Sexual Assault:
Sexual Violence, Relationship Violence & Stalking

EDUCATION AND PREVENTION PROGRAM

ARC AMERICAN RIVER COLLEGE

COSUMNES RIVER COLLEGE

LOS RIOS COMMUNITY COLLEGE DISTRICT

FOLSOM LAKE COLLEGE

SACRAMENTO CITY COLLEGE

February 2018

Los Rios Community College District

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Sexual Assault: Sexual Violence, Relationship Violence & Stalking
Education and Prevention Program

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TABLE OF CONTENTS

1. Introduction 1
   - Who We Are 1
   - Sexual Assault Statistics 2
   - What We Do Now 2
2. Literature Review 5
   - Impact on Student Success 5
   - Federal and State Laws and District Policies 6
   - Key Elements of Campus Prevention Programs 7
   - Program Evaluation and Assessment 9
3. Sexual Assault Prevention Program 11
   - Goals & Strategies 11
   - Goal 1: Orientation Programs 12
   - Goal 2: Classroom Activities 13
   - Goal 3: Co-curricular Programs 14
   - Goal 4: Pprofessional Development Programs 15
   - Goal 5: Hiring Practices 16
   - Goal 6: Community Partnerships 17
   - Goal 7: Evaluatino Method 18
   - Sample Calendar of Events & Programs 19
   - College Programs 20
4. Appendices 26
   - Appendix A: Policies 26
   - Appendix B: Resource Materials 29
5. References 32

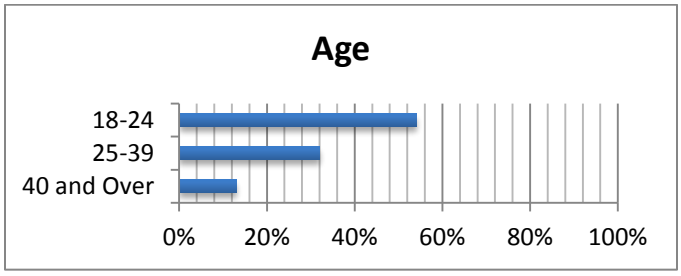
1. INTRODUCTION

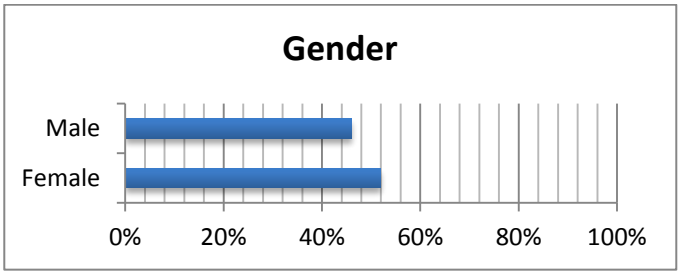
The mission of the Los Rios Community College District is to provide a vibrant learning environment that empowers all students to achieve their educational and career goals. At Los Rios, students are the highest priority and we are committed to providing a welcoming and safe learning environment. Sexual violence—including sexual assault, relationship violence, domestic violence, dating violence and stalking—is prohibited by law and District policy because it threatens the safety and well-being of students. This education and prevention program is part of an ongoing effort to eliminate all forms of sexual violence and prevent gender-based violence at our campuses and centers.

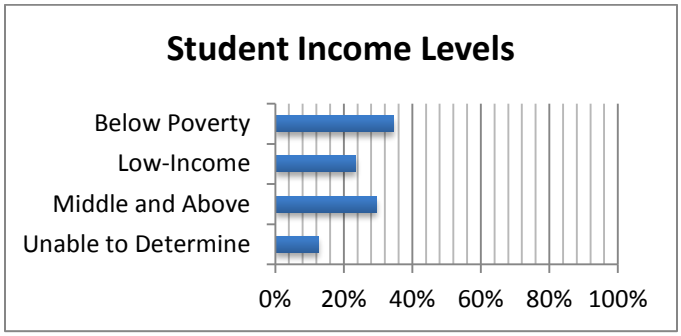
This education and prevention program is a continuation of measures the District has developed to provide services and resources for persons who report sexual assault as well as train administrators, staff, faculty and students on effective bystander intervention methods. The District has implemented policies and regulations that both prohibit and address sexual violence and discrimination in our college community. The District seeks to continue strengthening partnerships with community-based agencies and organizations that are committed to eliminating sexual assault and relationship violence. We hope this education and prevention program provides administrators, staff, faculty and students with tools and resources they can use to increase awareness of sexual violence, increase bystander intervention and, ultimately, help prevent sexual violence on our campuses and centers and throughout the community.

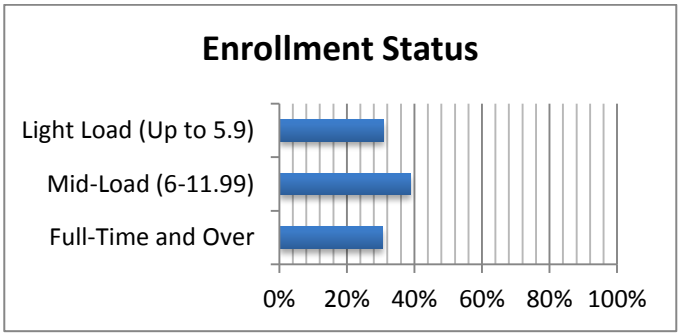
WHO WE ARE

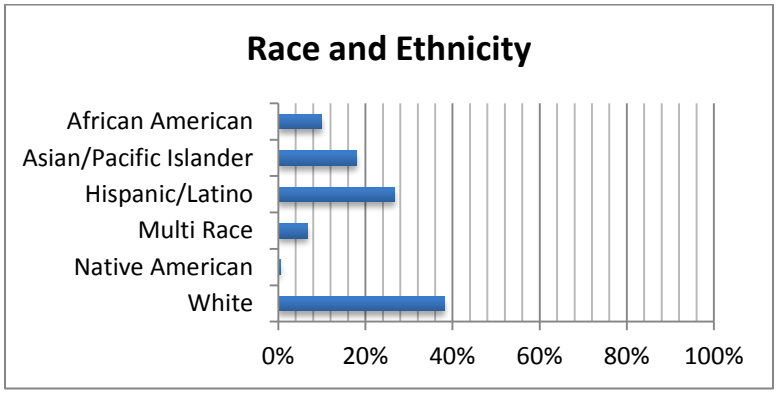
Los Rios Community College District is a multi-campus district consisting of four colleges: American River College, Cosumnes River College, Folsom Lake College and Sacramento City College; including six satellite education centers and one training center. The District's service area spans approximately 2,400 square miles and overlaps several counties including Sacramento County, most of El Dorado County, and parts of Yolo, Placer and Solano counties. Our student population of about 77,000 is composed of a diverse student population which is reflective of the diversity of our service area. The following graphs illustrate the latest student demographics by age group, gender, student income levels, enrollment status, and race/ethnicity percentages.











Source: California Community Colleges Chancellor's Office, Data Mart, Fall 2016

SEXUAL ASSAULT STATISTICS

The following table contains data from the District's 2016 Clery Act report on the number of reported sexual assaults (including rape, statutory rape, domestic violence, dating violence and stalking) that occurred on-campus, off-campus and on public property surrounding our campuses and college centers for 2013, 2014 and 2015.

Criminal Offense	2013	2014	2015
Rape	0	2	2
Statutory Rape	1	4	1
Domestic Violence	5	8	5
Dating Violence	1	2	8
Stalking	3	7	3

WHAT WE DO NOW

Los Rios is committed to providing a learning and working environment for all students and employees that is free from sexual violence, sexual harassment and all other forms of discrimination. The District has developed and implemented several initiatives to address and prevent incidents of sexual assault, relationship violence and stalking at all of our campuses and centers. Currently, the District provides resources for persons who report sexual assault and educational campaigns that consist of primary prevention and awareness efforts for all incoming students and employees.

These campaigns provide ongoing awareness and emphasize:

- The prohibition of misconduct related to sexual assault.
- Definitions of sexual assault and associate behaviors as defined by the Department of Education and state law.
- Definitions of behaviors and/or actions that constitute affirmative sexual activity consent per state law.
- Descriptions of safe and positive options for bystander intervention.
- Publications: Sexual Assault: Education and Resources Guide, 10 Ways to Increase Your Safety, Your Choices for Help, and Sexual Assault Employee Response Process.
- Annual trainings for all Title IX and hearing officers.
- Human Resources practices: *Not Anymore* training, Compliance Checklist and Title IX Memo for New Employees.
- Comprehensive information on the website of the General Counsel

Not Anymore Training

The District contracted for an online training program designed to familiarize students and employees with Title IX topics such as sexual assault and harassment, relationship violence and stalking. This training was created and piloted from December 2014 to March 2015 and successfully launched in April 2015. *Not Anymore* is culturally relevant, inclusive of diverse populations and identities, responsive to community needs and informed by research. Completion of this training is mandatory for all new students and employees. *Not Anymore* consists of the nine content modules: a) Introduction; b) Consent/Sexual Assault; c) Bystander Intervention; d) Verbal Defense; e) Alcohol; f) Dating/Domestic Violence; g) Sexual Harassment; h) Stalking; and i) What to do. It also includes a pretest, a final test, and a certificate of completion. And includes the following components:

- A pretest
- 9 modules followed by questions
- A final test
- A certificate of completion

Reporting and Resource Guide

In August 2016, the District published the *Sexual Assault: Sexual Violence, Relationship Violence and Stalking Education and Resources Guide* (subsequently renamed *Sexual Assault: Education and Resources Guide*). This guide describes how and to whom reports of sexual assault can be made: a) Los Rios Police Department; b) Title IX officers; and c) the designated WEAVE Confidential Advocate. The guide also includes on- and off-campus resources for persons who report sexual assault and for individuals who have been accused of sexual misconduct. With the *Education and Resource Guide*, administrators, staff, faculty and students are better equipped to report sexual assaults to the appropriate officials and are more knowledgeable about how to provide essential services, resources and referrals.

Partnership with WEAVE

WEAVE is the primary provider of comprehensive domestic violence services for the Sacramento region. WEAVE also operates Sacramento County's sole Rape Crisis Center. Beginning in September 2016, the District partnered with WEAVE to designate a "Confidential Advocate" to serve all four colleges. The Confidential Advocate provides five (5) hours per week at each main campus for a total of twenty (20) hours of support per week. The Confidential Advocate fulfills several roles, the primary being to provide support and services to persons who report sexual assault (including, upon request, assistance with reporting the assault to Title IX officer and/or law enforcement, and accompanying the person during medical examinations and/or criminal hearings or college disciplinary procedures). The Confidential Advocate also provides tailored education workshops for administrators, staff, faculty, students and campus

police, assists in developing college prevention and awareness programs and has a presence at college events.

Survey of Campus Prevention Practices

In October 2016, all four colleges submitted recommendations and implementation strategies based on an in-depth analysis of each college's unique population needs and available resources. The recommendations ranged in category and intended audience; examples include student curricula and co-curricular programming, institutional hiring practices and professional development opportunities. A review of effective sexual assault education campaigns and prevention programs in colleges and universities across the nation was conducted by District personnel and informs the goals and strategies of this prevention program.

Through the development and implementation of this education and prevention program, the District reaffirms its commitment to ensure a safe learning and working environment free from sexual violence. Additionally, based on the District's diverse student population and as recommended by sexual assault prevention experts, the District will collaborate with various campus personnel and community organizations and authorities to tailor sexual assault awareness and prevention efforts for student populations identified to be at higher risk of sexual violence. Lastly, the District will monitor the success and effectiveness of this education and prevention program and continue to examine emerging best practices in order to provide the latest prevention and intervention techniques.

2. LITERATURE REVIEW

Sexual violence on college campuses is a serious problem in the United States. Sexual violence encompasses a multitude of behaviors such as sexual assault, sexual harassment, relationship violence, domestic violence, dating violence and stalking. A number of national surveys paint a disturbing landscape:

- 1 in 5 women and 1 in 71 men in the United States have been raped (CDC, 2010; CDC 2016a).
- 37% of female rape victims were first raped between ages 18-24 (CDC, 2012).
- Approximately 75-80% of sexual assaults are perpetrated by someone the victim knows, such as a friend, acquaintance, classmate, current or former partner (CDC, 2016a; White House Taskforce, 2014).
- The vast majority of sexual assaults are not reported to law enforcement officials or campus personnel (Cantor, Fisher, Chibnall, Townsend, Lee, Bruce & Thomas, 2015) It is estimated that only 12% of campus sexual assaults are reported to campus personnel or police (White House Council on Women and Girls, 2014).
- 1 in 3 women and 1 in 4 men have been physically abused by an intimate partner; however, only 34% of individuals who have been physically harmed by an intimate partner seek medical treatment for their injuries (NCADV, 2015).
- It is estimated that 15% of women and 6% of men have been victims of stalking (Breiding, Smith, Basile, Walters, Chen & Merrick, 2014).

Anyone can be a victim of sexual assault; however, some populations are at higher risk than others. While women in general are at higher risk of experiencing sexual violence, women of color are at an even higher risk (Breiding et al., 2014). Other high-risk populations include youth under 24, youth in foster care, homeless youth, youth in corrections, youth with mental health conditions, immigrant students, students with developmental disabilities and LGBTQ students (White House Council, 2014; CALCASA, 2015; Cantor et al., 2015, Rowland, 2011).

Due to the prevalence of sexual violence, the Centers for Disease Control and Prevention have categorized sexual violence as a public health concern (CDC, 2004; CDC, 2016B; DeGue, 2014). The primary focus of public health is on the health, safety and well-being of the entire population by striving to provide the maximum benefit for the largest number of people. A public health approach emphasizes input from various sectors, including health, education, social services, justice, policy and the private sector. Collective action from these stakeholders can inform a policy framework to improve sexual health outcomes for survivors of sexual violence and create effective programs focused on the prevention of campus sexual violence. The categorization of sexual violence as a national public health concern has resulted in new federal, state and organizational efforts to eliminate sexual violence through comprehensive methods. In 2014, for example, new federal and California state laws mandated colleges and universities to comply with new sexual violence prevention standards, establish detailed protocols to address sexual violence, launch external partnerships amongst stakeholders and provide comprehensive sexual violence education and intervention (CALCASA, 2015).

IMPACT ON STUDENT SUCCESS

Sexual violence incidents can have profound and long lasting effects on a survivor (Mitstifer, 2012; Cantor et al., 2015; CAMPUS, 2017). In an investigation by the White House Council on Women and Girls (2014), the Council concluded that sexual assault survivors “suffer high rates of PTSD, depression, and drug or

alcohol abuse which can hamper their ability to succeed in school" (p. 14). This is further compounded by higher drop-out rates due to the associated mental health issues affecting sexual assault survivors.

In addition to addressing the safety and legal concerns surrounding incidents of sexual assault on college campuses, college administrators are working to implement prevention planning, program development and training efforts focused on sexual violence prevention in an effort to promote student retention and success. Some of these activities include: a) establishing effective response procedures to sexual assault reports; b) providing adequate resources to sexual assault survivors; and c) developing comprehensive prevention methods to minimize sexual assault, relationship violence and stalking incidents. Sexual Assault Relationship Violence Prevention Programs (SARVPP), as they are often referred to, are an important part of student services on college and university campuses because they are designed to ensure that students can learn in a safe environment that is free from sexual violence (Mitstifer, 2012). Failure to establish prevention and intervention programs that adequately address sexual assault incidents can result in an inadequate learning environment for students. However, in order to have a greater impact on the reduction and prevention of sexual violence on campus, it is important for colleges and universities to move beyond mere compliance by engaging the entire college community and become agents of change (CDC, 2016a).

FEDERAL AND STATE LAWS AND DISTRICT POLICIES

There are several federal laws regarding the prohibition of sexual violence, sexual assault education and prevention programs, and campus response procedures on college campuses (see Appendix A). These federal policies include Title IX and the 1994 and 2013 Violence Against Women Act (VAWA). The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) requires that all colleges and universities that receive federal financial aid:

- Publish an annual campus security report that contains crime statistics over a three-year period.
- Provide a list of all security policy statements, sexual assault policies, victims' rights and information on how to report crimes.
- Inform students, administrators, staff and faculty on how to obtain a copy of the report.
- Issue timely alarms to notify the campus community of current safety threats.
- Submit the annual report to the U.S. Department of Education.

Additionally, California law requires that colleges and universities that receive state-funded student financial assistance adopt campus policies regarding sexual assault, relationship violence and stalking (CALCASA, 2015). Additionally, colleges must establish a memorandum of understanding with existing on-campus and community-based organizations, such as rape crisis centers. Campuses must provide services to or make referrals to students for counseling, medical health, survivor advocacy, legal assistance and must also provide resources for students accused of sexual violence (CALCASA, 2014). Lastly, California state law mandates the implementation of comprehensive prevention programs that address sexual violence, including relationship violence and stalking. According to CALCASA (2015), such prevention programs must be part of new student orientations and must inform students, campus organizations, athletic programs, and other student groups about: a) campus sexual violence policies and regulations; b) affirmative consent standards; and c) students' rights and responsibilities.

The District is committed to establishing and maintaining an educational and working environment free from sex-based discrimination and all forms of sexual violence, which includes sexual assault, relationship violence and stalking. The District has adopted several policies and regulations prohibiting these behaviors

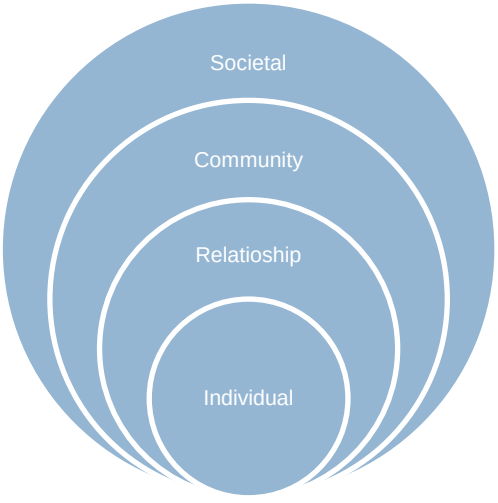
and actions (See Appendix A). Furthermore, in accordance with federal and state law, the District has developed district-wide sexual assault prevention and intervention procedures that are victim-centered and trauma-informed, which "take into account existence of trauma and the impact of the investigation process on those who have been exposed to trauma" (CALCASA, 2015, p. 5). A sampling of support materials can be found in Appendix B. Y*our Choices For Help* contains information on how and to whom reports of sexual violence can be made. The *Sexual Assault Employee Response Process* flowchart outlines the procedures District employees must follow when they receive information regarding plausible incidents of sexual violence related misconduct. In addition, *10 Ways to Increase Your Safety* provides tips on how to eliminate possible incidents of sexual violence (including sexual assault, relationship violence and stalking).

For additional information regarding District policies, regulations, and students' rights and responsibilities, please visit the District's General Counsel Website at www.losrios.edu/legal/gc-titleix.htm.

KEY ELEMENTS OF CAMPUS PREVENTION PROGRAMS

Primary Prevention Approach

Currently, primary prevention is the most common approach utilized to eliminate sexual violence. This approach focuses on preventing violence before it occurs. Primary prevention emphasizes reducing incidents of sexual violence at the population level rather than at the individual level (CDC, 2016a). Along with primary prevention, the Centers for Disease Control and Prevention recommend that campuses utilize the Socio-Ecological Model, which is a comprehensive method to implement sexual violence prevention strategies at multiple levels. The Socio-Ecological Model promotes simultaneously implementing sexual violence prevention techniques at individual, relationship, community and societal levels; the overlapping rings illustrate the influence of one factor at another level.



A Comprehensive Campus-Based Prevention Approach emphasizes a broad range of prevention strategies at each level; such as: bystander intervention training; engaging men as allies; promoting positive masculinity amongst boys and men; changing social and peer group norms related to relationships, violence and sexuality; empowering girls and women; and establishing institutional and community partnerships (CDC, 2004; CDC, 2016b).

Individual

- Build bystander intervention and healthy relationship skills and establish positive norms about gender, sexuality and violence with evidence-informed interactive, multi-session training for incoming students.

Relationship

- Coach-implemented intervention for male athletes addressing hyper-masculinity peer norms that support or facilitate sexual violence.
- Dorm-based intervention that reinforces positive norms and skills related to bystander behavior and healthy sexuality.

Community

- Engage campus leadership to promote culture of safety and respect.
- Social Marketing campaign to address norms related to sexual violence, gender, sexuality.
- Hot spot mapping to identify and monitor unsafe areas on campus.
- Societal
- Community initiatives to implement and enforce alcohol policy.
- Efforts to reduce excessive alcohol use or problem outlets.
- Strengthen and support enforcement, response, and reporting policies on- an off-campus.

Utilize Existing Models

The Department of Justice, Office of Violence against Women (OVW) recommends that colleges and universities who seek to incorporate sexual assault prevention programs consider utilizing existing prevention programs that have been proven effective through rigorous analysis (DOJ, 2016). In a 2014 report, the OVW suggests that "new and innovated projects are also needed, but should be built on clearly written logic models drawn from research that helps explain why the new programs should work" (p. 2). Effective sexual assault prevention efforts should "address perpetration, victimization, and bystander attitudes and behaviors and seek to identify and enhance protective factors that impede the initiation of sexual violence in at risk-populations and in the community" (CDC, 2004, p.1). In 2016 the Centers for Disease Control and Prevention published an evidence-based framework model to guide colleges and universities in the prevention of sexual violence on campus (CDC, 2016b). This framework contains the following components:

> Comprehensive Prevention: strategies and approaches that compliment and reinforce one another across the Social-Ecological Model.
>
> Infrastructure: the basic organizational systems and structures needed to effectively implement sexual violence prevention strategies on a college campus or university campus.
>
> Audience: broadly refers to the targeted audience, including recipients and observers of the prevention messages, campaigns or strategies.
>
> Partnerships and Sustainability: development of healthy working relationships with community stakeholders and partners can strengthen, coordinate, and align prevention efforts in order for them to be more sustainable over time.
>
> Evaluation: essential public health practice that identifies what is working and what is not working with the program, policies, or practices.

Additionally, the Council for the Advancement of Standards in Higher Education has developed standards for colleges and universities for the implementation of effective and efficient sexual assault and relationship

violence prevention programs (Mitstifer, 2012). These standards/guidelines were developed to cover a wide range of key categories of a SARVPP; which include:

- A purposeful mission;
- Role of organization;
- Leadership team and human resources;
- Clearly written laws;
- Policies and governance procedures related to sexual violence on campus;
- Inclusion of diversity, equity and access in services and resources;
- Strong institutional and external relations with various sexual assault prevention and intervention stakeholders;
- Knowledge of the institution's available and needed financial resources
- Adequate use of technology.

High Risk Populations

Although sexual assault prevention programs should be geared towards a general audience, colleges are advised to design comprehensive prevention techniques that are tailored towards populations identified to be at higher-risk for victimization or perpetration of sexual violence (CDC, 2004). At-risk populations include women (particularly women of color), youth under 24, youth in foster care, homeless youth, youth in corrections, youth with mental health conditions, immigrant students, students with developmental disabilities and LGBTQ students (White House Council, 2014).

Broad Involvement

Effective prevention programs on college campuses must involve students, administrators, staff, faculty and other community stakeholders to design a culturally relevant and comprehensive plan rooted in promoting safety, fostering empowerment and creating community norms that oppose sexual violence (CALCASA, 2015). Campus administrators, staff and faculty are essential, as they establish policies and procedures that support persons who report sexual assault, serve as reference points for students and encourage students to attend prevention programs (DOJ, 2014). Students also play an important role in sexual violence prevention and education programs; they can assist by creating and spreading messages surrounding positive social norms and behaviors and serving as peer educators and advisors (CDC, 2016b).

PROGRAM EVALUATION AND ASSESSMENT

Creating an evaluation and assessment method is a fundamental component of an effective and efficient sexual assault prevention program (DOJ, 2015). The U.S. Department of Education, Office of Civil Rights and the U.S. Department of Justice, Office on Violence against Women (OVW) recommend the use of campus climate surveys (which have been identified as best-practices) to evaluate the effectiveness of campus prevention programs. The Department Of Justice suggests that "campus climate surveys are essential because they generate data on the nature and extent of sexual assault on campuses, as well as campus attitudes surrounding sexual assault. Armed with accurate data, administrators, staff, faculty and students can then begin to direct resources where they are most needed" (DOJ, 2015). Campus climate surveys can be instrumental to an institution by identifying:

- Attitudes and knowledge regarding various types of sexual harassment, sexual violence, relationship violence and stalking

- Experiences with and the prevalence of sexual harassment, sexual violence, relationship violence and stalking, including identification of “any potentially problematic areas on campus” (i.e. dorms, athletic facilities)
- Knowledge of the college’s policies and procedures for reporting sexual harassment, sexual violence, relationship violence and stalking
- Comfort level of reporting, as well as barriers to reporting
- Familiarity with the college’s outreach, education and prevention efforts

Apart from evaluating the campus climate, “evaluation findings should be used on an ongoing basis to inform improvements and course corrections of campus policies and practices” (CDC, 2016b, p. 13). Rigorous evaluation of prevention programs, practices and polices is essential in order to learn if what is being implemented is successful. All methods of sexual assault prevention programming must be purposeful and include clearly defined and measurable outcomes (CDC, 2016b). According to the technical packet prepared by the Centers for Disease Control and Prevention (2016a), “outcomes should go beyond knowledge acquisition, skill building, and attitude change to include outcomes that focus on behavior change and a reduction in perpetration, ideally and also victimization” (p. 13).

In conclusion, an effective sexual assault prevention program is constructed on a clearly defined prevention method which focuses on eliminating sexual violence at a population level by implementing education and prevention efforts that target multiple audiences (CDC, 2004; CDC, 2016b). As recommended by the U.S. Department of Justice, Office of Violence against Women (2015), colleges and universities should utilize sexual assault prevention programs identified as effective through rigorous analysis. These evidence-based programs consist of comprehensive prevention methods and strategies which address high-risk populations, contain culturally relevant material, involve multiple stakeholders, and incorporate a program assessment and evaluation plan that monitors the prevention program to ensure program sustainability (CALCASA, 2015; CDC, 2016b; CAMPUS, 2017).

3. SEXUAL ASSAULT PREVENTION PROGRAM

The purpose of this education and prevention program is to establish a set of practices across all four of the Los Rios colleges to implement effective prevention, intervention and education methods to reduce and eliminate all forms of sexual violence. The program is rooted in evidence-based prevention program methods deemed to be effective by sources dedicated to elimination of sexual violence. It also takes into account the professional standards established for Sexual Assault and Relationship Violence Prevention Programs by the Council for the Advancement of Standards in Higher Education. The three primary components include: 1) comprehensive prevention methods and strategies, 2) collaborative efforts amongst various stakeholders, and 3) culturally and audience relevant approaches to inform diverse audiences.

GOALS & STRATEGIES

The goals that follow align with the previously described public health approach and the socio-ecological prevention model. They encompass a multifaceted approach to preventing sexual violence by designing implementation strategies targeted towards students, administrators, staff, and faculty as well as a commitment to community partnerships as suggested by the Centers for Disease Control and Prevention. Each goal contains specific implementation strategies gathered from the recommendations made by each college as well as from a review of evidence-based sexual assault prevention programming. Lastly, this section contains a calendar of events and programs focused on prevention programming, successful intervention techniques and effective awareness campaigns designed for specific and general audiences.

Program Goals

1: Incorporate sexual assault prevention methods into ORIENTATION programs

2: Incorporate sexual assault prevention methods into CLASSROOM activities

3: Incorporate sexual assault prevention methods into CO-CURRICULAR programs

4: Incorporate sexual assault prevention methods into PROFESSIONAL DEVELOPMENT programs

5: Incorporate sexual assault prevention methods into HIRING practices

6: Incorporate sexual assault prevention methods into new and existing COMMUNITY PARTNERSHIPS

7: Develop an EVALUATION method to assess the sexual assault prevention program

GOAL 1: INCORPORATE SEXUAL ASSAULT PREVENTION METHODS INTO ORIENTATION PROGRAMS

STRATEGIES

New Students: all incoming students are required to complete the *Not Anymore* online training as part of onboarding new student.

- Advertise *Not Anymore* training to new students via email and social media.

Student Athletes: include comprehensive information regarding sexual assault prevention including definitions of sexual assault and consent, policies and regulations, effective bystander intervention techniques and advice on establishing and maintaining healthy relationships during athlete orientation program.

- Enlist buy-in and active participation from coaches and team leaders.
- Adapt and utilize the "Make your Move" social marketing campaign and advertise via social media platforms.
- Engage male students to become visible allies (consider utilizing the "My Strength is not for Hurting" social marketing campaign or Couching Boys into Men.

International Students: provide a comprehensive workshop regarding sexual assault prevention, including definitions of sexual assault and consent, policies and regulations, effective bystander intervention techniques and resources for persons who report sexual assault and those accused of sexual assault.

- Presentation materials must be culturally relevant for this student population.

Equity Programs: collaborate with on campus equity programs such as DSPS, EOP&S, Foster Youth, Veterans Resource Center and other centers that serve special populations to provide them with tailored workshops regarding sexual assault awareness, bystander intervention, reporting options and resources.

Future Students: collaborate with local high schools to begin sexual violence prevention, education and intervention efforts at an early age.

- Promote sexual violence prevention during on-campus events and college visits.

GOAL 2: INCORPORATE SEXUAL ASSAULT PREVENTION METHODS INTO CLASSROOM ACTIVITIES

STRATEGIES

Promote *Not Anymore* Sexual Assault Prevention Training: faculty members will assist with promoting the *Not Anymore* online training in course syllabus.

- Faculty members are encouraged to give extra-credit to students who present their training certificate of completion.

Classroom Presentations: allocate time for classroom presentations from college/community sexual assault prevention experts.

Curriculum Integration: incorporate supplemental materials relating to gender stereotypes, gender-based violence, bystander intervention, and consent as part of the curriculum, where appropriate.

- Include relevant videos/books/articles to facilitate student discussions.

Campus Presentations: invite faculty and outside experts to speak on sexual violence issues throughout the campus community.

- Encourage faculty members who have conducted research/field work on sexual violence, gender norms, or related topics can present their findings in a campus forum/lecture.
- Bring outside experts from community or state anti-violence organizations to campus.

Resources: make resources available to persons who report sexual assault.

- Faculty may request resources from the college's Title IX officer to have available for students.

GOAL 3: INCORPORATE SEXUAL ASSAULT PREVENTION METHODS INTO CO-CURRICULAR PROGRAMS

STRATEGIES

Promote *Not Anymore* Sexual Assault Prevention Training: provide sexual assault and bystander intervention workshops specifically tailored for student leaders, peer mentors and student athletes.

- Require new student leaders, club officers, peer mentors and student athletes to complete the *Not Anymore* online training.
- Engage male students in sexual assault prevention efforts.

Engage Student Leaders: collaborate with student clubs/organizations to host sexual assault awareness campaigns on campus.

- Host an awareness campaign event during domestic violence awareness month (October), dating violence awareness month (February) and sexual assault awareness month (April).
- Public awareness campaigns may include: The Clothesline Project, V-Day, White Ribbon Campaign, Take Back the Night, International Day Against Victim-Blaming, Denim Day.

Peer Educators: train peer mentors to provide information to students about sexual assault policies, resources, services and upcoming events to create a more informed campus.

Advertisement: establish an advertisement plan to inform students of sexual assault workshops, awareness campaigns, events and trainings.

- Create an e-newsletter per semester with upcoming events and workshops, advertise awareness campaigns, and content on sexual safety and wellness advice.
- Update college website events calendar with sexual assault prevention events, trainings and workshops.
- Send students reminder emails and notifications of upcoming events.
- Post on various social media platforms to promote upcoming events and awareness campaigns and consider creating a “hashtag” campaign for the District (i.e. #notanymore) to engage with students on a larger scale.
- Collateral materials: signage, posters, banners, brochures, acrylic displays and document holders, business cards, bookmarks, etc.

Film Screening/Theater Productions: collaborate with various groups and campus departments such as the theater department, student leadership and student clubs/organizations to screen a film, documentary or screen a play regarding sexual violence and gender stereotypes.

- Provide an opportunity for a panel discussion and audience dialogue afterwards.

GOAL 4: INCORPORATE SEXUAL ASSAULT PREVENTION METHODS INTO PROFESSIONAL DEVELOPMENT PROGRAMS

STRATEGIES

Training: provide trainings for employees who work directly with students on how to respond to incidents of sexual assault utilizing a trauma-informed approach.

- Employees can attend on-campus trainings and/or participate in webinars presented by external sexual assault prevention and intervention agencies/organizations.

Professional Development Workshops: invite outside experts from community or state anti-violence organizations or authorities on sexual assault prevention to conduct professional development workshops on topics such as recognizing the cycle of violence, fostering healthy work and home relationships and effective bystander intervention methods.

- Enlist buy-in and active participation from top-level administrators to reinforce the importance of a sexual assault prevention program.
- Advertise professional development workshops to faculty and staff via email.

Attend Prevention Programs: faculty and staff attend sexual assault prevention events on campus to increase their knowledge on this topic and model active participation for students.

- Discuss flex credit and/or college service options for faculty members who attend and/or facilitate sexual assault prevention workshops/events.
- Advertise upcoming sexual assault prevention events on District and college websites.
- Encourage employees to participate in awareness campaigns (i.e. wearing jeans to work on Denim Day during sexual assault awareness month).

GOAL 5: INCORPORATE SEXUAL ASSAULT PREVENTION METHODS INTO HIRING PRACTICES

STRATEGIES

Hiring Committees: incorporate Title IX into behavior-based interview questions as deemed appropriate by the hiring panel.

- Provide hiring committees with sample Title IX interview questions.

New Employees: include sexual assault prevention materials (i.e. reporting protocol, reporting parties contact list of upcoming sexual assault workshops/trainings) should be included in new hire packet in order to create a culture of knowledge.

- Advertise workshops/events via emails to all new and returning faculty and staff.
- Provide online access to informational materials to be printed and included in new hire packets.

Promote *Not Anymore* Training: new hires must complete the *Not Anymore* online training within 30 days.

GOAL 6: INCORPORATE SEXUAL ASSAULT PREVENTION METHODS INTO NEW AND EXISTING COMMUNITY PARTNERSHIPS

STRATEGIES

Campus Workshops and Initiatives: bring sexual assault prevention experts or host workshops on campus conducted by sexual assault prevention experts or community or state organizations or authorities that focus on eliminating gender-based violence, promoting gender equity, challenging gender stereotypes and promoting healthy work and home relationships.

- Reach out to community organizations or authorities that provide workshops/presentations regarding sexual violence, social norms and gender equity.
- The National Sexual Violence Resource Center.

Student Engagement Opportunities: establish partnerships with community organizations or authorities to create opportunities for students to intern, volunteer and/or complete fieldwork with those organizations.

- Collaborate with local agencies such as My Sister's House and WEAVE to form volunteer/internship opportunities for students.

Community Collaboration: strengthen partnerships with community organizations or authorities that provide resources and services related to sexual assault awareness, intervention and prevention, such as local rape crisis centers, community health centers and survivor advocacy centers.

Local Colleges/Universities: collaborate with Sacramento State, Sierra College District and UC Davis to share sexual assault campus prevention best-practices, events and community resources.

GOAL 7: DEVELOP AN EVALUATINO METHOD TO ASSESS THE SEXUAL ASSAULT PREVENTION PROGRAM

STRATEGIES

Campus Climate Surveys: launch a campus climate survey to evaluate the prevalence of sexual assault on campus.

- Create a campus climate survey team with subject matter and research methodology experts (i.e. sexual assault prevention expert, Title IX officer, institutional research office member and faculty member),
- Advertise campus climate surveys through District and college websites, social media platforms, flyers, posters and emails.

Student Focus Group: conduct a student focus group to measure students' knowledge on sexual assault resources and services available to them and to assess success of bystander intervention methods.

- Allow opportunities for students to provide input on the strengths, weaknesses and areas of opportunities for the prevention program.
- Advertise sexual assault prevention student focus group through emails, social media, flyers and posters.

Institutional Evaluation: conduct an institutional evaluation of the needs and resources available on campus to allocate sexual assault education and prevention methods to where they are most needed.

- Establish a work group to evaluate the current needs and available resources of the campus sexual assault education and prevention program.
- Collaborate with on-campus departments/centers to share resources and reinforce student safety, alcohol and drug prevention, mental health services and wellness (i.e. student health center, counseling center, athletic department, student leadership, etc.).

Work Group: establish a work group composed of administrators, faculty, staff, students and community members tasked with ensuring the short-term and long-term sustainability of the sexual assault education and prevention program.

- Search for funding opportunities through sexual assault prevention program grants (i.e. CDC's Rape Prevention and Education Program).
- Periodically conduct a Strength, Weaknesses, Opportunities & Threats (SWOT) analysis of the Sexual Assault Prevention Program.

SAMPLE CALENDAR OF EVENTS & PROGRAMS

Fall Semester

Summer Break

- Plan for events and activities

August

- Begin advertising sexual assault prevention campaign
  - Advertise "Not Anymore" training via emails and social media
  - Advertise workshops/events scheduled for the Fall semester via e-newsletter and social media

September

- Host "Affirmative Consent" workshop (presented by WEAVE, Counseling Center, Title IX officer or LRPD)
  - Incorporate Make Your Move campaign
- Host a professional development workshop for staff/faculty regarding trauma-centered intervention and response techniques
  - Utilize webinars from external organizations
- Conduct Title IX, Equity Officer, Discipline Officer Trainings

October

October is Domestic Violence Awareness month

- Host events for awareness campaigns such as:
  - "Cycle of Violence" workshop (presented by WEAVE, Counseling Center or My Sister's House)
  - Documentary screening (i.e. "Mourning Son," "The mask you live in" etc.)
  - A campus-wide "photo campaign" (i.e. My Strength campaign)
  - Break the Silence event

Spring Semester

January

- Begin advertising sexual assault prevention campaign
  - Advertise "Not Anymore" training via emails and social media
  - Advertise workshops/events scheduled for the Spring semester via e-newsletter and social media

February

February is Teen Dating Violence Awareness Month

- Host "Healthy Relationship" workshop (presented by WEAVE or Counseling Center)
  - Incorporate Make Your Move campaign

March

- Host a professional development workshop for staff/faculty regarding trauma-centered intervention and response techniques
  - Utilize webinars from external organizations

April

April is Sexual Assault Awareness Month

- Host events for awareness campaign such as:
  - Denim Day
  - Take Back the Night Rally/March
  - A Mile in Her Shoes walk/race
  - Documentary screening (i.e. "The Hunting Ground")
- Host a professional development workshop recognizing the signs of violence and promoting and maintaining healthy home and work relationships
  - Utilize webinars from external organizations

Fall Semester

August

- Advertising - Sexual Assault Prevention Campaign
- Begin advertising sexual assault prevention campaign
    - Advertise "Not Anymore" training via email and social media
- Hosted Professional Development Workshops for Faculty/Staff
    - Safe Zone Training - Welcoming the full spectrum of gender and sexual identities in the classroom
    - CAST Flex Day Meet ARC's Crisis Assessment and Support Team (CAST)
    - Kognito Online Module 3: LGBTQ On-Campus

September

- Domestic Violence Awareness – College Hour

October

Domestic Violence Awareness Month

***Note: refer to September College Hour Event*

Spring Semester

January

- Begin advertising sexual assault prevention campaign
- Advertise workshops/events scheduled for Spring via e-newsletter and social media
- Advertising - "Not Anymore" training and workshops/events
    - Advertise "Not Anymore" training via email and social media
- Host professional development workshops for faculty/staff

February

Teen Dating Violence Awareness Month

- Teen Dating Violence Awareness – College Hour

March

- Rape Aggression Defense (R.A.D.) Course
    - R.A.D. System classes will be held on March 31st & April 1st

April

Sexual Assault Awareness Month

- The Clothesline Project
- Sexual Assault Awareness – College Hour

COSUMNES RIVER COLLEGE CAMPUS CALENDAR OF EVENTS & PROGRAMS

Fall Semester

Summer Break

- Development of events & activities plan

August

- Advertisement of SAEPP campaign to campus community
- Promote *"Not Anymore*" trainings via social media, emails, faculty/staff listservs
- Publicize scheduled workshops/events/activities via social media, emails, faculty/staff listservs

September

- Promote *"Not Anymore"* trainings via social media, emails, faculty/staff listservs
- Fall Faculty/Staff Professional Develop Workshops/Trainings:
    - Affirmative Consent
    - Bystander Intervention
    - Media Literacy
    - Trauma Debrief Techniques
- Focus 4 Women Conference

October

October is Domestic Violence Awareness month

- Promote *"Not Anymore"* trainings via social media, emails, faculty/staff listservs.
- Host WEAVE Intimate Partner Violence Workshops
    - Day of Healing
    - Candlelight Vigil
    - Take A Stand Against Violence Campaign
    - Men's Group

Spring Semester

January

- Advertisement of SAEPP campaign to campus community
- Promote *"Not Anymore"* trainings via social media, emails, faculty/staff listservs
- Publicize scheduled workshops/events/activities via social media, emails, faculty/staff listservs

February

February is Teen Dating Violence Awareness Month

- Partner with WEAVE to host a *"Healthy Relationship"* series to include classroom presentations.
- Market "*Wear Orange Day"* campaign, February 14th
- Market & promote *Love Is Respect* activities
- Promote *"Not Anymore"* trainings via social media, emails, faculty/staff listservs

March

- Promote "Not Anymore" trainings via social media, emails, faculty/staff listservs
- Faculty/Staff Professional Develop Workshops/Trainings:
    - Affirmative Consent
    - Bystander Intervention
    - Media Literacy
    - Trauma Debrief Techniques
    - Focus 4 Women Retreat

April

April is Sexual Assault Awareness Month

- Promote *"Not Anymore"* trainings via social media, emails, faculty/staff listservs
- Sexual Assault Educational Workshops Series
    - The Clothesline Project
    - Denim Day
    - Take Back the Night Rally/March

FOLSOM LAKE COLLEGE CAMPUS CALENDAR OF EVENTS & PROGRAMS

Fall Semester

August

- WEAVE Confidential Advocate Tabling

September

- Presentation to Behavioral Intervention Team (BIT)
- ECD Panel-Violence and Children

October

October is Domestic Violence Awareness month

- Domestic Violence Awareness Month (WEAVE Theme-Hidden Voices)
- Presentation to First Year Experience program
- WEAVE DVAM Theme –Hidden Voices
    - Showing of documentary- The Mask You Live In

November

- "Not Anymore" training and workshop

Spring Semester

January

- WEAVE Confidential Advocate Tabling
- Teen Dating Violence Awareness Workshop

February

February is Teen Dating Violence Awareness Month

- Rape Aggression Defense (R.A.D.) Self-defense Course

March

- ECD Panel-Violence and Children

April

April is Sexual Assault Awareness Month

- Take Back the Night Event

May

- "Not Anymore" training and workshop

Fall Semester

Summer Break

- Data base maintenance in the Equity Office of all sexual harassment allegations involving SCC students of employees.

August

- Six – eight mandatory training sessions for all student tutors on campus and in outreach locations regarding sexual harassment
- Sexual Harassment Training session for all athletic coaches
- Mandatory training sessions for all student athletes regarding sexual harassment
- Data base maintenance in the Equity Office of all sexual harassment allegations involving SCC students of employees
- Los Rios WEAVE Advocate provides a monthly report to the Equity Officer on activities and events at the college in which she has participated
- Crisis Intervention Team meets weekly to discuss incidents at the college, some of which involve allegations of sexual harassment
- WEAVE advocate presents information to incoming freshman students on sexual harassment

September

- Workshops and activities offered by the Cultural Awareness Center for students and staff regarding sexual harassment and domestic violence
- WEAVE Advocate provides classroom presentations and weekly office hours for students and staff
- Crisis Intervention Team meets weekly to discuss incidents at the college, some of which involve allegations of sexual harassment
- Data base maintenance in the Equity Office of all sexual harassment allegations involving SCC students of employees

Spring Semester

January

- Six – eight mandatory training sessions for all student tutors on campus and in outreach locations regarding sexual harassment
- Sexual Harassment training session for all athletic coaches
- Mandatory training sessions for all student athletes regarding sexual harassment
- Data base maintenance in the Equity Office of all sexual harassment allegations involving SCC students of employees
- Los Rios WEAVE Advocate provides a monthly report to the Equity Officer on activities and events at the college in which she has participated
- Crisis Intervention Team meets weekly to discuss incidents at the college, some of which involve allegations of sexual harassment
- WEAVE advocate presents information to incoming freshman students on sexual harassment

February

February is Teen Dating Violence Awareness Month

- Workshops and activities offered by the Cultural Awareness Center for students and staff regarding sexual harassment and domestic violence
- WEAVE Advocate provides classroom presentations and weekly office hours for students and staff
- Crisis Intervention Team meets weekly to discuss incidents at the college, some of which involve allegations of sexual harassment
- Data base maintenance in the Equity Office of all sexual harassment allegations involving SCC students of employees

March

- Workshops and activities offered by the Cultural Awareness Center for students and staff regarding sexual harassment and domestic violence

October

October is Domestic Violence Awareness month

- Domestic Violence Prevention workshop(s) presented by the Cultural Awareness Center
- Data base maintenance in the Equity Office of all sexual harassment allegations involving SCC students of employees
- Los Rios WEAVE Advocate provides a monthly report to the Equity Officer on activities and events at the college in which she has participated
- Crisis Intervention Team meets weekly to discuss incidents at the college, some of which involve allegations of sexual harassment

November

- Workshops and activities offered by the Cultural Awareness Center for students and staff regarding sexual harassment and domestic violence
- Data base maintenance in the Equity Office of all sexual harassment allegations involving SCC students of employees
- Los Rios WEAVE Advocate provides a monthly report to the Equity Officer on activities and events at the college in which she has participated
- Crisis Intervention Team meets weekly to discuss incidents at the college, some of which involve allegations of sexual harassment

December

- Data base maintenance in the Equity Office of all sexual harassment allegations involving SCC students of employees
- Los Rios WEAVE Advocate provides a monthly report to the Equity Officer on activities and events at the college in which she has participated
- Crisis Intervention Team meets weekly to discuss incidents at the college, some of which involve allegations of sexual harassment

- Data base maintenance in the Equity Office of all sexual harassment allegations involving SCC students of employees
- Los Rios WEAVE Advocate provides a monthly report to the Equity Officer on activities and events at the college in which she has participated
- Crisis Intervention Team meets weekly to discuss incidents at the college, some of which involve allegations of sexual harassment

April

April is Sexual Assault Awareness Month

- Workshops and activities offered by the Cultural Awareness Center for students and staff regarding sexual harassment and domestic violence
- Workshops for students and staff focused on April as Sexual Awareness Month
- Data base maintenance in the Equity Office of all sexual harassment allegations involving SCC students of employees
- Los Rios WEAVE Advocate provides a monthly report to the Equity Officer on activities and events at the college in which she has participated
- Crisis Intervention Team meets weekly to discuss incidents at the college, some of which involve allegations of sexual harassment

May

- Data base maintenance in the Equity Office of all sexual harassment allegations involving SCC students of employees
- Los Rios WEAVE Advocate provides a monthly report to the Equity Officer on activities and events at the college in which she has participated
- Crisis Intervention Team meets weekly to discuss incidents at the college, some of which involve allegations of sexual harassment

Additional Resources

National

U.S. Department of Justice, Office of Violence against Women
https://www.justice.gov/ovw

Centers for Disease Control and Prevention, Division of Violence Prevention
https://www.cdc.gov/violenceprevention/sexualviolence/

National Sexual Violence Resource Center
http://www.nsvrc.org/

Culture of Respect
https://cultureofrespect.org/

Mentors in Violence Prevention
http://www.mvpnational.org/

Men Advocating Real Change
http://onthemarc.org/home

No More
https://nomore.org/

Couching Boys into Men

http://www.coachescorner.org/

Local

California Coalition against Sexual Assault (CALCASA)
http://www.calcasa.org/

Prevent Connect
http://www.preventconnect.org/

My Sister's House
http://www.my-sisters-house.org/make-difference/volunteer/

WEAVE
http://www.weaveinc.org/volunteer

Empower Yolo

http://empoweryolo.org/

Stand Up Placer

http://www.standupplacer.org/

4. APPENDICES

APPENDIX A: POLICIES

Federal Laws

LAW	LAW DESCRIPTION
Title IX	The 1972 amendments to Title IX mandate that all colleges and universities receiving federal financial assistance ensure a learning environment free from sex discrimination including sexual harassment and sexual violence. Federal guidance surrounding Title IX also strongly encourages campuses to establish effective policies, protocols and response procedures to address all reports of sexual discrimination/assault and to develop a comprehensive sexual assault prevention program to educate administrators, staff, faculty and students. Additionally, campuses are required to provide support and services to persons who report sexual assault.
Clery Act	In 1990 the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) was established. This federal act established national uniformed protocols for universities and colleges to publish crime statistics and policy statements (CALCASA, 2015). Furthermore, this act mandates coordinated efforts amongst offices that are likely to receive complaints related to sexual assaults (i.e. victim services, campus law enforcement, campus administrators etc.).
Violence Against Women Act	The 1994 Violence Against Women Act (VAWA) provided funding, resources and training on how to deal with domestic and sexual violence (OVW, 2016). In 2013 the Violence Against Women Reauthorization Act (VAWA) increased funding for agencies that oversee gender violence related incidents. Additionally, VAWA 2013 amended the 1990 Clery Act to require that colleges and universities include statistics of domestic violence, dating violence, and stalking in their annual reports (CAMPUS, 2017).

State Law

Cal. Ed. Code, § 67385-67386.	California Education Codes now mandate that colleges and universities throughout California develop more cohesive and transparent policies and protocols to protect persons who report sexual assault and to establish comprehensive sexual assault prevention strategies. Additionally, “under new California law, campuses must partner with community-based groups such as RCCs and SARTs, as well as with local law enforcement agencies, to provide a coordinated response to the ongoing problem of sexual violence, domestic violence, dating violence and stalking” (CALCASA, 2015, p. 72).

POLICY	POLICY DESCRIPTION
Policy 2113	It is the policy of the District to implement policies to guarantee that no qualified student or prospective student or any person having an educational relationship with the District shall be unlawfully discriminated against, harassed, or excluded from any benefits, activities, or programs on the grounds of ethnic group identification, race, color, gender, sexual orientation, sexual identity, religion, age (over forty), national origin, ancestry, disability, political affiliation or belief, military and veteran status, or marital status, nor shall any students be discriminated against for conversing in a language other than English. However, students shall be required to speak English when the use of English is necessary for educational or communication purposes.
Policy 2424	Sexual harassment is a form of unlawful discrimination based on sex and is prohibited in the District/ College programs and activities under Title IX. It is the desire of the Los Rios Community College District Board of Trustees to provide for all students and employees an educational environment and workplace free from sexual harassment. Sexual harassment in any situation in unacceptable, and is in violation of state and federal laws and regulations. Sexual harassment is a form of discrimination based on sex and is prohibited by Title IX. Sexual harassment that takes place off campus and which has an effect on campus is covered by this policy. • Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions: • Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress. • Submission to, or rejection of, the conduct by the individual is used as the basis of employment or an academic decision affecting the individual. • The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
Policy 2424	• Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution. • Sexual violence is a form of sexual harassment and is prohibited by Title IX. Sexual violence means physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. Sexual violence includes, but is not limited to, rape, sexual assault, sexual battery, and sexual coercion. For the purpose of further clarification, sexual harassment includes, but is not limited to: • Making unsolicited written, verbal, visual, or physical contact with sexual overtones. Some examples are: epithets, derogatory comments, or slurs of

POLICY	POLICY DESCRIPTION
	a sexual nature; impeding or blocking movements or any physical interference with normal work; derogatory posters or cartoons. • Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction is not considered sexual harassment.) • Within the work environment, engaging in explicit or implicit coercive sexual behavior which controls, influences, or affects the career, salary, and/or work environment, or any other term or condition of employment; within the educational environment, engaging in explicit or implicit coercive sexual behavior which controls, influences, or affects the educational opportunities, grades, and/or learning environment of the student. • Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response to a sexual advance. For example, within the work environment:, either suggesting or actually withholding support for an appointment, promotion, or change of assignment; or suggesting a poor performance report will be prepared, or suggesting probation will be failed. Within the educational environment, either suggesting or actually withholding grades earned or deserved,; suggesting a poor performance evaluation will be prepared,; or suggesting a scholarship recommendation or college application will be denied. • Offering favors or educational or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, etc., in exchange for sexual favors.
Policy 2541	"Sexual assault" is broader than sexual violence and includes, but is not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, domestic violence, dating violence, stalking, or threat of sexual assault. Sexual assault is a form of sexual harassment and should be reported under the District's Discrimination and Harassment Procedures Policy and Administrative Regulation (P/R-2423). It should also be reported to the District Police Department or other appropriate law enforcement.

Your Choices for Help

YOUR CHOICES FOR HELP

SEXUAL ASSAULT • SEXUAL VIOLENCE • RELATIONSHIP VIOLENCE • STALKING

American River, Cosumnes River, Folsom Lake and Sacramento City stand ready to support those who have experienced sexual violence.

Do you want to report to your COLLEGE or LRPD?

YES, I want to make a report.

NO, I just want confidential help.

Los Rios Police Department (LRPD)

(916) 558-2221 or 911

On-campus police who provide police services at all Los Rios locations.

- Report to Title IX Officer
- May report to local law enforcement, who may take over the investigation
- Refer matter to the County District Attorney's office for prosecution

Title IX Officer

losrios.edu/titleix

The employee charged with addressing claims of sexual assault.

- If you ask, connect you to police
- Investigate
- Take action to end any harassment or violence
- Provide notice of outcome

WEAVE Confidential Advocate

(916) 568-3011 or WEAVE@losrios.edu

WEAVE staff member designated to receive a confidential report of sexual assault and to provide access to **confidential** assistance.

- Provide support services (advocacy, resources and information)
- Peer counseling
- If you ask, connect you to police or college

**A report to WEAVE is not a report to the college and the college will take no further action on those reports*

Provide safety

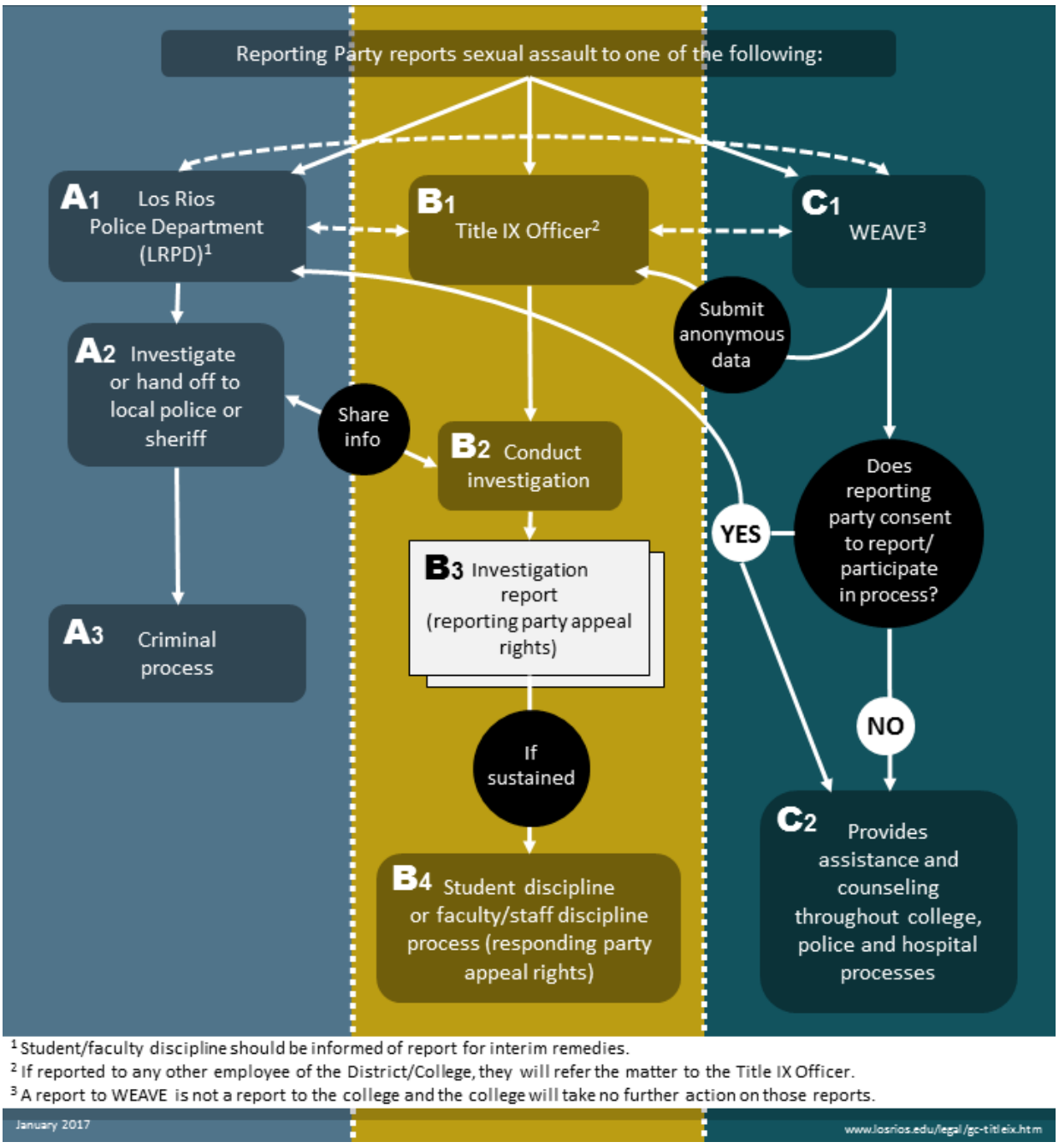
Discuss confidentiality

Provide info about on- and off-campus resources

LOS RIOS COMMUNITY COLLEGE DISTRICT · ARC · CONSUMNES RIVER COLLEGE · FOLSOM LAKE COLLEGE · SACRAMENTO CITY COLLEGE

February 2018

Sexual Assault Employee Response Process Flowchart



10 Ways to Increase Your Safety

10 Ways to Increase Your

SAFETY

Whether you are on- or off-campus, there are smart things you can do to keep yourself safe.

1 TRUST YOUR INSTINCTS

If you feel something isn't right, or don't feel safe, do something about it. Get out of the area or situation, ask someone to be with you.

2 KNOW YOUR RESOURCES

Who should you contact if you or your friend needs help? Where should you go?

3 STAY ALERT

When you're moving around on campus or in the surrounding neighborhood, be aware.

4 BE SOCIAL MEDIA SAVVY

Be careful about posting your location using geo-tagging. Check your social media settings.

5 BE SECURE

Lock your door and windows at home and in your car.

6 SAFETY PLANS

Spend some time thinking about back-up plans for potentially sticky situations. Emergency phone number? Emergency cash? Spare car key?

7 PROTECT YOUR DRINK

Don't leave your drink unattended.

8 MAKE A PLAN

If you go to a party, go with people you trust. Watch out for each other and leave together.

9 ACT FAST

10 CALL 911

www.losrios.edu

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