

Appendix D

Summary

Results from the Administrative Policy and Practices Survey of Oklahoma Colleges/Universities

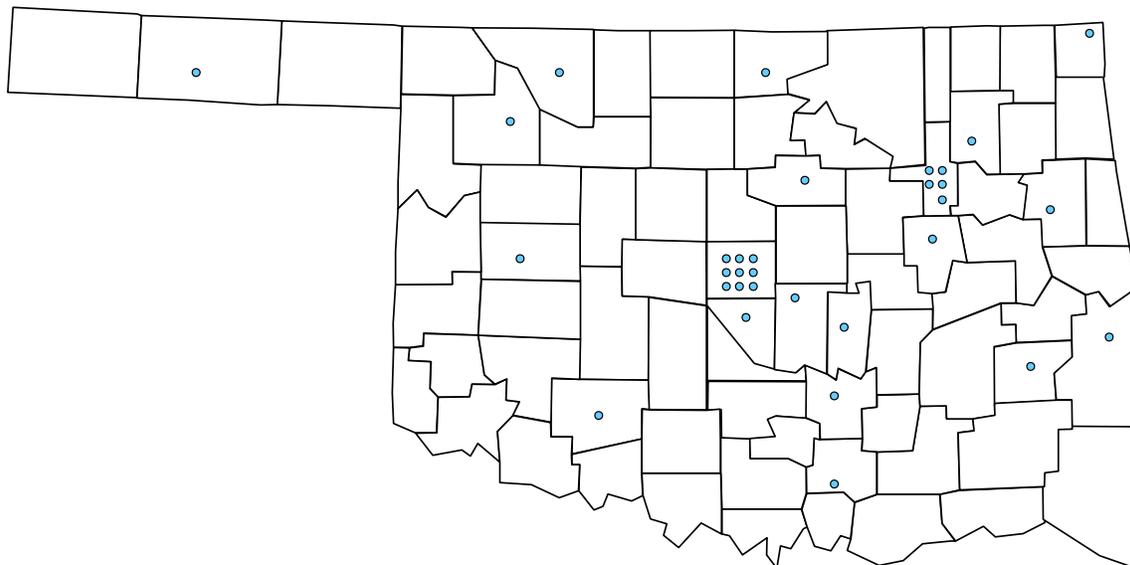
June 2009

Introduction: The Oklahoma State Department of Health (OSDH), Injury Prevention Service (IPS), conducted a needs assessment to determine existing sexual violence prevention efforts in Oklahoma. The *Administrative Policy/Practices Survey* was developed to collect information from colleges and universities regarding sexual violence prevention efforts on campuses, and the extent of training and curricula that supported sexual violence prevention. The data collected in the survey will be used to identify needs, resources, and strengths; and for planning and implementing the activities in the colleges and universities focus area of the *Oklahoma Rape and Sexual Assault Prevention Strategic Plan*.

Methods: The survey aim was to identify key components of administrative practices, policies, and environmental/cultural factors in colleges and universities that address sexual violence prevention. The survey inquired about the training requirements of college personnel, sexual violence prevention education for students including freshman orientation, how information on sexual violence is disseminated to students and faculty, and integration of sexual violence prevention into coursework. The survey included questions to gauge attitudes regarding the importance of sexual violence prevention education and mandatory training for administration/faculty/staff.

The survey instrument was developed in collaboration by the IPS Rape Prevention Education team, the Oklahoma Coalition against Domestic Violence and Sexual Assault statewide prevention coordinator, and members of the Oklahoma Sexual Violence Prevention Planning colleges and universities subcommittee. Dr. Greg Istre, MD, clinical director of the Greater Dallas Injury Prevention Service, provided epidemiological expertise and consultation on the survey content and design.

Figure 1. Locations of Oklahoma Colleges and Universities
Participating in the Administrative Survey



Surveys were mailed to all college and university Vice Presidents of Student Affairs in an effort to gather information from the institutions' decision makers – those individuals most knowledgeable of organizational practices and policies of the institutions.

Results: Surveys were mailed to 46 colleges and universities, 32 (70%) completed surveys were returned. Surveys were completed by large institutions as well as smaller four-year schools, two-year junior and community colleges, health science centers, and private institutions. According to the Oklahoma State Regents for Higher Education, during 2008, there were 254,622 students enrolled in Oklahoma colleges and universities. The institutions responding to the survey accounted for 91% (231,796) of total state enrollments. A total of 133,958 females and 97,838 males were enrolled in the institutions responding to the survey.

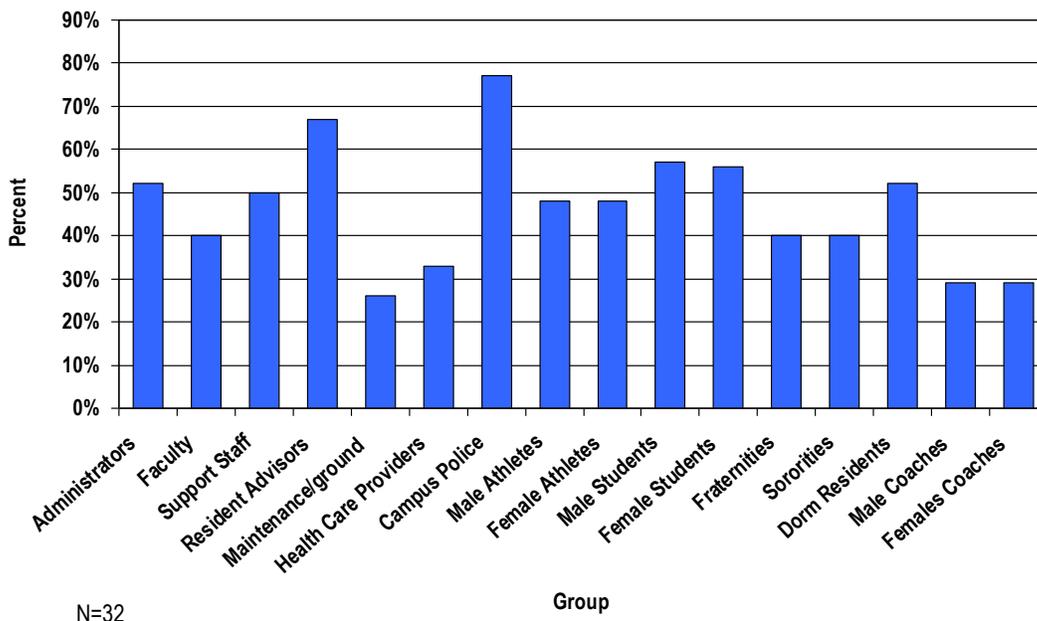
All 32 institutions responding to the survey had at least one specific rape prevention strategy (measure). The strategies cited most often were campus police ride/assistance (79%), 24-hour security personnel present on campus (81%), 24-hour emergency phones on campus (60%), and taxi services for students (21%).

Colleges/universities provided training on sexual assault prevention to various groups on campus. Campus police and resident advisors were the two groups most frequently cited as being trained on sexual assault prevention, 77% and 67%, respectively. Both male and female coaches had very low rates of training (29%, respectively) and maintenance personnel had the lowest rate of training (26%). Only 52% of administrators and 40% of faculty were trained in sexual violence prevention (Figure 2).

Institutions provided sexual violence prevention education to male athletes (48% of institutions), female athletes (48%), male students (57%), and female students (55%). Thirty-eight percent of institutions required mandatory training for certain groups on campus, on identification, reporting, and/or prevention of sexual assaults.

In 47% (15/32) of the colleges/universities, sexual harassment and/or sexual assault

Figure 2. College and University Groups that Received Training on Sexual Assault Prevention



prevention curriculum was included freshmen orientation; 37% (11/32) of institutions included both sexual harassment and sexual assault information in freshman orientation. Among the colleges/universities that included sexual violence prevention in freshman orientation, 46% (7) estimated that they spent less than one hour, 46% (7) spent one to four hours, and 1 (7%) spent four to eight hours covering the subject in freshman orientation (Figure 3).

Six (19%) of the respondents reported that their institution had research projects on sexual violence and 7 (22%) had research projects on other types of violence. Other types of violence research included domestic, dating, intimate partner violence, stalking, child maltreatment prevention, enhancing family violence prevention, gang violence, and sustaining prevention programs.

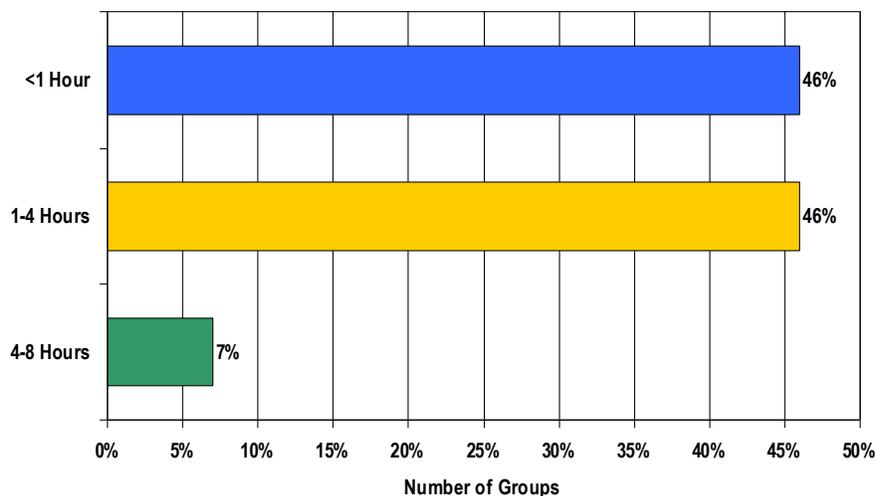
Most institutions (84%) were involved in other prevention programs, (72%) of institutions had programs aimed at alcohol and drug abuse prevention. Other prevention programs included smoking cessation, obesity, eating disorders, and depression.

Respondents reported that sexual violence prevention topics (sexual harassment, rape and sexual assault) were integrated into the coursework of the following disciplines: pre-law (19%), pre-med/medicine (9%), nursing (44%), education (29%), counseling (59%), social work (54%), psychology (58%), and sociology (50%).

Nearly all institutions (97%) communicated their sexual harassment policy in handbooks to both faculty/staff and students. Seventy percent of respondents said their institution had a written policy for reporting rape to campus or community police, and 30% said the institution did not have a written policy or they were not aware of one.

Twenty-one (70%) of the institutions distributed sexual violence prevention information. Information was distributed via campus newspapers (83%), public service announcements (20%), social marketing (44%), posters and/or flyers (95%), periodic news releases (63%), recruiting well-known personalities as spokespersons (13%), and inviting speakers (71%) in addition to the established orientations and handbooks. Nearly half of respondents said their

Figure 3. Estimated Amount of Time Spent on Sexual Violence Prevention during Freshman Orientation*



*Includes 15 colleges/universities that included sexual violence prevention in freshman orientation.

institutions partnered with community organizations to address rape and sexual assault.

The *Administrative Policy/Practices Survey* asked respondents to use a Likert Scale (1=lowest, 3=moderate, 5=highest) to assess the importance of selected groups receiving training in rape and sexual assault prevention. Every respondent believed that rape and sexual violence prevention training was valuable. Table 1 shows the groups that the Student Affairs Vice President responding to the survey believed needed training on sexual violence prevention.

Table 1. Groups That Need to be Trained on Sexual Violence Prevention*

Group	Percent
University administration	93%
University faculty/staff	97%
Collegiate coaches	100%
City Police	100%
Campus Police	100%
Campus clubs/organizations	97%
Local DV/SV organizations	97%
Student body	100%
Greek organizations	84%
Area businesses	87%
Area faith organizations	94%
High School Principals and Teachers	97%
High School students	100%
Middle School Principals and Teachers	100%
Middle School Students	100%
Media	97%
N=32	
*Includes the percentage of respondents who ranked the need for sexual violence prevention training as moderate to high importance.	

Questions were included to determine the level of support for mandatory training of college/university personnel on the identification, reporting, and prevention of rape and sexual assault, and the level of support for including sexual violence prevention curriculum in freshman orientation. Ninety-one percent of the Vice Presidents of Student Affairs felt that mandatory training of college/university personnel was moderately to very important. Sexual violence prevention curriculum in freshman orientation received a higher endorsement at 93%.

Conclusions:

The survey results represent a high percentage (70%) of colleges and universities in the state and 91% of all student enrollments. Though all of the institutions had at least one rape prevention strategy on campus, most were risk reduction strategies involving police/security and emergency phones available on campus 24-hours. Risk reduction education was used as an information tool to avoid sexual violence but less than half of our respondents covered sexual violence prevention in freshman orientation.

The respondents' institutions provide training to a number of groups on campus, most often campus police and resident advisors. Only slightly more than half of administrators had training in sexual violence prevention. Surprisingly, male and female coaches had the second to lowest rate of training in sexual violence prevention among campus personnel—only slightly higher training rates than maintenance personnel. However, when respondents were asked about the groups that needed to have training on sexual violence prevention, all believed that coaches were important to train. The respondents clearly recognized the importance of sexual violence prevention education and the need for a number of other professional and student groups to be trained.

Some exposure to sexual violence prevention education after the freshman orientation is possible as the subject is integrated in the coursework of certain disciplines. The topics of sexual harassment, rape, and sexual assault were integrated into the coursework of law, medicine, nursing, education, counseling, social work, psychology, and sociology. Additionally, one-fifth of the respondents' institutions were engaged in research projects on sexual violence. Additionally, 22% of the institutions were engaged in research projects on other types of violence.

As might be expected, nearly three-fourths of the institutions had alcohol and drug abuse prevention programs as well as other types of prevention programs on their campuses. Our survey did not query respondents as to whether these other types of prevention programs were covered in freshman orientation and if so how much time was spent. However, we do suspect that sexual violence prevention education may not be as established or comprehensive as other prevention programs on campus.

The institutions largely relied upon student and faculty handbooks to communicate their sexual harassment policy. Nearly one-third of the respondents said their institution did not have or they were not aware of a written policy for reporting rape to campus or community police.

Finally, respondents overwhelmingly supported mandatory training of college/university personnel (91%) regarding rape and sexual assault and the inclusion of sexual violence curricula in freshman orientation (93%). This strong level of support indicates a need and opportunity for state and local level personnel working in sexual violence prevention to provide information, training, and technical assistance.

The IPS Rape Prevention Education team, the statewide prevention coordinator, and the OSVPPC college and universities subcommittee will use the survey results to develop a state implementation plan for sexual violence prevention on college and university campuses. The data indicate that some areas of focus should include:

- Increasing the percentage of colleges and universities that address sexual violence prevention in freshman orientation
- Increasing the percentage of colleges and universities that train coaches in sexual violence prevention
- Increasing the percentage of colleges and that have a written policy on reporting rape to campus and community police

- Increasing the awareness and stature of sexual violence prevention on par with alcohol and drug abuse prevention programs.
- Provide information and technical support to colleges and universities on evidence-based curricula including bystander education
- Integrating sexual violence prevention with other prevention programs on campuses, such as alcohol and drug abuse prevention programs.
- Foster college/university and community organizations partnership on sexual violence prevention.
- Work with decision-makers to implement comprehensive sexual violence prevention programming on campuses including the Oklahoma Board of Regents for Higher Education, college/university Presidents and Administrators.