EASTERN CONNECTICUT STATE UNIVERSITY

Speak out, we're listening: The Title IX and Sexual Misconduct Campus Climate Study (Spring 2022)

Office of Equity and Diversity

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July 2022

Dear Eastern Community,

During the spring of 2021, Eastern initiated a full evaluation of its Title IX process to ensure our practices aligned with national standards. A nationally recognized consulting firm conducted the audit and completed a thorough and comprehensive review of our Title IX policies, protocols, and procedures. The TNG Consultants are experts in the field of Title IX legislation and after several months of reviewing Eastern's Title IX practices and resources, they submitted a report of their findings which also listed 20 recommendations for Eastern to consider.

One of the recommendations suggested by the TNG Consultants was to regularly assess the climate and effectiveness with a regular commitment to climate surveying at least every three years. Last Spring, the Office of Equity and Diversity/ Title IX initiated the *Speak Out, we're Listening: The Title IX Sexual Misconduct Campus Climate Study*. A small committee was created to develop and implement the survey, which was open between April 4, 2022, and May 1, 2022, and had 790 Eastern undergraduate students to complete the survey. Attached you will find the results of this climate survey prepared by Dr. Sarah Nightingale, Assistant Professor of Social Work.

Members of the campus community who have questions or comments about the results of the climate study and/or how the data will be used to make continuous improvement can feel free to contact our Title IX Coordinator, Sara Madera, or the Vice President for Equity & Diversity, LaMar Coleman, to provide any feedback you may have.

I want to thank Sara Madera, Dr. Sarah Nightingale, Starsheemar Byrum, and Brooks Scavone for their work in developing and implementing this survey. I also want to thank all the students who took the time to respond to the survey as we work to strengthen our Title IX process. I want to reemphasize that our highest priority will always be the safety of our University community. Students should always feel that their concerns are heard and that the University will respond swiftly and appropriately to any reported incidents.

Best wishes,

Elsa M. Núñez
President

Acknowledgements

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Introduction

Sexual misconduct (i.e., sexual assault, intimate partner violence and stalking) is a well-documented problem on college campuses throughout the United States (U.S) (Cantor et al., 2020; Krebs et al, 2016). Students that experience sexual misconduct in the college context have an increased likelihood of anxiety, depression and post-traumatic stress (Carey et al., 2018; Wood et al., 2020) and also face additional barriers to academic success (Banyard et al., 2020). Throughout the last decade, the U.S Department of Education has provided on-going guidance and initiated new Title IX rulings to inform how colleges address sexual misconduct in their communities.

In 2014, the White House Task Force to Protect Students from Sexual Assault was established in an effort to help colleges improve their response and prevention efforts. In their first report, *Not Alone,* the implementation of campus climate studies was identified as a key practice for administrators to understand the nature of this problem in their community and to bolster transparency (Task Force, 2014a). The campus climate is identified as both the prevalence of victimization as well as perceptions that students have about training, reporting, and campus resources (Task Force, 2014b). Assessments of the campus climate can be used to create action and improve conditions for students through changes to both policy and practice (Swartout et al., 2020).

This is the first sexual misconduct campus climate study conducted at Eastern Connecticut State University (ECSU). The purpose of the study was to investigate the following questions:

- What is the prevalence of sexual assault, intimate partner violence, and stalking at ECSU?
- For students who reach out to ECSU offices about sexual misconduct and/or make a formal report, how helpful are services and processes?
- How do students perceive ECSU's response to sexual misconduct?
- How do ECSU students perceive the mandatory sexual misconduct prevention training that they receive at ECSU?
- How aware are ECSU students of resources and services for survivors?
- How confident are ECSU students that they can engage in safe, pro-social bystander intervention?

The following report includes an executive summary, information on the methodology and full findings. This report will be made publicly available and used by the Office of Equity and Diversity and other stakeholders to establish an action plan focused on response and prevention efforts.

Executive Summary

In the spring of 2022, the first campus climate survey focused on sexual misconduct was administered amongst ECSU undergraduate students. All currently registered students were invited to participate in an anonymous, on-line survey. Ultimately, 790 undergraduate students participated in the survey, yielding a 23% sample size. Approximately 74.9% (n = 592) of the sample identified as women, 18.5% (n = 146) as men, and 5.4% (n = 43) as transgender, gender queer or nonbinary (TGN). The majority of students in the sample were white (74.2%, n=586), followed by Black or African American (7.3%, n = 58), another racial background (5.6%, n = 44), multi-racial (4.8%, n = 38), Asian (3%, n = 24) and prefer to self-describe (1.8%, n = 14). A total of 86.6% (n = 683) students stated that they did not have a disability while 13.4% (n = 106) did. Regarding sexual orientation, 69.1% (n = 546) of participants identified as straight/heterosexual, 13% (n = 103) as bisexual, 3.5% (n = 28) as pansexual, 2.9% as lesbians, 2.9% (n = 12) as queer, 2.8% (n = 22) as questioning, 2.2% (n = 17) as gay, and 1% (n = 8) as asexual. The following section outlines key findings from participant responses.

What is the prevalence of sexual assault, intimate partner violence (IPV), and stalking at ECSU?

- Prior to attending ECSU, 32.1% (n = 231) of participants experienced sexual assault.
- Overall, 15.9% (n = 114) of participants in this sample experienced sexual assault since they began attending ECSU as undergraduate students.
- Approximately 13.2% (n = 95) of students in this sample had experienced IPV during their time at ECSU.
- 41.1% (n = 296) of participants experienced one or more types of stalking behavior since they became a student at ECSU.
- When comparing prevalence of victimization by groups, it was found that queer-spectrum students (i.e., students who identify as lesbian, gay, bisexual, queer, questioning, pansexual, asexual, and/or questioning) and students with disabilities had higher proportions of victimization in all categories (sexual assault, IPV, and stalking) compared to straight/heterosexual students and students without disabilities respectively. Women and TGN students also had higher proportions of victimization rates amongst all categories compared to men.

For students who reached out to ECSU offices about sexual misconduct and/or to make a formal report, how helpful are services and processes?

- Students were much more likely to reach out to a close friend or a roommate after experiencing stalking, intimate partner violence (IPV) and/or sexual assault than to professional services.
- Students who did reach out to an ECSU office or official about sexual misconduct indicated that the services were, on average, somewhat helpful for stalking incidents and a little bit helpful when reaching out regarding IPV and sexual assault incidents.

How do students perceive ECSU's response to sexual misconduct?

- Just over half of participants (53%, n = 401) thought it was likely or very likely that if a student made a report of sexual assault ECSU would support them.
- 49% (n = 369) of students think it is likely or very likely that ECSU would take the report seriously.
- 48% (n = 364) of participants believe it is likely or very likely that ECSU would handle the report fairly.
- On average, men had a more positive perception of institutional response compared to women and TGN students. Additionally, students who had experienced sexual misconduct at ECSU had a more negative perception of institutional response than those who had not.

How do ECSU students perceive the mandatory sexual misconduct prevention training that they receive at ECSU?

- Approximately half of participants (53%, n = 379) thought that the information or education from ECSU about sexual assault was "helpful" or "very helpful". Amongst men there was a higher proportion of individuals who thought the training was "helpful" or "very helpful" compared to women and TGN students.
- The majority of participants indicated that the training they attended included information on what sexual assault is (86%, n = 677), information about consent (80%, n = 633), how to recognize dangerous situations and potentially intervene (77%, n = 609), and sexual assault prevention (75%, n = 592).
- Of the students that completed the required training, 44.7% (n = 317) remember "most of" or "almost all of" the material.

How aware are ECSU students of resources and services for survivors?

- Just under half of participants (48%, n = 368) agree or strongly agree that they would know where to get help on campus if they or a friend experienced sexual misconduct.
- Also, less than half (41%, n = 317) agree or strongly agree that they know where to go to make a report of sexual misconduct at ECSU.
- Only 37% (n = 280) of participants agree or strongly agree that they understand what happens when a student reports a claim of sexual misconduct at ECSU.

How confident are ECSU students that they can engage in safe, pro-social bystander intervention?

- Students at ECSU have a high confidence that they would intervene in situations to help others, given the opportunity. For example, 94% (n = 666) of students believe they would tell someone if they thought another person's drink was spiked and 91% (n = 641) of students would ask someone who seems upset if they are okay and if they need help. Also, 90% (n = 637) of students said that if someone said they had an unwanted sexual experience, but didn't call it rape, they would express concern and offer to help.

Methodology

This survey was initiated by Dr. LaMar Coleman, Vice-President of Equity and Diversity. Dr. Coleman established a small committee in the Spring of 2022 to develop and implement the survey. The committee included Dr. Sarah Nightingale (Assistant Professor of Social Work), Starsheemar Byrum (Director, Women's Center), Sara Madera (Title IX Coordinator), and Brooks Scavone (Director, Office of AccessAbility). The committee met weekly throughout February and March of 2022.

Survey questions were primarily drawn from validated and reliable sources that have been previously used with college students. Questions were used from The Administrator-Researcher Campus Climate Consortium (ARC3) Survey (Swartout et al., 2019), The Association of American Universities Campus Climate Survey on Sexual Assault and Misconduct (Cantor et al., 2020), the #iSpeak: Rutgers Campus Climate Survey (McMahon et al., 2018) and the Campus Climate Survey Validation Study Final Technical Report (Krebs et al., 2016). Survey questions were reviewed by ECSU students from the Women's Center, interns at the Office of Accessibility and students in Dr. Nightingale's Spring 2021 research methods and community practice classes.

Procedure

An anonymous on-line survey was used to gather data for this study, using Qualtrics software. In order to access the survey students clicked on a direct link and were then asked to sign-in using their unique ECSU log-in and password. This ensured that only current, registered ECSU students were able to access the survey. However, to ensure the anonymity of participants, a Qualtrics function was enabled that ensured no identifying information (e.g., log-in, password, IP address) was accessible to the researchers.

The survey was open to participants from April 4, 2022 – May 1, 2022. All registered students at ECSU were invited to participate in the survey through an initial e-mail from President Núñez. Three e-mail reminders were sent throughout the next month from other campus leaders. Additional promotional efforts included: a poster campaign featured throughout campus, brief videos about the survey posted to various ECSU social media pages, and student volunteers "tabling" in residence halls and academic buildings. All promotional flyers, e-mails about the survey and the survey itself included campus and community resources for individuals affected by sexual misconduct.

Incentives were provided in this study. Students who completed the survey had the option to enter a raffle to win numerous prizes at the end of each week.
- Week 1: 10, $100 Visa gift cards
- Week 2: 10, $50 Visa gift cards
- Week 3: 10, $25 Visa gift cards
- Week 4: 1 all access parking pass for Fall 2022

Sample

Sample size

The e-mail invitation to participate in this study was sent to 3,494 undergraduate students and 160 graduate students. A total of 984 students accessed the survey through the single sign-on process. However, not all participants completed the survey and the dataset was screened for missing data. First, 180 cases were removed as participants either did not answer any questions (n = 101) or only answered demographic questions (n = 79). After further preliminary screening, an additional 2 cases were removed because the participants indicated they were not current students. Finally, only 12 graduate students started the survey and they were all removed from the data set. Initially, this study intended to include graduate and undergraduate students. However, since only 12 graduate students participated in the survey and there was missing data throughout many of their responses, they were removed. Future climate surveys should develop alternative recruitment methods to reach the graduate student population. Ultimately, 790 undergraduate students completed at least a portion of the survey, yielding a 23% response rate.

Representativeness of Sample

Chi-square test for goodness of fit analysis was used to assess for the representativeness of the data to the undergraduate population at ECSU in the spring of 2022. The sample is representative of many ethnic and racial populations at ECSU, however Black or African American students are slightly underrepresented in the sample and white students are slightly overrepresented. In terms of gender identity[1], women are overrepresented and men are underrepresented in the sample. Also, undergraduate Seniors and commuters were underrepresented.

Table 1. Sample Demographics

Class year (based on credits earned) (n = 789)	%	n
First-year (up to 30 credits)	18.4	145
Sophomores (up to 60 credits)	25.7	203
Junior (up to 90 credits)	31.1	245
Senior (more than 90 credits)	24.8	196
Age (n = 788)		
<=19	34.3	270
20 – 21	44.8	353
22+	20.9	165
Academic Major School (n = 784)		
Arts and Science	63.1	495
Education and Professional Studies	25.4	199
Majors in both schools	9.1	71
Undecided	1.5	12

[1] Available data on gender identify from ECSU only included male and female categories so are the only gender identities that could be used for comparison purposes.

	%	n
Other	.9	7
Race (n = 790)		
American Indian or Alaskan Native	NR	NR
Asian	3.0	24
Black or African American	7.3	58
White	74.2	586
Multi-racial	4.8	38
Another	5.6	44
Prefer not to say	3.2	25
Prefer to self-describe	1.8	14
Ethnicity (n = 790)		
Hispanic, Latino/a/x and/or Spanish Origin	18.2	144
Not of Hispanic, Latino/a/x and or Spanish Origin	81.4	643
Prefer not to say	NR	NR
Gender Identity (n = 790)		
Woman	74.9	592
Man	18.5	146
Nonbinary	2.8	22
Gender queer	.9	7
Trans man (female to male)	1.1	9
Prefer not to say	1.1	9
Another	.6	5
Sexual Orientation (n = 790)		
Heterosexual or straight	69.1	546
Gay	2.2	17
Lesbian	2.9	23
Bisexual	13	103
Asexual	1.0	8
Queer	2.9	23
Questioning	2.8	22
Pansexual	3.5	28
Prefer not to say	1.9	15
Prefer to self-describe	.6	5
Disability (n = 789)		
Has a disability	13.4	106
Does not have a disability	86.6	683
Student Organization (n = 790)		
Member of a student organization	50.4	398
Not a member of a student organization	49.6	392
Club Sport (n = 790)		
Member of a club sport	12.5	99
Not a member of a club sport	87.5	691
NCAA Athletic Team (n = 790)		
Member of an NCAA Athletic Team	11.1	88

	%	n
Not a member of an NCAA Athletic Team	87.5	691
Housing (n = 790)		
On-campus	65.6	518
Off-campus apartment/house (alone or with roommate(s))	13.9	110
Off-campus apartment/house with partner and/or dependents	8.7	69
At permanent residence (alone or with others)	10.9	86
Other	.9	7

NR = Not reported as cell size is less than 5.

Analysis

Data analysis was conducted using SPSS Version 26. First, the data set was screened for missing data. Continuous variables were then tested for reliability and normality to ensure they met the standards for further analysis. The primary analysis for this study included the reporting of descriptive statistics. In order to maintain the anonymity of participants, cell counts of less than five were suppressed. The application of chi-square test for independence and independent sample t-tests were used to assess bivariate associations. When possible, differences on variables were assessed by gender identity, sexual orientation, and disability status. These groups were selected for further analysis because research has found differences in the experience of sexual misconduct and perceptions of campus climate by gender identity, sexual orientation and disability status (Campe, 2021; Klein et al., 2022).

Stalking Victimization

Stalking Victimization Prevalence[2]

Students were asked about specific stalking behaviors that they may have experienced since they enrolled at ECSU. Approximately 41.1% (n = 296) of participants indicated that they experienced one or more unwanted stalking behavior. The behaviors that students experienced most often included being left unwanted text or voice messages (19.1%, n = 141), being watched or followed from a distance or spied on (18.6%, n = 137), receiving unwanted e-mails, social media messages, or instant messages (18%, n = 133), being approached or someone showing up in places where they didn't want them (15.9%, n = 117) and having someone make rude or mean on-line comments about them (16.3%, n = 120). See Chart 1 below for further details. Overall, women and transgender, genderqueer, and non-binary (TGN) students had higher proportions of individuals who experienced stalking behaviors then men (see Chart 2 below).

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[2] Swartout, K., Flack, W., Cook, S., Olson, L., Smith, P., & White, J. (2019). Measuring campus sexual misconduct and its context: The administrator-researcher campus climate consortium (ARC3) survey. *Psychological Trauma: Theory, Research, Practice, and Policy,* 11 (5), 495 – 504. https://doi.org/10.1037/tra0000395

Chart 1.

Type of stalking behavior experienced by students since attending ECSU (n = 738)

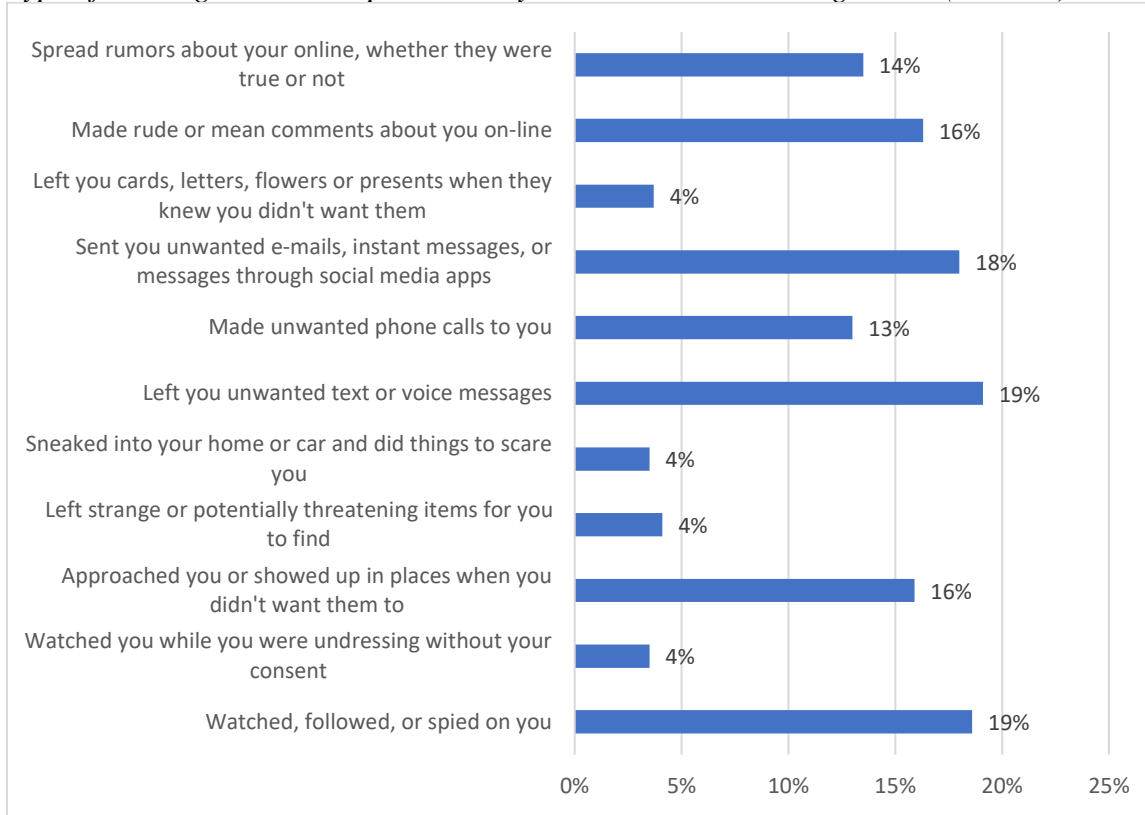| Behavior	Percentage
Spread rumors about your online, whether they were true or not	14%
Made rude or mean comments about you on-line	16%
Left you cards, letters, flowers or presents when they knew you didn't want them	4%
Sent you unwanted e-mails, instant messages, or messages through social media apps	18%
Made unwanted phone calls to you	13%
Left you unwanted text or voice messages	19%
Sneaked into your home or car and did things to scare you	4%
Left strange or potentially threatening items for you to find	4%
Approached you or showed up in places when you didn't want them to	16%
Watched you while you were undressing without your consent	4%
Watched, followed, or spied on you	19%

Chart 2.

Percentage of students who experienced one or more stalking behavior at ECSU by gender identity (n = 720)

Experienced Stalking Behavior at ECSU

- Women: 42%
- Men: 29%
- TGN Students: 59%
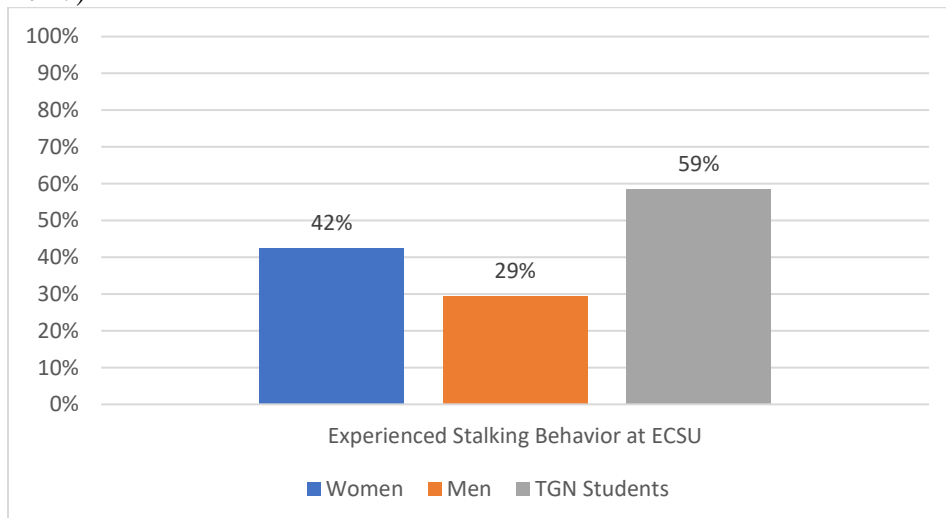
Note. TGN refers to students who identified their gender identity as transgender, gender queer, or nonbinary. Students who selected "Prefer not to say" on the Gender Identity demographic question were removed from this analysis.

Queer-spectrum identified students and students with a disability had higher rates of stalking victimization than heterosexual/straight identified students and those without a disability respectively (See Chart 3 and 4).

Chart 3.

Percentage of students who experienced one or more stalking behavior at ECSU by Sexual Orientation (n = 715)
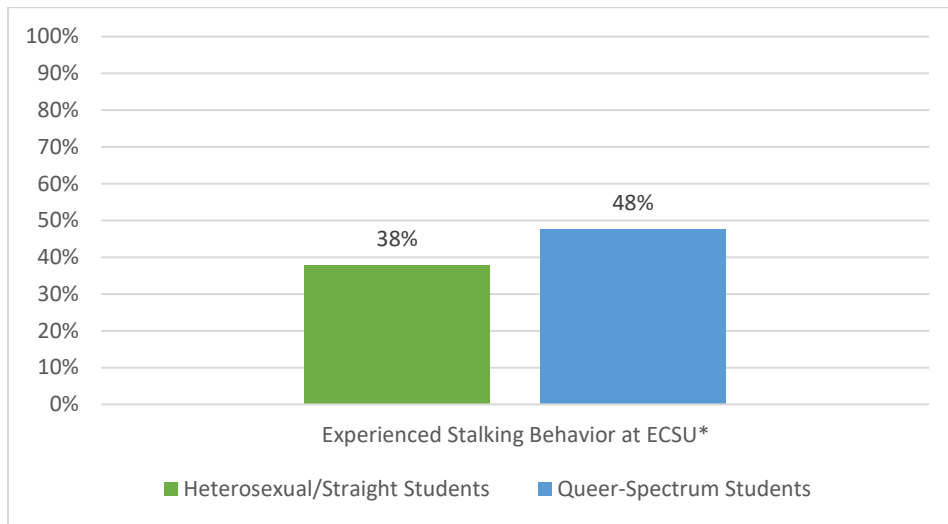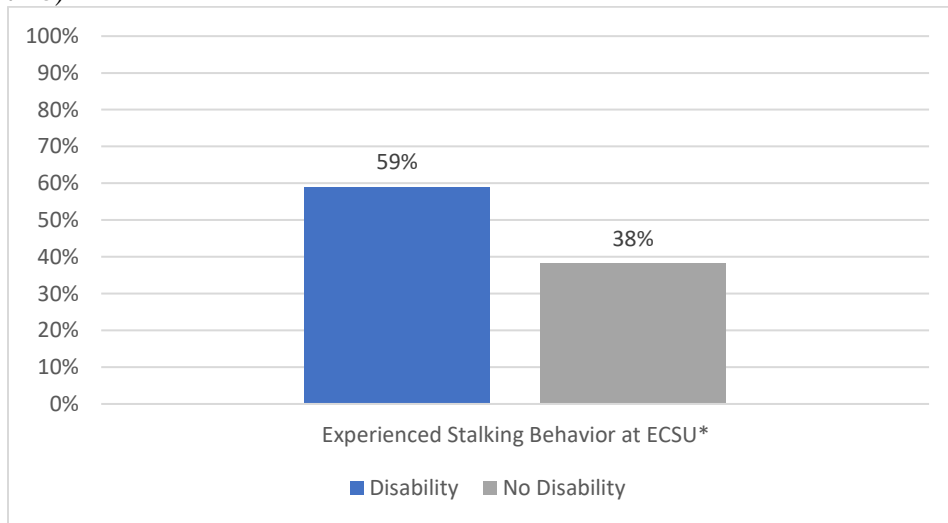

*The difference is significant, X^2 (1, n = 715) = 5.61, p = .018, phi = .092.

Note. Queer-Spectrum students include students who identified as gay, lesbian, bisexual, asexual, pansexual, queer, or questioning. Participants who selected "Prefer not to say" on the Sexual Orientation demographic question were removed from this analysis.

Chart 4.

Percentage of students who experienced one or more stalking behavior at ECSU by disability status (n = 728)

*The difference is significant – X^2 (1, n = 728) = 14.79, p < .000, phi = -.147.

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Location of Incident(s) and Relationship to Offender

Of the 296 ECSU students who experienced one or more stalking behavior, 289 participants provided follow-up information related to the incident(s). Over half of participants who experienced stalking behavior (60.2%, n= 174) indicated that the incidents(s) occurred on campus. Participants stated that just over half (53.6%, n = 155) of the individuals that did the stalking behavior were ECSU students, however, approximately 14% (n = 40) of participants did not know if the other person was a student or not. Participants were also asked about their relationship to the person who did the stalking behavior and 284 individuals provided that information. They could select multiple categories of relationships. Approximately 40% (n = 112) said the other person was a stranger, followed by acquaintance (31%, n = 88), friend (22%, n = 62), former romantic partner (14%, n = 39), other (6%, n = 17), relative/family member, (3%, n = 9), current romantic partner (2%, n = 7), and coach/trainer (2%, n = 7).

Did you tell anyone about the stalking incident(s)?

Students who indicated that they had experienced a stalking behavior were then asked if they had told anyone about these experiences. Approximately 61% (n = 178) of students did tell someone about the incident(s), while 38.4% (n = 111) did not tell anyone. TGN students had the highest proportion of individuals who told someone (79.2%, n = 19), followed by men (63.2%, n = 24) and then women (59.4%, n = 133).

Table 2.

Told someone about the incident by gender identity (n = 178)

|	Did tell someone about the incident(s). (n = 178)		Did **not** tell anyone about the incident(s). (n = 111)	
Gender Identity	%	n	%	n
Women	59.4%	133	40.6%	91
Men	63.2%	24	36.8%	14
TGN	79.2%	19	20.8%	5

Chi-square test for independence (with Yates' Continuity Correction) indicated no significant association between sexual orientation and telling someone about a stalking incident(s) (x^2 (1, n = 283) = .34, p = .48, phi = .107), or disability status and telling someone about a stalking incident(s) (x^2 (1, n = 288) = .17, p = .68, phi = .024).

Who did you tell about the stalking incident(s)?

Students who did tell someone, were asked further questions about who they told. They could select multiple categories. Participants were most likely to tell a close friend other than their roommate (70%, n = 122), followed by their roommate (52%, n = 90). Overall, students were more likely to tell someone in their personal life (friends and family) than professionals.

Chart 5.

*Who did students tell about unwanted stalking behavior? (n = 174)*
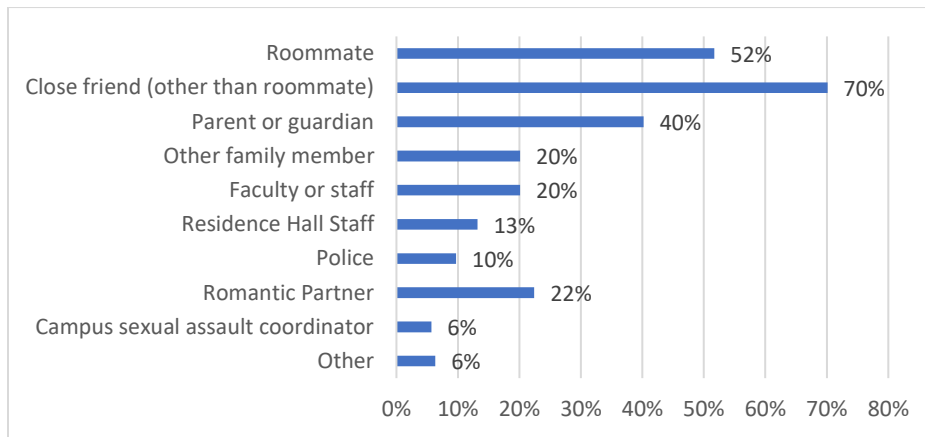
Note. Students were able to select "counselor", but this category was removed as the cell count was less than 5.

Did you contact an ECSU office or official about the stalking incident(s)?

Participants were also asked a series of questions about offices that they may have contacted at ECSU. Approximately 26% (n = 45) of students who told someone about the incident(s) contacted an office or official at ECSU. The vast majority of students who experienced this behavior did not contact an ECSU office or official. However, participants who did were most likely to contact the Title IX Office (33%, n = 15) or Residence Life (29%, n = 13).

Chart 6.

Which offices or officials at ECSU did students contact? (n = 45)
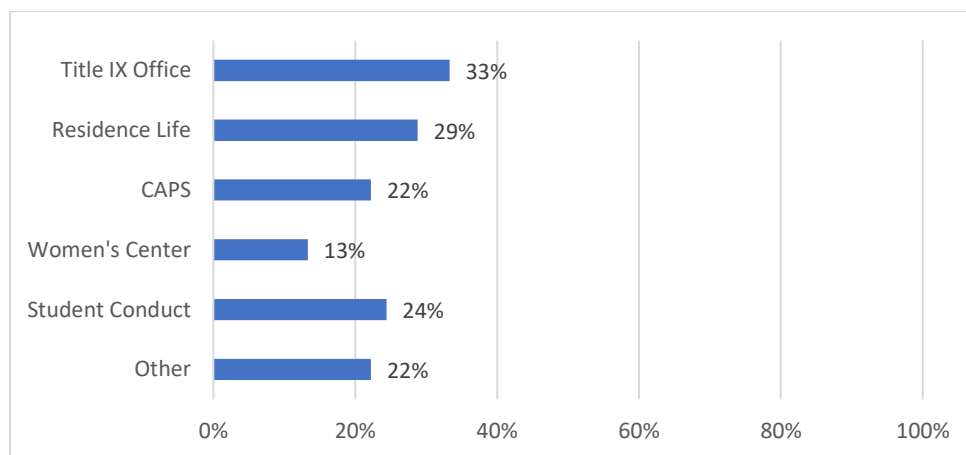
Note. Students were able to select "Pride Center", "Office of Equity and Diversity" and "Athletics". These categories were removed from the table due to cell counts less than 5.

How helpful was the office or official that you contacted about the stalking incident(s)?

Participants who did contact an ECSU office or official about the stalking behavior were asked about how helpful the office or official was on a scale of 1 (not at all helpful) to 4 (very helpful). On average, students rated the helpfulness of offices and officials that they contacted about stalking incidents as 2.86 (SD = 1.19). This indicates that on average students found the offices and officials that they contacted to be somewhat helpful. The application of independent samples t-test did not show evidence of statistically significant differences in the average helpfulness score based on sexual orientation or disability status.(Table 3).

Table 3.

Results of independent sample t-tests examining the relationship between perceptions of helpfulness and disability status and sexual orientation.

Disability Status							
	Students with a disability (n = 14)		Students without a disability (n = 29)		t (41)	p	Cohen's D
	M	SD	M	SD			
Helpfulness of offices and officials (Stalking)	2.86	1.09	2.87	1.25	-.013	.990	.008
Sexual Orientation							
	Straight/Heterosexual Students (n = 21)		Queer-Spectrum Students (n = 21)		t (40)	p	Cohen's D
	M	SD	M	SD			
Helpfulness of offices and officials (Stalking)	3.04	1.20	2.76	1.36	.791	.433	.218

Why did you <u>not</u> contact an ECSU office or official about the stalking incident(s)?

The majority of individuals who told someone about the stalking experience did not contact an office or official at ECSU. These participants (n = 136) were asked the reason for this decision. Participants could mark multiple answers. The number one reason that participants cited for not contacting an ECSU office or official was that they did not think the behavior was serious enough (65%, n = 89), followed by the belief that they could handle it themselves (42%, n = 57).

Chart 7.
Reasons for not contacting an ECSU office or official about stalking behavior (n = 136)
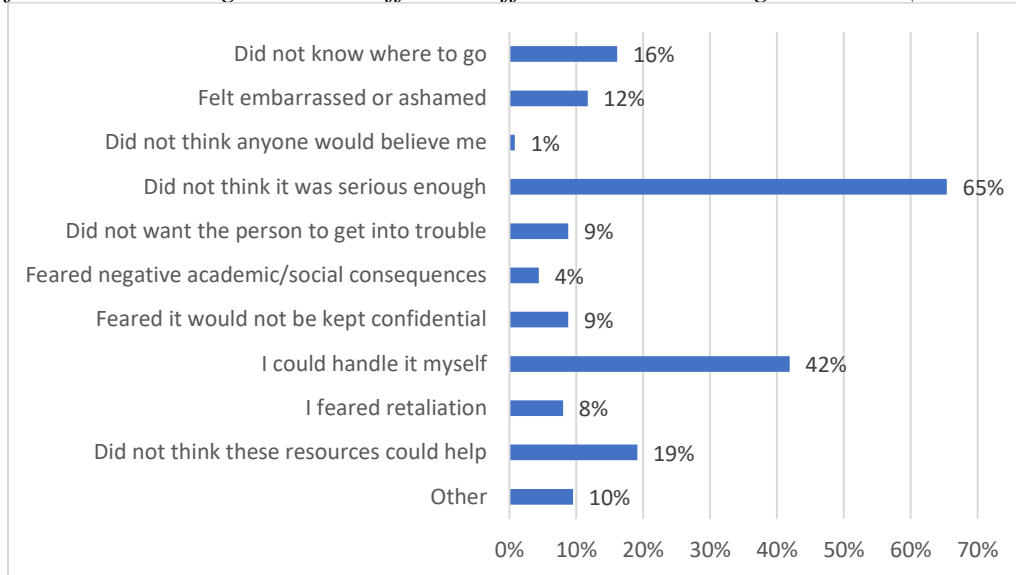
Did you make a formal report of the stalking incident(s)?

Of the participants who told someone about unwanted stalking behavior, 10.3% (n = 18) made a formal report to ECSU about the incident(s). It should be noted that 10.3% (n = 18) of participants who told someone were also unsure if they made a formal report. A total of 15 participants provided information on who they reported the incident(s) to. Participants could mark multiple categories. 60% (n = 9) made a formal report to the Title IX Office, and 46.7% (n = 7) to another Administrator. When asked if the formal process helped them deal with the problem, on a scale of 1 (didn't help me at all) to 5 (completely solved the problem) participants averaged a 2.47, indicating that the process helped them a little bit, but could have helped more.

Intimate Partner Violence

Intimate Partner Violence (IPV) Prevalence[3]

Participants were asked a series of questions about their experiences with intimate partner violence (IPV) since they became a student at ECSU. Approximately 13.2% (n = 95) of students in this sample had experienced IPV during their time at ECSU. Students were asked about the type of IPV behaviors they experienced and could select multiple categories. About 10.3% (n = 74) of participants had had a partner who controlled or tried to control them, while 6.1% (n = 44) have had a partner threaten physical harm and 4.9% (n = 34) of students have had a partner that used physical force or physically injured them. TGN students had a larger proportion of individuals who experienced IPV at ECSU, compared to women and men (Chart 8).

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[3] Cantor, D., Fisher, B., Chibnall, S., Harps, S., Townsend, R., Thomas, G., Lee, H., Kranz, V., Herbison, R., & Madden, K. (2020). *Report on the AAU Campus Climate Survey on Sexual Assault and Misconduct*. https://www.aau.edu/key-issues/campus-climate-and-safety/aau-campus-climate-survey-2019

Chart 8.
Intimate Partner Violence Victimization Prevalence by Gender Identity (n = 717)
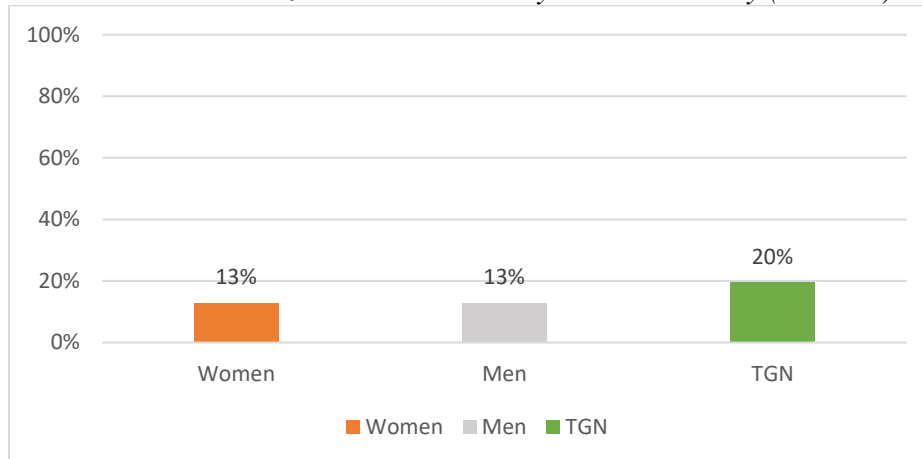

Note. TGN refers to students who identified their gender identity as transgender, nonbinary, or gender queer. Students who selected "Prefer not to say" on the Gender Identity demographic question were removed from this analysis.

       Chi-square test for independence did find that there was a statistically significant association between sexual orientation and experiencing IPV (Chart 9) as well as disability status and experiencing IPV (Chart 10).

Chart 9.
Percentage of students who experienced IPV while students at ECSU by sexual orientation (n = 707)
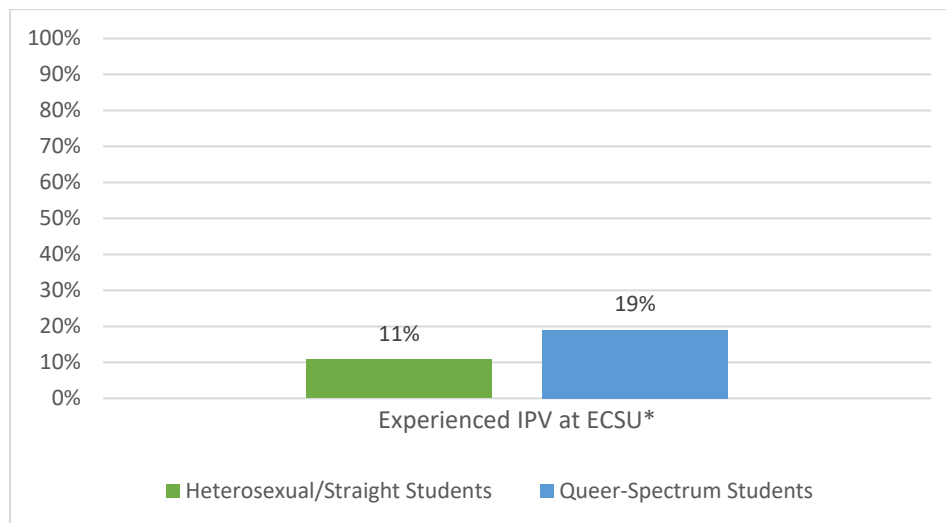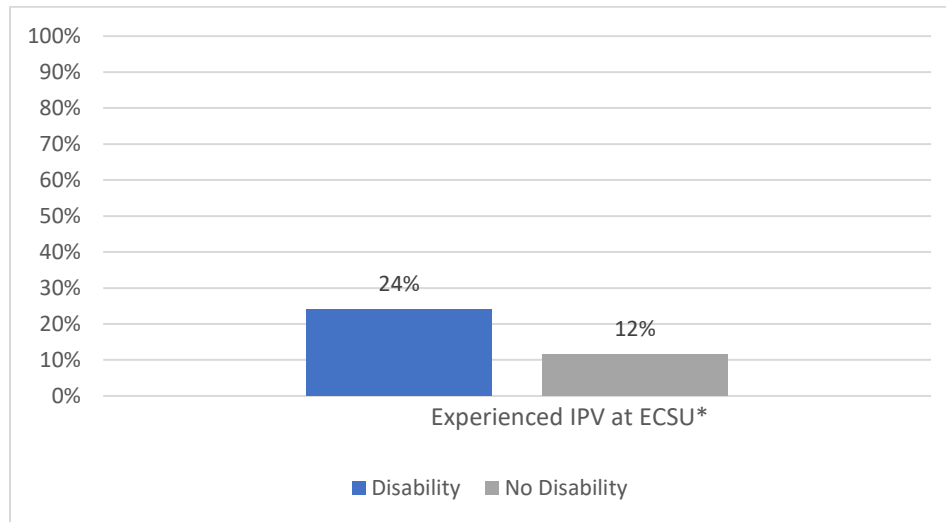

*The difference is significant: X^2 (1, n = 707) = 8.23, p = .004, phi = .112.
Note. Queer-Spectrum students include students who identified as gay, lesbian, bisexual, asexual, pansexual, queer, or questioning. Participants who selected "Prefer not to say" on the Sexual Orientation demographic question were removed from this analysis.

Chart 10.

Percentage of students who experienced IPV at ECSU by disability status (n = 719)

*The difference is significant: X^2 (1, n = 719) = 10.10, p = .001, phi = .125.

Location of Incident(s) and Relationship to Offender

Of the participants who experienced IPV at ECSU, 48.4% (n = 46) indicated that the incident(s) occurred on-campus, while 43.2% (n = 41) said that it did not, and 8.4% (n = 8) were unsure or didn't know. Approximately half of participants (49.5%, n = 47) said that the other person was not a student at ECSU. 44.2% (n = 42) said that the other person was an ECSU student and 6.3% (n =6) were unsure or didn't know.

Participants were asked a question about their relationship to the offender, and they could mark multiple categories. Almost half of participants indicated that the other person was a former romantic partner (47.4%, n = 45) followed by romantic partner (37.9%, n = 36). A smaller proportion of students selected friend (14.7%, n = 14) and acquaintance (9.5%, n = 9). Students were able to select "stranger", "other" and "family member", however, each of these cell counts were less than 5 so details on that data will not be provided.

Did you tell anyone about the IPV incident(s)?

Participants were asked questions about who they told about the IPV that they experienced at ECSU. Only 35.8% (n = 34) of those who experienced IPV told someone, while 64.2% (n = 61) did not. Chi-square test for independence was used to assess any differences in the proportion of individuals who did tell someone or did not tell someone by disability status (X^2 (1, n = 98) = .013, p = .908, phi = -.012), and sexual orientation (X^2 (1, n = 94) = 1.08, p = .297, phi = .108). No statistically significant differences were found.

Of those participants who experienced IPV as students at ECSU and told someone, individuals were most likely to tell a close friend other than a roommate (77%, n = 26), followed by their roommate (53%, n = 18) and a parent or guardian (44%, n = 15). See Chart 11 below for further information about who these individuals told about the incident(s).

Chart 11.

Percentages of who individuals that experienced IPV told about the incident(s) (n =34)
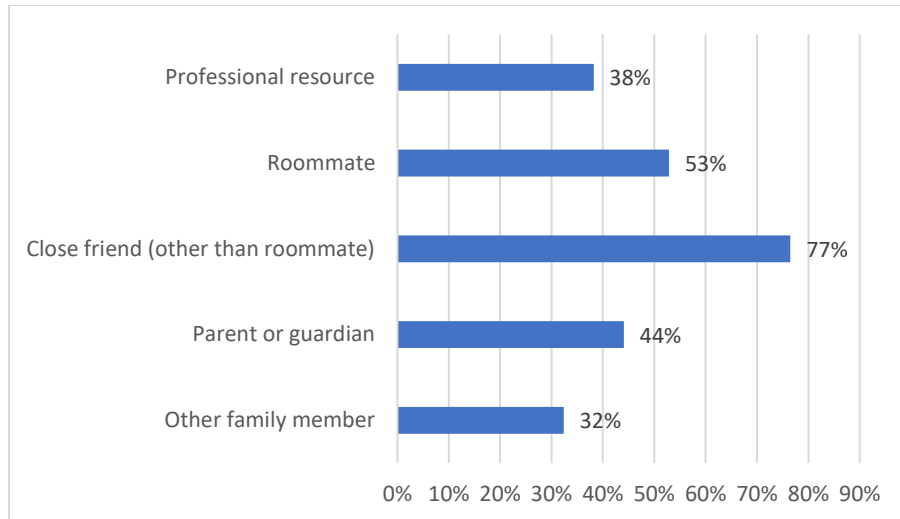
Note. Due to cell counts under 5, several categories ("counselor", "faculty/staff", "residence life staff", "police", and "campus sexual assault coordinator") were re-coded into a single category called "professional resources". The category "romantic partner" was removed from the table due to a cell count below 5.

Did you contact an ECSU office or official about the IPV incident(s)?

Participants were asked whether they contacted any office or official at ECSU. Of the students who experienced IPV at ECSU and told someone about it, 26.5% (n = 9) did so. These individuals were asked to rate how helpful the office was on a scale of 1 (not at all helpful) to 4 (very helpful). The average score was 2.33 (SD = 1.32) , indicating that students perceived these offices and officials to be a little helpful regarding their incident(s) of intimate partner violence.

Why did you not contact an ECSU office or official about the IPV incident(s)?

Many participants who experienced IPV and told someone in their life about it, did not contact an office or official at ECSU. Twenty-five individuals who experienced IPV, did tell someone in their life, but did not contact an ECSU office or official shared why they chose not to do so. The most cited reason by participants was that they thought they could handle it themselves (56%, n = 14), followed by they did not think it was serious enough to contact these offices (52%, n = 13).

Chart 12.

Reasons for not contacting an office or official at ECSU about IPV (n = 25)
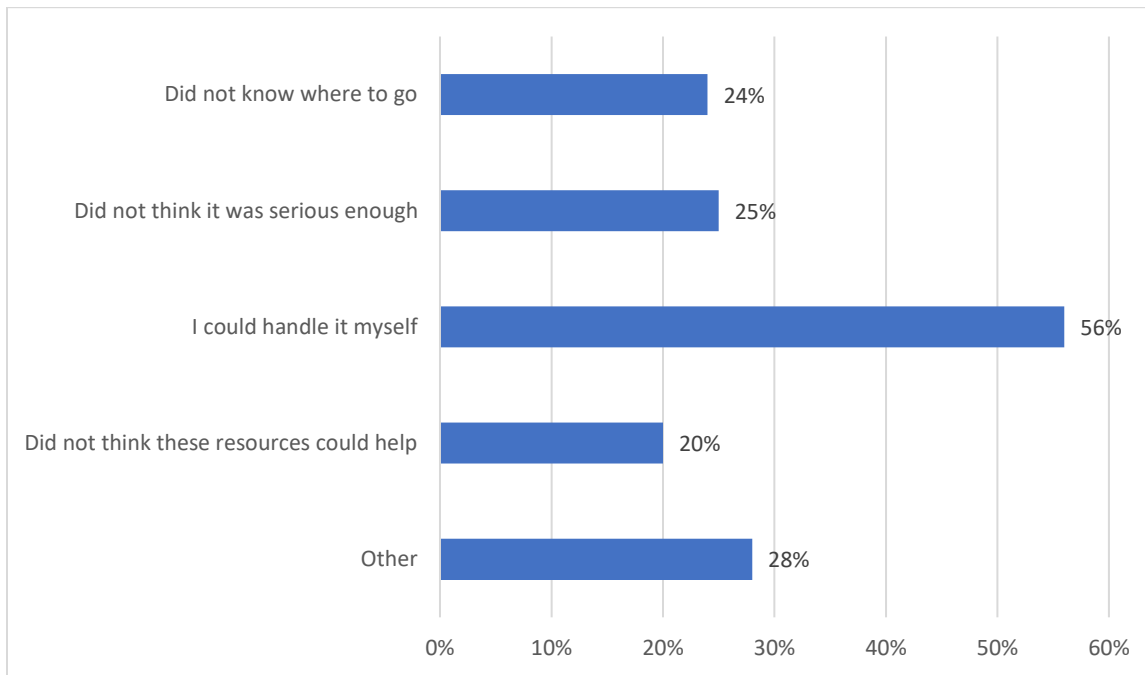
Note. Several categories were excluded from this chart because they had cell counts of less than 5. These categories included: "was embarrassed or ashamed", "did not want the other person to get in to trouble", "feared negative consequences", "feared retaliation", and "did not think anyone would believe me".

Did you make a formal report about the IPV incident(s)?

Of the 34 people who had experienced IPV as a student at ECSU and told someone in their life about it, the vast majority did <u>not</u> make a formal report (82.4%, n = 28). As a very small number of individuals indicated that they made a formal report (less than 5), no further information on their experience is available.

Sexual Assault

Sexual Assault Victimization Prevalence[4]

In order to accurately measure the prevalence of sexual assault amongst this sample, questions were asked about specific behaviors that participants experienced. Sexual assault was defined for participants as sexual contact that the student did not consent to and that they did not want to happen. Sexual contact included touching of sexual body parts, oral sex, anal sex, sexual intercourse, and penetration of a vagina or anus with a finger or object. Participants were reminded that unwanted sexual contact could happened when someone touches or grabs a sexual body part, uses force against them, threatens to hurt them or someone close to them, or they are unable to provide consent because they are incapacitated, passed out, unconscious, blacked out or asleep.

Sexual Assault Victimization Prevalence Prior to Attending ECSU

Prior to attending ECSU, 32.1% (n = 231) of participants experienced sexual assault. Women (37%, n = 199) and TGN participants (47.5%, n = 19) had higher proportions of individuals who experienced unwanted sexual contact before coming to ECSU, compared to men (8.3%, n = 11).

Table 4.
Percentage and frequency of participants who experienced sexual assault prior to attending ECSU by gender identity (n = 712)

|	Women		Men		TGN	
	%	n	%	n	%	n
Experienced sexual assault **prior** to attending ECSU	36.9%	199	8.3%	11	47.5%	19

Note. TGN refers to students who identified their gender identity as transgender, nonbinary, or gender queer. Students who selected "Prefer not to say" on the Gender Identity demographic question were removed from this analysis.

Additionally, queer-spectrum students (46.3%, n = 99) had significantly higher rates of prior victimization compared to heterosexual/straight identified students (25.9%, n = 127). (See Chart 13). Students with a disability (51.5%, n = 50) also had high proportions of individuals who experienced unwanted sexual contact compared to those without a disability (29.1%, n = 181) (See Chart 14).

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[4] Krebs, C., Lindquist, C., Bersofsky, M., Shook-Sa, B., Peterson, K., Planty, M., Langton, L., & Stroop, J. (2016). Campus climate survey validation study final technical report. https://nccpsafety.org/assets/files/library/Campus_Climate_Survey_Validation_Study.pdf

Chart 13.

Percentage of participants who experienced unwanted sexual contact prior to attending ECSU by sexual orientation (n = 707)
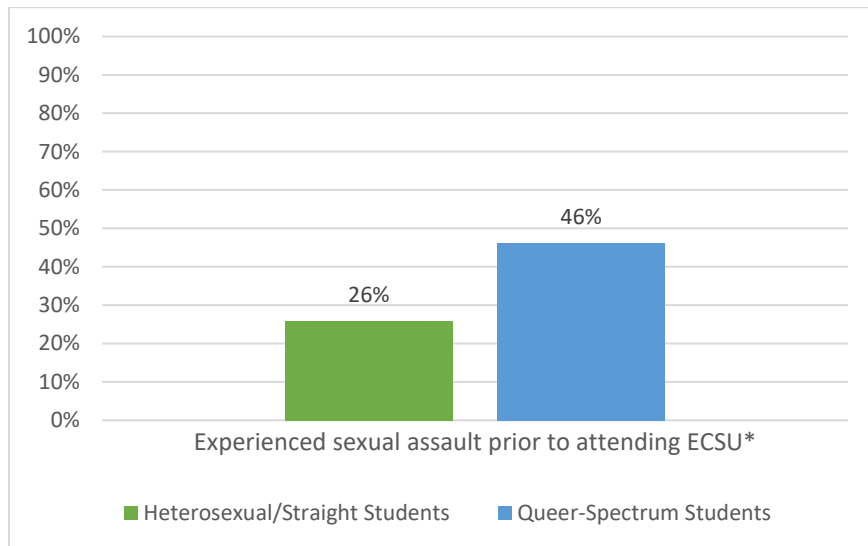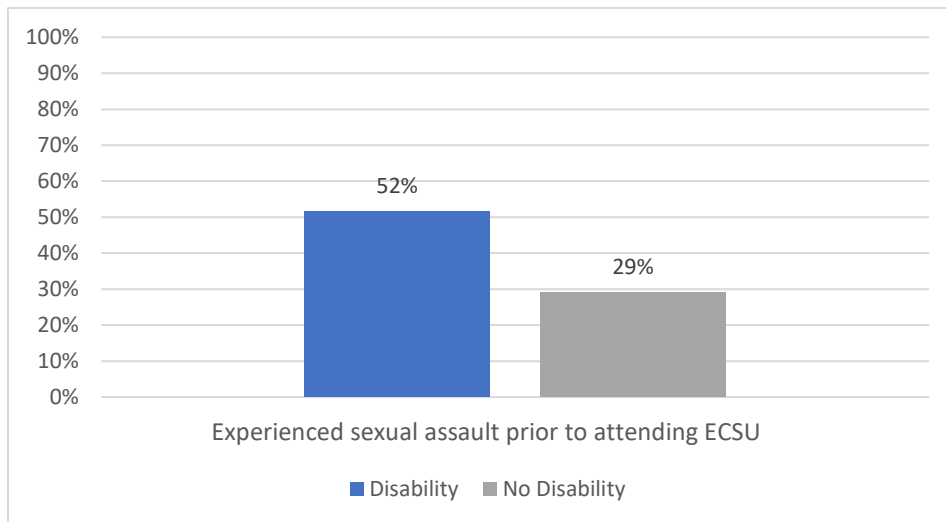

* The difference is significant: X^2 (1, n = 705) = 28.47, p < .001, phi = .201.
Note. Queer-Spectrum students include students who identified as gay, lesbian, bisexual, asexual, pansexual, queer, or questioning. Participants who selected "prefer not to say" to the demographic question about sexual orientation were excluded from this analysis.

Chart 14.

Percentage of participants who experienced unwanted sexual contact prior to attending ECSU by disability status (n = 707)

The difference is significant: X^2 (1, n = 718) = 18.27, p < .001, phi = .164.

Prevalence of Sexual Assault Victimization since Attending ECSU

Overall, 15.9% (n = 114) of participants in this sample experienced sexual assault since they began attending ECSU as undergraduate students. Of the individuals who experienced this victimization, the majority (n = 112) provided follow-up information about the assault. First, these individuals were asked about the types of unwanted sexual contact they experienced and could select multiple categories. Approximately 83.9% (n = 94) of survivors experienced forced touching of a sexual nature, 33.9% (n = 38) were forced to touch another person's intimate parts, 27.7% (n = 31) experienced unwanted oral sex, 5.4% (n = 6) experienced unwanted anal sex, 40.2% (n = 45) experienced unwanted sexual intercourse, and 35.5% (n = 40) experienced unwanted sexual penetration with a finger or object. Women and TGN identified participants had higher proportions of sexual assault victimization compared to men (Table 5).

Table 5.
Percentage of participants who experienced sexual assault since attending ECSU by gender identity. (n = 712)

	Women		Men		TGN	
	%	n	%	n	%	n
Experienced sexual assault since attending ECSU	18.3%	99	3.8%	5	22.5%	9

Note. TGN refers to students who identified their gender identity as transgender, nonbinary, or gender queer. Students who selected "Prefer not to say" on the Gender Identity demographic question were removed from this analysis.

Additionally, queer-spectrum students were significantly more likely to experience sexual assault as a student at ECSU than heterosexual/straight students (Chart 18). Students with disabilities also had a higher rate of victimization compared to students without disabilities (Chart 15). There was no significant difference in rates of sexual assault by racial background (Chart 16).

Chart 15.
Percentage of participants who experienced unwanted sexual contact since they began attending ECSU by sexual orientation (n = 705)
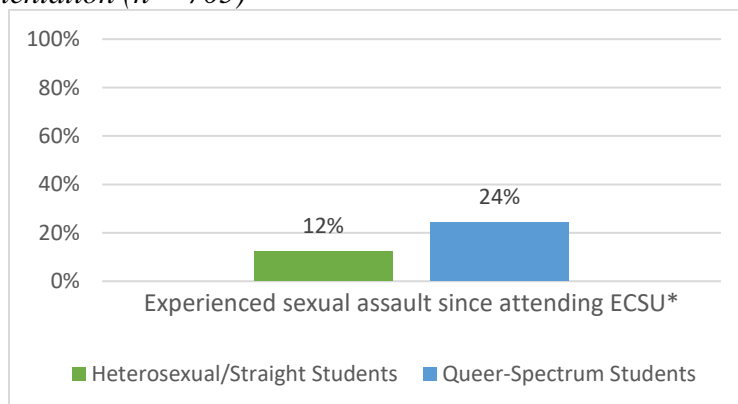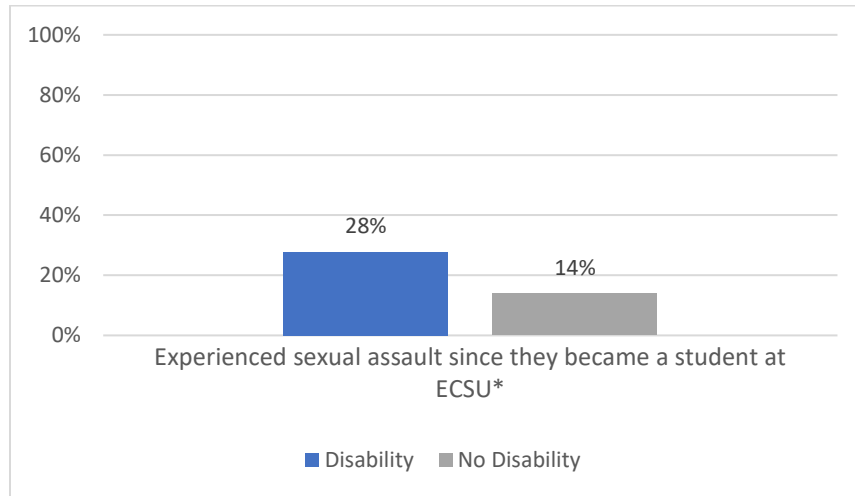
Note. Participants who selected "prefer not to say" to the demographic question about sexual orientation were excluded from this analysis

Chart 16.

Percentage of participants who experienced unwanted sexual contact since they began attending ECSU by disability status (n = 718)

The difference is significant: X^2 (1, n = 718) = 12.01, p = .001, phi = .129.

Alcohol and other drug use prior to the incident(s)

Alcohol and other drug use sometimes co-occur with sexual assault in the college context and can impact reporting decisions. Students who experienced sexual assault were asked one question about whether the person who did the behavior was using alcohol or other drugs and a second question about whether they were using alcohol or other drugs in the hours prior to the incident. When participants were asked about their own use of alcohol and/or other drugs they were also sent the following message: *Please keep in mind that you are not responsible for what happened, even if you had been drinking or using drugs or had been given a drug without your knowledge or consent. Remember your answers are anonymous.*

Approximately half of participants (52%, n = 58) indicated that the offender was using alcohol or other drugs prior to the incident (s) while fewer stated that they were using alcohol or other drugs in the hours prior to the incident(s) (41%, n = 46).

Chart 17.

Percentages of alcohol and/or other drug use by offender and survivor prior to the incident(s)
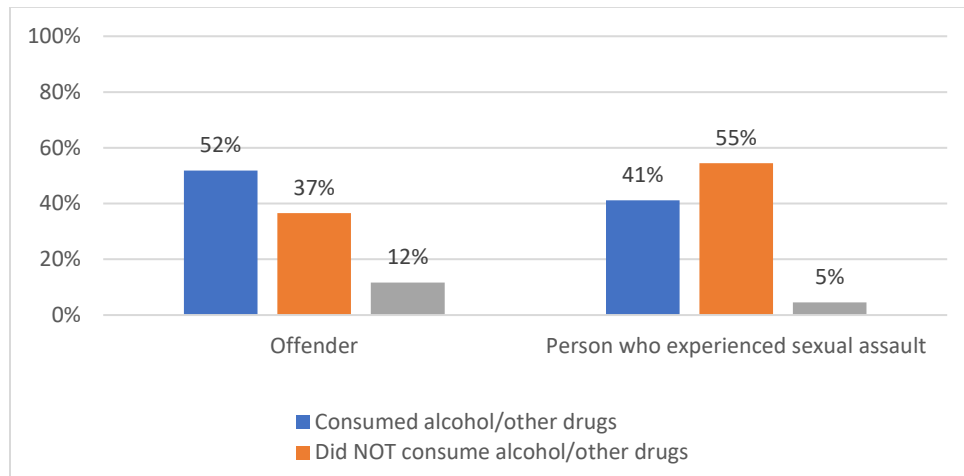
Location and Relationship to Offender

The majority of participants who experienced sexual assault at ECSU indicated that the incident(s) occurred on-campus (59.5%, n = 66) as opposed to off-campus (40.5%, n = 45). Also, 63.1% (n = 70) of these participants said that the offender was an ECSU student, while 31.5% (n = 35) said they were not, and 5.4% (n = 6) didn't know.

These participants were also asked about their relationship to the person who assaulted them and could select multiple categories. The most often selected category was acquaintance (37.3%, n = 41), followed by friend (27.3%, n = 30), stranger (21.8%, n = 24), former romantic partner (17.3%, n = 19), and romantic partner (13.6%, n = 15). Students were also able to select "family member/relative" and "faculty/staff". Both categories had less than 5 cell counts and so are suppressed.

Label of the Experience

Participants who experienced sexual assault at ECSU were asked how they labeled the experience and could write-in a response. Fifty-nine individuals wrote in a response. The responses varied greatly. While 15 individuals wrote that they labeled the incident sexual assault and/or rape, multiple participants indicated that they had not yet been able to process what happened to them, others wrote "uncomfortable", "terrifying", and "disgusting", Other labels included "awful", "bad", "coercion", "frightening", "hard to accept", "unwanted", and "terrible".

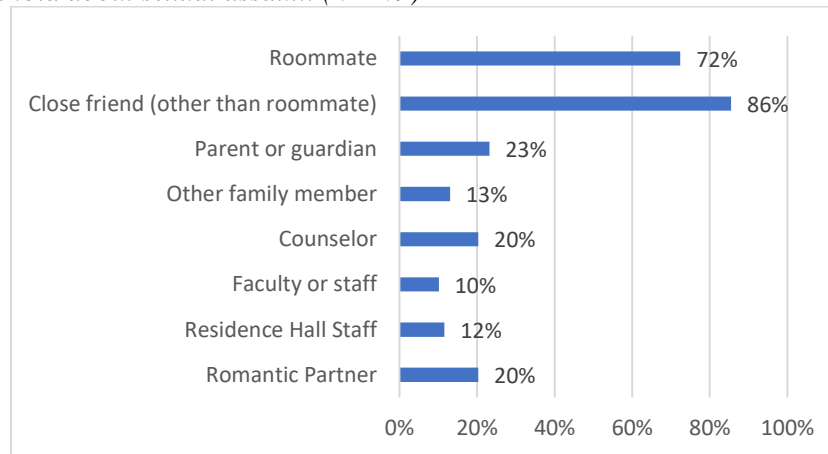## Did you tell anyone about the sexual assault?

When asked, 63% (n = 70) of participants responded that they did tell someone about the incident(s). Chi-square test for independence with Yates Continuity Correction did not find any significant associations between sexual orientation and telling someone (X^2 (1, n = 107) = .518, p = .602, phi = .069), or having a disability and telling someone (X^2 (1, n = 111) = .000, p = .990, phi = -.001.

Who did you tell about the sexual assault(s)?

Of the participants who experienced sexual assault and told someone about it (n = 70), 69 participants answered a question about who they told. Participants could mark multiple categories. As seen earlier in this report with students who experienced stalking or IPV, participants were most likely to tell close friend other than their roommate (85.5%, n = 59) and their roommate (72.4%, n =50). Participants were less likely to tell professional resources than friends or family. See Chart 18 below for full details.

Chart 18.
Who participants told about sexual assault. (n = 69)

Note. Students could select "campus victim advocate" and "police". However, these categories were removed from the chart as they had cell counts less than 5.

### Did you contact an ECSU office or official about the sexual assault?

Participants who did tell someone were asked if they contacted an ECSU office or official about the incident. The majority, 71.4% (n = 50) stated that they did <u>not</u> contact an office or official. The remaining 28.6% (n = 20) did contact an office or official and were asked which offices they contacted. Participants could mark multiple categories. Approximately 45% (n = 9) contacted the Title IX Office, 45% (n = 9) contacted CAPS, 25% (n = 5) contacted Residence Life, and an additional 45% (n = 9) contacted other offices. These participants were asked how helpful the office or official was on a scale of 1 (not at all helpful) to 4 (very helpful). The mean score was 1.97 indicating that, on average, the office or official was only a little helpful.

Why did you not contact an ECSU office of official about the sexual assault?

Many participants did not contact an ECSU office or official about the sexual assault incident(s). Those individuals were asked why they did not make this contact and could select multiple reasons. The most selected reason was that that they did not think that the incident(s) was serious enough to contact someone about (45.6%, n = 31), followed by feeling like they could hand it themselves (27.9%, n =19), and feeling embarrassed and/or ashamed (25%, n = 17).

Chart 19.
Reasons students who experienced sexual assault did not contact ECSU office or official about sexual assault (n = 68)
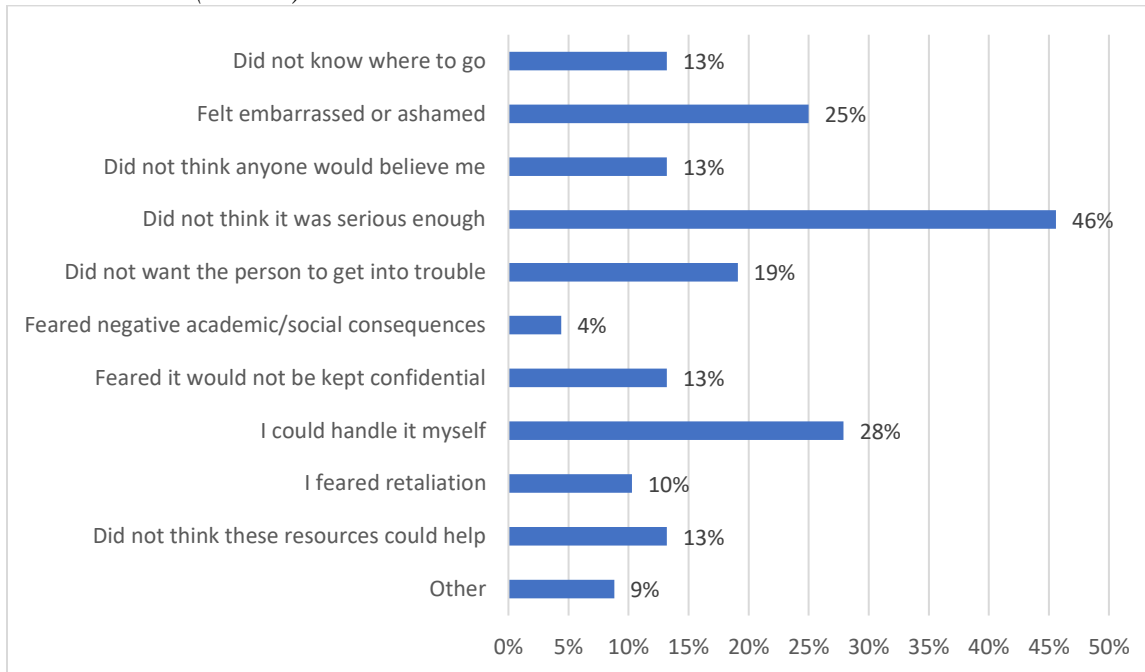
Formal Reports of Sexual Assault at ECSU

Participants who had experienced sexual at ECSU and told someone about it were asked if they had made a formal report. Not a single participant in this sample reported an incident of sexual assault to ECSU. Therefore, no additional information about that experience was provided.

Perceptions of the ECSU Campus Climate

Belonging[5]

At the beginning of the survey, students were asked questions about their sense of belonging on campus. Approximately 82% (n = 642) of participants agreed or strongly agreed that they felt valued in the classroom/learning environment, 73% (n = 575) agreed or strongly agreed that they feel safe on this campus and 71% (n =565) of participants agreed or strongly agreed that they are happy to be at this university.

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[5] White House Task Force to Protect Students from Sexual Assault. (2014b). Climate surveys: Useful tools to help colleges and universities in their efforts to reduce and prevent sexual assault. United States White House: Washington D.C. https://www.justice.gov/ovw/page/file/910426/download

Chart 20.

Sense of Belonging – All Survey Respondents (n = 790)
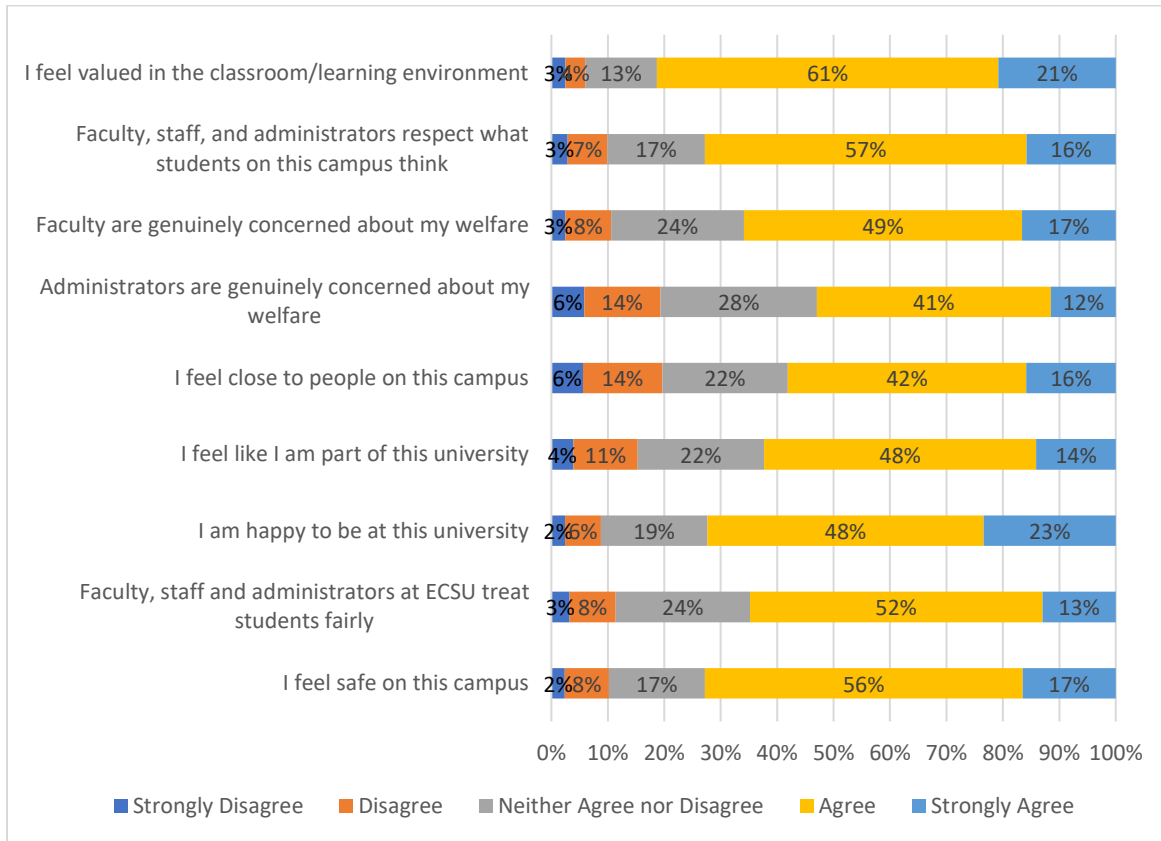
The items that measured belonging are derived from the Campus Connectedness Scale (White House Task Force, 2014 b). This scale includes nine items, with responses on a five-point Likert scale ranging from "strongly disagree" to "strongly agree". In this study the Cronbach's Alpha for this scale was .887, indicating a high level of internal consistency amongst these items. One-way analysis of variance was used to assess any significant differences between the average belonging score of women (M = 33.01, SD = 5.81), men (M = 33.26, SD= 7.32), and TGN students (M = 33.02, SD = 6.67). There was no significant difference based on this analysis (F (2, 778), p = .952).

Independent sample t-test was conducted to compare the belonging score for several groups of students. While there was a statistically significant difference in scores for queer-spectrum students (M = 32.42, SD = 5.99) and straight/heterosexual students (M = 33.39, SD = 6.22); t(773) = 2.00, p = .045, two-tailed, the magnitude of the difference was extremely small (Cohen's D = .142) and does not appear to have a real-world application. There was also a statistically significant difference in scores for students with a disability (M = 30.79, SD = 6.90) and students without a disability (M = 33.47, SD = 6.04); t(767) = -4.08, p = .000, two-tailed, and the difference was approaching a medium effect size (Cohen's D = .413)

Trust in Campus Support Services[6]

Next, students were asked questions about their trust in campus officials to protect them from harm in general, handle crisis, and support them during difficult times. Less than half of students agreed or strongly agreed that ECSU officials would handle a crisis well if it occurred (39%, n = 312)), handle incidents in a fair manner (40%, n = 320), and that ECSU does enough to protect the safety of students (41%, n = 326). Also, less than half of students of students (46%, n = 367) agree or strongly agree that there is a good support system for students going through difficult times. Half of respondents (50%, n = 402) agreed or strongly agreed that campus officials should do more to protect students from harm. Of particular note regarding these questions is the high percentage of students who marked "neither agree nor disagree" on each item, ranging from 36% - 54%.

Chart 21.
*Trust in Campus Support Systems – All Survey Respondents (n = 790)*
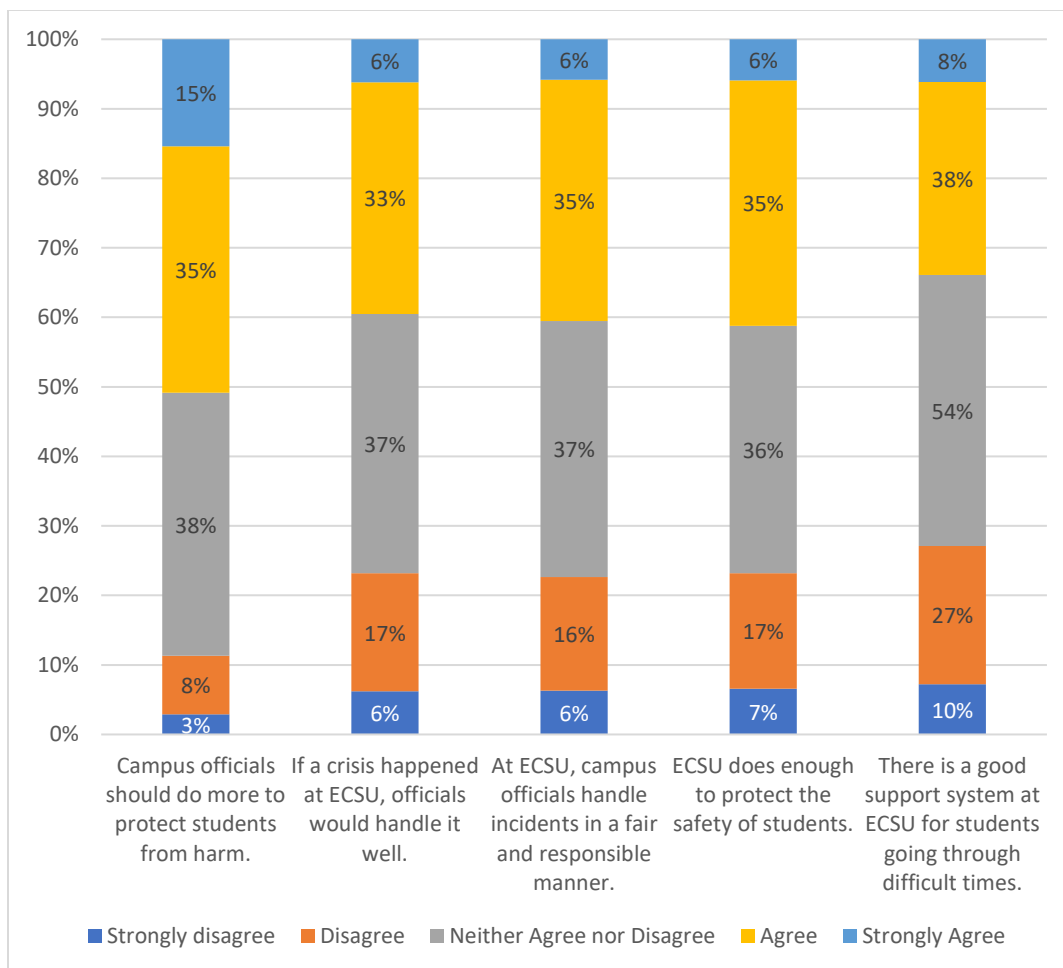
Trust was measured through the Trust in Campus Support Services Scale (White House, 2014b). The Cronbach's Alpha for the scale was .811. The average scores on the Trust in Campus Support Systems Scale were used to compare the level of trust by different groups. First, Welch's ANOVA was used to compare the level of trust by gender identity (men, women, TGN). On average, men had the highest score (M = 16.16, SD = 3.59), followed by women (M = 15.07, SD = 3.75) and TGN (M = 13.51, SD = 4.60). The difference in means, while statistically significant (f (2, 100.38) = 8.36, p = .000) is extremely small (eta squared = .02) and likely does not have practical significance.

Chart 22.
Mean of Trust in Campus Support Systems Score by gender identity (n = 790)
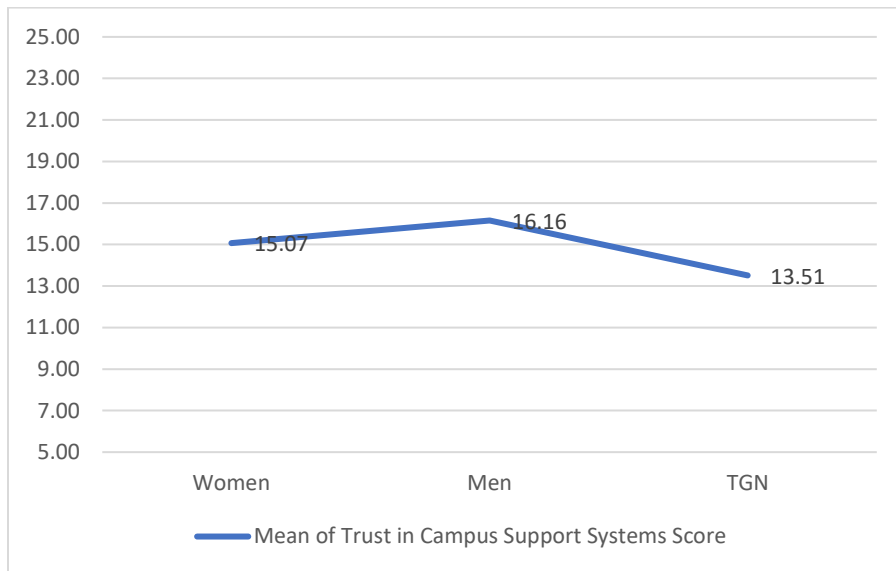
Note. The minimum score is 5 and maximum score was 25 on the TCSS Scale. *Note.* TGN refers to students who identified their gender identity as transgender, nonbinary, or gender queer. Students who selected "Prefer not to say" on the Gender Identity demographic question were removed from this analysis.

Independent sample t-tests was used to assess differences based on sexual orientation, racial background and disability status. There were small differences based on sexual orientation and disability status. On average, queer-spectrum students scored slightly lower (M = 14.16, SD = 4.07) on the trust scale compared to heterosexual students (M = 15.16. SD = 3.63), t(773) = 4.67, p = .000, two tailed, Cohen's D = .376. Also, students with disabilities (M = 13.73, SD = 4.14) scored slightly lower on the trust scale than students without a disability (M = 15.45, SD = 3.72), t(787) = -4.23, p = .000, two tailed, Cohen's D = .437.

Perceptions of Institutional Response to Sexual Misconduct[7]

      The last set of questions about student perceptions of the ECSU campus climate were focused on how students perceive ECSU would respond if a student reported an incident of sexual misconduct to the institution. Just over half of participants (53%, n = 401) thought it was likely or very likely that if a student made a report of sexual assault ECSU would support them, 49% (n = 369) think it is likely or very likely that ECSU would take the report seriously and 48% (n = 364) of participants believe it is likely or very likely that ECSU would handle the report fairly. See Table 28 below for further details.

Chart 23.
Perceptions of Institutional Response – All Survey Respondents (n = 747)
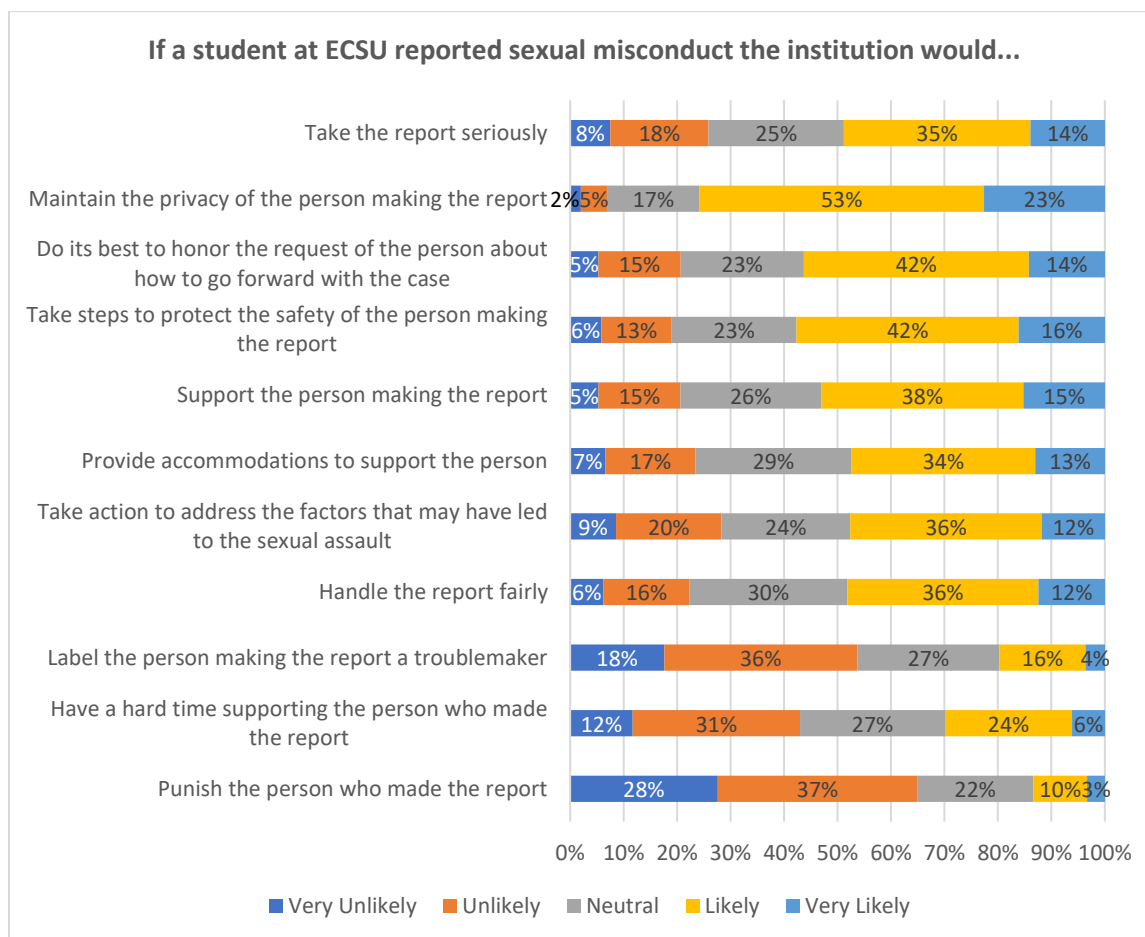
      Perceptions of institutional response was measured by a scale on the Administrator Researcher Campus Climate Survey (Swartout et al., 2019). The scale included eleven items

[7] Swartout, K., Flack, W., Cook, S., Olson, L., Smith, P., & White, J. (2019). Measuring campus sexual misconduct and its context: The administrator-researcher campus climate consortium (ARC3) survey. *Psychological Trauma: Theory, Research, Practice, and Policy,* 11 (5), 495 – 504. https://doi.org/10.1037/tra0000395

with responses that ranged from "Very Unlikely" to "Very Likely" on a five-point Likert scale. The Cronbach's Alpha score for this scale was .913 indicating a strong internal consistency.

Average means on the Institutional Response Scale score were used to compare groups. Welch's ANOVA was used to compare the mean scores by gender identity (men, women, TGN). Men scored highest (M = 41.29) followed by women (M = 37.28) and TGN (M = 34.02). While there was a statistically significant difference, $f(2, 95.37) = 16.70$, $p = .000$, the difference was between small and medium (eta squared = .044).

Chart 24.
Mean of Institutional Response Scale score by gender identity (n = 747)
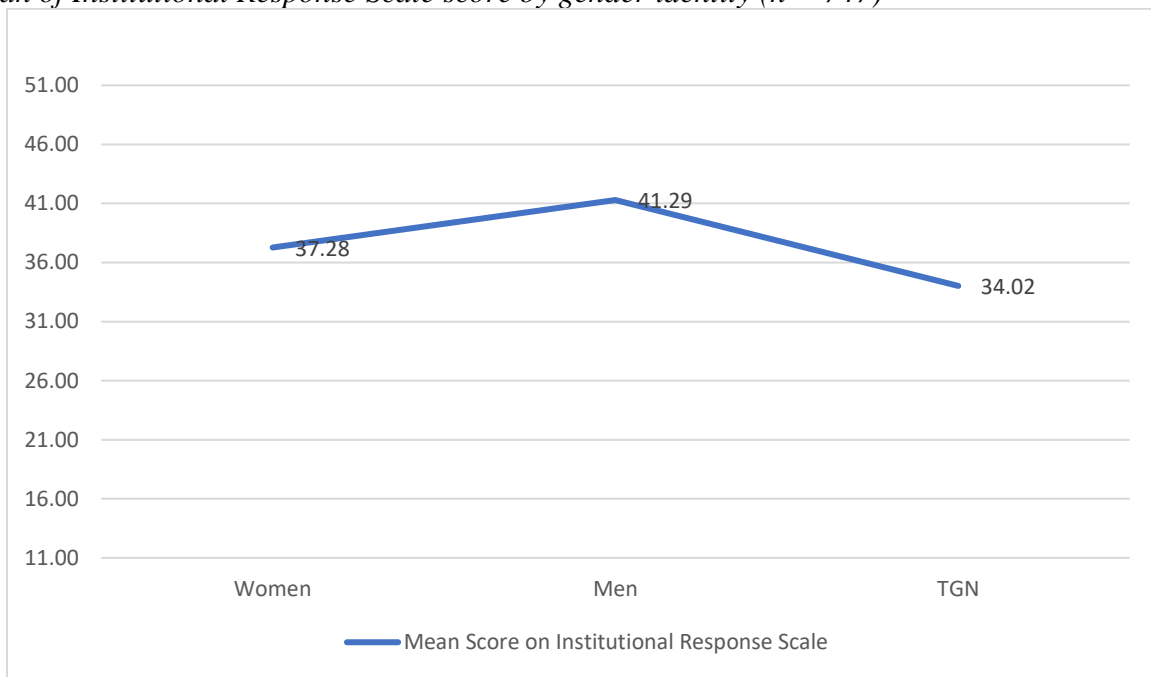
Note. The minimum score was 11 and the maximum score was 55 on the Institutional Response Scale. TGN refers to students who identified their gender identity as transgender, nonbinary, or gender queer. Students who selected "Prefer not to say" on the Gender Identity demographic question were removed from this analysis.

Independent sample t-test was used to compare additional groups. There were small differences when comparing groups by sexual orientation and disability status. Queer-spectrum students had a slightly lower mean score (M=35.49, SD = 9.32) compared to heterosexual/straight students (M = 38.89, SD = 8.16), $t(740) = 4.73$, $p = .000$, Cohen's D = .3.89. Students with a disability had slightly lower average scores (M = 35.43, SD = 9.69) compared to students without a disability (M = 38.19, SD = 8.46), $t(753) = -2.71$, $p = .008$, Cohen's D = .303.

Finally, independent sample t-test was used to assess the difference in institutional response scores between students who had experienced sexual misconduct (stalking, IPV and/or sexual assault) at ECSU and those who had not. There was a statistically significant difference between these groups, whereby students who had experienced sexual misconduct at ECSU had lower average scores (M = 35.76, SD = 9.05) than those who had not (M = 40.52, SD = 7.76),

t(716) = 6.837, p = .000, two tailed. The Cohen's D for this relationship is .509, indicating a medium strength. This suggests that students who experienced sexual misconduct at ECSU were less likely to perceive that ECSU would respond to sexual misconduct in a fair and supportive manner, than students who had not experienced sexual misconduct (see Chart 30).

Chart 25.
Mean of Institutional Response Scale score by whether a student experienced sexual misconduct at ECSU (n = 718)
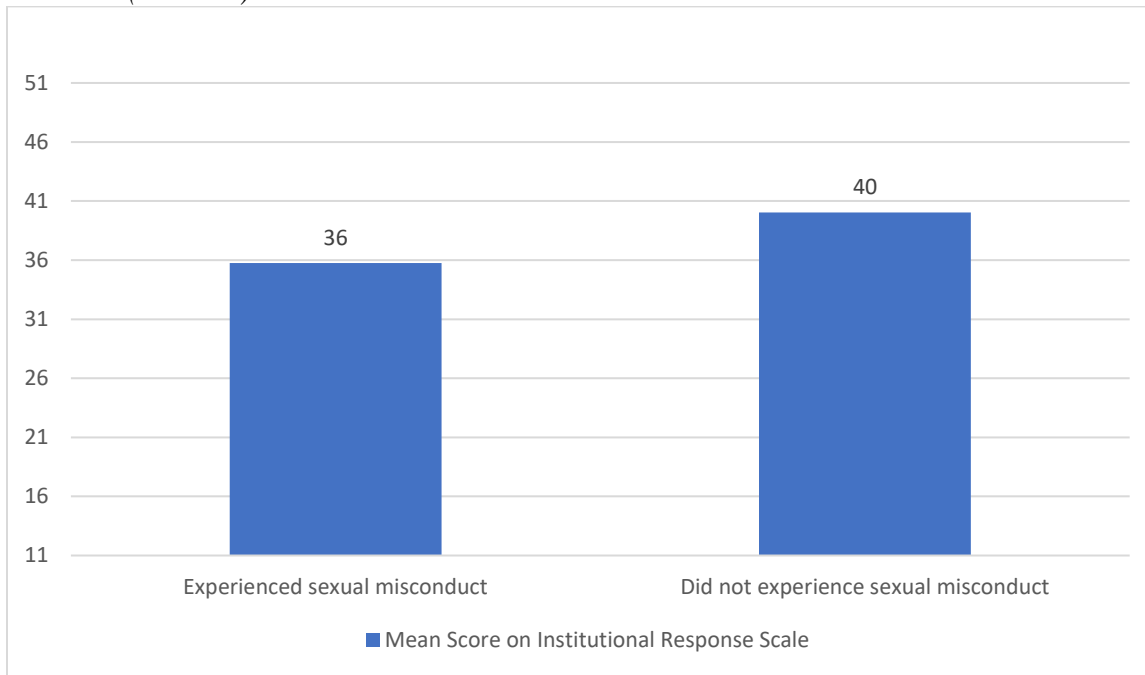
Note. The minimum score was 11 and the maximum score was 55 on the Institutional Response Scale. s.

Resources and Training

Knowledge of Resources[8]

Participants were asked several questions about their knowledge of resources at ECSU. Just under half of participants (48%, n = 368) agree or strongly agree that they would know where to get help on campus if they or a friend experienced sexual misconduct. Also, less than half (41%, n = 317) agree or strongly agree that they know where to go to make a report of sexual misconduct at ECSU. Only 37% (n = 280) of participants agree or strongly agree that they understand what happens when a student reports a claim of sexual misconduct at ECSU.

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[8] McMahon, S. (2018). #iSPEAK: Rutgers Campus Climate Survey. Retrieved from https://socialwork.rutgers.edu/file/4402/download

Chart 26.
Knowledge of resources – know where to get help – all participants (n = 756)

If a friend or I experienced sexual misconduct, I know where to go to get help on campus.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
7%	29%	15%	37%	11%
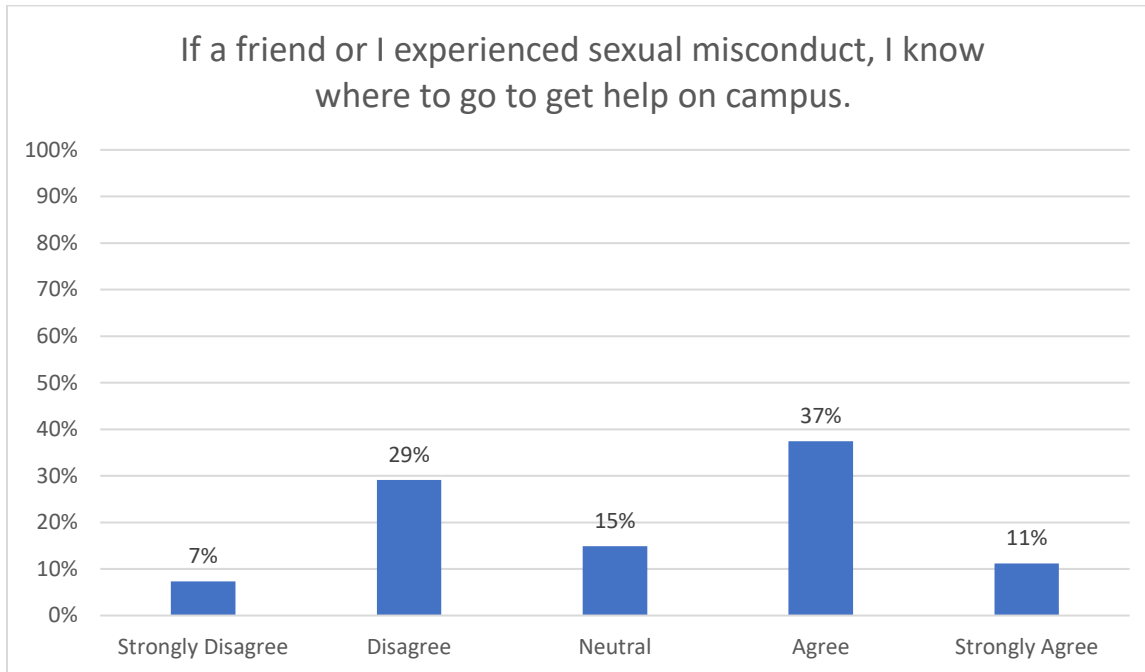
Chart 27. *Knowledge of resources –understand what happens – all participants (n = 756)*

I understand what happens when a student reports a claim of sexual misconduct at ECSU.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11%	33%	19%	27%	10%
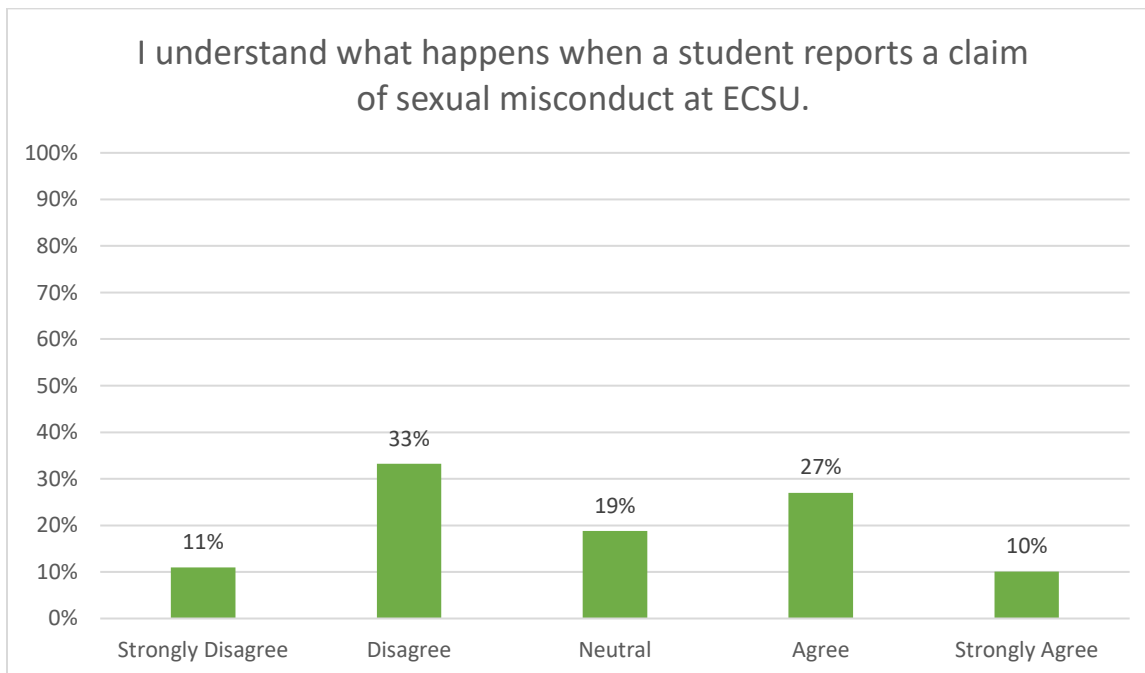
Chart 28.
Knowledge of resources –know where to go – all participants (n = 756)

I know where to go to make a report of sexual misconduct.

| Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
10%	33%	15%	31%	11%
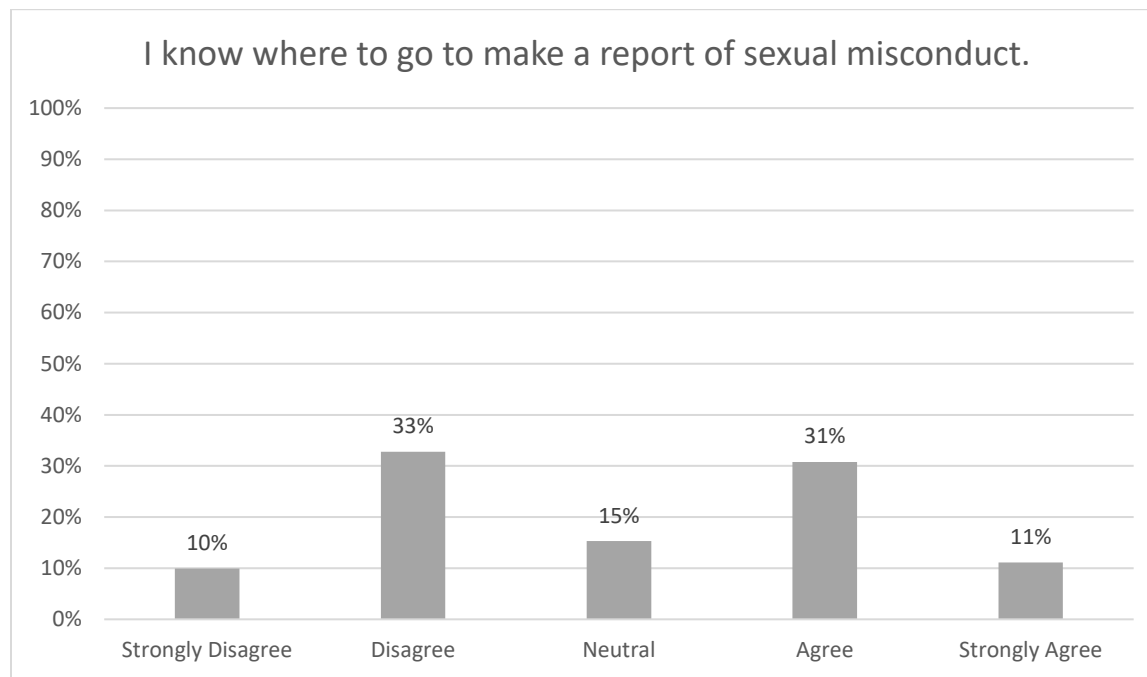
Training[9]

   A majority of participants (81.7%, n = 616) had received information or education about sexual misconduct before they became a student at ECSU (and that did not come from ECSU). Additionally, 94.7% (n =712) of participants completed required training modules or information sessions about sexual assault or other sexual misconduct since they became a student at ECSU.

   Participants were asked what topics were included in the required training module or information session that they attended and could select multiple categories. The majority of participants indicated that the training they attended included information on what sexual assault is (86%, n = 677), information about consent (80%, n = 633), how to recognize dangerous situations and potentially intervene (77%, n = 609), and sexual assault prevention (75%, n = 592). Less than half of participants indicated that their training included information about ECSU's confidential resources (44%, n = 348) and the procedure for investigating an assault (32%, n = 250). See Chart 34 below for more detailed information.

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[9] McMahon, S. (2018). #iSPEAK: Rutgers Campus Climate Survey. Retrieved from https://socialwork.rutgers.edu/file/4402/download

Chart 29.

Topics included in the required training module or information session at ECSU (n = 790)
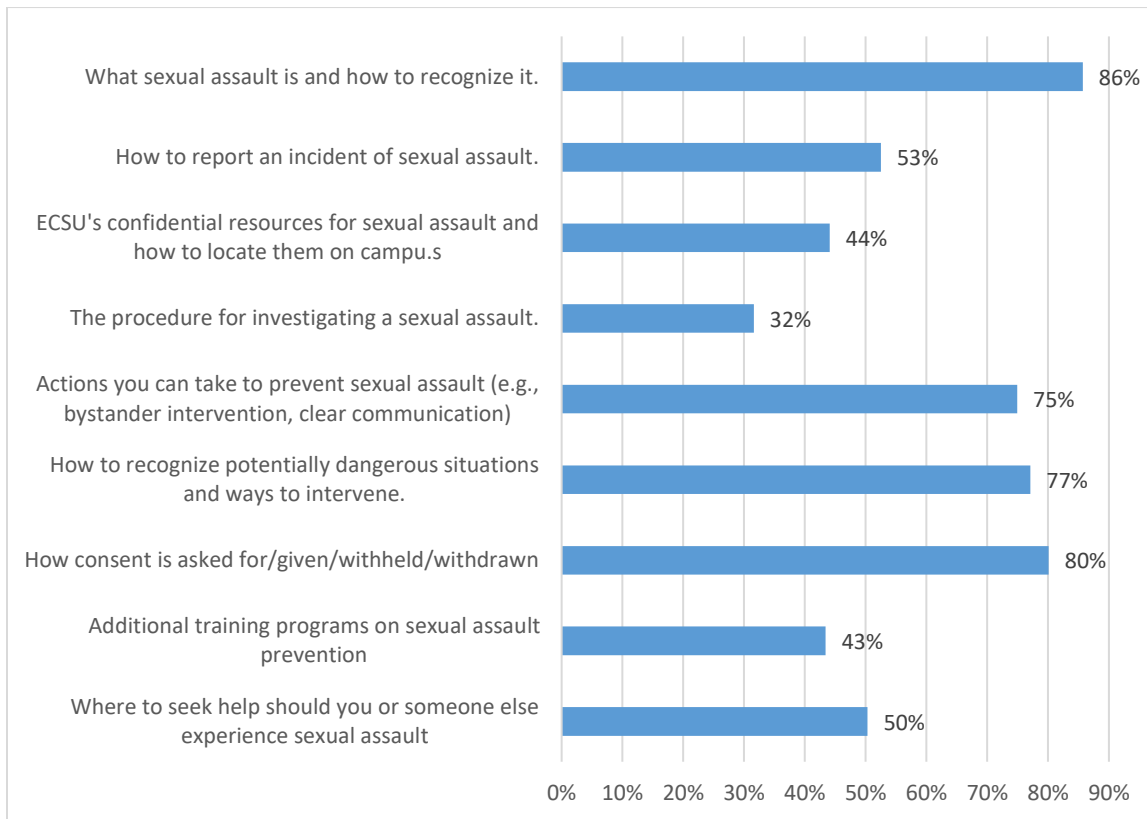
Of the students that completed the required training, 44.7% (n = 317) remembered "most of" or "almost all of" the material. It is important to note that this analysis was unable to control for the time that has elapsed since students completed the training.

Chart 30.

Percentage of how much participants remember about the information or education from ECSU about sexual assault? (n = 710)
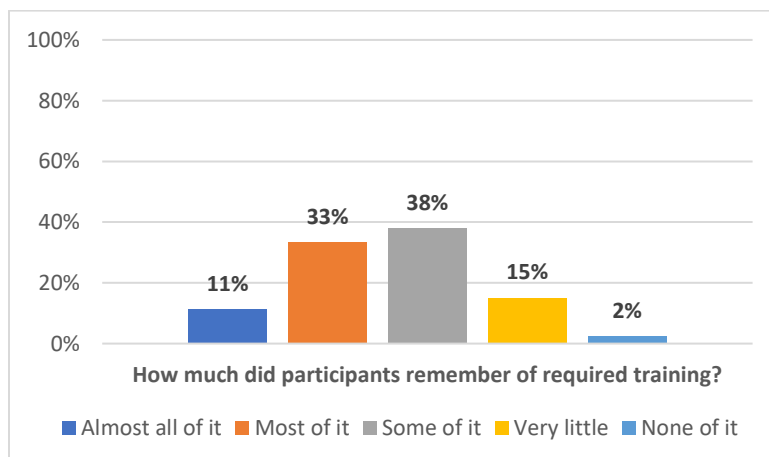
Participants were also asked how helpful they thought the information or education from ECSU about sexual assault was. Approximately half of participants (53%, n =379) thought that the information or education from ECSU about sexual assault was "helpful" or "very helpful". However, there was some variance by gender identity. Men had the highest proportion of participants who thought the training was "helpful" or "very helpful" (62%, n = 82), followed by women (54%, n = 286) and then TGN students (28%, n = 11).

Chart 31.

Participants who found the training "helpful" or "very helpful" by gender identity. (n = 702)
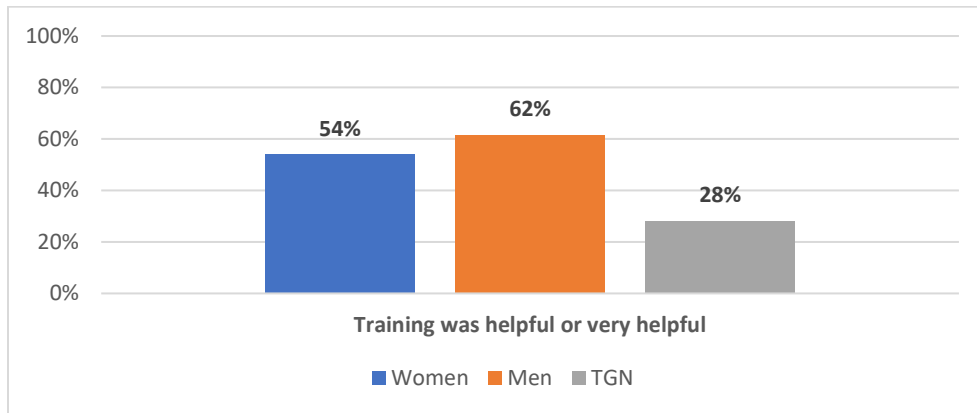

Note. TGN refers to students who identified their gender identity as transgender, nonbinary, or gender queer. Students who selected "Prefer not to say" on the Gender Identity demographic question were removed from this analysis.

A higher proportion of heterosexual/straight students (57%, n = 282) thought the training was "helpful" or "very helpful" compared to queer-spectrum students (44%, n = 92). Students with a disability (39%, n = 37) had a lower proportion of individuals who thought the training was "helpful" or "very helpful" compared to students without a disability (56%, n = 341).

Finally, participants were asked about different activities that they may have engaged in to learn more about sexual misconduct. Participants could select multiple categories. Since they became a student at ECSU, 59% (n =462) of participants had discussed the topic of sexual misconduct with friends and 57% (n = 449) had seen a poster about sexual misconduct. However, only 26% (n = 206) had seen an administrator or staff member at ECSU address sexual assault, 24% (n = 189) indicated that they had attended a bystander intervention program or event and 14% (n = 112) had visited and ECSU website with information about sexual misconduct.

Chart 32.

Exposure to sexual misconduct information/discussions since becoming a student at ECSU (all participants)
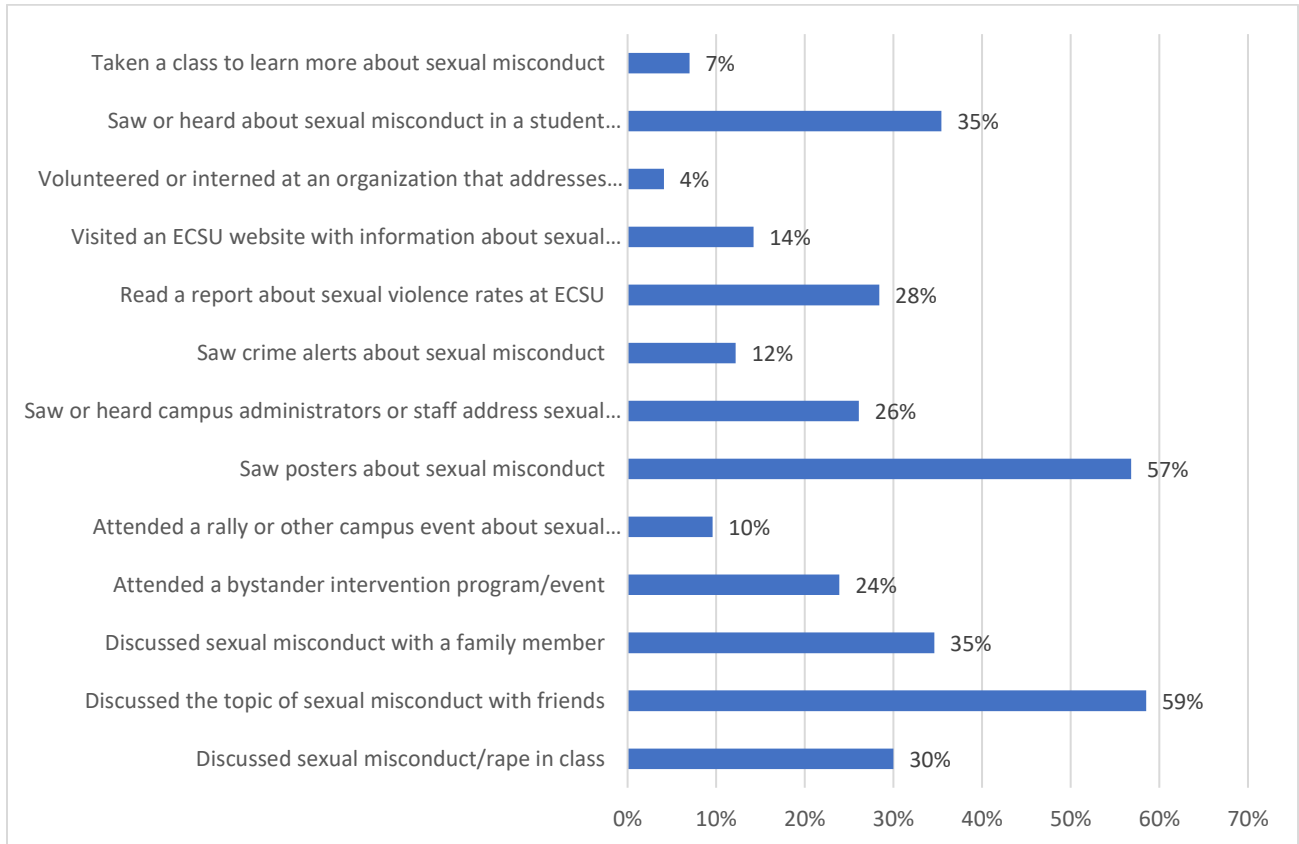
Bystander Efficacy[10]

Bystander intervention is widely considered to be a promising practice in sexual assault prevention on college campuses. Participants in this survey were presented with ten scenarios to measure their perception of how likely it is that they would safely intervene in a situation that could lead to harm to another on a five-point Liker scale ranging from Very Unlikely to Very Likely. In response to every scenario the vast majority of students believed they would do the pro-social, bystander intervention behavior given the opportunity.

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[10] McMahon, S. (2018). #iSPEAK: Rutgers Campus Climate Survey. Retrieved from
https://socialwork.rutgers.edu/file/4402/download

Chart 33.

Percentages of students who believe it "likely" or "very likely" they would do these behaviors if they had the opportunity in the future (n = 708)
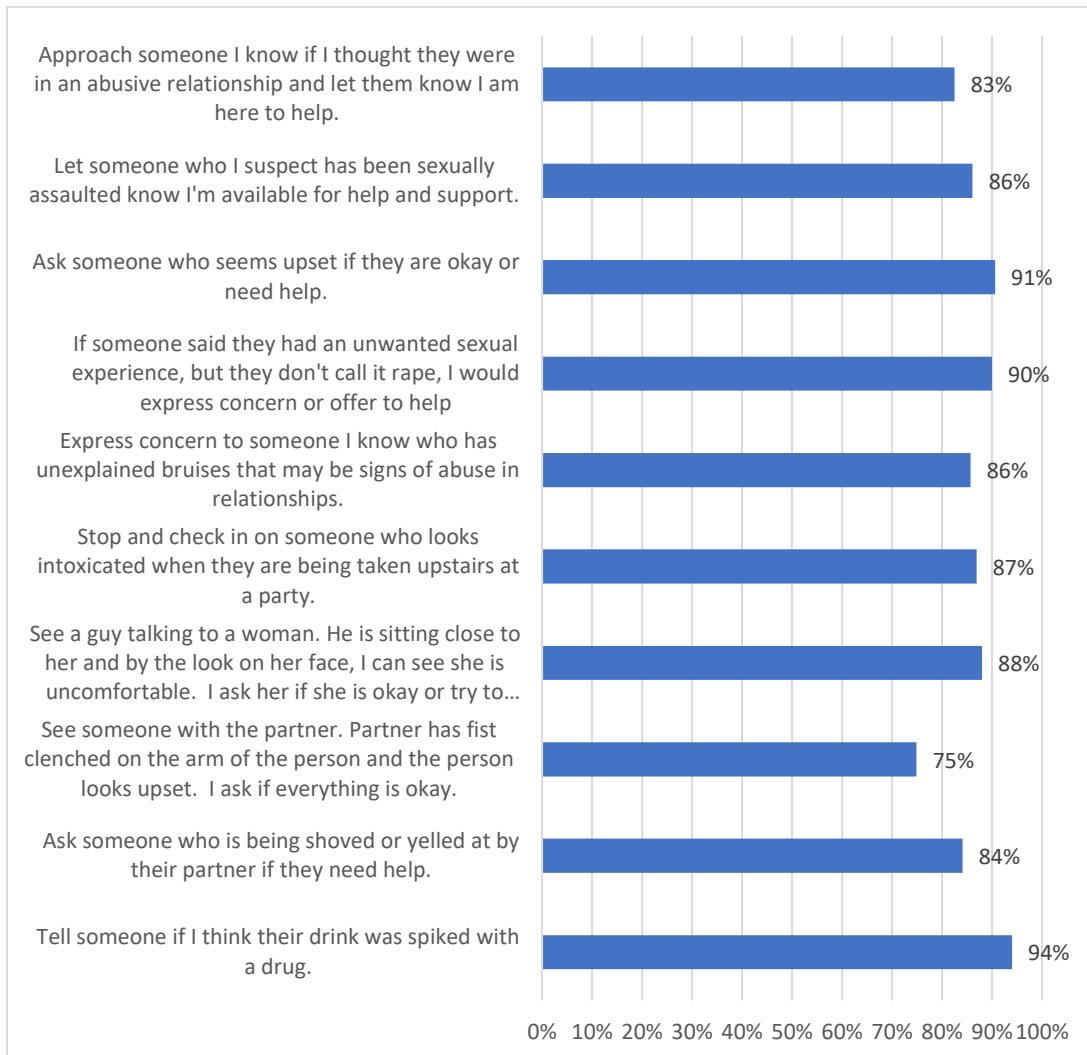
Open Ended Questions

Students were asked two open ended questions at the end of the survey. The first question was "Is there anything else you would like to share with us about the questions we have asked you in this survey?". The second question was "Do you have any suggestions for how ECSU can improve their efforts to respond to or prevent stalking, domestic violence, and/or sexual assault?".

Is there anything else you would like to share with us about the questions we have asked you in this survey?

Fifty-three (53) individuals provided responses to this open-ended question. Responses fell into several categories. Responses were edited for clarity, length, and to ensure the anonymity of participants. Unless otherwise noted, each response was from a single individual.

Suggestions for future surveys

- Verbal assault should also be addressed.
- Add a question about whether one knows someone who has experienced sexual assault.
- Sexual harassment should also be addressed in the survey.
- Add a question about whether survivors have been blamed by staff.
- Spreading rumors can be bullying, not always stalking behavior.
- The sexual assault related questions were tough to reflect on.
- A back-button would be helpful.
- More questions need a place where you can further describe the incident or experience.
- Some questions seem to be biased towards women as victims.
- The survey was too long.
- There should be a survey like this for incidents on sports teams.
- A few students noted it was a good survey and had great questions. (n = 2)

Training

- Recent Title IX events made a student more comfortable.
- There were improvements in Title IX training this past year.
- Title IX and bystander intervention training never discuss the risks of violence or retaliation if one intervenes.
- One student only learned about sexual assault in high school, never at ECSU.
- ECSU staff members are not properly trained and are disrespectful.
- One student feels much safer with the new leadership in Title IX.

Attitudes about Title IX and Campus Response

- Faculty and staff are great regarding these issues, but not administrators.
- I do not think administrators care about students on an individual level.
- The changes that have been made in the past year seem to be a lot better.
- Victim blaming is rampant at ECSU, including faculty.
- Eastern needs to put more effort into showing that they are on the student's side and to avoid victim blaming.
- Eastern feels like a safe environment.
- Several students shared detailed examples of negative responses they experienced when reporting sexual misconduct to ECSU (n = 7).

Do you have any suggestions for how ECSU can improve their efforts to respond to or prevent stalking, domestic violence, and/or sexual assault?

One-hundred and fifty-two (152) individuals provided responses to this open-ended question. The majority of responses fell into several categories. Responses were edited for clarity, length,

and to ensure the anonymity of participants. Unless otherwise noted, each response was from a single individual.

Response to survivors

- Believe victims. (n = 5)
- Listen to victims (n = 3)
- Take victims seriously (n = 7)
- Start trying to actually care.
- Don't judge victims on their clothes or what they had to drink. Don't make excuses for rapists by putting down victims and don't out victims publicly.
- Start valuing victims rather than the school's reputation.
- Stop covering things up.

Improvements in support for survivors

- Consider a texting line that people can talk to easily.
- Anonymous counseling.
- Better CAPS services, more trauma-informed services/resources for survivors.
- CAPS needs to have more credible "therapists" and licensed professionals, not grad students seeing people.
- Hire more people in CAPS. We are begging for support and need real crisis hours. Not every students has insurance or money to get outside help.
- More resources for mental health counseling.
- Have anonymous venting sessions for people that had events occur in this area.
- Create more of an opportunity to talk about sexual abuse one has experienced – maybe through a club that talks about this or regular meetings with people who have reported these issues.
- Give more support to the people who report someone for sexual assault.
- There should be a fast means of assistance with matters that occur off-campus between college students.

More information/communication on reporting and resources

- Communication and explanation is key. All students should know when and how to report an incident on campus.
- Tell students more detailed information about where they can go if they need to report and what the process looks like. (n =3)
- Share more information about where students can go to report incidents.
- Have reminders where to go or call when sexually assaulted or need to talk to someone.
- I think eastern should do a better job at providing support and showing where to go to report sexual violence or misconduct because as a junior I still do not know.
- Make sure everyone knows the process of how to report an incident.
- Sending consistent e-mails reminding students where services are to help them. (n = 2)
- Information on who and how to contact if something has happened or has concerns. Perhaps an easy to find section on the website or portal.

- Include information about how to specifically get help at Eastern and not just attaching a hotline number at the end of a presentation.

Improvements in the adjudication process

- Focus more on making reporting simpler, without having to repeat the same incidence over and over to multiple officials.
- Don't penalize for substance abuse if it led to the assault.
- Don't leave the final decision up to the will of the rapist, rather have it be up to the victim.
- Hold people accountable who sexually assault others. (n = 8)
- Greater enforcement of any restraining order-type agreements.
- I don't think there should be a time restraint in getting justice.

Staff and Staffing

- I feel a full-time advocate would be helpful to have at Eastern because many students don't get treated with respect and get ask the wrong questions and don't have anyone to support them.
- Eastern could use a Taskforce for these specific incidents led by someone passionate about this topic. Someone that has been a victim or otherwise greatly impacted would probably be the most qualified to ensure going above and beyond for these victims.
- Hire people who have experienced sexual assault in order to actually help students and empathize with them.
- Let RA's know it's okay to reach out to someone if they know that that person is in a domestic violence situation. RA's should help us not just be authority figures.
- Have a specific RA that people know they can talk to. Have a poster about it in each residence hall.

Focus on harassment

- Build rapport with students and solidify what is classified as harassment.
- The administration needs to be more understanding of harassment from faculty.
- Need to focus more on harassment as it is a signifier of rape culture.
- If Campus Safety Officers cannot do anything about an incident until a crime occurs, they should at least refer students who report incidents (like harassment) to other services that could help.

The role of faculty

- Continue to make students feel like they can talk to faculty/staff or necessary officials.
- I think they can do a better job giving out trigger warnings for when sexual assault type material comes up in class. (n = 2)

Involve students

- Eastern needs to listen to student first and stop thinking that they way they are currently doing things is the best they can do. Instead of having adults come up with the system,

have students come up with the system. It will be much more beneficial, and students would actually trust the system more.

- Trust students and involve us in the rule making process because admin seems out of touch with the student body.

Safety measures on campus

- Allow students to park closer to dorms at night as walking from the parking garages can be scary. (n = 3)
- Self-defense classes.
- It doesn't feel like there are enough cameras on campus. (n = 5)
- Make sure students are aware that you can contact campus safety for a ride at night if you are not comfortable walking alone at night.
- More sources of light on campus when its really dark outside for students who have later classes.
- More or working emergency blue lightboxes. (n = 3)
- Invest in pepper spray for at-risk students. BAC tests in dormitories.
- More patrolling between the athletic building and basketball courts towards the parking garages.
- More physical presence of campus police and officers on foot, more campus interaction where more students are around in addition to their events.

Changes to Mandatory Training

- Change the training. "Not Anymore" does NOT help in anyway.
- Do in person mandatory training for the students living on campus.
- The training we had to do before entering Eastern our freshman year was not insightful or impactful to anyone. Eastern needs to do better.
- I don't think the Title IX videos and quizzes do anything to help promote awareness. I know I'm not alone when I say I just throw it on the background while I play Xbox or something.
- I think people taking the courses before attending the campus are sometimes taken as a joke.
- The trainings we do online no one watches and the answers are easy to find for the quizzes online.
- Develop more interactive in-person programming about consent for students to attend and there should also be an aspect of the mandatory training that walks students throughout the process of reporting a sexual assault.
- The training we do should be more specific.
- More interactive trainings.

Events and programs

- Do more events to talk with students. Keep open and honest communication. Take us seriously.
- Have an in-person domestic violence/toxic relationship presentation.

- ECSU needs to have more educational sessions for students and the resources should also be more accessible. Provide educational sessions on how to help other that have gone through IPV or sexual assault is necessary for all students, faculty, and staff.
- Host classes and spread awareness. Maybe bring in a guest speaker to talk about past experiences and how they coped to bring inspiration.
- I know the campus hosts events where they talk about this but I'm not sure how many people show up. Maybe having professors talk about what students should do or where they can go for help would make people more aware of the situation.
- I think talking about it more with campus events and in classes to spread awareness. The events ECSU does are meaningful and bring people together to share support. Also, should talk more about disability and sexual assault.
- An important topic that could be added is sexual grooming.
- Environment should be more open to talking about assault/harassment.
- I think there needs to be more education on how consent refer to the topic of protection as well. Having intercourse without protection when requested is still sexual assault.
- There needs to be a bigger conversation about sexual harassment as this is what forms the culture in which sexual assault and rape is so rampant.
- More response from faculty and more events that highlight sexual assault situations.
- More informational meetings.
- More events to go to that can spread awareness and educate people.
- The Title IX department needs to be out and about on campus more often.

Conclusion

The first sexual misconduct campus climate study at ECSU gathered information about undergraduate student experiences with stalking, intimate partner violence, and sexual assault as well as perceptions about the campus climate, training, and resources. This data will be made available to the public and used by the Office of Equity and Diversity and other key stakeholders to establish measurable goals in an Action Plan to improve response and prevention efforts. Questions about this report may be directed to Sarah Nightingale, Ph.D. (Assistant Professor, Social Work) at nightingales@easternct.edu.

> If you are a current or former ECSU student, and would like to **be involved** in developing future sexual assault campus climate studies please contact Dr. Nightingale (nightingales@easternct.edu) to discuss further. Thank you!

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