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Project HEAL Annual Report

Updated to Include SU 2021 – SP 2022

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Project HEAL Annual Report: 2020 - 2021

# Purpose of Report

 The purpose of this report is to provide an annual update on the progress of the Project HEAL grant. Project HEAL is a coordinated community approach to reduce sexual assault, dating or domestic violence, and stalking on the campuses of Missouri State University and Ozarks Technical Community College through the Department of Justice, Office on Violence Against Women Campus Program Grant. This report will specifically focus on Project HEAL efforts at Ozarks Technical Community College and the work completed by personnel hired through the Project HEAL grant.

 After reading this report, you should have a better understanding of the following key takeaways:

* Interpersonal violence is prevalent. It is prevalent in Southwest Missouri, Greene County, on college campuses, and specifically at Ozarks Technical Community College campuses and centers. College aged females experience interpersonal violence at higher rates than any other age group.
* Interpersonal violence has a significant impact on the academic success of OTC students. Compared to the general OTC student population, students referred for victim services have higher rates of absences, dropped classes, academic probation rates, and balances owed to the college. Additionally, students referred for victim services have lower GPAs and lower enrollment rates at the end of each semester. This indicates that students who experience interpersonal violence, and are referred for victim services because it is having an impact on their functioning, have lower academic success.
* In comparing students who were referred for victim services but did not accept assistance with students who were referred and did accept assistance, it was found that the students who accepted assistance significantly improved their academic success. This data supports the conclusion that while interpersonal violence impacts student performance, receiving assistance through a victim services program can reduce the negative impact on student success.
* Increases in violence prevention and awareness efforts communicate that OTC recognizes the prevalence of interpersonal violence and knows how to respond appropriately. These efforts teach students and employees how to recognize violence and its impact, educate about resources, and create safe spaces for survivor expression and healing.

# Goals of the Campus Program Project HEAL Grant

The ultimate objective of the Campus Program is to help colleges and universities create effective, comprehensive responses to sexual assault, domestic violence, dating violence and stalking. A comprehensive approach includes both prevention and intervention and requires a multi-faceted, coordinated effort that engages key stakeholders from the surrounding community and throughout the campus, including students, faculty, staff, and administrators.

To meet this objective, the Campus Program has identified three overarching program goals that include several core elements:

 Goal 1: Broad campus and community engagement;

 Goal 2: The reduction of sexual assault, domestic violence, dating violence, and stalking;

 Goal 3: Effective intervention.

The three overarching goals will be carried out through efforts in five areas: (1) A coordinated community response team (CCRT); (2) Comprehensive Prevention; (3) Student conduct; (4) Law enforcement; (5) Victim services. All grant activities should support and promote Clery and Title IX compliance, robust efforts to engage men, and cultural competence.

# Rationale

One third of women and one fourth of men will experience interpersonal violence, including dating and domestic violence, stalking, and sexual assault, at some point in their lifetime. These numbers are even greater for individuals in gender identity, sexual orientation, and race and ethnicity minority groups and for individuals with disabilities. Over 50% of male and female victims will experience interpersonal violence before the age of 25.

 In 2018, Greene County reported 3,762 domestic violence incidents. This comprised 8.3% of the statewide total, with higher rates per capita than both Kansas City and St. Louis. In Greene County, the rate of domestic violence has grown by almost 25% between the years of 2001 and 2017. While the Missouri State Highway Patrol changed their reporting system between 2017 – 2020 and it has been difficult to obtain data for Greene County during those years, Springfield Police Department reported 2,887 domestic violence incidents in 2019 - consistent with previous years. Springfield Police Department is still analyzing data for 2020, but as of September of 2020, 1,794 incidents had been reported. This may reflect a slight decrease in incident reports due to decreased capacity in domestic violence shelters and unstable situations many individuals experienced during the COVID-19 pandemic.

 The *Haven* Sexual Assault Survey conducted on OTC campus in AY 2016-2017 indicated that over 600 students (out of the 3,034 participants) had been pressured into non-consensual sexual activity. The *Haven* survey from AY 2017 – 2018 indicated that out of the 1550 students who completed the first survey, 29% of women experienced sexual assault before attending OTC and 2% had experienced sexual assault since coming to campus. Additionally, 30% of women had experienced relationship violence before attending OTC and 2% had experienced relationship violence since coming to campus, and 32% of women had experienced stalking before attending OTC and 4% had experienced stalking since coming to campus. For male identifying students, 4% had experienced sexual assault, 8% had experienced relationship violence, and 5% had experienced stalking before attending OTC. It should also be noted that the *Haven* training is usually completed during the first semester at OTC. This data, collected directly from OTC students, confirms other research indicating that 20-25% of women and 4-6% of men will be victims of sexual assault while enrolled in college. College aged women (18-24) are at the highest risk of victimization compared to any other age group. And while studies show that rates of victimization among college students are high, it has also been demonstrated that 90% of sexual assault victims do not report the crime.

 Title IX and Project HEAL began planning to disseminate a Campus Climate survey during the Spring 2021 semester. While a well-researched and widely used survey was identified for use, the high number of survey items made it difficult to send out in its original format, therefore, delaying the process. Title IX and Project HEAL have been reducing the survey to the minimum number of items needed to gather data on the number of students who have experienced interpersonal violence since enrolling at OTC, their familiarity and comfortability with the resources and accommodations available, and their experiences with prevention education on campus. Project HEAL and Title IX hope the survey will be edited and approved by Cabinet by Spring 2023.

# Active responsibilities of Project HEAL

## Coordinated Community Response Team

 In order to meet Campus Program and Project HEAL goals, Ozarks Technical Community College agrees to contribute to the coordinated community response team (CCRT). This includes volunteers from departments across campus focusing on those involved in prevention, advocacy, student conduct, safety and security, and diversity and inclusion. These individuals will participate in CCRT sub committees as necessary.

## Student Conduct

 OTC also agrees to evaluate and provide rigorous training for student conduct administrators and appeal panel members in conjunction with Project HEAL staff and community partners in order to appropriately respond to and bring about effective resolution of incidents of sexual assault, domestic and dating violence, and stalking. As student conduct administrators and appeal panel members already receive education in power-based personal violence prevention, additional training opportunities will be created related to cultural competence, healthy masculinity, and the trauma informed response. While OTC already has a sexual misconduct policy in place, OTC agrees to continue to review federal guidance on violence prevention for any necessary revisions.

## Safety and Security

OTC Safety and Security Officers receive training from OTC annually on the prevention of sexual harassment. Several Safety and Security Officers receive additional and extensive training in victim advocacy, trauma-informed interviewing, and sexual assault prevention. Project HEAL aims to increase the availability of this type of training for all OTC Safety and Security Officers through Campus Program Technical Assistance Webinars and community partner trainings. Project HEAL also aims to increase the variety and depth of training provided for Safety and Security Officers including a focus on underrepresented and underserved populations.

## Prevention Education

 Ongoing Training. Prior to receiving the Project HEAL Campus Program Grant, OTC provided prevention education and bystander training to students and employees each semester through Safe Haven and Green Dot programming. Additionally, faculty and staff are mandated to complete sexual harassment prevention training online annually. Since the creation of Project HEAL at OTC, Safe Haven was replaced by Not Anymore – an online program accessed through MyOTC and designed specifically for community college students. Not Anymore was updated to include community partner resource information, as well as contact information for the OTC Project HEAL victim advocate. Recently, Not Anymore changed their platform to the name Safe Colleges and additional changes have been made to the way information about and access to the program is disseminated to students. Through Project HEAL, more thorough evaluation of prevention education programming has been conducted with the intention of increasing student participation in this programming. Project HEAL and Title IX have collaborated to create a scholarship for students who complete Safe Colleges or the Green Dot Bystander Intervention Training as an incentive until mandatory prevention education is established.

Alternative Prevention Education. Additionally, alternative prevention education opportunities have been created for students and employees including classroom presentations, professional development training, and OneLove *Escalation* workshops.

Awareness Events. Awareness and engagement events, including, Domestic Violence Awareness Month, Sexual Assault Awareness Month, and Stalking Awareness Month sponsored by Project HEAL serve to increase awareness about resources offered on and off-campus, engage students in the conversation surrounding interpersonal violence, and allow students opportunities to become involved in reducing interpersonal violence. During the COVID-19 pandemic, in-person events were temporarily discontinued, but this allowed for the creation of virtual awareness events. Project HEAL aims to expand its virtual offerings in conjunction with in-person offerings in future semesters, to ensure that all OTC students – including those taking classes exclusively online – have access to awareness information and resources.

Engaging Men. An Engaging Men Subcommittee for faculty and Staff has been created to identify ways to actively invite men into interpersonal violence prevention. Subsequently, an Engaging Men Student Group was created not only to invite men into the conversation, but also to support men who have experienced violence.

Project HEAL Awareness. Brief presentations to student groups, academic programs, and OTC departments raise awareness about the Project HEAL grant and the referral process for those who need support through the Project HEAL victim services programming. Project HEAL aims to constantly evaluate prevention education programming at OTC, create new opportunities for learning and engagement, create programming that focuses on underrepresented and underserved populations, and ensure all programming is fully accessible to all students on campus. Project HEAL has been in the process of developing short informational videos that outline Project HEAL’s mission and victim services offerings. These videos will be posted in various online formats, linked in the OTC general syllabus template, and shared with faculty so that they may be played in the classroom setting.

## Victim Services

Through the Project HEAL grant, a victim advocate position was created at OTC in order to provide comprehensive resources and support for victims of interpersonal violence. This position allows for confidential reporting in accordance with best practices for victim services. The victim advocate hired through Project HEAL collaborates with community partners to establish referral protocols and maintain an updated list of community resources. The victim advocate also collaborates with other departments at OTC in order to assist students in obtaining academic support, disability support, career support, counseling, and in accessing the food pantry on campus. The victim advocate assists with court accompaniment, obtaining an ex parte or order of protection, obtaining legal services, finding low-cost counseling, victim resources, safety planning, support during law enforcement interviews and reports, finding transportation, food, clothing, furniture, housing, and emergency pet boarding. During the COVID-19 pandemic, victim services was expanded to include virtual offerings through HIPPA compliant webservices. Not only is this expansion essential for reaching students at satellite campuses and students taking classes exclusively online, but it also makes obtaining support and resources more accessible for students who do not have access to childcare or transportation.

# Project HEAL Victim Services Data

## Collective Data

 Since the victim services programming was implemented in August of 2018, 336 students have been referred to Project HEAL. Of those 336 referrals, 169 students accepted victim advocacy and assistance. Forty-two students received academic/educational advocacy, 16 have received crisis intervention, 15 received disciplinary board/Title IX advocacy, 10 have received housing assistance, 17 received legal advocacy/court accompaniment, and 169 received victim advocacy. Sixty-five students received more than one type of service. Upon receiving an additional three years of the Campus Program Grant, Project HEAL was instructed to place additional emphasis on students living in rural communities, as these communities tend to see higher levels of interpersonal violence. Project HEAL has served 38 students from rural communities since the fall 2018 semester. Through the increased use of virtual resources and further established connections with satellite campuses and education centers, Project HEAL hopes to expand its reach to students in rural communities.

*Figures 1-4* provide a depiction of the number of Project HEAL referrals, students referred to Project HEAL who accept assistance, students who require assistance across multiple semesters, and the Project HEAL victim advocate caseload (number of total students served each semester). Additionally, a semester by semester breakdown is provided below. Natural variation between academic years should be taken into consideration.

*Figure 1.* Project HEAL referrals. This figure displays the number of Project HEAL referrals each semester from Fall of 2018 through Spring 2022.

*Figure 2*. New Project HEAL students. This figure displays the number of students who accepted assistance through Project HEAL each semester from Fall 2018 through Spring 2022.

*Figure 3*. Students carrying over from previous semesters. This figure depicts how many students would carry over from semester to semester.

*Figure 4.* Victim advocate caseload. This figure represents how many total students were receiving assistance from the victim advocate each semester.

## Fall 2018

 Fifty-one students were referred to Project HEAL during the Fall 2018 semester, with 13 of those students accepting victim services. As this was the first semester that the victim services program had been implemented, no students carried over from previous semesters. Of the students who received assistance, 69.2% requested assistance for sexual assault, 30.8% requested assistance for dating or domestic violence, and 0% requested assistance for stalking. Out of the 13 students who received assistance, 7.7% identified as Asian, 15.4% identified as Black or African American, and 76.9% identified as White. Of the 13 students, 12 identified as female and 1 identified as male. Additionally, of the 13 students who received support, 3 students were under the age of 18, 4 students were between 18-24, and 6 students were between 25-59 years of age. Three students identified as having a disability. Only 8 of the 13 students had made a report to either campus security or law enforcement. Three students obtained full orders of protection.

## Spring 2019

During the Spring 2019 semester, 42 referrals were made to the Project HEAL victim advocate with 9 students accepting assistance. Five students carried over from the Fall 2018 semester to the Spring 2019 semester, increasing the victim advocate’s caseload to 14 for the Spring 2019 semester. Of the 9 new Project HEAL students, 66.7% requested assistance for dating or domestic violence, 22.2% requested assistance for sexual assault, and 11.1% requested assistance for stalking. There was no racial or ethnic diversity among students seeking assistance during the Spring 2019 semester, with all new students identifying as White. Additionally, all new students identified as female. Of the 9 new students, 5 students were between 18 and 24 years old and 4 students were between 25 to 59. Three students made reports to community law enforcement, and one student received a full order of protection.

 During the Spring 2019 semester, basic data analysis were completed comparing students who were enrolled in the Spring 2019 semester and accepted assistance through Project HEAL to the students who were enrolled in the Spring 2019 semester and were referred to Project HEAL but did not accept assistance. Results revealed that students who received assistance from Project HEAL had an average Spring 2019 semester GPA of 3.16 and an average class drop rate of 1.2 classes. Of the students receiving assistance, 50% were enrolled in future semesters and 30% owed a financial balance to the college. Students who were enrolled in the Spring 2019 semester and referred to Project HEAL but did not accept assistance, had an average Spring 2019 semester GPA of 2.67 and an average class drop rate of 1.6 classes. Of the students who did not accept assistance, 42% were enrolled in future semesters and 37% owed a balance to the college. This data demonstrates the trend that students who receive assistance through project HEAL are more likely to complete classes, maintain a higher GPA, enroll in future semesters, and owe less money to the college than their counterparts who are in similar situations but deny assistance.

Table 1

*Basic Data Analysis for Spring 2019 Semester*

|  |  |  |
| --- | --- | --- |
|  | Students Who Received Assistance | Students Who Denied Assistance |
| Average GPA | 3.16 | 2.67 |
| Average Number of Dropped Classes | 1.2 | 1.6 |
| Percent of Students Enrolled in Future Semesters | 50% | 42% |
| Percent of Students Owing Balance to the College | 30% | 37% |
| Percent of Students on Academic Probation | 10% | 11% |

 Additionally, during the Spring 2019 semester, a Project HEAL Satisfaction Survey was offered to all individuals who received assistance through Project HEAL during the semester. While only 5 students chose to complete this survey, 100% of these students “would recommend Project HEAL to another student” and indicated that “The victim advocate was easy to talk to and a good listener.” Additionally, 80% of the students strongly agreed with the statement, “I was provided appropriate crisis intervention and emotional support.” When asked what the most helpful aspect of Project HEAL is, students responded, “The community resources and title nine [sic] referral,” “The availability of resources,” “just having someone to talk to when I needed them,” and “Having the support I needed at all times and continuously being checked up on.” When asked what changes could be made to improve Project HEAL, students answered, “Add resources for students that have lost everything and still want to succeed,” “Provide multiple on-campus locations for quick intervention,” “Keep in contact with the victims make sure they are doing ok and or if they need anything in the near future,” and “None.

## Summer 2019

There were 13 students referred to the Project HEAL victim services program during the Summer 2019 semester. Of those 13 students, 5 requested assistance. Six students from the Spring 2019 semester carried over, for a total caseload of 11. Eighty percent of the 5 new students requested assistance for domestic violence, and 20% of the new students requested assistance for sexual assault. All new students identified as White and female. Of the 5 new students, one student was between 18-24 years of age, three students were between 25-59 years of age, and the age of one student was unknown. One student identified as having a disability. Two of the five students indicated they had made a report to campus security or law enforcement, however, none of these students obtained a full order of protection.

Due to the shorter length of the semester and few participants in Project HEAL over the summer semester, further data analysis and a Project HEAL satisfaction survey were not conducted at the end of this semester.

## Fall 2019

 During the Fall 2019 semester, the victim services program was able to drastically increase the number of students being supported and assisted through the Project HEAL victim advocate. Although referrals to the Project HEAL Victim Services program on the OTC campus decreased by 11% since the Fall 2018 semester, there was a 61% increase in new students participating in the program. Additionally, there was a 130% increase in the victim advocate’s caseload since the Fall 2018 semester, indicating that not only are there more students participating in Project HEAL victim services, but more students are continuing to participate across multiple semesters.

Forty-five students were referred to the Project HEAL victim advocate during the Fall 2019 semester. Of those 45 students, 21 requested help, with 76.2% requesting help with dating or domestic violence, 14.3% requesting help for sexual assault, and 9.5% requesting help for stalking. The victim advocate had a total caseload of 30 students during the Fall 2019 semester, as 9 students carried over from previous semesters. Of the 21 new students, 9.5% identified as Hispanic or Latino, 85.7% identified as White, and 4.8% are of unknown race and ethnicity. Only one of the 21 new Project HEAL students identified as male, with all other students identifying as female. Eight of the 21 students were between 18-24 years of age, 9 students were between 25-59 years of age, and 4 students were of unknown age. Three students identified as having a disability. Of the 21 students, 6 indicated they had reported the crime to safety and security or law enforcement. Three students obtained full orders of protection.

During the Fall 2019 semester, Project HEAL coordinated with the Research and Strategic Planning department to compare data from students referred to Project HEAL to the overall OTC student population. In every area measured, students referred to Project HEAL for intimate partner violence preformed worse in comparison to students in the general OTC population. The OTC overall GPA was 2.822 with the Project HEAL GPA at 2.622. While only 28% of the OTC student population dropped one or more classes, 55% percent of students referred to Project HEAL dropped at least one class, with 15% dropping four classes. Fifteen percent of Project HEAL students owed a balance to the college at the end of the semester compared to nine percent of the overall OTC student population. Eighteen percent of Project HEAL students were placed on academic probation at the end of the term compared to thirteen percent of OTC students overall. In looking at absences, 49% of students in the overall OTC population missed one or more consecutive classes, while 55% of students referred to Project HEAL missed one or more consecutive classes. Additionally, only 75% of Project HEAL students were enrolled at the end of the semester compared to 77% of OTC students overall. These numbers provide further support to the conclusion that students who experience intimate partner violence are more likely to have lower GPAs, attendance, dropped classes, enrollment, and higher fees owed to the college and academic probation rates.

Table 2

*Data Analysis for Spring 2019 Semester Comparing Students Referred to Project HEAL to the Overall OTC Student Population*

|  |  |  |
| --- | --- | --- |
|  | Students Referred to Project HEAL | General OTC Population |
| Average GPA | 2.62 | 2.82 |
| Percent 1+ Dropped Classes | 55% | 28% |
| Percent of Students Missing 1+ Consecutive Classes | 55% | 49% |
| Percent of Students Owing Balance to the College | 15% | 9% |
| Percent of Students on Academic Probation | 18% | 13% |
| Percent Enrolled at End of Semester | 75% | 77% |

Project HEAL further broke down student data comparing students who were referred to Project HEAL but did not accept services and students who were referred to Project HEAL and did accept assistance through the victim advocate. GPAs for both groups were similar (2.50 for students who received assistance and 2.52 for students who did not receive assistance), however, the two groups differed on the number of dropped classes during the Fall 2019 semester. The students who did receive assistance had an average class drop rate of 1.22, and the students who denied assistance had an average class drop rate of 1.64. For the group who received assistance, 72% enrolled in future semesters, and for the group who did not accept assistance, only 54.2% enrolled in future semesters. This indicates that while students who did and students who did not accept assistance through Project HEAL performed similarly in the classes they completed, students who did not accept assistance were more likely to drop out of classes and not re-enroll. Interestingly, students in both groups who did enroll in and complete classes during the Spring 2020 semester significantly improved their semester GPA (students who received assistance had an average GPA of 3.02 for Spring 2020 and students who did not receive assistance had an average GPA of 3.20). If we are able to support students by helping them complete classes and enroll in future semesters, there is significant potential for them to improve their GPA. Finally, of the students who did receive assistance 17% owed a balance to the college and 11% were on academic probation. Of the students who did not accept assistance, 33.3% owed a balance to the college and 25% were on academic probation.

Table 3

*Basic Data Analysis for Fall 2019 Semester*

|  |  |  |
| --- | --- | --- |
|  | Students Who Received Assistance | Students Who Denied Assistance |
| Average GPA | 2.50 | 2.52 |
| Average Number of Dropped Classes | 1.22 | 1.64 |
| Percent of Students Enrolled in Future Semesters | 72% | 54.2% |
| Percent of Students Owing Balance to the College | 17% | 33.3% |
| Percent of Students on Academic Probation | 11% | 25% |

Due to the timing of the Project HEAL victim services evaluation survey that was sent to Project HEAL participants during the Fall 2019 semester, only three responses were collected. These students all responded “strongly agree” to the questions, “The victim advocate was easy to talk to and a good listener,” “The victim advocate was knowledgeable and easy to understand,” “I was provided appropriate crisis intervention and emotional support,” “The victim advocate was able to answer my questions or refer me to the appropriate person/department,” and “I would recommend Project HEAL to another student.” When asked what the most helpful aspect of Project HEAL was, the students responded, “Everything that Rachel did for me. Honestly. Everything,” “Help with housing, counseling, available resources,” and “Rachel Swadley made sure to reach out to me on a regular basis and assure that I have gotten all the assistance I need.” In response to the question, “What changes can we make to improve Project HEAL?”, students responded, “Nothing at all!!”, “Wish they had them in Branson!”, and “Add another victims advocate to OTC campus.”

## Spring 2020

During the Spring 2020 semester, 32 students were referred to Project HEAL. Of those 32 students, 15 requested assistance. Additionally, 18 students carried over from previous semesters, for a total of 33 students on the victim advocate’s caseload. Fifty-three percent of the new Project HEAL students requested assistance for domestic or dating violence, 40% requested assistance for sexual assault, and 6.7% requested assistance for stalking. Of the 15 new students, 6.7% identified as Asian, 6.7% identified as Hispanic or Latino, and 20% identified as Black/African American. One student identified as male. Seven students were between 18-24, five students were between 25-59, one student was older than 59, and two students did not reveal their age. During the Spring 2020 semester, one student identified as being of immigration status. Seven students indicated they made a report to Safety and Security or law enforcement, and three students indicated they obtained an order of protection.

Simple data analysis was also conducted for the Spring 2020 semester, comparing those referred to Project HEAL who did request assistance to those referred to Project HEAL who did not request assistance. While the data might have been influenced by the COVID-19 Pandemic, results are comparable to previous semesters. The average GPA of students who received assistance was 3.15, with the average GPA for those who did not accept assistance being 2.66. Students who received assistance had an average class drop rate of 0.36 classes, and students who did not accept assistance had an average class drop rate of 1.71 classes. Out of the students enrolled at OTC during the Spring 2020 semester and referred to Project HEAL, 54.5% of the students who received assistance and 42.9% of students who denied assistance enrolled in future semesters. Sixty percent of students referred to Project HEAL who received assistance had either enrolled in future semesters or planned classes for future semesters compared to 52.9% of students referred to Project HEAL who denied assistance. At the end of the semester, 20% of students who were referred to Project HEAL and received assistance were on Academic Probation and 20% owed a balance to the college. For students who did not accept assistance but were referred to Project HEAL, 11.8% owed a balance to the college and 17.6% were on Academic Probation.

Table 4

*Basic Data Analysis for Spring 2020 Semester*

|  |  |  |
| --- | --- | --- |
|  | Students Who Received Assistance | Students Who Denied Assistance |
| Average GPA | 3.15 | 2.66 |
| Average Number of Dropped Classes | 0.36 | 1.71 |
| Percent of Students Enrolled in Future Semesters | 54.5% | 42.9% |
| Percent of Students Owing Balance to the College | 20% | 11.8% |
| Percent of Students on Academic Probation | 20% | 17.6% |

Three responses to the Project HEAL Student Satisfaction Survey were collected during the Spring 2020 semester. These students all responded “strongly agree” to the questions, “The victim advocate was easy to talk to and a good listener,” “The victim advocate was knowledgeable and easy to understand,” “I was provided appropriate crisis intervention and emotional support,” “The victim advocate was able to answer my questions or refer me to the appropriate person/department,” and “I would recommend Project HEAL to another student.” Students were asked, “Do you have any needs that you did not get assistance with?” and responses included, “I need connected to a support group, who will help me stay strong and work towards my goals and not go back to abusive relationships,” and “No, Mrs. Swadley kept in contact with me to make sure I was doing okay and always asked if I needed anything.” When asked what the most helpful aspect of Project HEAL was, the students responded, “The most helpful thing was feeling like I was cared about, supported and that the advocate treated me like I was normal and headed for great things,” “Just knowing I was not alone and I had someone to talk to,” and “Touching base with me after our initial meeting.” In response to the question, “What changes can we make to improve Project HEAL?”, students responded, “The more resources that lead to results the better,” and “None that I am aware of.”

##  Summer 2020

There were 9 students referred to the Project HEAL victim services program during the Summer 2020 semester. Of those 9 students, 5 requested assistance. Eight students from the Spring 2020 semester carried over, for a total caseload of 13. Eighty percent of the 5 new students requested assistance for domestic violence, and 20% of the new students requested assistance for sexual assault. All new students identified as White and one student identified as male. Of the 5 new students, two students were between 18-24 years of age, two students were between 25-59 years of age, and the age of one student was unknown. None of the five students indicated they had made a report to campus security or law enforcement or had obtained a full order of protection.

Due to the shorter length of the semester and few participants in Project HEAL over the summer semester, further data analysis and a Project HEAL satisfaction survey were not conducted at the end of this semester.

## Fall 2020

Twenty – six students were referred to the Project HEAL victim advocate during the Fall 2020 semester. Of those 26 students, 15 requested help, with 60% requesting help with dating or domestic violence, 33% requesting help for sexual assault, and 7% requesting help for stalking. The victim advocate had a total caseload of 27 students during the Fall 2019 semester, as 12 students carried over from previous semesters. Of the 15 new students, 87% identified as White, and 13% are of unknown race and ethnicity. All of the 15 new Project HEAL students identified as female. Seven of the 15 students were between 18-24 years of age, 2 students were between 25-59 years of age, and 6 students were of unknown age. Of the 21 students, 3 indicated they had reported the crime to safety and security or law enforcement. One student obtained a full order of protection.

Project HEAL further broke down student data comparing students who were referred to Project HEAL but did not accept services and students who were referred to Project HEAL and did accept assistance through the victim advocate. The average GPA of students who received assistance was 2.86, with the average GPA for those who did not accept assistance being 3.08. Students who received assistance had an average class drop rate of 0.67 classes, and students who did not accept assistance had an average class drop rate of 0.33 classes. Out of the students enrolled at OTC during the fall 2020 semester and referred to Project HEAL, 64% of the students who received assistance and 67% of students who denied assistance enrolled in future semesters, but 82% of the students who received assistance and 67% of students who denied assistance were enrolled in OR had planned future semesters. At the end of the semester, 0% of students who were referred to Project HEAL and received assistance were on Academic Probation and 25% owed a balance to the college. For students who did not accept assistance but were referred to Project HEAL, 10% owed a balance to the college and 11% were on Academic Probation.

For the fall 2020 semester, differences in outcomes for students who received assistance from Project HEAL and for students who denied assistance from Project HEAL were minimal. This may indicate that students who accepted assistance from Project HEAL needed more support in order to achieve the same outcomes, or it may indicate that the emotional support and resources provided through the Project HEAL victim advocate did not have a significant educational impact during the fall 2020 semester.

Table 5

*Basic Data Analysis for Fall 2020 Semester*

|  |  |  |
| --- | --- | --- |
|  | Students Who Received Assistance | Students Who Denied Assistance |
| Average GPA | 2.86 | 3.08 |
| Average Number of Dropped Classes | 0.67 | 0.33 |
| Percent of Students Enrolled in Future Semesters | 64% | 67% |
| Percent of Students Owing Balance to the College | 25% | 10% |
| Percent of Students on Academic Probation | 0% | 11% |

There were no survey responses collected for the Project HEAL victim services evaluation survey sent to Project HEAL participants during the Fall 2020 semester.

##  Spring 2021

During the Spring 2021 semester, Project HEAL reported the highest number of new Project HEAL students supported and the highest victim advocate caseload in a semester since beginning the Victim Services program in Fall of 2018. While Project HEAL referrals remained consistent with previous semesters, Project HEAL saw a significant increase in the number of students referred to Project HEAL who accepted assistance. During the COVID-19 pandemic, victim services specialists began predicting that lockdown conditions would lead to higher rates of interpersonal violence. Victim services programs had to reduce capacity, however, to increase distancing and sanitation practices. Reduced overall capacity may have meant that many victims of interpersonal violence were not able to seek shelter and remained in abusive situations until COVID-19 restrictions began to lift during the Spring 2021 semester. During this time, students who had been in abusive situations may have began seeking resources and support leading to an increase in the Project HEAL caseload.

During the Spring 2021 semester, 42 students were referred to Project HEAL. Of those 42 students, 28 requested assistance. Additionally, 12 students carried over from previous semesters, for a total of 40 students on the victim advocate’s caseload. Forty-three percent of the new Project HEAL students requested assistance for domestic or dating violence, 46% requested assistance for sexual assault, 11% requested assistance for stalking. Of the 28 new students, one student identified as Black/African American, and 8 students were of unknown race and ethnicity. One student identified as male. One student was between 13 – 17 year old, 12 students were between 18-24, 10 students were between 25-59, and 5 students did not reveal their age. Three students indicated they made a report to Safety and Security or law enforcement, and while several students applied for an order of protection during the Spring 2020 semester, no student obtained a full Order of Protection during that time frame.

Simple data analysis was also conducted for the Spring 2021 semester, comparing those referred to Project HEAL who did request assistance to those referred to Project HEAL who did not request assistance. The average GPA of students who received assistance was 2.92, with the average GPA for those who did not accept assistance being 2.25. Students who received assistance had an average class drop rate of 0.85 classes, and students who did not accept assistance had an average class drop rate of 1.92 classes. Out of the students enrolled at OTC during the Spring 2020 semester and referred to Project HEAL, 57% of the students who received assistance and 36% of students who denied assistance enrolled in future semesters. Seventy-five percent of students referred to Project HEAL who received assistance had either enrolled in future semesters or planned classes for future semesters compared to 43% of students referred to Project HEAL who denied assistance. At the end of the semester, 7% of students who were referred to Project HEAL and received assistance were on Academic Probation and 0% owed a balance to the college. For students who did not accept assistance but were referred to Project HEAL, 8% owed a balance to the college and 0% were on Academic Probation.

Table 6

*Basic Data Analysis for Spring 2021 Semester*

|  |  |  |
| --- | --- | --- |
|  | Students Who Received Assistance | Students Who Denied Assistance |
| Average GPA | 2.92 | 2.25 |
| Average Number of Dropped Classes | 0.85 | 1.92 |
| Percent of Students Enrolled in Future Semesters | 57% | 36% |
| Percent of Students Owing Balance to the College | 0% | 8% |
| Percent of Students on Academic Probation | 7% | 0% |

Four responses to the Project HEAL Student Satisfaction Survey were collected during the Spring 2021 semester. When asked to rate if they agree or disagree with five statements, three students responded “strongly agree” and one student responded “Neither Agree or Disagree” to the statement, “The victim advocate was easy to talk to and a good listener.” Two students responded “Strongly Agree” and two students responded “Agree” to the statement “The victim advocate was knowledgeable and easy to understand.” Two students responded “Strongly Agree,” one student responded “Agree,” and one student responded “Neither Agree or Disagree” to the statement “I was provided appropriate crisis intervention and emotional support.” Two students responded “Strongly Agree” and two students responded “Agree” to the statement “The victim advocate was able to answer my questions or refer me to the appropriate person/department,” and one student responded “Strongly Agree,” two students responded “Agree,” and one student responded “Neither Agree or Disagree” to the statement “I would recommend Project HEAL to another student.”

Students were asked four open ended questions, including the new question, “Did the COVID-19 pandemic change your needs this semester? If so, how?” Three students responded, “N/A” or “no” and one student responded, “It did change my financial needs this semester and also the need to have support and council through difficult times.” In response to the question, “Do you have any needs that you did not get assistance with?” students said “OTC does not have any support groups or long-standing advocates for individuals who are victims of sexual assault, or for individuals facing gender/sexuality crises. I felt as though an advocate reached out to me twice all semester and then I heard nothing after that. Most of the information the advocate gave me I could easily find on my own,” and “I am filing for unemployment and waiting for a response. I was fired from former job for quarantining so it’s a waiting game right now. Money is tight even with the loans I have received. Vehicles breaking down and $1000 in rent is difficult to achieve being unemployed with 3 kids. Any resources that may be available still would help fill the gap between jobs or unemployment.” When asked what the most helpful aspect of Project HEAL was, students responded, “Accessibility was easy,” “N/A The Information I garnered from the advocate was something I could have easily found on Google,” “The understanding of Ms. Swadley. It was nice to have someone who could talk about the trauma I’ve experienced,” and “She reach out about every month, asked if I needed any assistance! That was nice.” In response to the question, “What changes can we make to improve Project HEAL?”, students responded, “There needs to be a stronger emotional support system in place for victims at OTC. This means specific, immediate resources to the victim's needs, continuous follow-ups by a victim advocate, referral to a counselor who meets the victim's needs, and legal support (if necessary). I also think it would be beneficial to build a community for victims so that they do not feel isolated in their struggles,” “None,” and “More advocates.”

 Project HEAL aims to use this feedback to continue to improve the victim serves program to ensure that support and resources provided help student survivors feel safe and empowered to start their recovery journey. A particular challenge during the Spring 2021 semester, was using email as a primary communication tool between students and the Project HEAL victim advocate. While this allowed greater accessibility for students who have busy schedules, are concerned about coming into contact with COVID-19, or who prefer not to communicate through telephone conversation, it made it more difficult to obtain details about a student’s situation that allowed for more precise needs assessment and resource referral. Therefore, Project HEAL is currently developing online forms that can be completed via email that obtain necessary data allowing for more thorough and meaningful advocacy and support.

 Project HEAL is also currently collaborating with Counseling Services to develop a support group for OTC students who have experienced trauma. While there are victim centered resources in the community, these resources often have a waitlist that makes it difficult to access immediate support. Students may also have limited transportation, so accessibility can become a barrier to receiving community support. Offering group support on campus would address these barriers, and allow students to begin processing trauma immediately after experiencing a harmful event.

 Additionally, in the Springfield community, there are few resources for individuals in the LGBTQ community – especially those who are past adolescence. While Project HEAL aims to be knowledgeable about local resources, Project HEAL will also be making greater efforts to locate national support efforts for the LGBTQ community that fill in the gaps in what is offered locally.

 Finally, Project HEAL had a past policy to discharge students from the Project HEAL caseload who indicated that they were doing well and did not need additional resources or support. Moving forward, Project HEAL will retain these students on the caseload through the end of the semester to ensure students continue to feel supported and in case new obstacles or crises emerge.

## Summer 2021

There were 14 students referred to the Project HEAL victim services program during the Summer 2020 semester. Of those 14 students, 11 requested assistance. Seven students from the Spring 2021 semester carried over, for a total caseload of 18. Sixty-four percent of the 11 new students requested assistance for domestic violence, and 27% of the new students requested assistance for sexual assault, and 9% of the new students requested assistance for stalking. Eighteen percent of the new students identified as Black or African American, 9% identified as Asian, and 9% did not report a race or ethnicity. Of the 11 new students, two students were between 18-24 years of age, three students were between 25-59 years of age, and the age of six students were unknown. Two students indicated they made a report to law enforcement and two students reported obtaining an order of protection.

## Fall 2021

During the Fall 2021 semester, 28 students were referred to Project HEAL. Of those 28 students, 22 requested assistance. Additionally, 14 students carried over from previous semesters, for a total of 36 students on the victim advocate’s caseload. Seventy-three percent of the new Project HEAL students requested assistance for domestic or dating violence and 27% requested assistance for sexual assault. Of the 22 new students, 4.5% identified as American Indian or Alaska Native, 4.5% identified as Asian, 9% identified as Hispanic or Latino, and 9% identified as Black/African American. One student was between 13-17, Ten students were between 18-24, ten students were between 25-59, and one student did not reveal their age. Four students indicated they made a report to Safety and Security or law enforcement, and three students indicated they obtained an order of protection.

The Fall 2021 semester represents the highest percentage (79%) of students referred to Project HEAL who accepted services. The gap between students identified as having experienced interpersonal violence and those who accepted resources was identified in spring of 2019, and Project HEAL has been engaging in efforts to reduce that gap, such as increased marketing of Project HEAL services to the campus, monitoring the campus climate surrounding interpersonal violence, and more assertive efforts to reach out to survivors once identified. In previous semesters, comparison analyses were made between students identified as experiencing interpersonal violence who accepted assistance and students identified as experiencing interpersonal violence who did not accept assistance, and those analyses demonstrated that those who accepted assistance had better academic outcomes on average (higher GPA, fewer dropped classes, fewer balances owed to the college, etc.) than those who did not accept assistance. Due to the low number of students who did not accept assistance this semester, a comparison analysis was not feasible.

Three responses were collected for the Project HEAL Satisfaction Survey sent to the 27 students who consented to receive the survey. Students responded either ‘Strongly Agree” or “Agree” to the questions, “The victim advocate was easy to talk to and a good listener,” “The victim advocate was knowledgeable and easy to understand,” “I was provided appropriate crisis intervention and emotional support,” “The victim advocate was able to answer my questions or refer me to the appropriate person/department,” and “I would recommend Project HEAL to another student.” When asked what the most helpful aspect of Project HEAL was, the students responded, “Having an outlet. Someone to talk to,” “emotionally supportive,” and “Just having someone to talk to. Rachel was amazing and even showed up to court when I had to see my abuser.” In response to the question, “What changes can we make to improve Project HEAL?”, students responded, “There is nothing else that can be done great program, “I have only spoken with project hope once and they seemed very helpful,” and “Maybe funding within OTC to help people escaping violence situations so they can get out safely. The shelters aren’t always an option for some.”

## Spring 2022

During the Spring 2022 semester, 31 students were referred to Project HEAL. Of those 31 students, 22 requested assistance. Additionally, 14 students carried over from previous semesters, for a total of 36 students on the victim advocate’s caseload. Sixty-eight percent of the new Project HEAL students requested assistance for domestic or dating violence, 18% requested assistance for sexual assault, 14% requested assistance for stalking. Of the 22 new students, one student identified as American Indian or Alaska Native, and one student identified as Hispanic or Latino. Ten students were between 18-24 and 12 students were between 25-59. Five students indicated they made a report to Safety and Security or law enforcement, and three students obtained a full Order of Protection during that time frame.

Simple data analysis was also conducted for the Spring 2022 semester, comparing those referred to Project HEAL who did request assistance to those referred to Project HEAL who did not request assistance. The average GPA of students who received assistance was 2.86, with the average GPA for those who did not accept assistance being 2.09. Students who received assistance had an average class drop rate of 0.77 classes, and students who did not accept assistance had an average class drop rate of 0.67 classes. Eighty-eight percent of students referred to Project HEAL who received assistance had either enrolled in future semesters or planned classes for future semesters and 89% of students referred to Project HEAL who denied assistance had either enrolled in future semester or planned classes for future semesters. At the end of the semester, 17% of students who were referred to Project HEAL and received assistance were on Academic Probation and 14% owed a balance to the college. For students who did not accept assistance but were referred to Project HEAL, % owed a balance to the college and 22% were on Academic Probation. In situations where Project HEAL students owe a balance to the college or are on academic probation, the victim advocate assists with appeals so that the student can continue their education in good standing.

Table 7

*Basic Data Analysis for Spring 2022 Semester*

|  |  |  |
| --- | --- | --- |
|  | Students Who Received Assistance | Students Who Denied Assistance |
| Average GPA | 2.86 | 2.09 |
| Average Number of Dropped Classes | 0.77 | 0.67 |
| Percent of Students Enrolled in Future Semesters | 88% | 89% |
| Percent of Students Owing Balance to the College | 14% | 17% |
| Percent of Students on Academic Probation | 0% | 22% |

Four responses to the Project HEAL Student Satisfaction Survey were collected during the Spring 2021 semester. When asked to rate if they agree or disagree with five statements, all four students responded “strongly agree” to the statements, “The victim advocate was easy to talk to and a good listener,” “The victim advocate was knowledgeable and easy to understand,” “I was provided appropriate crisis intervention and emotional support,” “The victim advocate was able to answer my questions or refer me to the appropriate person/department,” and “I would recommend Project HEAL to another student.”

Students were also asked four open ended questions. In response to the question, “Do you have any needs that you did not get assistance with?” students said “I am struggling with getting caught up with [b]ills, but as far as this program goes, they went above and beyond to do anything they could do for me. Offered me free counseling checked up on me, but not in an annoying overbearing way this program is great,” and “no.” When asked what the most helpful aspect of Project HEAL was, students responded, “Having an outlet and somewhere to just ask for help. Someone to just genuinely care about my well being,” “being understood,” “Rachel was awesome,” and “Being able to admit what happened and not being accused of lying.” In response to the question, “What changes can we make to improve Project HEAL?”, students responded, “None,” and “Nothing its perfect.”

Table 8

*Student Race and Ethnicity by Semester*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | American Indian/Alaska Native | Asian | Black/African American | Hispanic or Latino | Native Hawaiian or other pacific Islander | White | Unknown |
| Fall 2018 | 0 | 1 | 2 | 0 | 0 | 10 | 0 |
| Spring 2019 | 0 | 0 | 0 | 0 | 0 | 9 | 0 |
| Summer 2019 | 0 | 0 | 0 | 0 | 0 | 5 | 0 |
| Fall 2019 | 0 | 0 | 0 | 2 | 0 | 18 | 1 |
| Spring 2020 | 0 | 1 | 3 | 1 | 0 | 12 | 0 |
| Summer 2020 | 0 | 0 | 0 | 0 | 0 | 5 | 0 |
| Fall 2020 | 0 | 0 | 0 | 0 | 0 | 13 | 2 |
| Spring 2021 | 0 | 0 | 1 | 0 | 0 | 19 | 8 |
| Summer 2021 | 0 | 1 | 2 | 0 | 0 | 7 | 1 |
| Fall 2021 | 1 | 1 | 2 | 2 | 0 | 18 | 1 |
| Spring 2022 | 1 | 0 | 0 | 1 | 0 | 20 | 0 |
| Total | 2 | 4 | 10 | 6 | 0 | 136 | 13 |

Table 9

*Student Gender by Semester*

|  |  |  |  |
| --- | --- | --- | --- |
|  | Female | Male | Unknown |
| Fall 2018 | 12 | 1 | 0 |
| Spring 2019 | 9 | 0 | 0 |
| Summer 2019 | 5 | 0 | 0 |
| Fall 2019 | 20 | 1 | 0 |
| Spring 2020 | 14 | 1 | 0 |
| Summer 2020 | 4 | 1 | 0 |
| Fall 2020 | 15 | 0 | 0 |
| Spring 2021 | 27 | 1 | 0 |
| Summer 2021 | 11 | 0 | 0 |
| Fall 2021 | 22 | 0 | 0 |
| Spring 2022 | 22 | 0 | 0 |
| Total | 161 | 5 | 0 |

Table 10

*Student Age by Semester*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 13-17 | 18-24 | 25-59 | 60+ | Unknown |
| Fall 2018 | 3 | 4 | 6 | 0 | 0 |
| Spring 2019 | 0 | 5 | 4 | 0 | 0 |
| Summer 2019 | 0 | 1 | 3 | 0 | 1 |
| Fall 2019 | 0 | 8 | 9 | 0 | 4 |
| Spring 2020 | 0 | 7 | 5 | 1 | 2 |
| Summer 2020 | 0 | 2 | 2 | 0 | 1 |
| Fall 2020 | 0 | 7 | 2 | 0 | 6 |
| Spring 2021 | 1 | 12 | 10 | 0 | 5 |
| Summer 2021 | 0 | 2 | 3 | 0 | 6 |
| Fall 2021 | 1 | 10 | 10 | 0 | 1 |
| Spring 2022 | 0 | 10 | 12 | 0 | 0 |
| Total | 5 | 68 | 66 | 1 | 26 |

Table 11

*Experiences of Interpersonal Violence Type by Semester*

|  |  |  |  |
| --- | --- | --- | --- |
|  | Domestic/Dating Violence | Sexual Assault | Stalking |
| Fall 2018 | 4 | 9 | 0 |
| Spring 2019 | 6 | 2 | 1 |
| Summer 2019 | 4 | 1 | 0 |
| Fall 2019 | 16 | 3 | 2 |
| Spring 2020 | 8 | 6 | 1 |
| Summer 2020 | 4 | 1 | 0 |
| Fall 2020 | 9 | 5 | 1 |
| Spring 2021 | 12 | 13 | 3 |
| Summer 2021 | 7 | 3 | 1 |
| Fall 2021 | 16 | 6 | 0 |
| Spring 2022 | 15 | 4 | 3 |
| Total | 101 | 53 | 12 |

# Prevention and Education Efforts

## Prevention Education

Since Fall 2018, Project HEAL has been able to increase prevention education efforts on OTC campus by reaching an additional 196 students. These trainings provide in depth education and resource information related to interpersonal violence and include presentations developed by Project HEAL, *Escalation Workshops*, and interactive presentations facilitated by Project HEAL’s community partners and the Project HEAL victim advocate. These presentations and workshops not only assist in reducing interpersonal violence for OTC students and assist in connecting students to resources, but they also prepare students entering the mental health and medical fields with a better understanding of the interpersonal violence their patients will encounter. During the COVID-19 pandemic, One Love asked outside organizations to stop hosting *Escalation Workshops* from March 2020 until May of 2021, as they were not appropriate for virtual formatting and in-person events were not ideal at that time.

 Project HEAL also assists in strengthening the existing prevention education programming offered by OTC. Project HEAL has been able to increase awareness of the prevention efforts, assess the programming for accessibility, and add local community resources into the programming. The Project HEAL victim advocate has also been trained in Green Dot Bystander Intervention and has been able to assist in the training of 224 students, employees, and community members.

## Student/Faculty/Staff Overviews

In order to increase awareness of the Project HEAL grant, and services and resources offered through this program, the Project HEAL victim advocate provides overviews for departments and student groups on OTC campus. Project HEAL has been able to reach 164 students and 167 OTC employees through the overviews. Not only does this increase Project HEAL referrals, but it also serves as a reminder that interpersonal violence is prevalent in the college population and that OTC cares for and appropriately responds to students who have been impacted.

## Awareness events

A significant goal of Project HEAL is to raise awareness of the prevalence of interpersonal violence, provide education on healthy and unhealthy relationships, and reach-out to OTC students to make sure they are aware of the resources both on and off campus. Partnering with other departments on campus to host these awareness events allows Project HEAL to achieve these goals. Since the fall of 2018, Project HEAL has reached approximately 1,587 students and employees through these events. Events have included tabling opportunities such as those provided by the Spring and Fall Picnic, Adjunct Educator Conference, and Faculty Education Days, as well as direct awareness events including Sexual Assault Awareness Month activities, #LoveBetter/Loving Diversity Week, iCare, movie screenings, and nationally recognized speakers. Project HEAL has collaborated with Counseling Services, Disability Support Services, Student Services, Student Development, Student Engagement, MOSAIC, the Center for Academic Innovation, and Title IX to bring awareness to the OTC campus.

## Professional Development

 Project HEAL has designed specific trainings for faculty and staff to increase competency in working with students who have experienced trauma. These trainings use the trauma informed approach to educate faculty and staff on the prevalence of trauma, the vulnerabilities of the college population and minorities, the impacts of trauma, what trauma can look like in the academic setting, and appropriate responses to trauma for academic professionals. Three-hundred and forty faculty and staff have completed this professional development training.

## Engaging Men

As a focus of the grant was to engage underrepresented populations in the conversation surrounding interpersonal violence, an Engaging Men Subcommittee was formed on OTC campus during the summer of 2019. This committee focused on how to engage men in interpersonal violence prevention and how to support men effected by violence. As a result of the subcommittee, an Engaging Men Student Group was formed as a place for male identifying students to talk about violence prevention and healthy masculinity, find support and resources, and become directly involved in violence prevention efforts. Forty-two students of all genders signed up to receive continuous electronic communication about upcoming meetings and events. Up to six students attended Engaging Men Student Group Meetings, and a male identifying student was elected at the Engaging Men Student Group President. One student assisted at the Engaging Men table at the Fall 2019 Picnic. The Engaging Men Subcommittee and Student Group partnered with Project HEAL and Harmony House to bring two events to OTC students and the Springfield Community. The film “The Mask You Live In” was screened at the Moxie with approximately 35 OTC students, employees, and Springfield community members in attendance. Additionally, a Stalking Awareness Event was hosted on OTC campus with 10 students and employees in attendance between the two video screenings and Q&A sessions.

 From Spring 2020 through Spring of 2021 the Engaging Men Student Group was placed on hold as the COVID-19 pandemic restricted events and students were not able to focus on extracurricular activities. During this time, all active members of the groups graduated or discontinued their education at OTC. During the Fall 2021 semester, Project HEAL renewed its efforts to establish an engaging men student group at OTC. Due to employee turnover, Daniel Ogunyemi, the College Director of Diversity, Equity, and Inclusion was asked to step in as the new Engaging Men Chair. Under his direction, Project HEAL met with employees interested in contributing to its success on the Springfield campus, as well as other key individuals at the Republic, Table Rock, Richwood Valley, and Lebanon campuses. The aim for the continuation of this project is to take advantage of the strengths of each campus to create student group chapters that reflect the individual needs and cultures at each location. In partnering with Daniel Ogunyemi and the Office of Diversity, Equity, and Inclusion, Project HEAL hopes that we can create spaces that feel welcoming and inclusive to all of OTC’s students.

Table 6

*Individuals Reached Through Prevention Education and Awareness Event*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Professional Development | Tabling Events & Awareness | Overviews | Facilitated presentations | Project HEAL Presentations | Green Dot | Total |
| Fall 2018 | 0 | 200 | 84 | 0 | 66 | 0 | 350 |
| Spring 2019 | 7 | 290 | 11 | 9 | 0 | 17 | 334 |
| Fall 2019 | 7 | 385 | 106 | 0 | 65 | 6 | 569 |
| Spring 2020 | 4 | 150 | 0 | 24 | 0 | 0 | 178 |
| Fall 2020 | 30 | 0 | 0 | 0 | 0 | 43 | 73 |
| Spring 2021 | 3 | 125 | 100 | 0 | 10 | 44 | 282 |
| Fall 2021 | 25 | 267 | 10 | 0 | 11 | 83 | 396 |
| Spring 2022 | 264 | 170 | 25 | 11 | 0 | 31 | 501 |
| Total | 340 | 1,587 | 336 | 44 | 152 | 224 | 2683 |

# Conclusion

College students are particularly vulnerable to interpersonal violence, and experiencing interpersonal violence while attending college can significantly impact a student’s academic success. Even those who have experienced interpersonal violence before attending college can have long lasting trauma, triggers, or indirect impacts of the violence that can interfere with their success. A victim services program, however, can connect these individuals to important resources and provide unconditional support – decreasing the impact of trauma on their academic functioning. Individuals who have support and access to crisis intervention and case management from a trauma informed perspective may not only perform better academically, but may also feel better cared for by their institution. Appropriate prevention education is able to train employees and students to respond if they see inappropriate behavior or someone struggling with trauma, inform employees and students of the resources available, and create a culture that is fixated on making the college experience better and safer for every student.