



# Northern Essex Community College Student Experience Survey

2024 Report



**PREPARED FOR**

Northern Essex  
Community College  
May 2024

**PREPARED BY**

Grand River Solutions, Inc.  
[www.grandriversolutions.com](http://www.grandriversolutions.com)

# Contents

## Survey Overview

- 3 Study Design
- 4 Study Measures
- 5 Data Methods
- 6 Key Terms
- 7 Response Rate and Study Demographics

## Findings

### Executive Summary

- 10 Executive Summary of Findings

### School Connectedness

- 12 Belonging, Equity & Well-being
- 13 Demographic Comparisons

### Knowledge of Resources, Policies and Offices

- 15 Knowledge of Resources, Policies, and Offices
- 18 Demographic Comparisons

### Campus Climate

- 20 Campus Culture
- 21 Confidence in Reporting

### Sexual Misconduct

- 23 Overall Prevalence
- 24 Sexual Harassment
- 28 Sexual Violence
- 29 Intimate Partner Violence
- 31 Stalking

### Reporting

- 33 Reasons for Not Reporting
- 34 Reporting Experiences

### Impacts

- 36 Academic and Professional Impacts
- 37 Mental Health Impacts

### Bystander Intervention

- 39 Prevalence
- 40 Reasons for Not Intervening



# Study Design

The Northern Essex 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.

Northern Essex 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, Northern Essex 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 Northern Essex 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 Northern Essex 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 Northern Essex 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. Northern Essex Community College was able to add custom questions to the survey as agreed upon by Northern Essex Community College and Grand River Solutions. The survey was approved by Ethical & Independent Review Services.

# Study Measures

## Demographics

In addition to the demographic data provided by Northern Essex Community College, the survey included questions pertaining to the student's self-identification as a first generation college student, enrollment in college classes while in high school, housing status, and parental or guardian 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 resources, policies, and offices relevant to sexual misconduct. They were also asked about their perceptions of the campus culture, the 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 NECC, 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 they felt the incident was related to an aspect of their identity, whether or not they reported the incident, reasons why they did not report, and their experiences during the reporting process when applicable.

## School connectedness

Students were asked to reflect on their experiences at Northern Essex 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 Northern Essex Community College.

Reports provided to Northern Essex 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 4,116 students were invited to participate, and 136 (3%) completed the survey. The results of this report reflect only those who participated and may not reflect the experiences of all Northern Essex Community College students. Findings in this report should not be used to make conclusions about the entire student population.

Fig. 1 Race and ethnicity



Fig. 2 Gender identity

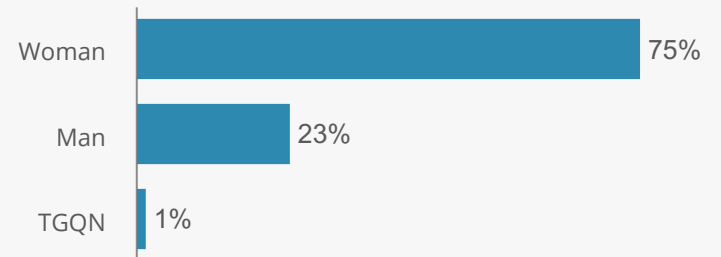
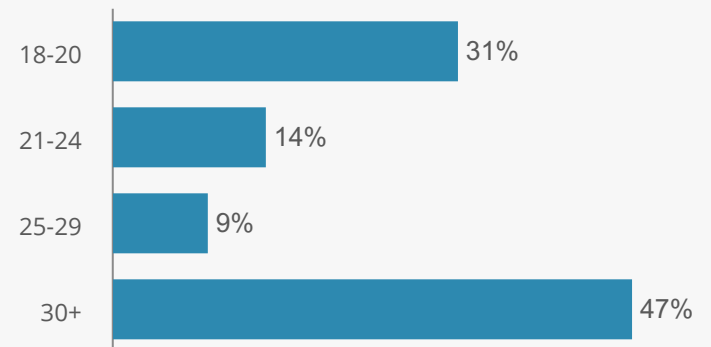
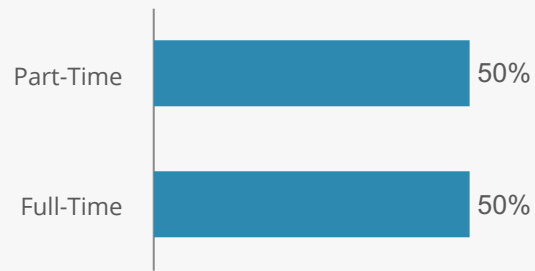


Fig. 3 Age

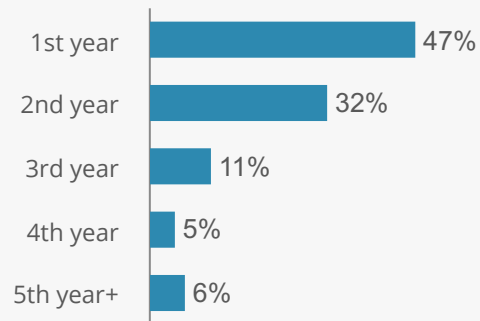


# Participant Demographics

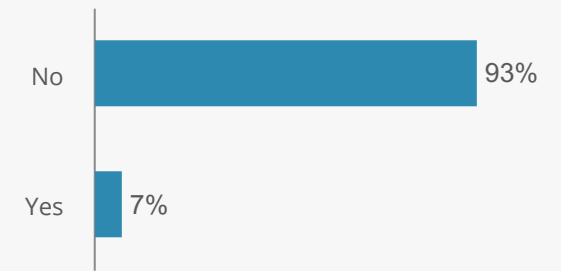
**Fig. 4 Enrollment status**



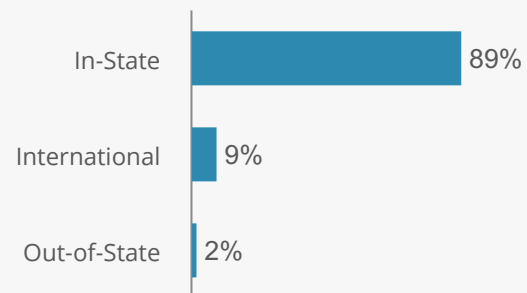
**Fig. 5 Class year**



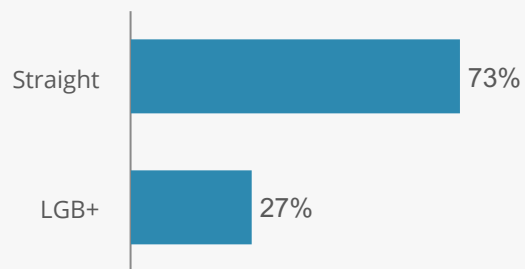
**Fig. 6 Transfer status**



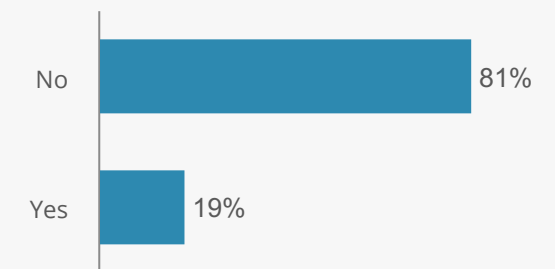
**Fig. 7 Residency**



**Fig. 8 Sexual orientation**



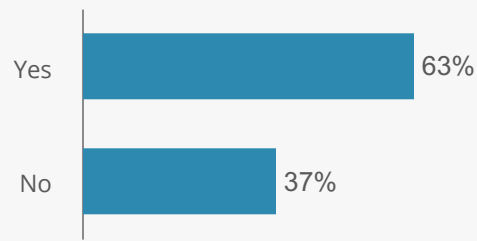
**Fig. 9 Disability status**





## Participant Demographics

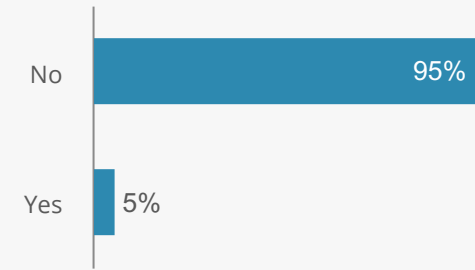
**Fig. 10 First generation student**



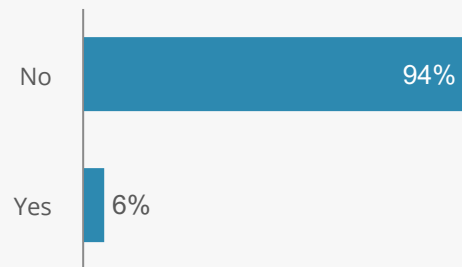
**Fig. 11 Pell grant status**



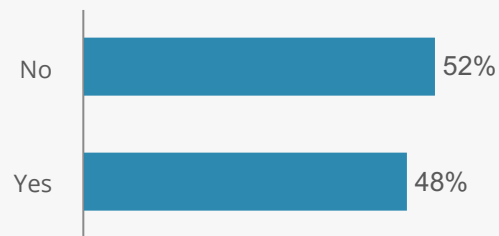
**Fig. 12 Athlete**



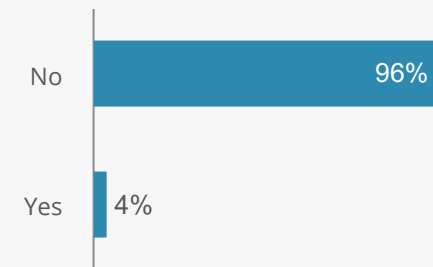
**Fig. 13 Housing insecure**



**Fig. 14 Parent/guardian status**



**Fig. 15 Military veteran**



# Executive Summary

## School connectedness

Overall, most students indicated that they feel a sense of belonging as well as safe and protected at the College. Most students also agreed that the College treats all students equitably. Perceptions of belonging, well-being, and equity varied by class year and parent/guardian status.

## Knowledge of policies, resources, and offices

While most participants were aware that confidential resources are available on campus, a majority were unsure or unaware of the Title IX coordinator. About half of students knew where to get help if someone they know experiences sexual misconduct, and slightly more than half understood what happens when a student reports an incident. Around a third of participants confirmed they have learned about sexual misconduct through trainings or other programs.

## Sexual misconduct

Seventeen percent (17%) of participants said that they had experienced sexual harassment, intimate partner violence, stalking, sexual assault, and/or rape since they have been a student at NECC. LGBTQ+ students were more likely to experience sexual harassment than straight students.

## Reporting

The majority of participants who experienced sexual misconduct did not report the incident to campus officials. 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 concerned about confidentiality, and the incident occurred when school was not in session.

## Bystander intervention

About a third of students who witnessed an incident of sexual misconduct intervened in some way. Those who chose not to intervene did not do so most commonly because they felt it was not their business to get involved or they did not know what to do.

## Campus climate and confidence in reporting

On average, perceptions of the campus culture were positive and most participants agreed that the College is doing a good job of trying to prevent sexual misconduct from occurring as well as holding perpetrators accountable. 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 Northern Essex Community College. Their responses were scored on a scale from 1 to 4, with 4 being a 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<sub>/4</sub>

Belonging

---

3.2<sub>/4</sub>

Equity

---

3.4<sub>/4</sub>

Well-being

1 = negative response  
4 = positive response

## Differences in Perceptions of Equity, and Well-being

Perceptions of belonging, equity, and well-being varied by class year and parent/guardian status.

### Equity

- Students who did not identify as parents or guardians reported a lower sense of equity than their counterparts.

### Well-being

- First year and fourth year students as well as non-parents/guardians reported a lower sense of well-being than their counterparts.

Fig. 17 Differences in perceptions of equity



Fig. 18 Differences in perceptions of well-being





Findings

# **Knowledge of Resources, Policies, & Offices**



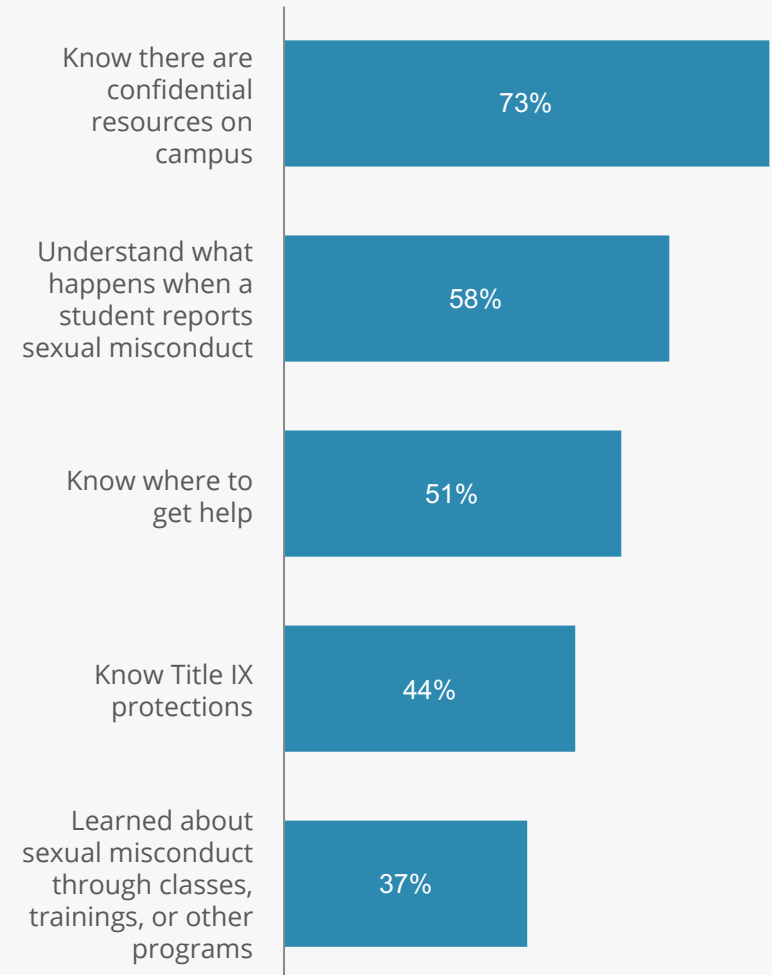
## Knowledge of Resources and Policies

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

Thirty-seven percent (37%) of students confirmed that they have learned about sexual misconduct through classes, trainings, or other programs at the College. Slightly less than half knew Title IX protections against sexual misconduct (44%).

A majority of students were aware that there are confidential resources available on campus (73%) and around half knew where at the College they could get help if someone they know experiences sexual misconduct (51%). Slightly more than half understood what happens when a student reports sexual misconduct (58%).

Fig. 19 Knowledge of campus resources and policies



## Knowledge of Campus Offices and Departments

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

A majority of students confirmed that they knew about the Department of Public Safety (73%) and a slight majority knew about Counseling and Psychological Services (58%).

When asked if the College has a Title IX coordinator, 80% of participants answered that they were unsure, 17% answered 'yes,' and 4% of participants answered 'no.'

Fig. 20 Knowledge of campus offices/departments

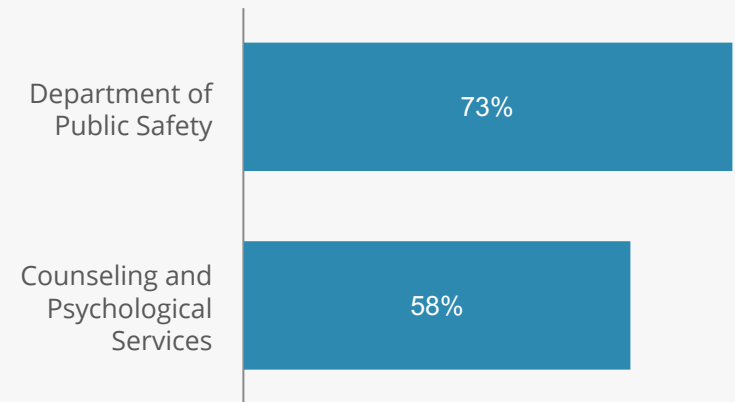
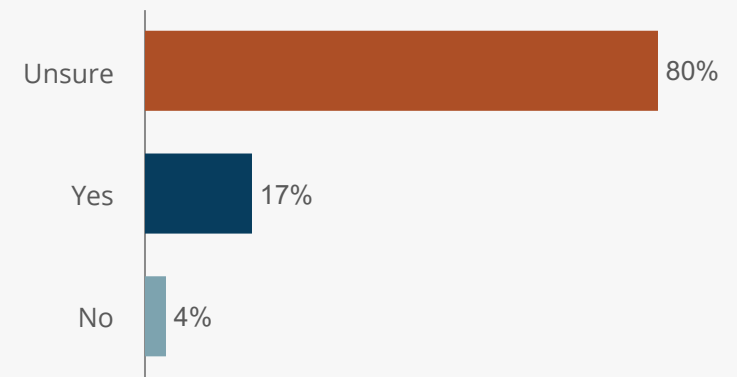


Fig. 21 Does Northern Essex Community College have a Title IX coordinator?



# 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 and other essential information.

## Prevention

About a fifth of students confirmed that they have received information on how to intervene as a bystander (21%) and a third received information on how to help prevent sexual misconduct (33%).

## Definitions and Policies

While a majority of students confirmed that they received information on the school's policy on sexual misconduct (78%), less than half received information on the definition of sexual misconduct (40%). A quarter of participants confirmed they received information on the definition of consent and how to obtain it from a sexual partner (25%).

## Reporting and Resources

Forty-three percent (43%) of participants received information on how to report sexual misconduct and where to get help if someone they know experiences sexual misconduct.

Fig. 22 Received information about the following from someone at the school



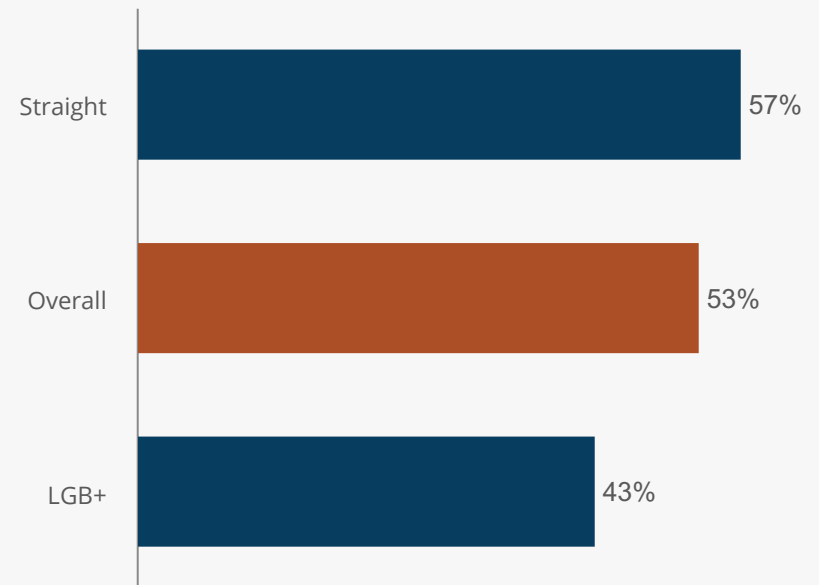


## Differences in Knowledge

Students' overall knowledge of campus resources, policies, offices, and other information relevant to sexual misconduct prevention varied by sexual orientation.

LGB+ students were less likely to agree that they knew this information than straight students.

Fig. 23 Knowledge of resources, policies, and offices by demographics





Findings

# Campus Climate

## Campus Culture

Students were asked about the culture of sexual harassment at Northern Essex 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 a 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.

There were no differences in perceptions of the campus culture observed across demographic groups.

3.3<sub>4</sub>

Campus Culture

1 = negative response

4 = positive response



## Confidence in Reporting

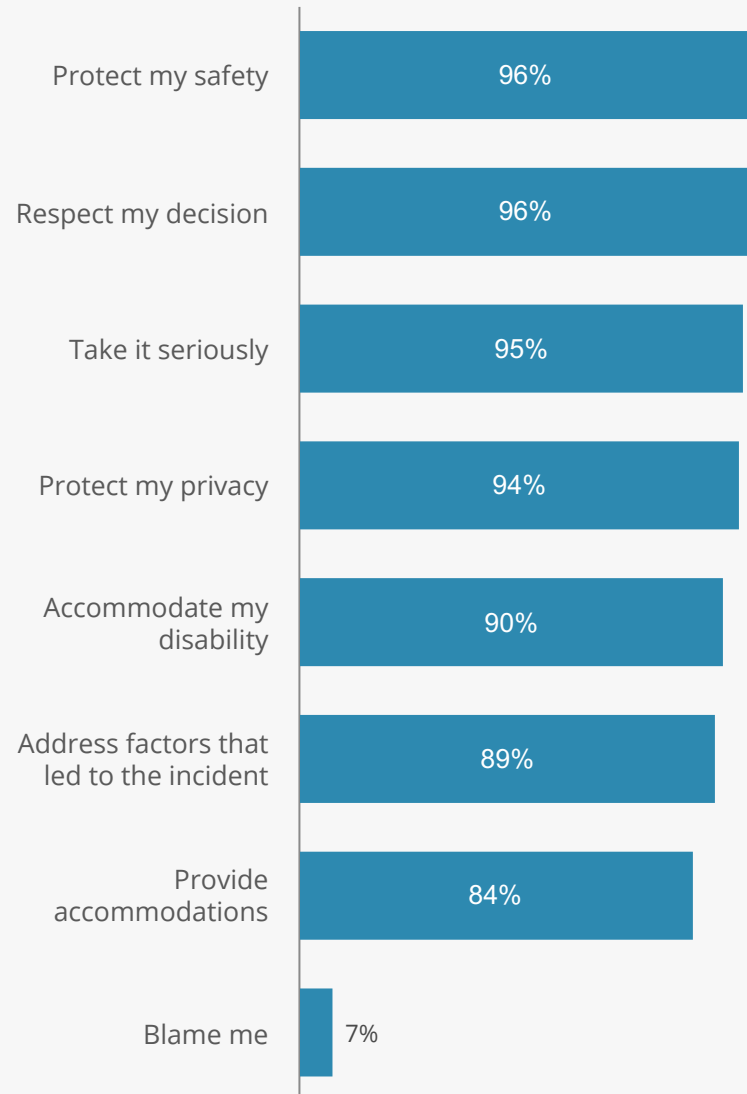
Participants who did not experience an incident of sexual misconduct were asked about their confidence in the school's reporting process and campus resources. Eighteen percent (18%) of students indicated that they would go to Counseling and Psychological Services, 15% would go to Public Safety, and 29% would go to another employee if an incident of sexual misconduct occurred.

A majority of students believed that their case would be taken seriously if they reported an incident of sexual misconduct and that the school would respect their decision about what to do (95% and 96%).

A majority also believed that the College would take steps to protect their safety and privacy (96% and 94%). Most felt that the school would address the factors that may have led to the incident (89%). Seven percent (7%) of students believed that the College would blame them or not believe them about the incident.

Eighty-four percent (84%) of students believed the College would provide accommodations to support them. Among students who self-identified as having a disability, 90% believed that the College would properly accommodate their disability if they reported sexual misconduct.

Fig. 24 If an incident of sexual misconduct occurred, I believe Northern Essex Community College would...





Findings

# **Prevalence of Sexual Misconduct**

## 17% 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 NECC. Overall, 17% of participants indicated experiencing at least one form of sexual misconduct.

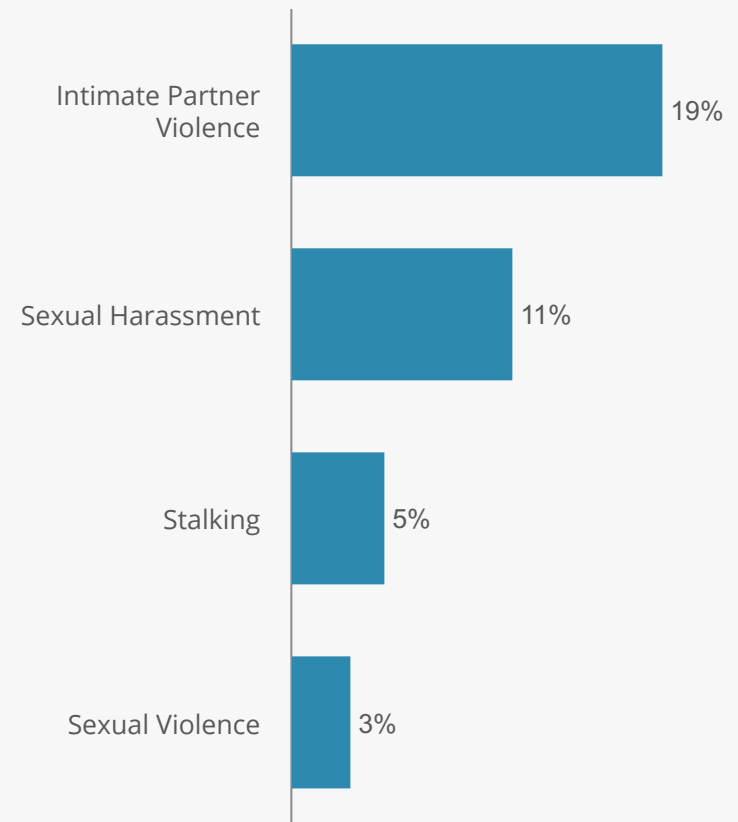
- **19%** experienced intimate partner violence
- **11%** experienced sexual harassment
- **5%** experienced stalking
- **3%** experienced sexual violence

### INSIGHTS

Even with an anonymous survey, individuals may be hesitant to disclose experiences of unwanted sexual contact.<sup>1</sup>

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)



**6%** experienced **two or more** instances of sexual misconduct.

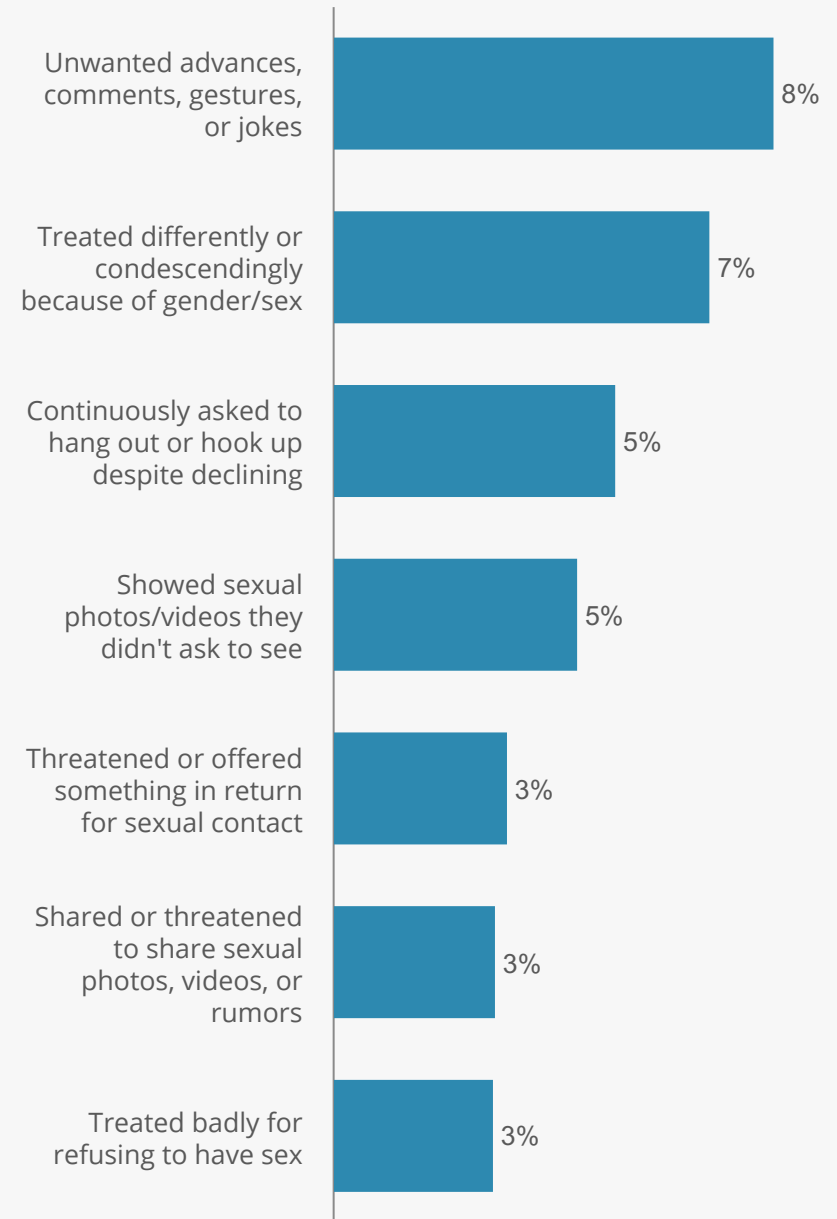
## 11% of Students Experienced Sexual Harassment

The survey asked students about their experiences of sexual harassment since they have been a student at NECC. Overall, 8% of participants indicated experiencing sexual harassment once and 3% experienced sexual harassment more than once.

The highest percentage of students reported that someone made unwanted sexual advances, comments, gestures, or jokes toward them (8%) and that someone treated them differently or condescendingly because of their gender or sex (7%).

- **5%** indicated someone continuously asked them to hang out or hook up despite saying no
- **5%** indicated someone sent or showed them sexual photos or videos that they did not ask to see
- **3%** indicated someone threatened them or offered something in return for sexual contact
- **3%** indicated someone shared or threatened to share sexual photos, videos, or rumors of them that they did not want shared
- **3%** indicated someone treated them badly for refusing to have sex

Fig. 26 Prevalence of sexual harassment





# Perpetrators, Locations, and Differences in Experience of Sexual Harassment

## Perpetrators

Students who experienced sexual harassment were asked what their relationship was with the person(s) who engaged in that behavior. The most common responses were another student and an acquaintance, friend of a friend, or someone they just met, however, the response rates were too small to report the exact prevalence of these responses.

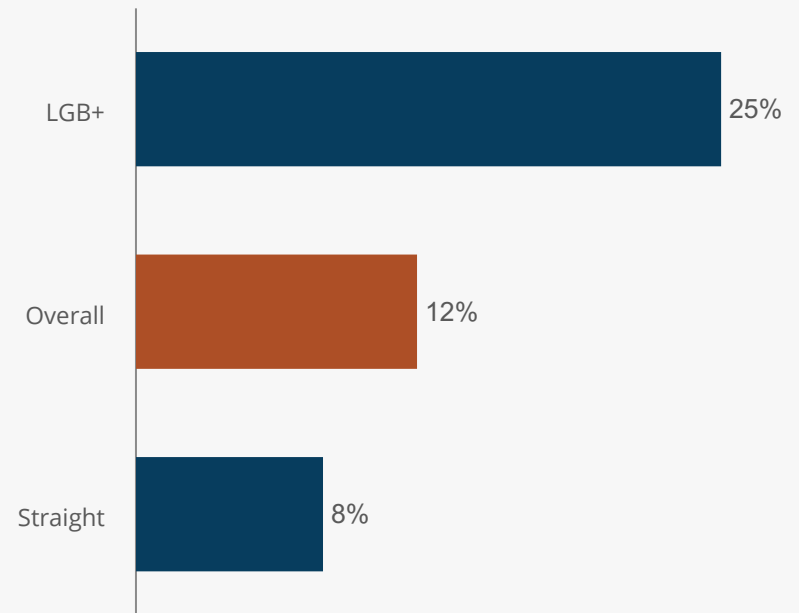
## Locations

Students were also asked about where the incident took place. The most common responses were a classroom or academic building and online, however, the response rates were too small to report the exact prevalence of these responses.

## Differences by demographics

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

Fig. 27 Prevalence of sexual harassment by demographics



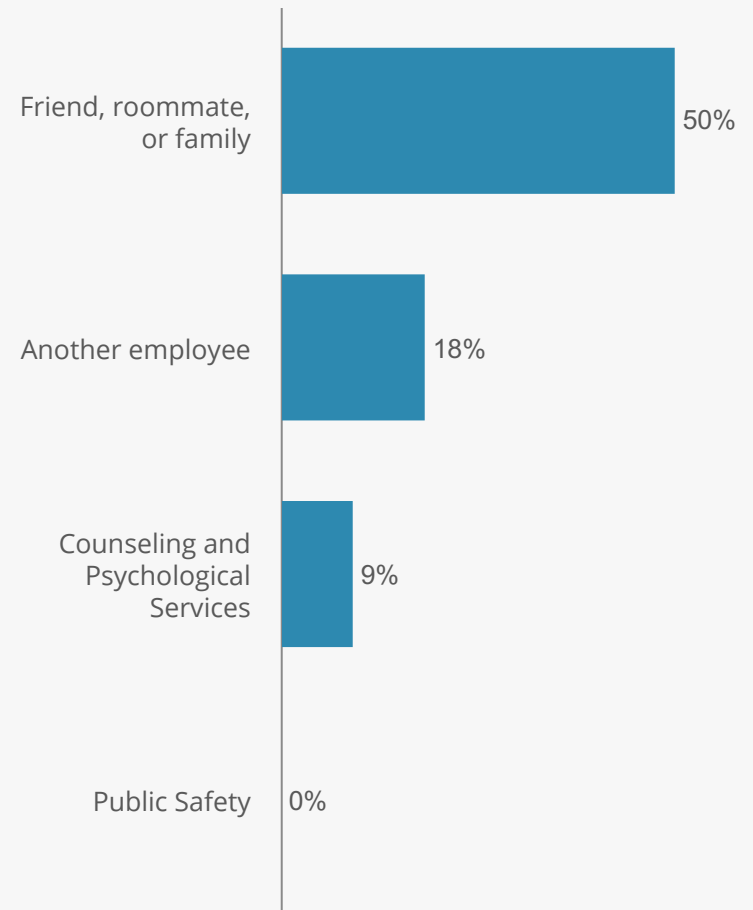
## Reporting of Sexual Harassment

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

While about half of students told a friend, roommate, or family member (50%), a majority did not report the incident to the College.

- **9%** contacted Counseling and Psychological Services
- **18%** contacted another campus employee
- None of the participants said they contacted Public Safety

Fig. 28 Reporting of sexual harassment

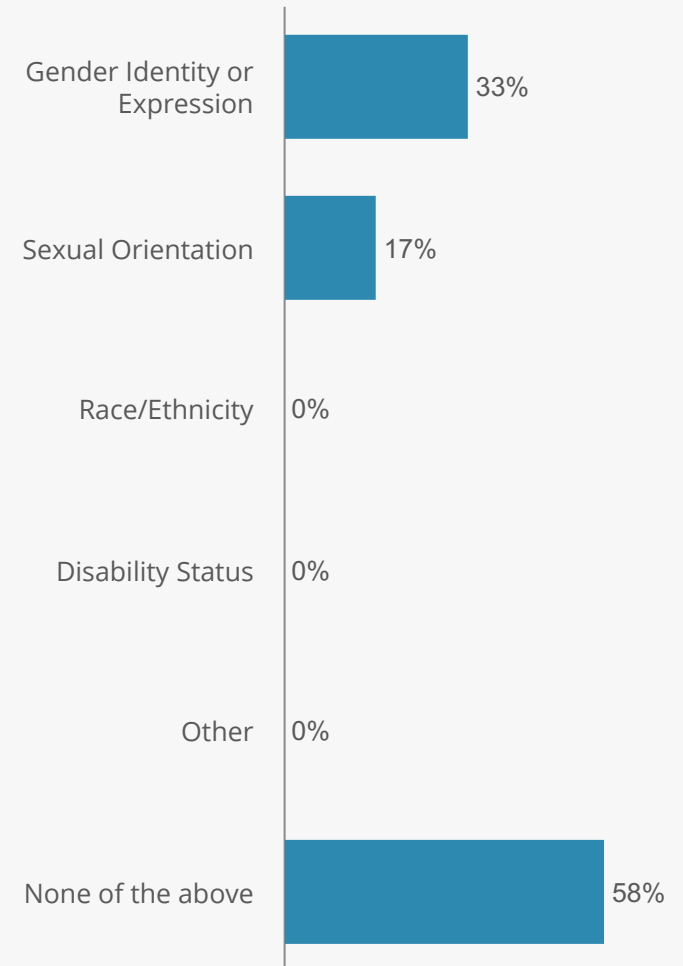


## Sexual Harassment and Discrimination

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

- **33%** believed the incident was related to their gender identity or gender expression
- **17%** believed the incident was related to their sexual orientation

Fig. 29 Sexual harassment and discrimination

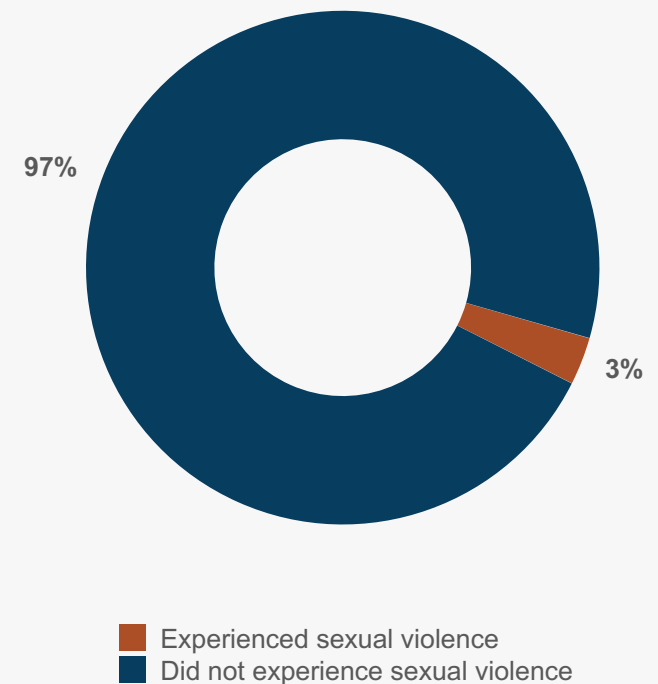


## 3% of Students Experienced Sexual Violence

The survey asked students about their experiences of sexual assault and rape since they have been a student at NECC. Overall, 3% of students indicated experiencing at least one instance of sexual violence.

The prevalence of sexual violence was too small to report additional information relevant to these experiences, including: impacts of the incident, the relationship of the students to the perpetrators, the percentage of students who reported the incident, reasons students chose not to report the incident, and significant differences in prevalence of sexual violence observed across demographic groups, if applicable.

Fig. 30 Prevalence of sexual violence



## 19% of Students Experienced Intimate Partner Violence

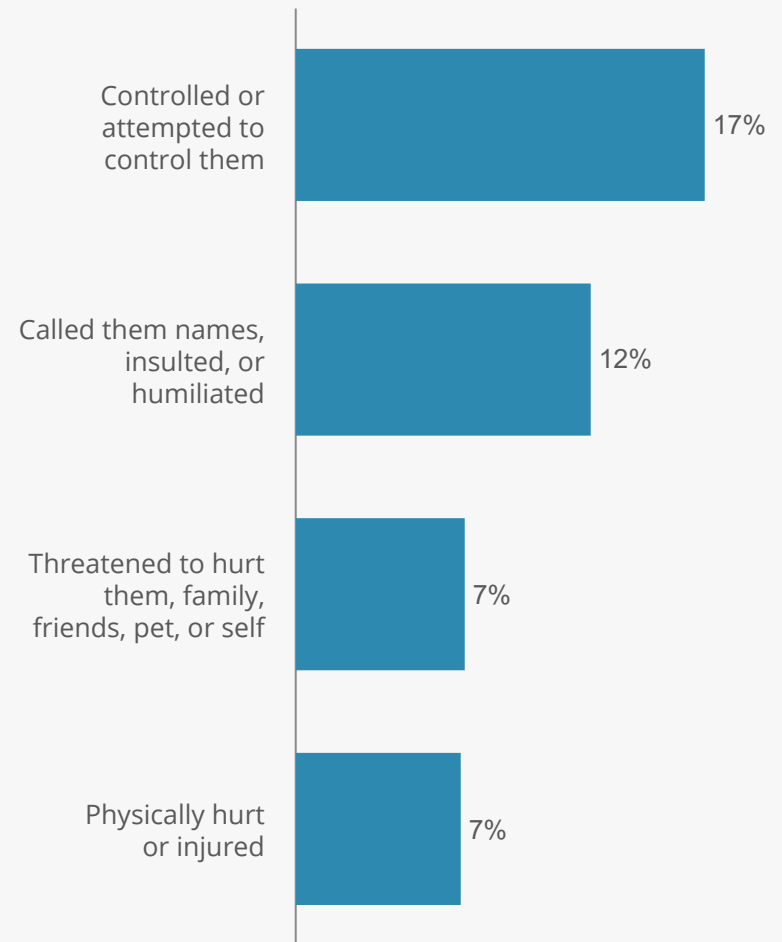
The survey asked students about their experiences of intimate partner violence (IPV) since they have been a student at NECC. Overall, 11% of participants indicated experiencing IPV once and 9% experienced IPV more than once.

The highest percentage of students reported that an intimate partner controlled or attempted to control them physically, emotionally, or financially (17%).

- **12%** indicated a current or former partner called them names, insulted, or humiliated them
- **7%** indicated a current or former partner threatened to hurt them, their family, friends, pets or threatened to hurt themselves
- **7%** indicated a current or former partner physically hurt or injured them

There were no differences in prevalence of intimate partner violence observed across demographic groups.

Fig. 31 Prevalence of intimate partner violence



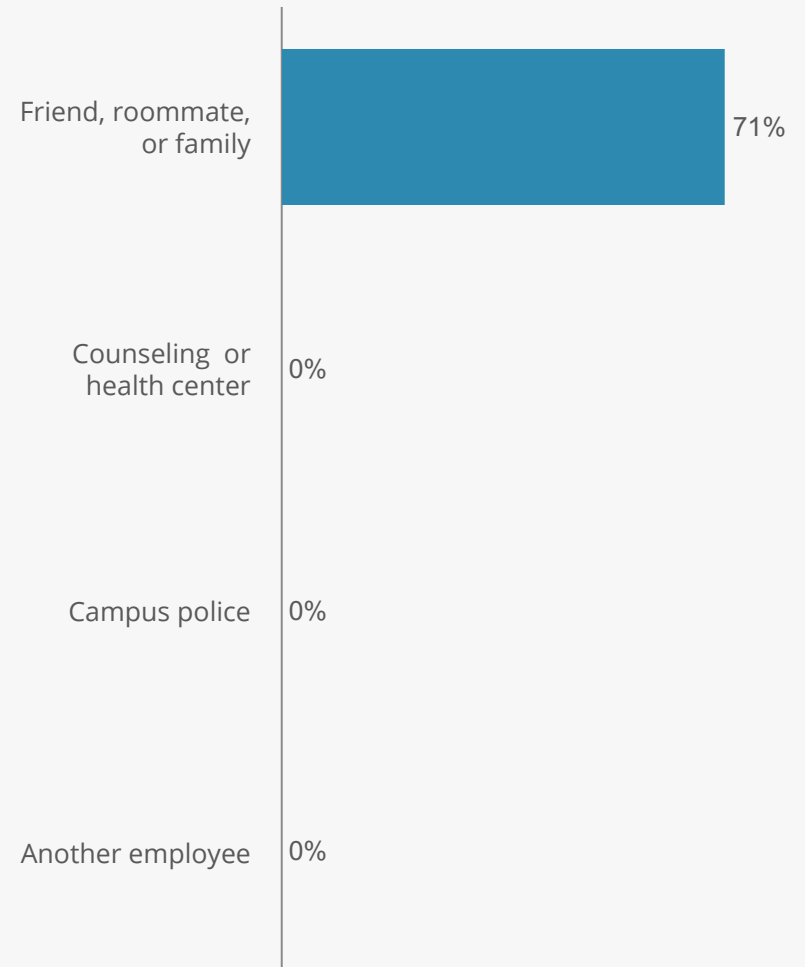


## Reporting of Intimate Partner Violence

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

While most students told a friend, roommate, or family member (71%), none of the survey participants said that they reported the incident to the College.

Fig. 32 Reporting of intimate partner violence

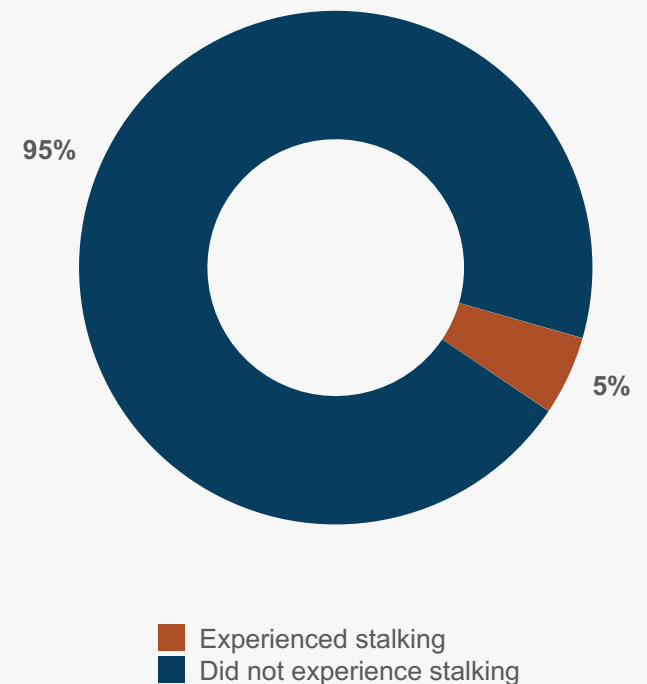


## 5% of Students Experienced Stalking

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 NECC. Overall, 2% of participants indicated experiencing stalking once and 2% experienced stalking more than once.

The prevalence of stalking was too small to report additional information relevant to these experiences, including: impacts of the incident, the relationship of the students to the perpetrators, the percentage of students who reported the incident, reasons students chose not to report the incident, and significant differences in prevalence of stalking observed across demographic groups, if applicable.

Fig. 33 Prevalence of stalking





Findings

# Reporting

## Reasons Students Did Not Report

Students who indicated experiencing 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 (50%), they were concerned the report would not be kept confidential (33%), and the incident occurred when school was not in session (22%).

Fig. 34 Reasons participants did not report sexual misconduct

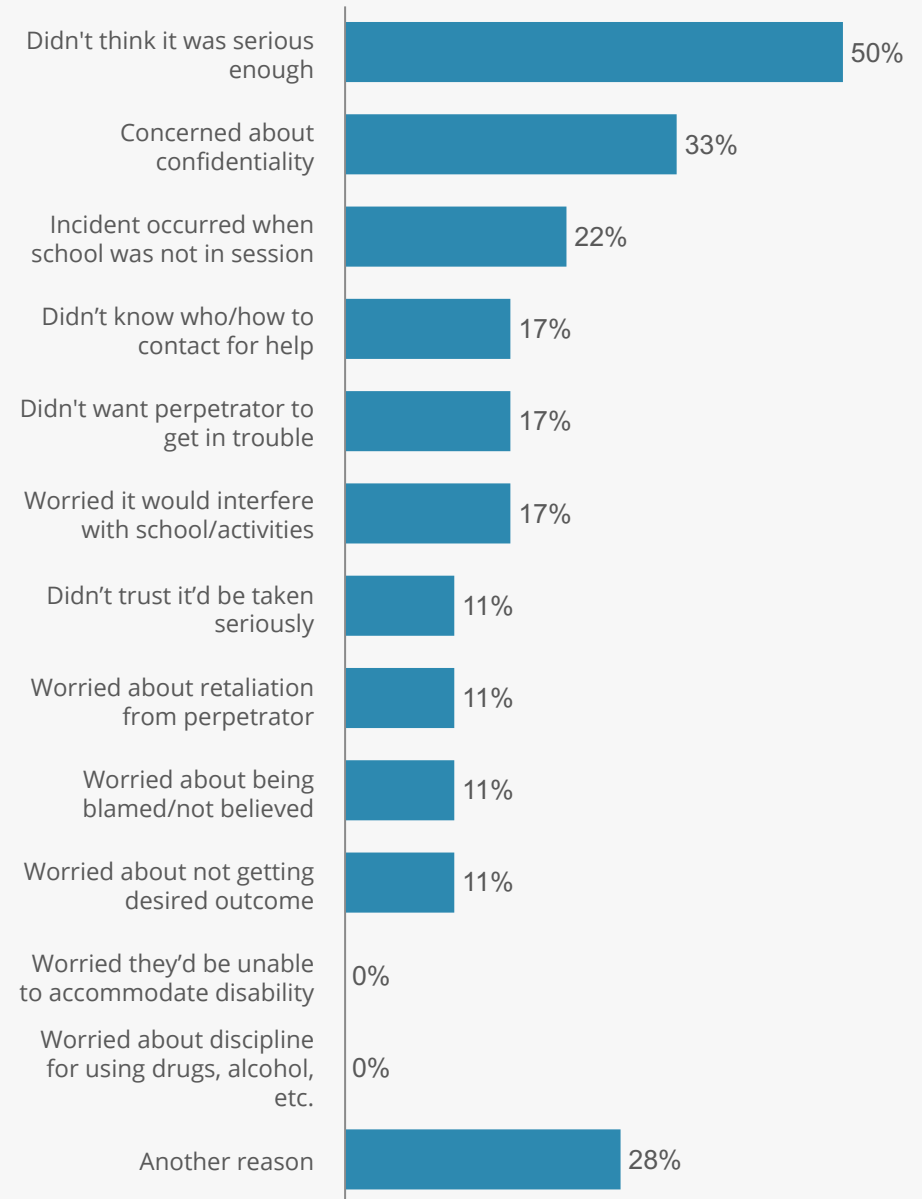
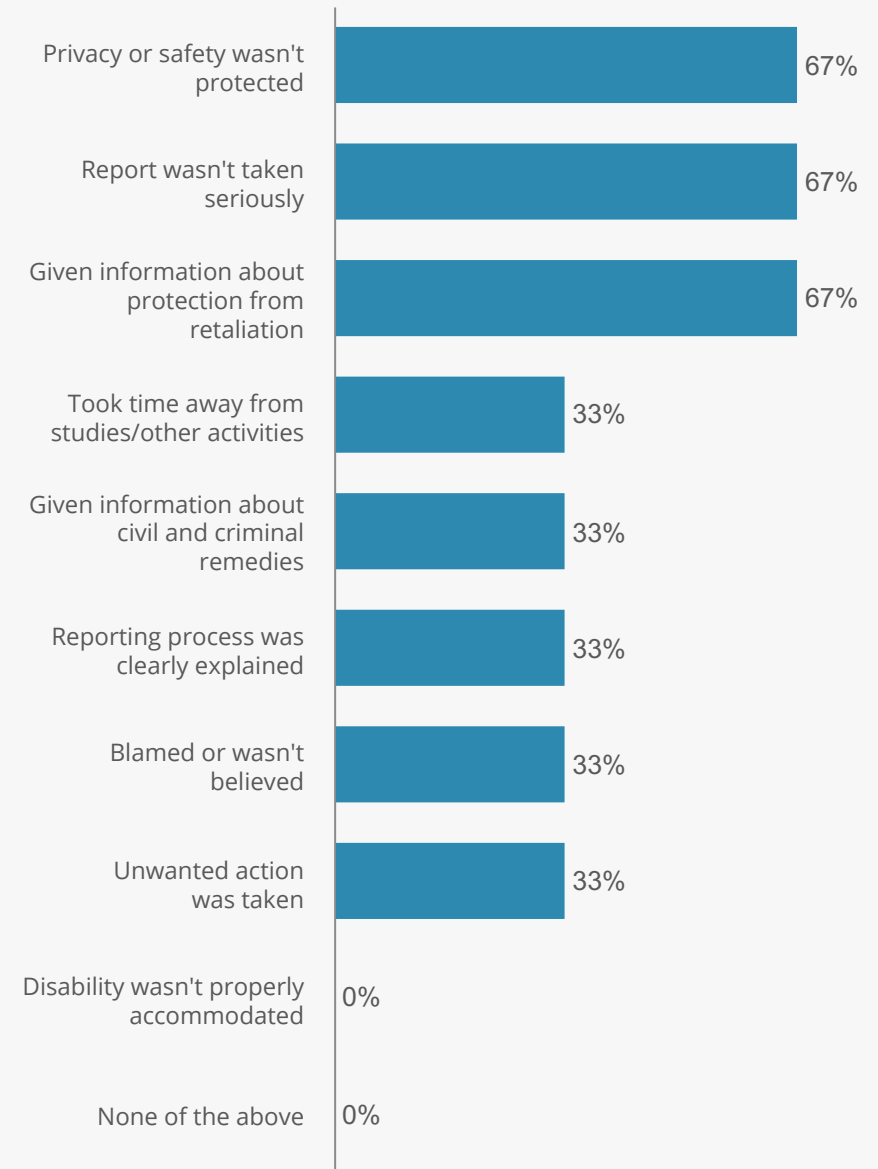


Fig. 35 Experiences reporting sexual misconduct

## Experiences with the Reporting Process

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

Most students who reported misconduct felt the institution did not protect their privacy or safety (67%) and that their disclosure was not taken seriously (67%). Most students who reported sexual misconduct were given information about potential civil and criminal remedies (67%), and a third said that the reporting process was clearly explained to them (33%).





Findings

**Impacts**



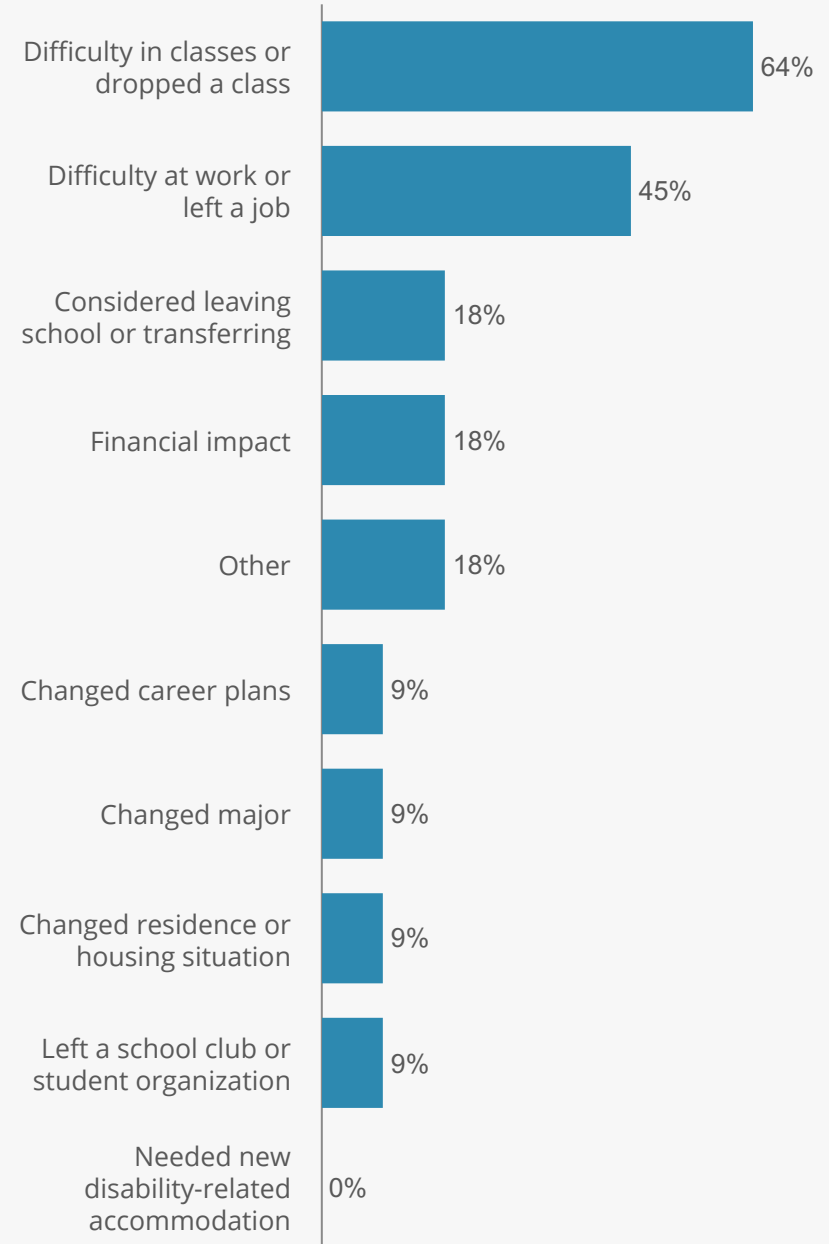
## Academic, Professional, & Student Life Impacts

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

A majority of participants who experienced sexual misconduct said they had difficulty in classes or dropped a class (64%). Around one in five participants considered leaving school or transferring (18%).

Slightly less than half experienced difficulty at work or left a job or internship (45%), and 18% experienced financial impact, such as losing a scholarship, losing a foreign student visa, or incurring healthcare costs.

Fig. 36 Impacts on academic, professional, or student life



## Mental Health Impacts

Students who indicated experiencing sexual harassment, sexual violence, intimate partner violence, or stalking were also asked about whether they experienced certain mental health symptoms.

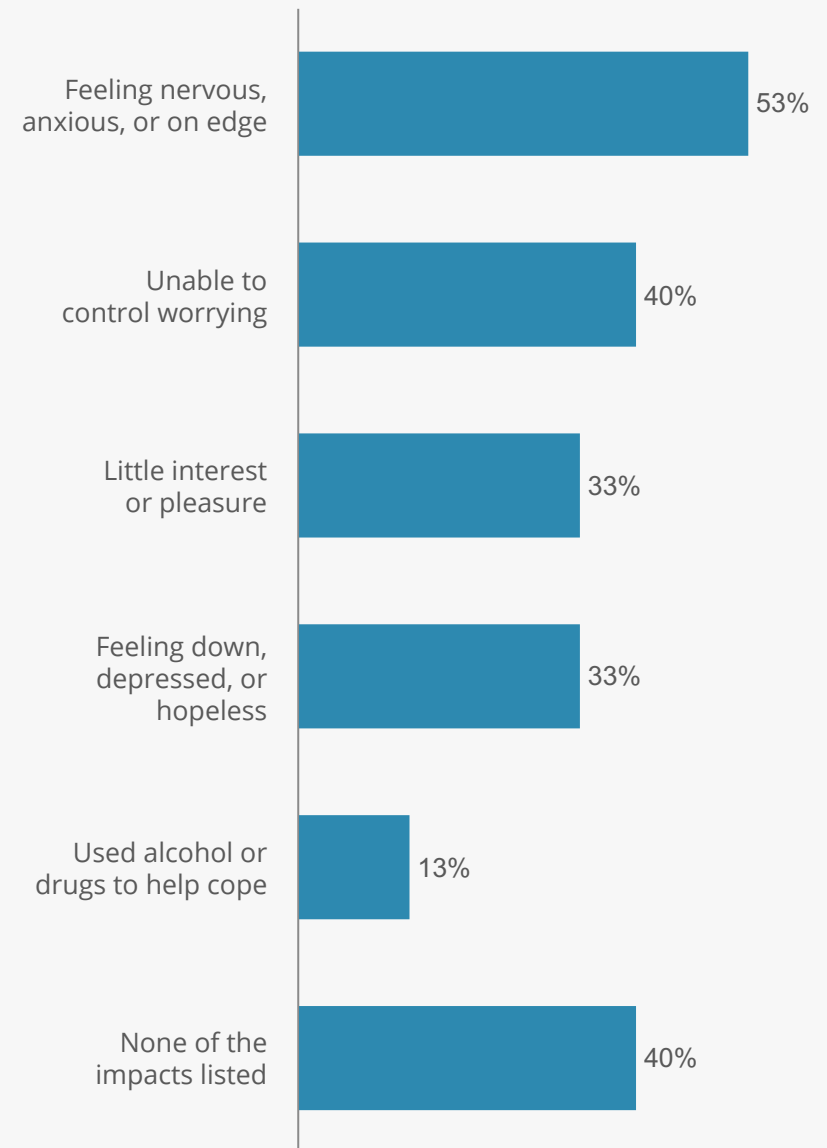
About half of students reported that they felt nervous, anxious, or on edge (53%) and 40% were unable to stop or control worrying. A third of students said they felt little interest or pleasure in doing things and felt down, depressed, or hopeless (33%).

### 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.<sup>2</sup>

<sup>2</sup> 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. 37 Impacts on mental health





Findings

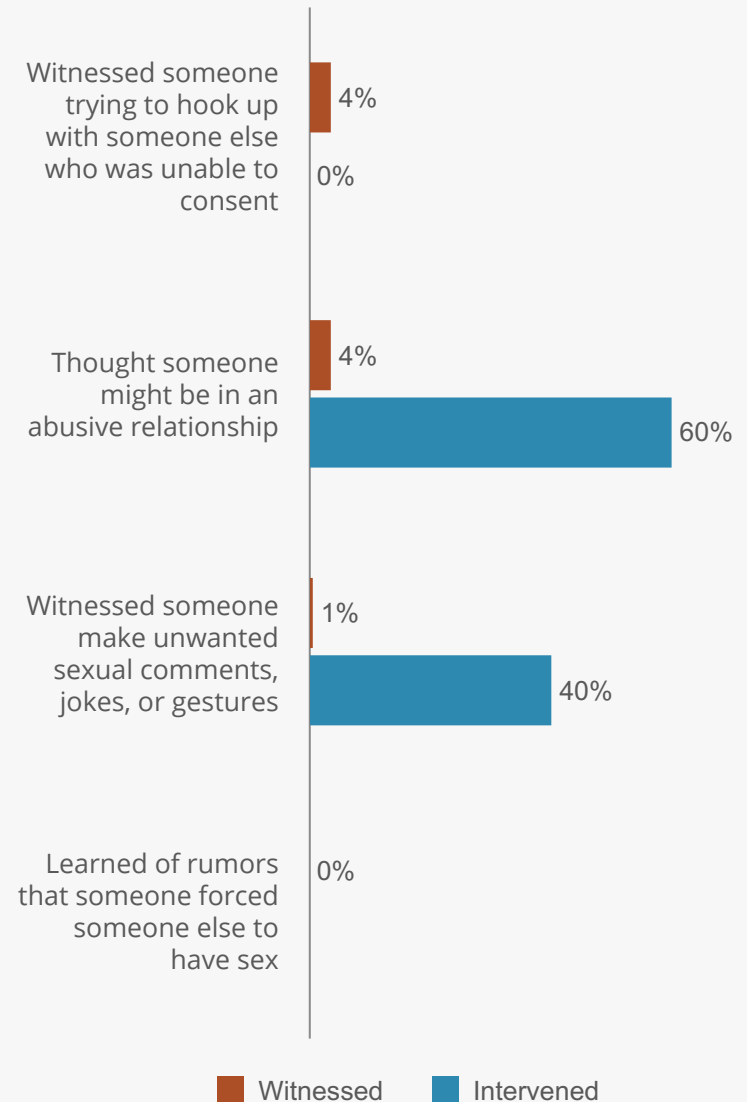
# **Bystander Intervention**

## Bystander Behaviors

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

- **4%** witnessed someone trying to hook up with someone else who was passed out or unable to consent. Among those, none said that they intervened.
- **4%** thought someone might be in an abusive relationship. Among those, **60%** intervened in some way.
- **1%** witnessed someone make unwanted sexual comments, jokes, or gestures. Among those, **40%** intervened in some way.
- None of the participants indicated that they learned of rumors that someone forced someone else to have sex.

Fig. 38 Percentage of students who intervened after witnessing sexual misconduct

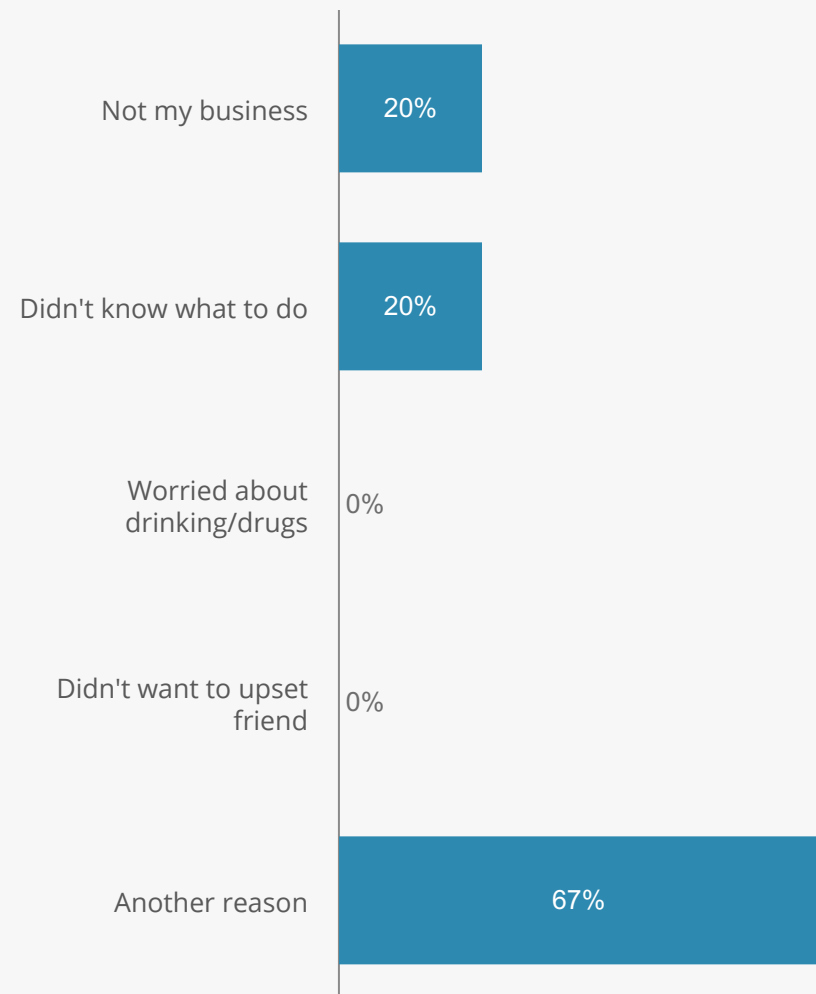


## Why Students Did Not Intervene

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

- **20%** felt it was not their business
- **20%** were not sure what to do
- **67%** did not intervene for another reason

Fig. 39 Reasons students did not intervene





# Recommendations



## Recommendations

Included on the following pages are recommendations to address key findings from the Northern Essex Community College Student Experience 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.<sup>3</sup>

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<sup>3</sup> McMahan, 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

# Non-parenting students expressed some concerns about equity, and well-being.

pg. [13](#)

## 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 belonging, equity, and well-being.

## Key Findings

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

- 83% were unaware of the Title IX coordinator
- 42% did not know what happens when a report is made
- 49% did not know where to go for help

pg. [15-16](#)

## 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 LGB+ students.

## Key Findings

### **Overall, reporting to campus officials was low.**

Common reasons students did not report:

- Did not think it was serious enough
- Worried about confidentiality
- The incident occurred when school was not in session

Among students who did report, 67% felt the report was not taken seriously and 67% said the reporting process was not clearly explained to them.

pg. [33-34](#)

## 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. Evaluate the requirements of students during the reporting process and explore methods to reduce the time commitment. Review the process for students to receive extra time and accommodations if engaging in the reporting process.

## Key Findings

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

pg. [36-37](#)

## 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.

## Key Findings

### Students may benefit from bystander training.

- 79% of students have not received information on bystander intervention
- 20% of students that witnessed an incident did not intervene because they did not know what to do and 20% believed it was not their business to intervene

pg. [17](#) & [40](#)

## Recommendations

1. Assess current bystander intervention programming and consider increasing and altering programming to meet the specific needs of your student population.
2. Examples of bystander intervention programs supported by research include:
  1. Bringing in the Bystander
  2. Green Dot
  3. The Men's Program
  4. TakeCARE
  5. Take a Stand
  6. The Women's Program
  7. InterAct
  8. SCREAM
  9. OneAct
  10. MVP
  11. RESPECT
  12. Friends Helping Friends
  13. Safe Sisters
  14. The Men's Project
  15. SWAT
  16. U Got This!
  17. Intervene