

TITLE IX COMPLIANCE: AN ANALYSIS OF SEXUAL VIOLENCE PREVENTION
IMPLEMENTATION WITHIN CALIFORNIA COMMUNITY COLLEGES

By

Sandra Elena Hodgin

Claremont Graduate University

2018

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APPROVAL OF THE DISSERTATION COMMITTEE

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Abstract

TITLE IX COMPLIANCE: AN ANALYSIS OF SEXUAL VIOLENCE PREVENTION IMPLEMENTATION WITHIN CALIFORNIA COMMUNITY COLLEGES

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This dissertation explored the extent to which California community colleges are currently implementing sexual violence prevention as mandated under the 1972 Title IX education amendment. A total of 61 campuses of the 114 California community colleges participated in this study. Survey research was carried out adapting two existing scales: the Implementation Leadership Scale (Aarons, Farahnak, & Ehrhart, 2014) and the Prevention of Sexual Violence on Campus: An Assessment Tool (American College Health Association, 2007). The guiding research questions analyzed the relationship between leadership implementation: (i) knowledgeable leadership, (ii) proactive leadership, (iii) supportive leadership and (iv) limited funding influences, and the dependent variable of this study: the total number of implemented sexual violence prevention actions reported by a single Title IX administrator representative per campus. Two types of inferential statistical analyses were conducted, a correlation analysis and an OLS multiple linear regression. Analyses found no statistical significance between leadership themes and the total number of implemented prevention actions reported per campus. Further analysis was done using the Assessment of Sexual Violence Prevention Efforts (ASVPE), an instrument introduced in this study, adapted from the 2007 American College Health Association sexual violence prevention toolkit. The ASVPE instrument is used to evaluate the total number of implemented actions reported per campus on a 0-36 scale. ASVPE analysis concluded that

80% of this study's participating California community college campuses scored in the lowest prevention effort categories, indicating the majority of campuses are failing to implement Title IX best practices. This study also provides insight into the actions that California community colleges are implementing through a comparative analysis with Senator Claire McCaskill's 2014 report. Comparisons of California community college responses to McCaskill's 2014 national study, shows that participating community colleges have not improved in Title IX compliance when compared to other campuses in past years. Recommendations for future research include further exploration between leadership implementation and the number of Title IX actions implemented within all levels of federally funded educational institutions which includes K-12 schools, community colleges, and four-year institutions. In an effort to inform practitioners, this dissertation concludes with 10 recommendations for Title IX campus administrators.

Dedication

To Dave, I couldn't have done this without your daily support, patience, smiles, and understanding... I love you. To my Mom, Liz, and Evelyn whose strength, resilience, and love have been at the heart of my life's passion from the very beginning. To my nephew, Sebastian, may the next generation be inspired to make impactful positive choices for the betterment of our world. Thank you, for riding this wave with me.

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CHAPTER ONE: INTRODUCTION

“It takes a village to raise a child, also it takes a village to abuse one.”

-Spotlight (Faust et al., 2015).

Sexual violence¹ happens to children, teenagers, young adults, grown adults, and victims that include both males and females. Over 90% of the time, perpetrators are male and are known to the victim either as a family member, friend, romantic partner, or acquaintance (Koss, Gidycz, & Wisniewski, 1987; Finkelhor, 1994; Lonsway, 1996; “Most Victims Know Their Attacker,” 2008; Black, et al., 2011). Stories of sexual violence typically include perpetrators that have some perceived degree of authority, particularly classified as dad, step-father, grandfather, uncle, brother, cousin, boyfriend, neighbor, coach, pastor/priest, employer, teacher, professor, supervisor, etc. (Black, et al., 2011). Incidents of sexual violence happen daily, and research indicates it is a serious problem.

National research on sexual victimization provides insight on the scope of the problem. First, on a national scale, an estimated 23% of sexual violence cases are reported to the police (Bureau of Justice Statistics, 2017). Second, on school campuses, less than 10% of student sexual violence cases are reported to police or school administrators (Krebs, Linquist, Shook-Sa, & Peterson, 2016). Third, one in ten victims obtain help for victim services after they have been victimized (Bureau of Justice Statistics, 2017).² Fourth,

1 Sexual violence is used as a broader more descriptive term to include sexual assault (most commonly known as a completed rape or an attempted rape), sexual harassment (this includes degrading sexist statements and psychological abuse), gender harassment, sexual coercion, sexual bribery, sexual exploitation, intimate partner violence (also known as domestic and dating violence) and other actions involving unwanted physical contact of a sexual/gender-related nature.

2 Victim services include mental health counseling, financial help with emotional and physical recovery, guidance through the legal system, medical treatment, and “protection from future victimizations” (Bureau of Justice Statistics, 2017).

“over their lifetime, an estimated 19% of women and 2% of men will have been raped, while 44% of women and 23% of men will experience some form of sexual violence. [Last,] according to the Bureau of Justice Statistics, in the 10 years from 2006 to 2015, the rate of sexual violence for both women and men experienced no significant change” (Sexual Violence, 2017).

These facts point to a trend that the United States has normalized rape within our culture. However, there is an emerging movement to shift our society’s rape culture³ and prevent sexual violence within the educational system. As defined by Oxford Dictionary (2018), rape culture is described as “a society or environment whose prevailing social attitudes have the effect of normalizing or trivializing sexual assault and abuse.” Rape culture exists in all societies to some degree, and the United States is no different.

This dissertation sets out to identify to what extent California community colleges are currently implementing sexual violence prevention through the mandated Title IX education amendment. To capture themes from leadership and diffusion research, this study explores the number of actions community colleges take to address sexual violence, and the administrative influence on addressing sexual violence. Overall, the purpose of this study is to provide insight into the sexual violence prevention efforts made on community colleges and to identify policy recommendations to further prevent sexual violence on campuses.

³ Rape culture exists in all societies and is the culture around rape. Examples of rape culture in United States culture includes but is not limited to: “trivializing sexual assault (“Boys will be boys!”), sexually explicit jokes, defining “manhood” as dominant and sexually aggressive, defining “womanhood” as submissive and sexually passive, tolerance of sexual harassment, and teaching women to avoid getting raped instead of teaching men not to rape” (Burnett, 2014).

Title IX and the Institution of Education

As stated in Title IX of the *Education Amendment of 1972*, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance” (Title IX, 1972).

Title IX was created and designed to ensure equality, fair treatment, and to protect individuals from all types of sex discrimination that interferes with the benefits of education and undermines academic success. Accordingly, Title IX is meant to ensure a secure environment within the culture of all federally funded educational settings.⁴ In 2011, the Department of Education's Office of Civil Rights released a "Dear Colleague" letter clarifying that Title IX covers sexual harassment and sexual violence because “[sexual harassment and sexual violence] interfere with a student’s right to receive an education free from discrimination” (U.S. Department of Education, 2011, p.1).⁵ The release of this letter provided a clear obligation to educational systems to acknowledge sexual violence and sexual harassment as prohibited discriminatory conduct, and that educational systems were responsible to end, prevent, and address such types of behavior under Title IX. The Department of Education's Office of Civil Rights letter detailed specific action to take place, which included employee and student training on how to identify and report sexual harassment and sexual violence, prevention and education services on campuses, clarifying prohibited behavior, and detailing grievance procedures within

⁴ An educational setting under Title IX includes school districts, colleges, and universities.

⁵ The Office of Civil Rights enforces the laws dictating institutional compliance of the Education Amendments that includes Title IX. The Office of Civil Rights is the Education Department branch that investigates and resolves complaints against institutions. Additionally, the Office of Civil Rights provides assistance and information to all educational institutions to comply with all laws and obligations.

institutional policies to ensure timely and impartial resolution (U.S. Department of Education, 2011).

Almost 40 years since Title IX was enacted, the Office of Civil Rights released its “Dear Colleague” letter due to overwhelming national concern over reports of sexual violence taking place on campuses and these cases being handled inappropriately by campus administrators. Studies have shown that 20-25% of college women have been victims of attempted or completed nonconsensual sex on college campuses during their college experience (Cantalupo, 2011; Cantor et al., 2015; Koss et al., 1987; Krebs et al., 2016). Exacerbating this situation is the fact that most sexual violence victims know their perpetrator and yet do not come forward and report it to police, campus police, and/or campus administrators (Cantalupo, 2014; Koss et al., 1987; Wilcox, Jordan, & Pritchard, 2007). This indicates a lack of trust in the very system designed to protect victims of crime. In most cases, survivors/victims of sexual violence do not know who will believe them, are afraid of retaliation or re-victimization⁶, blame themselves, or are confused about what sexual violence means (Cantalupo, 2011; Fisher, Hartman, Cullen, & Turner, 2002; Hayes, Abbott, & Cook, 2016; Lonsway, 1996). A 2013 National Crime Victimization Survey found 20% of college students reported sexual assault, compared to 32% of non-student sexual assault reporting made to officials (DeMatteo et al., 2015). This indicates a cultural problem within institutions of higher education that suggests there are barriers to reporting sexual violence, obtaining support for victims, and preventing its occurrence on campuses.

⁶ Re-victimization can take place during a forensic exam at the hospital where the victim will be examined for evidence of a sexual assault. Also, re-victimization can take place in discussing details of what took place and being questioned about the experience.

Compliance with the Title IX Education Amendment is a serious issue as was most notably revealed in the 2014 Senator McCaskill Report that analyzed a national sample of 440 public and private four-year colleges and universities. The 2014 report found minimal to no enforcement of the Title IX policy in most four-year institutions to prevent sexual violence. The report identified topics of concern, such as (i) inadequate knowledge among administrators about the extent to which sexual assault affected their students and campus (only 16% of universities conducted climate surveys); (ii) a lack of faculty and staff training on sexual violence reporting, resources, and Title IX policy (more than 20% of universities did not do at least one training a year); (iii) “a lack of adequate services for survivors” (most university response teams did not include outside services, such as the local rape crisis center); (iv) a “lack of trained, coordinated law enforcement” within campuses (more than 70% had no protocol for working with police departments on sexual violence cases); and (v) a system whereby “adjudication fails to comply with requirements and best practices” (for example, 30% of universities did not educate adjudicators on rape myths that could unfairly influence cases and outcomes due to not understanding the topic of sexual violence and/or survivor behavior) (McCaskill, 2014, p.1-2). These procedural areas show low Title IX compliance and, most importantly, demonstrate the inadequate work done on campuses to prevent sexual violence following the most recent years of federal guidelines released in 2011 to protect students.

In addition to McCaskill’s 2014 report, a 2002 report by Karjane et al. is also important to discuss in this context. It was the first national study to conduct a baseline investigation of sexual violence policy implementation and utilized a sample of 2,438 four-year institution and community college campuses. The 2002 report found campuses were unevenly complying with Title IX federal law and that four-year institutions were doing marginally better than community

college campuses (Karjane et al., 2005; Karjane et al., 2002). Overall, the report identified topics of concern, such as (i) only 50% of campuses trained faculty and staff on sexual violence prevention; (ii) 60% of campuses addressed sexual violence prevention topics; (iii) less than 33% of prevention education programs included acquaintance-rape information; (iv) only 50% of campuses provided the option for anonymous reporting; and (v) less than half informed students on resources, what to do if they were assaulted, and how to file a complaint (Karjane et al., 2005). This study was the first to analyze what was taking place on campuses and shows low Title IX compliance in a similar fashion to the 2014 McCaskill report results.

This now begs the question: having had two prominent studies look at compliance implementation across campuses in 2014 and in 2002, how much progress have community college campuses made on preventing and eliminating sexual misconduct?

Statement of Purpose

This dissertation analyzes the situation in community colleges to broaden the scope and discussion of sexual violence prevention efforts on campuses. There are several reasons why community colleges have been selected for this dissertation. First, while four-year institutions have been the primary unit of analysis within vital sexual violence and Title IX research, two-year institutions and their practices have been mostly neglected since the 2002 Karjane et al., study, even though community colleges serve a large proportion of post-secondary students in the nation. "Community colleges, sometimes called junior colleges, are two-year schools that provide affordable postsecondary education as a pathway to a four-year degree" (The Department of Homeland Security, 2016); as a result, throughout the United States, community colleges serve almost half of all undergraduate students (American Association of Community Colleges, 2016). Second, community colleges serve a large proportion of first-generation and

minority students (Ma & Baum, 2016), and minority women who are economically disadvantaged are at higher risk of sexual harassment when compared to Caucasian and non-first-generation groups (Paludi & Barickman, 1998; Ramson, 2006). There is a social justice need to conduct research in community colleges, because they educate a marginalized group that, for the most part, is invisible within sexual violence and Title IX research. Third, community colleges are not immune to sexual violence; to the contrary, students at two-year institutions overlap the age-group profile of victims of sexual violence across the United States. The average age of a community college student is 28 years old (American Association of Community Colleges, 2016), and the majority of sexual assault victims are under the age of 30 (RAINN, 2016). Lastly, the Office of Civil Rights has publicly released the names of higher education institutions that are under investigation for Title IX non-compliance, and this includes both four-year and two-year institutions.

This community college analysis will serve as a building block in exploring the extent to which California community colleges are currently combating sexual violence through Title IX compliance and provide insight into their implementation efforts.

Sexual Violence Prevention Efforts

To analyze the organizational efforts made against sexual violence on community college campuses, a current presidential administration phenomenon has taken place that has inspired the development of the instrument used within this dissertation. This phenomenon consists of our two most recently elected presidents and the administrative symbolic image each has provided toward sexual violence prevention.⁷ The two distinct categorizations are: (i) the proactive

⁷ It is to be noted that this assessment is not a political statement about party or ideology but about the public eye and what these two specific Presidents symbolize, through their individual images, actions, and administration directives.

struggle against all forms of inequality and sexual misconduct, which purposefully strives to eliminate sexual violence, and (ii) the normalizing, sometimes encouraging acceptance of mischievous, rough male behavior, sometimes referred to as everyday "boys will be boys" behavior (Oxford Dictionary, 2018), that provides little to no effort in addressing sexual violence.

Obama Administration. While in office, President Barack H. Obama represented the proactive fight against sexual violence. Obama's administration designated Vice President Joe Biden to head a White House Task Force to protect students from sexual violence and strengthen institutional compliance under Title IX. Obama's administration took several policy and prevention actions to combat sexual misconduct: (1) guidelines released by the Department of Education on what sexual violence means under Title IX and what appropriate steps should be taken by educational institutions (U.S. Department of Education, 2011); (2) the public release of the Office of Civil Rights campus investigations; and (3) the "It's On Us" campaign that was released across United States campuses and focuses on four themes: i) to recognize non-consensual sex is sexual assault, ii) to identify situations in which sexual assault may occur, iii) to intervene in situations where consent has not or cannot be given, and iv) to create an environment in which sexual assault is unacceptable and survivors are supported (Somanader, 2014). These actions were strong steps toward addressing sexual violence and sexual misconduct to prevent and eliminate them from happening.

Following these deliberate calls to action throughout President Obama's tenure, one final guideline was released on May 13, 2016, the "Dear Colleague Letter on Transgender Students" (U.S. Department of Education, 2016). This letter marked the first call to action to protect students that identify as transgender under Title IX within all education institutions. This was an

important guideline that was designed to address the safety and equity of transgender students, who face disproportionate rates of assault, harassment, discrimination, and injustice by many within the education system, including administrators and other students (Sexual Violence & Individuals who Identify as LGBTQ, 2012). The “Dear Colleague Letter on Transgender Students” states: (i) schools are responsible for the safety of and nondiscrimination toward transgender students, (ii) schools must respect the gender identity of transgender students and use pronouns consistent with the student’s gender identity, (iii) schools may provide separate facilities (e.g., bathrooms, locker rooms, housing) for transgender students, and (iv) it “is critical” for schools to protect the privacy of transgender student records (e.g., birth name and sex), and if a school chooses to keep these records they must be kept confidential (U.S. Department of Education, 2016).

The actions the Obama administration took in releasing the “Dear Colleague” letters, selecting Vice President Joe Biden to head a task force against sexual violence on campuses, and catapulting the discussion on Title IX to increase awareness, guidelines, and provide support for sexual violence victims are examples of proactive leadership in addressing sexual violence prevention.

Trump Administration. In contrast to President Obama, the current President of the United States, President Donald J. Trump, has represented a passive implementation stance on sexual violence prevention. President Trump was elected into office on November 9, 2016 and inaugurated as President on January 20, 2017. What is relevant to this dissertation is that, following the release of a 2005 “Access Hollywood” tape, where President Trump brags about physically touching (i.e., “by the pussy”) and kissing women without consent (Taylor, 2016), President Trump was elected as the leader of the United States. An ABC news poll of 740 likely

voters were asked whether Trump's statements were "typical locker room talk" to which 41% of women said yes, 51% said it was "beyond how men typically talk," and 8% had no opinion. By contrast, 40% of men felt the statements were "typical locker room talk," 54% felt it was "beyond how men typically talk," and 6% had no opinion (Clement & Balz, 2016). During the time of the release of the Access Hollywood tape, many women came forward alleging President Trump had sexually assaulted and/or sexually harassed them. The same ABC News poll asked individuals whether they believed Trump had made unwanted sexual advances toward women; 68% believed yes, he had made unwanted sexual advances toward women, 14% did not believe he had, and 19% had no opinion (Clement & Balz, 2016). While this poll was used to provide United States voter insight on a small scale, 43% of the respondents said that they would vote for Trump. About 46% of those who voted in the presidential election voted for Trump ("Presidential Results," 2016).

President Trump's administration has taken steps to counter and remove work the Obama administration implemented on Title IX and sexual violence prevention. First, on February 22, 2017, the Trump administration released a "Dear Colleague" letter rescinding the May 13, 2016 "Transgender Student Dear Colleague" letter. Rescinding the "Transgender Student Dear Colleague" letter canceled the call to action to protect transgender students within schools under Title IX. Second, on September 22, 2017 the administration released a "Q&A on Campus Sexual Misconduct" to rescind and replace the 2011 "Dear Colleague" letter ("Department of Education Issues New Interim Guidance," 2017). Rescinding the 2011 "Dear Colleague" letter removed several guidelines that provided direction to educational institutions in complying with Title IX protections for all students from sexual violence. Third, on May 25, 2017, the administration released a budget proposal that showed a 93 percent cut in all federal funding for sexual violence

programs to take place over the span of a decade (Wise, 2017). The budget proposal included cuts to counseling, housing, resource centers, and legal help for victims. In 2017's fiscal year budget analysis, sexual violence programs received \$460 million in federal funding. Under the Trump administration's 2018 fiscal year budget analysis, the funding for sexual violence programs will decrease to \$30 million over the span of one decade (Wise, 2017). Lastly, President Trump appointed Secretary of Education Betsy DeVos to take the lead on Title IX regulation, much like President Obama had Vice President Biden take the lead on publicly addressing the prevention of sexual violence. One key distinction is that Betsy DeVos's position on sexual violence prevention has never been clear. However, she has previously donated funds to the Foundation for Individual Rights (FIRE), a group that dismisses the rights and stories of sexual assault victims (Wermund, 2017). Additionally, the Trump administration also appointed Candice Jackson as the Deputy Assistant Secretary of Education to work alongside Ms. DeVos. Candice Jackson, in a *New York Times* story released on July 12, 2017, stated that "90% of the time" students are drunk, simply change their mind about consensual sex, and describe it as sexual assault (Green & Stolberg, 2017). Past research has indicated false rape allegations are reported between 2-10% of the time (Lonsway, Archambault, and Lisak, 2009). Betsy DeVos and Candice Jackson represent President Trump's administration and direction, which have thus far supported a culture that does not believe women are real victims, that believes men are falsely accused, and that Title IX guidelines were a problem on campuses and needed to be rescinded.

The leadership differences between former President Obama and current President Trump are clear and serve an important function within this dissertation. These differences illustrate a scale of effort, in which community colleges may fall, between the normalization of, or the

struggle against, sexual violence and sexual misconduct. Overall, this dissertation illustrates the implementation effort of community colleges to prevent sexual violence on their campuses.

Theoretical Framework and Research Questions

To fully understand community colleges and their sexual violence prevention efforts on campuses, this dissertation uses themes from diffusion and leadership research to examine the number of actions implemented by each campus to address sexual violence prevention and the administrative influence on addressing sexual violence prevention.

First, to measure the extent sexual violence prevention is addressed, the number of actions community colleges implement to prevent sexual violence were assessed. The number of sexual violence actions implemented on campuses were used as indicators based on the 2007 American College Health Association's sexual violence toolkit that was adapted for this dissertation. Rogers' "diffusion of innovation" theory provided support for analyzing these organizational actions through one individual, namely, each campus's Title IX Coordinator.⁸ A Title IX Coordinator is an employee of an educational institution that coordinates, oversees, implements, and represents the organization in campus matters of policies and procedures relating to sexual misconduct that includes sex-based discrimination, sexual harassment, and sexual violence. Therefore, through the Title IX Coordinator, this study examined the number of sexual violence actions implemented on campuses.

Second, administrative influence on campus sexual violence prevention actions was also explored. Diffusion research describes "an organization [as] a stable system of individuals who

⁸ Diffusion of innovation explains that several diffusion studies analyzing multiple leader perceptions provide varying answers, but individuals in key roles represent the actual behavior and actions of the entire organization (Roger, 2003).

work together to achieve common goals through a hierarchy of ranks and a division of labor” (Rogers, 2003, p. 404) and explains that “in many cases, an individual cannot adopt a new idea until an organization previously adopted it” (Rogers, 2003, p.402). Leadership research indicates that a hierarchy of leaders either positively or negatively impact an organization’s ability to change and, therefore, influence the climate for implementation (Damanpour & Schneider, 2006; Aarons, Farahnak, & Ehrhart, 2014). Regarding sexual violence prevention actions, anecdotal evidence also supports the theory that a hierarchy of leaders, within educational institutions, can negatively or positively influence the climate and number of actions implemented. This study sought to discover the type of implementation support Title IX Coordinators experience from their senior administration to implement sexual violence prevention actions.⁹

Diffusion research and leadership research together support the exploration of implementation leadership and the examination of the number of actions implemented by each campus to identify the extent of their sexual violence prevention efforts. Using quantitative techniques, the following research questions were used to analyze the administrative influence in addressing sexual violence, and to gauge the extent community colleges implement sexual violence prevention actions:

1. What is the relationship between the knowledge base of Title IX coordinators and senior administration, and the number of prevention actions adopted on campus?

⁹ Senior administration refers to the executive management that oversee campus operations, which includes the positions of directors and coordinators within California community colleges. Title IX Coordinators are not considered executive management within this higher education system. Senior administration is described as the campus president, vice presidents of various departments, the public relations senior leader, and the human resources senior leader (Chancellor J. Weispfenning, personal communication, January 2, 2018).

2. What is the relationship between the level of support senior administration provide to Title IX coordinators, and the number of prevention actions implemented on campus?
3. What is the relationship between the level of proactive leadership within senior administration, and the number of prevention actions implemented on campus?
4. What is the relationship between limited funding and prevention actions on campuses?

Significance of Study

Fundamentally, this dissertation used the 1972 Title IX Education Amendment to identify to what extent community colleges adopt sexual violence prevention practices. This study builds on analyses of two-year and four-year institutions to guide and increase the visibility of two-year institution practices, which have been mostly ignored since 2002. Additionally, this research serves as a building block to increase Title IX compliance research toward community colleges, and secondary and primary schools.

In a theoretical sense, this study contributes to research on sexual violence prevention by exploring organizational leadership and actions implemented within institutions. Capturing themes from leadership and diffusion research, this study examines the organizational influence on sexual violence prevention efforts implemented on campuses. Results from this study could be used to assess other types of organizational institutions, such as the United States military, Boy Scouts of America, and the Catholic Church, by measuring where these organizations stand in the prevention and elimination of sexual violence.

For scholars, this study contributes to the disciplines of public policy and education, by analyzing the implementation of sexual violence prevention actions. Within the current research there is a gap that has not analyzed the relationship between senior administration and Title IX

coordinator's actions in dealing with sexual violence. This study addresses this gap by analyzing the influence that senior administration has on actions implemented by Title IX Coordinators to address sexual violence. Also, this research provides an illustration of where these organizations stand on an instrument of sexual violence prevention effort introduced in this dissertation.

For practitioners, the results of this study will be of interest to higher education administrators, Title IX Coordinators, and primary and secondary school administrators. These education-system leaders are responsible for adopting Title IX policy and implementing prevention education. This study provides insight into prevention actions to adopt and leadership improvements that can be made. This dissertation's research will also be of interest to lobbyists and political organizations, such as the California Coalition Against Sexual Assault (CALCASA). These lobbying groups could use this dissertation's findings to (i) further support the argument that education institutions require additional federal guidelines and funding under Title IX, during a time of Title IX guideline uncertainty and possible funding elimination under the Presidency of Donald Trump, and (ii) to broaden the conversation on sexual violence prevention actions implemented in other types of organizations, such as hospitals, police departments, military units, and hotel chains.

In closing, the prevention of sexual violence, and the shift to end the culture of rape, can be guided through research and work done in the education system. Yet, almost 40 years since Title IX became an education amendment, we have only begun to scratch the surface for meaningful change. Community colleges are analyzed because they have received minimal scrutiny, affect many students, and can provide insight on the extent to which they are combating sexual violence on their campuses. Study findings will be used to gauge whether sexual violence prevention is proactively being addressed and implemented between community colleges and to

provide recommendations for continued improvement. Overall, the results of this dissertation can be applied beyond community colleges because there is national concern about sexual misconduct and violence within all organizations that must be addressed. In the end, it is not enough to simply say your organization is against sexual violence, the question is, what actions are you taking to prevent and eliminate it?

CHAPTER TWO: LITERATURE REVIEW

“The culture is such where rape and sexual assault and sexual power of males over females is not uncommon. If you look at movies or sitcoms or so forth, there’s a lot of power, sexual power, that’s granted to men, and less to women.”

- Bernice Sandler (Morrison, 2017).

Since Title IX was enacted as federal law in 1972, sexual discrimination has been a serious topic of discussion and has encompassed athletics, sexual harassment, and sexual violence within institutions of higher education. Our understanding of the extent and protections of Title IX began with research by academic authors such as Mary P. Koss in the late 1980’s. Koss’s research investigated and uncovered large proportions of college women experiencing unwanted sexual contact, sexual coercion, and attempted and completed rape (Fisher, Harman, Cullen, & Turner, 2002; Koss et al., 1987). This national, ground-breaking study found that 27.5% of college women had experienced attempted or completed rape but many were not included in national crime statistics because they had never reported the crimes. Within Koss’s study, 84% of the victims knew their attacker, 42% of these college women never revealed their assault to anyone, and only 27% of college women acknowledged they had experienced a rape (Koss et al., 1987).¹⁰ Further supporting Koss’s research, in the 1990’s, the National Institute of Justice released a national estimate that one in six women had been a victim of attempted or completed rape (Englander et al., 2016; Hayes et al., 2016), and college-centered studies published similar findings estimating 20% of women and 8% percent of men had been victims of

¹⁰ Rape has had varying definitions amongst States (State Rape Laws, 2018). This has confused the general understanding of what constitutes rape and therefore has increased the lack of clarity for victims to know when they have been violated (Cowan, 2016).

sexual assault while attending college (Fisher et al., 2000; Koss et al., 1987; Potter et al., 2015). Because research continuously estimated that 16-27% of sexual victimization was taking place on campuses (Englander et al., 2016; Fisher et al., 2000; Fisher et al., 2002; Hayes et al., 2016; Koss et al., 1987; Potter et al., 2015), a national study was funded by the United States Department of Justice in 2000 to identify what was happening on college campuses.

The national study, known as *The Sexual Victimization of College Women Research Report* (Fisher, Cullen, & Turner, 2000), analyzed the rate of college student victimization and is considered the most systematic analysis of the 1990-2000 decade that included four-year and two-year institutions. The results of the Fisher, et al. study not only supported Koss's findings but also showed that (i) the National Crime Victimization Survey (NCVS) underestimated rape throughout the United States, (ii) 9 out of 10 victims within the national sample knew their attacker when victimized, (iii) over one-third of the sample surveyed experienced unwanted sexual contact, (iv) over the course of a college lifetime (i.e., 5 years) 25% of women experienced an attempted or completed rape, and (v) many victims did not categorize their rape as a crime due to many reasons, such as being unclear about the definition, embarrassment, blaming themselves, and/or not wanting to define someone they know as a rapist (Fisher, Cullen, & Turner, 2000). As this report elevated national awareness on the necessity to prevent victimization and to better assist victims/survivors with resources such as education and counseling, the research also indicated a cultural problem within the United States.

The pioneering research catapulted the premise that rape perceptions were based on a flawed understanding of national sexual victimization, and that these flawed perceptions perpetuated a culture of rape. Flawed sexual victimization perceptions, also known as rape myths, are viewpoints that skew perceptions about sexual misconduct (Fisher et al., 2002; Hayes,

2016; McMahon, 2011). Rape myths include the belief that i) sexual assault is evident only when there are bruises and scars that indicate foul play/no consent, ii) sexual violence is believed only when a legitimate victim/survivor is not engaged in questionable behavior such as drinking or dressing seductively, iii) all rapists are demented and psychologically disturbed, iv) perpetrators/rapists are always strangers and not acquaintances, friends, or family members, and v) victims/survivors are only women. Rape myths are narrow views of sexual violence that have cycled throughout history and in our society (Hayes, 2016; McMahon, 2011) and that implicitly continue to normalize all types of sexual aggression that men display (Hayes, 2016). Rape myths place responsibility on the victims/survivors to defend themselves from all sexual violence (e.g., to avoid looking provocative or behaving a certain way (e.g., drinking alcohol)), while maintaining a belief that sexual deviants can only be strangers, and that women are the only targets of victimization. These rape myths feed the rape culture that exists today.

At a Glance: Rape Culture on Campus

On college campuses, rape myths such as “stranger danger” dominate mentalities. Although acquaintance rape is a real concern, limited education and minimal discussion about this topic takes place on campuses (Cantalupo, 2014; Koss, Gidycz, & Wisniewski, 1987; Lonsway, 1996; Steinberg, 1991). Moreover, when acquaintance rape is coupled with the use of alcohol, an institutional rape culture finds difficulty in believing a friend can sexually assault a victim and then discredits a victim’s claim because of the victim’s own alcohol consumption. McMahon (2011) posited that rape myths make excusable behavior due to alcohol consumption and may defend perpetrators with the ideology of an “accidental rape”. Additionally, studies have revealed that between 50-75% of sexual assaults involve alcohol consumption by the victim, perpetrator, or both (DeMatteo et al., 2015). As Hayes (2016) explains, when women fail to stay sober they become vulnerable and consequently cannot fend off male strength; this

promotes victim-blaming mentalities. The rape myth surrounding alcohol is counterintuitive because no one deserves to be taken advantage of regardless of what he or she drinks. Yet, when a victim/survivor states they have been violated they face hostility and a negative response for having participated in drinking any amount of alcohol, while the perpetrator (usually someone known to the victim) uses alcohol as an excuse for bad behavior (McMahon, 2011). In other words, rape myths surrounding alcohol use and acquaintance rape create multiple barriers for victims to seek help and report victimization.

Rape myths create self-blame and -doubt. When a survivor is confused, it multiplies their apprehension to report victimization to law enforcement and/or campus administrators (Cantalupo, 2014; Hayes, 2016; McMahon, 2011). As a result, most victims/survivors never seek help or report their victimization because they believe these myths will dictate the response by local authorities and campus administrators. According to Fisher, Cullen, and Turner (2000), only 5% of college rapes are reported to officials, meaning that over 90% of college sexual assault victimizations go unreported (Koss, et al., 1984; Cantalupo, 2014). With the percentages reporting so low, college campuses must begin to take a deeper look at their practices to increase trust from students regardless of the details. The problem of underreporting is significant because most victims do not seek help, and this has been linked to depression, suicidal ideations, dropping out of school, and multiple health concerns (Englander, 2016). Research strongly demonstrates that college campuses have reaped a high rate of sexual violence underreporting and the persistent presence of sexual misconduct and rape myths.

The History of Title IX and Campus Sexual Violence Policies

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance" (Title IX, Education Amendments of 1972).

As a civil rights law, Title IX requires gender equity within all educational programs and institutional activities that receive federal funding. Originally Title IX was sought out to become law because women faced ridicule and were denied positions within higher education, despite having the credential of doctoral degrees (Sandler, n.d.). The unfair treatment women endured inspired the creation and strategic wording of Title IX to be used for all types of sex discrimination. Title IX soon became law and set the groundwork for inequity to be abolished. However, legal attention following the passing of the 1972 legislation focused on student athletic equalities and this, in turn, became the public understanding of Title IX (Center for Public Integrity, 2010). Title IX's influence and purpose would not be reevaluated until Supreme Court cases questioned the extent of Title IX's protections, which would include the topic of student-to-student sex discrimination, authority-figure-to-student sex discrimination, and institutional indifference regarding student reports of sex-based discriminatory behavior.

Franklin and Title IX's 1997 Guidance. Twenty years following the enactment of Title IX, sexual harassment became recognized as a type of sex discrimination. In *Franklin v. Gwinnett County Public Schools* (1992) the Supreme Court ruled sexual harassment could fall under Title IX's prohibitions of sex discrimination (Hendrix, 2012; Ramson, 2006; Rosenfeld, 2008). In the Franklin case, 10th grader Christine Franklin was sexually harassed by her teacher Andrew Hill verbally and physically. Examples of harassment included the following: asking the student about her sex life with boys, calling the student at home to meet him, and interrupting three classes during Franklin's 11th grade year to subject her to coercive intercourse (Franklin,

1992). The high school, informed of Franklin's and other female students' complaints, investigated and did not remedy the situation. Instead, the high school encouraged Hill to resign in order for all matters to be dropped, discouraged Franklin from pressing charges, and closed their investigation. The Supreme Court found the school district at fault for not implementing grievance procedures, interfering with a student's right to complain, and subjecting Franklin to verbal and physical harassment that denied Franklin the right to a beneficial education, free from sex discrimination (Franklin, 1992). The Supreme Court upheld sexual harassment as a protection under the Title IX Education Amendments, and as a result students can legally recover monetary damages from schools and school officials who violate their Title IX right.

Following the Supreme Court ruling in 1992, the Department of Education's Office of Civil Rights published its first Sexual Harassment Guidance in 1997. The "Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties" informed all federally funded schools that Title IX requires an educational environment free from sexual harassment and emphasized sexual harassment as a form of sex discrimination (1997). Sexual harassment is defined as either *quid pro quo* and/or a *hostile environment*. Sexual harassment as *quid pro quo* takes place when an individual has authority over another individual and sexual advances are made (Ramson, 2006). These advances are made as a condition of employment or academic evaluation and used to attempt control over the victim. For example, if the harasser is rejected by the victim, employment or academic evaluation are threatened. The second type of sexual harassment is the existence of a *hostile environment*. This type of sexual harassment transpires between individuals of equal power (Ramson, 2006). This type of harassment "unreasonably interferes with the victim's work or academic performance or has the effect of creating an intimidating, hostile, or offensive work or academic environment" (Ramson,

2006, p. 40). The 1997 Sexual Harassment Guidance defined what classifies as sexual harassment, and most importantly classified sexual harassment as a form of sex discrimination that all federally funded schools were required to prohibit under Title IX.

Gebser, Davis, and Title IX's 2001 Revised Guidance. In 1998 and 1999 two significant cases increased the potential for campuses to be held legally liable through private lawsuits and for the first time addressed institutional standards. *Gebser v. Lago Vista Independent School District* (1998) determined that schools can be held liable if they receive notice of a Title IX violation but only when they act with deliberate indifference (Ramson, 2006; Cantalupo, 2012). In this specific case, police found 15-year-old Alida Gebser naked in a wooded area with her 52-year-old social studies teacher, Frank Waldrop. Previously, parents had complained about Waldrop's comments to students and as a result the principal spoke with Waldrop, and Waldrop then met with those parents to explain he did not mean to offend anyone. In the Gebser case (1998), the student had not told school officials about Waldrop and, therefore, the Court ruled the school district was not liable because a supervisor would have to have known about the behavior and had the power to implement corrective measures. Deliberate indifference became a new standard of institutional fault and is defined by the Court as, "the school (1) actually knew of (2) hostile or offensive conduct likely to interfere with the victim's education, and (3) deliberately did nothing, or took steps that it knew would be ineffectual, to protect the victim, (4) without excuse" (Gebser, 1998). This standard of legal liability requires campuses to take effective steps to protect student victims from authority figures within institutions (e.g., administrators, teachers, and coaches), and emphasizes schools cannot separate themselves from *known* offensive actions made by their employees and act with deliberate indifference.

Davis v. Monroe County Board of Education (1999) would be the first case to address student-to-student victimization and find institutional culpability. In this specific case, *Davis v. Monroe County Board of Education* (1999), a female fifth-grade student had been sexually harassed physically and verbally by a classmate for more than three months. Throughout the sexual harassment the parents and student would report the behavior to the teacher and principal, yet no disciplinary action was taken. The victim's grades dropped due to an inability to focus on school, and, prior to taking legal action, the parents found a suicide note. The parents sued the school board, school district's superintendent, and the school principal; however, this case was dismissed by the trial court because "no private cause of action existed for student-to-student sexual harassment under Title IX" (Davis, 1999). The Supreme Court ruled that student-to-student sexual harassment could reach a level of sex discrimination under Title IX if the harassment is sufficiently "severe, pervasive, and objectively offensive that it can be said to deprive the victims of access to the educational opportunities or benefits provided by the school" (Davis, 1999).¹¹ The Supreme Court further added that students do engage in teasing, shoving, and gender-specific conduct that can upset students, but schools can be held liable for legal damages when victims are faced with severe harassment, not protected, and denied equal access to education under Title IX protections. In *Davis*, the Supreme Court adopted the "deliberate indifference" standard used in *Gebser* (1998) and added to this standard. Because of the *Gebser* (1998) and *Davis* (1999) cases, sexual harassment became an increased Title IX topic and protection in private lawsuits and defined a new liability standard for schools within the court system.

¹¹ The dismissed *Davis* case was reversed, and the Supreme Court ordered the trial court to hold a new trial using the new standard.

In light of Gebser (1998) and Davis (1999), the Department of Education's Office of Civil Rights revised the 1997 Sexual Harassment Guidance document and released the 2001 "Revised Sexual Harassment Guidance [RSHG]: Harassment of Students by School Employees, Other Students, or Third Parties." The 2001 RSHG describes that schools have a responsibility to take "prompt and effective action to end harassment and prevent its recurrence" (Center for Public Integrity, 2010, p.11), and to implement sexual harassment prevention education, to adopt grievance procedures for victims of sexual harassment, and to designate a Title IX Coordinator (Hendrix, 2012; Rosenfeld, 2008). In other words, schools are first required to educate students on sexual harassment to prevent this behavior. Second, policies and practices must be published and followed to protect students from sex discrimination, and to protect schools themselves from non-compliance. Third, a school representative must be responsible to ensure all Title IX protections are in place. The RSHG emphasized that if an education institution ignores sexual harassment in educational programs and activities, they could be held liable in civil court through private lawsuits by victims. Additionally, the Department of Education explained that their Office of Civil Rights was in place to help schools make voluntary corrective actions to school administrative enforcement prior to removing any federal funding as stated under Title IX (U.S. Department of Education, 2001). Therefore, with the release of the RSHG, schools were notified of recent lawsuits that could affect them and were provided general recommendations to curb lawsuits and increase student protections.

Although the 2001 RSHG described general actions schools should take to comply with Title IX protections, no standard was provided on the extent of how much a school had to do to avoid liability. At the time, the Department of Education's Office of Civil Rights guidance was considered vague, without specifics on institutional best practices for dealing with sexual

harassment (Walker, 2010). For example, how much prevention education is adequate, and what did a prompt response to allegations of sexual misconduct look like?

The Clery Act and Title IX. The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the “Clery Act”) works in conjunction with Title IX and is mentioned in this dissertation because of its relevance to sexual violence prevention implementation on campuses. “Title IX and [The Clery Act] are federal statutes with accompanying administrative and court enforcement structures that focus mainly on how an institution responds to victims and reports violence” (Cantalupo, 2012, p.492). The Clery Act was designed to address campus safety concerns after the brutal rape and murder of Jeanne Clery in her Pennsylvania State University dorm room in 1986 (Fisher, Hartman, Cullen, & Turner, 2002). The campus having not alerted students and parents about an increase in rapes and assaults on campus made them negligent and at fault for the rape and death of Jeanne Clery. The Jeanne Clery lawsuit spearheaded legislation that would obligate the release of crime statistics across United States campuses.

The Clery Act, originally known as The Student Right-To-Know and Campus Security Act was passed by Congress in 1990. This act originally required the development of policy and procedures to prevent and report crime on college campuses, encouraged campuses to address sexual assaults, and required an annual report of crime statistics to be published every year in September (Fisher, Hartman, Cullen, & Turner, 2002). In 1998, the United States Department of Education amended the Clery Act under the Higher Education Amendments of 1998 (P.L. 105-244) and renamed the act to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and amended the legislation (U.S. Department of Education, 1998). Changes included the addition of mandatory daily logs to be kept by campus police, a new annual campus

report publishing date of October 1st, and monetary sanctions against institutions of higher education for not disclosing crime statistics accurately (Fisher, Hartman, Cullen, & Turner, 2002). The Clery Act was again amended in 2014 by the Violence Against Women Reauthorization Act (VAWA). The VAWA provision, titled the Campus Sexual Violence Elimination Act (Campus SaVE Act), added new crime reporting categories for campuses to address: domestic violence, dating violence, and stalking (Napolitano, 2015; Schroeder, 2014). Also, the VAWA provision of the Clery Act clarified specific requirements on what information campuses should publish and release on their Annual Security Report. These requirements include how campuses train students and employees, how they conduct investigations, the description of disciplinary actions for prohibited behaviors, the type(s) of prevention education implemented, and what protocols are taken in addressing sexual violence reported to campuses (DeMatteo et al., 2015; Napolitano, 2015; Schroeder, 2014). The Clery Act and the Title IX Education Amendment are similar in nature because they both dictate the implementation of policy and procedural safeguards campuses should adopt for student safety against sexual misconduct: the Clery Act requires an annual release of campus procedures and crime statistics, while Title IX provides the umbrella of sex discrimination protections the schools must enforce.

The “Dear Colleague” letter (Obama administration). On April 4, 2011, a new guidance document was released by the Department of Education’s Office of Civil Rights, the “Dear Colleague” letter (see Appendix A: The “Dear Colleague” letter). Considered a supplement to the 2001 RSHG document, the 2011 “Dear Colleague” letter provided an immediate extension of sexual harassment to include sexual violence. According to the “Dear Colleague” letter, “the sexual harassment of students, including sexual violence interferes with students’ right to receive an education free from discrimination and, in the case of sexual

violence, is a crime” (U.S. Department of Education, 2011, p.1). Sexual violence is defined by the 2011 letter as:

...physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to the victim’s use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, and sexual coercion (U.S. Department of Education, 2011).

The definition of sexual harassment is also reiterated within the “Dear Colleague” letter to emphasize sexual violence as a form of sexual harassment. Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical contact of a sexual nature.

Sexual violence is a form of sexual harassment prohibited by Title IX... the harassing conduct creates a hostile environment if the conduct is sufficiently serious that it interferes with or limits a student’s ability to participate in or benefit from the school’s program. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment, particularly if the harassment is physical. For instance, a single instance of rape is sufficiently severe to create a hostile environment (U.S. Department of Education, 2011).

Research and statistics were emphasized in the letter to illustrate the severity and existence of sexual violence within schools. For example, the 2007 National Institute of Justice data that revealed 1 in 5 women (20 percent) and 6.1 percent of men were victims of completed or attempted sexual assault while in college (U.S. Department of Education, 2011). Also, the 2009 Clery Act data reported 800 completed or attempted rapes on college campuses, and 3,800

sexual battery cases on high school campuses (U.S. Department of Education, 2011). In addition, the “Dear Colleague” letter included sexual violence case law to support the letter guidance for schools (Hendrix, 2012); these cases include *Davis v. Monroe County Board of Education* (1999), *Gebser v. Lago Vista Independent School District* (1998), and Title VII of the Civil Rights Act case law on workplace sexual harassment to guide Title IX claims. The “Dear Colleague” letter described what was expected of all educational institutions and provided examples to demonstrate appropriate responses, preventions, employee and student trainings/education, victim resources, confidentiality, investigations, procedural requirements, and consequences/sanctions in dealing with the education and prevention of sexual harassment and sexual violence (U.S. Department of Education, 2011). This 2011 guidance letter created numerous compliance questions schools could ask themselves to see what changes they could make and provided examples for an appropriate response (Napolitano, 2015; Schroeder, 2014). Overall, the 2001 and 2011 guidance letters defined institutional responsibility, listed institutional expectations, and provided a direct response to the national concern over campus sexual violence.

Q&A on Campus Sexual Misconduct (Trump administration). On September 22, 2017, the Department of Education’s Office of Civil Rights rescinded and replaced the 2011 “Dear Colleague” letter with the “Q&A on Campus Sexual Misconduct” (“Department of Education Issues New Interim Guidance,” 2017). (See Appendix B: Q&A on Campus Sexual Misconduct). Using twelve questions, this document goes through many of the same compliance examples and refers to the same federal case studies such as the 2011 “Dear Colleague” letter to clarify schools’ legal responsibility under Title IX. Important to this dissertation, a few noticeable differences in comparison to the 2011 “Dear Colleague” letter include: first, there is

“no fixed time frame” for investigations, whereas previously schools were asked to have investigations completed within 60 days; second, schools now have an adjudication choice between applying either (i) preponderance of evidence standard or (ii) the clear and convincing evidence standard, where previously the preponderance of the evidence standard was the only option; and third, sexual violence is mentioned once in the new document stating it falls under sexual misconduct without any additional information (U.S. Department of Education, 2017).¹² Previously ‘sexual violence’ was the primary term used in the 2011 “Dear Colleague” letter, and sexual violence was explicitly defined, supported by research to indicate the seriousness of the behavior taking place on campuses, and was applied to Title IX protections (U.S. Department of Education, 2011).

The changes resulting from the “Q&A on Campus Sexual Misconduct” document altered various details in the guidance of Title IX and raises concerns. First, having no timeframe for investigations could mean an investigation might be extended for months or years and add unnecessary stress to parties (Mangan, 2017). Second, it allows the option to increase the standard for guilt within adjudication to clear and convincing evidence. Important to note is that, prior to the 2011 “Dear Colleague” letter, the majority of schools were using the preponderance of evidence standard (Hansen, 2017; Karjane et al., 2002) and “nationally representative studies [at that time] had shown that 90% or more of student victims [did] not report their victimization” (Fisher et al., 2000; Koss et al., 1987, p.169). The optional clear and convincing evidence

¹² “Preponderance of the evidence” standard means “it is more likely than not that the sexual harassment or violence occurred (U.S. Department of Education, 2011, p.11). “Clear and convincing evidence” standard means “it is highly probable or reasonably certain that the sexual harassment or violence occurred, ... [it] is a higher standard of proof” in proving a violation on a campus has taken place (U.S. Department of Education, 2011, p.11).

standard adds to the hesitation of victims to report sexual violence because they may lack physical evidence to support their experience (Mangan, 2017). Lastly, the “Q&A on Campus Sexual Misconduct” diminishes the importance of sexual violence as a problem.¹³

Overall, the 2011 “Dear Colleague” letter and the 2017 “Q&A on Campus Sexual Misconduct” have instructed the most recent directives in regard to Title IX. The 2011 “Dear Colleague” letter increased the understanding of Title IX protections and increased campus oversight of Title IX implementation. The 2017 “Q&A on Campus Sexual Misconduct” rescinded the 2011 guidance letter and gives campuses the freedom to implement Title IX as they see fit. Regardless of what has taken place in these two scenarios, the 2001 RSHG letter is still in place, which states that (1) campuses have the responsibility to implement prevention education of sexual harassment, (2) schools have a responsibility to adopt grievance procedures, and (3) schools must designate a Title IX coordinator. The 2001 RSHG letter is supported and founded on Supreme Court cases; therefore, executive power is unable to rescind it with the 2011 letter.

In sum, the Department of Education’s Office of Civil Rights has shaped Title IX institutional policy against sexual discrimination through the release of guidance documents.¹⁴ Because Title IX is a short statute, schools look to these more detailed guidance materials to

¹³ Immediately following the release of the 2017 “Q&A on Campus Sexual Misconduct” letter that rescinded the 2011 “Dear Colleague” letter, many schools, which included the California State University system, released statements with “their commitment to sexual violence-free campuses” and stated they would not change their policies or procedures (Hansen, 2017).

¹⁴Due to the scope of this dissertation, the 1997, 2001, and 2011 Guidances are the most pertinent documents released by The Office of Education’s Office of Civil Rights Office. It should be noted however, that there have been multiple guidance letters released from The Department of Education’s Office of Civil Rights in response to Title IX protections that have also addressed the reiteration of sexual harassment/violence guidance; and other areas of interest such as guidance for athletic equality, rights for students with disabilities, rights for juveniles in justice residential facilities, and rights of pregnant and parenting students. For a full list of these Guidance Documents see <https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/sex.html>.

determine the specific requirements of Title IX. Though previously Title IX was used only to address athletic equality, now Title IX has become the most prominent piece of legislation to tackle all forms of sexual misconduct in schools (Coray, 2016; Napolitano, 2015). Title IX, as interpreted today, places an obligation on educational institutions to prevent and correct all aspects of inequality that include sex discrimination, sexual harassment, and sexual violence.

Campus Implementation

Schools began to address sexual violence as a form of sexual harassment after the Title IX guidance letters from the Education Department's Office of Civil Rights were released in 1997, 2001, and 2011. As the definition of protections broadened, the rate and quality of Title IX policy and procedure implementation have faced significant scrutiny.

In a content analysis and review of 2,438 institutions, findings revealed that 60% of schools did not provide sexual assault response training to students and only 60% of schools had some type of sexual assault policy (Karjane, Fisher, & Cullen, 2002). Because reports such as these began to make national news, schools were met with strong criticism to increase trainings and adopt policy and procedures.

In a separate campus analysis, student victims from 152 crisis services clinics on or near campuses were surveyed and reported high resistance from campuses to pursue corrective action against perpetrators and a push to dissuade victims from reporting, pressing charges, and sharing their stories with others (Center for Public Integrity Report, 2010).

Results in McCaskill's (2014) national survey of 440 four-year institutions showed that institutions were not complying with best practices provided by the Department of Education on how to handle sexual violence on campuses. Eight overarching areas of concern were pointed out in the McCaskill report:

- i. Campuses lacked knowledge about the scope of sexual violence due to not conducting climate surveys to measure beliefs and behaviors.
- ii. Campuses failed to encourage sexual violence reporting through multiple platforms.
- iii. Campuses lacked adequate sexual assault training for faculty, staff, and students.
- iv. Campuses failed to investigate sexual violence reports.
- v. Campuses lacked adequate services and resources for survivors.
- vi. Campuses lacked trained and coordinated on-campus law enforcement and lacked coordinated efforts with off-campus law enforcement response.
- vii. Campuses lacked coordinated Title IX oversight by key administrators on campus.
- viii. Campuses failed to have formal adjudications comply with requirements and best practices (McCaskill, 2014).

Additionally, the report highlighted the lack of campus implementation regarding Title IX federal law and the Department of Education guidelines.

In Yung's (2015) research, 269 universities were analyzed, of which 31 campuses were audited by the Department of Education. An analysis was conducted on these 31 campuses to compare their behavior before, during, and after the audit took place. Yung's (2015) findings showed that during the audit schools reported sexual violence rates increased by 44% and then dropped again to pre-audit levels when the audit was over. Yung's research indicated that campuses were not being transparent about the actual sexual violence reports filed during non-audited periods of time where there was no oversight. There are two primary reasons in the literature that explain why schools may be underreporting sexual violence occurrences on their

campuses. First, campus administrators may be motivated to protect their school's reputation and, therefore, prefer to publicize reduced numbers of reported sexual misconduct (Coray, 2016). Second, administrators may be implementing policies and procedures only partially (DeMatteo et al., 2015), without an urgency to address serious sexual violence on their campuses unless they are investigated/audited by the Office of Civil Rights, as Yung's (2015) research indicated.

Due to a lack of campus implementation, many lawsuits (see Appendix C: Compiled List of Lawsuits¹⁵) have taken place that highlight the egregious campus administration indifference to sexual violence. In 2017, University of California, Santa Cruz was sued and required to pay \$1.5 million in damages to a female student who had been sexually assaulted by a tenured male professor. Details of this case include that the professor was known as a sexual predator amongst students and the campus had ignored numerous student reports of harassment and assault for years (Masters, 2017). In 2016, Florida State University was sued and settled by paying \$950,000.00 to a female student who had been sexually assaulted by a then-popular (now famous) student football quarterback. Details of the case against the university include that the campus purposely delayed and obstructed the sexual assault investigation and concealed evidence against the athlete (i.e., a video partially showing the assault went missing), and the campus showed deliberate indifference to the sexual assault victim (Tracy, 2016). In 2006, at the University of Colorado, \$2.85 million was awarded to two female victims that were gang-raped by male student football athletes. Details of this case include that the campus jeopardized individual safety by dismissing previous warnings of a sexually violent culture on campus (such

¹⁵ This image has been designed to include university, community college, and K -12 school district lawsuit examples to demonstrate the extent of Title IX non-compliance that is primarily being corrected monetarily within civil courtrooms.

as the athletics department promoting a culture of sexual harassment and assault behavior for recruitment purposes), the campus ignored numerous reports of harassment by athletes on campus, the campus ignored previous warnings to update their policy, the campus showed deliberate indifference to victims, and the campus did not provide student prevention education (Pankratz, 2007).

While lawsuits continue to be filed and Title IX noncompliance continues to be a topic of serious concern across campuses, one primary question persistently arises, why are campuses not implementing measures that can prevent sexual misconduct? Cantalupo (2011) pointed out that campuses “bury their heads in the sand” to avoid negative publicity that can harm their school’s reputation, especially when competing with other local schools for enrollment. Furthermore, Cantalupo (2011) explained that campus administrators preferred to keep campus life easier for the university by continuing a culture of silence rather than increasing options for reporting or promoting awareness. Other ways in which campuses bury their heads in the sand included purposefully avoiding a full understanding of what Title IX federal guideline compliance meant or limiting the allocation of funding for Title IX programming (Cantalupo, 2011). If campuses are burying their heads in the sand then this may provide an explanation as to why a recent study on campus website information showed a third of campus websites offer little to no information on sexual violence reporting, hotline numbers, resources, etc. (Englander, 2016). Englander’s study found sexual assault/harassment information difficult to find on websites and emphasized this additional barrier when considering that the person/victim that would need this information is in an emotional state and may be deterred from seeking help on campus if they cannot easily navigate a website (2016). Overall, there seems to be an institutional climate that downplays the seriousness of sexual misconduct on campuses (Hayes, 2016), and because of this there is a deep

concern between the reality of what is taking place on campuses and the projected image campuses are publicizing (Cantalupo, 2011). Campus implementation of Title IX is complex, and one must consider the culture of a school and its primary objective. If a campus believes the safety of students is essential, the campus will implement easy access to resources, provide options for reporting, and deliver prevention education. However, if the campus believes its reputation is the most essential aspect regarding Title IX, then sexual misconduct reports are purposely avoided, and campuses may either discourage reports passively (making it difficult to find resources and help on campus through websites, policy, personnel, etc.) or actively (treating victims who report with hostility and indifference) (Cantalupo, 2011). As Title IX campus implementation becomes a larger topic of discussion, research is making it clear that campuses need to start addressing their campus culture not only for the safety of students, and constituents, but for the campus, or campus's reputation, which so many are trying to protect.

Campus Culture & Prevention Education

Campus cultures can be shifted to address and prevent sexual misconduct and violence; the first step in doing so is understanding the cultural context on campuses. This is essential because most times sexual violence is focused on the individual level (e.g., what was wrong with the perpetrator, or what did the victim do that caused the assault/harassment) without addressing the larger societal factors (McMahon, 2011). It is, therefore, important that sexual violence is discussed and viewed "through a lens of 'cultural context,' by recognizing the link between sexual violence with[in] larger cultural systems and societal level factors such as sexism" (O'Neil & Morgan, 2010, p. 4). Supporting research has shown that institutional actions, policy, and practices are not culturally neutral (Adelman et al., 2012), and campuses can breed rape-positive, misogynistic ideals that intensify and support hypermasculinity toward gender-based violence when campuses are not strategic in addressing sexual misconduct (Cantalupo, 2013).

Additionally, campus research has shown that people behave the way they see others behave and that individual perception impacts what individuals feel is acceptable and/or tolerated (McMahon, 2011). Therefore, to address sexual misconduct and sexual violence, a campus culture must first be identified by asking campus constituents what they are perceiving, witnessing, and experiencing, which is typically done through a campus climate survey¹⁶.

A campus climate survey can provide insight on campus culture, and this will in turn guide the strategic prevention education that can be implemented. Research has indicated that following the release of a campus climate survey (that is specifically focused on sexual misconduct attitudes and behaviors) the critical next step is to implement targeted prevention education (DeMatteo et al., 2015). This implementation should include all members of a campus community, such as students, staff, and faculty (Banyard, 2007; Potter et al., 2015), as well as targeted subgroups, such as men (DeMatteo et al., 2015). The reason why all campus constituents should be targeted is because each member has a specific role in either promoting sexual violence or preventing it as a problem, and in shifting the cultural norm on campus (Banyard, 2007; Coker et al., 2011). Campus climate surveys and prevention education, therefore, work in tandem and can strengthen responsive support systems on campus as well as address cultural concerns that may be revealed.

The type of responsive support systems in place on campuses is critical for constituent use either for themselves or for someone known to them. When individuals are not trained to respond to a disclosure, systemic trauma can take place (Fitzgerald, 2017), and to avoid this, all campus constituents require prevention education training. Richards (2013) found that faculty

¹⁶ A campus climate survey is a survey that is deployed on a campus to better understand the type of sexual misconduct and sexual violence that is experienced on campus amongst and within constituent groups.

who teach or go over sensitive topics (e.g., sexual assault, assault, domestic violence, sexual harassment, stalking, etc.) are 2.63 times more likely to receive a student disclosure in their office, through email, or in an assignment than faculty who do not teach or discuss sensitive topics (this disclosure was reported to usually occur following a specific topic or incident in class). This does not mean faculty who do not teach sensitive topics do not need to receive prevention education, but rather that faculty who teach sensitive topics should routinely be specifically targeted for training. Students and staff are also important groups that should receive strategic prevention education training because most victims disclose sexual victimization and sexual misconduct to informal supports, such as friends and significant others rather than contacting law enforcement or victim advocate groups (DeMatteo et al., 2015; Fisher, Daigle, Cullen, & Turner, 2003; Krebs et al., 2009). Strategically targeting campus groups such as faculty, staff, and students is critical for their understanding of how to address a victim disclosure because they are campus contacts that any victim (regardless of their classification) can choose to turn to for help and support.

In addition to providing education for stronger campus support systems and improved disclosure responses, prevention education increases awareness on what appropriate and inappropriate cultural norms are regarding sexual attitudes and behaviors on an individual, group, and community level. Ecological methods have, therefore, become a popular approach that targets peers and the community versus solely the individual to influence cultural norms and community interactions on campuses (Centers for Disease Control and Prevention, 2018; McMahon, 2011). One example of an ecological method is the Bystander Intervention programs that have been proven to be effective with long-term results for men and women (Banyard et al., 2018; Banyard, 2007). The main theme of Bystander Intervention is that all community members

have a role in shifting sexual violence attitudes and behaviors in any given environment (Banyard, et al., 2018; Coker et al., 2011). Bystander Intervention provides the opportunity for individuals to repeatedly practice how to respond in scenarios, develops skills in response, and discusses response barriers with groups (McMahon, 2011). An exploratory pilot study demonstrated that athletes and fraternity members that participated in Bystander Intervention classes were “effective in changing their knowledge, attitudes, and bystander efficacy” (Coker, et al., 2011, p.3). Strategic prevention education that emphasizes the importance of entire community involvement can, therefore, be used as the vehicle to start a cultural shift on campuses.

One caveat in implementing prevention education is that short-term prevention education will not reap the same benefits as prevention education that strategically implements repeated exposure to themes and concepts to develop long-term understanding, meaning, and impact. Results from Potter et al.’s (2015) study of two campuses implementing prevention education indicated that prevention education methods

“should vary and should not be limited to one type of delivery method or a single dosage.

This goal [can] be reached through strategic planning and resource allocation for multiple prevention and response strategies that reach students, faculty, and staff in ongoing ways throughout each student’s years on campus” (Potter et al., 2015, p.7).

Potter et al.’s study is significant because it shows that students do not recall information or thoroughly pay attention during single-dose education sessions delivered in one method (e.g., online student training, once a year). In other words, prevention education needs to include multiple delivery methods (e.g., online, in-person, curricular activities (in-class), non-curricular activities (not in-class), etc.) and be delivered multiple times a year (i.e., more than one time per

year). Overall, climate surveys can inform prevention education and shift campus culture and combat all forms of sexual violence.

CHAPTER THREE: METHODOLOGY

“He who passively accepts evil is as much involved in it as he who helps to perpetrate it. He who accepts evil without protesting against it is really cooperating with it.”

– Dr. Martin Luther King Jr. (Legacy Staff, 2014).

This dissertation is an exploratory quantitative study. This study looks at the prevention efforts made against sexual violence on campuses and what community colleges are doing to shift away from rape culture on their campuses. The research gathers information from California community colleges on their implementation of sexual violence prevention actions that are described by Department of Education guidance letters for compliance with the 1972 Title IX education amendment. This study consists of identifying California community college Title IX Coordinators and requesting their participation in the exploration of the number of sexual violence prevention actions community colleges implement, and the administrative influence on addressing sexual violence on campuses.

The following sections for this chapter include: research questions, hypotheses, instrumentation, data analysis, description of study participants, recruitment, IRB approval, timeline for this research, protection of human subject disclosure, and research limitations.

Research Questions

To provide insight on the extent community colleges are addressing sexual violence prevention on campuses the following research questions guide this study:

1. What is the relationship between the knowledge base of Title IX coordinators and senior administration, and the number of prevention actions adopted on campus?
2. What is the relationship between the level of support senior administration provide to Title IX coordinators, and the number of prevention actions implemented on campus?

3. What is the relationship between the level of proactive leadership within senior administration, and the number of prevention actions implemented on campus?
4. What is the relationship between limited funding and prevention actions on campuses?

Hypotheses

Based on the examination of literature the following hypotheses were analyzed:

Null Hypothesis 1: There is no difference in the number of sexual violence prevention actions implemented between campuses that are high in knowledge base and institutions low in knowledge base.

Alternate H1: There is a statistically significant difference in the number of sexual violence prevention actions implemented between campuses that are high in knowledge base and campuses low in knowledge base.

Null Hypothesis 2: There is no difference in number of sexual violence prevention actions implemented between campuses that are high in support levels and institutions low in support levels.

Alternate H2: There is a statistically significant difference in the number of sexual violence prevention actions implemented between campuses that are high in support levels and campuses low in support levels.

Null Hypothesis 3: There is no difference in number of sexual violence prevention actions implemented between campuses that are high in senior administration proactive levels and institutions low in senior administration proactive levels.

Alternate H3: There is a statistically significant difference in the number of sexual violence prevention actions implemented between campuses that are high in senior administration proactive levels and campuses low in senior administration proactive levels.

Null Hypothesis 4: There is no difference in number of sexual violence prevention actions implemented between campuses that are high in limited funding and institutions low in limited funding.

Alternate H4: There is a statistically significant difference in the number of sexual violence prevention actions implemented between campuses that are high in limited funding and campuses low in limited funding.

These hypotheses were examined to identify if there was support for a positive correlation between higher levels of leadership implementation and an increased number of sexual violence prevention actions implemented on campuses.

Instrumentation

To fully assess a community college's actions on sexual violence prevention, a self-administered internet-based survey using Qualtrics was designed for Title IX Coordinators. The survey instrument used two existing instruments: (i) the Implementation Leadership Scale (Aarons et al., 2014) that was adapted for questions designed for the Title IX Coordinator regarding administrative influence on sexual violence prevention action implementation, and (ii) the Prevention of Sexual Violence on Campus: An Assessment Tool (American College Health Association, 2007) that was also adapted for questions designed for Title IX Coordinators. (See Appendix D: Table of Constructs for Instrument Questions, for full details.) These two instruments provided a strong foundation to assess leadership and the policy actions taken by California community colleges.

Leadership. The Implementation Leadership Scale, founded on implementation, organizational climate, and culture change (Aarons et al., 2014), was selected for instrument adaptation because its foundation speaks to the components necessary to implement action for

purposes of sexual violence prevention. Within this Implementation Leadership Scale three pertinent elements are analyzed: proactive leadership, knowledgeable leadership, and supportive leadership (Aarons et al., 2014); and one additional theme was added, namely, limited funding, which has been identified as a contributing factor for lack of implementation. These elements are used as the independent variables for this study to understand the positive or negative impact senior administration have on implementing sexual violence prevention actions. Each leadership theme is composed of 9 questions totaling 36 independent variables.

Policy Actions. The Prevention of Sexual Violence on Campus: Assessment Tool is supported by the Centers for Disease Control and Prevention (CDC) and was designed by the American College Health Association (ACHA) to recommend strategic sexual violence prevention actions for colleges and universities (2007). This ACHA tool provides a basic sexual violence policy and prevention action checklist for higher education. Eleven sexual violence prevention action themes were selected and adapted from the ACHA assessment that resulted in 24 questions, and 12 additional questions were added by the author. The twelve questions added by the author were relevant to this study in keeping with current best practices for Title IX and sexual violence prevention, which have evolved somewhat since 2007. Over the last ten years several themes have become important topics and are addressed by the author's questions, which include (1) the placement of gender-neutral bathrooms on campuses, (2) the implementation of sexual violence prevention training given on campuses to (a) students, (b) staff, and/or (c) faculty, (3) the implementation of campus climate surveys conducted on campuses to (a) students, (b) staff, and/or (c) faculty, (4) the frequency with which campus presidents review Title IX sexual misconduct cases, (5) how long the Title IX coordinator has been in their role, (6) how long the Title IX coordinator has been employed at the campus, and (7) what other

titles/roles the Title IX coordinator holds at their respective campus. In total, 36 core questions¹⁷ were used as the dependent variables for this study to analyze the number of sexual violence prevention actions a community college has implemented.

Assessment of Sexual Violence Prevention Efforts. The Assessment of Sexual Violence Prevention Efforts (ASVPE) is an instrument designed by the author to measure the level of sexual violence prevention action and implementation efforts made on campuses by administrators. Like the 2007 ACHA toolkit, ASVPE asks questions that provide insight on sexual violence prevention actions on campuses—but with three distinct differences. First, to ensure a comparison analysis of descriptive statistics with other relevant research, the author included concepts/themes in the ASVPE instrument from the 2002 Karjane et al. research, and the 2014 Senator McCaskill report that were not part of the 2007 ACHA toolkit, such as the implementation of campus climate surveys. (See Appendix D: Table of Constructs for Instrument Questions, for full details.) Second, for various questions, the 2007 ACHA toolkit listed sexual violence prevention actions in aggregate; ASVPE disaggregates concepts to fully understand the implementation of important actions taken on campuses (e.g., curricular prevention education and non-curricular prevention education). Third, the ASVPE instrument provides an assessment scale to identify, classify and evaluate prevention efforts made per campus, whereas the 2007 ACHA toolkit solely provided a checklist with no evaluation component. In total, the ASVPE instrument is composed of 36 sexual violence prevention action questions to identify where campuses fall on a scale from 0-36. The scale represents the number

¹⁷ Open-ended questions that provided additional detail to the core questions were not included in the 36 dependent variable count because responses were not analyzed. Also, one question (section B, question 3) was removed from this study due to most campuses stating they did not use judicial boards. This became an irrelevant question because no analysis could be done on whether campuses educate judicial boards on rape myths to deter bias in adjudications.

of “actions completed” by a community college in its effort to prevent sexual violence and provides a summary score. (See Appendix E for the ASVPE instrument questions.)

Pre-Testing. All survey items were pre-tested in a pilot study by current Title IX Coordinators or former Title IX Coordinator colleagues within four-year higher education institutions. Four colleagues were selected to take the survey as an initial pilot study and were consulted separately about the instrument to gather feedback on the length of time the survey took to complete, survey question clarity, and for survey question recommendations. None of the pilot study participant survey answers were used in this research and were solely used to gauge the quality of the instrument that would be released in California community colleges.

Final Instrument. The final survey instrument includes 111 questions comprising 36 independent variables, 36 core dependent variables, and 37 additional variables that are considered additional background information. This instrument is found in Appendix F.

Data Analysis

The survey items were coded in SPSS using Likert scale variable responses. Data analyses included descriptive statistics to analyze the response frequency of participating community colleges. Four sub-category themes were extrapolated from the 36 dependent variables by computing Cronbach’s alpha and testing for reliability. Correlations were then calculated to show relationships between independent variables and dependent variable sub-category themes. In addition, an OLS multiple linear regression was calculated. Independent sample t-tests were also done to determine if there was a significant difference in responses between community colleges when grouped by executive Title IX administrator survey respondent versus non-executive Title IX administrator survey respondent.

Description of Study Participants

The population for this study was composed of 114 community colleges within 72 community college districts located in California. California was selected because it is the “largest system of higher education in the nation, with 2.1 million students attending [public and private community] colleges (California Community Colleges, 2018)”, with 1.47 million students attending the public community college system (IPED, 2017). Additionally, in comparing the high rates of sexual violence victimization, in which 80% of victims are under 25 years old (Center for Disease Control and Prevention, 2013), it is vital to evaluate California community colleges, where three out of every ten currently enrolled students are between 18-24 years old (California Community Colleges, 2018).

Recruitment

The recruitment plan included an emailed introduction letter to each community college Title IX administrator identified on the 114 campuses. In this emailed letter the following were included: an introduction from the author, a description of the dissertation topic, an optional choice of a telephone meeting to discuss involvement with this study if administrators had questions, and a letter of support for the dissertation research from Chancellor John Weispfenning, an executive administrator of the California community college system (see Appendix G: Letter of Support). In addition, follow up emails and phone calls were made by the author to increase participation. The frequency of follow-up emails and phone calls was based on the initial response received from the respective Title IX Coordinator and included (i) weekly follow-up emails/phone calls to obtain a completed survey if there was an initial positive response and interest to participate (there were up to five separate contacts made for this type of respondent); (ii) one follow-up email to encourage reconsideration if the response was that they

were not interested in participating; and (iii) in cases where there was no response, the author attempted to contact the Title IX Coordinator three more times, twice through email and once by phone call to garner their interest and participation in this study.

In order to increase the participant response rate an incentive was designed to encourage the participation of Title IX Coordinators and their respective community colleges. The incentive for each Title IX Coordinator included a \$5.00 Starbuck's e-gift card, an optional summary of the dissertation results, and optional sexual violence prevention education recommendations that campuses could choose to implement if they felt their campus could benefit from them.

Based on a table that determines the minimum sample size for a given population size using Cochran's (1977) formula, the target sample size for this study was 55 community colleges (Barlett, Kotrlik, & Higgins, 2001) IRB Approval

The author's introduction letter, pilot study pre-test with four Title IX administrators, the letter of support by Chancellor Weispfenning, and the study protocol were submitted and approved by Claremont Graduate University's Institutional Review Board prior to community college contact.

Timeline for this Research

The timeline for completion of this project was six months. It was estimated correctly that within the first four months the following would be completed: IRB approval for this research, Title IX administrator contact, a list of participating community colleges identified for this study, survey to Title IX administrators emailed and completed, results from survey answers

received, and analysis started. The latter two months of this study included: analysis completion, the write-up of survey results, and the final review and recommendations for this dissertation.

Protection of Human Subject Disclosure

Although this dissertation investigates institutional practices, participants (i.e., Title IX Coordinators) from the community colleges are directly involved in the research. Therefore, strict confidentiality was promised and provided to all Title IX Coordinators that participated in this study, and strict confidentiality was also provided for the names of the community colleges they represent. The community college and Title IX Coordinator's name were recorded to analyze responses, but neither school name nor campus administrator name were or will be included in any results of this study.

Limitations

Adapting diffusion and leadership research to cover all relevant issues about Title IX policies/procedures and sexual violence prevention is a challenge. ASVPE is an instrument designed for this study and is based on literature selected by the author. Although the selected literature is robust, additional literature exists for different scale items to analyze implementation leadership and the type of sexual violence prevention actions adopted. Second, although California community colleges do represent the largest system of higher education in the nation, and a diverse population, analyzing only California community colleges limits the generalizability of this study to other states. While this study can be used to inform national leaders, it should not be confused as a broad representation of all national two-year institutions.

CHAPTER FOUR: RESULTS

“We cannot solve our problems with the same thinking we used when we created them.”

-Albert Einstein (Hudson, 2013).

This chapter presents the statistical analysis results for this study. Results include the following: a comparison between participating and non-participating community colleges, descriptive statistics for the core 36 dependent variables of this study, analysis and explanation of the ASVPE (an instrument designed and introduced within this dissertation), descriptive statistics for the core 36 independent variables of this study, a review of three additional questions that are of interest in this study, a correlation analysis, an OLS multiple linear regression, and hypotheses results.

Participating and Non-Participating Community Colleges.

The participating 61 community colleges have been compared with the 53 non-participating campuses using data from the Integrated Postsecondary Education Data System (IPEDS) to identify similarities and/or differences. Categories that were accessible for use in identifying similarities and/or differences, between participating and non-participating California community colleges, include northern and southern California location, mean graduation rate percentage, mean transfer-out rate percentage, and the mean and median enrollment amongst campuses (IPEDS, 2017). Table 1 provides the information that was gathered.

Table 1 Comparison Between Participating and Non-Participating California Community Colleges

	N	Number of Community Colleges in Northern California	Number of Community Colleges in Southern California	Mean Graduation Rate Percentage (2016)	Mean Transfer- out Rate Percentage (2016)	Mean Enrollment (2016)	Median Enrollment (2016)
Did not Participate in Study	53	26	27	28.2%	10.7%	11,900	10,436
Participated in Study	61	27	34	28.4%	9.8%	13,898	12,328

Source: Integrated Postsecondary Education Data System

Based on the information gathered, Table 1 provides support in concluding the participating 61 community colleges in this study are representative of all 114 California community colleges. First, the number of Northern and Southern California campuses that participated and those that did not participate are similar with 27 Northern California community colleges that participated in this study and 26 campuses that did not, and 34 Southern California community colleges that participated in this study and 27 campuses that did not. Second, the mean graduation rate percentage between campuses that participated and campuses that did not participate are almost identical with 28.2% and 28.4% reported. Third, the mean transfer-rate percentage between campuses is also nearly identical with non-participating campuses reporting 10.7% and participating campuses reporting 9.8%. Last, the mean and median enrollment between campuses that participated and those that did not participate in this study are also similar—though participating colleges are a bit larger in mean and median sizes.

A Look at the Dependent Variables

The variables that will be central to this analysis consist of 36 dependent variables from the questionnaire that provide information on the specific “actions completed” that indicate prevention efforts against sexual violence at participating campuses. These 36 dependent variables are the indicators for the ASVPE instrument introduced in this dissertation and are therefore analyzed in depth for understanding. Tables 2a and 2b in this chapter provide descriptive statistics on these 36 dependent variables.

Table 2a Dependent Variables on a 4-point Scale

	N	Missing	MIN	MAX	Mean	Std. Dev.
President Public Statement	46	15	1	3	1.74	0.828
Admin. Involved w/ Taskforce	58	3	1	3	2.00	0.858
Academic Leader Involved w/ Taskforce	56	5	1	3	1.82	0.789
Student Leader Involved w/ Taskforce	54	7	1	3	1.72	0.763
Comm. Partner Involved w/ Taskforce	56	5	1	3	1.66	0.837
Student Leader Education	55	6	1	3	1.96	0.769
Anonymous Reporting Available	58	3	1	3	2.45	0.753
Law Enforcement Inclusion	58	3	1	3	2.64	0.613
Academic & Housing Accommodations	49	12	1	3	2.02	0.924
Counseling & Support Available	58	3	1	3	2.67	0.509
Gender Neutral Bathrooms	61	0	1	3	2.56	0.719
Curricular Prevention Education	49	12	1	3	1.65	0.723
Non-Curricular Prevention Education	58	3	1	3	2.29	0.649
Learned Behavior Education	54	7	1	3	2.02	0.789
Bystander Intervention	57	4	1	3	2.21	0.725
Consent Education	57	4	1	3	2.47	0.601
Encouraged Men Involvement	54	7	1	3	2.24	0.699
Alcohol & Drugs Education	56	5	1	3	2.36	0.699
Healthy Relationships Education	54	7	1	3	2.37	0.681
Acquaintance Rape Education	55	6	1	3	2.29	0.762
Positive Role Modeling	54	7	1	3	2.07	0.749
Underage Drinking Amnesty Policy	46	15	1	3	1.87	0.934
Men Participation with Prev. Ed.	56	5	1	3	1.91	0.815

(Continued) Table 2a: Dependent Variables on a 4-point Scale

	N	Missing	MIN	MAX	Mean	Std. Dev.
Website Resource Access	57	4	2	3	2.63	0.487
Disabled Student Prevention Education	45	16	1	3	1.42	0.583
International Student Prevention Education	43	18	1	3	1.77	0.812
Sexual Minority Prevention Education	52	9	1	3	1.77	0.731
Non-Native English Speaking Prevention Education	49	12	1	3	1.51	0.617
Any Minority Specific to Campus Prevention Education	50	11	1	3	1.54	0.613
Student Campus Climate Surveys	48	13	1	3	1.83	0.808
Staff Campus Climate Surveys	46	15	1	3	1.61	0.745
Faculty Campus Climate Surveys	48	13	1	3	1.56	0.769

Note: These variables were measured on a 1-4 scale, with "1" did not complete action, "2" action in progress, "3" action completed, and "4" unsure.

Note: "4" unsure responses were recoded as "missing" for this table.

Table 2b: Dependent Variables on a 3-point Scale

	N	Missing	MIN	MAX	Mean	Std. Dev.
First-Year Student Prevention Education Training	53	8	1	2	1.70	0.463
POST First-Year Student Prevention Education Training	48	13	1	2	1.31	0.468
Staff Prevention Education Training	54	7	1	2	1.85	0.359
Faculty Prevention Education Training	54	7	1	2	1.80	0.407

Note: These variables were measured on a 3-point scale: "1" no, "2" yes, and "3" unsure.

"3" unsure responses were recoded as "missing" for this table.

Tables 2a and 2b show a response rate that varies between $n = 43$ to $n = 58$, with “unsure” responses coded as missing. International Student Prevention Education, Disabled Student Prevention Education, Staff Prevention Education, Underage Drinking Amnesty Policy, and President Public Statement had fewer responses, between $n = 43$ to $n = 46$. This shows a moderate response rate from the 61 (out of 114) participants that agreed to participate in this study. The number of “unsure” responses is important to note throughout this section, because the Title IX administrators are expected to be the key individuals responsible for Title IX implementation efforts on their campus(es). The number of reported “unsure” responses range

between 0-15 for dependent questions in this study and raise the question as to why campus administrators reported “unsure.” For example, was “unsure” the preferred answer choice to avoid the question, or are some Title IX administrators not fully overseeing Title IX campus happenings, which could explain their lack of awareness on Title IX topics?

Table 2a shows variable responses on the Likert Scale options between 1-3: “1” action has not been addressed, “2” action is in progress, and “3” action completed. Thus, a mean closest to “2” indicates that the community colleges in the sample are in the process of implementing sexual violence prevention efforts and therefore, the “action is in progress”. Table 2b shows variable responses reported between 1-2: “1” no, and “2” yes. In this table, a mean closest to “1” indicates the community colleges in the sample report “no” to implementing this action.

Amongst all the dependent variables, one variable stands out because it has the highest response rate, Gender-Neutral Bathrooms at $n = 61$. Gender-neutral bathrooms have been mandated on California campuses (Bill AB-1732, 2016); therefore, this could explain the response rate, which indicates no respondent is “unsure” if gender-neutral bathrooms have been implemented on their campus. Five additional dependent variables stand out, which include Administration Involvement with the Campus Taskforce, Anonymous Reporting Available, Law Enforcement Inclusion, Counseling & Support Available, and Non-Curricular Prevention Education; these all had high response rates at $n = 58$.

In Table 2a, the mean for all variables ranged from 1.42-2.67. No variables reported a standard deviation greater than one, and Website Resource Access ($sd = 0.487$), Counseling and Support Available ($sd = 0.509$) and Disabled Student Prevention Education ($sd = 0.583$) were the smallest standard deviations within the dependent variables, indicating that more similar responses were reported on these variables. In Table 2b, the mean for all variables ranged

between 1.31-1.85. No variables reported a standard deviation greater than one, and Staff Prevention Education Training (sd = 0.359) had the smallest standard deviation within these dependent variables, indicating that more similar responses were reported across campuses for this variable.

Dependent Variable Sub-Categories. For greater ease of interpretation, the dependent variables have been clustered into four sub-categories. These four sub-categories were selected by theme and then tested for reliability by the author to meet or exceed Cronbach's Alpha 0.70 (see Appendix H: Construct Table for Sub-Categories). Cronbach's Alpha calculations were done with variables coded as: "0" action has not been addressed or action is in progress, "1" action completed, and unsure responses were coded as "missing". The four sub-categories combined 32 of the 36 dependent variables and consist of the following categories: Campus Climate Surveys, Targeted Prevention Education Groups, Targeted Prevention Education Programming, and Campus Response.¹⁸

Response Frequencies. The following Tables 3-7 provide the response frequency by sub-group to provide additional insight on community college efforts on sexual violence prevention within these specific areas. Note, response frequencies in Table 4 identifies a different response type of "No", "Yes", and "Unsure".

Campus Climate Surveys. Campus Climate Surveys are defined as surveys measuring the attitudes, beliefs, and actions of faculty, staff, and students concerning mutual respect. The purpose of campus climate surveys is to assist in defining problems of sexual misconduct on

¹⁸ Four dependent variables were not entered in sub-categories based on reliability testing using Cronbach's Alpha. Therefore, four dependent variables remained as separate non-grouped variables (i.e., Question B1: Public Statement by the President, Question B6: Gender-Neutral Bathrooms, Question B9: Underage Drinking Amnesty, and Question B11: Website Resource Access) and were not included within sub-category analyses.

campuses and grasp an understanding of the campus beliefs and actions related to sexual misconduct and violence. Table 3 provides the response frequencies reported for the implementation of such campus climate surveys on the respective participating campuses of this study.

Table 3 Response Frequency Sub-Category 1: Campus Climate Surveys

		Action Has Not Been Addressed	Action Is in Progress	Action Is Completed	Unsure	Total
Student Climate Surveys	Count	20	16	12	10	58
	Row %	34.5%	27.6%	20.7%	17.2%	100.0%
Staff Climate Surveys	Count	25	14	7	10	56
	Row %	44.6%	25.0%	12.5%	17.9%	100.0%
Faculty Climate Surveys	Count	29	11	8	10	58
	Row %	50.0%	19.0%	13.8%	17.2%	100.0%

Although Campus Climate Surveys are critical so that campuses can understand the extent of sexual violence on their campus, only 20.7% of the campuses report having completed student climate surveys. In addition to student climate surveys, this study also asked whether staff and faculty climate surveys were implemented on campuses. The results showed few campuses completed these types of climate surveys, with only 12.5% of campuses having completed staff climate surveys, and 13.8% of campuses having completed faculty climate surveys. This indicates that, overall, a majority of California community colleges are ill-informed of the extent of sexual violence on their campuses and they are failing to comprehend the types of sexual misconduct issues they have on campuses due to the lack of campus climate surveys implemented. This makes campuses unaware of how best to address student, staff, and faculty prevention education within their own context.

Targeted Prevention Education Groups. Based on Title IX guidelines, national research, and research identifying the extent of sexual misconduct in our society, campuses should be

implementing prevention education for various targeted groups (e.g., sexual minority groups) that are prone to victimization, and groups that can help reduce victimization (e.g., men). Law and research state everyone should be protected from sexual discrimination (McCaskill, 2014; U.S. Department of Education, 2011; Paludi & Barickman, 1998), but targeted groups should receive supplementary prevention education to ensure their understanding of what is and is not appropriate behavior, options for reporting, and their overall rights within a campus's policy and procedures. The Targeted Prevention Education Groups sub-category is divided into two areas: (1) general population prevention education training (i.e., First-Year students, Post-First-Year students, Staff, and Faculty), and (2) specific population prevention education training (e.g., disabled students, international students, sexual minority students (LGBTQ), and men). Tables 4-5 provide the response frequency reported for the variables in this sub-category.

Table 4 Response Frequency Sub-Category 2: Targeted Prevention Education Groups (General)

		No	Yes	Unsure	Total
First-Year Student Prevention Education Training	Count	16	37	6	59
	Row %	27.11%	62.70%	10%	100.00%
POST First-Year Student Prevention Education Training	Count	33	15	10	58
	Row %	56.89%	25.86%	17.24%	100.00%
Staff Prevention Education Training	Count	8	46	4	58
	Row %	13.79%	79.31%	6.89%	100.00%
Faculty Prevention Education Training	Count	11	43	4	58
	Row %	18.96%	74.13%	6.89%	100.00%

Regarding general population prevention education training, Title IX administrators reported 62.7% of campuses have provided **First-Year Student** sexual violence prevention education training, with almost 40% of campuses not implementing, or unsure if they have implemented, First-Year Student prevention education training. Title IX administrators were also asked if their campus had implemented **Post First-Year Student** sexual violence prevention

education training and only 25.86% of campuses reported they had implemented some type of prevention education for students past their first year on campus, with almost 75% of campuses not implementing, or unsure if they have implemented, Post First-Year Student prevention education training. Yet, when participants were asked about the prevention education training provided to staff and faculty, nearly 79.31% of campuses reported they have implemented **staff** training, and 74.13% of campuses reported they have implemented **faculty** training. Responses by Title IX administrators ranged between every semester to every other year when asked how often sexual violence prevention and response trainings were offered to staff and faculty. This shows a stronger prevention and response training effort for staff and faculty that reaches employees at least once every two years compared to the prevention and response training implementation training effort for students which generally only takes place once during their first year. This indicates an inconsistent effort to provide general prevention education for all constituents.

Table 5 Response Frequency Sub-Category 2: Targeted Prevention Education Groups (Specific)

		Action Has Not Been Addressed	Action Is in Progress	Action Is Completed	Unsure	Total
Disabled Student Prevention Education	Count	28	15	2	11	56
	Row %	50.0%	26.8%	3.6%	19.6%	100.0%
International Student Prevention Education	Count	20	13	10	11	54
	Row %	37.0%	24.1%	18.5%	20.4%	100.0%
Sexual Minority Prevention Education	Count	21	22	9	6	58
	Row %	36.2%	37.9%	15.5%	10.3%	100.0%
Non-Native English Speaking Prevention Education	Count	27	19	3	8	57
	Row %	47.4%	33.3%	5.3%	14.0%	100.0%
Any Minority Specific to Campus Prevention Education	Count	26	21	3	8	58
	Row %	44.8%	36.2%	5.2%	13.8%	100.0%
Student Leader Prevention Education	Count	17	23	15	5	60
	Row %	28.3%	38.3%	25.0%	8.3%	100.0%
Men invited to Prevention Education	Count	21	19	16	3	59
	Row %	35.6%	32.2%	27.1%	5.1%	100.0%

In regard to prevention education training for specific populations, participants were asked if their campus provided **student leaders** with sexual violence and victim response training. Results show only 25% of participating community colleges report having completed implementation of prevention education for student leaders. Participants were asked if their campus provided **men** an invitation to participate with prevention education. Only 27.1% of campuses report having completed implementation of prevention education targeted toward men. Participants were asked if their campus provided **disabled students** sexual violence prevention education. Results indicate that only 3.6% of campuses report having completed implementation of prevention education targeted for disabled students. Participants were asked if their campus provided **international students** with prevention education. Only 18.5% of campuses report having completed implementation of sexual violence prevention education for international students. Participants were asked if their campus provided **sexual minority students** (LGBTQ)

with prevention education. Only 15.5% of campuses report having completed implementation of sexual violence prevention education for sexual minority students. Participants were asked if their campus provided **non-native English speaking students** with prevention education. Results show that only 5.3% of campuses report having completed implementation of sexual violence prevention education for this group. When participants were asked if their campuses have targeted **any minority group specific to their campus**, only 5.2% of campuses report having completed implementation of this type of prevention education.

Overall, there is a concern with the general prevention education and the targeted prevention education reportedly implemented on campuses. First, there is an inconsistent effort identified within the general prevention education implemented between students, staff, and faculty, with 62.7% of campuses providing First-Year student prevention education on campuses, compared to 79.31% of campuses providing staff prevention education, and 74.13% of campuses providing faculty prevention education. There is an indication of increased interest to provide prevention education to staff and faculty over students. This is a troubling finding when considering that students make up the larger proportion of a campus population and are considered less experienced than staff and faculty in dealing with serious issues such as sexual violence. Second, the majority of campuses report having minimally completed sexual violence prevention education training for specific groups on campus, such as student leaders, disabled students, sexual minority students, international students, and men. The lack of completed action in providing prevention education for these specific groups is of concern because groups, such as disabled students, and non-native English speaking students, are considered vulnerable populations on campuses (Beaz, 2017; Karjane, Fisher, & Cullen, 2002; Meng, 2012). Also, we know California community college campuses serve a diverse population of students, and

therefore the lack of completed action to provide prevention education for the specific groups listed is troubling.

Targeted Prevention Education Programming. Targeted prevention education programming covers concepts that are not commonly known or fully understood to increase the possibility of victimization (e.g., drugs/alcohol increase victimization by 75%, and acquaintance rape is the most common type of assault). Targeted prevention education programming therefore helps to address myths about victimization to prevent its occurrence, better inform the population on appropriate and inappropriate behavior, and provide a better understanding of support for anyone who receives a report of victimization. Table 6 provides the response frequency reported for the variables in this sub-category.

Table 6 Response Frequency Sub-Category 3: Targeted Prevention Education Programming

		Action Has Not Been Addressed	Action Is in Progress	Action Is Completed	Unsure	Total
Curricular Prevention Education	Count	24	18	7	12	61
	Row %	39.3%	29.5%	11.5%	19.7%	100.0%
Non-Curricular Prevention Education	Count	6	29	23	3	61
	Row %	9.8%	47.5%	37.7%	4.9%	100.0%
Learned Behavior	Count	16	21	17	5	59
	Row %	27.1%	35.6%	28.8%	8.5%	100.0%
Bystander Intervention	Count	10	25	22	2	59
	Row %	16.9%	42.4%	37.3%	3.4%	100.0%
Consent Education	Count	3	24	30	2	59
	Row %	5.1%	40.7%	50.8%	3.4%	100.0%
Encouraged Men Involvement	Count	8	25	21	5	59
	Row %	13.6%	42.4%	35.6%	8.5%	100.0%
Alcohol & Drugs Education	Count	7	22	27	3	59
	Row %	11.9%	37.3%	45.8%	5.1%	100.0%
Healthy Relationships Education	Count	6	22	26	5	59
	Row %	10.2%	37.3%	44.1%	8.5%	100.0%
Acquaintance Rape Education	Count	10	19	26	4	59
	Row %	16.9%	32.2%	44.1%	6.8%	100.0%
Positive Role Modeling	Count	13	24	17	5	59
	Row %	22.0%	40.7%	28.8%	8.5%	100.0%

Title IX administrators were asked if they develop educational programming to include the topic of **consent**. 50.8% of campuses reported completing coverage of this theme within their sexual violence prevention education programming. When campuses were asked if they develop education programming on how **alcohol and drugs** can play a role in victimization, what **healthy relationships** are, and the high percentage of **acquaintance rape** on campuses, 44.1-45.8% of campuses reported they have completed covering these themes within their prevention education programming. When Title IX administrators were asked if they develop educational programming to include **bystander intervention** and the **encouragement of men to get involved** with prevention education, 35.6-37.3% of campuses reported completion of these

topics within their prevention education programming. When campuses were asked if they develop education programming on what **positive role modeling** and **learned behavior** mean in respect to sexual violence prevention, 28.8% of campuses reported completing the inclusion of these topics within their prevention education. Only 11.5% of Title IX administrators reported they have completed developing educational programming to include **curricular prevention education**.¹⁹ In comparison, **non-curricular prevention education** (i.e., campus prevention education events that take place outside the classroom) was reported as completed within prevention education programming on 37.7% of participating campuses.

Overall, community colleges are failing to complete education of constituents on critical topics associated with prevention education to prevent sexual violence. Important topics, that are supported by research to help increase awareness for the prevention of sexual violence, such as consent and bystander intervention, are reported as completed within programming on 50.8% and 37.3% of campuses, respectively. The campus programming completion of implementation percentages are low and indicate that the prevention education implemented on campuses lacks effective programming topics.

Campus Response. The campus response variable measures the inclusion of specific individuals on a campus task force and what elements are implemented to provide response services to survivors. This sub-category was divided into two areas: (1) the inclusion on the multidisciplinary sexual violence taskforce of community partners, law enforcement, faculty, student leaders, and administrators, and (2) services in place to encourage reports of sexual

¹⁹ Curricular prevention education is prevention education discussed during class time. For this to take place, a strategic collaboration amongst faculty and Title IX administrators would be in place to engage students during teachable moments where there is an opportunity to connect prevention topics to classroom subject matter.

violence and provide support for survivors. Table 7 provides the response frequency reported for this sub-category.

Table 7 Response Frequency Sub-Category 4: Campus Response

		Action Has Not Been Addressed	Action Is in Progress	Action Is Completed	Unsure	Total
Administration Involved with Taskforce	Count	21	16	21	3	61
	Row %	34.4%	26.2%	34.4%	4.9%	100.0%
Academic Leader Involved with Taskforce	Count	23	20	13	4	60
	Row %	38.3%	33.3%	21.7%	6.7%	100.0%
Student Leader Involved with Taskforce	Count	25	19	10	6	60
	Row %	41.7%	31.7%	16.7%	10.0%	100.0%
Community Partner Involved with Taskforce	Count	32	11	13	4	60
	Row %	53.3%	18.3%	21.7%	6.7%	100.0%
Law Enforcement Involvement with Response	Count	4	13	41	2	60
	Row %	6.7%	21.7%	68.3%	3.3%	100.0%
Anonymous Reporting Available	Count	9	14	35	2	60
	Row %	15.0%	23.3%	58.3%	3.3%	100.0%
Academic & Housing Accommodations	Count	20	8	21	7	56
	Row %	35.7%	14.3%	37.5%	12.5%	100.0%
Counseling & Support Available	Count	1	17	40	0	58
	Row %	1.7%	29.3%	69.0%	0.0%	100.0%

A multidisciplinary taskforce is a group of individuals that formally or informally address Title IX-related topics on a campus. Research has shown that the involvement of various constituent representatives can help ensure all constituent groups are taken into consideration for policy and prevention education to better serve a population (Karjane et al., 2002; Koss et al., 2014). When Title IX administrators were asked if they have developed a multidisciplinary task force to address sexual violence prevention and response services, 68.3% of campuses reported completion of **law enforcement** inclusion, 34.4% of campuses reported completion of **campus administrator** inclusion, 21.7% of campuses reported completion of **academic leader** inclusion, 21.7% of campuses reported completion of **community partner** inclusion, and 16.7% of campuses reported completion of **student leader** inclusion.

Overall, community colleges reported a strong relationship with law enforcement and the percentages reflect that most community colleges have not completed inclusion of other potential taskforce group members. This outcome across California community colleges is a red flag because research has repeatedly shown a law-enforcement-centered response dissuades victim reporting and increases survivor anxiety to not seek help (Greeson et al., 2013; Koss et al., 2014; Patterson et al., 2009). With 68.3% of campuses reporting completing law enforcement inclusion on their taskforce and only 21.7% of campuses reporting completing community partner involvement (e.g. rape crisis centers), this points to a lack of coordinated response for sexual violence matters and indicates community colleges are relying on law enforcement for response services.

Campuses were also asked if they have specific services in place to encourage reports of sexual violence and provide support for survivors. When Title IX administrators were asked if their campus offered the option of **anonymous reporting**, 58.3% of campuses reported they have completed implementation of anonymous hotlines. When Title IX administrators were asked if their campus provides **academic and housing accommodations**, 37.5% of campuses reported they have completed implementation of this type of resource available for survivors, with another 14.3% reporting these facilities were in process. Even though community colleges are commuter campuses, having only 37.5% of campuses having completed accommodations for individuals who are victimized is a concern. When there are no resources such as academic and housing accommodations available for them, survivors may feel campuses are uninterested in helping them with serious safety concerns; this understanding is based on access to services research (Holland & Cortina, 2017; Thomas & Penchansky, 1984). When Title IX administrators were asked if they have **counseling, advocacy, and support services** available on campus, 69%

of campuses reported they have completed implementation of counseling and support resources, with another 29.3% working on it.

Overall, these results indicate there is an inconsistent effort to provide response and support services for survivors amongst California community college campuses. First, only 58.3% of campuses reported having completed provision of anonymous reporting options. Second, only 37.5% of campuses reported having completed academic and housing accommodations for students seeking sexual-violence help, indicating a lack of student support for those who are victimized and need to be provided options for academic or housing assistance. However, 69% of campuses do report the completed implementation of counseling support for students, which shows a mental health effort on campuses. This inconsistency across campuses indicates that, depending on which campus you are on, you may have access to no services, some services, or all services listed in this study.

Four Non-Grouped Dependent Variables. The four sub-categories analyzed above presented 32 combined dependent variables to provide a more thematic comprehension of critical dependent variables in this study. The following four non-grouped variables are the additional variables that, combined with the 32 grouped variables, total the 36 dependent variable indicators for the ASVPE instrument introduced in this dissertation. Table 8 shows the response frequency results for each of the four non-grouped dependent variables individually.

Table 8 Response Frequency Four Non-Grouped Dependent Variables

		Action Has Not Been Addressed	Action Is in Progress	Action Is Completed	Unsure	Total
President Public Statement	Count	23	12	11	15	61
	Row %	37.7%	19.7%	18.0%	24.6%	100.0%
Gender-Neutral Bathrooms	Count	8	11	42	0	61
	Row %	13.1%	18.0%	68.9%	0.0%	100.0%
Underage Drinking Amnesty Policy	Count	23	6	17	13	59
	Row %	39.0%	10.2%	28.8%	22.0%	100.0%
Website Resource Access	Count	0	21	36	2	59
	Row %	0.0%	35.6%	61.0%	3.4%	100.0%

Campus President Public Statement. Title IX administrators were asked if the president of their campus had released a public statement that demonstrates recognition of sexual violence and misconduct as a problem, a commitment to reduce its occurrence, and action steps for the campus community; 18% of Title IX administrators reported their campus president had done this. This is likely to be seen as a presidential lack of engagement with the campus community on the topic of Title IX and sexual violence. Since these topics have been so heavily publicized and discussed, especially within the last year, this seems particularly troubling given the timing of my survey.²⁰

Gender-Neutral Bathrooms. Title IX administrators were asked if their campus had placed gender-neutral bathrooms on their campus; 68.9% of administrators reported that they had completed this action on their campus. This question is specific to California community colleges where it has been mandated for campuses to have designated gender-neutral bathrooms

²⁰ The #metoo awareness campaign was released in October 2017 and began a public conversation on the amount of sexual misconduct/violence individuals experience. This awareness campaign was released six months prior to this study's questionnaire release to community college campuses. The topic of sexual violence and how campuses responded during this period is relevant to this study's findings.

(Bill AB-1732, 2016). Although the 68.9% value indicates that most campuses are compliant in implementing this policy, 13.1% reported the action has not been addressed, which speaks to inconsistent compliance across California community colleges.

Underage Drinking Amnesty Policy. Title IX administrators were asked if their campus created amnesty policies for underage drinking for victims who report sexual assault. Administrators report having adopted and completed implementing this policy on 28.8% of participating campuses. This question is critical to the encouragement of sexual violence/misconduct reports, especially on college campuses that do educate students under 21 years of age. Overall, there is a question of why 22% of Title IX administrators are “unsure” if this policy is in place on their campus, and why only 10.2% of the remaining campuses reported adopting such a policy “is in progress”. With almost 40% of campus administrators reporting this type of policy “action has not been addressed”, community colleges are failing to provide a supportive campus amnesty policy for victimization cases that include underage students and drinking.

Website Resource Access. Title IX administrators were also asked if their campus website provided access to resources, confidential referrals, and helping strategies for survivors; 61% of Title IX administrators reported their campus had provided access to this information on their websites, with 35.6% of campuses reporting the “action is in progress”. Overall, a significant minority of California community colleges have yet to fully develop their website capabilities to reach survivors and provide necessary information. This study did not further ask when the website information and resource accessibility would be completed or if they were in the beginning or finishing stages of this progress.

Throughout the initial phases of this study, in March of 2018, all California community college campuses' websites were analyzed in search of Title IX coordinator information, which is considered an access to resources and reporting. The following steps were taken: (i) a Title IX link was searched on every homepage, (ii) specific departments were searched for Title IX information, such as student services and safety, (iii) the search bar was used and "Title IX Coordinator" was entered, and (iv) the human resources page was searched. Based on this review, 39 campuses (34%) out of the 114 community college campuses had limited or no contact information for Title IX Coordinators for their campus(es) listed on their website.²¹ Additionally, a log of Title IX information listed on websites was also compiled and concluded that 75 campuses (65%) of the 114 California community college campuses have all Title IX resource information listed. In sum, the reported results from the 61 participating campuses are similar to the overall website results for the 114 college campuses, with 60% reporting they provide information on their websites and 40% reporting they do not have access to resources on their websites.

Assessment of Sexual Violence Prevention Efforts

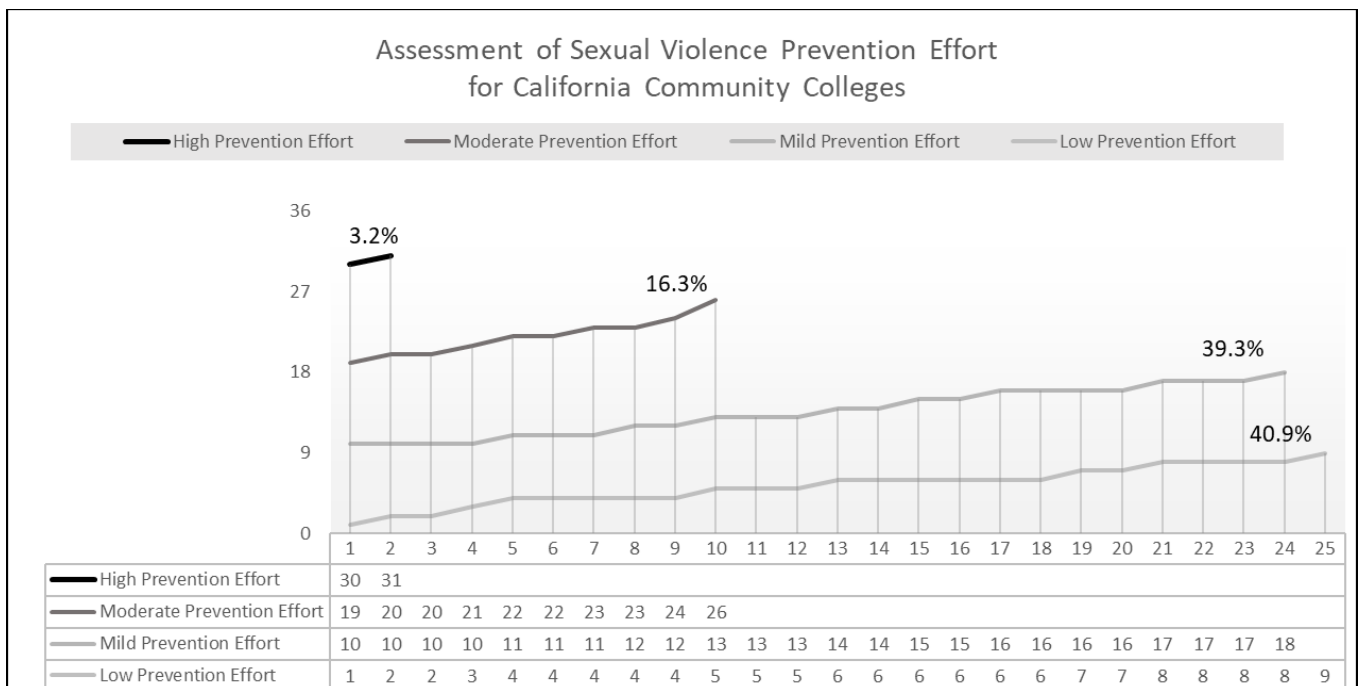
To understand the extent of sexual violence prevention efforts made on California community college campuses, an instrument has been introduced in this study to provide an illustration of where campus administrations stand. This assessment is based on 36 dependent variables that have been weighted equally based on supporting research that emphasizes all individual variables as equally important (McCaskill, 2014; American College Health

²¹ "Limited" contact information means the website did not have all three necessary contact information pieces listed for: name, email, and phone number. These basic elements provide constituents empowering information such knowing the gender of the person they would contact and/or to have an option in communication (phone or email) to reach an individual for assistance.

Association, 2007; Karjane, Fisher, & Cullen, 2002). These 36 dependent variables are used to provide a summary score based on a Title IX administrator’s reported “actions completed” of these specific variables. Responses indicating actions were completed are coded as “1” and added together for a total representative summary score for each individual community college. Thus, the possible range of the scale is from 0 to 36, with 0 indicating a community college that reports completing none of the 36 items, and 36 indicating a campus that reports completing all.

The summary score was used to identify a campus’s position on the ASVPE, which is made up of four degrees of prevention effort: Low Prevention Effort (0-9), Mild Prevention Effort (10-18), Moderate Prevention Effort (19-27), and High Prevention Effort (28-36). Figure 1 provides a visualization of how campuses rank on the ASVPE. The horizontal axis indicates the number of community colleges. Each community college summary score has been listed below the horizontal axis.

Figure 1 Assessment Outcome of California Community College Sexual Violence Prevention Efforts



Overall, California community colleges have demonstrated low to mild effort in the implementation of sexual violence prevention. With 80% of California community college campuses scoring in the lowest prevention effort categories of Low Prevention Effort and Mild Prevention Effort, the majority of campuses are failing to implement Title IX best practices. The above table also lists the summary scores per campus below the x-axis, and shows 16% of responding campuses (i.e., 10 campuses) scoring in the Moderate Prevention Effort range, and only 3.2% of responding California community colleges (2 of them) scoring in the High Prevention Effort range, with the respective scores of 30 and 31.

A Look at the Independent Variables

The independent variables for this study consist of 36 variables that were thematically selected based on the Implementation Leadership Scale (Aarons et al., 2014). The four independent variable themes are knowledgeable leadership, proactive leadership, supportive leadership, and the influence of limited funding. Table 9 provides descriptive statistics, represented thematically starting with knowledgeable leadership and ending with limited funding influence, for the independent variables of this study.

Table 9 Descriptive Statistics for All 36 Independent Variables

	N	MIN	MAX	Mean	Std. Deviation
Knowledgeable Leadership					
TIX Admin. With STAFF Policy & Procedures	61	2	5	4.43	0.694
TIX Admin. With FACULTY Policy & Procedures	60	2	5	4.38	0.715
TIX Admin. With STUDENT Policy & Procedures	60	2	5	4.32	0.770
TIX Admin. With ONE Year Strategic Plan for TIX programming	61	1	5	3.74	1.079
TIX Admin. With TWO Year Strategic Plan for TIX programming	60	1	5	3.42	1.109
Senior Admin. understanding of ONE Year strategic plan	61	1	5	3.18	1.176
Senior Admin. understanding of TWO Year strategic plan	60	1	5	2.98	1.142
Senior Admin. Understands federal TIX best practices	61	1	5	3.28	0.985
Senior Admin. Understands campus TIX policies & procedures	61	1	5	3.69	0.886
Proactive Leadership					
Senior Admin. Pushed for STAFF prevention education	61	1	5	3.54	0.993
Senior Admin. Pushed for FACULTY prevention education	61	1	5	3.56	1.025
Senior Admin. Pushed for STUDENT prevention education	61	1	5	3.67	0.978

(Continued) Table 9 Descriptive Statistics for All 36 Independent Variables

	N	MIN	MAX	Mean	Std. Deviation
Proactive Leadership					
Senior Admin. Adopted and distributed clear STAFF TIX policies and procedures	60	1	5	3.70	0.997
Senior Admin. Adopted and distributed clear FACULTY TIX policies and procedures	60	1	5	3.72	1.010
Senior Admin. Adopted and distributed clear STUDENT TIX policies and procedures	60	1	5	3.63	1.073
Senior Admin. developed TIX and prev. ed. strategic plans for STAFF	60	1	5	2.68	1.049
Senior Admin. developed TIX and prev. ed. strategic plans for FACULTY	60	1	5	2.68	1.049
Senior Admin. developed TIX and prev. ed. strategic plans for STUDENTS	59	1	5	2.76	1.104
Supportive Leadership					
Senior Admin. removed OBSTACLES to increase prevention education and TIX policy awareness	61	2	5	3.87	0.866
Senior Admin. To revise, adopt, and distribute TIX policy & procedures	61	1	5	4.20	0.792
Senior Admin. To implement prevention education	61	2	5	4.20	0.703
TIX Admin. To attend federal TIX best practices trainings	61	2	5	4.28	0.710
Senior Admin. To attend trainings for prevention education programming	61	2	5	4.25	0.722
Senior Admin. With using current topics to release campus messages	61	1	5	3.66	0.873
Senior Admin. To implement sexual violence prevention education	60	2	5	4.08	0.720
Senior Admin. To implement TIX Policy and Procedures	60	1	5	4.23	0.789
Prevention education & TIX are CRITICAL to Senior Admin.	61	1	5	3.95	0.973

(Continued) Table 9 Descriptive Statistics for All 36 Independent Variables

	N	MIN	MAX	Mean	Std. Deviation
Limited Funding (that limits implementation)					
Sexual violence prevention efforts	61	1	5	3.41	1.146
Title IX policy and procedure revision and adoption	61	1	5	2.69	1.148
Placement of policy and procedure materials on Campus	61	1	5	2.72	1.185
Development and distribution of Title IX materials (e.g., brochures)	61	1	5	3.11	1.212
Placement of gender neutral bathrooms	61	1	5	2.52	1.149
Website's access to resources	61	1	5	2.93	1.263
Title IX awareness and outreach initiatives for STUDENTS	61	1	5	3.08	1.144
Title IX awareness and outreach initiatives for STAFF	61	1	5	3.10	1.165
Title IX awareness and outreach initiatives for FACULTY	61	1	5	3.10	1.165

Note: TIX is the abbreviation for Title IX used in this table. The variable responses include all the Likert Scale options 1-5: "1" strongly disagree, "2" disagree, "3" neither disagree or agree, "4" agree, and "5" strongly agree.

Table 9 shows that responses to all variables were n=60 to n=61, with the exception of one variable with a response of n=59. These results indicate a strong response rate from the participants that agreed to participate in this study. The variable responses include all the Likert Scale options 1–5: “1” strongly disagree, “2” disagree, “3” neither disagree nor agree, “4” agree, and “5” strongly agree. The mean for all variables ranged between 2.52 and 4.43. Nineteen (19) variables reported a standard deviation greater than one, which was expected—in comparison to the dependent variables—due to a larger range of Likert Scale responses (that is, responses could range from 1-5, versus from 1-4 or 1-3 as in earlier scales).

Table 10 Response Frequency for Knowledgeable Leadership

		Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree	Total
TIX Admin. With STAFF Policy & Procedures	Count	0	1	4	24	32	61
	Row %	0.0%	1.6%	6.6%	39.3%	52.5%	100.0%
TIX Admin. With FACULTY Policy & Procedures	Count	0	1	5	24	30	60
	Row %	0.0%	1.7%	8.3%	40.0%	50.0%	100.0%
TIX Admin. With STUDENT Policy & Procedures	Count	0	2	5	25	28	60
	Row %	0.0%	3.3%	8.3%	41.7%	46.7%	100.0%
TIX Admin. With ONE Year Strategic Plan for TIX programming	Count	3	6	9	29	14	61
	Row %	4.9%	9.8%	14.8%	47.5%	23.0%	100.0%
TIX Admin. With TWO Year Strategic Plan for TIX programming	Count	3	10	16	21	10	60
	Row %	5.0%	16.7%	26.7%	35.0%	16.7%	100.0%
Senior Admin. understanding of ONE Year strategic plan	Count	6	13	12	24	6	61
	Row %	9.8%	21.3%	19.7%	39.3%	9.8%	100.0%
Senior Admin. understanding of TWO Year strategic plan	Count	6	16	16	17	5	60
	Row %	10.0%	26.7%	26.7%	28.3%	8.3%	100.0%
Senior Admin. Understands federal TIX best practices	Count	2	13	16	26	4	61
	Row %	3.3%	21.3%	26.2%	42.6%	6.6%	100.0%
Senior Admin. Understands campus TIX policies & procedures	Count	2	4	12	36	7	61
	Row %	3.3%	6.6%	19.7%	59.0%	11.5%	100.0%

Note: TIX is the abbreviation for Title IX used in this table.

Table 10 shows the frequency of responses for the independent concept Knowledgeable Leadership within the questionnaire. The highest reported “strongly agree” responses were all related to the Title IX Administrators’ knowledge of policies and procedures as they relate to staff (52.5%), faculty (50%), and students (46.7%). The highest reported “strongly disagree” and “disagree” responses were regarding Senior Administrations’ knowledge of a one-year strategic plan, and Senior Administrations’ knowledge of a two-year strategic plan that, when combined, both totaled over 30% of campuses. Senior Administrations’ knowledge of federal Title IX best

practices was also reported as “strongly disagree” and “disagree” totaling almost 25% of campuses.

Overall knowledgeable leadership on Title IX matters and sexual violence prevention is reported high amongst Title IX administrators but there is a notable drop of reported knowledgeable leadership with senior administration with the topic of one and two-year strategic planning. The neutral response option also peaked on the strategic planning variables (20-27% of campuses) which suggests a quarter of Title IX administrators have not been in discussions with senior administration for Title IX strategic planning on their campus. When the senior administration strategic planning responses are combined amongst “strongly disagree”, “disagree”, and “neither strongly disagree or agree”, Title IX administrators are reporting over 50% of campus senior administrators lack knowledge of Title IX strategic planning. In other words, Title IX policy and sexual violence prevention education are executed, for the most part, without long-term planning support or oversight from senior administrators on these campuses.

Table 11 Response Frequency for Proactive Leadership

		Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree	Total
Senior Admin. Pushed for STAFF prevention education	Count	2	8	14	29	8	61
	Row %	3.3%	13.1%	23.0%	47.5%	13.1%	100.0%
Senior Admin. Pushed for FACULTY prevention education	Count	2	9	12	29	9	61
	Row %	3.3%	14.8%	19.7%	47.5%	14.8%	100.0%
Senior Admin. Pushed for STUDENT prevention education	Count	2	5	15	28	11	61
	Row %	3.3%	8.2%	24.6%	45.9%	18.0%	100.0%
Senior Admin. Adopted and distributed clear STAFF TIX policies and procedures	Count	1	9	8	31	11	60
	Row %	1.7%	15.0%	13.3%	51.7%	18.3%	100.0%
Senior Admin. Adopted and distributed clear FACULTY TIX policies and procedures	Count	1	9	8	30	12	60
	Row %	1.7%	15.0%	13.3%	50.0%	20.0%	100.0%
Senior Admin. Adopted and distributed clear STUDENT TIX policies and procedures	Count	1	11	10	25	13	60
	Row %	1.7%	18.3%	16.7%	41.7%	21.7%	100.0%
Senior Admin. developed TIX and prev. ed. strategic plans for STAFF	Count	6	24	16	11	3	60
	Row %	10.0%	40.0%	26.7%	18.3%	5.0%	100.0%
Senior Admin. developed TIX and prev. ed. strategic plans for FACULTY	Count	6	24	16	11	3	60
	Row %	10.0%	40.0%	26.7%	18.3%	5.0%	100.0%
Senior Admin. developed TIX and prev. ed. strategic plans for STUDENTS	Count	6	22	15	12	4	59
	Row %	10.2%	37.3%	25.4%	20.3%	6.8%	100.0%

Note: TIX is the abbreviation for Title IX used in this table.

Table 11 shows the frequency of responses for elements of the independent variable Proactive Leadership. Respondents reported highest percentages of “strongly disagree” regarding Senior Administration’s proactive development of strategic plans for Title IX awareness and the implementation of sexual violence prevention education for staff (10%), faculty (10%), and students (10.2%). Similarly, the highest percentages reported on “disagree” consisted of Senior Administration’s proactive development of strategic plans for Title IX awareness and the implementation of sexual violence prevention education for staff (40%), faculty (40%), and students (37.3%). The same three variables had the highest percentage of “neither disagree nor

agree” ranging between 25.4-26.7%. That Senior administration adopted and distributed clear, unambiguous Title IX policy and procedures for staff (51.7%) and faculty (50%) had the highest “agree” percentages reported. The highest reported “strongly agree” response was the Senior administration adopted and distributed clear, unambiguous Title IX policy and procedures for students (21.7%).

Overall, proactive leadership is inconsistently reported amongst campuses with certain areas receiving greater attention than others. For example, there is a high report of policy and procedures distribution, yet when the topics of prevention education and strategic planning are presented respondents report lower numbers of proactive leadership for their implementation. Prevention education is reported to be proactively pushed on 60% of campuses which indicates about 40% of campuses are not proactively pushing for prevention education. And similar to the knowledgeable leadership independent variable, proactive strategic planning is also lacking on most community college campuses.

Table 12 Response Frequency for Supportive Leadership

		Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree	Total
Senior Admin. removed OBSTACLES to increase prevention education and TIX policy awareness	Count	0	4	15	27	15	61
	Row %	0.0%	6.6%	24.6%	44.3%	24.6%	100.0%
Senior Admin. To revise, adopt, and distribute TIX policy & procedures	Count	1	1	5	32	22	61
	Row %	1.6%	1.6%	8.2%	52.5%	36.1%	100.0%
Senior Admin. To implement prevention education	Count	0	1	7	32	21	61
	Row %	0.0%	1.6%	11.5%	52.5%	34.4%	100.0%
TIX Admin. To attend federal TIX best practices trainings	Count	0	1	6	29	25	61
	Row %	0.0%	1.6%	9.8%	47.5%	41.0%	100.0%
Senior Admin. To attend trainings for prevention education programming	Count	0	1	7	29	24	61
	Row %	0.0%	1.6%	11.5%	47.5%	39.3%	100.0%
Senior Admin. With using current topics to release campus messages	Count	1	4	19	28	9	61
	Row %	1.6%	6.6%	31.1%	45.9%	14.8%	100.0%
Senior Admin. To implement sexual violence prevention education	Count	0	1	10	32	17	60
	Row %	0.0%	1.7%	16.7%	53.3%	28.3%	100.0%
Senior Admin. To implement TIX Policy and Procedures	Count	1	1	4	31	23	60
	Row %	1.7%	1.7%	6.7%	51.7%	38.3%	100.0%
Prevention education & TIX are CRITICAL to Senior Admin.	Count	1	5	9	27	19	61
	Row %	1.6%	8.2%	14.8%	44.3%	31.1%	100.0%

Note: TIX is the abbreviation for Title IX used in this table.

Table 12 shows the frequency of responses for components of the independent variable Supportive Leadership. Respondents reported overall low percentages of “strongly disagree” ranging between 0-1.7% for independent variables within this theme. That Prevention Education and Title IX policy and procedures are critical to the Senior Administration was the highest “disagree” percentage reported at 8.2%. The highest percentage reported as “neither disagree nor agree” was associated with Senior Administration support to use current topics in the media to release campus messages regarding Title IX and resources on campus (31.1%). The highest

“agree” percentage was related to the Senior Administration’s support to implement sexual violence prevention education (53.3%) on campuses. The greatest “strongly agree” percentage was related to the Senior Administration’s support for Title IX Administrators to attend federal Title IX best practices trainings (41%).

Overall Title IX administrators report there is highly supportive leadership amongst the administration for prevention education and Title IX-related efforts, with over 70% reporting they “agree” or “strongly agree” for all but one category in this concept. However, one topic was reported lower than most areas garnering support, and this was in the ability to use current events to release campus messages on Title IX information and support resources on campus, where “agree” and “strongly agree” represented only about 60% of responses.

Table 13 Response Frequency for Limited Funding

		Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree	Total
Sexual violence prevention efforts	Count	1	19	5	26	10	61
	Row %	1.6%	31.1%	8.2%	42.6%	16.4%	100.0%
Title IX policy and procedure revision and adoption	Count	8	25	9	16	3	61
	Row %	13.1%	41.0%	14.8%	26.2%	4.9%	100.0%
Placement of policy and procedure materials on Campus	Count	9	22	11	15	4	61
	Row %	14.8%	36.1%	18.0%	24.6%	6.6%	100.0%
Development and distribution of Title IX materials (e.g., brochures)	Count	5	18	11	19	8	61
	Row %	8.2%	29.5%	18.0%	31.1%	13.1%	100.0%
Placement of gender neutral bathrooms	Count	11	24	13	9	4	61
	Row %	18.0%	39.3%	21.3%	14.8%	6.6%	100.0%
Website's access to resources	Count	6	25	4	19	7	61
	Row %	9.8%	41.0%	6.6%	31.1%	11.5%	100.0%
Title IX awareness and outreach initiatives for STUDENTS	Count	2	24	9	19	7	61
	Row %	3.3%	39.3%	14.8%	31.1%	11.5%	100.0%
Title IX awareness and outreach initiatives for STAFF	Count	2	24	9	18	8	61
	Row %	3.3%	39.3%	14.8%	29.5%	13.1%	100.0%
Title IX awareness and outreach initiatives for FACULTY	Count	2	24	9	18	8	61
	Row %	3.3%	39.3%	14.8%	29.5%	13.1%	100.0%

Note: TIX is the abbreviation for Title IX used in this table.

Table 13 shows the frequency of responses for independent variable theme Limited Funding that affects implementation. Respondents reported placement of gender-neutral bathrooms as the highest “strongly disagree” response in association with limited funding affecting their placement on campus (18%). Two variables had the highest response rate reported as “disagree” at 41%, Title IX policy and procedure revision and adoption and a campus’s website access to resources. Placement of policy and procedure materials on campus (18%), and the development and distribution of Title IX materials on campus (18%) were reported as the highest percentage responses for “neither disagree nor agree”. Sexual violence prevention

education efforts on campus had the highest percentage response for “Agree,” with 42.6% of respondents indicating that limited funding does affect this variable. Similarly, sexual violence prevention education efforts on campus had the highest percentage response (16.4%) of “Strongly Agree,” indicating that limited funding affects the implementation of this variable.

Overall, limited funding is reported as limiting resources for the implementation of sexual violence prevention with almost 60% of campuses reporting this. Also, about 40% of campuses reported limited funding is limiting resources for the implementation of Title IX awareness and outreach initiatives for students, staff, and faculty. This indicates campuses are not implementing sexual violence prevention education or Title IX awareness and outreach initiatives as much as desired in part because of the limited funding accessible to them.

Additional Questions of Interest

To provide additional background information, Title IX administrators were asked what other roles they have on their campus, how often a campus president reviews Title IX cases reported to their campus, and what was most important to the Title IX administrator on campus.

Title IX Coordinator Role. Campuses are federally required to have a designated Title IX Coordinator in place to oversee and handle Title IX reports and implement prevention education. Research has begun to show a growing conflict of interest since coordinators are often asked to undertake multiple administrative roles which may unbalance the mandate to protect students, staff and faculty with the desire to protect a college’s interests and reputations (June, 2014; Paul, 2016). When an individual administrator is the sole fulcrum between constituent-protection interests and school interests, they may become unable to focus fairly on Title IX work and implementation, hence limiting the ability to provide coordinated Title IX oversight.

This study asked what other titles, in addition to Title IX administrator, the respondent held as an employee of their college campus. Title IX administrators wrote out all the titles related to their employment and these titles were added and are shown in Table 14 below.

Table 14 Response Overview of Campus Titles Held by TIX Administrators

Number of Titles	Frequency of Response
1 Title (only Title IX administrator)	0
2 Titles	31
3 Titles	13
4 Titles	5
5 Titles	4
6 Titles	1
14 Titles	1
n = 55	

All respondents identified themselves as having two or more titles that included Title IX administrator, and in one extreme case a respondent reported having 14. Out of 55 campuses that responded to this question, no campuses reported having a full-time Title IX administrator that solely oversees Title IX. Overall, Title IX administrator responses indicate that, to some degree, multiple roles and responsibilities are being negotiated and navigated at the expense of full-time attention on Title IX policy compliance and sexual violence prevention education programming.

Campus President Review of Title IX Cases. Title IX administrators were asked the frequency with which campus presidents review sexual misconduct cases reported to the Title IX office. Table 15 shows the reported responses by Title IX administrators.

Table 15 Response Overview of How Often a Campus President Reviews Reported TIX Cases

How Often a Campus President Reviews Title IX Cases	Frequency of Response
Daily	1
Weekly	10
Monthly	15
Once a Semester	12
Annually	6
Bi-Annually (every 2 years)	0
Never	14
n = 58	

Out of 58 campus responses, no campuses selected “Bi-annually”, and 1 campus reported the president of their campus reviews Title IX cases “Daily”. Almost twenty-five percent of Title IX administrator respondents also reported their campus presidents **never** review Title IX cases reported at their campus, while there were 25% of campus presidents reported to review Title IX cases monthly. This raises stark differences in the amount of awareness senior leadership have about sexual violence on their campus(es) and indicates an inconsistent effort of understanding Title IX matters amongst campus presidents.

What is Important to the Title IX Administrator. Title IX administrators were asked what was most important to them on their college campuses: protecting the organization, the students, both are equally important, or other. Table 16 demonstrates the results for this question.

Table 16 Response Overview of What is Most Important to the TIX Administrator

What is Most Important to the Title IX Administrator	Frequency of Response
To protect the organization	0
To protect the students	16
Both are equally important	39
Other	3
n = 58	

Out of 58 responses, 67% of respondents stated “both [students and the organization] are equally important” to them. Research has repeatedly warned of institutional conflict when administrators are attempting to protect both a campus and the constituents equally (Cantalupo, 2011; Coray, 2016; De Matteo et al., 2015; Yung, 2015). In the case of California community colleges an internal conflict appears to exist.

Correlations with Independent Variables and Sub-Category Themes

Correlation tables were designed to identify relationships between the 36 independent variables and the four dependent variable sub-category themes. The variables were re-coded within the sub-categories as: “0” action has not been addressed or action is in progress, “1” action completed, and unsure responses were coded as “missing”. The summary score was calculated using the sum of the number of actions completed for each subcategory and this sum was then correlated with the independent variables. In correlating the dependent variable sub-categories with the independent variables, a total of 11 significant correlations were produced. It should be noted that 11 significant correlations are only slightly above the number of correlations that would be produced by chance (i.e., seven correlations) through Type I error. In other words, there are very few significant correlations between the variable sub-categories and the independent variables. Table's 17a-c shows the results that are statistically significant at the 0.05% level, all other variables that have no statistical significance were removed.

Table 17a Statistically Significant Correlations Between Independent Variables and Campus Climate Dependent Variables

<u>Independent Variables</u>	<u>Sub-Category 1:</u> Campus Climate Survey
<u>Knowledgeable Leadership:</u> Senior Admin. Understands federal TIX best practices	r = - 0.309
<u>Knowledgeable Leadership:</u> Senior Admin. Understands TIX programming strategic plan for next TWO Years	r = - 0.255

Note: TIX is the abbreviation for Title IX used in this table.

Campus Climate Survey (sub-category 1) as shown in Table 17a, had two significant negative r-scores of -0.255 and -0.309, which are puzzling because they show that scores for the Campus Climate Survey were lower when Title IX coordinators judged that administrators were more familiar with federal best practices and strategic plans. This may indicate administrators are burying their heads in the sand, choosing to ignore federal best practices and strategic planning to, for example, protect their campus reputation.²²

Table 17b Statistically Significant Correlations Between Independent Variables and Targeted Prevention Education Groups Dependent Variables

<u>Independent Variables</u>	<u>Sub-Category 2:</u> Targeted Prevention Education Groups
<u>Supportive Leadership:</u> For TIX Admin. To implement sexual violence prev. education	r = 0.339
<u>Knowledgeable Leadership:</u> TIX Admin. With STUDENT Policy & Procedures	r = 0.288
<u>Supportive Leadership:</u> For TIX Admin. To use current topics for campus messages regarding Title IX and resources	r = 0.275

Note: TIX is the abbreviation for Title IX used in this table.

²² Burying their heads in the sand is a phrase that was introduced in Chapter 2 and is used to identify institutions that ignore Title IX best practices and implementation due to a lack of knowledge or knowledge avoidance (Cantalupo, 2011).

Table 17b shows Targeted Prevention Education Groups (sub-category 2) with three significant variables with r-scores ranging from 0.275 to 0.339. These three variables suggest that the more knowledge Title IX administrators have on student policy and procedure, the more a campus supports current topics used to release Title IX and resource messages, and the more supportive campuses are to implementing prevention education, then the more targeted prevention education will take place for constituent groups.

Table 17c Statistically Significant Correlations Between Independent Variables and Campus Response Dependent Variables

<u>Independent Variables</u>	<u>Sub-Category 4: Campus Response</u>
<u>Supportive Leadership:</u> For TIX Admin. To implement sexual violence prevention education	r = 0.334
<u>Supportive Leadership:</u> For TIX Admin. To implement sexual violence prevention education	r = 0.304
<u>Knowledgeable Leadership:</u> TIX Admin. With FACULTY Policy & Procedures	r = 0.255
<u>Knowledgeable Leadership:</u> TIX Admin. With STUDENT Policy & Procedures	r = 0.255
<u>Limited Funding Limits Resources For:</u> TIX Policy and Procedure revision and adoption	r = - 0.297
<u>Limited Funding Limits Resources For:</u> Placement of TIX Policy and Procedure materials on Campus	r = - 0.290

Note: TIX is the abbreviation for Title IX used in this table.

Table 17c shows Campus Response (sub-category 4) as the most correlated sub-category theme, with six significant r-scores ranging from -0.297 to 0.334. The negative correlations indicate the more funding campuses have for Title IX materials or adoption of policy, the more campus response there will be (note: this variable was reverse coded). “Campus response” is defined as providing resources and services for campus constituents such as anonymous reporting and collaborating on and off campus to coordinate taskforces to address services and resources provided. Additionally, the remaining positive correlations indicate that, the more

knowledgeable or supportive leadership there is, the more campus response implementation there will be.

Additionally, in Tables 17b and 17c, two independent variables (Knowledgeable Leadership of Student Policy and Procedure, and Supportive Leadership of Sexual Violence Prevention Education Implementation) are noted to have had significant r-scores within the two sub-categories, meaning they are more likely to influence the overall ASVPE outcomes for community colleges.

Overall, although there are statistically significant relationships reported, the largest correlation magnitude was 0.339, indicating these are weak relationships. Also, as noted above, there were 11 significant correlations which are only slightly above the number of correlations that would be produced by chance (i.e., seven correlations) through Type I error. Targeted Prevention Education Programming (Sub-Category 3) had no significant correlations and was removed from the correlation analysis.

OLS Multiple Linear Regression

An OLS regression analysis was utilized to investigate the relationship between the summary score for each campus and six independent variables. The summary score for each campus (based on the ASVPE instrument) was used as the dependent variable. The independent variable themes (knowledgeable leadership, proactive leadership, supportive leadership, and limited funding influence) were calculated to provide a construct summary score of the Title IX administrator responses because they are relevant predictors that are based on the research questions. Responses were recoded, with strongly agree or agree as “1” and added together for a total representative summary score (i.e., knowledge construct, proactive construct, support construct, and funding construct). The maximum score per theme was 9, the minimum score per

theme was 0. Zero indicates a community college that reports less institutional support, knowledge, or proactive leadership, and 9 indicates a campus that reports high levels of these leadership elements. Please note that the funding construct is opposite in scale in comparison to the other themes, hence a lower number means there is less limited funding (more funding) for implementation, and a higher number means there is more limited funding (worse funding) for implementation.

Six independent variables were selected to predict the number of actions implemented by a campus; the four independent variable constructs and two additional independent variables: (i) the number of reported Title IX administrator titles, and (ii) the frequency with which a campus president reviews TIX cases. The two additional independent variables were chosen because, based on analysis presented in this study, both variables seem likely to affect action completed on a campus, either through limited attention for implementation due to the number of roles administrators have, or through the level of awareness campus presidents have on Title IX cases reported on their respective campus(es). Table 18 provides the results for this regression.

Table 18 OLS Multiple Regression with Independent Variable Constructs

	Unstandardized Coefficients	
	B	Std. Error
(Constant)	1.985	5.305
#TITLES	0.449	0.548
PRESIDENT case review frequency	0.506	0.578
KNOWLEDGE Construct	0.609	0.558
PROACTIVE Construct	-0.315	0.468
SUPPORT Construct	0.633	0.538
FUNDING Construct	0.229	0.324
	R2 = 0.099	F(5,60)=0.896
		F-sig = 0.505

The results indicate that only 9.9% of the variation in campus summary scores (0 – 36) can be explained by the six independent variables listed (Number of Titles, Frequency of

President Case Review, Knowledge Construct, Proactive Construct, Support Construct, and Funding Construct). This means a majority (90%) of the variation in campus summary score outcomes is still unexplained. Additionally, the statistical method used in the regression yielded no significant coefficients and a low F score.

Overall, this regression analysis indicates an insignificant effect between the selected independent variables and the dependent variable summary score used in this model. Please note that Number of Titles, Knowledge Construct, Support Construct, and the Funding Construct all produced signs within the regression, that were expected, given the hypothesis.²³ On the contrary, two independent variables had signs that were unexpected, (i) the Proactive Construct which produced a negative Beta which is not consistent with the hypothesis, and (ii) the Frequency of President Case Review, which was reverse coded, that was positive instead of negative. In sum, this regression was not significant, and no coefficients were significant.²⁴

Hypotheses Results

This dissertation sought out to answer four hypotheses, which are listed in Table 19 Research Questions and Hypotheses. These hypotheses were examined to identify if there is support for a positive correlation between higher levels of leadership (i.e., knowledge base, support levels, proactive levels, and limited funding influence) and an increased number of sexual violence prevention actions implemented on campuses.

²³ Frequency of President Case Review was reverse coded.

²⁴ Additional regressions were estimated to predict each of the 36 dependent variables and to predict the four sub-category dependent measures. Little to no significance was found in these regressions and so they have not been included in this chapter.

Table 19 Research Questions and Hypotheses

Research Questions	Hypotheses
1. What is the relationship between the <u>knowledge base</u> of Title IX coordinators and senior administration, and the <u>number of prevention actions adopted</u> on campus?	<p>Null Hypothesis 1: There is no difference in number of sexual violence prevention actions implemented between campuses that are high in knowledge base and institutions low in knowledge base.</p> <p>Alternate H1: There is a statistically significant difference in the number of sexual violence prevention actions implemented between campuses that are high in knowledge base and campuses low in knowledge base.</p>
2. What is the relationship between the <u>level of support</u> senior administration provide to Title IX coordinators, and the <u>number of prevention actions implemented</u> on campus?	<p>Null Hypothesis 2: There is no difference in number of sexual violence prevention actions implemented between campuses that are high in support levels and institutions low in support levels.</p> <p>Alternate H2: There is a statistically significant difference in the number of sexual violence prevention actions implemented between campuses that are high in support levels and campuses low in support levels.</p>
3. What is the relationship between the <u>level of proactive leadership</u> within senior administration, and the <u>number of prevention actions implemented</u> on campus?	<p>Null Hypothesis 3: There is no difference in number of sexual violence prevention actions implemented between campuses that are high in senior administration proactive levels and institutions low in senior administration proactive levels.</p> <p>Alternate H3: There is a statistically significant difference in the number of sexual violence prevention actions implemented between campuses that are high in senior administration proactive levels and campuses low in senior administration proactive levels.</p>
4. What is the relationship between <u>limited funding</u> and <u>prevention actions</u> on campuses?	<p>Null Hypothesis 4: There is no difference in number of sexual violence prevention actions implemented between campuses that are high in limited funding and institutions low in limited funding.</p> <p>Alternate H4: There is a statistically significant difference in the number of sexual violence prevention actions implemented between campuses that are high in limited funding and campuses low in limited funding.</p>

This study presents descriptive statistics and several alternative analyses, including correlation analysis, and an OLS multiple linear regression, and ultimately concludes that none of the four null hypotheses can be rejected. In other words, no relationship was found between the number of sexual violence prevention actions implemented between campuses that were (i) high in knowledge base and institutions that were low in knowledge base (hypothesis one), (ii) high in support levels and institutions that were low in support levels (hypothesis two), (iii) high in senior administration proactive levels and institutions that were low in senior administration

proactive levels (hypothesis three), and (iv) high in limited funding and institutions that were low in limited funding (hypothesis four).

Table 20 provides a complete overview of the campus responses, which includes the total actions implemented per campus based on the 36 dependent variables evaluated in the ASVPE instrument. Table 20 also shows how campuses responded for each independent variable theme (i.e., knowledgeable leadership, proactive leadership, supportive leadership, and limited funding influence). The independent variables were coded as high or low based on independent variable summary scores per theme. Strongly disagree, disagree, and neutral responses were coded as “0”. Agree and strongly agree were coded as “1”. The maximum score per theme was 9, the minimum score per theme was 0. The “low” category consisted of 0-4 scores, and the “high” category consisted of 5-9 scores. Knowledgeable leadership, proactive leadership, and supportive leadership were either listed as “low” institutional support or “high” institutional support. Please note, the level of funding in this table is interpreted as “low” category indicating there is limited funding for implementation and the “high” category indicating there is adequate funding for implementation.

Table 20 Reported Leadership & Funding Influence on Sexual Violence Prevention Implementation

Campus #	Action Total (ASVPE)	Knowledge Level	Proactive Level	Supportive Level	Level of Funding	Noted Leadership & Funding Influence
*1	11	High	High	High	Low	Problem of Limited Funding
2	20	High	High	High	High	All Institutional Supports in Place
3	10	High	Low	High	Low	Proactive Level Lacking & Problem of Limited Funding
4	7	High	Low	High	High	Proactive Level Lacking
5	26	High	Low	High	High	Proactive Level Lacking
6	4	Low	Low	Low	Low	Leadership Lacking in all 3 areas & Problem of Limited Funding
*7	24	High	High	High	High	All Institutional Supports in Place
*8	23	High	High	High	High	All Institutional Supports in Place
*9	6	Low	Low	Low	Low	Leadership Lacking in all 3 areas & Problem of Limited Funding
10	14	High	High	High	High	All Institutional Supports in Place: Doesn't Match Action Total
11	8	High	High	Low	High	Supportive Level Lacking
*12	4	High	High	High	High	All Institutional Supports in Place: Doesn't Match Action Total
13	16	Low	Low	Low	Low	Leadership Lacking in all 3 areas & Problem of Limited Funding
14	17	High	Low	High	High	Proactive Level Lacking

Note: Campuses highlighted in gray indicate inconsistent responses when comparing their reported high institutional support and their reported low number of total actions implemented.

*Note: Terms in **bold** indicate areas of reported concern.*

*Note: * indicates the campus participant was an executive administrator.*

Note: (?) indicates the campus participant did not identify their administrative title.

(Continued) Table 20 Reported Leadership & Funding Influence on Sexual Violence Prevention Implementation

Campus #	Action Total (ASVPE)	Knowledge Level	Proactive Level	Supportive Level	Level of Funding	Noted Leadership & Funding Influence
15	12	High	Low	High	Low	Proactive Level Lacking & Problem of Limited Funding
16	5	High	Low	High	High	Proactive Level Lacking
17	15	Low	Low	High	Low	Knowledge & Proactive Levels Lacking & Problem of Limited Funding
18	22	High	Low	Low	Low	Proactive & Supportive Level Lacking & Problem of Limited Funding
19	6	Low	Low	Low	High	Leadership Lacking in all 3 areas
20	6	High	High	High	Low	Problem of Limited Funding
21	8	High	High	High	High	All Institutional Supports in Place: Doesn't Match Action Total
*22	10	High	Low	High	Low	Proactive Level Lacking & Problem of Limited Funding
23	16	Low	Low	High	Low	Knowledge & Proactive Levels Lacking & Problem of Limited Funding
*24	23	High	Low	High	High	Proactive Level Lacking
25	12	High	High	High	High	All Institutional Supports in Place: Doesn't Match Action Total
*26	4	High	High	High	High	All Institutional Supports in Place: Doesn't Match Action Total

Note: Campuses highlighted in gray indicate inconsistent responses when comparing their reported high institutional support and their reported low number of total actions implemented.

*Note: Terms in **bold** indicate areas of reported concern.*

*Note: * indicates the campus participant was an executive administrator.*

Note: (?) indicates the campus participant did not identify their administrative title.

(Continued) Table 20 Reported Leadership & Funding Influence on Sexual Violence Prevention Implementation

Campus #	Action Total (ASVPE)	Knowledge Level	Proactive Level	Supportive Level	Level of Funding	Noted Leadership & Funding Influence
27	14	High	Low	High	Low	Proactive Level Lacking & Problem of Limited Funding
(?)28	4	Low	Low	High	Low	Knowledge & Proactive Levels Lacking & Problem of Limited Funding
29	13	High	Low	Low	Low	Proactive & Supportive Level Lacking & Problem of Limited Funding
30	8	High	High	High	Low	Problem of Limited Funding
*31	31	High	High	High	Low	Problem of Limited Funding
*32	10	High	High	High	High	All Institutional Supports in Place: Doesn't Match Action Total
*33	4	High	High	High	High	All Institutional Supports in Place: Doesn't Match Action Total
*34	6	High	High	High	High	All Institutional Supports in Place: Doesn't Match Action Total
*35	16	Low	Low	High	Low	Knowledge & Proactive Levels Lacking & Problem of Limited Funding
*36	17	High	High	Low	High	Supportive Level Lacking
37	15	High	High	High	High	All Institutional Supports in Place: Doesn't Match Action Total

Note: Campuses highlighted in gray indicate inconsistent responses when comparing their reported high institutional support and their reported low number of total actions implemented.

*Note: Terms in **bold** indicate areas of reported concern.*

*Note: * indicates the campus participant was an executive administrator.*

Note: (?) indicates the campus participant did not identify their administrative title.

(Continued) Table 20 Reported Leadership & Funding Influence on Sexual Violence Prevention Implementation

Campus #	Action Total (ASVPE)	Knowledge Level	Proactive Level	Supportive Level	Level of Funding	Noted Leadership & Funding Influence
38	20	High	High	High	High	All Institutional Supports in Place
*39	21	Low	High	High	High	Knowledge Levels Lacking
*40	6	High	High	High	High	All Institutional Supports in Place: Doesn't Match Action Total
41	30	High	Low	High	High	Proactive Levels Lacking
42	22	Low	Low	High	Low	Knowledge & Proactive Levels Lacking & Problem of Limited Funding
*43	6	Low	Low	Low	Low	Leadership Lacking in all 3 areas & Problem of Limited Funding
44	13	High	High	High	High	All Institutional Supports in Place: Doesn't Match Action Total
*45	11	High	High	High	Low	Problem of Limited Funding
*46	19	High	High	High	High	All Institutional Supports in Place: Doesn't Match Action Total
47	5	Low	High	High	Low	Proactive Level Lacking & Problem of Limited Funding
*48	2	High	High	High	High	All Institutional Supports in Place: Doesn't Match Action Total
*49	13	High	High	High	High	All Institutional Supports in Place: Doesn't Match Action Total

Note: Campuses highlighted in gray indicate inconsistent responses when comparing their reported high institutional support and their reported low number of total actions implemented.

*Note: Terms in **bold** indicate areas of reported concern.*

*Note: * indicates the campus participant was an executive administrator.*

Note: (?) indicates the campus participant did not identify their administrative title.

(Continued) Table 20 Reported Leadership & Funding Influence on Sexual Violence Prevention Implementation

Campus #	Action Total (ASVPE)	Knowledge Level	Proactive Level	Supportive Level	Level of Funding	Noted Leadership & Funding Influence
50	10	High	High	High	High	All Institutional Supports in Place: Doesn't Match Action Total
51	1	Low	Low	Low	High	Leadership Lacking in all 3 areas
(?)52	5	High	High	High	High	All Institutional Supports in Place: Doesn't Match Action Total
53	3	Low	Low	High	High	Knowledge & Proactive Levels Lacking
(?)54	9	High	High	High	High	All Institutional Supports in Place: Doesn't Match Action Total
55	18	High	Low	High	High	Proactive Levels Lacking
*56	17	High	High	High	High	All Institutional Supports in Place: Doesn't Match Action Total
*57	7	High	High	High	High	All Institutional Supports in Place: Doesn't Match Action Total
58	11	Low	Low	High	Low	Knowledge & Proactive Levels Lacking & Problem of Limited Funding
(?)59	2	High	Low	High	Low	Proactive Level Lacking & Problem of Limited Funding
60	8	Low	Low	High	Low	Knowledge & Proactive Levels Lacking & Problem of Limited Funding
*61	16	High	High	High	Low	Problem of Limited Funding

Note: Campuses highlighted in gray indicate inconsistent responses when comparing their reported high institutional support and their reported low number of total actions implemented.

*Note: Terms in **bold** indicate areas of reported concern.*

*Note: * indicates the campus participant was an executive administrator.*

Note: (?) indicates the campus participant did not identify their administrative title.

An interesting observation was noted: 19 campuses (31.1%) out of the 61 participating community colleges campuses showed inconsistent responses when looking at their low number of actions completed, and their claim to having all institutional supports in place, including funding resources for prevention education implementation. This indicates other factors may be affecting the lack of prevention education other than leadership implementation or funding. Alternatively, there may be errors in participant responses regarding administration knowledge, proactivity, support, and funding.

Overall, Table 20 provides a full overview of what participants reported as either full institutional support or lack of institutional support based on independent variable themes. The ASVPE actions reported as implemented by each campus varied between 1-31 (with a potential range between 0 and 36). When “actions” are compared to each of the independent variable high and low scores, there were no distinguishable trends in response type. For example, campuses six and 12 both report implementing four prevention education actions on their campuses. Campus six reports there was low leadership support in all implementation areas and that there was a problem with funding on their campus. Yet, campus 12 reports they implemented four prevention education actions and had all leadership support in place for implementation as well as enough funding. The variety of responses could occur for several reasons, such as other variables that influenced the implementation of prevention actions on campuses but were not tested in this study, or perhaps some respondents were not completely honest in describing their campus leadership and funding situation.

Independent Sample t-Tests. Throughout the data collection process, the author began to see there were two different types of respondents that had very different opinions about Title IX in the community colleges: executive administrators, who were extremely positive about the

leadership and implementation of sexual violence prevention on their campuses, and non-executive administrators, who shared their discontent and frustrations with leadership and the implementation of sexual violence prevention on campuses. In addition to the author's observations, this research is partially grounded in leadership theory, and therefore a t-test was prepared and analyzed to compare executive and non-executive group responses to determine if the two sets of responses were significantly different from each other.

Respondent groups were analyzed based on the classification of Title IX administrator job title. The differentiation between job title was determined by respondents' statements as to their job titles. Individuals who held titles of vice presidents or higher were classified as executive administration and were coded as "1"; all other participant titles were classified as non-executive administrators and were coded as "2". The group was made up of 39.3% listed as executive administrators, 54% listed as non-executive administrators, and 6.5% did not provide a response.

This t-test analysis identified a significant difference ($p < .05$) in response type within two independent variable themes, knowledgeable leadership and proactive leadership; however, overall there was little significant difference between the two group responses when looking at all independent variable themes and dependent variables in this study. Therefore, the t-test found there is some degree of difference between executive and non-executive administrator responses, which, although not robust, should be noted.²⁵

²⁵ Additional t-test analyses were done to test for significant differences between participating community colleges in the following categories: male versus female campus presidents, northern versus southern California campuses, and district versus independent campus organization. No significance was found in these t-test analyses and so they have not been included in this chapter.

In sum, this study provides insight on what participating California community colleges are doing in their efforts to implement sexual violence prevention education, which can be generalized to describe all California community colleges, but the question of why Title IX efforts are high or low on campuses is still unexplained. Finding no results within inferential statistics indicates that participating Title IX administrators may not have been completely honest regarding the leadership influence on Title IX implementation (i.e., the independent variables) and may have been evasive with “unsure” answer selections regarding actions implemented on campuses. Additionally, the lack of full-time Title IX administrators may be negatively affecting leadership oversight causing a disconnect between the Title IX administrator and (i) the Title IX actions they are responsible for, and (ii) the senior leadership that should be ensuring Title IX accountability.

CHAPTER FIVE: DISCUSSION & RECOMMENDATIONS

**“The secret of change is to focus all of your energy, not on fighting the old,
but on building the new” -Socrates (Meah, 2015).**

Since Title IX of the Education Amendment of 1972 was enacted, and with the release of multiple guidance letters from the Education Department’s Office of Civil Rights, campuses have been asked to address the problem of sexual harassment and sexual violence. Despite legislation and policy, sexual misconduct and sexual violence continue to take place at alarming rates on college campuses. Research has shown that 20-25% of college women and 8-10% of men have been victims of attempted or completed nonconsensual sex on college campuses during their college experience (Fisher et al., 2000; Krebs et al., 2016; Koss et al., 1987) with over 90% of sexual assaults being committed by someone known to the victim, also known as acquaintance rape (Black et al., 2011; Finkelhor, 1994; Koss, Gidycz, & Wisniewski, 1987; Lonsway, 1996; “Most Victims Know Their Attacker,” 2008). These traumatizing occurrences, compounded with the fact that over 90% of college sexual assault victimizations go unreported (Cantalupo, 2014; Koss et al., 1984), indicates that most student survivors do not seek help on campus or with law enforcement. The cycle of abuse on campuses has therefore persisted as a serious issue. Increasing our understanding of what campuses are doing is addressed in this study through the collection of information on, and analysis of, prevention efforts implemented on California community college campuses.

California community colleges were selected for this research to broaden the scope and discussion of sexual violence prevention on campuses. In the vital Title IX and sexual violence prevention research up until now, four-year institutions have been the primary unit of analysis while two-year institutions have been mostly neglected even though they serve a large proportion

of post-secondary students in the nation. Additionally, community college students overlap the age-group profile of victims of sexual violence across the US, where the average age of a community college student is 28 years old (American Association of Community Colleges, 2016) and the majority of sexual assault victims are under the age of 30 (RAINN, 2016). On average, there are 12,952 students attending the 114 public California community colleges (IPED, 2017). Also, California, the “largest system of higher education in the nation, with 2.1 million students attending [public and private community] colleges (California Community Colleges, 2018)”, has 1.47 million students attending the public community college system (IPED, 2017). In total, this study surveyed 61 California community colleges that represented 53.5% of the California public community college system that consists of 114 college campuses which cover 56% (i.e., 833,926) of the student population.

Comparison Analysis

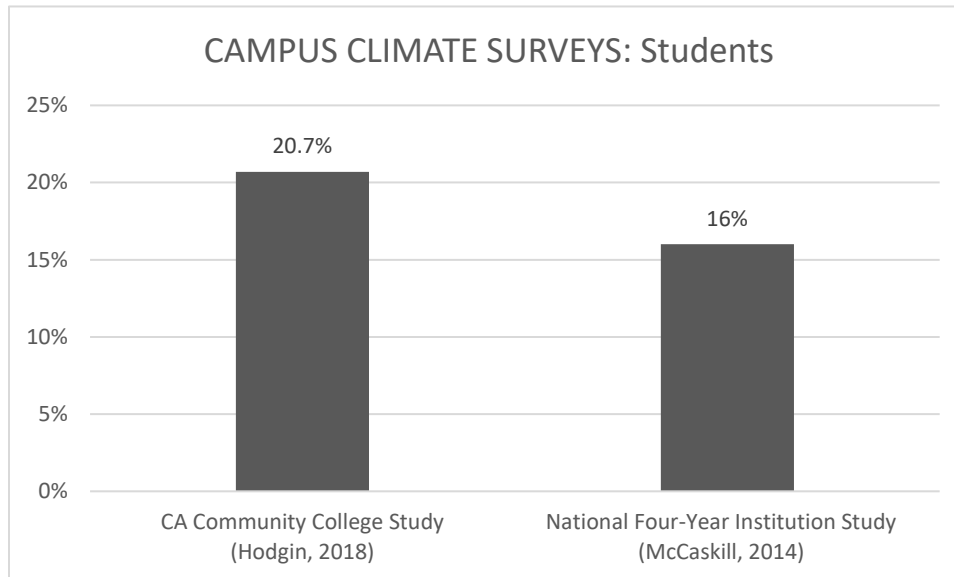
Two key studies are discussed in this section and used as baseline comparisons for the community college findings of this dissertation. First, Karjane et al. (2002) was one of the first reports to systematically analyze campus Title IX policies and programs that included prevention efforts and victim response/support services on four-year and community college campuses. Second, United States Senator McCaskill’s (2014) report is one of the more recent studies that analyzed what four-year institutions are implementing and included themes such as prevention education, Title IX oversight, campus surveys, and campus response/support services. Both studies were referenced throughout the instrumentation development stages of this study and are used to provide insight on California community college implementation. Results indicate that sexual violence prevention and Title IX implementation have only minimally increased throughout the decades.

Throughout this dissertation, the following topics have been used as primary indicators of sexual violence prevention actions implemented on campuses: campus climate surveys, campus response/support services, and prevention education, (American College Health Association, 2007; Karjane et al., 2002; McCaskill, 2014). Here I discuss key findings from this study while also highlighting trends in Title IX implementation that are either similar to previous findings from McCaskill's (2014) report and Karjane's et al.'s, (2002) study, or are different from their findings—especially those that may indicate improvement of Title IX implementation.²⁶

Campus Climate Surveys. This dissertation uses an adapted survey to ask campus administrators if they conduct campus climate surveys. Findings within this study show only 20.7% of the campuses report having completed student climate surveys. When compared to McCaskill's 2014 report, which showed 16% of her surveyed 4-year institutions conducted campus climate surveys, this suggests a slight growth within a four-year span of time (see Figure 2). Despite the increase of attention on the topic of Title IX trainings and best practices in the past four years, community colleges demonstrate they are failing to conduct campus climate surveys at a high rate and have not progressed much beyond what McCaskill's 2014 study discovered using a national sample.

²⁶ It is important to note, that although this study is most similar to McCaskill's 2014 study, the McCaskill report only evaluated if campuses conducted specific implementation and not if they were in progress. Therefore, the McCaskill 2014 report is comparable to my study on what campuses report having "completed".

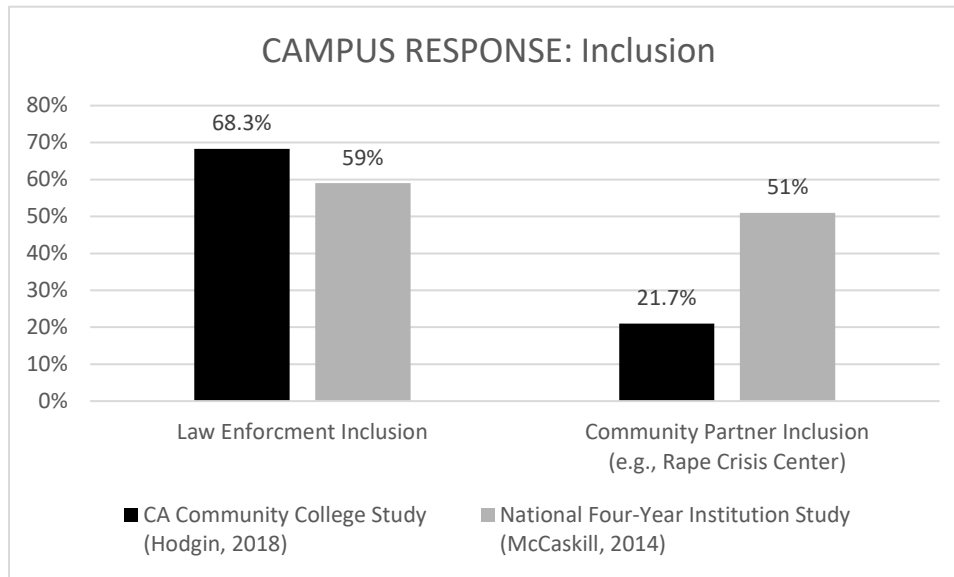
Figure 2 Campus Climate Surveys: Students



Community college campuses are demonstrating a weakness in their ability to know what types of sexual misconduct issues may be present. Overall, their lack of information hinders their ability to strategically plan and effectively implement sexual violence prevention efforts.

Campus Response via Collaborative Inclusion. When Title IX administrators were asked if they have developed a multidisciplinary task force to address sexual violence prevention and response services, 68.3% of campuses reported completion of law enforcement inclusion, and 21.7% of campuses reported completion of community partner inclusion (e.g., rape crisis centers). In McCaskill's (2014) study, 59% of institutions reported law enforcement inclusion, and 51% of campuses reported community victim assistance/advocacy program inclusion. The comparison between both studies shows California community colleges are relying on law enforcement far more than McCaskill's 2014 study found (see Figure 3).

Figure 3 Campus Response: Inclusion

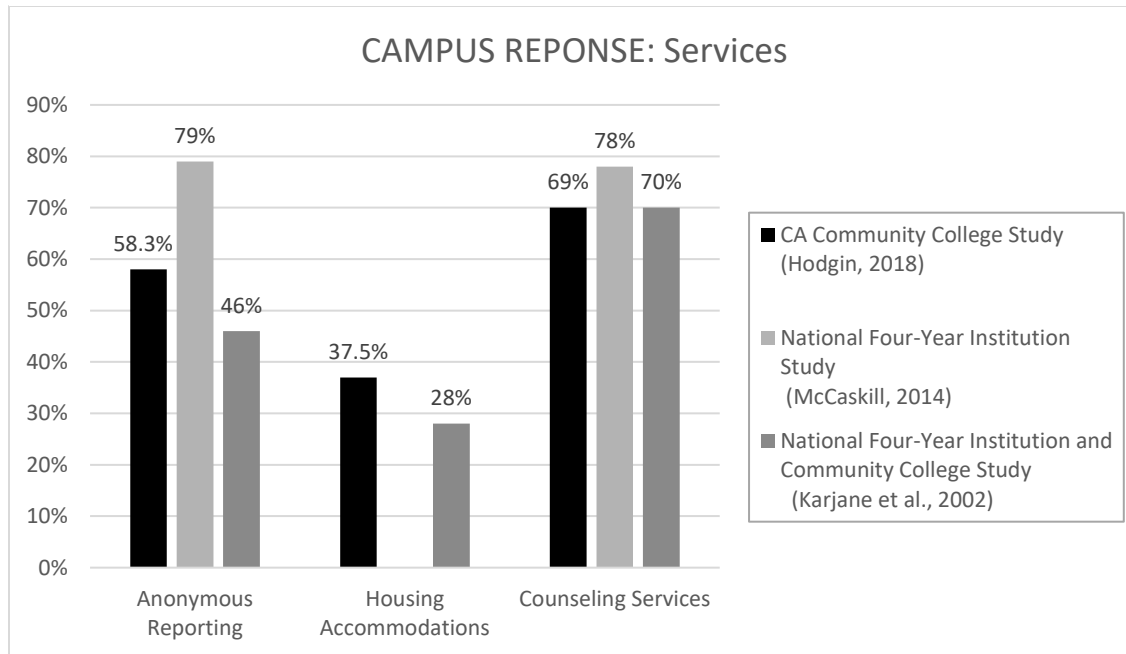


Overall, community college campuses in this study are failing to provide a collaborative campus response. The greater rate of law enforcement involvement (68.3%) to deal with sexual violence matters on community colleges may appear to be a positive outcome, but the fact that there is a significant difference in the community partner collaboration (21.7% versus 51%) on these campuses is clearly a cause for concern. Community partner collaborations provide advocacy, counseling, and rape crisis assistance that can empower survivors with support when they are alone and unsure of what action to take. Whereas research has shown that a law-enforcement-centered response dissuades victim reporting and increases survivor anxiety around seeking help (Greeson et al., 2013; Koss et al., 2014; Patterson et al., 2009). In 2014, McCaskill's report demonstrated that 4-year campuses had a greater collaborative effort since law enforcement and community partners were almost equally represented. The outcome across California community colleges is a red flag and indicates a law-enforcement-centered response rather than a victim-centered response. Overall, this comparison indicates that community

colleges are either unaware of coordinated response service best practices or are selecting to ignore best practices and allowing law enforcement to handle campus response.

Campus Response Services: Anonymous Reporting, Housing Accommodations, and Counseling Services. When Title IX administrators were asked if their campus offered the option of anonymous reporting, 58.3% of campuses reported they had completed implementation of anonymous hotlines. In contrast, 79% of 4-year campuses reported they had anonymous reporting available on campuses in McCaskill's (2014) study. Karjane et al.'s (2002) study showed 45.8% of campuses had anonymous reporting on campuses. When California Title IX administrators were asked if their campus provides academic and housing accommodations, 37.5% of participating campuses reported they had completed implementation of this type of resource available for survivors. Although this area of accommodation was not investigated in McCaskill's study, Karjane et al.'s (2002) identified campus housing accommodations for survivors available on 28% of campuses. When California Title IX administrators were asked if they have counseling, advocacy, and support services available, 69% of participating campuses reported they have completed implementation of counseling and support resources. McCaskill's (2014) national sample found that 78% of campuses did provide counseling or support services. Karjane et al. (2002) found 70% of campuses did provide counseling services. (See Figure 4 for a comparison amongst findings).

Figure 4 Campus Response: Services



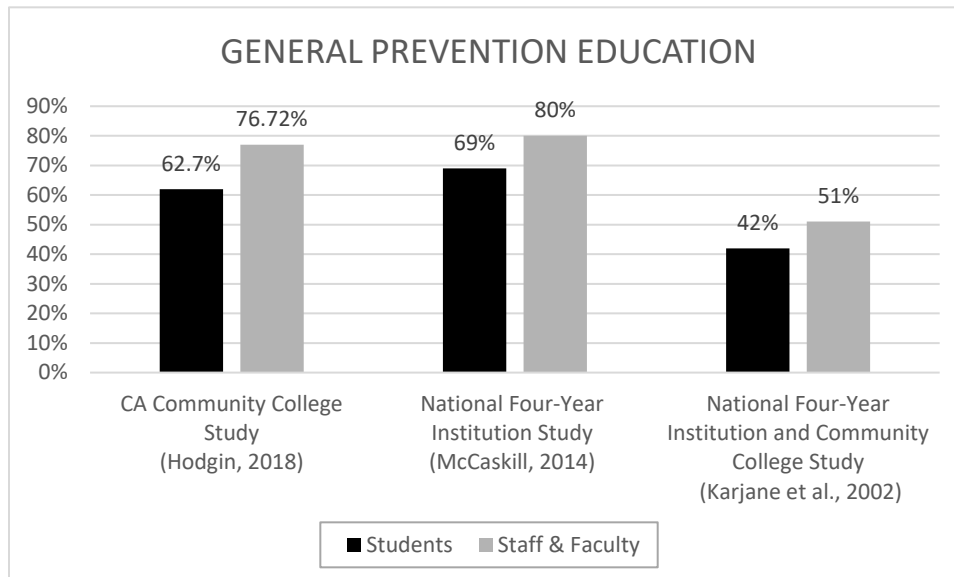
Overall, California community colleges are lacking in the implementation of all three services. For example, only 69% of California community colleges that participated in this study report completing implementation of mental health services, which points to an unacceptably large number of underserved students. What is evident in the comparison between California community college results and McCaskill's (2014) and Karjane et al.'s (2002) findings, is that participating California community colleges are mostly on par with campus sexual violence prevention implementation reported almost two decades ago. This points to a lack of progress in providing necessary response services on campuses.

Prevention Education for General Populations. General prevention education training is crucial to provide a baseline of understanding for the entire campus population. This should be done through a strategic lens, guided by a campus climate survey to ensure relevant topics are specifically addressed for each campus. Campuses should then implement generalized trainings

as a first step toward prevention and response for students, staff, and faculty. It should be noted that research has shown that generalized one-time training sessions are not an effective approach for prevention and response education and should not be deemed as the only Title IX prevention education necessary for a campus (Potter et al., 2015).

Regarding the implementation of general student prevention education training, community college Title IX administrators reported 62.7% of community college campuses have implemented First-Year Student sexual violence prevention education training. McCaskill (2014) found that 69% of campuses reported implementing student training and Karjane et al. (2002) reported 42% of schools saying they provided student prevention education. Additionally, study participants were asked about general prevention education training provided to staff and faculty. California community colleges reported 79.31% of campuses have implemented prevention education training for staff, and 74.13% of campuses reported faculty prevention education training; averaging 76.72% for the implementation of prevention education training for both faculty and staff. In comparison, McCaskill's (2014) study identified 80% of institutions reported providing staff and faculty training and Karjane et al.'s (2002) study found 51% of schools provided staff and faculty training as is shown in Figure 5.

Figure 5 General Prevention Education



Overall, more attention has been paid to staff and faculty prevention education training than to student prevention education training throughout the study comparisons, and this indicates a troubling trend. By the sheer number of students, which outweighs other constituent groups on campus, and the greater vulnerability students face because on average they are younger and less experienced in comparison to older faculty and staff, students should be receiving equal if not more prevention education attention. In addition to this, it is important for all constituents to be aware of means of preventing sexual violence and how to address/assist survivors in cases of disclosure. In Figure 5, general prevention education training for students did see a noticeable increase between the 2002 and 2014 studies, but the 61 community colleges have not achieved the levels found in 4-year colleges 4 years before. The fact that the progress on prevention education implementation has not increased over the last four years is of great

concern, especially given the increase of public scrutiny on the topics of Title IX and sexual violence within our society, such as the most recent #metoo campaign.²⁷

Prevention Education for Targeted Groups. In this study, campus administrators were asked if their campus's Title IX education efforts completed implementation of prevention education targeting specific populations. Community colleges responded that 3.6% of campuses completed implementation of prevention education targeting disabled students, 15.5% of campuses reported completed implementation of prevention education targeting sexual minority students (LGBTQ), and 5% completed implementation of prevention education targeting non-native English-speaking students. In Karjane et al.'s (2002) study, 25% of campuses reported they provided targeted prevention education services for special populations²⁸ (disabled, sexual minority, and non-native English-speaking students). In McCaskill's (2014) study, campuses were asked if they provided prevention education for underserved populations with no specificity as to who these groups were; 45% of campuses reported they did.

Because this study did disaggregate information to obtain a clear sense on completed implementation of prevention education targeting groups on community college campuses, a direct comparison with Karjane et al.'s (2002) study cannot be made because the information is aggregated. However, by analyzing the three similar group types it is evident there has been little increase in emphasis on targeted prevention education for these groups between the two studies.

²⁷ The #metoo awareness campaign was released in October 2017 and began a public conversation on the amount of sexual misconduct/violence individuals experience. This awareness campaign was released six months prior to this study's questionnaire release to community college campuses. The topic of sexual violence and how campuses responded during this period is relevant to this study's findings.

²⁸ Although additional targeted groups were specified in this study, they were not included in this chapter's discussion to concentrate on the similar topics between Karjane et al.'s 2002 study and California community colleges. Other groups that were analyzed in this study include international students, men, and student leaders. See Chapter 4 for more details as to these results.

Furthermore, McCaskill's general finding of 45% of campuses that targeted various groups is unclear since it cannot be determined which groups were targeted and little information is provided to compare. Our poor ability to compare across these studies demonstrates the need for Title IX and sexual violence research to use similar question types to analyze and understand implementation trends.

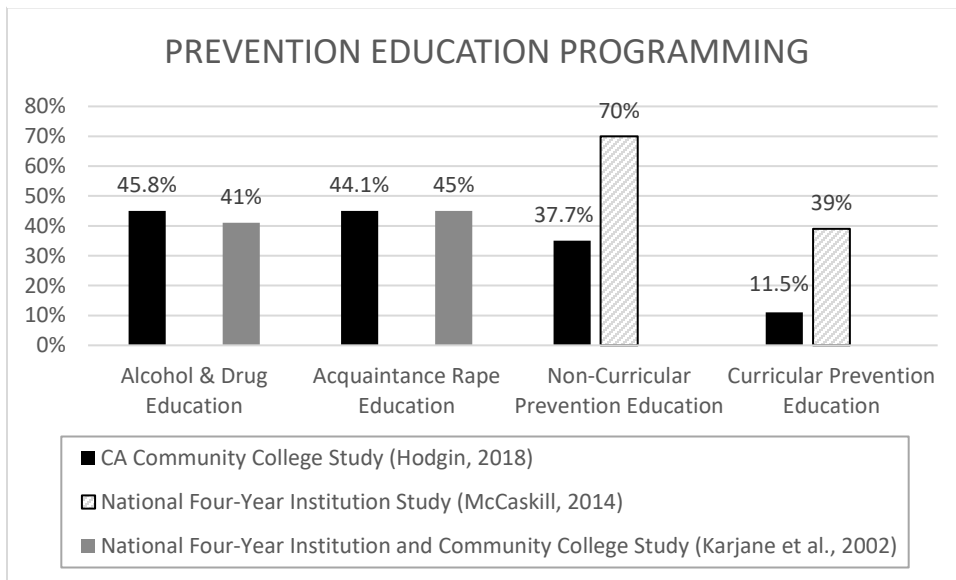
Prevention Education Programming. Prevention education topics and programming are important components for a successful education plan. Areas that should be considered are what topics will be presented, how the topics and programming will be presented, and how often the prevention education will reach constituents.

When California community college representatives were asked what kinds of educational programming topics are implemented on campuses, 45.8% reported they completed the inclusion of how alcohol and drugs can play a role in victimization, 44.1% reported they completed the inclusion of high acquaintance rape on campuses, 37.7% reported they completed the inclusion of non-curricular prevention education (e.g., campus prevention education events that take place outside the classroom), and only 11.5% of Title IX administrators reported they completed the inclusion of curricular prevention education.²⁹ In comparison, McCaskill's (2014) study found 70% of campuses reported they implement non-curricular prevention education (i.e., sexual violence awareness events that take place on campus), and 39% of campuses reported they developed educational programming topics to be incorporated within curricular prevention

²⁹ Although additional prevention programming topics were specified in this study, they were not included in this chapter's discussion to concentrate on the comparison amongst McCaskill's 2014 and Karjane et al.'s 2002 studies with similar topics. Other programming topics that were analyzed in this study include Bystander Intervention, consent, positive role modeling, programming that invites men to participate, etc. see Chapter 4 for more details as to these results.

education (i.e., in the classroom). In Karjane et al.’s (2002) study, approximately 45% of campuses reported they include acquaintance rape prevention programming, and 41% of campuses reported providing alcohol and drug-related prevention education. See Figure 6 for a comparison on the specific programming themes listed above.

Figure 6 Prevention Education Programming



Overall, prevention education programming has not been analyzed in depth within Title IX and sexual violence research, but the figure above provides initial insight into on-campus programming. Two important topics for prevention education are alcohol and drug vulnerability to sexual violence, and acquaintance rape education because many people are unaware alcohol and drug vulnerability is involved with over 75% of sexual assaults and that over 90% of the time sexual violence is perpetrated by someone known to the victim. Although these two topics are widely known to be critical for prevention education, there is no real increase in their programming implementation between California community colleges and Karjane et al.’s (2002) study results. In addition to this, there is a significant difference in comparing non-

curricular and curricular prevention education on campuses when comparing McCaskill's (2014) results to the reported information provided by California community colleges. These comparisons indicate community colleges are failing to keep up with 4-year colleges in providing effective sexual violence prevention education programming.

This comparison analysis approach proved to be insightful on what California community colleges are doing when compared to the 2002 and 2014 studies. It is important to note that some of the differences found in the comparison could be due to the commuter, mostly part-time, two-year community colleges analyzed in this study versus the residential, mostly full-time, four-year institutions analyzed within the 2002 and 2014 studies. However, regardless of the composition of an institution's student body, all higher education institutions should implement campus climate surveys, campus response/support services, and sexual violence prevention education.

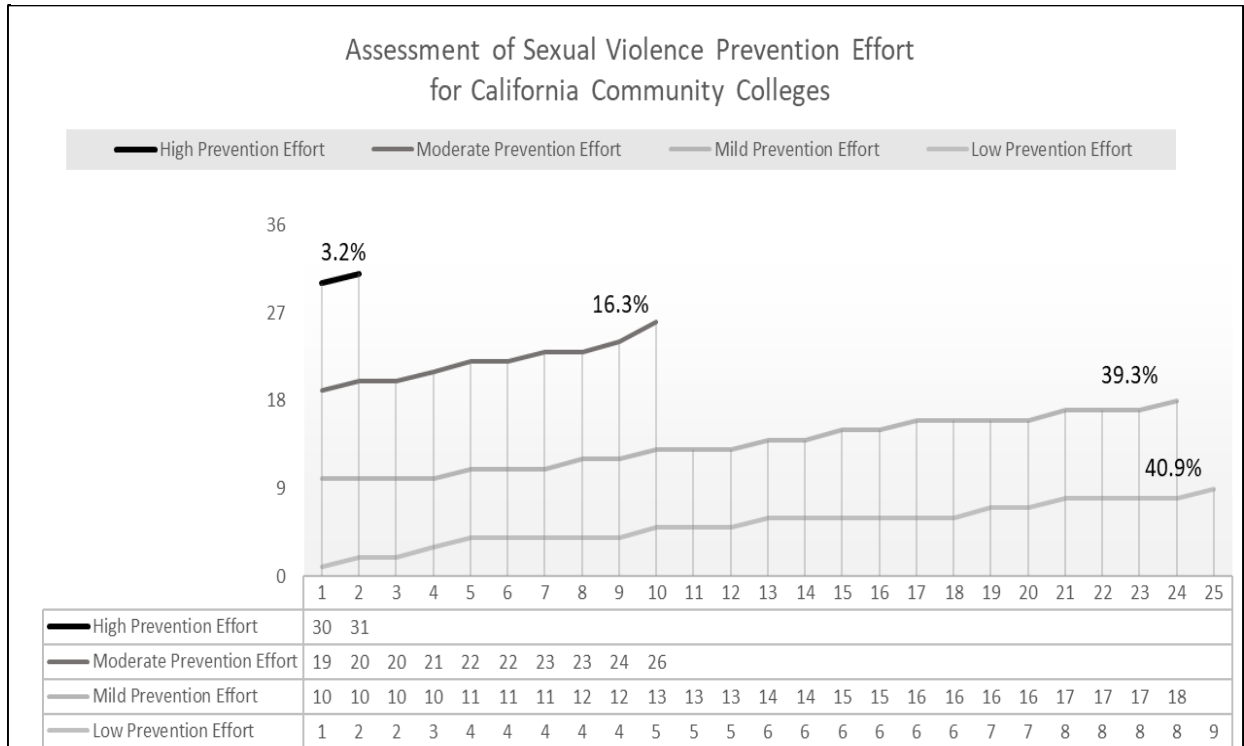
Title IX Oversight. In McCaskill's (2014) study, over 10% of campuses did not have a designated Title IX administrator. In this study 100% of campuses had a Title IX administrator; however, the number of titles/roles these Title IX administrators have are extraordinarily high (ranging between 2-14 titles reported), that was calculated to find a weighted average of 2.927.

Based on the overall implementation comparison and discussion, and the Title IX oversight information, a new question arises: Can a designated Title IX administrator effectively do their Title IX role while negotiating several other titles and responsibilities? Based on the reported prevention education implemented on California community campuses, there is a deficit of prevention education implementation; though not shown by the analysis (perhaps due to the small sample size), the lack of a full-time administrator's attention to Title IX compliance could be a reason why.

Assessment of Sexual Violence Prevention Efforts

This dissertation introduced ASVPE, an instrument based on the 36 dependent variables observed in this study. These equally weighted 36 questions provide insight on the anti-sexual-violence practices California community college campuses are currently implementing. ASVPE includes 24 adapted questions from the 2007 American College Health Association sexual violence toolkit, and 12 questions designed and added by the author to ensure that best practices from the last decade were included. (See Appendix E: for the complete list of ASVPE Instrument Questions.) The 36 dependent variables were used to calculate a campus summary score based on the Title IX administrator's reported number of "actions completed". Figure 7 Assessment Outcome of California Community College Sexual Violence Prevention Efforts provides an illustration of the outcome of sexual violence prevention efforts made by California community college campuses based on this study's 36 dependent variables.

Figure 7 Assessment Outcome of California Community College Sexual Violence Prevention Efforts



Overall, ASVPE findings for the 61 community college responses found that the majority of campuses are implementing prevention efforts at the lower end of the scale: mild prevention efforts (39.3%) or low prevention efforts (40.9%). This indicates that most California community colleges in this study (80%) are failing to implement Title IX best practices that are geared toward increasing campus understanding of sexual violence, preventing sexual violence, promoting sensitivity for survivors, and providing necessary services on campuses.

Statistical Analysis Discussion

This study ran statistical analyses to gain insight and provide understanding about relationships between the independent variable themes—(i) knowledgeable leadership, (ii) proactive leadership, (iii) supportive leadership and (iv) limited funding influences—and the dependent variable in this study: the total number of sexual violence prevention actions that were

reported as implemented on California community college campuses. Two types of statistical analyses were discussed, correlation analysis and an OLS multiple linear regression.

First, a correlation matrix was analyzed to identify relationships between the independent variables and four sub-categories that consisted of 32 dependent variables. These four sub-categories were selected by the author and tested for reliability and include the following: Campus Climate Surveys, Targeted Prevention Education Groups, Targeted Education Programming, and Campus Response.

Overall, three of the four dependent variable sub-categories (i.e., Campus Climate Surveys, Targeted Prevention Education Groups, and Campus Response) were identified as having at least two statistically significant relationship with specific independent variables. For example, Targeted Prevention Education Groups (sub-category 2) had three significant variables with r-scores ranging from 0.275 to 0.339. These three variables suggest that the more knowledge Title IX administrators have on student policy and procedure, the more a campus supports current topics used to release Title IX and resource messages, and the more supportive campuses are to implementing prevention education, then the more targeted prevention education will take place for constituent groups. Two additional independent constructs (Knowledgeable Leadership of Student Policy and Procedure, and Supportive Leadership of Sexual Violence Prevention Education Implementation) were identified as having a significant relationship with multiple sub-category groups, which indicates they may or may not have more of an influence on the overall summary score of prevention education implementation on campuses than other independent variables. It is important to note that in correlating the dependent variable sub-categories with the independent variables, a total of 11 significant correlations were produced which is only slightly above the number of correlations that would be produced by chance (i.e.,

seven correlations) through Type I error. In other words, there are very few significant correlations between the variable sub-categories and the independent variables. Additionally, the correlation r-scores ranged between -0.297 and 0.399, which shows a lack of strength in relationship but may still provide some insight between the independent and dependent variable relationships that were identified as significant.

Second, an OLS multiple linear regression investigated the relationship between campus summary scores (calculated from the total number of actions completed from the 36 dependent variables) and independent construct summary scores that were calculated per campus. Two additional independent variables were included in this analysis that seemed likely to affect the number of actions implemented by each campus: (i) the number of titles reported by each Title IX administrator, and (ii) the frequency with which a campus president reviews TIX cases. This analysis is based on a single multiple linear regression used to identify if any of the six independent variables could significantly predict the implementation action summary scores per campus, which ranged between 0 and 36 (see Table 21).

Table 21 OLS Multiple Regression with Independent Variable Constructs

	Unstandardized Coefficients	
	B	Std. Error
(Constant)	1.985	5.305
#TITLES	0.449	0.548
PRESIDENT case review frequency	0.506	0.578
KNOWLEDGE Construct	0.609	0.558
PROACTIVE Construct	-0.315	0.468
SUPPORT Construct	0.633	0.538
FUNDING Construct	0.229	0.324
	R2 = 0.099	F(5,60)=0.896
		F-sig = 0.505

Overall, the results of this regression analysis indicate an insignificant effect between the selected independent variables and the dependent variable summary scores, with the results

showing only 9.9% of the variation in campus summary scores explained by the six independent variables tested. It is important to note that, because this analysis is based on research that supports the variables tested, the lack of significance could mean the sample size was too small to detect weak effects, or it could mean that responses are inaccurate—or it could even mean that the theory is wrong. In sum, this regression was not significant, and no coefficients were significant.

Hypotheses Discussion

This study failed to reject the null hypotheses, and no relationship was found between the number of sexual violence prevention actions implemented between campuses who were (i) high in knowledge base and institutions that were low in knowledge base (hypothesis one), (ii) high in support levels and institutions that were low in support levels (hypothesis two), (iii) high in senior administration proactive levels and institutions that were low in senior administration proactive levels (hypothesis three), and (iv) high in limited funding and institutions that were low in limited funding (hypothesis four). This study performed several alternative analyses, including correlation analysis and an OLS regression, and ultimately concluded that none of the four null hypotheses could be rejected.

Overall, this study indicates that implementation of Title IX is complex because of the multiple variables that can influence implementation efforts. This dissertation investigates if Title IX administrators and senior administration directly influence the implementation efforts, and although this hypothesis is not supported, other relevant information was learned. First, 23 administrators reported that all institutional supports were in place (i.e., knowledgeable leadership, proactive leadership, supportive leadership, and low limited funding), yet when comparing the number of prevention actions implemented, 19 of the campuses scored in the Low

to Mild Prevention Effort range of the ASVPE, indicating an inconsistency in response. If 19 campuses had all support, proactive leadership, knowledge of best practices, and low limited funding (meaning funding was not considered a problem for implementation) why did campuses report, for example, having implemented 2 actions, 4 actions, 7 actions, or 12 actions out of 36 possible actions? This seems to indicate that there are other aspects of implementation that are influencing the low efforts on campuses. Another insight from this analysis is on the campuses that scored within the Moderate and High Prevention Effort range (i.e., 12 campuses). These campuses (except one) reported having all institutional supports in place or listed only one area of leadership concern. This indicates a small-scale pattern that may support the notion that the sample for this study could have been too small to achieve a clear picture of the leadership influence on implementation actions.

Limitations

Limitations in this study include possible reporting biases, small sample size, and sample representation. First, the fear of scrutiny amongst Title IX administrators could have resulted in inaccurate responses in the form of a more positive response than were warranted on (i) campus leadership influence or limited funding influence on prevention implementation, and/or (ii) the total number of prevention actions implemented. Second, this analysis was done on 61 campuses of the 114 California community colleges in the State. Although the study does provide clear descriptive insight on the actions these community colleges are implementing individually, the sample may have been too small to garner real insight on the overall leadership influence of the number of actions implemented on all campuses—though the fact that the included observations are very similar to the excluded observations makes this less likely. Third, although California community colleges do represent the largest system of higher education in the nation, and a diverse population, analyzing only California community colleges limits the generalizability of

this study to other States. While this study can be used to inform national—and especially California’s—leaders, it should not be confused as a broad representation of all national two-year institutions.

Recommendations for Future Research

This dissertation is an extension of the work done by many scholars, criminologists, psychologists, and advocates. But, as so many in the past have stated, there is so much more to be done. Recommendations for future research first includes continuing to understand what Title IX actions are being implemented and what is influencing the implementation efforts made on campuses. Literature has clearly found a link between leadership influencing implementation (Aarons, Farahnak, & Ehrhart, 2014; Damanpour & Schneider, 2006; Rogers, 2003), and although the analysis of Title IX implementation is a social phenomenon in its first phases of exploration, we must continue investigating what is influencing the inadequate implementation of sexual violence prevention despite policy and legal directives. Second, we should extend Title IX analysis to all federally-funded K-12 schools and community colleges. Third, we should apply a qualitative component in the analysis of Title IX actions implemented on campuses to include focus groups and interviews with students, staff, and faculty. All constituents could provide meaningful insight as to what they are experiencing and seeing implemented on campuses and could further identify institutional barriers that administrators, or scholarship, may not be identifying.

Recommendations for Campus Administrators

The following 10 recommendations are based on this dissertation's literature review, analyses, and conclusions and are meant to provide campus administrators with steps to better understand their campus and the actions they can implement to increase Title IX best practices.

1. The Assessment of Sexual Violence Prevention Efforts (ASVPE). Administer the 36-item questionnaire. (ASVPE can be found in Appendix E.) This instrument is recommended as a campus evaluation for Title IX best practices. Based on the evaluation results, campuses will be able to identify where they rank on the ASVPE scale and garner a sense of what steps can be taken to increase sexual violence prevention efforts.
2. Campus Climate Survey: Conduct annual Campus Climate Surveys for students, staff, and faculty (these surveys may be similar in nature but should address each constituent separately) to increase overall understanding on what your campus culture is like and flag any potential areas of concern.
3. Prevention Education (General): Provide general prevention education for students, staff, and faculty based on the annual campus climate surveys. This prevention education should take place every year in more than one session a year.
4. Prevention Education (Targeted): Develop targeted prevention education for populations prone to victimization (e.g., sexual minority students) and for populations that can help reduce victimization (e.g., men). The campus climate survey can be used to better inform the strategic plan targeting prevention education groups effectively.
5. Prevention Education (Programming): Increase the scope of prevention education programming topics on campus. This can include programming for men to be involved with prevention education, workshops to discuss what healthy relationships are, seminars on how to help a friend that has been victimized, outreach events to increase awareness

on myths such as stranger danger, etc. The goal of prevention education programming is to ensure campuses are proactive with Title IX prevention education and addressing various areas of information, education, and outreach.

6. Campus Response (Inclusion): Establish a collaborative campus response group that addresses topics of sexual misconduct response and reporting on campus for proactive Title IX implementation. A collaborative group should include community partners such as a rape crisis center, law enforcement, administrators, student leaders, and academic leaders. This collaboration should avoid relying on a law-enforcement-centered response to sexual violence, but rather should be a victim-centered response approach that includes advocate services as well as law enforcement.
7. Campus Response (Services): Prepare a plan on what steps will be taken to increase reporting, services, and information on campus. Campus services include anonymous reporting, resources listed on websites, academic and housing accommodations, and access to contact information (such as Title IX administrator name, phone number, and email on campus websites).
8. Policy: Implement relevant Title IX policies such as underage drinking amnesty policies to increase reporting. Also, ensure state-mandated policies, such as gender-neutral bathrooms on campuses, are fully implemented.
9. Oversight of Title IX Administrator: Increase Title IX administrator/team focus on prevention education implementation to be equal to the focus placed on investigations and adjudication preparation.
10. Increase Senior Administration Awareness & Visibility: Increase the senior administration's Title IX awareness and visibility on campus. Discuss with the campus

president and senior administration the importance of reviewing Title IX cases to increase awareness of the culture of their campus. Have the president of your campus release a statement regarding Title IX and sexual violence to increase campus efforts to address inequities on campus.

Closing Thoughts

This dissertation began with a comparison between the Obama and Trump administrations' influence on Title IX to illustrate the leadership and symbolic images that can impact institutional directives. Overall, Presidents Obama and Trump provided an example of differing Title IX efforts as well as differing leadership agendas regarding the prevention of sexual violence. This comparison inspired the exploration of this study to see if specific California community college implementation leadership characteristics (i.e., Title IX knowledge, support of Title IX efforts, proactive efforts for Title IX, and limited funding influences on Title IX directives) could be identified as directly influencing the number of sexual violence prevention education actions implemented on campuses. They could not.

Additionally, McCaskill's 2014 study was a significant report used in this study to provide recent information on what Title IX compliance has looked like on campuses. McCaskill's 2014 study and Karjane et al.'s 2002 report were used in a comparison analysis with the descriptive results of this study to illustrate trends within Title IX implementation. This approach proved to be insightful as to a stall in proactive Title IX actions implemented on community college campuses when compared to the 2002 and 2014 studies.

The Assessment of Sexual Violence Prevention Efforts (ASVPE), an instrument introduced in this study, was used to calculate the number of prevention actions implemented per campus and evaluate the overall Title IX implementation progress being made on participating

California community college campuses. The results of the ASVPE indicate the majority of campuses that participated in this study are failing to comply with Title IX best practices.

In conclusion, statistical analyses found no statistically significant relationships between leadership influence (i.e., independent variables) and the number of prevention education actions implemented (i.e., dependent variables), leaving only descriptive statistics to reveal the current state of California community colleges' Title IX compliance practices. In sum, this study has provided insight into what participating California community colleges are doing in their efforts to implement sexual violence prevention education, but the question of why Title IX efforts are high or low is still unexplained.

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Appendix A

Dear Colleague Letter, 2011

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE FOR CIVIL RIGHTS

THE ASSISTANT SECRETARY

April 4, 2011

Dear Colleague:

Education has long been recognized as the great equalizer in America. The U.S. Department of Education and its Office for Civil Rights (OCR) believe that providing all students with an educational environment free from discrimination is extremely important. The sexual harassment of students, including sexual violence, interferes with students' right to receive an education free from discrimination and, in the case of sexual violence, is a crime.

Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. §§ 1681 *et seq.*, and its implementing regulations, 34 C.F.R. Part 106, prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. In order to assist recipients, which include school districts, colleges, and universities (hereinafter "schools" or "recipients") in meeting these obligations, this letter¹ explains that the requirements of Title IX pertaining to sexual harassment also cover sexual violence, and lays out the specific Title IX requirements applicable to sexual violence.² Sexual violence, as that term is used in this letter, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape,

¹ The Department has determined that this Dear Colleague Letter is a "significant guidance document" under the Office of Management and Budget's Final Bulletin for Agency Good Guidance Practices, 72 Fed. Reg. 3432 (Jan. 25, 2007), available at:

http://www.whitehouse.gov/sites/default/files/omb/assets/regulatory_matters_pdf/012507_good_guidance.pdf.

OCR issues this and other policy guidance to provide recipients with information to assist them in meeting their obligations, and to provide members of the public with information about their rights, under the civil rights laws and implementing regulations that we enforce. OCR's legal authority is based on those laws and regulations. This letter does not add requirements to applicable law, but provides information and examples to inform recipients about how OCR evaluates whether covered entities are complying with their legal obligations. If you are interested in commenting on this guidance, please send an e-mail with your comments to OCR@ed.gov, or write to us at the following address: Office for Civil Rights, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

² Use of the term "sexual harassment" throughout this document includes sexual violence unless otherwise noted. Sexual harassment also may violate Title IV of the Civil Rights Act of 1964 (42 U.S.C. § 2000c), which prohibits public school districts and colleges from discriminating against students on the basis of sex, among other bases. The U.S. Department of Justice enforces Title IV.

sexual assault, sexual battery, and sexual coercion. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

The statistics on sexual violence are both deeply troubling and a call to action for the nation. A report prepared for the National Institute of Justice found that about 1 in 5 women are victims of completed or attempted sexual assault while in college.³ The report also found that approximately 6.1 percent of males were victims of completed or attempted sexual assault during college.⁴ According to data collected under the Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act (Clery Act), 20 U.S.C. § 1092(f), in 2009, college campuses reported nearly 3,300 forcible sex offenses as defined by the Clery Act.⁵ This problem is not limited to college. During the 2007-2008 school year, there were 800 reported incidents of rape and attempted rape and 3,800 reported incidents of other sexual batteries at public high schools.⁶ Additionally, the likelihood that a woman with intellectual disabilities will be sexually assaulted is estimated to be significantly higher than the general population.⁷ The Department is deeply concerned about this problem and is committed to ensuring that all students feel safe in their school, so that they have the opportunity to benefit fully from the school's programs and activities.

This letter begins with a discussion of Title IX's requirements related to student-on-student sexual harassment, including sexual violence, and explains schools' responsibility to take immediate and effective steps to end sexual harassment and sexual violence. These requirements are discussed in detail in OCR's *Revised Sexual Harassment Guidance* issued in 2001 (*2001 Guidance*).⁸ This letter supplements the *2001 Guidance* by providing additional guidance and practical examples regarding the Title IX requirements as they relate to sexual violence. This letter concludes by discussing the proactive efforts schools can take to prevent sexual harassment and violence, and by providing examples of remedies that schools and OCR may use to end such conduct, prevent its recurrence, and address its effects. Although some examples contained in this letter are applicable only in the postsecondary context, sexual

³ CHRISTOPHER P. KREBS ET AL., THE CAMPUS SEXUAL ASSAULT STUDY: FINAL REPORT xiii (Nat'l Criminal Justice Reference Serv., Oct. 2007), available at <http://www.ncjrs.gov/pdffiles1/nij/grants/221153.pdf>. This study also found that the majority of campus sexual assaults occur when women are incapacitated, primarily by alcohol. *Id.* at xviii.

⁴ *Id.* at 5-5.

⁵ U.S. Department of Education, Office of Postsecondary Education, Summary Crime Statistics (data compiled from reports submitted in compliance with the Clery Act), available at

<http://www2.ed.gov/admins/lead/safety/criminal2007-09.pdf>. Under the Clery Act, forcible sex offenses are defined as any sexual act directed against another person, forcibly and/or against that person's will, or not forcibly or against the person's will where the victim is incapable of giving consent. Forcible sex offenses include forcible rape, forcible sodomy, sexual assault with an object, and forcible fondling. 34 C.F.R. Part 668, Subpt. D, App. A.

⁶ SIMONE ROBERS ET AL., INDICATORS OF SCHOOL CRIME AND SAFETY: 2010 at 104 (U.S. Dep't of Educ. & U.S. Dep't of Justice, Nov. 2010), available at <http://nces.ed.gov/pubs2011/2011002.pdf>.

⁷ ERIKA HARRELL & MICHAEL R. RAND, CRIME AGAINST PEOPLE WITH DISABILITIES, 2008 (Bureau of Justice Statistics, U.S. Dep't of Justice, Dec. 2010), available at <http://bjs.ojp.usdoj.gov/content/pub/pdf/capd08.pdf>.

⁸ The *2001 Guidance* is available on the Department's Web site at <http://www2.ed.gov/about/offices/list/ocr/docs/shguide.pdf>. This letter focuses on peer sexual harassment and violence. Schools' obligations and the appropriate response to sexual harassment and violence committed by employees may be different from those described in this letter. Recipients should refer to the *2001 Guidance* for further information about employee harassment of students.

harassment and violence also are concerns for school districts. The Title IX obligations discussed in this letter apply equally to school districts unless otherwise noted.

Title IX Requirements Related to Sexual Harassment and Sexual Violence

Schools' Obligations to Respond to Sexual Harassment and Sexual Violence

Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment prohibited by Title IX.⁹

As explained in OCR's *2001 Guidance*, when a student sexually harasses another student, the harassing conduct creates a hostile environment if the conduct is sufficiently serious that it interferes with or limits a student's ability to participate in or benefit from the school's program. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment, particularly if the harassment is physical. Indeed, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe. For instance, a single instance of rape is sufficiently severe to create a hostile environment.¹⁰

Title IX protects students from sexual harassment in a school's education programs and activities. This means that Title IX protects students in connection with all the academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program

⁹ Title IX also prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature. The Title IX obligations discussed in this letter also apply to gender-based harassment. Gender-based harassment is discussed in more detail in the *2001 Guidance*, and in the 2010 Dear Colleague letter on Harassment and Bullying, which is available at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf>.

¹⁰ See, e.g., *Jennings v. Univ. of N.C.*, 444 F.3d 255, 268, 274 n.12 (4th Cir. 2006) (acknowledging that while not an issue in this case, a single incident of sexual assault or rape could be sufficient to raise a jury question about whether a hostile environment exists, and noting that courts look to Title VII cases for guidance in analyzing Title IX sexual harassment claims); *Vance v. Spencer Cnty. Pub. Sch. Dist.*, 231 F.3d 253, 259 n.4 (6th Cir. 2000) ("[w]ithin the context of Title IX, a student's claim of hostile environment can arise from a single incident" (quoting *Doe v. Sch. Admin. Dist. No. 19*, 66 F. Supp. 2d 57, 62 (D. Me. 1999))); *Soper v. Hoben*, 195 F.3d 845, 855 (6th Cir. 1999) (explaining that rape and sexual abuse "obviously qualify[ed] as...severe, pervasive, and objectively offensive sexual harassment"); see also *Berry v. Chi. Transit Auth.*, 618 F.3d 688, 692 (7th Cir. 2010) (in the Title VII context, "a single act can create a hostile environment if it is severe enough, and instances of uninvited physical contact with intimate parts of the body are among the most severe types of sexual harassment"); *Turner v. Saloon, Ltd.*, 595 F.3d 679, 686 (7th Cir. 2010) (noting that "[o]ne instance of conduct that is sufficiently severe may be enough," which is "especially true when the touching is of an intimate body part" (quoting *Jackson v. Cnty. of Racine*, 474 F.3d 493, 499 (7th Cir. 2007))); *McKinnis v. Crescent Guardian, Inc.*, 189 F. App'x 307, 310 (5th Cir. 2006) (holding that "the deliberate and unwanted touching of [a plaintiff's] intimate body parts can constitute severe sexual harassment" in Title VII cases (quoting *Harvill v. Westward Commc'ns, L.L.C.*, 433 F.3d 428, 436 (5th Cir. 2005))).

sponsored by the school at another location, or elsewhere. For example, Title IX protects a student who is sexually assaulted by a fellow student during a school-sponsored field trip.¹¹

If a school knows or reasonably should know about student-on-student harassment that creates a hostile environment, Title IX requires the school to take immediate action to eliminate the harassment, prevent its recurrence, and address its effects.¹² Schools also are required to publish a notice of nondiscrimination and to adopt and publish grievance procedures. Because of these requirements, which are discussed in greater detail in the following section, schools need to ensure that their employees are trained so that they know to report harassment to appropriate school officials, and so that employees with the authority to address harassment know how to respond properly. Training for employees should include practical information about how to identify and report sexual harassment and violence. OCR recommends that this training be provided to any employees likely to witness or receive reports of sexual harassment and violence, including teachers, school law enforcement unit employees, school administrators, school counselors, general counsels, health personnel, and resident advisors.

Schools may have an obligation to respond to student-on-student sexual harassment that initially occurred off school grounds, outside a school's education program or activity. If a student files a complaint with the school, regardless of where the conduct occurred, the school must process the complaint in accordance with its established procedures. Because students often experience the continuing effects of off-campus sexual harassment in the educational setting, schools should consider the effects of the off-campus conduct when evaluating whether there is a hostile environment on campus. For example, if a student alleges that he or she was sexually assaulted by another student off school grounds, and that upon returning to school he or she was taunted and harassed by other students who are the alleged perpetrator's friends, the school should take the earlier sexual assault into account in determining whether there is a sexually hostile environment. The school also should take steps to protect a student who was assaulted off campus from further sexual harassment or retaliation from the perpetrator and his or her associates.

Regardless of whether a harassed student, his or her parent, or a third party files a complaint under the school's grievance procedures or otherwise requests action on the student's behalf, a school that knows, or reasonably should know, about possible harassment must promptly investigate to determine what occurred and then take appropriate steps to resolve the situation. As discussed later in this letter, the school's Title IX investigation is different from any law enforcement investigation, and a law enforcement investigation does not relieve the school of its independent Title IX obligation to investigate the conduct. The specific steps in a school's

¹¹ Title IX also protects third parties from sexual harassment or violence in a school's education programs and activities. For example, Title IX protects a high school student participating in a college's recruitment program, a visiting student athlete, and a visitor in a school's on-campus residence hall. Title IX also protects employees of a recipient from sexual harassment. For further information about harassment of employees, see *2001 Guidance* at n.1.

¹² This is the standard for administrative enforcement of Title IX and in court cases where plaintiffs are seeking injunctive relief. See *2001 Guidance* at ii-v, 12-13. The standard in private lawsuits for monetary damages is actual knowledge and deliberate indifference. See *Davis v. Monroe Cnty. Bd. of Ed.*, 526 U.S. 629, 643, 648 (1999).

investigation will vary depending upon the nature of the allegations, the age of the student or students involved (particularly in elementary and secondary schools), the size and administrative structure of the school, and other factors. Yet as discussed in more detail below, the school's inquiry must in all cases be prompt, thorough, and impartial. In cases involving potential criminal conduct, school personnel must determine, consistent with State and local law, whether appropriate law enforcement or other authorities should be notified.¹³

Schools also should inform and obtain consent from the complainant (or the complainant's parents if the complainant is under 18 and does not attend a postsecondary institution) before beginning an investigation. If the complainant requests confidentiality or asks that the complaint not be pursued, the school should take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the school should inform the complainant that its ability to respond may be limited.¹⁴ The school also should tell the complainant that Title IX prohibits retaliation, and that school officials will not only take steps to prevent retaliation but also take strong responsive action if it occurs.

As discussed in the *2001 Guidance*, if the complainant continues to ask that his or her name or other identifiable information not be revealed, the school should evaluate that request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students. Thus, the school may weigh the request for confidentiality against the following factors: the seriousness of the alleged harassment; the complainant's age; whether there have been other harassment complaints about the same individual; and the alleged harasser's rights to receive information about the allegations if the information is maintained by the school as an "education record" under the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 C.F.R. Part 99.¹⁵ The school should inform the complainant if it cannot ensure confidentiality. Even if the school cannot take disciplinary action against the alleged harasser because the complainant insists on confidentiality, it should pursue other steps to limit the effects of the alleged harassment and prevent its recurrence. Examples of such steps are discussed later in this letter.

Compliance with Title IX, such as publishing a notice of nondiscrimination, designating an employee to coordinate Title IX compliance, and adopting and publishing grievance procedures, can serve as preventive measures against harassment. Combined with education and training programs, these measures can help ensure that all students and employees recognize the

¹³ In states with mandatory reporting laws, schools may be required to report certain incidents to local law enforcement or child protection agencies.

¹⁴ Schools should refer to the *2001 Guidance* for additional information on confidentiality and the alleged perpetrator's due process rights.

¹⁵ For example, the alleged harasser may have a right under FERPA to inspect and review portions of the complaint that directly relate to him or her. In that case, the school must redact the complainant's name and other identifying information before allowing the alleged harasser to inspect and review the sections of the complaint that relate to him or her. In some cases, such as those where the school is required to report the incident to local law enforcement or other officials, the school may not be able to maintain the complainant's confidentiality.

nature of sexual harassment and violence, and understand that the school will not tolerate such conduct. Indeed, these measures may bring potentially problematic conduct to the school's attention before it becomes serious enough to create a hostile environment. Training for administrators, teachers, staff, and students also can help ensure that they understand what types of conduct constitute sexual harassment or violence, can identify warning signals that may need attention, and know how to respond. More detailed information and examples of education and other preventive measures are provided later in this letter.

Procedural Requirements Pertaining to Sexual Harassment and Sexual Violence

Recipients of Federal financial assistance must comply with the procedural requirements outlined in the Title IX implementing regulations. Specifically, a recipient must:

- (A) Disseminate a notice of nondiscrimination;¹⁶
- (B) Designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX;¹⁷ and
- (C) Adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee sex discrimination complaints.¹⁸

These requirements apply to all forms of sexual harassment, including sexual violence, and are important for preventing and effectively responding to sex discrimination. They are discussed in greater detail below. OCR advises recipients to examine their current policies and procedures on sexual harassment and sexual violence to determine whether those policies comply with the requirements articulated in this letter and the *2001 Guidance*. Recipients should then implement changes as needed.

(A) Notice of Nondiscrimination

The Title IX regulations require that each recipient publish a notice of nondiscrimination stating that the recipient does not discriminate on the basis of sex in its education programs and activities, and that Title IX requires it not to discriminate in such a manner.¹⁹ The notice must state that inquiries concerning the application of Title IX may be referred to the recipient's Title IX coordinator or to OCR. It should include the name or title, office address, telephone number, and e-mail address for the recipient's designated Title IX coordinator.

The notice must be widely distributed to all students, parents of elementary and secondary students, employees, applicants for admission and employment, and other relevant persons. OCR recommends that the notice be prominently posted on school Web sites and at various

¹⁶ 34 C.F.R. § 106.9.

¹⁷ *Id.* § 106.8(a).

¹⁸ *Id.* § 106.8(b).

¹⁹ *Id.* § 106.9(a).

locations throughout the school or campus and published in electronic and printed publications of general distribution that provide information to students and employees about the school's services and policies. The notice should be available and easily accessible on an ongoing basis.

Title IX does not require a recipient to adopt a policy specifically prohibiting sexual harassment or sexual violence. As noted in the *2001 Guidance*, however, a recipient's general policy prohibiting sex discrimination will not be considered effective and would violate Title IX if, because of the lack of a specific policy, students are unaware of what kind of conduct constitutes sexual harassment, including sexual violence, or that such conduct is prohibited sex discrimination. OCR therefore recommends that a recipient's nondiscrimination policy state that prohibited sex discrimination covers sexual harassment, including sexual violence, and that the policy include examples of the types of conduct that it covers.

(B) *Title IX Coordinator*

The Title IX regulations require a recipient to notify all students and employees of the name or title and contact information of the person designated to coordinate the recipient's compliance with Title IX.²⁰ The coordinator's responsibilities include overseeing all Title IX complaints and identifying and addressing any patterns or systemic problems that arise during the review of such complaints. The Title IX coordinator or designee should be available to meet with students as needed. If a recipient designates more than one Title IX coordinator, the notice should describe each coordinator's responsibilities (*e.g.*, who will handle complaints by students, faculty, and other employees). The recipient should designate one coordinator as having ultimate oversight responsibility, and the other coordinators should have titles clearly showing that they are in a deputy or supporting role to the senior coordinator. The Title IX coordinators should not have other job responsibilities that may create a conflict of interest. For example, serving as the Title IX coordinator and a disciplinary hearing board member or general counsel may create a conflict of interest.

Recipients must ensure that employees designated to serve as Title IX coordinators have adequate training on what constitutes sexual harassment, including sexual violence, and that they understand how the recipient's grievance procedures operate. Because sexual violence complaints often are filed with the school's law enforcement unit, all school law enforcement unit employees should receive training on the school's Title IX grievance procedures and any other procedures used for investigating reports of sexual violence. In addition, these employees should receive copies of the school's Title IX policies. Schools should instruct law enforcement unit employees both to notify complainants of their right to file a Title IX sex discrimination complaint with the school in addition to filing a criminal complaint, and to report incidents of sexual violence to the Title IX coordinator if the complainant consents. The school's Title IX coordinator or designee should be available to provide assistance to school law enforcement unit employees regarding how to respond appropriately to reports of sexual violence. The Title IX coordinator also should be given access to school law enforcement unit investigation notes

²⁰ *Id.* § 106.8(a).

and findings as necessary for the Title IX investigation, so long as it does not compromise the criminal investigation.

(C) Grievance Procedures

The Title IX regulations require all recipients to adopt and publish grievance procedures providing for the prompt and equitable resolution of sex discrimination complaints.²¹ The grievance procedures must apply to sex discrimination complaints filed by students against school employees, other students, or third parties.

Title IX does not require a recipient to provide separate grievance procedures for sexual harassment and sexual violence complaints. Therefore, a recipient may use student disciplinary procedures or other separate procedures to resolve such complaints. Any procedures used to adjudicate complaints of sexual harassment or sexual violence, including disciplinary procedures, however, must meet the Title IX requirement of affording a complainant a prompt and equitable resolution.²² These requirements are discussed in greater detail below. If the recipient relies on disciplinary procedures for Title IX compliance, the Title IX coordinator should review the recipient's disciplinary procedures to ensure that the procedures comply with the prompt and equitable requirements of Title IX.²³

Grievance procedures generally may include voluntary informal mechanisms (*e.g.*, mediation) for resolving some types of sexual harassment complaints. OCR has frequently advised recipients, however, that it is improper for a student who complains of harassment to be required to work out the problem directly with the alleged perpetrator, and certainly not without appropriate involvement by the school (*e.g.*, participation by a trained counselor, a trained mediator, or, if appropriate, a teacher or administrator). In addition, as stated in the *2001 Guidance*, the complainant must be notified of the right to end the informal process at any time and begin the formal stage of the complaint process. Moreover, in cases involving allegations of sexual assault, mediation is not appropriate even on a voluntary basis. OCR recommends that recipients clarify in their grievance procedures that mediation will not be used to resolve sexual assault complaints.

²¹ *Id.* § 106.8(b). Title IX also requires recipients to adopt and publish grievance procedures for employee complaints of sex discrimination.

²² These procedures must apply to all students, including athletes. If a complaint of sexual violence involves a student athlete, the school must follow its standard procedures for resolving sexual violence complaints. Such complaints must not be addressed solely by athletics department procedures. Additionally, if an alleged perpetrator is an elementary or secondary student with a disability, schools must follow the procedural safeguards in the Individuals with Disabilities Education Act (at 20 U.S.C. § 1415 and 34 C.F.R. §§ 300.500-300.519, 300.530-300.537) as well as the requirements of Section 504 of the Rehabilitation Act of 1973 (at 34 C.F.R. §§ 104.35-104.36) when conducting the investigation and hearing.

²³ A school may not absolve itself of its Title IX obligations to investigate and resolve complaints of sexual harassment or violence by delegating, whether through express contractual agreement or other less formal arrangement, the responsibility to administer school discipline to school resource officers or "contract" law enforcement officers. See 34 C.F.R. § 106.4.

Prompt and Equitable Requirements

As stated in the *2001 Guidance*, OCR has identified a number of elements in evaluating whether a school's grievance procedures provide for prompt and equitable resolution of sexual harassment complaints. These elements also apply to sexual violence complaints because, as explained above, sexual violence is a form of sexual harassment. OCR will review all aspects of a school's grievance procedures, including the following elements that are critical to achieve compliance with Title IX:

- Notice to students, parents of elementary and secondary students, and employees of the grievance procedures, including where complaints may be filed;
- Application of the procedures to complaints alleging harassment carried out by employees, other students, or third parties;
- Adequate, reliable, and impartial investigation of complaints, including the opportunity for both parties to present witnesses and other evidence;
- Designated and reasonably prompt time frames for the major stages of the complaint process;
- Notice to parties of the outcome of the complaint;²⁴ and
- An assurance that the school will take steps to prevent recurrence of any harassment and to correct its discriminatory effects on the complainant and others, if appropriate.

As noted in the *2001 Guidance*, procedures adopted by schools will vary in detail, specificity, and components, reflecting differences in the age of students, school sizes and administrative structures, State or local legal requirements, and past experiences. Although OCR examines whether all applicable elements are addressed when investigating sexual harassment complaints, this letter focuses on those elements where our work indicates that more clarification and explanation are needed, including:

(A) Notice of the grievance procedures

The procedures for resolving complaints of sex discrimination, including sexual harassment, should be written in language appropriate to the age of the school's students, easily understood, easily located, and widely distributed. OCR recommends that the grievance procedures be prominently posted on school Web sites; sent electronically to all members of the school community; available at various locations throughout the school or campus; and summarized in or attached to major publications issued by the school, such as handbooks, codes of conduct, and catalogs for students, parents of elementary and secondary students, faculty, and staff.

(B) Adequate, Reliable, and Impartial Investigation of Complaints

OCR's work indicates that a number of issues related to an adequate, reliable, and impartial investigation arise in sexual harassment and violence complaints. In some cases, the conduct

²⁴ "Outcome" does not refer to information about disciplinary sanctions unless otherwise noted. Notice of the outcome is discussed in greater detail in Section D below.

may constitute both sexual harassment under Title IX and criminal activity. Police investigations may be useful for fact-gathering; but because the standards for criminal investigations are different, police investigations or reports are not determinative of whether sexual harassment or violence violates Title IX. Conduct may constitute unlawful sexual harassment under Title IX even if the police do not have sufficient evidence of a criminal violation. In addition, a criminal investigation into allegations of sexual violence does not relieve the school of its duty under Title IX to resolve complaints promptly and equitably.

A school should notify a complainant of the right to file a criminal complaint, and should not dissuade a victim from doing so either during or after the school's internal Title IX investigation. For instance, if a complainant wants to file a police report, the school should not tell the complainant that it is working toward a solution and instruct, or ask, the complainant to wait to file the report.

Schools should not wait for the conclusion of a criminal investigation or criminal proceeding to begin their own Title IX investigation and, if needed, must take immediate steps to protect the student in the educational setting. For example, a school should not delay conducting its own investigation or taking steps to protect the complainant because it wants to see whether the alleged perpetrator will be found guilty of a crime. Any agreement or Memorandum of Understanding (MOU) with a local police department must allow the school to meet its Title IX obligation to resolve complaints promptly and equitably. Although a school may need to delay temporarily the fact-finding portion of a Title IX investigation while the police are gathering evidence, once notified that the police department has completed its gathering of evidence (not the ultimate outcome of the investigation or the filing of any charges), the school must promptly resume and complete its fact-finding for the Title IX investigation.²⁵ Moreover, nothing in an MOU or the criminal investigation itself should prevent a school from notifying complainants of their Title IX rights and the school's grievance procedures, or from taking interim steps to ensure the safety and well-being of the complainant and the school community while the law enforcement agency's fact-gathering is in progress. OCR also recommends that a school's MOU include clear policies on when a school will refer a matter to local law enforcement.

As noted above, the Title IX regulation requires schools to provide equitable grievance procedures. As part of these procedures, schools generally conduct investigations and hearings to determine whether sexual harassment or violence occurred. In addressing complaints filed with OCR under Title IX, OCR reviews a school's procedures to determine whether the school is using a preponderance of the evidence standard to evaluate complaints. The Supreme Court has applied a preponderance of the evidence standard in civil litigation involving discrimination under Title VII of the Civil Rights Act of 1964 (Title VII), 42 U.S.C. §§ 2000e *et seq.* Like Title IX,

²⁵ In one recent OCR sexual violence case, the prosecutor's office informed OCR that the police department's evidence gathering stage typically takes three to ten calendar days, although the delay in the school's investigation may be longer in certain instances.

Title VII prohibits discrimination on the basis of sex.²⁶ OCR also uses a preponderance of the evidence standard when it resolves complaints against recipients. For instance, OCR's Case Processing Manual requires that a noncompliance determination be supported by the preponderance of the evidence when resolving allegations of discrimination under all the statutes enforced by OCR, including Title IX.²⁷ OCR also uses a preponderance of the evidence standard in its fund termination administrative hearings.²⁸ Thus, in order for a school's grievance procedures to be consistent with Title IX standards, the school must use a preponderance of the evidence standard (*i.e.*, it is more likely than not that sexual harassment or violence occurred). The "clear and convincing" standard (*i.e.*, it is highly probable or reasonably certain that the sexual harassment or violence occurred), currently used by some schools, is a higher standard of proof. Grievance procedures that use this higher standard are inconsistent with the standard of proof established for violations of the civil rights laws, and are thus not equitable under Title IX. Therefore, preponderance of the evidence is the appropriate standard for investigating allegations of sexual harassment or violence.

Throughout a school's Title IX investigation, including at any hearing, the parties must have an equal opportunity to present relevant witnesses and other evidence. The complainant and the alleged perpetrator must be afforded similar and timely access to any information that will be used at the hearing.²⁹ For example, a school should not conduct a pre-hearing meeting during which only the alleged perpetrator is present and given an opportunity to present his or her side of the story, unless a similar meeting takes place with the complainant; a hearing officer or disciplinary board should not allow only the alleged perpetrator to present character witnesses at a hearing; and a school should not allow the alleged perpetrator to review the complainant's

²⁶ See, e.g., *Desert Palace, Inc. v. Costa*, 539 U.S. 90, 99 (2003) (noting that under the "conventional rule of civil litigation," the preponderance of the evidence standard generally applies in cases under Title VII); *Price Waterhouse v. Hopkins*, 490 U.S. 228, 252-55 (1989) (approving preponderance standard in Title VII sex discrimination case) (plurality opinion); *id.* at 260 (White, J., concurring in the judgment); *id.* at 261 (O'Connor, J., concurring in the judgment). The 2001 *Guidance* noted (on page vi) that "[w]hile *Gebser* and *Davis* made clear that Title VII agency principles do not apply in determining liability for money damages under Title IX, the *Davis* Court also indicated, through its specific references to Title VII caselaw, that Title VII remains relevant in determining what constitutes hostile environment sexual harassment under Title IX." See also *Jennings v. Univ. of N.C.*, 482 F.3d 686, 695 (4th Cir. 2007) ("We look to case law interpreting Title VII of the Civil Rights Act of 1964 for guidance in evaluating a claim brought under Title IX.").

²⁷ OCR's Case Processing Manual is available on the Department's Web site, at <http://www2.ed.gov/about/offices/list/ocr/docs/ocrcpm.html>.

²⁸ The Title IX regulations adopt the procedural provisions applicable to Title VI of the Civil Rights Act of 1964. See 34 C.F.R. § 106.71 ("The procedural provisions applicable to Title VI of the Civil Rights Act of 1964 are hereby adopted and incorporated herein by reference."). The Title VI regulations apply the Administrative Procedure Act to administrative hearings required prior to termination of Federal financial assistance and require that termination decisions be "supported by and in accordance with the reliable, probative and substantial evidence." 5 U.S.C. § 556(d). The Supreme Court has interpreted "reliable, probative and substantial evidence" as a direction to use the preponderance standard. See *Steadman v. SEC*, 450 U.S. 91, 98-102 (1981).

²⁹ Access to this information must be provided consistent with FERPA. For example, if a school introduces an alleged perpetrator's prior disciplinary records to support a tougher disciplinary penalty, the complainant would not be allowed access to those records. Additionally, access should not be given to privileged or confidential information. For example, the alleged perpetrator should not be given access to communications between the complainant and a counselor or information regarding the complainant's sexual history.

statement without also allowing the complainant to review the alleged perpetrator's statement.

While OCR does not require schools to permit parties to have lawyers at any stage of the proceedings, if a school chooses to allow the parties to have their lawyers participate in the proceedings, it must do so equally for both parties. Additionally, any school-imposed restrictions on the ability of lawyers to speak or otherwise participate in the proceedings should apply equally. OCR strongly discourages schools from allowing the parties personally to question or cross-examine each other during the hearing. Allowing an alleged perpetrator to question an alleged victim directly may be traumatic or intimidating, thereby possibly escalating or perpetuating a hostile environment. OCR also recommends that schools provide an appeals process. If a school provides for appeal of the findings or remedy, it must do so for both parties. Schools must maintain documentation of all proceedings, which may include written findings of facts, transcripts, or audio recordings.

All persons involved in implementing a recipient's grievance procedures (*e.g.*, Title IX coordinators, investigators, and adjudicators) must have training or experience in handling complaints of sexual harassment and sexual violence, and in the recipient's grievance procedures. The training also should include applicable confidentiality requirements. In sexual violence cases, the fact-finder and decision-maker also should have adequate training or knowledge regarding sexual violence.³⁰ Additionally, a school's investigation and hearing processes cannot be equitable unless they are impartial. Therefore, any real or perceived conflicts of interest between the fact-finder or decision-maker and the parties should be disclosed.

Public and state-supported schools must provide due process to the alleged perpetrator. However, schools should ensure that steps taken to accord due process rights to the alleged perpetrator do not restrict or unnecessarily delay the Title IX protections for the complainant.

(C) *Designated and Reasonably Prompt Time Frames*

OCR will evaluate whether a school's grievance procedures specify the time frames for all major stages of the procedures, as well as the process for extending timelines. Grievance procedures should specify the time frame within which: (1) the school will conduct a full investigation of the complaint; (2) both parties receive a response regarding the outcome of the complaint; and (3) the parties may file an appeal, if applicable. Both parties should be given periodic status updates. Based on OCR experience, a typical investigation takes approximately 60 calendar days following receipt of the complaint. Whether OCR considers complaint resolutions to be timely, however, will vary depending on the complexity of the investigation and the severity and extent of the harassment. For example, the resolution of a complaint involving multiple incidents with multiple complainants likely would take longer than one involving a single incident that

³⁰ For instance, if an investigation or hearing involves forensic evidence, that evidence should be reviewed by a trained forensic examiner.

occurred in a classroom during school hours with a single complainant.

(D) Notice of Outcome

Both parties must be notified, in writing, about the outcome of both the complaint and any appeal,³¹ *i.e.*, whether harassment was found to have occurred. OCR recommends that schools provide the written determination of the final outcome to the complainant and the alleged perpetrator concurrently. Title IX does not require the school to notify the alleged perpetrator of the outcome before it notifies the complainant.

Due to the intersection of Title IX and FERPA requirements, OCR recognizes that there may be confusion regarding what information a school may disclose to the complainant.³² FERPA generally prohibits the nonconsensual disclosure of personally identifiable information from a student's "education record." However, as stated in the *2001 Guidance*, FERPA permits a school to disclose to the harassed student information about the sanction imposed upon a student who was found to have engaged in harassment when the sanction directly relates to the harassed student. This includes an order that the harasser stay away from the harassed student, or that the harasser is prohibited from attending school for a period of time, or transferred to other classes or another residence hall.³³ Disclosure of other information in the student's "education record," including information about sanctions that do not relate to the harassed student, may result in a violation of FERPA.

Further, when the conduct involves a crime of violence or a non-forcible sex offense,³⁴ FERPA permits a postsecondary institution to disclose to the alleged victim the final results of a

³¹ As noted previously, "outcome" does not refer to information about disciplinary sanctions unless otherwise noted.

³² In 1994, Congress amended the General Education Provisions Act (GEPA), of which FERPA is a part, to state that nothing in GEPA "shall be construed to affect the applicability of title VI of the Civil Rights Act of 1964, title IX of Education Amendments of 1972, title V of the Rehabilitation Act of 1973, the Age Discrimination Act, or other statutes prohibiting discrimination, to any applicable program." 20 U.S.C. § 1221(d). The Department interprets this provision to mean that FERPA continues to apply in the context of Title IX enforcement, but if there is a direct conflict between the requirements of FERPA and the requirements of Title IX, such that enforcement of FERPA would interfere with the primary purpose of Title IX to eliminate sex-based discrimination in schools, the requirements of Title IX override any conflicting FERPA provisions. *See 2001 Guidance* at vii.

³³ This information directly relates to the complainant and is particularly important in sexual harassment cases because it affects whether a hostile environment has been eliminated. Because seeing the perpetrator may be traumatic, a complainant in a sexual harassment case may continue to be subject to a hostile environment if he or she does not know when the perpetrator will return to school or whether he or she will continue to share classes or a residence hall with the perpetrator. This information also directly affects a complainant's decision regarding how to work with the school to eliminate the hostile environment and prevent its recurrence. For instance, if a complainant knows that the perpetrator will not be at school or will be transferred to other classes or another residence hall for the rest of the year, the complainant may be less likely to want to transfer to another school or change classes, but if the perpetrator will be returning to school after a few days or weeks, or remaining in the complainant's classes or residence hall, the complainant may want to transfer schools or change classes to avoid contact. Thus, the complainant cannot make an informed decision about how best to respond without this information.

³⁴ Under the FERPA regulations, crimes of violence include arson; assault offenses (aggravated assault, simple assault, intimidation); burglary; criminal homicide (manslaughter by negligence); criminal homicide (murder and

disciplinary proceeding against the alleged perpetrator, regardless of whether the institution concluded that a violation was committed.³⁵ Additionally, a postsecondary institution may disclose to anyone—not just the alleged victim—the final results of a disciplinary proceeding if it determines that the student is an alleged perpetrator of a crime of violence or a non-forcible sex offense, and, with respect to the allegation made, the student has committed a violation of the institution’s rules or policies.³⁶

Postsecondary institutions also are subject to additional rules under the Clery Act. This law, which applies to postsecondary institutions that participate in Federal student financial aid programs, requires that “both the accuser and the accused must be informed of the outcome³⁷ of any institutional disciplinary proceeding brought alleging a sex offense.”³⁸ Compliance with this requirement does not constitute a violation of FERPA. Furthermore, the FERPA limitations on redisclosure of information do not apply to information that postsecondary institutions are required to disclose under the Clery Act.³⁹ Accordingly, postsecondary institutions may not require a complainant to abide by a nondisclosure agreement, in writing or otherwise, that would prevent the redisclosure of this information.

Steps to Prevent Sexual Harassment and Sexual Violence and Correct its Discriminatory Effects on the Complainant and Others

Education and Prevention

In addition to ensuring full compliance with Title IX, schools should take proactive measures to prevent sexual harassment and violence. OCR recommends that all schools implement preventive education programs and make victim resources, including comprehensive victim services, available. Schools may want to include these education programs in their (1) orientation programs for new students, faculty, staff, and employees; (2) training for students who serve as advisors in residence halls; (3) training for student athletes and coaches; and (4) school assemblies and “back to school nights.” These programs should include a

non-negligent manslaughter); destruction, damage or vandalism of property; kidnapping/abduction; robbery; and forcible sex offenses. Forcible sex offenses are defined as any sexual act directed against another person forcibly or against that person’s will, or not forcibly or against the person’s will where the victim is incapable of giving consent. Forcible sex offenses include rape, sodomy, sexual assault with an object, and forcible fondling. Non-forcible sex offenses are incest and statutory rape. 34 C.F.R. Part 99, App. A.

³⁵ 34 C.F.R. § 99.31(a)(13). For purposes of 34 C.F.R. §§ 99.31(a)(13)-(14), disclosure of “final results” is limited to the name of the alleged perpetrator, any violation found to have been committed, and any sanction imposed against the perpetrator by the school. 34 C.F.R. § 99.39.

³⁶ 34 C.F.R. § 99.31(a)(14).

³⁷ For purposes of the Clery Act, “outcome” means the institution’s final determination with respect to the alleged sex offense and any sanctions imposed against the accused. 34 C.F.R. § 668.46(b)(11)(vi)(B).

³⁸ 34 C.F.R. § 668.46(b)(11)(vi)(B). Under the Clery Act, forcible sex offenses are defined as any sexual act directed against another person forcibly or against that person’s will, or not forcibly or against the person’s will where the person is incapable of giving consent. Forcible sex offenses include forcible rape, forcible sodomy, sexual assault with an object, and forcible fondling. Non-forcible sex offenses include incest and statutory rape. 34 C.F.R. Part 668, Subpt. D, App. A.

³⁹ 34 C.F.R. § 99.33(c).

discussion of what constitutes sexual harassment and sexual violence, the school's policies and disciplinary procedures, and the consequences of violating these policies.

The education programs also should include information aimed at encouraging students to report incidents of sexual violence to the appropriate school and law enforcement authorities. Schools should be aware that victims or third parties may be deterred from reporting incidents if alcohol, drugs, or other violations of school or campus rules were involved.⁴⁰ As a result, schools should consider whether their disciplinary policies have a chilling effect on victims' or other students' reporting of sexual violence offenses. For example, OCR recommends that schools inform students that the schools' primary concern is student safety, that any other rules violations will be addressed separately from the sexual violence allegation, and that use of alcohol or drugs never makes the victim at fault for sexual violence.

OCR also recommends that schools develop specific sexual violence materials that include the schools' policies, rules, and resources for students, faculty, coaches, and administrators. Schools also should include such information in their employee handbook and any handbooks that student athletes and members of student activity groups receive. These materials should include where and to whom students should go if they are victims of sexual violence. These materials also should tell students and school employees what to do if they learn of an incident of sexual violence. Schools also should assess student activities regularly to ensure that the practices and behavior of students do not violate the schools' policies against sexual harassment and sexual violence.

Remedies and Enforcement

As discussed above, if a school determines that sexual harassment that creates a hostile environment has occurred, it must take immediate action to eliminate the hostile environment, prevent its recurrence, and address its effects. In addition to counseling or taking disciplinary action against the harasser, effective corrective action may require remedies for the complainant, as well as changes to the school's overall services or policies. Examples of these actions are discussed in greater detail below.

Title IX requires a school to take steps to protect the complainant as necessary, including taking interim steps before the final outcome of the investigation. The school should undertake these steps promptly once it has notice of a sexual harassment or violence allegation. The school should notify the complainant of his or her options to avoid contact with the alleged perpetrator and allow students to change academic or living situations as appropriate. For instance, the school may prohibit the alleged perpetrator from having any contact with the complainant pending the results of the school's investigation. When taking steps to separate the complainant and alleged perpetrator, a school should minimize the burden on the

⁴⁰ The Department's Higher Education Center for Alcohol, Drug Abuse, and Violence Prevention (HEC) helps campuses and communities address problems of alcohol, other drugs, and violence by identifying effective strategies and programs based upon the best prevention science. Information on HEC resources and technical assistance can be found at www.higheredcenter.org.

complainant, and thus should not, as a matter of course, remove complainants from classes or housing while allowing alleged perpetrators to remain. In addition, schools should ensure that complainants are aware of their Title IX rights and any available resources, such as counseling, health, and mental health services, and their right to file a complaint with local law enforcement.⁴¹

Schools should be aware that complaints of sexual harassment or violence may be followed by retaliation by the alleged perpetrator or his or her associates. For instance, friends of the alleged perpetrator may subject the complainant to name-calling and taunting. As part of their Title IX obligations, schools must have policies and procedures in place to protect against retaliatory harassment. At a minimum, schools must ensure that complainants and their parents, if appropriate, know how to report any subsequent problems, and should follow-up with complainants to determine whether any retaliation or new incidents of harassment have occurred.

When OCR finds that a school has not taken prompt and effective steps to respond to sexual harassment or violence, OCR will seek appropriate remedies for both the complainant and the broader student population. When conducting Title IX enforcement activities, OCR seeks to obtain voluntary compliance from recipients. When a recipient does not come into compliance voluntarily, OCR may initiate proceedings to withdraw Federal funding by the Department or refer the case to the U.S. Department of Justice for litigation.

Schools should proactively consider the following remedies when determining how to respond to sexual harassment or violence. These are the same types of remedies that OCR would seek in its cases.

Depending on the specific nature of the problem, remedies for the complainant might include, but are not limited to:⁴²

- providing an escort to ensure that the complainant can move safely between classes and activities;
- ensuring that the complainant and alleged perpetrator do not attend the same classes;
- moving the complainant or alleged perpetrator to a different residence hall or, in the case of an elementary or secondary school student, to another school within the district;
- providing counseling services;
- providing medical services;
- providing academic support services, such as tutoring;

⁴¹ The Clery Act requires postsecondary institutions to develop and distribute a statement of policy that informs students of their options to notify proper law enforcement authorities, including campus and local police, and the option to be assisted by campus personnel in notifying such authorities. The policy also must notify students of existing counseling, mental health, or other student services for victims of sexual assault, both on campus and in the community. 20 U.S.C. §§ 1092(f)(8)(B)(v)-(vi).

⁴² Some of these remedies also can be used as interim measures before the school's investigation is complete.

- arranging for the complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the complainant's academic record; and
- reviewing any disciplinary actions taken against the complainant to see if there is a causal connection between the harassment and the misconduct that may have resulted in the complainant being disciplined.⁴³

Remedies for the broader student population might include, but are not limited to:

Counseling and Training

- offering counseling, health, mental health, or other holistic and comprehensive victim services to all students affected by sexual harassment or sexual violence, and notifying students of campus and community counseling, health, mental health, and other student services;
- designating an individual from the school's counseling center to be "on call" to assist victims of sexual harassment or violence whenever needed;
- training the Title IX coordinator and any other employees who are involved in processing, investigating, or resolving complaints of sexual harassment or sexual violence, including providing training on:
 - the school's Title IX responsibilities to address allegations of sexual harassment or violence
 - how to conduct Title IX investigations
 - information on the link between alcohol and drug abuse and sexual harassment or violence and best practices to address that link;
- training all school law enforcement unit personnel on the school's Title IX responsibilities and handling of sexual harassment or violence complaints;
- training all employees who interact with students regularly on recognizing and appropriately addressing allegations of sexual harassment or violence under Title IX; and
- informing students of their options to notify proper law enforcement authorities, including school and local police, and the option to be assisted by school employees in notifying those authorities.

Development of Materials and Implementation of Policies and Procedures

- developing materials on sexual harassment and violence, which should be distributed to students during orientation and upon receipt of complaints, as well as widely posted throughout school buildings and residence halls, and which should include:
 - what constitutes sexual harassment or violence
 - what to do if a student has been the victim of sexual harassment or violence
 - contact information for counseling and victim services on and off school grounds
 - how to file a complaint with the school
 - how to contact the school's Title IX coordinator

⁴³ For example, if the complainant was disciplined for skipping a class in which the harasser was enrolled, the school should review the incident to determine if the complainant skipped the class to avoid contact with the harasser.

- what the school will do to respond to allegations of sexual harassment or violence, including the interim measures that can be taken
- requiring the Title IX coordinator to communicate regularly with the school's law enforcement unit investigating cases and to provide information to law enforcement unit personnel regarding Title IX requirements;⁴⁴
- requiring the Title IX coordinator to review all evidence in a sexual harassment or sexual violence case brought before the school's disciplinary committee to determine whether the complainant is entitled to a remedy under Title IX that was not available through the disciplinary committee;⁴⁵
- requiring the school to create a committee of students and school officials to identify strategies for ensuring that students:
 - know the school's prohibition against sex discrimination, including sexual harassment and violence
 - recognize sex discrimination, sexual harassment, and sexual violence when they occur
 - understand how and to whom to report any incidents
 - know the connection between alcohol and drug abuse and sexual harassment or violence
 - feel comfortable that school officials will respond promptly and equitably to reports of sexual harassment or violence;
- issuing new policy statements or other steps that clearly communicate that the school does not tolerate sexual harassment and violence and will respond to any incidents and to any student who reports such incidents; and
- revising grievance procedures used to handle sexual harassment and violence complaints to ensure that they are prompt and equitable, as required by Title IX.

School Investigations and Reports to OCR

- conducting periodic assessments of student activities to ensure that the practices and behavior of students do not violate the school's policies against sexual harassment and violence;
- investigating whether any other students also may have been subjected to sexual harassment or violence;
- investigating whether school employees with knowledge of allegations of sexual harassment or violence failed to carry out their duties in responding to those allegations;
- conducting, in conjunction with student leaders, a school or campus "climate check" to assess the effectiveness of efforts to ensure that the school is free from sexual harassment and violence, and using the resulting information to inform future proactive steps that will be taken by the school; and

⁴⁴ Any personally identifiable information from a student's education record that the Title IX coordinator provides to the school's law enforcement unit is subject to FERPA's nondisclosure requirements.

⁴⁵ For example, the disciplinary committee may lack the power to implement changes to the complainant's class schedule or living situation so that he or she does not come in contact with the alleged perpetrator.

- submitting to OCR copies of all grievances filed by students alleging sexual harassment or violence, and providing OCR with documentation related to the investigation of each complaint, such as witness interviews, investigator notes, evidence submitted by the parties, investigative reports and summaries, any final disposition letters, disciplinary records, and documentation regarding any appeals.

Conclusion

The Department is committed to ensuring that all students feel safe and have the opportunity to benefit fully from their schools' education programs and activities. As part of this commitment, OCR provides technical assistance to assist recipients in achieving voluntary compliance with Title IX.

If you need additional information about Title IX, have questions regarding OCR's policies, or seek technical assistance, please contact the OCR enforcement office that serves your state or territory. The list of offices is available at <http://wdcroboelp01.ed.gov/CFAPPS/OCR/contactus.cfm>. Additional information about addressing sexual violence, including victim resources and information for schools, is available from the U.S. Department of Justice's Office on Violence Against Women (OVW) at <http://www.ovw.usdoj.gov/>.⁴⁶

Thank you for your prompt attention to this matter. I look forward to continuing our work together to ensure that all students have an equal opportunity to learn in a safe and respectful school climate.

Sincerely,

/s/

Russlynn Ali
Assistant Secretary for Civil Rights

⁴⁶ OVW also administers the Grants to Reduce Domestic Violence, Dating Violence, Sexual Assault, and Stalking on Campus Program. This Federal funding is designed to encourage institutions of higher education to adopt comprehensive, coordinated responses to domestic violence, dating violence, sexual assault, and stalking. Under this competitive grant program, campuses, in partnership with community-based nonprofit victim advocacy organizations and local criminal justice or civil legal agencies, must adopt protocols and policies to treat these crimes as serious offenses and develop victim service programs and campus policies that ensure victim safety, offender accountability, and the prevention of such crimes. OVW recently released the first solicitation for the Services, Training, Education, and Policies to Reduce Domestic Violence, Dating Violence, Sexual Assault and Stalking in Secondary Schools Grant Program. This innovative grant program will support a broad range of activities, including training for school administrators, faculty, and staff; development of policies and procedures for responding to these crimes; holistic and appropriate victim services; development of effective prevention strategies; and collaborations with mentoring organizations to support middle and high school student victims.

Appendix B

Q & A on Campus Sexual Misconduct



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE FOR CIVIL RIGHTS

September 2017

Q&A on Campus Sexual Misconduct

Under Title IX of the Education Amendments of 1972 and its implementing regulations, an institution that receives federal funds must ensure that no student suffers a deprivation of her or his access to educational opportunities on the basis of sex. The Department of Education intends to engage in rulemaking on the topic of schools' Title IX responsibilities concerning complaints of sexual misconduct, including peer-on-peer sexual harassment and sexual violence. The Department will solicit input from stakeholders and the public during that rulemaking process. In the interim, these questions and answers—along with the *Revised Sexual Harassment Guidance* previously issued by the Office for Civil Rights¹—provide information about how OCR will assess a school's compliance with Title IX.

SCHOOLS' RESPONSIBILITY TO ADDRESS SEXUAL MISCONDUCT

Question 1:

What is the nature of a school's responsibility to address sexual misconduct?

Answer:

Whether or not a student files a complaint of alleged sexual misconduct or otherwise asks the school to take action, where the school knows or reasonably should know of an incident of sexual misconduct, the school must take steps to understand what occurred and to respond appropriately.² In particular, when sexual misconduct is so severe, persistent, or pervasive as to deny or limit a student's ability to participate in or benefit from the school's programs or activities, a hostile environment exists and the school must respond.³

¹ Office for Civil Rights, *Revised Sexual Harassment Guidance* (66 Fed. Reg. 5512, Jan. 19, 2001), available at <https://www2.ed.gov/about/offices/list/ocr/docs/shguide.pdf> [hereinafter 2001 Guidance]; see also Office for Civil Rights, Dear Colleague Letter on Sexual Harassment (Jan. 25, 2006), available at <https://www2.ed.gov/about/offices/list/ocr/letters/sexhar-2006.html>.

² 2001 Guidance at (VII).

³ *Davis v. Monroe Cty. Bd. of Educ.*, 526 U.S. 629, 631 (1999); 34 C.F.R. § 106.31(a); 2001 Guidance at (V)(A)(1). Title IX prohibits discrimination on the basis of sex “under any education program or activity” receiving federal financial assistance, 20 U.S.C. § 1681(a); 34 C.F.R. § 106.1, meaning within the “operations” of a postsecondary institution or school district, 20 U.S.C. § 1687; 34 C.F.R. § 106.2(h). The Supreme Court has explained that the statute “confines the scope of prohibited conduct based on the recipient’s degree of control over the harasser and the environment in which the harassment occurs.” *Davis*, 526 U.S. at 644. Accordingly, OCR has informed institutions that “[a] university does not have a duty under Title IX to address an incident of alleged harassment where the incident occurs off-campus and does not involve a program or activity of the recipient.” Oklahoma State University Determination Letter at 2, OCR Complaint No. 06-03-2054 (June 10, 2004); see also University of Wisconsin-Madison Determination Letter, OCR Complaint No. 05-07-2074 (Aug. 6, 2009) (“OCR determined that the alleged assault did not occur in the context of an educational program or activity operated by the University.”). Schools are responsible for redressing a hostile environment that occurs on campus even if it relates to off-campus activities. Under the Clery Act, postsecondary institutions are obliged to collect and report statistics on crimes that occur on campus, on noncampus properties controlled by the institution or an affiliated student organization and used for educational purposes, on public property within or immediately adjacent to campus, and in areas within the patrol jurisdiction of the campus police or the campus security department. 34 C.F.R. § 668.46(a); 34 C.F.R. § 668.46(c).

Each recipient must designate at least one employee to act as a Title IX Coordinator to coordinate its responsibilities in this area.⁴ Other employees may be considered “responsible employees” and will help the student to connect to the Title IX Coordinator.⁵

In regulating the conduct of students and faculty to prevent or redress discrimination, schools must formulate, interpret, and apply their rules in a manner that respects the legal rights of students and faculty, including those court precedents interpreting the concept of free speech.⁶

THE CLERY ACT AND TITLE IX

Question 2:

What is the Clery Act and how does it relate to a school's obligations under Title IX?

Answer:

Institutions of higher education that participate in the federal student financial aid programs are subject to the requirements of the Clery Act as well as Title IX.⁷ Each year, institutions must disclose campus crime statistics and information about campus security policies as a condition of participating in the federal student aid programs. The Violence Against Women Reauthorization Act of 2013 amended the Clery Act to require institutions to compile statistics for incidents of dating violence, domestic violence, sexual assault, and stalking, and to include certain policies, procedures, and programs pertaining to these incidents in the annual security reports. In October 2014, following a negotiated rulemaking process, the Department issued amended regulations to implement these statutory changes.⁸ Accordingly, when addressing allegations of dating violence, domestic violence, sexual assault, or stalking, institutions are subject to the Clery Act regulations as well as Title IX.

INTERIM MEASURES

Question 3:

What are interim measures and is a school required to provide such measures?

Answer:

Interim measures are individualized services offered as appropriate to either or both the reporting and responding parties involved in an alleged incident of sexual misconduct, prior to an investigation or while an investigation is pending.⁹ Interim measures include counseling, extensions of time or other course-related adjustments, modifications of work or class schedules, campus escort services, restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of campus, and other similar accommodations.

⁴ 34 C.F.R. § 106.8(a).

⁵ 2001 Guidance at (V)(C).

⁶ Office for Civil Rights, Dear Colleague Letter on the First Amendment (July 28, 2003), *available at* <https://www2.ed.gov/about/offices/list/ocr/firstamend.html>; 2001 Guidance at (XI).

⁷ Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, Pub. L. No. 101-542, 20 U.S.C. § 1092(f).

⁸ *See* 34 C.F.R. § 668.46.

⁹ *See* 2001 Guidance at (VII)(A).

It may be appropriate for a school to take interim measures during the investigation of a complaint.¹⁰ In fairly assessing the need for a party to receive interim measures, a school may not rely on fixed rules or operating assumptions that favor one party over another, nor may a school make such measures available only to one party. Interim measures should be individualized and appropriate based on the information gathered by the Title IX Coordinator, making every effort to avoid depriving any student of her or his education. The measures needed by each student may change over time, and the Title IX Coordinator should communicate with each student throughout the investigation to ensure that any interim measures are necessary and effective based on the students' evolving needs.

GRIEVANCE PROCEDURES AND INVESTIGATIONS

Question 4:

What are the school's obligations with regard to complaints of sexual misconduct?

Answer:

A school must adopt and publish grievance procedures that provide for a prompt and equitable resolution of complaints of sex discrimination, including sexual misconduct.¹¹ OCR has identified a number of elements in evaluating whether a school's grievance procedures are prompt and equitable, including whether the school (i) provides notice of the school's grievance procedures, including how to file a complaint, to students, parents of elementary and secondary school students, and employees; (ii) applies the grievance procedures to complaints filed by students or on their behalf alleging sexual misconduct carried out by employees, other students, or third parties; (iii) ensures an adequate, reliable, and impartial investigation of complaints, including the opportunity to present witnesses and other evidence; (iv) designates and follows a reasonably prompt time frame for major stages of the complaint process; (v) notifies the parties of the outcome of the complaint; and (vi) provides assurance that the school will take steps to prevent recurrence of sexual misconduct and to remedy its discriminatory effects, as appropriate.¹²

Question 5:

What time frame constitutes a "prompt" investigation?

Answer:

There is no fixed time frame under which a school must complete a Title IX investigation.¹³ OCR will evaluate a school's good faith effort to conduct a fair, impartial investigation in a timely manner designed to provide all parties with resolution.

Question 6:

What constitutes an "equitable" investigation?

¹⁰ 2001 Guidance at (VII)(A). In cases covered by the Clery Act, a school must provide interim measures upon the request of a reporting party if such measures are reasonably available. 34 C.F.R. § 668.46(b)(11)(v).

¹¹ 34 C.F.R. § 106.8(b); 2001 Guidance at (V)(D); *see also* 34 C.F.R. § 668.46(k)(2)(i) (providing that a proceeding which arises from an allegation of dating violence, domestic violence, sexual assault, or stalking must "[i]nclude a prompt, fair, and impartial process from the initial investigation to the final result").

¹² 2001 Guidance at (IX); *see also* 34 C.F.R. § 668.46(k). Postsecondary institutions are required to report publicly the procedures for institutional disciplinary action in cases of alleged dating violence, domestic violence, sexual assault, and stalking, 34 C.F.R. § 668.46 (k)(1)(i), and to include a process that allows for the extension of timeframes for good cause with written notice to the parties of the delay and the reason for the delay, 34 C.F.R. § 668.46 (k)(3)(i)(A).

¹³ 2001 Guidance at (IX); *see also* 34 C.F.R. § 668.46(k)(3)(i)(A).

Answer:

In every investigation conducted under the school's grievance procedures, the burden is on the school—not on the parties—to gather sufficient evidence to reach a fair, impartial determination as to whether sexual misconduct has occurred and, if so, whether a hostile environment has been created that must be redressed. A person free of actual or reasonably perceived conflicts of interest and biases for or against any party must lead the investigation on behalf of the school. Schools should ensure that institutional interests do not interfere with the impartiality of the investigation.

An equitable investigation of a Title IX complaint requires a trained investigator to analyze and document the available evidence to support reliable decisions, objectively evaluate the credibility of parties and witnesses, synthesize all available evidence—including both inculpatory and exculpatory evidence—and take into account the unique and complex circumstances of each case.¹⁴

Any rights or opportunities that a school makes available to one party during the investigation should be made available to the other party on equal terms.¹⁵ Restricting the ability of either party to discuss the investigation (e.g., through “gag orders”) is likely to deprive the parties of the ability to obtain and present evidence or otherwise to defend their interests and therefore is likely inequitable. Training materials or investigative techniques and approaches that apply sex stereotypes or generalizations may violate Title IX and should be avoided so that the investigation proceeds objectively and impartially.¹⁶

Once it decides to open an investigation that may lead to disciplinary action against the responding party, a school should provide written notice to the responding party of the allegations constituting a potential violation of the school's sexual misconduct policy, including sufficient details and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved, the specific section of the code of conduct allegedly violated, the precise conduct allegedly constituting the potential violation, and the date and location of the alleged incident.¹⁷ Each party should receive written notice in advance of any interview or hearing with sufficient time to prepare for meaningful participation. The investigation should result in a written report summarizing the relevant exculpatory and inculpatory evidence. The reporting and responding parties and appropriate officials must have timely and equal access to any information that will be used during informal and formal disciplinary meetings and hearings.¹⁸

INFORMAL RESOLUTIONS OF COMPLAINTS

Question 7:

After a Title IX complaint has been opened for investigation, may a school facilitate an informal resolution of the complaint?

Answer:

If all parties voluntarily agree to participate in an informal resolution that does not involve a full investigation and adjudication after receiving a full disclosure of the allegations and their options for formal resolution and if a school determines that the particular Title IX complaint is appropriate for such a process, the school may facilitate an informal resolution, including mediation, to assist the parties in reaching a voluntary resolution.

¹⁴ 2001 Guidance at (V)(A)(1)-(2); *see also* 34 C.F.R. § 668.46(k)(2)(ii).

¹⁵ 2001 Guidance at (X).

¹⁶ 34 C.F.R. § 106.31(a).

¹⁷ 2001 Guidance at (VII)(B).

¹⁸ 34 C.F.R. § 668.46(k)(3)(i)(B)(3).

DECISION-MAKING AS TO RESPONSIBILITYQuestion 8:

What procedures should a school follow to adjudicate a finding of responsibility for sexual misconduct?

Answer:

The investigator(s), or separate decision-maker(s), with or without a hearing, must make findings of fact and conclusions as to whether the facts support a finding of responsibility for violation of the school's sexual misconduct policy. If the complaint presented more than a single allegation of misconduct, a decision should be reached separately as to each allegation of misconduct. The findings of fact and conclusions should be reached by applying either a preponderance of the evidence standard or a clear and convincing evidence standard.¹⁹

The decision-maker(s) must offer each party the same meaningful access to any information that will be used during informal and formal disciplinary meetings and hearings, including the investigation report.²⁰ The parties should have the opportunity to respond to the report in writing in advance of the decision of responsibility and/or at a live hearing to decide responsibility.

Any process made available to one party in the adjudication procedure should be made equally available to the other party (for example, the right to have an attorney or other advisor present and/or participate in an interview or hearing; the right to cross-examine parties and witnesses or to submit questions to be asked of parties and witnesses).²¹ When resolving allegations of dating violence, domestic violence, sexual assault, or stalking, a postsecondary institution must "[p]rovide the accuser and the accused with the same opportunities to have others present during any institutional disciplinary proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice."²² In such disciplinary proceedings and any related meetings, the institution may "[n]ot limit the choice of advisor or presence for either the accuser or the accused" but "may establish restrictions regarding the extent to which the advisor may participate in the proceedings."²³

Schools are cautioned to avoid conflicts of interest and biases in the adjudicatory process and to prevent institutional interests from interfering with the impartiality of the adjudication. Decision-making techniques or approaches that apply sex stereotypes or generalizations may violate Title IX and should be avoided so that the adjudication proceeds objectively and impartially.

¹⁹ The standard of evidence for evaluating a claim of sexual misconduct should be consistent with the standard the school applies in other student misconduct cases. In a recent decision, a court concluded that a school denied "basic fairness" to a responding party by, among other things, applying a lower standard of evidence only in cases of alleged sexual misconduct. *Doe v. Brandeis Univ.*, 177 F. Supp. 3d 561, 607 (D. Mass. 2016) ("[T]he lowering of the standard appears to have been a deliberate choice by the university to make cases of sexual misconduct easier to prove—and thus more difficult to defend, both for guilty and innocent students alike. It retained the higher standard for virtually all other forms of student misconduct. The lower standard may thus be seen, in context, as part of an effort to tilt the playing field against accused students, which is particularly troublesome in light of the elimination of other basic rights of the accused."). When a school applies special procedures in sexual misconduct cases, it suggests a discriminatory purpose and should be avoided. A postsecondary institution's annual security report must describe the standard of evidence that will be used during any institutional disciplinary proceeding arising from an allegation of dating violence, domestic violence, sexual assault, or stalking. 34 C.F.R. § 668.46(k)(1)(ii).

²⁰ 34 C.F.R. § 668.46(k)(3)(i)(B)(3).

²¹ A school has discretion to reserve a right of appeal for the responding party based on its evaluation of due process concerns, as noted in Question 11.

²² 34 C.F.R. § 668.46(k)(2)(iii).

²³ 34 C.F.R. § 668.46(k)(2)(iv).

DECISION-MAKING AS TO DISCIPLINARY SANCTIONSQuestion 9:

What procedures should a school follow to impose a disciplinary sanction against a student found responsible for a sexual misconduct violation?

Answer:

The decision-maker as to any disciplinary sanction imposed after a finding of responsibility may be the same or different from the decision-maker who made the finding of responsibility. Disciplinary sanction decisions must be made for the purpose of deciding how best to enforce the school's code of student conduct while considering the impact of separating a student from her or his education. Any disciplinary decision must be made as a proportionate response to the violation.²⁴ In its annual security report, a postsecondary institution must list all of the possible sanctions that the institution may impose following the results of any institutional disciplinary proceeding for an allegation of dating violence, domestic violence, sexual assault, or stalking.²⁵

NOTICE OF OUTCOME AND APPEALSQuestion 10:

What information should be provided to the parties to notify them of the outcome?

Answer:

OCR recommends that a school provide written notice of the outcome of disciplinary proceedings to the reporting and responding parties concurrently. The content of the notice may vary depending on the underlying allegations, the institution, and the age of the students. Under the Clery Act, postsecondary institutions must provide simultaneous written notification to both parties of the results of the disciplinary proceeding along with notification of the institution's procedures to appeal the result if such procedures are available, and any changes to the result when it becomes final.²⁶ This notification must include any initial, interim, or final decision by the institution; any sanctions imposed by the institution; and the rationale for the result and the sanctions.²⁷ For proceedings not covered by the Clery Act, such as those arising from allegations of harassment, and for all proceedings in elementary and secondary schools, the school should inform the reporting party whether it found that the alleged conduct occurred, any individual remedies offered to the reporting party or any sanctions imposed on the responding party that directly relate to the reporting party, and other steps the school has taken to eliminate the hostile environment, if the school found one to exist.²⁸ In an elementary or secondary school, the notice should be provided to the parents of students under the age of 18 and directly to students who are 18 years of age or older.²⁹

²⁴ 34 C.F.R. § 106.8(b); 2001 Guidance at (VII)(A).

²⁵ 34 C.F.R. § 668.46(k)(1)(iii).

²⁶ 34 C.F.R. § 668.46(k)(2)(v). The Clery Act applies to proceedings arising from allegations of dating violence, domestic violence, sexual assault, and stalking.

²⁷ 34 C.F.R. § 668.46(k)(3)(iv).

²⁸ A sanction that directly relates to the reporting party would include, for example, an order that the responding party stay away from the reporting party. *See* 2001 Guidance at vii n.3. This limitation allows the notice of outcome to comply with the requirements of the Family Educational Rights and Privacy Act. *See* 20 U.S.C. § 1232g(a)(1)(A); 34 C.F.R. § 99.10; 34 C.F.R. § 99.12(a). FERPA provides an exception to its requirements only for a postsecondary institution to communicate the results of a disciplinary proceeding to the reporting party in cases of alleged crimes of violence or specific nonforcible sex offenses. 20 U.S.C. § 1232g(b)(6); 34 C.F.R. § 99.31(a)(13).

²⁹ 20 U.S.C. § 1232g(d).

Question 11:

How may a school offer the right to appeal the decision on responsibility and/or any disciplinary decision?

Answer:

If a school chooses to allow appeals from its decisions regarding responsibility and/or disciplinary sanctions, the school may choose to allow appeal (i) solely by the responding party; or (ii) by both parties, in which case any appeal procedures must be equally available to both parties.³⁰

EXISTING RESOLUTION AGREEMENTSQuestion 12:

In light of the rescission of OCR's 2011 Dear Colleague Letter and 2014 Questions & Answers guidance, are existing resolution agreements between OCR and schools still binding?

Answer:

Yes. Schools enter into voluntary resolution agreements with OCR to address the deficiencies and violations identified during an OCR investigation based on Title IX and its implementing regulations. Existing resolution agreements remain binding upon the schools that voluntarily entered into them. Such agreements are fact-specific and do not bind other schools. If a school has questions about an existing resolution agreement, the school may contact the appropriate OCR regional office responsible for the monitoring of its agreement.

Note: The Department has determined that this Q&A is a significant guidance document under the Final Bulletin for Agency Good Guidance Practices of the Office of Management and Budget, 72 Fed. Reg. 3432 (Jan. 25, 2007). This document does not add requirements to applicable law. If you have questions or are interested in commenting on this document, please contact the Department of Education at ocr@ed.gov or 800-421-3481 (TDD: 800-877-8339).

³⁰ 2001 Guidance at (IX). Under the Clery Act, a postsecondary institution must provide simultaneous notification of the appellate procedure, if one is available, to both parties. 34 C.F.R. § 668.46(k)(2)(v)(B). OCR has previously informed schools that it is permissible to allow an appeal only for the responding party because "he/she is the one who stands to suffer from any penalty imposed and should not be made to be tried twice for the same allegation." Skidmore College Determination Letter at 5, OCR Complaint No. 02-95-2136 (Feb. 12, 1996); *see also* Suffolk University Law School Determination Letter at 11, OCR Complaint No. 01-05-2074 (Sept. 30, 2008) ("[A]ppeal rights are not necessarily required by Title IX, whereas an accused student's appeal rights are a standard component of University disciplinary processes in order to assure that the student is afforded due process before being removed from or otherwise disciplined by the University."); University of Cincinnati Determination Letter at 6, OCR Complaint No. 15-05-2041 (Apr. 13, 2006) ("[T]here is no requirement under Title IX that a recipient provide a victim's right of appeal.").

Appendix C

Compiled List of Lawsuits

2006	• University of Colorado \$2.85 million	<p>Demonstrated Deliberate Indifference to Assault Reports</p> <p>Ignored Suspected Child Abuse Complaints/Reports</p> <p>Mishandled Investigation Or Did No Investigation</p> <p>Administration Inaction</p> <p>Demonstrated Title IX Inequity to Involved Parties</p> <p>Mishandled Adjudication</p> <p>Ignored Warnings to Change Policy</p> <p>Institution Did Not Advise Resources and Options</p> <p>Responsible Employee Mishandling of Report</p>
2008	• Arizona State University \$850,000	
2008	• Poway Unified School District \$300,000	
2012	• Los Angeles Unified School District \$6.9 million	
2013	• Los Angeles Unified School District \$30 million	
2014	• Los Angeles Unified School District \$139 million	
2014	• University of Connecticut \$1.3 million	
2014	• University of Illinois at Urbana-Champaign \$77,000+	
2015	• University of Oregon \$800,000	
2015	• Evergreen School District \$15 million	
2016	• Los Angeles Unified School District \$88 million	
2016	• University of Tennessee- Knoxville \$2.48 million	
2016	• Florida State University \$950,000	
2017	• Baylor University: Undisclosed financial settlements	
2017	• University of Pennsylvania: Undisclosed financial settlement	
2017	• Santa Cruz University \$1.5 million	
2017	• Feather River Community College \$2 million	
2017	• Columbia University: Undisclosed financial settlement	
2017	• West Virginia University \$100,000	

Appendix D

Table of Constructs for Instrument Questions

Constructs	TOTAL QUESTIONS = 34 (Total Responses: 82-92 (I.V. = 36; D.V. = 46-64))	References
Independent Variables		
Section A. Knowledgable Leadership, Proactive Leadership, Supportive Leadership, and Funding		
Total Questions: 12 (36 answers)		
All questions in section A will be important to compare to the "action completed" responses in sections B and C.		
<p>A1-4 Knowledgable Leadership</p> <p>Definition: "A deep understanding of [Title IX] issues and implementation" (Aarons, et al., 2014).</p> <p>Note: Understanding the Title IX coordinator and senior administration knowledge is important. Therefore, both are measured.</p>	<ol style="list-style-type: none"> 1. Strongly Disagree 2. Disagree 3. Neither Agree or Disagree 4. Agree 5. Strongly Agree <p>A1. As the Title IX Coordinator I am well versed in discussing and explaining Title IX policy and procedures to:</p> <ol style="list-style-type: none"> a. staff b. faculty c. students <p>A2. As the Title IX Coordinator I have a deep understanding of our Title IX programming strategic plan for the next:</p> <ol style="list-style-type: none"> a. one year b. two years <p>A3. The senior administration has a deep understanding of our Title IX programming strategic plan for the next:</p> <ol style="list-style-type: none"> a. one year b. two years <p>A4. The senior administration is knowledgeable about:</p> <ol style="list-style-type: none"> a. Federal Title IX best practices b. our campus Title IX policies and procedures 	<p>Aarons, G. A., Farahnak, L. R., & Ehrhart, M. G. (2014). The implementation leadership scale (ILS): development of a brief measure of unit level implementation leadership. <i>Implementation Science</i>, 9(1), 45.</p>

<p>A5-7 Proactive Leadership</p> <p>Definition: Regarding Title IX, prevention and policy actions... "generating and enacting self-initiated and future-focused leading actions that are persistently sustained to bring changes toward the environment (Chiahuei, et al. 2011)."</p>	<ol style="list-style-type: none"> 1. Strongly Disagree 2. Disagree 3. Neither Agree or Disagree 4. Agree 5. Strongly Agree <p>A5. Our senior administration has proactively pushed for the implementation of sexual violence prevention education for:</p> <ol style="list-style-type: none"> a. staff b. faculty c. students <p>A6. Our senior administration has proactively adopted and distributed clear, unambiguous Title IX policy and procedures for:</p> <ol style="list-style-type: none"> a. staff b. faculty c. students <p>A7. Our senior administration has proactively developed annual strategic plans to increase Title IX awareness and implement sexual violence prevention education for:</p> <ol style="list-style-type: none"> a. staff b. faculty c. students 	<p>Aarons, G. A., Farahnak, L. R., & Ehrhart, M. G. (2014). The implementation leadership scale (ILS): development of a brief measure of unit level implementation leadership. <i>Implementation Science</i>, 9(1), 45.</p> <p>Chiahuei Wu, , Ying Wang, (2011), <i>Understanding proactive leadership</i>, in William H. Mobley, Ming Li, Ying Wang (ed.) <i>Advances in Global Leadership (Advances in Global Leadership, Volume 6)</i> Emerald Group Publishing Limited, pp.299 - 314.</p>
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<p>A8- 11 Supportive Leadership</p> <p>Definition: "Support of [Title IX Coordinator] adoption and implementation of [Title IX]" (Aarons, et al., 2014).</p>	<ol style="list-style-type: none"> 1. Strongly Disagree 2. Disagree 3. Neither Agree or Disagree 4. Agree 5. Strongly Agree <p>A8. Our senior administration has removed obstacles for increasing Title IX awareness and implementation of sexual violence prevention education.</p> <p>A9. The senior administration supports my efforts to:</p> <ol style="list-style-type: none"> a. revise, adopt, and distribute Title IX policy and procedures b. implement sexual violence prevention education c. attend trainings to learn more about federal Title IX best practices d. attend trainings to learn more about sexual violence prevention education programs e. use current topics in the news/media to release campus messages regarding Title IX and resources available on campus <p>A10. The senior administration supports my efforts to:</p> <ol style="list-style-type: none"> a. implement sexual violence prevention education b. implement Title IX policy and procedures <p>A11. Sexual violence prevention education and Title IX policy and procedures are critical to the senior administration of this campus.</p>	<p>Aarons, G. A., Farahnak, L. R., & Ehrhart, M. G. (2014). The implementation leadership scale (ILS): development of a brief measure of unit level implementation leadership. <i>Implementation Science</i>, 9(1), 45.</p>
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<p>A12 Limited Funding</p> <p>Definition: "Money provided, especially by an organization or government, for a particular purpose."</p>	<ol style="list-style-type: none"> 1. Strongly Disagree 2. Disagree 3. Neither Agree or Disagree 4. Agree 5. Strongly Agree <p>A12. Limited funding limits resources that affect:</p> <ol style="list-style-type: none"> a. the sexual violence prevention education efforts on campus b. the Title IX policy and procedure revision and adoption c. placement of Title IX policy and procedures in multiple areas on our campus d. the development and distribution of Title IX materials, (e.g., brochures) e. placement of gender neutral bathroom signs on campus f. our campus website's ease of access to resources, confidential referrals, and helping strategies for victims of sexual violence g. Title IX awareness and outreach initiatives for students h. Title IX awareness and outreach initiatives for staff i. Title IX awareness and outreach initiatives for faculty 	<p>Definition retrieved from: https://en.oxforddictionaries.com/definition/funding</p>
<p>Dependent Variables Section B. Prevention of Sexual Violence on Campus: An Assessment Tool (ACHA, 2007). Total Questions: 11 (26 answers)</p>		
<p>B1 Public Statement</p> <p>AUTHOR Adapted/ACHA Assessment Tool (#1)</p> <p>Note: This question has been changed to read a "public statement" versus a "policy statement" since this questionnaire has asked several questions on policy but not on a specific public statement release.</p>	<ol style="list-style-type: none"> 1. Action has not been addressed 2. Action is in progress 3. Action is completed 4. Unsure <p>B1. Has the president of your institution released a public statement that demonstrates recognition of sexual violence and misconduct as a problem, a commitment to reduce its occurrence, and action steps for the campus community?</p>	<p>American College Health Association (2007). Shifting the Paradigm: Primary Prevention of Sexual Violence. Retrieved from: http://www.acha.org/documents/resources/ACHA_PSV_toolkit.pdf</p>

<p>B2 Multidisciplinary Taskforce</p> <p>AUTHOR Adapted/ACHA- Assessment Tool (#2)</p> <p>Note: This question has been expanded to have respondents answer each component individually (originally it was not broken down but asked as one question).</p>	<p>1. Action has not been addressed 2. Action is in progress 3. Action is completed 4. Unsure</p> <p>B2. Has your campus developed a multidisciplinary taskforce to address sexual violence prevention and response services that includes:</p> <p>a. high-level campus administration? b. academic leaders? c. student leaders? d. community partners?</p>	<p>American College Health Association (2007). Shifting the Paradigm: Primary Prevention of Sexual Violence. Retrieved from: http://www.acha.org/documents/resources/ACHA_PSV_toolkit.pdf</p>
<p>B3 Disciplinary Board Education</p> <p>PILOT STUDY Recommendation (B3)/ AUTHOR Adapted (B3a)/ACHA- Assessment Tool (#5)</p> <p>Note 1 (B3): Based on the pilot study of this survey, an initial question was added to distinguish between campuses that do or do not use judicial boards on their campuses.</p> <p>Note 2 (B3a): This question has been expanded to have respondents answer each component individually (originally in the ACHA instrument, this question was not broken down but kept as one question).</p>	<p>B3. Does your campus use judicial boards for adjudicating Title IX cases? (If answer "yes" then answer B3a.)</p> <p>a. Yes b. No c. Unsure</p> <p>-----</p> <p>1. Action has not been addressed 2. Action is in progress 3. Action is completed 4. Unsure</p> <p>B3a. Does your campus educate disciplinary boards on:</p> <p>a. non-stranger assaults? b. perpetrator patterns? c. possible victim responses and patterns?</p>	<p>American College Health Association (2007). Shifting the Paradigm: Primary Prevention of Sexual Violence. Retrieved from: http://www.acha.org/documents/resources/ACHA_PSV_toolkit.pdf</p>

<p>B4 Comprehensive training: Student Leaders</p> <p>AUTHOR Adapted/ACHA Assessment Tool (#6)</p> <p>Note: "campus law enforcement", "faculty", "staff", and "health and counseling services staff" were removed from the list to concentrate on "student leaders".</p>	<p>1. Action has not been addressed 2. Action is in progress 3. Action is completed 4. Unsure</p> <p>B4. Does your campus provide sexual violence comprehensive training on access to care, victim response, and federal/state statutes for student leaders?</p>	<p>American College Health Association (2007). Shifting the Paradigm: Primary Prevention of Sexual Violence. Retrieved from: http://www.acha.org/documents/resources/ACHA_PSV_toolkit.pdf</p>
<p>B5 Coordinated Response Service</p> <p>Author Adapted/ACHA-Assessment Tool (#7)</p> <p>Note: This question was made to read more simply by removing "seamless, victim-centered response services". Also the following sub-elements were removed: judicial/disciplinary board actions, medical care/forensic examination, and emergency contraception to narrow down the coordinated response services for themes relevant to this dissertation (i.e., sexual violence prevention education regarding a., b., c., d.). In question (d.) "follow-up" was removed from in front of counseling, and advocacy was moved as the second term in this list.</p>	<p>1. Action has not been addressed 2. Action is in progress 3. Action is completed 4. Unsure</p> <p>B5. Has your campus developed a coordinated response service between campus and community resources that offers the option of:</p> <p>a. anonymous reporting? b. law enforcement involvement? c. academic/housing accommodations? d. counseling, advocacy, and support?</p>	<p>American College Health Association (2007). Shifting the Paradigm: Primary Prevention of Sexual Violence. Retrieved from: http://www.acha.org/documents/resources/ACHA_PSV_toolkit.pdf</p>

<p>B6 Gender Neutral Bathrooms</p> <p>AUTHOR Adapted/ACHA Assessment Tool (#9)</p> <p>Note: This question has been modified to concentrate on gender neutral bathrooms based on 2017 State regulation.</p>	<ol style="list-style-type: none"> 1. Action has not been addressed 2. Action is in progress 3. Action is completed 4. Unsure <p>B6. Has your campus placed gender neutral bathrooms on your campus?</p>	<p>American College Health Association (2007). Shifting the Paradigm: Primary Prevention of Sexual Violence. Retrieved from: http://www.acha.org/documents/resources/ACHA_PSV_toolkit.pdf</p> <p>Applicable State regulation, Retrieved from: https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB1732</p>
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<p>B7 Curricular/Non-Curricular Prevention Education</p> <p>AUTHOR Adapted/ACHA Assessment Tool (#12)</p> <p>Note: The question was expanded and separated to focus in on the two distinct types of prevention education.</p>	<p>1. Action has not been addressed 2. Action is in progress 3. Action is completed 4. Unsure</p> <p>B7a. Has your campus integrated sexual violence prevention education into curricular (i.e., academic, in-class) activities?</p> <p><i>If action completed in B7a then taken to B7aa.</i> B7aa. Please give some examples of sexual violence prevention education in curricular activities: _____</p> <p>B7b. Has your campus integrated sexual violence prevention education into non-curricular (i.e., non-academic) activities?</p> <p><i>If action completed in B7b then taken to B7bb.</i> B7bb. Please give some examples of sexual violence prevention education in non-curricular activities: _____</p>	<p>American College Health Association (2007). Shifting the Paradigm: Primary Prevention of Sexual Violence. Retrieved from: http://www.acha.org/documents/resources/ACHA_PSV_toolkit.pdf</p>
<p>B8 Education/Outreach Programming</p> <p>AUTHOR Adapted/ACHA Assessment Tool (#12)</p> <p>Note: In question (g) the following was added for clarity "(i.e., acquaintance rape)" and "traditional beliefs" was removed from the question to not confuse what the question is asking.</p>	<p>1. Action has not been addressed 2. Action is in progress 3. Action is completed 4. Unsure</p> <p>B8. Has your campus developed educational/outreach programming that:</p> <p>a. recognizes that sexual misconduct/violence is a learned behavior? b. teaches bystander intervention techniques? c. addresses the role of consent in sexual relationships? d. encourages the involvement of men? e. addresses alcohol and other drug issues and the connection with sexual violence? f. provides concepts that encourage healthy, consensual sexual relationships? g. addresses non-stranger sexual violence (i.e., acquaintance rape)? h. encourages positive role modeling and mentoring for men and women?</p>	<p>American College Health Association (2007). Shifting the Paradigm: Primary Prevention of Sexual Violence. Retrieved from: http://www.acha.org/documents/resources/ACHA_PSV_toolkit.pdf</p>

<p>B9 Underage Drinking Policy Amnesty ACHA Assessment Tool (#13)</p>	<p>1. Action has not been addressed 2. Action is in progress 3. Action is completed 4. Unsure</p> <p>B9. Has your campus created amnesty policies for underage drinking for victims who report sexual assault?</p>	<p>American College Health Association (2007). Shifting the Paradigm: Primary Prevention of Sexual Violence. Retrieved from: http://www.acha.org/documents/resources/ACHA_PSV_toolkit.pdf</p>
<p>B10 Men Participation with Education Author Adapted/ACHA- Assessment Tool (#14)</p> <p>Note 1: This question has been modified to state "prevention education" and to clarify the participation and investment from men. (Staff, faculty, students) were added in parenthesis to identify which men on campus. Also, "the prevention of" those actions that dehumanize and objectify women, was added and reiterated to further emphasize what type of men participation.</p> <p>Note 2: Based on pilot study recommendation of this survey, participants are able to provide examples.</p>	<p>1. Action has not been addressed 2. Action is in progress 3. Action is completed 4. Unsure</p> <p>B10a. Has your campus invited men (staff, faculty, students) to participate and invest in sexual violence prevention education, including the prevention of those actions that dehumanize and objectify women?</p> <p><i>If action completed in B10a then taken to B10aa.</i> B10aa. Please give some examples of how your campus has invited men (staff, faculty, students) to participate and invest in sexual violence prevention education: _____</p>	<p>American College Health Association (2007). Shifting the Paradigm: Primary Prevention of Sexual Violence. Retrieved from: http://www.acha.org/documents/resources/ACHA_PSV_toolkit.pdf</p>

<p>B11 Website Resource Access Author Adapted/ACHA- Assessment Tool (#15) Note: This question has been modified to increase brevity, to address access to information on websites, and specifies "confidential" referrals.</p>	<p>1. Action has not been addressed 2. Action is in progress 3. Action is completed 4. Unsure</p> <p>B11. Has your campus website provided access to resources, confidential referrals, and helping strategies for victims of sexual violence?</p>	<p>American College Health Association (2007). Shifting the Paradigm: Primary Prevention of Sexual Violence. Retrieved from: http://www.acha.org/documents/resources/ACHA_PSV_toolkit.pdf</p>
<p>Dependent Variables Section C. Author Developed and Dissertation Committee Recommended Total Questions: 11 (21 - 38 answers)</p>		

<p>C1 First-Year Student Education Implementation</p> <p>Author Developed</p> <p>Note 1 (C1a): This question has been added to distinguish between mandatory and optional training, where optional training has shown limited participation. In Senator McCaskill's 2014 report, 31% of national 4-year institutions stated they did not do sexual misconduct trainings for students. What's more, McCaskill's report found specific types of schools were lower than the average: private for-profit schools- 72% did not do student trainings; institutions with fewer than 1,000 students- 53% did not do student trainings. This dissertation question is asked to indicate the prevalence of student education implementation and to distinguish between mandatory and optional approaches at community colleges.</p> <p>Note 2 (C1b, C1c): Sexual violence prevention education research supports this question where individual recollection improves with an increased number of delivery methods and an increased dosage (Potter, et al., 2015).</p> <p>Note 3 (C1d, C1dd): The CDC has supported a data-informed approach for sexual violence prevention education, and this question will identify if campuses are tracking/ reviewing data (CDC, 2004).</p>	<p>1. Yes 2. No 3. Unsure <i>(If "no" or "unsure" then taken to question C2)</i></p> <p>C1. Has your campus implemented sexual violence prevention education training for first-year students?</p> <p>C1a. What is the student training classified as? 1. Mandatory 2. Optional 3. Other (please be specific): _____</p> <p>C1b. What type of student prevention education training sessions are provided on your campus? 1. A series of multiple sessions (that include online AND in-person) 2. One-time sessions (online OR in-person) 3. Other (please be specific): _____</p> <p>C1c. How often are these student training sessions offered on your campus? 1. Multiple times a semester/quarter 2. Once a semester/quarter 3. Once a year 4. Other: _____ 5. Unsure</p> <p>C1d. Is the student training tracked for data collection? <i>(if "Yes" then taken to C1dd)</i> 1. Yes 2. No</p>	<p>McCaskill, C. (2014). Sexual violence on campus. Report, US Senate Subcommittee on Financial and Contracting Oversight.</p> <p>Potter, S.J., Banyard, V.L., Stapleton, J.G., Demers, J.M., Edwards, K.M., and Moynihan, M.M. (2015). Informing students about campus policies and resources: how they get the message matters. White House Taskforce Report.</p> <p>Centers for Disease Control and Prevention (2004). Sexual violence prevention: beginning the</p>
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<p>C2 POST First-Year Student Education Implementation PILOT STUDY Recommendation/Author Developed</p> <p>Note 1 (C2): This question was added following the pilot project of this instrument where Title IX administrators pointed out differentiating between first-year and post-first-year training would be wise to analyze due to the lack of research in this area of implementation.</p> <p>Note 2 (C2a): This question has been added to distinguish between mandatory and optional training, where optional training has shown limited participation (McCaskill, 2014).</p> <p>Note 3 (C2b, C2c): Sexual violence prevention education research supports this question where individual recollection improves with an increased number of delivery methods and an increased dosage (Potter, et al., 2015).</p> <p>Note 4 (C2d, C2dd): The CDC has supported a data-informed approach for sexual violence prevention education, and this question will identify if campuses are tracking/ reviewing data (CDC, 2004).</p>	<p>1. Yes 2. No 3. Unsure <i>(If "no" or "unsure" then taken to question C3)</i></p> <p>C2. Has your campus implemented sexual violence prevention education training for POST-first-year students (e.g., second year, third year students, etc.)?</p> <p>C2a. What is the POST first-year student training classified as?</p> <p>1. Mandatory 2. Optional 3. Other (please be specific): _____</p> <p>C2b. What type of POST first-year student prevention education training sessions are provided on your campus?</p> <p>1. A series of multiple sessions (that include online AND in-person) 2. One-time sessions (online OR in-person) 3. Other (please be specific): _____</p> <p>C2c. How often are these POST first-year student training sessions offered on your campus?</p> <p>1. Multiple times a semester/quarter 2. Once a semester/quarter 3. Once a year 4. Other: _____ 5. Unsure</p> <p>C2d. Is the POST first-year student training tracked for data collection? <i>(if "Yes" then taken to C2dd)</i></p> <p>1. Yes</p>	<p>McCaskill, C. (2014). Sexual violence on campus. Report, US Senate Subcommittee on Financial and Contracting Oversight.</p> <p>Potter, S.J., Banyard, V.L., Stapleton, J.G., Demers, J.M., Edwards, K.M., and Moynihan, M.M. (2015). Informing students about campus policies and resources: how they get the message matters. White House Taskforce Report.</p> <p>Centers for Disease Control and Prevention (2004). Sexual violence prevention: beginning the</p>
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<p>C3 Targeted Prevention Education</p> <p>Author Developed</p> <p>Note 1: This question is based on a research study that focused on campus administrators. One question in the questionnaire specified on sexual violence prevention educational materials provided to distinct student populations, this has been adapted for this dissertation's questionnaire. (Appendix E, Campus Administrator Survey, Question # 12-17 (Karjane, et al., 2002)).</p> <p>Note 2: Based on pilot study recommendation, each target group has been separated as an individual question and allows for examples of each target group in cases where Title IX administrators state the action had been completed.</p>	<ol style="list-style-type: none"> 1. Action has not been addressed 2. Action is in progress 3. Action is completed 4. Unsure <p>C3a. Has your campus targeted sexual violence prevention education for disabled students? <i>If "action completed" asked C3aa:</i> C3aa. Please provide examples of how your campus has targeted sexual violence prevention education for disabled students: _____</p> <p>C3b. Has your campus targeted sexual violence prevention education for international students? <i>If "action completed" asked C3bb:</i> C3bb. Please provide examples of how your campus has targeted sexual violence prevention education for international students: _____</p> <p>C3c. Has your campus targeted sexual violence prevention education for sexual minority students (i.e., lesbian, gay, bi-sexual, transgender, queer, etc.)? <i>If "action completed" asked C3cc:</i> C3cc. Please provide examples of how your campus has targeted sexual violence prevention education for sexual minority students (i.e., lesbian, gay, bi-sexual, transgender, queer, etc.): _____</p> <p>C3d. Has your campus targeted sexual violence prevention education for non-native English speaking students? <i>If "action completed" asked C3dd:</i> C3dd. Please provide examples of how your campus has targeted sexual violence prevention education for non-native English speaking students: _____</p>	<p>Karjane, H. K., Fisher, B. S., & Cullen, F. T. (2002). Campus sexual assault: How America's institutions of higher education respond. Final Report, NIJ Grant.</p>
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<p>C4 Staff Education Implementation</p> <p>Author Developed</p> <p>Note 1: This question has been added separate from "Faculty Education Implementation (C5)" because this dissertation is exploring if both staff and faculty are provided the same trainings.</p> <p>Note 2(C4, C4a): In addition to this, McCaskill's 2014 report identified 20% of four-year institutions were not providing sexual violence trainings to staff and faculty (McCaskill, 2014). This dissertation will explore if education is being implemented for staff through this question, and if it is mandatory or optional. (Research has shown optional trainings are less frequently completed.)</p> <p>Note 3 (C4b, C4c): Sexual violence prevention education research supports this question where individual recollection improves with an increased number of delivery methods and an increased dosage (Potter, et al., 2015).</p> <p>Note 4: (C4d, C4dd): The CDC has supported a data-informed approach for sexual violence prevention education, and this question will identify if campuses are tracking/ reviewing data (CDC, 2004).</p>	<p>1. Yes 2. No 3. Unsure <i>(If "no" or "unsure" then skip to answer question C5)</i></p> <p>C4. Has your campus implemented sexual violence prevention education training for staff?</p> <p>C4a. What is the staff training classified as? 1. Mandatory 2. Optional 3. Other (be specific): _____</p> <p>C4b. What type of staff prevention education training sessions are provided on your campus? 1. A series of mutlipe sessions: that include online AND in-person 2. One-time sessions (online OR in-person) 3. Other (be specific): _____</p> <p>C4c. How often are these staff training sessions offered on your campus? 1. Multiple times a semester/ quarter 2. Once a semester/ quarter 3. Once a year 4. Other: _____ 5. Unsure</p> <p>C4d. Is the staff training tracked for data collection? (if "Yes" then taken to C4dd) 1. Yes 2. No</p>	<p>McCaskill, C. (2014). Sexual violence on campus. Report, US Senate Subcommittee on Financial and Contracting Oversight.</p> <p>Potter, S.J., Banyard, V.L., Stapleton, J.G., Demers, J.M., Edwards, K.M., and Moynihan, M.M. (2015). Informing students about campus policies and resources: how they get the message matters. White House Taskforce Report.</p> <p>Centers for Disease Control and Prevention (2004). Sexual violence prevention: beginning the</p>
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<p>C5 Faculty Education Implementation</p> <p>Author Developed</p> <p>Note 1: This question has been added separate from "Staff Education Implementation (C4)" because this dissertation is exploring if both staff and faculty are provided the same trainings.</p> <p>Note 2 (C5, C5a) : In addition to this, McCaskill's 2014 report identified 20% of four-year institutions were not providing sexual violence trainings to staff and faculty (McCaskill, 2014). This dissertation will explore if education is being implemented for faculty through this question, and if it is mandatory or optional. (Research has shown optional trainings are less frequently completed.)</p> <p>Note 3 (C5b, C5c): Sexual violence prevention education research supports this question where individual recollection improves with an increased number of delivery methods and an increased dosage (Potter, et al., 2015).</p> <p>Note 4: (C5d, C5dd.): The CDC has supported a data-informed approach for sexual violence prevention education, and this question will identify if campuses are tracking/ reviewing data (CDC, 2004).</p>	<p>1. Yes 2. No 3. Unsure <i>(If "no" or "unsure" then skip to answer question C6)</i></p> <p>C5. Has your campus implemented sexual violence prevention education training for faculty?</p> <p>C5a. What is the faculty training classified as? 1. Mandatory 2. Optional 3. Other (be specific): _____</p> <p>C5b. What type of faculty prevention education training sessions are provided on your campus? 1. A series of mutlipe sessions: that include online AND in-person 2. One-time sessions (online OR in-person) 3. Other (be specific): _____</p> <p>C5c. How often are these faculty training sessions offered on your campus? 1. Multiple times a semester/ quarter 2. Once a semester/ quarter 3. Once a year 4. Other: _____ 5. Unsure</p> <p>C5d. Is the faculty training tracked for data collection? <i>(if "Yes" then take to C5dd)</i> 1. Yes 2. No</p>	<p>McCaskill, C. (2014). Sexual violence on campus. Report, US Senate Subcommittee on Financial and Contracting Oversight.</p> <p>Potter, S.J., Banyard, V.L., Stapleton, J.G., Demers, J.M., Edwards, K.M., and Moynihan, M.M. (2015). Informing students about campus policies and resources: how they get the message matters. White House Taskforce Report.</p> <p>Centers for Disease Control and Prevention (2004). Sexual violence prevention: beginning the</p>
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<p>C6 Campus Climate Surveys: Sexual Misconduct</p> <p>Author Developed</p> <p>Note 1 (C6a, C6b, C6c): Research has demonstrated that "rape-positive" cultures exist at schools and can intensify hypermasculinity and support sexual misconduct and gender violence (Cantalupo, 2013, p.100). Therefore it is important to identify if campuses are conducting campus climate surveys for all constituents.</p> <p>Note 2 (C6aa, C6bb, C6cc): Annual climate surveys have been proven to be one of the best ways of getting an accurate understanding of sexual violence/misconduct on campuses (Subcommittee on Financial and Contracting Oversight, 2014).</p>	<p>C6a. Has your community college conducted campus climate surveys concerning sexual misconduct behaviors and/or beliefs for students?</p> <p>1. Action Has Not Been Addressed 2. Action Is In Progress 3. Action Is Completed 4. Unsure</p> <p><i>(if ""action completed"" then taken to C6aa)"</i></p> <p>C6aa. How often is the student campus climate survey conducted?</p> <p>1. Every semester 2. Annually 3. Bi-annually (every two years) 4. Other: _____</p> <p>C6b. Has your community college conducted campus climate surveys concerning sexual misconduct behaviors and/or beliefs for staff?</p> <p>1. Action Has Not Been Addressed 2. Action Is In Progress 3. Action Is Completed 4. Unsure</p> <p><i>(if "action completed" then go on to C6bb)</i></p> <p>C6bb. How often is the staff campus climate survey conducted?</p> <p>1. Every semester 2. Annually 3. Bi-annually (every two years) 4. Other: _____</p> <p>C6c. Has your community college conducted campus climate surveys concerning sexual misconduct behaviors and/or beliefs for faculty?</p>	<p>Cantalupo, N. C. (2013). Masculinity & Title IX: Bullying and Sexual Harassment of Boys in the American Liberal State. Md. L. Rev., 73, 887.</p> <p>McCaskill, C. (2014). Sexual violence on campus. Report, US Senate Subcommittee on Financial and Contracting Oversight.</p>
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<p>C7 Title IX Cases Reviewed By President Author Developed Note: This question speaks to the interest a campus President may have in staying abreast of Title IX cases taking place on their campus. This question is inspired by a recent proposed legislation called the ALERT Act (2018).</p>	<p>1. Daily 2. Weekly 3. Monthly 4. Once a semester/quarter 5. Annually 6. Bi-annually (every two years) 7. Never C7. Sexual misconduct cases reported to your Title IX office are reviewed by the campus President:</p>	<p>Inspired by a recent proposed bill. Retrieved from: http://www.mlive.com/news/index.ssf/2018/02/university_presidents_would_ha.html</p>
<p>C8 What's More Important: Title IX Coordinator Dissertation Committee Recommended</p>	<p>1. To protect the organization 2. To protect the students 3. Both are equally important 4. Other: Please specify _____ C8. What is most important to you as the Title IX Coordinator of your communitiy college?</p>	
<p>C9 Duration as Title IX Coordinator Author Developed/Dissertation Committee Recommended</p>	<p>1. Please specify _____ C9. How long have you been the designated Title IX Coordinator of your communitiy college campus?</p>	
<p>C10 Duration as Campus Employee Author Developed/Dissertation Committee Recommended</p>	<p>1. Please specify _____ C10. How long have you worked as an employee of your community college campus in any capacity?</p>	

<p>C11 Title IX Coordinator: Other Titles</p> <p>Author Developed</p> <p>Note: This question has been added because many times Title IX Coordinator's have multiple responsibilities that divides their ability to do their Title IX work effectively. This question will be interesting to categorize the number of additional roles/responsibilities they have and how crucial it is for a campus to keep the position isolated from other responsibility distractions.</p>	<p>1. Please specify _____</p> <p>C11. In addition to Title IX Coordinator, what other titles do you currently hold as an employee of your communtiy college campus?</p>	<p>Literature that supports this question: Paul, C. (2016). Title IX Coordinators in Dual Roles: Challenges, Experiences, and Sources of Support. Retrieved from: https://atixa.org/wordpress/wp-content/uploads/2016/10/CAMPUSIX2016_Article4.pdf</p>
<p>C12 Title IX Coordiinator Level of Education</p> <p>Dissertation Committee Recommended</p>	<p>1. High School Diploma 2. Bachelor's Degree 3. Master's Degree 4. Juris Doctorate 5. Ed.D. 6. Ph.D. 7. Other: _____</p> <p>C12. What is your highest level of education?</p>	

Appendix E

ASVPE Instrument Questions

ASVPE Instrument Questions

1. Has the president of your institution released a public statement that demonstrates recognition of sexual violence and misconduct as a problem, a commitment to reduce its occurrence, and action steps for the campus community?

Has your campus developed a multidisciplinary taskforce to address sexual violence prevention and response services that includes:

2. high-level campus administration?

3. academic leaders?

4. student leaders?

5. community partners?

6. Does your campus provide sexual violence comprehensive training on access to care, victim response, and federal/state statutes for student leaders?

Has your campus developed a coordinated response service between campus and community resources that offers the option of:

7. anonymous reporting?

8. law enforcement involvement?

9. academic/housing accommodations?

10. counseling, advocacy, and support?

11. Has your campus placed gender neutral bathrooms on your campus?

12. Has your campus integrated sexual violence prevention education into curricular (i.e., academic, in-class) activities?

13. Has your campus integrated sexual violence prevention education into non-curricular (i.e., non-academic) activities?

Has your campus developed educational/outreach programming that:

14. recognizes that sexual misconduct/violence is a learned behavior?

15. teaches bystander intervention techniques?

16. addresses the role of consent in sexual relationships?

17. encourages the involvement of men?

18. addresses alcohol and other drug issues and the connection with sexual violence?

19. provides concepts that encourage healthy, consensual sexual relationships?

20. addresses non-stranger sexual violence (i.e., acquaintance rape)?

21. encourages positive role modeling and mentoring for men and women?

22. Has your campus created amnesty policies for underage drinking for victims who report sexual

23. Has your campus invited men (staff, faculty, students) to participate and invest in sexual violence prevention education, including the prevention of those actions that dehumanize and objectify women?

24. Has your campus website provided access to resources, confidential referrals, and helping strategies for victims of sexual violence?
25. Has your campus implemented sexual violence prevention education training for first-year students?
26. Has your campus implemented sexual violence prevention education training for POST- first-year students (e.g., second year, third year students, etc.)?
27. Has your campus targeted sexual violence prevention education for disabled students?
28. Has your campus targeted sexual violence prevention education for international students?
29. Has your campus targeted sexual violence prevention education for sexual minority students (i.e., lesbian, gay, bi-sexual, transgender, queer, etc.)?
students?
31. Has your campus targeted sexual violence prevention education for minority students specific to your campus (e.g., Native American, Hispanic, African American, etc.)?
32. Has your campus implemented sexual violence prevention education training for staff?
33. Has your campus implemented sexual violence prevention education training for faculty?
34. Has your campus conducted climate surveys concerning sexual misconduct behaviors and/or beliefs for students?
35. Has your campus conducted climate surveys concerning sexual misconduct behaviors and/or beliefs for staff?
36. Has your campus conducted climate surveys concerning sexual misconduct behaviors and/or beliefs for faculty?

Appendix F

Survey Instrument

Title IX Within Community Colleges

Q. A1 As the Title IX Coordinator I am well versed in discussing and explaining Title IX policy and procedures to:

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
a. Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q. A2 As the Title IX Coordinator I have a deep understanding of our Title IX programming strategic plan for the next:

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
a. One Year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Two Years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q. A3 The senior administration has a deep understanding of our Title IX programming strategic plan for the next:

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
a. One Year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Two Years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q. A4 The senior administration is knowledgeable about:

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
a. Federal Title IX best practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Our campus Title IX policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q. A5 Our senior administration has proactively pushed for the implementation of sexual violence prevention education for:

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
a. Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q. A6 Our senior administration has proactively adopted and distributed clear, unambiguous Title IX policy and procedures for:

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
a. Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q. A7 Our senior administration has proactively developed annual strategic plans to increase Title IX awareness and implement sexual violence prevention education for:

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
a. Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q. A8 Our senior administration has removed obstacles for increasing Title IX awareness and implementation of sexual violence prevention education.

- Strongly Disagree
- Disagree
- Neither Disagree or Agree
- Agree
- Strongly Agree

Q. A9 The senior administration supports my efforts to:

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
a. revise, adopt, and distribute Title IX policy and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. implement sexual violence prevention education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. attend trainings to learn more about federal Title IX best practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. attend trainings to learn more about sexual violence prevention education programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. use current topics in the news/media to release campus messages regarding Title IX and resources available on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q. A10 The senior administration supports my efforts to:

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
a. implement sexual violence prevention education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. implement Title IX policy and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q. A11 Sexual violence prevention education and Title IX policy and procedures are critical to the senior administration of this campus.

- Strongly Disagree
 - Disagree
 - Neither Disagree or Agree
 - Agree
 - Strongly Agree
-

Q. A12 Limited funding limits resources that affect:

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
a. the sexual violence prevention education efforts on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. the Title IX policy and procedure revision and adoption	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. placement of Title IX policy and procedures in multiple areas on our campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. the development and distribution of Title IX materials, (e.g., brochures)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. placement of gender neutral bathroom signs on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. our campus website's ease of access to resources, confidential referrals, and helping strategies for victims of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

sexual violence					
g. Title IX awareness and outreach initiatives for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Title IX awareness and outreach initiatives for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Title IX awareness and outreach initiatives for faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q. B1 Has the president of your institution released a public statement that demonstrates recognition of sexual violence and misconduct as a problem, a commitment to reduce its occurrence, and action steps for the campus community?

- Action Has Not Been Addressed
 - Action Is In Progress
 - Action Is Completed
 - Unsure
-

Q. B2 Has your campus developed a multidisciplinary task force to address sexual violence prevention and response services that includes:

	Action Has Not Been Addressed	Action Is In Progress	Action Is Completed	Unsure
a. high-level campus administration?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. academic leaders?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. student leaders?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. community partners?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q. B3 Does your campus use judicial boards for adjudicating Title IX cases?

- Yes
- No
- Unsure

Q. B3a Does your campus educate disciplinary boards on:

	Action Has Not Been Addressed	Action Is In Progress	Action Is Completed	Unsure
a. non-stranger assaults?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. perpetrator patterns?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. possible victim responses and patterns?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q. B4 Does your campus provide sexual violence comprehensive training on access to care, victim response, and federal/state statutes for student leaders?

- Action Has Not Been Addressed
- Action Is In Progress
- Action Is Completed
- Unsure

Q. B5 Has your campus developed a coordinated response service between campus and community resources that offers the option of:

	Action Has Not Been Addressed	Action Is In Progress	Action Is Completed	Unsure
a. anonymous reporting?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. law enforcement involvement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. academic/housing accommodations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. counseling, advocacy, and support?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q.B6 Has your campus placed gender-neutral bathrooms on your campus?

- Action Has Not Been Addressed
 - Action Is In Progress
 - Action Is Completed
 - Unsure
-

Q.B7a Has your campus integrated sexual violence prevention education into curricular (i.e., academic, in-class) activities?

- Action Has Not Been Addressed
 - Action Is In Progress
 - Action Is Completed
 - Unsure
-

Q.B7aa Please give some examples of sexual violence prevention education in curricular activities:

Q.B7b Has your campus integrated sexual violence prevention education into non-curricular (i.e., non-academic) activities?

- Action Has Not Been Addressed
- Action Is In Progress
- Action Is Completed
- Unsure

Q.B7bb Please give some examples of sexual violence prevention education in non-curricular activities:

Q.B8 Has your campus developed educational/outreach programming that:

	Action Has Not Been Addressed	Action Is In Progress	Action Is Completed	Unsure
a. recognizes that sexual misconduct/violence is a learned behavior?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. teaches bystander intervention techniques?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. addresses the role of consent in sexual relationships?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. encourages the involvement of men?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. addresses alcohol and other drug issues and the connection with sexual violence?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. provides concepts that encourage healthy, consensual sexual relationships?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. addresses non-stranger sexual violence (i.e., acquaintance rape)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. encourages positive role modeling and mentoring for men and women?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q.B9 Has your campus created amnesty policies for underage drinking for victims who report sexual assault?

- Action Has Not Been Addressed
 - Action Is In Progress
 - Action Is Completed
 - Unsure
-

Q.B10a Has your campus invited men (staff, faculty, students) to participate and invest in sexual violence prevention education, including the prevention of those actions that dehumanize and objectify women?

- Action Has Not Been Addressed
 - Action Is In Progress
 - Action Is Completed
 - Unsure
-

Q.B10aa Please give some examples of how your campus has invited men (staff, faculty, students) to participate and invest in sexual violence prevention education:

Q.B11 Has your campus website provided access to resources, confidential referrals, and helping strategies for victims of sexual violence?

- Action Has Not Been Addressed
 - Action Is In Progress
 - Action Is Completed
 - Unsure
-

Q.C1 Has your campus implemented sexual violence prevention education training for first-year students?

- Yes
 - No
 - Unsure
-

Q.C1a What is the student training classified as?

- Mandatory
 - Optional
 - Other (please be specific): _____
-

Q.C1b What type of student prevention education training sessions are provided on your campus?

- A series of multiple sessions (that includes online AND in-person)
- One-time sessions (online OR in-person)
- Other (please be specific): _____

Q.C1c How often are these student training sessions offered on your campus?

- Multiple times a semester/quarter
- Once a semester/quarter
- Once a year
- Other (please specify): _____
- Unsure

Q.C1d Is the student training tracked for data collection?

- Yes
- No
- Unsure

Q.C1dd Is this data reviewed for educational/outreach programming?

- Yes
 - No
 - Unsure
-

Q.C2 Has your campus implemented sexual violence prevention education training for POST-first-year students (e.g., second year, third year students, etc.)?

- Yes
 - No
 - Unsure
-

Q.C2a What is the POST first-year student training classified as?

- Mandatory
 - Optional
 - Other (Please be specific): _____
-

Q.C2b What type of POST first-year student prevention education training sessions are provided on your campus?

- A series of multiple sessions (that include online AND in-person)
 - One-time sessions (online OR in-person)
 - Other (Please be specific): _____
-

Q.C2c How often are these POST first-year student training sessions offered on your campus?

- Multiple times a semester/ quarter
 - Once a semester/ quarter
 - Once a year
 - Other (Please be specific): _____
 - Unsure
-

Q.C2d Is the POST first-year student training tracked for data collection?

- Yes
 - No
 - Unsure
-

Q.C2dd Is the POST first-year student training data reviewed for educational/outreach programming?

- Yes
 - No
 - Unsure
-

Q.C3a Has your campus targeted sexual violence prevention education for disabled students:

- Action Has Not Been Addressed
 - Action Is In Progress
 - Action Is Completed
 - Unsure
-

Q.C3aa Please provide examples of how your campus has targeted sexual violence prevention education for disabled students:

Q.C3b Has your campus targeted sexual violence prevention education for international students?

- Action Has Not Been Addressed
 - Action Is In Progress
 - Action Is Completed
 - Unsure
-

Q.C3bb Please provide examples of how your campus has targeted sexual violence prevention education for international students:

Q.C3c Has your campus targeted sexual violence prevention education for sexual minority students (i.e., lesbian, gay, bi-sexual, transgender, queer, etc.)?

- Action Has Not Been Addressed
 - Action Is In Progress
 - Action Is Completed
 - Unsure
-

Q.C3cc Please provide examples of how your campus has targeted sexual violence prevention education for sexual minority students (i.e., lesbian, gay, bi-sexual, transgender, queer, etc.):

Q.C3d Has your campus targeted sexual violence prevention education for non-native English speaking students?

- Action Has Not Been Addressed
 - Action Is In Progress
 - Action Is Completed
 - Unsure
-

Q.C3dd Please provide examples of how your campus has targeted sexual violence prevention education for non-native English speaking students:

Q.C3e Has your campus targeted sexual violence prevention education for minority students specific to your campus (e.g., Native American, Hispanic, African American, etc.)?

- Action Has Not Been Addressed
 - Action Is In Progress
 - Action Is Completed
 - Unsure
-

Q.C3ee Please provide examples of how your campus has targeted sexual violence prevention education for minority students specific to your campus (e.g., Native American, Hispanic, African American, etc.):

Q.C4 Has your campus implemented sexual violence prevention education training for staff?

- Yes
 - No
 - Unsure
-

Q.C4a What is the staff training classified as?

- Mandatory
 - Optional
 - Other (please be specific): _____
-

Q.C4b What type of staff prevention education training sessions are provided on your campus?

- A series of multiple sessions (that includes online AND in-person)
 - One-time sessions (online OR in-person)
 - Other (please be specific): _____
-

Q.C4c How often are these staff training sessions offered on your campus?

- Multiple times a semester/quarter
 - Once a semester/quarter
 - Once a year
 - Other (please specify): _____
 - Unsure
-

Q.C4d Is the staff training tracked for data collection?

- Yes
 - No
 - Unsure
-

Q.C4dd Is this data reviewed for educational/outreach programming?

- Yes
 - No
 - Unsure
-

Q.C5 Has your campus implemented sexual violence prevention education training for faculty?

- Yes
 - No
 - Unsure
-

Q.C5a What is the faculty training classified as?

- Mandatory
 - Optional
 - Other (please be specific): _____
-

Q.C5b What type of faculty prevention education training sessions are provided on your campus?

- A series of multiple sessions (that includes online AND in-person)
 - One-time sessions (online OR in-person)
 - Other (please be specific): _____
-

Q.C5c How often are these faculty training sessions offered on your campus?

- Multiple times a semester/quarter
 - Once a semester/quarter
 - Once a year
 - Other (please specify): _____
 - Unsure
-

Q.C5d Is the faculty training tracked for data collection?

- Yes
 - No
 - Unsure
-

Q.C5dd Is this data reviewed for educational/outreach programming?

- Yes
 - No
 - Unsure
-

Q.C6a Has your campus conducted climate surveys concerning sexual misconduct behaviors and/or beliefs for students?

- Action Has Not Been Addressed
 - Action Is In Progress
 - Action Is Completed
 - Unsure
-

Q.C6aa How often is the student campus climate survey conducted?

- Every semester
 - Annually
 - Bi-annually (every two years)
 - Other (Please be specific): _____
-

Q.C6b Has your campus conducted climate surveys concerning sexual misconduct behaviors and/or beliefs for staff?

- Action Has Not Been Addressed
 - Action Is In Progress
 - Action Is Completed
 - Unsure
-

Q.C6bb How often is the staff campus climate survey conducted?

- Every semester
 - Annually
 - Bi-annually (every two years)
 - Other (Please be specific): _____
-

Q.C6c Has your campus conducted climate surveys concerning sexual misconduct behaviors and/or beliefs for faculty?

- Action Has Not Been Addressed
 - Action Is In Progress
 - Action Is Completed
 - Unsure
-

Q.C6cc How often is the faculty campus climate survey conducted?

- Every semester
 - Annually
 - Bi-annually (every two years)
 - Other (Please be specific): _____
-

Q.C7 Sexual misconduct cases reported to your Title IX office are reviewed by the campus President:

- Daily
 - Weekly
 - Monthly
 - Once a semester/quarter
 - Annually
 - Bi-annually (every two years)
 - Never
-

Q.C8 What is most important to you as the Title IX Coordinator of your college campus?

- To protect the organization
 - To protect the students
 - Both are equally important
 - Other (Please be specific): _____
-

Q.C9 How long have you been the designated Title IX Coordinator of your college campus?

Q.C10 How long have you worked as an employee of your college campus?

Q.C11 In addition to Title IX Coordinator, what other titles do you currently hold as an employee of your college campus?

Q.C12 What is your highest level of education?

High School Diploma

Bachelor's Degree

Master's Degree

Juris Doctorate

Ed.D.

PhD

Other: _____

Q. Thank you again for participating in this survey. As a thank you please indicate which items you'd appreciate receiving for your time and participation (check all that apply):

\$5.00 Starbucks e-gift card

Summary of dissertation results (to be expected sometime in late summer)

Summary of general advice for Title IX and sexual violence prevention improvements that you can apply to your community college if you feel the advice is applicable to your campus (to be expected sometime in late summer)

Appendix G

Letter of Support



Trustees
Mary Hornbuckle, President
Lorraine Prinsky, Ph.D., Vice President
Jim Moreno, Board Clerk
Jerry Patterson, Trustee
David A. Grant, Trustee

Student Trustee
Javier Venegas

Chancellor
John Weispfenning, Ph.D.

March 21, 2018

Dear Title IX Coordinator:

As the Chancellor of the Coast Community College District, I value the crucial work that you do every day to ensure college students are safe from sexual harassment and sexual violence.

I have reviewed the survey developed by Sandra Hodgin, a Ph.D. candidate at Claremont Graduate University, and I believe it will expand the breadth and depth of understanding of Title IX expectations, practices, and responsibilities in community colleges. I encourage you to consider completing this survey. It will be of use to college presidents, vice presidents of student services, deans, faculty, students—and, of course, Title IX coordinators like you.

Being able to share what's working and other practices will elevate the quality of our efforts to protect students across the community college sector. Your responses will contribute to that effort.

Cordially,

John Weispfenning, Ph.D.
Chancellor

Appendix H

Construct Table for Sub-Categories

Rank	SUB-CATEGORIES: Dependent Variable Groups	Grouped Variable Details (Combination of 32 Questions)	References
1	<p>Campus Climate Surveys</p> <p>Definition: Campus Climate Surveys is defined as the current attitudes, beliefs, and actions of faculty, staff, and students concerning mutual respect. For purposes of this research, Campus Climate Surveys are used to define the problem and grasp an understanding of the campus beliefs and actions related to sexual misconduct and violence.</p> <p>Note 1: Annual climate surveys have been proven to be one of the best ways of getting an accurate understanding of sexual violence/misconduct on campuses (Subcommittee on Financial and Contracting Oversight, 2014).</p> <p>Note 2: Research has demonstrated that "rape-positive" cultures exist at schools and can intensify hypermasculinity and support sexual misconduct and gender violence (Cantalupo, 2013, p.100). Therefore it is important to identify if campuses are conducting campus climate surveys for all constituents.</p> <p>Note 3: Recoded in SPSS to make 1 variable. Also recoded responses into two categories: 1 = not completed (includes in progress) and 2 = action completed.</p> <p>Note 4: Section C questions were developed by the AUTHOR based on research, pilot project recommendations, and anecdotal evidence.</p>	<p>3 Questions: C6a, C6b, C6c.</p> <p>C6a: Student Climate Surveys C6b: Staff Climate Survey C6c: Faculty Climate Survey</p> <p>This variable looks at staff, faculty, and student climate surveys conducted on campuses.</p> <p>Cronbach's Alpha: 0.888</p>	<p>Research that supports this variable:</p> <p>McCaskill, C. (2014). Sexual violence on campus. Report, US Senate Subcommittee on Financial and Contracting Oversight.</p> <p>Cantalupo, N. C. (2013). Masculinity & Title IX: Bullying and Sexual Harassment of Boys in the American Liberal State. <i>Md. L. Rev.</i>, 73, 887.</p> <p>DeMatteo, D., Galloway, M., Arnold, S., & Patel, U. (2015). Sexual assault on college campuses: A 50-state survey of criminal sexual assault statutes and their relevance to campus sexual assault. <i>Psychology, Public Policy, and Law</i>, 21(3), 227.</p>

Rank	SUB-CATEGORIES: Dependent Variable Groups	Grouped Variable Details (Combination of 32 Questions)	References
2	<p>Targeted Prevention Education Groups</p> <p>Definition: Based on Title IX guidelines, national research, and research identifying the extent of sexual misconduct in our society, campuses should be implementing prevention education to various targeted groups. Law and research state everyone should be protected from sexual discrimination, and targeted groups should be addressed to help prevent its occurrence, increase awareness of what is and is not appropriate behavior, and understand how to respond if a survivor discloses to them.</p> <p>Note 1: ACHA (2007) provided the foundation for section B questions.</p> <p>Note 2: Section C questions were developed by the AUTHOR based on research, pilot project recommendations, and anecdotal evidence.</p> <p>Note 3: Recoded in SPSS to make 1 variable. Also recoded responses into two categories: 1 = not completed (includes in progress) and 2 = action completed.</p>	<p>11 Questions: B4, B10a, C1, C2, C3a, C3b, C3c, C3d, C3e, C4, C5.</p> <p>B4: Student Leaders B10a: Men C1: First-Year Students C2: POST First-Year Students C3a: Disabled Students C3b: International Students C3c: LGBTQ Students C3d: Non-Native English Speakers C3e: Any Minority specific to a campus C4: Staff C5: Faculty</p> <p>These variables are centered on targeted prevention education groups on campus.</p> <p>Cronbach's Alpha: 0.700</p>	<p>Research that supports this variable:</p> <p>Title IX, Education Amendments of 1972. Retrieved from: https://www.dol.gov/oasam/regs/statutes/titleix.htm</p> <p>U.S. Department of Education. (1997). Sexual Harassment Guidance.</p> <p>U.S. Department of Education. (2001). Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties.</p> <p>Potter, S. J., Banyard, V. L., Stapleton, J. G., Demers, J. M., Edwards, K. M., & Moynihan, M. M. (2015). It's Not Just the What but the How.</p> <p>American College Health Association (2007). Shifting the Paradigm: Primary Prevention of Sexual Violence.</p> <p>Karjane, H. K., Fisher, B. S., & Cullen, F. T. (2002). Campus sexual assault: How America's institutions of higher education respond. Final Report, NIJ Grant.</p> <p>DeMatteo, D., Galloway, M., Arnold, S., & Patel, U. (2015). Sexual assault on college campuses: A 50-state survey of criminal sexual assault statutes and their relevance to campus sexual assault. <i>Psychology, Public Policy, and Law</i>, 21(3), 227.</p>

Rank	SUB-CATEGORIES: Dependent Variable Groups	Grouped Variable Details (Combination of 32 Questions)	References
3	<p>Targeted Prevention Education Programming</p> <p>Definition: Targeted prevention education programming includes the concepts that are not commonly known or fully understood that increase the possibility of victimization (e.g., the definition of consent, acquaintance rape is the most common type of assault, and drugs/alcohol increase victimization by 75%). Targeted prevention education programming helps to address myths about victimization to prevent its occurrence and to provide support for anyone who is victimized in situations of disclosure.</p> <p>Note 1: ACHA (2007) provided the foundation for section B questions.</p> <p>Note 2: Recoded in SPSS to make 1 variable. Also recoded responses into two categories: 1 = not completed (includes in progress) and 2 = action completed.</p>	<p>10 Questions: B7a, B7b; B8a, B8b, B8c, B8d, B8e, B8f, B8g, B8h.</p> <p>B7a: Curricular Prevention Education B7b: Non-Curricular Prevention Education B8a: Learned Behavior B8b: Bystander Intervention B8c: Consent B8d: Men Involvement B8e: Alcohol & Drug connection B8f: Healthy Relationships B8g: Acquaintance Rape B8h: Positive Role Modeling</p> <p>These variables are centered on prevention education programming that is done on campus with varying constituents.</p> <p>Cronbach's Alpha: 0.922</p>	<p>Research that supports this variable:</p> <p>American College Health Association (2007). Shifting the Paradigm: Primary Prevention of Sexual Violence.</p> <p>Fisher, B. S., Daigle, L. E., Cullen, F. T., & Turner, M. G. (2003). Acknowledging sexual victimization as rape: Results from a national-level study. <i>Justice Quarterly</i>, 20(3), 535-574.</p> <p>Banyard, V. L., Moynihan, M. M., & Plante, E. G. (2007). Sexual violence prevention through bystander education: An experimental evaluation. <i>Journal of community psychology</i>, 35(4), 463-481.</p>

Rank	SUB-CATEGORIES: Dependent Variable Groups	Grouped Variable Details (Combination of 32 Questions)	References
4	<p>Campus Response</p> <p>Definition: The campus response variable is important in how matters are addressed in all areas related to Title IX through the inclusion of specific individuals on a campus taskforce and through elements implemented to provide response services for survivors. First, this variable looks at the multidisciplinary inclusion of community partners, law enforcement, faculty, student leaders and administrators in addressing campus response to sexual violence matters. Second, this variable looks at the coordination a campus has developed to encourage reports of sexual violence and provide response services for survivors.</p> <p>Note 1: Section B questions are founded on the ACHA (2007) tool.</p> <p>Note 2: Recoded in SPSS to make 1 variable. Also recoded responses into two categories: 1 = not completed (includes in progress) and 2 = action completed.</p>	<p>8 Questions: B2a, B2b, B2c, B2d, B5a, B5b, B5c, B5d.</p> <p>B2a: Administrator Inclusion B2b: Academic Inclusion B2c: Student Inclusion B2d: Community Partner Inclusion B5a: Anonymous Reporting Available B5b: Law Enforcement Inclusion B5c: Academic & Housing Accomodations B5d: Counseling & Support Available</p> <p>These variables look at who has been included in the formation of response groups, and the options the campus has as a result.</p> <p>Cronbach's Alpha: 0.830</p>	<p>Research that supports this variable:</p> <p>American College Health Association (2007). Shifting the Paradigm: Primary Prevention of Sexual Violence.</p> <p>McCaskill, C. (2014). Sexual violence on campus. Report, US Senate Subcommittee on Financial and Contracting Oversight.</p>