

Tool 5: Sample Data Collection Evaluation Tables

Table 1: Sample for Climate Surveys

ACTIVITIES	GOALS (actual v perceived risk)	PROTOCOL/ DESCRIPTION	PROCESS OUTPUTS	DATA OUTPUTS (actual v perceived)	USE- How will this data be used?
Campus Climate Survey	Gather data re: locations of <u>actual</u> SA events	Include items on climate survey in 2021	Climate Survey participation rate	Frequency distribution of <u>actual</u> SA in various locations; hot spot map of SA events.	To develop a list of potential actions to address problem locations for critical review with an SA prevention lens.
	Gather data re: locations of <u>perceived</u> high SA risk	Include items on climate survey in 2021	Climate Survey participation rate	Frequency distribution of areas <u>perceived</u> as risky; hot spot map of areas of <u>perceived</u> risk.	To deepen understanding of student beliefs.
	Be able to look at <u>actual</u> and <u>perceived</u> risk by demographic information	Analyst will provide data by demographic groups as defined by campus climate demographic questions.	Chart showing demographic groups of interest among participants, with representativeness of each group	All data and maps listed above, by demographic groups	To guide prevention decision-making and communicate with university leadership.
	Compare actual to <u>perceived</u> risk	Analyst will provide summary of any differences	Summary report created	Summary report showing and describing differences between <u>actual</u> and <u>perceived</u> SA risk.	Presentation to the student body re: actual vs perceived risk as an educational activity.

Table 2: Sample for Map Marking

ACTIVITIES	GOALS (actual v perceived risk)	PROTOCOL/ DESCRIPTION	PROCESS OUTPUTS	DATA OUTPUTS (actual v perceived)	USE- How will this data be used?
Recall Map Marking	Gather data re: locations of <u>perceived</u> high SA risk	Table to be set up outside cafeteria, M-F, during 3rd week of October. Provide maps to indicate places they feel unsafe, using stickers representing different features. (at least 200 students)	# maps created each day; total # maps	A hot spot map of areas <u>perceived</u> to be high SA risk.	To deepen understanding of student beliefs.
	Better understand why some areas are <u>perceived</u> as risky				To deepen understanding of student beliefs.
	Gather data from student groups who typically do not answer the climate survey	Present the same exercise to Latinx Student Association, Black Student Union, and Asian Students United	# maps created in each group; total # maps	A hot spot map of areas <u>perceived</u> to be high SA risk, by student group.	To deepen understanding of student beliefs.
	Compare to climate survey <u>perceived</u> risk	Analyst will provide summary of any differences	Summary report created	A hot spot map of areas <u>perceived</u> to be high SA risk for climate survey respondents plus student groups and climate survey respondents. Summary report showing and describing differences between student groups.	To guide prevention decision-making & communicate with university leadership.

Table 3: Sample for Safety Audit

ACTIVITIES	GOALS (actual v perceived risk)	PROTOCOL/ DESCRIPTION	PROCESS OUTPUTS	DATA OUTPUTS (actual v perceived)	USE- How will this data be used?
Safety Audit	Gather data re: locations of <u>perceived</u> high SA risk	Identify and train 30 students to go on walking tours to look for environmental features related to SA risk. Send out in groups of 5, followed by a discussion group.	Individual or group summary of locations that feel unsafe	A report detailing areas of <u>perceived</u> risk and related features.	To develop a list of potential actions to address problem locations for critical review with an SA prevention lens.
	Gather data re: reasons the locations are perceived to be unsafe		Individual or group summary of reasons these locations feel unsafe		Prioritize list of actions based on factors that are relevant to the campus re feasibility, time horizon, etc.