Assessing the Climate for Sexual Violence Prevention at the University of California, Los Angeles

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INTRODUCTION

Methods

December 2018

1. Among these campuses, students had sexual and dating violence public health studies at UCLA, UCSB, and UCSD, funded by the CA Dept. of Public Health and the CDC, in a supplement to the larger initiative. Student Research Teams trained in Trauma-Informed Qualitative Research, Research Ethics and Compliance, tasked with responsibility of creating evidence to help to share with participants.

January - May 2019

2. Student researchers conducted in-depth interviews (IDIs) and focus group discussions (FGDs) with fellow UC students to explore barriers to healthy attitudes about relationships and sex and identify approaches for preventing violence. Cultural constructs were used to identify how students offered and contextualized positive, contextualized sex and sexual experiences of each campus. Graduate students and faculty tasked with conducting IDIs with faculty, administrative leaders, and staff to assess how UC policies, programs, and sexual climate influence students’ lives and experiences.

June 2019 - February 2020

3. Samples of SF-12s and SF-36s from each school are compiled into a disjoint project. Researchers perform inductive analysis of qualitative data, identifying themes from “Relationships,” “Reactions to Risk Factors” and “Kleptomania”.

February 2020

4. UCLA data analyzed for knowledge and awareness of resources, education and prevention through the perspectives of students. These conclusions of analysis include “Awareness,” “Accessibility” and “Utilization.”

PRELIMINARY FINDINGS

Findings

"Awareness"

- With the exception of survivors advocating, there wasn’t much awareness of the resources Campus Assault Education and Research (CARE).
- Awareness of how to reach the resource was also low, with participants reporting that the website did not show clear information of what would happen if they were to use the resource.
- Graduate students especially were unaware of the resource at UCLA.
- Exceptions include program students who are already trained and familiar with Online Training modules.
- CARE’s programming efforts with other entities on campus / on promotional materials help spread awareness.
- General sentiment that more advertising needs to occur.

"Contemplation"

- Misinformation and conflicting sentiments over location(s) of CARE, Title IX, and CARS.
- Uncertainty about process.
- Changes within the office made it difficult for students to receive prevention trainings.
- Lack of institutional support makes it difficult for students to get an appointment quickly.

"Utilization"

- Frequent use of resources after receiving training.
- Students largely varied positive about experiences with CARE.
- Need for more diversity in staff.
- Strong and pervasive belief the office needs to be better supported.

DISCUSSION

- Limited sample size, no representation of the diversity present on UCLA’s campus. Further data collection will be to address this.
- These preliminary findings point for UC-wide evaluation of a campus resources through a campus climate survey like Berksley’s “MyVoice.” To date, no independent quantitative evaluation of the efficacy of CARE, Title IX and CARS exists.
- Participant recommendations largely call for an increase funding for support operating systems like CARE and Title IX on campus.
- Given positive feedback from participants of participants of admission strategies, there is a warranted need to market campus resources and increase awareness through creative strategies—only Graduate Student U’s report that they had heard about TA from their training while undergraduates held level of uncertainty about what resources it offer.

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