St. Mary’s College of Maryland Title IX/Sexual Violence Prevention Activities Logic Model – Fall 2020

**Inputs**

**Title IX Personnel**
- Title IX Coordinator
- Title IX Investigator
- Title IX Fellow
- ACTM Fellow

**Wellness Center**
- Sexual Assault (SA) Advocate
- SMCM 24/7 Counseling Hotline
- Sexual Misconduct Advocacy and Resource Team (SMART)
- Peer Health Educators (PHE)

**Funding**
- “Preventing Campus Sexual Assault Through Social Norms Change” Grant from the Maryland Department of Health
- SMCM Title IX Budget

**SMCM Resources**
- Title IX Team
- Alcohol Task Force
- Partnerships with Student Affairs, Academic Affairs, Athletics, Etc.
- Student Volunteers

**Other Inputs**
- MD Department of Health Technical Assistance
- RISEMD Resources
- ATIXA Resources
- MCASA Resources

**Student Activities**
- Title IX/sexual violence required prevention training
- One Love Escalation Workshop – required for all student-athletes, open to all
- Everfi Online Training
- Bringing In The Bystander (BITB) training
- Grant-funded A Call to Men (ACTM) on-going programming
- SMART & PHE programs
- SMART hotline
- St. Mary’s Project (SMP) Programing
- On-going Prevention Activities

**Faculty & Staff Activities**
- In-person/online training for new employees
- Sexual Harassment Prevention Training

**Parent Activities**
- SOAR Session

**College-Wide Activities**
- Updated Title IX resources & marketing materials
  - Title IX Annual Reports & Dissemination Board of Trustees
  - Student Government Association
  - Campus Meetings
- Social Norms Campaigns
- DVAM & SAAM
- Social Media Campaigns

**Monitoring Activities**
- Annual campus climate survey
- Comprehensive Program Evaluation
- Everfi participant survey

**Reduce Rates of Sexual Violence at SMCM**

**Outputs**

**Student Activities**
- Increase in concern for how individual actions impact others
- Increase in association with prosocial peers

**Individual**
- Increase in individual-level empathy
- Increase in individual emotional health and connectedness
- Increase self-efficacy in using non-violent problem-solving skill
- Decrease adherence to traditional gender role norms and embodiment of hyper-masculine traits
- Decrease in general aggressiveness and acceptance of violence
- Decrease in hostility towards women

**Relationship**
- Decrease in association with sexually aggressive, hypermasculine, delinquent peers
- Increase reporting of connection to a caring adult

**Community**
- Decrease the general tolerance of sexual violence within the community
- Decrease in association with sexually aggressive, hypermasculine, delinquent peers
- Increase perception of community’s commitment to using non-violent problem-solving skill

**Societal**
- Decrease societal norms that support sexual violence
- Decrease cultural norms that support aggression
- Decrease in acceptance of societal norms that support male superiority and sexual entitlement
- Decrease in acceptance of societal norms that maintain women’s inferiority and sexual submissiveness

**Evaluation**
- Increase use of data-driven decision-making for program delivery
- Increase capacity in measuring risk & protective factors

**Outcomes**

**Short**

**Intermediate**

**Long**