



Strategic Risk
Management Solutions

Sexual Misconduct Climate Survey Results: Full Report

Assumption University

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Executive Summary

OVERVIEW

Assumption University (hereafter referred to as University) engaged TNG Consulting, LLC., (hereafter referred to as “TNG”) to evaluate the campus climate regarding sexual misconduct at the University. TNG designed a comprehensive survey, which was subsequently administered by University staff. The survey assessed multiple dimensions, including the prevalence of sexual violence, dating violence, stalking, and sexual harassment; student perceptions of the campus climate related to these forms of misconduct; student knowledge of and familiarity with institutional procedures for reporting and responding to sexual misconduct; and student awareness of and exposure to support services available to victims.

KEY FINDINGS: PREVALENCE OF SEXUAL MISCONDUCT

SEXUAL VIOLENCE

- Unwanted fondling or kissing was the most common type of sexual violence and the most commonly reported type of sexual violence with 19.6% of respondents reporting unwanted fondling/kissing.
- 7.1% of respondents experienced attempted vaginal/anal penetration.
- 5.5% of respondents experienced completed vaginal/anal penetration.
- 3.7% of respondents experienced oral sex without consent.
- Sexual violence most often occurred when the individual proceeded without obtaining consent, checking in or while the other individual was still deciding, by ignoring the other individual’s cues to stop or slow down, or when they initiated sexual activity despite the other person’s refusal.
- While most commonly sexual violence occurred on one day, of those who experienced sexual violence, a concerning 17% reported experiencing on nine or more days.
- Most individuals who experienced sexual violence experienced sexual violence from more than one person.
- The perpetrator of sexual violence was most often a man.
- Three quarters of those who experienced sexual violence reported experiencing sexual violence from a friend or acquaintance.
- 86% of incidents of sexual violence occurred on campus.
- 62% of victims of sexual violence reported being under the influence of alcohol.
- 68% of those who experienced sexual violence did not report to a University employee and 91% of those who did make a report, also told a friend.

- Of those who did not tell a University employee, 63.3% reported it was because they didn't think it was serious enough.
- Over half of individuals who experienced sexual misconduct felt anxiousness, nervousness, fear, or embarrassment.
- 20% of those who experienced sexual misconduct either engaged in self-harm, attempted to die by suicide, or had thoughts of wanting to harm or kill themselves as a result.

DATING VIOLENCE

- 4.2% of respondents reported experiencing dating violence.
- Over half of those who experienced dating violence reported that the person threatened to hurt them and they thought they might really get hurt or that the person could scare or intimidate them without engaging in physical violence.
- 40% of respondents who experienced dating violence reported experiencing it on nine or more days.
- 72.7% of respondents who experienced an incident of dating experienced dating violence from one person, most often a man.
- 70% of incidents occurred on campus.
- Victims and perpetrators of dating violence did not tend to be using or under the influence of alcohol or drugs at the time of the incident(s).
- 70% of those who experienced dating violence did not report to a University employee, most often because they did not think it was serious enough.
- 80% of those who did not tell an employee did tell a friend; few told anyone else.
- 60% of those who experienced dating violence reported engaging in self-harm, attempting to die by suicide, or having thoughts of wanting to harm or kill themselves as a result.
- Over half of individuals who experienced dating violence felt anxiousness, nervousness, or fear or had difficulty keeping up with classwork.

STALKING

- 5.8% of respondents reported being stalked.
- 100% of those who experienced stalking reported it took the form of unwanted communication; 80% were approached uninvited.
- 40% of individuals who experienced stalking reported experiencing it on nine or more days.
- 86.7% of respondents who experienced stalking experienced it from one person, most often a man.
- 92.9% of incidents occurred on campus.
- Victims and perpetrators of stalking did not tend to be using or under the influence of alcohol or drugs at the time of the stalking.

- 85.7% of those who experienced stalking did not report to a University employee, citing that they did not think it was serious enough or that they could handle it themselves as reasons for not reporting.
- 78.5% of respondents who experienced stalking reported anxiety, nervousness, or fear because of the incident(s).

SEXUAL HARASSMENT

- 12.2% of respondents reported experiencing sexual harassment.
- 86.2% of those who experienced sexual harassment reported that it took the form of offensive comments about their appearance, body, or sexual activity.
- 58.6% of those who experienced sexual harassment experienced it from multiple individuals.
- 82.8% of incidents occurred on campus.
- Victims and perpetrators of sexual harassment did not tend to be using or under the influence of alcohol or drugs at the time of the incident(s).
- 86.2% of those who experienced sexual harassment did not report to a University employee, most often because they did not think it was serious enough.
- 69% of those who experienced sexual harassment believed their gender identity played a role.
- 72.4% reported feeling embarrassed; 58.6% reported low self-esteem, and 51.7% reported anxiousness, nervousness, or fear as a result.

KEY FINDINGS: PERCEPTIONS OF CAMPUS CLIMATE

- Overall, respondents tended to strongly disagree/disagree that each type of sexual misconduct by students is a problem. However, over a quarter (27.6%) of respondents either agreed or strongly agreed that sexual harassment by students is a problem at the University and 18.9% agreed or strongly agreed that sexual violence perpetrated by students is a problem.
- Most respondents did not agree that students use force or engage in sexual acts while students are unconscious, asleep or otherwise incapacitated but 22.2% believed coercion is used by students to engage in sexual acts.
- Respondents generally disagreed that sexual misconduct by employees is a problem.

KEY FINDINGS: PERCEPTIONS OF INSTITUTIONAL RESPONSE

- 72.3% believed the University would take reports seriously.
- 71% believed the University would honor student preferences in handling reports.
- 66.6% believed the University would handle reports fairly.
- 69.8% believed the University would address underlying factors contributing to misconduct.
- 77.8% believed the University would protect student privacy.

- 68.8% believed the University would provide support.
- Most respondents did not believe the University would retaliate or punish reporting students.
- The most common perceived barriers to reporting were that the reporter would feel embarrassed, ashamed or overwhelmed, that the individual would not think the incident was serious enough, that they wouldn't want anyone to get in trouble, or that they would lack knowledge about how/where to report.

KEY FINDINGS: KNOWLEDGE OF SEXUAL MISCONDUCT RESOURCES

KNOWLEDGE OF RESOURCES

- 64% knew where to find help on campus.
- 53% knew where to find help off campus but 28.7% did not.
- 59% knew where to report on campus.
- 61.3% knew how to access confidential campus resources.

AWARENESS AND TRUST OF RESOURCES

- Highest awareness: Counseling Services, Health Services, and Campus Police.
- Lower awareness: CARE Team, Campus Advocate, Office of Community Standards.
- Most found all campus resources to be trustworthy.

KEY FINDINGS: EXPOSURE TO SEXUAL MISCONDUCT EDUCATION

- 67% had received some sexual misconduct education prior to attending the University.
- Less than half reported receiving any form of information on sexual misconduct since enrollment including information about Title IX protections, where/how to report an incident, the definitions and types of sexual misconduct, where to go for help, and prevention strategies.
- 65.6% saw sexual misconduct posters; 50% attended Title IX training at orientation and few respondents reported engagement in or exposure to other educational programs or activities.
- 22.9% reported receiving no sexual misconduct information at the University.

SECTION ONE

Survey Background and Method

An overview of the survey background and method

Survey Background and Method

RESEARCH QUESTIONS

Assumption University administration sought to better understand the climate at the University related to sexual misconduct. To gain an understanding of this climate, University administration engaged TNG to design and conduct a research survey study of the student body. The purpose of the survey was to assess student experiences, perceptions, and awareness related to sexual misconduct. Specifically, the survey was designed to address the following research questions:

1. How prevalent is the experience of sexual violence, dating violence, stalking, and sexual harassment for students at Assumption University?
2. How do students perceive the climate related to sexual violence, dating violence, stalking, and sexual harassment at Assumption University?
3. How knowledgeable are students of sexual misconduct resources at Assumption University?
4. What demographic factors, if any, influence the experiences or perceptions of sexual misconduct at Assumption University?

SURVEY CONTENT

The Assumption University Sexual Misconduct Climate Survey was developed by TNG, in collaboration with University administration, to address the research questions outlined above. The survey was designed as an anonymous, self-administered, responsive, web-based survey estimated to take approximately 15-30 minutes to complete.

The survey included three sections and multiple subsections:

1. **Prevalence of Sexual Misconduct:** This section assessed the prevalence of various forms of sexual misconduct respondents experienced while enrolled as an Assumption University student. Respondents who answered “yes” to an item asking whether they experienced an incident(s) of any type of sexual misconduct were presented with follow-up questions regarding the nature of the incident, its impact, and whether or how they reported or responded to it. Additionally, respondents who indicated they experienced an incident of

sexual misconduct were asked questions to assess what resources or services were made available to them.

- a. Prevalence of Sexual Violence – The survey asked respondents if they directly experienced various forms of sexual violence while enrolled as an Assumption University student. Those who responded affirmatively were asked additional questions about the incident(s), the effects of the incident(s), and their subsequent actions related to reporting.
 - b. Prevalence of Dating Violence – The survey asked respondents if they directly experienced dating violence while enrolled as an Assumption University student. Those who responded affirmatively were asked follow-up questions about the incident(s), the effects of the incident(s), and their subsequent actions related to reporting.
 - c. Prevalence of Stalking – The survey asked respondents if they directly experienced stalking while enrolled as an Assumption University student. Those who responded affirmatively were asked follow-up questions about the incident(s), the effects of the incident(s), and their subsequent actions related to reporting.
 - d. Prevalence of Sexual Harassment – The survey asked respondents if they directly experienced sexual harassment while enrolled as an Assumption University student. Those who responded affirmatively were asked follow-up questions about the incident(s), the effects of the incident(s), and their subsequent actions related to reporting.
2. Perceptions of Campus Climate Regarding Sexual Misconduct
 - a. Perceptions of Sexual Misconduct - This portion of the survey assessed to what extent respondents believed sexual misconduct, by both students and employees, was a problem at Assumption University.
 - b. Institutional Response to Sexual Misconduct – This section examined how respondents perceived the University would be likely to respond to a report of sexual misconduct, as well as perceived barriers to reporting.
 - c. Knowledge of Sexual Misconduct Resources – This portion of the survey assessed respondents’ knowledge of where to report sexual misconduct, seek support, and access information, including knowledge of services available to victims of sexual misconduct. It also measured respondents’ awareness of and trust in various campus resources.
 - d. Exposure to Sexual Misconduct Education – The survey asked respondents to report the types of prevention and educational programming they had encountered, as well as the information they had received regarding sexual misconduct while enrolled as an Assumption University student.
3. Demographics
 - a. The demographic portion of the survey collected information related to the respondents’ academic status, race/ethnicity, gender, sexual orientation and age.

SURVEY ADMINISTRATION

University staff administered the student survey during the month of April, 2025. Students were invited to participate in the survey via multiple emails from the Title IX Coordinator and Vice President for Student Affairs, as well as through a QR code campaign in the Campus Center (QR codes were placed throughout lounge spaces, in the Pub, and on coffee cups). Residential Life and the Office of Student Engagement and Leadership tasked student leaders with encouraging participation within their own organizations as well. University administration incentivized student participation by offering an opportunity to win one of the following: five \$20 bookstore gift cards, three \$50 Grubhub gift cards, one diploma frame, and one VIP meal plan (Aramark) voucher.

Given the sensitive nature of the topic, a key aspect of the survey design was the intentional separation between University administration and access to individual survey responses. To support this approach, students completed the survey through TNG’s SurveyMonkey account, which served as a safeguard to prevent the University from accessing respondents’ identifying information. Although students provided basic demographic information (e.g., race, gender), they completed the survey anonymously.

Due to the relatively small size of the Assumption University student population and the availability of comprehensive contact information, the survey was administered as a census of all students enrolled during the administration period. A total of 286 students participated in the survey, yielding a response rate of 18%. Given this relatively low response rate, the TNG researcher assessed the potential for response bias by comparing the demographic characteristics of survey respondents to those of the overall University student population. In general, the respondent sample was demographically similar to the broader student body in terms of academic status, race/ethnicity, and age. However, the sample included a higher proportion of respondents who identified as women and a lower proportion of graduate student respondents compared to the total University population. The table below presents a detailed comparison between the demographic characteristics of survey respondents and those of the University student body.

Table: Comparing the Demographics of Climate Survey Respondents and Assumption University Students

Climate Survey Respondents (N/% of total participants)	Assumption University Student Body (N/% of student enrollment)
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Academic Status <ul style="list-style-type: none"> Graduate: N=8/3.7% Undergraduate: N=206/94.5% <ul style="list-style-type: none"> 1st year 2nd year 3rd year 4th year 	Academic Status <ul style="list-style-type: none"> Graduate: N=302/16% Undergraduate: N=1583/84% <ul style="list-style-type: none"> 1st year: N=485/26% (of undergraduates) 2nd year: N=431/23% (of undergraduates) 3rd year: N=324/17% (of undergraduates) 4th year: N=339/18% (of undergraduates)
Race/Ethnicity <ul style="list-style-type: none"> American Indian or Alaskan Native: N=0/0% Asian: N=12/5.5% Black or African American: N=12/5.5% Native Hawaiian or Other Pacific Islander: N=0/0% White: N=170/78.3% Two or more races: N=6/2.8% Prefer to self-identify: N=6/2.8% Prefer to self-identify: N=6/2.8% 	Race/Ethnicity <ul style="list-style-type: none"> American Indian or Alaskan Native: N=1/<1% Asian: N=44/2% Black or African American: N=113/6% Native Hawaiian or Other Pacific Islander: N=1/<1% White: N=1358/72% Two or more races: N=70/4%
Gender <ul style="list-style-type: none"> Woman: N=167/78% Man: N=44/20.3% Prefer not to answer: N=5/2.3% Prefer to self-identify: N=1/<1% 	Gender <ul style="list-style-type: none"> Woman: N=1097/58% Man: N=788/42% Other: N/A
Age <ul style="list-style-type: none"> Under 18: N=1/<1% 18-24: N=203/93.6% 25-34: N=3/1.4% 35+: N=7/3.2% Prefer not to answer: N=3/1.4% 	Age <ul style="list-style-type: none"> Under 18: N=0/0% 18-24: N=1691/90% 25-34: N=109/6% 35+: N=85/5%

DATA ANALYSIS AND LIMITATIONS

The Sexual Misconduct Climate Survey sought to understand the climate related to sexual misconduct at the University including prevalence and frequency, access to training and education, and reporting and response. To analyze the results of the survey, the researcher used descriptive statistics to calculate frequencies and present a summary of the data. Additionally, the researcher conducted chi-square tests to examine the relationship between the covariates of gender, race/ethnicity and sexual orientation and incidents of sexual violence, dating violence, stalking, and harassment and perceptions of the climate related to sexual misconduct. Given the low response rate, and low observed and expected frequency on many survey items, the chi-square tests and relationships or non-relationships between variables should be interpreted with caution.

Given the overall low response rate, the researcher elected not to remove incomplete survey responses to preserve as much data as possible for analysis. While complete responses provide the most robust data, excluding partially completed surveys would have further reduced the sample size and potentially limited the generalizability of the findings. Retaining incomplete responses allowed the researcher to capture a broader range of student experiences and perceptions, particularly on items that were answered prior to dropout. This approach aligns with common practice in survey research when facing low participation rates, as it maximizes the use of available data while maintaining transparency about limitations in response completeness.

This report presents findings from the survey based on the data analysis approach outlined above. Several survey items yielded extremely low response counts, raising concerns about both the generalizability of the results and the potential risk to respondent anonymity. Due to the sensitive nature of the survey content and the commitment to preserving participant anonymity, items with fewer than three responses (whether positive or negative) will either be collapsed with other results or not included in the results of this report. As a result, the findings presented here reflect the prominent experiences of survey participants and may not capture the full range of student experiences. While all responses are valid and important, the overall small sample size and limited response rates on certain items constrain the ability to draw statistically generalizable conclusions.

Interpreting survey data with a low response rate presents several limitations that must be considered when drawing conclusions. A primary concern is the potential for nonresponse bias, wherein the individuals who chose to participate may differ in meaningful ways from those who did not, thereby limiting the representativeness of the findings. For example, students with strong opinions or personal experiences related to the survey topic may have been more likely to respond, skewing the results toward their perspectives. Additionally, certain demographic groups may be under- or overrepresented in the sample, which can affect the generalizability of the data to the broader student population. As a result, while the survey findings provide valuable insights into the experiences and perceptions of respondents, they should be interpreted with caution and not assumed to reflect the views of the entire student body.

DEFINING TERMS

For the purposes of the survey, and this report, the following definitions were used to describe sexual misconduct, sexual violence, dating violence, stalking, and sexual harassment.

Sexual Misconduct: For the purposes of the survey, and this report, sexual misconduct was an umbrella term to describe any sex-based behavior that would reasonably deny or limit a student's ability to access the education program or activity. This can include sexual violence, dating violence, stalking, and sexual harassment as defined below.

Sexual Violence: For the purposes of the survey and this report, sexual violence was defined as any sexual act directed against another person without the permission of that person, including instances in which the person is incapable of giving consent because they are asleep, unconscious, under the statutory age of consent, or otherwise lack the mental capacity to consent to sexual contact. Sexual Violence may include:

- Unwanted touching of a sexual nature (kissing, touching of butt, breasts, vagina, or penis, grabbing, fondling, rubbing up against you in a sexual way)
- Forcing someone to engage in or mimic sexual acts
- Oral sex (someone's mouth or tongue making contact with your genitals or your mouth or tongue making contact with someone else's genitals) without your consent or when you were too drunk or high to consent
- Sexual intercourse or penetration with a finger or other object without your consent or when you were too drunk or high to consent

Dating Violence: For the purposes of the survey and this report, dating violence was defined as violence, threats of violence, or intimidating behavior committed by a current or former spouse, partner, or hook-up (regardless of the length of the relationship). Dating violence may include:

- Threatening to hurt you or hurting you including pushing, grabbing, shaking, hitting, or choking.
- Intentionally destroying your property
- Intimidating or scaring you

Stalking: For the purposes of the survey and this report, stalking was defined as two or more acts, including, but not limited to acts in which an individual directly, indirectly, or through third parties, follows, monitors, observes, surveils, threatens, or engages in unwanted communication to a person, or interferes with a person's property. Stalking behavior may include:

- Following or monitoring you or showing up in places uninvited
- Leaving or sending unusual, threatening, or unwanted gifts
- Engaging in unwanted communication or contact via phone calls, texts, emails, etc.

Sexual Harassment: For the purposes of the survey and this report, sexual harassment was defined as any unwelcome verbal, nonverbal, written, or electronically communicated conduct that is on the basis of sex (or that is sexual) and that reasonably would deny or limit a student's ability to access the education program or activity. Examples of sexual harassment can include:

- Unwelcome verbal or physical actions or statements that communicate a desire to have a sexual encounter
- Requests for sexual favors in exchange for special treatment (e.g. a good grade or a starring role in a performance)
- Having an unwanted conversation about sexually related topics
- Repeatedly asking someone out on a date
- Making sexually suggestive comments, commenting on someone's appearance in a sexual way, or describing sexual encounters
- Unwanted or unsolicited exposure to content of a sexual or erotic nature, including both in-person and electronic (e.g., forcing another individual to watch pornography, sending unwanted pictures of genitals, etc.)

SECTION TWO

Survey Respondents

A presentation of the survey respondents

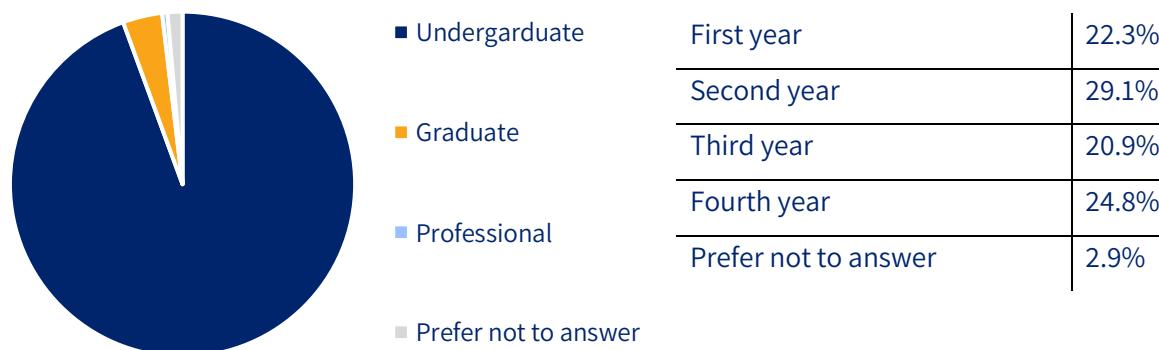
Survey Respondents

ACADEMIC STATUS AND AGE

Assumption University has a total student population of 1,185 undergraduate and graduate, and professional students. The survey had 286 respondents.

The survey asked respondents to provide demographic information. Of the survey respondents, 94.5% (N=206) were undergraduate students, 3.7% (N=8) were graduate students, <1% (N=1) were professional students, and 1.4% (N=3) preferred not to answer. Of those who identified as undergraduate students, 22.3% (N=46) were first year, 29.1% (N=60) were second year, 20.9% (N=43) were third year, 24.8% (N=51) were fourth year, and 2.9% (N=6) preferred not to answer.

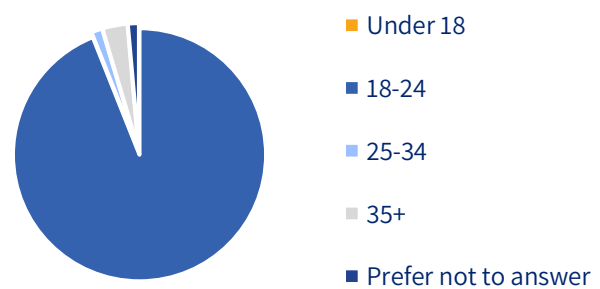
Graph and Table: Percentage of Respondents by Academic Status



When asked to indicate their age, 93.6% (N=203) indicated they were between the ages of 18 and 24, 3.2% (N=7) were over 35, 1.4% (N=3) were 25-34, 1.4% (N=3) preferred not to answer, and <1% (N=1) were under 18. The tables and graphs below present the data for survey respondents' demographics by age.

Table and Graph: Percentage of Respondents by Age

Under 18	<1%
18-24	93.6%
25-34	1.4%
35+	3.2%
Prefer not to answer	1.4%



GENDER, RACE/ETHNICITY, AND SEXUAL ORIENTATION

The survey also asked respondents to provide information related to their race/ethnicity, gender, and sexual orientation. Of the survey respondents, 77% (N=167) identified as women, 20.3% (N=44) as men, 2.3% (N=5) indicated prefer not to answer, and <1% (N=1) indicated they prefer to self-identify. When identifying their race/ethnicity, 78%.3% (N=170) identified as White, 5.5% (N=12) as Black or African American, 5.5% (N=12) as Asian, 5.1% (N=511) indicated they preferred not to answer, 2.8% (N=6) indicated they preferred to self-identify, and 2.8% (N=6) identified as two or more races. No respondents identified as American Indian or Alaskan Native or Native Hawaiian or Other Pacific Islander. Of the survey respondents, 79.7% (N=173) identified as straight or heterosexual, 10.1% (N=22) as pansexual or bisexual, 4.6% (N=10) as gay or lesbian, 3.7% (N=8) indicated they preferred not to answer, <1% (N=2) indicated they were questioning or unsure, <1% (N=1) identified as asexual, and <1% (N=1) indicated they preferred to self-identify.

Table and Graph: Percentage of Respondents by Gender

Woman	78%
Man	20.3%
Prefer not to answer	2.3%
Prefer to self-identify	<1%

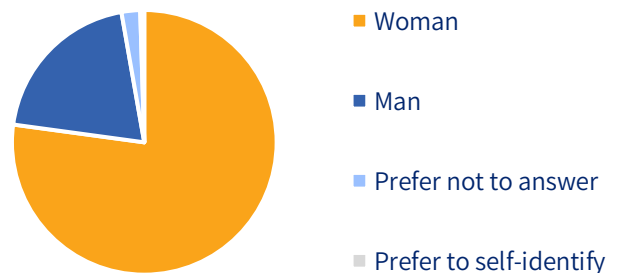


Table and Graph: Percentage of Respondents by Race and Ethnicity

White	78.3%
Black or African American	5.5%
Asian	5.5%
Prefer not to answer	5.1%
Prefer to self-identify	2.8%
Two or more races	2.8%
American Indian or Alaskan Native	0%
Native Hawaiian or Other Pacific Islander	0%

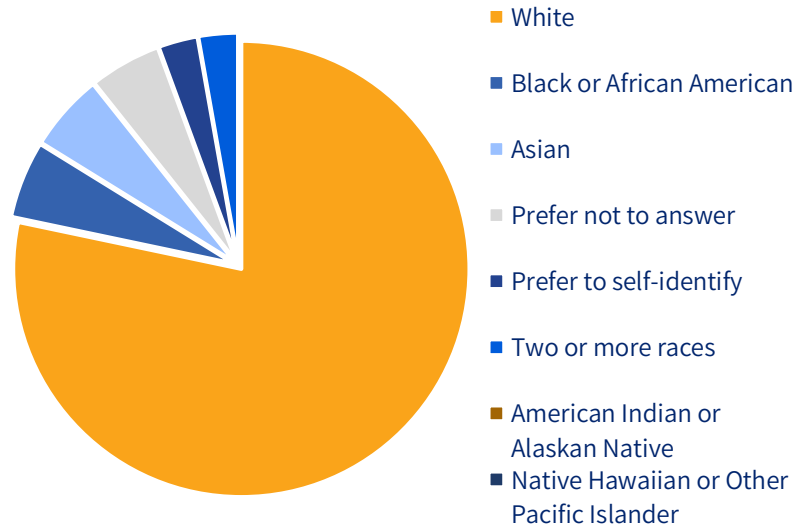
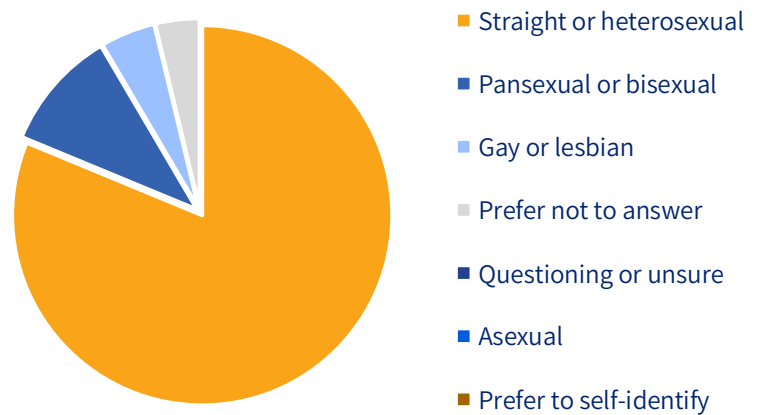


Table and Graph: Percentage of Respondents by Sexual Orientation

Straight or heterosexual	79.7%
Pansexual or bisexual	10.1%
Gay or lesbian	4.6%
Prefer not to answer	3.7%
Questioning or unsure	<1%
Asexual	<1%
Prefer to self-identify	<1%



SECTION THREE

Prevalence of Sexual Misconduct

An in-depth analysis of the prevalence of sexual
violence, dating violence, stalking, and sexual
harassment

Prevalence of Sexual Misconduct

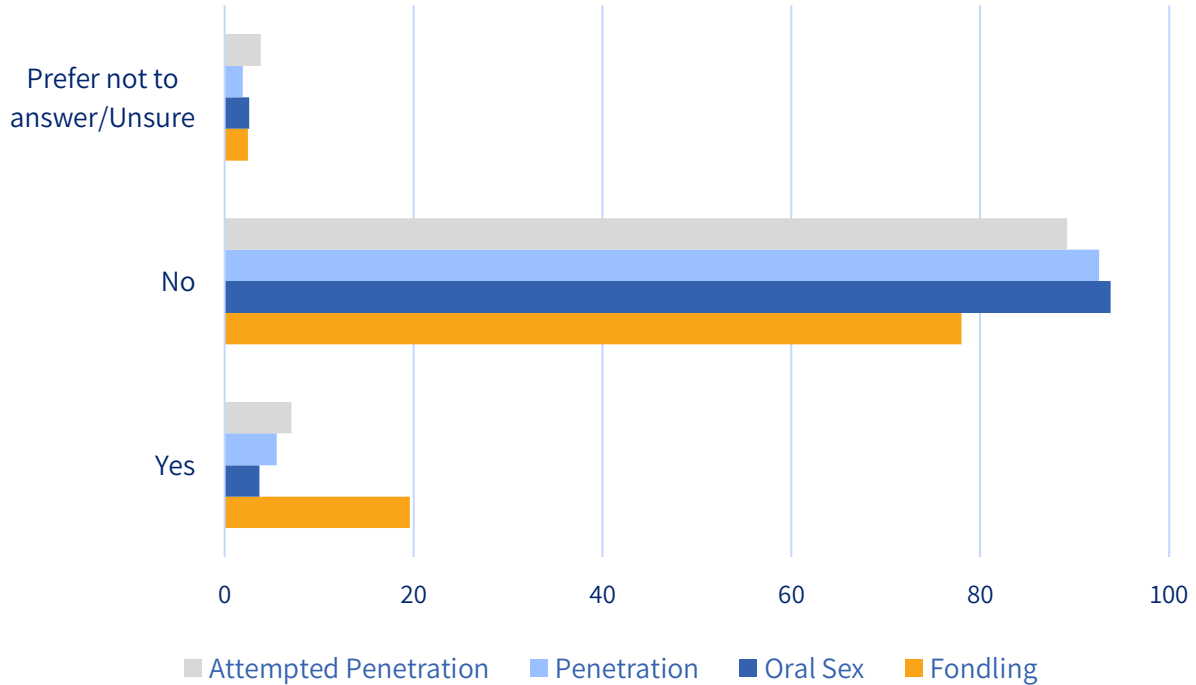
To assess the prevalence of sexual misconduct—including sexual violence, dating violence, stalking, and sexual harassment—the survey asked respondents whether they had personally experienced each type of sexual misconduct. Those who answered “yes” received follow-up questions to gather additional information about the nature of the incident(s), including the specific type of behavior, the location of the incident(s), and the individual(s) involved. Additionally, those who reported experiencing sexual misconduct were also asked how the experience affected them and whether they disclosed or reported the incident(s) to anyone.

PREVALENCE OF SEXUAL VIOLENCE

PREVALENCE AND FREQUENCY OF SEXUAL VIOLENCE

The survey presented the respondents with a series of questions to assess the prevalence and frequency of various forms of sexual violence. The forms of sexual violence assessed included fondling, oral sex, vaginal or anal penetration, and attempted vaginal or anal penetration. Most commonly, respondents reported that someone fondled, kissed, or rubbed up against the private areas of their body or removed some of their clothes without their consent (19.6%, N=56), followed by attempted vaginal or anal penetration with a penis, finger, or other object(s) without consent (7.1%, N=19), completed vaginal or anal penetration with a penis, finger, or other object(s) without consent (5.5%, N=15), and oral sex without consent (3.7%, N=10). The graph below presents the prevalence of sexual violence.

Graph: Respondents Reporting Sexual Violence by Type (%)

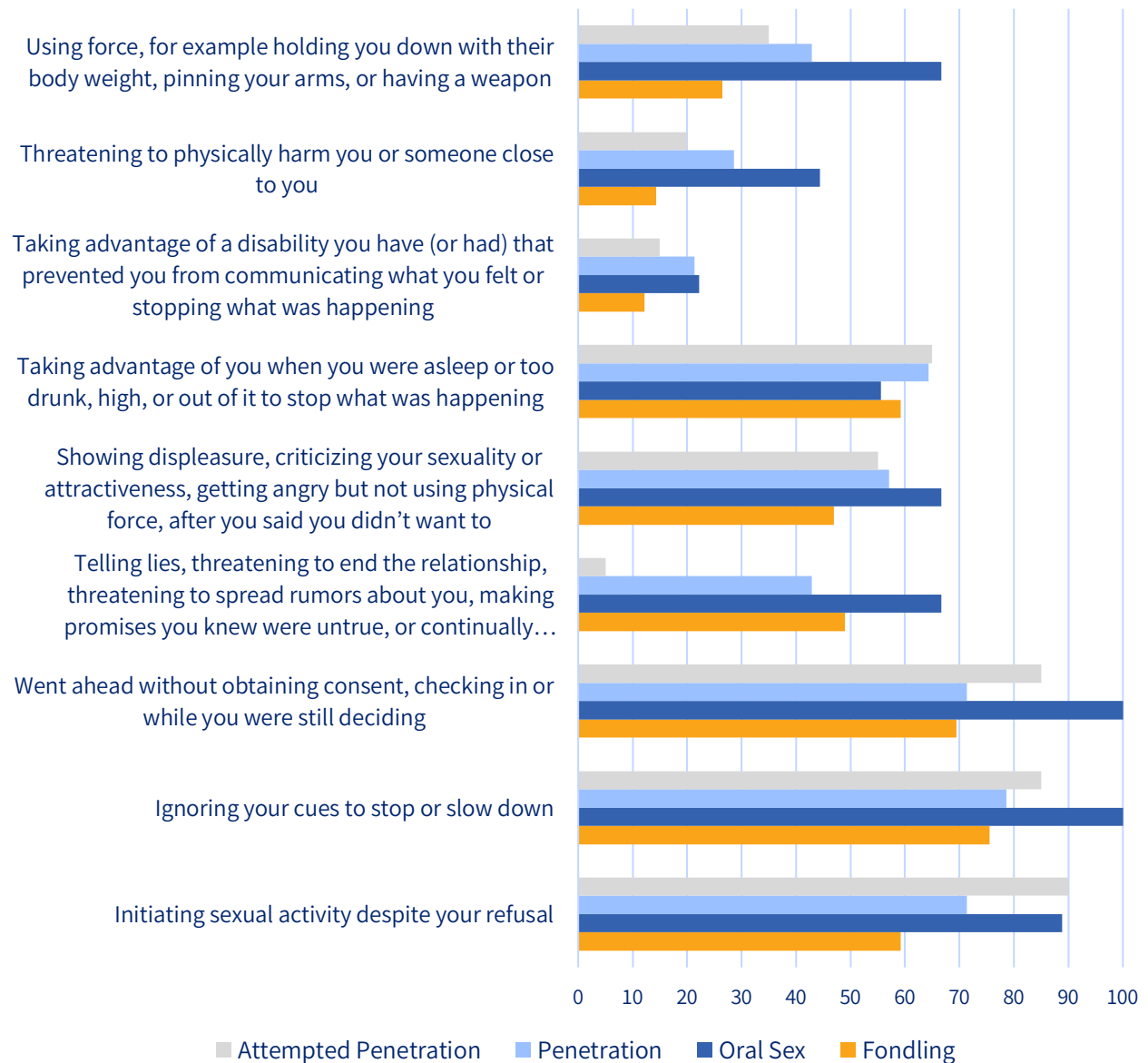


A chi-square test revealed no statistically significant association between any demographic factor and experiencing sexual violence. Specifically, there was no relationship between gender and any type of sexual violence: gender and fondling $\chi^2(9, N=217) = 11, p = .277$, gender and oral sex $\chi^2(9, N=217) = 3.14, p = .959$, gender and penetration $\chi^2(9, N=217) = 4.82, p = .849$, or between gender and attempted penetration $\chi^2(9, N=217) = 2.15, p = .989$. There was also no relationship between race/ethnicity and any type of sexual violence: race and fondling $\chi^2(15, N=217) = 8.15, p = .918$, race/ethnicity and oral sex $\chi^2(15, N=217) = 3.54, p = .999$, race/ethnicity and penetration $\chi^2(15, N=217) = 20.6, p = .149$, or between race/ethnicity and attempted penetration $\chi^2(15, N=217) = 19.7, p = .184$. There was also no relationship between sexual orientation and any type of sexual violence: sexual orientation and fondling $\chi^2(18, N=217) = 12.2, p = .837$, race and oral sex $\chi^2(18, N=217) = 12.3, p = .829$, race and penetration $\chi^2(18, N=217) = 15.2, p = .651$, or between race and attempted penetration $\chi^2(18, N=217) = 9.75, p = .940$. With p-values above the conventional threshold of 0.05, these findings suggest that experiencing sexual violence is not related to gender, race/ethnicity, or sexual orientation.

Survey respondents who indicated “yes” to experiencing any type of sexual violence were asked a follow up question to assess how that type of sexual violence was facilitated. Of the respondents who reported that someone fondled, kissed, or rubbed up against a private area of their body without their consent, most reported that the individual engaged in this behavior by ignoring their cues to stop or slow down (75.5%, N=37), by going ahead without their consent, checking in, or while they were still

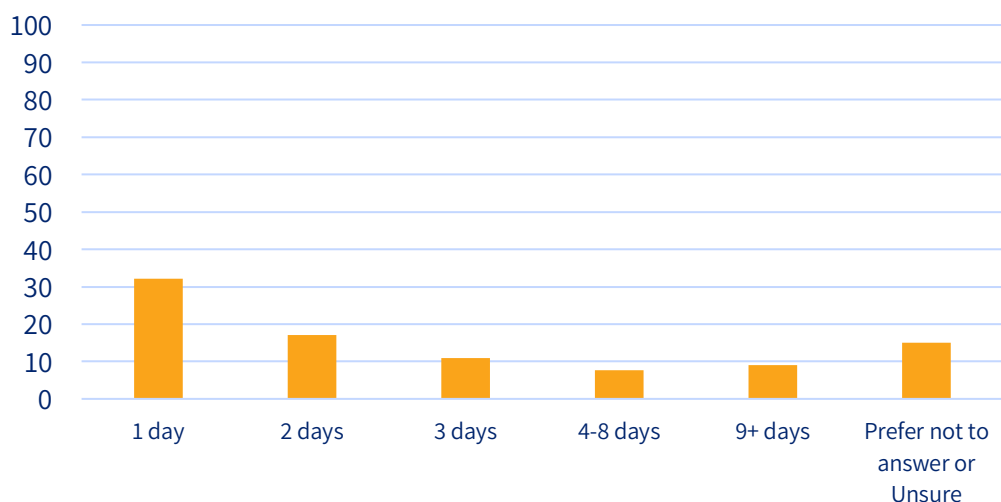
deciding (69.4%, N=34), or by initiating the contact despite their refusal (59.2%, N=29). Of the respondents who reported someone engaged in oral sex, or made them have oral sex, without their consent, all (100%, N=9) reported that the individual engaged in this behavior by ignoring their cues to stop or slow down or by going ahead without their consent, checking in, or while they were still deciding. Additionally, most also indicated that the individual engaged in the oral sex without their consent by initiating the sexual activity despite their refusal (88.9%, N=8), by telling lies, threatening to end the relationship, threatening to spread rumors, making promises they knew were untrue, or continually verbally pressuring them after they said they didn't want to (66.7%, N=6), by showing displeasure, criticizing their sexuality or attractiveness, or getting angry but not using physical force after they said they didn't want to (66.7%, N=6), and by using force, for example holding them down, pinning their arms, or having a weapon (66.7%, N=6). Of the respondents who reported someone put their penis, finger(s), or other object(s) into their vagina or anus without their consent, most reported that the individual engaged in this behavior by ignoring their cues to stop or slow down (78.8%, N=11), by initiating sexual activity despite their refusal (71.4%, N=10), or by going ahead without their consent, checking in, or while they were still deciding (71.4%, N=10). Of the respondents who reported someone attempted to put their penis, finger(s), or other object(s) into their vagina or anus without their consent, most reported the individual engaged in this behavior by initiating the sexual activity despite their refusal (90%, N=18), by ignoring their cues to stop or slow down (85%, N=17) or by going ahead without their consent, checking in, or while they were still deciding (85%, N=17).

Graph: Form of Sexual Violence (%)



To further assess the prevalence and frequency of sexual violence, the survey asked respondents who reported any type of sexual violence to report the number of days they experienced sexual violence. Most commonly, respondents experienced sexual violence on one day (37.1%, N=10). Of particular concern, 17% (N=9) experienced sexual violence on nine or more days.

Graph: Number of Days Experienced Sexual Violence (%)

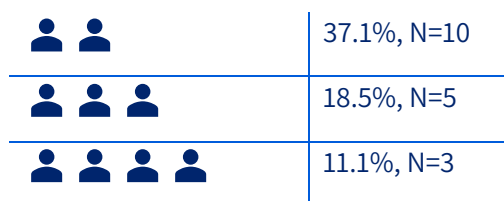


WHO ENGAGED IN SEXUAL VIOLENCE

The survey also asked respondents to provide information related to who perpetrated the sexual violence. Respondents answered questions to assess how many individuals perpetrated sexual violence against them and most respondents (51.9%, N=28) reported they experienced sexual violence from more than one person, while 42.6% (N=23) reported experiencing it from one person. Of those who reported experiencing sexual violence from more than one person, most commonly, respondents reported experiencing sexual violence from two individuals (37.1%, N=10) while 18.5% (N=5) experienced it from three individuals, 11.1% (N=3) from four, 25.9% (N=7) from five or more. Fewer than three preferred not to answer or were unsure.



Graph: Respondents who experienced sexual violence from more than one person (%)

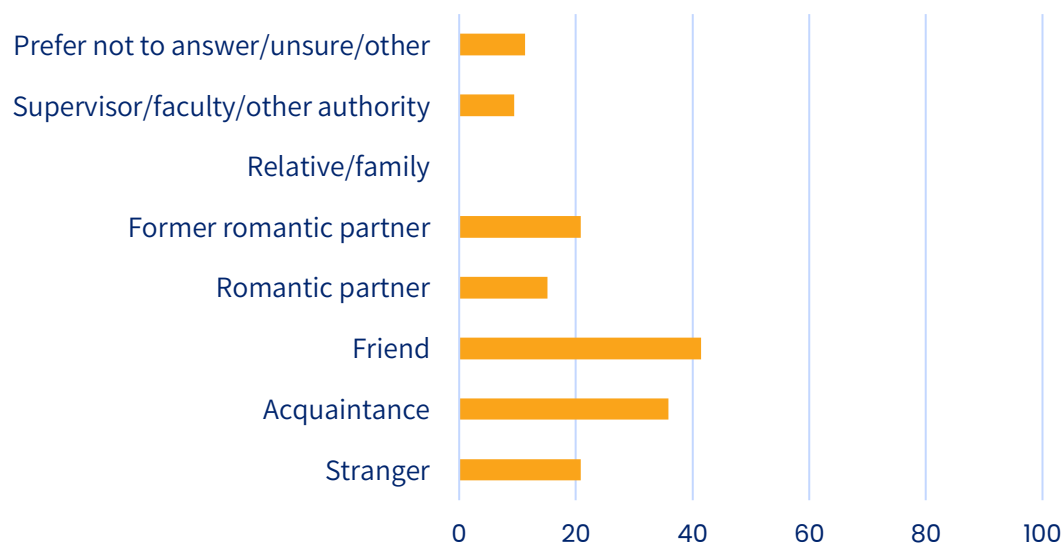



 25.9%, N=7

The majority (88.7%, N=47) of respondents reported experiencing sexual violence from an individual they identified as a man, while only 13.2% (N=7) identified the individual as a woman, and 5.7%(N=3) indicated prefer not to answer or other.

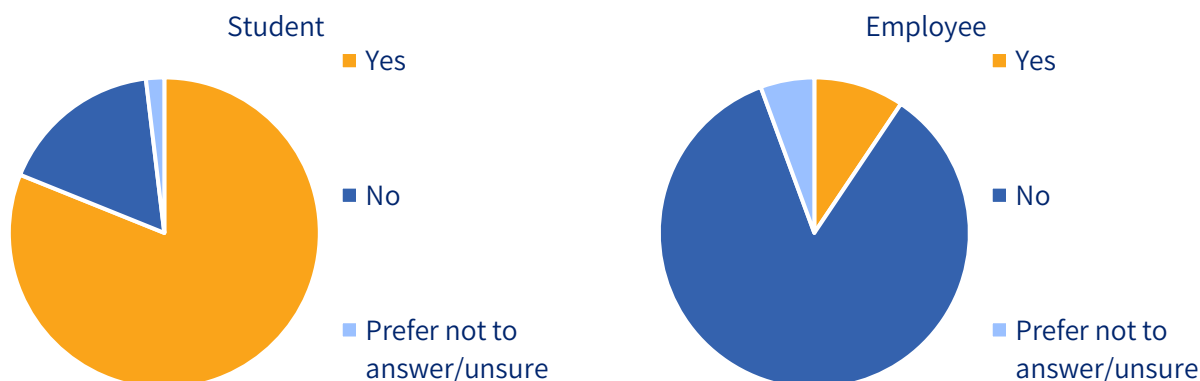
Respondents also provided information about their relationship to the individual who engaged in sexual violence and the individual's relationship to the University. Most commonly, respondents experienced sexual violence from individuals they considered a friend (41.5%, N=22) or an acquaintance (33.9%, N=19).

Graph: Relationship to Individual Engaging In Sexual Violence (%)

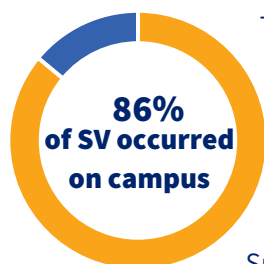


When asked to indicate whether the individual was a student at the time of the incident(s), 81.1% (N=43) indicated yes, 17% (N=9) indicated no, and fewer than three individuals were unsure. Most commonly, respondents reported that students who engaged in sexual violence, engaged in fondling, kissing, or rubbing against their private areas without consent (81.4%, N=35). Additionally, 27.9% (N=12) reported the student engaged in vaginal or anal penetration without their consent, 18.6% (8%) engaged in attempted penetration, 18.6% (N=8) reported that the student engaged in oral sex without their consent, and 14% (N=6) preferred not to answer or were unsure. When asked to indicate whether the individual was an employee at the time of the incident(s), 9.4% (N=5) indicated yes, 84.9% (N=45) indicated no, and 5.6% (N=3) indicated prefer not to answer or unsure. All individuals (11%, N=5) who experienced sexual violence from an employee reported the employee fondled, kissed, or rubbed against their private areas without their consent. There were too few responses to the other types of sexual violence by employees to report them and maintain anonymity.

Graph: Who Engaged in Sexual Violence (relationship to University) (%)



CONTEXTUAL FACTORS OF SEXUAL VIOLENCE: LOCATION, INFLUENCE OF IDENTITY, AND USE OF ALCOHOL OR OTHER DRUGS



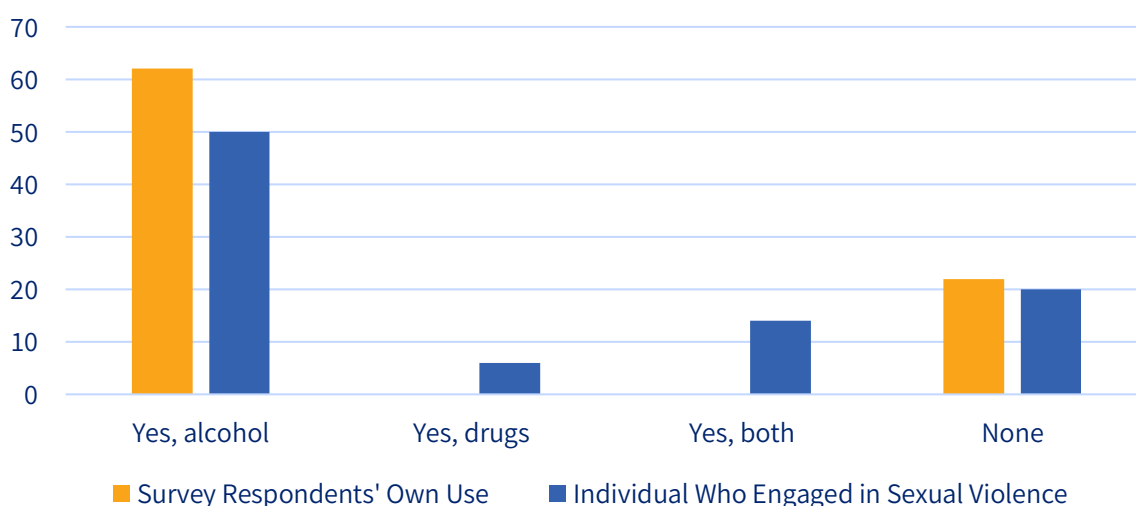
The survey asked respondents to indicate where the incident(s) of sexual violence occurred, and most respondents reported that the sexual violence occurred on-campus (86%, N=43), while 24% (N=12) indicated off campus. Fewer than three respondents indicated that it occurred off campus, in an institution-related environment or that they preferred not to answer.

Survey respondents were mixed in their views of whether any aspect of their identity played a role in the incident(s) of sexual violence as 47.2% (N=25) indicated no, 30.2% (N=16) indicated yes, and 22.7% (N=12) were unsure. Of those who responded yes, most (81.3%, N=13) identified their gender/gender identity/gender expression as the aspect of their identity that played a role in the incident(s) of sexual violence. Fewer than three respondents identified another aspect (sexual orientation, race, nationality, citizenship, ability, religion) of their identify played a role.

The survey asked respondents who experienced sexual violence to indicate whether they or the other person(s) involved were under the influence of alcohol or drugs at the time of the sexual violence incident(s). When asked about their own use of alcohol or drugs, 62% (N=31) of respondents reported they had been using or were under the influence of alcohol, 22% (N=11) reported they were not using or

under the influence of either alcohol or drugs, and 8% (N=4) preferred not to answer. No respondents reported that they had been using or were under the use of both alcohol and drugs and fewer than three respondents indicated they had been using or were under the influence of drugs or that they were unsure. When asked about the alcohol or drug use of the other person(s) involved, 50% (N=25) reported that the other individual had been using or was under the influence of alcohol, 20% (N=10) reported the other individual was not using or under the influence of alcohol or drugs, 14% (N=7) reported that the other individual was using or under the influence of both alcohol and drugs, 8% (N=4) were unsure, and 6% (N=3) reported the other individual was using or under the influence of drugs. Fewer than three respondents reported they preferred not to answer.



Graph: Alcohol and Drug Use During Sexual Violence (%)




IMPACT OF AND RESPONSE TO SEXUAL VIOLENCE

The survey asked respondents how they felt during the incident(s) of sexual violence and how the sexual violence affected them. Respondents were asked to describe to what extent they felt scared, like their life was in danger, or like the other person(s) would hurt them if they didn't go along with the action(s). While respondents were likely to feel very or extremely scared (48%, N=24) most did not feel as though their life was in danger or like the other person would hurt them if they didn't go along with the action(s).

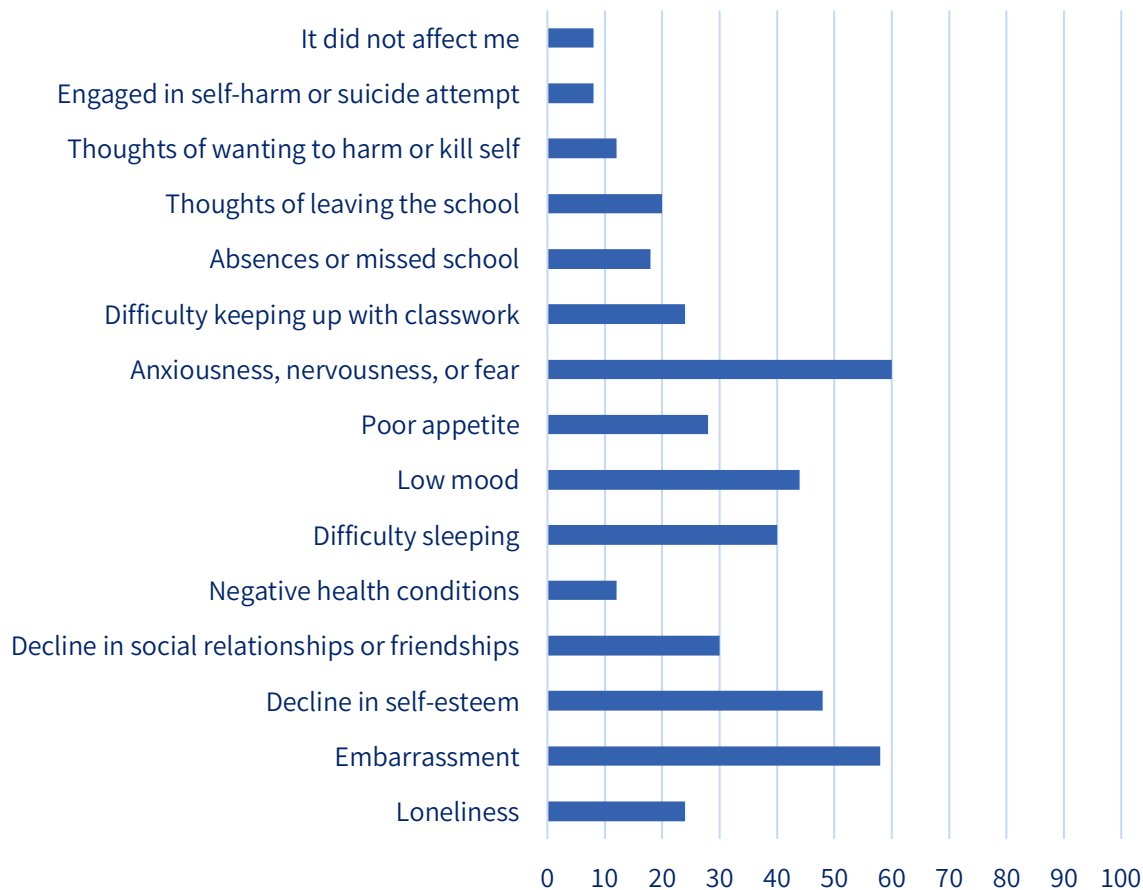
Table: How the Respondent Felt During Sexual Violence

Not at All	Somewhat	Very/Extremely	Prefer not to Answer
			

				
Scared	14% (N=7)	30% (N=15)	48% (N=24)	8% (N=4)
Like your life was in danger	64% (32)	20% (N=10)	10% (N=5)	6% (N=3)
Like the other person(s) would hurt you if you did not go along	50% (N=25)	26% (N=13)	18% (N=9)	6% (N=3)

In addition to how they felt during the incident(s), respondents also provided information related to how experiencing sexual violence impacted them. Respondents commonly reported feeling anxiousness, nervousness, or fear (60%, N=30), embarrassment (58%, N=29), a decline in self-esteem (48%, N=24), low mood (44%, N=22), or difficulty sleeping (40%, N=20). While representative of less than half of those who experienced sexual violence, a concerning 20% (N=10) of respondents reported engaging in self-harm or a suicide attempt or experiencing thoughts of wanting to harm or kill themselves.

Graph: How Sexual Violence Affected Respondents (%)

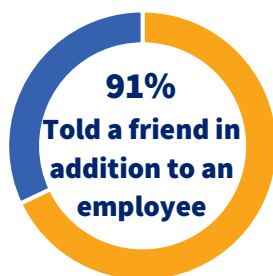


The survey asked respondents who experienced sexual violence a series of questions about their reporting, or non-reporting behaviors. Of the survey respondents who experienced sexual violence, 24% (N=12) indicated they did tell an employee of the University about the incident(s) of sexual violence, 68% (N=34) indicated they did not tell a University employee, and 8% (N=4) preferred not to answer. Of those who did tell an employee, most commonly they told the Title IX Office/Title IX Coordinator (66.7%, N=8). There were not more than three responses to any other employee option:



faculty member, Office of Community Standards staff, Residence Life staff, Department of Community Safety/Campus Police, Campus Advocate, or other. While there were too few responses to report on all of the Likert scale levels, most commonly respondents found the employee that they told about the incident(s) of sexual violence to be either somewhat helpful or very helpful (66.7%, N=8) and felt that they created either a somewhat safe or very safe environment when discussing the incident(s) (58.3%, N=7).

The survey also asked respondents to provide information about the resources that the employee offered, or information the employee provided. Respondents reported that the employee(s) tended to inform them of where to obtain local or campus based medical services (83.3%, N=10 indicated yes) and/or local, state, or campus legal services or information about possible civil and criminal justice remedies (75%, N=9 indicated yes). Too few respondents indicated no, not applicable, prefer not to answer, or unsure on these questions to report additional data. Additionally, about half of the respondents indicated that they also received information on resources for protection from retaliation (53%, N=7) or information on access to other school-based supportive measures (53%, N=7) while 33% (N=4) indicated that they did not get information on either resources for protection from retaliation or other school-based protective measures.



Survey respondents who indicated they did tell an employee were also asked to indicate who else they may have told about the incident(s) of sexual violence. Most respondents reported that they also told a friend (91%, N=11) or a family member (50%, N=6). There were not more than three responses to any other option: intimate partner, doctor/nurse/health care worker, off campus counselor/therapist, Pathways for Change, local police, or other.

Recognizing that individuals who experience sexual violence choose not to report for a variety of reasons, respondents who indicated they did not tell an employee were asked to provide information related to the factors that influenced their decision not to tell a University employee. Most commonly, respondents indicated that they did not think it was serious enough (63.3%, N=31) or that they felt embarrassed, ashamed or that it would be too emotionally difficult (40.8%, N=20). Additionally, 32.7% (N=16) indicated that they did not tell an employee because they could handle it themselves, 24.5% (N=12) indicated they did not want the person to get in trouble, 20.4%, (N=10) feared retaliation, and 18.4% (N=9) did not believe it would be kept confidential.

Graph: Factors that Influenced Non-Reporting (%)



The survey also asked respondents who did not tell an employee of the University if there was anyone they did tell about the incident(s) of sexual violence. Of those who did not tell an employee, 71.4% (N=35) did tell a friend, 22.5% (N=11) told a family member, 14.3% (N=7) told an intimate partner, 12.2% (N=6) told no one, 10.2% (N=5) preferred not to answer, and 6.1% (N=3) told an off campus counselor/therapist. There were not more than three responses to any other option: doctor/nurse/health care worker, Pathways for Change, local police, or other.

PREVALENCE OF DATING VIOLENCE

PREVALENCE AND FREQUENCY OF DATING VIOLENCE

The survey presented the respondents with a series of questions to assess the prevalence and frequency of various forms of dating violence. Of the survey respondents, 4.2% (N=11) reported having experienced dating violence, 91.5% (N=238) did not, 1.5% (4) were unsure, and 2.7% (N=7) preferred not to answer. Of those who reported experiencing dating violence, most commonly respondents indicated it took the form of the person being able to scare or intimidate them without engaging in physical violence (not including horseplay or joking around) (81.8%, N=9) or the person pushing, grabbing, or shaking them (not including horseplay or joking around) (72.7%, N=8).



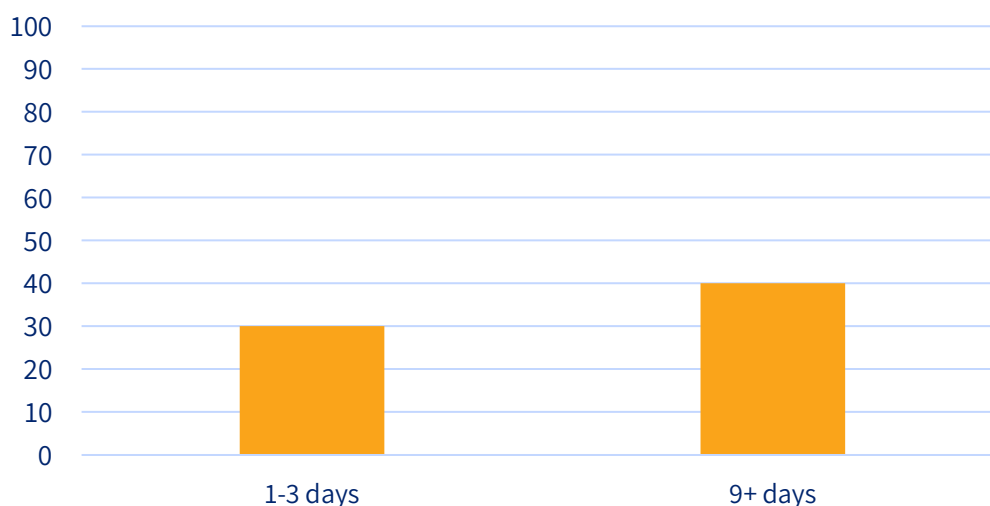
Graph: Form of Dating Violence (%)



Experiencing dating violence was not associated with any demographic characteristic as a chi-square test revealed no statistically significant association between any demographic variable and experiencing dating violence. Specifically, there was no relationship between gender and dating violence $\chi^2(9, N=217) = 10.9, p = .285$, race/ethnicity and dating violence $\chi^2(15, N=217) = 11.7, p = .702$, or sexual orientation and dating violence $\chi^2(18, N=217) = 11.3, p = .882$. With p-values above the conventional threshold of 0.05, these findings suggest that experiencing dating violence is not related to gender, race/ethnicity, or sexual orientation.

To further assess the prevalence and frequency of dating violence, respondents who reported experiencing dating violence were asked to report the number of days in which they experienced dating violence. Most commonly, respondents experienced dating violence on nine or more days (40%, N=4) or one to three days (30%, N=3). There were not more than three responses to any other frequency (four, five, six, seven, or eight days).

Graph: Number of Days Experienced Stalking (%)



WHO ENGAGED IN DATING VIOLENCE

The survey also asked respondents to provide information related to who perpetrated the dating violence. Respondents answered questions to assess how many individuals perpetrated this behavior and most respondents (72.7%, N=8) reported that dating violence occurred from one person, while 27.3% (N=3) reported experiencing it from more than one person. Of those who reported experiencing sexual violence from more than one person, all (100%) reported experiencing sexual violence from two individuals.

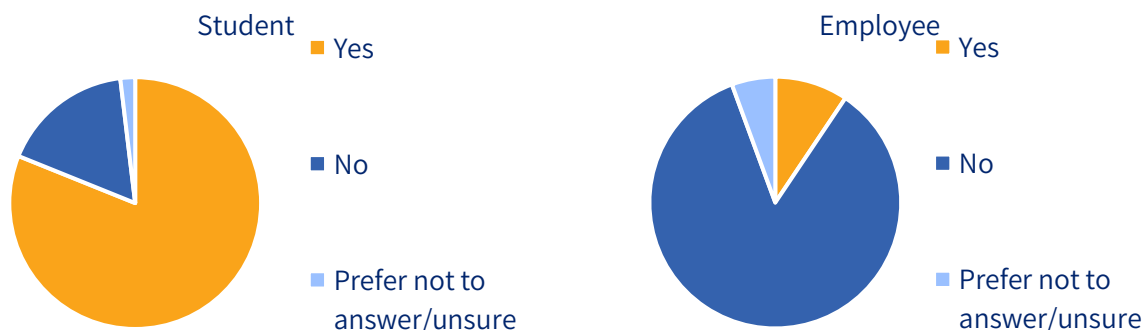
The majority (80%, N=8) of respondents reported experiencing sexual violence from an individual they described as a man. Fewer than three respondents described the individual as a woman, were unsure, or preferred not to answer.

Respondents also provided information about the individual who perpetrated their dating violence experience and that individual's relationship to the University. Half of the respondents 50% (N=5) indicated that the individual(s) was a student at the time of the incident(s) while the other half indicated they were not. When asked if the individual(s) was a University employee at the time of the incident 90% (N=9) indicated they were not. There were too few respondents to the follow-up

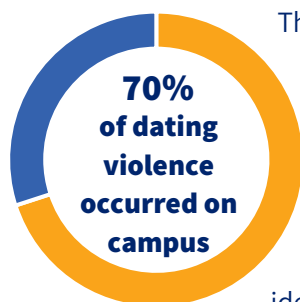


questions related to what kind of dating violence behavior the student or employee engaged in to include in this report.

Graph: Who Engaged in Sexual Violence (relationship to University) (%)



CONTEXTUAL FACTORS OF DATING VIOLENCE: LOCATION, INFLUENCE OF IDENTITY, AND USE OF ALCOHOL OR OTHER DRUGS



The survey asked respondents to indicate where the incident(s) of dating violence occurred, and 70% (N=7) reported that the dating violence occurred on-campus (86%, N=43), while 30% (N=5) indicated off campus. No respondents indicated that it occurred off campus in an institution-related environment or that they preferred not to answer.

Survey respondents were mixed in their views of whether any aspect of their identity played a role in the incident(s) of dating violence as 40% (N=4) indicated yes, 30% (N=3) indicated no, and 30% (N=3) were unsure. Of those who responded yes, most identified their gender/gender identity/gender expression as the aspect of their identity that played a role in the incident(s) of dating violence. Fewer than three respondents identified any other aspect (sexual orientation, race, nationality, citizenship, ability, religion) as playing a role.

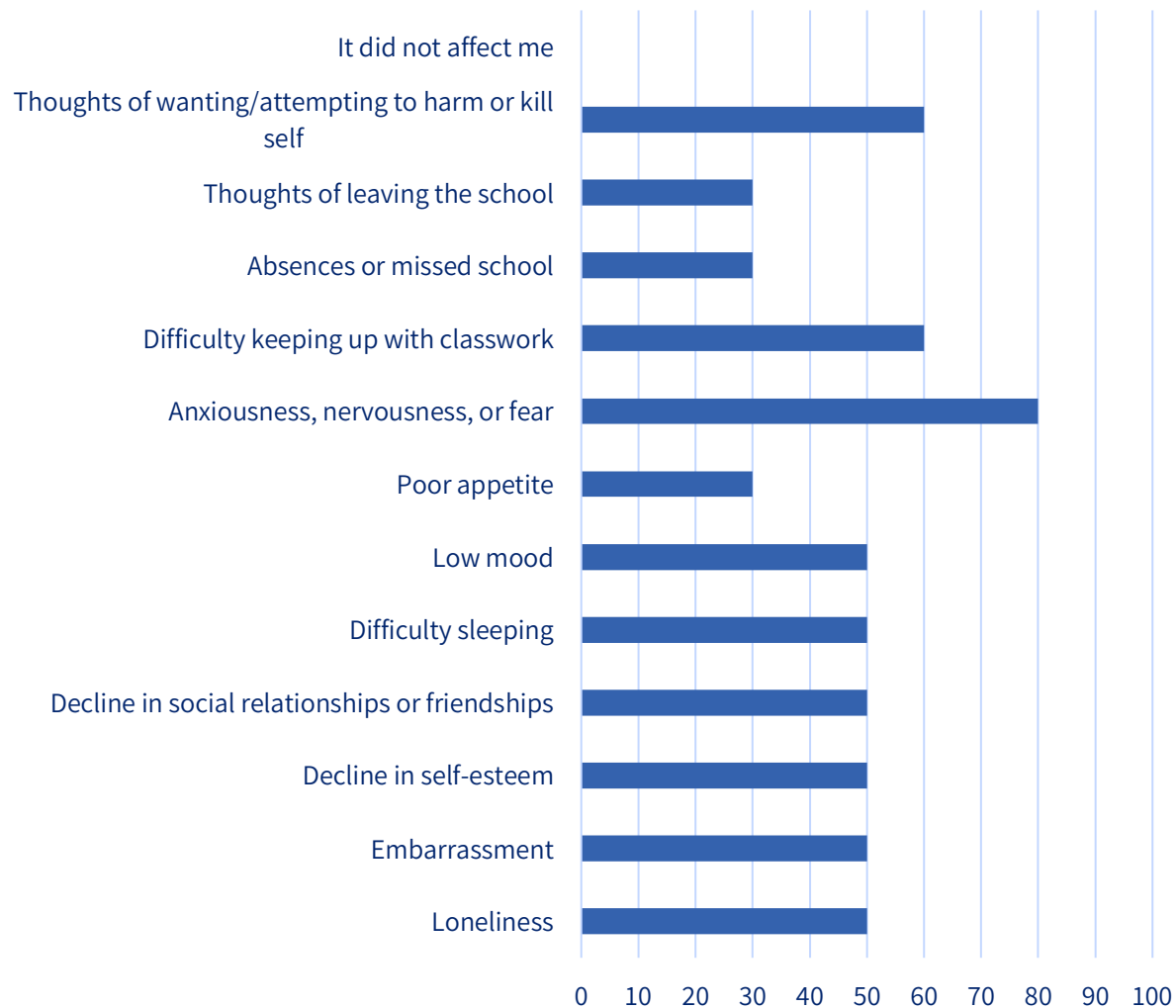
The survey asked respondents who experienced dating violence to indicate whether they or the other person(s) involved were under the influence of alcohol or drugs at the time of the dating violence incident(s). When asked about their own use of alcohol or drugs, 80% (N=8) of respondents reported they were not using or under the influence of either drugs or alcohol. Fewer than three respondents indicated they had been using or were under the influence of alcohol, drugs, or both. When asked about the alcohol or drug use of the other person(s) involved, 60% (N=6) reported that the other person(s) had not been using or under the influence of either drugs or alcohol. Fewer than three respondents indicated they had been using or were under the influence of alcohol, drugs, or both.

IMPACT OF AND RESPONSE TO DATING VIOLENCE

The survey asked respondents how they felt during the incident(s) of dating violence and how the dating violence affected them. Respondents were asked to describe to what extent they felt scared, like their life was in danger, or like the other person(s) would hurt them if they didn't go along with their actions. While the number of respondents on each Likert scale level was too small to report in its entirety, respondents were most likely to report feeling very or extremely scared (50%, N=5) or very or extremely as though the other person would hurt them if they did not go along with the perpetrator's actions (60%, N=6).

In addition to how they felt during the incident(s), respondents also provided information related to how experiencing dating violence impacted them. Respondents commonly reported feeling anxiousness, nervousness, or fear (80%, N=8), having difficulty keeping up with classwork (60%, N=6) and having thoughts of wanting to/attempting to harm or kill themselves (60%, N=6). Additionally, half (50%, N=5) of respondents reported feeling loneliness, embarrassment, a decline in self-esteem, a decline in social relationships or friendships, or difficulty sleeping.

Graph: How Dating Violence Affected Respondents (%)

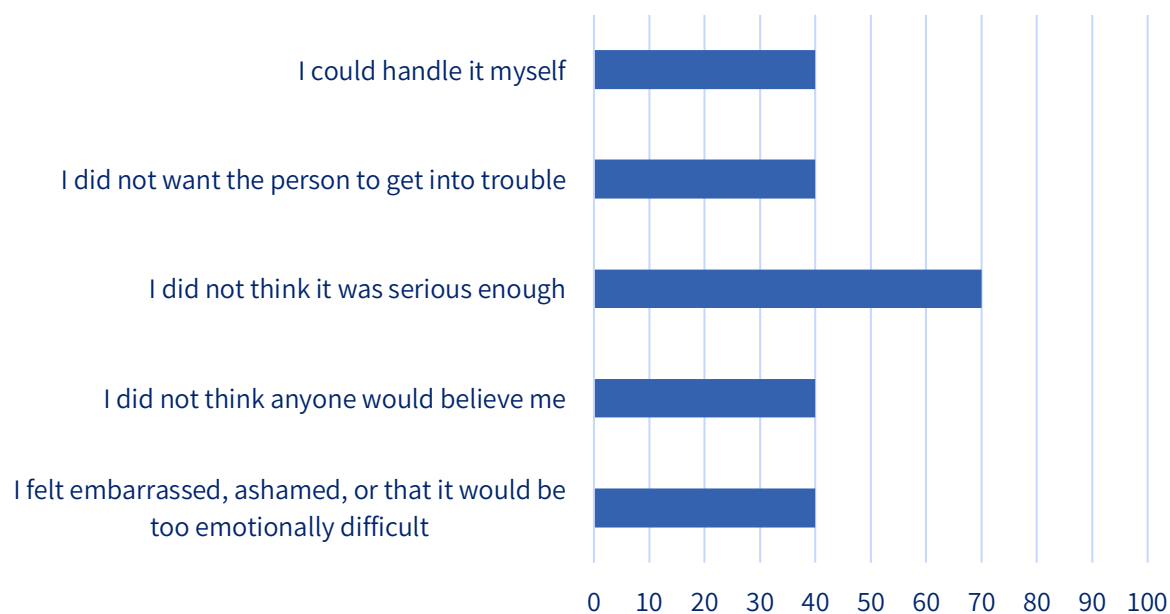


The survey asked respondents who experienced dating violence a series of questions about their reporting, or non-reporting behaviors. Of the survey respondents who experienced dating violence, 70% (N=7) indicated they did not tell an employee of the University. Less than three respondents either told an employee, preferred not to answer, or were unsure. There were not enough respondents to the follow-up questions about their reporting experience to include additional data on who they told at the University, how helpful their response was, how safe an environment they created, or what resources they offered. Additionally, there were not enough respondents to provide information related to who else they may have told about the incident.



Recognizing that individuals who experience dating violence choose not to report for a variety of reasons, respondents who indicated they did not tell a University employee about the dating violence incident(s) were asked to provide information related to the factors that influenced their decision. Most commonly, respondents indicated that they did not think it was serious enough (70%, N=7). Additionally, 40% (N=4) also reported that they felt embarrassed, ashamed, or that it would be too emotionally difficult, 40% (N=4) did not think anyone would believe them, 40% (N=4) did not want to get the person in trouble, and 40% (N=4) believed they could handle it themselves. Less than three respondents indicated they did not where to go or who to tell, that they feared negative academic, social, or professional consequences, that they feared it would not be kept confidential, that they feared retaliation, that they didn't think these resources would give them the help they needed, that the incident occurred while school was not in session or that they preferred not to answer or were unsure.

Graph: Factors that Influenced Non-Reporting (%)



The survey also asked respondents who did not tell a University employee if there was anyone they did tell about the incident(s) of dating violence. Of those who did not tell an employee, 80% (N=8) did tell a friend. There were not more than three responses to any other option: intimate partner, family member, doctor/nurse/health care worker, off campus counselor/therapist, Pathways for Change, local police, or other.

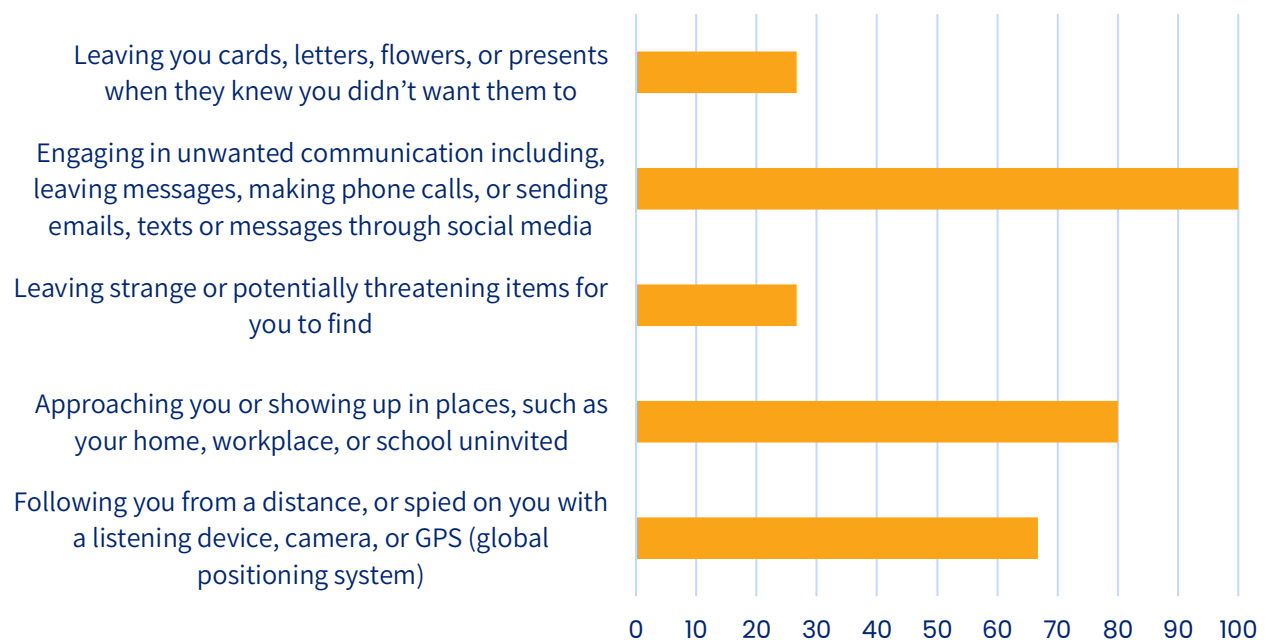
PREVALENCE OF STALKING

PREVALENCE AND FREQUENCY OF STALKING

The survey presented the respondents with a series of questions to assess the prevalence and frequency of various forms of stalking. Of the survey respondents, 5.8% (N=15) reported having experienced stalking, 88.7% (N=228) did not, 3.9% (10) were unsure, and 1.6% (4) preferred not to answer. Of those who reported experiencing stalking, most commonly respondents indicated it took the form of the person engaging in unwanted communication or contact including leaving unwanted messages, making unwanted phone calls, or sending unwanted emails, text messages, or messages through social media (100%, N=15), approaching them or showing up in places such as, their home, workplace, or school uninvited (80%, N=12), or following them from a distance or spying on them with a listening device, camera, or GPS (global positioning system) (66.7%, N=10).



Graph: Form of Stalking (%)



Experiencing an incident of stalking was not associated with any demographic characteristic as a chi-square test revealed no statistically significant association between any demographic variable and experiencing stalking. Specifically, there was no relationship between gender and stalking $\chi^2(9, N=217) = 5.61, p = .778$, race/ethnicity and stalking $\chi^2(15, N=217) = 22.8, p = .089$, or sexual orientation and

stalking $\chi^2(18, N=217) = 24.3, p = .144$. With p-values above the conventional threshold of 0.05, these findings suggest that experiencing stalking is not related to gender, race/ethnicity, or sexual orientation.

To further assess the prevalence and frequency of stalking, the survey asked respondents who reported an incident of stalking to report the number of days on which they experienced stalking. Respondents experienced stalking on one to three days (20%, N=3), four to six days (26.7%, N=4) or nine or more days (40%, N=6). No respondents experienced stalking on seven to eight days.

Graph: Number of Days Experienced Stalking (%)



WHO ENGAGED IN STALKING

The survey asked respondents who reported they experienced stalking to provide information about who perpetrated the stalking. Respondents answered questions to assess how many individuals perpetrated the stalking they experienced and most respondents (86.7%, N=13) reported one person. There were not more than three respondents to more than one person, prefer not to answer, or unsure.



The majority (80%, N=12) of respondents reported experiencing stalking from an individual they described as a man, while 33.3% (N=5) described the individual as a woman. No respondents indicated prefer not to answer, unsure or other.

Respondents also provided information about their relationship to the individual who engaged in stalking and the individual's relationship to the University. Respondents reported experienced stalking

from individuals that were an acquaintance (53.3%, N=8) or a former romantic partner (26.7%, N=4). There were fewer than three respondents who indicated stalking occurred from someone with any other type of relationship (stranger, friend, romantic partner, relative/family, supervisor/faculty/other person of authority). There were no respondents who indicated that an employee of the University perpetrated stalking, and nearly all (93.3%, N=14) indicated that a University student perpetrated the stalking they experienced.

CONTEXTUAL FACTORS OF STALKING: LOCATION, INFLUENCE OF IDENTITY, AND USE OF ALCOHOL OR OTHER DRUGS



The survey asked respondents who experienced stalking to indicate where the incident(s) of stalking occurred, and 92.9% (N=13) indicated it occurred on campus, 42.9% (N=6) indicated it occurred online/digitally, and 21.4% (N=3) indicated it occurred off campus. No respondents indicated that it occurred off campus, in an institution-related environment, or that they preferred not to answer.

The survey also asked those who experienced stalking whether any aspect of their identity played a role in the incident(s) and 57.1% (N=8) indicated yes, 21.4% (N=3) indicated no, and 21.4% (N=3) were unsure. Not enough participants provided information about the specific aspect of their identity that played a role in the experience of stalking to include additional data in this report.

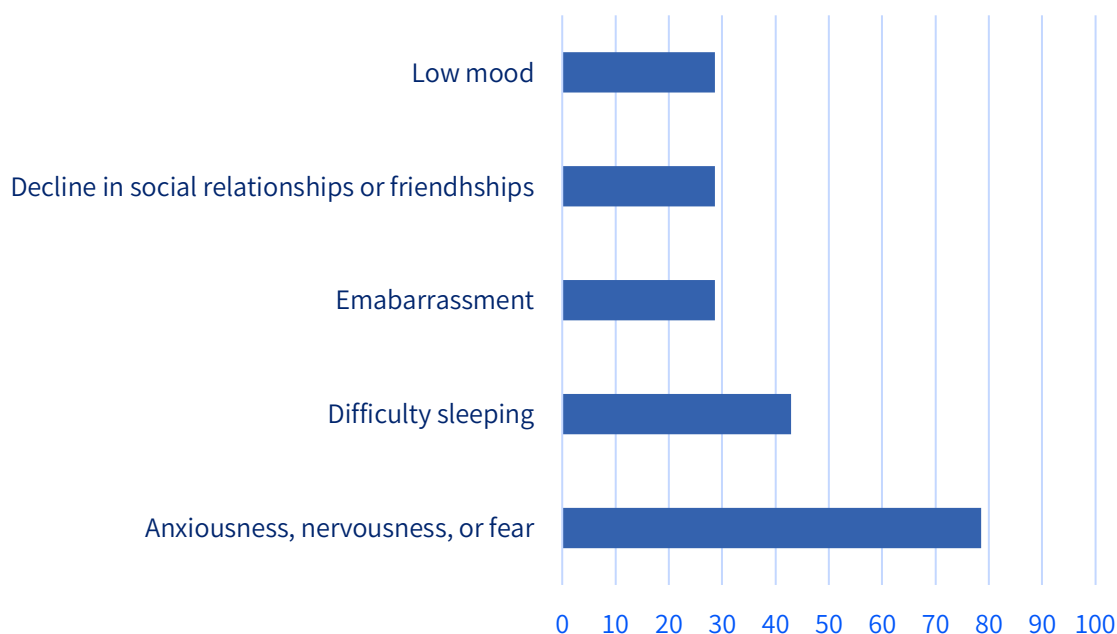
The survey asked respondents to indicate whether they or the other person(s) involved were under the influence of alcohol or drugs at the time of the stalking incident(s). When asked about their own use of alcohol or drugs, 100% (N=15) of respondents reported they were not using or under the influence of either drugs or alcohol. When asked about the alcohol or drug use of the other person(s) involved, 57.1% (N=7) reported that the other person(s) had not been using or under the influence of either drugs or alcohol, and 35.7% (N=5) reported they were unsure of the other person's use other person(s). Fewer than three respondents indicated they had been using or were under the influence of alcohol, drugs, or both.

IMPACT OF AND RESPONSE TO STALKING

The survey asked respondents who experienced an incident of stalking to describe to what extent they felt scared, like their life was in danger, or like the other person(s) would hurt them if they didn't go along. While the number of respondents on each Likert scale level was too small to report in its entirety, 64.3% (N=9) of respondents reported feeling somewhat scared and while 50% (N=7) reported feeling not at all as though the other person would hurt them if they did not go along, 35% (N=5) felt somewhat as though they might. Most respondents (64.3%, N=9) reported feeling not at all like their life was in danger, while 21.4% (N=3) felt somewhat like it was.

In addition to how they felt during the incident(s), respondents also provided information related to how experiencing stalking impacted them. Respondents reported feeling anxiousness, nervousness, or fear (78.5%, N=11), difficulty sleeping (42.9%, N=6), embarrassment (28.6%, N=4), decline in social relationships or friendships (28.6%, N=4) and low mood (28.6%, N=4). Less than three respondents reported any other effect of stalking (loneliness, decline in self-esteem, negative health conditions, poor appetite, difficulty keeping up with classwork, absences or missed school, thoughts of leaving the school, thoughts of wanting to harm or kill self, engaged in self-harm or suicide attempt, or no effect).

Graph: How Stalking Affected Respondents (%)



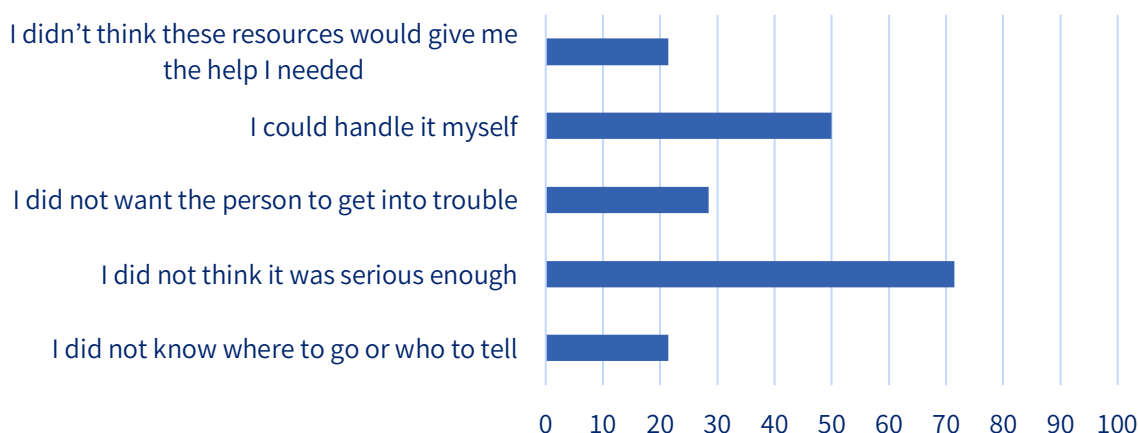
The survey asked respondents who experienced stalking a series of questions about their reporting, or non-reporting behaviors. Of the survey respondents who experienced stalking, 85.7% (N=12) indicated they did not tell a University employee about the incident(s). There were not more than three responses to no, prefer not to answer, or unsure. Additionally, because there were so few survey respondents who told an employee about the stalking incident(s), there were not enough responses on any of the follow-up questions related to who they told, how helpful their response was, how safe an environment they created, and what kind of resources or information they did or did not provide to include in this report.



Recognizing that individuals who experience stalking choose not to report for a variety of reasons, respondents who indicated they did not tell a University employee were asked to provide information

related to the factors that influenced their decision. Most commonly, respondents indicated that they did not think it was serious enough (71.4%, N10). Additionally, 50% (N=4) reported that they believed they could handle it themselves, 28.6% (N=4) did not want to get the person in trouble, 21.4% (N=3) did not know where to go or who to tell, 21.4% (N=3) feared it would not be kept confidential, and 21.4% (N=3) didn't think these resources would give them the help they needed. Less than three respondents indicated they felt embarrassed, ashamed, or that it would be too emotionally difficult, that they did not think anyone would believe them, that they feared negative academic, social, or professional consequences, that they feared retaliation, or that the incident occurred while school was not in session. The survey also asked respondents who did not tell a University employee who else they may have told and 85.7% (N=12) told a friend and 21.4% (N=3) told a family member. There were not more than three responses to any other option.

Graph: Factors that Influenced Non-Reporting (%)

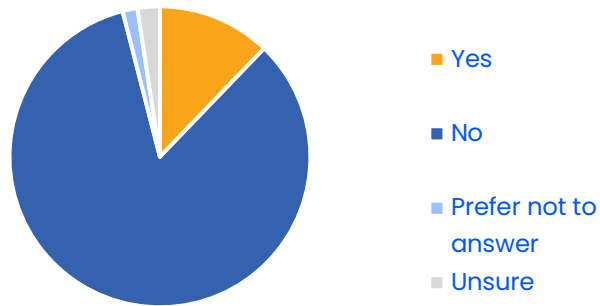


PREVALENCE OF SEXUAL HARASSMENT

PREVALENCE AND FREQUENCY OF SEXUAL HARASSMENT

The survey presented the respondents with a series of questions to assess the prevalence and frequency of various forms of sexual harassment. Of the survey respondent, 12.2% (N=31) experienced sexual harassment, 83.9% (N=213) did not, 2.4% (N=6) were unsure, and 1.6% (N=4) preferred not to answer.

Graph: Respondents Reporting Sexual Harassment (%)



Of those who reported experiencing sexual harassment, most commonly respondents indicated it took the form of the individuals making offensive remarks about their appearance, body, or sexual activities (86.2%, N=25), individuals making offensive sexist remarks (e.g. suggesting that people of their sex are not suited for the kind of work they do) (69%, N=20), individuals repeatedly telling sexual stories or jokes that were offensive to them (69%, N=20), or individuals making gestures or using body language of a sexual nature which embarrassed or offended them (69%, N=20).

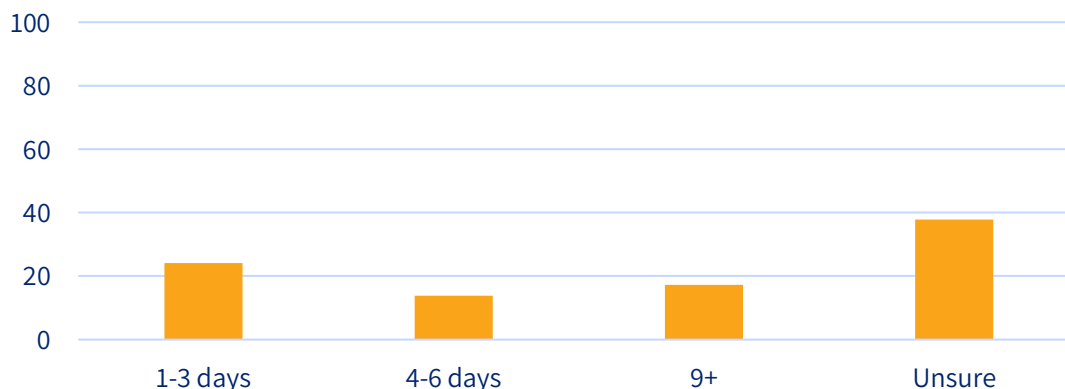
Graph: Form of Sexual Harassment (%)



Experiencing sexual harassment was not associated with any demographic characteristic as a chi-square test revealed no statistically significant association between any demographic variable and experiencing sexual harassment. Specifically, there was no relationship between gender and sexual harassment $\chi^2(9, N=217) = 10.26, p = .413$, race/ethnicity and sexual harassment $\chi^2(15, N=217) = 8.36, p = .909$, or sexual orientation and sexual harassment $\chi^2(18, N=217) = 17.3, p = .502$. With p-values above the conventional threshold of 0.05, these findings suggest that experiencing sexual harassment is not related to gender, race/ethnicity, or sexual orientation.

To further assess the prevalence and frequency of sexual harassment, respondents who reported experiencing sexual harassment were asked to report the number of days in which they experienced it. Of those who experienced sexual harassment, 24.1% (N=7) experienced it on one to three days, 13.8% (N=4) on four to six days, <3 on seven to eight days, 17.2% (N=5) on nine or more days, and 37.9% (N=11) were unsure.

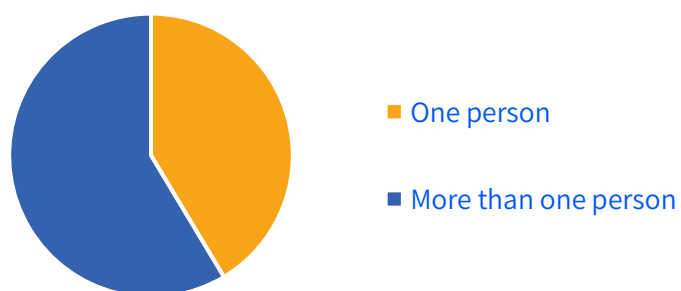
Graph: Number of Days Experienced Sexual Harassment (%)



WHO ENGAGED IN SEXUAL HARASSMENT

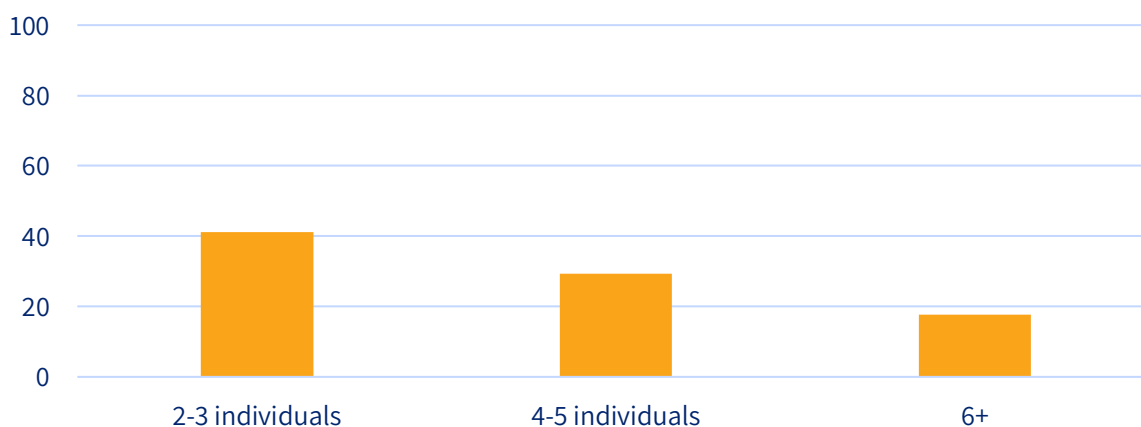
The survey also asked respondents who experienced an incident of sexual harassment to provide information about who perpetrated the sexual harassment. Respondents answered questions to assess how many individuals perpetrated this behavior and 58.6% (N=17) indicated that more than one person engaged in sexual harassment, while 41.4% (N=12) indicated one person engaged in the behavior.

Graph: Number of Individuals Engaging in Sexual Harassment



Of those who reported experiencing sexual harassment from more than one person, 41.2% (N=7) reported experiencing it from two to three individuals, 29.4% (N=5) from four to five individuals, and 17.7% (N=3) from six or more. Fewer than three respondents indicated prefer not to answer or unsure.

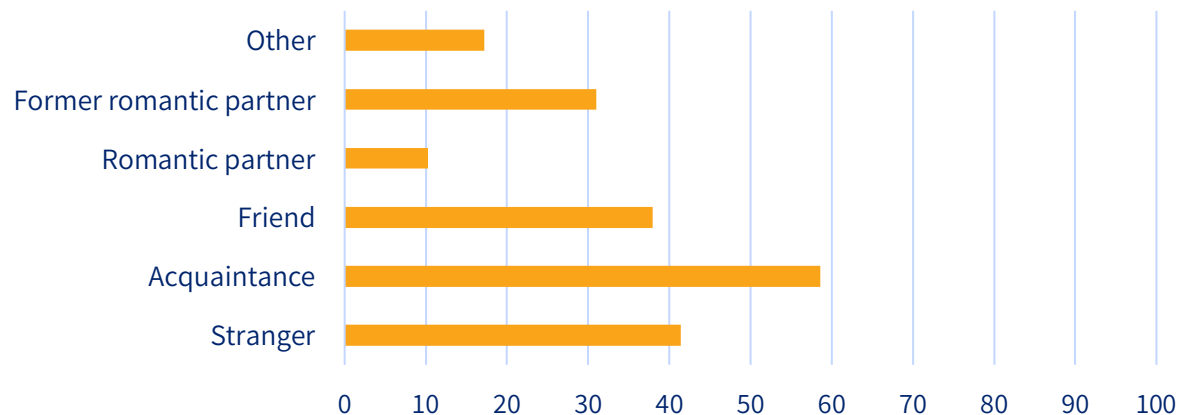
Graph: Number of Individuals Engaging in Sexual Harassment (%)



The majority (93.1%, N=27) of respondents who experienced sexual harassment, reported experiencing it from an individual they described as a man, while 13.8% (N=4) described the individual as a woman. No respondents indicated prefer not to answer, unsure or other.

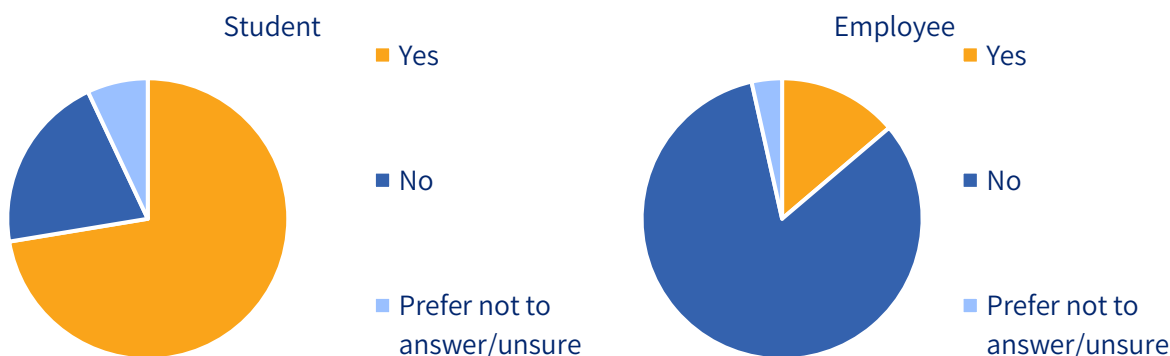
Respondents also provided information about their relationship to the individual who engaged in sexual harassment and the individual's relationship to the University. Of those who experienced sexual harassment, 58.6% (N=17) reported experiencing it from an acquaintance, 41.2% (N=12) from a stranger, 37.9% (N=11) from a friend, 31% (N=9) from a former romantic partner, 10.3% (N=3) from a romantic partner, and 17% (N=5) indicated other. There were not more than three responses to relative/family, supervisor/faculty/other person of authority, prefer not to answer, or unsure.

Graph: Relationship to Individual Engaging in Sexual Harassment (%)

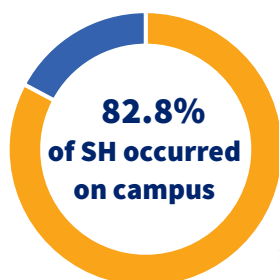


When asked to indicate whether the person(s) engaging in the sexually harassing behavior was a student at the time of the incident(s), 72.4% (N=21) indicated yes, 20.7% (N=6) indicated no, and fewer than three individuals preferred not to answer or unsure. Most commonly, respondents reported that students who engaged in sexual harassment, engaged in it by making offensive sexist remarks (66.7%, N=14) or by making offensive remarks about their appearance, body or sexual activities (57.1%, N=12). When asked to indicate whether the individual was a University employee at the time of the incident(s), 13.8% (N=4) indicated yes, 82.8% (N=24) indicated no, and fewer than three respondents indicated prefer not to answer or unsure. There were too few responses to having experienced sexual harassment by a University employee to provide additional about how the employee engaged in the behavior.

Graph: Who Engaged in Sexual Harassment (relationship to University) (%)



CONTEXTUAL FACTORS OF SEXUAL HARASSMENT: LOCATION, INFLUENCE OF IDENTITY, AND USE OF ALCOHOL OR OTHER DRUGS



The survey asked respondents who experienced sexual harassment to indicate where the incident(s) of sexual harassment occurred, and most respondents reported that the sexual harassment occurred on-campus (82.7%, N=24), while 37.9% (N=11) indicated off campus and 31% (N=9) indicated it occurred online/digitally. No respondents indicated that it occurred off campus, in an institution-related environment or that they preferred not to answer.

Survey respondents tended to believe an aspect of their identity played a role in the incident(s) of sexual harassment as 69% (N=20) indicated yes, 13.8% (N=4) indicated no, and 17.2% (N=5) were unsure. Of those who responded yes, nearly all (95%, N=19) identified their gender/gender identity/gender expression as the aspect of their identity that played a role in the incident(s) of sexual harassment. Additionally, 15% (N=3) indicated that their sexual orientation played a role in the sexual harassment. Fewer than three respondents identified any other aspect of their identity (race, nationality, citizenship, ability, religion) as having played a role in their experience.

The survey asked respondents who experienced sexual harassment to indicate whether they or the other person(s) involved were under the influence of alcohol or drugs at the time of the sexual harassment incident(s). When asked about their own use of alcohol or drugs, 58.6% (N=17) indicated they were not using or under the influence of alcohol or drugs, while 27.6% (N=8) indicated they were using or were under the influence of alcohol. No respondents reported that they had been using or were under the use of drugs, or both alcohol and drugs and fewer than three respondents indicated prefer not to answer or unsure. When asked about the alcohol or drug use of the other person(s) involved, 41.4% (N=12) indicated the other person(s) were not using or under the influence of alcohol

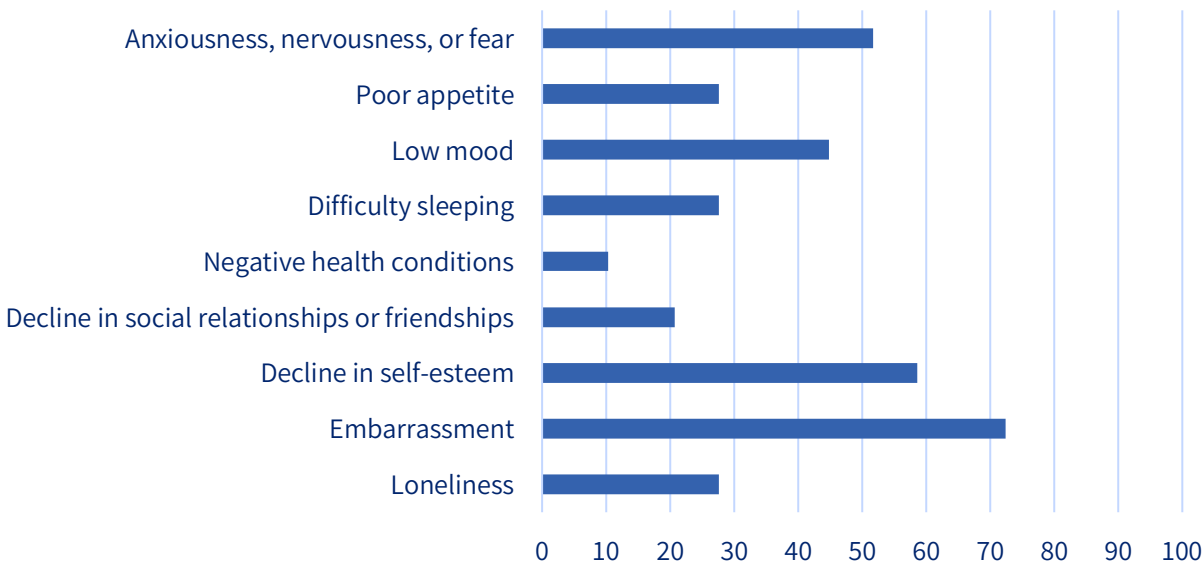
or other drugs, while 24.1% (N=7) indicated the other person(s) were using or were under the influence of alcohol and 27.6% (N=8) were unsure. No respondents indicated the other person(s) had been using or was under the influence of drugs, or both alcohol and drugs, and fewer than three respondents indicated prefer not to answer.

IMPACT OF AND RESPONSE TO SEXUAL HARASSMENT

The survey asked respondents who experienced an incident of sexual harassment how they felt during the incident(s) and how the sexual harassment affected them. Respondents were asked to describe to what extent they felt scared, like their life was in danger, or like the other person(s) would hurt them if they didn't go along. While 37.9% (N=11) of respondents were likely to feel very or extremely scared, 31% (9) felt somewhat scared and 31% (N=9) did not feel scared at all. Additionally, most did not feel as though their life was in danger or like the other person would hurt them if they didn't go along. There were too few respondents on some Likert scale levels to report the full results.

In addition to how they felt during the incident(s), respondents also provided information related to how experiencing sexual harassment impacted them. Respondents commonly reported feeling embarrassment (72.4%, N=21), a decline in self-esteem (58.6%, N=17), or anxiousness, nervousness, or fear (51.7%, N=15). Additionally, 44.8% (N=13) reported experiencing a low mood, 27.6% (N=8) loneliness, 27.6% (N=8), difficulty sleeping, 27.6% (N=8) poor appetite, 20.7% (n=6) decline in social relationships or friendships, 13.8% (N=4) thoughts of leaving the school, and 10.3% (N=3) negative health conditions. There were not more than three respondents who indicate any other impact from sexual harassment (difficulty keeping up with classwork, absences or missed school, thoughts of wanting to harm or kill self, engaged in self-harm or suicide attempt, no effect).

Graph: How Sexual Harassment Affected Respondents (%)



The survey asked respondents who experienced sexual harassment a series of questions about their reporting, or non-reporting behaviors. Of the survey respondents who experienced sexual harassment, 86.2% (N=25) indicated they did not tell a University employee about the incident(s) of sexual violence and 13.8% (N=4) did tell an employee. Of those who did tell a University employee, most commonly they told the Title IX Office/Title IX Coordinator (100%, N=4). There were not more than three responses to any other employee option: faculty member, Office of Community Standards staff, Residence Life staff, Department of Community Safety/Campus Police, Campus Advocate, or other. Additionally, because there were so few survey respondents who told an employee about the incident(s) of sexual harassment, there were not enough responses on any of the follow-up questions related to who they told, how helpful their response was, how safe an environment they created, and what kind of resources or information they did or did not provide to include in this report.



In addition to telling an employee, 100% (N=4) of those who told an employee also told a friend and 75% (N=3) told an intimate partner. There were not more than three responses to any other person who the individual may have told about the sexual harassment (family member, doctor/nurse/health care worker, off campus counselor/therapist, Pathways for Change, local police).

Recognizing that individuals who experience sexual harassment choose not to report for a variety of reasons, respondents who indicated they did not tell a University employee were asked to provide information related to the factors that influenced their decision not to tell. Of those who did not tell an employee most indicated that it was because they did not think it was serious enough (65.5%, N=19). Additionally, 41.4% (N=12) indicated that they felt embarrassed, ashamed, or that it would be too

emotionally difficult, 27.6% (N=8) believed they could handle it themselves, 24.1% (N=7) did not know where to go or who to tell, 20.7% (N=6) feared it would not be kept confidential, 17.2% (N=5) feared negative academic, social, or professional consequences, 17.2% (N=5) feared retaliation, 13.8% (N=4) did not think that these resource would give them the help they needed, 10.3% (N=3) did not think anyone would believe them, and 10.3% (n=3) did not want to get the person in trouble. There were not more than three responses to any other factor that may have influenced their decision (incident occurred while school was not in session, prefer not to answer, unsure, other).

Graph: Factors that Influenced Non-Reporting (%)



The survey also asked respondents who did not tell an employee of the University if there was anyone they did tell about the incident(s) of sexual harassment. Of those who did not tell an employee, 72.4% (N=41) did tell a friend, 31% (N=91) told a family member, 13.8% (N=4) told an intimate partner, and 10.3% (N=3) told an off-campus counselor/therapist. There were not more than three responses to any other option: doctor/nurse/health care worker, Pathways for Change, local police, prefer not to answer, no one else, or other.

SECTION FOUR

Perceptions of Campus Climate Regarding Sexual Misconduct

An in-depth analysis of the perceptions and beliefs
related to sexual misconduct

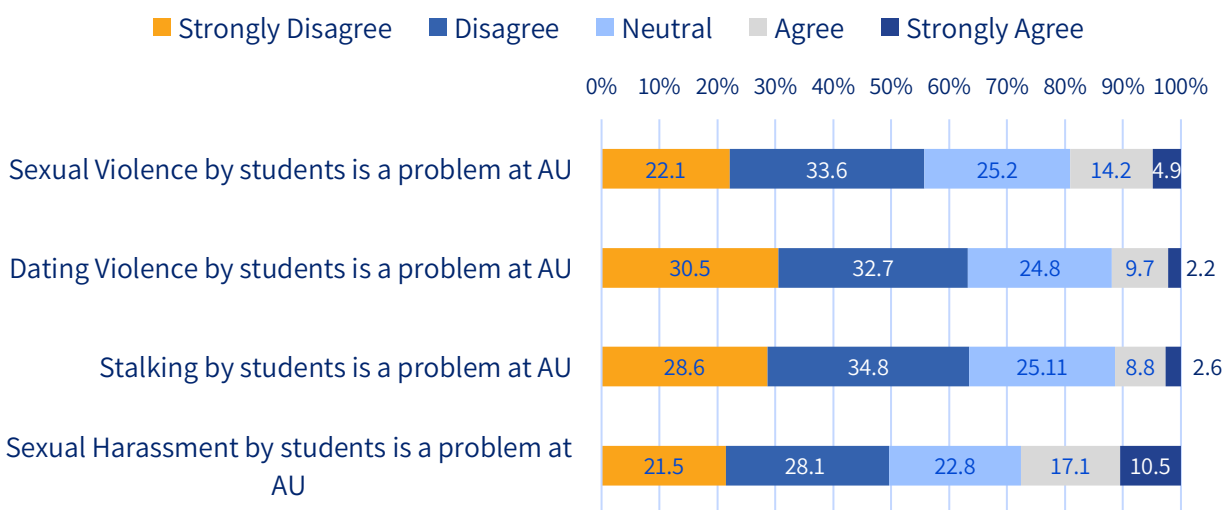
Perceptions of Campus Climate

The survey asked all participants a series of questions to assess the perception of the sexual misconduct climate at Assumption University. Topics assessed included perceptions of the prevalence of sexual misconduct, beliefs about how the institution would respond to a report of sexual misconduct, perceived barriers for reporting, respondents' knowledge of sexual misconduct resources, and exposure to sexual misconduct education

PERCEPTIONS OF SEXUAL MISCONDUCT

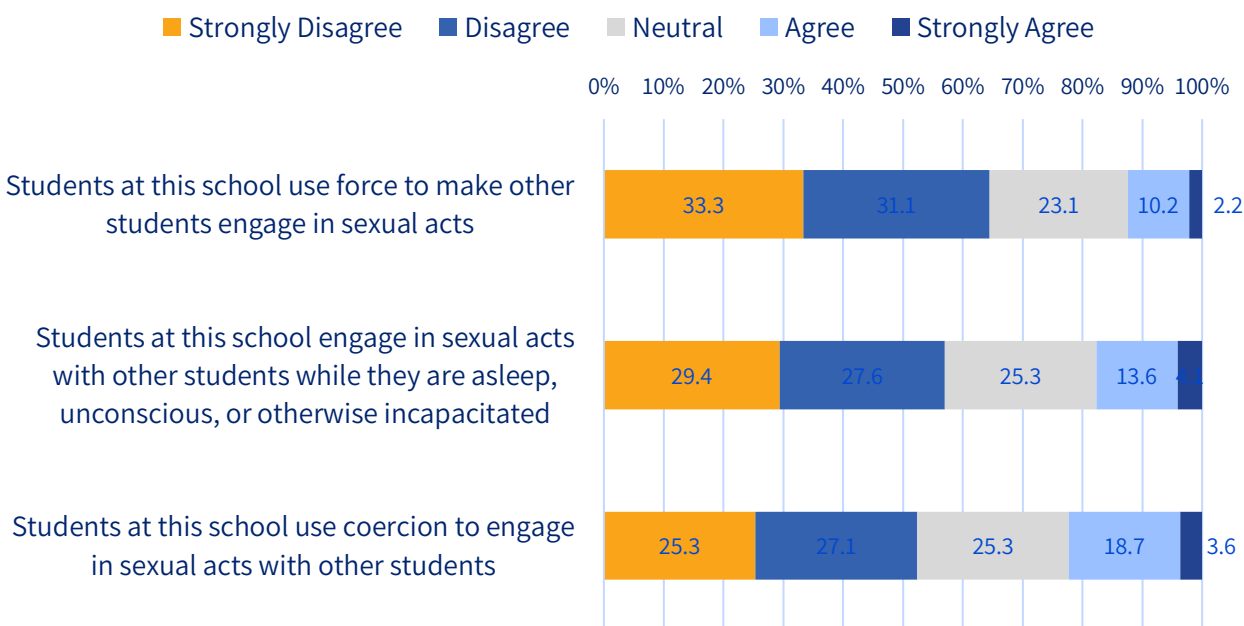
Using a Likert scale, the survey asked respondents to indicate their level of agreement to a series of statements that sexual violence, dating violence, stalking, and sexual harassment by students are a problem at the University. Overall, respondents tended to strongly disagree/disagree that each type of sexual misconduct by students is a problem. However, over a quarter (27.6%, N=63) of respondents either agreed or strongly agreed that sexual harassment by students is a problem at the University, followed by 18.9% (N=43) of respondents who agreed or strongly agreed that sexual violence by students is a problem.

Graph: Levels of Agreement that Various Types of Sexual Misconduct by Students is a Problem at Assumption University (%)



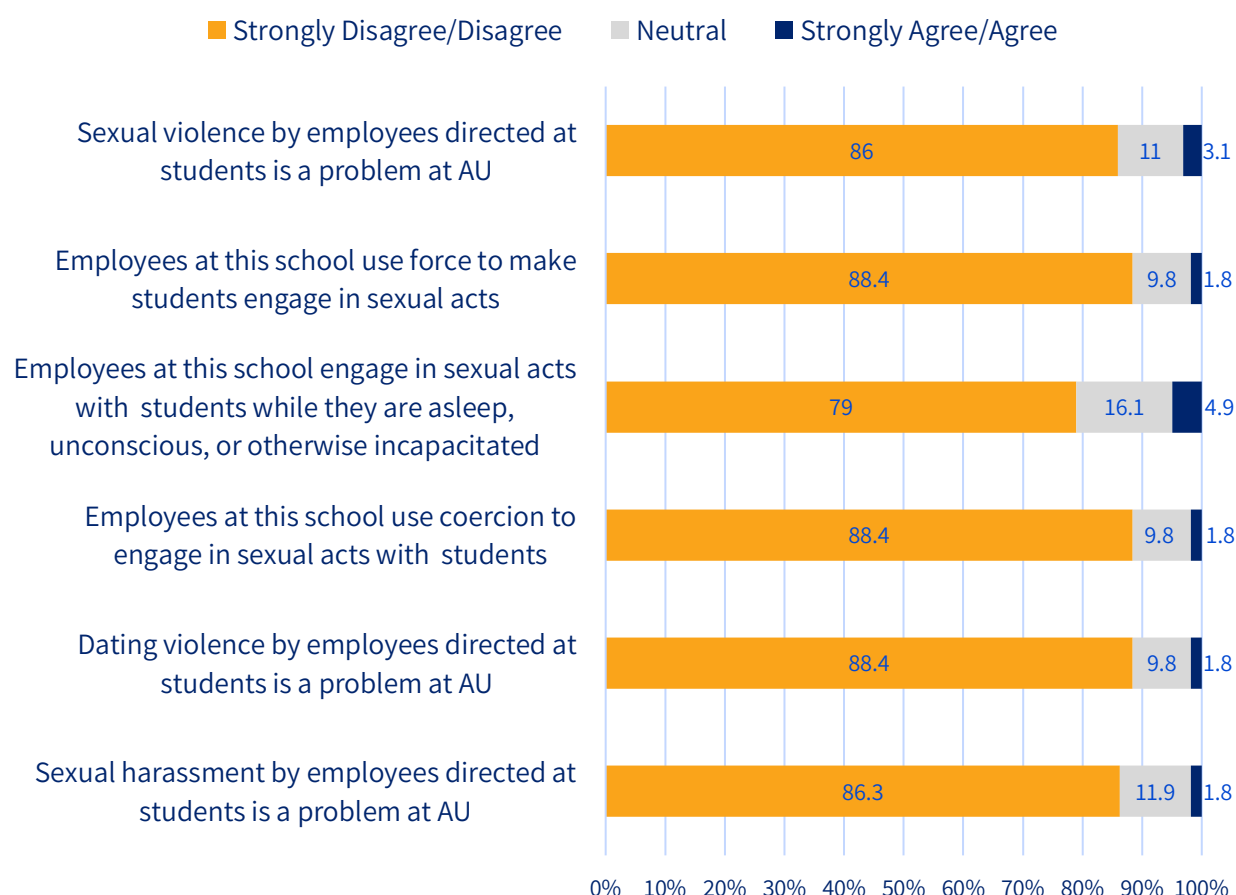
The survey presented respondents with additional Likert scale questions to further assess perceptions related to sexual violence specifically. The Likert scale assessed their agreement that students at the University use force to engage in sexual acts, engage in sexual acts with other students while they are asleep, unconscious, or otherwise incapacitated, and/or use coercion to engage in sexual acts. While most respondents tended to strongly disagree or agree that students use any of those methods to engage in sexual acts, 22.2% (N=50) agreed or strongly agreed that students use coercion to engage in sexual acts with other students.

Graph: Levels of Agreement that Specific Types of Sexual Violence by Students is a Problem at Assumption University (%)



The survey asked respondents to indicate their level of agreement on the same measures as it related to the behavior of employees toward students. Because some items on the Likert scale for employees had fewer than three responses, the strongly disagree and disagree levels and the strongly agree and agree levels were combined. Most respondents either strongly disagreed or disagreed that sexual misconduct by employees toward students is a problem at the University, including specific acts of sexual violence.

Graph: Levels of Agreement that Various Types of Sexual Misconduct by Employees Toward Students is a Problem at Assumption University (%)



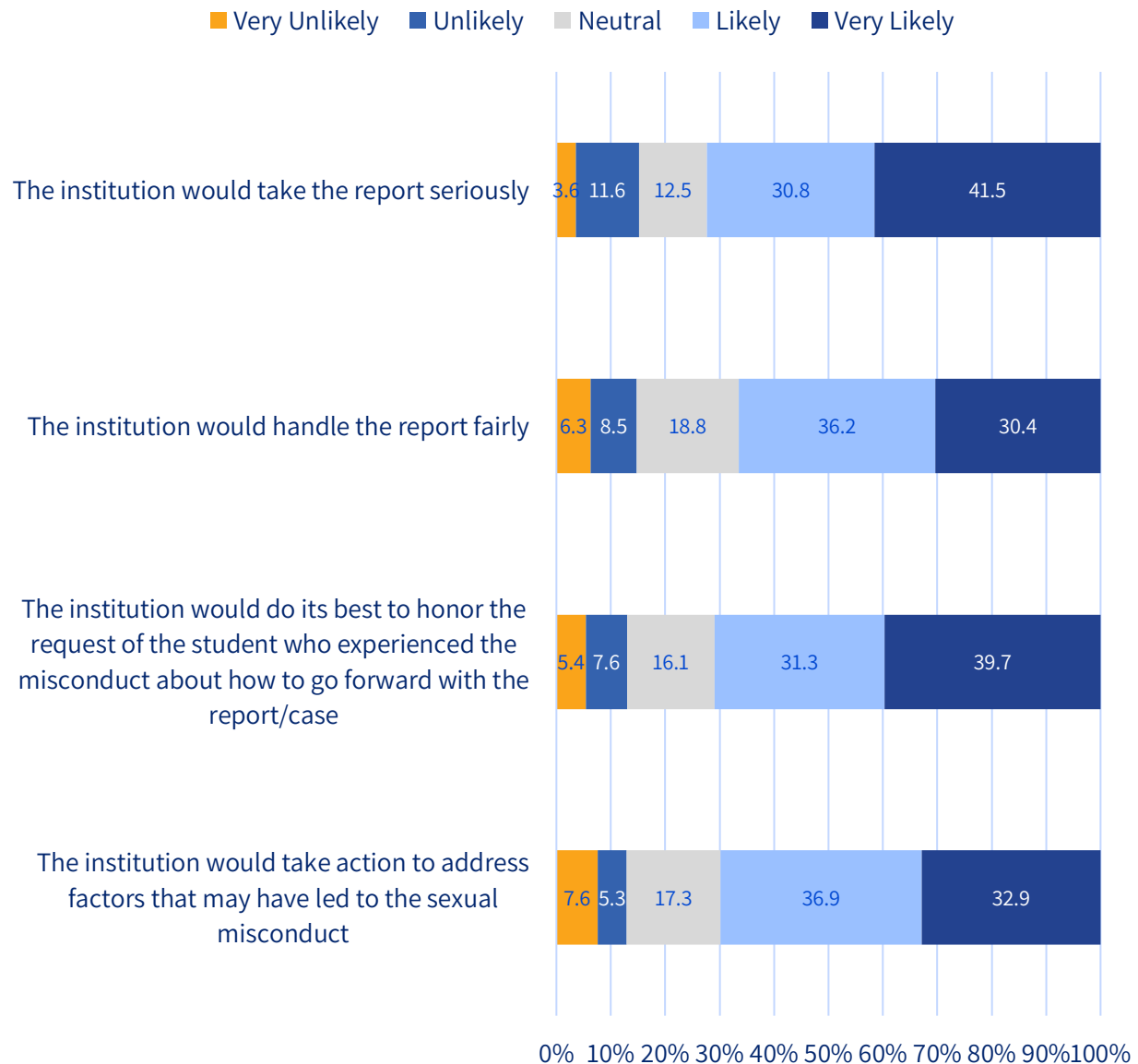
PERCEPTIONS OF INSTITUTIONAL RESPONSE

The survey assessed the respondents' perception of how the University would respond if an individual reported an incident of sexual misconduct. Questions about institutional response aimed to assess respondents' perceptions of how the institution would handle or respond to the report itself as well as how the institution would support the student who was impacted by the sexual misconduct behavior described in the report. Additionally, the survey asked respondents what they perceived to be barriers to reporting.

Using a Likert scale, the survey asked respondents to provide their perceptions related to how the University would respond to a report of sexual misconduct. Overall, a majority of respondents perceived the University as likely or very likely to respond appropriately to the report across all measured domains. The highest levels of confidence in the University's response were associated with

the University taking the report seriously (72.3%, N=162) or honoring the request of the student who experienced the misconduct (71%, N=159). Although still predominantly positive, perceptions were somewhat less favorable regarding the University's likelihood of addressing the underlying factors that led to the misconduct (69.8%, N=157) or likelihood of addressing the report fairly (66.6%, N=149).

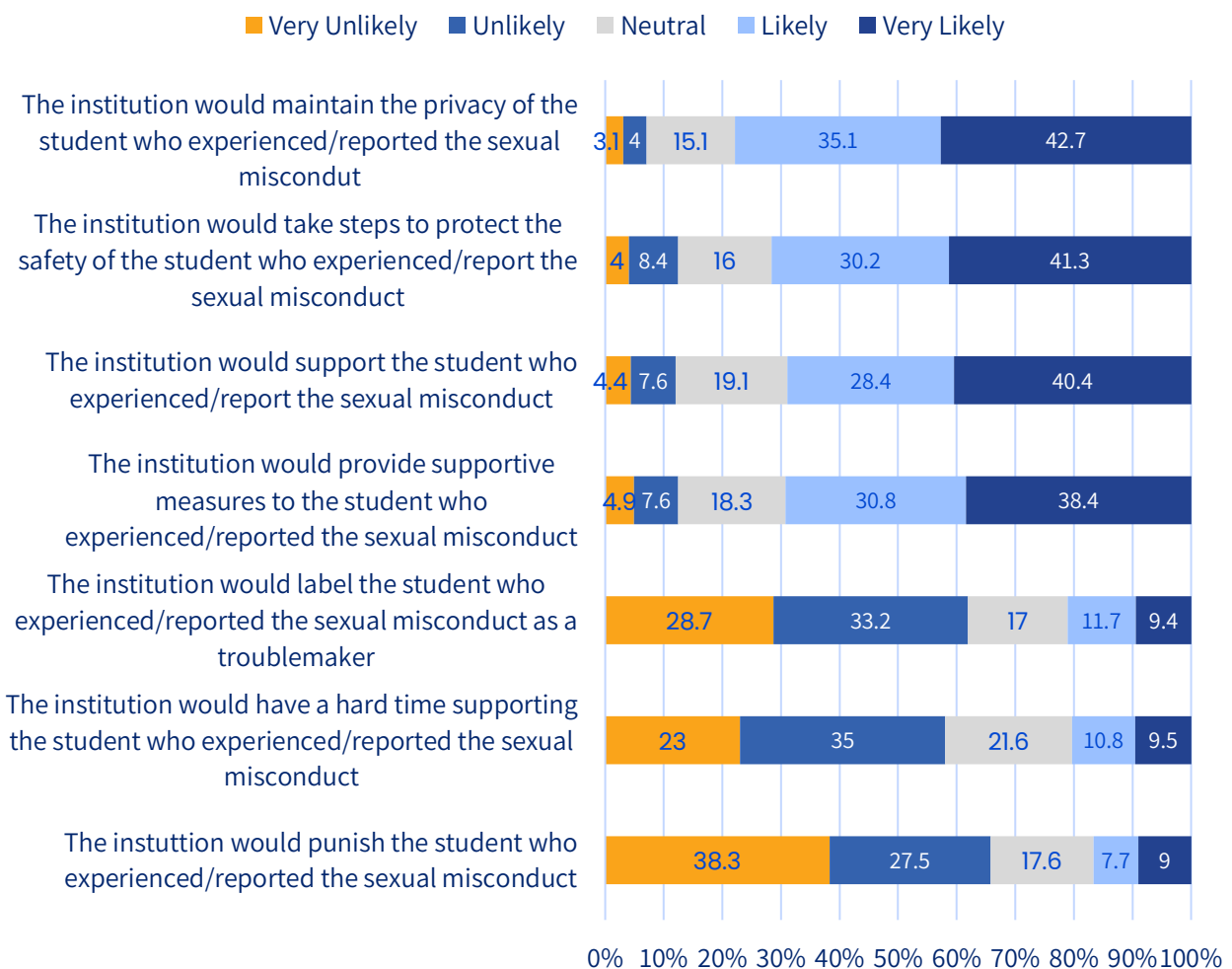
Graph: Perceived Likelihood of University Actions in Response to a Report of Sexual Misconduct (%)



The survey also asked respondents to indicate their perceptions of how the University would respond to the student who experienced/reported sexual misconduct. Overall, respondents had a favorable

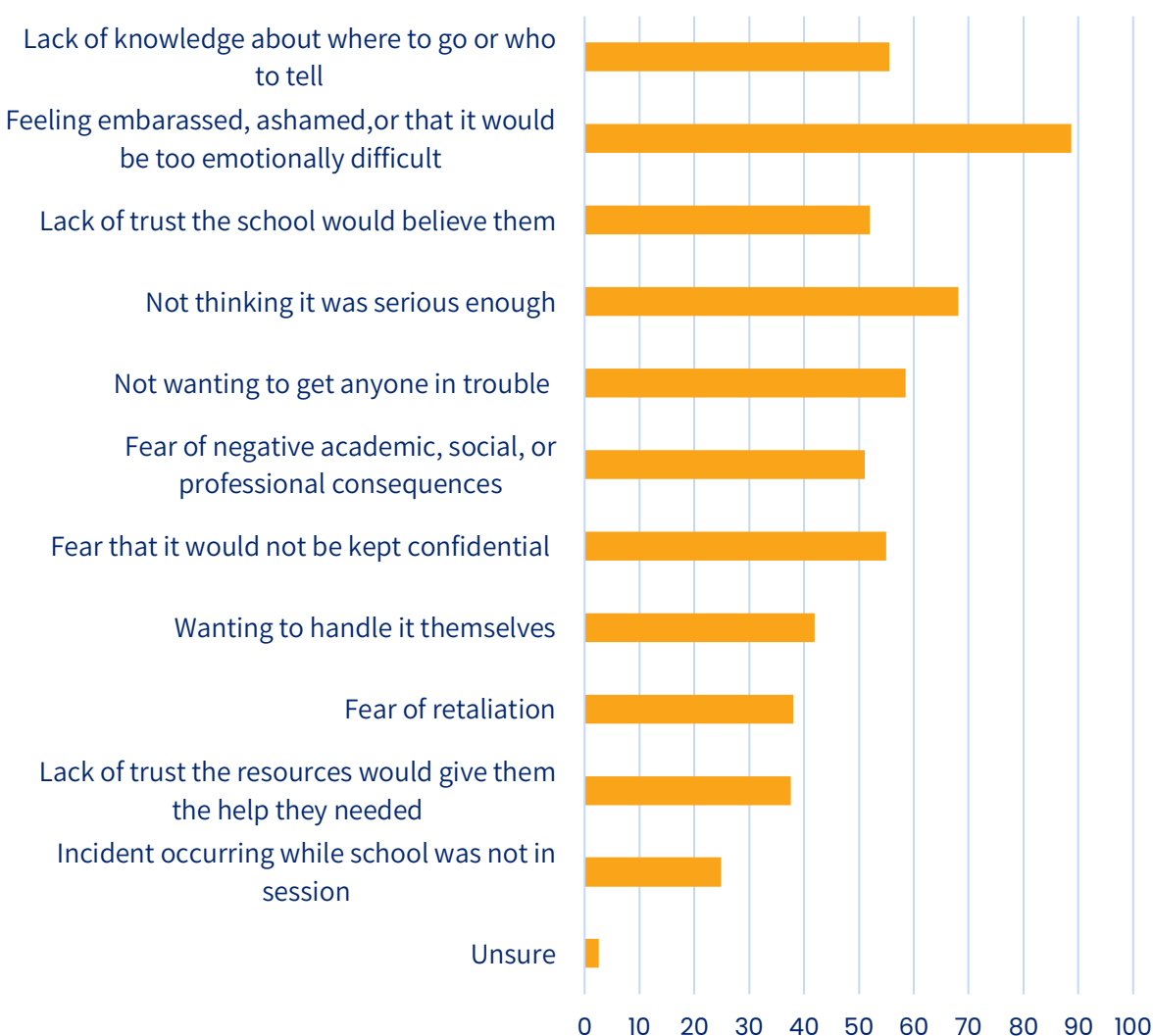
view of how the University would respond to or support the student who experienced/reported sexual misconduct. Specifically, 77.8% (N=175) believed it to be very likely or likely that University would maintain the privacy of the student who experienced/reported sexual misconduct and 71.5% (N=161) reported that it was very likely or likely that the University would take steps to protect the safety of the student who experienced/reported sexual misconduct. Most respondents also reported that it would be very likely that the University would support the student who experienced/reported sexual misconduct (68.8%, N=155) or that they would provide supportive measures to the student who experienced/reported sexual misconduct (69.2%, N=155). Items assessing the likelihood of the University engaging in negative or harmful behaviors – such as labeling the reporting student a troublemaker, struggling to provide support, or punishing the student were identified as unlikely or very unlikely by most respondents.

Graph: Perceived Likelihood of University Actions in Response to a Student Who Reported/Experienced Sexual Misconduct (%)



To gain deeper insight into respondents' perceptions of the University, the survey asked them to identify what they believed were barriers to reporting sexual misconduct. The most frequently cited perceived barrier was feeling embarrassed, ashamed, or overwhelmed (88.7%, N=187), followed by not thinking the incident was serious enough to warrant reporting (68.1%, N=156). Other commonly perceived barriers included not wanting to get anyone in trouble (58.5%, N=134), lack of knowledge about where or how to report (55.5%, N=127), and concerns that confidentiality would not be maintained (55%, N=126). A significant number of respondents also expressed distrust that the school would believe them (52%, N=119) or fear of negative academic, social, or professional consequences (51.1%, N=117).

Graph: Perceived Barriers to Reporting (%)

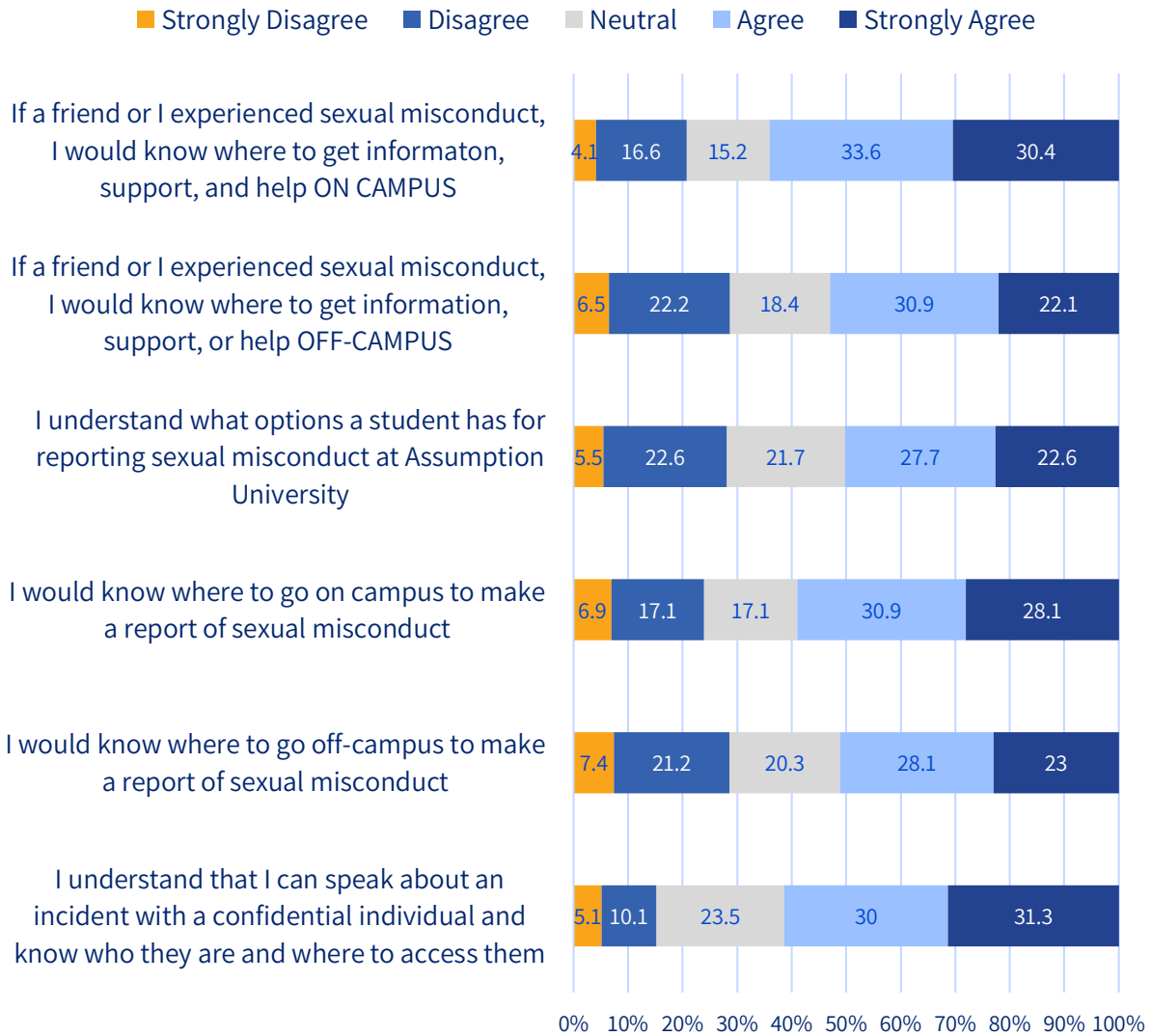


KNOWLEDGE OF SEXUAL MISCONDUCT RESOURCES

The survey assessed respondents' knowledge of where to report or seek support for sexual misconduct. Additionally, it evaluated respondents' levels of awareness of, and trust in, various campus resources.

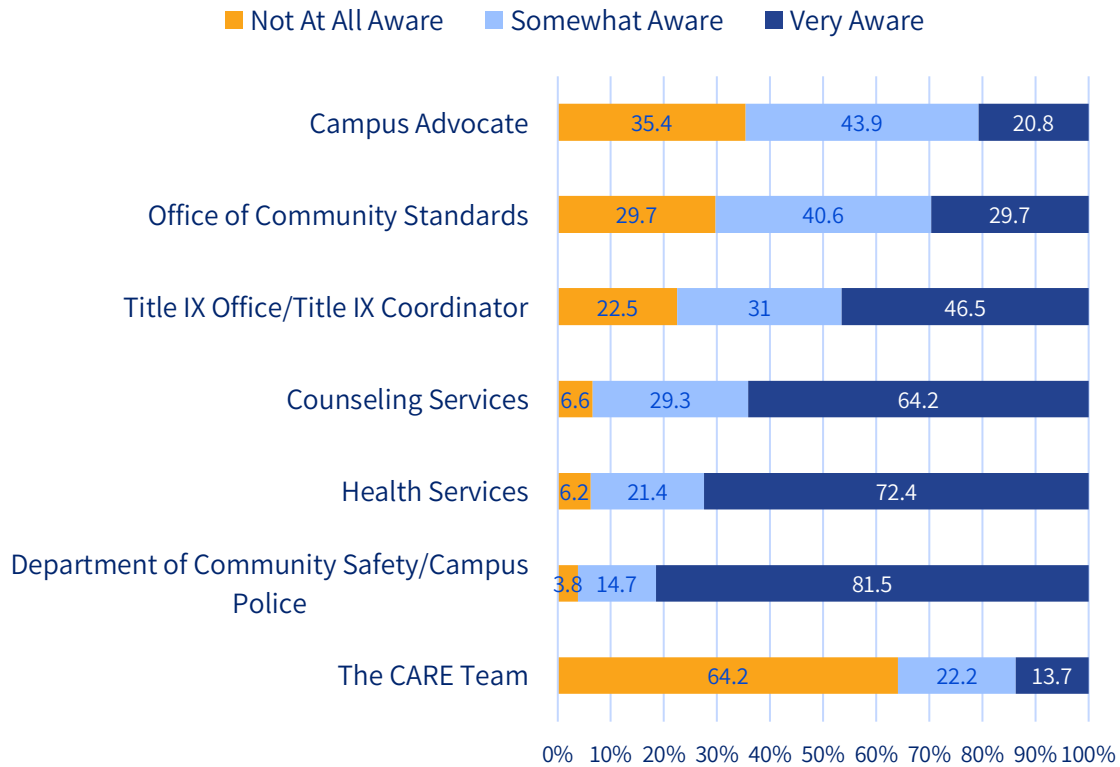
The survey used a Likert scale to assess respondents' self-reported knowledge and understanding of sexual misconduct resources and reporting options. Most respondents indicated they agreed or strongly agreed that they would know where to find support and help on campus (64%, N=139) while only 20.7% (N=45) disagreed or strongly disagreed. Although understanding of institutional reporting options varied, respondents tended to know where to go on campus to make a report as 59% (N=128) agreed or strongly agreed with the corresponding statement. Respondents also tended to feel confident in their understanding of confidential resources as 61.3% (N=133) agreed or strongly agreed that they know they can speak with a confidential resource and would know where to find them. Over half of respondents (53%, N=115) indicated they agreed or strongly agreed that they would know where to find support and help off campus, over a quarter of respondents (28.7%, N=62) indicated they disagreed or strongly disagreed. About half of respondents agreed or strongly agreed that they would know where to go off campus to make a report, but another 28.6% (N=62) disagreed or strongly disagreed.

Graph: Knowledge of Sexual Misconduct Support and Reporting Options (%)



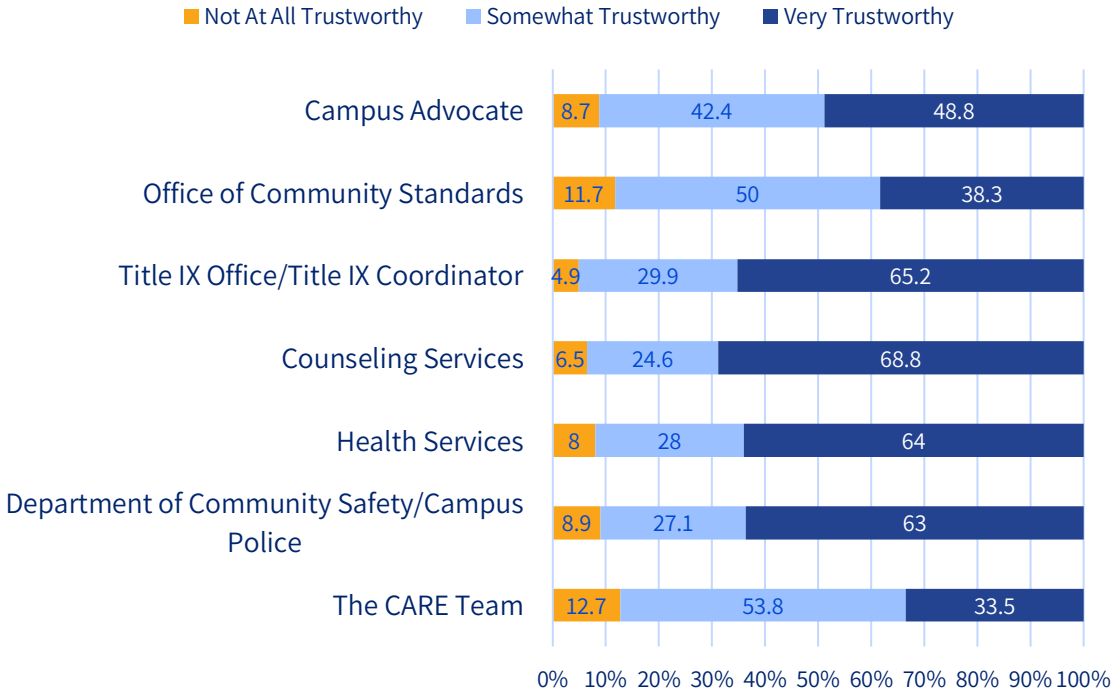
The survey also assessed respondents' awareness of and trust in various campus resources. Survey respondents indicated high levels of awareness of Counseling Services, Health Services, and the Department of Community Safety/Campus Police. Levels of awareness were more mixed for the Campus Advocate, Office of Community Standards, and the Title IX Office/Title IX Coordinator. Most respondents were not aware of the CARE Team.

Graph: Levels of Awareness of Campus Resources (%)



Although levels of awareness varied, respondents indicated that they perceived campus resources to be trustworthy. Over half of respondents reported that the Title IX Office/Title IX Coordinator, Counseling Services, Health Services, and the Department of Community Safety/Campus Police were very trusted while the majority of respondents indicated the Campus Advocate, Office of Community Standards, and the CARE Team were somewhat or very trusted.

Graph: Levels of Perceived Trustworthiness of Campus Resources (%)

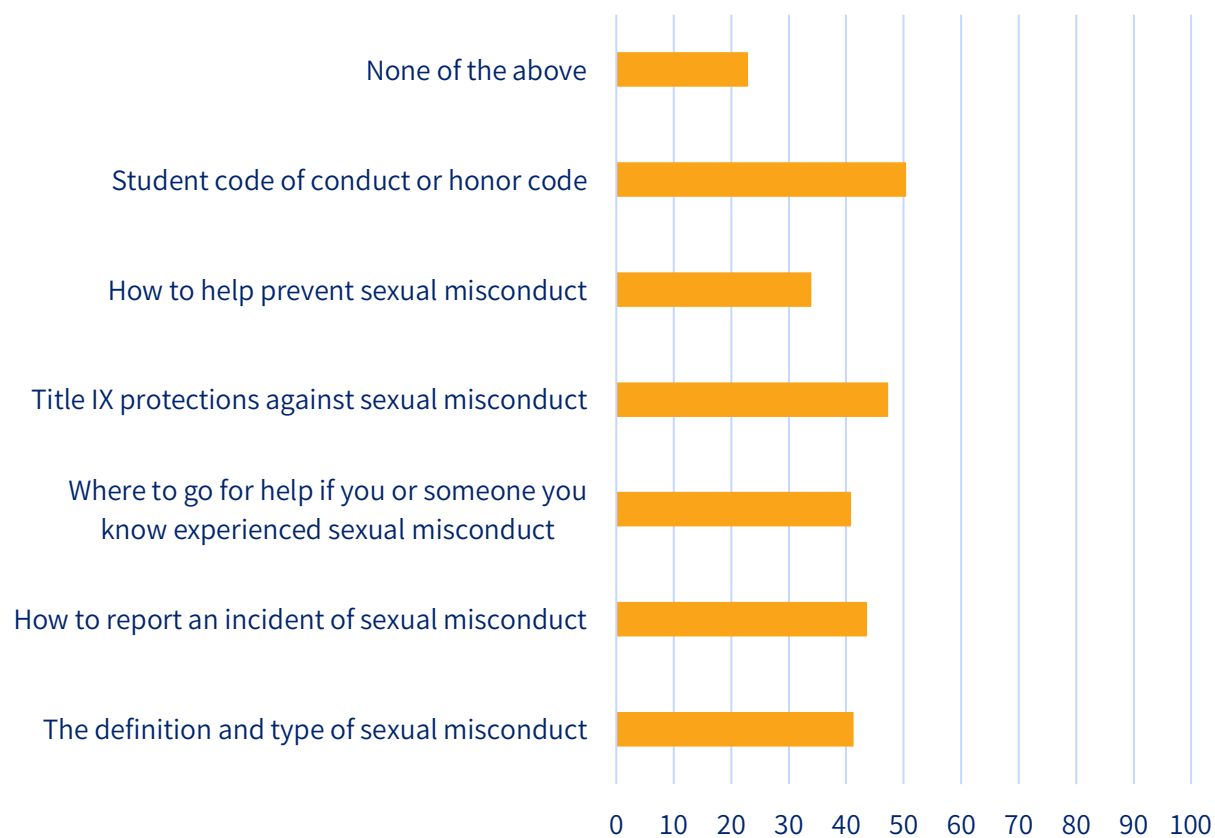


EXPOSURE TO SEXUAL MISCONDUCT EDUCATION

To assess respondents' exposure to sexual misconduct education, the survey asked respondents to indicate what type of activities or events related to sexual misconduct prevention and education they have been exposed to or participated in and what information they have received related to sexual misconduct.

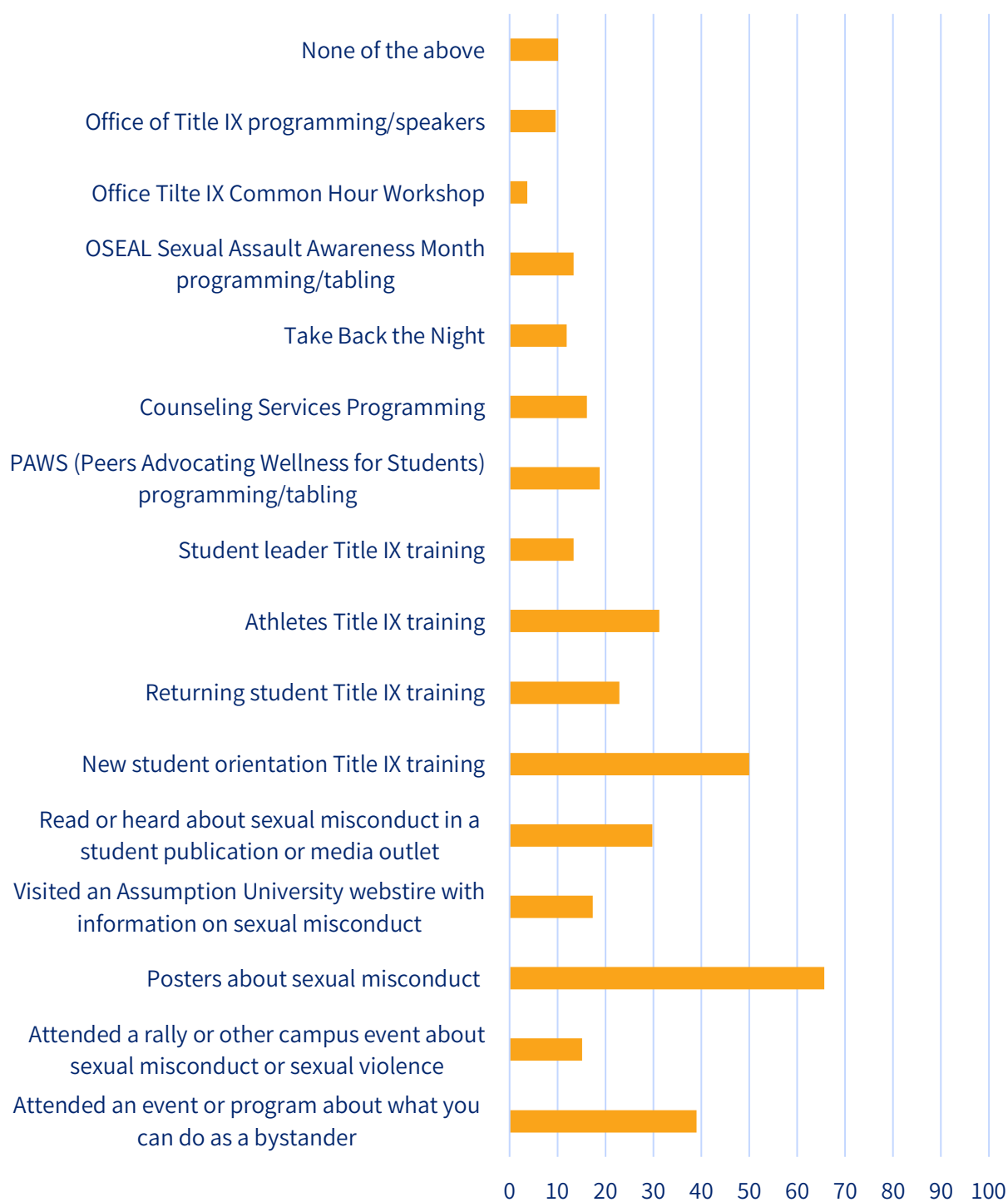
Most respondents reported coming to the University having received information or education (that did not come from the University) about sexual misconduct (67%, N=146), while 23.9% (N=52) reported they had not, 7.3% (N=16) were unsure and 1.8% (N=4) preferred not to answer. Since coming to the University, 47.3% (N=103) reported receiving information about Title IX protections against sexual misconduct, 43.6% (N=95) received information about how to report an incident of sexual misconduct, 41.3% (N=90) received information about the definition and types of sexual misconduct, 40.8% (N=89) about where to go for help if you or someone you know experiences sexual misconduct, and 33.9% (N=74) about how to help prevent sexual misconduct. About half (50.5%, N=110) of respondents reported receiving information about the student code of conduct or honor code. However, nearly a quarter (22.9%, N=50) of respondents reported receiving no information about any of these resources.

Graph: Information about Sexual Misconduct Since Arriving at Assumption University (%)



The survey also asked respondents about their engagement in or exposure to various campus activities related to sexual misconduct. While most respondents reported seeing posters about sexual misconduct (65.6%, N=143) and attending new student orientation Title IX training (50%, N=109), few respondents reported engagement or exposure to other activities.

Graph: Engagement In or Exposure to Various Campus Activities Related To Sexual Misconduct



SECTION FIVE

Discussion and Recommendations

A discussion of the results and recommendations for
future action

Discussion and Recommendations

The Assumption University Sexual Misconduct Climate Survey produced critical insights into the prevalence, nature, and impact of sexual misconduct at the University. Though only 18% of the student body responded, the data offer important insights into both the prevalence of misconduct and the institutional conditions shaping students' engagement with reporting mechanisms and support services. This discussion and recommendations section engages a thoughtful examination of the survey results, drawing connections between the identified issues and possible solutions. The action items presented in this section were designed to address issues presented in the survey data and represent best practices in the field.

DISCUSSION OF THE RESULTS

PREVALENCE OF SEXUAL MISCONDUCT

A substantial portion of respondents reported experiencing some form of sexual misconduct while enrolled at the University. The most commonly reported experience was sexual violence in the form of unwanted fondling or kissing, followed by attempted or completed penetration and unwanted oral sex. Additionally, a relatively small percentage of respondents reported experiences of dating violence (4.2%), stalking (5.8%), and sexual harassment (12.2%). These incidents of sexual violence, dating violence, stalking, and sexual harassment most frequently involved individuals identified as male students and occurred on campus, emphasizing the relevance of campus-based interventions. Most troublingly, a substantial number of respondents reported repeated incidents and severe psychological impacts, including anxiety, low self-esteem, and in some cases, suicidal ideation, self-harm or attempted suicide.

Reporting rates to university employees were notably low across all forms of misconduct, with most respondents disclosing only to friends or not disclosing at all. Among those who chose not to report their experience to Assumption University, the most common reasons were perceptions that the incident was not serious enough, emotional discomfort, or fear of being disbelieved. Additional barriers included fear of retaliation, concerns about confidentiality, and a lack of clarity about where to report. These findings suggest that stigma, uncertainty, and mistrust impede formal reporting at the University.

PERCEPTIONS OF SEXUAL MISCONDUCT CLIMATE

Respondents' perceptions of the campus climate suggest that many do not view sexual misconduct as a widespread problem—only 27.6% agreed that sexual harassment by students is a problem, and just 18.9% agreed that sexual violence by students is a problem. Still, 22.2% believed that coercion is used by students to engage in sexual acts, indicating recognition of more subtle and complex forms of sexual harm. Respondents largely disagreed that sexual misconduct by Assumption University employees is a problem.

PERCEPTIONS OF INSTITUTIONAL RESPONSE

Despite low reporting rates, respondents generally expressed moderate to high levels of confidence that the University would respond supportively to a report of sexual misconduct. A majority believed the University would take a report seriously (72.3%), honor student preferences (71%), and handle reports fairly (66.6%). There was also broad confidence in the University's ability to protect student privacy (77.8%) and provide supportive measures (68.8%). Negative institutional behaviors—such as retaliation or dismissiveness—were generally seen as unlikely, though some respondents remained skeptical about the fairness or effectiveness of the response process. These perceptions suggest that students recognize institutional intentions to respond supportively, even as personal, cultural, and social barriers continue to inhibit actual reporting behavior.

KNOWLEDGE OF SEXUAL MISCONDUCT RESOURCES

Knowledge of sexual misconduct resources presents a mixed picture. While 64% of respondents reported knowing where to seek help on campus, only 53% said the same about off-campus support. Awareness of how to report was also lower for off-campus resources, with nearly one-third indicating uncertainty. Familiarity with confidential support resources was relatively stronger, with 61.3% indicating they knew how to access these services. Respondents reported the highest awareness of Counseling Services, Health Services, and Campus Police. Awareness of other entities, such as the CARE Team or the Campus Advocate, was lower, though respondents generally trusted the services they recognized.

EXPOSURE TO SEXUAL MISCONDUCT EDUCATION

Educational exposure appears to be a critical gap. While 67% of respondents reported receiving sexual misconduct education prior to enrollment, fewer than half had received such information while enrolled at the University. Attendance at Title IX orientation was moderate (50%), but few respondents reported additional engagement in prevention programming. Alarming, 22.9% indicated they had received no sexual misconduct information at the institution.

SUMMARY OF THE FINDINGS

Together, these findings present a complex but actionable narrative. Although relatively rare, an impactful percentage of students at Assumption University experience a range of sexual misconduct behaviors. These behaviors are most often committed by people the individual knows and routinely happens multiple times. The impacts of these experiences are both psychological and academic, with alarming rates of distress and self-harm. Although students perceive the University as generally responsive and supportive, a significant proportion choose not to engage formal systems, largely due to internalized feelings of shame, fear, or a diminished sense of the incident's severity. These perceptions are likely shaped, in part, by limited exposure to comprehensive, ongoing sexual misconduct education and unclear pathways for accessing support.

Addressing these findings will require a multi-faceted institutional approach that enhances education, increases visibility of resources, strengthens peer and faculty allyship, and removes cultural and procedural barriers to reporting. Doing so will not only reduce harm but affirm the University's commitment to fostering a safe, respectful, and responsive campus environment.

RECOMMENDATIONS

Based on the findings of the Sexual Misconduct Climate Survey and the subsequent analysis, several actionable recommendations emerge to guide Assumption University in strengthening its prevention, response, and support strategies. These recommendations aim to reduce the prevalence of sexual misconduct, improve student trust and engagement with institutional processes, and promote a campus climate that is both safe and affirming for all students.

ENHANCE AND EXPAND SEXUAL MISCONDUCT EDUCATION

A critical gap identified through the survey was a lack of exposure to sexual misconduct education. The University administration should implement a comprehensive, developmentally sequenced sexual misconduct education program that begins with orientation and continues throughout students' academic careers. This campaign needs to include a variety of delivery methods, appropriate sequencing of training and events throughout the student lifetime, and comprehensive marketing efforts. While many students reported receiving information before arriving at the University, less than half reported receiving such education during their enrollment. Educational efforts should include:

- Annual, mandatory training for all students on consent, bystander intervention, definitions, reporting procedures, and available resources.
- Training students on how to support and refer friends who experience sexual misconduct.
- Targeted programming for student leaders, athletes, and residence life staff.
- Peer-led initiatives and workshops that promote open dialogue and normalize seeking help.

INCREASE VISIBILITY AND ACCESSIBILITY OF REPORTING PATHWAYS

Many respondents reported they did not report experiences of sexual misconduct due to uncertainty about the seriousness of the incident, how to report, or fear of negative consequences. To address this:

- Clearly communicate reporting options through multiple platforms (e.g., campus apps, website, posters, syllabi).
- Develop user-friendly guides on what to expect when making a report and what protections are in place.
- Consider implementing anonymous or third-party reporting options that can help students initiate disclosure in low-pressure contexts.

PROMOTE AWARENESS AND TRUST IN SUPPORT RESOURCES

While students generally reported trust in recognized services like Counseling and Health Services, awareness of resources such as the CARE Team and Campus Advocate remains low. The University should:

- Launch a campus-wide awareness campaign highlighting all available resources, their roles, and how to access them.
- Ensure staff from these offices are present and visible at campus events and orientation.
- Regularly assess and promote confidential resources in addition to other avenues of support. Emphasize the perceived trustworthiness and approachability of support personnel.

STRENGTHEN SURVIVOR-CENTERED RESPONSE PROTOCOLS

Students who did report experiencing sexual misconduct often did so to friends or family rather than University employees. When disclosures were made to employees, perceptions of support and safety were generally positive. To enhance this:

- Ensure all employees who may receive disclosures are trained in trauma-informed response.
- Provide immediate, coordinated follow-up from trained professionals that includes supportive measures, academic accommodations, and safety planning.
- Collect and review feedback from students who have accessed services to improve service delivery.
- Deliver training to students and families on how to support friends or family members who disclose an incident of sexual misconduct and on the available resources and reporting options at the University.

ADDRESS CULTURAL NORMS AND MISCONCEPTIONS

Many students did not recognize certain behaviors—such as coercion or psychological intimidation—as serious enough to report, despite experiencing harm. Educational and cultural strategies should:

- Emphasize the full range of behaviors that constitute sexual misconduct, including those that do not involve physical force.
- Facilitate discussions about healthy relationships, power dynamics, and the impact of gender norms on reporting and experience.
- Highlight the harm of minimizing or internalizing misconduct.

IMPROVE DATA COLLECTION AND CONTINUOUS CLIMATE ASSESSMENT

The low response rate limits generalizability but does not negate the seriousness of the experiences reported. To ensure continuous improvement:

- Repeat the climate survey in two years to with targeted strategies to increase participation. Once a strong response rate is established, consider a four-year assessment cycle.
- Incorporate focus groups or listening sessions to supplement quantitative data and capture diverse perspectives.

These recommendations, grounded in the lived experiences and perceptions of Assumption University students, offer a roadmap for institutional change. By committing to a comprehensive, transparent, and student-centered approach, the University can foster a campus climate that promotes trust, equity, and safety for all.

APPENDIX A

Survey Instrument

