

# The Campus Report Card

Assessing the prevention and response to sexual assault on college and university campuses



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## SEXUAL ASSAULT ON COLLEGE CAMPUSES

Sexual assault on college and university campuses is a problem at all institutions of higher learning, whether they be urban or rural based, public or private, two year or four year schools.

The Department of Justice report, *The Sexual Victimization of College Women (2000)* estimates that for every 1,000 women attending an institution, there may well be 35 incidents of rape in a given academic year. During the 2005 and 2006 fiscal years, Connecticut Sexual Assault Crisis Services (CONNSACS) member programs reported providing services to nearly 500 college students.

In an academic environment, that is both new and demanding, violence experienced at such a critical time in the lives of students can have a serious and significant impact on their educational achievement as well as their physical and emotional wellbeing.

A number of studies have shown that the majority of perpetrators of sexual assault are students known to the victims and are part of the same campus community. Students who survive assaults may find it difficult to disclose the abuse, attend classes or stay in school for fear of encountering the offender.

As unique communities, colleges and universities have taken significant steps to create a climate in which sexual assault is not tolerated and victims of violence are supported. A comprehensive approach involving the greater campus community is needed to enhance policies, protocols and programming, and to train students and staff as key first responders.

## ABOUT THE REPORT CARD

The Connecticut College Consortium Against Sexual Assault (CCASA), comprised of representatives from colleges universities, and sexual assault crisis programs, created an online survey about policy, education and the training of students and key responders. Questions also focused on collaborative response, reporting options, victim services and the campus judicial process.

Survey responses were collected in the summer and fall of 2006. Responses were received from seventeen of thirty residential institutions and three of twelve community colleges.

This report highlights the responses to key questions, provides "grades" based on the cumulative responses of the residential institutions, and makes recommendations for institutions to consider. The results of the survey questions (see table) provide a snapshot of the sexual assault policies and practices at both public and private campuses across the state.

## 2006 CAMPUS REPORT CARD GRADES

Grades are based on the collective responses from the number of residential institutions (17) that responded to the survey.

RESIDENTIAL COLLEGES & UNIVERSITIES			
Policies include definition of sexual assault	A	On and off campus reporting options	A
Policies include definition of possible sanctions	B	Training for campus security provided	B
Policies include definition of consent related to alcohol	C	Escort service available	B
Mandatory sexual assault education for first year students	D	Existence of a campus response team	C
Peer educators trained in sexual assault	A	Training for campus judicial hearing boards	D
Training for residential life staff provided	A	Victim testimony, impact statement and input for perpetrator sanction considered	A
Training for athletes provided	C	Informal options: change housing	A
Training for Greeks provided	C	change class schedule	A
Training for coaches provided	B	no contact order	C
Training for faculty provided	F	Person responsible for coordinating victim services	D
		Services for long-term follow up	C
		Referrals made to local sexual assault crisis services	A

*100-90% = A, 89-80% = B, 79-70% = C, 69-60% = D, 59-50% = F*

## IMPROVEMENTS SINCE THE 1999 REPORT CARD

Since the first campus report card was completed in 1999, notable progress has been made to address sexual assault on campuses across the state. A comparison of the fourteen 4-year institutions that responded to both the 1999 and 2006 surveys shows a positive change in the number of schools that now:

- Provide training to residential life staff
- Provide training to peer educators
- Provide training to campus security
- Hold sexual assault programs/events
- Keep residence halls locked 24 hours a day
- Have campus response teams

Table 1: Policies, Education, Residential Life, Greek System, Campus Safety

	Asnuntuck Community College	Middlesex Community College	Naugatuck Valley Community College	Albertus Magnus College	Briarwood College	Central Connecticut State University	Connecticut College	Eastern Connecticut State University	Fairfield University	Mitchell College	Post University	Southern Connecticut State University	Trinity College	United States Coast Guard Academy	University of Bridgeport	University of Connecticut	University of Hartford	University of New Haven	Wesleyan University	Western Connecticut State University
<b>GENERAL</b>																				
Private (PV) / Public (P) Institution	P	P	P	PV	PV	P	PV	P	PV	PV	PV	P	PV	P	PV	P	PV	PV	PV	P
Residential				•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>POLICIES</b>																				
Defines sexual assault	•			•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•
Notes possible sanctions	•		•	•		•		•	•	•	•	•	•	•	•	•	•	•	•	•
Defines consent							•	•	•	•	•	•	•	•	•	•	•		•	•
Defines consent related to alcohol							•	•	•	•	•	•	•		•	•	•		•	•
Published: website (W) handbook (H)	WH		WH	H	WH	WH	WH	WH	WH	H	WH	WH	WH	W	WH	W	WH	WH	WH	WH
<b>EDUCATION</b>																				
Mandatory education for first year students							•	•	•	•	•	•	•			•		•	•	
Mandatory sexual assault training for athletes (A) coaches (C) faculty (F)				A		AC		AC	A	ACF		AC	A	A	F	A		AC	C	ACF
Peer educators trained in sexual assault				•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Sexual assault awareness month programming				•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>RESIDENTIAL LIFE</b>																				
Student staff receives sexual assault training				•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•
Professional staff receives sexual assault training				•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•
Required to run sexual assault programs							•	•	•		•	•						•		
Single sex residential halls or floors				•		•	•	•	•	•	•	•	•		•	•	•	•	•	•
Residence halls locked 24 hours a day				•		•	•	•	•	•	•	•		•	•	•	•	•	•	•
<b>GREEK SYSTEM</b>																				
Greek policies addressing sexual assault																•	•		•	
Sexual assault training offered to Greek life												•	•		•	•	•	•		
<b>CAMPUS SAFETY</b>																				
Blue light emergency system		•	•			•	•	•	•		•	•	•		•	•	•	•	•	•
Escort service		•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•
Sexual assault training for officers			•	•	•	•		•	•	•		•	•	•	•	•	•	•	•	•
Anonymous reporting protocol			•	•		•	•	•	•	•	•	•	•				•	•	•	•
Security alerts: email (E) flyers (F) voice mail (VM) campus TV (TV) radio or paper (RP)	E	E	E	E	FW	EF	EF	EF	EF	VM	F	E	E	E	EF	EF	EF	EF	VM	F
Annual crime report distributed to students: email (E) web posted with notice (W) mail (M)			E	W	WM	W	E	W	WM	M	W	W	E	n/a	WM	W	W	E	W	W

Table 2: Campus Response Team, Victim Services, Judicial Board & Hearings

	Asnuntuck Community College	Middlesex Community College	Naugatuck Valley Community College	Albertus Magnus College	Briarwood College	Central Connecticut State University	Connecticut College	Eastern Connecticut State University	Fairfield University	Mitchell College	Post University	Southern Connecticut State University	Trinity College	United States Coast Guard Academy	University of Bridgeport	University of Connecticut	University of Hartford	University of New Haven	Wesleyan University	Western Connecticut State University
CAMPUS RESPONSE TEAM	•	•			•	•		•	•	•			•	•	•	•	•			•
Includes local sexual assault program									•				•		•	•		•		
Meet: monthly (M) bimonthly (BM) each semester (S) annually (A) by incident (I) as needed/necessary (N)	A	N			A	M		A	BM	M			S	M	BM	M	A	N		I
Training required for team									•	•			•	•			•			
VICTIM SERVICES																				
Person responsible for coordinating victim services			•	•				•	•	•	•	•	•	•		•		•		•
Campus judicial advocacy available					•			•	•	•	•	•	•	•	•	•	•	•	•	•
Support groups available						•	•		•	•			•			•				
24/7 services available							•	•	•	•	•	•	•	•	•	•	•	•	•	•
Ongoing services for long-term follow-up							•	•	•	•	•	•	•	•	•	•	•	•	•	•
Referral provided to local sexual assault program			•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
JUDICIAL BOARD & HEARINGS																				
Judicial board hearing members: faculty (F) students (S) Student affairs (SA) specialized staff (SS) Ad hoc (AH)		AH SA	SA	SS	F S	SS	SS	SS	FS SA SS	F S SA	F SA SS	SA	SS	F	F S SA SS	SA SS	F S SS	SA	F S SA SS	SA
Sexual assault training provided to hearing board			•			•	•	•		•			•	•	•	•	•	•	•	•
Reporting options: campus police (CP) local police (LP) anonymous report (A) judicial affairs (J)		CP LP CP A LP	CP A LP	CP A LP	A LP J	CP J LP	CP J LP	CP J A	CP J A LP	CP J A LP	CP J A LP	CP J A LP	CP A LP	A LP	CP J A LP	CP J LP	CP J A LP	CP J A LP	CP J A LP	CP J A LP
Victim Input: questions for hearing (Q) impact statement (I) testify (T) input for sanction (S)		T S	Q T S	Q I T S	T S	I T S	I T S	Q I T S	Q I T S	Q I T S	Q I T S	Q I T S	T S	I T S	Q I T S	Q I T S	Q I T S	Q I T S	Q I T S	Q I T S
Informal options: relocation of victim (RV) relocation of offender (RO) change of victim class schedule (CV) change of offender class schedule (CO) No contact (NC)		CV CO CV CONC	RV RO CV CO	RV RO CV CO NC	RV	RV RO CV CO NC	RV RO CV CO NO	RV RO CV NC	RV RO CV CO NC	RV	RV RO CV CO	RV RO CV CO NC	RV RO CV CO NC	RV RO CV CO NC	RV RO CV CO NC	RV RO CV CO NC	RV RO CV CO NC	RV RO CV CO NC	RV RO CV CO NC	RV RO CV CO NC

## **RECOMMENDED PRACTICES**

### Policies

Clear definitions of sexual assault, as well as sanctions for violations, help students understand offending behaviors. Policies that define consent, especially as it relates to alcohol, help to clarify responsibility for offending behaviors when alcohol is involved. Policies should be distributed widely and be accessible to all members of the campus community.

### Education and Training

Education and prevention initiatives on sexual assault and other forms of violence including dating violence, stalking, internet safety, hate and bias crimes, are needed to present factual information about offender accountability, victim dynamics, reporting options and support services. Forums for first year students should be mandatory and should include risk reduction and safety skills for, as well as discussions about, the prevention of sexual assault. Men and women should participate in programs that address healthy relationships, issues of consent, and the societal attitudes that perpetuate violence against women. Programs should be developed specifically for men to challenge conventional attitudes and behaviors that promote violence and give men tools to speak out against violence and hold their peers accountable. Training should also be required for sororities and fraternities, campus athletes and coaches.

### Residential Life

Students in residential settings often turn to residential life staff for assistance in a crisis. Both professional and student residential life staff should be trained to offer access to immediate support, inform students of the reporting options, and how information will be shared. Additionally, residential life staff can coordinate hall or dorm programs with peer educators to discuss sexual assault prevention and response.

### Campus Response Teams

A growing number of campuses have developed multi-disciplinary teams to address sexual assault. Known as Campus Response Teams (CRTs) or Sexual Assault Response Teams (SARTs), team members often include campus law enforcement, administration, health services, disciplinary boards, housing authorities and on and off campus victim service providers. Team members develop, coordinate and promote response protocols to ensure a supportive victim-centered response throughout the campus. Many teams are active in the development of student training and prevention programming.

Team members should meet throughout the year, to ensure that protocols and materials are updated and circulated campus-wide. Protocols should define each team member's role and identify the campus staff and departments where students can receive immediate assistance, access services or make a report. Team members should establish measures to protect student privacy, by defining when, how and by whom information is shared.

Community based sexual assault crisis programs can partner with team members to develop in-service workshops and ongoing training for students, campus security, faculty, staff advisors and residential life personnel.

## Campus Safety

Blue light call box systems and secured residential halls are increasingly found on college and university campuses and provide a necessary but limited measure of safety to deter perpetrators from outside the community. Campus safety officers should participate in programs that highlight the risk of being assaulted by someone known to the victim in the same campus community.

As first responders to student crime victims, officers should ensure that victims receive immediate treatment, support services and the opportunity to have a sexual assault exam and evidence collection kit completed at a hospital.

Officers should fully review all reporting options including the right of the student to file a report with the local police. An anonymous reporting option should be created for students who do not want to bring a charge. This would allow institutions to gather better information about the assaults on campus that would otherwise go unreported.

Campus security departments should ensure that timely warnings are widely distributed and that reports of campus crime are made on an annual basis as required by the federal Clery Act.

Training for campus police and safety officers should be required on an ongoing basis and coordinated with local law enforcement, health services, and victim service providers.

## Victim Services

In addition to facing decisions about whether or not to report the assault, victims of sexual assault may face a long and difficult healing process. Victims may experience significant changes in academic performance as well as emotional and physical health. Colleges and universities should have a staff member whose responsibilities include coordinating victim services, including on and off campus counseling and advocacy.

Both men and women can be victims of sexual assault. Students of diverse cultural and ethnic groups, as well as lesbian, gay or transgender students and students with disabilities may experience victimization. Institutions should work to ensure that training for key responders addresses issues of culture and diversity and that students have access to culturally appropriate information and services on and off campus.

Campuses should partner with community based sexual assault crisis programs to provide services and confidential counseling and advocacy. State certified sexual assault crisis counselors offer immediate accompaniment at the hospital, information on victim rights and options, short term counseling and safety planning, as well as advocacy and support through the criminal and judicial process. State law protects communication between the client and a certified rape crisis counselor, who will not release information without the consent of the victim.

## Judicial Board & Hearing

Students may choose to report violations of the student conduct code or seek remedies through the campus judicial process. Ongoing training on sexual assault offender behavior and victim dynamics should be provided to all members of the hearing and/or sanctioning board to ensure an equal and fair process for complainant and respondent.

Judicial and student affairs representatives should review reporting options and be offered the support of a campus judicial advocate, who can review the rights of the student in the hearing and sanctioning process. Victims should be allowed to offer questions for the accused student, testify, deliver a verbal or written impact statement, and give input regarding sanctioning.

Informal options should also be available to the victim including holding a conversation with a campus official, approving a change in housing and class schedules, or the issuance of a no contact order for the student offender.

