



# Cleveland State University

## Sexual Violence Prevention Strategic Plan 2.0

Developed and Updated by:

The Sexual Violence Prevention Council

**Respectfully Submitted by the Sexual Violence Prevention Council Co-Chairs:**

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For CSU reporting, resource and consent information, call the Office of Institutional Equity (OIE) at 216.687.2223 or visit [csuohio.edu/institutional-equity](http://csuohio.edu/institutional-equity).



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## **Sexual Violence Prevention Council (SVPC) CO-Chairs**

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## **I. Sexual Violence Prevention and Cleveland State University's Mission, Vision, Values and Strategic Priorities**

The mission of Cleveland State University (also referred to as the University or CSU) is:

- Empowering Students.
- Creating Knowledge.
- Engaging Communities.
- Shaping Our World.

The vision of Cleveland State University is to:

*[B]e a nationally recognized and student-focused public research institution that provides accessible, affordable, and Engaged Learning opportunities for all [and] both:*

- *An anchor institution for Northeast Ohio, recognized for cutting-edge research, creative activity, and innovative collaborations that drive economic development and enrich the lives of our students and citizens, and;*
- *A beacon institution whose vitality attracts diverse and talented students, faculty, and staff from within and outside the region, thereby enhancing our distinctive and inclusive living, learning, and working environments.*

Preventing sexual and gender violence on campus and supporting members who experience sexual and gender violence is encompassed in Cleveland State University's values, one of which is Inclusive Excellence, which Cleveland State University defines as, "Ensuring that we are a diverse institution where the collaboration and involvement of all are encouraged, all voices are heard, and all are treated with dignity and respect."

Similarly, the strategic priorities of Cleveland State University include creating and maintaining a respectful campus where all community members are free from sexual and gender violence, which is critical to academic, professional and personal success.

### *Strategic Theme #2: Differentiate on Student Success*

*CSU is committed to providing a first-rate educational experience to those students we admit and assuring that we do everything in our power to graduate them. Many have worked hard in recent years to improve student progression and retention, with notable progress. But we need to do better. There is no more important mission. . . .*

### *Strategic Theme #7: Strengthen Campus Community*

#### *The Student Experience*

*There is much work to be done to strengthen the student experience at CSU for both residential and commuting students. . .*

#### *Faculty and Staff*

*CSU will achieve our ambitious goals only through the committed efforts of faculty and staff. A critical early priority is to address the relationship between the administration and the faculty with a view toward establishing a spirit of mutual respect and trust . . .*

## **II. The Purpose of the Strategic Plan 2.0**

Sexual violence is identified as a serious problem on college and university campuses in the United States. Sexual violence includes a continuum of behaviors such as sexual assault, sexual exploitation, stalking, relationship violence and domestic abuse. Sexual violence can prevent the University from serving its students, engaging the community and achieving its mission.

The University is committed to foster an inclusive, collegial, socially engaged academic community of students, faculty and staff. In keeping with the vision and mission of the University, the Sexual Violence Prevention Council (SVPC) continues to develop and update a comprehensive strategic plan. The overall purpose of the Sexual Violence Prevention Strategic Plan is to support CSU students in achieving academic success by removing the barriers of their educational goals that sexual violence may place before them. This Strategic Plan identifies practices and programming to prevent sexual violence which are consistent with the needs of the campus and incorporates that information into a multi-year action plan with the goal of further decreasing incidents of sexual violence on campus or which impact members of the campus community.

The plan ultimately lays the foundation for:

1. An array of data-driven, best practices for prevention efforts that reach as many members of the campus community as possible.
2. A supportive and sensitive campus for those who have experienced any form of sexual violence or trauma.
3. A fair and effective process for addressing and resolving reports of sexual violence.
4. Proactive and ongoing assessment of the impact of sexual violence prevention efforts to inform future efforts and next steps.
5. Commitment to ensuring that policies, procedures and key developments at the State and Federal level are distributed to and understood by our community, and that the University complies with all relevant statutes, laws, rules and regulations.
6. A fully informed, educated, trained and empowered university community.

The Sexual Violence Prevention Council has and will continue to assess whether Cleveland State University has achieved the goals it has set in the 2017 Strategic Plan (Strategic Plan 1.0), identify areas where efforts fall short of desired outcomes, and whether new goals still need to be developed. The outcome of this process is this updated Sexual Violence Prevention Strategic Plan (Strategic Plan 2.0).

The Strategic Plan 2.0 also reflects the University's effort to fully comply with *Title IX of the Education Amendments of 1972* (Title IX) and effectively implement the University's *Policy Against Discrimination, Harassment, Sexual Violence and Retaliation*.

### **A. Title IX**

Title IX of the Education Amendments of 1972 (Title IX) is the federal law that prohibits gender discrimination in education programs and activities. Under Title IX, sexual harassment, sexual assault, sexual exploitation, relationship violence, domestic abuse and stalking are forms of sex discrimination. The goal of Title IX is to ensure that all students are provided a safe, supportive environment which is free from sex discrimination, including sexual violence.

Title IX requires that schools prevent and respond to incidents of sexual misconduct to ensure that students involved in such experiences are able to continue to successfully pursue their education. When sexual violence impacts a student, Title IX requires that the school support the victim and others impacted by the experience.

Title IX requires that schools designate “Title IX Coordinators” who are responsible for addressing Title IX-related concerns, including sexual violence. At the University, the Title IX Coordinators are the Director and Associate Director of the Office for Institutional Equity (OIE).

### **B. The Policy Against Discrimination, Harassment, Sexual Violence and Retaliation**

Cleveland State University’s *Policy Against Discrimination, Harassment, Sexual Violence and Retaliation* prohibits sex discrimination and sexual harassment, including sexual violence, which is defined as “includ[ing] sexual assault, sexual exploitation, relationship violence, domestic abuse and stalking.” The Policy states:

*Respect for diversity is an essential element of the university community. The university strongly opposes and does not tolerate discrimination on the basis of . . . sex (including sexual harassment, sexual violence, sexual assault, sexual exploitation, relationship violence, domestic abuse and stalking), pregnancy, . . . sexual orientation, gender identity and/or expression, marital status or parental status . . .*

*“Discrimination” is negative or adverse treatment of an employee, student or other member of the university community based on any of the classifications listed above.*

*(1) This policy applies to all students, employees, visitors and other individuals participating in a university activity, educational or employment opportunity or program. This policy covers conduct that occurs on university property, off-campus during a university activity, or off-campus outside of a university activity when the conduct has continuing adverse effects on or creates a hostile environment for students, employees, visitors or other individuals participating in a university activity.*

*(2) It is the responsibility of every member of the university community to foster an environment free from discrimination, harassment, sexual violence and retaliation, and to take reasonable action to prevent or stop such conduct.*



### **C. University Prevention Resources**

The University’s existing sexual violence prevention efforts include the following components.

### **The Office for Institutional Equity (OIE)**

OIE administers the University's *Policy Against Discrimination, Harassment, Sexual Violence and Retaliation (Policy)* and other policies that prohibit discrimination. The Title IX Coordinator and the Deputy Title IX Coordinator are located in OIE, and OIE is a key player in the University's efforts to comply with Title IX. The *Policy* defines sexual harassment, sexual assault, sexual exploitation, relationship violence, domestic abuse and stalking as forms of gender discrimination. OIE receives reports that students and other community member may have experienced sexual violence, supports the victims and others impacted by the event, investigates complaints and resolves concerns about discrimination, harassment and sexual violence. OIE provides information and identifies resources, including confidential resources, for students and other members of the community. OIE issues accommodations for students who are experiencing, have experienced, or are accused of engaging in discrimination, harassment, sexual violence or retaliation.

### **The Sexual Violence Response Team**

The Sexual Violence Response Team ("SVRT") provides a rapid, comprehensive response to reports of sexual violence against a student or employee on University property, off-campus during a University activity, or off-campus outside of a University activity when the conduct has continuing adverse effects on or creates a hostile environment for students, employees, visitors or other individuals who participated, are participating or will participate in a University activity. The SVRT: (1) provides the reported victim information regarding available resources and his or her reporting options, including law enforcement and/or OIE, and confidential resources, including the Cleveland Rape Crisis Center; (2) ensures that information is appropriately gathered and shared among University personnel with a need to know; and (3) complies with the University's legal obligations to respond to and report incidents of sexual violence.

### **The Cleveland Rape Crisis Center (CRCC)**

Cleveland Rape Crisis Center supports survivors of rape and sexual abuse, promotes healing and prevention, and advocates for social change. Pursuant to a Memorandum of Understanding with the University, CRCC supports members of the University community who have experienced sexual violence. Students can ask to be escorted to CRCC's office, and CRCC will make every effort to provide immediate crisis support. CRCC also has support hotlines available 24/7. CRCC provides support, resources and services to students, faculty and staff at the University who have experienced any form of sexual assault, harassment or abuse, or would like to learn more about how to help someone else, whether the injury occurred recently or prior to coming to campus. CRCC listens without judgement, answers questions about the criminal process and/or Title IX, provides resources and referrals, discusses options, and provides advocacy and emotional support. CRCC is available to support students in university proceedings related to the incident of sexual violence, and/or when speaking to university police.

### **The Community Assessment Response & Evaluation (CARE) Team**

The CARE Team works collaboratively to support the wellbeing and safety of students, faculty and staff and promotes a culture on campus that encourages reporting of concerns, including those regarding student experiencing sexual violence or who are survivors of sexual violence. The core CARE Team meets weekly to review reports about members of the campus community who may require assistance and collaborates to share information and provide support.

CARE Managers meet weekly with Athletics, Academic Advising, Center for International Services and Programs, Community Standards & Advocacy, Counseling Center, Police Department, Division of Student Affairs, Office of Disability Services, Pratt Center, Residence Life and Student Success as

part of CARE Team. Other members of the campus community sit on the CARE Team as appropriate to address the needs of specific student populations.

### **Health & Wellness Services**

Health & Wellness Services, in addition to serving the medical needs of the CSU community, provides programs on sexual assault prevention, bystander intervention, peer education and sexual assault awareness. Health & Wellness Services also provides information and resources about sexual assault prevention, response and recovery.

### **The Counseling Center**

The Counseling Center provide a wide range of services to students, faculty, and staff, including information and resources about sexual violence and trauma response and recovery, through individual and group counseling, programming and more groups as well as consultation, outreach programming, training and group facilitation.

### **The Sexual Violence Prevention Council (SVPC)**

The SVPC supports the University's goal to achieve a campus environment that is safe, respectful and free from sexual violence and discrimination based on sex or gender. The SVPC seeks to reduce the incidence of sexual violence and sexual harassment of students, staff and faculty by promoting change in the cultural factors that contribute to sexual violence and increasing the effectiveness of prevention and response strategies. The SVPC is organized around three committees, Communication and Branding, Climate Survey and Education and Prevention. Communication and Branding reviews and proposes University branding concepts for messaging on matters of sexual violence to ensure consistency, cultural sensitivity and a unified message. The Climate Survey group is responsible for ensuring that the annual climate survey is conducted, and the results are analyzed and reported for use in subsequent decision-making. Lastly, Education and Prevention focuses on educating and training students, staff and faculty about issues of sexual violence prevention, response and recovery. The SVPC is comprised of representatives from faculty, staff and students.

### **The Mareyjoyce Green Women's Center**

The Women's Center strives to remove barriers to student success through education, services, support and referrals. The Women's Center serves the entire CSU Community, with an emphasis on women, student-parents and returning learners. The Women's Center provides information, support and resources to students experiencing sexual violence. The Women's Center is a confidential resource.

### **Sexual Violence Prevention Training**

The University provides training on sexual violence prevention on an ongoing basis to the campus community, including students, faculty and staff. Training is provided in large and small group sessions, online and in person, and may be delivered by any of the above resources, alone or in conjunction with, other resources, including those listed above. Training is provided on request, at certain intervals, and/or to address specific or general concerns or when opportunities for further learning are identified in individuals and/or groups.

## **III. Assessment of Strategic Plan 1.0 Goals**

To ensure that strategic planning efforts are data-driving and aligned with the needs of the campus, the SVPC reviewed and assessed data regarding the effectiveness of sexual violence prevention



events, education and campaigns. The available data consists of climate survey analyses and post-training or post-event surveys of participants.

### A. Climate Survey

The SVPC reviewed the climate survey results from the 2018-2019<sup>1</sup> academic year. The two Climate Surveys included 13 benchmark questions required by the Ohio Department of Higher Education (ODHE) for all colleges and universities in Ohio, as well as a number of demographic questions (e.g. commuter student, athlete, gender identity and sexual orientation, race, international student, etc.). This climate survey collected data from March 2019 through May 30, 2019. One thousand four hundred one students, or 13% of the student population, completed the climate survey. Cleveland State University's climate survey results are discussed below and compared to the 2017-2018 climate survey results, as well as the results of all Ohio higher education institutions.

Six questions asked students about their perceptions of how Cleveland State University leadership would respond to a report of sexual misconduct. Cleveland State University students responded that they are slightly more confident than students at other Ohio schools that University leadership would take a report of sexual violence seriously, protect the person making the report, support that person, take action against the offender and address the factors which may have led to the sexual violence.

Averages for each question for the campus sample are provided below along with the sample wide averages across all surveyed Universities.

1= Not at all likely, 2= A little bit likely, 3= Somewhat likely, 4= Very likely, 5= Extremely likely

Question	2019 Cleveland State University	2019 All Ohio Universities
Campus officials would take the report seriously.	3.82	3.86
Campus officials would take steps to protect the safety the person making the report	3.80	3.82
Campus officials would support the person making the report	3.79	3.76
Campus officials would take action against the alleged offender(s)	3.52	3.49
Campus officials would take steps to protect the person making the report from retaliation	3.61	3.58
Campus officials would take action to address factors that may have led to sexual misconduct	3.51	3.45

Cleveland State University students are also more confident than students at other Ohio institutions that the campus will follow its formal procedures to address complaints of sexual misconduct (with responses ranging from 1=Strongly disagree to 4=Strongly agree).

<sup>1</sup> The Climate Survey for the 2019-2020 academic year was cancelled as a result of the Corona Virus pandemic.

Cleveland State University average = 3.18

All Universities average = 2.97

Cleveland State University students reported that they participated in sexual violence prevention training at slightly lower rates than students at other Ohio institutions. Notwithstanding this figure, it is notable that, in 2017, only 34.63% of students participated in sexual violence prevention education. By 2019, however, the number of students receiving such training had increased by 21% increase, to 56.25%.

#### **Percent of Students Receiving Sexual Violence Prevention Education**

2019 - *Cleveland State University* = 56.25%

2019 - *All University Main Campuses* = 59.11%

2018 - *Cleveland State University 2019* = 43.72%

2017 - *Cleveland State University 2019* = 34.63%

These figures are particularly promising given that Cleveland State University continues to serve primarily commuting students, who can be harder to reach to offer sexual violence prevention education.

Cleveland State University students also were slightly more likely in 2019 to report that they are actively involved in activities to address sexual misconduct (with responses ranging from 1=Strongly disagree to 4=Strongly agree).

Cleveland State University average = 2.04

All Universities average = 1.88

Cleveland State University students responded to climate survey questions asking, "How knowledgeable are you about . . . by reporting that they are slightly less knowledgeable (1=*Not at all knowledgeable* to 4=*Very knowledgeable*) about campus resources to address incidents of sexual violence than their peers at other Ohio universities, but that their knowledge had increased since 2017.

#### **Where to go to get help if a friend or the student was the victim of sexual misconduct:**

*Cleveland State University* average = 2.61

*All Universities* average = 2.94

#### **Where to make a report of sexual misconduct on campus:**

*Cleveland State University* = 2.48

*All Universities* = 2.77

#### **Campus policies on sexual misconduct:**

*Cleveland State University* = 2.54

*All Universities* = 2.90

#### **Campus formal procedures to address complaints of sexual misconduct:**

*Cleveland State University* = 2.20

*All Universities = 2.39*

Students were also asked about how prevalent sexual misconduct was on campus. Cleveland State University students and students at other Ohio universities shared the same concerns about the prevalence of sexual misconduct on campus (1=Strongly disagree to 4=Strongly agree).

### **Sexual Misconduct is a problem on campus**

Cleveland State University averages = 2.52

All Universities average = 2.52

Cleveland State University students were slightly less likely to believe that they would experience sexual misconduct on campus (1= Not likely at all to 4=Extremely likely) than students at other schools. This may reflect, in part, the expectations of commuting students who do not spend significant time on campus outside of class.

### **Likelihood you will experience sexual misconduct on campus**

Cleveland State University = 2.04

All Universities = 2.13

Cleveland State University students were generally less likely to report experiencing sexual misconduct than students at other schools in Ohio, with the exception of stalking, which CSU students experienced with greater frequency than students at other schools.

	Cleveland State University	All Universities
Percent that have experienced sexual harassment	14.06%	17.50%
Percent that have experienced stalking	8.85%	6.67%
Percent that have experienced non-consensual sexual contact	9.28%	11.59%
Percent that have experienced non-consensual sexual intercourse	3.14%	5.37%
Percent that have experienced intimate partner violence	5.21%	7.62%

The climate survey contained demographic questions designed to answer the question whether different groups of students experienced sexual violence and prevention education differently. The purpose of these questions was to inform stakeholders whether greater targeting of sexual violence prevention resources at particular groups of Cleveland State University students was necessary.

"Yes, CSU would..."/ Demographic	Take the report seriously	Protect the safety of the reporter	Take action against offender	Support the person reporting misconduct	Protect from retaliation
White	65.5%	64.4%	51.0%	62.5%	55.6%
Black	69%	70.8%	74.9%	66.4%	63.6%
Hispanic	69%	61.3%	60.0%	68.2%	60.0%

International student	74.7%	75.9%	72.6%	77.8%	71.3%
Domestic student	66.9%	66.1%	52.8%	64.1%	57.5%
Male	78.0%	76.6%	65.4%	73.0%	69.3%
Female	63%	62.7%%	49.4%	58.4%	54.2%

The climate survey also looked at the experiences of different groups of students to assess whether sexual violence prevention resources should be targeted as specific groups of students.

"Have you experienced . . . "/ Demographic	Stalking	Non-consensual sexual contact	Non-consensual sexual intercourse	Intimate partner violence	Sexual harassment
Lives on campus	17.4%	17.4%	5.1%	5.8%	30.4%
Commuter student	9.7%	10.4%	3.6%	6.5%	15.2%
Graduate student	7.7%	6.1%	1.6%	3.7%	11.7%
Undergraduate	11.8%	13.5%	4.6%	7.5%	19.5%
CSU Athlete	16.1%	19.4%	9.7%	9.7%	22.6%
Non-athlete	10.7%	11.0%	3.6%	6.4%	17.2%

Efforts were made to assess the experiences of LGBTQIA+ students, but the number of responses to the survey from students identifying with these groups were too small to draw useful conclusions.

## B. Sexual Violence Prevention Events, Education and Training

Sexual violence prevention education, events and training are effective in increasing knowledge about consent, prevention of sexual violence and University resources to prevent and address sexual violence.

Students who completed empowered bystander training at various times reported, when surveyed in April 2020, that they utilized the skills they had learned.

- 75% of students completing the training in the 2018-2019 academic year utilized skills at least one time
- 59% of students completing the training in the 2018-2019 academic year had utilized those skills in the past month.
- 81% of students completing the training in the 2019-2020 academic year had utilized those skills at least one time in the last month
- 100% of students completing the training in the 2019-2020 academic year had used skills in the last 2 months

Students who completed empowered bystander training reported that the training prepared them to take action to prevent sexual violence.

- Students completing the training indicated their level of preparation to intervene after the training at an average of 4.4 based on Likert scale 1-5 (1 strongly disagree, 5 strongly agree)
- 133 students completing the training Respondents indicated their level of preparation to intervene after the training at 4.25 average based on Likert scale 1-5 ( 1 strongly disagree-5 strongly agree)

The Sexual Assault Awareness Month “Day of Action” in April 2019 met its goal of increasing awareness of resources for sexual assault. 148 participants completed a paper and pen survey at the end of the event.

- 60 participants reported that they “strongly agreed” that they are more aware of campus resources for addressing sexual assault.
- 7 participants “agreed” that they are more aware of campus resources for addressing sexual assault.
- 1 participant “disagreed” that are more aware of campus resources for addressing sexual assault.

In addition, the SAAM “Day of Action” also increased participants’ understanding of consent. 60 of 148 participants took a survey following their participation.

- 52 students reported that they “strongly agreed” that their participation increased their understanding of consent.
- 8 students reported that they “agreed” that their participation increased their understanding of consent.

Students who attended “Paint it Purple,” in October 2018 was effective in raising awareness of resources providing support for victims of domestic and dating violence. All 19 participants who completed a survey after attending the event indicated they found a resource for seeking help for domestic violence of which they were previously unaware.

The Office for Institutional Equity provides education and training to faculty, staff and students on consent, being an empowered bystander, helping a friend who has experienced trauma, on and off campus resources for sexual violence, and University policies, procedures and processes relating to sexual violence. The post-training survey indicates that the training increases knowledge about these topics.

65 first-year students responded to a survey sent to them following an OIE presentation to their ASC 101 course

- 98% of students responded that they now know more about where to get help if the student or a friend experiences sexual violence.
- 95% of students responded that they know more about how to recognize conduct that may constitute sexual violence.

- 97% of students responded to a question about what they could do to prevent sexual violence by identifying empowered bystander strategies accessible to them to prevent sexual violence.
- 99% of student responded to a question asking them to identify conduct that constitutes consent for sexual activity by correctly identifying conduct that indicates consent.
- 98% of students acknowledge that they each have a responsibility to speak up, or take direct or indirect action, when they see a situation that could be described as or might lead to sexual violence.

50 faculty and staff responded to a post-presentation survey:

- 94% responded that they now know more about where to get help if they, a colleague or a student experiences sexual violence.
- 84% responded that they know more about how to recognize conduct that may constitute sexual violence.
- 92% responded that they know more about the type of things that Responsible Employees must report to OIE and how to contact OIE.
- 98% responded to a question about what they could do to prevent sexual violence by identifying accessible empowered bystander strategies they could take to prevent sexual violence.
- 90% responded that they know more about where to find the *CSU Policy Against Discrimination, Harassment, Sexual Violence and Retaliation*, and where to go if they have questions about it.

### C. Assessment of Goal Achievement in Strategic Plan 1.0

The SVPC reviewed and assessed the achievement of the action items identified in Strategic Plan 1.0 as the means to implementing that plan's overarching goals. This assessment is attached as Appendix B. Many goals were achieved, including efforts to differentiate sexual violence prevention education for students with different demographics and increasing the numbers of students, faculty and staff receiving prevention education, trauma informed training, and trained as empowered bystanders. The most surprising goal that was not achieved was the desire to expand the services of the Cleveland Rape Crisis Center provided to community members. Unfortunately, a loss of funding caused CRCC to terminate its MOU with the University and eliminate many on-campus services.

### D. Sexual violence prevention efforts were assessed in terms of the four-level socioecological model.

	Individual	Interpersonal	Population	Organizational
Primary (before)	<p>Certified Peer Educator Training</p> <p><i>AlcoholEdu</i></p> <p>OIE in-person training for first year students</p>	<p>Empowered Bystander Trainings for students, faculty and staff</p> <p>Train the trainer</p>	<p>Sexual Violence Prevention resource Fair</p> <p><i>RAINN Day</i></p> <p><i>Residence hall sexual health and</i></p>	<p>Updates to the Policy Against Discrimination, Harassment, Sexual Violence and Retaliation</p>

	<p>Online training for new, first-year, undergraduate student sexual on sexual violence prevention education and resources</p> <p>Online new (graduate and undergraduate) student sexual violence prevention education and resources</p> <p>Online training for faculty and staff on sexual violence prevention education and resources</p>	<p><i>Targeted training by Office for Institutional Equity (OIE) for students, faculty and/or staff</i></p> <p><i>Training by Cleveland Rape Crisis Center (CRCC)</i></p>	<p><i>responsibility tabling and social media campaign</i></p> <p><i>Sexual Assault Awareness Month programming</i></p> <p><i>Domestic Violence Awareness Month programming</i></p> <p><i>Paint it Purple</i></p> <p><i>Sexual Health Awareness events</i></p> <p><i>“Consent Is” Campaign</i></p> <p><i>Resource fairs</i></p> <p><i>Alcohol Awareness messaging</i></p>	<p>Updates and revisions to OIE Procedures</p>
Secondary (during)	RADD	<p>Trauma Informed Training</p> <p>Safe Space Training</p> <p>BLAB IT and other trauma-informed response training</p>		
Tertiary (after)	<p>Care Team</p> <p>Counseling Center</p> <p>Sexual Violence Response Team</p>	<p>Care Team</p> <p>Counseling Center</p> <p>HWS</p> <p>CRCC</p> <p>OIE</p>	<p>Text notification system</p>	<p>OIE involvement / process / accommodation / investigation</p>

	QPR and Mental Health First Aid Training			
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Blue = Information/Educational

Green = Outreach

Black = Intervention

Red = Response

#### IV. The Strategic Plan 2.0

##### A. Focus Areas

By asking “Why is a Sexual Violence Strategic Plan necessary?” the Strategic Plain 1.0 identified broad overarching goals for the Strategic Plan:

- We want to foster the academic success of all CSU students by removing the barrier that sexual violence creates for some students.
- We want a fully informed, educated, trained and empowered community.
- We want to take CSU’s sexual violence prevention efforts to the next level with collaborating partners.
- We want to recruit more campus partners to help create a campus community that is supportive and sensitive to survivors of sexual violence and/or trauma.

Based on this analysis, the subject areas around which the Strategic Plan 1.0 was organized are:

- Education
- Bystander Intervention
- Resources
- Communication.

In the update and assessment process, and based on the data discussed in the preceding section, the SVPC determined that the subject areas underpinning the Strategic Plan 1.0 remain relevant to and inclusive of the challenges posed by sexual violence which impacts the CSU community. Accordingly, the major subject areas of the Strategic Plan 2.0 remain unchanged from those in the Strategic Plain 1.0.

##### B. Assessing and Updating Strategic Plan 1.0

This update to Strategic Plan 1.0 is the result of the efforts of the Sexual Violence Prevention Council, a group comprised of a diverse campus stakeholders. The SVPC met over a several month period in the 2019-2020 academic year to assess the accomplishments of the Strategic Plain 1.0, review information about the campus climate with regard to sexual violence, understand current prevention efforts and resources, identify needs and set priorities for Strategic Plan 2.0.

The process of updating the Strategic Plan used the Logic Model (Planning – Implementation – Evaluation) as follows:

1. The purpose and goals of the Sexual Violence Prevention Strategic Plan 2.0 were aligned with University’s strategic priorities.



2. The University's prevention efforts were assessed through review of 2019 climate survey data and other data on the effectiveness of sexual violence prevention efforts.
3. Current University prevention resources were identified.
4. With the backdrop of the above-discussions, new goals for the update to the Strategic Plan were identified.

The goals in the updated Strategic Plan were identified as follows:

1. Based on the decision to leave unchanged the focus areas identified in the Strategic Plan 1.0, new objective and SMART Goals were developed and given a timeframe (short, intermediate, long).
2. To assess timeframe, activities (action steps) were identified for each objective or goal.
3. The socioecological model was used to determine the comprehensive nature of the activities (for each goal, was it directed at the individual, interpersonal, organizational, community or public policy).
4. The plan assessed the availability of resources needed to achieve the goal.
5. Evaluation methods (formative, process, summative) to check for effectiveness in preventing sexual violence were identified for each goal.

### C. The Goals of Sexual Violence Prevention Strategic Plan 2.0

Preventing sexual violence requires engaging the entire community, utilizing all available resources and coordinating efforts. To ensure that the sexual violence prevention efforts included the whole community, the goals and objectives for Strategic Plan 1.0 were determined through utilization of the four-level socioecological model, which looks at the interplay between individual, relationship, community and societal factors that put individuals at risk for experiencing or perpetrating sexual violence. The SVPC updated the overarching process, knowledge and behavior goals with these elements in mind while also using SMART<sup>2</sup> goals principles:

#### Process Goals

##### Focus Area: Resources

1. The SVRT will employ best practices in delivering a rapid, coordinated, holistic response to reports of sexual violence, and should meet at least once a month<sup>3</sup>.
2. The University will seek a robust partnership with a rape and sexual violence crisis service provider. The University will prioritize a partnership in which the rape crisis entity will provide: dedicated staff; on-campus counseling; support for victims on short notice; victim support during meetings related to the incident of sexual violence (e.g. with OIE or CSUPD); attendance at campus meetings and resource fairs designed to address sexual violence or educate the campus about this issue; and other victim-centered services.
3. The University will conduct a sexual violence prevention climate survey at least every other academic year to determine strengths and weaknesses in relation to the prevention of sexual violence.

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<sup>2</sup>SMART goals are: Specific (simple, sensible, significant); Measurable (meaningful, motivating); Achievable (agreed, attainable); Relevant (reasonable, realistic and resourced, results-based); and Time bound (time-based, time limited, time/cost limited, timely, time-sensitive).

<sup>3</sup>The Ohio Department of Higher Education's Changing Campus Culture initiative, which seeks to end sexual violence on Ohio college campuses, seeks to have rapid response teams meet monthly.

Focus Area: Communication

4. The University will make information about sexual violence prevention more accessible, user friendly and targeted to specific student populations.
5. The University will disseminate information about sexual violence prevention in a consistent, unified manner<sup>4</sup> so it can be easily recognized by members of the campus community, including parents.

**Knowledge Goals**Focus Area: Bystander Intervention and Education

6. The University will increase the knowledge base of the campus community regarding sexual violence prevention by increasing the number of students trained on sexual violence prevention by 5% across all demographic groups.

**Behavioral Goals**Focus Area: Bystander Intervention and Education

7. The University will increase the likelihood that students will take action or intervene in a situation in which there is a risk of sexual violence to themselves or others, as measured by increasing by 10% the number of students reporting that they “disagree or strongly disagree” with the statement, “I can do something about sexual misconduct.”
8. The University will shift the culture of responsibility for sexual misconduct as personal responsibility, and not the sole responsibility of the University, across all student demographic to 75%.

**D. Priority Objectives and Tough Realities**

Continued successful implementation of the Sexual Violence Prevention Strategic Plan, as updated, requires steadfast and sustained commitment from stakeholders with responsibilities for sexual violence prevention, as well as greater involvement from all groups within the campus community. The SVPC recognizes that monetary resources are in short supply, and implementation of the Strategic Plan 2.0 will require all involved stakeholders to do more with less.

The SVPC will continue to oversee the implementation of the Strategic Plan, and will connect with additional stakeholders, as needed. In keeping with the recognition of limited resources, the Strategic Plan will be implemented largely through existing sexual violence prevention resources on campus. Costly goals or initiatives proposed during the update process were rejected as unfeasible.

Each goal identified above is supported by multiple objectives. While the timeframe for achieving specific objectives spans two years, objectives which are top priorities are:

- Empower more student leaders to take the lead in the prevention of sexual violence.
- Increase the availability of Bystander Intervention training and make available different levels of Bystander Intervention training for the campus community.

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<sup>4</sup>This is another metric in ODHE's Changing Campus Culture initiative.

- Increase the clarity, completeness and accessibility of information and guidance for students dealing with sexual violence, including reporting options, confidential and other resources; Including where to go, how to help, how to get help, etc.
- Increase community awareness of University policies prohibiting sexual violence and related conduct, as well as key concepts, such as definitions of forms of sexual violence and affirmative consent.
- Increase community awareness of the Office for Institutional Equity.

#### **E. Action Sheets for Strategic Plan 2.0**

The action sheets, attached as Appendix A to this Strategic Plan, outline the specific objectives of the Sexual Violence Prevention Strategic Plan 2.0 over the course of the next 24 months. The hope is that the action sheets will serve as a roadmap for achieving the goals identified above. Appendix A provides the action sheets associated with the updated Strategic Plan.

## Appendix A

### Strategic Plan 2.0 Action Sheets

#### Focus: Bystander Intervention

Objectives and Priorities	Target stakeholders – who is this for	Specific action ideas	Resources-what personnel, partner and financial resources are needed, who needs to be involved	Assessment Methods
<p>Bystander intervention training to improve skills to increase likelihood of intervening.</p>	<p>Students – new, returning, graduate, Greeks, at risk, SGA, athletics, international, LGBTQI; faculty and staff.</p>	<p>Make Bystander training an annual or biannual event for target student groups. Start program by targeting specific groups and then expand to general student population.</p> <p>Make bystander training a required part of sexual violence prevention education.</p> <p>Make training mandatory for certain groups of students, faculty and/or staff.</p> <p>Proactively reach out to contact points for student groups, contact and schedule training.</p> <p>Create process to ensure regular training throughout the year to reach more students and reach the same students multiple times.</p> <p>Obtain feedback from students to use to design and improve training.</p> <p>Create new levels of training e.g. advanced or intermediate.</p>	<p>CRCC OIE Counseling CSU PD Student Affairs Health &amp; Wellness Athletics International SGA LGBTQI Res Life Advisors CSA's</p>	<p>Maintain records of students, faculty and staff trained and at what level.</p> <p>Use climate survey to assess community bystander skills.</p>
<p>Train faculty and staff on how they can intervene to provide resources to students.</p> <p>Empower faculty and staff to report to OIE when they observe or learn about unhealthy behaviors correlated with possible future sexual violence.</p> <p>Train faculty and staff on how to report, what to report and where to report.</p> <p>Train faculty and staff on Responsible Employee.</p>	<p>Faculty and staff with significant student interaction and/or, as a result of their positions, to whom students are likely to disclose experience with sexual violence or unhealthy relationship behaviors.</p>	<p>Bystander training to faculty and staff.</p> <p>OIE to provide training to faculty and staff.</p> <p>Statement in support of bystander training by Provost or others.</p> <p>Contact Faculty Senate and/or Colleges and Departments to offer training.</p> <p>Increase numbers of faculty, including adjunct faculty, who are trained.</p>	<p>OIE Provost HR CSU PD Case Manager Deans Department chairs</p>	<p>Maintain records of training provided.</p> <p>Use pre- and post- training surveys.</p> <p>Include faculty and staff in climate survey.</p> <p>Use climate survey to assess faculty and staff belief in their ability to intervene and provide resources.</p> <p>Track faculty and staff referrals to OIE.</p>

Empower student leaders to “take the lead” as “empowered bystander trainers”.	SGA, IFC, RA's, Law School, peer Ed	<p>Approach targeted leadership groups to support and become student “empowered bystander” trainers.</p> <p>Create a “Take the Lead” group comprised of student leaders who have completed the “bystander train the trainer” course. “Take the Lead” leaders will offer student groups “empowered bystander” training session.</p> <p>Approach SGA to support Empowered Bystander Student committee as an SGA leadership role.</p> <p>Have students share stories of intervention using bystander strategies.</p> <p>Involve IFC</p> <p>Create an incentive-based service credit on transcript: certification program</p>	Recovery resources, Health & Wellness, Student trainers	<p>Maintain records of training provided.</p> <p>Use pre- and post- training surveys.</p> <p>Use climate survey to assess community bystander skills.</p>
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### Focus: Resources

Objectives and Priorities	Target stakeholders – who is this for	Specific action ideas	Resources-what personnel, partner and financial resources are needed, who needs to be involved	Assessment Methods
Campus stakeholders coordinate resources for sexual violence prevention and response.	Faculty, staff and students	<p>Referral tree creation-share with all interns/staff/clinicians.</p> <p>Annually troubleshoot or share information the use of Advocate for case tracking by CARE, OIE, Residence Life, Conduct and Clery reporting.</p> <p>Identify and assess providers of resources.</p> <p>Identify gaps in provision of resources and solutions to fill those gaps.</p> <p>OIE to review resources on webpages annually and update and/or supplement.</p>	CRCC, CARE, OIE Counseling CSU PD Student Affairs Health & Wellness Athletics International SGA, LGBTQI Residence Life	<p>Use SVPC to discuss challenges or concerns which arise regarding resources and maintain records of same.</p> <p>Use SVRT to discuss challenges or concerns which arise regarding resources, and keep records of same.</p>
Provide community with easy access and comprehensive confidential sexual violence support.	Faculty, staff and students	<p>Assess support provided by CRCC.</p> <p>Assess possible sexual violence crisis and support services by a provider other than CRCC.</p> <p>Assess ease of access to and satisfaction with CRCC and/or another provider.</p>	CRCC OIE Counseling Case Manager	<p>OIE to seek anecdotal information from victims and survivors.</p> <p>OIE, Student Affairs, CARE, Student Conduct, and H&amp;W to assess if CRCC service is acceptable under updated MOU. Matter to be discussed at SVPC and/or SVRT.</p>
Review policies and procedures by campus providers of resources to ensure best practices regarding reporting, response and referral.	Faculty, staff and students	Review policies and procedures by campus providers of resources to identify obstacles to timely provision of resources, and revise policies and procedures as needed.	CRCC, OIE, CARE Counseling CSU PD Student Affairs Health & Wellness	OIE or other stakeholders will bring to SVPC policy and procedure issues that arise for discussion and recommendation for next steps.

		Assess information sharing by campus partners to identify obstacles to timely provision of resources, and revise practices as needed.	Athletics International SGA, LGBTQI Residence Life	
Conduct needs assessment for students	Students	Climate survey	CRCC, OIE, CARE Counseling CSU PD Student Affairs Health & Wellness Athletics International SGA, LGBTQI Residence Life	Assess through analysis of responses to annual climate survey.
Conduct needs assessment for faculty and staff	Faculty and staff	Climate survey for faculty and staff.	HR Provost's Office SVPC	Assess through analysis of responses to climate survey.

### Focus: Communications

Objectives and Priorities	Target stakeholders – who is this for	Specific action ideas	Resources-what personnel, partner and financial resources are needed, who needs to be involved	Assessment Methods
Increase awareness of sexual violence resources and information about access to services.	Faculty, staff and students	Assess through anecdotal evidence use of resources by victims and respondents..	CRCC Student Affairs HR Facilities	OIE will keep records of students who state that they are working with confidential sexual violence victims' services provider.  OIE will track as much as possible use of other resources by victims and respondents.  Climate survey may inform the assessment of awareness of resources.
Provide students with guidance and information on options for dealing with sexual violence, where to go, how to help others, how to get help etc.	Students – new, returning, graduate, Greeks, at risk, SGA, international, LGBTQI, non-traditional, and others.	Make SVP education mandatory.  Provide outreach to returning students.  Provide outreach to different cohorts of students, e.g. LGBTQ, IS, commuter, other groups of non-traditional students.  Bring resources to students' space e.g. commuter student lounge, LGBTQI space, fraternity and sorority meetings etc.	University marketing CRCC Student Affairs Commuter Student SGA OIE International Students Greeks	Climate survey.
Identify all possible key stakeholders and conduct survey on resources.	Health & Wellness CRCC, CASC CARE, OIE Counseling	Develop survey. Share survey results with stakeholders.  Create comprehensive list of resources.	IS, SVPC, OIE, CARE Health & Wellness Marketing	Goal in process. Climate survey is set to be expanded to include employees. SVRT and SVPC continue with wide range of campus stakeholders in both groups.
Manage sexual violence public relations issues in a deliberate, strategic and responsive manner.	CSU community	Call SVRT or create different group when there are public relations matters arising from incidents of sexual violence.	General Counsel, Student Affairs, Marketing, Police	Retrospective review of publications, social media and other reports relating to sexual violence incidents at CSU.

## Focus: Education

Objectives and Priorities	Target stakeholders – who is this for	Specific action ideas	Resources-what personnel, partner and financial resources are needed, who needs to be involved	Assessment Methods
<p>CSU webpages for issues of sexual violence (terms, definitions, policy statements, processes), resources.</p> <p>Increase awareness of University policy</p>	Campus community, parents	<p>Identify topics</p> <p>Organize existing content</p> <p>Find consistent message</p>	Marketing IT, OIE, CRCC Student Life SVPC	<p>Climate survey.</p> <p>Review of webpages.</p>
Target education for specific student populations	International, transfers, commuter, LGBTQI, grad students, athletes, Greeks	<p>Training</p> <p>Communication plans</p> <p>Home pages</p>	Stakeholders Student life	Pre- and post- training surveys.
<p>Increase effectiveness of communication to off campus student population</p> <p>Address issues in off campus housing</p>	Transfers, commuters, Off campus student housing vendor training-require before able to set up tabling on campus for recruitment	Attend commuter orientation, graduate student orientations (more likely to live off campus). Social media targeted to these students.	Student Affairs Student Life Commuter Director	Climate survey with demographic questions capturing these students.
Brand sexual violence prevention efforts (including training, surveys, website and all other community facing aspects of this Strategic Plan)	Campus community	<p>Coordination with stakeholders on social media and other prevention campaigns.</p> <p>Use SVPC to facilitate coordination.</p>	Marketing OIE Student Affairs SVPC	Assess on an annual basis. SVPC can conduct assessment.
Train faculty and staff on Responsible Employee role.	Students, faculty and staff	Increase numbers of faculty and staff receiving training.	Marketing Provost Office HR OIE	Climate survey.
Coordinated University approach to communications about Sexual Assault Awareness Month (SAAM) (April)	Campus community	<p>Coordination with stakeholders on social media and other prevention campaigns.</p> <p>Use SVPC to facilitate coordination.</p>	Marketing Health & Wellness Student Affairs	Assess on an annual basis. SVPC can conduct assessment.
Educate the campus on behaviors that constitute sexual violence; definitions and examples of sexual misconduct and affirmative consent.	Campus community	<p>Update online SVP courses for faculty, staff and students.</p> <p>Create SVP course that targets adult learners (e.g. grad students)</p>	Marketing Health & Wellness IT, OIE, CRCC Student Life Student Affairs SVPC	<p>Climate survey.</p> <p>Post-training survey.</p> <p>Post-test for online training.</p>
Train students on issues of sexual violence.	Students – new, returning, graduate, Greeks, at risk, SGA, international, LGBTQI; faculty and staff.	<p>Make training annual or biannual event for targeted student groups.</p> <p>Make training required.</p> <p>Create process to ensure regular training to reach more students and reach the same students multiple times.</p> <p>Obtain feedback from students to use to design and improve training.</p>	CRCC OIE Counseling CSU PD Student Affairs Health & Wellness Athletics International SGA LGBTQI Res Life	<p>Climate survey.</p> <p>Post-training survey.</p> <p>Post-test for online training</p>
Train faculty and staff to recognize and report sexual violence and unhealthy behaviors correlated with possible future sexual violence.	Faculty and staff with significant student interaction.	<p>Provide in-person or online training to faculty and staff.</p> <p>Make training required.</p>	OIE Provost HR CSU PD Case Manager Deans	<p>Climate survey.</p> <p>Post-training survey.</p> <p>Post-test for online training</p>

		Statement in support of training by Provost or others.  Contact Faculty Senate and/or Colleges and Departments to offer training.	Department chairs	
Develop progressively more advanced trainings, workshops, and presentations to address SV issues.	Students--new, returning, graduates, Greeks, at risk, SGA, international, LGBTQ+; faculty and staff	Conduct review to exam what other institutions are doing- marketing intern will do	CRCC, OIE Counseling PD, Residence Life, Student Affairs, Health & Wellness	Climate survey.  Pre- and post- training surveys.  Pre- and post- training quizzes.



## Appendix B

### Assessment of Strategic Plan 1.0 Goals

The SVPC assessed whether the overarching goals of the Strategic Plan 1.0 were achieved.

<u>Goal</u>	<u>Assessment</u>
<p>The SVRT will employ best practices in delivering a rapid, coordinated, holistic response to reports of sexual violence, and should meet at least once each semester.</p>	<p>Goal achieved. The SVRT has met at least once each semester and has been effective in providing a coordinated, holistic response to incidents of sexual violence.</p>
<p>The University will continue its partnership with CRCC, and support CRCC if it seeks to expand on its on-campus services through, for example, additional space, expanded office hours and/or increased staffing.</p>	<p>Goal not achieved. CRCC cancelled its MOU with the University in October 2019. A new MOU with less robust services for University students was signed with CRCC in February 2020.</p>
<p>The University will conduct a needs assessment to determine strengths and weaknesses in relation to the prevention of sexual violence.</p>	<p>Goal achieved. The annual sexual violence prevention climate survey provides the desired needs assessment.</p>
<p>The University will make information about sexual violence prevention more accessible, user friendly and targeted to specific populations.</p>	<p>Goal achieved. Since the Strategic Plan 1.0, improvements have been made in the OIE web pages and print materials which inform the community about processes and resources for addressing sexual violence.</p>
<p>The University will disseminate information about sexual violence in a consistent, unified manner so it can be easily recognized by members of the campus community, including parents.</p>	<p>Goal achieved through the “Yes means yes” campaign which is found in sexual violence education materials, on campus displays and e-boards, in print materials, on pertinent webpages and on social media.</p>
<p>The University will increase the knowledge base of the campus community regarding sexual violence prevention by increasing the number of students trained on sexual violence prevention by 5% across all demographic groups.</p>	<p>Goal achieved. The climate survey reveals a large increase in the percentage of students receiving sexual violence prevention education over the Strategic Plan period. Specifically, 35% in 2017; 44% in 2018; and 56% in 2019.</p>
<p>Increase the likelihood that students will take action or intervene in a situation in which there is a risk of sexual violence to themselves or others, as measured by increasing by 10% the number of students reporting that they “disagree or strongly disagree” with the statement, “I can do something about sexual misconduct.”</p>	<p>Goal generally achieved. CSU has trained 875 students and approximately 10 faculty and staff to be empowered bystanders. This goal will need to be reframed to more closely identify with the information requested of students in the annual climate survey. In the climate survey, in two years, students’ belief that they “can do something about sexual misconduct on campus” increased from 3.04 in 2017 to 3.07 in 2019. Students at CSU feel more confident</p>

<p>Shift the culture of responsibility for sexual misconduct as personal responsibility, and not the sole responsibility of the University, across all student demographic to 75%.</p>	<p>about their ability to take action (3.07) than students at other Ohio universities (2.80).</p> <p>Goal in process. The climate survey has not asked questions about students as empowered bystanders that provides information to assess whether this goal has been achieved. As indicated above, the University continues to train students in empowered bystander skills.</p>
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### A. Assessment of Bystander Intervention action items in Strategic Plan 1.0

Objectives and Priority Level-write objectives first then go back and prioritize	Target stakeholders – who is this for	Specific action ideas	Resources-what personnel, partner and financial resources are needed, who needs to be involved	2019-2020 Assessment
<p>Bystander intervention training to improve skills to increase likelihood of intervening.</p>	<p>Students – new, returning, graduate, Greeks, at risk, SGA, athletics, international, LGBTQI; faculty and staff.</p>	<p>Make Bystander training annual or biannual event for target student groups. Start program by targeting specific groups and then expand to general student population.</p> <p>Proactively reach out to contact points for student groups, contact and schedule training.</p> <p>Create process to ensure regular training throughout the year to reach more students and reach the same students multiple times.</p> <p>Obtain feedback from students to use to design and improve training.</p>	<p>CRCC OIE Counseling CSU PD Student Affairs Health &amp; Wellness Athletics International SGA LGBTQI Res Life Advisors CSA's</p>	<p>Goal achieved.</p> <p>Students trained by demographic groups include: new, first year students in ASC 101; 3 sororities; incoming graduate students; international students; one fraternity; Residence Life staff.</p> <p>Training is offered regularly throughout the academic year.</p> <p>Post-training surveys indicate training is effective and provide information about possible modifications to the training.</p>
<p>Train faculty and staff on how they can intervene to provide resources to students.</p> <p>Empower faculty and staff to report to OIE when they observe or learn about unhealthy behaviors correlated with possible future sexual violence.</p> <p>Train faculty and staff on how to report, what to report and where to report.</p> <p>Train faculty and staff on Responsible Employee role and providing notice to students of Responsible Employee vs. confidential resource.</p>	<p>Faculty and staff with significant student interaction and/or, as a result of their positions, to whom students are likely to disclose experience with sexual violence or unhealthy relationship behaviors.</p>	<p>Bystander training to faculty and staff.</p> <p>OIE to provide training to faculty and staff.</p> <p>Statement in support of bystander training by Provost or others.</p> <p>Contact Faculty Senate and/or Colleges and Departments to offer training.</p> <p>Develop faculty and staff version of SVP Education Course (rolling out in version for students in August 2017).</p>	<p>OIE Provost HR CSU PD Case Manager Deans Department chairs</p>	<p>Goal achieved.</p> <p>Bystander intervention training is available to faculty and staff.</p> <p>OIE training for faculty and staff includes instruction on how to provide resources to students or contact OIE or CARE when a student may need assistance.</p> <p>OIE annual online training for faculty and some staff covers empowered bystander concepts. Online platform tracks completion.</p> <p>Provost's Office sends a message annually supporting the training on being a Responsible Employee and intervening to support a student.</p>

				Climate survey questions now included in the annual climate survey.  OIE conducts pre- and post-training session assessments.
Include questions about bystander intervention in annual Benchmark climate survey.	Students, faculty and staff  OIE Student Affairs Health & Wellness IT	Develop questions on bystander intervention.  Include questions in annual climate survey.  Assess data gathered from climate survey.	Climate survey team (OIE, Student Affairs, Health & Wellness, IT, Sexual Violence Prevention Council)  Resources to perform data analyses of climate survey results.	Goal achieved.  Bystander intervention questions were added for the first time in the 2017-2018 academic year. The questions (or similar questions) will remain in the climate survey.
Empower student leaders to “take the lead” as “empowered bystander trainers”.	SGA, IFC, RA's, Law School, peer Ed	Approach targeted leadership groups to support and become student “empowered bystander” trainers.  Create a “Take the Lead” group comprised of student leaders who have completed the “bystander train the trainer” course. “Take the Lead” leaders will offer student groups “empowered bystander” training session.  Approach SGA to support Empowered Bystander Student committee as an SGA leadership role.  Have student share stories of intervention using bystander strategies  Involve IFC  Create an incentive- service credit on transcript: certification program	Recovery resources, Health & Wellness, Student trainers	Goal in process.  New peer leaders are trained on an ongoing basis. 5-8 student leaders are participating in “Take the Lead” group.
Revise and update Safe-Space Training	Campus community	LGBTQ Center will be revising this training and providing updates	LGBTQ Center On campus Safe Space trainers	Goal achieved. Training was revised and updated.

## B. Assessment of Resources action items in Strategic Plan 1.0

Objectives and Priority Level-write objectives first then go back and prioritize	Target stakeholders – who is this for	Specific action ideas	Resources-what personnel, partner and financial resources are needed, who needs to be involved	2019-2020 Assessment
Review resources provided by campus team members.  Establishing scope of practice for campus resource providers.  Coordinate to provide resources on and off campus.	Faculty, staff and students	Referral tree creation-share with all interns/staff/clinicians.  Centralized information about resources.  Ensure that all campus partners dealing with survivors have access to information about available resources and how to refer to them.	CRCC, CARE, OIE Counseling CSU PD Student Affairs Health & Wellness Athletics International SGA, LGBTQI Residence Life	Goal achieved and ongoing.  There is better coordination of resources as OIE, Conduct, Residence Life and CARE all use Advocate to track students and matters. In addition, OIE has access to AIM, which is the software used to track student

		Identify and assess current providers of resources.  Identify gaps in provision of resources and solutions to fill those gaps.		disability accommodations and cases.  There is greater centralized information about resources  Resources for survivors are more clearly available on OIE webpages.
Assess referrals to CRCC and access, and whether more can be done to ensure ease of access.	Faculty, staff and students	Meet with CRCC to identify obstacles to utilization by members of campus community.  Review available information and process for members of campus community to connect with CRCC.	CRCC OIE Counseling Case Manager	Goal not achieved. CRCC cancelled the MOU with Cleveland State due to CRCC funding issues. New MOU is less robust.  CRCC has changed its intake process to enable intake to be done on the crisis line to improve speed and ease of intake and access.
Review policies and procedures by campus providers of resources to ensure best practices regarding referral.	Faculty, staff and students	Review policies and procedures by campus providers of resources to identify obstacles to timely provision of resources, and revise policies and procedures as needed.  Assess information sharing by campus partners to identify obstacles to timely provision of resources, and revise practices as needed.	CRCC, OIE, CARE Counseling CSU PD Student Affairs Health & Wellness Athletics International SGA, LGBTQI Residence Life	Goal achieved.  OIE regularly updates and tweaks procedures to address obstacles to referral to resources.
Provide coordinated response and access to resources for victims of sexual violence and members of the campus community in relationships demonstrating unhealthy characteristics.	Faculty, staff and students	Consult with Sexual Violence Response Team (SVRT), assess and revise practices as needed.  Assess whether SVRT meets this need, and if not, identify solutions (e.g. improve on existing resource provision model or create new model).	CRCC, OIE, CARE Counseling CSU PD Student Affairs Health & Wellness Athletics International SGA, LGBTQI Residence Life	Goal achieved through SVRT.
Conduct needs assessment for students	Students	Focus groups  Targeted group surveys	CRCC, OIE, CARE Counseling CSU PD Student Affairs Health & Wellness Athletics International SGA, LGBTQI Residence Life	Goal achieved through annual climate survey.
Conduct needs assessment for faculty and staff	Faculty and staff	Focus groups  Targeted group surveys	HR Provost's Office SVPC	Goal in process. Climate survey is set to be expanded to include employees.

### C. Assessment of Communication action items in Strategic Plan 1.0

Objectives and Priority Level-write objectives first then go back and prioritize	Target stakeholders – who is this for	Specific action ideas	Resources-what personnel, partner and financial resources are needed, who needs to be involved	2019-2020 Assessment
Increase CRCC presence on campus and determine if need exists to expand that presence.  Increase awareness of CRCC and usage of services for by all as well as by specific student groups.	Faculty, staff and students	Assess whether CRCC should expand to second location on campus.  Assess CRCC provision of basic information (hours, location, services), and identify	CRCC Student Affairs HR Facilities	Goal: Not achieved. CRCC cancelled its MOU with the University in October 2019. A new MOU with less robust services for University students was signed with CRCC in February 2020.

		new avenues to provide more information. Make CRCC hours, location, information more visible e.g. through posters, email, website, news articles, social media, org sync blasts, screen ads.		
Provide students with guidance and information on options for dealing with sexual violence, where to go, how to help others, how to get help etc.	Students – new, returning, graduate, Greeks, at risk, SGA, international, LGBTQI, non-traditional, and others.	New methods of outreach.- junior year SVP module, mandated capstone, writing projects, extra credit for viewing video, posting on CSU home page, Presidents message  “Meet and greet” for LGBTQI, IS, commuter, other groups of non-traditional students.  Bring resources to students’ space e.g. commuter student lounge, LGBTQI space, fraternity and sorority meetings etc.	University marketing CRCC Student Affairs Commuter Student SGA OIE International Students Greeks	Goal: Achieved and ongoing through online and in-person education, training, and events.  The outreach to juniors is a good idea but has not been done yet. One option is to provide third year students with an online sexual violence prevention refresher course.
Identify all possible key stake holders and conduct survey on resources.	Health & Wellness CRCC, CASC CARE, OIE Counseling	Develop survey. Share survey results with stakeholders.  Create comprehensive list of resources.	IS, SVPC, OIE, CARE Health & Wellness Marketing	Goal in process. Climate survey is set to be expanded to include employees. SVRT and SVPC continue with wide range of campus stakeholders in both groups.

## D. Assessment of Education action items in Strategic Plan 1.0

Objectives and Priority Level- write objectives first then go back and prioritize	Target stakeholders – who is this for	Specific action ideas	Resources-what personnel, partner and financial resources are needed, who needs to be involved	December 2019 Assessment
Central Website for issues of sexual violence (terms, definitions, policy statements, processes), resources.  Increase awareness of University policy	Campus community, parents	Create organization Identify topics Organize existing content Find consistent message	Marketing IT, OIE, CRCC Student Life SVPC	Goal achieved through improvements to OIE webpages.
Target communications to specific student populations	International, transfers, commuter, LGBTQI, grad students, athletes, Greeks	Training Communication plans Home pages	Stakeholders Student life	Goal achieved. OIE, Health & Wellness have targeted groups of students, for example, including international, Greek life, new students, science lab assistants, incoming graduate students in certain programs, and student employees.
Increase effectiveness of communication to off campus student population  Address issues in off campus housing	Transfers, commuters, Off campus student housing vendor training- require before able to set up tabling on campus for recruitment	Attend commuter orientation, graduate student orientations (more likely to live off campus).	Student Affairs Student Life Commuter Director	Goal in process. Lack of data to assess effectiveness of efforts. There has been an ongoing effort to create and improve social media networks for students to access (Instagram, Facebook, Twitter, etc.)
Brand sexual violence prevention efforts (including training, surveys, website and all other community facing aspects of this Strategic Plan)	Campus community	Consultation with Marketing on all sexual violence prevention efforts.  Utilize BeSafeCleState and Creating A Safer U in a more concerted way that includes	Marketing OIE Student Affairs SVPC	Goal achieved through “Yes Means Yes” campaign. Assessment of effectiveness of campaign still needed.

		information on Bystander Intervention		
Train faculty and staff on Responsible Employee role and providing notice to students of Responsible Employee vs. confidential resource.	Students	Incorporate Responsible Employee logo into sexual violence prevention communications	Marketing Provost Office HR OIE	Goal achieved. There has been a large increase in training of faculty and staff through in-person and annual online training.
Coordinated University approach to communications about Sexual Assault Awareness Month (SAAM) (April)	Campus community Students	Increase visibility and knowledge of SAAM	Marketing Health & Wellness Student Affairs	Goal in process. SAAM events cancelled in April 2020. SAAM has seen an increase in event attendance.
Have students be able to identify trainings specific to SV	Campus Community Students	Clarify on program/ training/ workshop marketing, etc. that this is a SVP training	Marketing OIE Student Affairs Health & Wellness	Goal achieved, as demonstrated by increase in numbers of students trained on sexual violence prevention.
Identify behaviors that constitute sexual violence  Define sexual misconduct and affirmative consent. Provide examples.  Provide recorded information or video sessions as a training tool.	Campus community	Define terminology/behaviors Disseminate information Identify new ways to disseminate information. Improve or expand on the 'BLAB IT' program. Make message applicable to adult learners as well	Marketing Health & Wellness IT, OIE, CRCC Student Life Student Affairs SVPC	Goal achieved. All of these terms and concepts are defined and explained in policies, procedures, education and training. Online training is more widely available.
Train students on issues of sexual violence.	Students – new, returning, graduate, Greeks, at risk, SGA, international, LGBTQI; faculty and staff.	Make training annual or biannual event for targeted student groups.  Proactively reach out to contact points for student groups, contact and schedule training.  Create process to ensure regular training throughout the year to reach more students and reach the same students multiple times.  Obtain feedback from students to use to design and improve training.	CRCC OIE Counseling CSU PD Student Affairs Health & Wellness Athletics International SGA LGBTQI Res Life	Goal achieved. The climate survey reveals a large increase in the percentage of students receiving sexual violence prevention education over the Strategic Plan period. Specifically, 35% in 2017; 44% in 2018; and 56% in 2019. Post-training assessments indicate the training is effective.
Train faculty and staff to recognize and report sexual violence and unhealthy behaviors correlated with possible future sexual violence.	Faculty and staff with significant student interaction and/or, as a result of their positions, to whom students are likely to disclose experience with sexual violence or unhealthy relationship behaviors.	Provide training to faculty and staff. OIE or others to provide training to faculty and staff.  Statement in support of training by Provost or others.  Contact Faculty Senate and/or Colleges and Departments to offer training.  Develop faculty and staff version of SVP Education Course (rolling out in version for students in August 2017).	OIE Provost HR CSU PD Case Manager Deans Department chairs	Goal achieved. Provost Office supports annual faculty online training. Post-training assessments indicate the training is effective.
Develop a survivor focused component to SVP Education Course	Faculty, Staff and student leadership with interest in serving as a resource for survivors or who are likely to work with survivors	Develop survivor focused SVP Education Course, Resource Center and/or monthly gathering	CRCC OIE Counseling CSU PD Student Affairs Health & Wellness Res Life	Goal in process, although survivor components incorporated into OIE training. CRCC has provided ambassador training via the CRCC. There is a new student group, Survivor Collective, seeking to provide peer survivor focused support.

<p>Develop progressively more advanced trainings, workshops, and presentations to address SV issues.</p>	<p>Students--new, returning, graduates, Greeks, at risk, SGA, international, LGBTQ+; faculty and staff</p>	<p>Conduct review to exam what other institutions are doing- marketing intern will do</p>	<p>CRCC, OIE Counseling PD, Residence Life, Student Affairs, Health &amp; Wellness</p>	<p>Goal achieved. OIE, Health &amp; Wellness and CRCC provide modified training when requested, including modifications based on prior knowledge of trainees.</p>
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**Appendix C**  
**2018-2019 Average Responses to ODHE Benchmark Questions**

*See notes below table for response scales.*

<b>Question</b>	<b>2019 Cleveland State University</b>	<b>2018 Cleveland State University</b>	<b>2017 Cleveland State University</b>	<b>2019 All Ohio Universities</b>
Campus officials would take the report seriously. <sup>1</sup>	3.82	3.88	3.99	3.86
Campus officials would take steps to protect the safety of the person making the report. <sup>1</sup>	3.80	3.85	3.96	3.82
Campus officials would support the person making the report. <sup>1</sup>	3.79	3.84	3.92	3.76
Campus officials would take action against the alleged offender(s). <sup>1</sup>	3.52	3.58	3.79	3.49
Campus officials would take steps to protect the person making the report from retaliation. <sup>1</sup>	3.61	3.69	3.79	3.58
Campus officials would take action to address factors that may have led to the sexual misconduct. <sup>1</sup>	3.51	3.62	3.78	3.45
Percent of students who reported taking a training on the prevention of sexual misconduct (Examples would include an online training, a workshop, a session, or a course).	56.25%	43.72%	34.63%	59.11%
If yes, how useful did you think the training was? (on prevention of sexual misconduct) <sup>2</sup>	3.08	3.08	3.34	3.08
Knowledge regarding where to make a report of sexual misconduct on campus. <sup>3</sup>	2.48	2.36	2.36	2.77
Knowledge regarding where to get help if you or a friend were the victim of sexual misconduct. <sup>3</sup>	2.61	2.52	2.44	2.94
Knowledge regarding your campus' policies on sexual misconduct. <sup>3</sup>	2.54	2.57	2.50	2.90
Knowledge of your campus' formal procedures to address complaints of sexual misconduct. <sup>3</sup>	2.20	2.22	2.19	2.39
I have confidence that my university/college will follow the	3.18	3.22	3.30	2.97



formal procedures to address complaints of sexual misconduct. <sup>4</sup>				
I can do something about sexual misconduct on campus. <sup>4</sup>	3.07	3.09	3.04	2.80
Doing something about sexual misconduct is solely the job of the college/university. <sup>4</sup>	2.11	2.11	2.15	1.88
I am actively involved in activities to address sexual misconduct on campus. <sup>4</sup>	2.04	2.10	1.98	1.88
Sexual misconduct is a problem on campus. <sup>4</sup>	2.52	2.48	2.28	2.52
How likely do you think it is that you will experience sexual misconduct on campus? <sup>5</sup>	2.04	1.99	1.79	2.13
Percent of students who experienced sexual harassment since attending <i>Cleveland State University</i>	14.06%	12.08%	9.56%	17.50%
Percent of students experienced stalking since attending <i>Cleveland State University</i>	8.85%	6.22%	5.91%	6.67%
Percent of students who experienced non-consensual contact since attending <i>Cleveland State University</i>	9.28%	7.68%	5.42%	11.59%
Percent of students who experienced non-consensual intercourse since attending <i>Cleveland State University</i>	3.14%	3.42%	4.48%	5.37%
Percent of students who experienced intimate partner violence since attending <i>Cleveland State University</i>	5.21%	5.24%	4.04%	7.62%

**Notes:**

<sup>1</sup>Response scale: 1 = Not at all likely, 2 = A little bit likely, 3 = Somewhat likely, 4 = Very likely, 5 = Extremely likely

<sup>2</sup>Response scale: 1 = Not useful, 2 = A little useful, 3 = Somewhat useful, 4 = Very useful, 5 = Extremely useful

<sup>3</sup>Response scale: 1 = Not at all knowledgeable, 2 = A little knowledgeable, 3 = Somewhat knowledgeable, 4 = Very knowledgeable

<sup>4</sup>Response scale: 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

<sup>5</sup>Response scale: 1 = Not at all likely, 2 = A little likely, 3 = Somewhat likely, 4 = Very likely, 5 = Extremely likely

Responses listed as "n/a" indicate no response data was provided for the question.

In some instances, question responses were not an exact match to the Ohio Department of Higher Education response scale, which impacts overall Sector Averages.