

2017 Student Campus Climate Survey Summary of Results

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Introduction

Lasell College administered the *Lasell College Undergraduate Campus Climate Survey* during the last two weeks of the spring semester of 2017 for the first time. The Office of Institutional Research collaborated with Professor Karin Raye’s Sexual Violence Advocacy class to generate questions for the survey through critically examination of an external survey-- the *Administrator Researcher Campus Climate Collaborative Survey (ARC3)*—for use with Lasell College students. The ARC3 was originally developed in 2014 as a response to the White House Task Force to Protect Students from Sexual Assault. The collaboration with Professor Raye’s class yielded a survey instrument with 17 modules and significant changes to questions within the “Dating Violence” module. With the exception of these changes and other minor revisions, the majority of the questions on the ARC3 were adapted for use in the Lasell College version.

The survey had a 26.7% response rate, which consisted of 453 students out of 1699 enrolled in the spring semester of 2017. The overall margin of error on the survey was approximately +/- 4% at 95% confidence interval. In addition to sampling and measurement error, there might also be selection bias given the topic of the survey. This selection bias may deter some segment of the student population from taking the survey and attract others for whom the topic is of interest. Due to selection bias and other forms of error intrinsic of survey research, our sample was not a true representation of our population; therefore, it is important to interpret the findings of this survey with the margin of error in mind.

Within the survey and this report, the term *sexual misconduct* encompasses the following behaviors:

- Sexual Harassment
- Stalking
- Dating Violence
- Sexual Violence

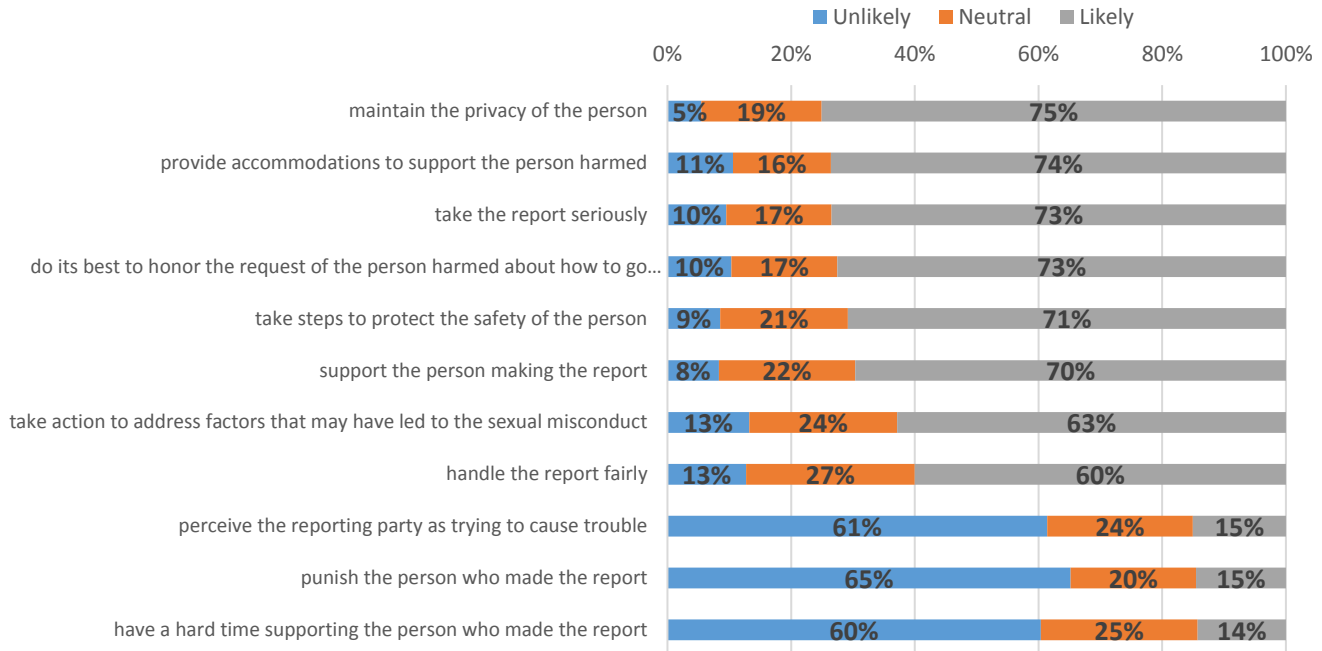
College Climate

We measured college climate with the following components: *Institutional Climate*, *Peer Norms*, and *Peer Information Support*.

Institutional Climate refers how students perceived the college would respond to a report of sexual misconduct. The following chart displays items from the *Institutional Climate* component, which describes how likely students perceived Lasell College would respond to a report of sexual misconduct. Results indicate that students were most confident in the college’s ability to maintain privacy (75% likely) and that the institution would take the report seriously (73%) and provide accommodations for those harmed (74%). Students were less confident in the college’s ability to handle the report fairly (62.9%) and take actions to prevent sexual misconduct (60%).

Institutional Climate

The following statements describe how Lasell College might handle if a student reported an incident of sexual misconduct. *Using the scale provided, please indicate the likelihood of each statement.*



Peer Norms examined how students perceived their friends would approve of certain behaviors related to sexual misconduct. Results from *Peer Norms* indicate that more than 88% of students reported that their peers would disapprove of sexual misconduct behaviors. The highest peer disapproval was of bullying via social media (97% disapproval).

Lastly, **Peer Information Support** asked students to report messages peers have communicated to them regarding treatment of romantic/sexual partners. More than 95% of students reported that their peers would disapprove of using physical force on a romantic/sexual partner or putting down a date. However, only 78.9% of students reported that their peers would disapprove of the statement “Someone you are dating should have sex with you when you want”. The relatively lower percentage of this item compared to the others indicate that many students are receiving messages of sexual entitlement from their peers. A higher number of students are receiving peer messages that they are entitled to sex when they are in a relationship.

Students Knowledge and Awareness

In this section of the report, we will discuss students’ knowledge about sexual misconduct and their awareness of campus and community resources available to them.

Knowledge

Students on average have a very high understanding of consent. Furthermore, 86.1% of students reported intervening in some way when they see sexual misconduct occurring—engaging in

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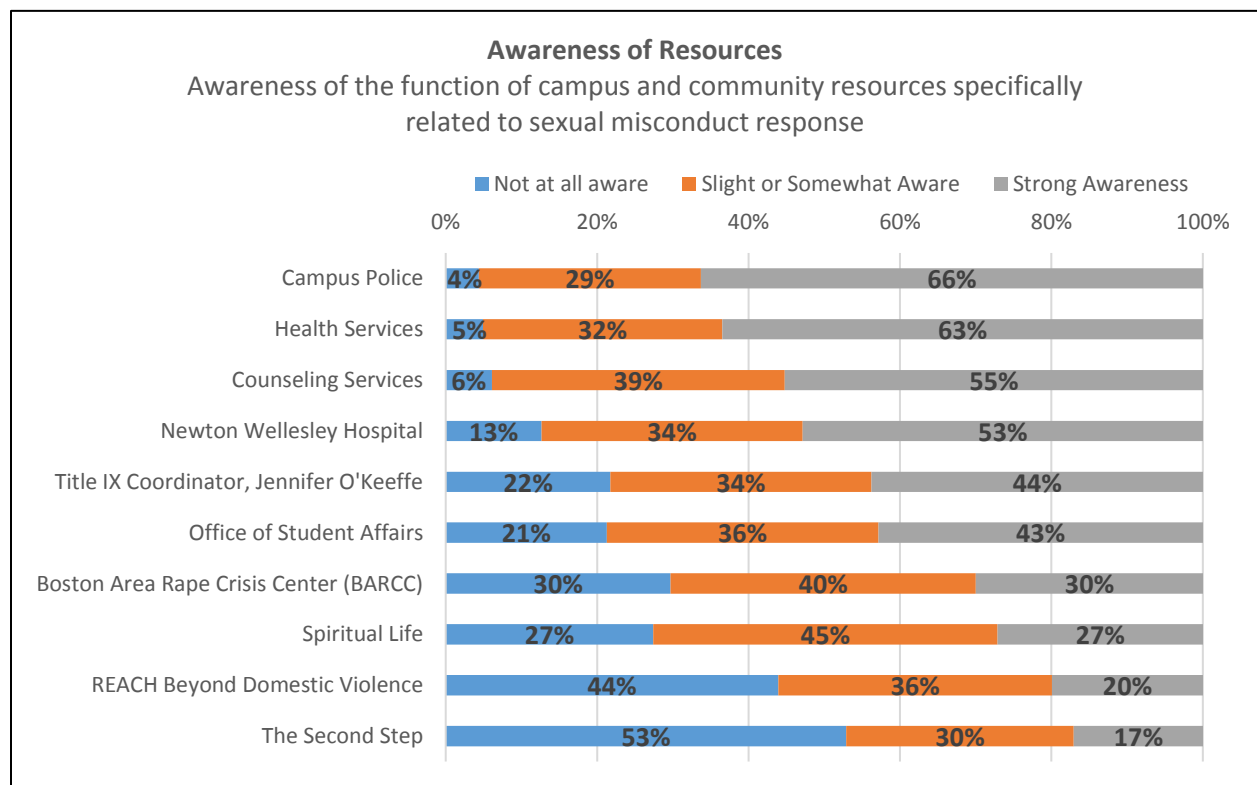
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bystander intervention. The most common form of bystander intervention reported by students were “speaking up against sexist, homophobic and trans-phobic jokes or comments” and walking “a friend who was too drunk home”. More than 70% of students would intervene in these situations. However, students intervened least when “a friend was being physically abusive.” Only about 43% of students reported that they would intervene in a situation when a friend was being physically abusive.

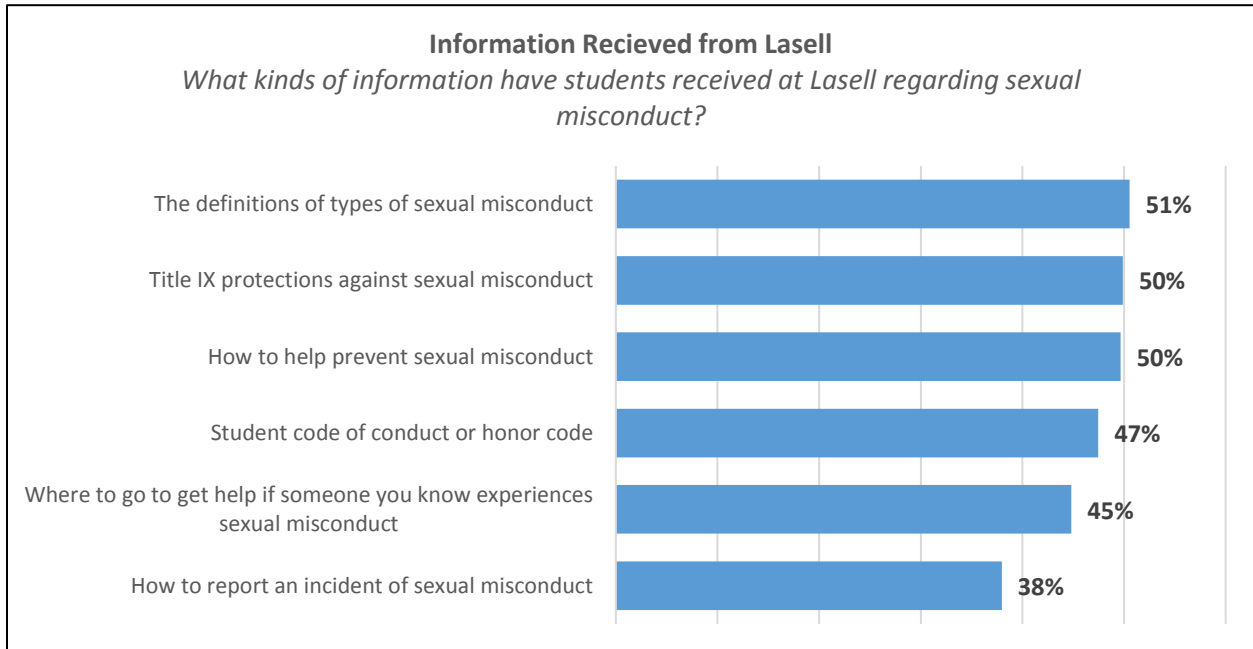
Awareness of Resources/Services

Although Lasell students have a high understanding of consent and reported high rates of bystander intervention, they are less likely to be aware of resources available to them. Only 68% of students reported knowing where to get help on campus and 61% know where to go to make a report if they or a friend experienced sexual misconduct. More concerning was that less than half of Lasell Students (45.2%) understand what happens when a student reports a claim of sexual misconduct.

The following chart displays how aware students are of the role campus and community resources play, specifically in sexual misconduct response. Students are more aware of on-campus resources than off-campus resources. In particular, students reported the highest awareness of the Campus Police and Health Services’ role in sexual misconduct response.



The following chart displays student’s report of specific information regarding sexual misconduct that they have received from Lasell College. The majority of students reported receiving definitions of types of sexual misconduct from Lasell. However, only 38% of students reported receiving information about how to report an incident of sexual misconduct from Lasell.



Resources and Activities that relate to higher Bystander Intervention and Understanding of Consent

To estimate how effective resources and outreach efforts were in influencing students’ behaviors and understanding around sexual misconduct, we examined the relationship between a number of activities/resources and student’s report of their own bystander intervention and their understanding of consent.

Results indicate that the more students participate in educational activities around sexual misconduct, the more likely they are to intervene as a bystander. Although both interactive and passive participation relate to higher bystander intervention, students who participate in interactive educational activities (e.g. attending an event or program around sexual misconduct) are more likely to intervene as a bystander than those who passively participate (e.g. saw posters about sexual misconduct). In addition to influencing behaviors, participation in educational activities around sexual misconduct also relates to higher understanding of consent.

The three strongest activities/resources that related to students’ bystander intervention behavior were students’ discussion of sexual misconduct with friends, attendance at rally events and involvement in a bystander-training program. However, when we accounted for students’ participation in multiple activities to examine the unique contributions of each activity/resource, we found that only “discuss with friends” was statistically predictive of bystander intervention. Similarly, the HAVEN training was predictive of students understanding of consent. HAVEN is an online training around healthy relationships and prevention of sexual misconduct that first-year freshmen undergraduate students are required to take during their first semester at Lasell College.

In addition, when we examined what types of information was the most effective to communicate with students to influence bystander intervention; we found that disseminating

information about Title IX protections against sexual misconduct was the most predictive of students' bystander intervention behavior.

Prevalence of Sexual Misconduct

Among the 346 students who responded to the sexual misconduct sections of the Climate Survey, 75.7% reported experiencing sexual misconduct since enrolling at Lasell College through either sexual harassment, stalking, dating violence and/or sexual violence.

Sexual harassment by peers was the most common form of sexual misconduct that students reported experiencing. Sexual harassment refers to “verbal/nonverbal behaviors that convey insulting, hostile, and degrading attitudes based on gender/sex, unwanted sexual attention, or sexual coercion” (Fitzgerald et al., 1999). Over 64% of students reported experiencing sexual harassment by peers. The most common form of sexual harassment that students experienced from their peers were offensive sexist remarks (40%), differential treatment based on sex (38%), and unwanted attempts to establish romantic/sexual relationships (35%). Approximately 33% of students also reported experiencing sexual harassment from faculty/staff. The most common form of sexual harassment students experienced from staff/faculty were offensive sexist remarks (21%) and differential treatment based on sex (18%).

Stalking is another form of sexual misconduct students reported experiencing. Stalking refers to “a pattern of repeated and unwanted attention, harassment, contact, or any other course of conduct directed at a specific person that would cause a reasonable person to feel fear” according to the Department of Justice. Approximately 33% of students experienced stalking with the most common stalking experience being online or through social media.

Dating Violence is the second most common form of sexual misconduct that students reported experiencing. Dating violence refers to “controlling, abusive, and aggressive behavior in a romantic relationship. It can include verbal, emotional, physical, sexual abuse or a combination” (The National Center for Victims of Crime, 2017). Approximately 42% of Lasell students reported experiencing dating violence. The top two most common forms of dating violence that students reported experiencing were emotional—jealousy (29%) and sole-decision making on part of one partner (18.6%). In addition, 16.16% of students reported being pressured by a partner to have sex.

Sexual Violence, the fourth area of sexual misconduct consists of five specific behaviors that we have measured in the survey—sexual contact, attempted coercion, coercion, attempted rape and rape. Overall, 31.3% (n=90) of Lasell students reported being a survivor of sexual violence. Among these 90 survivors, 85.6% were females.

Sexual Contact refers to “fondling, kissing, or rubbing up against the private areas such as (lips, breast/chest, crotch or butt) or removed clothing without consent but did not attempt sexual penetration” (ARC3, 2015). Of the 288 students who answered this portion of the survey, 27.8% reported experiencing sexual contact. **Attempted coercion** refers to “attempting to have sex with a person by using psychological and emotional persuasion such as telling lies and threatening to end the relationship nevertheless, sexual penetration does not occur” (ARC3, 2015). Only 2.4% of 288 students reported experiencing attempted coercion. **Coercion** refers to “completing sexual penetration using persuasion and psychological/emotional pressure” (ARC3, 2015). Overall, 3.5% of students reported experiencing coercion. **Attempted Rape** refers to “attempting to have sex with a person through threats

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of physical harm, physical force, OR taking advantage when a person is intoxicated, however, sexual penetration did not occur” (ARC3, 2015). Of the students who answered, 2.8% of students reported experiencing attempted rape. **Rape** refers to “completed sexual penetration using threats of physical harm, physical force, OR taking advantage when the person is intoxicated” (ARC3, 2015). Approximately 14.9% of students reported being survivors of rape (this statistic within +/- 4% margin of error is comparable to the national average for undergraduate students reported by RAINN at 11.2%.)

Among the 90 survivors of sexual violence, 53.3% reported that the event occurred on campus and 42.2% reported that the event occurred with a Lasell student. None of the Sexual violence experiences occurred with staff/faculty. Of those who experienced *rape*, 22.7% reported that the incident occurred with someone on campus.

Effects of Sexual Misconduct on Academic, Physical Health, Mental Health, and Alcohol Use





In this section of the report, we will examine how experiences of sexual misconduct affect students’ academic experiences, physical health, and mental health. The chart below summarizes the regression results that examined the unique contribution of each of the experiences on these outcomes. Students that experienced sexual harassment by students had lower levels of academic engagement and a lower perception of the college climate. Students that experienced dating violence had lower mental health outcomes. Notice below that sexual violence did not predict any of the outcomes; this may be because sexual violence was broadly measured across five behaviors. Results from a separate correlation analysis show that there are negative correlations between sexual contact and all outcomes. In addition, there are negative mental health and less academic engagement associated with rape experiences.

Experience	Mental Health	Academic Engagement	Physical Well-being	Perception of College Climate
Sexual Harassment by students	--	▼	--	▼
Sexual Harassment by Faculty/Staff	--	--	--	▼
Stalking Experience	--	▼	--	--
Dating Violence	▼	--	--	--
Sexual Violence	--	--	--	--

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Key:

-  Positive relationship significant at $p \leq .001$
-  Positive relationship significant at $p \leq .05$
- No significant relationship
-  Negative relationship significant at $p \leq .05$
-  Negative relationship significant at $p \leq .001$

Alcohol Use

Students' experiences were related to alcohol use. Students who experienced *sexual violence* were over 2 times more likely to be drinking alcohol or using drugs during the incident than those who experienced *dating violence*. Perpetrators of *sexual violence* were over 2 times more likely to be using alcohol or drugs than perpetrators of *dating violence* and 58% more likely than perpetrators of stalking. In addition, students who experienced *sexual violence* were 97% more likely to increase their use of alcohol/drugs after the incident than those who experienced *dating violence*. Alcohol use increased in 21.9% of students that experienced sexual violence and 11.1% of students that experienced dating violence.

Reporting Experiences

Among those who have experienced sexual misconduct, approximately 34.7% of them shared their experiences. Of those that shared their experience, more than 83% of students reported sharing their experiences with a close friend other than their roommate, and 60% of students reported sharing their experiences with a roommate. Of those that shared their experience, only 33% of students reported their experience to Lasell personnel/department. Out of those that answered the survey, the 33% represents 34 students who reported their experience to Lasell personnel.

We asked these 34 students about their experience reporting sexual misconduct to Lasell. Approximately 88% of students reported at least one form of *institutional support* such as personnel believing their report, or supporting them with either formal or informal resources. However, only 43.5% of students that reported their experience feel that Lasell College is doing enough to prevent this type of experience. Of the reporting students, 44% indicated at least one form of institutional betrayal during their process, with the highest form of institutional betrayal of "being made to feel like your report would hurt the college's reputation" (34.8% of reporting students).

Conclusion and Highlights

Results from the survey indicated that the prevalence of sexual misconduct at Lasell is comparable to what occurs nationally around college campuses. According to the American Association for University Women (AAUW) report published in 2005, about two-thirds of college students have personally experienced sexual harassment, this is the most common form of sexual misconduct; at Lasell, a similar proportion of students reported experiencing sexual harassment by students (64%). Lasell College fosters students' awareness around sexual misconduct through multiple avenues; some of these methods are more effective compared to others.

In general, students' participation in interactive events such as trainings and rallies corresponded higher with bystander intervention compared to passive participation such as seeing a

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poster. More specifically, one effort by the college to engage students in active education around sexual misconduct includes a policy where all incoming freshmen students are required to participate in the *HAVEN* training, an online training around healthy relationships and prevention of sexual misconduct. The survey suggested that the *HAVEN* program could be an effective form of knowledge dissemination given that students' participation in the *HAVEN* training related to higher understanding of consent. Moreover, the college's efforts in hosting rallies and events to heighten awareness such as the *White Ribbon Campaign* and *Take Back and Night* related to higher student bystander intervention (*i.e.* intervening when students witness incidents that could lead to sexual assault or violence.) The strongest predictor of bystander intervention, according to the survey, was when students discussed sexual misconduct with their peers. Peer influences seem to be a strong conduit for spreading awareness, knowledge, but most importantly prompting intervening behaviors. Given the influence of peers, educational events that facilitate peer discussion, target roommate interactions or are led by peers are important to consider when planning future events.

Although all students receive pamphlets and information around sexual misconduct resources at their orientation, students' reports from the survey indicate that these pieces of information were not retained for future reference or use. This suggests that Lasell needs to explore other methods to circulate information about available resources. Likewise, students also lacked awareness of specific information such as where to go for help when a sexual misconduct incident occurs, where to report an incident and what actually occurs when a report is made. Students' awareness of these types of information related to higher bystander intervention behavior—especially students' awareness of Title IX protections against sexual misconduct. Therefore, securing students' knowledge of sexual misconduct resources not only helps the individual student, but it can also influence how students intervene.

In addition to a focus on awareness of resources, survey results indicate that there is a need for education around maintaining healthy relationships and appropriate ways to establish relationships. According the survey, approximately 40% of the Lasell students reported experiencing dating/relationship violence with more students reporting experiencing emotional control than physical violence. In addition, 20% of students feel that sex is a requirement in a relationship—this type of mindset can lead to unwanted sexual experiences within a relationship. According to the survey, dating violence also negatively impacted multiple aspects of the students' lives including their mental health, academic engagement, physical well-being and student's perception of the college climate. In addition to education around what happens in a relationship, there is also education needed around appropriate ways to initiate relationships. More than a one-third of Lasell students have reported sexual harassment in the form of another peer making unwanted attempts to establish romantic/sexual relationships with them. Given student's experiences, healthy relationship education is another need in the community.

Lasell College is actively utilizing the Climate Survey data and student responses to elevate and shape our services, prevention and awareness raising efforts on campus by creating active and participatory trainings and events designed to engage audiences in thinking about and responding to domestic violence on campus. Additionally, we are targeting student leaders on campus for training and providing tools to empower them to reach out and support peer survivors. We are exploring additional avenues to emphasize and improve clarity and awareness with respect to on and off campus resources, their roles and their confidentiality constraints.