I. Introduction

This document was developed at the request of the Campus Subcommittee of the Oregon Attorney General’s Sexual Assault Task Force (AGSATF), to serve as a recommendation as to research or evidence-based programs that may be appropriate for implementation at Oregon colleges and universities that are seeking to prevent sexual and other gendered violence. Section II describes the methodology of our review. Section III of the document lists the programs reviewed (both for students and employees), and the format of each (interactive and/or on-line). Section IV summarizes the information gathered according to criteria based on discussion with Campus Subcommittee.

This document is intended to be used in conjunction with the Recommendation for Primary Prevention of Gendered Violence Programming for Oregon Campuses and Universities, which describes a comprehensive approach to primary prevention aligned with CDC best practices (see, e.g. Preventing Sexual Violence on College Campuses: Lessons from Research and Practice, retrieved from https://www.notalone.gov/assets/preventing-sexual-violence-on-college-campuses-lessons-from-research-and-practice.pdf on October 1, 2014.)

This document does not recommend specific programs included in Section IV for universal use. Rather, it recommends that individual institutions gather data on local conditions through an inclusive process in order to determine local needs and strengths that programming will address. Additionally, individual institutions will have specific needs they seek to fill and may select programs accordingly. For example, a campus that has identified focusing on populations at high risk for perpetration may be interested in the Men’s Project or RealConsent, which have evidence of decreasing perpetration, or in one of the bystander intervention programs that develops a shared peer commitment to interrupting both violence in progress, as well as oppressive behaviors (e.g., Bringing in the Bystander, Green Dot, or the Intervention Initiative).

A campus that is looking for a social marketing/social norms change campaign may be interested in Know Your Power (which was developed to be used in conjunction with Bringing in the Bystander). An institution interested in contracting for a comprehensive program may consider We End Violence, whose products include lectures, groups, social marketing, as well as the on-line program Agent of Change.

A word of caution about on-line programs. Of the eight reviewed, only Agent of Change and RealConsent have evaluation results. Additionally, the programs are very different in their approaches. While most of the programs include information about both gendered violence and alcohol use/abuse, the focus on the latter varies greatly. Programs may discuss violence as specific incidents that happen between individuals without reference to gender (e.g., Every Choice never uses the words “gendered
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violence” or “violence against women”), or within the context of power and control rooted in inequity (e.g., Haven, My Student Body, Student Empower). Finally, the newness of some of these programs and the reach of their marketing has led to some early lack of responsiveness to and support for campuses who have purchased the programs in an effort to comply with the SaVE requirements. We believe that this is being remedied in most cases, and we will continue to gather information about implementation experience.

Appropriateness of the Programs for Campus Populations. With the exception of Coaching Boys into Men, all of the programs have been developed for and implemented with college age populations and/or campus employees. CBIM was included as it was named in the CDC research posted on the notalone.gov website. Safe Dates and Shifting Boundaries, which are also named as research-based programs by CDC were not developed and have not been tested with college populations and so are not included here.

Appropriateness for Diverse Populations. Our review of research available indicated that of these programs, only Bringing in the Bystander has published research as to effectiveness with culturally specific populations. In considering the information included in this document with regard to culturally specific populations, institutions are urged to read, A Continuum of Approaches Toward Developing Culturally Focused Prevention Interventions: From Adaptation to Grounding (Okimoto et al, December 2013) as a companion document. Additionally, the Voices of Diversity report,\(^1\) gives voice to the experience of students of color and provides powerful advocacy for inclusion in program planning and implementation.

Appropriateness for Populations Other Than Undergraduates. The Campus Subcommittee requested information as to appropriateness of programs for non-traditional, non-residential, international and graduate students. Where information was available - either programs specific to specific populations, or feedback on program implementation by Oregon institutions - we have included it.

Increasing Knowledge vs. Skills Development. While some of the SaVE requirements, such as policies and definitions of types of violence, are purely knowledge-based and can be met by on-line programs, consent and bystander intervention have both knowledge-based and skills development components. Definitions of consent (jurisdictional and positive) can be delivered through on-line modules. However, practicing consent in actual relationships requires interactive practice. Similarly, developing confidence in one’s ability to intervene to interrupt the immediate risk of violence as well as institutional structures and cultural conditions that support the violence, requires practice. Therefore, we recommend that

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prevention programming for all students include opportunities to develop language for talking about healthy relationships and sexuality, including positive consent; and to develop confidence in bystander intervention skills.

Using a combination of on-line, interactive and social marketing strategies. SaVE requires programing that is available to all incoming students and new employees, and also ongoing programing available to students and employees. Review of existing programs and conversation with those charged with compliance on Oregon campuses indicate that balancing cost and effectiveness will be achieved on most campuses through a combination of:

1. An on-line program that incorporates the basic SaVE elements required for new/incoming students and employees;

2. One or more interactive programs that address local risk factors and support skills development and are available to both new and ongoing students and employees; and

3. A social marketing campaign that supports information and skills developed through 1 and 2, above.

State-wide and/or Regional solutions for cost-effectiveness:

1. On-line programing: Because the cost of these programs is calculated based on the number of participants and length of contract (in years), there can be savings in groups of institutions negotiating together. This would depend on the specific program, and the ability of individual institutions to customize products with institutional information, as required by SaVE.

2. Interactive programing: Campus subcommittee members expressed concern about the cost of individual campuses investing in programs that require significant training and have a limited reach in number of participants. Negotiating for regional train-the-trainer sessions may increase cost effectiveness and would enhance capacity for ongoing program implementation. AGSATF is willing to participate in these negotiations and in the training and technical assistance, keeping in mind that the extent of our participation would depend on resources we are able to identify to support this added activity. Programs that incorporate a train-the-trainer model include Bringing in the Bystander, Coaching Boys Into Men, Green Dot, InterACT and Mentors in Violence Prevention. Other interactive programs include materials that AGSATF could use to train trainers regionally, again contingent upon identifying resources to support our role.

3. Social marketing: Know Your Power, We End Violence and Talk About It, are three examples of social marketing materials complementary to interactive and/or on-
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line programs. Again, it may prove cost effective to implement one or more of these on a multi-institutional basis.

Applications relating to campus gendered violence:
Campus Subcommittee members considered 2 available applications, Circle of 6 (a risk reduction strategy) and Good2Go (negotiating consent by text) and agreed not to recommend either.

This information is not intended to be comprehensive. Rather, it intends to gather information in one place that may be useful to Oregon colleges and universities in planning for the 2015-16 school year. Additional resources are a series of 3 webinars presented by AGSATF on prevention theories and frameworks, SaVE requirements and guidance, and all of the programs included in this document. Questions, comments and feedback can be directed to Nancy Greenman, AGSATF Prevention Program Coordinator at nancygreenman@oregonsatf.org or (503) 990-6541. We also propose to schedule a webinar for the same purpose within the next few weeks.

Many thanks to Georgia Wilson, OSU MPH student and intern extraordinaire, for her work on compiling this information, as well as that included in the Campus Survey summary.

II. Methodology:
We began collecting information in July. The first source was information posted on notalone.gov, including the CDC best practices white paper. We searched for information on-line and contacted individual providers for additional detail, and also for access to preview their program. We shared the first wave of program reviews with the Campus Subcommittee in October. In December, we reviewed more than a dozen on-line and interactive programs with the Subcommittee, collecting their feedback and additional suggestions for both programs to research and criteria to add. At that time, we expanded our research to include programs for employees.

We also contacted the National Sexual Violence Resource Center, our national technical assistance provider, to see if they had been doing similar work. They sent an inquiry to the RPE state and territory network. Ohio and California had done some program review. Ohio shared a program evaluation rubric they had created, that campuses may find useful in their review. We will post that form with this document. CALCASA has been gathering information through a wiki that can be accessed at: http://wiki.preventconnect.org/Resources+for+Colleges+and+Universities

Section III and IV of this document compile the results of this process.
III. List of Programs Reviewed & Categorization

A. **Programs for Students** (including traditional/non-traditional/undergraduate, residential/non-residential, community college)

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agent of Change (includes BI)</td>
<td>On-line &amp; Interactive (with We End Violence)</td>
</tr>
<tr>
<td>Bringing in the Bystander (BI)</td>
<td>Interactive (with Know Your Power)</td>
</tr>
<tr>
<td>Coaching Boys into Men (includes BI)</td>
<td>Interactive</td>
</tr>
<tr>
<td>Every Choice (BI)</td>
<td>On-line (by Green Dot creators)</td>
</tr>
<tr>
<td>Green Dot (BI)</td>
<td>Interactive</td>
</tr>
<tr>
<td>Haven (created by Everfi-- online program)</td>
<td>On-line</td>
</tr>
<tr>
<td>Illumination Project (BI)</td>
<td>Interactive (Theater-based)</td>
</tr>
<tr>
<td>InterACT (BI)</td>
<td>Interactive (Theater-based)</td>
</tr>
<tr>
<td>Intervention Initiative (BI)</td>
<td>Interactive (UK)</td>
</tr>
<tr>
<td>Know Your Power</td>
<td>Social Marketing Campaign &amp; Interactive (with Bringing in the Bystander)</td>
</tr>
<tr>
<td>Men's Project (includes BI)</td>
<td>Interactive</td>
</tr>
<tr>
<td>Mentors in Violence Prevention (includes BI)</td>
<td>Interactive</td>
</tr>
<tr>
<td>My Student Body</td>
<td>On-line</td>
</tr>
<tr>
<td>Not Anymore (includes BI)</td>
<td>On-line</td>
</tr>
<tr>
<td>One in Four (Men’s/Women’s Program - includes BI)</td>
<td>Interactive</td>
</tr>
<tr>
<td>RealConsent (BI focus)</td>
<td>On-line (bystander intervention)</td>
</tr>
<tr>
<td>SCREAM (includes BI)</td>
<td>Interactive (Theater-based)</td>
</tr>
<tr>
<td>Skillsoft for Students</td>
<td>On-line</td>
</tr>
<tr>
<td>Student Empower (includes BI)</td>
<td>On-line</td>
</tr>
<tr>
<td>Think About It (includes BI)</td>
<td>On-line</td>
</tr>
</tbody>
</table>
**B. Programs for Employees**

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Programming for Students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLR</td>
<td></td>
</tr>
<tr>
<td>Campus Answers</td>
<td>Campus Answers &amp; Student Empower</td>
</tr>
<tr>
<td>Haven</td>
<td>Haven for Employees</td>
</tr>
<tr>
<td>Safe Colleges</td>
<td>Yes, just released a “Student Suite”</td>
</tr>
<tr>
<td>Skillsoft</td>
<td>Yes, one module.</td>
</tr>
</tbody>
</table>
IV. Program Information

A. Online programs for Students

1. Every Choice  http://www.every-choice.com/ - !
   a. Created by: Developed with Green Dot creators and Student Success (see, Not Anymore, below) for male and female students. Website speaks of alignment with expectations for incoming students, but does not specify whether this includes graduate, as well as undergrads.
   b. Meets SaVE requirements for Undergraduates: Yes (though core program videos do not have jurisdictional definitions).
   d. Primary Prevention: This is a single-dose program that could be considered primary prevention if part of a more comprehensive program. However, keep in mind that it approaches gendered violence without a feminist, or gender-based analysis, so AGSATF would want to know more about addressing the roots of violence.
   e. Intended to change knowledge, attitudes, beliefs, and behaviors (about the importance of bystander intervention; does not mention the concept of “gendered violence” but introduces the violence as something that can happen between 2 people (although in scenarios every victim is female and virtually every perpetrator is male). According to Student Success, users should look for increases in viewer: expectation that they will be in a situation where they can have an effect; understanding of strategies to intervene; and in likelihood of intervening.
   f. Format: Online, video-based program focused on training students with realistic, actionable bystander intervention tools. Recommended as a complement to campus-based bystander programs. Pretest and posttests can be adapted; institutions can establish a minimum passing score.
   g. Cost: Small Schools; $5.85/ incoming freshmen and transfer student. $7.85/ student for an all-campus option. There are discounts for a multi-year agreement. Depends on # of students & # of years. (closer to $4.00 or $4.25 for state schools) for community colleges is a 30 minute program closer to $3.)
   h. Implemented with college populations: Unknown (Willamette University has reviewed, as WU implements Green Dot, but did not purchase.)
   i. Survey component included in purchase: Yes. (Pre and post-tests; also questions following each module. Students can see how their answers compared to their peers.)
   j. Evaluated: Too early for published research.
   k. Oregon Feedback: N/A
   a. **Created by:** Student Success (also co-creator of Every Choice) for **undergrad and graduate students.**
   b. **Meets SaVE requirements for Undergraduates:** Yes. There is a program specifically for community college (see “Format”)
   c. **Meets SaVE requirements for Non Undergraduates:** Yes, (see “Format”)
   d. **Primary Prevention:** Maybe, depending on the numbers of modules selected, and how messages are reinforced.
   e. **Intended to change:** Knowledge, attitudes, beliefs, behaviors and social norms.
   f. **Format:** Menus of modules available for purchase, include “primary and secondary” modules that can be adapted in content and in length (see chart at the end of this section). They include the domestic & dating violence, stalking, rape culture, sexual harassment (including sexual assault) bystander intervention, consent, alcohol, verbal defense and “what to do if...” 60-80 minutes for most groups; 30 minutes for community colleges. Both primary and especially secondary modules are built on student stories (intent is “emotional rather than intellectual” learning experience.)
   g. **Cost:** Small Schools; $5.85/ incoming freshmen and transfer student. $7.85/ student for an all-campus option. There are discounts for a multi-year agreement. Depends on # of students & # of years. (Closer to $4.00 or $4.25 for state schools) for community colleges is a 30 minute program closer to $3.)
   h. **Implemented by:** Their materials say more than 300 institutions)
   i. **Survey component:** Yes, pre and post-test are included in the modules, which allow for integration of pre-test results - including comparison to peer results -- into the individual student module.
   j. **Evaluated:** Unknown.
   k. **Oregon Feedback:** Unknown.

<table>
<thead>
<tr>
<th>Primary Modules</th>
<th>Secondary Modules</th>
<th>Community College Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction (2 mins)</td>
<td></td>
<td>Introduction (3.5 mins)</td>
</tr>
<tr>
<td>Consent (11 mins)</td>
<td>Consent (2.5 mins)</td>
<td>Consent/Sexual Assault (8.5 mins)</td>
</tr>
<tr>
<td>Rape Culture (7 mins)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bystander Intervention (4 mins)</td>
<td>Bystander Intervention (3 mins)</td>
<td>Bystander Intervention (2 mins)</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Topic</th>
<th>Time (mins)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Defense</td>
<td></td>
</tr>
<tr>
<td>Verbal Defense (3.5 mins)</td>
<td>Verbal Defense (2.5 mins)</td>
</tr>
<tr>
<td>Alcohol</td>
<td></td>
</tr>
<tr>
<td>Alcohol (8.5 mins)</td>
<td>Alcohol (3.5 mins)</td>
</tr>
<tr>
<td>Dating Violence</td>
<td></td>
</tr>
<tr>
<td>Dating Violence (4 mins)</td>
<td>Dating Violence (6 mins)</td>
</tr>
<tr>
<td>Healthy Relationships</td>
<td></td>
</tr>
<tr>
<td>Healthy Relationships (4 mins)</td>
<td>Healthy Relationships (3 mins)</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td></td>
</tr>
<tr>
<td>Sexual Harassment (3 mins)</td>
<td>Sexual Harassment (2 mins)</td>
</tr>
<tr>
<td>Stalking</td>
<td></td>
</tr>
<tr>
<td>Stalking (5 mins)</td>
<td>Stalking (3.2 mins)</td>
</tr>
<tr>
<td>What To Do</td>
<td></td>
</tr>
<tr>
<td>What To Do (4.5 mins)</td>
<td>What to do (3.5 mins)</td>
</tr>
</tbody>
</table>
   a. Created by: Everfi, a for-profit company, to take advantage of the market created by SaVE, for “college students”.
   b. **Meets SaVE requirements for Undergraduate Students:** Yes (created to comply). But see #k, below.
   c. **Meets SaVE requirements for Non Undergraduates:** There is a module for new staff and faculty, which we have not reviewed. (see #k, below).
   d. **Primary Prevention:** not in 45 minutes. This is primarily an awareness and risk reduction strategy.
   e. **Intended to change** knowledge and beliefs (sexism, VAW & alcohol use/abuse).
   f. **Format:** 45 minute online training to educate students on the issues associated with sexual assault and relationship violence, taking into account their unique perspectives and experiences. Training includes: key definitions and statistics; reflective and personalized content; bystander skill and confidence-building strategies; campus-specific policies, procedures and resources; rich data summaries to inform future programming.
   g. **Cost:** Not provided. 3-year deal.
   h. **Implemented with college populations:** Yes (Oregon State University, George Fox University, U of O, and many more).
   i. **Survey component included in purchase:** Unknown.
   j. **Evaluated:** It is too early for published research. However, one thing to keep in mind is that answers to the training's test questions are found online. It is possible to “cheat” the program. Another thing to keep in mind is that this is less than an hour long.

**Oregon Feedback:** OSU selected Haven because of their good relationship with Everfi in their implementation of its alcohol awareness program and because of the effectiveness of that program and because of its primary prevention approach. Stratification of data has been very useful: OSU is able to cluster students into “healthy majority” and “unhealthy minority” and to track progress for both. Also, the program ties back individual responses to specific information. They see Haven as “beginning the conversation” with incoming students, and report that Haven has worked fairly well for the average incoming student. However, they do not believe it is appropriate for international or non-traditional students. *(OSU describes their experience with Haven in the 3/6/15 webinar.)*

**Note:** Haven provided a module for new faculty/staff module, which is reviewed in the final section of this document.
4. **My Student Body**  [https://www.mystudentbody.com/default.aspx](https://www.mystudentbody.com/default.aspx)
   a. **Created by:** Hazelden Publishing, does not specify but assume specifically for **undergraduate students.**
   b. **Meets SaVE requirements for Undergraduate Students:**
      Focused on sexual violence, rather than all 4 crimes. Can be made to include SaVE minimum requirements if implemented with bystander intervention skills.
   c. **Meets SaVE requirements for Non-Undergraduates:** Unknown.
   d. **Intended to change** knowledge, attitudes, beliefs, and behavior (sexual violence module focuses on gender-based violence and includes information aligned with SATF’s practice and beliefs).
   e. **Primary Prevention:** They describe their program as prevention; there is a 1.5 hour video you can download on *Eliminating Sexual Violence: How MyStudentBody helps your campus comply with the Educational Requirements of SaVE.*
   f. **Format:** An online health program with two courses:
      * Essentials (alcohol & drug abuse, and sexual violence; videos, quizzes, surveys designed to educate students and make the transition to college easier. Includes pre-tests and post-tests) and
      * Student Conduct (designed for students who have broken policies or school regulations).
   g. **Cost:** Not specific but the website says, “affordable.”
   h. **Implemented on college populations:** Yes.
   i. **Survey component included in purchase:** Yes, there is a follow up assessment.
   j. **Evaluated:** Not yet. However the promo material refers to “evidence-based” prevention, and website provides information on the evaluation of
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individual components of the program (that have pre-existed being included in this).

k. Oregon Feedback: N/A
5. **Think About It**  [https://home.campusclarity.com/tag/think-about-it-2/](https://home.campusclarity.com/tag/think-about-it-2/)
   a. **Created by**: Campus Clarity, a for-profit organization to take advantage of the market created by Title IX and SaVE. Includes training for both staff/faculty and students.
   b. **Meets SaVE requirements for Undergraduate Students**: Yes (created to comply). See also #k, below.
   c. **Meets SaVE requirements for Non Undergraduates**: Yes, staff/faculty, as well.
   d. **Primary Prevention**: More awareness and risk reduction. However, they have added a Talk About It resources and community site (free) that is clearly an effort to increase impact and scope. Campus Clarity has also offered at least one webinar on an example of on campus developing SaVE-compliant prevention programming.
   e. **Intended to change** knowledge, attitudes, and beliefs, and behavior. Throughout the course, students are asked questions about alcohol, relationships, and sex. The program instantly shows them how their peers responded to the same question. This comparison is designed to break through the often-dangerous illusion that "everybody else is doing it."
   f. **Format**: The first part of the training (45 minutes) covers: reducing risky behavior and prevent sexual assault; focus on partying smart; sex in college; sexual assault and healthy relationships. The second part (20 minutes) gives scenarios to build skills.
   g. **Cost**: The price of the online program is dependent on the number of students and the length of the contract. With more students and a longer contract, the price will decrease. The basic format will include customizations such as campus pictures, a welcome letter from the President or Dean, state policies, school's disciplinary proceedings, contacts and resources.
   h. **Implemented with college populations**: Yes (University of Portland, Willamette University, Reed College, and many more).
   i. **Survey component included in purchase**: Yes.
   j. **Evaluated**: Too early for published research on Think About It's efficacy.
   k. **Oregon Feedback**:
      * **Reed**: Used it first time this fall; Overall had positive response, although older students felt it was directed to younger students (e.g., freshmen), while the younger students noted the program’s assumption that all incoming students are sexually active. Noted that originally, the program had victim-blaming language, which Campus Clarity change (i.e. responsive to feedback). Also the program allows for customization. Data collected was useful: e.g., program asks students...
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to estimate the percentage of peers who know someone who has experienced violence and alcohol poisoning.

- **Lewis & Clark**: just completed 2nd year of 3 year contract. In Year 2, they made completion mandatory, and are offering follow-up with shorter modules/boosters that are NOT mandatory. Their feedback, like Reed’s is generally positive, although again older students felt it was not applicable to them. Some international student found the modules to be offensive to their culture.

- **Willamette**: A student/staff committee chose this as their preferred program from a review process. One of the lessons learned is that having the campus designate their own point of contact for interacting with the provider works best; and that if there is a requirement for completion by a certain date (e.g., registration deadline) that the point person should build in time to facilitate completion to their own schedule. (WU discusses their experience with Think About It in the 3/17 webinar.)
   a. **Created by:** Emory University for undergraduate male students.
   b. **Meets SaVE Requirements for Undergraduates:** Designed pre SaVE; seems to include the legal definition of SA and consent; definitely teaches bystander skills.
   c. **Meets SaVE Requirements for Non-Undergraduates:** N/A
   d. **Primary Prevention?** Probably; number of doses, scope of interventions includes prosocial behaviors which indicate acting to prevent violence from ever happening
   e. **Intended to change:** behaviors (increase prosocial intervening behaviors from speaking up to offensive comments, to intervening in more serious situations; and decrease perpetration. Use social norms theory to address misconceptions as to sexual violence and also to male attitudes.
   f. **Format:** Online, six 30 minute modules designed to prevent skipping through;
   g. **Cost:** Emory University is in the process of transferring the license for RealConsent to a start-up business that will market it. We will add that information to this document as soon as it becomes available.
   h. **Implemented with college populations:** Georgia State University
   i. **Survey component included in purchase:** Unknown
   j. **Evaluated:** Georgia State University, undergraduate males age 18-24 bi or heterosexual recruited via email & paid $10 per module completion; (control group completed a general health promotion program); surveyed post completion and at 6 months out paid $25 to per survey. 743 racially diverse participants completed the course; 451 the initial survey; and 215 at 6 months (follow up attrition due to loss of funding; however although follow up completion correlated to higher GPA it did not to outcomes - i.e. increased behaviors/decreased perpetration). Results: participants reported significantly more prosocial intervention behaviors and 73% less likelihood of perpetration than control group immediately post completion.
   k. **Oregon Feedback:** N/A


(The dissertation evaluating the measures is also available at: [https://etd.library.emory.edu/view/record/pid/emory:br9nd](https://etd.library.emory.edu/view/record/pid/emory:br9nd))
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   a. **Created by:** Skillsoft
   b. **Meets SaVE Requirements for Undergraduates:** It addresses minimal SaVE requirements through a combination of slides and through the written “Sexual Violence Prevention” “brief” included, which defines the 4 kinds of violence and consent (to which state definitions would be presumably added), and includes information on bystander options. The program would accommodate additional documentation on institutional policies, procedures and resources.
   c. **Meets SaVE Requirements for Non-Undergraduates:** The module is brief and basic enough that it could probably be used for graduate students, as well.
   d. **Primary Prevention?** This is very basic information and probably more awareness and risk reduction.
   e. **Intended to change:** This information is primarily intended to increase knowledge. There is some opportunity for interaction with bystander information, which is paired with risk reduction for victimization tips (“how to keep yourself safe”).
   f. **Format:** Module lasts 30 minutes; includes sections on Title IX, FERPA, VAWA (Clery & SaVE). Slides are narrated by a single voice, with a closed caption option. Participant advances slides; some slides include option to click on buttons to hear more information (e.g., to choose strategies for bystander intervention); quiz at end of section includes information on correct answers.
   g. **Cost:** Unknown
   h. **Implemented with college populations:** Unknown.
   i. **Evaluated:** Unknown.
   j. **Oregon Feedback:** Unknown.
   a. **Created by:** Campus Answers
   b. **Meets SaVE Requirements for Undergraduates:** Yes, was created to do this. Also includes alcohol abuse.
   c. **Meets SaVE Requirements for Non-Undergraduates:** There is a specific module for Graduate Students, Non Traditional Students and Student Employees (see Section IV.D., below)
   d. **Primary Prevention:** These programs are comprehensive and highly interactive, but would need additional program components; for example, behaviors that may be modeled and supported by the program would need an opportunity for interactive skills development.
   e. **Intended to change:** Knowledge, attitudes, beliefs and behavior; but as described above, behavioral change would need additional support.
   f. **Format:** There are 2 available formats/programs: **Student Empower - Sexual Violence Prevention** (with residential and non-residential versions); and **Student Empower**. Both draw on the same information (much of which is also included in the employee/graduate student modules), including information on alcohol and drug abuse, including date rape drugs. **Sexual Violence Prevention** includes 99 slides, many with subparts, some with animated and live “Allies in Action” scenarios and embedded videos. Engagement techniques include a recurring “Truth or Myth” timed question and answer game, and periodic question and answer sessions. The residential uses dorm settings, the non-residential switches those to community locations. The section on “Building Positive Relationships” focuses almost exclusively on recognizing/avoiding/dealing with abusive relationships. Student Empower includes a focus on sexual health.
   g. **Cost:** Unknown
   k. **Implemented with college populations:** Unknown.
   l. **Evaluated:** Unknown.
   m. **Oregon Feedback:** Unknown.
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B. Online Programs for Students with Interactive Component
1. **Agent of Change**  [http://weendviolence.com/our_products_agentofchange.html]
   a. *Created by:* We End Violence (see below) for college students of all genders (they specifically note that they do not have an LGBTQ version because they believe that this is effective). Assume this to be particularly directed to undergraduates. Also a module for faculty and staff
   b. *Meets SaVE requirements for Undergraduates:* Yes.
   c. *Meets SaVE Requirements for Non Undergraduates:* Intended for undergraduates.
   d. *Intended to change* knowledge, attitudes, beliefs, and behavior.
   e. *Primary Prevention:* Uses a primary prevention approach, addressing the root causes of violence and seeking to change behaviors, as well as knowledge and beliefs from a feminist perspective. However, single dose without more cannot be considered true prevention.
   f. *Format:* This online sexual assault violence education program (50-60 minutes) uses a game format with characters and stories in a college environment. Students are able to interact and have conversations with the avatar characters during which students make choices about what to say and how to respond to other characters. This program addresses: myth acceptance, norm challenging, motivation interviewing, feminist theory, social norms theory, and bystander intervention.
   g. *Cost:* Price is dependent on the number of students and the length of the contract. First 2,000 students ($4.50/student), 2,001-4,000 students ($4/student), 4,001-6,000 ($3.50/student), 6,001-8,000 ($3/student). 10% reduction for the second year of a contract and 15% reduction for the third year of a contract.
   h. *Implemented in college populations:* Yes (University of California at Santa Barbara, Southwestern College, San Diego State University, and many more).
   i. *Survey component included in purchase:* Yes.
   j. *Evaluated:* Ongoing, by Paul Schewe U of IL, Chicago; “Following Agent of Change, students decreased their belief in rape myths, increased their intentions to intervene to interrupt sexually abusive behavior, improved their attitudes, and improved their behavioral intentions concerning
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sexual assault. All of these improvements were either maintained, or improved, at the four month follow up.”

k. Oregon Feedback: Unknown
2. **We End Violence**  http://weendviolence.com/
   a. **Created by:** Jeffrey Bucholtz, from experience at UCSB with feminist and rape crisis work. While the array of services, programs and supports seem to be broad enough to adapt to a range of campus populations, seems to be focused on undergraduates.
   b. **Meets SaVE requirements for Undergraduates:** Yes, in that their services include providing programming that meets SaVE requirements.
   c. **Meets SaVE requirements for Non Undergraduates:** Seems to be designed for undergraduates, however it also seems likely there is capacity to adapt.
   d. **Intended to change** knowledge, attitudes, beliefs, and behavior
   e. **Format:** We End Violence is a “social” business; reinvests profit into services, works from an explicitly feminist perspective. It offers a variety of services such as lectures, campaigns, presentations, posters, workshops, trainings, and consultations. All of these address the fundamental causes of violence, focusing on the cultural attitudes and behaviors that lead to violence and discrimination. Topics address: sexual assault, bullying, sexual harassment, and relationship violence.
   f. **Cost:** Cost and materials depend on chosen service. "A Way from Violence" DVD-- $60; "Together We Can" DVD-- $68; Posters: $25/set of 5.
   g. **Implemented in college populations:** Yes (National College of Naturopathic Medicine, San Diego State University, University of California at Santa Barbara, University of California at Santa Cruz, Southwestern College).
   h. **Survey component implemented in purchase:** Not provided.
   i. **Evaluated:** See Agent of Change, above. Other services do not seem to have been evaluated.
   j. **Oregon Feedback:**
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National College of Naturopathic Medicine brought WEV to campus in anticipation of SaVE. While they found WEV very willing to work with them to meet their specific needs, as well as a comprehensive, entertaining and educational program, NCNM’s unique student population (graduate level professional degree seeking students, no school sponsored housing, no collegiate sporting teams or Greek Life) was not a good fit for continued programming. However, based on their experience, they would recommend WEV to other institutions that have populations of on-college living, Greek/Athletics and a traditional age of undergraduates.
C. Interactive Programs for Students:

1. Bringing in the Bystander  
   http://cola.unh.edu/prevention-innovations/bringing-bystander%2AE  
   a. Created By: Program developed & supported by University of New Hampshire, Prevention Innovations, which is increasing capacity to provide broad support/consultation for campuses implementing Title IX and SaVE. Note the regional training option, but no direct experience with the quality of support. Notes that the program benefits students, faculty and staff, but does not describe implementation with other than undergraduates.
   b. Meets SaVE requirements for Undergraduates: Yes.  
   c. Meets SaVE Requirements for Non Undergraduates: Unknown.  
   d. Intended to change: bystander intervention skills.
   e. Format: Male and female leaders teach one 90 minute session and two follow up sessions (follow up sessions total 4.5 hours). Participants practice bystander intervention skills and pledge to intervene.
   f. Cost: Stand-alone curriculum (5 copies of the Facilitator's Guide, supporting article and documents, interactive Power point Presentations) -- $1,600. Training the Trainers (7.5 hour program where trainers learn the curriculum in-depth, learn how to present the program yourself, and train others to do the same) -- $4,000 (note: there are tiers of training, including a regional option, which costs $1600 per institution for the curriculum, plus $350 per person).
   g. Implemented in college populations: Yes (University of New Hampshire, University of Windsor, Washington and Lee University, The University of the South, Stonehill College).
   h. Survey component included in purchase: Yes, follow up evaluation and documentation of the impact of the program on the community is provided.
   i. Evaluated: BIB has been evaluated in multiple studies. Research results are available at http://cola.unh.edu/prevention-innovations/peer-reviewed-publications  
   These include: general population, college athletes, and military personnel, with a range of results. Campuses considering BIB are urged to review the results with a view to the population with whom they intend to implement the program as results have varied among and within genders, and in comparison to similar populations who have been exposed to a traditional psycho-educational (non-bystander) program.
2. Green Dot  http://www.livethegreendot.com/
   a. Created by University of Kentucky. Believe the first intended audience is undergraduate students, but campus campaigns have included faculty, staff, and international students.
   b. Meets SaVE requirements for Undergraduates: Meets SaVE requirements for bystander intervention. Assume it could be adapted to meet the rest, but since the universal presentation is intended to be motivational, not sure this would be the intention.
   c. Meets SaVE Requirements for Non Undergraduates: See above, apparently has been implemented with all campus populations.
   d. Primary Prevention: Overall, yes, including the peer leaders and the social marketing. The motivational speeches alone are awareness activities. The other piece is that Green Dot intentionally chooses not to focus on the gendered nature of the violence.
   e. Intended to change knowledge, attitudes, beliefs and behaviors about bystander intervention to interrupt and prevent violence.
   f. Format: 6-8 hour bystander training sessions with Early Adopters (identified campus surveying) and some self-selected students (connects students to issues of violence in their community, incorporates skill building and practice identifying high-risk situations, focus on preventing violence before it occurs), 50-60 minute “Overview” presentations that can be delivered to classes or specific groups on campus, and a social marketing component.
   g. Cost: 4-day instructor certification is required. There are two options to get trained: attend a Green Dot institute ($975, which includes materials, food, tuition) or bring a 4-day training to your school ($10,000 plus materials and travel). Implementation: $2.00-$3.00/participant.
   h. Implemented in college populations: Yes (University of Kentucky, University of Portland, Willamette University, Western Oregon University, Central Oregon University, Washington State University, Idaho State University, University of Idaho, University of Maryland-Baltimore County, University of Dayton, Eastern Washington University, etc.)
   i. Survey component included in purchase: Not currently. Possibly in future programs as instructor certification training is currently being revamped.
   j. Evaluated: Participants who received the speech and SEEDs training have: lower rape myth acceptance scores and higher self-reported active bystander behavior. Participants who received the speech alone have: reported more actual active bystander behaviors and more observed bystander behaviors compared to control group. Thus the speech is more power than those who never received any Green Dot exposure. Also campus
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with Green Dot had a decrease in incidence of violence compared with 2 campuses without. Green Dot high school programs are being evaluated by CDC.

k. **Oregon Feedback:**
   NCNM: Opted against the requirement to implement to fidelity, as the time required for implementation was not realistic for them.
   Reed: Would like to hear from campuses who have implemented; what kind of campuses does it work on.
   Willamette U: (discuss Green Dot during the 3/17/15 Webinar). They chose Green Dot because it does have a research base; because it can be implemented with both high school and college, and they have a high school access program; and because the non-gendered approach helps them to meet their population where they are. They incorporate GD into their orientation and use it to meet some of the SaVE requirements. Their experience working with Green Dot has been positive, including the willingness to customize the program for specific populations and to adapt the program to better match campus scheduling and available time. For example, they have added a brief presentation component, as well as the full “Overview” (providing a range from 15 minutes to 2 hours). They also provide a toolkit for classroom integration. Challenge would be the cost of obtaining the training and bringing the program to a school.

   a. **Created by:** Futures Without Violence for high school athletes, primarily male.
   b. **Meets SaVE requirements for Undergraduates:** Not by itself, but coaches could add SaVE required minimums to the preset modules.
   c. **Meets SaVE requirements for Non-Undergraduates:** N/A (for athletes)
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d. Intended to change knowledge, attitudes, beliefs about gender, sexism, etc.
e. Format: CBIM curriculum includes a series of coach-to-athlete trainings that show ways to model respect and promote healthy relationships. The card series teaches coaches on how to incorporate themes associated with teamwork, integrity, fair play, and respect into their daily practice and routine.
f. Cost: Card Series, Playbook, CBIM Overview, Getting Started, References and Resources can all be downloaded (free).
g. Implemented in college populations: No, only in high schools.
h. Survey component included in purchase: Yes, survey is administered at the end of the sports season.
i. Evaluated: There was a significant increase in participants' intention to intervene and an increase in self-reported bystander behavior. However, there was not significant data to support the program's other goals: recognize abusive behavior, gender-equitable attitudes, and abuse perpetration.
4. **The Intervention Initiative**  [http://www1.uwe.ac.uk/bl/research/interventioninitiative.aspx](http://www1.uwe.ac.uk/bl/research/interventioninitiative.aspx)

   a. **Created by**: West England University; discussion focuses on undergraduates.
   
   b. **Meets SaVE requirements for Undergraduates**: English so N/A; however, this is an in-person multi-session program that could easily adapt the format to include.
   
   c. **Meets SaVE requirements for Non-Undergraduates**: Probably too time-consuming to be realistic.
   
   d. **Primary Prevention**: Yes.
   
   e. **Intended to change** knowledge, attitudes, beliefs about gendered violence, and behaviors to intervene. Primary focus is on bystander intervention.
   
   f. **Format**: 8 sessions of 60-90 minutes lay theoretical foundation then focus on development of bystander intervention skills.
   
   g. **Cost**: Free. Developed by UK to be used by institutions there, all components except the evaluation can be downloaded at [http://www1.uwe.ac.uk/bl/research/interventioninitiative/abouttheprogramme.aspx](http://www1.uwe.ac.uk/bl/research/interventioninitiative/abouttheprogramme.aspx).
   
   h. **Implemented in college populations**: Yes (in UK)
   
   i. **Survey component included in purchase**: Yes (pre and post social norms test, along with scoring guide)
   
   j. **Evaluated**: In process this year; there is contact information included in the toolkit for institutions to participate.
5. Men’s Project  Created by Alan Berkowitz and others; not being marketed.
   a. **Meets SaVE requirements:** Unknown. Research article describes consent discussion and bystander intervention skills building that could meet SaVE. The ongoing format of this program seems to be compatible with incorporating the SaVE definitions and statements/descriptions.
   b. **Primary prevention:** Yes, this is meant to create individual, relational and cultural change and seems to be intentionally ongoing.
   c. **Intended to change** knowledge, attitudes, beliefs, behavior
   d. **Format:** 1.5 hour initial session with 1-hour boosters to increase empathy and awareness; promote re-socialization and bystander skills.
   e. **Cost:** Not provided
   f. **Implemented in college** populations: University of Vermont, Colorado State University
   g. **Survey component included in purchase:** Not clear.
   h. **Evaluated:** Decreased likelihood of sexually aggressive behavior; increased understanding of consent; decreased association with sexually aggressive peers.
   i. **Oregon Feedback:** Unknown.
   
a. **Created by:** Jackson Katz to engage young men and women in preventing gendered violence. High school and college versions. College version does not specify audience; assume was created for undergraduates.
   
b. **Meets SaVE Requirements for Undergraduates:** Unknown. Information could be integrated, however fit does not seem natural. Talking about disciplinary actions, defining crimes and also the bystander intervention piece all seem awkward. Because it considers the roots of gendered violence, assume it would cover risks and protects across more than sexual violence.
   
c. **Meets SaVE Requirements for Non Undergraduates:** Probably not.
   
d. **Primary Prevention:** This program is intended to be primary prevention as it is focused on understanding and working to change social norms.
   
e. **Intended to change** male attitudes and behaviors; create a peer climate of healthy norms and attitudes
   
f. **Format:** Trainings (1 or 2 days) engage men as allies and partners to women in gender violence prevention, its social justice-orientation, and the highly interactive nature of its trainings.
   
g. **Cost:** 2 trainers for 1 day long training costs around $5,500
   
h. **Implemented in college populations:** Northeastern University, Virginia Tech, Griffith University, Keene State College, Harvard University, University of Central Florida, Austin College, Syracuse University, all of the branches of the US military, NCAA.
   
i. **Survey component included in purchase:** Yes.
   
j. **Evaluated:** Most impactful if you can train participants as early as possible. Training results: significantly less sexist attitudes at post-test; significantly improved sense of self-efficacy at post-test.
   
k. **Oregon Feedback:** Unknown.
7. **One in Four (The Men’s & Women’s Programs)**


   a. **Created by** John Foubert et al. Website seems to have recently experienced a beefing-up, assume because of new interest in SaVE. Does not specify age group beyond “college students”.

   b. **Meets SaVE requirements for Undergraduates:** Programs were not created with this in mind. However, given the format, it seems that elements are either present or could be integrated: bystander intervention is present and assume resources are, as well (how to help a victim); definitions, institutional prohibition and policies/procedures could probably be added, if they are not already present. *Created to focus on rape.*

   c. **Meets SaVE Requirements for Non Undergraduates:** Probably not.

   d. **Primary Prevention:** Yes, in that it seeks to change behaviors and attitudes that support violence. And evidence purports to show significant change up to 2 years out. However, because this is a single-dose application, it would be most effective as part of a comprehensive program that reinforces message after single dose.

   e. **Intended to change** attitudes, beliefs, and behaviors

   f. **Format:** 55 minute session for men to challenge attitudes; learn skills to support female victims; increase awareness of how to intervene; 45 minute session for women to recognize male high-risk behavior; learn to intervene and support friends.

   g. **Cost:** videos ($150); books ($40); peer education materials ($90)

   h. **Implemented in college populations:** Yes (Carnegie Mellon University, Connecticut College, Oklahoma State University, US Naval Academy, University of North Carolina at Wilmington, University of Pennsylvania, University of Vermont, University of Virginia, etc.)
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i. **Survey component included in purchase:** Information not provided.

j. **Evaluated:** Decrease in perpetration for high-risk males; increase in empathy. In females, increase in the likelihood to help a victim. Research shows, “high risk men who were treated with The Men’s Program (TMP) committed 40% fewer sexually coercive acts during their first year of college than a control group who did not see TMP. Also, the men who were treated with TMP, if they did commit an act of sexual violence, on average it was 8 times less serious (unwanted sexual conduct than those who were untreated (rape).”

k. **Oregon Feedback:** Unknown.
Interactive Theater Programs

8. **Illumination Project**  [http://www.pcc.edu/resources/illumination/](http://www.pcc.edu/resources/illumination/)
   
a. **Created by:** Portland Community College to create an inclusive, socially just academic and general community through student leadership development and social change theater.
   
b. **Meets SaVE requirements for Undergraduates:** This is not the objective of the IP at PCC. The IP’s focus depends on the students participating in any given year. However, the Project replication manual and DVD are available for purchase by other institutions that could create their own project with a gendered violence prevention focus.
   
c. **Primary Prevention:** Yes, for those participating in the project. For the general population attending a performance, it can be part of a comprehensive prevention program, with skills and information reinforced by other strategies.
   
d. **Intended to change:** Knowledge, beliefs, behaviors around oppression by increasing skills for “living respectfully in a pluralistic society”.
   
e. **Format:** Interactive theatre: Actors conceive and write the scenes from what they have lived/observed. They present each scene/play to an audience once. Then they present the scene a second time, inviting audience members to take the place of specific characters and propose a behavior that addresses the oppression that is playing out.
   
f. **Cost:** $30 for the Replication Manual (402 pages), which can be previewed at [http://www.pcc.edu/resources/illumination/manual-dvd/](http://www.pcc.edu/resources/illumination/manual-dvd/) and $12.99 for the DVD (61 mins), or $40 for both. The Project also has offered a
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Summer Institute. [http://www.pcc.edu/resources/illumination/summer-institute/] to provide hands-on training.

g. **Implemented with College Populations:** At PCC

h. **Evaluated:** Unknown.

i. **Oregon Feedback:** The IP has a history of providing theater of the oppressed on PCC and other campuses, as well as for other audiences. Sexual Violence prevention staff from RPE-funded and other Oregon programs have attended the Summer Institute and learned or strengthened their programmatic skills.
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9. **InterACT**
   https://www.csulb.edu/colleges/cla/departments/communicationstudies/interact/
   a. **Created by:** Cal State University at Long Beach for a range of audiences.
      Discussion focuses on undergraduates.
   b. **Meets SaVE requirements for Undergraduates:** Not sure. It would most likely meet the requirement for bystander intervention. Certainly declaring that the institution prohibits violence and handing out material defining jurisdictional definitions of violence and consent could be an introduction to the program. Materials could also include information on what happens after an assault takes place.
   c. **Meets SaVE Requirements for Non Undergraduates.** Seems to focus on undergraduates.
   d. **Primary Prevention:** Probably for those who participate in the skits; for those who merely see the skits the dosage is so low that it’s probably more awareness.
   e. **Intended to change knowledge, attitudes, beliefs**
   f. **Format:** theater of the oppressed present skits and invite students to interrupt and try out their own ideas.
   g. **Cost:** Standard presentation: $7,000-$8,000 depending on travel costs involved. Working with other schools in the area is a great way to cut costs. They add an additional $1,500 for a same day program and $2,000 plus additional travel costs for another program in the same area on the day after. Also, costs can be reduced by local students participating in the theater.
   h. **Implemented in college populations:** Yes (CSU Long Beach)
   i. **Survey component included in purchase:** Yes, pre-test, post-test, and follow up.
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j. **Evaluated:** Research shows that there is an increased belief in effectiveness of intervention; men moderate and women higher self-reported likelihood to intervene.
   
a. **Created By:** Developed in 1991 by Rutgers University (home of sex, etc.) includes both a general and an athlete-specific version (1992). No specification of age group, but seems to focus on undergraduates.

b. **Meets SaVE requirements for Undergraduates:** Not sure. Probably same answer as for InterACT: It would most likely meet the requirement for **bystander intervention**. Certainly declaring that the institution **prohibits violence** and handing out material **defining jurisdictional definitions of violence and consent** could be an introduction to the program. Materials could also include information on **what happens after an assault takes place**.

c. **Meets SaVE Requirements for Non Undergraduates:** Not clear.

d. **Primary Prevention?** Single dose interventions are generally more awareness than primary prevention for audiences. They are often primary prevention for the participants in/presenters of the skits as they become peer leaders in working for change. The program for athletes envisions not only presentations but ongoing dialogue and role modeling/leadership, which would be prevention if done intentionally.

e. **Intended to change knowledge, belief, behavior.** Article on SCREAM Athletes say decrease victimization, increase student awareness and knowledge, help student-athletes become leaders in preventing sexual violence, and to prepare athletes for real life situations; including behaviors to prevent and interrupt violence.

f. **Format:** 75 minute interactive theatre presentation shows how bystanders can intervene before, after, and during an assault. (Athlete version is delivered by athlete peer educators and presented to athlete audiences. A 6/13 article stresses the importance of the SV Prevention office having a long-term collaborative relationship with the Athletics Department to assure logistical cooperation.

g. **Cost:** Cost of theatre groups’ travel and presentation. The SCREAM 30 minute Athletic program video and guide are available for $250.
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h. **Implemented in college populations:** Yes (Rutgers - where it was developed and also other colleges and high schools).

i. **Survey component included in purchase:** Unknown (though an article notes that both qualitative and quantitative data have been collected and analyzed.)

j. **Evaluated:** Decreased acceptance of rape myths; increase in positive attitude towards intervention.

k. **Oregon Feedback:** Unknown.
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Social Marketing Programs

11. Know Your Power

http://cola.unh.edu/prevention-innovations/know-your-power%C2%AE-bystander-social-marketing-campaign

a. Created by University of NH (along with Bringing in the Bystander)
b. Meets SaVE requirements for Undergraduates: This is not the intent of this campaign. This is intended to be used along with other strategies. You can purchase items that would probably meet the bystander requirement, and also risk reduction, however it does not define the crimes or consent, or include information on policy or process. It does explicitly cover dating violence, sexual and IPV. NOTE: Posters address violence in LGBTQ community.
c. Meets SaVE Requirements for Non-Undergraduates: Whole-campus approach would apply to all populations.
d. Primary Prevention: It does seek to change knowledge, attitudes, beliefs and behaviors that support violence. Again, a social marketing campaign is most effective when combined with other strategies.
e. Intended to change knowledge, attitudes, and beliefs.
f. Format: Social marketing campaign focused on reducing sexual and relationship violence and stalking on campuses. The campaign includes realistic and thought-provoking scenarios to encourage community members to take part in ending sexual assault, relationship violence and stalking. The campaign has 22 images that can be used on posters, table tents, bookmarks, postcards, computer pop-up screens, and websites.
g. Cost: Posters (11”x17”) $7 per poster for orders of 100 or fewer, $6 per poster for orders of 200 or more, $4.50 per poster for orders of 500 or more.
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Bookmarks: $0.50 each. Postcards: $1.00 each. Triangle table tents (5”x8”):
$5.00 per tent for 100 or fewer, $4.00 per tent for more than 100.

h. Implemented in college populations: Yes (University of New Hampshire).
i. Survey component included in purchase: Information not provided.
j. Evaluated: According to website has been shown to
   • Increase target audience members’ knowledge of how to safely intervene in cases of sexual and relationship violence
   • Increase their willingness to get involved in reducing violence
   • Increase the likelihood that they have acted as an active bystander in a situation where sexual and relationship violence is about to occur, is occurring or has occurred.
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D. Online Programs for Employees

1. BLR/Training Today  http://trainingtoday.blr.com/
   a. Created by: BLR that provides a vast array of workplace safety and employee/leadership development resources.
   b. Modules Available/Reviewed
      • The Clery Act: Campus Security and Crime Data Reporting (46 mins)
      • Title IX
      • Sexual Harassment (18 mins)
      • Diversity on Campus [focus on Title IX, though notes other laws, e.g., Title IV]
      • Preventing Bullying and Hazing on Campus
      • Preventing Discrimination on Campus
      • Preventing Violence on Campus (13 mins, Focus is general/gun violence)
   c. Administrative options: Requires a log-in that allows administrator to track compliance and quiz results; and can email from the results. Can export data into excel. Can append documents (e.g., policies, procedure, etc.). Quiz can be randomized and passing threshold can be customized. Training includes trainer notes and slides, as well as attachments for trainee to download.
   d. Format: Self-progressing slides (click on “next” to advance). Multiple formats engage participants (click on sticky notes or bubbles; frequent review questions/quizzes - “Do you understand?” “What have you learned?”). Written version of full presentation supports accessibility.
   e. Meets SaVE Requirements: Yes, though parts are in Title IX, Sexual Harassment and Clery SaVe modules.
   f. Approach:
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• What each law requires
• Ties compliance to positive outcomes (also includes the high cost of non-compliance - in both money and campus culture/morale)
• Demo includes FBI definitions of 4 kinds of violence; purchased would replace with OR
• Describes the SaVE prevention requirements for programs for new employees and incoming students; and ongoing programs for students and employees (briefly, and there is no question on the section quiz that tests knowledge on any of this)
• Describes how SaVE interacts with FERPA and with Title IX

  g. Cost: Based on number of learners per library or per course if purchased for existing learning management system.
  h. Evaluated: Unknown (assume not)
   a. **Created by**: Campus Answers (creator of Student Empower)
   b. **Modules Available/Reviewed**
      - Preventing Discrimination and Sexual Violence: Title IX, VAWA and Clery Act for Employees.
      - Preventing Discrimination and Sexual Violence: Title IX, VAWA and Clery Act for Undergraduates, Graduate Students and Student Employees
   c. **Administrative options**: Customized per campus (welcome message, logo, etc.) Main dashboard includes option to pull up aggregate reports; Manage Users, which shows individual status (active, inactive registrations, who has completed, who has not). Unique user login allows tracking individual completion. No pre and post-test tracking on these modules (although it is available with the Student Empower modules that are intended for students).
   d. **Format**: 123 slides without audio will not allow viewer to skip forward. Some animation in slides; additional documents and information available for download during presentation. Section 1 is Introduction, Section 2 is Campus Culture and Sexual Violence, Section 3, Title IX/sexual harassment (and includes a section on male survivors); Section 4 is Response and Resources. The module ends with a “Policy Acceptance” in which the learner opens and reviews the institution’s policy and then certifies review and acceptance.
      Tabs across top of each module include:
      - Policy: Your school policy documents
      - Ask: The contact information you want learners to have
      - Content (Table of contents)
      - Glossary (with links to 2 dozen key terms, including all 4 types of violence, but not consent).
      - My Training - menu of individually assigned training.
      For required definitions use map of US and click on your state.
   e. **Meets SaVE Requirements**: Yes.
   f. **Approach**: Information is comprehensive and much is victim centered (e.g., defaults to confidentiality in reporting - “There is no right or wrong way for a survivor to proceed after an attack. The decision to report an assault to the police is a personal one.”), but balances with obligation.
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Gives theoretical framework in explanations (e.g., why bystander intervention does/does not happen).

g. **Cost:** Pricing adjusted if purchase both staff and faculty, also if single or multi-year license, and also for a consortium. Example provided was, if an institution has 500 employees and 4,000 students and buys only employee, approximate cost would be $10K; if buys only student cost would be $10K; if busy both cost would be $15,000 for both for one year. Discount on multi-year and on consortium.

h. **Evaluated:** Unknown.

i. **Oregon Feedback:** Unknown.

3. **Haven for Employees** [http://www.everfi.com/haven](http://www.everfi.com/haven)
   a. **Created by:** Everfi to accommodate clients using Haven for students.
   b. **Modules Available/Reviewed**
      **Haven for Employees**
   c. **Administrative options:** This is a very different system of data access than the student system. The institution is able to see aggregate pre and post test data and completion rates but not the level of data that is available for the student program. There are options for adding documents and language for the email notifications.
   d. **Format:** Single module, 44 slides, 37 minutes, includes pre and post-test covers all SaVE elements. Animations and changes in narrator seek to engage. Includes capacity for attachments, and also for embedding links/resources in slideshow.
   e. **Meets SaVE Requirements:** Yes (also includes sexual harassment and a very brief note on Title IX.)
   f. **Approach:** blends both compliance and understanding of trauma and impact (addresses employees both as having responsibilities but also as being potential victims/survivors who need to access resources). Includes “root causes” and the Social Ecological Model. Ties risk reduction/
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awareness to victim blaming and proposes strategies for mitigating this possibility.

g. **Cost:** Included in price of Haven for students.

h. **Evaluated:** Not yet (just created)

i. **Oregon Feedback:** OSU is using Haven for students is planning implementation of this employee module, which is a pilot effort from Everfi. They very much like the context/approach and content, which is in line with their philosophy and approach. They also like that it discusses employees as potential victims. As noted in Section IV A, their overall experience with Everfi is very positive. However, they also note that because this module is on-line only it is not accessible for those who need an alternative format. *OSU shares their experience with this program in the 3/6/15 webinar.*
   a. Created by: Safe Colleges, comprehensive college/university HR training provider.
   b. Modules Available/Reviewed:
      • Campus Sexual Violence: SaVE Act Overview (Wendy Armstrong: 37 mins)
      • Clery Act Overview (Alison Kiss: 24 mins)
      • Dating Violence: Identification & Prevention (Steve Holland: 20 mins)
      • Sexual Harassment: Policy & Prevention (Elizabeth R. Ison: 70 mins)
      • Title IX and Sexual Misconduct (Michelle Isadore: 17 mins)
   c. Administrative Options:
   d. Format: White screen; minimal graphics & maximum text; scenarios use still pix and cartoon-bubble dialogue. Includes quiz to demonstrate knowledge. Straightforward narration of information; favors comprehensive communication over participant interaction.
   e. Meets SaVE Requirements: From a strictly compliance perspective, yes.
   f. Approach: Compliance: the primary message is to carefully read campus policies and to follow them. In most cases this means reporting violence. SaVE Act Overview states that “[t]he SaVE Act promotes conversation with potential victims that discuss choices a student has along a continuum of sexual activity, with the goal of adopting healthy and caring attitudes and creating an environment where sexual activity is consensual and free of violence. This approach focuses on how all campus constituents can play a part in creating a positive college atmosphere in which any form of intimate partner violence is unacceptable - and each individual can exercise
his or her freedom of choice without fear. It is a positive way to change the norms of the campus.” However, Dating Violence includes 4 scenarios in which proposed employee response is not trauma informed.

g. **Cost:** Unknown

h. **Evaluated:** Unknown

i. **Oregon Feedback:** Unknown

**Note:** Safe Colleges has just released a “Student Suite” of 3 modules covering SaVE, Bystander Awareness, and Alcohol Awareness that were not reviewed.
   a. **Created by:** Skillsoft, comprehensive HR training provider.
   b. **Modules Available/Reviewed:**
      * **Campus Security for Employees: Clery and SaVE** (30 mins)
   c. **Administrative Options:**
   d. **Format:** Slides narrated by a single voice; closed caption option.
      Participant advances slides; some slides include option to click on buttons to hear more information (e.g., to choose strategies for bystander intervention); quiz at end of section includes information on correct answers. Additional materials available (e.g. “briefs”).
   e. **Meets SaVE Requirements:** “Preventing Sexual Violence Brief” is a written document accessible with the module, and which includes the information required by SaVE.
   f. **Approach:** Module topics are: Crimes, Reporting & Prevention. Includes a follow up activity on learning more about institution’s sexual misconduct policy and implementation. Examples of approach include:
      * “As an employee, your main role in helping the institution to meet its security obligation is to identify and report crimes covered by the Clery Act to the authorities designated to collect this data.”
      * “As an employee it’s critical that you are aware of the types of misconduct that are prohibited by your institution. You must also understand your responsibility to act if you find yourself in the role of a bystander.”
      * “As an employee, you have the responsibility to intervene if another member of the campus community is at risk.”
   g. **Cost:** Unknown
Recommendation on Available Programs for Campus Prevention

j. Evaluated: Unknown
k. Oregon Feedback: Unknown

Note: Skillsoft has a “Students Rights” module, which is described in part IV.A. of this document.