Bristol Community College
Student Experience Survey
2024 Report

Contents

Study Design

The Bristol Community College Student Experience Survey surveyed students aged 18 or older. The survey was administered online by Grand River Solutions, an independent company, with a survey tool developed by the Grand River Solutions team.

Bristol Community College identified the student pool for the survey, and sent a message to potential participants notifying them to expect an email from Grand River Solutions with the survey link. When possible, Bristol Community College provided the race/ethnicity, binary gender, age, class year, residency status, full/part-time status, and Pell grant status of the participant pool. This information was provided to Grand River Solutions through a secure portal. If Bristol Community College could not provide this data, a question was included in the survey to obtain it.

Grand River Solutions sent a personalized email to the students, each with a unique link to the survey, and sent reminder emails to non-respondents over the field period. The number of reminder emails and the field period were mutually agreed upon by Bristol Community College and Grand River Solutions.

All personally identifying information was automatically de-linked from survey responses once submitted. All personally identifying information was permanently deleted from Grand River Solutions devices and accounts within 60 days of the end of the survey field period and Bristol Community College was provided with a signed certification of data destruction.

Participants were informed that their responses were confidential and would be reported in aggregate form and no individually identifying information would be reported. The survey was provided in English and Spanish, and participants were able to toggle between the two languages throughout the survey. All survey questions were optional to participants. Bristol Community College was able to add custom questions to the survey as agreed upon by Bristol Community College and Grand River Solutions. The survey was approved by Ethical & Independent Review Services.

At the end of the survey, participants were given the opportunity to enter a raffle to win one of three $50 gift cards to the Bristol Community College bookstore. Participants' survey responses were not connected to their raffle entry in any way.

Study Measures

Demographics

In addition to the demographic data provided by Bristol Community College, the survey included questions pertaining to the student's self-identification as an intercollegiate athlete, first-generation college student, military veteran, active duty military member, their housing status, and their parental status, when applicable. Students were also asked to identify their sex assigned at birth, gender identity, sexual orientation, and disability status.

Knowledge and campus culture

Students were asked about their knowledge of key campus policies relevant to sexual misconduct. They were also asked about their perceptions of the campus culture, Bristol Community College's prevention and response efforts relevant to sexual misconduct, and bystander intervention.

Sexual Misconduct

The survey asked participants about their experiences of sexual misconduct since they have been a student at Bristol Community College, including sexual harassment, sexual assault, rape, intimate partner violence, and stalking.

The survey included follow-up questions for those that indicated experiencing sexual misconduct. These questions asked about academic, professional, and mental health impacts of their experience, their relationship with the perpetrator, the location of the incident, whether or not they reported the incident, reasons why they did not report, and their experiences during the reporting process.

School connectedness

Students were asked to reflect on their experiences at Bristol Community College and to identify their feelings and perceptions of belonging, equity, and well-being.

Data Analysis Methods

To be considered valid, a respondent had to have answered at least one question beyond the demographic section. To preserve participant confidentiality, any findings with a low response rate were omitted in reports to Bristol Community College.

Reports provided to Bristol Community College included only statistically significant findings. Statistical significance was determined using chi square tests and a p-value of <0.05. Statistical significance for the difference in means was determined using a t-test or one-way anova. When cell counts were less than 5, a Fisher's t-test was used to evaluate statistical significance.

All personal experience questions were collapsed to yes/no variables for each of the types of sexual misconduct. Sexual orientation was collapsed to straight/heterosexual and LGB+. Gender identity was collapsed to man, woman, and transgender, genderqueer, nonbinary, or gender nonconforming (TGQN). Race/ethnicity were collapsed into federally recognized categories of Black, Indigenous, and People of Color (BIPOC), and White. Definitions of these categories are included on the following page.

All likert scales (strongly agree to strongly disagree) were converted to a four-point ranking where 4= positive response and 1= negative response. Likert questions were grouped based on pre-determined themes of belonging, well-being, equity, and culture (when applicable). Responses to these questions were averaged for each theme and reported on a scale of 1 to 4.

Key Terms

BIPOC

Black, Indigenous, and People of color (BIPOC) includes respondents who self-identified as African, Alaska Native, Asian/Asian American, American Indian/Indigenous, Black or African American, Caribbean/West Indian, East Asian, European, Hispanic/Latino/a/x/e, Latin American, Middle Eastern or North African, Native Hawaiian/Pacific Islander, South Asian, Southeast Asian, or another race/ethnicity.

LGB+

Lesbian, gay, and bisexual plus (LGB+) includes respondents that self-identified as lesbian, gay, bisexual, asexual, fluid, pansexual, queer, questioning, or another sexual orientation.

Sexual misconduct

Used to refer to sexual harassment, sexual assault, rape, intimate partner violence, and stalking collectively.

Sexual violence

Used to refer to sexual assault and/or rape collectively.

TGQN

Transgender, genderqueer, nonbinary, or gender nonconforming (TGQN) includes respondents that self-identified as agender, genderqueer/gender-fluid, non binary, questioning, two-spirit, another gender identity, intersex, man but not male assigned at birth, or woman but not female assigned at birth.

Response Rate and Participant Demographics

A total of 7,251 Bristol Community College students were invited to participate, and 261 (4%) completed the survey. The results of this report reflect only those who participated and may not reflect the experiences of all Bristol Community College students. Findings in this report should not be used to make conclusions about the entire student population.

Fig. 1 Race and ethnicity

White 63%
BIPOC 37%

Fig. 2 Gender identity

Woman 73%
Man 21%
TGQN 5%

Fig. 3 Age

18-20 21%
21-24 14%
25-29 13%
30+ 52%
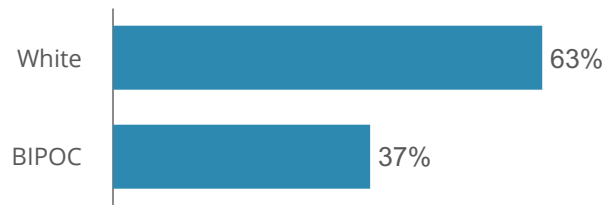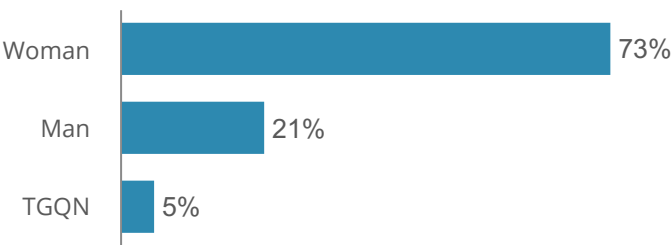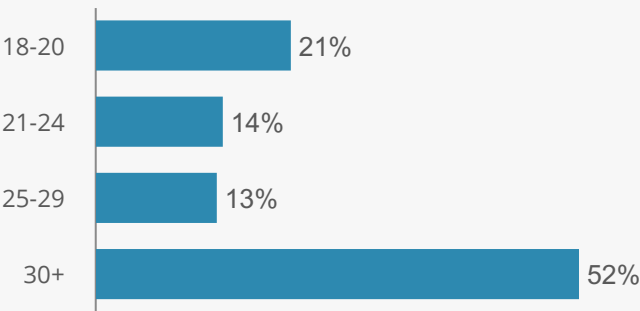
Fig. 4 Sexual orientation

Straight 71%
LGB+ 29%
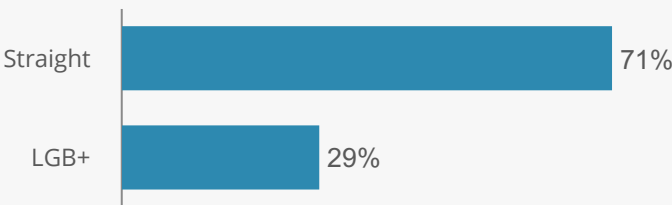
Fig. 5 Disability status

No 78%
Yes 22%
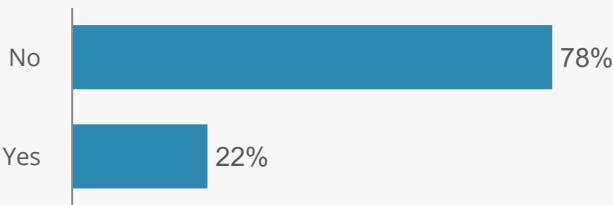
Participant Demographics

Fig. 6 Enrollment status
- Part-Time: 65%
- Full-Time: 35%
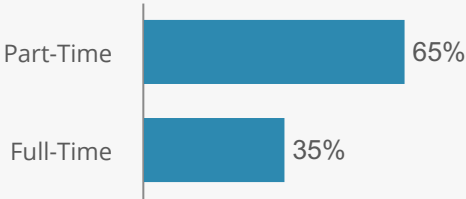
Fig. 7 Transfer status
- No: 87%
- Yes: 13%
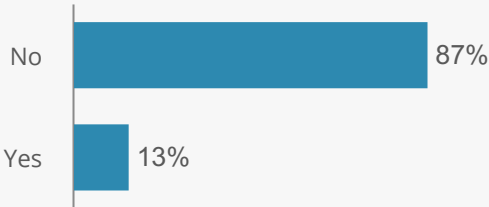
Fig. 8 First-generation student
- Yes: 55%
- No: 45%

Fig. 9 Residency
- In-State: 97%
- International: 3%
- Out-of-State: 0%
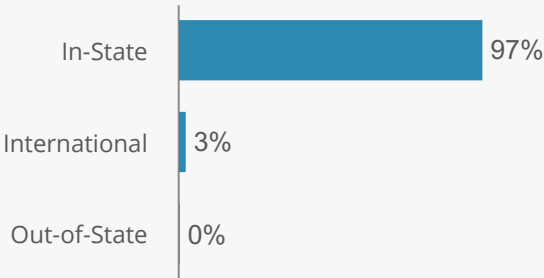
Fig. 10 Pell grant status
- Yes: 57%
- No: 43%
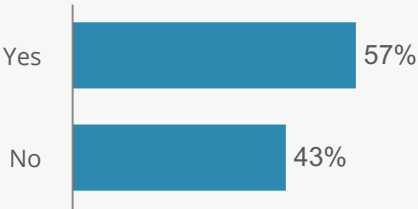
Participant Demographics

Fig. 11 Athlete

No — 99%
Yes — 1%

Fig. 12 Active duty

No — 99%
Yes — 1%
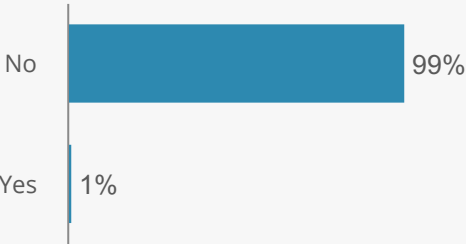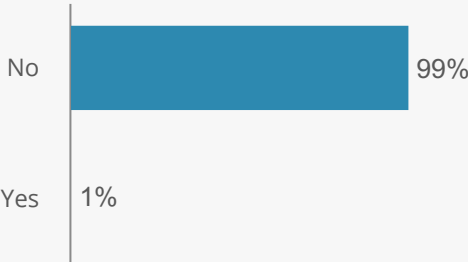
Fig. 13 Military veteran

No — 96%
Yes — 4%
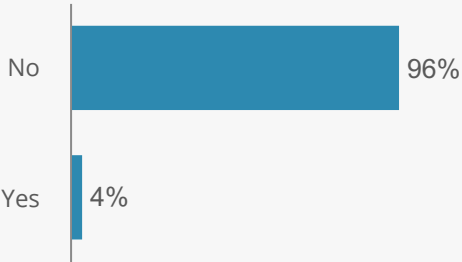
Fig. 14 Housing insecure

No — 90%
Yes — 10%

Fig. 15 Parent

Yes — 52%
No — 48%

Executive Summary

School connectedness

Overall, most students indicated that they feel a sense of belonging as well as safe and protected at Bristol Community College. Most participants also agreed that the College treats all students equitably. On average, students who were not parents or guardians reported a lower sense of belonging and equity than their counterparts.

Knowledge of policies, resources, and offices

Less than half of participants confirmed that they have learned about sexual misconduct through trainings or other programs. While a majority of participants were aware that confidential resources are available at the College, most were not aware of the Title IX Coordinator.

Sexual misconduct

Sixteen percent (16%) of participants had experienced sexual harassment, intimate partner violence, stalking, and/or sexual assault since they have been a student at Bristol Community College. Among those who experienced sexual misconduct, 29% had difficulty in classes or dropped a class, and 24% considered leaving school or transferring.

Reporting

The majority of participants who experienced sexual misconduct did not report the incident to the College. The most common reasons why students chose not to report were that they did not think the incident was serious enough to report and the incident occurred when school was not in session.

Bystander intervention

Slightly more than half of participants confirmed that they have received information from someone at the College about bystander intervention. The most common reasons why students w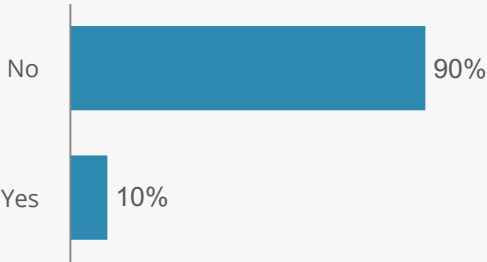ho witnessed instances of sexual harassment or misconduct chose not to intervene were they felt it was not their business to intervene or they did not know what to do.

Campus climate and confidence in reporting

On average, students agreed that it is uncommon for people at the school to make sexist comments or jokes, and agreed that Bristol Community College is doing a good job of preventing and responding to sexual misconduct. In general, confidence in the College's reporting process was high among students who have not experienced sexual misconduct.

Findings

School Connectedness

Perceptions of Belonging, Well-being, and Equity

Students were asked to what extent they agreed or disagreed with statements about their feelings of belonging, well-being, and equity at Bristol Community College. Their responses were scored on a scale from 1 to 4, with 4 being the most positive response.

Belonging

On average, most students **agreed** that they feel a sense of belonging at the College.

Equity

On average, most students **agreed** that the College treats all students equitably.

Well-being

On average, most students **agreed** that they feel safe and protected at the College.

3.3/4

Belonging

3.2/4

Equity

3.4/4

Well-being

1 = negative response
4 = positive response

Differences in Perceptions of Belonging and Equity

Perceptions of belonging, equity, and well-being varied by parent or guardian status.

Belonging

Students who were not parents or guardians reported a lower sense of belonging than their counterparts.

Equity

Students who were not parents or guardians were less likely to agree that the College treats students equitably than their counterparts.

Fig. 16 Differences in perceptions of belonging

Parents 3.5
Overall 3.3
Non-Parents 3.3

Fig. 17 Differences in perceptions of equity

Parents 3.3
Overall 3.2
Non-Parents 3.1

Findings

Knowledge of Resources, Policies, & Offices

Knowledge of Resources and Policies

Students were asked about their knowledge of campus resources and policies relevant to sexual misconduct.

Forty-one percent (41%) of participants confirmed that they have learned about sexual misconduct through classes, trainings, or other programs at Bristol Community College, and 45% knew Title IX protections against sexual misconduct.

About half of participants understood what happens when a student reports sexual misconduct (52%), and 57% knew where at the College they could get help if someone they know experiences sexual misconduct.

A majority of participants were aware that there are confidential resources available on campus (79%).

Fig. 18 Knowledge of campus resources and policies

Know there are confidential resources on campus	79%
Know where to get help	57%
Understand what happens when a student reports sexual misconduct	52%
Know Title IX protections	45%
Learned about sexual misconduct through classes, trainings, or other programs	41%
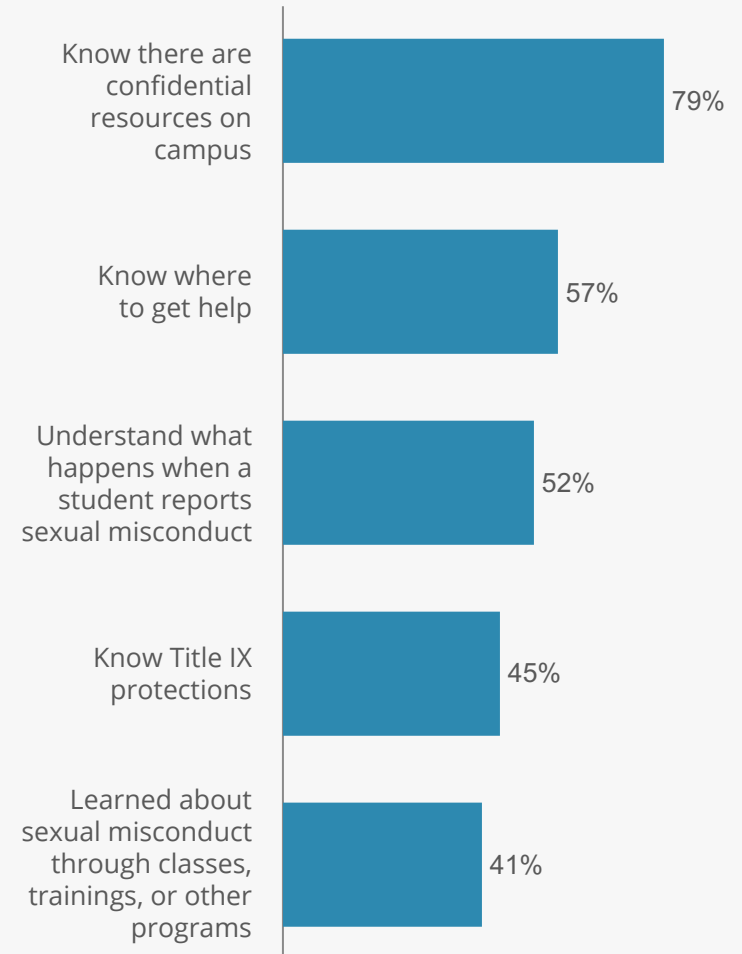
Knowledge of Campus Offices and Departments

Students were asked about their knowledge of certain campus offices and departments.

A majority of students were aware of mental health counseling services at the College (71%). Around a third were aware of the Office of the Vice President of Student Services and Enrollment Management (36%), and 28% were aware of the Basic Needs Center.

When asked if Bristol Community College has a Title IX Coordinator, 76% answered that they were unsure, 20% of participants answered 'yes,' while 4% of participants answered 'no.'

Fig. 19 Knowledge of campus offices and departments
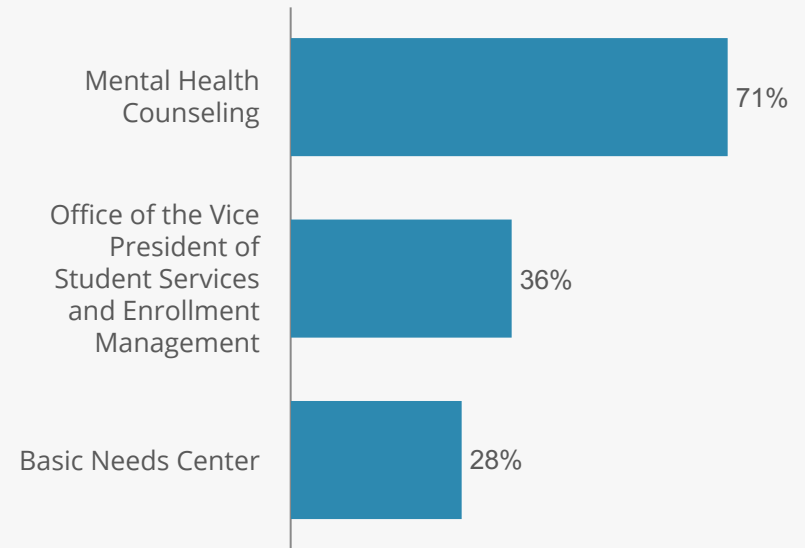
Fig. 20 Does Bristol Community College have a Title IX coordinator?
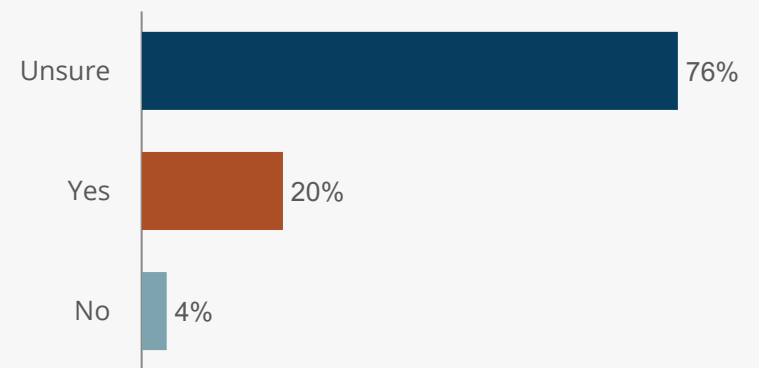
Knowledge of Sexual Misconduct Prevention

Students were asked whether they had received written, verbal, or online information from anyone at the College relevant to sexual misconduct prevention.

Prevention

Fifty-six percent (56%) of students confirmed that they have received information on how to intervene as a bystander, and 54% received information on how to help prevent sexual misconduct.

Definitions and Policies

A majority of participants were informed of the school's policy on sexual misconduct (72%). Most also received the definition of sexual misconduct (66%) and the definition of consent and how to obtain it from a sexual partner (64%).

Reporting and Resources

Fifty-nine percent (59%) of students received information on how to report sexual misconduct and where to get help if someone they know experiences sexual misconduct (59%).

Fig. 21 Received information about the following from someone at the school

Category	Percentage
School's sexual misconduct policy	72%
Definition of sexual misconduct	66%
Definition of consent	64%
How to report	59%
Where to get help	59%
Bystander intervention	56%
How to help prevent sexual misconduct	54%
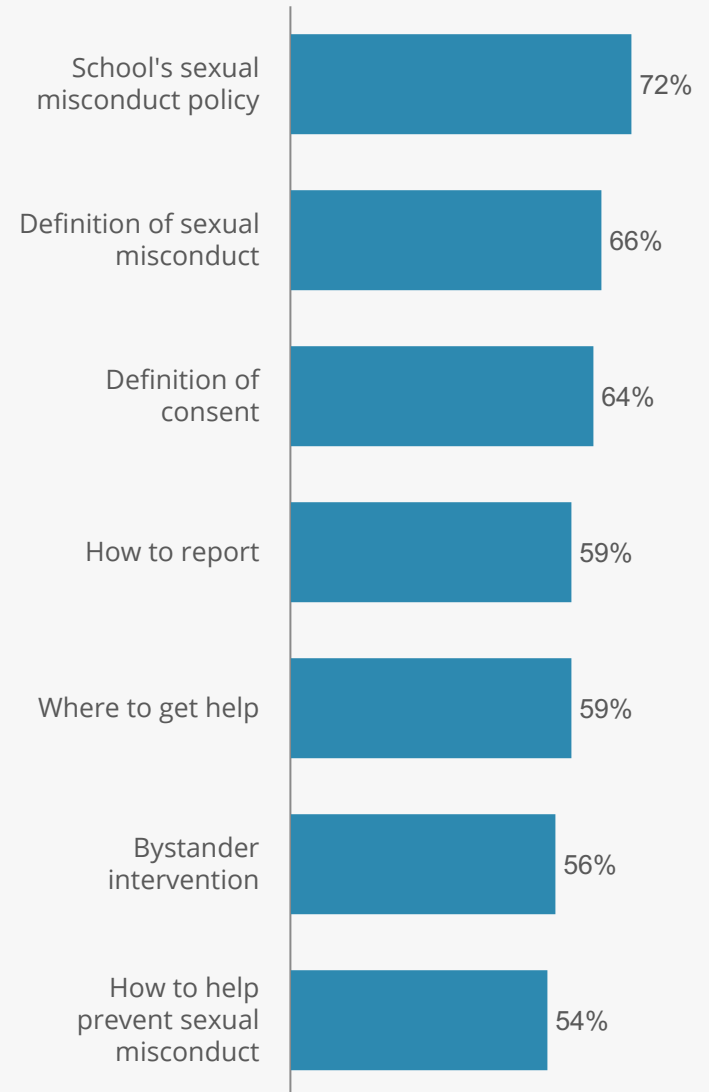
Findings

Campus Climate

Campus Culture

Students were asked about the culture of sexual harassment at Bristol Community College, and their perceptions of the College's efforts to prevent and respond to sexual misconduct. Their responses were scored on a scale from 1 to 4, with 4 being the most positive response.

On average, students **agreed** that it is uncommon for people at the school to make sexist comments or jokes, and that the College is doing a good job of trying to prevent sexual misconduct from occurring, and of holding perpetrators accountable.

3.4/4

Campus Culture

1 = negative response
4 = positive response

Confidence in Reporting

Participants who did not experience an incident of sexual misconduct were asked about their confidence in the school's reporting process and campus resources. Twenty-six percent (26%) of students indicated that they would seek mental health counseling services, 20% would go to Campus Police, and 27% would go to another employee if sexual misconduct occurred.

A majority of participants believed that their case would be taken seriously if they reported sexual misconduct (92%) and that the school would respect their decision about what to do (94%).

A majority of students believed that their privacy and safety would be protected (95% and 92%), and 86% felt that the school would address the factors that may have led to the incident. Six percent (6%) believed that the College would blame them or not believe them about the incident.

Eighty-six percent (86%) of students believed that the College would provide support and accommodations, and of those who identified as having a disability, 83% believed that the College would properly accommodate their disability.

Fig. 22 If an incident of sexual misconduct occurred, I believe Bristol Community College would...

Category	Percentage
Protect my privacy	95%
Respect my decision	94%
Take it seriously	92%
Protect my safety	92%
Provide accommodations	86%
Address factors that led to the incident	86%
Accommodate my disability	83%
Blame me	6%
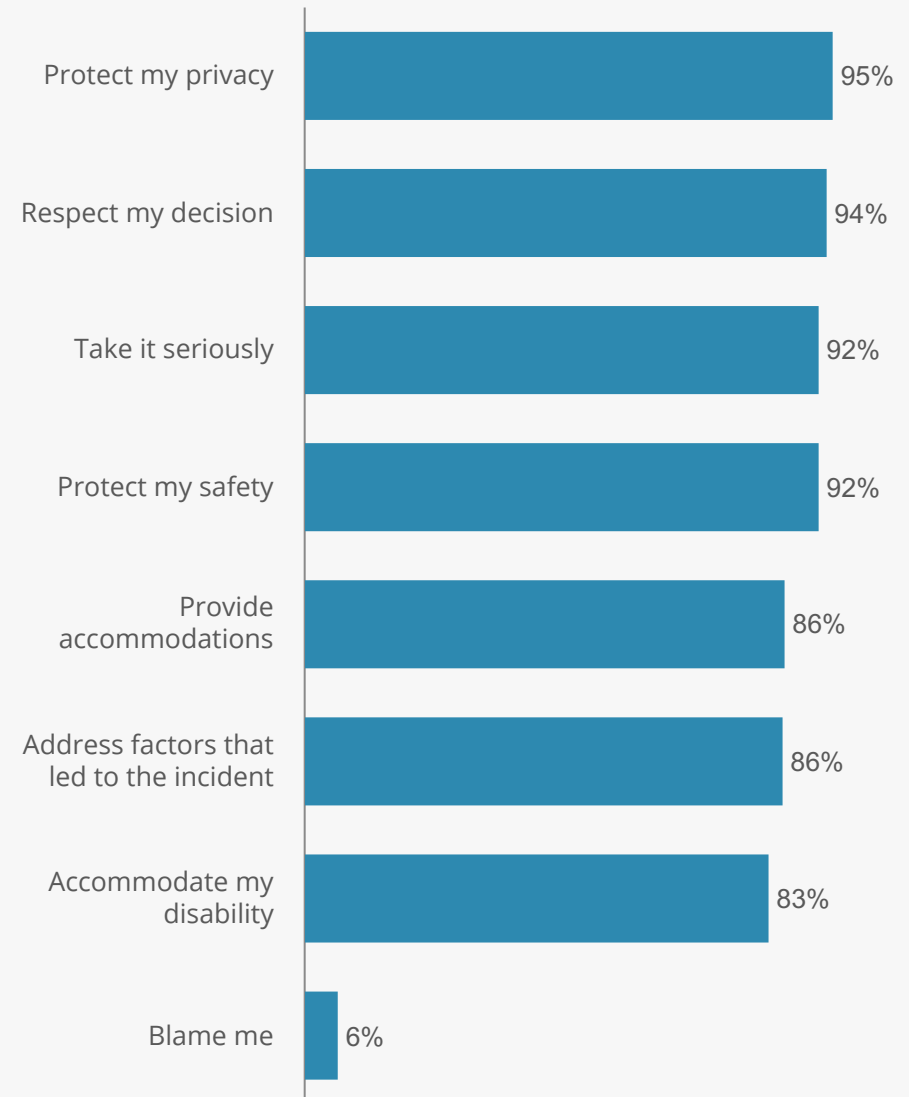
Findings

Personal Experience

16% of Students Experienced Sexual Misconduct

The survey asked students about their experiences of non-consensual sexual contact, sexual harassment, stalking, and intimate partner violence since they have been a student at Bristol Community College. Overall, 16% of participants experienced at least one form of sexual misconduct.

- **15%** experienced intimate partner violence
- **9%** experienced sexual harassment
- **7%** experienced stalking
- **1%** experienced sexual assault

INSIGHTS

Even with an anonymous survey, individuals may be hesitant to disclose experiences of unwanted sexual contact.[1]

1 Hirsch, J. S. & Khan, S. (2020). Sexual citizens: A landmark study of sex, power and assault on campus. WW Norton.

Fig. 23 Prevalence of sexual misconduct

Category	Value
Intimate Partner Violence	15%
Sexual Harassment	9%
Stalking	7%
Sexual Assault	1%
Rape	0%
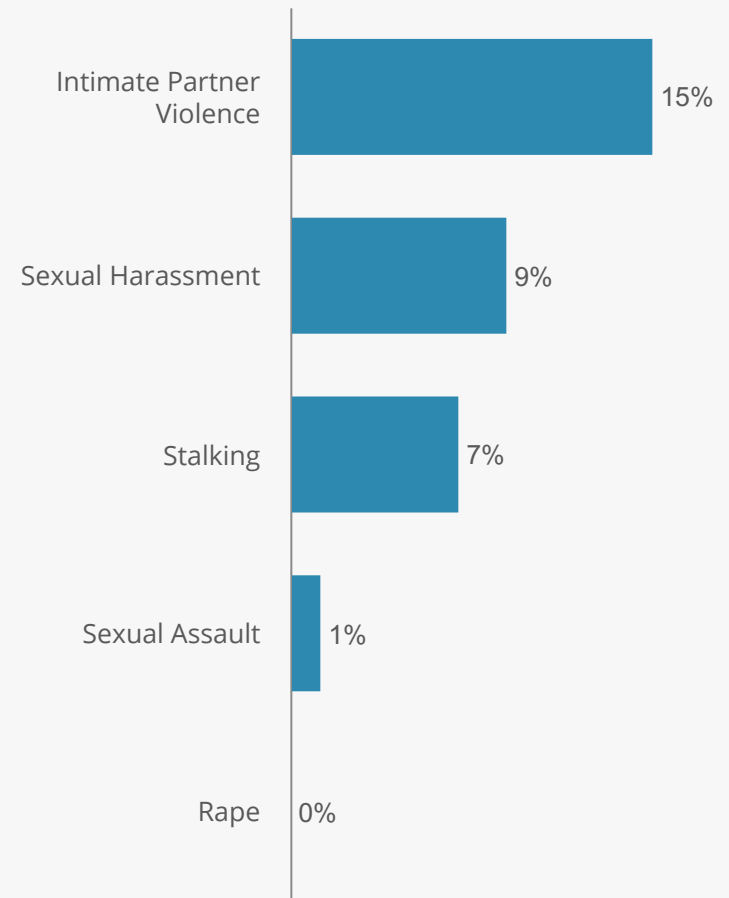
6% experienced **two or more** instances of sexual misconduct.

9% of Students Experienced Sexual Harassment

The survey asked students about their experiences of sexual harassment since they have been a student at Bristol Community College. Overall, 6% of participants experienced sexual harassment once and 3% experienced sexual harassment more than once.

The highest percentage of students reported that someone treated them differently or condescendingly because of their gender or sex (6%).

Fig. 24 Prevalence of sexual harassment

Category	Percentage
Treated differently or condescendingly because of gender or sex	6%
Unwanted advances, comments, gestures, or jokes	4%
Continuously asked to hang out or hook up despite declining	4%
Showed sexual photos/videos they didn't ask to see	2%
Treated badly for refusing to have sex	2%
Threatened or offered something in return for sexual contact	2%
Shared or threatened to share sexual photos, videos, or rumors	1%

Differences in Experience of Sexual Harassment

The prevalence of sexual harassment varied by gender identity and sexual orientation.

- TGQN students were more likely to experience sexual harassment than women and men.

- LGB+ students were more likely to experience sexual harassment than straight students.

Fig. 25 Prevalence of sexual harassment by demographics
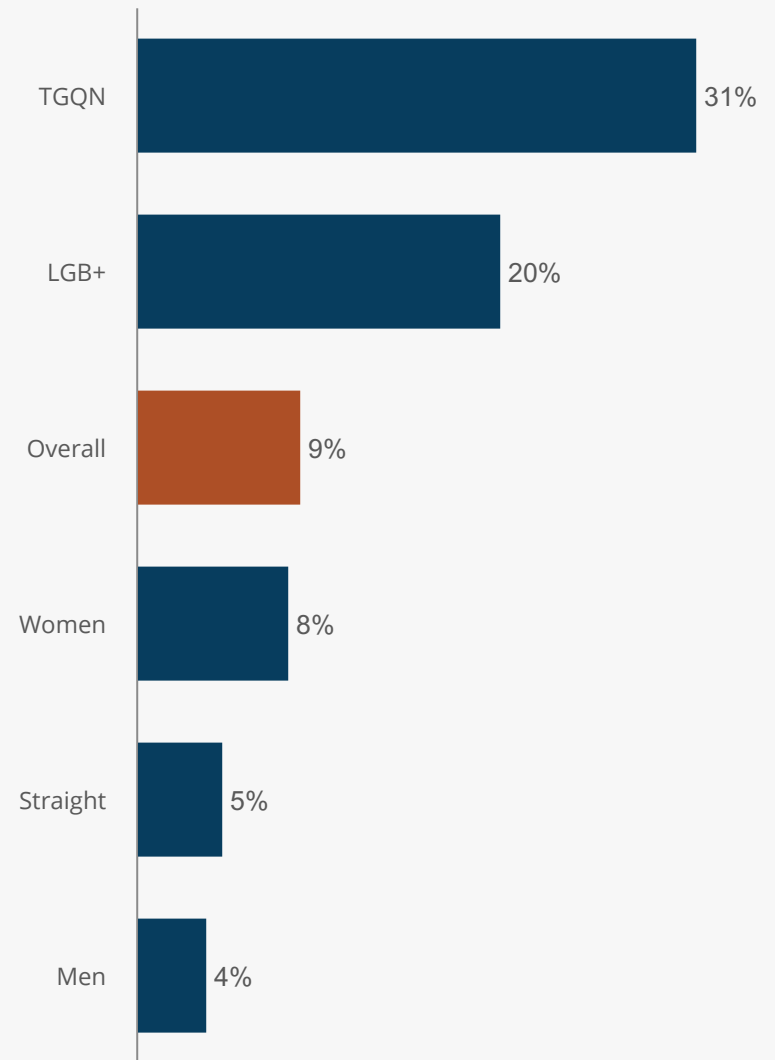
Demographic	Percentage
TGQN	31%
LGB+	20%
Overall	9%
Women	8%
Straight	5%
Men	4%

Perpetration of Sexual Harassment

Students who experienced sexual harassment were asked what their relationship was with the person(s) who engaged in that behavior and where the incident took place.

Perpetrators

The highest percentage of students indicated that the perpetrator was another student (52%), an employee other than a professor, teaching assistant, coach, or trainer (38%), and an acquaintance, friend of a friend, or someone they just met (24%).

Locations

The most common locations where sexual harassment occurred were a classroom or other academic building, and online. The prevalence of sexual harassment was too small to report the exact percentages of each of these responses.

Fig. 26 Perpetration of sexual harassment
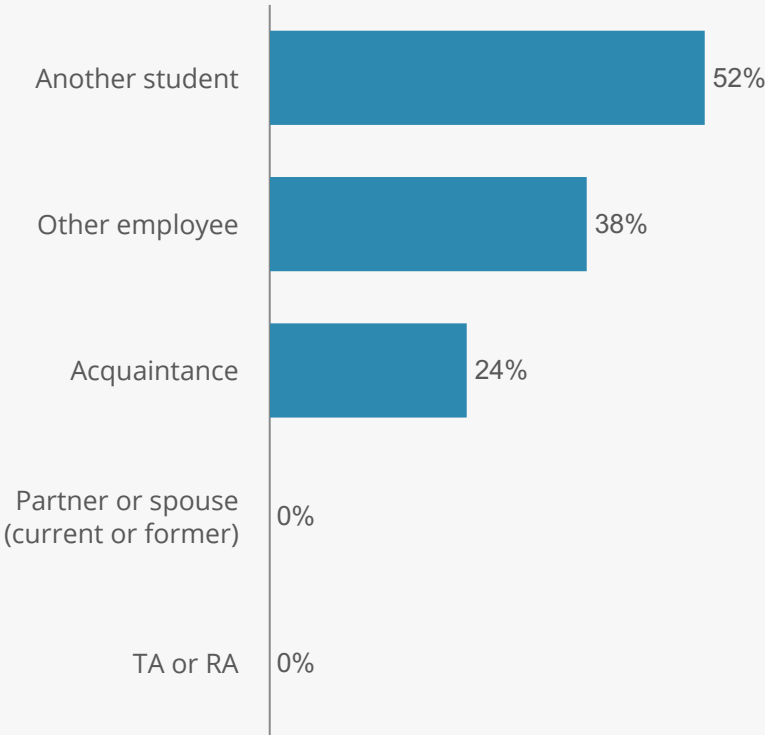
Reporting of Sexual Harassment

Students who experienced sexual harassment were asked if they told someone about the incident.

While most students told a friend, roommate, or family member (62%), a majority did not report the incident to the College.

- **14%** contacted counseling or health services
- **5%** contacted Campus Police
- **24%** contacted another campus employee

Fig. 27 Reporting of sexual harassment
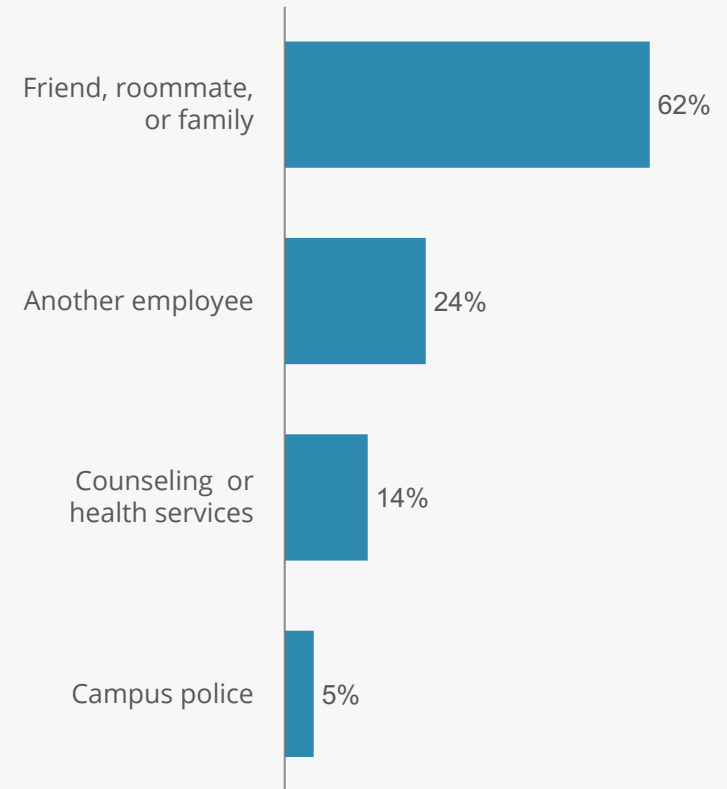
Friend, roommate, or family — 62%
Another employee — 24%
Counseling or health services — 14%
Campus police — 5%

Sexual Harassment and Discrimination

Students who experienced sexual harassment were asked if they believed the incidents were related to an identity that they hold.

- **48%** believed the incident was related to their gender identity or gender expression

- **14%** believed the incident was related to their sexual orientation

- **14%** believed the incident was related to their race or ethnicity

- **14%** believed the incident was related to their disability status

- **14%** believed the incident was related to another identity marker

Fig. 28 Sexual harassment and discrimination

Category	Percentage
Gender Identity or Expression	48%
Sexual Orientation	14%
Race/Ethnicity	14%
Disability Status	14%
Other	14%
None of the above	33%
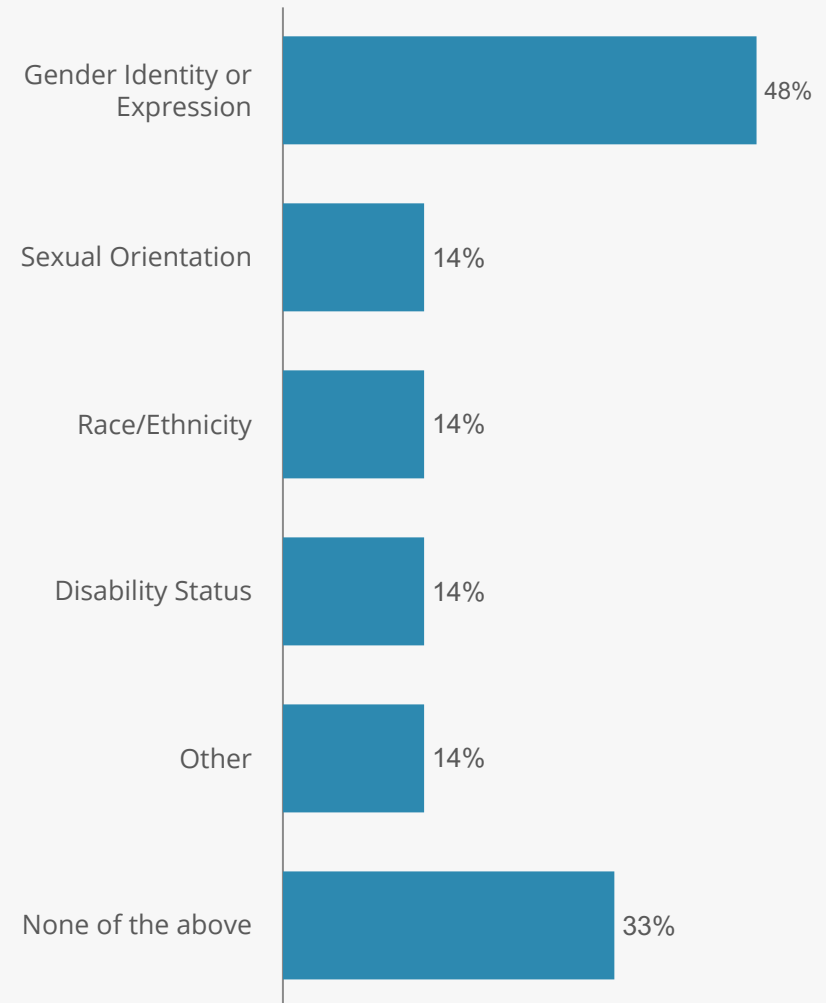
1% of Students Experienced Sexual Violence

The survey asked students about their experiences of sexual assault and rape since they have been a student at Bristol Community College. Overall, 1% of students indicated experiencing at least one instance of sexual assault.

The prevalence of sexual violence was too small to report additional information relevant to these experiences, including: the locations of the incidents, the relationship of the students to the perpetrators, the percentage of students who reported the incident, and significant differences in prevalence observed across demographic groups, if applicable.

Fig. 29 Prevalence of sexual violence

99%

1%

■ Experienced sexual violence
■ Did not experience sexual violence
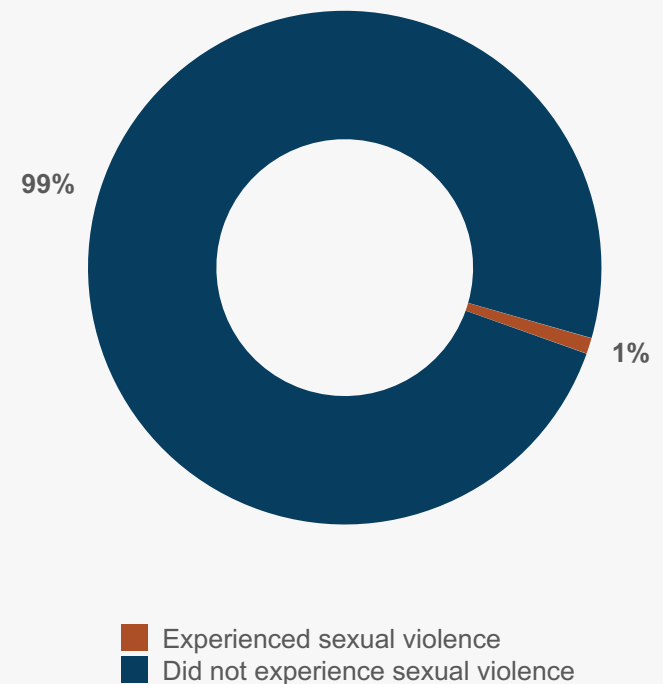
15% of Students Experienced Intimate Partner Violence

The survey asked students about their experiences of intimate partner violence (IPV) since they have been a student at Bristol Community College. Overall, 6% of participants experienced IPV once and 9% experienced IPV more than once.

The highest percentage of students reported that an intimate partner called them names, insulted, or humiliated them (8%), and that an intimate partner controlled or attempted to control them physically, emotionally, or financially (7%).

Fig. 30 Prevalence of intimate partner violence

IPV | Demographic Comparisons
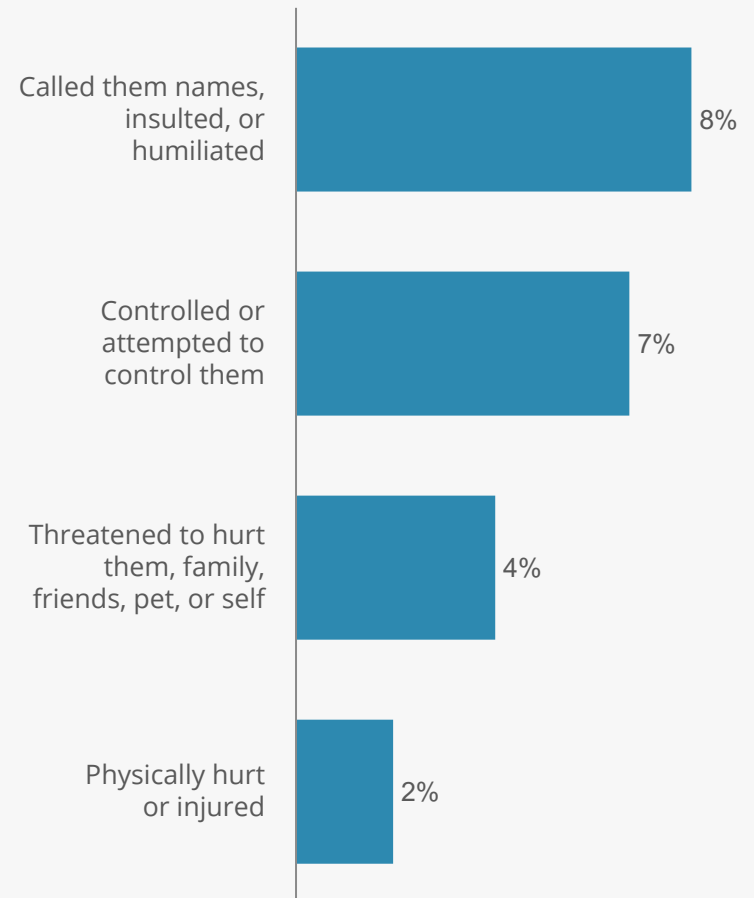
Differences in Experience of Intimate Partner Violence

The prevalence of intimate partner violence (IPV) varied among some demographic groups.

- Students facing housing insecurity were more likely to experience IPV than students with secure housing.

- Students with disabilities were more likely to experience IPV than their counterparts.

- LGB+ students were more likely to experience IPV than straight students.

- White students were more likely to experience IPV than BIPOC students.

Fig. 31 Prevalence of intimate partner violence by demographics

Demographic	Percentage
Housing Insecure	40%
Disability	29%
LGB+	29%
White	20%
Overall	15%
Housing Secure	11%
Non-Disability	11%
Straight	9%
BIPOC	5%

Bristol Community College Student Experience Survey 2024
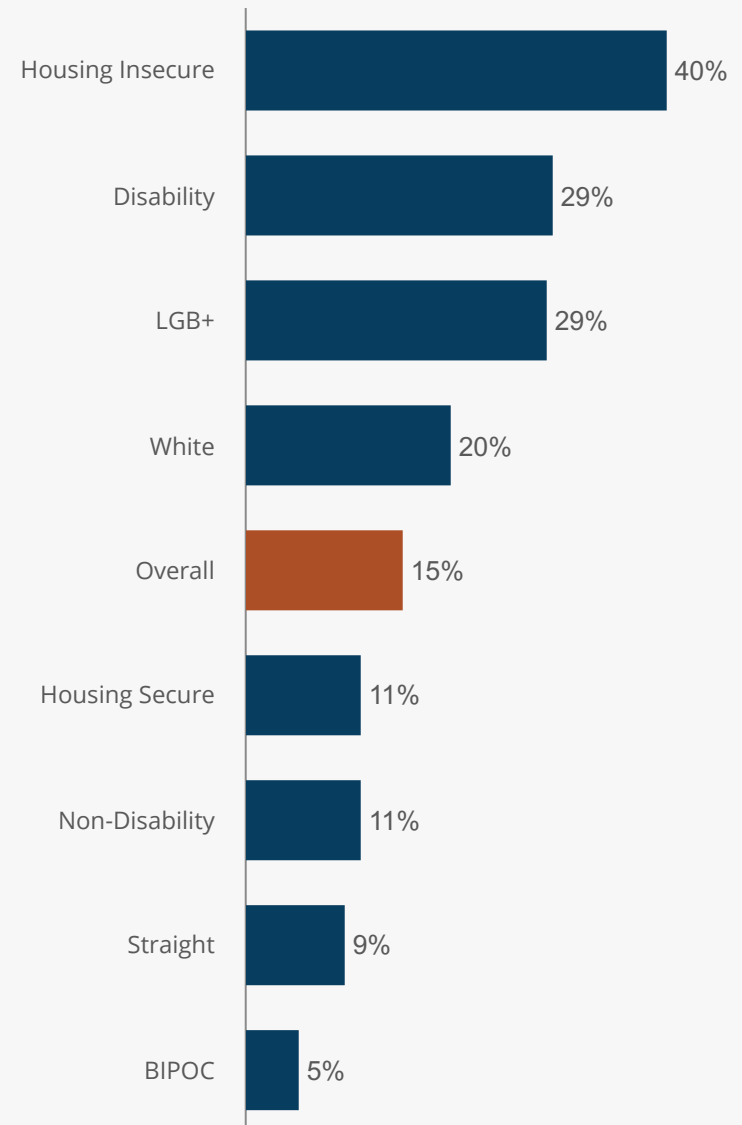
Reporting of Intimate Partner Violence

Students who experienced intimate partner violence were asked if they told someone about the incident.

While most students told a friend, roommate, or family member (67%), a majority did not report the incident to the College.

- **6%** contacted counseling or health services
- **6%** contacted another campus employee

Fig. 32 Reporting of intimate partner violence
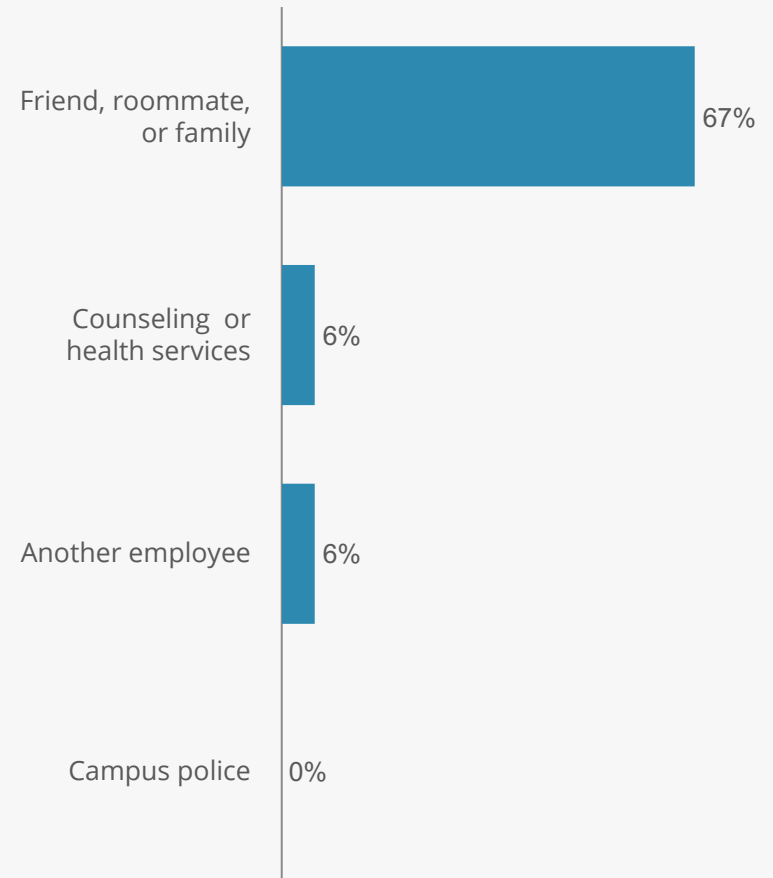
Friend, roommate, or family — 67%

Counseling or health services — 6%

Another employee — 6%

Campus police — 0%

Intimate Partner Violence and Discrimination

Students who experienced intimate partner violence were asked if they believed the incidents were related to an identity that they hold.

- **19%** believed the incident was related to their disability status
- **6%** believed the incident was related to another identity marker

Fig. 33 Intimate partner violence and discrimination

Disability Status — 19%

Other — 6%

Gender Identity or Expression — 0%

Sexual Orientation — 0%

Race/Ethnicity — 0%

None of the above — 75%
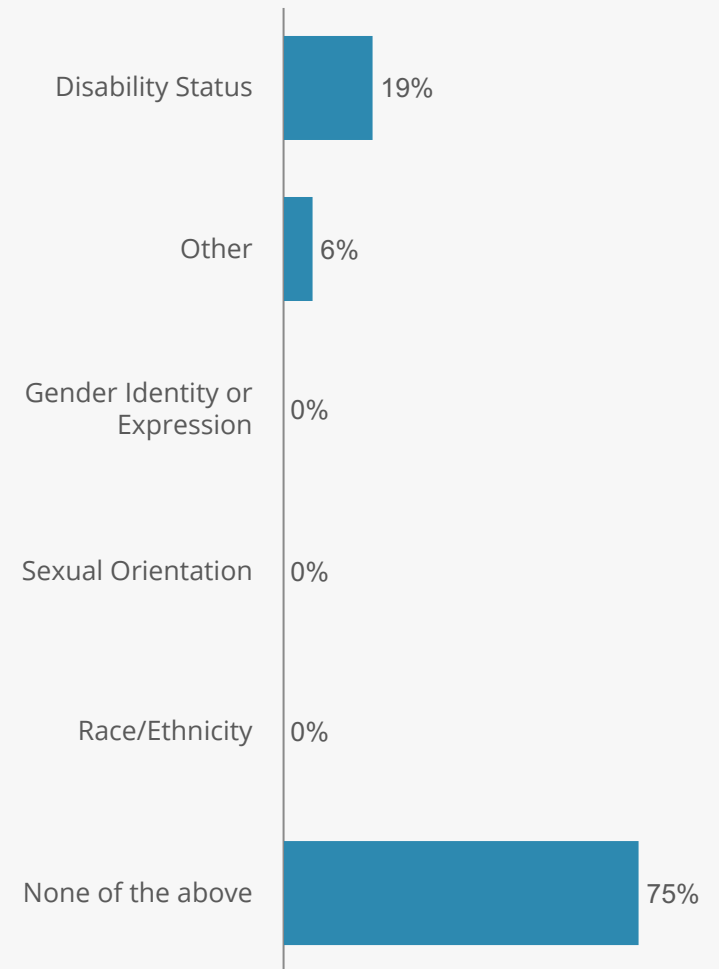
7% of Students Experienced Stalking

Students were asked about stalking situations when someone acted in a way that seemed obsessive or made them concerned for their safety since they have been a student at Bristol Community College. Overall, 2% of participants experienced stalking once and 5% experienced stalking more than once.

Prevalence

The highest percentage of students reported that someone repeatedly called them or sent unwanted messages (4%), and that someone waited for them or showed up in places when they did not want them there (3%).

Perpetrators

The most common perpetrators of stalking were an acquaintance, friend of a friend, or someone they just met, a current or former partner or spouse, and another student. The prevalence of stalking was too small to report the exact percentages of each of these responses.

Fig. 34 Prevalence of stalking by behavior

Behavior	Percentage
Repeated calls or messages	4%
Waited for them or showed up places unwanted	3%
Watched, followed, spied on, tracked, or monitored them	2%
Spread rumors or left mean/rude comments online	2%
Left unwanted gifts, flowers, or other items	1%
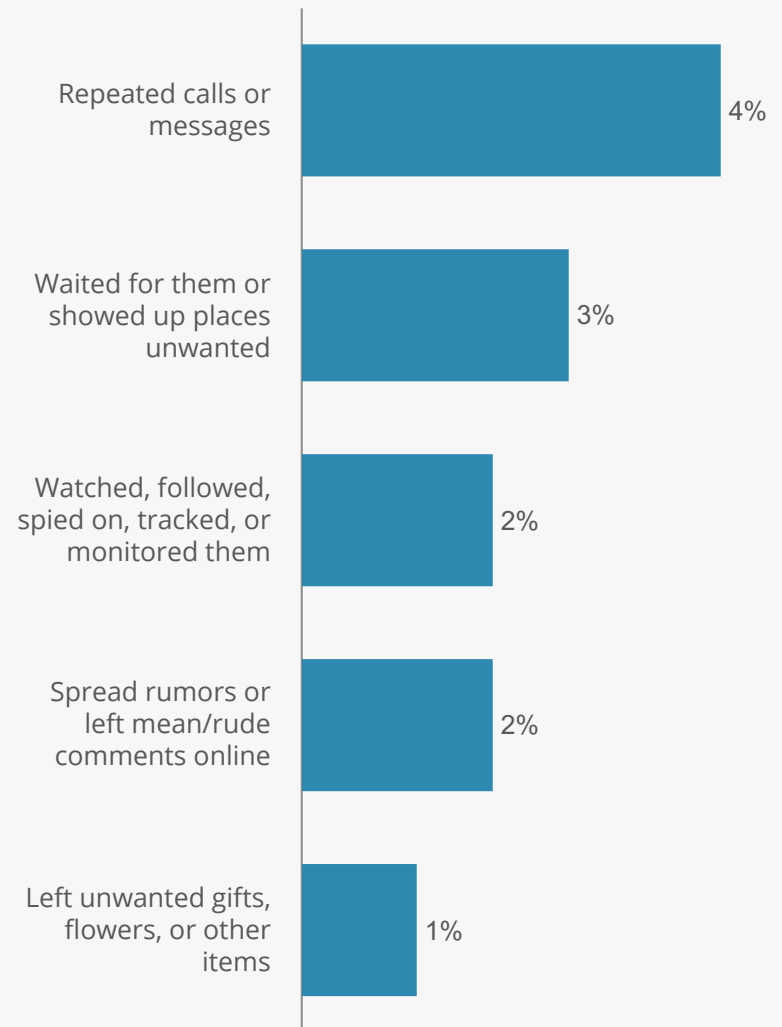
Differences in Experience of Stalking

The prevalence of stalking varied by housing status and sexual orientation.

- Students facing housing insecurity were more likely to experience stalking than students with secure housing.

- LGB+ students were more likely to experience stalking than straight students.

Fig. 35 Prevalence of stalking by demographics

Housing Insecure — 24%
LGB+ — 14%
Overall — 7%
Housing Secure — 5%
Straight — 4%
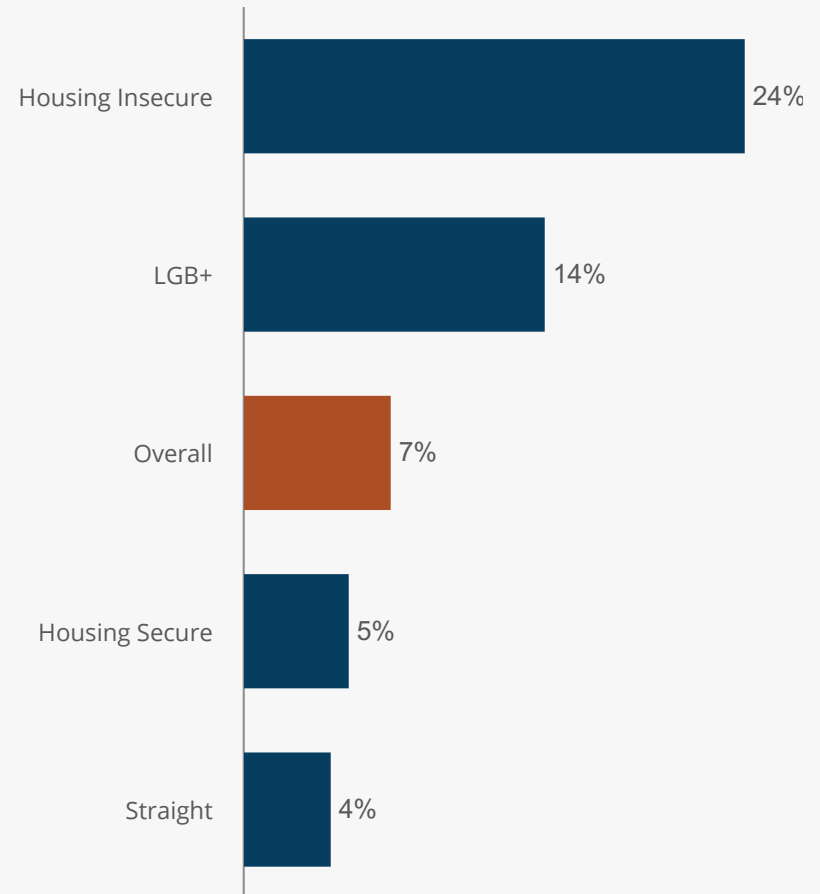
Reporting of Stalking

Students who experienced stalking were asked if they told someone about the incident.

While most students told a friend, roommate, or family member (76%), a majority did not report the incident to the University.

- **6%** contacted counseling or health services

- **6%** contacted Campus Police

- **24%** contacted another campus employee

Fig. 36 Reporting of stalking

Stalking and Discrimination

Students who experienced stalking were asked if they believed the incidents were related to an identity that they hold.

- **18%** believed the incident was related to their gender identity or gender expression
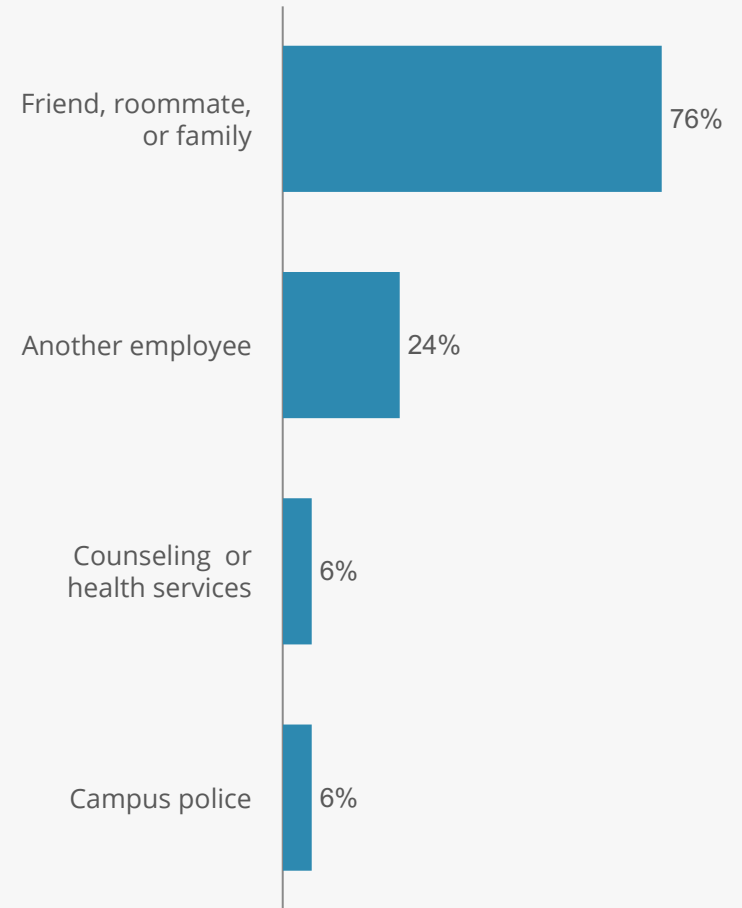
- **18%** believed the incident was related to their sexual orientation

- **18%** believed the incident was related to their disability status

- **6%** believed the incident was related to their race or ethnicity

- **6%** believed the incident was related to another identity marker

Fig. 37 Stalking and discrimination

Gender Identity or Expression — 18%
Sexual Orientation — 18%
Disability Status — 18%
Race/Ethnicity — 6%
Other — 6%
None of the above — 47%
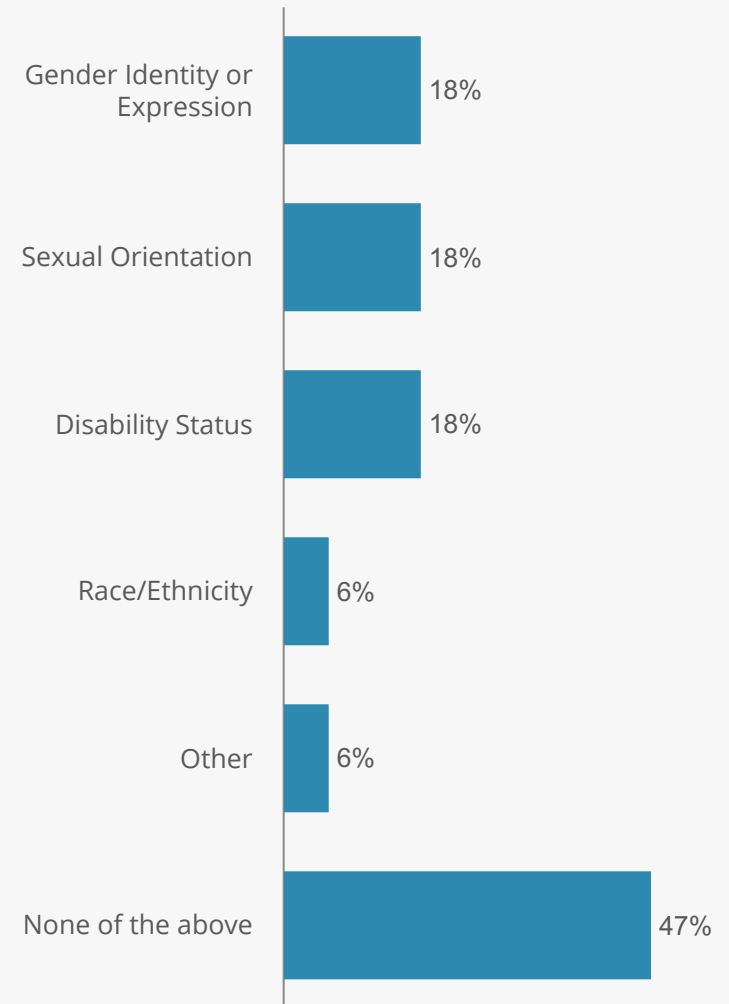
Findings

Reporting

Reasons Students Did Not Report

Students who experienced sexual misconduct but did not report it were asked about reasons they did not contact a campus official about the incident.

The most common reasons why students did not report the incident were they did not think the incident was serious enough to report (30%) and the incident occured when school was not in session (27%).

INSIGHTS

Research shows that students commonly don't report sexual misconduct due to feelings of shame and embarrassment, not wanting friends/family to know, or wanting to handle it themselves.[2]

2 Mennicke, A., Bowling, J., Gromer, J., & Ryan, C. (2021). Factors Associated With and Barriers to Disclosure of a Sexual Assault to Formal On-Campus Resources Among College Students. Violence Against Women, 27(2), 255–273.

Fig. 38 Reasons participants did not report sexual misconduct

Reason	Percentage
Didn't think it was serious enough	30%
Incident occurred when school was not in session	27%
Didn't want perpetrator to get in trouble	20%
Worried it would interfere with school or activities	20%
Worried about retaliation from perpetrator	17%
Worried about being blamed/not believed	17%
Another reason	47%
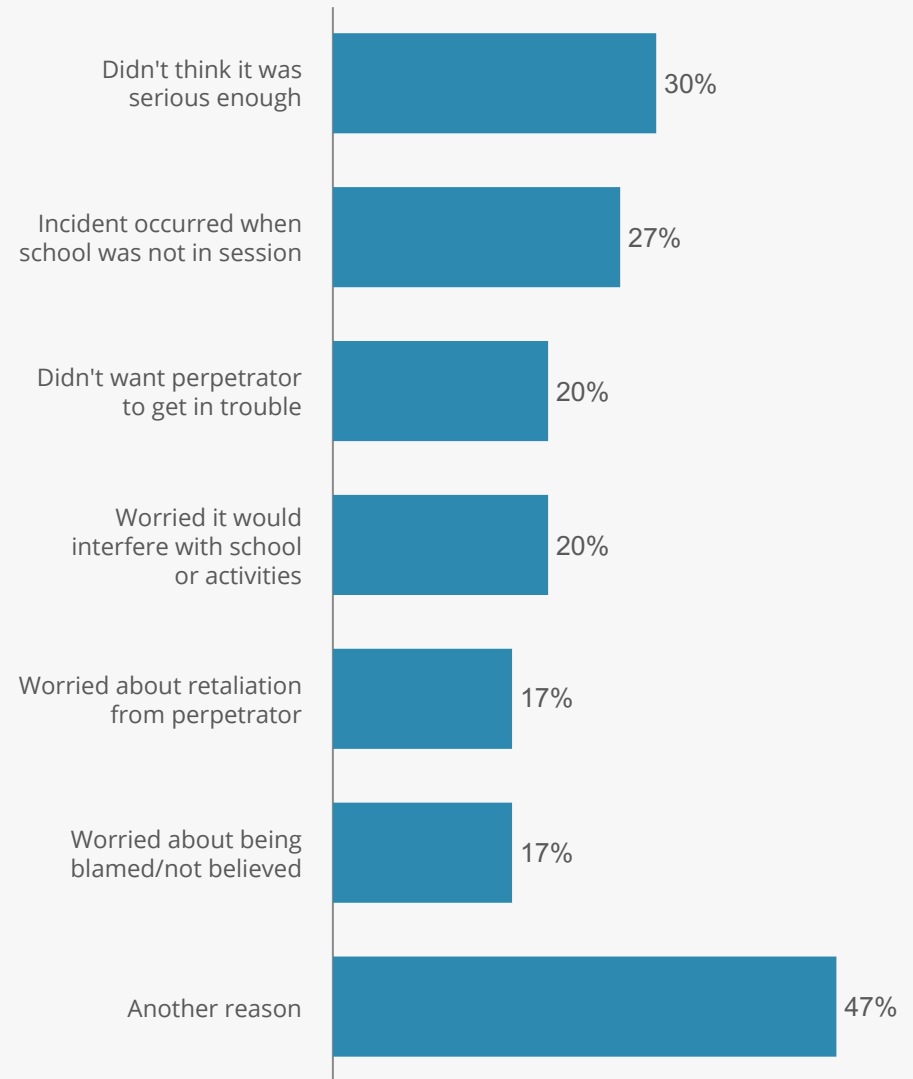
Findings

Impacts

Academic, Professional, & Student Life Impacts

Students who experienced sexual harassment, sexual violence, intimate partner violence, or stalking were asked about impacts they experienced following the incident.
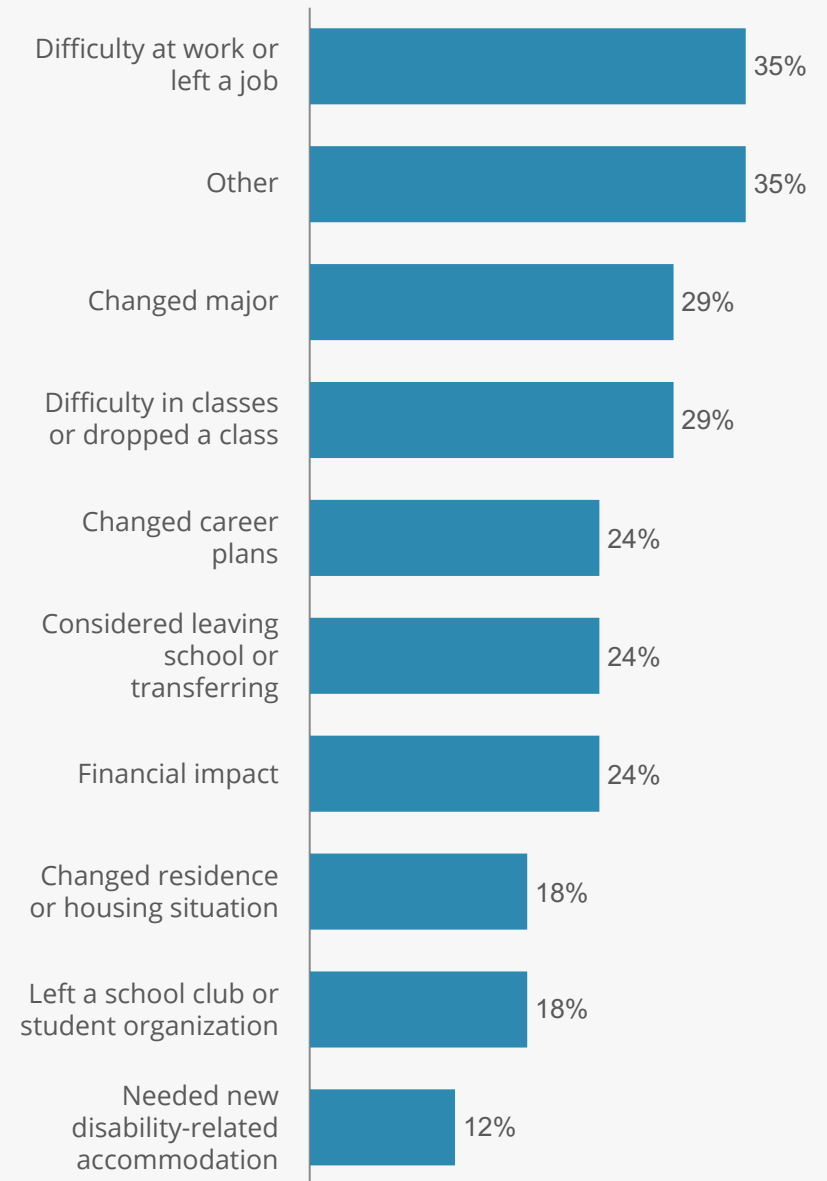
Academic Impacts

Twenty-nine percent (29%) of students who experienced sexual misconduct also experienced difficulty in classes or dropped a class, and 24% considered leaving school or transferring.

Financial and Professional Impacts

Around a third of students who experienced sexual misconduct also experienced difficulty at work or left a job or internship (35%), and 24% changed their career plans. Twenty-four percent (24%) experienced financial impacts, such as losing a scholarship or visa, or incurring healthcare costs.

Fig. 39 Impacts on academic, professional, or student life

Category	Percentage
Difficulty at work or left a job	35%
Other	35%
Changed major	29%
Difficulty in classes or dropped a class	29%
Changed career plans	24%
Considered leaving school or transferring	24%
Financial impact	24%
Changed residence or housing situation	18%
Left a school club or student organization	18%
Needed new disability-related accommodation	12%

Mental Health Impacts

Students who experienced sexual harassment, sexual violence, intimate partner violence, or stalking were also asked about whether they experienced certain mental health symptoms.
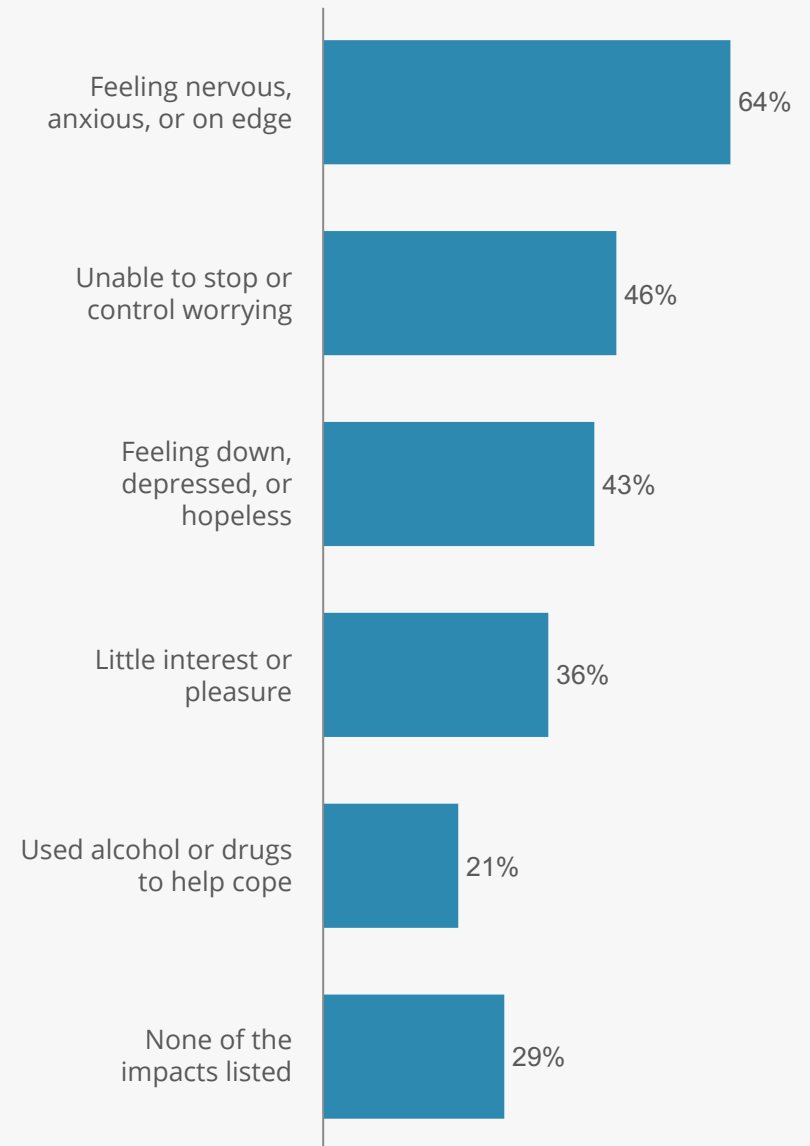
Most students who experienced sexual misconduct also felt nervous, anxious, or on edge (64%). Forty-six percent (46%) were unable to stop or control worrying, and 43% felt down, depressed, or hopeless.

INSIGHTS

The COVID-19 pandemic has been linked to an increase in anxiety, depression, and social isolation among college students. A sense of belonging with their college campus may be a protective factor.[3]

3 Gopalan, M., Linden-Carmichael, A., & Lanza, S. (2022). College Students' Sense of Belonging and Mental Health Amidst the COVID-19 Pandemic. The Journal of Adolescent Health, 70(2), 228–233.

Fig. 40 Impacts on mental health

Feeling nervous, anxious, or on edge — 64%
Unable to stop or control worrying — 46%
Feeling down, depressed, or hopeless — 43%
Little interest or pleasure — 36%
Used alcohol or drugs to help cope — 21%
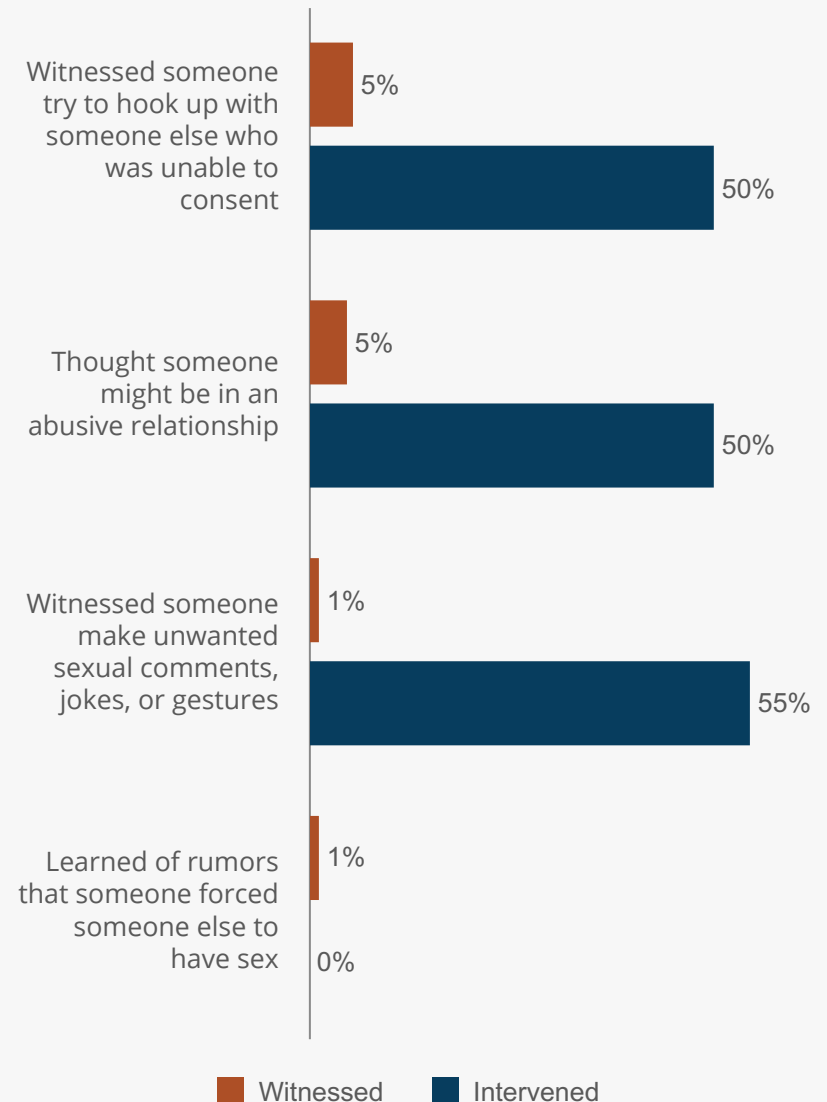None of the impacts listed — 29%

Findings

Bystander Intervention

Bystander Behaviors

Students were asked if they witnessed certain situations of sexual misconduct since they have been a student at Bristol Community College and, if so, how they responded to those situations.

- **5%** witnessed someone try to hook up with someone else who was passed out or unable to consent. Among those, 50% intervened in some way.

- **5%** thought someone might be in an abusive relationship. Among those, 50% intervened in some way.

- **1%** witnessed someone make unwanted sexual comments, jokes, or gestures. Among those, 55% intervened in some way.

- **1%** learned of rumors that someone forced someone else to have sex. Among those, none intervened.

Fig. 41 Percentage of students who intervened after witnessing sexual misconduct

Witnessed someone try to hook up with someone else who was unable to consent — Witnessed 5%, Intervened 50%

Thought someone might be in an abusive relationship — Witnessed 5%, Intervened 50%

Witnessed someone make unwanted sexual comments, jokes, or gestures — Witnessed 1%, Intervened 55%

Learned of rumors that someone forced someone else to have sex — Witnessed 1%, Intervened 0%

Legend: ■ Witnessed ■ Intervened

Why Students Did Not Intervene

Students who witnessed certain situations of sexual misconduct were asked about reasons why they did not intervene.

- **36%** felt it was not their business to intervene

- **36%** were not sure what to do

- **9%** did not want to get in trouble for drinking and/or doing drugs

- **36%** did not intervene for another reason

Fig. 42 Reasons students did not intervene
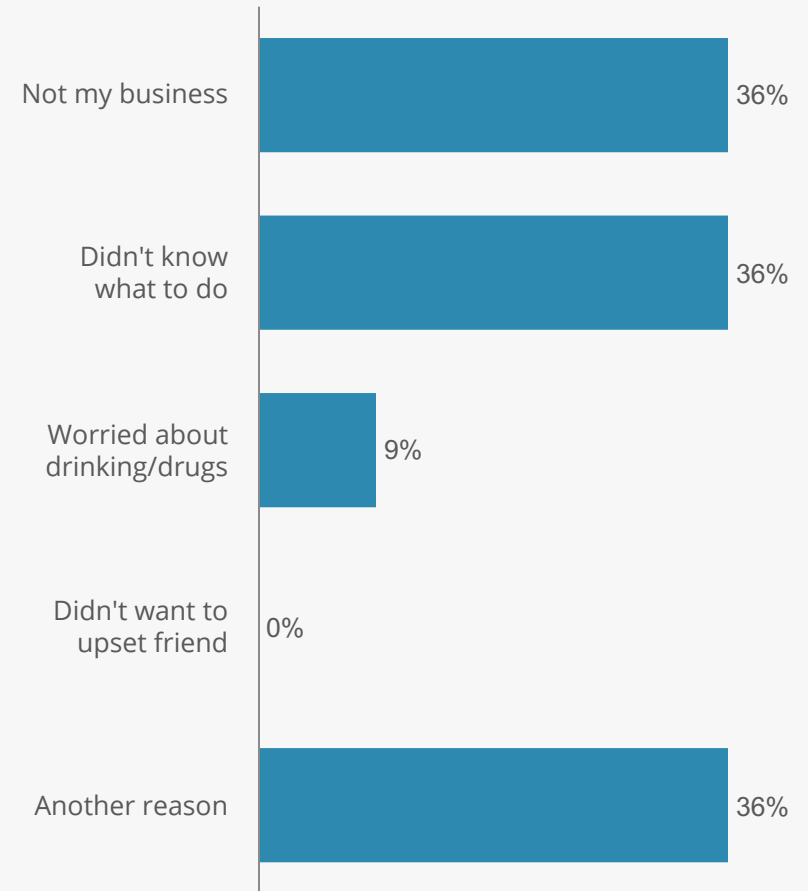
Recommendations

Recommendations

Included on the following pages are recommendations to address key findings from the survey. We recognize that it may not be feasible to implement all of these recommendations, but this list serves as a starting point for you to develop an evidence-based action plan.

Any mention of specific programs is not an endorsement of the program, but a recommendation that was developed based on evidence of risk and protective factors for sexual misconduct, effectiveness, accessibility, and input from experts.

Research supports that effective programming should 1) be implemented at several socio-ecological levels, 2) utilize various approaches, 3) and occur often. Research also shows that retention of knowledge and skills tends to decline after three months, highlighting the importance of frequent training and programming.[4]

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4 McMahon, S., Steiner, J. J., Snyder, S., & Banyard, V. L. (2021). Comprehensive Prevention of Campus Sexual Violence: Expanding Who Is Invited to the Table. Trauma, Violence, & Abuse, 22(4), 843–855.

Developing an Action Plan

An action plan can help you implement and track the effectiveness of the prevention efforts at your institution over time.

Considerations when developing the action plan:

1 **Collaborate with a diverse group of campus stakeholders.** When developing and implementing the action plan you may choose to include students, faculty/staff, leadership, and community partners, among others. This group should be representative of the entire campus population.

2 **Tailor the action plan to your institution.** Our recommendations are broad and should be considered within the context, needs, and culture of your institution. An effective action plan should include a specific goal, actionable steps, allocation of resources, a timeline, and a plan for monitoring and evaluating progress.

3 **Be transparent.** Every campus community member has a vested interest in reducing sexual misconduct. Being open and honest when communicating about the action plan can help build trust.

Key Findings

There is room to improve students' knowledge of offices and resources.

- 80% were unaware of the Title IX Coordinator

- 72% were not aware of the Basic Needs Center

pg. 16

Recommendations

1. Place resource information in accessible, commonly viewed areas, such as dining halls, bathrooms, class syllabi, and on your website. Clearly and succinctly explain the Title IX reporting process to help students make an informed decision about whether to report an incident to the school.

2. Increase awareness of who the Title IX Coordinator is, how students can contact them, and what their role entails. Increasing awareness of the Title IX Coordinator can help improve campus trust and climate.[5]

5 Shah, R., Storch, J. (2022). Increasing knowledge and campus trust in reporting sexual and interpersonal violence: The role of the Title IX coordinator. Journal of American College Health.

Key Findings

38% of those who experienced sexual harassment said the perpetrator was an employee*

pg. 25

*An employee other than a professor, Teaching Assistant, Resident Assistant, coach, or trainer

Recommendations

1. Evaluate training requirements for staff and bolster those trainings as necessary. Ensure employees receive training on the experiences of gender and sexual minorities and how it relates to sexual misconduct.

2. Evaluate policies including hiring processes, sanctions, promotions, training, and background checks. Ensure proper protections against retaliation are in place.

Key Findings

Students expressed some concerns about reporting to campus officials.

Common reasons students did not report:

- Did not think it was serious enough
- The incident occurred when school was not in session
- Did not want the perpetrator to get in trouble

pg. 38

Recommendations

1. Regularly train response staff on trauma-informed care and interventions.

2. Address systemic barriers for reporting to law enforcement and work to establish a partnership with police to address violence and harassment.

3. Create a uniform system for explaining the reporting process to students in a way that is trauma-informed and excludes jargon.

4. Consider incorporating restorative justice approaches to better meet the needs of those experiencing violence and harassment.

Key Findings

Many students who experienced sexual misconduct reported academic and mental health impacts.

pg. 40-41

Recommendations

1. Educate faculty about the role mental health can play in academic performance and the support resources that are available to students.

2. Evaluate whether campus counseling and health services have the capacity to handle students' needs.

3. Ensure that professors and staff are able to identify signs of mental health concerns within the classroom and are equipped with skills to provide support and referrals including options for off-campus resources and services.