**‘ENOUGH IS ENOUGH’ CAMPUS NEEDS ASSESSMENT GUIDE**

**Introduction and Overview**

This **Enough is Enough (EiE) Campus Needs Assessment Guide** is designed to be used with the **Needs Assessment Tool** to support Enough is Enough programs and your campus partners with strategic planning response and prevention efforts related to sexual assault, domestic violence, dating violence, and stalking.

This **Guide** identifies a few core areas of EIE programming and offers a list of sample questions to help you identify unmet needs and potential solutions. Feel free to pull from this **Guide** as needed and to edit, organize, and add to these questions in a manner that will be most helpful in your discussion with campus partners to support your work.

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1. **BEFORE MEETING YOUR CAMPUS PARTNER**

**A Few Things to Consider:**

* You should have conversations with campus partners at least annually to ensure that all communities are being served and that gaps in direct services and primary prevention education are identified and addressed. It will also allow you to review progress and to stay abreast of emerging trends and needs.
* Your conversations with your campus partner should be tailored to who the best contact at a campus is - your primary campus contact may be in a different role or title depending on the campus, (for example, the Title IX Coordinator, the Gender Resource Center Director, a Dean with significant buy-in, etc).
* After your meeting with your campus partner, your agency’s EIE team should use this **Guide** and the completed **Needs Assessment Tool** to develop a strategic plan for how your program will meet the needs identified. They can also be used as accountability or support mechanisms – particularly with campus partners with which you do not yet have a **Memorandum of Understanding**.

**Conducting Preliminary Research:**

Before talking to your campus partner, complete preliminary research on the campus to better inform your conversation. Reviewing past campus climate surveys is a key place to start: each institution is required to complete a campus climate survey every two years under the Enough is Enough law and their results must be published. The campus climate survey can give you a better sense of the student body’s understanding of sexual and interpersonal violence, knowledge of available resources, and perceptions of the school process and culture.

In preparing, we suggest focusing on (1) student demographics, and (2) campus resources regarding gender-based violence.

***Student Demographics***

Understanding the student body will help you identify topics and mode of delivery that are most relevant and valuable for each campus population. For example, if the majority of your student body works full-time, you might find it hard to get them to participate in ‘general interest’ workshops on sexual violence. Instead, those students might be more likely to show interest in presentations relevant to their role as an employee, while still offering training on Enough is Enough topics. With this population, you may also need to consider delivering content in shorter sessions during regular class times throughout the year, rather than longer events in the evening.

Knowledge of student demographics may also offer ideas as to which campus departments or offices with whom to partner. For example, if many students work full-time, it could be a good idea to reach out to work-study programs or campus Career Services offices to identify which of their events draw high attendance rates, potential areas for collaboration, or events that you could coordinate around to increase the reach of your EIE programming.

The questions suggested in this section are those that many schools may have information about online. If you cannot find answers to these questions online, and feel that they would inform your programming, please also ask your campus contact during your meeting. As a reminder – the sample questions in this document are intended to act as thought-starters, rather than as an exhaustive or required list.

*Sample Questions*:

What types of enrollment status is the student body comprised of?

* Full time
* Part-time
* Online
* Undergraduate
* Graduate
* Commuter
* Residential

Approximately what percentage of students also work full-time?

* Less than 10%
* 10% - 24%
* 25% - 44%
* 45% - 64%
* 65% - 84%
* 85% or greater

What is the percentage of international students? What countries are they predominantly from?

*Note international students are often deemed both high-risk for sexual violence and underserved. Very little targeted programming currently exists, and we must take care not to stereotype students based on their countries of origin. If there is a high percentage of international students on campus, or of students from a few key countries – consider this an opportunity for collaboration with departments, or student groups/multi-cultural organizations to ensure that your training is culturally relevant and engaging.*

How does the college define students at high risk for sexual assault victimization? What percentage of their student body make up this demographic pool?

*Note that freshmen and TGNC students are at elevated risk for sexual assault. Perhaps your campus’ most recent campus climate survey and enrollment figures can shed light on who might need additional or tailored outreach. See the* [*2020 AAU Campus Climate Survey Report*](https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/Revised%20Aggregate%20report%20%20and%20appendices%201-7_%2801-16-2020_FINAL%29.pdf) *and the* [*2007 Campus Sexual Assault Study*](https://www.ojp.gov/pdffiles1/nij/grants/221153.pdf) *for more information.*

What student group has a strong presence on campus and/or tends to draw big audiences (not necessarily sexual assault-related)? For example, Do student athletics have a strong presence on campus? What sporting events get the best turnout? What percentage of students are involved with Greek life and what type of impact, if any does Greek life have on campus?

**Campus Resources :**

Each campus has resources to address sexual and interpersonal violence available, and your agency should only be a part of these resource. Using either information online through the school’s Title IX page or on previous campus climate surveys, familiarize yourself with all available resources. If you cannot easily find information on resources – neither can the students, particularly in a moment of potential trauma or crisis. Identifying these gaps beforehand will enable you to come to a meeting with your campus partner prepared to offer potential solutions. For example, if students note in the campus climate survey that they do not know about the Title IX office, or counseling services available, you could propose a training and partnership opportunity to the Title IX office and the Counseling Center.

It can also be helpful to familiarize yourself to the extent possible with recent incidents related to sexual and interpersonal violence on the college campus. Consider reviewing not only the campus climate survey, but also looking for any recent news articles as well as at the campus’s required reports to the State Education Department under Enough is Enough and required publications under the federal Clery Act.

As the EIE provider, you should also determine the reputation of the Title IX Office among the student body, and be mindful of how your engagement with the Title IX office can inform the way you interact with, and provide services to, the campus community. Some climate surveys ask about whether or not students feel safe and able to report to the school, and what their impression of the process is, for example. This can be critical information and can serve to inform the way in which you present yourself on campus. If, for example, you glean from interacting with students and from the campus climate survey that the Title IX office is not seen as a safe or trusted reporting option, you may want to consider building partnerships with other departments or groups in the school community to increase your reach with students who may forgo events connected to the office.

*Sample Questions:*

What services are currently available on campus for students?

*Consider both institutional resources and any services that other EIE programs may be providing.*

* Crisis intervention (immediate, short term care)
* Medical care
* Advocacy
* Legal aid
* Mental health care

Is there a Sexual Assault Advocate located on campus or who provides virtual office hours? If so, what are their office hours? Are they confidential?

What was the completion rate for the last (two) campus climate surveys?

1. **CROSS COLLABORATION ON CAMPUS & BEYOND**

Collaboration and relationship-building is a key component to ‘Enough is Enough’ work and should be considered an active part of strategic planning in order to ensure depth and sustainability in programming.

During your conversation with your campus partner, determine how involved they are with the student body, including their participation and communication with current groups and events on campus. Do they have a solid grasp of the resources that are available to the student populations beyond the Title IX office resources? What does the campus partner say about the buy-in from the students in using the Title IX office resources, and does this match what you have heard from the students? It may be beneficial to look for other partners on campus in addition to the Title IX Office to collaborate with, such as the campus LGBTQ+ club, Gender Resource Center Staff, etc. Remember that partnering with different stakeholders on campus can allow you greater and more diverse reach into the college/university community.

*Sample Questions:*

Is there an Advisory Board, Campus Community Response Team (CCRT) or Task Force/Working Group that guides the communities’ actions to address gender-based violence prevention and response on campus?

* Yes
* No

Who are the key members?

Is there student representative involvement? (Including undergraduate, graduate, etc.)

Does your primary campus contact (e.g. the Title IX Coordinator) interface with student groups on campus? If so, which ones?

What is the campus partner’s primary means of interfacing with student groups, staff, and external organizations or working groups?

* Emails
* In person
* Flyers
* Distribution lists
* Student-run events
* Tabling
* Daily announcements
* Student run newsletters
* Monitor displays in common spaces
* Other

Has there been recent turnover in the Title IX Office, or in other key campus offices? Has that turnover changed how your campus partner interfaces with student groups, staff, and external organizations and working groups?

If there are student groups/teams that have a strong influence on campus – what are ways your program can engage them in sexual violence awareness and prevention activities?

Under Enough is Enough, campuses are responsible for ensuring specific training is provided to members of groups they identified as “high risk populations.” Who are those groups on this campus?

Are there any on-campus events that the EIE program might have opportunity to collaborate with?

* Take Back the Night rally
* Sexual Assault Awareness Month activities
* International Women’s Day
* National Coming Out Day
* Denim Day
* Other

Are there any existing student groups or organizations with whom the EIE program might have opportunity to collaborate?

Who are the key staff stakeholders on campus?

*Consider who oversees accountability on campus; who can partner with you on MOUs and policy updates, etc.*

* Dean of Students
* Campus Police or Campus Security
* Student health services staff
* Counseling services staff
* Athletic department staff or coaches
* Residential life staff
* Greek life liaison/ staff
* Student Affairs staff
* Peer Educator(s)
* Title IX Office
* Office of Student Conduct staff
* New Student Orientation staff
* Office of the General Counsel
* Ombudsperson
* Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is there faculty your campus contact could put you in touch with to work with their department or students? (Where relevant note contact information.)

* Gender and sexuality professors
* LGBTQ+ courses
* Women's studies
* Journalism/ Media studies
* Public health
* Social sciences e.g. Sociology, History, Ethnic studies
* Political science
* Engineering/Math
* Sciences
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Does the campus contact interact with any off-campus resources?

* State/local law enforcement
* EIE Programs – if yes, list: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Domestic Violence programs or other local organizations
* College consortiums or working groups
* Local hospital or clinic
* Local legal aid organization (e.g. immigration relief organization)
* OASAS (NYS Office of Alcoholism and Substance Abuse Services) College Substance Abuse Prevention Program
* Other
1. **TRAINING OPPORTUNITIES**

In addition to responding to training requests, proactively evaluate which populations are not being reached. Use meetings with campus partners to think about extending EIE programming and identifying additional avenues of partnership on campus.

*Sample Questions:*

Are there specific groups or communities that need training, and have the capacity to commit to hosting a training in the next semester or year?

*Note: some of the below populations are required to receive training, so if you check the first column ‘Have received no training’( for incoming students for example) – this is an opportunity to propose training and support the school in maintaining compliance with ‘Enough is Enough’.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Have received no training | Would benefit from targeted training | Have capacity to host training | Notes |
| Student leaders (req) |  |  |  |  |
| Student government |  |  |  |  |
| Peer/ student advisors (residential/ academic) |  |  |  |  |
| Faculty and staff (req)\* |  |  |  |  |
| Greek life |  |  |  |  |
| Student athletes (req) |  |  |  |  |
| First-year students (req) |  |  |  |  |
| Transfer students (req) |  |  |  |  |
| International students |  |  |  |  |
| Graduate students |  |  |  |  |
| Campus police |  |  |  |  |
| TIX conduct board  |  |  |  |  |
| Other: |  |  |  |  |

*\* There are also city and state sexual harassment training requirements for the workplace that colleges and universities must adhere to. You should familiarize yourself with the basic requirements.*

Are there existing centers, groups, or departments that would be interested in EIE engagement/training?

Which groups stand out as the most willing and prepared to participate?

(Identify contact information if available.)

* Women's resource center
* Men’s Centers
* LGBTQ+ center/ Queer Alliance groups
* Immigrant resources center
* First generation college student groups
* Faith-based spaces
* Leadership development
* Politically active groups
* Organizations for students of color
* Other

Have faculty/ staff received any training? For example, on handling disclosures, on ‘Enough is Enough’, on ‘Sexual Violence 101’, etc.

* Yes
* No

If yes, what type of course? (E.g. trauma-informed disclosure, comprehensive bystander skills)

If yes, how frequently are they trained and when? For example, department meetings/ professional development day?

Which employees are responsible for taking incident reports/sharing disclosure to the Title IX office, and who on campus is designated a confidential resource?

How are employees responsible for taking incident reports/sharing disclosures to the Title IX office trained?

Are any student peer leaders/advisors designated as employees who can receive reports?

1. **POLICIES AND PROCESS**

While EiE programs are not responsible for campus compliance with state or federal law (that is the responsibility of the institution), you can play an important role in assisting your campus partners in identifying weaknesses or gaps in their campus sexual misconduct policies, as well as in suggesting reviews and updates of outdated or potentially harmful policies. Campus working groups and task forces are great avenues for these discussions.

*Sample Questions:*

How frequently are campus sexual misconduct policies reviewed and updated?

What is the process for updating them? (E.g. requests through the Office of General Counsel, online process, administrative staff requests, office of Student Affairs, Advisory Board vetting)

Who is involved in the vetting process of new campus policies?

* Title IX Coordinator
* Advisory Board
* Professors
* Residential Advisors
* Office of the General Counsel
* Other

Has the campus held focus groups for any of the following populations on campus to evaluate areas of need in the policies?

* Sexual violence survivors
* Resident Advisors
* Student employees who are likely to receive disclosures
* LGBTQ+
* Undergraduate students
* Graduate students
* Greek life
* Athletes
* Survivors of child sexual abuse
* Other

How is the college developing their mandatory campus climate survey? Do they engage with a researcher on campus? Who is involved in the process?

Does the campus have policies on the following?

* faculty/student relationships
* No contact orders -are they mutual or not?
* Cross-complaints for sexual/interpersonal violence incidents
* Stalking on campus
* Workplace sexual harassment on campus (e.g. for student employees)
* Whether they allow mediation/alternative dispute resolution methods of sexual/interpersonal violence cases
* Use of restorative practices as part of its response to sexual and interpersonal violence
* Other EIE- related topic:

Does the campus have any support groups/experts on child sexual abuse?

*Many students are coming to campus already having experienced significant trauma. These conversations are often still the most stigmatized, so encouraging your school to create a space for students who may need support from past traumas is very important. Child sexual abuse survivors are often among the most under-served and silenced of survivor communities. Use this information to ensure that all your trainings – particularly onboarding trainings – are mindful of this population. Additionally, if your campus partner does not have resources, it is important for you to research and familiarize yourself with the local dedicated resources and specialists so that you are able to connect students.*

1. **TITLE IX & REPORTING**

The following questions focus on the campus partner’s Title IX and reporting processes. Consider also researching some of these in advance of your meeting, as much of this information should be accessible to students and faculty/ staff on campus. If you are unable to locate this information online, it’s unlikely that students can – and this also warrants discussion with your campus partner.

Additionally, it is important to understand the ways in which campus conduct hearing panel members, Title IX coordinators, and other officials involved on the Title IX investigatory and adjudicatory process are trained – particularly if you are being asked as an EIE provider to participate in their training. In order to ensure equity (a mandate of Title IX) hearing panels and investigators should not exclusively be trained by a rape crisis program, as this could arguably offer a biased perspective in favor of a reporting student. In order to ensure a clear and equitable training process and prevent potential future litigation, the school should ensure that the EIE provider is just a part of a more robust training program.

*Sample Questions:*

What does the Title IX reporting and adjudication process look like?

*Note campus-specific policies including those related to advisor-of-choice, moving forward with an investigation without a reporting student, hearing and investigatory procedures, etc. or investigator model, etc*.

Who does the campus use as its Title IX Investigator(s)? How are they trained, how frequently and on what topics?

* Full-time
* Part-time
* On-call

How is the college’s hearing panel selected?

Is there a minimum amount of time members must participate to prevent excessive turnover?

How is the hearing panel trained?

How frequently is the hearing panel trained?

Over the past year, have you seen trends in the reports that come through Title IX?

* Increase in student reports
* Decrease in student reports
* Increase in faculty reports
* Increase in retaliatory reports
* Increase in cross-complaint reports

What is the campus policy/process for providing advisors of choice to students without their own advisors? What training or resources are provided for advisors?

What is your campus policy/ process for investigating cross-complaints?

1. **PLAN OF ACTION**

After meeting with your campus partner, review your completed **Needs Assessment Tool** as well as your notes on this **Guide** to identify the key areas that need to be addressed. You may give a copy of your completed **Needs Assessment Tool** to your campus partner, if you think it will be helpful. This provides both a roadmap and an accountability mechanism for both of you moving forward in your partnership. Then, strategize with your EIE team about how to put a plan into action.

At the end of the year, return to your **Needs Assessment Tool** and this **Guide** to review which approaches have been successful, where unexpected challenges or barriers emerged, and where to focus next. If you are struggling with signing an MOU with your campus partner, this list could also be used to highlight the work that has been done and to indicate an already strengthening partnership, in order to encourage moving towards a more formalized partnership and a signed MOU.

Sometimes, the areas you identify as needing growth may not be the same as those identified by your campus partner. This can be the result of many things, including competing needs, resources, and issues of confidentiality. You can keep your recommendations in mind, even as you move ahead with the agreed upon plan. Think about how to integrate some of the gaps you noticed in your work throughout the year and keep track of any concerns that you may have identified that you are not actively addressing. You can also use your evaluations to further communicate a need or gap to your campus partner. For example, say that during the course of your needs assessment meeting, you identified that the faculty is in need of training, but your primary point of contact was not ready or willing to develop a plan to address this. You could include a question in your training evaluations, asking what other population on campus could benefit from this type of training, or what campus population training participants would like to recommend for training. If a lot of the students or other training participants state in evaluation surveys throughout the year that the faculty need training, you could bring these aggregate results to your campus partner at next year’s needs assessment meeting to revisit the gap you identified, and strengthen your case for developing a plan to train the faculty.