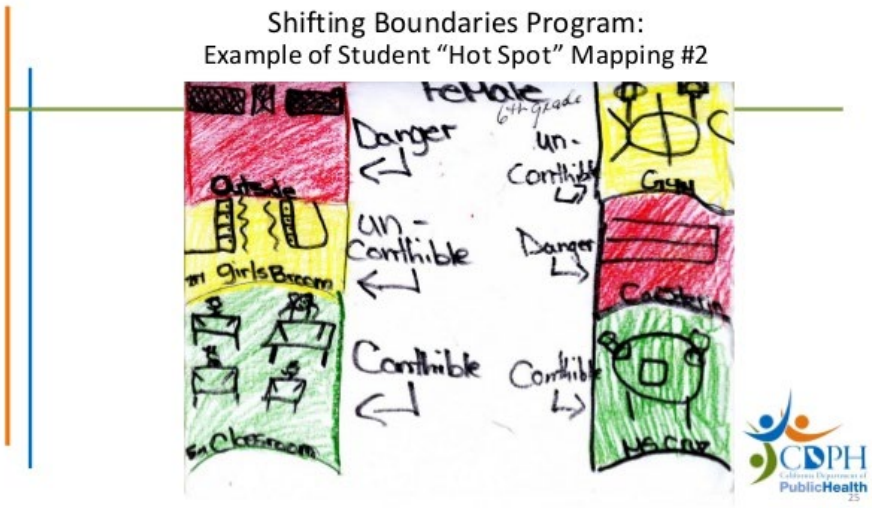
F. Closing (2 minutes)

- Thank you to all participants for your open and honest feedback.
- Remember not to share anything specific about what a particular person said outside of the group.
- Feel free to reach out to Shanelle if you have any other ideas to share with her about reducing sexual assault in residence halls.
- Post in the chat the campus-based resources for sexual violence including confidential supports, and mental health services – again, in case you or anyone you know is in need of sexual violence support, we want to make sure these resources are known to all students.

3) Shifting Boundaries

The Shifting Boundaries program implemented in middle schools in New York City sought to understand the impact of building-based interventions by randomly assigning schools to either a classroom curriculum, a building-based intervention, both classroom curriculum and building-based intervention, or no intervention (Taylor & Stein, 2011). In one component of the building-based intervention, students were asked to complete a map marking activity. They mapped "cool" spaces where they felt safe, welcome, and comfortable and "hot" spaces where they felt unsafe, unwelcome, or uncomfortable at school along a scale of green, yellow, and red as visualized in the sample map below (Taylor, et al 2013).

Figure: In this student map from the Shifting Boundaries program, a sixth grader shaded in the areas she felt safe and unsafe on a basic map.

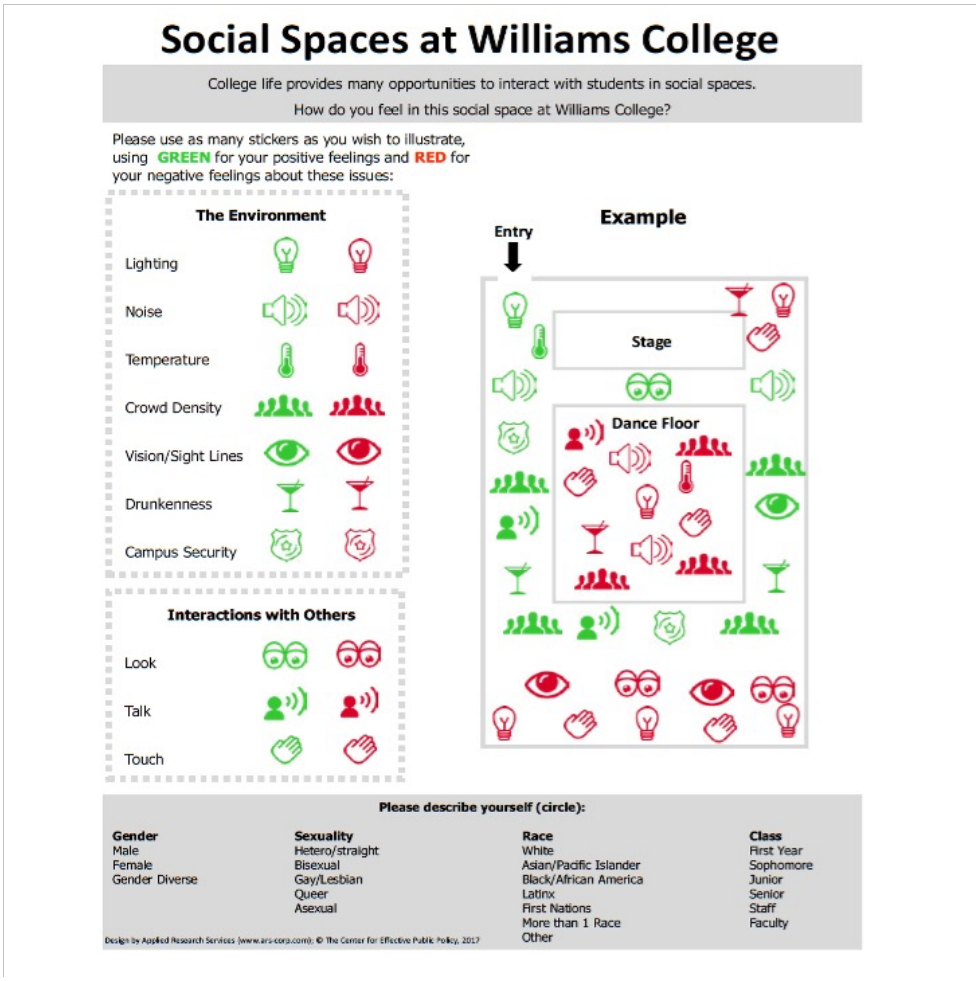


After mapping, the students then provided written responses to questions about why areas felt safe or unsafe and for whom to contextualize the data. Based on the results, presence of school staff or security was increased in areas identified as "hot" spots by the students. Review the full **Shifting Boundaries** report for more information.

4) Enhancing Campus Sexual Assault Prevention Efforts through Situational Interventions - Williams College and MIT

Williams College utilized a map marking activity to collect data on student experiences in various social spaces on campus. Figure 2 shows a sample of the map marking tool used to collect the data.

Figure: Sample Mapping Activity at Social Spaces at Williams College

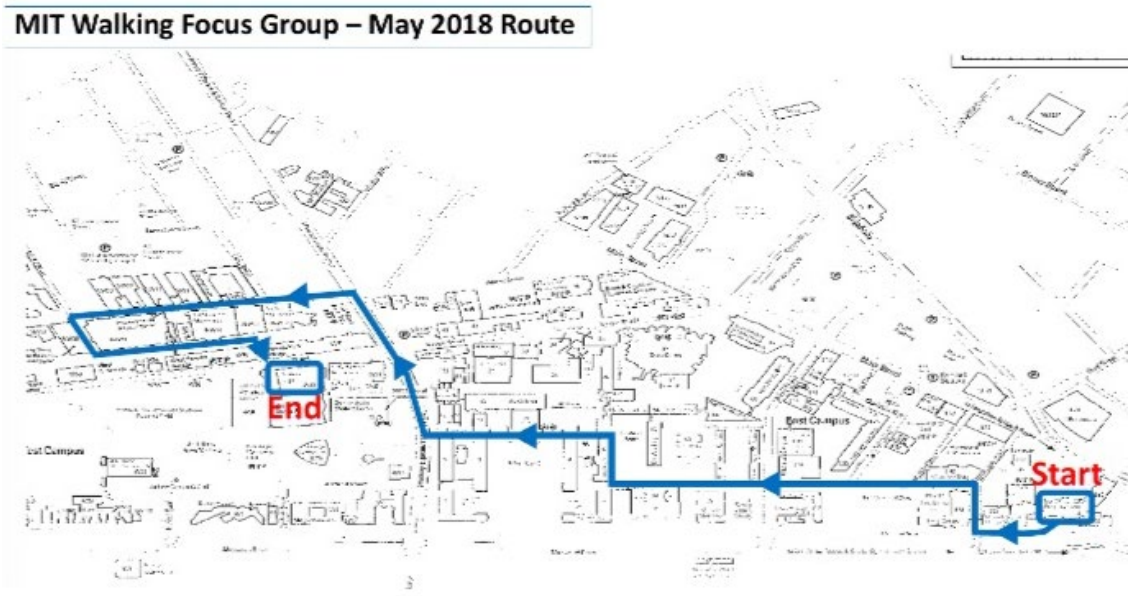


Excerpted from Meredith et al: Williams focused on development of a mapping methodology to collect both quantitative and qualitative dimensions of student experiences in social spaces to include on-campus event locations (buildings where parties are hosted), layout of physical space within buildings, dimensions described in student and staff conversations (e.g., soundscape, sightlines, crowd density, ease of locating friends, alcohol consumption), and demographic student information. The team designed a data collection protocol to meet the following criteria: (A) easy for students to understand, (B) accurately reflect the physical layout of the party space, (C) capable of capturing multiple dimensions of social space, and (D) fun enough to entice students to participate. The mapping tool allowed students to actively participate in the data collection process by affixing red and green sticker “icons” on floor plans. Booklets (11” by 17”) were made for six campus party locations, which folded to contain a building layout on the inside and an instruction page on the front cover. Stickers represented 10 unique dimensions of the social space, including environmental conditions (temperature, noise, crowd density, etc.) and interactions with others (staring, verbalizing,

touching). The map instructions and sticker key were placed on the booklet front page and a space for providing comments and suggestions was placed on the back page (Meredith et al, 2020).

MIT utilized a walking focus group data collection method modeled after the United Nations Women's Safety Audit to collect more information on LGBTQ+ student experiences of SV. Figure 3 shows a sample walking tour route used at MIT.

Figure: MIT Walking Focus Group Sample Route



R E L E V A N T T O P I C S T O D I S C U S S A L O N G T H E R O U T E

NOTE: For each topic, discuss your experiences with sexual violence (on a continuum from micro-aggressions, staring/gawking, verbal harassment, physical harassment, and assault)

Excerpted from Meredith et al: Two MIT walking focus groups were conducted in 2018, one each during spring and fall semester, to capture variation in campus activities and weather. Each walk had a unique route. The first walk focused on traversing from East to West Campus and included walking through "The Infinite Corridor" (the infamous 800-foot hallway through even connected buildings). The second walk focused on "dorm row" residential areas. There were four to six students and two project team members per walk. Key roles were assigned to include checklist reader, note taker, and photographer. Passersby and other persons were not engaged in conversation during the walks, but students were encouraged to describe incidents and stories along the way. The designated photographer took pictures of noteworthy areas, as selected by the group. The walks took place over 60 minutes, followed by a 30 minute debrief session where walkers reviewed their notes, discussed their perceptions and experiences, began to formulate and document recommendations, and organized recommendations for stakeholder groups. Recommendations generated related to design and planning, usage of space, governance issues (policies), crime prevention resources and training, and community interventions (events, informal mechanisms). The designated note taker and photographer were responsible for drafting a document that qualitatively described the story of the walk, highlighting issues of concern and describing the wide array of positive and negative thoughts, feelings, and

experiences in various spaces. Those reports were reviewed and edited by the entire audit team. (Meredith et al, 2020). See a sample route below.

Results from the walking focus groups revealed student concerns about lighting, visibility, and the social use of space for increased perceptions of risk and vulnerability. The team used these results to identify themes and questions for semi-structured interviews with LGBTQ+ students to gain additional student perspectives. Project staff also conducted additional conversations to narrow in on feasible interventions based on the results of the research, which will conclude with a report to be shared with the MIT key stakeholders and leaders.

Review the full **Enhancing Campus Sexual Assault Prevention Efforts Through Situational Interventions** report for more information.