

## 2024 Undergraduate Student Climate Survey Results

### Introduction:

The 2024 Undergraduate Student Climate Survey at Lasell University was conducted in the 2024 Spring semester to assess student perceptions and experiences regarding sexual misconduct, the campus environment, and resources related to these critical issues. The response rate to the survey was 22%, with a completion rate of 51%. The findings reveal both improvements and ongoing challenges in campus support systems, awareness, and student engagement with sexual misconduct issues.

### Key findings

- **Education and Information Dissemination:** Awareness and understanding of sexual misconduct issues among students have markedly improved. There has been a 36% increase in students knowing where to seek help, a 32% rise in understanding how to report incidents, and a 24% increase in awareness of prevention strategies. Additionally, knowledge of on-campus resources has increased by 13%. However, awareness of the Title IX coordinator and external agencies has decreased slightly by 1-4%, highlighting a need for renewed emphasis in these areas.
- **Enhanced Student Perceptions and Discussion:** There have been positive changes in the campus climate regarding sexual misconduct. Students' engagement with this issue has increased, with a 25% rise in noticing related posters, a 15% increase in discussions with friends, and an 11% rise in classroom discussions.
- **Prevalence of Sexual Misconduct:** The incidence of sexual misconduct remains significant, with 71% of students reporting at least one form of misconduct. Sexual harassment by students was the most prevalent form, affecting 64% of students, which mirrors the levels reported in 2017. On a positive note, incidents of sexual harassment by faculty or staff, dating violence, and sexual violence have decreased by 3-7% since 2021 and by 9-24% since 2017.
- **Reporting and Institutional Response:** Only 43% of sexual misconduct incidents are reported, while 57% remain unreported. The majority of students (89%) turn to close friends for support, and 80% feel that Lasell fosters a safe environment for discussing these issues. Understanding of the reporting process has increased by 16%, and 13% more students believe the university supports those who file reports. However, only 40% believe the institution is doing enough to prevent sexual misconduct, a 3% decrease since 2017. Additionally, 33% of students feel the institution's response to reports has been inadequate, reflecting a more than 10% increase since 2017.
- **Impact on Mental Health and Academic Engagement:** Sexual misconduct has a profound impact on students' mental health and academic performance. Students who experienced misconduct reported being 20% less calm, 11% less happy, and 14% more anxious and depressed. Academically, these students were 28% more likely to consider dropping a class and over 10% more likely to miss classes, contemplate quitting school, be late for class, and produce lower-quality work. These findings highlight the extensive and far-reaching consequences of sexual misconduct beyond the immediate incident.

### Recommendations

1. Strengthen awareness campaigns for external support agencies to address the slight decline in awareness of these resources.
2. Enhance prevention efforts, particularly focusing on peer-to-peer sexual harassment.
3. Improve institutional response to reported incidents and increase transparency, where possible, to address the growing perception of inadequate handling of reports.
4. Develop comprehensive mental health support services specifically tailored for students affected by sexual misconduct.
5. Implement targeted academic support measures and flexibility for students experiencing sexual misconduct to mitigate its impact on their education.
6. Continue and expand efforts to foster a culture of consent, bystander intervention, and open discussion about sexual misconduct across campus.

By addressing these areas, Lasell University can work towards fostering a safer and more supportive campus environment for all students.

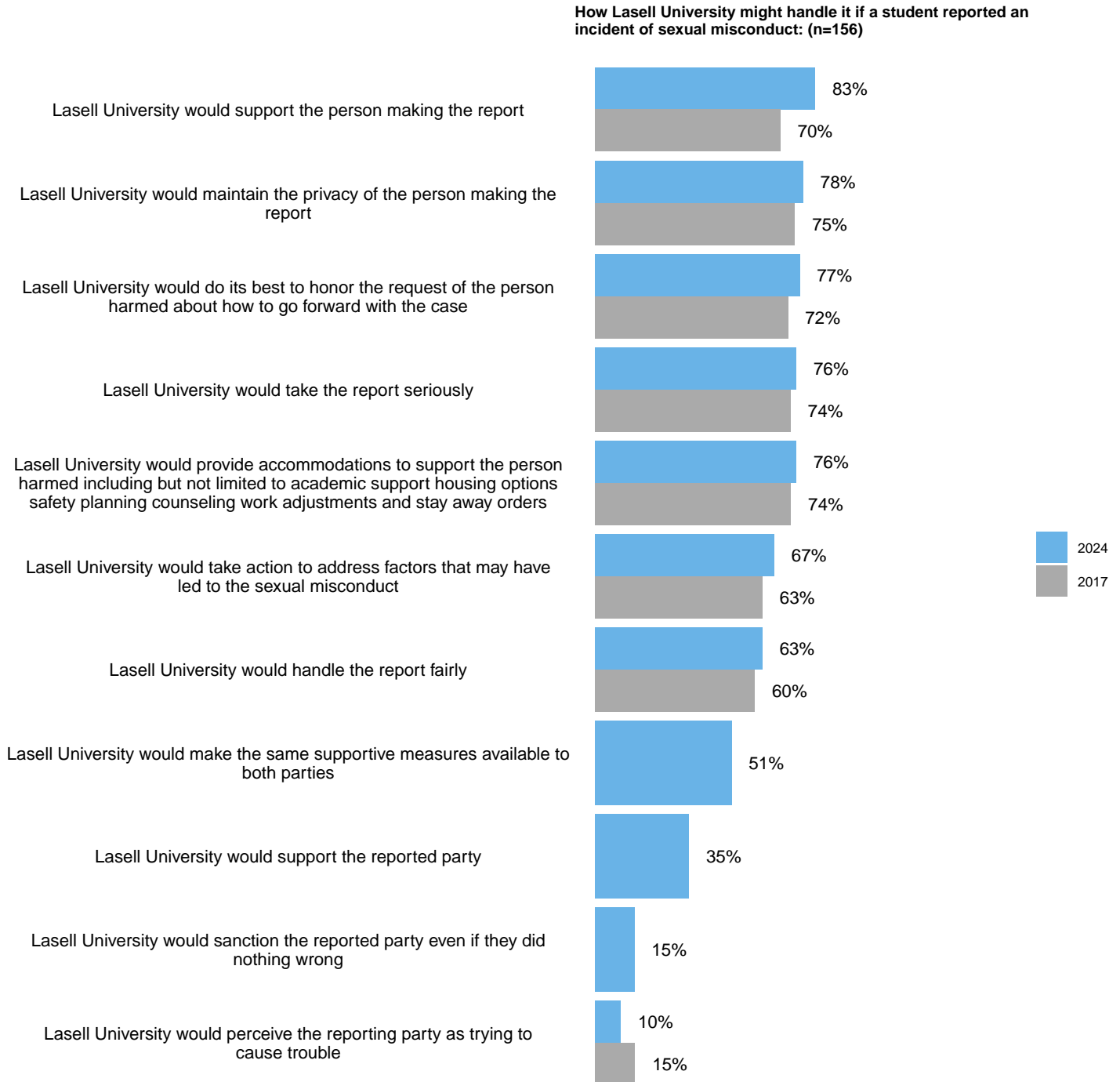
## Respondents

Demographics	Respondents (n=218)	Population (n=1089)
FR	34%	32%
JR	26%	23%
SO	22%	24%
SR	17%	21%
Commuter	11%	21%
Residents	89%	79%
Female	79%	65%
Male	21%	34%
Unknown	0%	1%
Asian	4%	3%
Black or African American	10%	10%
Hispanic	11%	13%
Non Resident Alien	1%	2%
Race and Ethnicity Unknown	5%	6%
Two or more Races	4%	3%
White	67%	62%

We have a 14% over-representation of female students and a 10% under-representation of commuters in the survey respondents. The survey sample is representative in ethnicity and class level with similar percentage as the 2024 Spring enrolled student population.

## Lasell Support

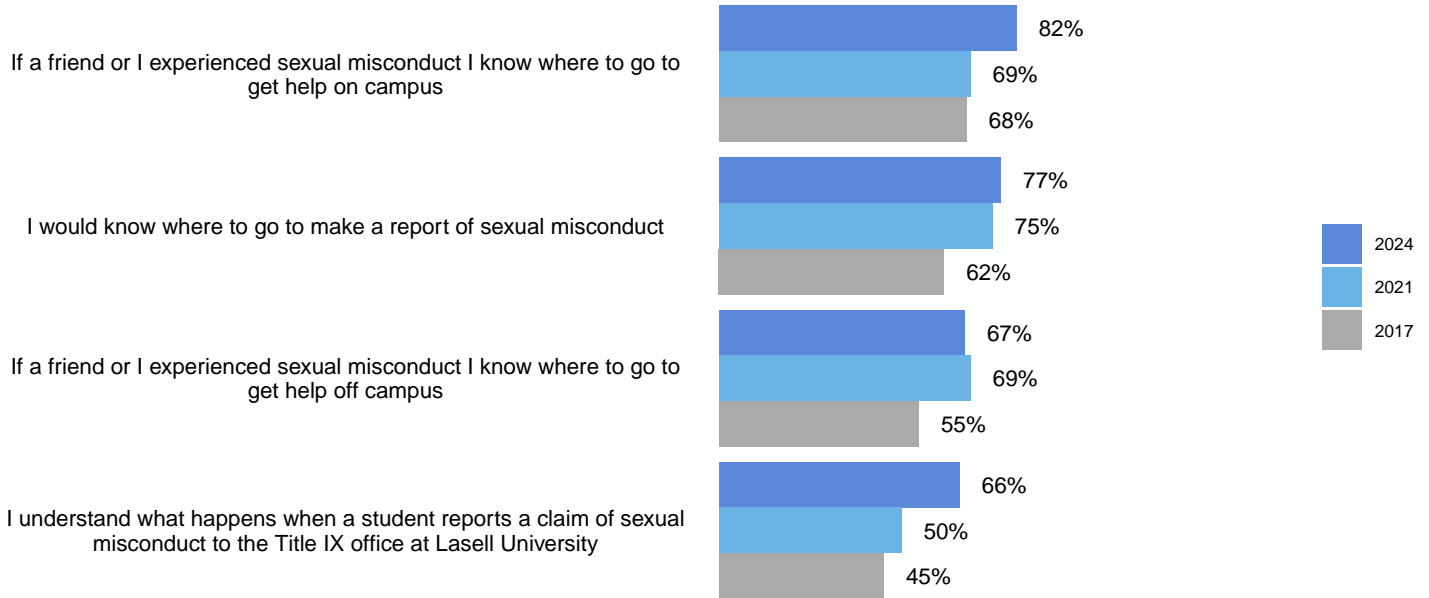
### Perception of Handling Reports



Student perceptions of how reports are handled have improved significantly from 2017 to 2024. One of the most notable changes is a 13% increase in students' belief that Lasell University supports individuals who file reports. Additionally, there has been a 5% decrease in the number of students who believe that the university perceives the reporting party as attempting to cause trouble. These findings suggest that students are becoming more confident in seeking the university's assistance with issues related to sexual misconduct.

## Knowledge of Resources

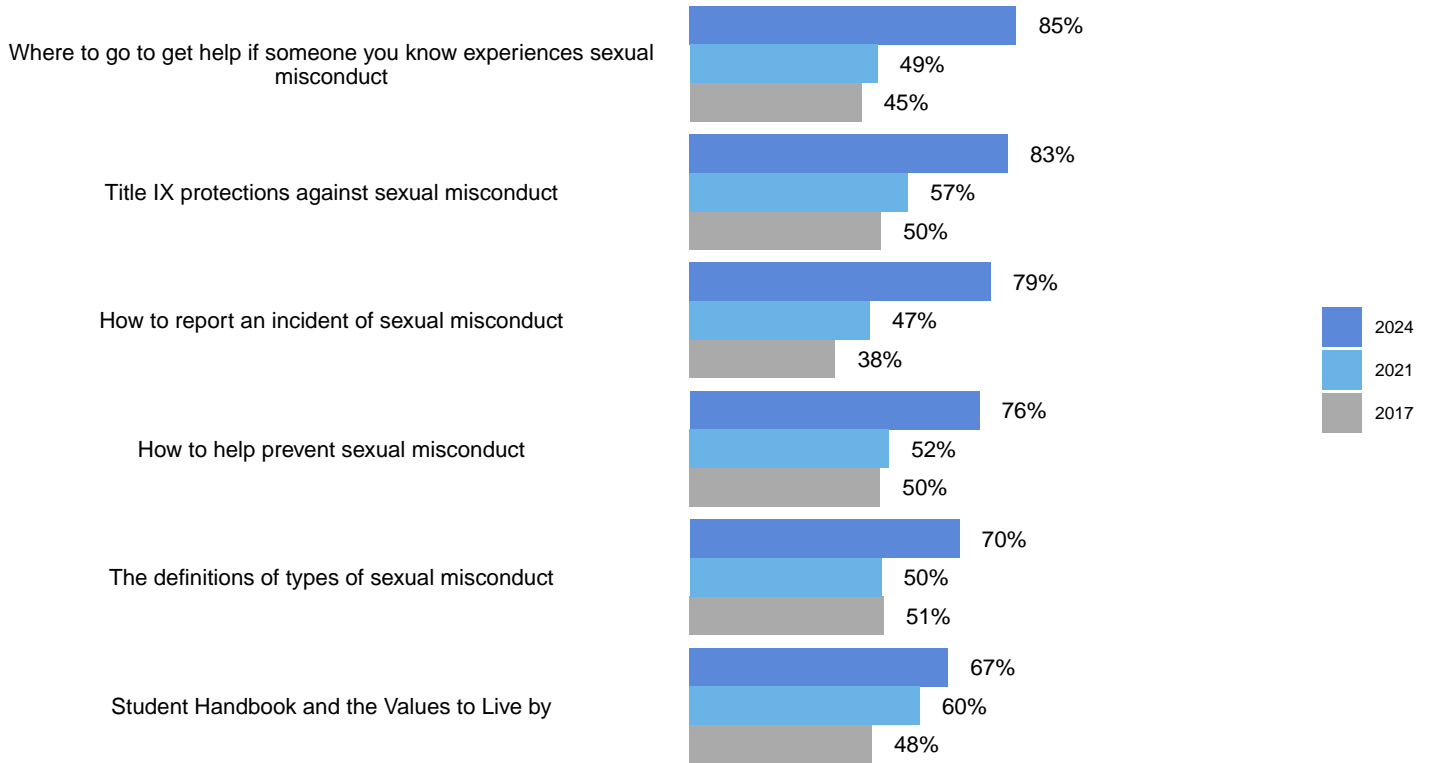
Knowledge of Campus Sexual Misconduct Resources: (n=141)



Knowledge of campus resources and reporting procedures has increased from 2021 to 2024. Specifically, 16% more students now understand what happens when they report a claim of sexual misconduct, and there has been a 13% increase in students knowing where to seek help on campus. There was a slight 2% decrease in students knowing where to get help off-campus, though this is still an 12% improvement from 2017. These trends indicate successful efforts educating students on the resources available to them on campus.

## Information Received

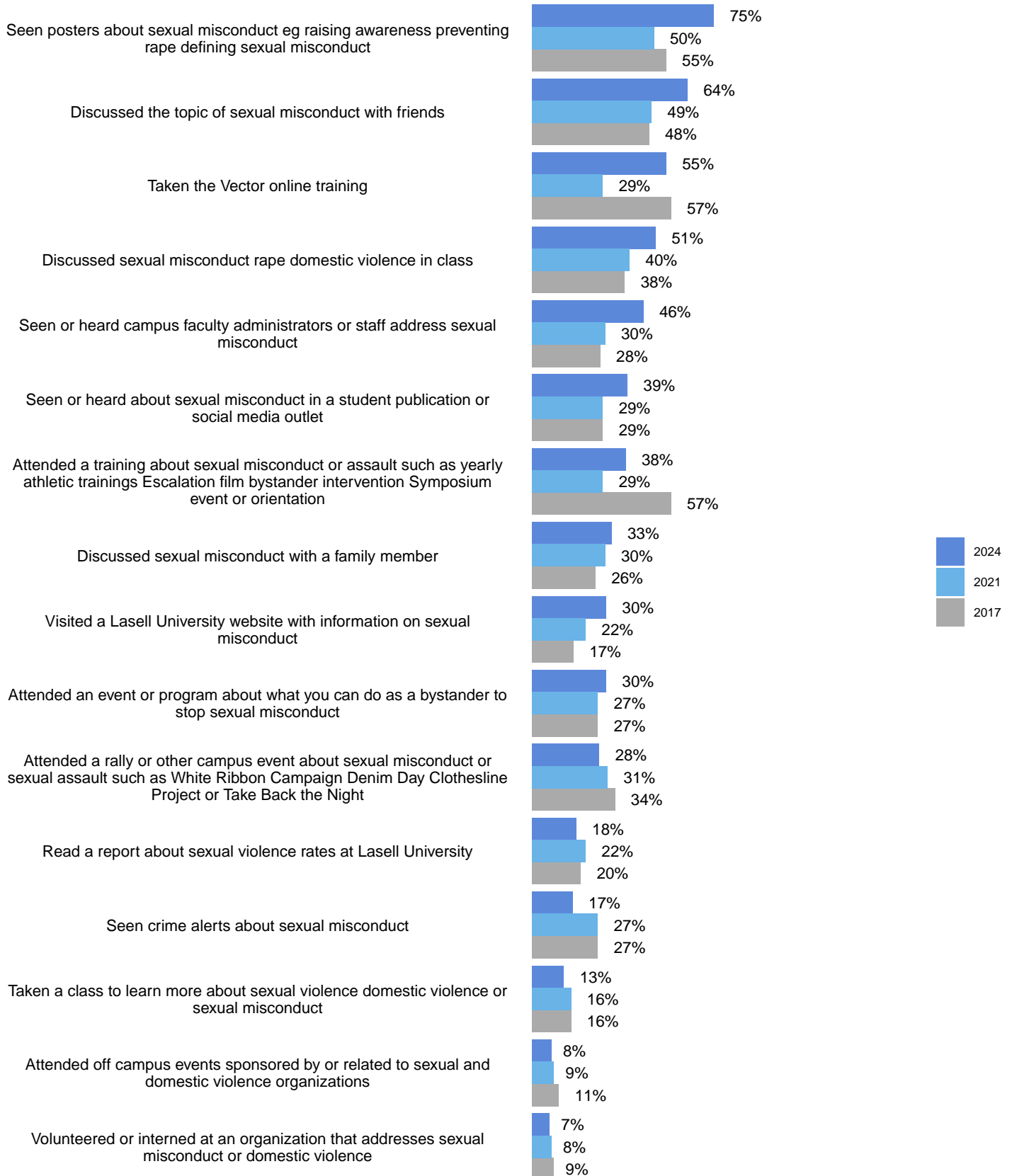
Since coming to Lasell University, have you received information about the following: (n=135)



There has been a significant increase in the number of students receiving information about sexual misconduct from 2017 to 2024. For the 2021 to 2024 period, there was a 36% increase in students knowing where to get help, a 32% increase in understanding how to report an incident, a 24% increase in awareness of how to help prevent sexual misconduct, and a 20% increase in understanding the definition of sexual misconduct. Additionally, there was a 26% increase in students' belief that Title IX offers protection, and a 7% increase in familiarity with the student handbook and the values it promotes.

## Student Involvement

Since coming to Lasell University, have you done the following:  
(n=138)

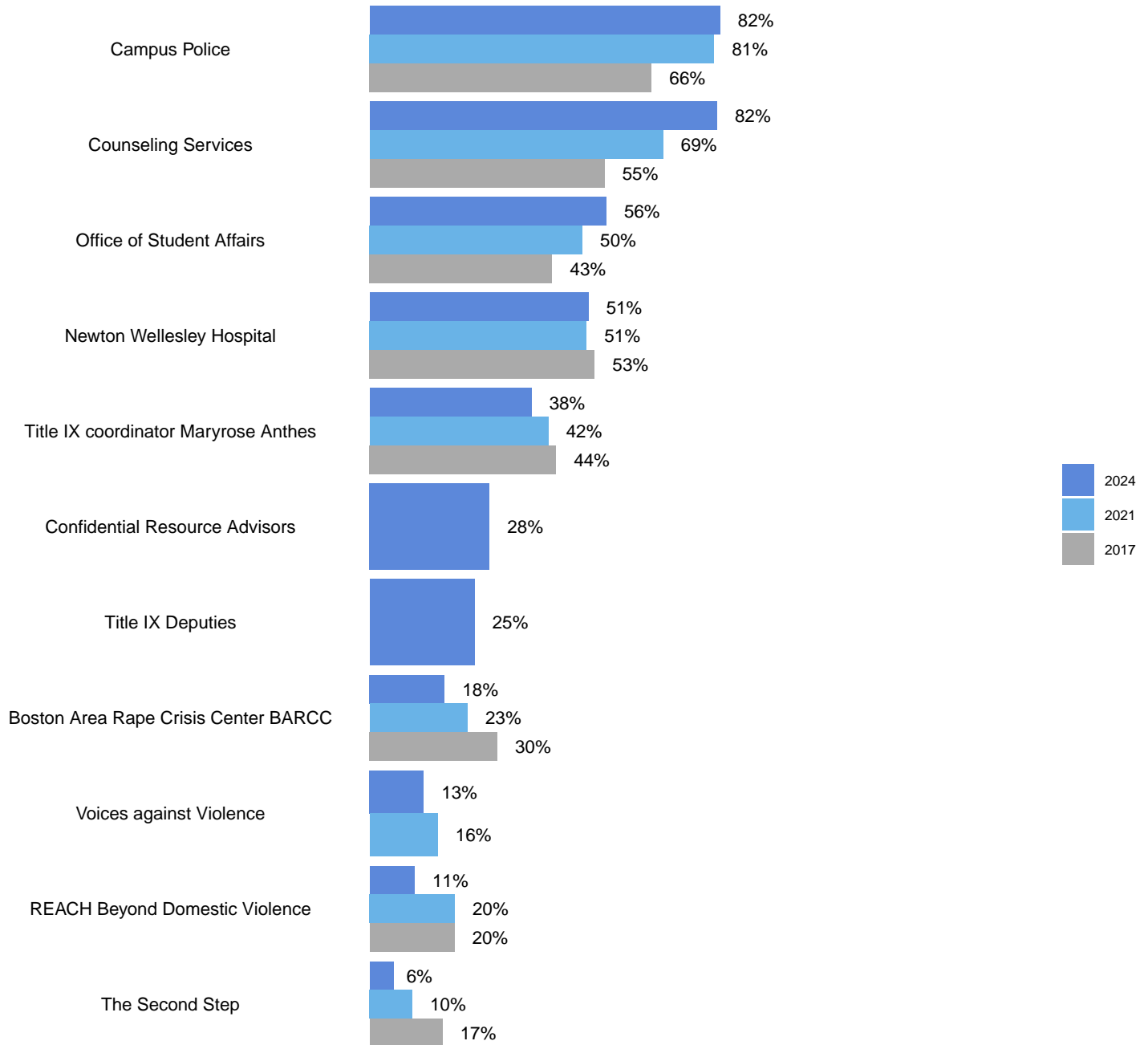


Student participation in activities related to sexual misconduct education has generally increased from 2017 to 2024, reflecting greater awareness and openness in discussing the topic across various campus settings, as well as enhanced engagement with sexual misconduct education both on and off campus. Notably, there has been a 25% increase in students noticing posters about sexual misconduct, a 15% increase in discussions with friends, an 11% increase in classroom discussions, and a 16% increase in staff addressing related topics. Additionally, there was a 10% increase in students encountering the topic in student publications or on social media, a 3% increase in discussing it with family, and an 8% increase in visiting Lasell’s website or attending events focused on bystander intervention. The 10% decrease in students seeing alerts about sexual misconduct can be viewed positively, potentially indicating fewer incidents or improved communication methods.

Participation in Vector online training has remained consistent with 2017 levels, with a 26% increase from 2021. However, despite the 9% increase in attendance at training sessions since 2021, participation remains 19% lower than in 2017. Additionally, small declines in participation—such as a 3% decrease in attending rallies or campaigns, a 4% decrease in reading reports on sexual violence rates, a 4% decrease in taking classes on the topic, and a 1% decrease in attending off-campus events or volunteering with related organizations—highlight areas where further engagement and resources may be necessary to sustain student involvement.

## Awareness of Resources

How aware you are of the function of the campus and community resources: (n=142)



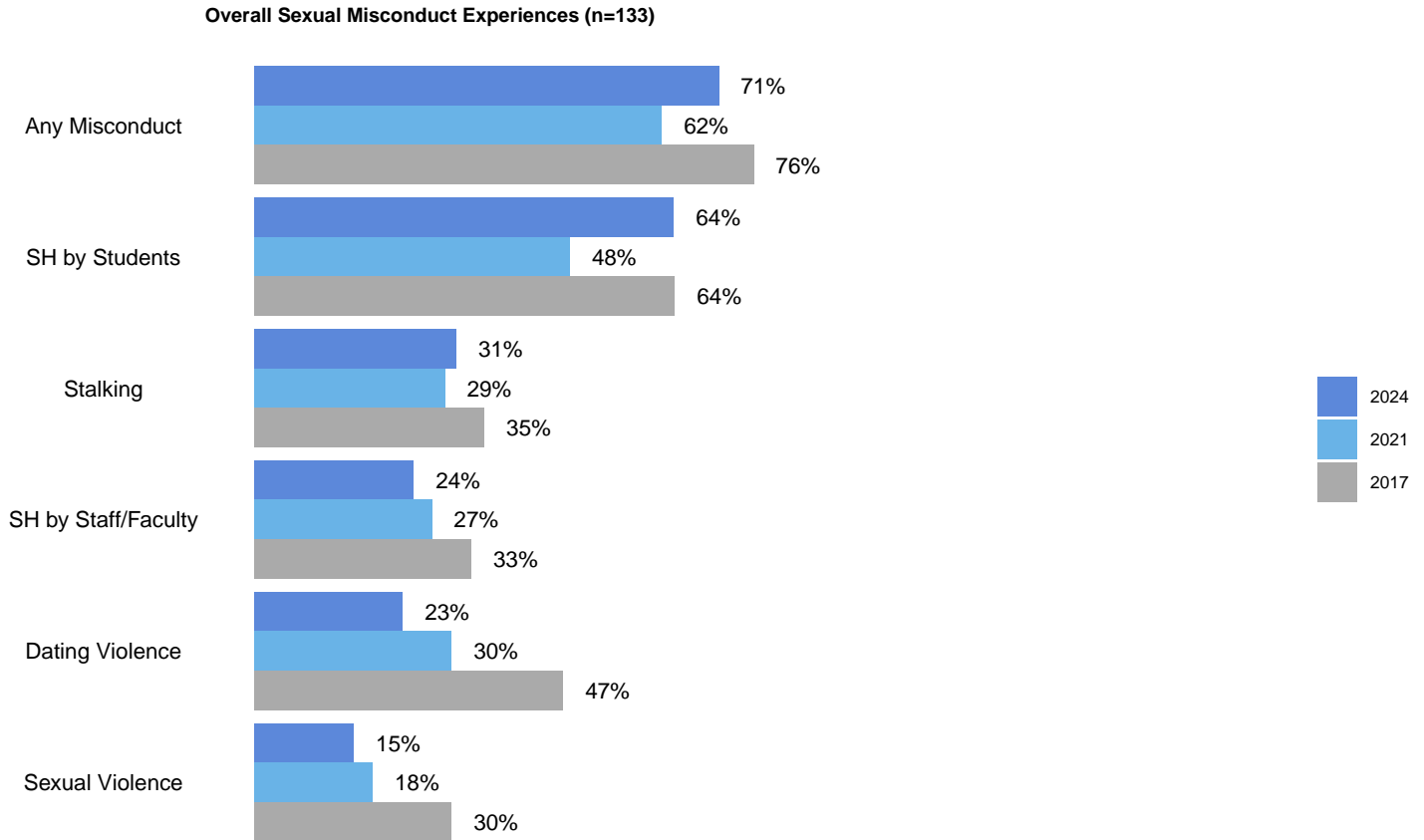
Campus police and counseling services are the top resources students are aware of, with 82% of students recognizing both. Awareness of counseling services has increased by 13% since 2021 and 27% since 2017, reflecting growing recognition of this resource. Additionally, there has been a 6% increase in awareness of the Office of Student Affairs since 2021.

However, awareness of the Title IX coordinator and external agencies such as BARCC (Boston Area Rape Crisis Center), Voices Against Violence, REACH Beyond Domestic Violence, and The Second Step has slightly decreased by 1-4%. This suggests a need for renewed efforts to raise awareness of these critical resources.



## Experiences of Sexual Misconduct

### Experiences Summary

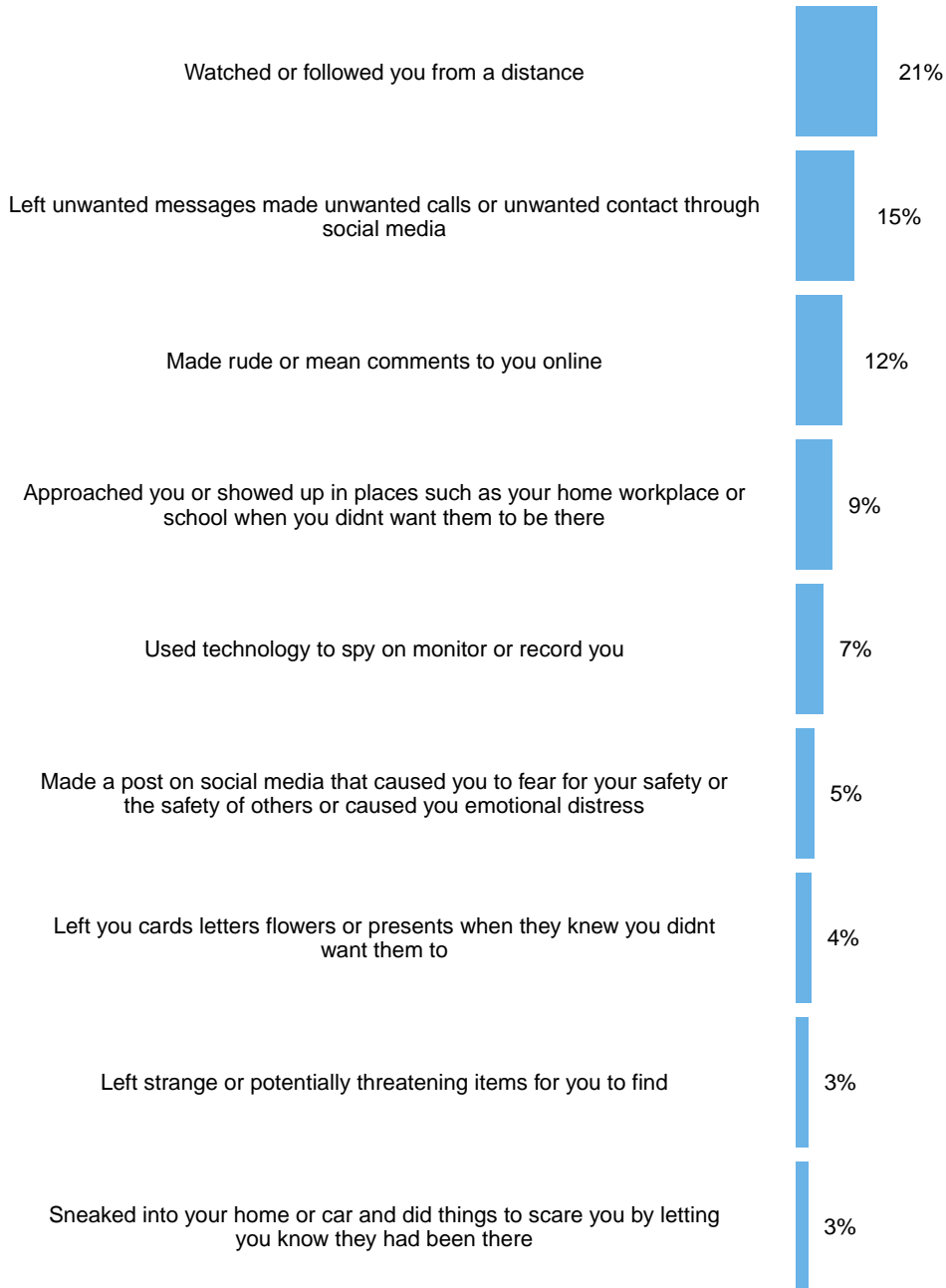


In 2024, 71% of students reported experiencing some form of sexual misconduct since enrolling. This represents a 9% increase from 2021 but is a 5% decrease compared to 2017. The drop in misconduct in 2021 may largely be attributed to limited campus interactions due to social distancing regulations and the fact that around half of the students either commuted or attended classes online. The overall percentage of misconduct is primarily driven by the high incidence of sexual harassment from other students.

Specifically, incidents of sexual harassment by students increased to 64%, returning to levels similar to those reported in 2017. Stalking also saw a 2% increase, though it remains 4% lower than in 2017. On a positive note, reports of sexual harassment by faculty have decreased by 3% since 2021, and experiences of dating violence and sexual violence have reduced by 7% and 3%, respectively. These decreases suggest some progress in addressing these issues.

## Stalking Experiences

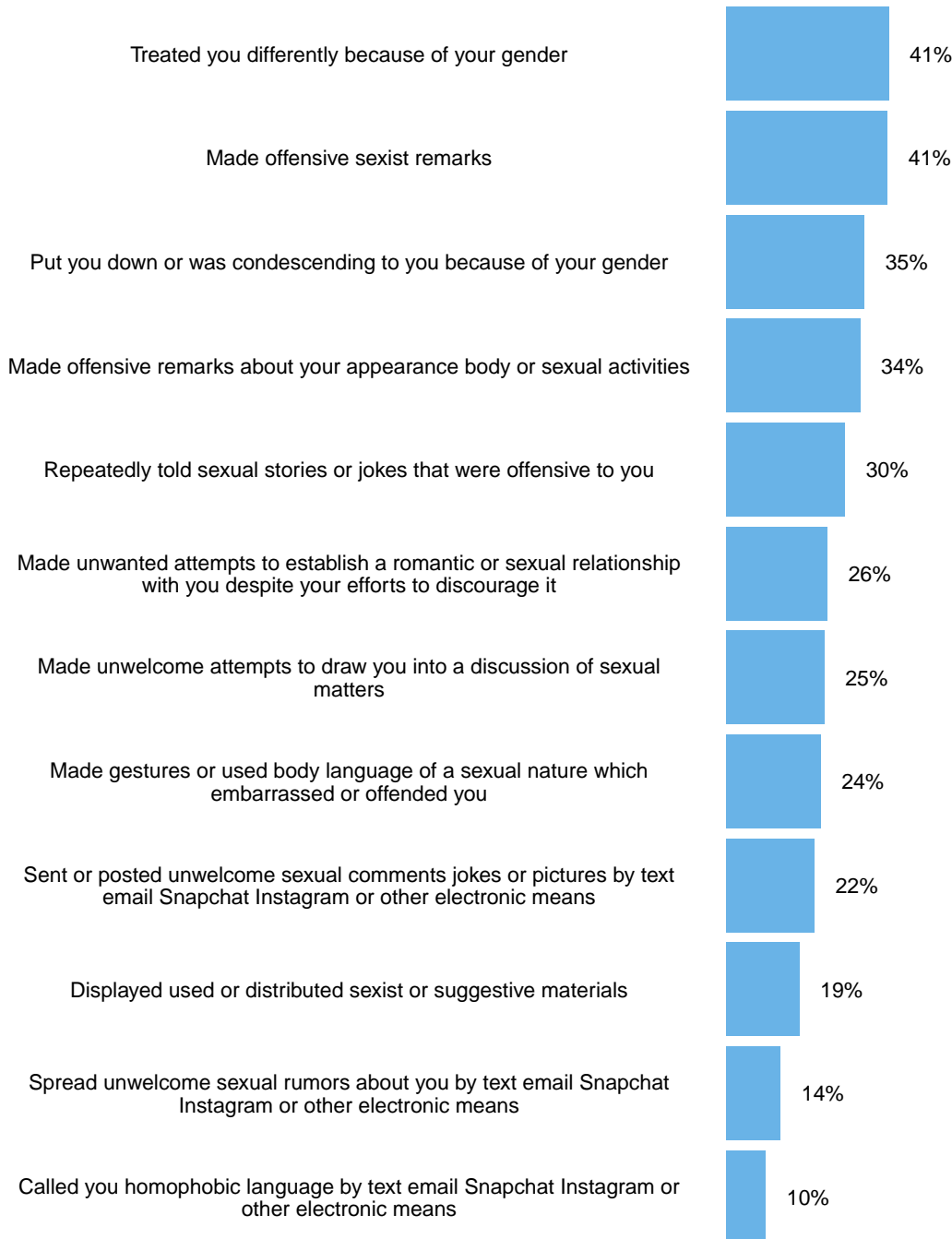
How many times have one or more people done the following things you since you enrolled at Lasell University? (n=127)



Twenty-one percent of students reported being watched or followed from a distance, while approximately 12-15% experienced unwanted contact or offensive comments. Overall, 31% of students experienced stalking, which marks a 2% increase since 2021 but is 4% lower than in 2017.

## Sexual Harassment by Students

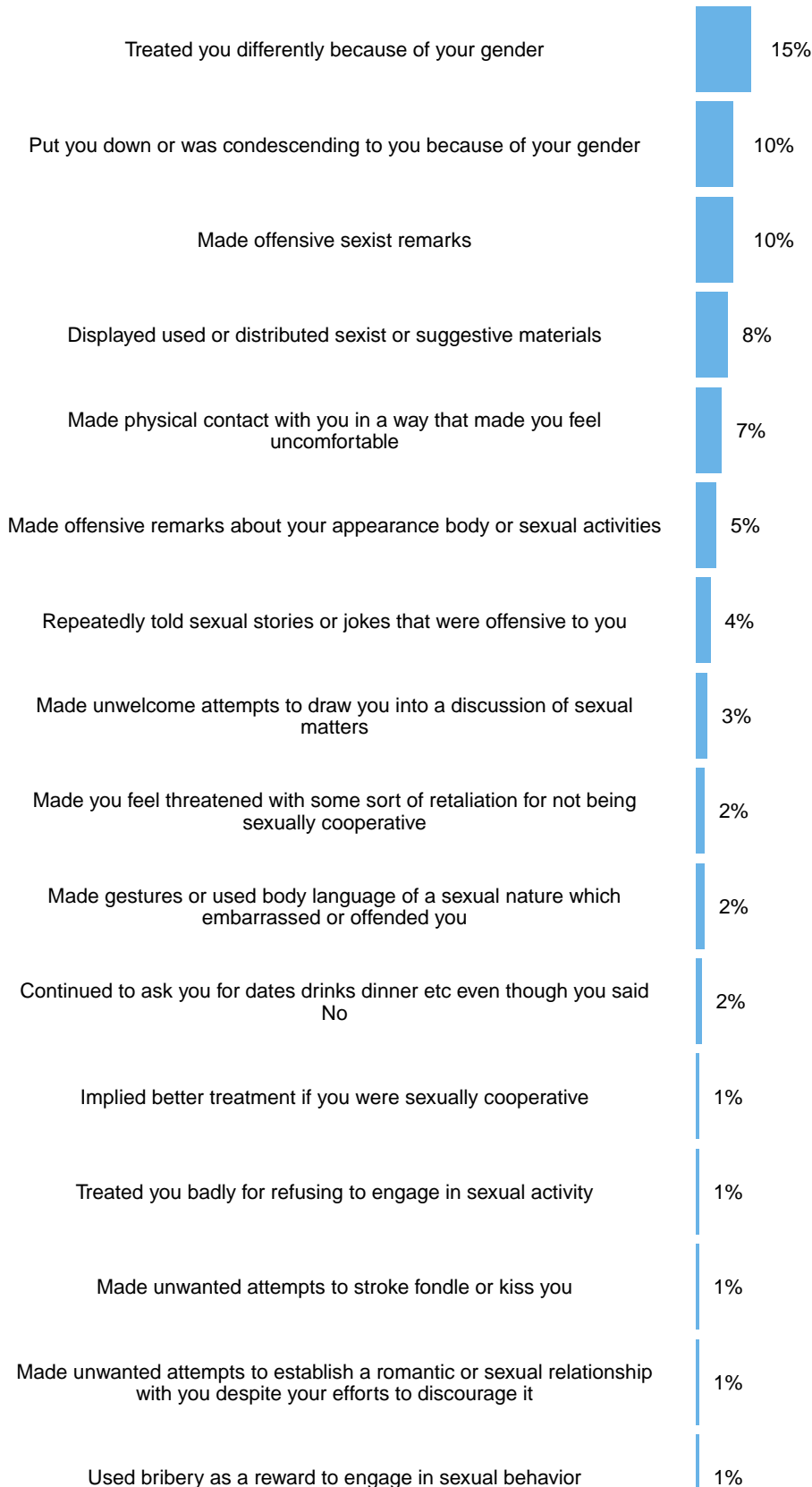
Since you enrolled at Lasell University, have you been in a situation in which a student: (n=130)



Forty-one percent of students reported experiencing differential treatment or offensive remarks from peers based on gender, and between 10% and 35% encountered condescending or offensive conversations. Overall, 64% of students experienced some form of sexual harassment or gender-based negative interactions. These findings highlight the need for focused efforts to foster a more inclusive and respectful peer environment on campus.

## Sexual Harassment by Faculty/Staff

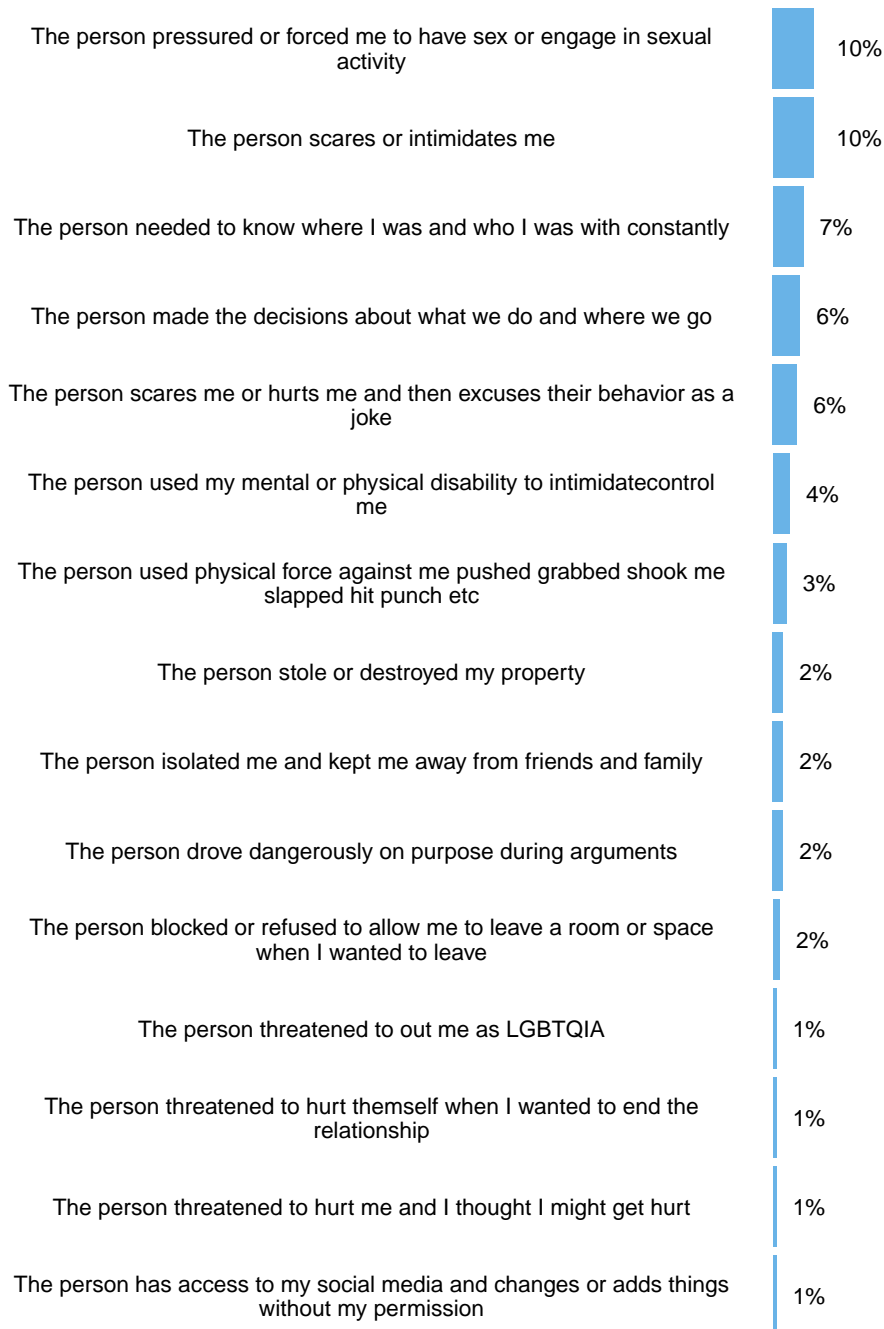
Since you enrolled at Lasell University, have you been in a situation in which a faculty/staff: (n=132)



Fifteen percent of students reported that faculty treated them differently because of their gender, and 10% experienced condescending or offensive behavior from faculty. Overall, 24% of students reported experiencing some form of sexual harassment from faculty. Although this represents a decrease from previous years, continued efforts are needed to maintain and further this progress, ensuring a more respectful and equitable faculty-student interaction.

## Dating Violence

Answer the next questions about any situation since you enrolled at Lasell University: (n=124)

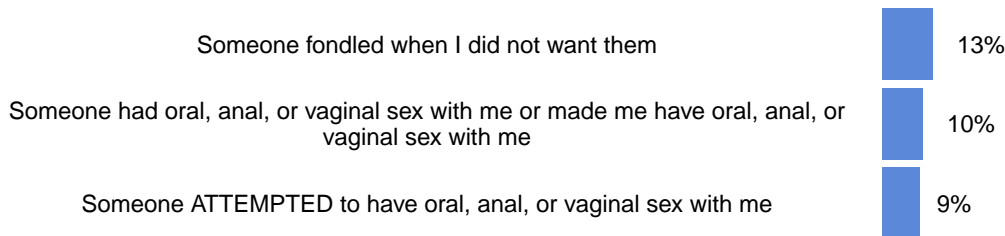


Ten percent of students reported being pressured or forced into sexual activity by a partner, and another 10% felt scared or intimidated by a partner. Overall, 23% of students experienced dating violence, which represents a 7% decrease since 2021

and a 24% decrease since 2017. While this indicates significant improvement, ongoing efforts to further reduce instances of dating violence and support affected students can have additional positive effects.

## Sexual Violence

**Answer the next questions about any sexual violence since you enrolled at Lasell University: (n=119)**



Thirteen percent of students reported non-consensual fondling, 10% reported completed non-consensual sex acts, and 9% reported attempted non-consensual sex acts. Overall, 15% of students reported experiencing sexual violence, marking a 3% decrease since 2021 and a 15% decrease since 2017. While this shows progress, continued efforts are necessary to further address and reduce instances of sexual violence on campus.

## Institutional Response

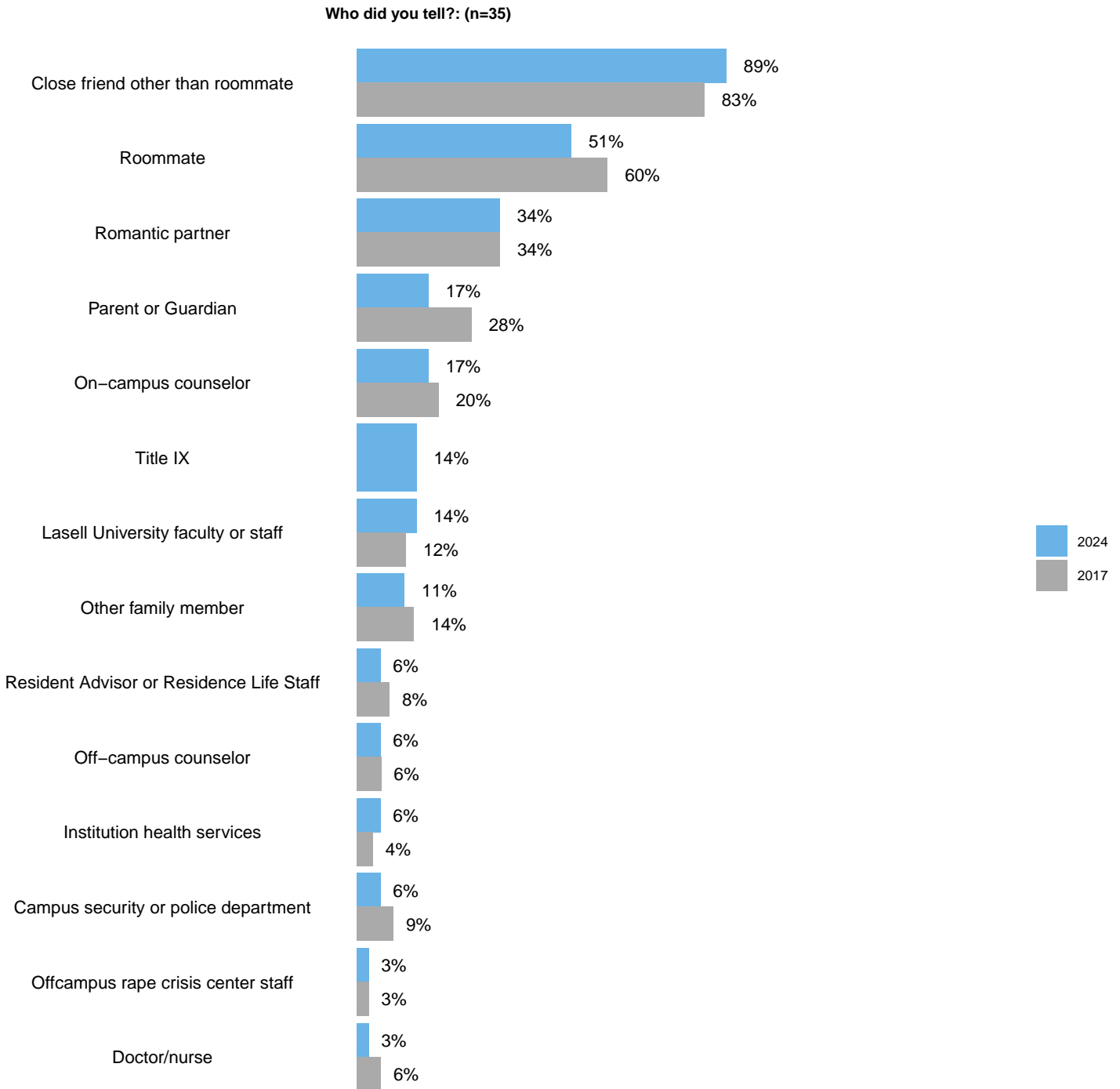
### Reported

**Did you tell anyone about the incident(s) mentioned above (n=83)**



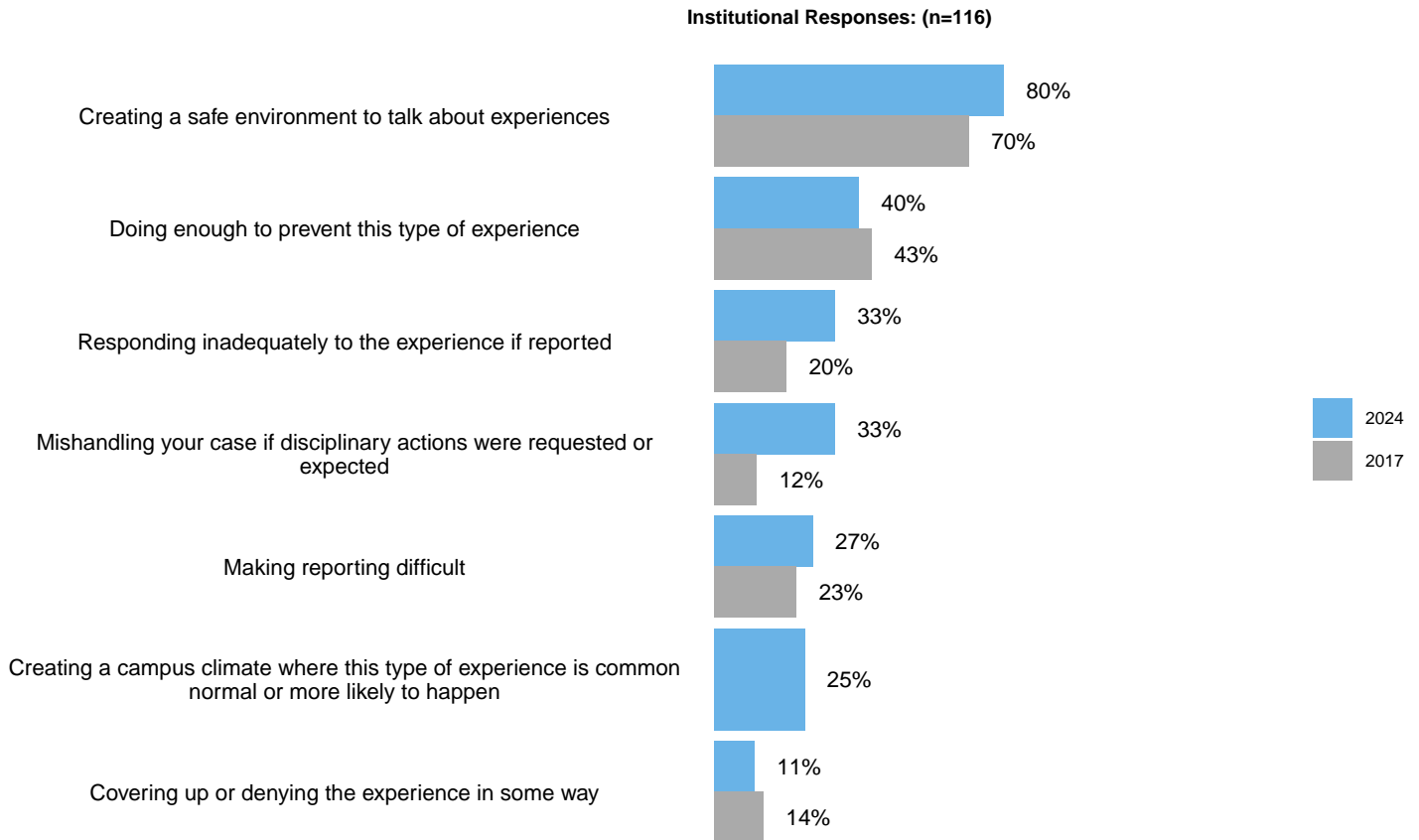
Forty-three percent of students who experienced sexual misconduct reported the incident, while 57% did not. This indicates that a majority of incidents go unreported, highlighting the need for further discussions around improving reporting processes and strengthening support systems to encourage more students to come forward.

## Reported Person



When students shared their experiences of sexual misconduct, close friends were the most common confidants, with 89% of students reporting to them. Roommates were next, with 51% of students confiding in them, followed by romantic partners at 34%. In contrast, 11-17% of students reported their experiences to on-campus counselors, Title IX coordinators, faculty or staff, or family members. This suggests that students primarily rely on their immediate social circles for support, indicating a potential need to strengthen trust and accessibility in formal support systems.

## Reporting Process



Eighty percent of students felt that Lasell created a safe environment to talk about their experiences, reflecting a 10% improvement since 2017. However, 33% of students felt the institution responded inadequately or did not handle reported experiences as expected, a sentiment that has increased by over 10% compared to 2017. Additionally, only 40% of students believed the institution was doing enough to prevent sexual misconduct, a 3% decrease since 2017.

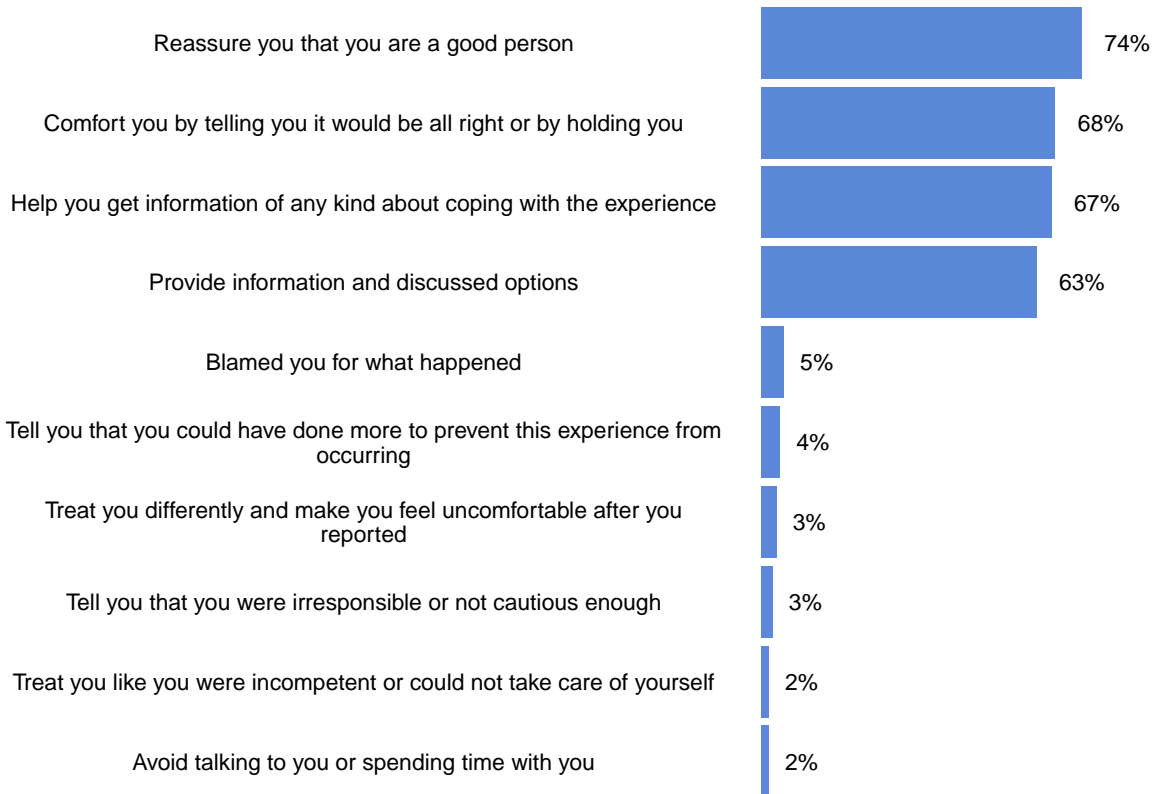
Twenty-seven percent of students found it difficult to make a report, a 4% increase since 2017. Meanwhile, 25% of students believed that the campus climate made sexual harassment more likely to occur, although only 11% felt that the institution tried to cover up incidents. These findings suggest that while some progress has been made in creating a safer environment, there are still concerns that need to be addressed regarding prevention efforts, institutional responses, and reporting processes.



## Peer Response

### Peer Response to Incident

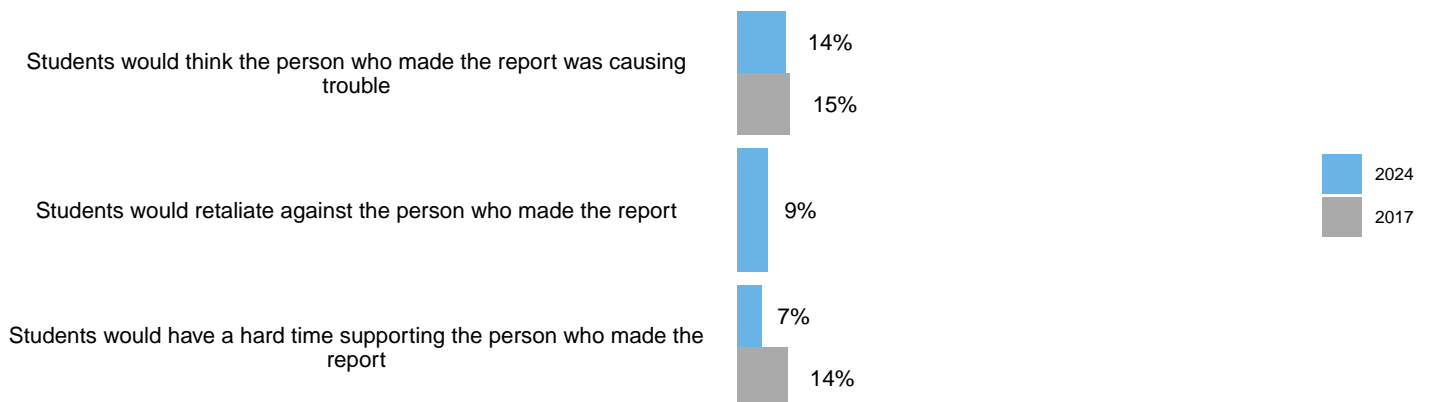
If you experienced sexual misconduct and you told your friends/peers, how would they respond? (n=115)



Peers generally responded supportively to disclosures of sexual misconduct. Over 63% of students reported that their peers would reassure them they are good people, offered comfort, or helped them find coping strategies. Only a small percentage—below 5%—of peers responded with victim-blaming remarks. This suggests that most students would receive positive and supportive responses from their peers when sharing their experiences.

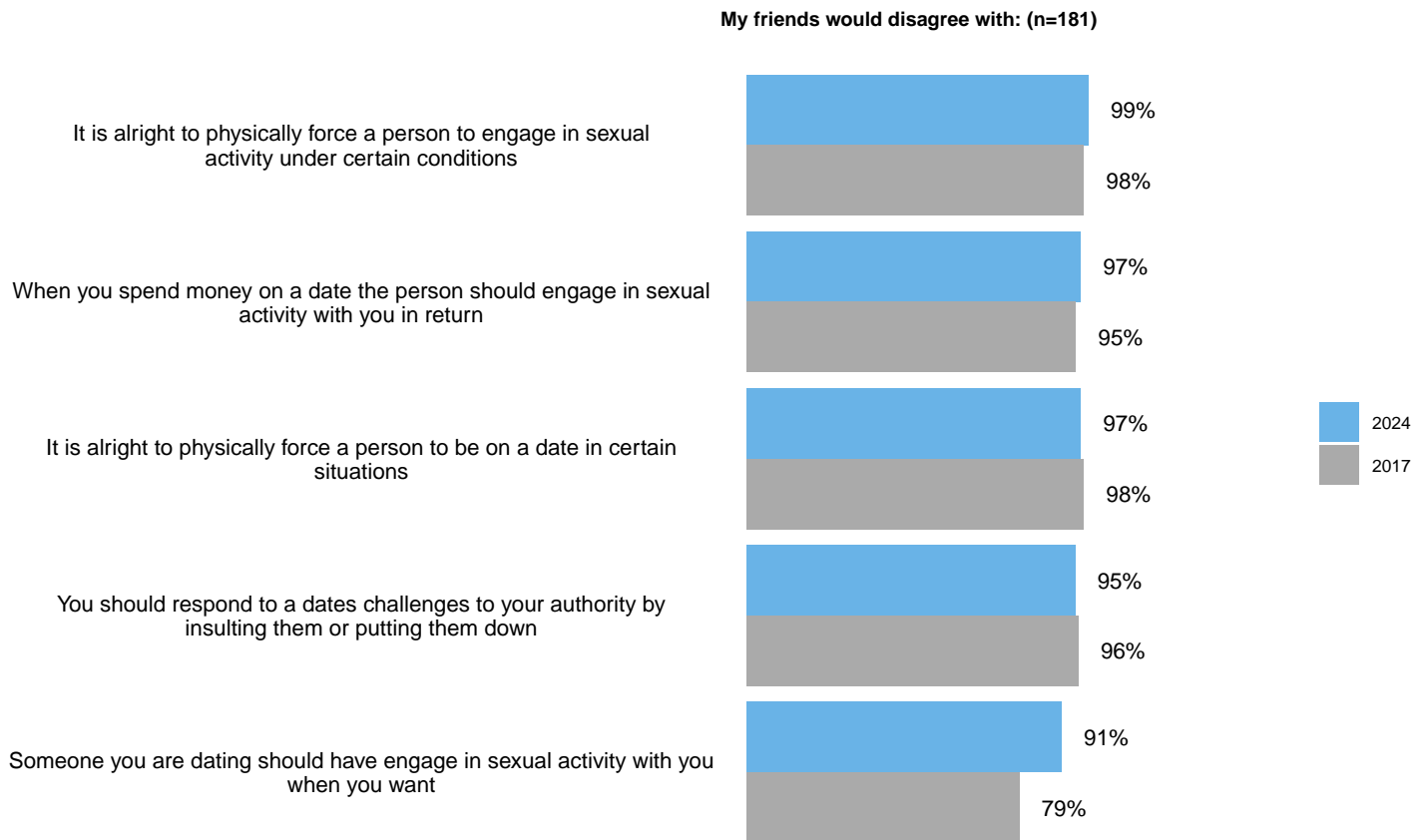
### Peer Response to Report

If someone were to report a case of sexual misconduct to Lasell University: (n=103)



Fewer than 14% of peers believed that a student who reports sexual misconduct would be seen as causing trouble or face retaliation, indicating a low level of concern about negative consequences after making a report. Additionally, 7% fewer students believed that those who report would struggle to receive support, reflecting an improvement in the perception that students are supported after reporting incidents.

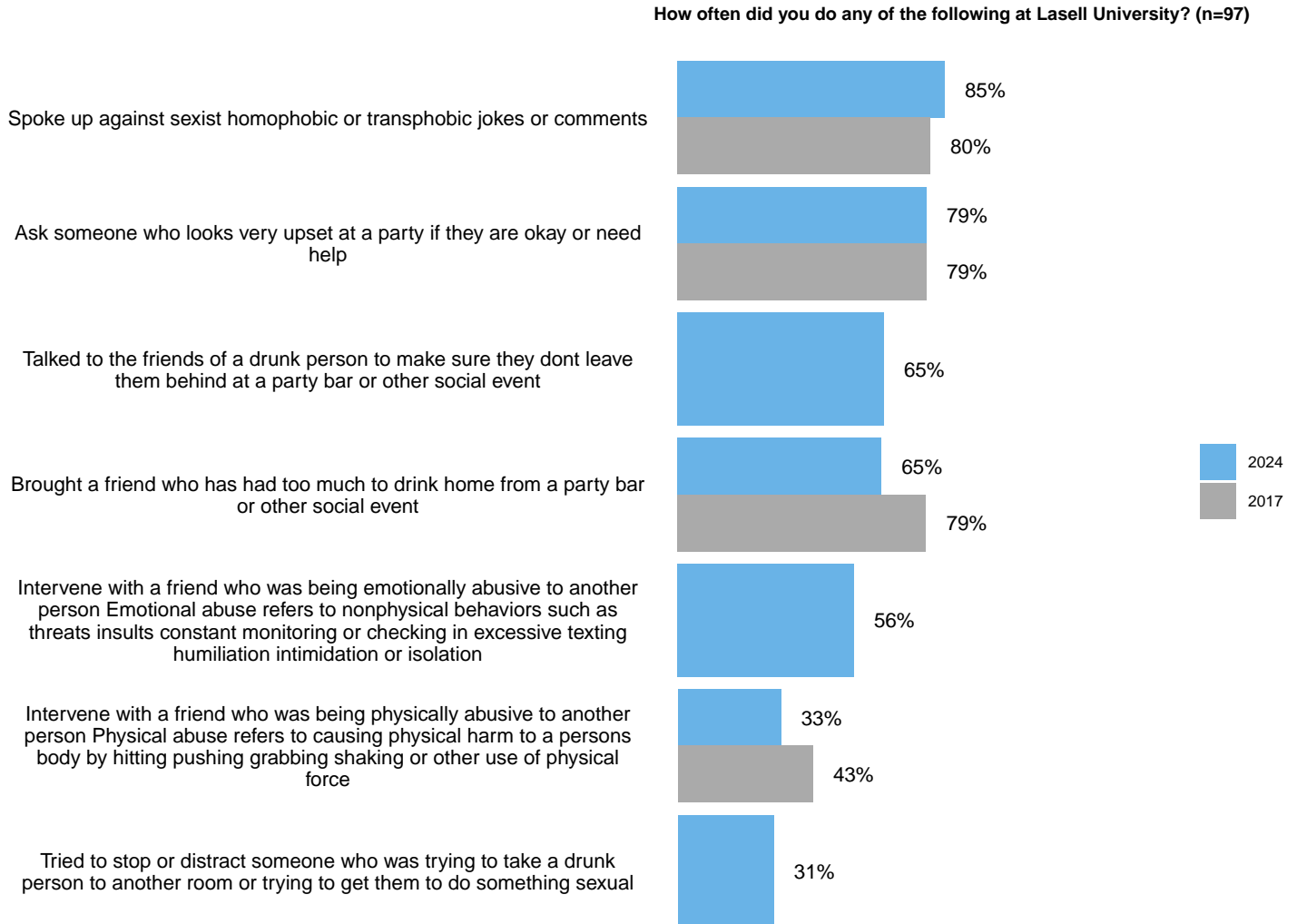
## Peer Norm



There was strong disagreement with problematic statements that could lead to sexual coercion or violence. Notably, there was a 12% increase in disagreement with the statement that someone you're dating should be obligated to engage in sexual activity. This suggests a growing rejection of coercive attitudes and a stronger emphasis on consensual relationships.

## Student Understanding and Perception

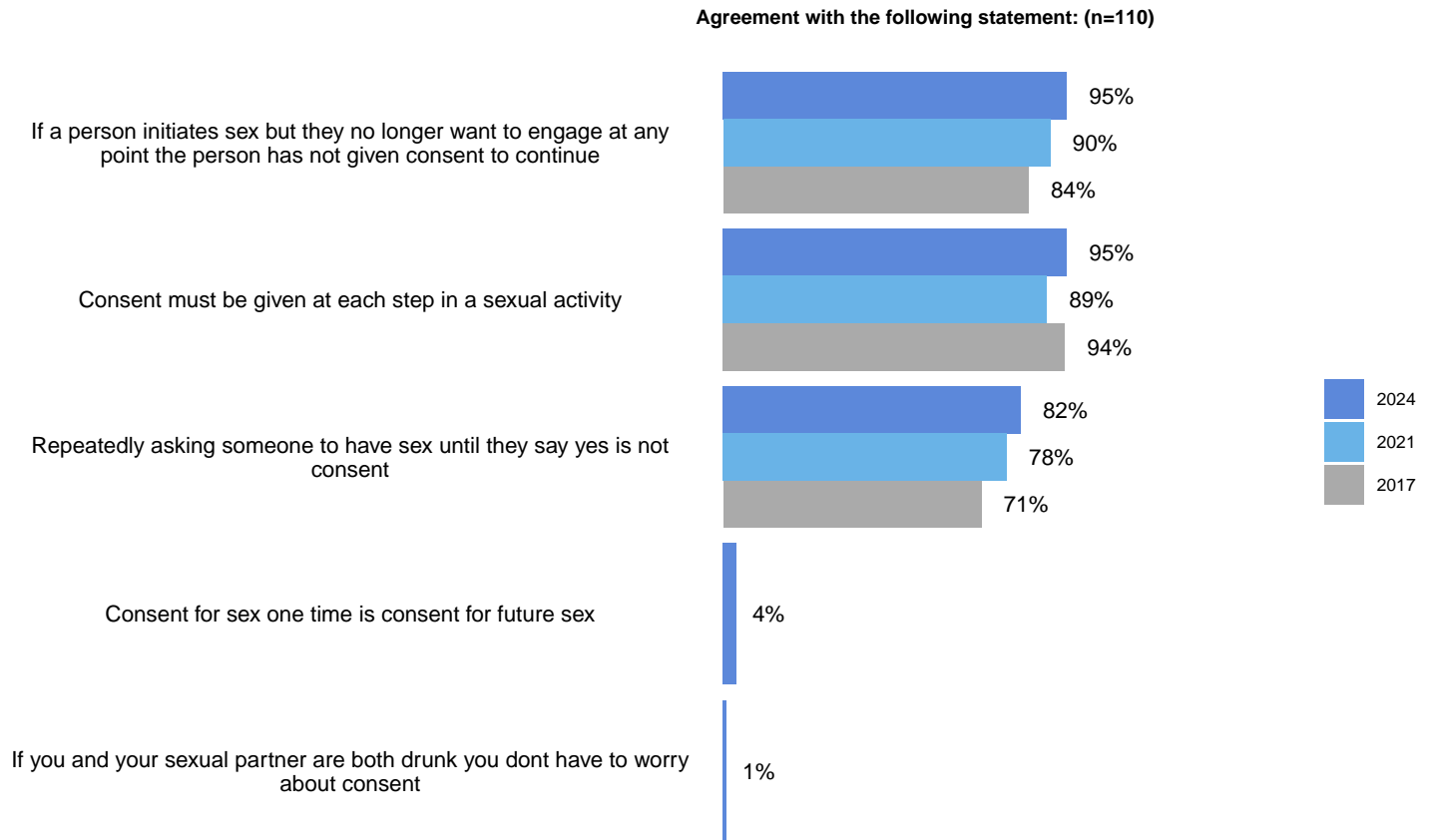
### Bystander Intervention



We observed high rates of positive bystander behaviors among students. Eighty-five percent of students reported speaking up against sexist comments, a 5% increase since 2017. Over 65% of students said they would check on someone who looks upset and intervene if they saw a drunk person in a vulnerable situation. Although 14% fewer students would bring a drunk friend home compared to 2017, 65% still indicated they would do so. Additionally, 56% of students said they would intervene in emotionally abusive situations.

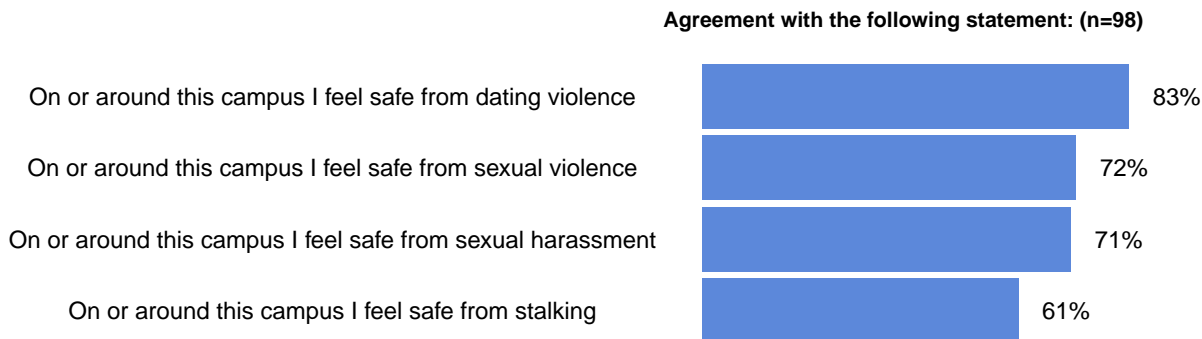
However, only 33% of students reported they would intervene in cases of physical abuse, representing a 10% decrease from 2017. Additionally, 31% of students said they would try to stop a drunk person from being taken advantage of. These findings suggest that while many students are willing to engage in bystander intervention, they are less likely to do so in cases of physical abuse.

## Understanding of Consent



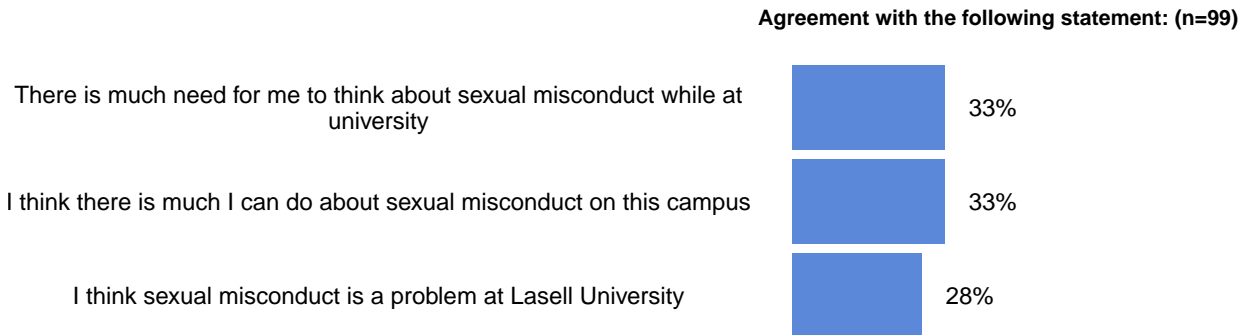
An increased understanding of consent among students is evident. Ninety-five percent of students agree that consent must be given at every stage of sexual activity. Additionally, 11% more students now recognize that repeatedly asking for consent may not result in valid consent. Only 4% believe that consent can be given for all future events, and just 1% believe that no consent is needed when someone is drunk. These findings suggest that students are becoming more aware of the importance of clear, ongoing, and informed consent.

## Sense of Safety



Most students feel safe on campus, with over 70% reporting they feel safe from dating violence, sexual violence, or sexual harassment. However, fewer students—61%—felt safe from stalking, indicating an area where safety concerns may still persist.

## Perception of sexual misconduct as part of campus life

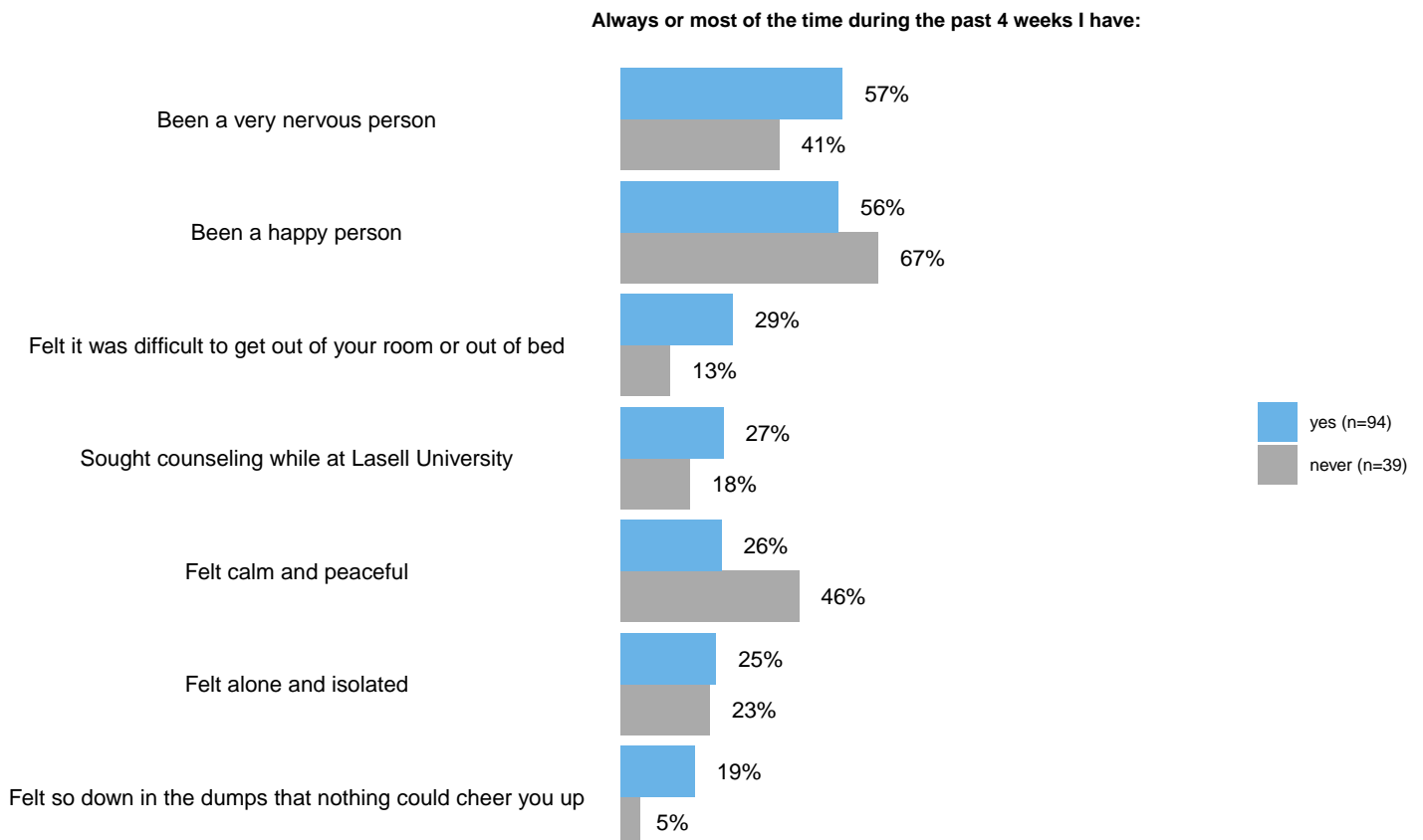


Twenty-eight percent of students believe that sexual misconduct is a problem at Lasell, while 33% think that there is much more that needs to be done to address it. This indicates that a portion of students recognize the issue of sexual misconduct, but also suggests that they believe further actions are needed to effectively address it on campus.

## Influences of Sexual Misconduct on Mental Health

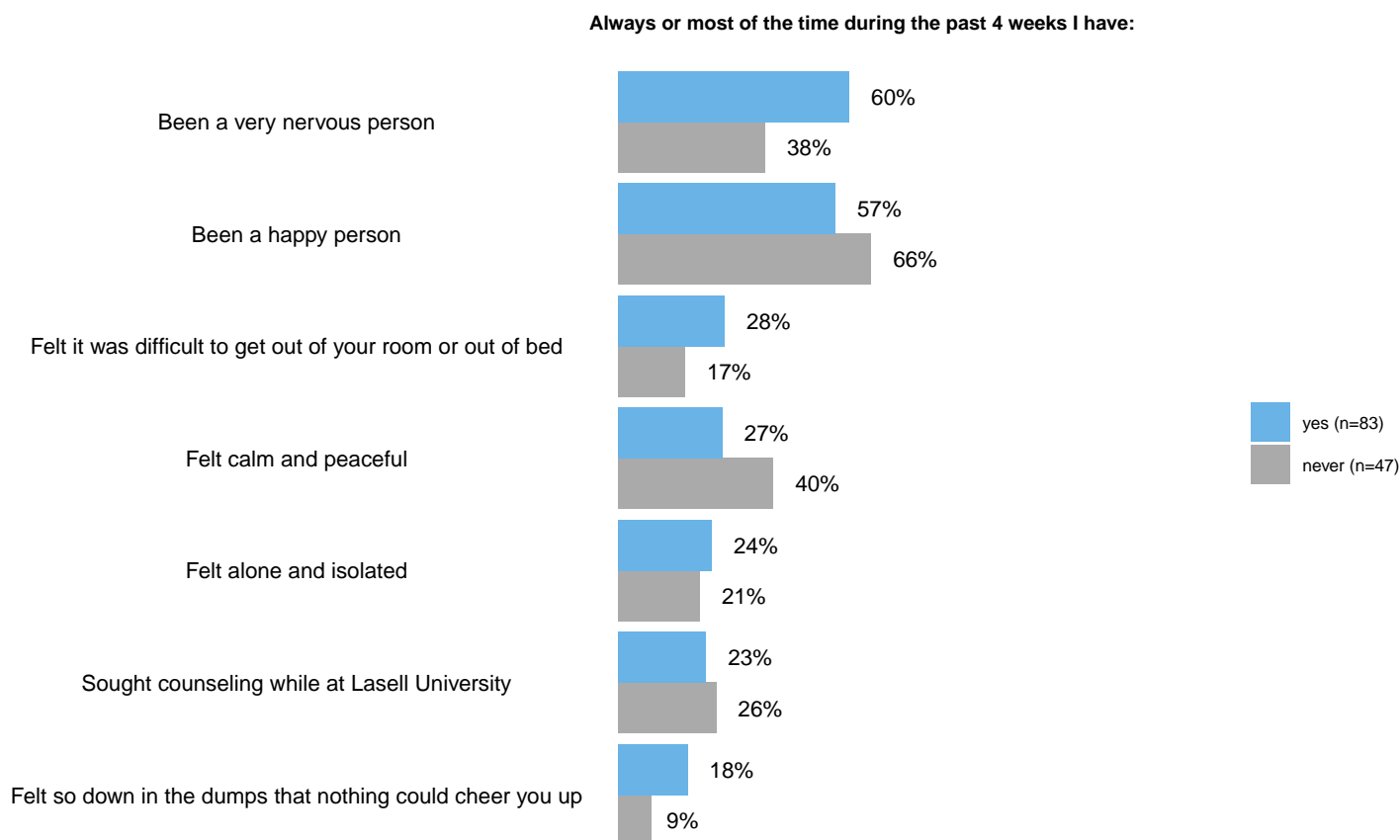
This section examines how students who reported experiencing any form of sexual misconduct differ in their mental health compared to those who reported never experiencing such misconduct. Specifically, sexual harassment by students is focused on due to the sufficient sample size available for comparison between those who experienced it and those who did not.

### Any Sexual Misconduct on Mental Health



We found that sexual misconduct has a significant impact on students' emotional well-being and mental health. Students who experienced misconduct reported being 20% less calm, 11% less happy, and over 14% more nervous, had more difficulty getting out of bed, and felt down with nothing to cheer them up. Additionally, they reported 2% more isolation and were 9% more likely to seek counseling. These results underscore the need for targeted mental health support and interventions for students affected by sexual misconduct.

## Impact of Student Harassment Experiences on Mental Health

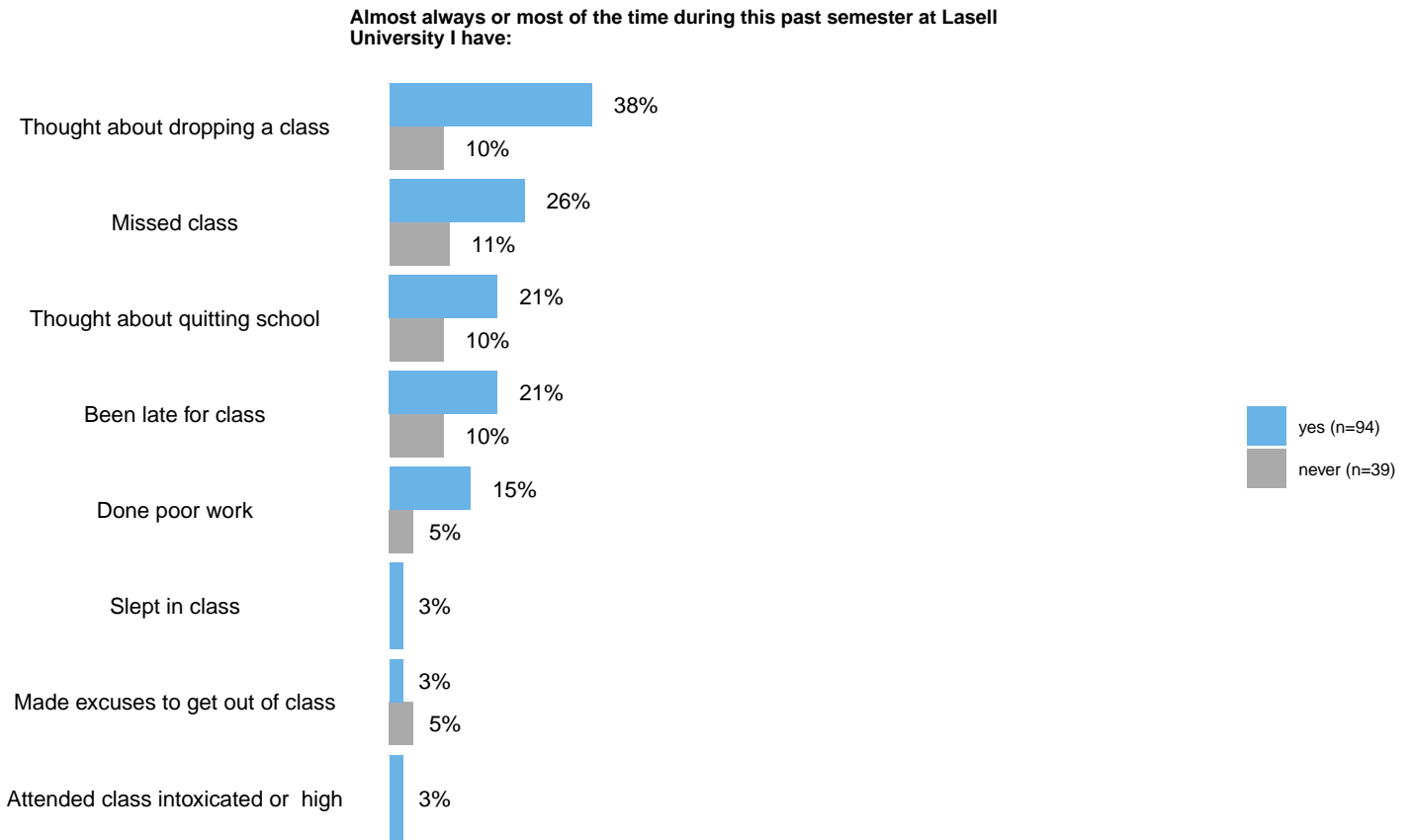


Sexual harassment by students appears to have a significant impact on students' mental health, although slightly less than stalking. Those who experienced sexual harassment by students reported 9-13% lower levels of happiness and calmness. They also experienced over 22% higher levels of nervousness, 11% more difficulty leaving their room, and 9% more reported feeling down. Additionally, 3% more felt alone. Despite these issues, they had 3% less usage of counseling services at Lasell. This suggests a need for improved information and outreach about counseling services specifically addressing the issues faced by students affected by sexual harassment by peers as mental health concerns are evident among this population.

## Influences of Sexual Misconduct on Academic Engagement

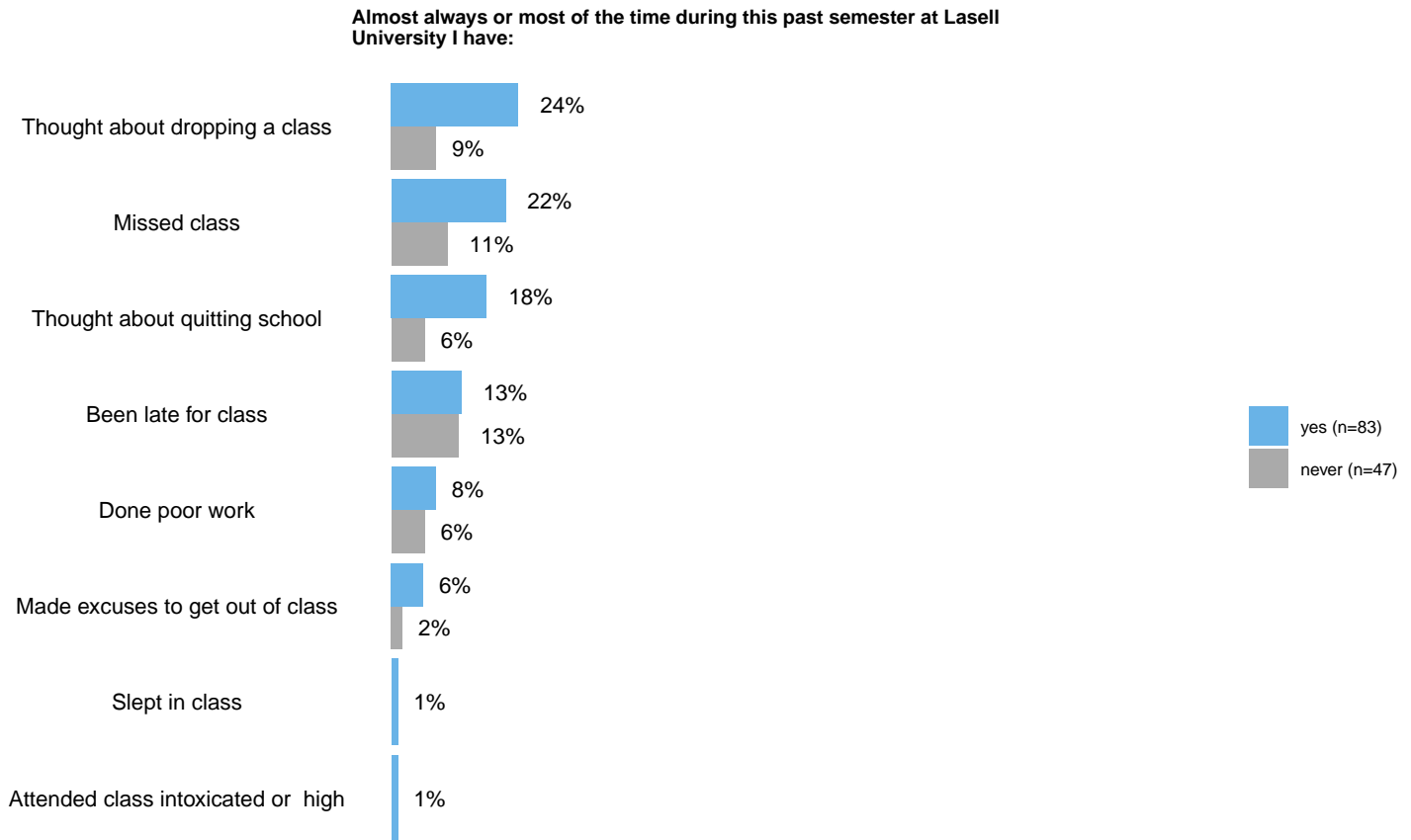
This section examines how students who reported experiencing any form of sexual misconduct differ in their academic engagement compared to those who reported never experiencing such misconduct. Specifically, sexual harassment by students is focused on due to the sufficient sample size available for comparison between those who experienced it and those who did not.

## Any Sexual Misconduct on Academic Engagement



Experiencing any form of sexual misconduct significantly impacts academic engagement. Students who encountered sexual misconduct were 28% more likely to consider dropping a class. They were also over 10% more likely to miss a class, think about quitting school, be late for class, and produce poor work. These findings suggest that sexual misconduct can disrupt students' academic performance and commitment, highlighting the need for supportive measures to help affected students maintain their academic engagement.

## Impact of Student Harassment Experiences on Academic Engagement



Experiencing sexual harassment from peers significantly impacts academic engagement. Students who encountered harassment were over 11% more likely to drop or miss classes, 8% more likely to quit school, 4% more likely to make excuses to get out of class, and 2% more likely to produce poor work. These findings indicate that sexual harassment from peers can negatively affect students' academic performance and commitment.

## Summary

Our analysis of sexual misconduct at Lasell University in 2024 reveals both encouraging progress and areas requiring continued attention. Student perceptions of the university's handling of reports have significantly improved, with more students believing in the institution's support for those who file reports. This positive shift suggests that the institution's efforts to create a more supportive and responsive environment are bearing fruit.

Knowledge of campus resources and reporting procedures has also seen a marked increase, indicating that the institution's educational initiatives are successfully reaching the student body. However, while on-campus resource awareness has grown, there's been a slight decline in knowledge of off-campus resources, suggesting a need to strengthen the institution's connections with community partners.

Student engagement with sexual misconduct education has generally increased across various platforms, from classroom discussions to social media. This trend reflects a growing awareness and openness to discussing these critical issues. However, participation in some specific activities, such as attending rallies or taking related classes, has seen small declines, indicating a need for renewed engagement strategies.

While the overall reported rate of sexual misconduct experiences has increased since 2021, it remains lower than the figures reported in 2017. Notably, there have been decreases in reported experiences of dating violence and sexual violence, indicating some progress in these areas. However, while sexual harassment by faculty has decreased, peer-to-peer harassment remains a prevalent issue, underscoring the need for targeted interventions to address student interactions.



## Recommendations

To build on the institution's progress and address ongoing challenges, we recommend a multi-faceted approach. First, we should enhance our peer education programs, focusing on respectful interactions and bystander intervention. These programs could include interactive workshops and role-playing scenarios to help students navigate complex social situations and recognize problematic behaviors.

Secondly, the institution needs to strengthen the institution's support systems for students who experience sexual misconduct. While many students confide in friends and roommates, fewer utilize formal support services. The institution should work on bridging this gap by creating more approachable and visible pathways to professional help. This could involve training student ambassadors who can act as liaisons between their peers and formal support services, making the process less intimidating.

Lastly, to enhance academic engagement for students affected by sexual misconduct, we propose developing a specialized support program. This program could include flexible attendance policies, individualized tutoring, and tailored mental and academic counseling to address the unique needs of students coping with the aftermath of sexual misconduct.

By implementing these recommendations, Lasell University can continue to foster a safe, supportive, and equitable environment for all students. Our goal is not only to reduce incidents of sexual misconduct but also to ensure that when such incidents do occur, students feel empowered to seek help and confident in the university's ability to support them through their academic journey.