For Administrative Support and Student Support Units

Informed by your assessment activities, what changes have you made in your unit in the last three to five years? Describe the changes, the general results that prompted the changes, and the impact on your unit’s clients/customers that you might attribute to these changes.

Over the last year, the Women’s Resource Center has revamped the mission and learning outcomes to reflect and hone in on the most pertinent goals and values of the center. Over the past five years, the Women’s Resource Center successfully established and began refining a myriad of programs and services and consequently met our saturation level of human and capital resources. Therefore in the last year, the office staff methodically examined our daily practices and values and subsequently updated the mission to exhibit the practical functions and the theoretical frameworks of the center.

Since the center’s human and capital resources have been maximized through foundational programs and services along with the development of a new mission, the center’s staff constructed an updated assessment plan to effectively monitor and evaluate our programs and services through qualitative, rather than quantitative, methods.

The quantitative measures that are currently reflected in the center’s assessment plan include the goals that are written into the Victim of Crime Act (VOCA) grants. This grant award funds a full-time interpersonal violence staff therapist, part-time interpersonal violence victim advocate, and a full-time peer education coordinator whose focus is to take proactive measures to eliminate violence on campus. To continue to be in compliance with this federally monitored grant that is managed through the Alabama Department of Economic and Community Affairs, minimum number of client services and social justice programs must be conducted.

While the many programs and services are reviewed by the academic year (June 1st through May 31st), the VOCA grant data is collected within the grant cycle -October 1st through September 31st. Each grant year, the Women’s Resource Center has significantly exceeded the grant minimum standards and this is reflected in the data reported on the measures for the 2013-2014 academic reporting year.

The qualitative and quantitative measures included in the Women’s Resource Centers Assessment Plan address participants’ abilities to effectively transfer knowledge gained from the programs and services into their daily lives. Programs and services revolve around the center’s goal towards fostering a more welcoming, equitable, and inclusive society. Based on the assessment tools for each program and service, the participants have been able to articulate and identify how social justice theoretical framework can be applied into various aspects of their daily lives.

Mission / Purpose

The University of Alabama Women’s Resource Center, through a focus on gender, fosters a community of social justice, safety, diversity, leadership, and education. This is accomplished by outreach, advocacy, collaboration, and support to individuals and communities of all identities

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OtOtcn 1: Identify Social Justice Issues

As of result of participating in programs offered by the Women’s Resource Center, students will be able to identify social justice issues in their communities.

Related Measures

M 1: YWLP Recognize Social Justice Issues

Students participating in the Young Women Leaders Program will be able to recognize a social justice issue in their community.

Source of Evidence: Evaluations

Target:

75% of Young Women Leaders Program students will be able to identify a social justice issue in their community.

Finding (2013-2014) - Target: Met

During the 2013-2014 academic year, undergraduate students participating in the Young Women Leaders Program were asked to provide feedback on their experience with the program on an end of year survey. The program is designed to connect college women with 5th grade girls in a mentoring relationship. The college women mentors complete 20 hours of training in the Fall semester and mentor the 5th grade girls in the Spring. Completing a total of 50 hours of community service. The program focuses on addressing gender justice issues that arise throughout a girl’s/woman’s life. The curriculum is designed to empower and activate girls/women as leaders by recognizing, understanding, and learning ways to effectively negotiate the cultural and social barriers that they may encounter; therein being able to define and navigate social justice issues.

Consequently, items on the survey were developed to capture data on the attainment of key learning outcomes. Staff members were particularly interested in gathering data on a students’ ability to recognize and define a social justice issue in their community as a measure of learning. Results from the survey indicate that 86% of mentors answered that they can identify and have grown in their understanding of social justice issues.
**M 2: YMLP Recognize Social Justice Issues**

Students participating in the Young Men's Leadership Program will be able to recognize a social justice issue in their community.

Source of Evidence: Evaluations

**Target:**
75% of Young Men's Leadership Program students will be able to identify a social justice issue in their community.

**Finding (2013-2014) - Target: Met**

During the 2013-2014 academic year, undergraduate students participating in the Young Men's Leadership Program were asked to provide feedback on their experiences with the program on an end of year survey. The program is designed to connect college men with 5th grade boys in a mentoring relationship. The college men mentors complete 20 hours of training in the Fall semester and mentor the 5th grade boys in the Spring. Completing a total of 50 hours of community service. The program focuses on addressing gender justice issues that arise throughout a boy's/man's life. The curriculum is designed to challenge and activate boys/men as leaders by recognizing, understanding, and learning ways to effectively negotiate the cultural and social negative norms that they may encounter, therein being able to define and navigate social justice issues.

Consequently, items on the survey were developed to capture data on the attainment of key learning outcomes. Staff members were particularly interested in gathering data on a students’ ability to recognize and define a social justice issue in their community as a measure of learning. Results from the survey indicate that 100% of mentors answered that they can identify and have grown in their understanding of social justice issues.

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**OthOtcm 2: Connecting Co-Curricular Experiences to Personal and/or Professional Goals**

As a result in participating in Women’s Resource Center programs, students will be able to identify co-curricular experiences which match their personal and/or professional goals.

**Related Measures**

**M 3: YWLP Matching Co-Curricular Experiences with Personal and/or Professional Goals**

Students participating in the Young Women Leaders Program will indicate agreement with the following statement on post-training surveys “The knowledge and experience I gained from fall YWLP training will help me with my personal growth and professional development.”

Source of Evidence: Evaluations

**Target:**
80% of Young Women Leaders Program students will indicate agreement.

**Finding (2013-2014) - Target: Met**

During the 2013-2014 academic year, undergraduate student participating in the Young Women Leaders Program (YWLP) were asked to provide feedback on their experiences with the program on an end of the year survey. The program connects college women with 5th grade girls in a mentoring relationship. The program focuses on addressing gender justice issues that arise throughout a girl's/woman's life. The curriculum is designed to empower and activate girls/women as leaders by recognizing, understanding, and learning ways to effectively negotiate the cultural and social barriers that they may encounter. One barrier is making sure that the women can take the knowledge from YWLP and apply it to their personal and professional life (i.e. identifying transferable skills). The last training day in the fall semester, YWLP brought in a career consultant from The University of Alabama Career Center to assist student in making this crucial link from volunteering to professional applicability.

Therefore, items on the survey were developed to capture data on the attainment of transferable skills. Staff members were particularly interested in gathering data on a students’ ability to identify that YWLP benefited them personally and professionally. Results from the survey indicate that 95% of respondents answered on a post-mentoring survey that they either agreed or strongly agreed that they could identify how to effectively transfer their learning from the program to their personal and professional life.

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**OthOtcm 3: Educational outreach on Social Justice Issues**

The WRC staff will provide educational outreach on social justice issues.
Related Measures

M 5: Quantity of Presentation on Social Justice Issues
Quantity of presentations on social justice issues completed during the 2013-2014 academic year.
Source of Evidence: Activity volume
Target:
Women’s Resource Center staff will provide 65 presentations on social justice issues throughout the 2013-2014 academic year.

Finding (2013-2014) - Target: Met
During the 2013-2014 academic year, the Women’s Resource Center focused on their mission to "foster a community of social justice" by providing outreach presentations in the form of trainings, forums, class presentations, and panel discussions. Since gender justice issues fall under the umbrella of social justice, the WRC provided presentations on the following topic areas: interpersonal violence, leadership and diversity, Title IX, bystander intervention, men as allies, and healthy relationships. Therefore, the WRC provided 126 presentations on social justice issues.

M 6: Quantity of Community Members Reached
Number of campus community members that received outreach on social justice issues during the 2013-2014 academic year.
Source of Evidence: Activity volume
Target:
Women’s Resource Center staff and WRC trained peer educators will provide outreach to 1000 campus community members on social justice issues throughout the 2013-2014 academic year.

Finding (2013-2014) - Target: Met
During the 2013-2014 academic year, the Women’s Resource Center focused on their mission to "foster a community of social justice" by providing outreach presentations in the form of trainings, forums, class presentations, and panel discussions. Since gender justice issues fall under the umbrella of social justice, the WRC provided presentations on the following topic areas: interpersonal violence, leadership and diversity, Title IX, bystander intervention, men as allies, and healthy relationships. Therefore, the WRC and peer educators provided outreach to 4007 members of the campus community on issues of social justice.

OthOtcn 4: Survivors Progression through Goals Set
Women's Resource Center clients who are survivors of interpersonal violence and have had three or more contacts with the center will articulate and progress through goals set in cooperation with center staff.

Related Measures

M 7: Clients’ Goals
Interpersonal violence clients will indicate they have established goals in cooperation with WRC staff in semesterly survey.
Source of Evidence: Evaluations
Target:
70% of interpersonal violence clients will check at least one goal category that they have established and are progressing through in advocacy and/or counseling sessions.

Finding (2013-2014) - Target: Met
During the 2013-2014 academic year, Women’s Resource Center staff provided counseling and advocacy for survivors of interpersonal violence which includes sexual assault, dating/domestic violence, stalking, and adult survivors of child abuse. Client services are designed to assist survivors of interpersonal violence in effectively addressing presenting issues that directly stem from victimization. Client services are free, confidential, and available to faculty, staff, and students at The University of Alabama. When the direct client service staff (one full-time licensed staff therapist, two staff members in the victim advocate role, and at least one counseling intern-graduate student who is directly supervised by staff therapist) meet with a client, goals are set in relation to the presenting issues and problem solving strategies are discussed to assist in addressing the presenting issues. By the completion of the 3 counseling and/or advocacy session, clients should sign a goal sheet with their counselor and/or advocate. These goals are mutually agreed upon between the counselor/advocate and client. Therefore, direct client staff were particularly interested in gathering data on client's ability to identify that they have established and are progressing through at least one goal with their counselor and/or advocate. Results from the survey indicated that 70% of clients checked at least one goal that they have established and are progressing through in advocacy and counseling sessions.

Related Action Plans (by Established cycle, then alpha):
Increase Awareness
Established in Cycle: 2013-2014
The direct client service team will be intentional about working with clients to raise awareness about their joint goals for adv...

For full information, see the Details of Action Plans section of this report.

M 8: Goals within Client Cases
During each quarterly case review, the case review notes will specify advocacy and/or counseling goals set with the interpersonal violence clients in cooperation with Women's Resource Center staff.
Source of Evidence: Service Quality
Target:
80% of case notes will specify advocacy and counseling goals.

Finding (2013-2014) - Target: Met
During the 2013-2014 academic year, Women's Resource Center staff provided counseling and advocacy for survivors of interpersonal violence which includes sexual assault, dating/domestic violence, stalking, and adult survivors of child abuse. Client services are designed to assist survivors of interpersonal violence in effectively addressing presenting issues that directly stem from victimization. Client services are free, confidential, and available to faculty, staff, and students at The University of Alabama. When the direct client...
service staff (one full-time licensed staff therapist, two staff members in the victim advocate role, and at least one counseling intern-graduate student who is directly supervised by staff therapist) meet with a client, goals are set in relation to the presenting issues and problem solving strategies are discussed to assist in addressing the presenting issues. By the completion of the 3 counseling and/or advocacy session, clients should sign a goal sheet with their counselor and/or advocate. These goals are mutually agreed upon between the counselor/advocate and client and are placed in the notes of the client’s file. At the end of each quarter, every active client file are peer reviewed by the direct client service staff. Results from the quarterly case notes review indicated that 81% of case notes specified advocacy and/or counseling goals.

**OthOtom 5: Provide Counseling and Advocacy**

Through the Victim of Crime Act awarded by the Alabama Department of Economic and Community Affairs, Women’s Resource Center staff will provide counseling and advocacy services to survivors of interpersonal violence.

**Related Measures**

**M 9: Sexual Assault Counseling & Advocacy Services**

The Women's Resource Center will provide counseling and/or advocacy to survivors of sexual assault.

Source of Evidence: Professional standards

**Target:**

25 survivors of sexual assault will receive counseling and/or advocacy services from the Women's Resource Center each grant year (October 1st - September 30th).

**Finding (2013-2014) - Target: Met**

During the grant year (October 1, 2012 - September 30, 2013), Women's Resource Center staff provided counseling and advocacy for survivors of sexual assault. National statistics indicate that 1 in 5 women has been sexual assaulted while in college and 1 in 5 women experience sexual assault in their lifetime (The White House Council on Women and Girls, 2014). In regards to client services, the Alabama Department Economic and Community Affairs Victim of Crime Act grant provides The University of Alabama with funding to support a full-time staff therapist, two staff members in the victim advocate role. Client services are designed to assist survivors of sexual assault in effectively addressing presenting issues that directly stem from victimization. Client services are free, confidential, and available to faculty, staff, and students at The University of Alabama. The direct client service staff (one full-time licensed staff therapist, one full-time and one part-time victim advocate, and at least one counseling intern-graduate student who is directly supervised by staff therapist) provide counseling and advocacy to survivors of sexual assault which includes, but not limited to, 24/7/365 on-call duties, hospital accompaniment, legal and court advocacy, judicial board advocacy, safety planning, managing symptoms, completing appropriate referrals to other advocacy/counseling agencies, academic advocacy, and weekly counseling sessions. To be in compliance with the grant standards by actively showing outreach to survivors of sexual assault, direct client staff were particularly interested in demonstrating services that were utilized during the grant year. Results from the grant year indicated that 48 survivors of sexual assault received counseling and/or advocacy services from the Women's Resource Center. Note: The Women's Resource Center provided counseling and advocacy to survivors of sexual assault through the 2013-2014 academic year. Due to the way the office collects data for the grant, the data is reflected through the grant year and not the academic year.

**Connected Document**

The White House Council on Women and Girls, 2014

**M 10: Dating/Domestic Violence Counseling and Advocacy Services**

25 survivors of dating/domestic violence will receive counseling and/or advocacy services from the Women's Resource Center.

Source of Evidence: Professional standards

**Target:**

25 survivors of dating/domestic violence will receive counseling and/or advocacy services from the Women's Resource Center each grant year (October 1st - September 30th).

**Finding (2013-2014) - Target: Met**

During the grant year (October 1, 2012 - September 30, 2013), Women's Resource Center staff provided counseling and advocacy for survivors of dating/domestic violence. National statistics indicate that 1 in 4 women experience dating/domestic violence in their lifetime (National Coalition Against Domestic Violence, 2014). In regards to client services, the Alabama Department Economic and Community Affairs Victim of Crime Act grant provides The University of Alabama with funding to support a full-time staff therapist and part-time victim advocate. Client services are designed to assist survivors of dating/domestic violence in effectively addressing presenting issues that directly stem from victimization. Client services are free, confidential, and available to faculty, staff, and students at The University of Alabama. The direct client service staff (one full-time licensed staff therapist, two staff members in the victim advocate role, and at least one counseling intern-graduate student who is directly supervised by staff therapist) provide counseling and advocacy to survivors of dating/domestic violence which includes, but not limited to, 24/7/365 on-call duties, hospital accompaniment, legal and court advocacy, judicial board advocacy, safety planning, managing symptoms, completing appropriate referrals to other advocacy/counseling agencies, academic advocacy, and weekly counseling sessions. To be in compliance with the grant standards by actively showing outreach to survivors of dating/domestic violence, direct client staff were particularly interested in demonstrating services that were utilized during the grant year. Results from the grant year indicated that 96 survivors of dating/domestic violence received counseling and/or advocacy services from the Women's Resource Center. Note: The Women's Resource Center provided counseling and advocacy to survivors of dating/domestic violence through the 2013-2014 academic year. Due to the way the office collects data for the grant, the data is reflected through the grant year and not the academic year.

**Connected Document**

National Coalition Against Domestic Violence, 2014
**Building Larger Network of Core Volunteers**

Outside of volunteer programs (e.g. YWLP, YMLP, SLC, UAWLA), WRC plans to get 35 core volunteers throughout the academic year.

- Established in Cycle: 2012-2013
- Implementation Status: Planned
- Priority: Medium
- Implementation Description: All must attend a volunteer orientation to understand WRC services, programs, and time commitments. Volunteers and volunteer coordinator will work closely together to make sure service projects are being completed in connection with the goals and vision of the center.
- Projected Completion Date: 05/2014
- Responsible Person/Group: Volunteer Coordinator
- Additional Resources: None

**Building member accountability through shared writing sample**

A pilot exercise of having a member provide their written research work to be critiqued by the group members was introduced. This received positive feedback. Therefore, a recommendation is made to further support participant peer accountability in that each semester at least one member will present some of their own written research materials to solicit feedback from the group members.

- Established in Cycle: 2012-2013
- Implementation Status: Planned
- Priority: High
- Implementation Description: Staff therapist, who serves as group coordinator, will solicit at least one member a semester to agree to share their written research materials. Staff therapist will plan at least one meeting a semester dedicated to discussion and feedback of this member's materials. Staff therapist will include this data in the end of the year assessment.
- Projected Completion Date: 05/2014
- Responsible Person/Group: Staff Therapist
- Additional Resources: N/A

**Clients will apply safety planning concepts**

Given the importance of physical and emotional safety, safety planning is one of the most important concepts the client must apply. Therefore, a client services recommendation regarding the application of advocacy & counseling concepts would be to ensure that each client can articulate elements of safety plan, including emotional and/or physical, before the end of each advocacy appointment and therapy appointment. The advocates and counselors will document discussion of a safety plan regularly in the case notes, and solicit feedback regarding safety planning services in the end of semester client survey.

- Established in Cycle: 2012-2013
- Implementation Status: Planned
- Priority: High
- Implementation Description: Staff therapist, program coordinator, advocate, direct service interns, and all staff who provide counseling and advocacy services will query clients regarding safety plan at each session. Documentation of client safety planning will be made in the case note entries. Advocacy client goal form and counseling goal form will include safety planning. Data regarding client being offered information on safety planning will be included in end of the semester Client Service Survey.
- Projected Completion Date: 05/2014
- Responsible Person/Group: Direct Client Service Staff Members (Staff therapist, program coordinator, advocate, direct service interns)
- Additional Resources: N/A

**Developing training materials with campus specific scenarios**

Based on comments from participants regarding the dynamics of interpersonal violence, they would be interested in hearing more specific examples of interpersonal violence on campus. Therefore, a recommendation is being made to develop general scenarios to understand the dynamics of interpersonal violence by using scenarios with non-identifying information of actual client situations which could be used as examples. Using real life scenarios of campus interpersonal violence from the media such as the Yeardley Love case could also be helpful with this recommendation.

- Established in Cycle: 2012-2013
- Implementation Status: Planned
- Priority: Medium
- Implementation Description: Coordinator will research and develop campus specific scenarios illustrating the dynamics of interpersonal violence. Coordinator will include these in the Spring 2014 Harbor training curriculum.
- Projected Completion Date: 05/2014
- Responsible Person/Group: Program Coordinator
- Additional Resources: N/A

**Expand Safe Sisters participant perception and knowledge assessment data**

Safe Sisters is a relatively new program that has already gone through numerous implementation adjustments. The assessment data should be expanded to allow for more insight about participant perception and knowledge.

- Established in Cycle: 2012-2013
- Implementation Status: Planned
- Priority: High
- Implementation Description: The Safe Sisters pre and post-tests will be modified from a Likert-scale only tool to a tool that includes some qualitative data. The prompt, “please explain” will be added to each of the questions included in the tool.
- Projected Completion Date: 05/2014
- Responsible Person/Group: Education Coordinator
- Additional Resources: N/A

**Practicing Salary Negotiation**

Pre test results indicate a strong majority of participants were unable to identify any practical strategies to apply to salary negotiation prior to participation in the Start Smart training. A recommendation is being made to expand this portion of the training period to allow participants to practice applying salary negotiation strategies provided in the training.

Pre test results indicate a strong majority of participants were unable to identify any practical strategies to apply to salary negotiation prior to participation in the Start Smart training. A recommendation is being made to expand this portion of the training period to allow participants to practice applying salary negotiation strategies provided in the training.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Implementation Description: The $tart $mart training curriculum will be modified to accommodate the expansion of the student application of salary negotiation skills from 15 minutes to 30 minutes. Training partners from the Career Center will be asked to assist in this facilitation as needed. Data regarding this portion of the training will be incorporated into the post-training participant questionnaire.
Projected Completion Date: 05/2014
Responsible Person/Group: Education Coordinator and other staff trainers
Additional Resources: N/A

SLC Transferable Skills
Council members will have their resume and cover letter peer critiqued to help articulate, learn, and transfer their SLC skills to their future careers.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Implementation Description: SLC advisor will provide SLC directors with knowledge in resume and cover letter critiquing and will assist in the process. The advisor will also consult with the Career Center.
Projected Completion Date: 05/2014
Responsible Person/Group: Assistant Director
Additional Resources: N/A

YWLP Transferable Skills
YWLP mentors will have their resume and cover letter peer critiqued to help articulate, learn, and transfer their skills to their future careers.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Implementation Description: YWLP coordinator will provide YWLP mentors with knowledge in resume and cover letter critiquing and will assist in the process. The YWLP coordinator will also consult with the Career Center.
Projected Completion Date: 05/2014
Responsible Person/Group: YWLP Coordinator and Assistant Director
Additional Resources: N/A

Increase Awareness
The direct client service team will be intentional about working with clients to raise awareness about their joint goals for advocacy and counseling sessions. The direct client staff goal is to raise this target to 75% next year; a 5% increase over this year’s goal.
Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: Clients’ Goals | Outcome/Objective: Survivors Progression through Goals Set
Implementation Description: Direct client service team will be intentional language and revisiting goals that are established with the clients.
Projected Completion Date: 05/2015
Responsible Person/Group: Direct client service team
Budget Amount Requested: $0.00 (one time)
Mission / Purpose

The Women’s Resource Center maximizes the learning experience of every UA student and the greater UA community through outreach, services and advocacy to empower women and encourage their active and equal participation.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Students Demonstrate Advocacy, Care, & Efficacy

As a result of participating in programs and services, students will demonstrate an increased understanding of their responsibility as a member of the UA Community by engaging in behaviors that demonstrate self-advocacy, self-care and self-efficacy in their personal lives.

Related Measures

M 1: AW-Creative Potential

Artist Way participants will gain insight about their creative potential.

Source of Evidence: Evaluations

Target:
75% will report that they gained insight about their creative potential.

Finding (2012-2013) - Target: Met
100% reported that they did gain insight about their creative potential; comments by participants indicated they became aware that creativity is a way of thinking and not just a finished product; became better able to set appropriate boundaries and be more open in both personal and professional lives.

M 2: AW-Personal Development

Artist Way participants will apply insights from the group to their personal development.

Source of Evidence: Evaluations

Target:

a) 75% will report they have gained insights about their personal development.
b) 75% will be able to identify a specific insight they gained as a result of participation in the group.

Finding (2012-2013) - Target: Met
100% reported that they have gained insight about personal development and were able to apply this to their work environment, i.e. specific insights include interpersonal relationships in the work environment and how to frame positive responses to challenges.

M 3: BC-Access to Knowledge

Table events will provide information about Breast Cancer prevention to the campus community.

Source of Evidence: Evaluations

Target:
At least two tables will be set up with information on Breast Cancer prevention & resources available in the community.

Finding (2012-2013) - Target: Met
Through anecdotal responses received via email, phone or in person, 100% of received comments said they appreciated the opportunity to receive new information on early detection and support. The goal was to give out at least 75 brochures. In October 2012, over 100 brochures were handed out. The goal was to give out at least 150 ribbons. In October 2012, over 200 ribbons were distributed.

M 4: CATF-Awareness of Campus Climate for Violence

Campus Anti-Violence Task Force members will become aware of the climate on campus regarding violence.

Source of Evidence: Evaluations

M 5: Client Services-Applying Concepts

Students will apply concepts they learned in counseling or advocacy sessions to issues for which they sought help.

Source of Evidence: Evaluations

Target:
80% will be able to apply concepts learned to issues for which they sought help.

Finding (2012-2013) - Target: Met
1. Via an online client service survey conducted: 1. a. 95.9% of respondents agreed with the statement "I feel better able to apply concepts I learned from WRC Staff to the issues for which I sought help." (5.4% selected...
N/A) 1. b. 87.5% of respondents who received counseling agreed with the statement "After meeting with the counselor, I was able to identify resources and options to address my situation." (8.3% selected N/A) 1. c. 91.6% of respondents agreed with the statement "The WRC staff was helpful in assisting with assessing safety issues." (8.3% selected N/A)

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Clients will apply safety planning concepts
Established in Cycle: 2012-2013
Given the importance of physical and emotional safety, safety planning is one of the most important concepts the client must app...

M 6: Client Services-Effective Coping Skills
Students will apply coping skills developed in counseling or advocacy sessions to address the issues.

Source of Evidence: Evaluations
Target:
80% will apply coping skills developed in counseling and advocacy sessions to address their issues.

Finding (2012-2013) - Target: Met
Via an online survey conducted: a) 95.9% of respondents agreed with the statement "I feel better able to apply effective coping skills to address my situation." (4.2% selected N/A) b) 100% of respondents who received counseling agreed with the statement "The counselor helped me develop a plan to address my concerns." c) 91.7% of respondents who received counseling strongly agreed with the statement "Overall, counseling has been helpful to me."

M 7: Client Services-Effective Situational Decision Making
Students will make informed decisions about the situation for which they had contact with the Women's Resource Center.

Source of Evidence: Evaluations
Target:
80% will make informed decisions about their situation.

Finding (2012-2013) - Target: Met
Via an online survey conducted: a) 100% of respondents agreed with the statement "I feel better able to effectively address the issues for which I sought counsel, advocacy, or information." b) 95.8% of respondents agreed with the statement "I feel better able to make informed decisions about my situation." (4.2% selected N/A) c) 83.3% of respondents agreed with the statement "After contact with the WRC staff, I was aware of my option to report the abuse/assault to law enforcement." (16.7% selected N/A)

M 8: $Start $mart-Salary Negotiation
Participants will be able to identify knowledge of practical strategies to apply to salary negotiation.

Source of Evidence: Evaluations
Target:
80% of participants will show an increased knowledge of practical strategies to apply to salary negotiation.

Finding (2012-2013) - Target: Met
Pre/post provided at time of training. a. Do you know how to benchmark a salary for a particular job? On post test, 100% of participants know how to benchmark a salary. This includes a 100% increase from the pre to the post. b. Do you know how to use a basic budget to prepare for salary and benefits negotiation? On post test, 100% of participants know how to use a basic budget. This includes a 100% increase from the pre to the post. c. How confident are you that you can negotiate for the salary and benefits that match your education and experience? On post test, 100% of the participants feel confident in negotiating salary and benefits. This includes a 100% increase from the pre to the post.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Practicing Salary Negotiation
Established in Cycle: 2012-2013
Pre test results indicate a strong majority of participants were unable to identify any practical strategies to apply to salary ...

M 9: $Start $mart-Identify Gendered Wage Gap
Participants will be able to identify awareness of gendered wage gap.

Source of Evidence: Evaluations
Target:
80% of participants will show an increase of awareness of the gendered wage gap.

Finding (2012-2013) - Target: Met
Pre/post provided at time of training. a. "A wage gap between men and women exists today." On post test, 100% of participants agreed with this statement. This includes a 25% increase from pre to post. b. "At graduation, a woman will get the same salary as her male counterpart applying for the same job." On post test, 100% of participants agreed with this statement. This includes a 25% increase from pre to post.

M 10: $Start $mart-Time Trajectory of Wage Gap
Participants will be able to recognize significance of gendered wage gap over a time trajectory.

Source of Evidence: Evaluations
Target:
80% of participants will show an increased understanding of the significance of the gendered wage gap over a
time trajectory.

Finding (2012-2013) - Target: Met
Pre-post provided at time of training. If a woman starts out making less than a man doing the same job, she can make up the difference over her working life. On post test, 100% of participants agreed that this statement is false. This includes an increase of 25% from the pre to post.

M 11: VOICES-Decreased Isolation
Victims Overcoming Issues Creating Empowered Survivors members will experience a decrease in a sense of isolation by participating in the VOICES support group.

Source of Evidence: Evaluations

Target:
80% will report decreased sense of isolation as a result of group therapy sessions.

Finding (2012-2013) - Target: Met
An On-line Client Services Survey was conducted at the end of each semester. Spring 2013, 100% of participants agreed that their sense of isolation was decreased.

M 12: YWLP Mentors- Application of Knowledge
Women student mentors will apply this understanding by participating as a mentor to a 5th grade girl through the Young Women Leaders Program.

Source of Evidence: Evaluations

Target:
80% of trained mentors will attend more than 75% of mentoring sessions.

Finding (2012-2013) - Target: Met
Documentation of successful match of mentor to 5th grade girl; collection of attendance records; observation by program facilitators, 100% of trained mentors who completed the program attended more than 75% of mentoring sessions.

M 13: YWLP Mentees-Identify Skill-sets & Attributes
Mentored 5th grade girls will identify positive skills and attributes they possess.

Source of Evidence: Evaluations

Target:
100% of 5th grade participants will describe positive attributes and skills they possess.

Finding (2012-2013) - Target: Met
By an end of the year survey administered to the 5th grade girl participants & through observation by program facilitators during group activities, 100% of respondents identified positive attributes and skills they possessed. 1 respondent did not answer this question.

M 14: Volunteers-Personal Resources
Campus volunteers will apply personal resources and skills they can share to benefit the Women's Resource Center.

Source of Evidence: Evaluations

Target:
A minimum of 60 volunteers/organizations will be recruited and apply their resources and skills to a minimum of ten projects/capacities to benefit the Women's Resource Center.

Finding (2012-2013) - Target: Met
Through ongoing tracking of number of volunteers, tracking of project types/capacities, weekly email sent to volunteer database, and having constant communication to build relationship and increases comfort level of volunteers, fall and spring semesters: Over 250 volunteers completed over 2,500 hours of service for the Women's Resource Center through various programs and projects including, assistance with office and administrative duties, the Chocolate Festival, the LUNAFEST planning committee and event, Women in Prison Awareness Week, Pay Equity Awareness Week, What Makes You Beautiful campaign, Sexual Assault Awareness Month Activities such Take Back the Night, Lavender graduation, representation of the WRC at campus and community events such as Get on Board Day and participation in Student Leadership Council, Campus Violence Task Force, Young Men's Leadership Program (YMLP), and Young Women's Leaders Program (YWLP) and The Vagina Monologues performances.

M 15: YMLP Mentors-Application of Knowledge
Male student mentors will apply this understanding by participating as a mentor to an adolescent boy through the Young Men's Leadership Program.

Source of Evidence: Graduate/professional school acceptance rate

Target:
80% of trained mentors will complete the requirement for their mentoring service

Finding (2012-2013) - Target: Met
Through collection of attendance records; observation by program facilitators, 100% of trained mentors completed the requirement for their mentoring service

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

YMPL Transferable Skills
Established in Cycle: 2012-2013
YMPL mentors will have their resume and cover letter peer critiqued to help articulate, learn, and transfer their skills to th...
M 16: VOICES - Accountability for Person/Counseling Goals
Victims Overcoming Issues Creating Empowered Survivors group members will increase accountability in completing personal/counseling goals by participating in the VOICES support group.

Source of Evidence: Evaluations

**Target:**
80% will identify ways they have increased accountability in completion of goals.

**Finding (2012-2013) - Target: Met**
Via an On-line Client Services Survey conducted at the end of each Fall and Spring Semester.: Spring 2013-100 % of participants agreed that their sense of accountability was increased and were able to identify methods.

M 17: Volunteers: Orientation
Attend a volunteer orientation to introduce them to the WRC, inform them of volunteer opportunities, and increase their comfort level and likelihood of volunteering at the WRC throughout the semester.

Source of Evidence: Evaluations

**Target:**
1) At least 10 volunteers will attend the orientation sessions. 2) Volunteers will understand the WRC mission statement and purpose, and feel more comfortable about volunteering at the WRC after attending the orientation session

**Finding (2012-2013) - Target: Met**
After post survey and introduction to all staff members along with volunteer packets handed out, volunteers reported understanding of the WRC mission and comfort volunteering. There was high attendance to fall sessions and none in the spring, however many new volunteers and repeat volunteers continued to give their time to the WRC this semester.

M 18: WDTSG - Increase Community/ Decrease Isolation
Women's Dissertation and Thesis Support Group will increase members sense of "community" with other graduate women at the university. Decrease participants sense of isolation.

Source of Evidence: Evaluations

**Target:**
Collection of data at the end of each semester on member's sense of involvement in a group setting.

**Finding (2012-2013) - Target: Met**
In a survey conducted Spring 2013, 100 % reported a decreased sense of isolation.

SLO 4: Identify Resources
Students and parents will be able to identify the most appropriate resource, program, service to assist them in addressing a personal or academic support concern.

Related Measures

M 35: Safe Sisters - Advocacy Applied
Students trained through Safe Sisters will feel prepared to apply knowledge gained in service to the sorority and UA community.

Source of Evidence: Evaluations

**Target:**
80% of participants will state that they are prepared to apply knowledge gained in service to the sorority and UA community.

a) I feel confident in my ability in dealing with victim sensitivity issues.

**Finding (2012-2013) - Target: Met**
a) At post test, 95% of participants agreed with this statement. This includes a 63% increase from pretest.

M 52: LE - Interpersonal Violence Resources
Officers will be familiar with the role of the Women's Resource Center in response to victims of interpersonal violence.

Source of Evidence: Evaluations

**Target:**
80% of officers will be able to identify the services of the Women's Resource Center.

**Finding (2012-2013) - Target: Met**
A pre & post test will be given to officers before & after each interpersonal violence training. The results revealed: 100% of officers correctly identified the services offered by the Women's Resource Center.

M 53: CATF - Effective Responses for Interpersonal Violence
Campus Anti-Violence Task Force members will respond more effectively to victims of interpersonal violence in their role and have an investment in the task force.

Source of Evidence: Evaluations

**Target:**
80% of participants will report that

a) Their participation in the CATF has improved their response to victims of interpersonal violence.

b) They feel invested in the mission and the work of the CATF.

**Finding (2012-2013) - Target: Met**
In an online survey conducted Spring 2013, a) 100% of CATF members reported that their participation in the CATF has improved their response to victims of interpersonal violence. b) 91% of the CATF members reported
that they are invested in the mission and the work of the CATF.

**M 54: WDTSG-Resource Navigation**  
Women's Dissertation and Thesis Support Group will increase participants knowledge of resources and how to navigate the “system” and requirements towards completion of their thesis or dissertation.

Source of Evidence: Evaluations

**Target:**  
80% of members will report an increase in knowledge of resources and skills to apply the resources.

**Finding (2012-2013) - Target: Met**  
Through analysis of end of the year participant survey and data on number of group meetings held/participation, the following findings were collected. In Spring 2013, 100% reported an increase in awareness of resources and skills to assist them in completion of their thesis or dissertation.

**M 55: Harbor-Effect Responses to Victims**  
Trainees will be able to respond more effectively and empathetically to victims of interpersonal violence.

Source of Evidence: Evaluations

**Target:**  
80% of participants will report they feel better prepared to serve victims of interpersonal violence.

**Finding (2012-2013) - Target: Met**  
Via a post-training evaluation, 99% of participants reported that they feel better prepared to serve victims of interpersonal violence.

**M 56: LUNAFEST-Service Quality**  
Participants will enjoy the event and will want to participate in it again the following year.

Source of Evidence: Service Quality

**Target:**

a) 100% of respondents will report that they plan to participate again next year.  
b) Respondents will show a positive reception to the event afterwards.

**Finding (2012-2013) - Target: Met**  
Through a post event evaluation and questionnaire responses, a) 100% of participants reported that it was likely or somewhat likely that they would participate in LUNAFEST again next year. b) All participants responded with positive feedback about the event.

**M 57: AW-Support Networks**  
Artist Way participants will strengthen social supports through connections made within the group.

Source of Evidence: Evaluations

**Target:**  
75% will report that they have met new people in the group and that they connected to other members of the group.

**Finding (2012-2013) - Target: Met**  
100% reported that they strengthened social support and made personal connections with other group members. Comments by group members supported this.

**M 58: BC-Access to Resources**  
Female faculty & staff will be informed about Breast Cancer prevention & know resources available in the community.

Source of Evidence: Evaluations

**Target:**

All UA full time female faculty & staff will receive a Breast Cancer mail-out which includes: Pink Ribbon, Brochure about early detection, a promotional item, and information about other programs at the WRC.

**Finding (2012-2013) - Target: Met**  
Via anecdotal responses, 100% of received comments said that the mail-out was very informative and they were more aware of early detection methods. 2,845 female faculty & staff received the mail-out.

**SLO 5: Academic Goals of Self-advocacy & Self-efficacy**  
As a result of participating in programs and services, students will demonstrate an increased understanding of their responsibility as a member of the UA Community by engaging in behaviors that demonstrate self-advocacy and self-efficacy in the pursuit of their academic goals.

**Related Measures**

**M 18: WDTSG-Increase Community/ Decrease Isolation**  
Women's Dissertation and Thesis Support Group will increase members sense of "community" with other graduate women at the university. Decrease participants sense of isolation.

Source of Evidence: Evaluations

**Target:**  
80% of members will report an increase in a community building network with other graduate women.

**Finding (2012-2013) - Target: Met**  
Via collection of data on member's group networking: In a survey conducted Spring 2013, 100% agreed that they had increased their sense of community.
**M 59: LUNAFEST-Personal, Academic, & Professional Growth**
Participants will feel the information that they were presented with through the films at LUNAFEST will help with their personal, academic, or professional growth.

Source of Evidence: Evaluations

**Target:** 100% of respondents will report they have grown personally, academically, and professionally.

**Finding (2012-2013) - Target: Met**
In a post evaluation survey, 100% of respondents agreed that they feel they have grown personally, academically, or professionally from the experience.

**M 60: WDTSG-Goal Accountability**
Women's Dissertation and Thesis Support Group participants will demonstrate accountability to completing their goals.

Source of Evidence: Evaluations

**Target:** 80% of members will establish three goals toward the progress of completion of their thesis or dissertation.

**Finding (2012-2013) - Target: Met**
Collection of data at end of each semester regarding member's acknowledgement of goal completion. In a survey conducted Spring 2013, 100% demonstrated an increase in goal completion due to establishing weekly goals and reporting to other group members.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Building member accountability through shared writing sample**
Established in Cycle: 2012-2013
A pilot exercise of having a member provide their written research work to be critiqued by the group members was introduced. Thi...

**M 61: Client Services-Academic Roles**
Students will function better in their role as a student, faculty or staff member due to the services they receive at the Women's Resource Center.

Source of Evidence: Evaluations

**Target:** 80% will function better in their role as a student, faculty or staff member due to services received at the WRC.

**Finding (2012-2013) - Target: Met**
Via an online survey conducted: a) 91.7% of respondents agreed with the statement “I feel I am better able to function in my role as a student, faculty, or staff member due to the services I have received at the Women's Resource Center.” (8.3% selected N/A) b) 91.6% of respondents who received academic advocacy agreed with the statement “The WRC staff was helpful in providing academic intervention, such as: talking with professors, obtaining missed assignments, assisting me with missed classes/exams, etc.” c) 91.7% of respondents agreed with the statement “If I chose to stay enrolled, the services I received helped me to remain in school.” (8.3% selected N/A)

**M 62: Volunteers-Personal and Academic Development**
Volunteers will gain knowledge and experience through volunteerism with the Women's Resource Center that they can apply to their personal or academic development.

Source of Evidence: Evaluations

**Target:** 80% of volunteers will report they have gained knowledge and experience which they can apply to their personal and/or academic development.

**Finding (2012-2013) - Target: Met**
Via an online evaluation survey conducted, 100% of survey participants stated their volunteerism with the WRC was meaningful and they felt comfortable at the Center.

**M 63: YWL Mentors-Personal and Academic Development**
Women student mentors will be provided with a service based learning experience that will benefit them personally and academically.

Source of Evidence: Service Quality

**Target:** 100% of mentors will identify as growing personally and academically.

**Finding (2012-2013) - Target: Met**
Through end of year survey administered to the mentors & observation by program facilitators during group activities, 100% of respondents believed they have grown personally or academically from the experience.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**YWLP Transferable Skills**
Established in Cycle: 2012-2013
YWLP mentors will have their resume and cover letter peer critiqued to help articulate, learn, and transfer their skills to th...
Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 2: Student Promotion Of Inclusiveness
As a result of participating in programs and services, Students will demonstrate an increased understanding of their responsibility as a member of the UA Community by engaging in behaviors that promote an inclusive campus climate and demonstrate their understanding of the Capstone Creed and Code of Student Conduct.

Related Measures

M 19: YWLP Mentors-Understanding Issues for Girls
Women student mentors will understand the issues (i.e. physical, psychological, social, and cultural) affecting pre-adolescent girls after Fall training sessions.

Source of Evidence: Evaluations

Target:
1. 50% of respondents will report they have been adequately trained on these issues; Mentors will exhibit appropriate interaction and exchanges with 5th grade girl participants.
2. 50% or more of the preparation training to the mentors will focus on issues affecting pre-adolescent girls.

Finding (2012-2013) - Target: Met
In an online, post-training survey, 1. 100% of respondents reported that tools had been provided to them during training that helped them mentor 5th grade girls; 16% they agree and 50% they strongly agree that they had been trained on physical, psychological, social, and cultural issues affecting pre-adolescent girls and have grown in their understanding of these issues because of the training. 2. More than 50% of the preparation training to the mentors focused on issues affecting pre-adolescent girls.

M 20: YMLP Mentors-Understanding Issues of Boys
Young Men’s Leadership Program student mentors will understand the issues (i.e. physical, psychological, social, and cultural) affecting adolescent boys.

Source of Evidence: Evaluations

Target:

a) 80% of respondents will report they have been adequately trained on these issues; Mentors will exhibit appropriate interaction and exchanges with fifth grade boy participants

d) 50% or more of the preparation training to the mentors will focus on issues affecting adolescent boys and men.

Finding (2012-2013) - Target: Met
Through a post training evaluation at the end of the semester and tracking mentor training topics/activities and attendance, a) 100% of respondents reported that the tools provided to them during training helped them mentor 5th grade boys; 100% of respondents agreed or strongly agreed that YMLP Fall Training Sessions addressed physical, psychological, social, and cultural issues affecting adolescent boys. b) 100% of the preparation training to the mentors focused on issues affecting pre-adolescent boys.

M 21: BC-Personal Affects
The campus community can place an ornament on the Honor & Remembrance Tree and by doing so, acknowledge how Breast Cancer personally affects people in the community.

Source of Evidence: Evaluations

Target:

Four trees will be placed in different locations around campus for the month, with ornaments to place a message on that reflects their personal experience with Breast Cancer.

Finding (2012-2013) - Target: Met
100% of received comments said they really appreciated the opportunity to honor family and friends. The goal was to have at least 500 ornaments with written responses on the trees. Within October 2012, 745 written ornaments were placed on the trees.

M 22: LE-Characteristics of Sexual Assault
Officers will identify characteristics of sexual assault.

Source of Evidence: Evaluations

Target:

a) identify the prevalence of sexual assault in the U.S.
b) identify elements of consent in sexual relationships.

Finding (2012-2013) - Target: Met
A pre & post test will be given to officers before & after each interpersonal violence training. The results revealed: a) 100% of officers correctly identified statistics about the prevalence of sexual assault in the U.S. b) 100% of the officers correctly identified the elements of consent in sexual relationships

M 23: LE- Characteristics of Dating/Domestic Violence
Officers will identify characteristics of dating/domestic violence.

Source of Evidence: Evaluations

Target:
80% of officers will correctly: a) Identify the prevalence of domestic violence in the U.S. b) Identify strategies
perpetrators of domestic violence use against victims.

Finding (2012-2013) - Target: Met
A pre & post test will be given to officers before and after each interpersonal violence training. a) Post test 100% of officers correctly identified statistics about the prevalence of domestic violence in the U.S. b) 92% of officer responses correctly identify domestic violence perpetrator strategies.

M 24: Harbor-Interpersonal Violence Resources
Harbor trainees will know the programs and services available to victims of interpersonal violence at the WRC.

Source of Evidence: Evaluations

Target:
80% of participants will report they are more familiar with WRC programs and services.

Finding (2012-2013) - Target: Met
Via a post-training evaluation, 100% of participants reported that they are more familiar with WRC programs and services.

Related Action Plans (by Established cycle, then alpha):
Developing training materials with campus specific scenarios
Established in Cycle: 2012-2013
Based on comments from participants regarding the dynamics of interpersonal violence, they would be interested in hearing more s...

For full information, see the Details of Action Plans section of this report.

M 25: CATF- Knowledge of Interpersonal Violence Dynamics
Campus Anti-Violence Task Force members will have increased knowledge of the dynamics of interpersonal violence.

Source of Evidence: Evaluations

Target:
80% of participants will report that their participation in the CATF has increased their knowledge of the dynamics of interpersonal violence.

Finding (2012-2013) - Target: Met
In an online survey conducted Spring 2013, 100% of CATF members reported that their participation in the CATF has increased their knowledge of the dynamics of interpersonal violence.

M 26: LE-Characteristics of Stalking
Officers will be familiar with characteristics of stalking.

Source of Evidence: Evaluations

Target:
80% of officers will correctly identify types of stalkers and the prevalence of stalking in the U.S.

M 27: LE- Domestic Violence Laws
Officers will be familiar with domestic violence laws.

Source of Evidence: Evaluations

Target:
80% of officers will correctly identify the description of key state legislation for dating/domestic violence laws.

Finding (2012-2013) - Target: Met
A pre & post test will be given to officers before & after each interpersonal violence training. Post test 83% of officers correctly identified the description of key state legislation for domestic violence.

M 28: LE-Sexual Assault Laws
Officers will be familiar with sexual assault laws.

Source of Evidence: Evaluations

Target:
80% of officers will correctly identify the description of key state legislation for sexual assault.

Finding (2012-2013) - Target: Met
A pre & post test will be given to officers before & after each interpersonal violence training. The results revealed: 100% of officers correctly identified the description of key state legislation for domestic violence.

M 29: LE-Victim Centered Response
Officers will receive knowledge to provide a victim centered response.

Source of Evidence: Evaluations

Target:
80% of officers will acknowledge a range of victim responses following trauma from interpersonal violence.

Finding (2012-2013) - Target: Met
A pre & post test will be given to officers before & after each interpersonal violence training. The results revealed 100% of officers acknowledged a range of victim responses following trauma from sexual assault.

M 30: JB-Characteristics of Domestic Violence
Judicial Board members will identify characteristics of dating/domestic violence (DV).

Source of Evidence: Evaluations

Target:
70% of members will correctly identify: 4 of the 8 characteristics of DV outlined in the Duluth Power & Control Wheel.

Finding (2012-2013) - Target: Met
A pre & post test will be given to members before & after each interpersonal violence training. The results
revealed: 80% of the responses by student judicial board members correctly identified domestic violence tactics outlined in the Duluth Power & Control Wheel.

**M 31: JB-Characteristics of Sexual Assault**
Judicial Board members will identify characteristics of sexual assault.

Source of Evidence: Evaluations

**Target:**
70% of members will correctly identify: the 5 elements of consent

**Finding (2012-2013) - Target: Met**
A pre & post test will be given to members before & after each interpersonal violence training. The results revealed: 71% of the responses by student judicial board members correctly identified elements of consent.

**M 32: JB-Characteristics Of Stalking**
Judicial Board members will identify characteristics of stalking.

Source of Evidence: Evaluations

**Target:**
70% of members will correctly identify:

a) stalking is explicitly stated in the student code of conduct

b) the 4 common characteristics of stalking

**Finding (2012-2013) - Target: Met**
A pre & post test will be given to members before & after each interpersonal violence training. The results revealed: a) 100% of student judicial board members were able to correctly identify that stalking is explicitly stated in the student code of conduct. b) 84% of the responses by student judicial board members correctly identified the common characteristics of stalking.

**M 33: SLC- Social Justice Event**
Council members will acquire social justice event programming knowledge.

Source of Evidence: Evaluations

**Target:**
Outside of WRC regular programming, members will plan, develop, and implement at least one large event for the campus community that will employ social justice leadership models.

**Finding (2012-2013) - Target: Met**
Members will articulate in weekly meetings how they use social justice leadership models in planning and implementation process. Members spoke about the struggles and complications of employing social justice leadership models as well the benefits for the overall goals for the campus community. To get further connected with the campus for large scale planning, the SLC became a registered student organization.

**M 34: JB-Identify Interpersonal Violence**
Judicial Board members will identify interpersonal violence.

Source of Evidence: Evaluations

**Target:**
70% of members will correctly identify:
The three major types of interpersonal violence:
a) Dating/domestic violence
b) Sexual assault
c) Stalking

**Finding (2012-2013) - Target: Met**
A pre & post test will be given to members before & after each interpersonal violence training. Results revealed that 100% of student judicial board members correctly identified the three major types of interpersonal violence: a) dating/domestic violence, b) sexual assault and c) stalking.

**M 35: Safe Sisters-Advocacy Applied**
Students trained through Safe Sisters will feel prepared to apply knowledge gained in service to the sorority and UA community.

Source of Evidence: Evaluations

**Target:**
80% of participants will state that they are prepared to apply knowledge gained in service to the sorority and UA community.

a) I feel I can contribute to my sorority in helping to provide a safe and confidential place for them at UA.

b) I feel empowered and educated to help make a positive change at UA.

**Finding (2012-2013) - Target: Met**
a) At post test, 100% of participants agreed with this statement. This includes an 20% increase from pretest. b) At post test, 100% of participants agreed with this statement. This includes a 55% increase from pretest.

**M 36: Safe Sisters-Interpersonal Violence Knowledge**
Identify an in depth knowledge of interpersonal violence on campus.

Source of Evidence: Evaluations

**Target:**
80% of participants will agree that they have an in depth knowledge of interpersonal violence.
**Finding (2012-2013) - Target: Met**

Pre/post provided at time of training. The results revealed: a. "I have a good deal of knowledge on definitions of interpersonal violence on campus." At post test, 100% of participants agreed with this statement. This includes a 88% increase from pretest. b. I feel confident that I know the difference between myth and fact of interpersonal violence. At post test, 95% of participants agreed with this statement. This includes a 85% increase from pretest. c. I feel comfortable with the knowledge given to me about the elements of consent. At post test, 100% of participants agreed with this statement. This includes a 70% increase from pretest.

**Related Action Plans (by Established cycle, then alpha):**

- **Expand Safe Sisters participant perception and knowledge assessment data**
  *Established in Cycle:* 2012-2013
  Safe Sisters is a relatively new program that has already gone through numerous implementation adjustments. The assessment dat...

- **SLC Transferable Skills**
  *Established in Cycle:* 2012-2013
  Council members will have their resume and cover letter peer critiqued to help articulate, learn, and transfer their SLC skills ...

For full information, see the Details of Action Plans section of this report.

**OthOtcm 3: Leadership Skills**

As a result of participating in programs and services, students will demonstrate an understanding of and practice the skill sets needed to serve in leadership roles and engage in their communities as productive citizens.

**Related Measures**

**M 4: CATF- Awareness of Campus Climate for Violence**

Campus Anti-Violence Task Force members will become aware of the climate on campus regarding violence.

Source of Evidence: Evaluations

**Target:**

80% of participants will report that The University of Alabama climate has been positively impacted by the CATF.

**Finding (2012-2013) - Target: Met**

In an online survey conducted Spring 2013, 100% of CATF members reported that The University of Alabama climate has been positively impacted by the CATF.

**M 12: YWLP Mentors- Application of Knowledge**

Women student mentors will apply this understanding by participating as a mentor to a 5th grade girl through the Young Women Leaders Program.

Source of Evidence: Evaluations

**Target:**

1. 100% of mentors will be matched with a 5th grade girl for participation in the program
2. 85% of trained mentors will complete the requirement for their mentoring service

**Finding (2012-2013) - Target: Met**

Documentation of successful match of mentor to 5th grade girl; collection of attendance records; observation by program facilitators: 1,100% of mentors were matched with a 5th grade girl; 2. 90% of trained mentors completed the requirement for their mentoring service.

**M 15: YMLP Mentors-Application of Knowledge**

Male student mentors will apply this understanding by participating as a mentor to an adolescent boy through the Young Men's Leadership Program.

Source of Evidence: Graduate/professional school acceptance rate

**Target:**

a) 100% of mentors will be matched with a fifth grade boy for participation in the program.

b) 70% of trained mentors will attend more than 70% of mentoring session.

**Finding (2012-2013) - Target: Met**

Documentation of successful match of mentor to adolescent boy; collection of attendance records; observation by program facilitators, a) 100% of mentors were matched with a 5th grade boy. b) 100% of trained mentors attended more than 90% of mentoring sessions.

**M 33: SLC- Social Justice Event**

Council members will acquire social justice event programming knowledge.

Source of Evidence: Evaluations

**Target:**

Outside of WRC regular programming, members will plan, develop, and implement at least one large event for the campus community

**Finding (2012-2013) - Target: Met**

Members will create timelines and goals for each program. The large program must reach at least 40 students on campus. SLC used timelines and goals to host Elect Her:Campus Women Win which 45 women from across the campus participated along with a production of The Vagina Monologues with 28 actors and over 550 people attending a two night run. The 28 actors accrued at least 25 volunteer hours.

**M 35: Safe Sisters-Advocacy Applied**
Students trained through Safe Sisters will feel prepared to apply knowledge gained in service to the sorority and UA community.

**Source of Evidence:** Evaluations

**Target:**
80% of participants will state that they are prepared to apply knowledge gained in service to the sorority and UA community.

a) I feel comfortable challenging my sisters/friends and other men when they show disrespect for women or express violent attitudes.

**Finding (2012-2013) - Target: Met**

a) At post test, 100% of participants agreed with this statement. This includes a 53% increase from pretest

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**M 37: Safe Sisters-Role of Peer Educator**

Understand the role of a peer educator within the Safe Sisters Program.

**Source of Evidence:** Evaluations

**Target:**
80% of participants will understand their role as peer educator.

**Finding (2012-2013) - Target: Met**

Prepost provided at time of training. Results revealed the following: a) "I understand my role as the Safe Sister within my sorority." At post test, 98% of participants agreed with this statement. This includes a 65% increase from pretest. b) "I know the responsibility that is placed upon me when dealing with issues of interpersonal violence." At post test, 98% of participants agreed with this statement. This includes a 58% increase from pretest. c) "I feel strongly dedicated in educating the women within my sorority to be in healthy relationships." At post test, 100% of participants agreed with this statement. This includes a 20% increase from pretest.

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**M 38: SLC- Application of Rigorous Experiences**

Student Leadership Council member will gain rigorous leadership experiences through the Women's Resource Center that they can apply to their personal or academic/professional development.

**Source of Evidence:** Evaluations

**Target:**
100% of Student Leadership Council members will report they have gained rigorous leadership experiences which they can apply to their personal and/or academic/professional development.

**Finding (2012-2013) - Target: Met**

Via a interview with each council member conducted by the Assistant Director each semester will assess leadership experience and its applicability to their personal and/or academic/professional development. In Fall, 100% of council membership noted that they can and/or have applied their leadership experiences to their personal and/or academic development. 100% of the counsel membership indicated that the rigorous leadership experience was highly applicable to professional development. In Spring, 100% of council membership noted that they can, and/or have, apply their leadership experiences to their personal and/or academic development. 100% of council membership have utilized and applied SLC knowledge in their professional work and goals are to apply to future work leadership.

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**M 39: SLC-Engagement at WRC**

Student Leadership Council members will be engaged in multiple programs/initiatives at the Women's Resource Center.

**Source of Evidence:** Evaluations

**Target:**
Each member will take leadership roles in two WRC initiatives and/or programs in the academic year. Additionally, each member will be required to volunteer a minimum of 30 hours each semester.

**Finding (2012-2013) - Target: Met**

Ongoing tracking of project types/capacities and hours volunteered In Fall 2012 of the 7 council members, each completed over 30 volunteer hours. Council members assisted in Chocolate Festival, Breast Cancer Awareness Month events, Domestic Violence Awareness Month events such as the purple ribbon campaign and the Candlelight Vigil, Young Men's Leadership Program (YMLP), and Young Women Leaders Program (YWLP). In Spring 2013, 3 new members were recruited and worked alongside 6 returning members. They averaged 35 hours per member for the semester. Council members assisted in Women's History Month, Pay Equity Week, Sexual Assault Awareness Month and YWLP YMLP. Through exit interviews, members indicated they would like more opportunities to coordinate programming that provides that campus with stronger understanding social justice issues.

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**M 40: SLC-Systemic Social Issues**

Student Leadership Council members will be more aware of systemic issues which drives the mission of the Women's Resource Center.

**Source of Evidence:** Evaluations

**Target:**
All Student Leadership Council members will attend a retreat that provides in depth information on WRC mission and theories related to the mission. Council members will report on recognition of privilege and oppressive behaviors.

**Finding (2012-2013) - Target: Met**

In Fall 2012, 100% council members attend the Student Leadership Council retreat. 100% of the members understood the application of the theories that guide mission, programs and services at the WRC. Council members have provided weekly reports of their observations of privilege and oppression. In Spring, all Council members have provided weekly reports of their observations of privilege and oppression. Each member has
noted that they are more "in tune" with social justice issues in their lives through this weekly check-in activity which raises consciousness throughout their daily lives.

**M 41: Harbor-Dynamics of Interpersonal Violence**
Harbor trainees will understand the dynamics of interpersonal violence.

*Source of Evidence: Evaluations*

**Target:**
80% of participants will report they are more knowledgeable about interpersonal violence.

**Finding (2012-2013) - Target: Met**
Via a post-training evaluation, 98% of participants reported that they are more knowledgeable about interpersonal violence.

**M 42: LE-Stalking Laws**
Officers will be familiar with stalking laws.

*Source of Evidence: Evaluations*

**Target:**
80% of officers will correctly identify the description of key stalking legislation.

**M 43: VOICES-Ability to Share Experiences**
Students in the group Victims Overcoming Issues Creating Empowered Survivors (VOICES) will develop and expand their ability to openly share experiences.

*Source of Evidence: Evaluations*

**Target:**
80% will express confidence in the ability to share their experiences in a safe environment with a supportive group.

**Finding (2012-2013) - Target: Met**
An on-line Client Services Survey conducted at the end of each Fall and Spring Semester. In Spring 2013, 100% of participants agreed that they were provided the opportunity to openly share experiences. Comments indicated participants felt safe and received supportive feedback.

**M 44: Volunteers-Core Volunteers**
Develop a Core Group of Volunteers that are highly integrated into WRC programs.

*Source of Evidence: Service Quality*

**Target:**
Recruit group of 25 Core Volunteers who volunteers at least more than 1 time

**Finding (2012-2013) - Target: Met**
Through tracking of volunteer hours and getting to know each person, 26 volunteers were considered Core volunteers for volunteering for 3 or more hours throughout the semester (not including YWLP, YMLP, or SLC). All regular volunteers were invited to the WRC Bowling Celebration.

**Related Action Plans (by Established cycle, then alpha):**

**Building Larger Network of Core Volunteers**
*Established in Cycle: 2012-2013*

Outside of volunteer programs (e.g. YWLP, YMLP, SLC, UAWLA), WRC plans to get 35 core volunteers throughout the academic year.

*For full information, see the Details of Action Plans section of this report.*

**M 45: CATF-Partnerships to Benefit Victims**
Campus Anti-Violence Task Force members will increase partnerships to benefit victims of interpersonal violence.

*Source of Evidence: Evaluations*

**Target:**
80% of participants will report that their participation in the CATF has increased partnerships with other task force members to benefit victims of interpersonal violence.

**Finding (2012-2013) - Target: Met**
In an online survey conducted Spring 2013, 91% of CATF members reported that their participation in the CATF has increased partnerships with other task force members to benefit victims of interpersonal violence.

**M 46: YMLP Mentees- "Am I a Leader?"**
Mentored 5th grade boys will describe themselves as a "leader".

*Source of Evidence: Evaluations*

**Target:**
80% of fifth grade participants will identify themselves as a leader.

**Finding (2012-2013) - Target: Met**
Through an end of the semester survey administered to the adolescent boy participants and observation by program facilitators during group activities, 100% of respondents identified themselves as a leader.

**M 47: YMLP Mentees- Characteristics of Program Pillars**
After participating in YMLP, mentored fifth grade boys will be able to identify characteristics that they possess that reflect authenticity, respect, and strength.

*Source of Evidence: Evaluations*

**Target:**
At least 80% of 5th grade students will be able to identify characteristics that they possess that reflect these
principles.

**Finding (2012-2013) - Target: Met**

Through end of the semester survey administered to the adolescent boy participants & observation by program facilitators during group activities, 100% of respondents were able to successfully identify characteristics that were in line with the three pillars of the program.

M 48: YMLP Mentees- Identify Skill-sets & Attributes

Mentored fifth grade boys will identify positive leadership skills and attributes they possess.

Source of Evidence: Evaluations

**Target:**

80% of fifth grade participants will describe positive leadership attributes and skills they possess.

**Finding (2012-2013) - Target: Met**

Through end of the semester survey administered to the adolescent boy participants and observation by program facilitators during group activities, all respondents (100%) answered this question and identified traits and characteristics that we had discussed in mentoring about being positive in life and working towards their goals.

M 49: YMLP-Knowledge of Women and Diversity Issues

After participating in YMLP, male student mentors will understand the dynamics of violence against women and appreciate issues of diversity

Source of Evidence: Evaluations

**Target:**

- **a)** At least 70% of mentors will report an understanding of dynamics of violence against women.
- **b)** At least 70% of mentors will report gaining an appreciation of diversity issues.

**Finding (2012-2013) - Target: Met**

Through an end of the semester survey administered to the mentors and observation by program facilitators during group activities, a) 100% of surveyed responses answered agree or strongly agree to understanding the dynamics of violence against women. b) 100% of surveyed responses answered agree or strongly agree to appreciating the issues of diversity.

M 50: YWLP Mentees-“Am I a Leader?”

Mentored 5th grade girls will describe themselves as a “leader”.

Source of Evidence: Evaluations

**Target:**

100% of 5th grade participants will identify themselves as a leader.

**Finding (2012-2013) - Target: Met**

An end of semester survey administered to the 5th grade participants & through observation by program facilitators during group activities, 100% of respondents identified themselves as a leader.

M 51: YWLP Mentees-Team Work

Mentored 5th grade girls will understand how to effectively work in teams.

Source of Evidence: Evaluations

**Target:**

100% of 5th grade participants will be able to identify learned team work skills.

**Finding (2012-2013) - Target: Met**

Through an end of the semester survey administered to the 5th grade girl participants & observations by program facilitators during group activities, 100% of respondents identified skills that they learned through the team work activities and lessons.

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**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Building Larger Network of Core Volunteers**

Outside of volunteer programs (e.g. YWLP, YMLP, SLC, UAWLA), WRC plans to get 35 core volunteers throughout the academic year.

- **Established in Cycle:** 2012-2013
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Volunteers-Core Volunteers | **Outcome/Objective:** Leadership Skills

**Implementation Description:** All must attend a volunteer orientation to understand WRC services, programs, and time commitments. Volunteers and volunteer coordinator will work closely together to make sure service projects are being completed in connection with the goals and vision of the center.

**Projected Completion Date:** 05/2014

**Responsible Person/Group:** Volunteer Coordinator

**Additional Resources:** None

**Building member accountability through shared writing sample**

A pilot exercise of having a member provide their written research work to be critiqued by the group members was introduced. This received positive feedback. Therefore, a recommendation is made to further support participant peer accountability in that each semester at least one member will present some of their own written research materials to solicit feedback from the group members.

- **Established in Cycle:** 2012-2013
- **Implementation Status:** Planned
Clients will apply safety planning concepts

Given the importance of physical and emotional safety, safety planning is one of the most important concepts the client must apply. Therefore, a client services recommendation regarding the application of advocacy & counseling concepts would be to ensure that each client can articulate elements of safety plan, including emotional and/or physical, before the end of each advocacy appointment and therapy appointment. The advocates and counselors will document discussion of a safety plan regularly in the case notes, and solicit feedback regarding safety planning services in the end of semester client survey.

Established in Cycle: 2012-2013
Implementation Status: Planned

Developing training materials with campus specific scenarios

Based on comments from participants regarding the dynamics of interpersonal violence, they would be interested in hearing more specific examples of interpersonal violence on campus. Therefore, a recommendation is being made to develop general scenarios to understand the dynamics of interpersonal violence by using scenarios with non-identifying information of actual client situations which could be used as examples. Using real life scenarios of campus interpersonal violence from the media such as the Yeardley Love case could also be helpful with this recommendation.

Established in Cycle: 2012-2013
Implementation Status: Planned

Expand Safe Sisters participant perception and knowledge assessment data

Safe Sisters is a relatively new program that has already gone through numerous implementation adjustments. The assessment data should be expanded to allow for more insight about participant perception and knowledge.

Established in Cycle: 2012-2013
Implementation Status: Planned

Practicing Salary Negotiation

Pre test results indicate a strong majority of participants were unable to identify any practical strategies to apply to salary negotiation prior to participation in the $tart $mart training. A recommendation is being made to expand this portion of the training period to allow participants to practice applying salary negotiation strategies provided in the training.

Established in Cycle: 2012-2013
Implementation Status: Planned

Measure: $mart-Salary Negotiation  |  Outcome/Objective: Students Demonstrate Advocacy, Care, & Efficacy

**Implementation Description:** The $mart training curriculum will be modified to accommodate the expansion of the student application of salary negotiation skills from 15 minutes to 30 minutes. Training partners from the Career Center will be asked to assist in this facilitation as needed. Data regarding this portion of the training will be incorporated into the post-training participant questionnaire.

**Projected Completion Date:** 05/2014

**Responsible Person/Group:** Education Coordinator and other staff trainers

**Additional Resources:** N/A

### SLC Transferable Skills

Council members will have their resume and cover letter peer critiqued to help articulate, learn, and transfer their SLC skills to their future careers.

- **Established in Cycle:** 2012-2013
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Safe Sisters-Interpersonal Violence Knowledge | **Outcome/Objective:** Student Promotion Of Inclusiveness

**Implementation Description:** SLC advisor will provide SLC directors with knowledge in resume and cover letter critiquing and will assist in the process. The advisor will also consult with the Career Center.

- **Projected Completion Date:** 05/2014
- **Responsible Person/Group:** Assistant Director

- **Additional Resources:** N/A

### YMLP Transferable Skills

YMLP mentors will have their resume and cover letter peer critiqued to help articulate, learn, and transfer their skills to their future careers.

- **Established in Cycle:** 2012-2013
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** YMLP Mentors-Application of Knowledge | **Outcome/Objective:** Students Demonstrate Advocacy, Care, & Efficacy

**Implementation Description:** YMLP Coordinator will provide YMLP mentors with knowledge in resume and cover letter critiquing and will assist in the process. YMLP coordinator will also consult with the Career Center.

- **Projected Completion Date:** 05/2014
- **Responsible Person/Group:** YMLP Coordinators and Assistant Director

- **Additional Resources:** N/A

### YWLP Transferable Skills

YWLP mentors will have their resume and cover letter peer critiqued to help articulate, learn, and transfer their skills to their future careers.

- **Established in Cycle:** 2012-2013
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** YWLP Mentors-Personal and Academic Development | **Outcome/Objective:** Academic Goals of Self-advocacy & Self-efficacy

**Implementation Description:** YWLP coordinator will provide YWLP mentors with knowledge in resume and cover letter critiquing and will assist in the process. The YWLP coordinator will also consult with the Career Center.

- **Projected Completion Date:** 05/2014
- **Responsible Person/Group:** YWLP Coordinator and Assistant Director
Mission / Purpose

The Women's Resource Center maximizes the learning experience of every UA student and the greater UA community through outreach, services and advocacy to empower women and encourage their active and equal participation.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Students Demonstrate Advocacy, Care, & Efficacy

As a result of participating in programs and services, students will demonstrate an increased understanding of their responsibility as a member of the UA Community by engaging in behaviors that demonstrate self-advocacy, self-care and self-efficacy in their personal lives.

Related Measures

M 1: AW- Creative Potential
Artist Way participants will gain insight about their creative potential.

Source of Evidence: Evaluations

Target:
75% will report that they gained insight about their creative potential.

Finding (2011-2012) - Target: Met
Upon completion of the group, 100% reported that they did gain insight about their creative potential; comments by participants indicated they became aware of obstacles to goals; became better able to deal with perfectionism and procrastination; and began establishing boundaries in both personal and professional lives allowing participants to explore new activities or reestablish previous activities (i.e. sending off article for publication)

M 2: AW-Personal Development
Artist Way participants will apply insights from the group to their personal development.

Source of Evidence: Evaluations

Target:
a) 75% will report they have gained insights about their personal development.
b) 75% will be able to identify a specific insight they gained as a result of participation in the group.

Finding (2011-2012) - Target: Met
Upon completion of the group,
a)100% reported that they have gained insight about personal development and were able to identify a specific insight, i.e., awareness of fear of failure and success, an understanding that creativity is a reward for the self.
b)100% reported that the group specifically helped to focus on autonomy.

M 4: BC-Access to Knowledge
Table events will provide information about Breast Cancer prevention to the campus community.

Source of Evidence: Evaluations

Target:
At least two tables will be set up with information on Breast Cancer prevention & resources available in the community.

Finding (2011-2012) - Target: Met
Through anecdotal responses received via email, phone or in person,100% of received comments said they appreciated the opportunity to receive new information on early detection and support.

The goal was to give out at least 75 brochures. In October 2011, over 100 brochures were handed out.
The goal was to give out at least 150 ribbons. In October 2011, over 200 ribbons were distributed.

M 7: CATF- Awareness of Campus Climate for Violence
Campus Anti-Violence Task Force members will become aware of the climate on campus regarding violence.

Source of Evidence: Evaluations

M 11: Client Services-Applying Concepts
Students will apply concepts they learned in counseling or advocacy sessions to issues for which they sought help.

Source of Evidence: Evaluations

Target:
80% will be able to apply concepts learned to issues for which they sought help.

**Finding (2011-2012) - Target: Met**

1. Via an online client service survey conducted at the end of each semester:

    1. a. 94.6% of respondents agreed with the statement "I feel better able to apply concepts I learned from WRC Staff to the issues for which I sought help." (5.4% selected N/A)

    1. b. 94.6% of respondents who received counseling agreed with the statement "After meeting with the counselor, I was able to identify resources and options to address my situation." (5.4% selected N/A)

    1. c. 75% of respondents agreed with the statement "The WRC staff was helpful in assisting with assessing safety issues." (25% selected N/A)

**M 12: Client Services-Effective Coping Skills**

Students will apply coping skills developed in counseling or advocacy sessions to address the issues.

**Source of Evidence:** Evaluations

**Target:**

80% will apply coping skills developed in counseling and advocacy sessions to address their issues.

**Finding (2011-2012) - Target: Met**

Via an online survey conducted Fall 2011,

a) 96.1% of respondents agreed with the statement "I feel better able to apply effective coping skills to address my situation."

b) 100% of respondents who received counseling agreed with the statement "The counselor helped me develop a plan to address my concerns."

c) 100% of respondents who received counseling strongly agreed with the statement "Overall, counseling has been helpful to me."

Via an online survey conducted Spring 2012,

a) 94.4% of respondents agreed with the statement "I feel better able to apply effective coping skills to address my situation." (5.6% selected N/A)

b) 94.6% of respondents who received counseling agreed with the statement "The counselor helped me develop a plan to address my concerns." (5.4% selected N/A)

c) 94.6% of respondents who received counseling strongly agreed with the statement "Overall, counseling has been helpful to me." (5.4% selected N/A)

**M 14: Client Services-Effective Situational Decision Making**

Students will make informed decisions about the situation for which they had contact with the Women's Resource Center.

**Source of Evidence:** Evaluations

**Target:**

80% will make informed decisions about their situation.

**Finding (2011-2012) - Target: Met**

Via an online survey conducted Fall 2011,

a) 96.1% of respondents agreed with the statement "I feel better able to effectively address the issues for which I sought counsel, advocacy, or information."

b) 92.3% of respondents agreed with the statement "I feel better able to make informed decisions about my situation."

c) 83.3% of respondents agreed with the statement "After contact with the WRC staff, I was aware of my option to report the abuse/assault to law enforcement." (16.7% selected N/A)

Via an online survey conducted Spring 2012,

a) 94.6% of respondents agreed with the statement "I feel better able to effectively address the issues for which I sought counsel, advocacy, or information." (5.4% selected N/A)

b) 94.4% of respondents agreed with the statement "I feel better able to make informed decisions about my situation." (5.6% selected N/A)

c) 83.3% of respondents agreed with the statement "After contact with the WRC staff, I was aware of my option to report the abuse/assault to law enforcement." (16.7% selected N/A)

**M 36: Start Smart-Identify Gendered Wage Gap**

Participants will be able to identify awareness of gendered wage gap.

**Source of Evidence:** Evaluations
Target:
80% of participants will show an increase of awareness of the gendered wage gap.

Finding (2011-2012) - Target: Met
Pre/post provided at time of training.

a. “A wage gap between men and women exists today.” On post test, 100% of participants agreed with this statement. This includes a 19% increase from pre to post.

b. “At graduation, a woman will get the same salary as her male counterpart applying for the same job.” On post test, 100% of participants agreed with this statement. This includes a 19% increase from pre to post.

M 37: Start Smart-Salary Negotiation
Participants will be able to identify knowledge of practical strategies to apply to salary negotiation.

Source of Evidence: Evaluations

Target:
80% of participants will show an increased knowledge of practical strategies to apply to salary negotiation.

Finding (2011-2012) - Target: Partially Met
Pre/post provided at time of training.

a. Do you know how to benchmark a salary for a particular job? On post test, 94% of participants know how to benchmark a salary. This includes a 69% increase from the pre to the post.

b. Do you know how to use a basic budget to prepare for salary and benefits negotiation? On post test, 100% of participants know how to use a basic budget. This includes a 94% increase from the pre to the post.

c. How confident are you that you can negotiate for the salary and benefits that match your education and experience? On post test, 63% of the participants feel confident in negotiating salary and benefits. This includes a 50% increase from the pre to the post.

M 38: Start Smart-Time Trajectory of Wage Gap
Participants will be able to recognize significance of gendered wage gap over a time trajectory.

Source of Evidence: Evaluations

Target:
80% of participants will show an increased understanding of the significance of the gendered wage gap over a time trajectory.

Finding (2011-2012) - Target: Partially Met
Pre/post provided at time of training.

If a woman starts out making less than a man doing the same job, she can make up the difference over her working life. On post test, 69% of participants agreed that this statement is false. This includes an increase of 31% from the pre to post.

M 40: VOICES-Accountability for Person/Counseling Goals
Victims Overcoming Issues Creating Empowered Survivors group members will increase accountability in completing personal/counseling goals by participating in the VOICES support group.

Source of Evidence: Evaluations

Target:
80% will identify ways they have increased accountability in completion of goals.

Finding (2011-2012) - Target: Met
Via an On-line Client Services Survey conducted at the end of each Fall and Spring Semester:

Spring 2012-100 % of participants agreed that their sense of accountability was increased and were able to identify methods.

M 41: VOICES-Decreased Isolation
Victims Overcoming Issues Creating Empowered Survivors members will experience a decrease in a sense of isolation by participating in the VOICES support group.

Source of Evidence: Evaluations

Target:
80% will report decreased sense of isolation as a result of group therapy sessions.

Finding (2011-2012) - Target: Met
An On-line Client Services Survey was conducted at the end of each semester.

Spring 2012, 100 % of participants agreed that their sense of isolation was decreased.

M 44: Volunteers-Personal Resources
Campus volunteers will apply personal resources and skills they can share to benefit the Women's Resource Center.

Source of Evidence: Evaluations

Target:
A minimum of 60 volunteers/organizations will be recruited and apply their resources and skills to a minimum of ten projects/capacities to benefit the Women’s Resource Center.

Finding (2011-2012) - Target: Met
Through ongoing tracking of number of volunteers, tracking of project types/capacities, weekly email sent to volunteer database, and having constant communication to build relationship and increases
comfort level of volunteers, fall and spring semesters:

Over 200 volunteers completed over 1600 hours of service for the Women's Resource Center through various programs and projects including, assistance with office and administrative duties, the Chocolate Festival, the LUNAFEST planning committee and event, Women in Prison Awareness Week, Pay Equity Awareness Week, What Makes You Beautiful campaign, a Toiletry & Cosmetics Drive, Sexual Assault Awareness Month Activities such Take Back the Night, Lavender graduation, representation of the WRC at campus and community events such as Get on Board Day and participation in Student Leadership Council, Campus Violence Task Force, Young Men's Leadership Program (YMLP), and Young Women's Leaders Program (YWLP).

M 46: WDTSG-Increase Community/ Decrease Isolation
Women's Dissertation and Thesis Support Group will increase members sense of "community" with other graduate women at the university. Decrease participants sense of isolation.

Source of Evidence: Evaluations

Target:
Collection of data at the end of each semester on member's sense of involvement in a group setting.

Finding (2011-2012) - Target: Met
In a survey conducted Fall 2011, 80 % reported a decreased sense of isolation. One member, (20 %) disagreed.

In a survey conducted Spring 2012, 100 % reported a decreased sense of isolation.

M 51: YMLP Mentors-Application of Knowledge
Male student mentors will apply this understanding by participating as a mentor to an adolescent boy through the Young Men's Leadership Program.

Source of Evidence: Graduate/professional school acceptance rate

Target:
80% of trained mentors will complete the requirement for their mentoring service

Finding (2011-2012) - Target: Met
Through collection of attendance records; observation by program facilitators, 100% of trained mentors completed the requirement for their mentoring service.

M 55: YWLP Mentees-Identify Skill-sets & Attributes
Mentored 5th grade girls will identify positive skills and attributes they possess.

Source of Evidence: Evaluations

Target:
80% of 5th grade participants will describe positive attributes and skills they possess.

Finding (2011-2012) - Target: Met
By an end of the year survey administered to the 5th grade girl participants & through observation by program facilitators during group activities, 92% of respondents identified positive attributes and skills they possessed. 1 respondent did not answer this question.

M 57: YWLP Mentors- Application of Knowledge
Women student mentors will apply this understanding by participating as a mentor to a 5th grade girl through the Young Women Leaders Program.

Source of Evidence: Evaluations

Target:
80% of trained mentors will attend more than 75% of mentoring sessions.

Finding (2011-2012) - Target: Met
Documentation of successful match of mentor to 5th grade girl; collection of attendance records; observation by program facilitators, 100% of trained mentors who completed the program attended more than 75% of mentoring sessions.

SLO 4: Identify Resources
Students and parents will be able to identify the most appropriate resource, program, service to assist them in addressing a personal or academic support concern.

Related Measures

M 3: AW-Support Networks
Artist Way participants will strengthen social supports through connections made within the group.

Source of Evidence: Evaluations

Target:
75% will report that they have met new people in the group and that they connected to other members of the group.

Finding (2011-2012) - Target: Met
Upon completion of the group, 100 % reported that they strengthened social support made personal connections with other group members. Comments by group members supported this, i.e., all requested sharing email information to stay in touch after the group ended.

M 5: BC-Access to Resources
Female faculty & staff will be informed about Breast Cancer prevention & know resources available in the
community.

Source of Evidence: Evaluations

**Target:**

All UA full time female faculty & staff will receive a Breast Cancer mail-out which includes: Pink Ribbon, Brochure about early detection, a promotional item, and information about other programs at the WRC.

**Finding (2011-2012) - Target: Met**

Via anecdotal responses, 100% of received comments said that the mail-out was very informative and they were more aware of early detection methods.

2,601 female faculty & staff received the mail-out.

**M 8: CATF-Effective Responses for Interpersonal Violence**

Campus Anti-Violence Task Force members will respond more effectively to victims of interpersonal violence in their role and have an investment in the task force.

Source of Evidence: Evaluations

**Target:**

80% of participants will report that

a) Their participation in the CATF has improved their response to victims of interpersonal violence.

b) They feel invested in the mission and the work of the CATF.

**Finding (2011-2012) - Target: Met**

In an online survey conducted Spring 2012,

a) 100% of CATF members reported that their participation in the CATF has improved their response to victims of interpersonal violence.

b) 100% of the CATF members reported that they are invested in the mission and the work of the CATF.

**M 16: Harbor-Effect Responses to Victims**

Trainees will be able to respond more effectively and empathetically to victims of interpersonal violence.

Source of Evidence: Evaluations

**Target:**

80% of participants will report they feel better prepared to serve victims of interpersonal violence.

**Finding (2011-2012) - Target: Met**

Via a post-training evaluation, 96% of participants reported that they feel better prepared to serve victims of interpersonal violence.

**M 20: LE- Interpersonal Violence Resources**

Officers will be familiar with the role of the Women's Resource Center in response to victims of interpersonal violence.

Source of Evidence: Evaluations

**Target:**

80% of officers will be able to identify the services of the Women's Resource Center.

**Finding (2011-2012) - Target: Met**

A pre & post test will be given to officers before & after each interpersonal violence training.

The results revealed: 95% of officers correctly identified the services offered by the Women's Resource Center.

**M 25: LUNAFEST-Service Quality**

Participants will enjoy the event and will want to participate in it again the following year.

Source of Evidence: Service Quality

**Target:**

a) 85% of respondents will report that they plan to participate again next year.

b) Respondents will show a positive reception to the event afterwards.

**Finding (2011-2012) - Target: Met**

Through a post event evaluation and questionnaire responses,

a) 100% of participants reported that it was likely or somewhat likely that they would participate in LUNAFEST again next year.

b) All participants responded with positive feedback about the event.

**M 30: Safe Sisters-Advocacy Applied**

Students trained through Safe Sisters will feel prepared to apply knowledge gained in service to the sorority and UA community.

Source of Evidence: Evaluations

**Target:**

80% of participants will state that they are prepared to apply knowledge gained in service to the sorority and UA
community.

a) I feel confident in my ability in dealing with victim sensitivity issues.

Finding (2011-2012) - Target: Met
AT post test, 88% of participants agreed with this statement. This includes a 46% increase from pretest.

M 47: WDTSG-Resource Navigation
Women’s Dissertation and Thesis Support Group will increase participants knowledge of resources and how to navigate the “system” and requirements towards completion of their thesis or dissertation.

Source of Evidence: Evaluations

Target:
80% of members will report an increase in knowledge of resources and skills to apply the resources.

Finding (2011-2012) - Target: Met
Through analysis of end of the year participant survey and data on number of group meetings held/participation, the following findings were collected.

In Fall 2011, 100% reported an increase in knowledge of resources and skills to apply resources toward completion of their thesis or dissertation.

In Spring 2012, 100% reported an increase in awareness of resources and skills to assist them in completion of their thesis or dissertation.

SLO 5: Academic Goals of Self-advocacy & Self-efficacy
As a result of participating in programs and services, students will demonstrate an increased understanding of their responsibility as a member of the UA Community by engaging in behaviors that demonstrate self-advocacy and self-efficacy in the pursuit of their academic goals.

Related Measures

M 13: Client Services-Academic Roles
Students will function better in their role as a student, faculty or staff member due to the services they receive at the Women’s Resource Center.

Source of Evidence: Evaluations

Target:
80% will function better in their role as a student, faculty or staff member due to services received at the WRC.

Finding (2011-2012) - Target: Met
Via an online survey conducted Fall 2011,

a) 91.9% of respondents agreed with the statement “I feel I am better able to function in my role as a student, faculty, or staff member due to the services I have received at the Women’s Resource Center.” (8.1% selected N/A)

b) 68% of respondents who received academic advocacy agreed with the statement “The WRC staff was helpful in providing academic intervention, such as: talking with professors, obtaining missed assignments, assisting me with missed classes/exams, etc.” (32% selected N/A)

c) 80.6% of respondents agreed with the statement “If I chose to stay enrolled, the services I received helped me to remain in school.” (16.7% selected N/A)

Via an online survey conducted Spring 2012,

a) 84.6% of respondents agreed with the statement “I feel I am better able to function in my role as a student, faculty, or staff member due to the services I have received at the Women’s Resource Center.”

b) 58.3% of respondents who received academic advocacy agreed with the statement “The WRC staff were helpful in providing academic intervention, such as: talking with professors, obtaining missed assignments, assisting me with missed classes/exams, etc.” (41.7% selected N/A)

c) 80% of respondents agreed with the statement “If I chose to stay enrolled, the services I received helped me to remain in school.” (12% selected N/A)

M 24: LUNAFEST-Personal, Academic, & Professional Growth
Participants will feel the information that they were presented with through the films at LUNAFEST will help with their personal, academic, or professional growth.

Source of Evidence: Evaluations

Target:
85% of respondents will report they have grown personally, academically, and professionally.

Finding (2011-2012) - Target: Met
In a post evaluation survey, 100% of respondents agreed that they feel they have grown personally, academically, or professionally from the experience.

M 43: Volunteers-Personal and Academic Development
Volunteers will gain knowledge and experience through volunteerism with the Women’s Resource Center that they can apply to their personal or academic development.
Source of Evidence: Evaluations

**Target:**
80% of volunteers will report they have gained knowledge and experience which they can apply to their personal and/or academic development.

**Finding (2011-2012) - Target: Met**
Via end of semester evaluation online survey,
- the majority of survey participants stated their volunteerism with the WRC was meaningful and they felt comfortable at the Center.
- 66.7% of volunteers learned about a social justice issue; 100% were able to apply what they learning through their coursework; 100% said they met a diverse group of people.

**M 45: WDTSG-Goal Accountability**
Women's Dissertation and Thesis Support Group participants will demonstrate accountability to completing their goals.

Source of Evidence: Evaluations

**Target:**
80% of members will establish three goals toward the progress of completion of their thesis or dissertation.

**Finding (2011-2012) - Target: Met**
Collection of data at end of each semester regarding member's acknowledgement of goal completion.
- In a survey conducted Fall 2011, 80% agreed that the group provided structure and methods for accountability.
- 20% disagreed.
- In a survey conducted Spring 2012, 100% demonstrated an increase in goal completion due to establishing weekly goals and reporting to other group members.

**M 46: WDTSG-Increase Community/ Decrease Isolation**
Women's Dissertation and Thesis Support Group will increase members sense of "community" with other graduate women at the university. Decrease participants sense of isolation.

Source of Evidence: Evaluations

**Target:**
80% of members will report an increase in a community building network with other graduate women.

**Finding (2011-2012) - Target: Met**
Collection of data at end of each semester on member’s group networking:
- In a survey conducted Fall 2011, 80% agreed that the group provided a sense of community and networking with other university women. One member (20%) disagreed.
- In a survey conducted Spring 2012, 84% agreed that they had increased their sense of community. One member (18%) disagreed.

**M 58: YWLP Mentors-Personal and Academic Development**
Women student mentors will be provided with a service based learning experience that will benefit them personally and academically.

Source of Evidence: Service Quality

**Target:**
85% of mentors will identify as growing personally and academically.

**Finding (2011-2012) - Target: Met**
Through end of year survey administered to the mentors & observation by program facilitators during group activities, 100% of respondents believed they have grown personally or academically from the experience.

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtm 2: Student Promotion Of Inclusiveness**
As a result of participating in programs and services, Students will demonstrate an increased understanding of their responsibility as a member of the UA Community by engaging in behaviors that promote an inclusive campus climate and demonstrate their understanding of the Capstone Creed and Code of Student Conduct.

**Related Measures**

**M 6: BC-Personal Affects**
The campus community can place an ornament on the Honor & Remembrance Tree and by doing so, acknowledge how Breast Cancer personally affects people in the community.

Source of Evidence: Evaluations

**Target:**
Four trees will be placed in different locations around campus for the month, with ornaments to place a message on that reflects their personal experience with Breast Cancer.

**Finding (2011-2012) - Target: Met**
100% of received comments said they really appreciated the opportunity to honor family and friends.
The goal was to have at least 500 ornaments with written responses on the trees. Within October 2011, 639 written ornaments were placed on the trees.

**M 9: CATF- Knowledge of Interpersonal Violence Dynamics**
Campus Anti-Violence Task Force members will have increased knowledge of the dynamics of interpersonal violence.
Source of Evidence: Evaluations

**Target:**
80% of participants will report that their participation in the CATF has increased their knowledge of the dynamics of interpersonal violence.

**Finding (2011-2012) - Target: Met**
In an online survey conducted Spring 2012, 93% of CATF members reported that their participation in the CATF has increased their knowledge of the dynamics of interpersonal violence.

**M 17: Harbor-Interpersonal Violence Resources**
Harbor trainees will know the programs and services available to victims of interpersonal violence at the WRC.
Source of Evidence: Evaluations

**Target:**
80% of participants will report they are more familiar with WRC programs and services.

**Finding (2011-2012) - Target: Met**
Via a post-training evaluation, 96% of participants reported that they are more familiar with WRC programs and services.

**M 18: LE-Characteristics of Sexual Assault**
Officers will identify characteristics of sexual assault.
Source of Evidence: Evaluations

**Target:**
80% of officers will correctly:

a) identify the prevalence of sexual assault in the U.S.
b) identify elements of consent in sexual relationships.

**Finding (2011-2012) - Target: Met**
A pre & post test will be given to officers before & after each interpersonal violence training.

The results revealed:

a) 91% of officers correctly identified statistics about the prevalence of sexual assault in the U.S.
b) 94% of the officers correctly identified the elements of consent in sexual relationships.

**M 19: LE-Characteristics of Stalking**
Officers will be familiar with characteristics of stalking.
Source of Evidence: Evaluations

**Target:**
80% of officers will correctly identify types of stalkers and the prevalence of stalking in the U.S.

**Finding (2011-2012) - Target: Partially Met**
A pre & post test will be given to officers before & after each interpersonal violence training.

The results revealed:

74% of officers correctly identified the prevalence of stalking in the U.S.

94% of officers correctly identified types of stalkers.

**M 21: LE-Sexual Assault Laws**
Officers will be familiar with sexual assault laws.
Source of Evidence: Evaluations

**Target:**
80% of officers will correctly identify the description of key state legislation for sexual assault.

**Finding (2011-2012) - Target: Met**
A pre & post test will be given to officers before & after each interpersonal violence training.

The results revealed: 83% of officers correctly identified the description of key state legislation for sexual assault.

**M 23: LE-Victim Centered Response**
Officers will receive knowledge to provide a victim centered response.
Source of Evidence: Evaluations

**Target:**
80% of officers will:

a) acknowledge a range of victim responses following trauma from interpersonal violence
b) identify best practices for responding to sexual assault
c) identify advantages of working with a victim advocate.

**Finding (2011-2012) - Target: Met**

A pre & post test will be given to officers before & after each interpersonal violence training.

The results revealed:

a) 97% of officers acknowledged a range of victim responses following trauma from sexual assault.

b) 83% of officers correctly identified the best practices for responding to sexual assault.

c) 81% of officers correctly identified the advantages of working with a victim advocate.

**M 26: JB-Characteristics of Domestic Violence**

Judicial Board members will identify characteristics of dating/domestic violence (DV).

Source of Evidence: Evaluations

**Target:**

70% of members will correctly identify: 4 of the 8 characteristics of DV outlined in the Duluth Power & Control Wheel.

**Finding (2011-2012) - Target: Met**

A pre & post test will be given to members before & after each interpersonal violence training.

The results revealed: 76% of the responses by student judicial board members correctly identified domestic violence tactics outlined in the Duluth Power & Control Wheel.

**M 27: JB-Characteristics of Sexual Assault**

Judicial Board members will identify characteristics of sexual assault.

Source of Evidence: Evaluations

**Target:**

70% of members will correctly identify: the 5 elements of consent

**Finding (2011-2012) - Target: Partially Met**

A pre & post test will be given to members before & after each interpersonal violence training.

The results revealed: 68% of the responses by student judicial board members correctly identified elements of consent.

**M 28: JB-Characteristics Of Stalking**

Judicial Board members will identify characteristics of stalking.

Source of Evidence: Evaluations

**Target:**

70% of members will correctly identify:

a) stalking is explicitly stated in the student code of conduct

b) the 4 common characteristics of stalking

**Finding (2011-2012) - Target: Partially Met**

A pre & post test will be given to members before & after each interpersonal violence training.

The results revealed:

a) 100% of student judicial board members were able to correctly identify that stalking is explicitly stated in the student code of conduct.

b) 39% of the responses by student judicial board members correctly identified the common characteristics of stalking.

**M 29: JB-Identify Interpersonal Violence**

Judicial Board members will identify interpersonal violence.

Source of Evidence: Evaluations

**Target:**

70% of members will correctly identify:

a) the three major types of interpersonal violence

b) where to find UA's interpersonal violence guidelines

c) acts of attempted violence are covered in the student code of conduct

**Finding (2011-2012) - Target: Partially Met**

A pre & post test will be given to members before & after each interpersonal violence training.

Results revealed that:
a) 86% of responses by student judicial board members correctly identified the major types of interpersonal violence.

b) 39% of responses by student judicial board members correctly identified where to find UA's interpersonal violence guidelines.

c) 100% of student judicial board members were able to correctly identify that acts of attempted violence were covered in the student code of conduct.

**M 30: Safe Sisters-Advocacy Applied**
Students trained through Safe Sisters will feel prepared to apply knowledge gained in service to the sorority and UA community.

Source of Evidence: Evaluations

**Target:**
80% of participants will state that they are prepared to apply knowledge gained in service to the sorority and UA community.

- a) I feel I can contribute to my sorority in helping to provide a safe and confidential place for them at UA.

- b) I feel empowered and educated to help make a positive change at UA.

**Finding (2011-2012) - Target: Met**

- a) At post test, 96% of participants agreed with this statement. This includes an 8% increase from pretest.

- b) At post test, 96% of participants agreed with this statement. This includes a 46% increase from pretest.

**M 31: Safe Sisters-Interpersonal Violence Knowledge**
Identify an in depth knowledge of interpersonal violence on campus.

Source of Evidence: Evaluations

**Target:**
80% of participants will agree that they have an in depth knowledge of interpersonal violence.

**Finding (2011-2012) - Target: Met**

- Pre/post provided at time of training. The results revealed:
  
  - a. "I have a good deal of knowledge on definitions of interpersonal violence on campus." At post test, 96% of participants agreed with this statement. This includes a 79% increase from pretest.
  
  - b. I feel confident that I know the difference between myth and fact of interpersonal violence. At post test, 96% of participants agreed with this statement. This includes a 79% increase from pretest.
  
  - c. I feel comfortable with the knowledge given to me about the elements of consent. At post test, 100% of participants agreed with this statement. This includes a 42% increase from pretest.

**M 52: YMLP Mentors-Understanding Issues of Boys**
Young Men's Leadership Program student mentors will understand the issues (i.e. physical, psychological, social, and cultural) affecting adolescent boys.

Source of Evidence: Evaluations

**Target:**
80% of respondents will report they have been adequately trained on these issues; Mentors will exhibit appropriate interaction and exchanges with fifth grade boy participants.

**Finding (2011-2012) - Target: Met**

- 50% or more of the preparation training to the mentors will focus on issues affecting adolescent boys and men.

**Finding (2011-2012) - Target: Met**

- Through a post training evaluation at the end of the semester and tracking mentor training topics/activities and attendance,

  - a) 80% of respondents reported that the tools provided to them during training helped them mentor 5th grade boys; 100% of respondents agreed or strongly agreed that YMLP Fall Training Sessions addressed physical, psychological, social, and cultural issues affecting adolescent boys.

  - b) 100% of the preparation training to the mentors focused on issues affecting pre-adolescent boys.

**M 59: YWLP Mentors-Understanding Issues for Girls**
Women student mentors will understand the issues (i.e. physical, psychological, social, and cultural) affecting pre-adolescent girls after Fall training sessions.

Source of Evidence: Evaluations

**Target:**

1. 85% of respondents will report they have been adequately trained on these issues; Mentors will exhibit appropriate interaction and exchanges with 5th grade girl participants.

2. 50% or more of the preparation training to the mentors will focus on issues affecting pre-adolescent girls.

**Finding (2011-2012) - Target: Met**
In an online, post-training survey conducted Fall 2011,

1. 100% of respondents reported that tools had been provided to them during training that helped them mentor 5th grade girls; 75% they agree and 25% they strongly agree that they had been trained on physical, psychological, social, and cultural issues affecting pre-adolescent girls and have grown in their understanding of these issues because of the training.

By tracking the training topics/ activities throughout the fall semester,

2. More than 50% of the preparation training to the mentors focused on issues affecting pre-adolescent girls.

**OthOtcm 3: Leadership Skills**

As a result of participating in programs and services, students will demonstrate an understanding of and practice the skill sets needed to serve in leadership roles and engage in their communities as productive citizens.

**Related Measures**

**M 7: CATF- Awareness of Campus Climate for Violence**

Campus Anti-Violence Task Force members will become aware of the climate on campus regarding violence.

Source of Evidence: Evaluations

**Target:**

80% of participants will report that The University of Alabama climate has been positively impacted by the CATF.

**Finding (2011-2012) - Target: Met**

In an online survey conducted Spring 2012, 100% of CATF members reported that The University of Alabama climate has been positively impacted by the CATF.

**M 10: CATF-Partnerships to Benefit Victims**

Campus Anti-Violence Task Force members will increase partnerships to benefit victims of interpersonal violence.

Source of Evidence: Evaluations

**Target:**

80% of participants will report that their participation in the CATF has increased partnerships with other task force members to benefit victims of interpersonal violence.

**Finding (2011-2012) - Target: Met**

In an online survey conducted Spring 2012, 93% of CATF members reported that their participation in the CATF has increased partnerships with other task force members to benefit victims of interpersonal violence.

**M 15: Harbor-Dynamics of Interpersonal Violence**

Harbor trainees will understand the dynamics of interpersonal violence.

Source of Evidence: Evaluations

**Target:**

80% of participants will report they are more knowledgeable about interpersonal violence.

**Finding (2011-2012) - Target: Met**

Via a post-training evaluation, 96% of participants reported that they are more knowledgeable about interpersonal violence.

**M 22: LE-Stalking Laws**

Officers will be familiar with stalking laws.

Source of Evidence: Evaluations

**Target:**

80% of officers will correctly identify the description of key stalking legislation.

**Finding (2011-2012) - Target: Met**

A pre & post test will be given to officers before & after each interpersonal violence training.

The results revealed: 92% of officers correctly identified the description of key stalking legislation.

**M 30: Safe Sisters- Advocacy Applied**

Students trained through Safe Sisters will feel prepared to apply knowledge gained in service to the sorority and UA community.

Source of Evidence: Evaluations

**Target:**

80% of participants will state that they are prepared to apply knowledge gained in service to the sorority and UA community.

a) I feel comfortable challenging my sisters/friends and other men when they show disrespect for women or express violent attitudes.

**Finding (2011-2012) - Target: Met**

a) At post test, 96% of participants agreed with this statement. This includes a 33% increase from pretest.

**M 32: Safe Sisters-Role of Peer Educator**

Understand the role of a peer educator within the Safe Sisters Program.

Source of Evidence: Evaluations

**Target:**

80% of participants will understand their role as peer educator.
Finding (2011-2012) - Target: Met

Pre/post provided at time of training. Results revealed the following:

a. "I understand my role as the Safe Sister within my sorority." At post test, 96% of participants agreed with this statement. This includes a 75% increase from pretest.

b. "I know the responsibility that is placed upon me when dealing with issues of interpersonal violence." At post test, 96% of participants agreed with this statement. This includes a 67% increase from pretest.

c. "I feel strongly dedicated in educating the women within my sorority to be in healthy relationships." At post test, 92% of participants agreed with this statement. This includes a 13% increase from pretest.

M 33: SLC- Application of Rigorous Experiences
Student Leadership Council member will gain rigorous leadership experiences through the Women's Resource Center that they can apply to their personal or academic/professional development.

Source of Evidence: Evaluations

Target:
100% of Student Leadership Council members will report they have gained rigorous leadership experiences which they can apply to their personal and/or academic/professional development.

Finding (2011-2012) - Target: Met
Via a interview with each council member conducted by the Assistant Director each semester will assess leadership experience and its applicability to their personal and/or academic/professional development.

In Fall, 100% of council membership noted that they can and/or have applied their leadership experiences to their person and/or academic development.

100% of the counsel membership indicated that the rigorous leadership experience was highly applicable to professional development.

In Spring, 100% of council membership noted that they can, and/or have, apply their leadership experiences to their personal and/or academic development.

M 34: SLC-Engagement at WRC
Student Leadership Council members will be engaged in multiple programs/initiatives at the Women's Resource Center.

Source of Evidence: Evaluations

Target:
Each member will take leadership roles in two WRC initiatives and/or programs in the academic year. Additionally, each member will be required to volunteer a minimum of 30 hours each semester.

Finding (2011-2012) - Target: Met
Ongoing tracking of project types/capacities and hours volunteered

In Fall 2011 of the 5 council members, each completed over 35 volunteer hours. Council members assisted in Breast Cancer Awareness Month events, Domestic Violence Awareness Month events such as the purple ribbon campaign and the Candlelight Vigil, Young Men's Leadership Program (YMLP), and Young Women Leaders Program (YWLP).

In Spring 2012, 5 returning member averaged 42 hours per member for the semester. Council members took leadership roles in the implementation of the Women's History Month, LUNAFEST®, YWLP and YMLP.

Through exit interviews, members indicated they would like more opportunities to coordinate programming that provides that campus with stronger understanding social justice issues.

M 35: SLC-Systemic Social Issues
Student Leadership Council members will be more aware of systemic issues which drives the mission of the Women's Resource Center.

Source of Evidence: Evaluations

Target:
All Student Leadership Council members will attend a retreat that provides in depth information on WRC mission and theories related to the mission. Council members will report on recognition of privilege and oppressive behaviors.

Finding (2011-2012) - Target: Met
In Fall 2011, 100% council members attend the Student Leadership Council retreat. 100% of the members understood the application of the theories that guide mission, programs and services at the WRC. Council members have provided weekly reports of their observations of privilege and oppression.

In Spring, all Council members have provided weekly reports of their observations of privilege and oppression. Each member has noted that they are more "in tune" with social justice issues in their lives through this weekly check-in activity which raises consciousness throughout their daily lives.
**M 39: VOICES-Ability to Share Experiences**

Students in the group Victims Overcoming Issues Creating Empowered Survivors (VOICES) will develop and expand their ability to openly share experiences.

**Source of Evidence:** Evaluations

**Target:**
80% will express confidence in the ability to share their experiences in a safe environment with a supportive group.

**Finding (2011-2012) - Target: Met**

An On-line Client Services Survey conducted at the end of each Fall and Spring Semester.

In Spring 2012, 100 % of participants agreed that they were provided the opportunity to openly share experiences. Comments indicated participants felt safe and received supportive feedback.

**M 42: Volunteers-Core Volunteers**

Develop a Core Group of Volunteers that are highly integrated into WRC programs.

**Source of Evidence:** Service Quality

**Target:**
Recruit group of 25 Core Volunteers who volunteers at least more than 1 time

**Finding (2011-2012) - Target: Partially Met**

20 volunteers were considered Core volunteers for volunteering for 3 or more hours throughout the semester (not including YWL, YMLP, or SLC). Two volunteers were nominated for awards and invited to the Profiles in Service and Leadership Banquet held by the Community Service Center.

**M 48: YMLP Mentees- “Am I a Leader?”**

Mentored 5th grade boys will describe themselves as a “leader”.

**Source of Evidence:** Evaluations

**Target:**
80% of fifth grade participants will identify themselves as a leader.

**Finding (2011-2012) - Target: Met**

Through an end of the semester survey administered to the adolescent boy participants and observation by program facilitators during group activities, 100% of respondents identified themselves as a leader.

**M 49: YMLP Mentees- Characteristics of Program Pillars**

After participating in YMLP, mentored fifth grade boys will be able to identify characteristics that they possess that reflect authenticity, respect, and strength.

**Source of Evidence:** Evaluations

**Target:**
At least 80% of 5th grade students will be able to identify characteristics that they possess that reflect these principles.

**Finding (2011-2012) - Target: Met**

Through end of the semester survey administered to the adolescent boy participants & observation by program facilitators during group activities, 100% of respondents were able to successfully identify characteristics that were in line with the three pillars of the program.

**M 50: YMLP Mentees- Identify Skill-sets & Attributes**

Mentored fifth grade boys will identify positive leadership skills and attributes they possess.

**Source of Evidence:** Evaluations

**Target:**
80% of fifth grade participants will describe positive leadership attributes and skills they possess.

**Finding (2011-2012) - Target: Met**

Through end of the semester survey administered to the adolescent boy participants and observation by program facilitators during group activities, all respondents (100%) answered this question and identified traits and characteristics that we had discussed in mentoring about being positive in life and working towards their goals.

**M 51: YMLP Mentors-Application of Knowledge**

Male student mentors will apply this understanding by participating as a mentor to an adolescent boy through the Young Men's Leadership Program.

**Source of Evidence:** Graduate/professional school acceptance rate

**Target:**

a) 100% of mentors will be matched with a fifth grade boy for participation in the program.

b) 70% of trained mentors will attend more than 70% of mentoring session.

**Finding (2011-2012) - Target: Partially Met**

Documentation of successful match of mentor to adolescent boy; collection of attendance records; observation by program facilitators,

a) 90% of mentors were matched with a 5th grade boy.

b) 100% of trained mentors attended more than 90% of mentoring sessions.
M 53: YMLP-Knowledge of Women and Diversity Issues
After participating in YMLP, male student mentors will understand the dynamics of violence against women and appreciate issues of diversity
Source of Evidence: Evaluations
Target:
  a) At least 70% of mentors will report an understanding of dynamics of violence against women.
  b) At least 70% of mentors will report gaining an appreciation of diversity issues.
Finding (2011-2012) - Target: Met
Through an end of the semester survey administered to the mentors and observation by program facilitators during group activities,
  a) 100% of surveyed responses answered agree or strongly agree to understanding the dynamics of violence against women.
  b) 100% of surveyed responses answered agree or strongly agree to appreciating the issues of diversity.

M 54: YWLP Mentees-"Am I a Leader?"
Mentored 5th grade girls will describe themselves as a “leader”.
Source of Evidence: Evaluations
Target:
  80% of 5th grade participants will identify themselves as a leader.
Finding (2011-2012) - Target: Met
An end of semester survey administered to the 5th grade participants & through observation by program facilitators during group activities, 100% of respondents identified themselves as a leader.

M 56: YWLP Mentees-Team Work
Mentored 5th grade girls will understand how to effectively work in teams.
Source of Evidence: Evaluations
Target:
  80% of 5th grade participants will be able to identify learned team work skills.
Finding (2011-2012) - Target: Met
Through an end of the semester survey administered to the 5th grade girl participants & observations by program facilitators during group activities, 100% of respondents identified skills that they learned through the team work activities and lessons.

M 57: YWLP Mentors- Application of Knowledge
Women student mentors will apply this understanding by participating as a mentor to a 5th grade girl through the Young Women Leaders Program.
Source of Evidence: Evaluations
Target:
  1. 100% of mentors will be matched with a 5th grade girl for participation in the program
  2. 85% of trained mentors will complete the requirement for their mentoring service
Finding (2011-2012) - Target: Met
Documentation of successful match of mentor to 5th grade girl; collection of attendance records; observation by program facilitators:
  1. 100% of mentors were matched with a 5th grade girl;
  2. 90% of trained mentors completed the requirement for their mentoring service.
WHY IT MATTERS
Domestic violence is the willful intimidation, physical assault, battery, sexual assault, and/or other abusive behavior perpetrated by an intimate partner against another. It is an epidemic affecting individuals in every community, regardless of age, economic status, race, religion, nationality or educational background. Violence against women is often accompanied by emotionally abusive and controlling behavior, and thus is part of a systematic pattern of dominance and control. Domestic violence results in physical injury, psychological trauma, and sometimes death. The consequences of domestic violence can cross generations and truly last a lifetime.

DID YOU KNOW?
◊ One in every four women will experience domestic violence in her lifetime.¹
◊ An estimated 1.3 million women are victims of physical assault by an intimate partner each year.²
  ◊ 85% of domestic violence victims are women.³
◊ Historically, females have been most often victimized by someone they knew.⁴
◊ Females who are 20-24 years of age are at the greatest risk of nonfatal intimate partner violence.⁵
  ◊ Most cases of domestic violence are never reported to the police.⁶

CHILDREN WHO WITNESS
- Witnessing violence between one’s parents or caretakers is the strongest risk factor of transmitting violent behavior from one generation to the next.⁷
- Boys who witness domestic violence are twice as likely to abuse their own partners and children when they become adults.⁸
- 30% to 60% of perpetrators of intimate partner violence also abuse children in the household.⁹

SEXUAL ASSAULT AND STALKING
≈ One in 6 women and 1 in 33 men have experienced an attempted or completed rape.¹⁰
≈ Nearly 7.8 million women have been raped by an intimate partner at some point in their lives.¹¹
≈ Sexual assault or forced sex occurs in approximately 40-45% of battering relationships.¹²
≈ 1 in 12 women and 1 in 45 men have been stalked in their lifetime.¹³
≈ 81% of women stalked by a current or former intimate partner are also physically assaulted by that partner; 31% are also sexually assaulted by that partner.¹³

HOMICIDE AND INJURY
⇒ Almost one-third of female homicide victims that are reported in police records are killed by an intimate partner.¹⁴
⇒ In 70-80% of intimate partner homicides, no matter which partner was killed, the man physically abused the woman before the murder.¹²
⇒ Less than one-fifth of victims reporting an injury from intimate partner violence sought medical treatment following the injury.¹⁵
⇒ Intimate partner violence results in more than 18.5 million mental health care visits each year.¹⁶

ECONOMIC IMPACT
✓ The cost of intimate partner violence exceeds $5.8 billion each year, $4.1 billion of which is for direct medical and mental health services.¹⁷
✓ Victims of intimate partner violence lost almost 8 million days of paid work because of the violence perpetrated against them by current or former husbands, boyfriends and dates. This loss is the equivalent of more than 32,000 full-time jobs and almost 5.6 million days of household productivity as a result of violence.¹⁷
✓ There are 16,800 homicides and $2.2 million (medically treated) injuries due to intimate partner violence annually, which costs $37 billion.¹⁸
**STATE DOMESTIC VIOLENCE LAWS**

- States differ on the type of relationship that qualifies under domestic violence laws.
- Most states require the perpetrator and victim to be current or former spouses, living together, or have a child in common.
- A significant number of states include current or former dating relationships in domestic violence laws.
- Delaware, Montana and South Carolina specifically exclude same-sex relationships in their domestic violence laws.

To find more information on the domestic violence laws in your state, visit www.womenslaw.org.

**SOURCES**


For more information, please visit our website at www.ncadv.org.

The Public Policy Office of the National Coalition Against Domestic Violence (NCADV) is a national leader in the effort to create and influence Federal legislation that positively affects the lives of domestic violence victims and children. We work closely with advocates at the local, state and national level to identify the issues facing domestic violence victims, their children and the people who serve them and to develop a legislative agenda to address these issues. NCADV welcomes you to join us in our effort to end domestic violence.
RAPE AND SEXUAL ASSAULT: A RENEWED CALL TO ACTION

The White House Council on Women and Girls

January 2014
It is up to all of us to ensure victims of sexual violence are not left to face these trials alone. Too often, survivors suffer in silence, fearing retribution, lack of support, or that the criminal justice system will fail to bring the perpetrator to justice. We must do more to raise awareness about the realities of sexual assault; confront and change insensitive attitudes wherever they persist; enhance training and education in the criminal justice system; and expand access to critical health, legal, and protection services for survivors.

President Barack Obama, April 2012
This report was prepared by the White House Council on Women and Girls and the Office of the Vice President.
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Executive Summary

This report analyzes the most recent, reliable data about rape and sexual assault in our country. It identifies those most at risk of being victims of these crimes, examines the cost of this violence (both to survivors and our communities), and describes the response, too often inadequate, of the criminal justice system. The report catalogues steps this Administration has taken to combat rape and sexual assault, and identifies areas for further action.

An overview of the problem:

- **Women and girls are the vast majority of victims:** nearly 1 in 5 women – or nearly 22 million – have been raped in their lifetimes.\(^1\)
- **Men and boys, however, are also at risk:** 1 in 71 men – or almost 1.6 million – have been raped during their lives.
- **Women of all races are targeted, but some are more vulnerable than others:** 33.5% of multiracial women have been raped, as have 27% of American Indian and Alaska Native women, compared to 15% of Hispanic, 22% of Black, and 19% of White women.
- **Most victims know their assailants.**
- **The vast majority (nearly 98%) of perpetrators are male.**
- **Young people are especially at risk:** nearly half of female survivors were raped before they were 18, and over one-quarter of male survivors were raped before they were 10. College students are particularly vulnerable: 1 in 5 women has been sexually assaulted while in college.
- **Repeat victimization is common:** over a third of women who were raped as minors were also raped as adults.

Other populations are also at higher risk of being raped or sexually assaulted, including people with disabilities, the LGBT community, prison inmates (of both genders), and the homeless. Undocumented immigrants face unique challenges, because their abusers often threaten to have them deported if they try to get help.

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In calculating the prevalence of rape, the Centers for Disease Control and Prevention (CDC) counts completed forced penetration, attempted forced penetration, or alcohol/drug facilitated completed penetration. Like other researchers, the CDC considers attempted forced penetration to fall within the definition of “rape” because that crime can be just as traumatizing for victims. As the CDC further explains, the most common form of rape victimization experienced by women was completed forced penetration: 12.3% of women in the United States were victims of completed forced penetration; 8% were victims of alcohol/drug-facilitated completed penetration, and 5.2% were victims of attempted forced penetration. These are lifetime estimates and a victim might have experienced multiple forms of these subtypes of rape in her lifetime.
**The Impacts of Rape and Sexual Assault.** Rape and sexual assault survivors often suffer from a wide range of physical and mental health problems that can follow them for life – including depression, chronic pain, diabetes, anxiety, eating disorders, and post-traumatic stress disorder. They are also more likely than non-victims to attempt or consider suicide.

**The Economic Costs.** Although hard to quantify, several studies have calculated the economic costs of a rape, accounting for medical and victim services, loss of productivity, decreased quality of life, and law enforcement resources. Each used a slightly different methodology, but all found the costs to be significant: ranging from $87,000 to $240,776 per rape.

**Campus Sexual Assault: A Particular Problem.** As noted, 1 in 5 women has been sexually assaulted while she’s in college. The dynamics of college life appear to fuel the problem, as many victims are abused while they’re drunk, under the influence of drugs, passed out, or otherwise incapacitated. Most college victims are assaulted by someone they know – and parties are often the site of these crimes. Notably, campus assailants are often serial offenders: one study found that of the men who admitted to committing rape or attempted rape, some 63% said they committed an average of six rapes each. College sexual assault survivors suffer from high levels of mental health problems (like depression and PTSD) and drug and alcohol abuse. Reporting rates are also particularly low.

**The Criminal Justice Response.** Despite the prevalence of rape and sexual assault, many offenders are neither arrested nor prosecuted. A number of factors may contribute to low arrest rates – but police biases (e.g., believing that many victims falsely claim rape to get attention, or that only those who’ve been physically injured are telling the truth) persist, and may account for some officers’ unwillingness to make an arrest. Also, the trauma that often accompanies a sexual assault can leave a victim’s memory and verbal skills impaired – and without trauma-sensitive interviewing techniques, a women’s initial account can sometimes seem fragmented.

Even when arrests are made, prosecutors are often reluctant to take on rape and sexual assault cases – and, in some jurisdictions, the backlog of untested rape kits can also be a factor in low prosecution rates. Rape kits – which collect forensic evidence of a rape or sexual assault, including the perpetrator’s DNA – can be vital to successful prosecutions. Once tested, an offender’s DNA can be matched with other offender samples in the FBI’s national database, thus identifying assailants and linking crimes together. Unfortunately, however, many rape kits are still sitting on the shelves, either ignored or waiting to be tested.
Breaking the Cycle of Violence

Responding to the President’s 2010 call to action, the Administration is aggressively working to combat rape and sexual assault on many fronts. For example:

- Last year, the President signed the third reauthorization of the Violence Against Women Act – the backbone of our nation’s response to violence against women, authored and pioneered by then-Senator Joe Biden – which commits unprecedented resources to breaking the cycle of sexual violence. Among other measures, VAWA 2013:
  
  o Includes set-aside funding for multidisciplinary sexual assault teams; these are specially trained units of detectives, prosecutors, healthcare providers and victim advocates, all working together to support sexual assault survivors and increase the odds of successful prosecutions. These teams have a proven track record of winning convictions and helping survivors get back on their feet.

  o Provides new funding for sexual assault nurse examiners (SANEs), who are specially trained to provide respectful and supportive care while collecting forensic evidence after a rape or sexual assault. Here, too, research shows that the work of these nurses both improves victim care and increases rates of successful prosecutions.

  o Funds specialized training for law enforcement officers and prosecutors – so they can learn how to conduct trauma-informed interviews and investigations, and more effectively bring offenders to justice.

  o Includes new protections for LGBT, immigrant, and Native American victims, as well as for those who live in low-income or subsidized housing.

The Administration has also:

- Undertaken a major effort to make our colleges and universities safer – by issuing guidance to help schools understand their obligations to prevent and respond to campus sexual assault, and by stepping up federal compliance and enforcement actions.

- Adopted a series of Executive Actions to address sexual assault in the military – including measures to improve command accountability, expand victims’ rights within the military justice system, increase training across the ranks, and provide new support for victims. Notably, Secretary Hagel directed each service to provide all victims of sexual assault with legal counsel, who will be at a victim’s side at every step of the process.
Successfully called on Congress to double funding for VAWA’s Sexual Assault Services Program (SASP), the first funding stream to focus specifically on rape and sexual assault. SASP provides for a wide array of services, such as crisis intervention, counseling, rape crisis centers, medical and social services, 24-hour sexual assault hotlines, and medical and legal advocacy.

Launched the 1 is 2 Many Campaign to focus on teen and young-adult sexual violence. Among a number of other initiatives, the Campaign inspired creation of the “Circle of 6” app – which puts a group of friends instantly in touch with each other, so someone in trouble can send a “come and get me” message, complete with a GPS location map. The Campaign also developed best-practices resources on teen dating violence for schools, and convened a series of forums to enlist men in the effort to end violence against women.

Secured funding for the National Dating Abuse Helpline to expand to digital services, which lets teens and young adults reach out for help in a way that they are most comfortable – via text messaging and online “chats.”

Modernized the definition of “rape” for nationwide data collection, ensuring a more accurate account of the crime.

Developed a national, best-practices protocol for conducting sexual assault forensic examinations.

Developed a five-year strategic plan to address the tragedy of human trafficking, especially as it impacts runaway, homeless and LGBT youth.

Funded projects to reduce the rape kit backlog, with some impressive results.

Directed all federal agencies to develop polices to address domestic violence, sexual assault and stalking in the federal workforce.

Implemented a series of major initiatives to protect American Indian and Alaska Native Women, including more resources for tribal law enforcement, court systems, and victim services; new penalties for spouse and intimate-partner violence; and expanded jurisdiction to allow both federal and tribal authorities to hold domestic abusers, whether Indian or non-Indian, accountable.

Developed a 56-point action agenda for federal agencies to address the link between violence against women and HIV/AIDS.

Promulgated new guidelines requiring prisons and other detention facilities to prevent, detect, and respond to sexual assault.
A Renewed Call for Action

The Administration is committed to redoubling the work it is already doing. At the same time, it is also exploring new frontiers.

Continuing to Focus on Campus Sexual Assault. To make our campuses safer, change still needs to come from many quarters: schools must adopt better policies and practices to prevent these crimes and to more effectively respond when they happen. And federal agencies must ensure that schools are living up to their obligations. To accomplish these and other goals, the President today is establishing a White House Task Force to Protect Students from Sexual Assault. The Task Force will:

- Provide educational institutions with best practices for preventing and responding to rape and sexual assault.
- Build on the federal government’s enforcement efforts to ensure that educational institutions comply fully with their legal obligations.
- Improve transparency of the government’s enforcement activities.
- Increase the public’s awareness of an institution’s track record in addressing rape and sexual assault.
- Enhance coordination among federal agencies to hold schools accountable if they do not confront sexual violence on their campuses.

Increasing Arrest, Prosecution and Conviction Rates. Across all demographics, rapists and sex offenders are too often not made to pay for their crimes, and remain free to assault again. Arrest rates are low and meritorious cases are still being dropped – many times because law enforcement officers and prosecutors are not fully trained on the nature of these crimes or how best to investigate and prosecute them. Many new and promising interviewing, investigative and prosecution protocols are being developed, with cutting-edge science about victim trauma informing the enterprise. We need to further develop these best practices and help get them out to the field.

We can also help local jurisdictions move rape kits off the shelves and into crime labs for testing – so more rapists can be identified through DNA and brought to justice.

Committing Vital Resources. This Administration has made an unparalleled commitment to getting victims and survivors the many services they need – from crisis intervention, counseling, legal advocacy, medical help, social services, and job and housing assistance – and with a special eye on particularly vulnerable populations. We cannot retreat, but must recommit to getting these vital resources to those who need them.

Changing the Culture. Sexual assault is pervasive because our culture still allows it to persist. According to the experts, violence prevention can’t just focus on the perpetrators and the survivors. It has to involve everyone. And in order to put an end to this violence,
we as a nation must see it for what it is: a crime. Not a misunderstanding, not a private matter, not anyone’s right or any woman’s fault. And bystanders must be taught and emboldened to step in to stop it. We can only stem the tide of violence if we all do our part.
Introduction

The numbers alone are stunning: nearly 1 in 5 women – or almost 22 million – have been raped in their lifetimes.

And the numbers don’t begin to tell the whole story. They don’t tell of the physical, emotional and psychological scars that a victim can carry for life. They don’t speak to the betrayal and broken trust when the attacker is a friend, a trusted colleague, or a family member. And they don’t give voice to the courage of survivors who work every day to put their lives back together.

Twenty years ago, then-Senator Joe Biden authored the Violence Against Women Act (VAWA) to bring the problem of domestic violence and sexual assault out from the shadows and into the national spotlight. In the intervening decades, help has come: rape crisis centers have been built; hotlines are up and running; dedicated activists, advocates and service providers have more resources; states have passed tough new laws; and more abusers and sex offenders have been put behind bars.

In 2010, President Obama called upon all federal agencies to make domestic and sexual violence a priority. And in March 7, 2013, he signed the third reauthorization of VAWA, which provides states, tribes, and local communities with unprecedented resources to combat sexual assault. This and other federal programs put federal dollars where they are most needed and effective: for crisis intervention, counseling, criminal justice advocacy, forensic evidence-gathering, medical and social services, law enforcement training and prosecutorial resources. In 2012, President Obama directed federal agencies to develop policies to address domestic violence, sexual assault, and stalking in the federal workplace.

Federal agencies have heeded the President’s call to action in many innovative and wide-ranging ways. Among other initiatives, the Administration has issued new guidance to help schools, colleges and universities better understand their obligations to prevent and respond to sexual assault on their campuses; promulgated a series of executive actions to better protect our service members from military sexual assault; developed a national, best-practices protocol for conducting sexual assault forensic examinations; modernized the definition of “rape” for nationwide data collection, ensuring a more accurate accounting of the crime; launched new technologically-advanced ways for young women to get help; and enlisted men and boys to take an active stand against sexual violence. And today, the President is establishing a White House Task Force to Protect Students from Sexual Assault – which will go even further to make our schools safer for all students.

More of the Administration’s efforts are catalogued in this report – and they are making a real difference.
But despite all the progress, too many of our friends, wives, sisters, daughters and sons are still raped or sexually assaulted every day.

A new generation of anti-rape activists, both women and men, are having a national conversation about rape and sexual assault – and about attitudes toward victims and the role of the criminal justice system in holding offenders accountable.

This report aims to be part of that conversation. It provides an overview of the scope of the problem, identifies those most at risk, describes the costs of this violence (both to survivors and society as a whole), and takes a look at the response of the criminal justice system. The report discusses steps this Administration has taken to address rape and sexual assault, and identifies challenging new fronts on which we should set our sights.2

2 The terms “survivor” and “victim” are both used to describe individuals who have been raped or sexually assaulted. Many of these individuals and the advocates who work with them have come to prefer “survivor,” as they regard the term as more empowering. The term “victim,” however, is still in widespread use in research studies and in the criminal justice context. In this report, the terms are used interchangeably and always with respect for those who have suffered from these crimes.
An Overview of the Problem

Anyone can be a victim of rape or sexual assault. But some are more at risk than others:

- **Women and girls are the vast majority of victims:** as noted, nearly 1 in 5 women has been raped in her lifetime.³

- **Men and boys, however, are also at risk:** 1 in 71 men – or almost 1.6 million – have been raped during their lives.⁴

- **Women of all races are targeted, but some are more vulnerable than others:** 33.5% of multiracial women have been raped, as have 27% of American Indian and Alaska Native women, compared to 15% of Hispanic, 22% of Black, and 19% of White women.⁵

- **Most victims know their perpetrators:** 51% of female victims were raped by a current or former intimate partner, and 41% were raped by an acquaintance. Stranger rape, in contrast, accounts for 14% of the total.⁶ Of men and boys, 52% report being raped by an acquaintance and 15% by a stranger.⁷

- **Repeat victimization is common:** over a third of women who were raped as minors were also raped as adults.⁸

- **The majority of perpetrators are male:** 98% of female and 93% of male rape survivors report that their assailants were male.⁹

- **Young people are especially at risk:** nearly half of female survivors were raped before they were 18, and over one-quarter of male survivors were raped before they were 10.¹⁰

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³ Black, M.C., Basile, K.C., Breiding, M.J., Smith, S.G., Walters, M.L., Merrick, M.T., Chen, J., & Stevens, M.R. (2011). *The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 Summary Report*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention. [Hereafter cited as NISVS (2010)] In calculating the prevalence of rape, The Centers for Disease Control and Prevention (CDC) counts completed forced penetration, attempted forced penetration, or alcohol/drug facilitated completed penetration. Like other researchers, the CDC considers attempted forced penetration to fall within the definition of “rape” because that crime can be just as traumatizing for victims. As the CDC further explains, the most common form of rape victimization experienced by women was completed forced penetration: 12.3% of women in the United States were victims of completed forced penetration; 8% were victims of alcohol/drug-facilitated completed penetration, and 5.2% were victims of attempted forced penetration. These are lifetime estimates and a victim might have experienced multiple forms of these subtypes of rape in her lifetime.

⁴ NISVS (2010)

⁵ NISVS (2010); Asian or Pacific Islander (API) women are also assaulted. However, the NISVS does not report the prevalence of sexual violence for API women due to a high standard error or low number of responses.

⁶ Some women are raped by multiple perpetrators in different relationships. Because a woman may be raped both by an intimate partner and a stranger, the overall percentages do not sum to 100.

⁷ NISVS (2010)

⁸ NISVS (2010)

⁹ NISVS (2010)

¹⁰ NISVS (2010)
A Closer Look at the Demographics

**Teens and young adults.** The majority of rape and sexual assault victims are young – between the ages of 16 and 24. The Centers for Disease Control and Prevention (CDC) reports that 80% of female victims were raped before they turned 25, and almost half were raped before they were 18. Among men, 28% were raped before they were 10.

Some 12% of high school girls report having been forced to have sexual intercourse. And up to 38% of runaway teens say that sexual abuse is one of the reasons they left home.

College students are especially at risk: 1 in 5 women has been sexually assaulted while in college.

**People with disabilities.** People with physical or mental disabilities may also be at increased risk. A study found that in the mid-1990s, women with severe disabilities were four times more likely to be sexually assaulted than women with no disability. A more recent study made similar findings, reporting that individuals with a disability were three times more likely to be raped or sexually assaulted than individuals without a disability.

**LGBT community.** People who identify as lesbian, gay, bisexual, or transgender (LGBT) are also uniquely vulnerable. One study found that 13.2% of bisexual men and 11.6% of gay men were raped in adulthood, compared to 1.6% of heterosexual men. According to the CDC, 46% of bisexual women have been raped, compared to 13% of lesbians and heterosexual women.

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11 NISVS (2010)
12 NISVS (2010); “Age at first rape (females)” chart is derived from NISVS (2010). A comparable breakdown for males is not available because NISVS (2010) does not report any age categories for males, other than “under 10.”
17% of heterosexual women. Another study found that more than 25% of transgender individuals had been sexually assaulted after the age of 13.

**Incarcerated individuals.** Sexual assault is a problem in our nation’s prisons. Among former state prisoners, 14% of females and 4% of males were sexually assaulted by another prisoner. Incarcerated gay and bisexual men are at particular risk: 34% of bisexual males and 39% of gay males report being sexually assaulted by another prisoner, compared to 3.5% of heterosexual males.

**Undocumented immigrants.** While numbers are difficult to estimate, undocumented immigrants face unique difficulties. Abusers often threaten to have their victims deported if they try to seek help, making immigrant survivors less likely to report these crimes. Immigrant survivors may also be unaware or confused by the services that are available, particularly if service providers lack linguistically or culturally appropriate resources.

**People who are homeless.** There’s a correlation between homelessness and sexual violence. One study found that 13% of homeless women had been raped in the previous year, and half of these women were raped at least twice. This compares to 1% of women nationally who reported being raped in the previous year. Additionally, up to 43% of homeless women were abused as children.

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25 NISVS (2010)

The Impacts of Rape and Sexual Assault

Rape and sexual assault can take a profound toll on survivors, who often suffer from a wide range of physical and mental health problems that can be long-lasting.

Physical Health

According to the National Crime Victimization Survey, between 2005-2010, 58% of all female victims of sexual assault sustained an injury. Women who are raped or stalked by any perpetrator or physically assaulted by an intimate partner are more likely to have asthma, irritable bowel syndrome, and diabetes, and are also more likely to suffer from chronic pain, frequent headaches, and difficulty sleeping than non-victims. A study of women in North Carolina indicated that survivors of sexual assault were more likely to smoke, to have high cholesterol and hypertension, and to be obese. African American women ages 18-24 who are sexually assaulted are nearly five times more likely to test positive for a high-risk HPV infection. Also, survivors of intimate partner rape or sexual assault are more likely than non-victims to contract sexually-transmitted infections, and are also more likely to report HIV risk factors, such as unprotected sex, injection drug use and alcohol abuse.

Mental Health

Survivors also suffer from a wide range of mental health problems, including depression, anxiety, and post-traumatic stress disorder (PTSD). One study found that over half of survivors who were forcibly raped while under the influence of alcohol or drugs developed lifetime PTSD. These victims were also almost five times more likely to have lifetime major depressive episodes than non-victims.

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28 NISVS (2010)
Survivors of sexual assault are also more likely than non-victims to engage in risky behavior – such as substance and alcohol abuse, smoking, and high-risk HIV behavior.\textsuperscript{33} Experts believe these are a means of coping with the trauma, or that victims are otherwise self-medicating. One study found that when controlling for previous substance abuse history, sexual assault survivors were more likely to abuse alcohol than women who were not assaulted.\textsuperscript{34} Another study found that female veterans who experienced sexual trauma in the military were twice as likely to report substance abuse, PTSD, and anxiety than female veterans who were not assaulted.\textsuperscript{35}

Sexual assault survivors are also more prone to developing eating disorders: one survey of undergraduates found that victims were seven times more likely to vomit or use laxatives to lose weight than non-victims.\textsuperscript{36}

Survivors of rape and sexual assault are also more likely to attempt or consider suicide. Research has found that men who were sexually abused in childhood are twice as likely as non-victims to attempt suicide.\textsuperscript{37} One study found that high school students who were raped were more likely to report suicidal ideation in the past 12 months than their non-victimized counterparts.\textsuperscript{38} Another study reported that almost half of female veterans who were sexually assaulted in the military reported suicide ideation.\textsuperscript{39}

Today, victims may be further traumatized by social media – through which the details of an assault can “go viral.” While this is an unresearched issue, a number of high profile sexual assault cases have drawn attention to this relatively new and disturbing dynamic.


Campus Sexual Assault: A Particular Problem

Sexual assault is a particular problem on college campuses: 1 in 5 women has been sexually assaulted while in college. The dynamics of college life appear to fuel the problem, as many survivors are victims of what’s called “incapacitated assault”: they are sexually abused while drunk, under the influence of drugs, passed out, or otherwise incapacitated. Perpetrators often prey on incapacitated women, and sometimes surreptitiously provide their victims with drugs or alcohol. Perpetrators who drink prior to an assault are more likely to believe that alcohol increases their sex drive – and are also more likely to think that a woman’s drinking itself signals that she’s interested in sex.

Most college victims are assaulted by someone they know, especially in incapacitated assaults. And parties are often the site of the crime: a 2007 study found that 58% of incapacitated rapes and 28% of forced rapes took place at a party. Notably, campus perpetrators are often serial offenders. One study found that 7% of college men admitted to committing rape or attempted rape, and 63% of these men admitted to committing multiple offenses, averaging six rapes each.

College survivors suffer high rates of PTSD, depression, and drug or alcohol abuse, which can hamper their ability to succeed in school. Depression and anxiety are linked to higher college dropout rates, as is substance abuse.

Reporting rates for campus sexual assault are also very low: on average only 12% of student victims report the assault to law enforcement.

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40 The Campus Sexual Assault (CSA) Study (2007); The Campus Sexual Assault Study was conducted by RTI International and funded by the National Institute of Justice. Data were collected using a web-based survey from undergraduate students (5,466 women and 1,375 men) at two large, public universities; Krebs, C. P., Lindquist, C. H., Warner, T. D., Fisher, B. S., & Martin, S. I. (2009) College Women’s Experiences with Physically Forced, Alcohol- or Other Drug-Enabled, and Drug-Facilitated Sexual Assault Before and Since Entering College. Journal of American College Health, 57(6), 639-647.


42 Ibid.


44 The Campus Sexual Assault (CSA) Study (2007)

45 The Campus Sexual Assault (CSA) Study (2007).

46 Lisak, D. & Miller, P. M. (2002). Repeat Rape and Multiple Offending Among Undetected Rapists. Violence and Victims, 17(1), 73-84. [Hereafter cited as Lisak (2002)]

47 Kilpatrick (2007)


49 Kilpatrick (2007)
The Economic Costs

Although the economic costs of rape and sexual assault are hard to quantify and the data is limited, the existing research indicates that the costs are great. Various research studies have examined the quantifiable cost per rape, accounting for such costs as medical and victim services, loss of productivity, and law enforcement resources. Researchers also generally agree that intangible costs, such as decreased quality of life, though difficult to monetize, are also a necessary part of the cost calculus for sexual assault. (Many researches, in fact, believe the intangible costs are especially high in cases of sexual assault, due to the serious physical and mental health consequences for survivors.) Each of the studies we examined used a somewhat different methodology, but all found the costs to be significant – ranging from $87,000 to $240,776 per rape.50

In another study, the National Crime Victimization Survey found that between 2005-2010, 58% of female sexual assault victims were injured, 35% of whom received medical treatment.51 For women who are raped by an intimate partner, about 36.2% are physically injured and, of those, 31% receive some type of medical care.52 The injuries for intimate-partner rapes range from scratches, bruises, or welts to lacerations, broken bones, dislocated joints, head or spinal cord injuries, chipped or broken teeth, or internal injuries.53 Nearly 80% of those who receive medical care are treated in a hospital, and 43.6% of those victims spend one or more nights there.54

A 2003 CDC report on the costs of intimate partner violence found that the average medical cost for victims who received treatment was $2,084 per victimization. In half of these cases, private or group health insurers were the primary source of payment; survivors bore most of the financial burden one-fourth of the time.55 Many survivors incur at least some out-of-pocket costs for their medical care.

Also among intimate-partner rape survivors, more than one-fifth lose time from paid work, with an average loss of 8.1 days. Additionally, over one-eighth report losing time from household chores, with an average of 13.5 days lost. Nationally, rape survivors lose an estimated 1.1 million days of activity each year.56

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51 Planty (2013)
53 NCIPC (2003)
54 NCIPC (2003)
55 NCIPC (2003)
56 NCIPC (2003)
The Criminal Justice Response

According to the National Crime Victimization Survey, between 2005-2010, only 36% of rapes or sexual assaults were reported to the police.\textsuperscript{57} Male survivors report their assault at even lower rates than women.\textsuperscript{58} But even when sexual assaults are reported, many assailants are not arrested and many cases are not prosecuted.

Arrests

Arrest rates for sexual assault cases are low. According to the National Crime Victimization Survey, approximately 12% of the 283,200 annual rape or sexual assault victimizations between 2005-2010 resulted in an arrest at the scene or during a follow-up investigation.\textsuperscript{59}

Many factors may contribute to low arrest rates, and these cases can be challenging to investigate. However, research shows that some police officers still believe certain rape myths (e.g., that many women falsely claim rape to get attention), which may help account for the low rates.\textsuperscript{60} Similarly, if victims do not behave the way some police officers expect (e.g., crying) an officer may believe she is making a false report\textsuperscript{61} – when, in reality, only 2-10% of reported rapes are false.\textsuperscript{62}

Sexual assault cases can also be difficult to investigate because of the effects of the trauma itself. Victims of rape and sexual assault sometimes have difficulty recalling the event, and scientific research has found that the trauma after a crime like rape can damage the parts of the brain that control memory.\textsuperscript{63} As a result, a victim may have impaired verbal skills, short term memory loss, memory fragmentation, and delayed recall.\textsuperscript{64}

\textsuperscript{57} Planty (2013)
\textsuperscript{59} Planty (2013); The National Crime Victimization Survey is an annual survey of 90,000 households, comprising nearly 160,000 people. Respondents are asked about the frequency, characteristics, and consequences of criminal victimizations. For more information, visit www.bjs.gov.
Trauma-related memory loss can also mean cases get dropped: preliminary evidence suggests that victims who viewed themselves as giving incoherent accounts to law enforcement were less likely to proceed with their cases.65

Whatever the reasons, many victims have lost faith in the system, and believe they were ill-treated by those who should be on their side. Some victims report that law enforcement officers actively discouraged them from reporting, asked questions about their sexual history and dress, and overemphasized prosecution for false reports.66 Survivors who encounter victim-blaming responses from officials have significantly higher levels of post-traumatic stress than those who do not.67

**Prosecutions**

While national prosecution data is not available, some research suggests that prosecution rates remain low in many jurisdictions.

One study indicated that two-thirds of survivors have had their legal cases dismissed, and more than 80% of the time, this contradicted her desire to prosecute.68 According to another study of 526 cases in two large cities where sexual assault arrests were made, only about half were prosecuted.69 Prosecutors were more likely to file charges when physical evidence connecting the suspect to the crime was present, if the suspect had a prior criminal record, and if there were no questions about the survivor’s character or behavior.70

**Rape kit testing.** In some jurisdictions, the backlog of untested rape kits may also factor into low prosecution rates. After an assault, victims may seek a forensic exam – called a rape kit – that includes the collection of the perpetrator’s DNA and documentation of injuries or other evidence of rape or sexual assault. Although there is not reliable national data, in recent years, media reports have revealed that thousands of rape kits have either not been forwarded to crime labs or are backlogged at the labs waiting to be tested.

70 Ibid.
Testing of rape kits can be vital for the prosecution of cases. When a rape kit is tested, a unique DNA profile can often be identified and submitted to the FBI’s Combined DNA Index System (CODIS). This software platform includes nationwide DNA samples from crime scenes, convicted offenders, and arrestees. In this way, crimes like rape and sexual assault can be matched to other samples in the database, identifying assailants and linking crimes together.

Law enforcement policies governing which kits should be prioritized for testing are inconsistent. In a survey of over 2,000 law enforcement agencies, 44% reported that one reason they did not send forensic evidence to a laboratory was because the suspect had not been identified; 15% said they did not submit the evidence because a prosecutor didn’t request it, and 11% cited the lab’s inability to produce timely results. Even when law enforcement submits the kit to a crime lab, in some jurisdictions, the evidence remains untested for many months.

Crime labs have struggled over the past decade to meet the demand for DNA testing for all types of crimes. And while labs were able to process 10% more cases in 2011 than in 2009, they also received 16.4% more requests for DNA testing. And with demand continuing to outpace capacity, the rape kit backlog may continue to grow.

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Taking Action to Break the Cycle of Violence

On October 27, 2010, the White House Council on Women and Girls and the Office of the Vice President held the first national roundtable on sexual assault. Advocates, researchers, survivors, and federal officials came together to discuss the problem and the federal government’s role in helping bring an end to this violence. As a result of the roundtable, federal agencies have undertaken unprecedented efforts to address rape and sexual assault.

The White House Council on Women and Girls and the Office of the Vice President also co-host an interagency working group on violence against women. This is a first-of-its kind forum for collaboration and information-sharing among key federal agencies about best practices to prevent sexual assault and to provide support for victims. This interagency group formulated recommendations for reauthorization of the Violence Against Women Act and developed other initiatives to respond to President Obama’s call for action.

The Violence Against Women Act

The Violence Against Women Act forms the backbone of our nation’s response to domestic violence, dating violence, rape, sexual assault and stalking. Authored by then-Senator Biden, and first enacted in 1994, VAWA addresses the problem on multiple fronts: among its many original provisions, VAWA created new, tough penalties for abusers, sex offenders and stalkers (and prompted many states to revise their codes); strengthened victims’ abilities to get and enforce protection orders; provided incentives
for more arrests, investigations and prosecutions of these crimes; gave survivors new access to legal representation; encouraged communities to develop special multidisciplinary domestic violence response teams; and provided unprecedented resources to states, local, and tribal governments and non-profit organizations to provide services for survivors. Since passage of VAWA, annual rates of domestic violence have dropped by 64%.  

In recent years, VAWA has expanded to focus even more particularly on sexual assault. In 2005, VAWA created the Sexual Assault Services Program (SASP), the first funding stream to focus specifically on direct services and advocacy for victims of rape and sexual assault. And in March 2013, President Obama signed the third reauthorization of VAWA, which made additional changes in the law, and brought new resources to bear on the problem.

VAWA 2013 includes set-aside funding and new purpose areas for multidisciplinary sexual assault response teams, sexual assault nurse examiner programs (SANE), specialized law enforcement units, and training for criminal justice professionals. This new focus will encourage states and local law enforcement agencies to adopt practices that have proven effective in holding sexual assault offenders accountable. The Justice Department provides technical assistance and support to states as they work to scale up these practices.

The Obama Administration also worked with Congress to ensure that VAWA addresses the needs of victims who have historically been overlooked. VAWA 2013 included new protections for LGBT victims and encourages states to develop services for LGBT communities. Despite opposition from some in Congress, the Administration also successfully fought to protect the U visa program that allows immigrant victims to safely report crimes, including sexual assault. VAWA 2013 also included a landmark provision recognizing the authority of tribes to prosecute domestic violence crimes committed on tribal lands regardless of the race of the perpetrator.

To address the link between violence and housing instability, VAWA 2013 included new protections for sexual assault survivors in public and other subsidized housing. Among other housing protections, the law requires that survivors of domestic violence, dating violence, sexual assault and stalking be permitted to transfer to other available housing if necessary. Since most sexual assaults occur in or near the survivor’s residence, this provision can be essential to helping survivors reestablish a sense of safety and security. The Department of Housing and Urban Development (HUD) has issued a notice to

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housing providers participating in HUD programs covered by VAWA about these new protections and is engaged in rule-making to implement them.

VAWA 2013 also recognized that certain populations – notably teens and Native American women – are particularly vulnerable to sex trafficking, and authorizes funds to serve these victims.

Supporting Victims/Survivors

Over the past four years, and at the Administration’s urging, Congress doubled funding for VAWA’s Sexual Assault Services Program (SASP). Under SASP, and among other services, local rape crisis centers, mental health professionals, and social service providers help survivors navigate the criminal justice system. This approach is supported by research: survivors who have assistance from an advocate are more likely to have police reports taken and less likely to be treated poorly by officers.74 Survivors also report less distress after contact with the legal system and upon receiving medical care.75

SASP also reaches well beyond the criminal justice system – for its grantees serve victims whether or not they choose to report a crime. Even at its best, the criminal justice system is a limited remedy for the harm many victims have suffered. Thus, SASP grantees also provide the emotional and practical support survivors need to rebuild their lives – such as crisis intervention, counseling, 24-hour sexual assault hotlines, and advocacy at various steps of the road to recovery. Notably, a growing number of survivors served by this program are adults who were victimized as children and who are only now able to disclose what happened to them and find help.

Local rape crisis centers report that the current demand for services is outpacing their ability to serve those in need. According to the National Alliance to End Sexual Violence, one-third of rape crisis centers have waiting lists for counseling services, and in some cases the wait is as long as two months.76

With VAWA funding, DOJ’s Office on Violence Against Women (OVW) has launched the Sexual Assault Demonstration Initiative in six sites to improve victim services in areas where there is not a specialized rape crisis center. By 2015, this project is expected to provide lessons and models that can be replicated in other communities.

In addition to VAWA funding, the Administration makes important investments in direct services for victims under the Victims of Crime Act (VOCA) Victim Assistance and Victim Compensation programs. These funds support delivery of crisis intervention, counseling, criminal justice advocacy, and compensation for victims of many types of

74 Campbell (2006)
75 Ibid.
crimes, including rape and sexual assault. The Justice Department’s Office of Victims of Crime (OVC) prioritizes sexual assault, and approximately 15% of VOCA Victim Assistance funding supports direct services to sexual assault victims.

**Improving the Criminal Justice System**

To reduce rape and sexual assault, offenders must be held accountable. Otherwise, a broad cycle of violence continues: perpetrators of sexual assault are commonly repeat offenders, who commit both multiple rapes and other crimes. The strongest predictor of sexual assault is a previous sexual assault, which makes rape a particularly crucial crime to prosecute.

Among other measures, the Department of Justice is working to increase arrest and conviction rates by supporting multidisciplinary sexual assault teams; these are specially trained law enforcement officers, detectives, prosecutors, healthcare providers and victim advocates, all working together to support survivors and increase the odds of successful prosecutions. These specialized units have proven effective in combatting domestic violence and are a promising model for addressing sexual assault. The evidence collected by specialized units is more likely to be useful for prosecution, leading to higher rates of prosecution, conviction, and sentencing. In VAWA-funded specialized units, sexual assault conviction rates are much higher than average, from 60-80%.

**Specialized training for law enforcement and prosecutors.** The trauma caused by a sexual assault can affect a victim’s ability to interact with law enforcement, recall events, and manage emotions. When law enforcement officers understand the physiological effects of trauma, they can better elicit information from victims and understand their behavior. OVW is partnering with the International Association of Chiefs of Police (IACP) to provide training for law enforcement agencies on how to conduct trauma-informed sexual assault interviews and investigations.

Training for prosecutors is equally important. Through a cooperative agreement with the organization AEQuitas ("The Prosecutors’ Resource on Violence Against Women"), OVW supports a range of technical assistance and training to help prosecutors better take on sexual assault cases. AEQuitas hosts several national training events, conducts legal research, and provides prosecutors with around-the-clock case consultation.

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Sexual assault forensic evidence. A key factor in improving prosecution rates for rape and sexual assault is the proper collection of forensic evidence – and the Administration has made significant advances on several fronts.

In April 2013, the Justice Department released a revised version of the National Protocol for Sexual Assault Medical Forensic Examinations (SAFE Protocol, 2d). The SAFE Protocol provides a best-practices guide to conducting medical forensic examinations and promotes high-quality, sensitive, and supportive exams for survivors of rape and sexual assault. The updated SAFE Protocol includes information on assisting populations with special needs such as survivors with limited English proficiency; survivors with disabilities; American Indian and Alaska Native victims; military personnel; and lesbian, gay, bisexual, or transgender victims. The SAFE Protocol is available at the National Criminal Justice Reference Service website at: https://www.ncjrs.gov/pdffiles1/ovw/241903.pdf.

Sexual Assault Nurse Examiners (SANEs) can also be key to effective evidence collection. These nurse examiners are trained to provide respectful and supportive care while collecting forensic evidence after a rape or sexual assault. In addition to improving victim care, SANE programs (like those funded by OVW’s STOP Program) enhance the quality of forensic evidence, improve law enforcement’s ability to collect information and file charges, and increase rates of successful prosecutions.80 VAWA rural grants are also funding SANEs to conduct forensic exams, collect evidence, and provide health care to victims in rural communities.

The Justice Department is also using telemedicine technology to improve the collection of evidence. Its Office for Victims of Crime partnered with the National Institute of Justice to establish a National Sexual Assault TeleNursing Center at the Massachusetts Department of Public Health. The Center will provide 24/7, year-round remote expert consultation by SANEs to clinicians caring for adult and adolescent sexual assault patients. The three-year cooperative agreement will establish pilot projects at two military medical facilities to perform telemedicine consultation during sexual assault forensic exams. The Center is expected to be fully operational in 2015, and the project will be expanded to include telemedicine sites in Indian country, rural communities, and prisons.

Rape kit backlog. Once forensic evidence has been collected, it needs to be tested for DNA – and this Administration has worked proactively to address the nation’s backlog of rape kits.

Through its DNA Backlog Reduction Program, the National Institute of Justice (NIJ) funds 120 state and local crime labs to conduct DNA testing from crime scenes and convicted offenders. Rape kits are included in this testing program, but, as noted, law enforcement investigators sometimes don’t prioritize these kits for forwarding to a lab. Time has shown, however, that DNA is a powerful tool to link crimes together and create new investigative leads in rape cases.

In 2011, NIJ funded pilot projects in Detroit and Houston to inventory their untested kits and develop protocols for submitting these kits to crime labs. Final reports are due later this year, but preliminary results from Detroit show what can happen when old rape kits are tested: from a sample of 569 kits, 32 serial offenders were identified and five prosecutions initiated. One of the lessons from this project, however, is that testing alone is not enough; when jurisdictions test large volumes of rape kits, they also need the resources to follow-up on the leads – which means having trained detectives, victim advocates, and prosecutors available and working together to successfully pursue the new cases.

Other cities have taken on their untested kits with mixed results, and NIJ continues to study the causes of backlogs and effectiveness of testing programs. NIJ is examining the value of testing rape kits from various types of crimes, including stranger, acquaintance, and intimate partner rapes. In some of these circumstances, the DNA evidence may not be the key to solving that specific crime, but it can create new investigative leads in cold cases and help identify serial offenders. The NIJ research projects are designed to examine the efficacy and criminal justice outcomes of testing rape kits from various types of assaults.

Another lesson learned from the pilot projects is that survivors have different feelings about having their rape kits tested. Survivors have often worked hard to overcome the effects of a rape and put their lives back together. The prospect of having an old kit tested can bring a flood of emotion: some survivors may still be interested in pursuing justice, while others find the toll of reopening old wounds too high. NIJ and OVW are researching and exploring approaches to reducing rape kit backlogs that account for survivors' rights, needs, and preferences – and specifically, how to notify survivors and involve them in the criminal justice process.

**Combating Sexual Assault on Campus**

The Federal Government enforces several laws that oblige educational institutions to combat campus sexual assault. Title IX requires schools receiving federal funding to take necessary steps to prevent sexual assault on their campuses, and to respond quickly and effectively when an assault occurs. The Clery Act requires colleges and universities that participate in federal financial aid programs to report annual statistics on crime on or near
their campuses, to develop and disseminate prevention policies, and to ensure victims their basic rights.81

This Administration has undertaken a major effort to better enforce the laws addressing rape and sexual assault at educational institutions. In 2011, Vice President Biden and Education Secretary Duncan announced new guidance to help schools, colleges and universities understand their obligations under Title IX. As a result of the guidance, students also have a better understanding about their schools’ responsibilities – and, not coincidentally, Title IX complaints are on the rise and student activists are increasingly holding schools more accountable.

The Department of Education’s Office for Civil Rights (OCR) is charged with administratively enforcing Title IX in schools. OCR may initiate an investigation either proactively or based on a student’s formal complaint. If schools are found to violate Title IX, they can be denied federal funds – although OCR must first seek to voluntarily resolve the non-compliance before terminating funds. Through this voluntary resolution process, OCR has entered into agreements that require schools to develop, among other things:

- Comprehensive plans for educating students and employees about sexual assault;
- Policies and practices for responding to allegations of sexual violence;
- Adequate training for school officials charged with responding to complaints; and
- Policies to ensure that survivors are given the remedies and resources they need to continue their educations.

The Department of Justice, upon referrals from other agencies, can initiate litigation to require schools to better address campus sexual assaults. As noted, the Department has a number of tools in its toolbox – including Title IX, Title IV of the Civil Rights Act, and the Safe Streets Act – that it can use to bring all facets of a school, as well as local police departments, into compliance with the law.

VAWA 2013 amended the Clery Act to mandate that schools develop new initiatives to respond to domestic violence, dating violence, sexual assault and stalking. The new law also strengthens existing provisions in the Clery Act, requiring institutions to bolster prevention education programs for students and employees, and to establish procedures for responding to incidents of sexual violence on campus. To implement these changes, the Department of Education is engaging in negotiated rule-making with the goal of publishing a final rule by November 2014. The Department is committed to transparency in the rule-making process, and has included advocacy groups and educational associations in this endeavor.

81 Several other laws also authorize the Justice Department to investigate campus sexual assaults and to help schools adopt comprehensive policies and practices to address the problem. These include Title IV of the Civil Rights Act of 1964; the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. § 14141 (“Section 14141”); and the Omnibus Crime Control and Safe Streets Act of 1968, 42 U.S.C. 3789d (“Safe Streets Act”).
The Department of Education’s Federal Student Aid (FSA) office is responsible for enforcing the Clery Act, and conducts on-site reviews to ensure schools’ compliance with the Act. If an institution is found to have violated the Clery Act, FSA directs it to take steps to come into compliance and can impose fines for violations.

The Justice Department’s Office on Violence Against Women administers VAWA grants that help colleges and universities create holistic responses to sexual assault on campus, including offering victim services, implementing prevention programs, training campus law enforcement, and working with school administrators to improve the student disciplinary process.

Because campus sexual assault is the subject of intersecting federal laws, policies, and grant programs, it is a key area for improved interagency collaboration. And it is in that spirit that, on January 22, 2014, President Obama created the White House Task Force to Protect Students from Sexual Assault. The objectives of the task force are to:

- Provide educational institutions with best practices for preventing and responding to rape and sexual assault.
- Build on the federal government’s enforcement efforts to ensure that educational institutions comply fully with their legal obligations.
- Improve transparency of the government’s enforcement activities.
- Increase the public’s awareness of an institution’s track record in addressing rape and sexual assault.
- Enhance coordination among federal agencies to hold schools accountable if they do not confront sexual violence on their campuses.

Reaching Teens and Young Adults

In 2011, Vice President Biden developed the 1 is 2 Many Campaign to focus on dating violence and sexual assault suffered by teens and young women. As part of this initiative, the Vice President solicited ideas from college students nationwide about how to prevent violence on campus. An overwhelming number of respondents said one thing: get men involved. Consequently, in a series of regional forums, federal agencies and communities came together to engage men in the effort to end violence against women.

The 1 is 2 Many Campaign also recognizes that technology can be a powerful tool to help prevent dating violence and sexual assault. In 2011, Vice President Biden and Health and Human Services Secretary Sebelius issued an “app challenge” that inspired two award-winning mobile apps especially geared toward young people. One of these apps – Circle of 6 – puts a group of friends instantly in touch with each other – so someone in trouble can send a “come and get me” message, complete with a GPS map to show her exact location. This app has been downloaded in 27 countries and was recently adapted for use in India.
Also in 2011, in response to the Vice President’s call to action, the Justice Department funded the National Dating Abuse Helpline, which gives teens and young adults access to services (such as counseling and information about where to turn) in a way that they are most comfortable – via text messaging and online “chats.” The Justice Department continues to support these digital services.

**Working with schools.** As part of 1 is 2 Many, Vice President Biden also convened parents, teachers, educational associations, youth groups, and school counselors to raise awareness about teen dating violence and sexual assault. These groups were eager to help, but asked for additional guidance on what schools could do. In response, the Department of Education sent a “Dear Colleague” letter in 2013 to school districts across the country, urging them to address gender-based violence, including sexual assault, and to provide training to school personnel – from bus drivers to school nurses – who may witness such violence. The letter included a resource packet on teen dating violence with information on school-based policies and practices that have proven effective. New research has found that school and classroom-based intervention programs can reduce the incidence of teen dating violence and sexual harassment by up to 50 percent.82

**Working with men to change social norms.** Social norms research reveals that men often overestimate other men’s acceptance of abusive behavior towards women and underestimate other men’s willingness to intervene when a woman is in trouble.83 When men and boys believe that their peers accept sexist and abusive behavior, they are much less likely to help. That, in turn, can lead perpetrators to think their actions are acceptable – which, of course, perpetuates the violence. Research additionally shows that peer attitudes toward sexual aggression have a significant influence on men’s willingness to intervene – which means that when men speak out against abuse, other men are more likely to step in to neutralize a risky situation and prevent an assault.84

Bystander intervention training seeks to engage men and boys as allies rather than would-be perpetrators. It acknowledges that most men are not assailants and that everyone can help stop the violence. This sort of training also builds men’s confidence and ability to take action – like preventing or interrupting an assault; speaking out against rape acceptance myths (e.g., women want to be raped and “ask for it”); and supporting survivors. Bystander intervention is integrated throughout the U.S. military’s prevention activities, and is also increasingly being taught on college campuses.

The CDC’s Rape Prevention and Education (RPE) program also funds efforts by states and territories to prevent sexual assault. RPE grantees are currently engaged in a range of

activities, including implementing culturally relevant prevention strategies based on best practices, conducting training, and expanding the prevention message through creative partnerships. Grantees are working with coaches, boys, men, and the entertainment industry to develop innovative prevention strategies. CDC is also funding research grants to rigorously evaluate promising practices, strategies, and policies for their impact on rates of sexual violence.

In 2011, the Department of Justice launched the VAWA Engaging Men in Preventing Sexual Assault and Domestic Violence program – which funds multi-faceted strategies to engage men as allies and influencers of other men. Using social media combined with hands-on mentorship, the program aims to develop new male leaders willing to speak up about violence against women and girls.

Addressing sex trafficking. Young people are among those most vulnerable to human trafficking, and runaway, homeless, and LGBT youth are at particular risk. In January 2014, the Administration released the Federal Strategic Action Plan on Services for Victims of Human Trafficking in the United States. This five-year plan lays a path for further coordination, collaboration, and capacity across governmental and nongovernmental entities to support survivors of human trafficking, including youth. The Federal Strategic Action Plan is available here: [http://www.ovc.gov/pubs/FederalHumanTraffickingStrategicPlan.pdf](http://www.ovc.gov/pubs/FederalHumanTraffickingStrategicPlan.pdf)

Addressing the intersection between HIV/AIDS, violence against women, and gender-related health disparities.

Over half of women living with HIV in the United States have been raped, assaulted, or stalked by an intimate partner – which is considerably higher than the national rate among women overall (56% vs. 36%). Recognizing that violence against women and girls is a driving factor in the domestic HIV/AIDS epidemic, President Obama created an interagency Federal Working Group in 2012 to study this issue, as well as gender-related health disparities. Co-chaired by the White House Advisor on Violence Against Women and the Director of the Office of National AIDS Policy, the Working Group developed 56 action items for agencies across the Federal government – including ways for agencies to better respond to the health needs of women who have been raped or sexually assaulted, and linking primary prevention strategies for intimate partner violence with efforts to prevent the transmission of HIV. The Working Group Report can be accessed here: [http://www.whitehouse.gov/sites/default/files/docs/vaw-hiv_working_group_report_final_-_9-6--2013.pdf](http://www.whitehouse.gov/sites/default/files/docs/vaw-hiv_working_group_report_final_-_9-6--2013.pdf)

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Responding to Sexual Assault in the Military

Our military members continue to face the threat of sexual assault within their ranks and the Administration bears a unique responsibility to protect the women and men in uniform who dedicate their lives to protecting our nation. The President is committed to addressing this corrosive problem, which destroys trust among our troops and undermines our readiness. Over the past year, the Department of Defense (DOD), in collaboration with the White House, has developed a set of executive actions, legislative proposals, and training programs to more effectively prevent and respond to sexual assault in the military.

Secretary Hagel has directed a series of executive actions that will improve command accountability, expand victims’ rights within the military justice system, and improve victim treatment by their peers, co-workers, and chains of command. Most notably, Secretary Hagel directed each service to provide legal counsel for all victims of sexual assault. This landmark reform will ensure that victims are provided with personalized legal advice and representation throughout the legal process. DOD has also developed a new curriculum for sexual assault prevention and response training. This training is being provided to new recruits, officers preparing to assume command, and senior enlisted personnel, and is now expanding to reach all members of the force.

DOD developed and submitted to Congress two legislative proposals aimed at reforming the Uniform Code of Military Justice. These proposals – which were included in the National Defense Reauthorization Act – will limit the ability of commanders to overturn court-martial findings and reform the pre-trial investigation process to provide greater protections for victims.

In December 2013, President Obama instructed Secretary Hagel and Joint Chiefs of Staff Chairman Dempsey to continue their intensive focus on this issue and directed them to conduct a full-scale review of their progress by December 2014. Based on the results of this report, the President and DOD will consider additional reforms that may be required to eliminate this crime from the ranks and protect the men and women who serve our nation.

Protecting American Indian and Alaska Native Women

President Obama is committed to improving safety in Indian country. In 2009, the Department of Justice launched a new effort to reduce the high rates of crime on Indian reservations, with a particular focus on violence against women. In July 2010, the President signed the Tribal Law and Order Act, bringing new resources to build infrastructure for tribal court systems and encouraging the hiring of more law enforcement officers for Indian lands. Also, the law enhances tribes’ authority to prosecute and punish criminals, and authorizes new guidelines for handling sexual assault and domestic violence crimes, from training for law enforcement and court officers, to
boosting conviction rates through better evidence collection, to providing better and more comprehensive services to victims.

**Prosecuting crimes in Indian country.** The Tribal Law and Order Act also encourages United States Attorney’s Offices (USAOs) to designate tribal prosecutors as Special Assistant U.S. Attorneys (SAUSA). As a result, many USAOs with Indian country responsibility now have tribal SAUSAs who may prosecute cases in federal court. And in 2012, OVW launched a Tribal Special Assistant United States Attorney Pilot Project, funding eligible tribal prosecutors to pursue violence against women cases in both tribal and federal courts and to enhance collaboration between tribal officials and federal prosecutors. Tailored to meet the particular needs of each participating tribe, this pilot project is designed to improve the quality of cases, the coordination of resources, and the communication of priorities both within and between the various law enforcement agencies working in these jurisdictions. The Justice Department’s prioritization of Indian country crime has made a difference: from FY2009-FY2012, prosecutions have increased nearly 54 percent.87

**VAWA protections.** VAWA 2013 also contains provisions that significantly improve the safety of Native women by, among other things, giving federal and tribal law enforcement agencies more authority to hold perpetrators of domestic violence accountable. The tribal provisions in VAWA closed three significant legal gaps by: (1) recognizing certain tribes’ power to exercise concurrent criminal jurisdiction over domestic violence cases, regardless of whether the defendant is Indian or non-Indian; (2) clarifying that tribal courts have full civil jurisdiction to issue and enforce protection orders involving any person, Indian or non-Indian; and (3) creating new federal laws to address crimes of violence, such as strangulation, committed against a spouse or intimate partner and providing more robust federal sentences for certain acts of domestic violence in Indian Country.

**Leading by Example in the Workplace**

For some survivors, the effects of sexual assault can follow them to their jobs. If the perpetrator was a co-worker or the assault occurred near the workplace, the survivor may have ongoing safety concerns. Survivors may need time off from work to attend court hearings, go to counseling, or address other issues related to the assault. Employers can help by developing policies that address safety, use of leave, and other assistance that survivors may need to get their lives back on track.

In April 2012, President Obama directed federal agencies to develop policies to assist victims of domestic violence, sexual assault and stalking in the federal workforce. Led by the Office of Personnel Management (OPM), an interagency workgroup evaluated how sexual assault affects victims in the workplace, and worked closely with agencies to

develop responsive policies. In February 2013, OPM issued “Guidance for Agency-Specific Domestic Violence, Sexual Assault, and Stalking Policies,” which provides agencies with guidance to fulfill the goals identified by the President.88

**Reducing Rape in Prisons**

In accordance with the Prison Rape Elimination Act of 2003 (PREA), the Department of Justice released a final rule in May 2012 that requires prisons and other detention facilities to prevent, detect, and respond to sexual assault. Four types of facilities are covered: adult prisons and jails, lockups, community confinement facilities, and juvenile facilities. This regulation is the first federal effort to set standards for all facilities at the local, state, and federal levels to protect incarcerated individuals from sexual abuse. Facilities must develop and maintain zero-tolerance policies regarding sexual abuse, and must also make sure that at-risk populations, including youth, LGBT, and female prisoners, are protected. The Justice Department also released a protocol to improve responses to sexual assault in prisons and other correctional facilities, which is available at: [http://ovw.usdoj.gov/docs/confinement-safe-protocol.pdf](http://ovw.usdoj.gov/docs/confinement-safe-protocol.pdf).

**Improving Data Collection**

Collecting data on sensitive issues like rape and sexual assault can be challenging. Language, definitions, and survey methods all make a difference in how individuals understand and disclose what has happened to them. The federal government uses various measures to capture the extent of rape and sexual assault, and each takes a different approach. The Administration has been working for several years to enhance and improve data collection in this area.

**Uniform Crime Report.** The FBI collects data on rapes that are reported to law enforcement through the Uniform Crime Report. Until recently, the definition of rape used to collect this data was very narrow and outdated, and covered only forcible male penile penetration of a female vagina. Nearly all criminal codes have broader definitions, but states have only been required to report crimes meeting this narrow definition. In 2012, the Justice Department modernized its definition to include the various forms of assault now understood to be rape. Among other things, the new definition covers instances where a victim is incapable of consent (e.g., because of drugs or alcohol), is not gender-specific, and includes oral and anal penetration. Because the new definition is more inclusive, reported crimes of rape are likely to rise in future years. As Vice President Biden noted at the time: “Rape is a devastating crime and we can’t solve it unless we know the full extent of it.”

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National Crime Victimization Survey. A second measure of rape comes from the National Crime Victimization Survey (NCVS). Through in-person interviews and follow-up phone calls, this survey collects information about various types of crimes the participants may have experienced in the prior six months. Official estimates of rape in the NCVS have typically been lower than estimates from other governmental surveys and academic research. A panel of experts recently studied NCVS and identified possible reasons for this, including lack of privacy for interviews and the fact that questions are framed in terms of criminal acts rather than behaviors.

The Bureau of Justice Statistics (BJS), which has responsibility for NCVS, has committed to a multiyear project to better understand the possible reasons for the underestimation of rape and sexual assault in the NCVS. Toward that end, BJS is undertaking a major effort to develop and test survey designs for collecting data on rape and sexual assault. This study of 18,100 respondents will compare methods for collecting data about rape and sexual assault on the phone, in-person, and by computer. Data collection will begin in July 2014 and the project is expected to be completed by December 2015.

National Intimate Partner and Sexual Violence Survey. In 2010, CDC launched the National Intimate Partner and Sexual Violence Survey (NISVS). This random-digit-dial survey uses a public health approach in which respondents are asked about specific behaviors they may have experienced in their lifetimes and over the past year. The survey collects lifetime and 12-month prevalence data on sexual violence, stalking, and intimate partner violence. In addition, the survey collects information on the age at the time of the first victimization, demographic characteristics of respondents, demographic characteristics of perpetrators (age, sex, race/ethnicity) and detailed information about the patterns and impact of the violence by specific perpetrators. The survey also gathers information on long-term physical and mental health consequences that may be associated with violence.
Conclusion

Despite the important and unprecedented work being done, there is much more to do. And the problems outlined in this report also provide a roadmap for further action.

As noted, women at our nation’s colleges and universities are at particular risk of being sexually assaulted. To make our campuses safer, change needs to come from many quarters: schools must adopt better policies and practices to prevent these crimes and to more effectively respond when they happen – both by holding offenders accountable and giving victims the help they need to physically and emotionally recover. And federal agencies must better ensure that schools are living up to their obligations.

Across all demographics, rapists and sex offenders are too often not made to pay for their crimes, and remain free to assault again. Arrest rates are low and meritorious cases are still being dropped – many times because law enforcement officers and prosecutors are not fully trained on the nature of these crimes or how best to investigate and prosecute them. Many new and promising interviewing, investigative and prosecution protocols are being developed, with cutting-edge science about victim trauma informing the enterprise. We need to further develop these best practices and help get them out to the field.

We can also help local jurisdictions move rape kits off the shelves and into crime labs for testing – so more rapists can be identified through DNA and brought to justice.

This Administration, as noted, has made an unparalleled commitment to getting victims and survivors the many services they need – from crisis intervention, counseling, legal advocacy, medical help, social services, and job and housing assistance – and with a special eye on particularly vulnerable populations. Even so, the demand for these services continues to outpace the supply. We cannot retreat, but must recommit to getting these vital resources to those who need them.

And, of course, we must – and can – continue to change our nation’s attitudes about these crimes. Sexual assault is pervasive because our culture still allows it to persist. According to the experts, violence prevention can’t just focus on the perpetrators and the survivors. It has to involve everyone. And in order to put an end to this violence, we as a nation must see it for what it is: a crime. Not a misunderstanding, not a private matter, not anyone’s right or any woman’s fault. And bystanders must be taught and emboldened to step in to stop it. As then Senator Biden said when he was first drafting the Violence Against Women Act:

“Through this process, I have become convinced that violence against women reflects as much a failure of our nation’s collective moral imagination as it does the failure of our nation’s laws and regulations. We are helpless to change the
course of this violence unless, and until, we achieve a national consensus that it deserves our profound public outrage.”

The Vice President’s words ring as true today as they did then.