Preventing Sexual Violence on College Campuses: Lessons from Research and Practice

Prepared for the White House Task Force to Protect Students from Sexual Assault
April 2014

PART ONE:

Evidence-Based Strategies for the Primary Prevention of Sexual Violence Perpetration

CDC Contact: Sarah DeGue, Ph.D., SDegue@cdc.gov
Division of Violence Prevention, Centers for Disease Control and Prevention

Highlights

- Sexual violence is a serious and complex public health problem.
- CDC focuses on preventing sexual violence perpetration before it happens to achieve the greatest population level impact.
- Effective prevention strategies are comprehensive—addressing the multiple levels of influence for sexual violence victimization and perpetration in the social ecology. These levels include characteristics of individuals, their relationships, and their physical, social and cultural environments.
- Prevention strategies should be based on the best available evidence, with emphasis on rigorous evaluation that measures changes in behavior.
- Prevention strategies that are consistent with best practices—such as being theory-based and including multiple skill-based sessions—have the greatest potential in reducing rates of sexual violence.
- Only two programs have rigorous evidence of effectiveness for preventing sexual violence: *Safe Dates* and the building-level intervention of *Shifting Boundaries*. Both were developed with middle/ high school students but may provide useful models for the development of college prevention strategies.
- Other strategies have some evidence for changing behavior or modifying risk factors. These include:
  - Building relationship skills;
  - Organizational policies or practices to improve safety or climate;
  - Addressing social norms and behavior with messages from trusted and influential voices; and
  - Training student bystanders to intervene.
- Brief, one-session educational programs focused on increasing awareness or changing beliefs and attitudes are not effective at changing behavior in the long-term. These approaches may be useful as one component of a comprehensive strategy. However, they are not likely to have any impact on rates of violence if implemented as a stand-alone strategy or as a primary component of a prevention plan.
- There are steps that college campuses can take now to better address sexual violence. These include:
  - Using data to better understand sexual violence and student needs;
  - Developing comprehensive prevention plans that include campus-wide policy, structural and social norms components;
  - Selecting prevention strategies based on best practices and available evidence;
  - Evaluating strategies that are implemented; and
  - Sharing lessons learned.

Introduction

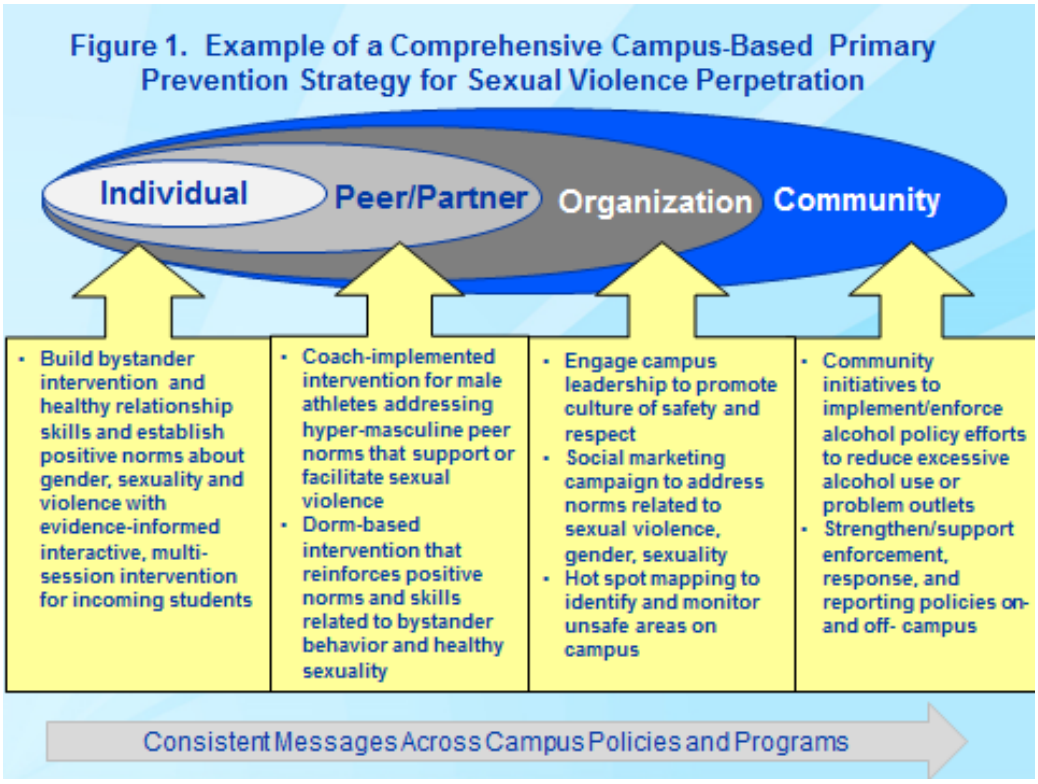
This document describes the best practices in developing, selecting, and implementing prevention strategies with the highest chance of successfully changing sexual violence in communities. A description of programs that work, programs that may work, and programs that don't work are also included. Parts Two and Three include examples of what college campuses are currently implementing to prevent sexual violence. While we have a lot to learn about how best to stop campus sexual violence before it starts, there are important steps that college campuses can take now to better address sexual violence. The final section of Part One (pages 11 and 12) provides guidance to college campuses on what they can do now to prevent sexual violence. Campuses should consider: using data to better understand sexual violence and student needs; developing comprehensive prevention plans that include campus-wide policy, structural and social norms components; selecting prevention strategies based on best practices and available evidence; evaluating strategies that are implemented; and sharing lessons learned.

A Framework for Effective Prevention

Sexual violence is a serious public health problem affecting the health and well-being of millions of individuals each year in the United States and throughout the world, with notably high rates among college students (Black et al., 2011; Fisher, Cullen, & Turner, 2000). The Division of Violence Prevention in the Centers for Disease Control and Prevention (CDC) addresses sexual violence with a focus on primary prevention, or preventing violence before it occurs, and emphasizes reducing rates of sexual violence at the population level rather than focusing solely on the health or safety of the individual. Over time, CDC has shifted the focus of research and prevention efforts from victims to perpetrators to reduce rates of sexual violence (DeGue, Simon, et al., 2012) at the population level, rather than focusing solely on the health or safety of the individual. Of course, primary prevention is only one piece of the puzzle when it comes to reducing rates of sexual violence. These efforts complement and work in tandem with other important work focused on risk reduction, criminal justice, recidivism prevention, and victim services.

Sexual violence perpetration is a product of multiple, interacting levels of influence. CDC uses a four-level social-ecological model to better understand violence and the effects of

potential prevention strategies. This model considers the characteristics of the individual, their relationships, their community, and the larger cultural and societal contexts in which they exist (DeGue, Holt, et al., 2012). Framing violence within the context of this social-ecological model highlights the need for comprehensive prevention strategies that focus on risk and protective factors at each of these levels. It is unlikely that approaches that only focus on the individual, when implemented in isolation, will have a broad public health impact (DeGue, Holt, et al., 2012; Dodge, 2009). Figure 1 provides one hypothetical example of a comprehensive campus-based prevention strategy that includes components addressing risk and protective factors at multiple levels of influence. This example illustrates what a comprehensive prevention strategy might look like, but other combinations of strategies may be better suited to the needs of individual campuses and communities. The example also shows how to build a coordinated strategy that addresses multiple influencers, multiple sources of risk within the social and organizational environment, and uses consistent messaging to reinforce positive behavioral norms.



A comprehensive prevention strategy should be informed by the best available research evidence and should identify strategies that work to prevent sexually violent behavior. Rigorous research methods, like randomized controlled trials, that examine the impact of prevention strategies on sexually violent behavior provide the strongest evidence of effectiveness. Research that uses less rigorous methods or only examines risk factors for sexual violence, like attitudes, can be helpful in identifying promising strategies, but need additional research to determine effectiveness. These studies provide weaker evidence than those that examine actual effects on sexual violence behavior.

When sufficient research evidence is not available to guide decision-making, selecting prevention strategies can also be informed by theory and knowledge about the components or characteristics of effective prevention for other similar behaviors. A Task Force of the American Psychological Association (APA) conducted a review of effective programs for delinquency, youth violence, substance use, and sexual risk behaviors and identified nine characteristics of effective prevention strategies or "principles of prevention" (Nation et al., 2003). Specifically, they found that effective prevention strategies are:

- Comprehensive;
- Appropriately timed in development;
- Have sufficient dosage (i.e., multiple sessions tend to be better than single sessions);
- Administered by well-trained staff;
- Socio-culturally relevant;
- Based in a sound theory of change;
- Build on or support positive relationships (i.e., between the participants and their peers, families or communities);
- Utilize varied teaching methods; and
- Include outcome evaluation.

As part of the same APA Task Force, Wandersman and Florin (2003) reviewed community-level prevention strategies across health domains and found that the involvement of prevention practitioners and community members was important to the success of community

interventions. They highlight lessons learned from other areas of prevention that can inform the development of community-level sexual violence prevention efforts.

CDC's Systematic Review of Primary Prevention Strategies for Sexual Violence Perpetration

CDC recently completed a systematic review of 140 studies examining the effectiveness of primary prevention strategies for sexual violence perpetration. The full report of this review is currently undergoing peer review for publication and is expected to be publicly available by late 2014 (See DeGue et al., under review). One goal of this review was to summarize the best available research evidence for sexual violence prevention practitioners. Programs were categorized by their evidence of effectiveness on sexual violence behavioral outcomes in a rigorous evaluation. A brief summary of key selected findings from this review regarding "what works" to prevent sexual violence is presented here in advance of the full publication (See Figure 2 for highlights). More detailed information on the methodology and findings from this review will be available in the published report.

What works?

Only two primary prevention strategies, to date, have demonstrated significant reductions in sexual violence behaviors using a rigorous evaluation design[1]. Both programs were developed for and implemented with middle school students. *Safe Dates* (Foshee et al., 1996) is a universal dating violence prevention program for middle- and high-school students. *Safe dates* includes a 10-session curriculum addressing attitudes, social norms, and healthy relationship skills, a 45-minute student play about dating violence, and a poster contest. Results from one rigorous evaluation showed that four years after receiving the program, students in the intervention group were significantly less likely to be victims or perpetrators of sexual violence involving a dating partner (Foshee et al., 2004). The second program, *Shifting Boundaries* (Taylor, Stein, Woods,

[1] For the purposes of this review, *rigorous evaluation designs* include experimental studies with random assignment to an intervention or control condition (e.g., randomized controlled trial [RCT], cluster RCT) or rigorous quasi-experimental designs, such as interrupted time series or regression-discontinuity, for strategies where random assignment is not possible due to implementation restrictions (e.g., evaluation of policy). Other quasi-experimental designs (e.g., comparison groups without randomization to condition, including matched groups) and pre-post designs are considered to be *non-rigorous designs* for the purposes of examining effectiveness. See (DeGue et al., under review), when available, for more details.

& Mumford, 2011), is a building-level intervention. The program is part of a universal, 6-10 week school-based dating violence prevention strategy for middle school students that addresses policy and safety concerns in schools through the use of temporary building-based restraining orders, a poster campaign to increase awareness of dating violence, and "hotspot" mapping to identify unsafe areas of the school for increased monitoring. Results from one rigorous evaluation indicated that the building-level intervention was effective in reducing perpetration and victimization of sexual harassment and peer sexual violence, as well as sexual violence victimization (but not perpetration) by a dating partner (Taylor et al., 2011; Taylor, Stein, Mumford, & Woods, 2013).

Notably, neither of these strategies were developed for or evaluated in college populations. However, these approaches may provide opportunities for adaptation to college settings as part of a comprehensive strategy. In addition, prevention developers can use these evidence-based approaches to guide development and evaluation of strategies that address risk for sexual violence in college dating relationships. These strategies could include:

- Developing organizational policies and environmental interventions to reduce risk;
- Strengthening existing policies or services on campus related to reporting and responding to sexual violence;
- Increasing negatives consequences for perpetrators; and
- Decreasing social norms that facilitate sexual violence.

The shortage of effective strategies for sexual violence prevention reflects, in part, a lack of rigorous evaluation research examining sexual violence *behaviors* instead of only attitudes. However, the shortage of effective approaches may also reflect a poor fit between the types of strategies being developed, implemented and evaluated most often—including in college populations—and what we know about the characteristics of effective prevention. This is discussed further below.

What <u>might</u> work?

Several primary prevention programs for sexual violence perpetration have demonstrated increases in sexual violence protective factors and/or decreases in risk factors for sexual violence in a rigorous outcome evaluation (DeGue et al., under review). However, these studies did not

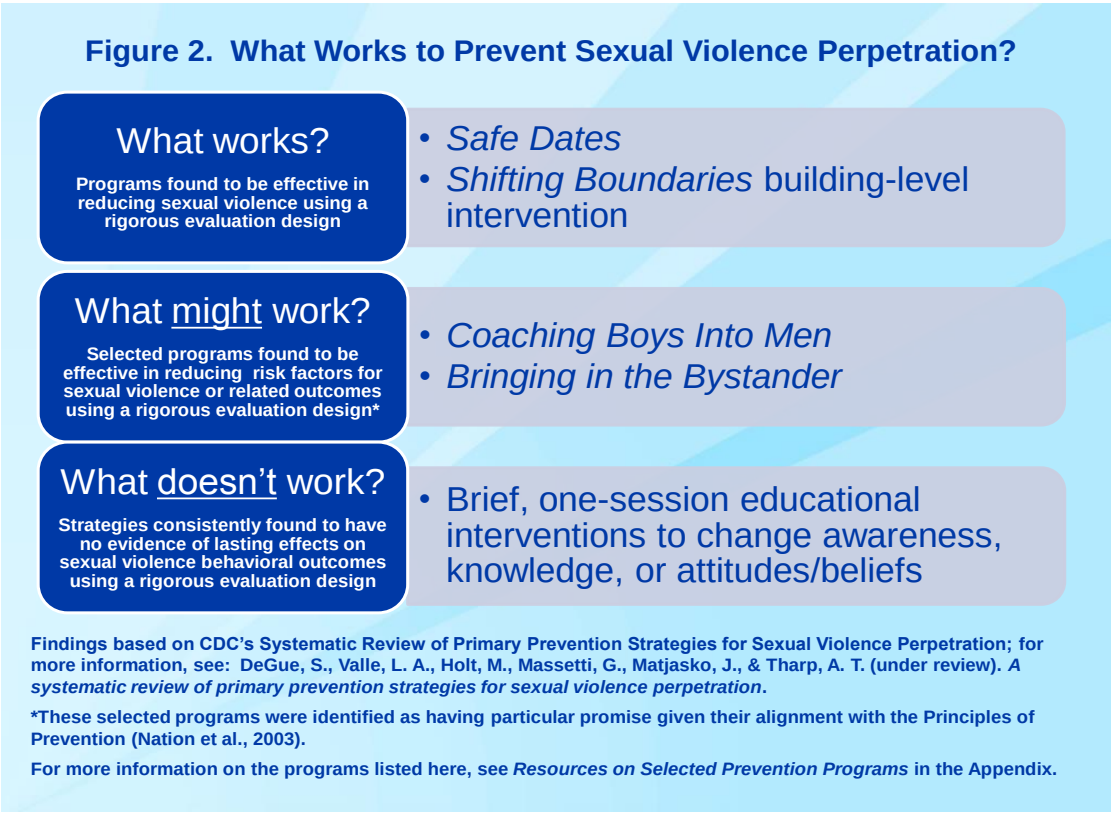
measure sexual violence behaviors as evaluation outcomes. More research is needed to determine whether the strategies are effective for these key outcomes. Two programs in this category, *Coaching Boys Into Men* (Miller et al., 2012a) and *Bringing in the Bystander* (Banyard, Moynihan, & Plante, 2007), stand out as particularly promising based on how well their prevention approach aligns with the principles of effective prevention (Nation et al., 2003). In addition, both programs have promising evidence from large randomized controlled trials with longer follow-up periods. *Coaching Boys Into Men* (Miller et al., 2012a) is based on social norms theory and utilizes high school coaches to engage male athletes in 11 brief (10-15 minutes each), structured discussions throughout the sports season. The sessions cover dating violence and respectful relationships, gender equity, positive and non-violent forms of masculinity, and bystander intervention. At one-year follow-up the program showed positive effects on a general measure of dating violence perpetration, but effects on sexual violence specifically were not measured (Miller et al., 2012b). *Bringing in the Bystander* (Banyard et al., 2007) is a bystander education and training program developed for college students and delivered in 4.5 hours over 1 to 3 sessions. This program provides participants with skills to help them act when they see behavior that puts others at risk for violence victimization or perpetration. These skills include speaking out against rape myths and sexist language, supporting victims, and intervening in potentially violent situations. Two rigorous evaluations with college student samples found a mix of positive and null effects on risk factors for sexual violence (including attitudes about violence and bystander skills, intentions and behavior). Sexual violence behaviors were not measured (Banyard et al., 2007; Moynihan, Banyard, Arnold, Eckstein, & Stapleton, 2010). More evidence is needed, but the bystander approach to prevention is already gaining traction in the field. Other programs using a bystander engagement approach, such as *Green Dot* (Coker et al., under review; Cook-Craig et al., in press), are also being evaluated in high school and college populations, but these findings have not yet been published.

Both *Bringing in the Bystander* and *Green Dot* were initially developed for implementation in college settings. Although not yet adapted for college athletes, coach-based prevention approaches, like *Coaching Boys Into Men*, may provide a useful model for reaching this at-risk group in campus settings. See Appendix A for more information on the programs that work and the programs that may work.

What <u>doesn't</u> work?

Brief, one-session educational programs conducted with college students, typically aimed at increasing knowledge or awareness about rape or reducing belief in rape myths, comprise the bulk of the sexual violence prevention literature (See DeGue et al., under review). However, across dozens of studies using various methods and outcome measures, none have demonstrated lasting effects on risk factors or behavior. Although these brief programs may increase awareness of the issue, it is unlikely that such programs are sufficient to change behavioral patterns that are developed and continually influenced and reinforced across the lifespan. Programs that fit within one class period or that can be delivered at low cost via video or in large group settings are appealing in educational and other settings. However, continuing to invest scarce resources in low- or no-impact strategies detracts from potential investments in more effective approaches and may be counter-productive. For these reasons, preventing sexual violence may require a shift away from low-dose educational programming to development and investment in more comprehensive strategies that address risk factors at multiple levels of influence, including those at the community level.

Figure 2. What Works to Prevent Sexual Violence Perpetration?



Emerging Research: Community-Level Interventions for Sexual Violence Prevention

Comprehensive, evidence-based sexual violence prevention plans that address risk and protective factors at the community or organization level have the greatest potential for population-level impact. However, very little is known about risk factors at these levels or strategies that are effective (DeGue, Holt, et al., 2012; Tharp et al., 2013). To support innovation in this area, CDC recently released a Funding Opportunity Announcement that would provide funding for the rigorous evaluation of policy, structural or environmental approaches to sexual violence prevention (See RFA-CE-14-005 Evaluating Promising Strategies to Build the Evidence Base for Sexual Violence Prevention). We can draw clues about potential community-level factors or interventions from related prevention efforts. For example, Wandersman and Florin (2003) reviewed successful community-level strategies from other areas of public health and documented the impact of community organizing. Sulkowski (2011) found that college students indicated greater intent to report concerns about violence when they trusted the university support system (e.g., campus police, administrators). A recent study by Edwards, Mattingly, Dixon, and Banyard (2014) also found that communities with higher levels of collective efficacy had young adults who reported greater bystander action to address intimate partner violence.

CDC recently completed a review of research on selected alcohol policies to examine their potential use in the primary prevention of sexual violence perpetration. A full report of these findings is currently under review for publication and is expected to be publicly available by late 2014 (See Lippy & DeGue, under review). Research has shown that alcohol use and sexual violence are associated. Specifically, a systematic review by Tharp and colleagues (2013) found that alcohol use was significantly associated with sexual violence perpetration in high school students, college populations, and adults. However, in some studies included in the review the relationship between alcohol use and sexual violence changed when the researchers also took into account other factors such as individual attitudes and peer group beliefs. That said, alcohol policy has the potential to prevent or reduce sexual violence perpetration, but only as one component of a comprehensive prevention strategy.

Alcohol policy may directly affect excessive alcohol consumption or may indirectly impact alcohol use by decreasing alcohol outlets. Although more research is needed, findings from this review suggest that policies affecting alcohol pricing, alcohol outlet density, bar

management, sexist content in alcohol marketing, and bans of alcohol on college campuses and in substance-free dorms may have potential for reducing risk for sexual violence perpetration. Notably, there is evidence that the effects of alcohol policies and programs on college campuses are influenced by characteristics in the surrounding community. For example DeJong and colleagues (2006, 2009) examined the effects of a college social norms campaign on drinking and found that these strategies were less effective on campuses with greater initial levels of drinking and in areas with greater alcohol outlet density (DeJong et al., 2009). Scribner (2011) also found that the density of alcohol outlets near a university significantly reduced the positive effects of a campus-based social norms campaign about drinking.

A recent paper by Banyard (2014) highlights some potential opportunities to implement and evaluate policy approaches to prevent violence on college campuses, including policies related to alcohol, reporting of incidents and response, and training of faculty and administrators. For campus policies to be effective, they must be easily accessible to campus community members with training provided to specific sub-communities on campus (e.g., students, faculty, staff, administrators) to ensure policies are implemented. More research is needed to investigate specific college policies and identify components of effective training and implementation.

Directions for Future Research

The success of sexual violence prevention efforts on college campuses is dependent on identifying and implementing effective prevention strategies. Comprehensive strategies should operate across the developmental stages (including at earlier ages before perpetration is initiated), across environments (e.g., school, home, community), and have meaningful impact on risk and protective factors at all levels of the social ecology (DeGue et al., under review). To achieve this, additional rigorous research is needed that utilizes strong methodologies to identify sexual violence behavioral outcomes (Tharp et al., 2011). In addition, innovative approaches to prevention that address risk beyond the individual-level, including factors at the relationship, community, and societal levels are needed (Casey & Lindhorst, 2009; DeGue, Holt, et al., 2012). Bystander strategies may represent one such approach by addressing behaviors and skills of the individuals, interactions with peers, and potentially social norms with the peer group or community, but more research is needed to understand the impacts of these approaches on sexual

violence behaviors. Prevention strategies often work differently for different individuals or groups (Banyard, 2014). More research is needed to understand how strategies affect specific subgroups and whether effective strategies tested in one community can be translated to work in other communities. For example, college campuses may vary in their specific mix of risk and protective factors, as well as the needs and strengths of their student population and the surrounding community. Research is also clear that many individuals and communities experience more than one type of violence and that some risk factors overlap across forms of violence (e.g., DeGue, Massetti, et al., 2012; Hamby & Grych, 2013). Strategically linking sexual violence prevention efforts on college campuses to other prevention efforts may improve effectiveness and efficiency while also moving the field more quickly towards the protection of students from sexual violence. Based on the sexual violence prevention program review by DeGue and colleagues (under review) and the "principles of prevention" developed by National and colleagues (2003), CDC proposes a checklist for colleges and universities to guide their efforts in selecting sexual violence prevention strategies. See Appendix B for the Sexual Violence Prevention Program Checklist.

Implications for Sexual Violence Prevention on College Campuses

College campuses can begin to take steps to implement sexual violence prevention strategies based on the best available research evidence. More rigorous evaluation of prevention strategies with college-aged students is needed, but what we know now about the prevention of sexual violence perpetration has implications for immediate actions that college campuses can take.

- *Identify opportunities to better understand the nature of sexual violence on your campus.* This may include using existing data on reports of sexual violence or harassment, information from student surveys or focus groups, or other innovative approaches to gather or identify the most relevant risks and needs. Data can inform the selection of prevention strategies that best address the needs of students and key risk indicators. Data sources could also be used to assess the impact of implemented prevention strategies.
- *Create a campus climate that supports safety, respect, and trust.* Research suggests that students who trust their college system and administrators will be more likely to report and seek help with violence-related concerns. Campus climate can be assessed with ongoing

surveys to monitor improvement and changes over time. Monitoring these data can facilitate, inform, and track the success of efforts to improve the climate and safety on campus.

- *Create a comprehensive prevention plan to address sexual violence.* Comprehensive prevention strategies should include multiple components and interventions that work together to address risk and protective factors across the social ecology. Cohesive strategies that include consistent messaging and reinforce consistent standards and norms across multiple levels and contexts are ideal.
- *Select or develop strategies based on the best available research evidence.* Consider first those approaches that have the strongest evidence of effectiveness, such as those listed in Figure 2. Although existing evidence-based strategies have not been developed for or tested with college students, they might provide useful models for the development or adaptation of approaches with more relevance to college populations.
- *Consider best practices for effective prevention when identifying strategies to implement.* Given limitations of the current evidence base for sexual violence prevention, using best practices for effective prevention efforts more generally can help inform violence prevention approaches and have greater potential for resulting in meaningful behavior change. Specifically, effective programs tend to be comprehensive, appropriately timed in development, of sufficient dose, administered by well-trained staff, socio-culturally relevant, theory-driven, provide opportunities for positive relationships, and utilize varied teaching methods.
- *Evaluate prevention strategies being implemented on campus using the most rigorous research design possible.* Strong evaluation designs help to determine effective programs. In evaluations, surveys should measure sexual violence risk and protective factors, but more importantly, must include measures of sexual violence behavior. These behavior measures provide direct evidence about whether implemented strategies have the intended effects on sexual violence. Strong evaluations also include long-term survey follow-up to determine if impacts are sustained, and research designs that allow us to understand causal relationships. Rigorous outcome evaluation research benefits the field as a whole and can provide valuable feedback to individual campuses on the impact of their initiatives.
- *Share lessons learned on your campus with the sexual violence prevention research field and other colleges.* Sharing lessons learned and knowledge gained from implementing and evaluating sexual violence prevention initiatives helps build the evidence base. Connecting with the field and other colleagues through scientific publications, conferences and networks of college administrators and prevention staff help ensure that investments made in prevention will have a positive impact on the lives of students across the nation.

PART TWO:

Prevention Activities Implemented by CDC's Rape Prevention and Education Program

CDC Contact: Dawn Fowler, Ph.D., DNFowler@cdc.gov
Division of Violence Prevention, Centers for Disease Control and Prevention

Highlights

- Over 125 college and university campuses across the U.S. have affiliations with CDC's Rape Prevention and Education (RPE) program to facilitate the implementation of sexual violence prevention strategies and activities.
- Some colleges and universities are implementing various sexual violence prevention strategies, including, but not limited to, social norms campaigns and bystander interventions.
- Some colleges and universities have the capacity to evaluate their sexual violence prevention strategies and conduct sexual violence research as numerous faculty have sexual violence research expertise. In a limited number of cases, faculty are working with RPE coordinators to develop sexual violence-related materials and evaluate prevention strategies.
- The RPE program can be utilized to provide campus-based sexual violence prevention knowledge and feedback on the prevention strategies to colleges and universities.

RPE Efforts on College and University Campuses

CDC supports the Rape Prevention and Education (RPE) program as its major initiative to advance primary prevention efforts of sexual violence at the national, state, and local levels. RPE grantees work with various stakeholders across settings on sexual violence prevention in all 50 states and six territories, including colleges and universities. Table 1 identifies the colleges and universities by state that have known participation in RPE-funded and facilitated sexual violence prevention efforts. Colleges and universities working with RPE in the state of New York (+20) are listed in Table 2. The content in Tables 1 and 2 was abstracted directly from RPE grantee representatives and grantees' annual reports and other documentation.

Table 1 shows the campus-based approaches and strategies implemented to prevent sexual violence perpetration and victimization among college and university students. Over 125 campuses across 24 states and one territory either indirectly receive RPE funding for these efforts or are in some way affiliated with the RPE program in their state. These institutions

include public (e.g., state and community) and private colleges and universities across the U.S. with each geographic region represented.

Strategies and Activities

There are specific types of prevention strategies and other program activities being implemented by the colleges and universities listed in Tables 1 and 2. The majority of campuses implement social media campaigns as a prevention strategy designed to raise awareness and change social norms related to sexual violence. Some examples of the campaigns implemented include the *Red Flag Campaign*, the *White Ribbon Campaign*, and *Walk a Mile in Her Shoes*. The second most common strategies being implemented are bystander interventions. *Green Dot* and *Bringing in the Bystander* are the most commonly used bystander programs among the RPE funded or facilitated campus-based efforts. Resident assistants, faculty, staff, fraternities, sororities, and athletes are the likely campus-based groups trained on bystander interventions. Third, potentially due to their value toward awareness raising, campus-based implementation of educational sessions, presentations, or courses continues despite the lack of demonstrated effects of these activities on risk factors or behavior. These activities often target specific student groups that may be at higher risk for sexual violence victimization and perpetration, such as incoming freshmen and athletes. These are typically administered as sessions during freshman orientation.

Finally, it is important to note that some college and university campuses are looking to adapt and implement strategies that have been shown to be effective in other populations, such as the middle school-based program *SafeDates*, as described in Part One above (Foshee et al., 1996). Further, institution-based capacity exists within many colleges and universities to evaluate their sexual violence prevention strategies and conduct sexual violence research as numerous faculty have sexual violence research expertise. In a limited number of cases, faculty are working with RPE coordinators to develop sexual violence-related materials and evaluate sexual violence strategies.

PART THREE:

OVW Contact: Allison Randall, Allison.Randall@usdoj.gov

Additional Campus Prevention Program Examples, Gathered by the Department of Justice

The Department of Justice's Office on Violence Against Women (OVW) also funds campus prevention programming. OVW administers grant programs authorized by the Violence Against Women Act of 1994 and subsequent legislation. These grant programs help reduce domestic violence, dating violence, sexual assault, and stalking by strengthening services to victims and holding offenders accountable for their actions. OVW's Grants to Reduce Sexual Assault, Domestic Violence, Dating Violence, and Stalking on Campus Program ("Campus Program") funds are often used by grantees to establish or supplement prevention programs. The OVW Campus Program strengthens on-campus victim services, advocacy, security and investigation, improving both prosecution and prevention of these crimes. Campus Program grantees must:

- Provide prevention programs for all incoming students;
- Train campus law enforcement or security staff;
- Educate campus judicial or disciplinary boards on the unique dynamics of these crimes; and
- Create a coordinated community response to enhance victim assistance and safety while holding offenders accountable.

Since 1999, OVW has funded approximately 388 projects, totaling more than $139 million, for grantees addressing domestic violence, dating violence, sexual assault, and stalking on campuses. OVW is particularly interested in supporting projects submitted by: Historically Black Colleges and Universities; Tribal Colleges and Universities; Universities and Colleges that serve primarily Latino or Hispanic populations; and Universities and Colleges based in the five U.S. territories. For a complete list of OVW grant awards by state, visit OVW's website: http://www.ovw.usdoj.gov/grantactivities.htm.

The ultimate objective of the Campus Program is to help colleges and universities create effective, comprehensive responses to sexual assault, domestic violence, dating violence and stalking. Such an approach must include both prevention and intervention and requires a multi-

faceted, coordinated effort that engages key stakeholders from the surrounding community and throughout the campus, including students, faculty, staff, and administrators. A successful prevention and intervention strategy is informed by research and promising practices, and effectively communicates to the entire campus body that sexual assault, domestic violence, dating violence and stalking will not be tolerated. Since 2012, OVW has required that all grantees include evidence-informed bystander prevention programming in their work, and now requires all grantees to develop both targeted and universal prevention strategies. To help campuses accomplish this, OVW provides technical assistance through a cooperative agreement with Green Dot, Inc.

However, OVW grantees are still working toward this requirement and currently offer a wide array of programming, which may or may not include a bystander component. The data in Table 3 are taken from information provided by grantees regarding current prevention initiatives taking place on their campuses. To get a broader sample of prevention activities, Table 3 includes all prevention conducted by the responding schools, including programming not funded by OVW. In fact, many schools fund the majority of their prevention work through other sources. As is evident by this list, OVW-funded schools are implementing promising programs as described in this paper, as well as similar strategies that may work but have not yet been tested. OVW grantees also report that they are exploring online prevention curricula, such as Haven, Campus Clarity, Unless There is Consent, and Every Choice.

OVW received suggestions from the public during listening sessions and a call for written comments as part of the White House Task Force to Protect Students from Sexual Assault. OVW has little information about these programs other than that they were endorsed by commenters who wished to draw attention to promising prevention programs. They are included here in Table 4 to provide an additional sample of the wide variety of prevention programs conducted on campuses around the country.

Overall, campuses are engaged in a wide variety of prevention strategies falling into the broad categories of bystander intervention, engaging men, healthy sexuality education, and public awareness, though many overlap over several categories. Many of these programs may be promising, but need to be evaluated. Public awareness represents the majority of prevention efforts, which range from handing out pamphlets to more extensive, mandatory training

programs. Many campuses have chapters of national prevention campaigns or programs such as Green Dot, Men Against Rape, and the White Ribbon Campaign. However, many have also developed independent school-specific or customized campaigns and programs. The large number of public awareness campaigns and the great variety of school-specific programming indicates the need for more evaluation of prevention programming and broad dissemination of the findings, along with technical assistance to help schools adopt effective programs.

Table 1: Rape Prevention and Education (RPE) Efforts on College Campuses

RPE State	Colleges/Universities	Approach/Strategy	Curricula/Products
AK	University of AK- Anchorage Justice Center	-Faculty and Health Department collaborate on state SV prevention plan.	-Faculty developed statewide Random Digit Dial phone survey modeled after National Intimate Partner and Sexual Violence Survey (NISVS).
AR	University of AR-Fayetteville	-Social Norms Campaigns	-Mentors in Violence Prevention (MVP) -Certified Peer Education through *Boosting Alcohol Consciousness Concerning the Health of University Students (BACCHUS)*
AZ	Arizona State University	-Bar Bystander Project (Safer Bars Alliance) -Social Norms Campaigns	
	University of AZ- College of Public Health	-Policy Efforts on SV prevention -Faculty and health department collaborate to develop materials, stats summaries, for HD website	
CA	Allan Hancock College Cabrillo College California Institute of Technology California State University, Humboldt California State University, Monterey Bay California State University, San Diego California State University, San Jose California State University, Sonoma Chapman University College of Marin College of the Redwoods Contra Costa College De Anza College Diablo Valley College	-Working with school administrators to strengthen school policies and procedures -Training college students as mentors/educators for high school students -Training college students as leaders for prevention programs and campaigns on campus -Working with fraternities to engage men as leaders in prevention -Conducting campus workshops on how to be an active bystander to prevent sexual violence	-Professional Education for Campus Personnel -Engaging Men and Boys -Bystander Empowerment

	Dominican University El Camino Community College Imperial Valley College Los Medanos College Loyola Marymount University Merced Community College Mills College Mira Costa College Mount Saint Mary's University Occidental College Pepperdine University Saint Mary's College of California Santa Clara University Santa Rosa Junior College Stanford University University of California, Los Angeles University of California, Merced University of Phoenix University of Southern California West Valley College		
	UCLA Medical Center, Santa Monica	-Social Media Campaign	-Published a book, "Sexual Assault on Campus: What Colleges Can Do." Sent to all U.S. College Presidents
FL	Florida State University	-SV prevention social norms campaigns	
	University of Central Florida	-Developed online education module for incoming Freshman and other new students	
	University of South Florida	-Bar Bystander Project	-BarTab project
	Florida A&M (HBCU)	-Male student engagement through MOST Club (Men of Strength)	-MOST program
IL	Eastern IL University Charleston University of IL, Champaign	-Campuses partner with local rape crisis centers to provide campus-based victim services	

	University of IL, Springfield Southern IL University, Carbondale IL College, Jacksonville		
IN	Oakland City University Ball State University Purdue: North Central, Calumet, West Lafayette Indiana University -Purdue University: Indianapolis, Fort Wayne St. Joseph's College Indiana State	-Social Marketing Campaigns -Coalition-building -Policy analysis and development -Bystander intervention -Male engagement -Some focus on athletes, fraternities, ROTC, and male students	-Step Up! Bystander Intervention -Media literacy education based on the Bro Code
LA	Louisiana State University	-Bystander engagement	-No Zebras
MD	Towson University	-Bystander engagement of male students	-Mentors in Violence Prevention (MVP) Program
	Morgan State University (HBCU)	-Bystander engagement of male students	-Green Dot
MI	MI Tech, Houghton Lake Superior State Alma College Central MI University Olivet College Saginaw Valley State University Delta College Oakland University North Central MI College	-Bystander programs -Social Norms campaigns -Addressing organizational practices and providing policy guidance -Targets groups, incl. fraternities/sororities, student housing, faculty/staff in schools of social work, education, and public health, and campus health services	-Mentors in Violence Prevention (MVP)
MS	Statewide college and university campuses	-Bystander engagement of male students -social norms campaigns	
MT	University of Montana	-Development of Screening Tools: Used for victims and perpetrators (self-identify)	-Screening Tool Catalogue of Evidence Based Practices for Colleges & Universities
NJ	Rutgers University University of Medicine & Dentistry of New Jersey	-Policy and Social Norms Change -Bystander Approaches -Media Literacy -Social Norms Change	-NJ Gender Norms Survey -Prevention Strategy Toolbox
NV	University of NV, Reno	-Bystander intervention	-Green Dot

	Campus		
NY	See Table 3 -- RPE-funded efforts with 20+ colleges/universities.		
PA	Gettysburg College Robert Morris University Clarion University Dickinson College Mercyhurst University Edinboro University Penn State, Fayette Lebanon Valley College Lehigh University Kings College Wilkes University PA College of Technology Seton Hill University	-Campus readiness assessments -Social norms campaigns -Peer-based outreach and prevention education -Bystander intervention	-Bringing in the Bystander -Mentors in Violence Prevention (MVP)
OK	Northeastern State University University of OK OK State University. Rose State College	-Educational Sessions during Freshman Orientation -Bystander interventions	-SafeDates -Ending Violence curriculum -Expect Respect
Puerto Rico	Sacred Heart University University of PR	-Awareness Campaigns	
SD	Northern State University	-Bystander engagement of male students -Awareness Campaigns	
TX	San Angelo State	-Bystander program	-Men Can Stop Rape
	Baylor University, Waco Rice University, Houston	-Bystander programs	
VA	VA Commonwealth	-Red Flag and White Ribbon Campaigns	-SafeDates
WI	University of WI state system	-Educational Sessions	-SafeDates
WV	David & Elkins College Shepherd University WV State University	-Bystander training to Resident Assistants	
	Marshall University WV Sch of Osteopathic Med	-Prevention presentation to incoming students	
	Concord University	-SART training to on-campus team	
	Fairmont State University	-Candlelight vigil	
WY	University of WY	-Training provided to university's STOP Violence program	

Table 2: CDC-funded Rape Prevention and Education (RPE) in New York State Department of Health

Agency Name	County	College Name	Description
Safe Harbors of the Finger Lakes	Ontario	Hobart and William Smith Colleges	Conduct the Bringing In The Bystander curriculum with students.
Safe Harbors of the Finger Lakes	Yates	Keuka College	Conduct the Bringing In The Bystander curriculum with students.
Safe Harbors of the Finger Lakes	Seneca	New York Chiropractic College	Conduct the Bringing In The Bystander curriculum with students, staff and faculty.
Cattaraugus County Community Action, Inc.	Allegany	Houghton University	Provide training to students related to healthy relationships, sexual assault awareness and safety planning.
Cattaraugus County Community Action, Inc.	Cattaraugus	St. Bonaventure University	Train Resident Assistant (RA) staff on sexual assault prevention and bystander intervention.
Cattaraugus County Community Action, Inc.	Cattaraugus	Junior College of Cattaraugus County	Provide training to students on bystander intervention, gender stereotypes and date/acquaintance rape.
Oswego County Opportunities, Inc.	Oswego	State University of New York (SUNY) Oswego	Collaborate with current partners at the college to identify outreach events and activities to participate in that focus on primary prevention of sexual violence.
Mental Health Association of Columbia Greene Counties	Columbia and Greene	Columbia Greene Community College	Engage men on campus to promote and model healthy non-violent masculinity and to organize and promote events to raise awareness about sexual violence prevention.
Planned Parenthood of the Rochester Syracuse Region	Livingston	SUNY Geneseo	Provide training to students on sexual violence prevention and provide outreach events on campus.
Planned Parenthood of the Rochester Syracuse Region	Orleans	SUNY Brockport	Provide sexual violence prevention training to Resident Assistants and provide outreach events on campus.
Planned Parenthood of the Rochester Syracuse Region	Genesee	Genesee Community College	Provide Bringing In The Bystander curriculum training to Resident Assistants. Provide sexual violence prevention education to the Athletic Department.
Suicide Prevention and Crisis Services	Erie	University of Buffalo, Buffalo State College,	Collaborate with the colleges on various campus activities focused on primary prevention of sexual violence.

		Medaille College	
Safe Horizon	Richmond	College of Staten Island	Implement the Bringing In the Bystander curriculum and train peer educators to provide the curriculum.
Safe Horizon	Queens	Plaza College	Implement the Bringing In the Bystander curriculum and train peer educators to provide the curriculum.
Albany County Crime Victim and Sexual Violence Center	Albany	SUNY Albany, College of St. Rose, Russell Sage College	A men's group at SUNY Albany has created five public service announcements (PSAs). Students will design posters from the PSA's. The Albany County District Attorney's Office will partner with SUNY Albany on the release and promotion of the PSAs and posters. The contractor will also conduct a White Ribbon Campaign event at a Siena College vs. SUNY Albany basketball game. The contractor provides a student orientation at the College of St. Rose to educate new students about intimate partner violence, drug-facilitated rape and healthy relationships. The contractor also provides sexual violence prevention education in a College of St. Rose's Family Violence class and in Siena College's Sexual Assault, Dating Violence and Healthy Relationships: Peer Advocacy class, spending six days at the college in September 2013.
Crime Victims Assistance Center, Inc.	Broome	Broome County Community College	Contractor provides the Green Dot prevention education trainings to students, faculty and staff in order to gain support for a community mobilization project. Trained students will become involved in bystander intervention activities on campus and participate in coalition meetings.
Cayuga Counseling Services	Cayuga	Cayuga Community College, Wells College	Contractor provides the Mentors in Violence Prevention (MVP) curriculum to students, faculty and staff in the Criminal Justice program and encourages them to promote the message of non-violence to the campus community and beyond. College students participate in community events, including Take Back the Night to promote healthy relationships, sexual assault awareness and bystander intervention.
Catholic Charities of Chenango County	Chenango	Morrisville State College	Contractor will provide prevention education training, materials and local statistics on sexual violence to students.

YWCA of Cortland	Cortland	SUNY Cortland	Contractor will conduct four events/activities at the college to promote healthy relationships, sexual assault awareness and safe dating practices.
Delaware Opportunities Safe Against Violence	Delaware	SUNY Delhi	Contractor will schedule four trainings with Resident Directors (RDs) on sexual violence prevention. RDs will conduct activities/events with the student population. A theatre performance addressing dating violence will also be presented at the college. The RDs will develop materials and flyers to promote the events.
Family Services	Dutchess	Marist College	Contractor provides the Mentors in Violence Prevention (MVP) training on campus to the Athletic Department, Counseling Center staff, Student Development staff and Housing staff. They have requested that professors offer extra credit to students participating in the MVP trainings. Each training will be co-facilitated by at least one male and one female facilitator. The contractor will also recruit staff, students and off-campus allies to participate in the college's Interpersonal Violence Prevention Committee (IVPC). They provide a social networking site (Facebook) to increase interactivity on violence prevention and awareness.
YWCA of the Mohawk Valley	Herkimer	Herkimer County Community College	Contractor will recruit a student intern to mentor in the Girls' Circle prevention education programs in middle schools in Herkimer county.
Liberty Resources Inc.	Madison	Colgate University, SUNY Morrisville, Cazenovia College	The contractor will meet with the Resident Assistants, Resident Directors and student groups at the three colleges to increase knowledge about primary prevention of sexual violence on each campus.
Planned Parenthood Mohawk Hudson Inc.	Schoharie	SUNY Cobleskill	The contractor will recruit 30 students to participate in the Mentors in Violence Prevention (MVP) curriculum. They will also provide two campus events to promote healthy relationships, sexual assault awareness and bystander intervention.
Planned Parenthood Mohawk Hudson Inc.	Essex	North Country Community College	The contractor will recruit and train students as peer educators and plan activities to promote campus-wide awareness of sexual violence prevention. Extra credit is given to students who participate through the Women's Services Program, which has been a

			successful way to recruit in the past.
Planned Parenthood Mohawk Hudson Inc.	Schenectady	Union College, Schenectady County Community College	Contractor provides prevention education to students in classes, dorm activities, fraternity and athletic groups to encourage them to join as allies and to form their own campus groups to address sexual violence and promote prevention strategies.
Nassau County Coalition Against Domestic Violence Inc.	Nassau	Molloy University, Adelphi University, Hofstra University, Nassau County Community College	Contractor provides trainings to Resident Assistants, Resident Directors, classes and other campus groups on healthy relationships and safety. The contractor will also be conducting a Clothesline Project at Nassau County Community College.
Opportunities for Otsego	Otsego	SUNY Oneonta, Hartwick College	The contractor conducts events and activities on campus to promote healthy relationships, sexual assault awareness and safe dating practices. The contractor will conduct a Clothesline Project with both colleges. The contractor will utilize the A Call To Men program to re-educate males to challenge sexism.
Samaritan Hospital	Rensselaer	Russell Sage College, Rensselaer Polytechnic Institute (RPI)	The contractor will offer Mentors in Violence Prevention (MVP) training to student leaders and faculty at the two colleges. The contractor will promote coalition participation among the college staff with county stakeholders and other organizations that will develop a media guide on primary prevention. The guide will target male bystanders, promote male accountability and encourage males to challenge beliefs and attitudes they witness which promote sexual violence and intimate partner violence.
VIBs Family Violence and Rape Crisis Center	Suffolk	Suffolk County Community College, St. Joseph's College, SUNY Old Westbury	Contractor will provide presentations to college students on domestic and sexual violence. Topics will include types of abuse, the cycle of violence, consent, and what to do if sexually assaulted. In order to overcome the barrier of limited allowed classroom time, professors have pledged to continue discussing these issues throughout the semester.
Catskill Regional Medical Center	Sullivan	Sullivan County Community College	The contractor collaborates with a women's group on campus that provides training on healthy relationships and safety planning. Students assist to identify steps to heighten awareness and increase safety on campus, which will be shared with the college

			administration. A "Walk a Mile in Her Shoes" event is also planned on campus.
Domestic Violence and Rape Crisis Services of Saratoga County	Saratoga	Skidmore College	The contractor met with peer mentors to discuss dating violence and sexual assault and how they can help students experiencing sexual violence.
Advocacy Center of Tompkins County	Tompkins	Tompkins Cortland Community College	The contractor is implementing the Bringing in the Bystander curriculum with three college groups and will plan outreach events at each college. A coalition comprised of community members and college students will attend meetings to promote community investment in primary prevention of sexual violence.
Victim Resource Center of the Finger Lakes	Wayne	Finger Lakes Community College	The contractor provides three 90-minute sessions of the Bringing in the Bystander curriculum to students who will serve as role models for other students during Sexual Assault Awareness Month. Students will plan a sexual violence prevention campaign which will include a workshop, information booth and media coverage. Additional written information will be made available to all students throughout the year. Resources from RAINN will help to plan the campaign.

Table 3. Prevention Programming Conducted by Currently or Previously OVW-funded Colleges and Universities.

Table 3 lists prevention programming conducted by responding schools, including programming not directly funded by OVW's Campus Program. Sample school-specific examples are provided, but many more exist. This list includes a range of programs with various levels of evaluation.

Prevention Strategies	Colleges/Universities	National Programs and Curricula	Sample School-Customized Programming (Not Inclusive)
Bystander Intervention	• A&M University • Clark University • Gallaudet University • Humboldt State University • North Central College • Northwestern University • Ohio University • San Diego • Southern University • St. John's University • University of California, • University of Delaware • University of Illinois, Chicago • University of Mississippi • University of New Hampshire • University of North Carolina, Wilmington • University of Portland • University of Richmond • Washington State University, Pullman • Western Oregon University	• Green Dot • Step UP! • Bringing in the Bystander • Mentors in Violence Prevention (MVP) • Training programs at freshmen orientation • Training peer-advocates	• Check IT (Humboldt University) • Clark Anti-Violence Education (CAVE) Program (Clark University) • My Stand Mentor Program (University of North Carolina at Wilmington) • Bystander Intervention Training (BIT) (University of California, San Diego)
Engaging Men	• Angelo State University • Cal State Poly at Pomona • DePauw University • Dickinson College • Elizabeth City State University • Grand Valley State University • Howard University • Humboldt State University • Loyola University of Chicago • Middlebury College • Nassau Community College • North Carolina Central University • North Carolina State University • North Central College	• Walk a Mile in Her Shoes • Coaching Boys into Men • Beyond Tough Guise • White Ribbon Campaign • School chapters of Men Against Rape • V-Men • Men of Strength (MOST) • Healthy masculinity presentations • "Bro Code" workshops	• Men Creating Change (North Carolina Central University) • Northwestern University's Men Against Rape and Sexual Assault (MARS) (Northwestern University) • Oxy Men Against Rape (OMAR) (Occidental College) • Voices of Men (University of

Engaging Men, Cont.	• Northwestern University • Occidental College • Ohio University • Old Dominion University • Pacific Lutheran University • Samford University • University of Colorado, Colorado Springs • University of Delaware • University of Houston • University of Massachusetts, Dartmouth • University of Mississippi • University of Missouri Kansas City • University of Montana • University of North Carolina, Wilmington • University of Vermont and State Agricultural College • Western Illinois University • William Paterson University • Winona State University	• A Call to Men presentations • Academic courses on men and masculinity • Presentations at freshman orientation	Colorado, Colorado Springs) • Men Advocating Nonviolence (MAN) (Western Illinois University) • Men's Project (Loyola University Chicago)
Healthy Sexuality Education	• Alabama State University • Clark University • North Central College • Ohio University • Old Dominion University • St. John's University • University of California, San Diego • University of Delaware • University of New Hampshire • University of Southern Maine • Western Illinois University • Western Oregon University • Winthrop University	• Vagina Monologues • Healthy gender identity workshops • Healthy relationships workshops • Presentations at incoming student orientation	• Prevention Innovations (University of New Hampshire) • Peer Health Educators (North Central College)
Public Awareness	• Alabama State University • Bucknell University • Cal State Poly at Pomona • Clark University • Connecticut College • DePauw University • East Central University • East Stroudsburg University • Elizabeth City State University • Fairmont State University • Fitchburg State University	• Take Back the Night • "These Hands Don't Hurt" Campaign • V-Day • Greeks Against Sexual Assault • Silent Witness Project • The Clothesline Project • The Red Flag Campaign • Sexual Assault	• Sexual Assault Prevention and Education (SAPE) (University of Delaware) • Oxy Sexual Assault Coalition (Occidental College) • Project SAFE (Occidental College) • The Consent Project

Public Awareness, Cont.	• Gallaudet University • Gannon University • Gateway Community and Technical College • Georgia College and State University • Grand Valley State University • Howard University • Humboldt State University • Jefferson College of Health Sciences • Lone Star College System • Loyola University of Chicago • Minot State University • Mississippi State University • Nassau Community College • Norfolk State University • North Carolina Central University • North Carolina State University • North Central College • North Central Texas College • Northwestern University • Occidental College • Ohio University • Old Dominion University • Pacific Lutheran University • Prairie View A&M University • Saint Mary's College • Samford University • Shaw University • Slippery Rock University of Pennsylvania • Southeast Missouri State University • St. John's University • University of California, San Diego • University of Colorado, Colorado Springs • University of Delaware • University of Louisiana Monroe • University of Massachusetts, Dartmouth • University of Mississippi • University of Missouri Kansas City • University of Montana • University of Nevada, Las Vegas • University of New Hampshire • University of North Carolina, Wilmington	Awareness Month programming • Turn Off the Violence Week • Students Against Violence Everywhere • Educational video screenings • Pamphlet distribution • Mandatory online tutorials such as Haven • Posting informative posters around campus • Incoming student orientation sessions	(Humboldt University) • Fitchburg Anti-Violence Education (FAVE) (Fitchburg State University) • Belles Against Violence (St. Mary's College) • Eyes Wide Open (Grand Valley State University) • Sexual Harassment and Rape Prevention Program (SHARPP) (University of New Hampshire) • Relationship & Sexual Violence Prevention (RSVP) Program (Prairie View A&M) • It Ends Now (University of Richmond)

	• University of Puerto Rico Carolina • University of Richmond • University of Texas Pan American • University of Vermont and State Agricultural College • Utah State University • Virginia State University • Voorhees College • West Virginia State University • Western Illinois University • William Paterson University • Winona State University • Winthrop University		

Table 4. Prevention Programs Suggested as Promising by Public Commenters to the White House Task Force to Protect Students from Sexual Assault

Table 4 lists prevention programs suggested by public commenters in chat sessions or written comments. OVW has not reviewed these programs.

Prevention Strategies	Colleges/Universities	Programs – National or School-Specific/Customized
Bystander Intervention	Binghamton University	Interpersonal Violence Prevention Team
	Keene State College	Mentors in Violence Prevention
	The College of St. Scholastica	BEST Party Model
	Arizona (statewide)	The Arizona Safer Bars Alliance
	Indiana University	ABCD Model
	University of Kentucky (and national)	Green Dot
	University of Arizona	Step Up!
	National social marketing campaign	Know Your Power
	National	Marie Testa's parent-student model
Engaging Men	Williams College	Men for Consent
	Duke University	XY Campaign; Duke's Men Acting for Change
	Tulane University	Tulane Men Against Violence
	Harvard University	Harvard Men Against Rape
	Tufts University	Tufts Men Against Violence; In the SACK (Safety, Awareness, Consent, Knowledge)
	Northwestern University	Men Against Rape and Sexual Assault (MARS)*
	Pacific Lutheran University	"Healthy Masculinity"
	Loyola University Chicago	Men's Project*
Healthy Sexuality Education	Virginia Commonwealth University	"Can I Wear Your Hat" Video
	Yale University	Communication and Consent Educators
	Indiana University	RAISE: He Said, She Said Program
Public Awareness	University of North Carolina	Helping Advocates for Violence Ending Now (HAVEN); Injury Prevention Research Center's PREVENT project
	Middlebury College	It Happens Here
	Colby College, Williams	Party With Consent

Public Awareness, Cont.	College	
	Hamilton College	Sexual Assault and Misconduct Information
	Eastern Oregon University	Sex Matters: Sexual Assault Prevention and Response Program
	University of Texas at Austin	Voices Against Violence
	Emory University	Greeks Against Sexual Assault; Project Unspoken
	Dartmouth College	Dartmouth Change
	University of Akron	Defined Lines
	University of Northern Colorado	Sexual Assault Free Environment
	Marshall University	The Center for the Prevention of Violence Against Women
	Indiana (statewide)	Indiana Campus Sexual Assault Prevention Project
	Ohio (statewide)	The Ohio Board of Regents Office of Campus Safety and Security
	University of Montana	Personal Empowerment Through Self Awareness (PETSA)
	Old Dominion University	Sexual Assault Free Environment (SAFE)*
	Occidental College	Project SAFE*
	Michigan State University	Sexual Assault Program
	Howard University	Interpersonal Violence Prevention Program
	National	Sex Signals
	University of Illinois, Chicago	Campus Advocacy Network
	Cornell University	University Counseling and Advising Network (U-CAN)

** Program is also listed in Table 3.*

Appendix A. Resources on Selected Prevention Programs

Below are resources for locating additional information about the selected evidence-based and promising prevention strategies included in this report. Provision of this information does not constitute endorsement of these programs by the Centers for Disease Control and Prevention or the White House Task Force to Protect Students from Sexual Assault. Not all programs are publicly available for implementation at no-cost. Some programs are proprietary and may be available only for a fee or directly from the program developer.

Safe Dates	http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=141 https://www.hazelden.org/web/go/safedates Foshee, V. A., Linder, G. F., Bauman, K. E., Langwick, S. A., Arriaga, X. B., Heath, J. L., . . . Bangdiwala, S. (1996). The safe dates project: Theoretical basis, evaluation design, and selected baseline findings. *American Journal of Preventive Medicine*, 12(5, Suppl), 39-47. Foshee, V. A., Bauman, K. E., Ennett, S. T., Linder, G. F., Benefield, T., & Suchindran, C. (2004). Assessing the long-term effects of the safe dates program and a booster in preventing and reducing adolescent dating violence victimization and perpetration. *American Journal of Public Health*, 94(4), 619-624.
Shifting Boundaries	http://www.crimesolutions.gov/ProgramDetails.aspx?ID=226 http://www.preventconnect.org/2013/05/shifting_boundaries/ Taylor, B., Stein, N., Woods, D., & Mumford, E. (2011). *Shifting boundaries: Final report on an experimental evaluation of a youth dating violence prevention program in New York city middle schools*. Washington, DC: US Department of Justice.
Coaching Boys into Men	http://www.futureswithoutviolence.org/section/our_work/men_and_boys/_coaching_leadership/ http://www.preventconnect.org/2012/03/web-conference-coaching-boys-into-men/ Miller, E., Tancredi, D. J., McCauley, H. L., Decker, M. R., Virata, M. C. D., Anderson, H. A., . . . Silverman, J. G. (2013). One-year follow-up of a coach-delivered dating violence prevention program: A cluster randomized controlled trial. *American Journal of Preventive Medicine, 45*(1), 108-112
Bringing in the Bystander	http://cola.unh.edu/prevention-innovations/bystander https://www.crimesolutions.gov/ProgramDetails.aspx?ID=159 Banyard, V. L., Moynihan, M. M., & Plante, E. G. (2007). Sexual violence prevention through bystander education: An experimental evaluation. *Journal of Community Psychology, 35*(4), 463-481.

Appendix B. Sexual Violence Prevention Program Checklist

This checklist is provided for colleges and universities to guide their sexual violence program and strategy selection process. Programs and strategies that adhere to specific principles for effective prevention (Nation et al., 2003), and are selected according to the best available evidence have a better chance of succeeding.

Principles of Effective Prevention	√
Comprehensive: Multiple prevention strategies, participant groups, and settings are addressed through a comprehensive approach to sexual violence prevention. • For example, within a single university, a bystander intervention that builds skills for intervening in unhealthy situations and establishing positive norms at the *individual* level could be complemented by *peer* level norms strategies in dormitories and athletic departments. Campus- and community-wide social marketing campaigns to address gender and sexual violence norms could also be implemented at the *organizational* and *community* levels.	
Repeated: Prevention programs and strategies should engage participants repeatedly over time. One-time programs or sessions are rarely effective for changing behavior.	
Relevant: Prevention programs and strategies should be culturally relevant and appropriate, in content and approach, to the individuals and/or groups served.	
Collaborative: Prevention programs and strategies should be developed or selected in collaboration with relevant prevention experts, practitioners, researchers, and key stakeholders and leaders in the community. These collaborators can help ensure that the prevention programs and strategies are grounded in theory and evidence, and likely to be supported by the community.	
Elements of Best Available Evidence	√
Logical: Prevention programs and strategies are based on clear logic for the targeted problem and expected outcomes for change.	
Supported: Prevention programs and strategies are supported by documentation (i.e., journal articles, registries, reports) indicating that they are considered best practices or effective in resulting positive change.	
Review data: Existing sources of data and information are reviewed to help increase the understanding of the nature of sexual violence on campuses.	
Collect data: Colleges and universities collect data to help increase the understanding of sexual violence prevalence and risks on their campuses.	
Evaluation: Prevention programs and strategies being implemented are evaluated using the most rigorous research design possible.	
Dissemination: Lessons learned from prevention programs and strategies are shared with the sexual violence prevention field, key stakeholders, and other colleges and universities.	

References

Banyard, V. L. (2014). Improving college campus–based prevention of violence against women a strategic plan for research built on multipronged practices and policies. *Trauma, Violence, & Abuse,* Advance online publication. doi: 10.1177/1524838014521027

Banyard, V. L., Moynihan, M. M., & Plante, E. G. (2007). Sexual violence prevention through bystander education: An experimental evaluation. *Journal of Community Psychology, 35*(4), 463-481.

Black, M. C., Basile, K. C., Breiding, M. J., Smith, S. G., Walters, M. L., Merrick, M. T., . . . Stevens, M. R. (2011). National intimate partner and sexual violence survey. *Atlanta, GA: CDC. Centers for Disease Control and Prevention*.

Casey, E. A., & Lindhorst, T. P. (2009). Toward a multi-level, ecological approach to the primary prevention of sexual assault prevention in peer and community contexts. *Trauma, Violence, & Abuse, 10*(2), 91-114.

Coker, A. L., Fisher, B. S., Bush, H. M., Clear, E. R., Williams, C. M., Swan, S. C., & DeGue, S. (under review). Evaluation of the green dot bystander intervention to reduce dating violence and sexual violence on college campuses.

Cook-Craig, P. G., Coker, A. L., Clear, E. R., Garcia, L. S., Bush, H. M., Brancato, C. J., . . . Fisher, B. S. (in press). Challenge and opportunity in evaluating a diffusion based active bystanding prevention program: Green dot in high schools. *Violence Against Women*.

DeGue, S., Holt, M. K., Massetti, G. M., Matjasko, J. L., Tharp, A. T., & Valle, L. A. (2012). Looking ahead toward community-level strategies to prevent sexual violence. *Journal of Women's Health, 21*(1), 1-3.

DeGue, S., Massetti, G. M., Holt, M. K., Tharp, A. T., Valle, L. A., Matjasko, J. L., & Lippy, C. (2012). Identifying links between sexual violence and youth violence perpetration: New opportunities for sexual violence prevention. *Psychology of Violence, 3*(2), 140-156. doi: 10.1037/a0029084

DeGue, S., Simon, T. R., Basile, K. C., Yee, S. L., Lang, K., & Spivak, H. (2012). Moving forward by looking back: Reflecting on a decade of cdc's work in sexual violence prevention, 2000–2010. *Journal of Women's Health, 21*(12), 1211-1218.

DeGue, S., Valle, L. A., Holt, M., Massetti, G., Matjasko, J., & Tharp, A. T. (under review). A systematic review of primary prevention strategies for sexual violence perpetration.

DeJong, W., Schneider, S. K., Towvim, L. G., Murphy, M., Doerr, E. E., Simonsen, N. R., . . . Scribner, R. A. (2006). A multsite randomized trial of social norms marketing campaigns to reduce college student drinking. *Journal of Studies on Alcohol & Drugs, 67*, 868-879.

DeJong, W., Schneider, S. K., Towvim, L. G., Murphy, M., Doerr, E. E., Simonsen, N. R., . . . Scribner, R. A. (2009). A multisite randomized trial of social norms marketing campaigns to reduce college student drinking: A replication failure. *Substance Abuse, 30*(2), 127-140.

Dodge, K. A. (2009). Community intervention and public policy in the prevention of antisocial behavior. *Journal of Child Psychology and Psychiatry, 50*(1-2), 194-200.

Edwards, K., Mattingly, M., Dixon, K., & Banyard, V. (2014). Community matters: Intimate partner violence among rural young adults. *American Journal of Community Psychology, 53*(1-2), 198-207. doi: 10.1007/s10464-014-9633-7

Fisher, B. S., Cullen, F. T., & Turner, M. G. (2000). The sexual victimization of college women. Washington, DC: National Institute of Justice and Bureau of Justice Statistics.

Foshee, V. A., Bauman, K. E., Ennett, S. T., Linder, G. F., Benefield, T., & Suchindran, C. (2004). Assessing the long-term effects of the safe dates program and a booster in preventing and reducing adolescent dating violence victimization and perpetration. *American Journal of Public Health, 94*(4), 619-624.

Foshee, V. A., Linder, G. F., Bauman, K. E., Langwick, S. A., Arriaga, X. B., Heath, J. L., . . . Bangdiwala, S. (1996). The safe dates project: Theoretical basis, evaluation design, and selected baseline findings. *American Journal of Preventive Medicine, 12*(5, Suppl), 39-47.

Hamby, S., & Grych, J. H. (2013). *The web of violence: Exploring connections among different forms of interpersonal violence and abuse*: Springer.

Lippy, C., & DeGue, S. (under review). Exploring alcohol policy approaches to the prevention of sexual violence perpetration.

Miller, E., Tancredi, D. J., McCauley, H. L., Decker, M. R., Virata, M. C. D., Anderson, H. A., . . . Silverman, J. G. (2012a). "Coaching boys into men": A cluster-randomized controlled trial of a dating violence prevention program. *Journal of Adolescent Health, 51*(5), 431-438.

Miller, E., Tancredi, D. J., McCauley, H. L., Decker, M. R., Virata, M. C. D., Anderson, H. A., . . . Silverman, J. G. (2012b). "Coaching boys into men": A cluster-randomized controlled trial of a dating violence prevention program. *Journal of Adolescent Health*.

Moynihan, M. M., Banyard, V. L., Arnold, J. S., Eckstein, R. P., & Stapleton, J. G. (2010). Engaging intercollegiate athletes in preventing and intervening in sexual and intimate partner violence. *Journal of American College Health, 59*(3), 197-204.

Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). What works in prevention: Principles of effective prevention programs. *American Psychologist, 58*(6-7), 449.

Scribner, R. A., Theall, K., Mason, K. E., Simonsen, N. R., Schneider, S. K., Towvim, L. G., & DeJong, W. (2011). Alcohol prevention on college campuses: The moderating effect of the alcohol environment on the effectiveness of social norms marketing campaigns. [Research Support, N.I.H., Extramural]. *Journal of Studies on Alcohol & Drugs, 72*(2), 232-239.

Sulkowski, M. L. (2011). An investigation of students' willingness to report threats of violence in campus communities. *Psychology of violence, 1*(1), 53.

Taylor, B., Stein, N., Woods, D., & Mumford, E. (2011). Shifting boundaries: Final report on an experimental evaluation of a youth dating violence prevention program in new york city middle schools. Washington, DC: US Department of Justice.

Taylor, B. G., Stein, N. D., Mumford, E. A., & Woods, D. (2013). Shifting boundaries: An experimental evaluation of a dating violence prevention program in middle schools. *Prevention science, 14*(1), 64-76.

Tharp, A. T., DeGue, S., Lang, K., Valle, L. A., Massetti, G., Holt, M., & Matjasko, J. (2011). Commentary on foubert, godin, & tatum (2010) the evolution of sexual violence prevention and the urgency for effectiveness. *Journal of interpersonal violence, 26*(16), 3383-3392.

Tharp, A. T., DeGue, S., Valle, L. A., Brookmeyer, K. A., Massetti, G. M., & Matjasko, J. L. (2013). A systematic qualitative review of risk and protective factors for sexual violence perpetration. *Trauma, Violence, & Abuse, 14*(2), 133-167.

Wandersman, A., & Florin, P. (2003). Community interventions and effective prevention. *American Psychologist, 58*(6-7), 441.