



Translating the Findings of Campus Climate Sexual Violence Assessments into Action

The most meaningful part of a campus climate assessment is its translation into action. An “action plan” is a written document that outlines exactly how the college or university will address the findings of a campus climate assessment to improve its prevention of and response to sexual violence.

An action plan should build upon a campus’ strengths and address gaps that are discovered during the campus climate assessment. The plan might take the form of a campaign with coordinated outreach efforts and programming, changes in current resources, policies, protocols and prevention programming on campus, as well as faculty and staff training, all with the goal of filling in gaps in services, policies and prevention efforts currently available on campus.



Figure 1. Process for translating campus climate assessment findings into an action plan on campus.

BEGIN ACTION PLANNING FROM THE START: Campus Leadership Engagement

- Discussion about action planning should occur from the start of the entire campus climate assessment process.
- Engaging those in leadership positions on campus prior to beginning any assessment of the campus climate is critical to maximizing the potential impact. For a list of possible talking points to engage university leadership, see [Chapter 2: Fostering Collaborations](#) of *Understanding and Responding to Campus Sexual Assault: A Guide to Climate Assessment for Colleges and Universities*.
- Buy-in from campus leadership is needed not only for conducting a campus climate assessment, but also for developing an action plan based on the results.
- A commitment from campus leadership to translate assessment findings into an action plan can help ensure that the necessary time and resources will be dedicated to improving the current campus infrastructure.
- Someone with the ability to enact change (who has access to resources) should be designated as leading the action plan.
- In addition to meeting with university leadership, other key stakeholders, partners and decision-makers on campus should be included in the action planning.
- Convening an advisory board is one way to engage a diverse group of individuals on campus with the shared purpose of addressing sexual assault. The advisory board can help with the development of content and methodology of assessments, increasing the accountability of the project, and planning for improvements based on assessment findings.

PREPARING FOR A CAMPUS CLIMATE ASSESSMENT: Evaluation of Current Campus Infrastructure with Audit

- Before institutions move forward with new initiatives on campus, they should first determine the current campus infrastructure for responding to and preventing sexual violence.
- One way to gather this information is through a [resource and policy scan](#), which examines the current state of resources on campus dedicated to addressing campus sexual violence.
- Results of the resource and policy scan should be compared to current best-practices and state/federal mandates.
- The information from the scan can be used by the advisory board and administrators to begin preliminary action planning on campus and to build a foundation for tailoring survey questions.



AFTER THE CAMPUS CLIMATE ASSESSMENT: Analysis of Findings

- Assessment findings (e.g. resource and policy scan, survey, and other methods) should be used collectively to identify gaps and strengths in the institution's current sexual violence resources, policies, and prevention efforts.
- Individuals analyzing assessment results are encouraged to build in time to meet with administrators, advisory board members, and other key stakeholders on campus to present both preliminary and final data in order to give stakeholders both the time and the data necessary to effectively draft campus improvements.
- When meeting with administrators, advisory board members, and key stakeholders about action planning, discussions should first focus on how to prioritize findings. Administrators, advisory board members, and key stakeholders might want to prioritize key findings for the basis of the action plan such as:
 - ◇ Victimization rates for the general student population and specialty populations, including but not limited to students who identify as LGBTQ and as Greek life members
 - ◇ Students' awareness of and utilization of campus resources
 - ◇ Students' perception of sexual violence as a problem on campus
 - ◇ Students' perception of the campus' response to sexual violence

AFTER THE CAMPUS CLIMATE ASSESSMENT: Action Plan Development

- During discussions of possible improvements, administrators, advisory board members, and other key stakeholders on campus should address the following questions:
 1. What are the goals for improvements on campus?
 2. How can campus administration best achieve these goals?
 3. Are additional services needed on campus or do students simply lack awareness of available resources?
 4. Are policy changes necessary? If so, who needs to be involved in discussions about policy changes?
 5. How will students, faculty, and staff receive information and training regarding campus improvements, particularly regarding policy changes?
- Actual improvements created on campus will vary based on the resources allocated to this work, which is why an influential advisory board and obtaining university leadership support at the onset of the assessment process are key.
- In order to create an effective campaign and implement successful, sustainable improvements on campus, a combination of outreach, education, programming, and policy changes on campus might be necessary. It is important that all improvements are both evidence-informed and based on the results of the campus climate assessment.
- Once finalized, the action plan should be shared internally and communicated with students in an easily accessible manner.

AFTER THE CAMPUS CLIMATE ASSESSMENT: Action Plan Evaluation

- Campuses should consider a rotation of campus climate surveys to measure victimization on campus over time and the efficacy of the previous assessment's subsequent action plan.
- Campuses can also expand the assessment to measure other forms of violence on campus such as dating/intimate partner violence and stalking in consecutive surveys.