Programs to Combat Violent Crimes Against Women on Campus

**Progress Report: January-June 2000**

University of Puerto Rico at Humacao
INTRODUCTION

UPR-Humacao is a four-year, public institution of higher education accredited by the Middle States Association of Colleges and Schools and the Puerto Rico Council on Higher Education. It is one of eleven campuses in the University of Puerto Rico System and was established 38 years ago to make the University of Puerto Rico more accessible to people in the eastern rural part of the island, including the municipal islands of Vieques and Culebra. Since then, it has grown into a dynamic institution with a student population of 4,320, from 16 neighboring municipalities. The typical applicant to UPR-Humacao is Puerto Rican (99%), comes from a rural, non-farming area, and is one of a four to five household. The student is a graduate of the public school system (86%). Sixty eight percent are women, 72% are 17 to 21 years of age (only 10% are over 25). Sixty-nine percent (69%) receive federal financial aid and 12% work to pay for their studies. Special attention has been placed on serving students with economic and social disadvantages. UPR has 319 faculty members; 23% Full Professors, 29% are Associate Professors, 22% are Assistant Professors and 26% are Instructors. Thirty two percent hold doctorates and 65% a masters degree. The University also has 382 non-faculty personnel. It offers 27 academic programs leading to associate and baccalaureate degrees.

Puerto Rico has experienced an increase in violent crimes against women (VCAW) for the last five years, increasing by 7% deaths caused by VCAW and demanding an increase in preventive and protective services to victims and their children. Statistics for women abuse in P.R. for 1997 and 1998 present slightly over 20,000 reported incidents of domestic violence, with 31%
occurring between the ages of 16-24. In the Humacao Region, 2,234 incidents were reported in 1998 and 299 protection orders were issued. Reports of the Local Police Department indicate that 339 protection orders have been issued in 1999, positioning Humacao among the top six regions with incidents of abuse against women. What is worse, there is no local or regional governmental agency to provide the needed services to these women and only one non profit organization, Casa de la Bondad (CB), provides services to battered women and their children in Humacao.

In January 2000, UPR-Humacao initiated the implementation its first Grant to Combat VCAW on Campus. Included, as an appendix, is a copy of an article that was printed in the local newspaper. This initiated a multidisciplinary, institutional wide, interagency community response to VCAW on campus. The grant is developing a prevention program on campus, developing procedures to deal with VCWA on campus, improving support services prior and during the investigative processes, improving data collection and analysis on VCAW on campus and training administrators, security personnel, counselors, students and personnel serving on disciplinary boards to effectively use procedures and policies as well as to adequately respond to VCAW on campus.

All activities are developed through a strong collaborative model among various offices and programs in the University as well as with external and community collaboration. A community base organization, Casa de la Bondad, a service provider for battered women, provides victim services and training for the campus community. In addition, the San Juan Women Affair’s Office, the local Police Department and the Prosecutor’s Office are collaborating with training. This first grant has provided UPR-H with a formal, institutional, well-planned and long-term prevention and training
program that will benefit the whole campus community and local community. We have already been approached by the UPR at Río Piedras and UPR at Mayaguez campuses and two private universities in Puerto Rico interested in developing collaborations and are looking at us as a model to develop their own violence against women prevention programs and procedures. If these universities receive support from the VAWO, we hope to establish a consortium of universities to develop and strengthen VCAW on campus projects in Puerto Rico.

During this semester, we requested a continuation grant to extend the current activities for two additional years and to enhance the project by: increasing the collaboration with other members of the community; diversifying the student population served by the project by including a program for lesbian and bisexual latinas; developing and implementing a computerized database for counseling, follow-up, evaluation and to provide a structure to promote a community response to VCAW on campus; and improving security measures on campus by installing lighting and an emergency communication system.

During this grant period, we also submitted a National Institute of Justice evaluation grant to carry out an evaluation research of the first University of Puerto Rico Program to Combat Violent Crimes Against Women on Campus.

This semiannual progress report is organized according to the scope of the program and is divided by special interest categories and minimum requirements. In each section, a brief description of activities during this reporting period is included. The report also includes a brief description of
the program’s administration, the status of the evaluation component and an initial and preliminary note on the accomplishment of objectives.

Special Interest Categories

Comprehensive campus-based advocacy program

An Advocator was hired in March 2000 and recently started to offer services. All intervention documents and forms have been developed. During this grant period the advocate has performed an extensive review of the literature on how to handle VAW in a university setting and has accessed other university programs through the WWW and established communication with these universities. She is directly involved in the process of developing procedures and designing the educational campaign. Although the Program has still not been directly promoted, the advocate has already provided support to victims of domestic violence and stalking on campus. In this short period, two students were referred by their professors and five professors have discussed VAW cases and asked for advice on how to help their students.

The advocate is also developing a computer base data system in collaboration with Prof. Elio Ramos, a professor from the Computational Mathematics Department.

Comprehensive violence against women prevention program

This component has been designed and will be implemented with the collaboration of the community-based service providers, the Prosecutor’s Office and the local Police Department.
Other trainers have been contacted and the Fall training activities have been scheduled. The calendar is included in the appendix.

The Program is designed for the entire campus community, including athletes, fraternities and other student groups will also be trained. Private housing owners and administrators will also be trained to educate them on how to provide women’s physical and emotional safety in their houses. At UPR-H, we do not have university housing. Students rent rooms and small apartments from private homeowners in a near-by neighborhood. Academic counselors and Department Chairs will be trained to properly handle cases and to identify and refer cases to the Advocator.

The Prevention Program includes a campus education and awareness campaign. Two brochures and a poster have been developed. One of the brochures addresses sexual assault and the second one is on stalking. Through a partnership with Puerto Rico’s Domestic Violence Coalition, the domestic violence issue will be addressed through a reproduction of an important booklet that was developed by the Coalition. The program has already agreed to sponsor a reprint of the booklet. Copies of all these materials are included in the appendix. Finally, a poster that provides the Program’s emergency numbers and other basic information has been designed and will be distributed throughout the campus. All materials are accessible to Spanish speaking minority groups in the USA.

**Peer Advocate Program**

The Prevention Program includes peer support. Student recruitment has already been started under the current grant. Promotion material, the application and the interview guide are
included in the appendix. Each year, a group of twelve junior and senior students from different departments will receive ongoing training on: peer counseling; crisis intervention and first order help; team work; stress management; as well as on all subjects covered in the training for incoming students. They will work 30-36 hours a month and are expected to plan and develop prevention activities.

**Minimum Requirements Categories**

**Coordinated community response**

The Coordinating Committee (CC), a multidisciplinary community collaboration response to violence against women on campus, started to work on its first main task: **to develop and implement procedures to effectively deal with VCAW on campus**. During this period, the investigator’s primary responsibility has been to support the CC in this task. Casa de la Bondad, the Prosecutor’s Office and the Humacao Police are also members of the CC. The CC members have met three times. In the first two meetings, members discussed the Program’s goals and activities as well as their roles. In the third meeting two hypothetical cases were discussed to identify members roles and areas and procedures that should be included in the policies (list of attendance is included in the appendix).

A fourth meeting has been scheduled in August to review a preliminary procedure and policy proposal to handle VAW cases and emergencies. To develop this proposal, the Program’s staff has interviewed key university personnel involved in the implementation of University’s policies and has analyzed all relevant University norms and regulations. The Program’s expectation is that
procedures will be developed during this fall semester and that they will be used as a model for UPR system. In addition, the CC meetings have provided members the opportunity to become aware of the dynamics of VCAW on campus.

**Prevention and Education Program for all incoming students**

In June 12, 2000 and June 16, 2000, 256 incoming students (41% of all students that participated in the orientation process) received a four hour conference on violence against women on campus. The conference was part of the University’s orientation process. The training was provided in collaboration with the community-based victim service organization, Casa de la Bondad, with the Prosecutor’s Office, the local Police Department, and two feminist lawyers. The conference was offered twice to two different groups and included information about the Program, information about domestic violence, sexual assault and stalking crimes, including how to file complaints and local criminal charges; and common myths about the causes VAW. In addition, in June 25, 2000 the Program participated in Parents Orientation Day providing written information about the program. Approximately, 250 handouts were distributed to parents.

**Campus Security Personnel Training Program**

These training have already been scheduled and will begin in September. A copy of the training calendar is included in the appendix. Plans are to institutionalize the training and develop training material and a training manual to train new members and security personnel throughout the entire UPR system.
Campus Disciplinary Boards Training Program

These training have been scheduled and will begin in the Fall. A copy of the training calendar is included in the appendix. The program expects to train disciplinary board members for two to three years. This will provide the time and experience to develop materials and a manual for all new members and for disciplinary board members from the other ten campuses in the UPR system. These seminars will provide them with skills to effectively implement and use procedures and policies as well as to adequately respond to VCAW on campus.

Project management and administration

In order to ensure the program’s institutionalization, the Project is directly under the Chancellor’s Office. This provides leadership for the program implementation and guarantees its total development. The Program Director (PD) is Prof. Sara Benítez, and she dedicates 50% of her time to the project. Prof. Idalia Ramos, member of the Women’s Affairs Committee collaborates in the implementation of the project at no cost to the VAWO/OJD.

Other key personnel includes an Advocator, an Investigator, an Administrative Assistant and the UPR-Humacao Social Worker. The Advocator and the Assistant Administrator were hired in March 2000. The Investigator was hired in May10, 2000 and works part time. All are dedicated exclusively to the program. During this period, the campus Social Worker has been working closely, at no cost to the project, with the advocator in planning the peer advocator component. As of this forthcoming semester, she will dedicate 25% of her time to the Project and will receive an economic
compensation. She will provide direct services to victims and train the peer advocates. A graduate student has been recently hired as a research assistant to support the evaluation and statistical component of the program. She will work 18 to 20 hours a week and will be working directly with the evaluators in the development of questionnaires and surveys.

During this grant period, the staff has concentrated in the planning and coordination aspects of the proposal. More than 14 staff meeting have been held to discuss administrative aspects, coordinate and plan activities, review documents and to discuss evaluation plans. The administrative office has been established in the Department of Social Science. The advocate has been assigned a private office that belongs to a professor that is on a leave of absence and the investigator is sharing an office with an administrator that works in the evenings. Most of the office equipment has been purchased, including a personal computer, a printer, two laptops, and cellular telephones for emergencies. Office materials have been partially purchased.

The Program’s staff and other university personnel participated in both Technical Assistance Institutes and in two of the teleconferences. The program Director attended in June 14-15, 2000 the Financial Management Training Seminar sponsored by the Office of the Comptroller, OJP. All of these training have been very useful for capacity building, resource sharing and networking opportunities.

Evaluation component

Independent evaluators with expertise on violence against women have started to work on the evaluation plan and Nélida Torres, one of evaluators, attended the June TAI in Michigan. The
evaluators are researchers at The University Center for Psychological Research and Services (CUSEP, for its name in Spanish) of the University of Puerto Rico in Río Piedras. CUSEP is highly recognized center for training, research, and psychological services unit.

An ongoing assessment is already being designed for the first two years. The purpose of this evaluation plan is to assess barriers and facilitators in the accomplishment of the project’s objectives. Results will be used to make the necessary strategic adjustments in the implementation and to measure the impact before and after implementation of the project’s strategies, activities and programs. Evaluators have already developed work plans with the project’s staff including the evaluation plan’s implementation process. They are currently designing evaluation instruments such as survey, guide questions for the focus groups and pre/post test questionnaires.

In addition, an evaluation grant was submitted in May to the National Institute of Justice with a more comprehensive evaluation plan. A copy of the plan is included in the appendix.

**Outcomes**

The program was recently initiated and therefore outcome assessment is still not reasonable. Nevertheless, improved coordination and information sharing among campus administrators, campus security personnel, local law enforcement and community based organizations to reduce VCAW on campus is already occurring. The CC members have met three times and are committed to the Program’s goals and activities. The CC has already identified and discussed their roles and have discussed the areas and procedures that should be include in the policies. A fourth meeting has been scheduled in August to review a preliminary procedure and policy proposal to handle VAW
cases and emergencies. The Program’s expectation is that these procedures will be used as a model for UPR system. In addition, the CC meetings have provided members the opportunity to become aware of the dynamics of VCAW on campus.

Some educational material that is culturally and language appropriate for Latinas and Latinos has already been developed and shared with other grantee during the recent Technical Assistance Institute.
### Proposed Evaluation Plan

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<th>Data analysis procedure</th>
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<tr>
<td>Establish a coordinated community response to address VCAW on campus.</td>
<td>Coordinating Committee meetings minutes</td>
<td>Revision and development of campus policies, protocols and processes relating to VCAW on campus.</td>
<td>Establish a system for recording and filing of Committee meetings minutes.</td>
<td>Content Analysis of the minutes, communications and documents.</td>
<td>Assessment of barriers and facilitators toward accomplishment of program objectives to conduct changes and modifications to address important implementation issues.</td>
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<td>Written communications directed to establishing coordination and collaboration.</td>
<td>Improved coordination and information sharing among campus administrations, campus security personnel, local law enforcement and non-governmental community based organization to reduce VCAW on campus and to provide services to victims.</td>
<td>Keep and maintain a systemized file with all communications.</td>
<td>Analysis of the data from the self-administered questionnaires using descriptive statistics.</td>
<td>Disseminate new policies and protocols among campus community.</td>
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<td>Documents generated in establishing the community coordination and collaboration (guides, policies, protocols, procedures, etc.)</td>
<td>Administrator’s commitment to addressing violence against women on campus.</td>
<td>Establish a file for all documents (guides, policies, protocols, procedures, etc.)</td>
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<td>Disseminate the collaborative model or those components of the model that proved to be efficient.</td>
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<td>Self-administered questionnaire (SAQ) for members of the Coordinating Committee to evaluate accomplishment of objectives specially those addressing the community coordination and collaboration response to deal with the VCM cases on campus.</td>
<td>A follow-up system tailored toward a coordinated and adequate closure of all cases.</td>
<td>Design the self-administered questionnaire for the Coordinating Committee.</td>
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<td>Establish a Mandatory Prevention and Education Program</td>
<td>Pre and post test questionnaires/attitude scales to measure change in knowledge and attitudes toward VCAW and Educational material that is culturally and language appropriate for Latinas and Latinos.</td>
<td>Adapt and design the questionnaire / attitude scales (pre and post test).</td>
<td>Analysis of the data from the questionnaire / attitude scales (pre and post).</td>
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<td>Design form for the evaluation of the educational material.</td>
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<td>for all incoming students</td>
<td>other selected variables.Participant’s evaluation form.Attendance record.</td>
<td>Awareness of the policies, protocols, processes and services relating to VCAW on campus among students. A student group that is knowledgeable about VCAW on campus and the special needs of the victims and female students in general.</td>
<td>orientation offered to the studentAdministration of scales / questionnaires (pre and post)Administration of evaluation form at the end of all sessionsPre and post test data analysisEvaluation form data analysisReport writing.</td>
<td>test) using t test. Analysis of the data from the evaluation form using descriptive statistics.</td>
<td>and modifications to address important implementation issues. Program content assessment of efficiency in changing selected variables (knowledge, beliefs and opinion on VAW) Disseminate model, if found efficient</td>
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<td>Organize a Campus Security Personnel Training Program</td>
<td>Self-administered questionnaire for the pre and posttest to measure change in knowledge on VCM and on procedures and policies to manage cases.Forms for the evaluation of the training offered to the security personnel.Attendance records for the training sessions.</td>
<td>Modules designed for the trainingInformed and trained security guards that can serve as trainers for other colleges in P.R. in the USA and the CaribbeanAwareness of the policies, protocols, processes and services relating to VCAW on campus among security guards. Skilled security guards on VCAW procedures.</td>
<td>Adapt and Design the questionnaire (attitude scales (pre and post test)Design evaluation form for the orientation sessions.Administer the pre and post test.Administer the evaluation form.Tabulate results.Analysis of questionnaire’s results (pre and post test)Analysis of the evaluation formReport writing.</td>
<td>Analysis of the pre and post test using t testEvaluation form data analysis using descriptive statistics.</td>
<td>Assessment of barriers and facilitators toward accomplishment of program objectives to conduct changes and modifications to address important implementation issues. Assessment of efficiency of program content in changing selected variables (skills, knowledge, beliefs and opinion on VAW) Disseminate model, if found efficient</td>
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<td>Implement a campus based advocacy program offering services to victims of VCAW on campus</td>
<td>Computerized record of cases (including information about current incidents, type of abuse, demographic information about offenders, services provided and outcomes).</td>
<td>Positive victim evaluation of their safety on campus</td>
<td>The service providers will be responsible for maintaining a rigorous record of their services (securing confidentiality). Service providers will also be responsible for submitting monthly</td>
<td>Descriptive quantitative data of services outcomes and clients satisfaction.Qualitative matrix on barriers and facilitators</td>
<td>Formative evaluation to monitor accomplishment of program objectives. Outcome evaluation to measure program efficiency.</td>
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|  | Exit questionnaires (SAQ) to assessed victim’s evaluation of services and safety on campus  
  Pre-post test on selected impact variables of support groups (self-image, autonomy and empowerment)  | Increased knowledge of services available to help women deal with violence against women.  | Reports of number of cases served, services offered and outcomes. A brief narrative should include barriers and facilitators to their work.  
Service evaluation Q will be administered after conclusion of service, securing confidentiality and anonymity.  
Pre -test for base line of selected variables will be administered before participating in support groups. Post – test will be administered at the end of the sessions to measure impact of the intervention.  | for service coordination and delivery  
Treatment effect analyses for one group pre and post design  | Targeted direction for future activities and needs on VCAW on campus.  |
| Implement a campus wide and comprehensive violence against women prevention program that includes the development of educational materials and a peer advocate component.  | Records of educational activities offered by staff and peer advocates (date, attendance, audience, and specific topic among other variables).  
Written evaluation activity by participants  
Record of recruitment of peer advocates efforts and outcomes  
Evaluation of appropriateness of educational objectives of training workshops by trainees and facilitators (SAQ)  
Record of educational and promotional material distributed (type of material, quantity, audience, place).  
Pre-Post test (self-administered  | Educational materials that are culturally and language appropriate for Latinas and Latinos  
A model project of peer advocates specialized on VCAW on campus  
University community is more supportive of women victims of violence and reduction of myths and attitudes that blame women for their victimization  | Program staff will be responsible for keeping, maintaining and actualized record of all educational activities offered.  
Evaluation forms will be distributed at the end of each activity.  
Staff will keep a rigorous record of the distribution of educational and promotional material.  
Pre -test for base line of selected variables will be administered before participating in the peer program and post –test will be administered at the end of the program to measure impact of program participation as peer’s advocates.  
Pre -test for base line of selected variables will be administered in the beginning of the program and post –  | Descriptive data of educational activities and target population reached  
Descriptive data on participant’s evaluation of the educational activity.  
Descriptive data and dissemination of educational materials.  
Program impact on peers knowledge of VAW  | Formative evaluation to monitor accomplishment of program objectives.  
Outcome evaluation to measure program efficiency  |
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<td>Implement a program to train members of campus disciplinary boards to effectively respond to violent crimes against women on campus</td>
<td>Analysis of training materials, content, structure to assess pertinent objectives and educational methodology. Pre-post test to measure knowledge acquired as result of the training Record of educational activities with brief description of type and number of participants SAQ to assess participant’s evaluation of training received.</td>
<td>Awareness of the policies, protocols, processes and services relating to VCAW on campus among security personnel. A campus disciplinary board that is sensitive to VCAW on campus and the special needs of the victims Training manuals</td>
<td>Project Director in consultation with staff and other faculty will revise and evaluate the content and training methodology on an ongoing basis. Will take into consideration participant’s evaluation of the activity after the first training. SAQ administered at the beginning and at the end of the training. Trainers will submit a summary report of all training with relevant evaluation data (attendance, evaluation results, satisfaction, and their own evaluation of the process) At the end of each program period (semester). Evaluation Q will be administered at the end of the training workshop.</td>
<td>Qualitative evaluation of educational objectives and training design Statistical analysis of one group pre and post test on selected variables. Qualitative and quantitative descriptive summary of activities offered Descriptive quantitative analysis of evaluation results.</td>
<td>Formative evaluation to monitor programs objectives Outcome evaluation to measure program efficiency</td>
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