Sacred Heart University
Student Experience Survey
2024 Report

Sacred Heart
UNIVERSITY

GRAND RIVER
SOLUTIONS

Contents

Study Design

The Sacred Heart University Student Experience Survey surveyed undergraduate and graduate 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.

Sacred Heart University 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, Sacred Heart University provided the race/ethnicity, binary gender, age, class year, residency status, full/part-time status, Pell grant status, and academic level (undergraduate/graduate) of the participant pool. This information was provided to Grand River Solutions through a secure portal. If Sacred Heart University 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 Sacred Heart University 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 Sacred Heart University 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. Sacred Heart University was able to add custom questions to the survey as agreed upon by Sacred Heart University and Grand River Solutions. The survey was approved by Ethical & Independent Review Services.

No incentives were provided to participants for completing the survey.

Study Measures

Demographics

In addition to the demographic data provided by Sacred Heart University, 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, ROTC student, Greek life member, and their parenting 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, Sacred Heart University's prevention and response efforts relevant to sexual misconduct, and bystander intervention.

Sexual Misconduct

The survey asked participants about their experiences of sexual misconduct in the past 12 months, 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 Sacred Heart University 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 Sacred Heart University.

Reports provided to Sacred Heart University 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 10,368 Sacred Heart University students were invited to participate, and 453 (4%) completed the survey. The results of this report reflect only those who participated and may not reflect the experiences of all Sacred Heart University students. Findings in this report should not be used to make conclusions about the entire student population.

Fig. 3 Age

Age	%
18-20	37%
21-24	37%
25-29	10%
30+	16%

Fig. 1 Race and ethnicity

	%
White	63%
BIPOC	37%

Fig. 4 Sexual orientation

	%
Straight	80%
LGB+	20%
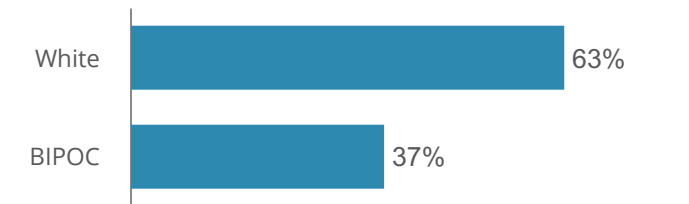
Fig. 2 Gender identity

	%
Women	75%
Men	23%
TGQN	1%
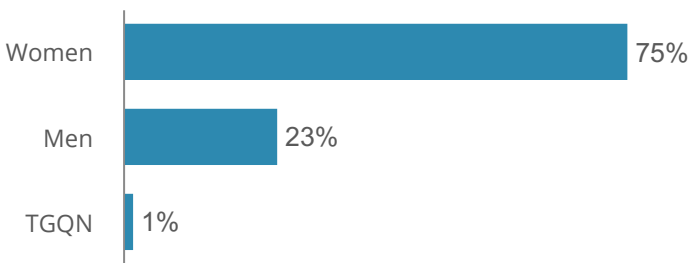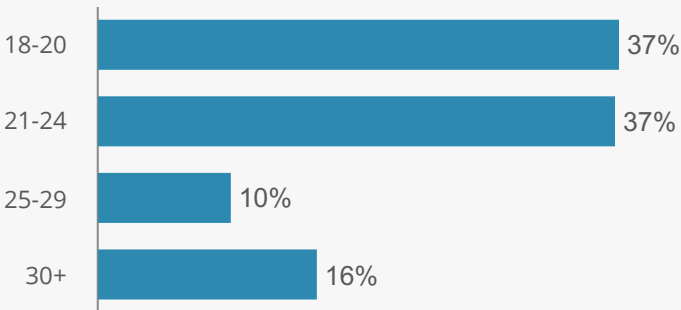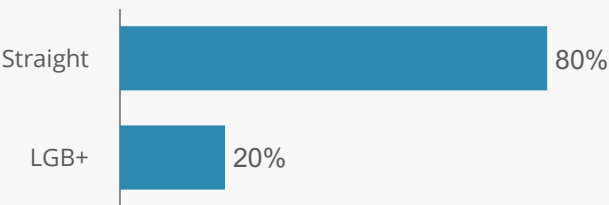
Fig. 5 Disability status

	%
No	88%
Yes	12%
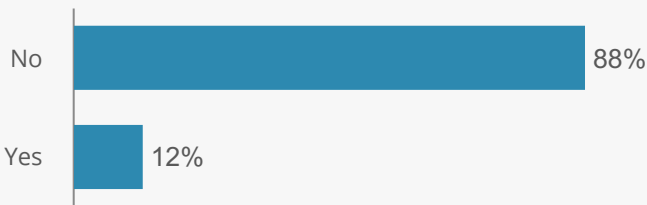
Participant Demographics

Fig. 6 Academic status

Undergraduate	66%
Graduate	34%

Fig. 7 Class year

1st year	29%
2nd year	16%
3rd year	15%
4th year	20%
5th year+	20%
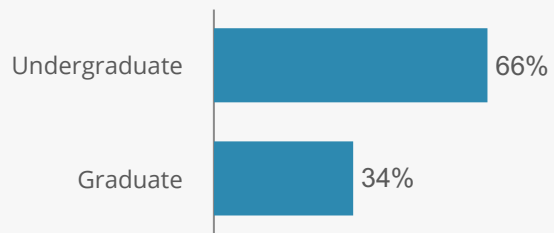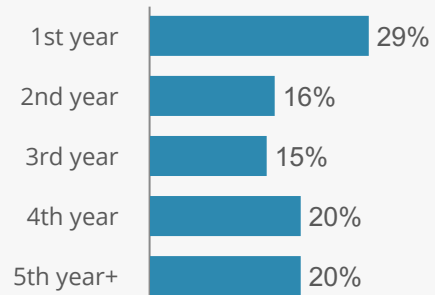
Fig. 8 Enrollment status

Full-Time	83%
Part-Time	17%

Fig. 9 Transfer status

No	90%
Yes	10%

Fig. 10 Residency

Out-of-State	48%
In-State	43%
International	9%
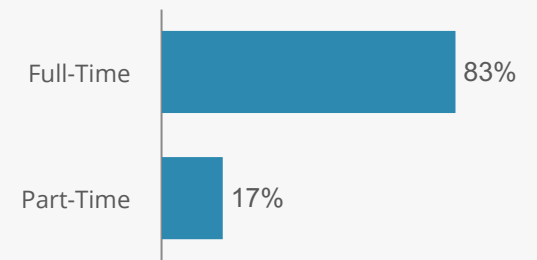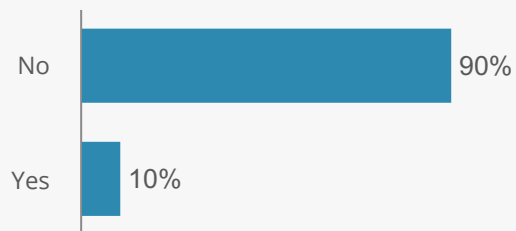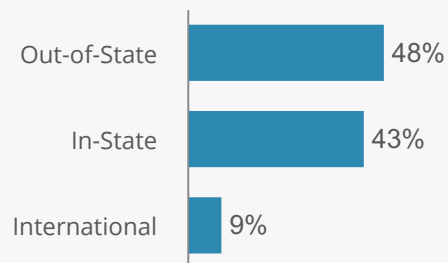
Fig. 11 First-generation student

No	67%
Yes	33%
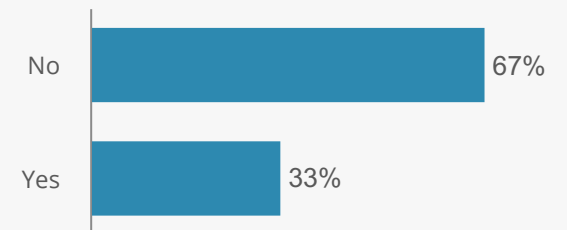
Participant Demographics

Fig. 12 Athlete

No — 75%
Yes — 25%
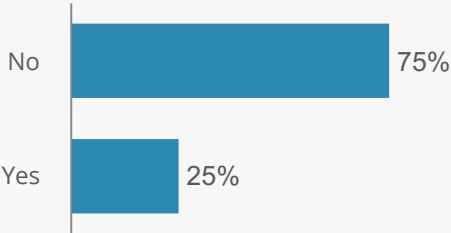
Fig. 13 Greek life member

No — 60%
Yes — 40%

Fig. 14 Parent

No — 87%
Yes — 13%

Fig. 15 Military veteran

No — 98%
Yes — 2%

Fig. 16 Active duty

No — 100%
Yes — 0%

Fig. 17 ROTC

No — 98%
Yes — 2%
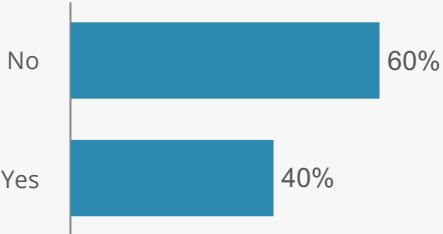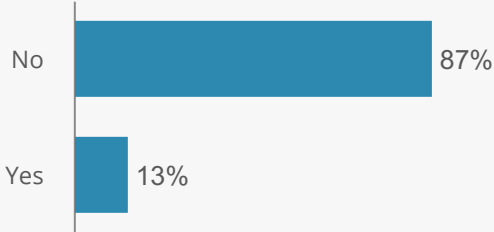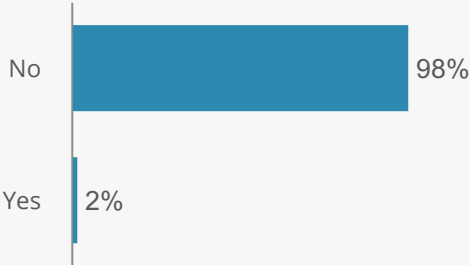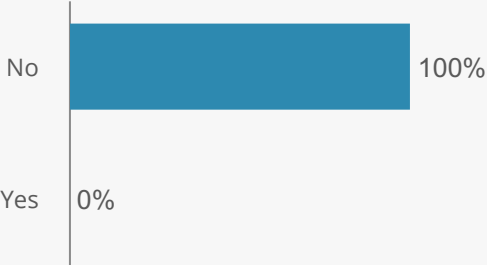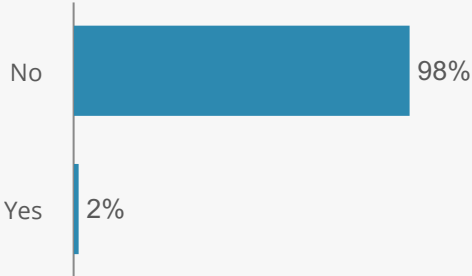
Executive Summary

School connectedness

Overall, a majority of participants agreed that they feel a sense of belonging as well as safe and protected at Sacred Heart University. On average, participants also agreed that the University treats all students equitably.

Knowledge of policies, resources, and offices

About half of participants have learned about sexual misconduct through classes or trainings at the University and knew where to get help if someone they know experiences sexual misconduct. A slight majority knew Title IX protections against sexual misconduct and were aware of the Title IX Coordinator.

Campus climate and confidence in reporting

On average, participants slightly agreed that it is uncommon for people at the school to make sexist comments or jokes and that the University is doing a good job of preventing and responding to sexual misconduct.

Sexual misconduct

About one in four participants indicated that they had experienced sexual harassment, intimate partner violence, stalking, sexual assault, and/or rape in the past 12 months (26%).

Reporting

The majority of participants who experienced sexual misconduct did not report the incident to the University. The most common reasons why students chose not to report were that they did not think the incident was serious enough to report, they were worried that they would not get the outcome they were hoping for, and they were worried about being blamed or not believed.

Bystander intervention

Most participants who witnessed sexual harassment or misconduct intervened in some way. The most common reasons why participants did not intervene were that they did not know what to do and they felt it was not their business to intervene.

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 Sacred Heart University. 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 University.

Equity

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

Well-being

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

3.1/4
Belonging

3.0/4
Equity

3.1/4
Well-being

1 = negative response
4 = positive response

Differences in Perceptions of Equity and Well-Being

Perceptions of equity and well-being varied among some groups.

Equity

Undergraduate students were less likely to agree that Sacred Heart University treats all students equitably than graduate students.

Well-being

White students, undergraduate students, and non-parenting students reported a lower sense of well-being than their respective counterparts.

Fig. 18 Differences in perceptions of equity

Group	Value
Graduate	3.1
Overall	3.0
Undergraduate	2.9

Fig. 19 Differences in perceptions of well-being

Group	Value
Parent	3.4
Graduate	3.3
BIPOC	3.2
Overall	3.1
Non-Parent	3.1
Undergraduate	3.1
White	3.1
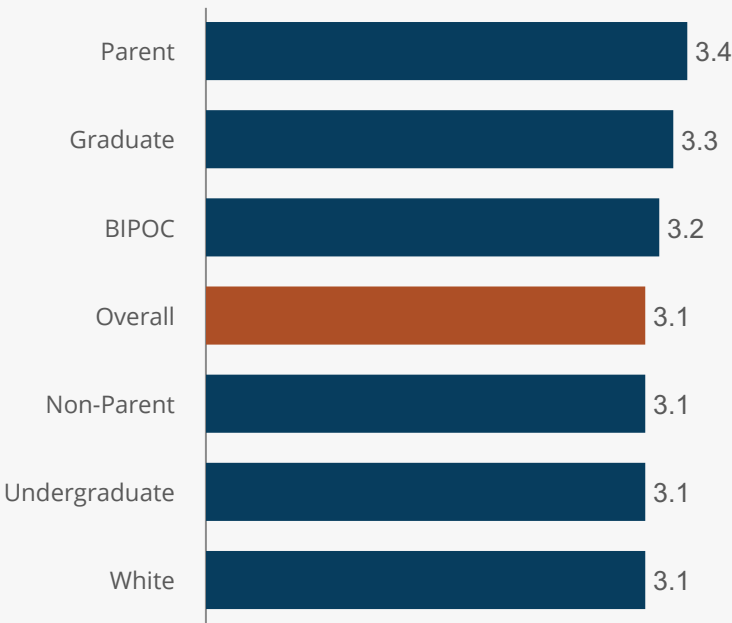
Findings

Knowledge of Resources and Policies

Knowledge of Resources and Policies

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

A slight majority of participants confirmed that they have learned about sexual misconduct through classes, trainings, or other programs at Sacred Heart University (54%), and 58% knew Title IX protections against sexual misconduct.

Sixty-one percent (61%) of participants understood what happens when a student reports sexual misconduct, and 48% knew where at the University they could get help if someone they know experiences sexual misconduct.

When asked if Sacred Heart University has a Title IX Coordinator, 54% of participants answered 'yes,' while 44% said that they were unsure, and 2% of participants answered 'no.'

Fig. 20 Knowledge of campus resources and policies

Category	Percentage
Understand what happens when a student reports sexual misconduct	61%
Know Title IX protections	58%
Learned about sexual misconduct through classes, trainings, or other programs	54%
Know where to get help	48%
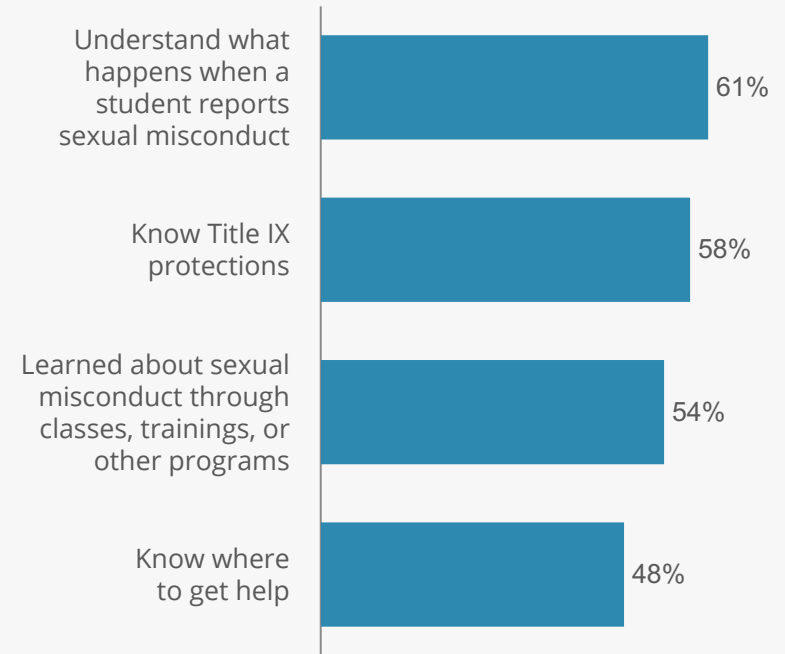
Fig. 21 Does Sacred Heart University have a Title IX coordinator?

Answer	Percentage
Yes	54%
Unsure	44%
No	2%
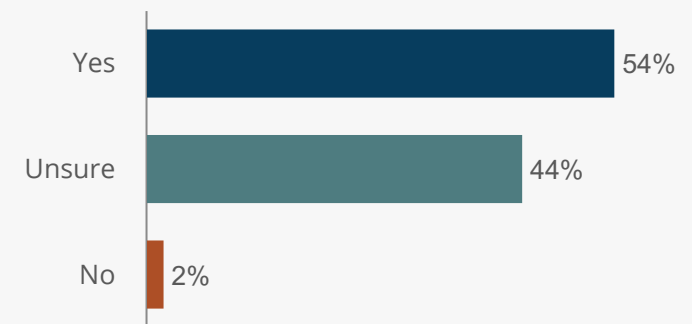
Differences in Knowledge of Resources and Policies

Some groups had less knowledge about campus resources and policies relevant to sexual misconduct.

On average, graduate students, part-time students, first-generation students, and non-athletes were less likely to agree that they knew this information compared to their respective counterparts.

Fig. 22 Differences in knowledge of campus resources and policies

Group	%
Athlete	73%
Non first-generation	66%
Undergraduate	62%
Full-time	57%
Non-athlete	57%
Overall	55%
First-generation	52%
Part-time	47%
Graduate	42%
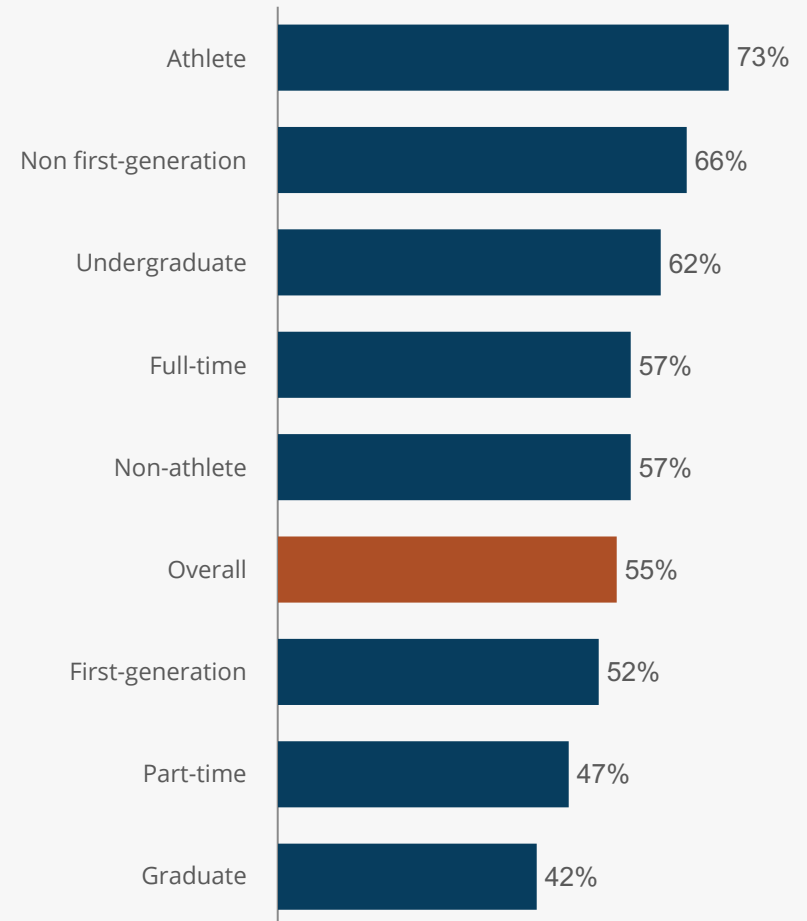
Not all participants represented in the overall sample are represented in the sample of those who indicated their involvement in athletics. This missing data results in both athletes and non-athletes having a higher knowledge score than the overall sample.

Findings

Campus Climate

Campus Culture

Students were asked about the culture of sexual harassment at Sacred Heart University, and their perceptions of the University'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 **slightly agreed** that it is uncommon for people at the school to make sexist comments or jokes, and that Sacred Heart University is doing a good job of trying to prevent sexual misconduct from occurring, and of holding perpetrators accountable.

2.9/4

Campus Culture

1 = negative response
4 = positive response

Differences in Perception of Campus Culture

Perceptions about the culture of sexual harassment at Sacred Heart University varied among some groups.

Students involved in Greek life, undergraduate students, out-of-state students, women, White students, and non-transfer students had less positive perceptions of the campus culture and felt that the school should be doing more to prevent and respond to sexual misconduct compared to their respective counterparts.

Fig. 23 Differences in perception of campus culture

Group	Value
International	3.3
Graduate	3.1
Men	3.1
Transfer	3.1
BIPOC	3.0
Non-Greek life member	3.0
In-state	2.9
Overall	2.9
Non-transfer	2.8
White	2.8
Women	2.8
Out-of-state	2.7
Undergraduate	2.7
Greek life member	2.6
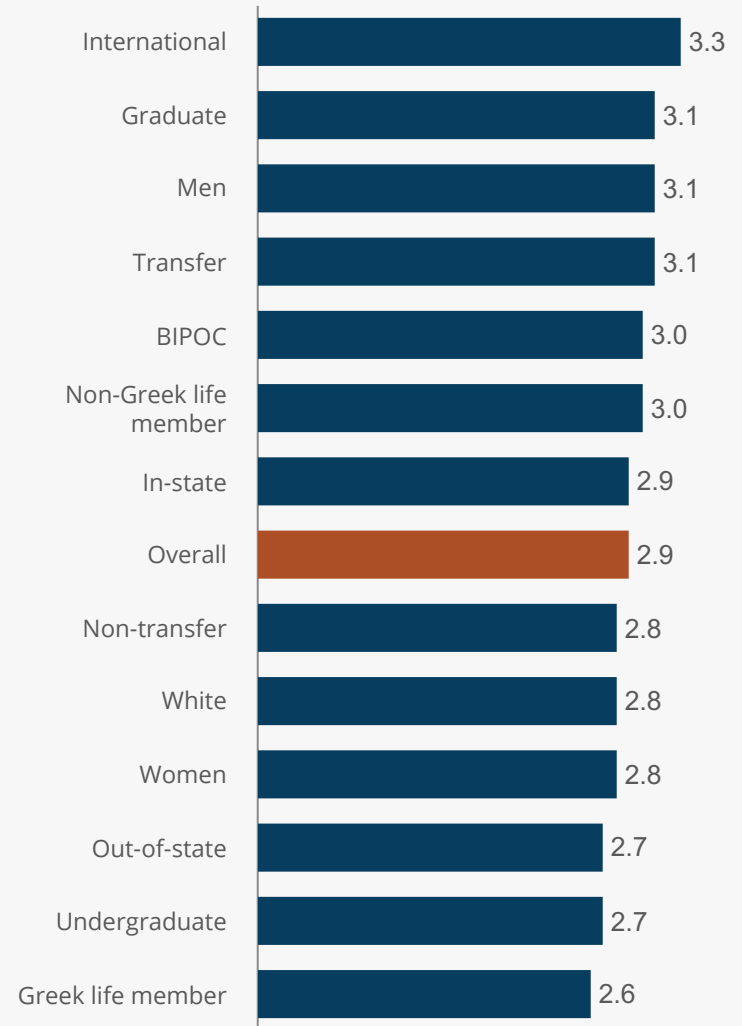
1 = negative response
4 = positive response

Confidence in Reporting

Participants who did not experience an incident of sexual misconduct in the past year were asked about their confidence in Sacred Heart University's reporting process and campus resources.

Thirty-eight percent (38%) of students said that they would go to Public Safety, 27% would go to the counseling center, and 34% would go to another employee if they experienced sexual misconduct.

A majority of students believed that their case would be taken seriously if they reported sexual misconduct (85%). A majority also believed that their privacy and safety would be protected (88% and 86%). Thirteen percent (13%) felt that the University would blame them or not believe them if they reported sexual misconduct.

Of those who identified as having a disability, 80% believed that the University would properly accommodate their disability.

Fig. 24 If I experienced sexual misconduct, I believe Sacred Heart University would...

Category	Percentage
Protect my privacy	88%
Protect my safety	86%
Take it seriously	85%
Accommodate my disability	80%
Blame or not believe me	13%
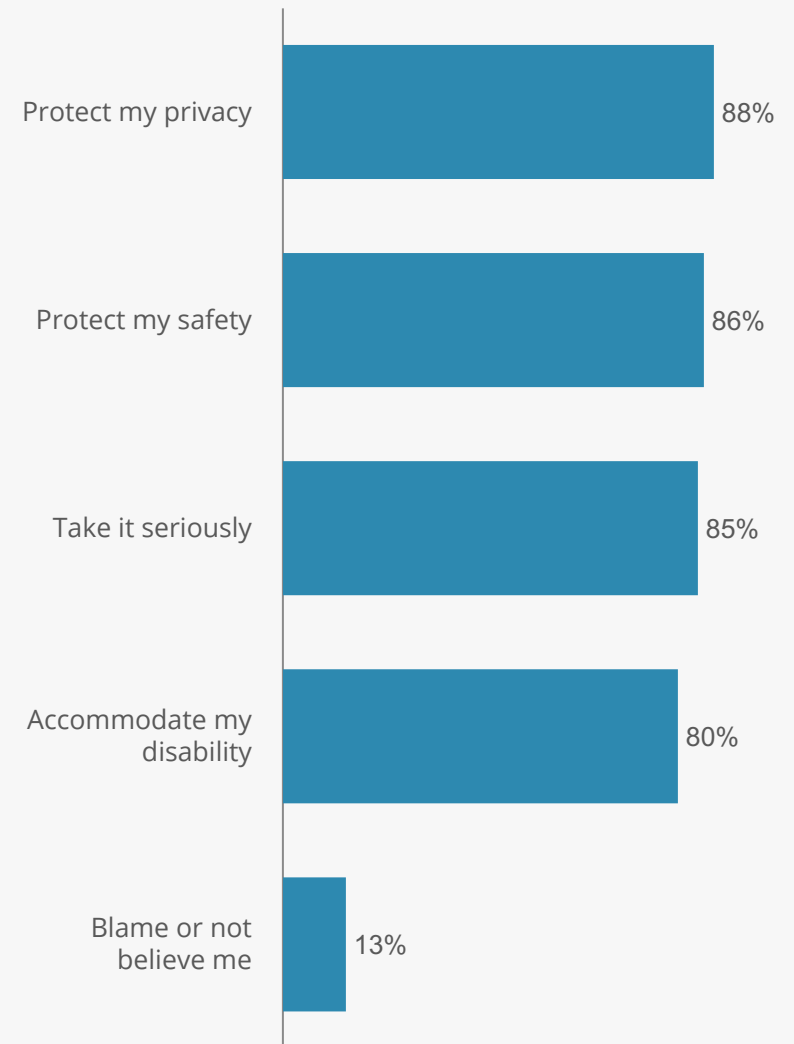
Findings

Personal Experience

26% of Students Experienced Sexual Misconduct

The survey asked students about their experiences of non-consensual sexual contact, sexual harassment, stalking, and intimate partner violence in the past 12 months. Overall, 26% of participants experienced at least one form of sexual misconduct in the past 12-months.

- **23%** experienced sexual harassment
- **10%** experienced stalking
- **10%** experienced intimate partner violence
- **9%** experienced sexual assault
- **2%** experienced rape

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. 25 Prevalence of sexual misconduct (last 12 months)

Sexual Harassment	23%
Stalking	10%
Intimate Partner Violence	10%
Sexual Assault	9%
Rape	2%
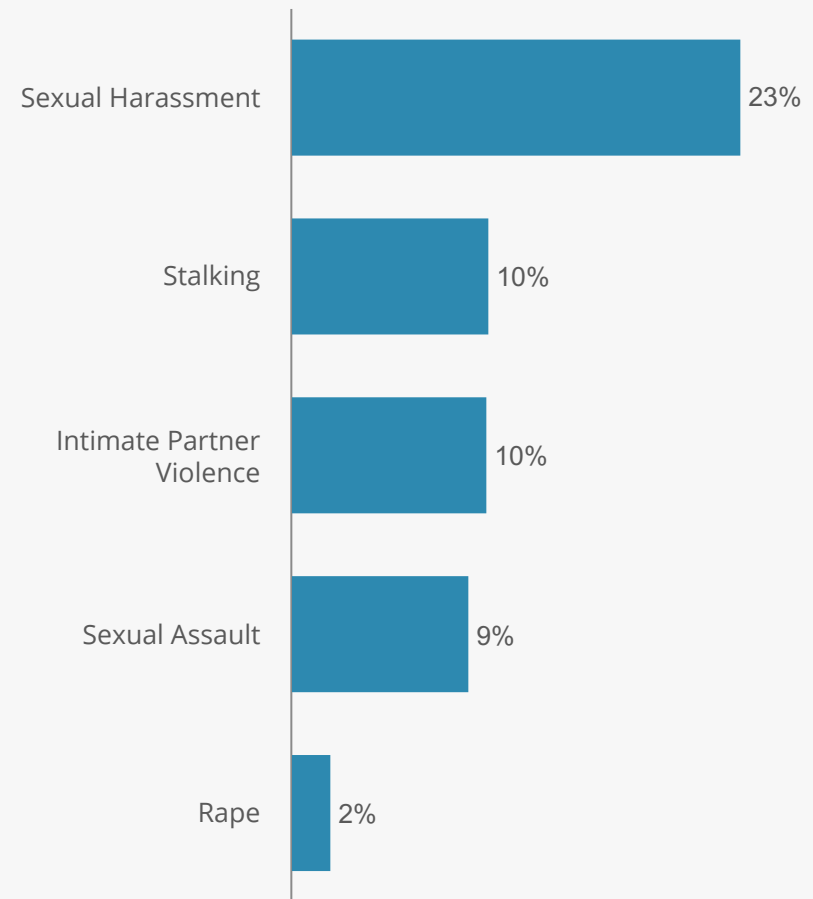
12% experienced **two or more** instances of sexual misconduct.

23% of Students Experienced Sexual Harassment

The survey asked students about their experiences of sexual harassment in the past 12 months. Overall, 23% of participants indicated experiencing sexual harassment.

The highest percentage of students expressed that someone made unwanted sexual advances, comments, gestures, or jokes toward them (18%), and that someone continuously asked them to hang out or hook up despite saying no (13%).

Fig. 26 Prevalence of sexual harassment

Category	Percentage
Unwanted advances, comments, gestures, or jokes	18%
Continuously asked to hang out or hook up despite declining	13%
Showed sexual photos/videos they didn't ask to see	8%
Shared or threatened to share sexual photos, videos, or rumors	3%
Threatened or offered something in return for sexual contact	2%
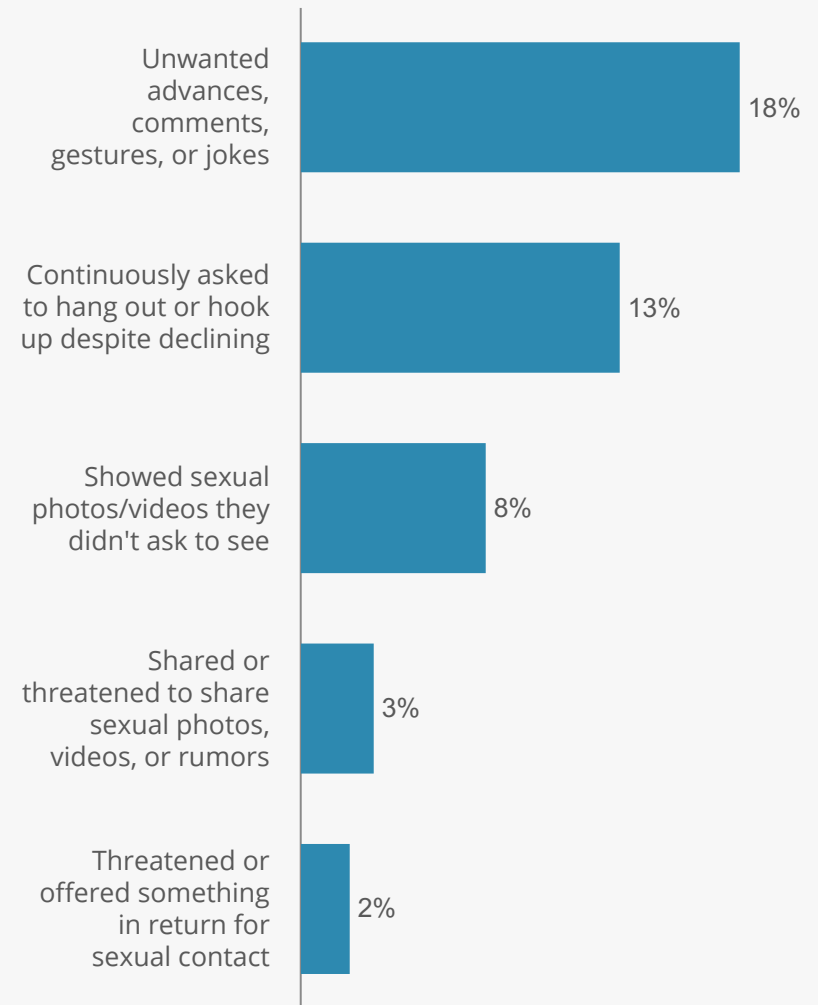
Differences in Experience of Sexual Harassment

The prevalence of sexual harassment varied among some groups.

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

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

- Second and third year students were more likely to experience sexual harassment than other class years.

- Students aged 18-24 were more likely to experience sexual harassment than other age groups.

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

Fig. 27 Prevalence of sexual harassment by demographics

Demographic	Percentage
Disability	35%
LGB+	34%
3rd Year	33%
2nd Year	29%
18-20	28%
Women	27%
21-24	24%
Overall	23%
4th Year	22%
Non-Disability	22%
Straight	21%
TGQN	17%
Men	14%
1st Year	13%
5th year+	13%
25-29	7%
30+	4%
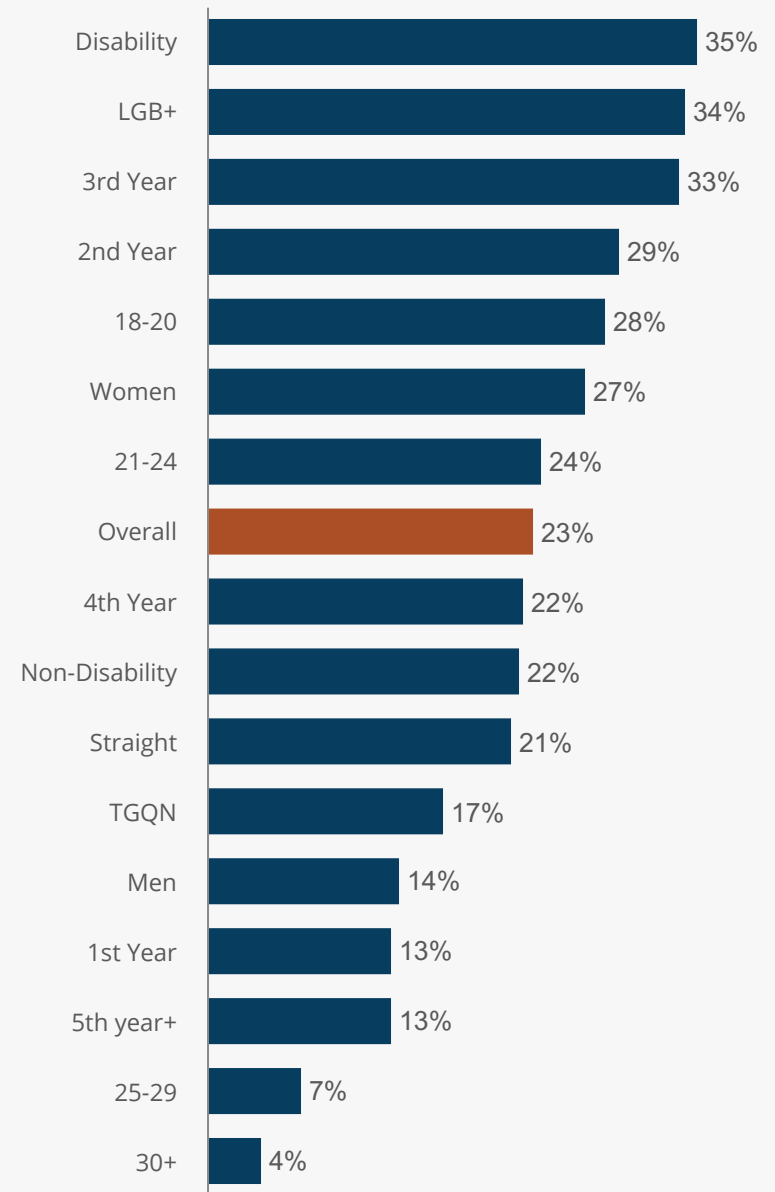
Perpetrators of Sexual Harassment

Students who experienced sexual harassment in the past year were asked what their relationship was with the person(s) who engaged in that behavior.

The highest percentage of students indicated that the perpetrator was an acquaintance, friend of a friend, or someone they just met (49%), another student (45%) and an employee other than a professor, coach, trainer, Teaching Assistant, or Resident Assistant (25%).

Fig. 28 Perpetration of sexual harassment

Acquaintance	49%
Another student	45%
Other employee	25%
Friend or roommate (current or former)	17%
Other*	33%
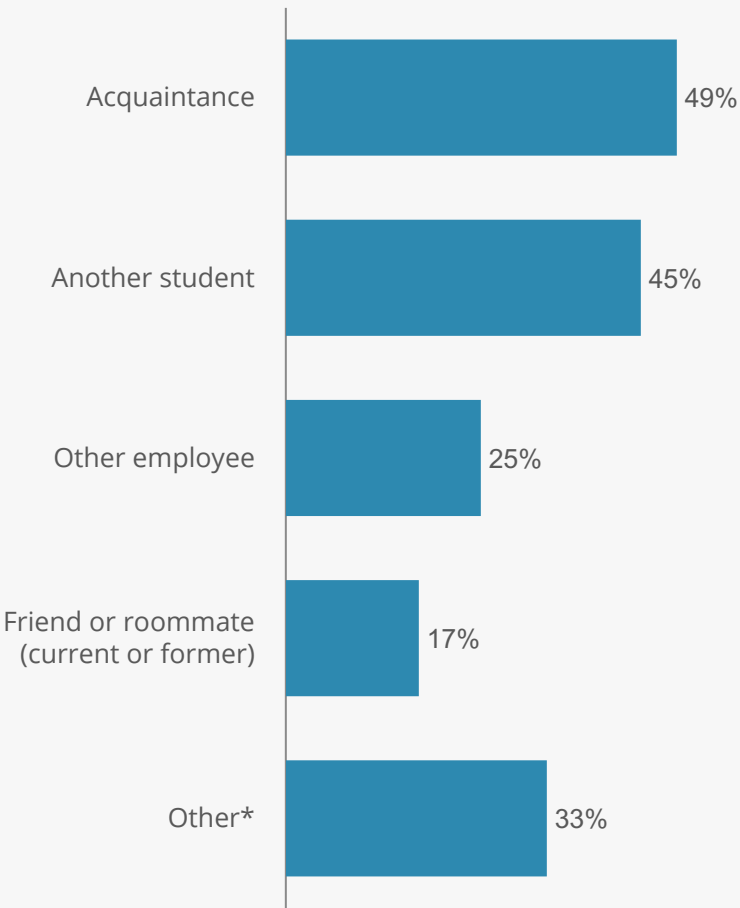
*Other includes a boss or supervisor, coach or trainer, coworker, family member, partner or spouse, professor, Resident Assistant, stranger, Teaching Assistant, unsure, and someone else. The prevalence of these responses were too small to report separately.

Locations Where Sexual Harassment Occurred

Students who experienced sexual harassment in the past year were asked about where the incident took place.

The highest percentage of students indicated that the incident occurred at a residence hall or dorm (21%), a restaurant, bar, or club (21%), and a classroom or other academic building (19%).

Fig. 29 Prevalence of sexual harassment by location
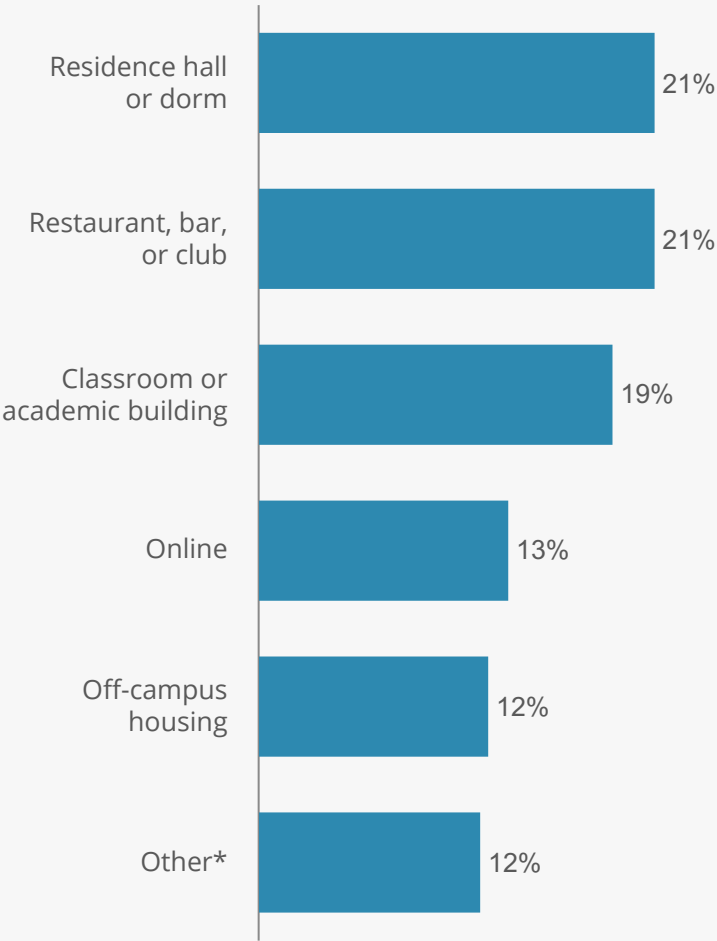
*Other includes fraternity house, a space used by a student club, sorority house, and another place. The prevalence of these responses were too small to report separately.

Reporting of Sexual Harassment

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

While most students told a friend, roommate, or family member (75%), a majority did not report the incident to the University.

- **7%** contacted the counseling or health center
- **6%** contacted Public Safety
- **13%** contacted another campus employee

Fig. 30 Reporting of sexual harassment
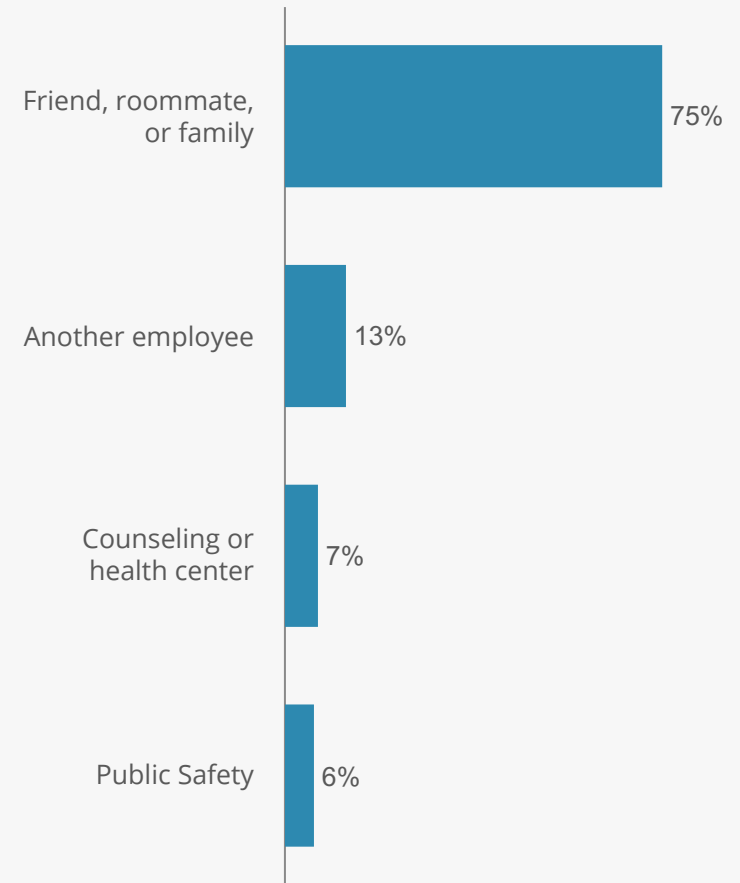
9% of Students Experienced Sexual Violence

The survey asked students about their experiences of non-consensual sexual contact in the past year. Overall, 9% of participants experienced at least one instance of sexual assault or rape.

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

Fig. 31 Prevalence of sexual violence by demographics
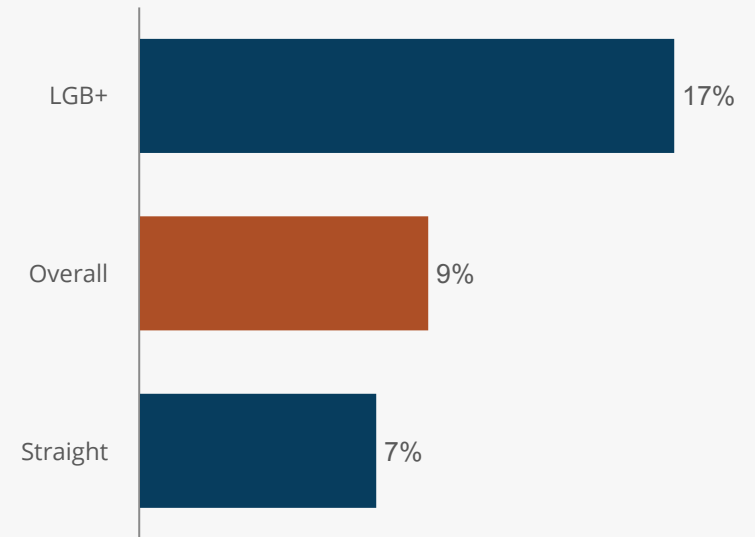
Perpetrators of Sexual Violence

Students who experienced sexual assault and/or rape in the past year were asked what their relationship was with the person(s) who engaged in that behavior.

The highest percentage of students indicated that the perpetrator was an acquaintance, friend of a friend, or someone they just met (46%), another student (28%), and an employee other than a professor, coach, trainer, Teaching Assistant, or Resident Assistant (22%).

Fig. 32 Perpetration of sexual violence
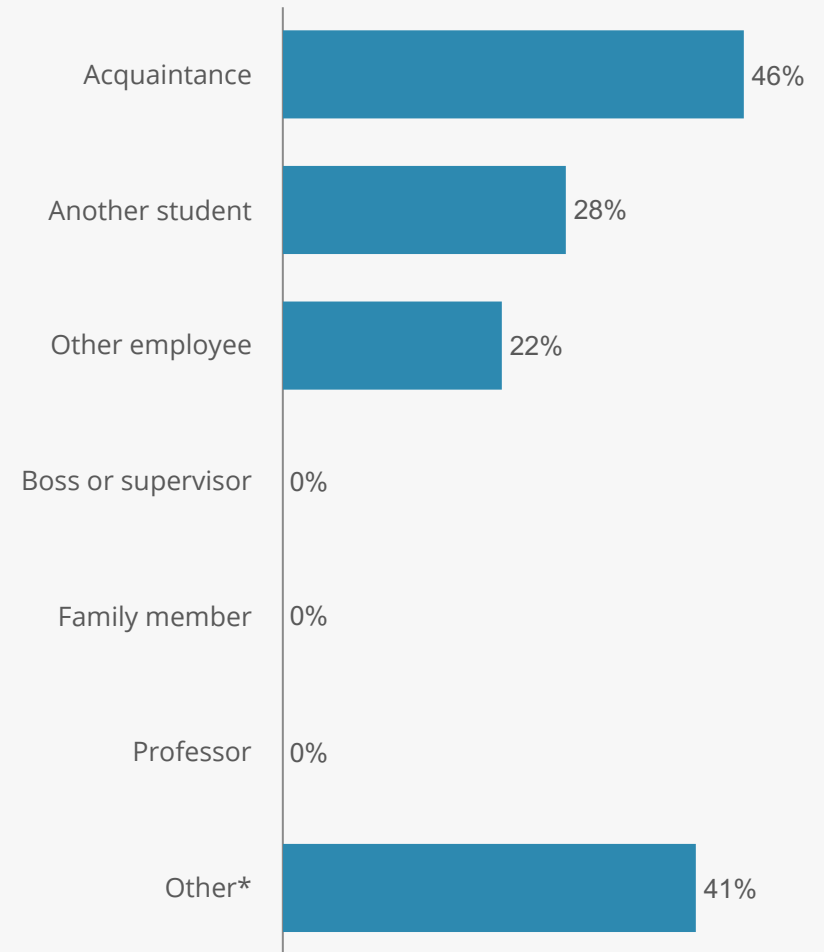
*Other includes a coach or trainer, coworker, friend or roommate, partner or spouse, stranger, someone else, and unsure. The prevalence of these responses were too small to report separately.

Locations Where Sexual Violence Occurred

Students who experienced sexual assault and/or rape in the past year were asked about where the incident took place.

The highest percentage of students indicated that the incident occurred at a sorority house (39%) or a residence hall or dorm (24%).

Fig. 33 Prevalence of sexual violence by location
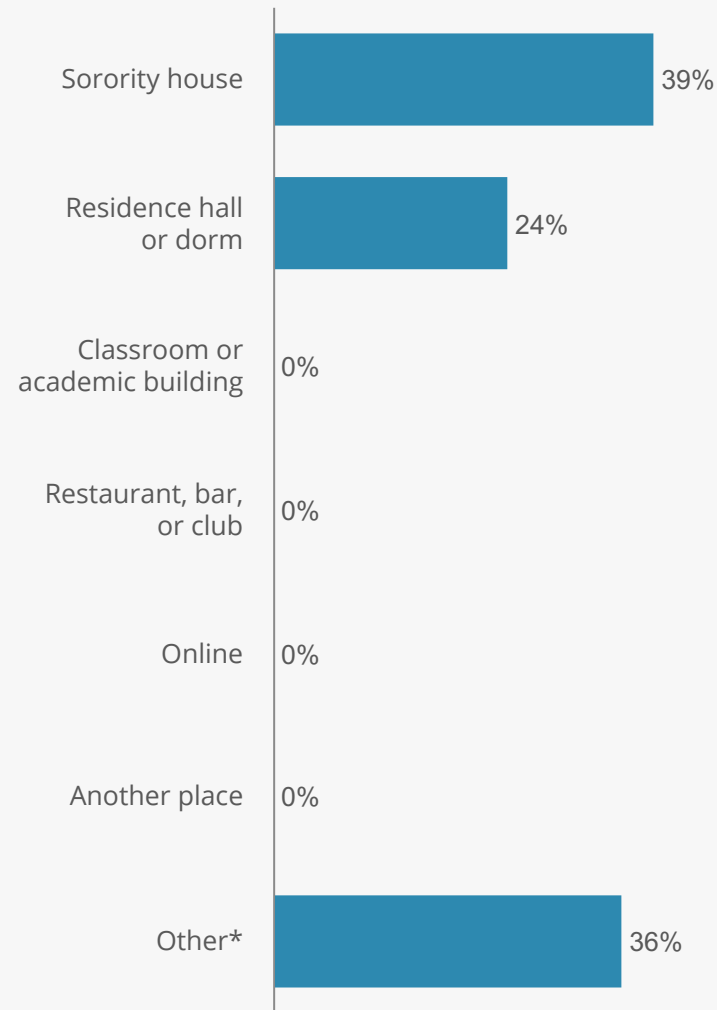
*Other includes fraternity house, off-campus housing, and a space used by a student club. The prevalence of these responses were too small to report separately.

Reporting of Sexual Violence

Students who experienced sexual assault and/or rape in the past year 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.

- **30%** contacted the counseling or health center
- **3%** contacted Public Safety
- **37%** contacted another campus employee

Fig. 34 Reporting of sexual violence

- Friend, roommate, or family — 76%
- Another employee — 37%
- Counseling or health center — 30%
- Public Safety — 3%
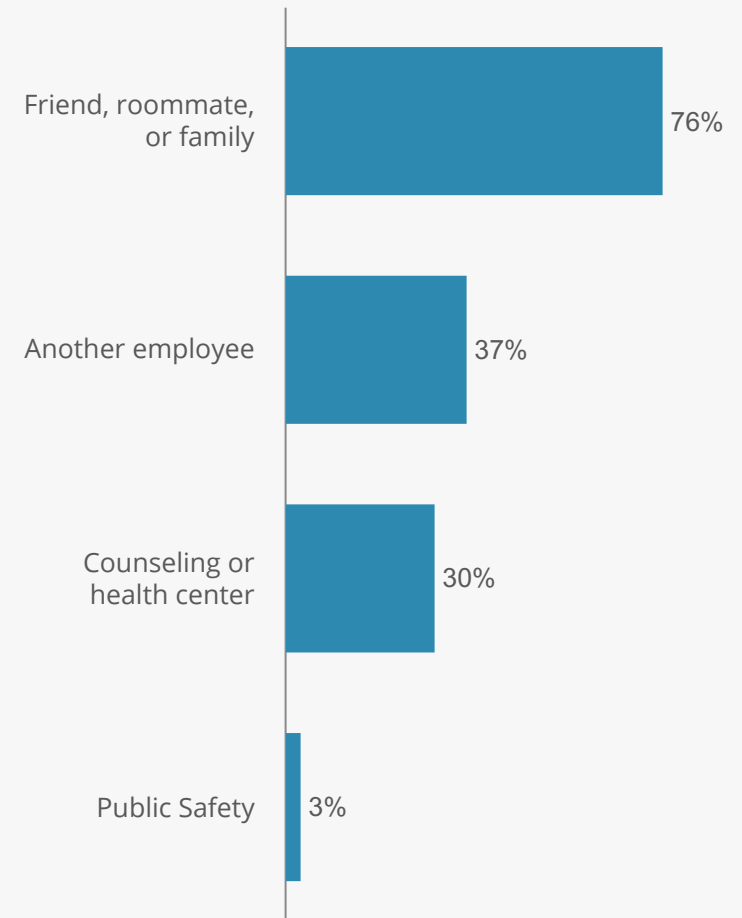
10% of Students Experienced Intimate Partner Violence

The survey asked students about their experiences of intimate partner violence (IPV) in the past year. Overall, 10% of participants experienced IPV.

The highest percentage of students expressed that an intimate partner controlled or attempted to control them physically, emotionally, or financially (7%), and that an intimate partner called them names, insulted, or humiliated them (6%).

Fig. 35 Prevalence of intimate partner violence

Category	Percentage
Controlled or attempted to control them	7%
Called them names, insulted, or humiliated	6%
Threatened to hurt them, family, friends, pet, or self	3%
Physically hurt or injured	2%
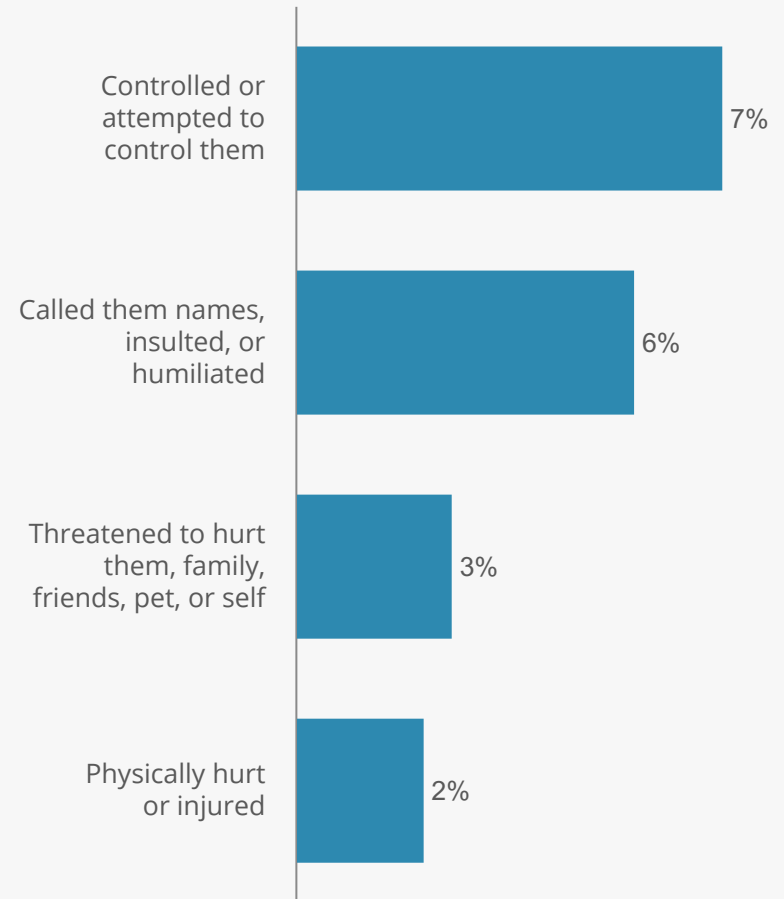
Reporting of Intimate Partner Violence

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

While most students told a friend, roommate, or family member (84%), a majority did not report the incident to the University.

- **11%** contacted the counseling or health center
- **5%** contacted another campus employee

Fig. 36 Reporting of intimate partner violence
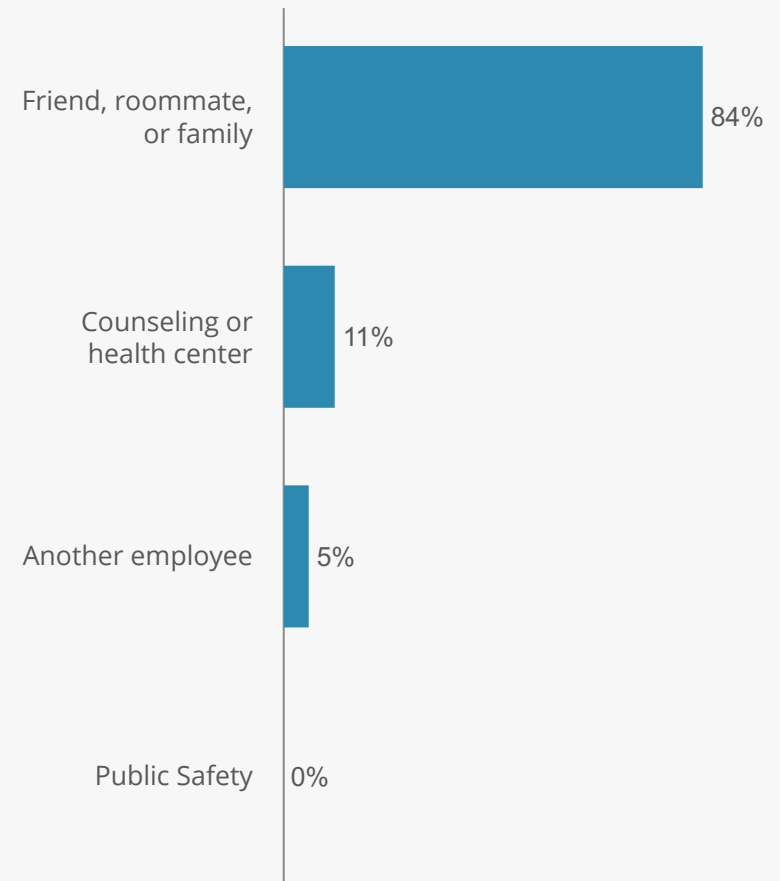
10% of Students Experienced Stalking

Students were asked about stalking situations when someone acted in a way that seemed obsessive or made them concerned for their safety in the past year. Overall, 10% of participants experienced at least one form of stalking.

The highest percentage of students expressed that someone repeatedly called them or sent unwanted messages (8%), and that someone watched, followed, spied on, tracked, or monitored them (5%).

Fig. 37 Prevalence of stalking by behavior

Repeated calls or messages — 8%
Watched, followed, spied on, tracked, or monitored them — 5%
Waited for them or showed up places unwanted — 3%
Left unwanted gifts, flowers, or other items — 2%

Perpetrators of Stalking

Students who experienced stalking in the past year were asked what their relationship was with the person(s) who engaged in that behavior.

The highest percentage of students indicated that the perpetrator was another student (29%) or a current or former friend or roommate (24%).

Fig. 38 Perpetration of stalking

Relationship	Percentage
Another student	29%
Friend or roommate (current or former)	24%
Boss or supervisor	0%
Coach or trainer	0%
Coworker	0%
Family member	0%
Stranger	0%
TA or RA	0%
Other*	54%
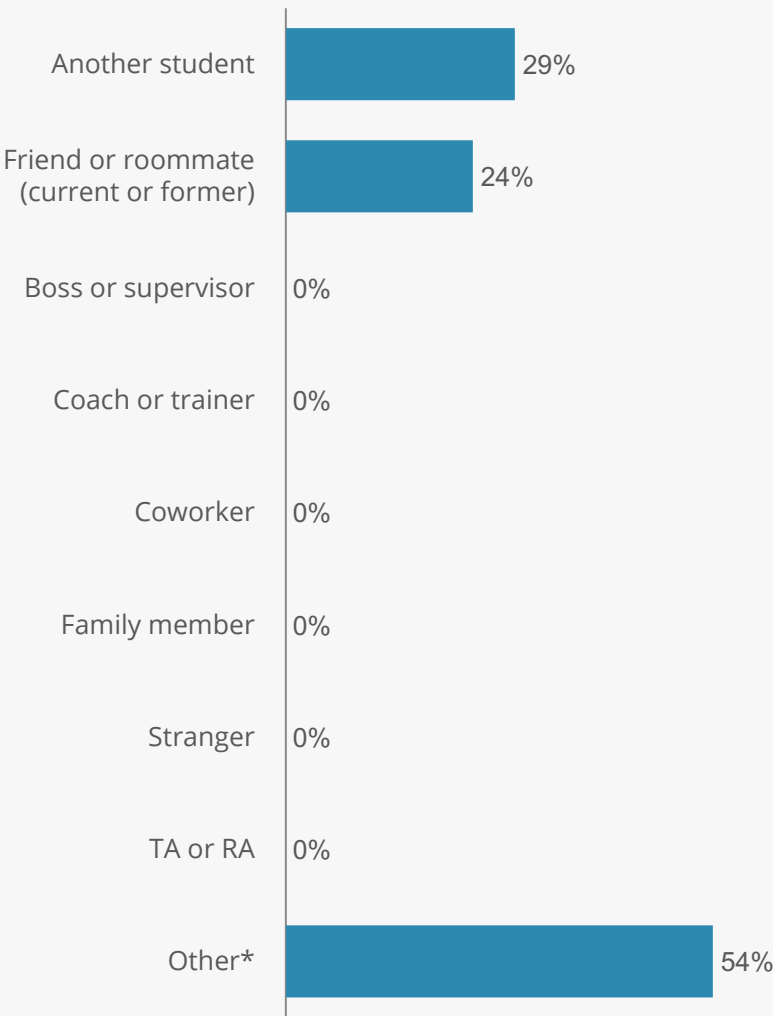
*Other includes an acquaintance, an employee (other than a professor, coach, trainer, Teaching Assistant, or Resident Assistant), a partner or spouse, professor, someone else, or unsure. The prevalence of these responses were too small to report separately.

Reporting of Stalking

Students who experienced stalking in the past year 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.

- **3%** contacted Public Safety
- **3%** contacted the counseling or health center
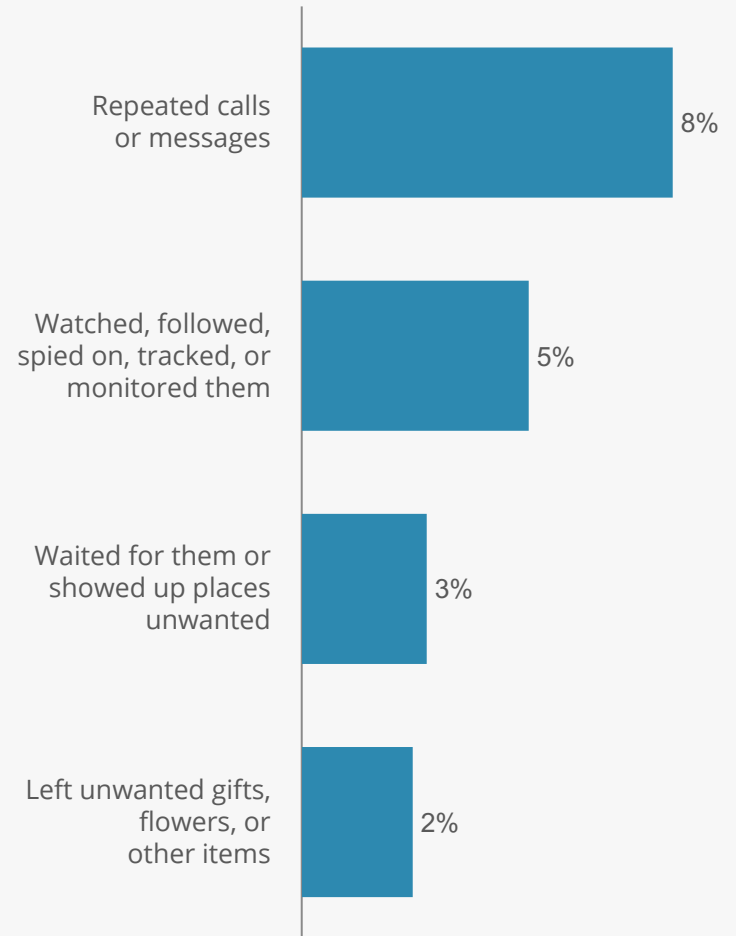- **16%** contacted another campus employee

Fig. 39 Reporting of stalking

Friend, roommate, or family	76%
Another employee	16%
Public Safety	3%
Counseling or health center	3%
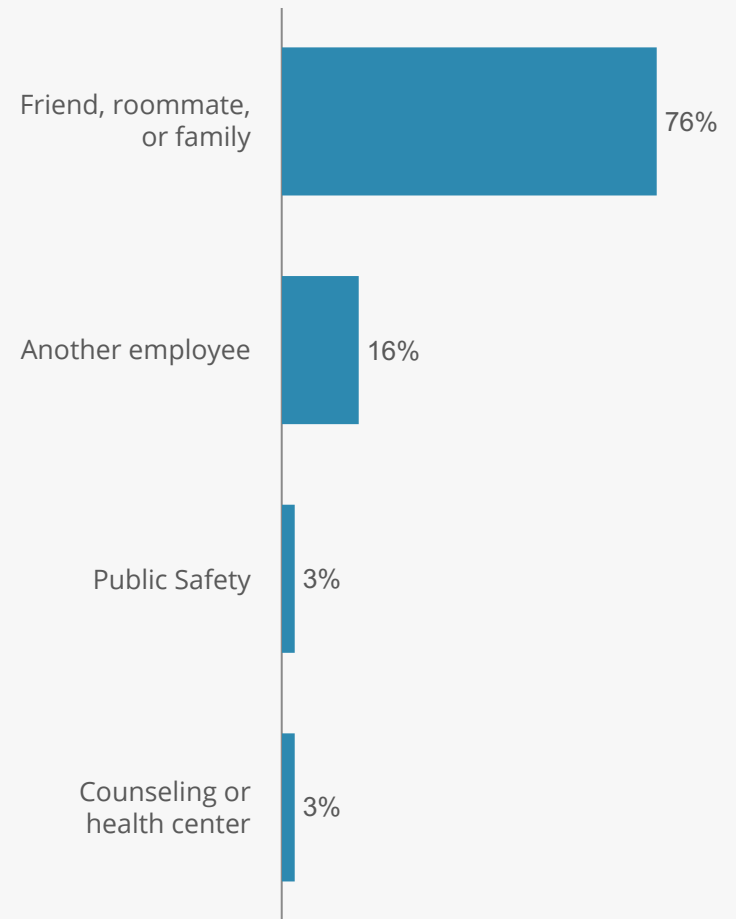
Findings

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 were worried about not getting the outcome they were hoping for (35%), they were worried about being blamed or not believed (28%), and they did not trust that the report would be taken seriously (26%).

Fig. 40 Reasons participants did not report sexual misconduct

Reason	Percentage
Worried about not getting desired outcome	35%
Worried about being blamed/not believed	28%
Didn't trust it'd be taken seriously	26%
Concerned about confidentiality	19%
Didn't know who/how to contact for help	18%
Didn't want perpetrator to get in trouble	14%
Worried about discipline for using drugs, alcohol, etc.	8%
Worried about retaliation from perpetrator	4%
Worried they'd be unable to accommodate disability	2%
Didn't think it was serious enough	0%
Worried it would interfere with school or activities	0%
Another reason	0%

Experiences with the Reporting Process

Students who experienced sexual misconduct in the past year and told a campus official were asked about their experience reporting the incident.

A slight majority who reported sexual misconduct said that the reporting process was clearly explained to them (56%), and 38% were provided support and resources.

Forty-four percent (44%) felt that their disclosure was not taken seriously, and 19% felt that their privacy or safety was not protected.

Fig. 41 Experiences reporting sexual misconduct

Category	Percentage
Reporting process was clearly explained	56%
Report wasn't taken seriously	44%
Given support and resources	38%
Privacy or safety wasn't protected	19%
Blamed or wasn't believed	6%
Took time away from studies/other activities	0%
Disability wasn't properly accommodated	0%
Unwanted action was taken	0%
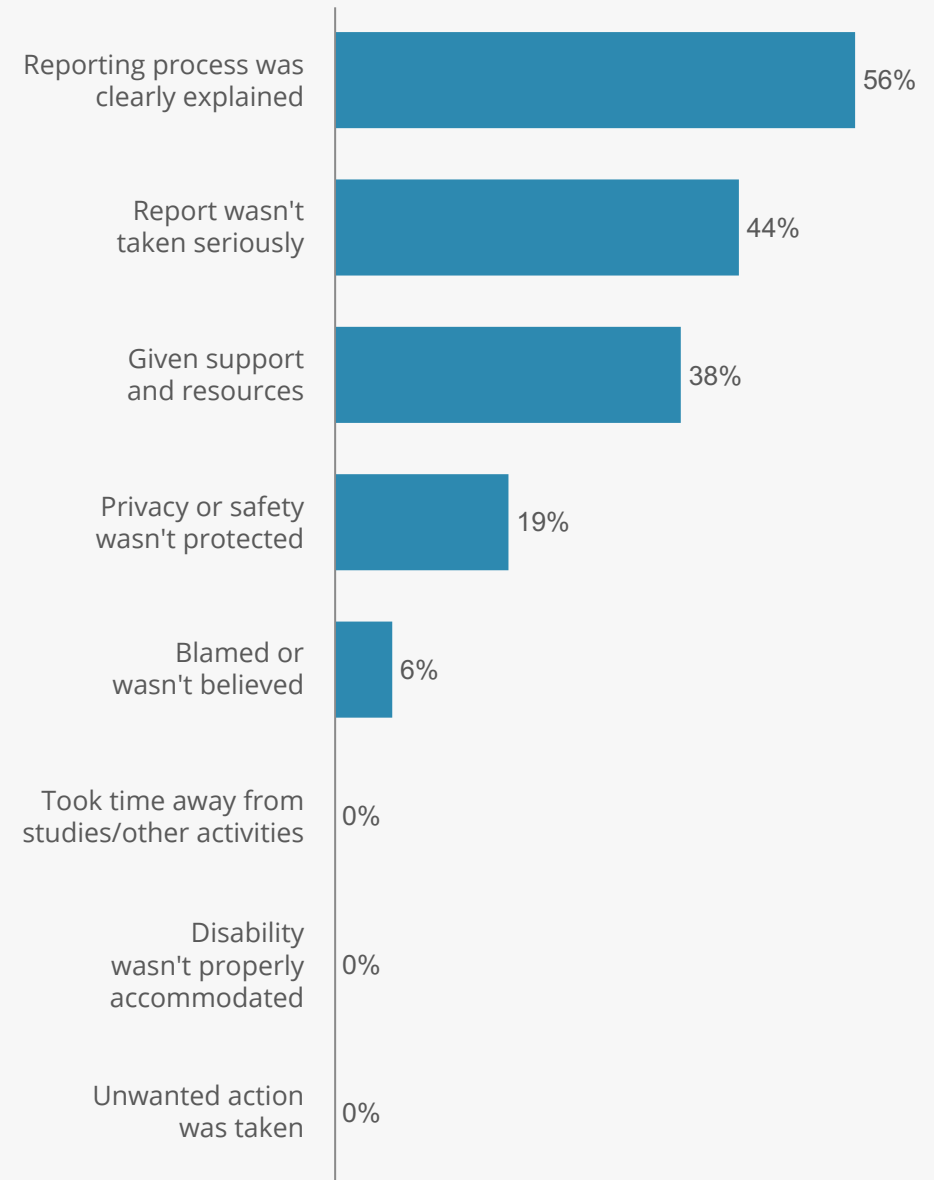
Findings

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.

Twenty-nine percent (29%) of students who experienced sexual misconduct also experienced difficulty in classes or dropped a class, and 19% considered leaving school or transferring.
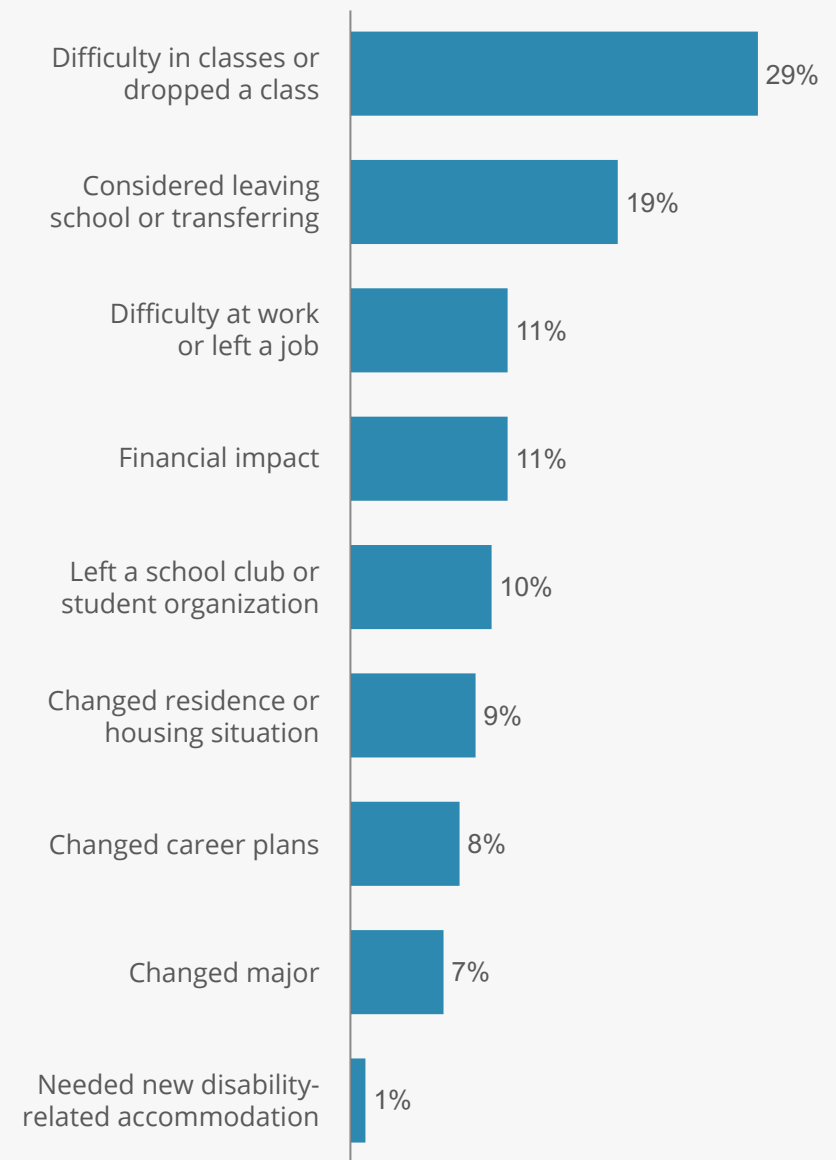
Eleven percent (11%) of students who experienced sexual misconduct also had difficulty at work or left a job or internship, and 11% experienced some sort of financial impacts, such as losing a scholarship or visa, or incurring healthcare costs.

Fig. 42 Impacts on academic, professional, or student life

Impact	Percent
Difficulty in classes or dropped a class	29%
Considered leaving school or transferring	19%
Difficulty at work or left a job	11%
Financial impact	11%
Left a school club or student organization	10%
Changed residence or housing situation	9%
Changed career plans	8%
Changed major	7%
Needed new disability-related accommodation	1%

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 in the past year.
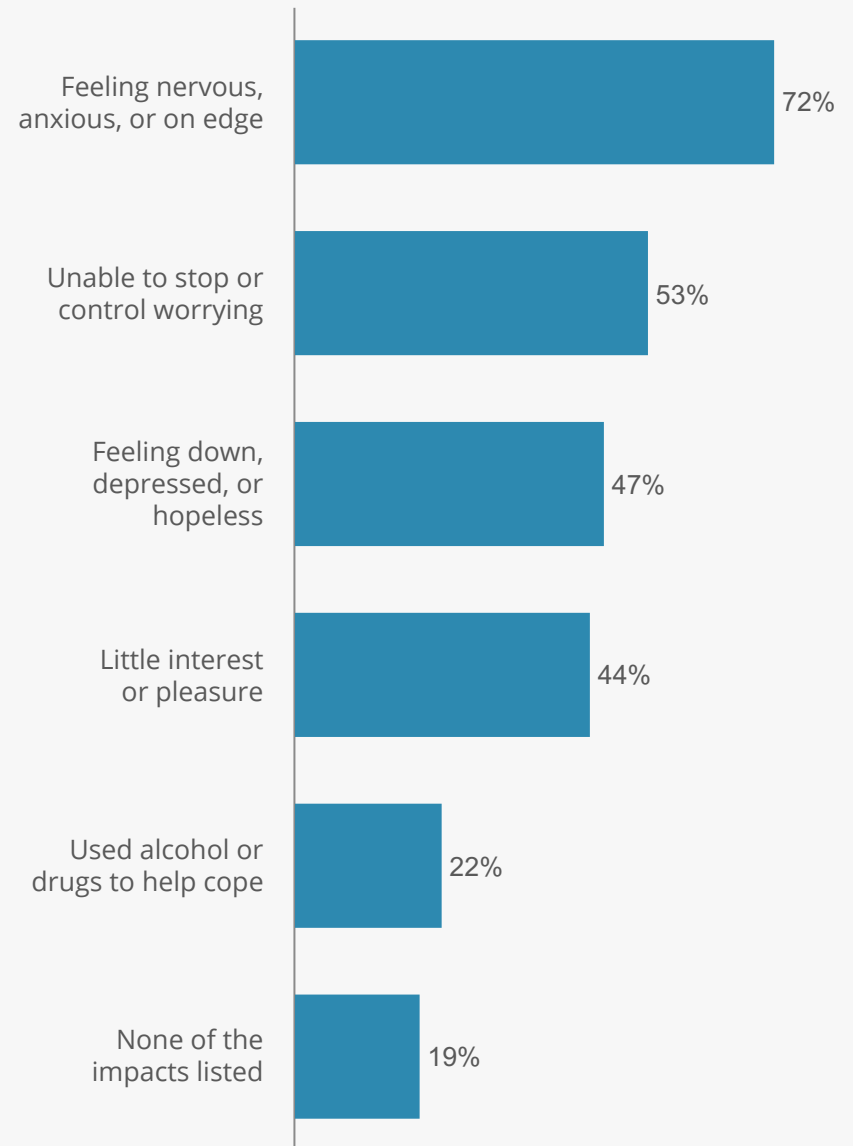
A majority of students who experienced sexual misconduct also felt nervous, anxious, or on edge (72%). About half were unable to stop or control worrying (53%), and felt down, depressed, or hopeless (47%).

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.[2]

2 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. 43 Impacts on mental health

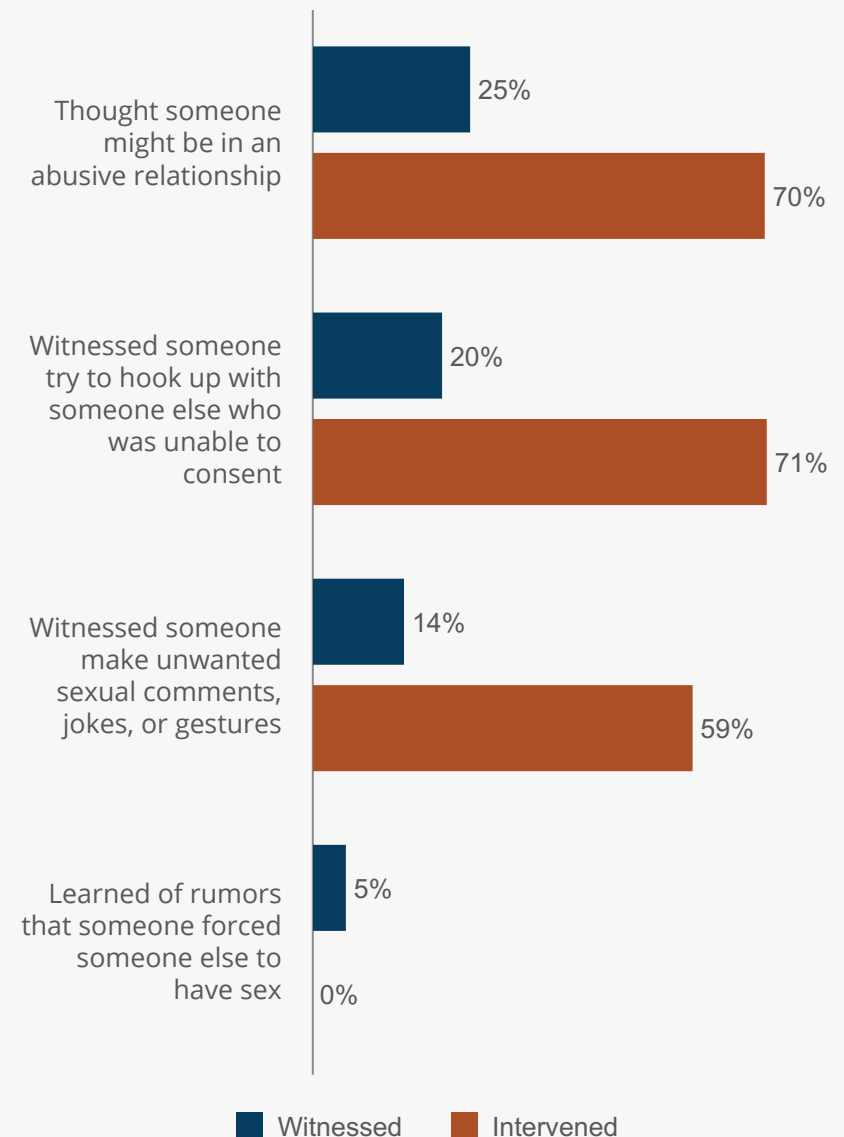| Impact	Percentage
Feeling nervous, anxious, or on edge	72%
Unable to stop or control worrying	53%
Feeling down, depressed, or hopeless	47%
Little interest or pleasure	44%
Used alcohol or drugs to help cope	22%
None of the impacts listed	19%

Findings

Bystander Intervention

Bystander Behaviors

Students were asked if they witnessed certain situations of sexual misconduct in the past year and, if so, how they responded to those situations.

- **25%** thought someone might be in an abusive relationship. Among those, 70% intervened in some way.

- **20%** witnessed someone try to hook up with someone else who was passed out or unable to consent. Among those, 71% intervened in some way.

- **14%** witnessed someone make unwanted sexual comments, jokes, or gestures. Among those, 59% intervened in some way.

- **5%** learned of rumors that someone forced someone else to have sex. Among those, none said that they intervened.

Fig. 44 Percentage of students who intervened after witnessing sexual misconduct

Thought someone might be in an abusive relationship: Witnessed 25%, Intervened 70%

Witnessed someone try to hook up with someone else who was unable to consent: Witnessed 20%, Intervened 71%

Witnessed someone make unwanted sexual comments, jokes, or gestures: Witnessed 14%, Intervened 59%

Learned of rumors that someone forced someone else to have sex: Witnessed 5%, Intervened 0%
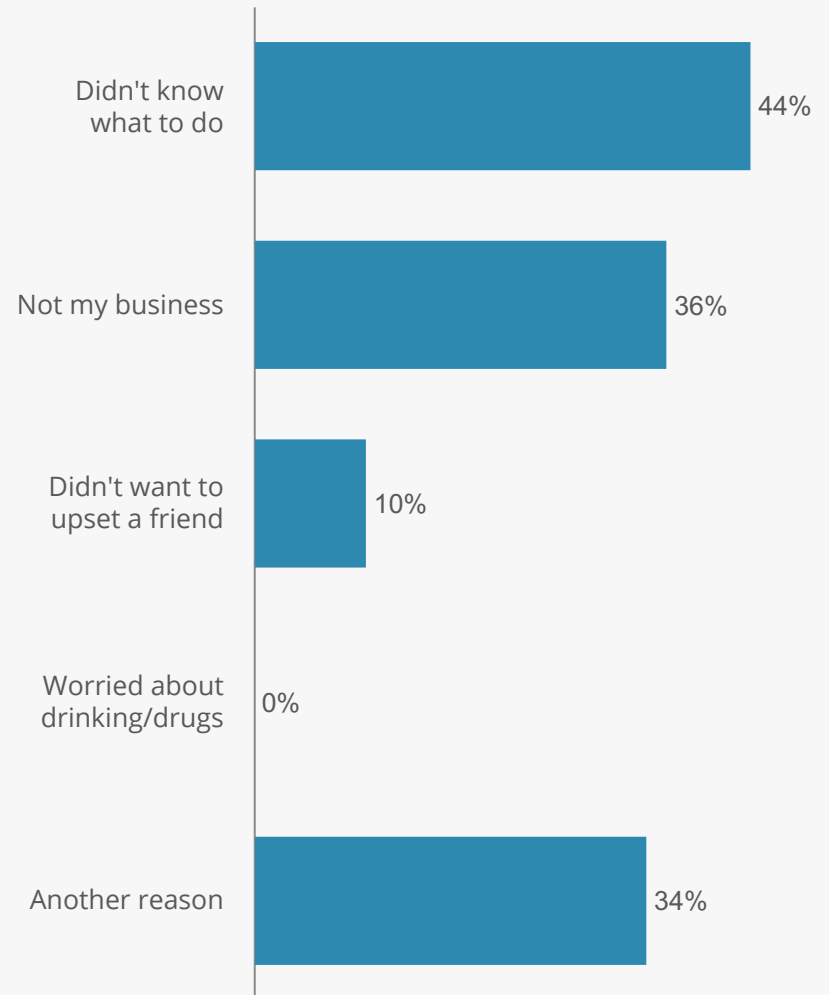
Legend: Witnessed, Intervened

Why Students Did Not Intervene

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

- **44%** were not sure what to do

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

- **10%** did not want to upset a friend

- **34%** did not intervene for another reason

Fig. 45 Reasons students did not intervene

Reason	%
Didn't know what to do	44%
Not my business	36%
Didn't want to upset a friend	10%
Worried about drinking/drugs	0%
Another reason	34%

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.[3]

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3 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

Some students expressed concerns about school connectedness and the campus culture.

pg. 13 & 19

Recommendations

1. Evaluate current steps being taken to protect students' physical and emotional safety and improvements that can be made.

2. Consider conducting focus groups to better understand the experiences of students and their perceptions of the campus culture and belonging, equity, and well-being.

3. Transparently communicating how the University plans to address these survey findings can help improve perceptions of the campus culture and accountability.

Key Findings

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

- First-generation, graduate, and part-time students had less awareness of policies and resources on average

pg. 16

Recommendations

1. Review all policies to ensure they are explained in plain language that avoids legal jargon.

2. Increase awareness of policies through targeted educational efforts. Students are more likely to remember policies if they are exposed to them in various formats at various times throughout their academic career.

3. Place policy 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.

4. Consider aiming extra education efforts toward groups who had less awareness of policies and resources, such as part-time and graduate students.

Key Findings

25% of those who experienced sexual harassment and 22% of those who experienced sexual violence said the perpetrator was an employee*

pg. 25 & 29

*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

39% of sexual violence occurred in sorority houses and 24% occurred in residence halls.

pg. 30

Recommendations

1. Evaluate campus policies that may establish segregated spaces and perpetuate violence.

2. Consider the circumstances that may create environments that allow violence and harassment to occur. Implement transformative approaches to spaces controlled by the institution. This can range from creating awareness, redesigning housing and other spaces, and adjusting policies that impact who has access to and control of campus spaces. The SPACE toolkit provides a roadmap for transforming campus spaces to reduce sexual misconduct.

3. Speak with students to understand their experiences in these spaces and learn whether there are structural issues that perpetuate violence and sexual harassment.

Key Findings

Students expressed some concerns about reporting to campus officials.

Common reasons students did not report:

- Worried they would not get the outcome they wanted
- Worried they would be blamed or not believed
- Worried it would not be taken seriously

Some students who did report sexual misconduct experienced the above concerns and 44% said the reporting process was not clearly explained to them.

pg. 38-39

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. Clearly and openly explain the University's policies, the key findings from the climate survey, and how the University plans to address the concerns raised by students. Transparency and collaboration can help build trust.

5. Ensure that students understand the reporting process and the accommodations and resolutions that are available to them.

Key Findings

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

pg. 41-42

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.