Massachusetts College of Liberal Arts
Student Experience Survey

2024 Report

MCLA
MASSACHUSETTS COLLEGE OF LIBERAL ARTS

GRAND RIVER SOLUTIONS

PREPARED FOR

Massachusetts College
of Liberal Arts
June 2024

PREPARED BY

Grand River Solutions, Inc.
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Contents

Study Design

The Massachusetts College of Liberal Arts Student Experience Survey surveyed graduate and undergraduate students aged 18 or older. The survey was administered online by Grand River Solutions, an independent company, with a survey tool developed by the Grand River Solutions team.

Massachusetts College of Liberal Arts identified the student pool for the survey, and sent a message to potential participants notifying them to expect an email from Grand River Solutions with the survey link. When possible, MCLA provided the race/ethnicity, binary gender, age, class year, residency status, full/part-time status, Pell grant status, and academic level (undergraduate/graduate) of the participant pool. This information was provided to Grand River Solutions through a secure portal. If MCLA could not provide this data, a question was included in the survey to obtain it.

Grand River Solutions sent a personalized email to the students, each with a unique link to the survey, and sent reminder emails to non-respondents over the field period. The number of reminder emails and the field period were mutually agreed upon by MCLA and Grand River Solutions.

All personally identifying information was automatically de-linked from survey responses once submitted. All personally identifying information was permanently deleted from Grand River Solutions devices and accounts within 60 days of the end of the survey field period and Massachusetts College of Liberal Arts was provided with a signed certification of data destruction.

Participants were informed that their responses were confidential and would be reported in aggregate form and no individually identifying information would be reported. The survey was provided in English and Spanish, and participants were able to toggle between the two languages throughout the survey. All survey questions were optional to participants. Massachusetts College of Liberal Arts was able to add custom questions to the survey as agreed upon by Massachusetts College of Liberal Arts and Grand River Solutions. The survey was approved by Ethical & Independent Review Services.

There were no incentives offered to participants for taking part in the survey.

Study Measures

Demographics

In addition to the demographic data provided by Massachusetts College of Liberal Arts, the survey included questions pertaining to the student's self-identification as an intercollegiate athlete, first generation college student, military veteran, and their parental status, when applicable. Students were also asked to identify their sex assigned at birth, gender identity, sexual orientation, and disability status.

Knowledge and campus culture

Students were asked about their knowledge of key campus policies relevant to sexual misconduct. They were also asked about their perceptions of the campus culture, the College's efforts to prevent and respond to sexual misconduct, and bystander intervention.

Sexual misconduct

The survey asked participants about their experiences of sexual misconduct since they have been a student at MCLA, including sexual harassment, sexual assault, rape, intimate partner violence, and stalking.

The survey included follow-up questions for those that indicated experiencing sexual misconduct. These questions asked about academic, professional, and mental health impacts of their experience, their relationship with the perpetrator, the location of the incident, whether or not they reported the incident, reasons why they did not report, and their experiences during the reporting process.

School connectedness

Students were asked to reflect on their experiences at MCLA and to identify their feelings and perceptions of belonging, equity, and well-being.

Data Analysis Methods

To be considered valid, a respondent had to have answered at least one question beyond the demographic section. To preserve participant confidentiality, any findings with a low response rate were omitted in reports to Massachusetts College of Liberal Arts.

Reports provided to Massachusetts College of Liberal Arts included only statistically significant findings. Statistical significance was determined using chi square tests and a p-value of <0.05. Statistical significance for the difference in means was determined using a t-test or one-way anova. When cell counts were less than 5, a Fisher's t-test was used to evaluate statistical significance.

All personal experience questions were collapsed to yes/no variables for each of the types of sexual misconduct. Sexual orientation was collapsed to straight/heterosexual and LGB+. Gender identity was collapsed to man, woman, and transgender, genderqueer, nonbinary, or gender nonconforming (TGQN). Race/ ethnicity were collapsed into federally recognized categories of Black, Indigenous, and People of Color (BIPOC), and White. Definitions of these categories are included on the following page.

All likert scales (strongly agree to strongly disagree) were converted to a four-point ranking where 4= positive response and 1= negative response. Likert questions were grouped based on pre-determined themes of belonging, well-being, equity, and culture (when applicable). Responses to these questions were averaged for each theme and reported on a scale of 1 to 4.

Key Terms

BIPOC

Black, Indigenous, and People of color (BIPOC) includes respondents who self-identified as African, Alaska Native, Asian/Asian American, American Indian/Indigenous, Black or African American, Caribbean/West Indian, East Asian, European, Hispanic/Latino/a/x/e, Latin American, Middle Eastern or North African, Native Hawaiian/Pacific Islander, South Asian, Southeast Asian, or another race/ethnicity.

LGB+

Lesbian, gay, and bisexual plus (LGB+) includes respondents that self-identified as lesbian, gay, bisexual, asexual, fluid, pansexual, queer, questioning, or another sexual orientation.

Sexual misconduct

Used to refer to sexual harassment, sexual assault, rape, intimate partner violence, and stalking collectively.

Sexual violence

Used to refer to sexual assault and/or rape collectively.

TGQN

Transgender, genderqueer, nonbinary, or gender nonconforming (TGQN) includes respondents that self-identified as agender, genderqueer/gender-fluid, non binary, questioning, two-spirit, another gender identity, intersex, man but not male assigned at birth, or woman but not female assigned at birth.

Response Rate and Participant Demographics

A total of 817 Massachusetts College of Liberal Arts students were invited to participate, and 85 (10%) completed the survey. The results of this report reflect only those who participated and may not reflect the experiences of all MCLA students. Findings in this report should not be used to make conclusions about the entire student population.
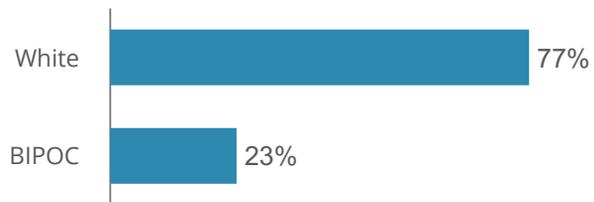
Fig. 3 Age

Age	Percentage
18-20	65%
21-24	16%
25-29	5%
30+	14%

Fig. 1 Race and ethnicity

Race/ethnicity	Percentage
White	77%
BIPOC	23%

Fig. 4 Sexual orientation

Orientation	Percentage
LGB+	54%
Straight	46%

Fig. 2 Gender identity

Gender	Percentage
Women	54%
Men	27%
TGQN	19%
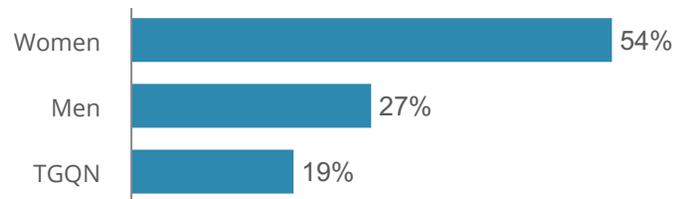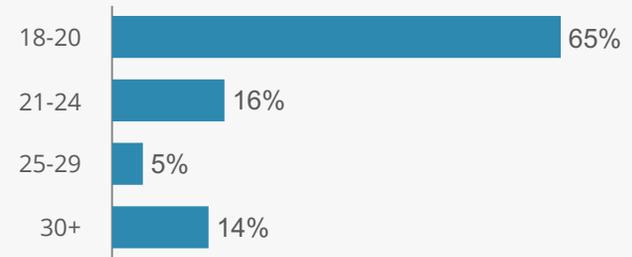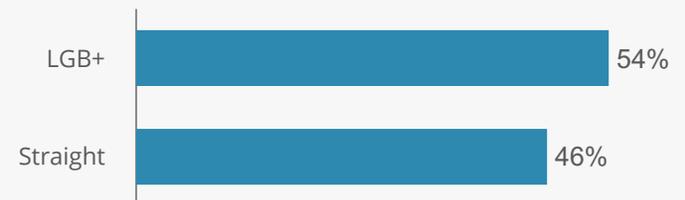
Fig. 5 Disability status

Disability status	Percentage
No	67%
Yes	33%
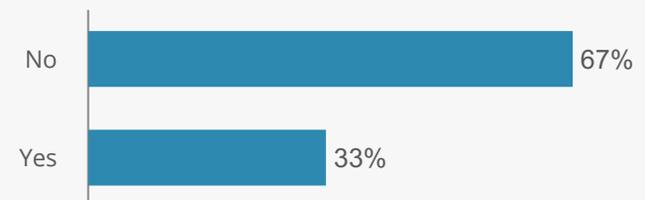
Participant Demographics

Fig. 6 Academic status

Undergraduate	96%
Graduate	4%

Fig. 7 Class year

1st year	18%
2nd year	27%
3rd year	31%
4th year	21%
5th year +	4%
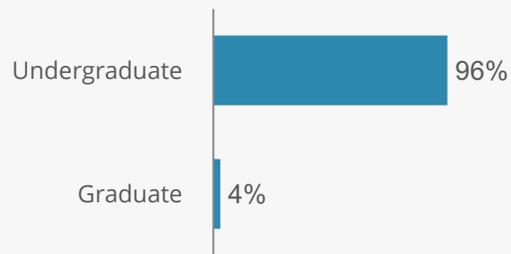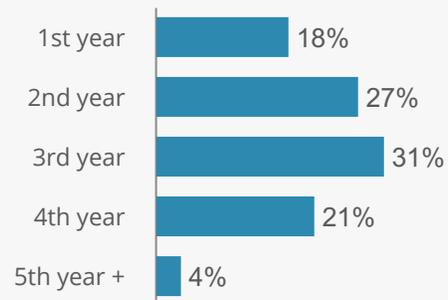
Fig. 8 Enrollment status

Full-Time	88%
Part-Time	12%

Fig. 9 Transfer status

No	75%
Yes	25%

Fig. 10 Residency

Domestic	69%
International	31%
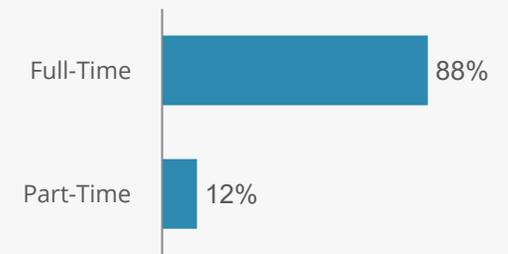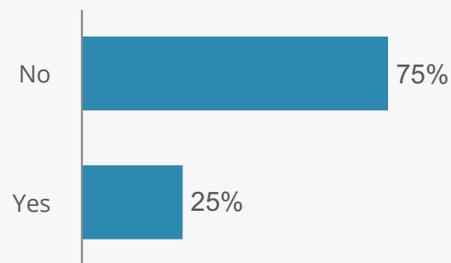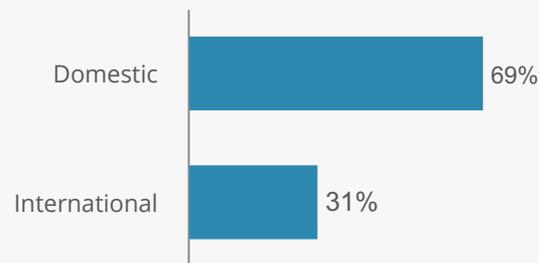
Fig. 11 Pell grant status

No	62%
Yes	38%
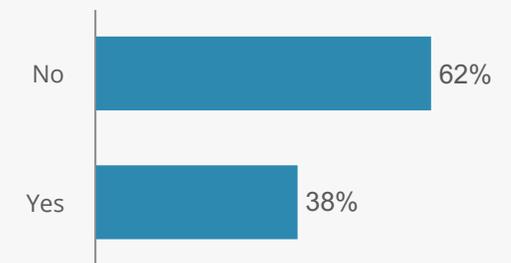
Participant Demographics

Fig. 12 Athlete

No — 76%
Yes — 24%
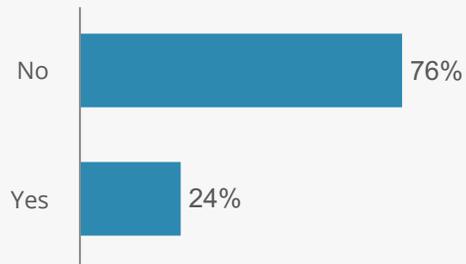
Fig. 13 First-generation student

Yes — 69%
No — 31%
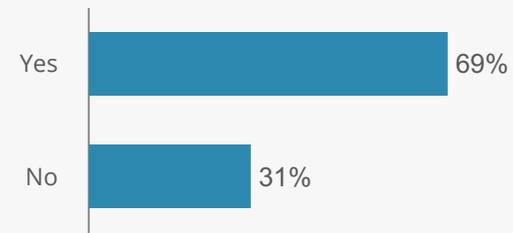
Fig. 14 Military veteran

No — 97%
Yes — 3%

Fig. 15 Parent

No — 76%
Yes — 24%
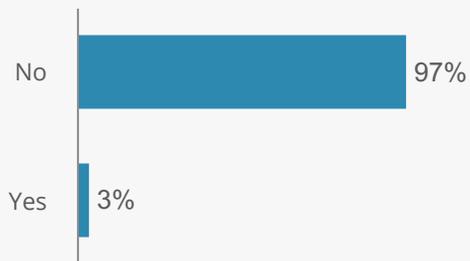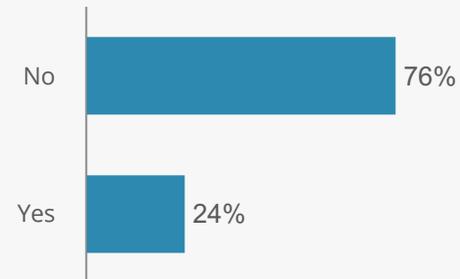
Executive Summary

School connectedness

Overall, a majority of participants agreed that they feel safe and protected at MCLA. On average, participants slightly agreed that they feel a sense of belonging and equity at the College. TGQN students, women, and LGB+ students reported a lower sense of well-being than men and straight students.

Knowledge of policies, resources, and offices

A majority of participants confirmed that they have learned about sexual misconduct through classes or trainings, and a majority were aware that confidential resources are available at the College. Most participants were aware of the Title IX Coordinator, Student Conduct Office, and health and counseling services available at MCLA.

Campus climate and confidence in reporting

Overall, participants slightly agreed that it is uncommon for people at the school to make sexist comments or jokes and that the College is doing a good job of preventing and responding to sexual misconduct. On average, TGQN students, women, LGB+ students, and students aged 18-20 had less positive views of the campus culture.

Sexual misconduct

Around half of participants (53%) indicated that they had experienced sexual harassment, intimate partner violence, stalking, sexual assault, and/or rape since they have been a student at MCLA.

Reporting

The majority of participants who experienced sexual misconduct did not report the incident to the College. The most common reasons why students chose not to report were that they did not think the incident was serious enough to report and they were worried that they would not get the outcome they were hoping for.

Bystander intervention

Most participants confirmed that they received training or information on how to intervene as a bystander from someone at the College. About half of participants who witnessed an incident of sexual harassment or misconduct said that they intervened in some way.

Findings

School Connectedness

Perceptions of Belonging, Well-being, and Equity

Students were asked to what extent they agreed or disagreed with statements about their feelings of belonging, well-being, and equity at Massachusetts College of Liberal Arts. Their responses were scored on a scale from 1 to 4, with 4 being the most positive response.

Belonging

On average, most students **slightly agreed** that they feel a sense of belonging at the College.

Equity

On average, most students **slightly agreed** that the College treats all students equitably.

Well-being

On average, most students **agreed** that they feel safe and protected at the College.

2.9/4

Belonging

2.9/4

Equity

3.1/4

Well-being

1 = negative response
4 = positive response

Differences in Perceptions of Well-Being

Perceptions of well-being varied by gender identity and sexual orientation.

TGQN students and women reported a lower sense of well-being than men.

LGB+ students reported a lower sense of well-being than straight students.

Fig. 16 Differences in perceptions of well-being

Men	3.3
Straight	3.3
Overall	3.1
Women	3.1
LGB+	2.8
TGQN	2.7
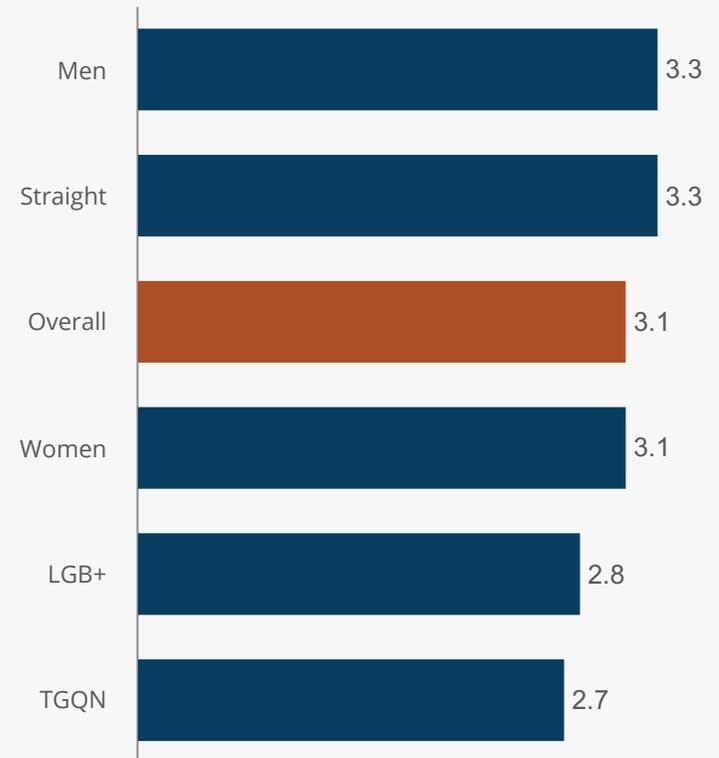
Findings

Knowledge of Resources and Policies

Knowledge of Resources and Policies

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

Seventy-five percent (75%) of students confirmed that they have learned about sexual misconduct through classes, trainings, or other programs at Massachusetts College of Liberal Arts. Most participants also confirmed that they know their Title IX protections (79%).

Eighty percent (80%) of participants understood what happens when a student reports sexual misconduct, and 68% knew where at MCLA they could get help if someone they know experiences sexual misconduct.

A majority of students were aware that there are confidential resources available on campus (90%).

Fig. 17 Knowledge of campus resources and policies

Category	Percentage
Know there are confidential resources on campus	90%
Understand what happens when a student reports sexual misconduct	80%
Know Title IX protections	79%
Learned about sexual misconduct through classes, trainings, or other programs	75%
Know where to get help	68%
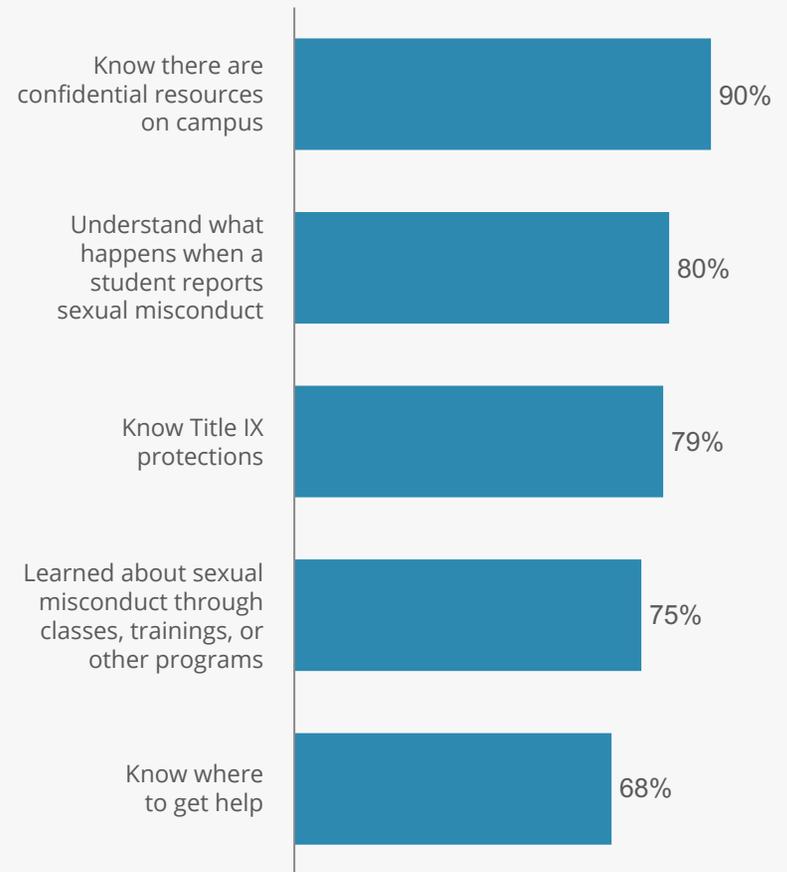
Knowledge of Campus Offices and Departments

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

Most participants confirmed that they knew about MCLA health services (90%) and counseling services (89%). A majority also knew about the Student Conduct Office and Dean of Students (71%).

When asked if MCLA has a Title IX Coordinator, 78% of participants answered 'yes,' while 19% answered that they were unsure, and 3% of participants answered 'no.'

Fig. 18 Knowledge of campus offices/departments

- MCLA Health Services: 90%
- MCLA Counseling Services: 89%
- Student Conduct Office/Dean of Students: 71%
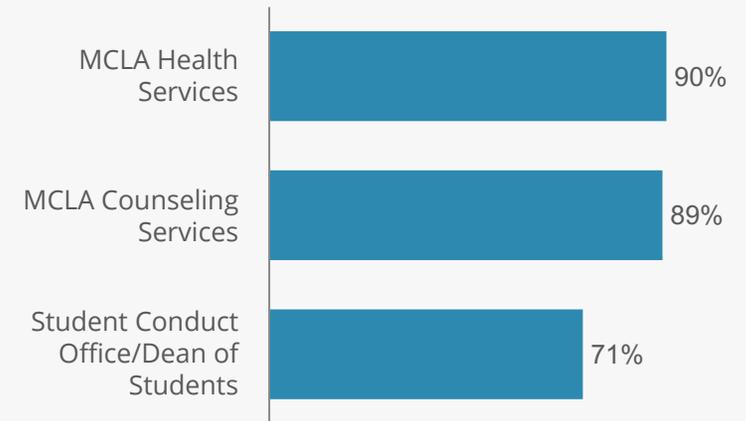
Fig. 19 Does MCLA have a Title IX Coordinator?

- Yes: 78%
- Unsure: 19%
- No: 3%
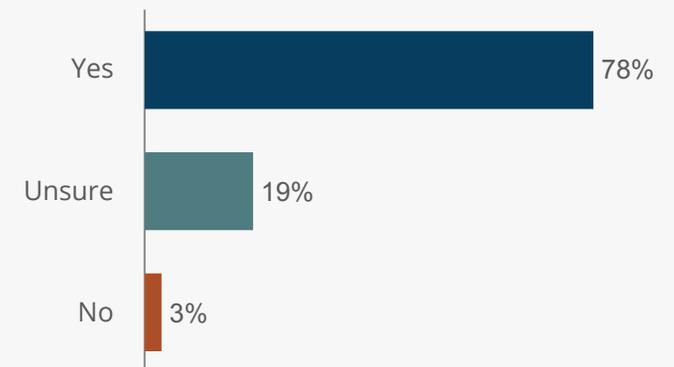
Knowledge of Sexual Misconduct Prevention

Students were asked whether they had received written, verbal, or online information from anyone at MCLA relevant to sexual misconduct prevention and other essential information.

Prevention

A majority of students confirmed that they received information on how to help prevent sexual misconduct (75%). Around two-thirds confirmed that they have received information on how to intervene as a bystander (68%)

Definitions and Policies

Most students confirmed that they received the school's policy on sexual misconduct (88%) and the definition of sexual misconduct (81%). A majority were also informed of the definition of consent and how to obtain it from a sexual partner (93%).

Reporting and Resources

A majority of students confirmed they have received information on where to get help if someone they know experiences sexual misconduct (83%) and how to report sexual misconduct (81%).

Fig. 20 Received information about the following from someone at the school

Category	Percentage
Definition of consent	93%
School's sexual misconduct policy	88%
Where to get help	83%
Definition of sexual misconduct	81%
How to report	81%
How to help prevent sexual misconduct	75%
Bystander intervention	68%
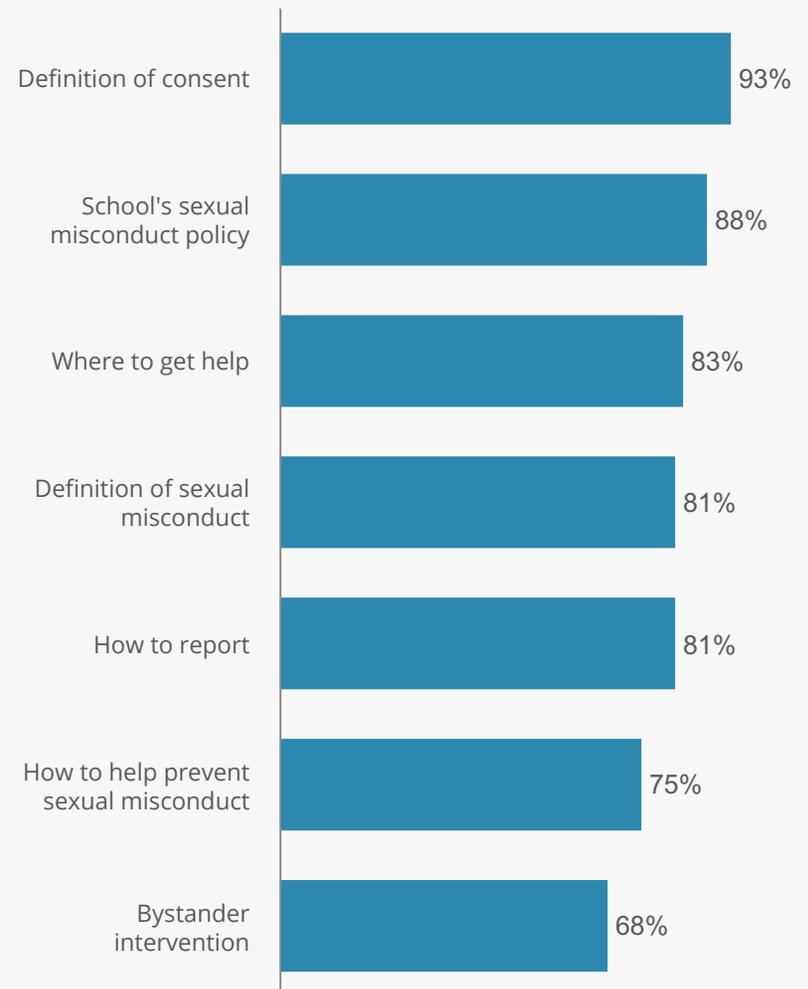
Findings

Campus Climate

Campus Culture

Students were asked about the culture of sexual harassment at Massachusetts College of Liberal Arts, and their perceptions of the College's efforts to prevent and respond to sexual misconduct. Their responses were scored on a scale from 1 to 4, with 4 being them most positive response.

On average, students **slightly agreed** that it is uncommon for people at the school to make sexist comments or jokes, and that the College is doing a good job of trying to prevent sexual misconduct from occurring, and of holding perpetrators accountable.

2.6/4

Campus Culture

1 = negative response
4 = positive response

Differences in Perception of Campus Culture

Perceptions about the culture of sexual harassment at Massachusetts College of Liberal Arts varied by gender identity, sexual orientation, and age.

TGQN students, women, LGB+ students, and students aged 18-20 had less positive views of the campus culture than their respective counterparts.

Fig. 21 Differences in perception of campus culture

Group	Value
30+	3.3
Men	3.1
Straight	3.0
21-24	2.9
Overall	2.6
Women	2.6
18-20	2.5
LGB+	2.3
TGQN	2.2
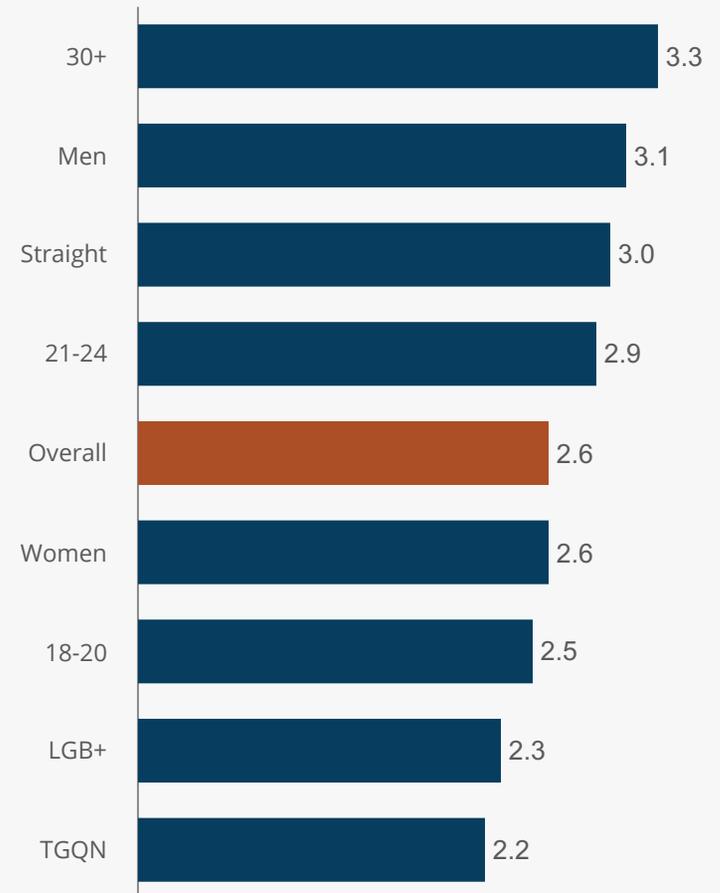
1 = negative response
4 = positive response

Confidence in Reporting

Participants who did not experience an incident of sexual misconduct were asked about their confidence in the school's reporting process and campus resources. Thirty-one percent (31%) of students indicated that they would seek MCLA counseling services, 43% would go to Public Safety, and 42% would go to another employee if sexual misconduct occurred.

Seventy-three percent (73%) of students believed that their case would be taken seriously if they reported sexual misconduct and 83% believed that the school would respect their decision about what to do.

A majority of students believed that their privacy and safety would be protected (82% and 74%). Most felt that the school would address the factors that may have led to the incident (62%). Seventeen percent (17%) believed MCLA would blame them or not believe them about the incident.

A majority of students believed the school would provide support and accommodations (75%), and of those who identified as having a disability, 78% believed that MCLA would properly accommodate their disability.

Fig. 22 If an incident of sexual misconduct occurred, I believe MCLA would...

Category	Percent
Respect my decision about what to do	83%
Protect my privacy	82%
Accommodate my disability	78%
Provide accommodations	75%
Protect my safety	74%
Take my case seriously	73%
Address factors that led to the incident	62%
Blame me or not believe me	17%
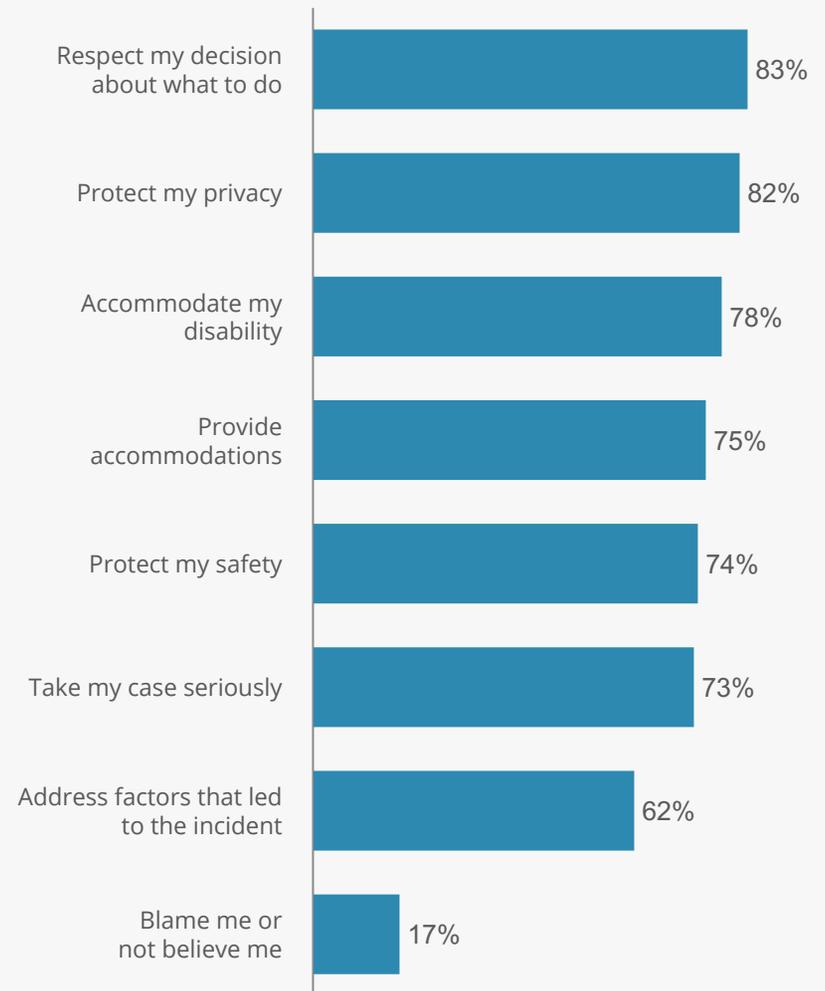
Findings

Personal Experience

53% of Students Experienced Sexual Misconduct

The survey asked students about their experiences of non-consensual sexual contact, sexual harassment, stalking, and intimate partner violence since they have been a student at MCLA. Overall, 53% of participants experienced at least one form of sexual misconduct

- **55%** experienced sexual harassment
- **29%** experienced stalking
- **24%** experienced intimate partner violence
- **15%** experienced sexual assault
- **4%** experienced rape

INSIGHTS

Even with an anonymous survey, individuals may be hesitant to disclose experiences of unwanted sexual contact.[1]

1 Hirsch, J. S. & Khan, S. (2020). Sexual citizens: A landmark study of sex, power and assault on campus. WW Norton.

Fig. 23 Prevalence of sexual misconduct
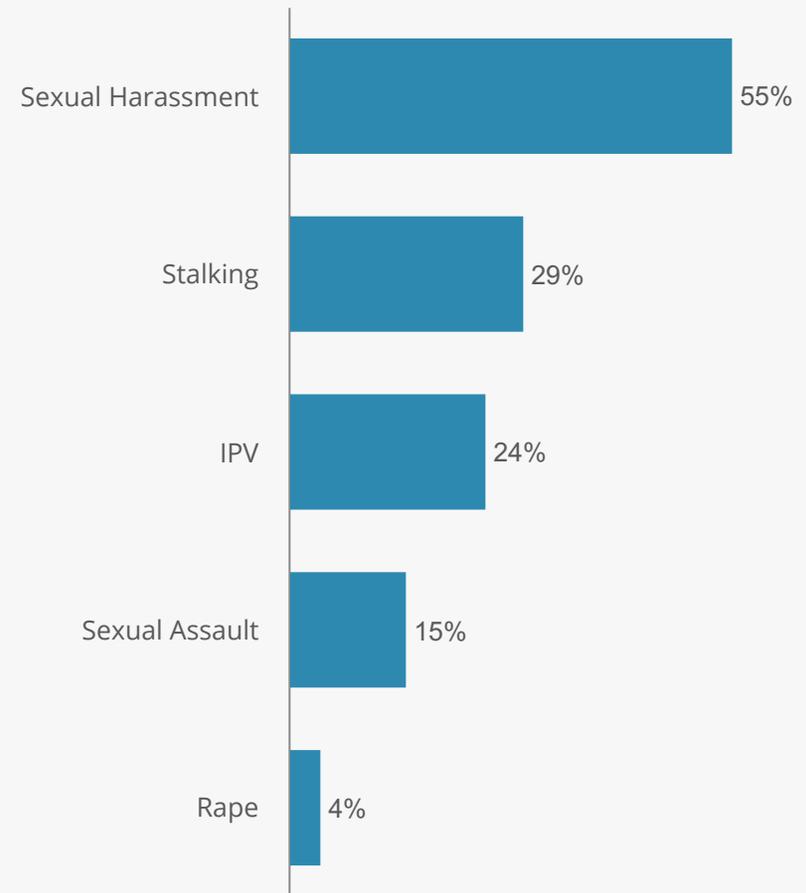
31% experienced **two or more** instances of sexual misconduct.

55% of Students Experienced Sexual Harassment

The survey asked students about their experiences of sexual harassment since they have been a student at MCLA. Overall, 38% of participants experienced sexual harassment once and 17% experienced sexual harassment more than once.

The highest percentage of students reported that someone made unwanted sexual advances, comments, gestures, or jokes toward them (44%) and that someone treated them differently or condescendingly because of their gender or sex (39%).

Fig. 24 Prevalence of sexual harassment

Category	Percentage
Unwanted advances, comments, gestures, or jokes	44%
Treated differently or condescendingly because of gender or sex	39%
Continuously asked to hang out or hook up despite declining	22%
Showed sexual photos/videos they didn't ask to see	13%
Threatened or offered something in return for sexual contact	7%
Shared or threatened to share sexual photos, videos, or rumors	5%
Treated badly for refusing to have sex	2%

Differences in Experience of Sexual Harassment

The prevalence of sexual harassment varied by involvement in athletics.

Student athletes were more likely to experience sexual harassment than non-athletes.

Fig. 25 Prevalence of sexual harassment by demographics

Athlete — 100%
Overall — 55%
Non-Athlete — 40%
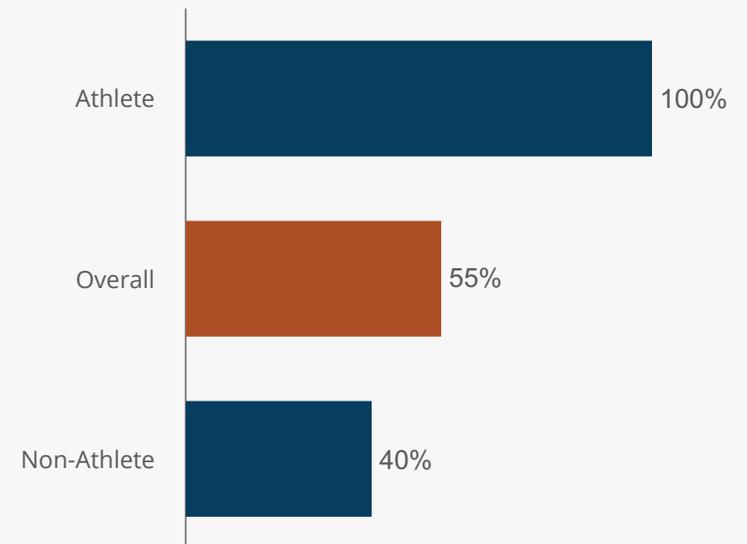
Perpetrators of Sexual Harassment

Students who experienced sexual harassment were asked what their relationship was with the person(s) who engaged in that behavior.

The highest percentage of students indicated that the perpetrator was an acquaintance, friend of a friend, or someone they just met (58%) and another student (55%).

Fig. 26 Perpetration of sexual harassment

Category	Percentage
Acquaintance	58%
Another student	55%
Other*	40%
Friend or roommate (current or former)	28%
Employee (other than professor, TA, RA, coach)	23%
Boss or supervisor	0%
Family member	0%
Stranger	0%
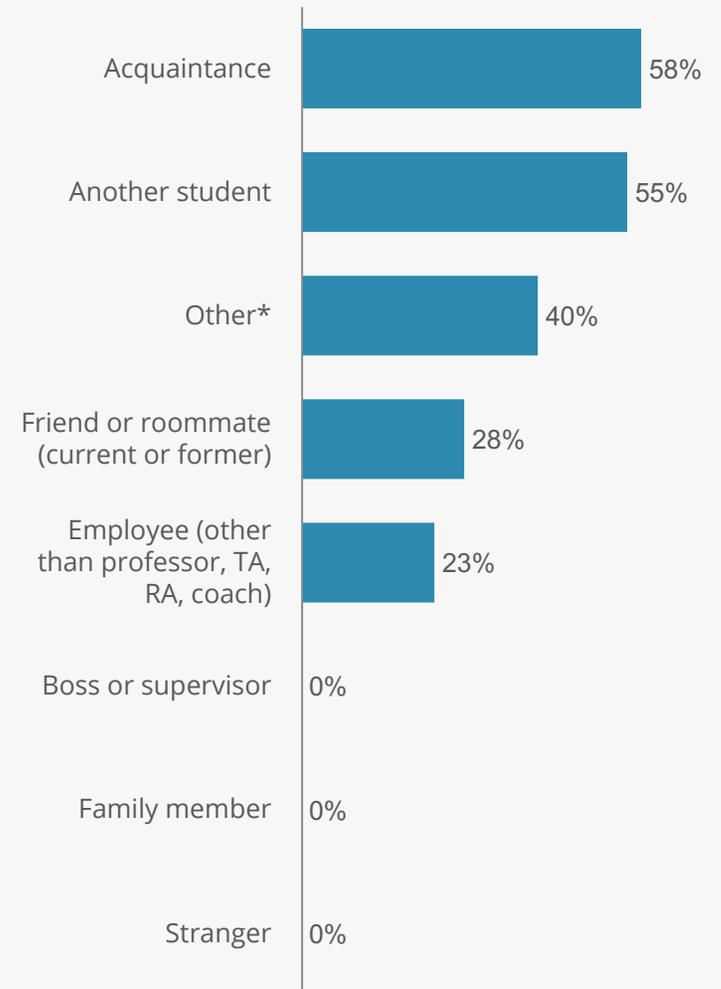
*Other includes a coach or trainer, coworker, current or former partner or spouse, professor, RA, TA, someone else not associated with school, and unsure. The prevalence of these responses were too small to report separately.

Locations Where Sexual Harassment Occurred

Students who experienced sexual harassment were asked about where the incident took place.

The highest percentage of students indicated that the incident occurred at a residence hall or dorm (48%), followed by a classroom or other academic building (30%).

Fig. 27 Prevalence of sexual harassment by location
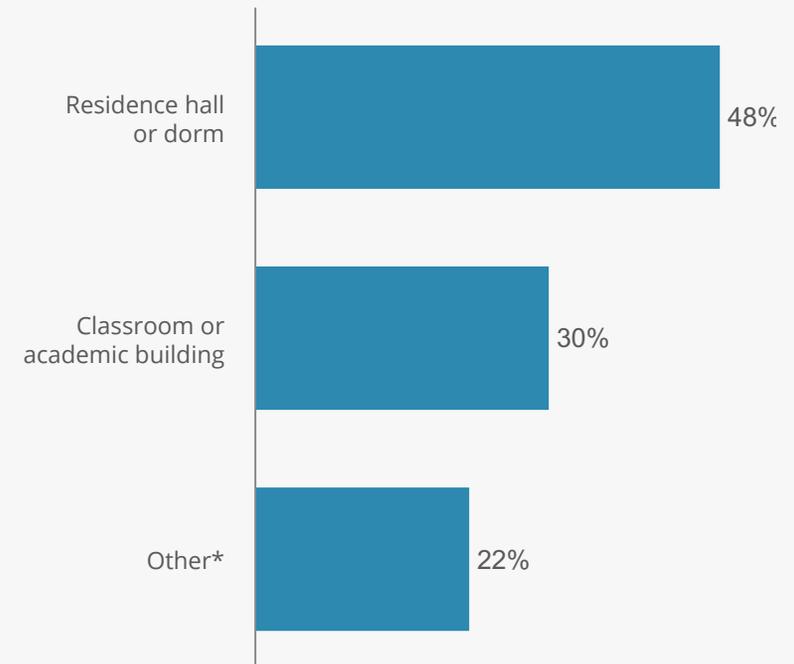
*Other includes online, a space used by a student organization or club, and another place. The prevalence of these responses were too small to report separately.

Reporting of Sexual Harassment

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

A majority of students who experienced sexual harassment told a friend, roommate, or family member (83%) about the incident. Around a third contacted MCLA counseling or health services (30%), while 13% contacted Public Safety, and 45% contacted another campus employee.

Fig. 28 Reporting of sexual harassment
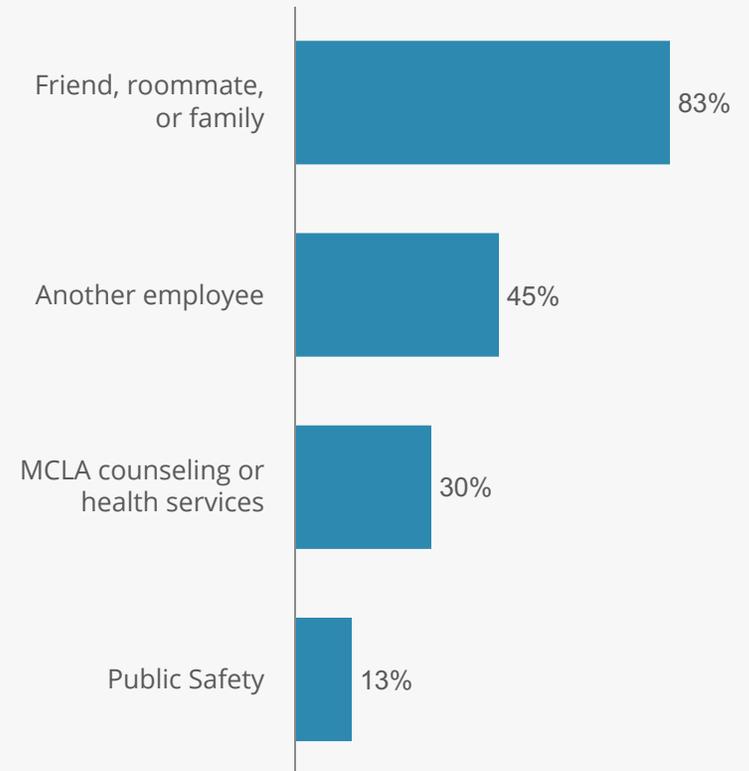
- Friend, roommate, or family — 83%
- Another employee — 45%
- MCLA counseling or health services — 30%
- Public Safety — 13%

Sexual Harassment and Discrimination

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

- **63%** believed the incident was related to their gender identity or gender expression

- **28%** believed the incident was related to their sexual orientation

- **10%** believed the incident was related to their race or ethnicity

- **3%** believed the incident was related to their disability status

- **13%** believed the incident was related to another identity marker

Fig. 29 Sexual harassment and discrimination
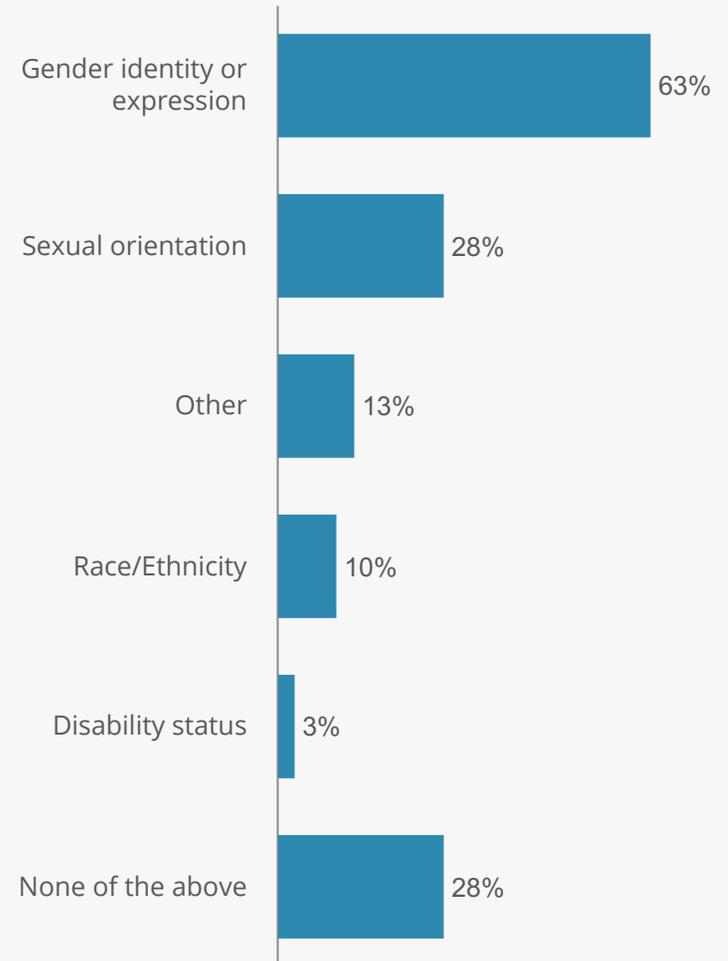
15% of Students Experienced Sexual Violence

Overall, 15% of participants indicated that they experienced sexual assault and/or rape since they have been a student at MCLA.

Students who experienced sexual assault and/or rape were asked what their relationship was with the person(s) who engaged in that behavior.

The highest percentage of students indicated that the perpetrator was an acquaintance, friend of a friend, or someone they just met (64%), another student (36%), and a current or former friend or roommate (27%).

Fig. 30 Perpetration of sexual violence

Relationship	Percentage
Acquaintance	64%
Another student	36%
Friend or roommate (current or former)	27%
Partner or spouse (current or former)	18%
Other employee	18%
Coworker	9%
Boss or supervisor	0%
Coach or trainer	0%
Family member	0%
Professor	0%
Stranger	0%
TA or RA	0%
Someone else	0%
Unsure	0%
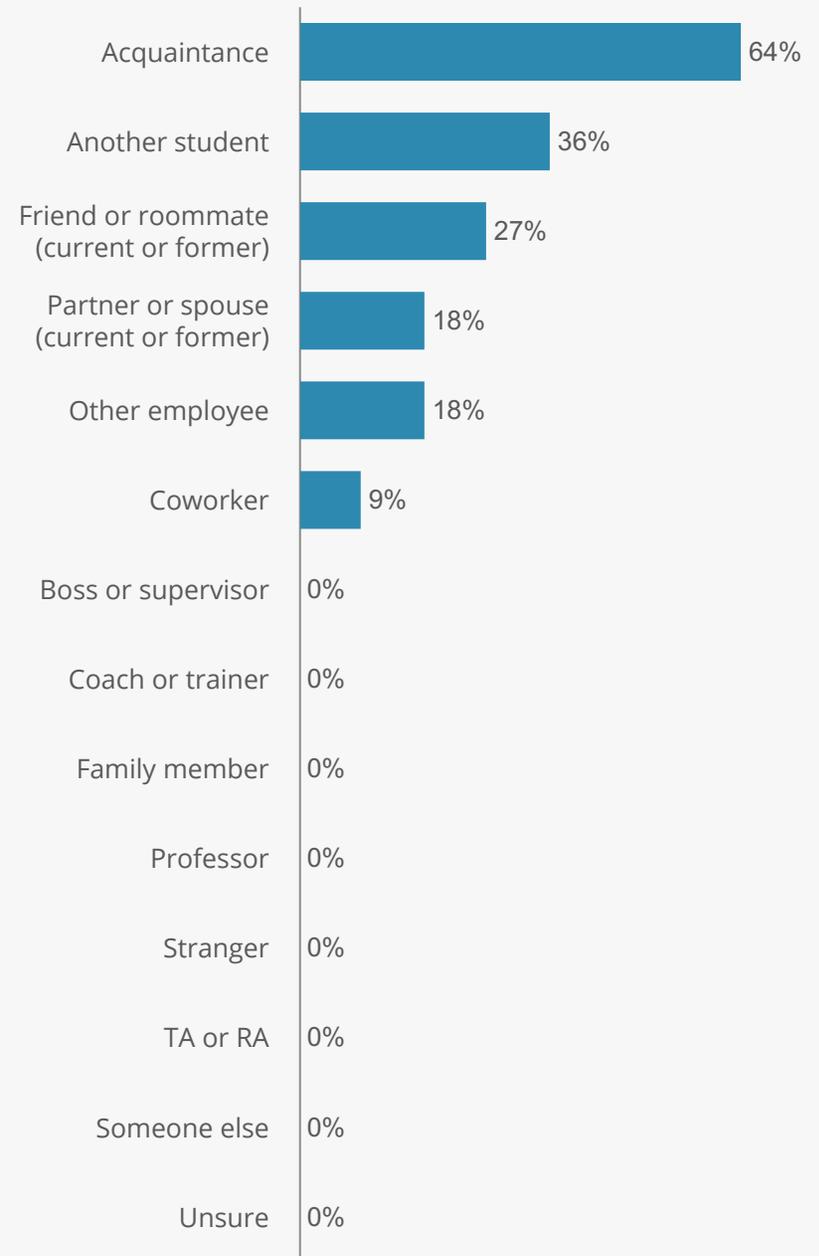
Locations Where Sexual Violence Occurred

Students who experienced sexual assault and/or rape were asked about where the incident took place.

The highest percentage of students indicated that the incident occurred at a residence hall or dorm (64%), and at off-campus housing (27%).

Fig. 31 Prevalence of sexual violence by location
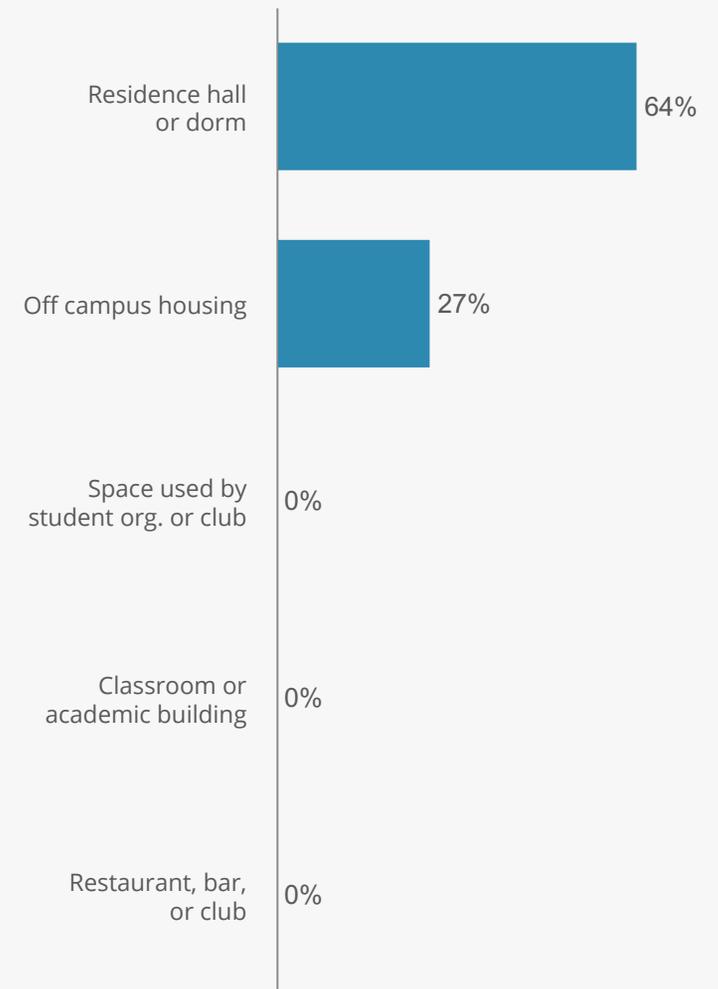
Reporting of Sexual Violence

Students who experienced sexual assault and/or rape were asked if they told someone about the incident.

A majority of students who experienced sexual violence told a friend, roommate, or family member (91%) about the incident. Around a third contacted MCLA counseling or health services (36%), while 18% contacted Public Safety, and 36% contacted another campus employee.

Fig. 32 Reporting of sexual violence

Category	Percentage
Friend, roommate, or family	91%
MCLA counseling or health services	36%
Another employee	36%
Public Safety	18%
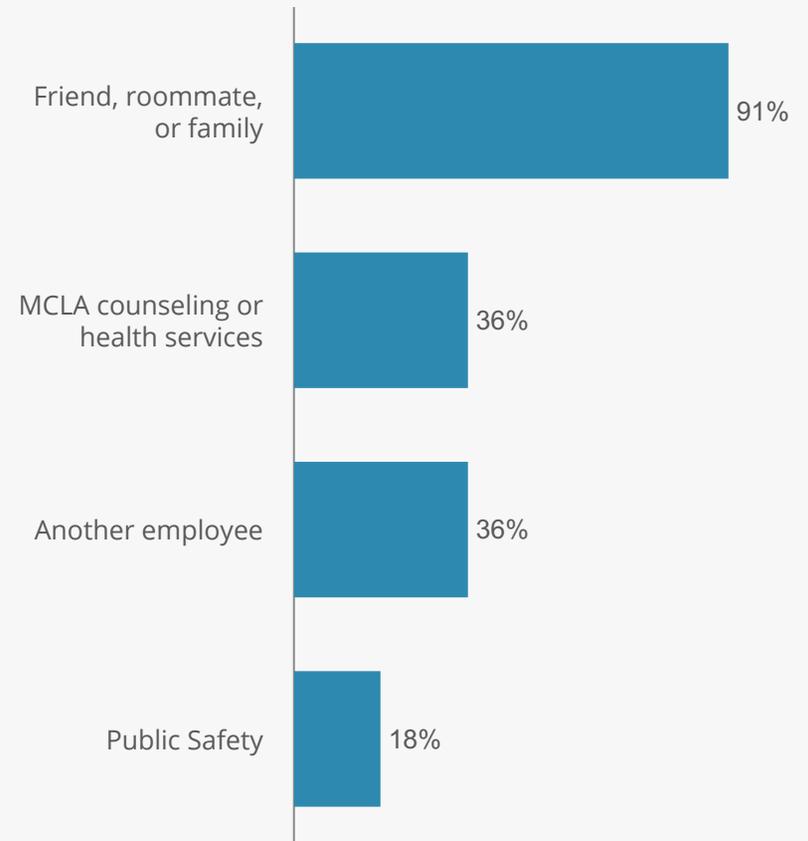
Sexual Violence and Discrimination

Students who experienced sexual violence were asked if they believed the incidents were related to an identity that they hold.

- **36%** believed the incident was related to their gender identity or gender expression
- **27%** believed the incident was related to their sexual orientation
- **9%** believed the incident was related to their race or ethnicity
- **18%** believed the incident was related to another identity marker

Fig. 33 Sexual violence and discrimination
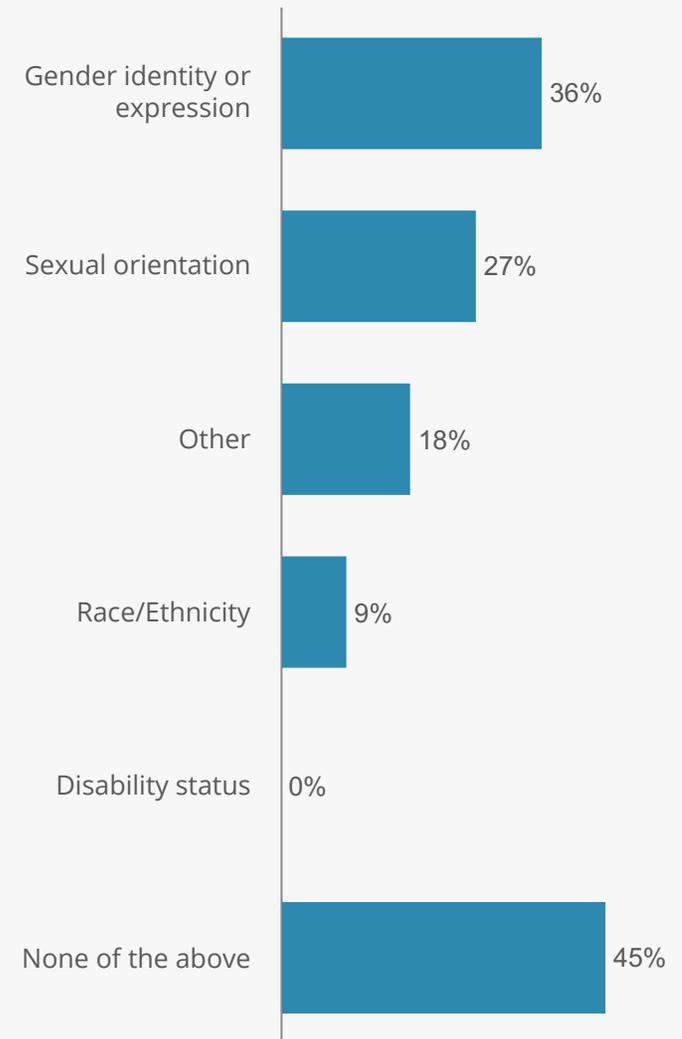
24% of Students Experienced Intimate Partner Violence

The survey asked students about their experiences of intimate partner violence (IPV) since they have been a student at MCLA. Overall, 2% of participants experienced IPV once and 22% experienced IPV more than once.

The highest percentage of students reported that an intimate partner called them names, insulted, or humiliated them (18%).

- **15%** indicated a current or former partner controlled or attempted to control them physically, emotionally, or financially

- **11%** indicated a current or former partner threatened to hurt them, their family, friends, pets or threatened to hurt themself

- **9%** indicated a current or former partner physically hurt or injured them

Fig. 34 Prevalence of intimate partner violence

Called them names, insulted, or humiliated — 18%

Controlled or attempted to control them — 15%

Threatened to hurt them, family, friends, pet, or self — 11%

Physically hurt or injured — 9%
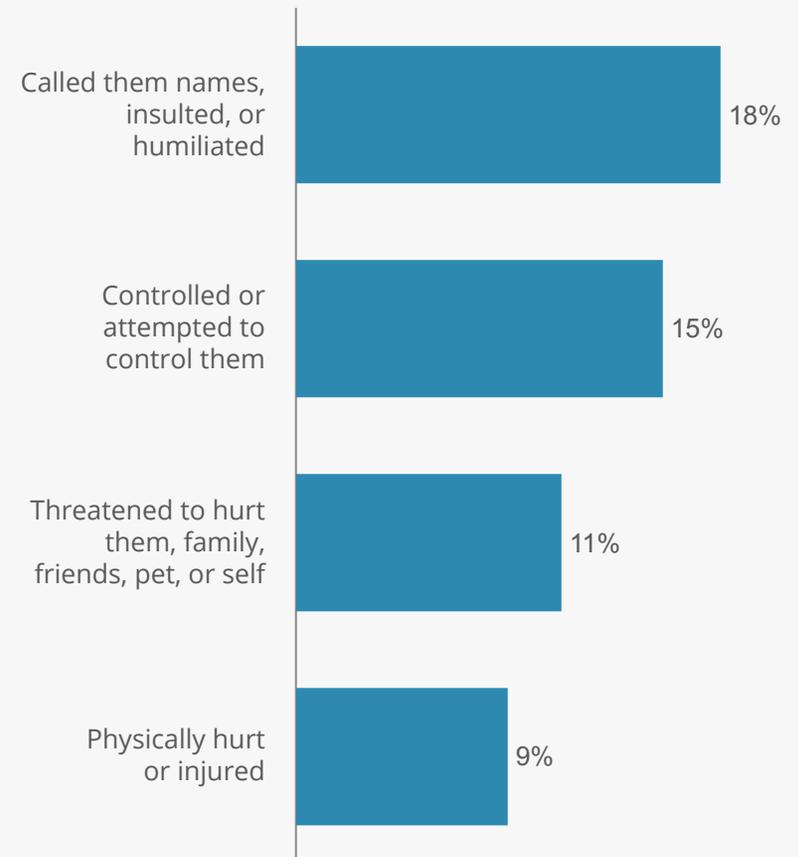
Reporting of Intimate Partner Violence

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

A majority of students who experienced intimate partner violence told a friend, roommate, or family member (80%) about the incident. About a fifth contacted MCLA counseling or health services (20%), and 10% contacted another campus employee.

Fig. 35 Reporting of intimate partner violence
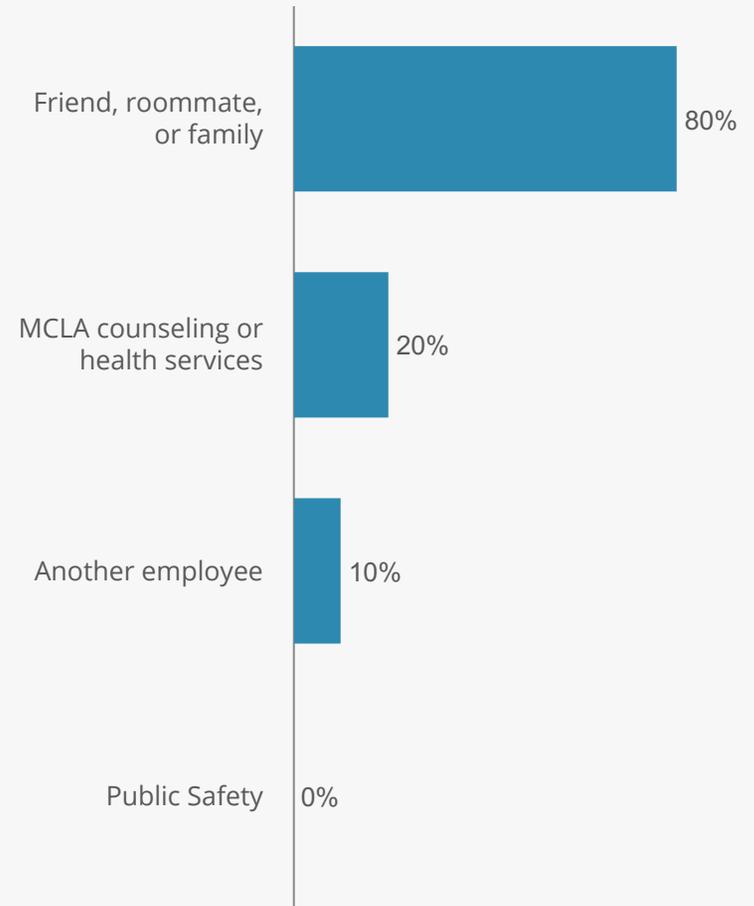
Friend, roommate, or family — 80%
MCLA counseling or health services — 20%
Another employee — 10%
Public Safety — 0%

Intimate Partner Violence and Discrimination

Students who experienced intimate partner violence were asked if they believed the incidents were related to an identity that they hold.

- **20%** believed the incident was related to their sexual orientation

- **10%** believed the incident was related to their gender identity or gender expression

Fig. 36 Intimate partner violence and discrimination
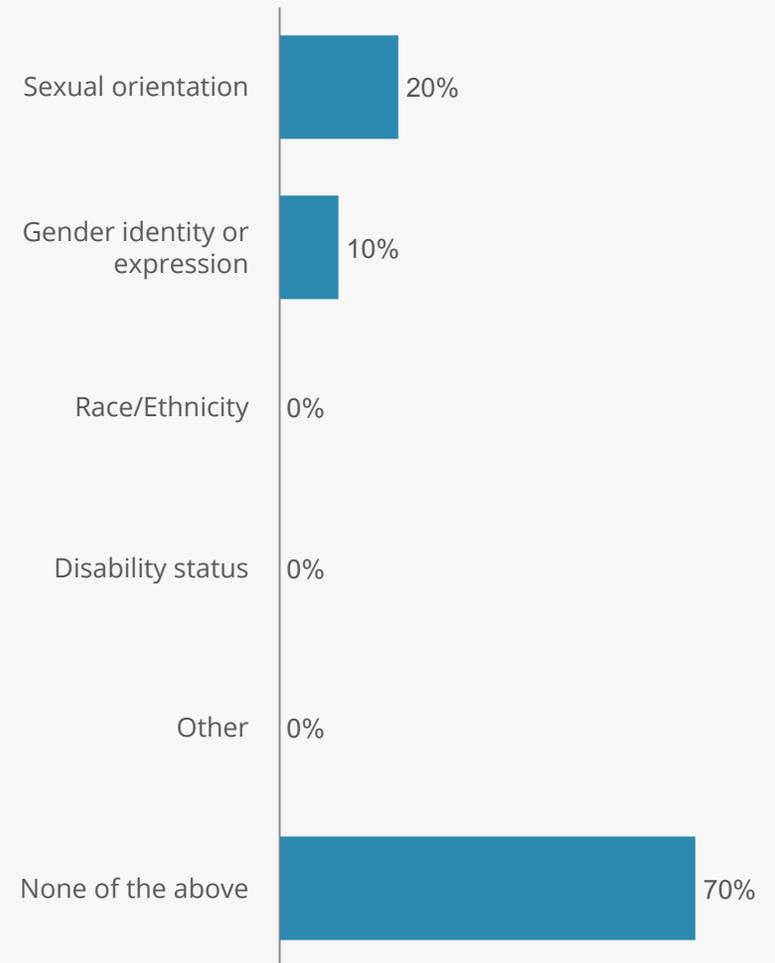
29% of Students Experienced Stalking

Students were asked about stalking situations when someone acted in a way that seemed obsessive or made them concerned for their safety since they have been a student at MCLA. Overall, 10% of participants experienced stalking once and 19% experienced stalking more than once.

The highest percentage of students reported that someone repeatedly called them or sent unwanted messages (21%).

- **14%** indicated someone spread rumors or left mean or rude comments about them online

- **11%** indicated someone watched, followed, spied on, tracked, or monitored them

- **10%** indicated someone waited for them or showed up in places when they didn't want them there

- **6%** indicated someone left them unwanted gifts, flowers, or other items

Fig. 37 Prevalence of stalking by behavior

Behavior	Percentage
Repeated calls or messages	21%
Spread rumors or left mean/rude comments online	14%
Watched, followed, spied on, tracked, or monitored them	11%
Waited for them or showed up places unwanted	10%
Left unwanted gifts, flowers, or other items	6%

Perpetrators of Stalking

Students who experienced stalking were asked what their relationship was with the person(s) who engaged in that behavior.

The highest percentage of students indicated that the perpetrator was an acquaintance, friend of a friend, or someone they just met (90%).

Fig. 38 Perpetration of stalking

Perpetrator	Percentage
Acquaintance	90%
Another student	33%
Friend or roommate (current or former)	19%
Partner or spouse (current or former)	19%
Someone else	19%
Other employee	10%
Professor	5%
Boss or supervisor	0%
Coach or trainer	0%
Coworker	0%
Family member	0%
Stranger	0%
TA or RA	0%
Unsure	0%
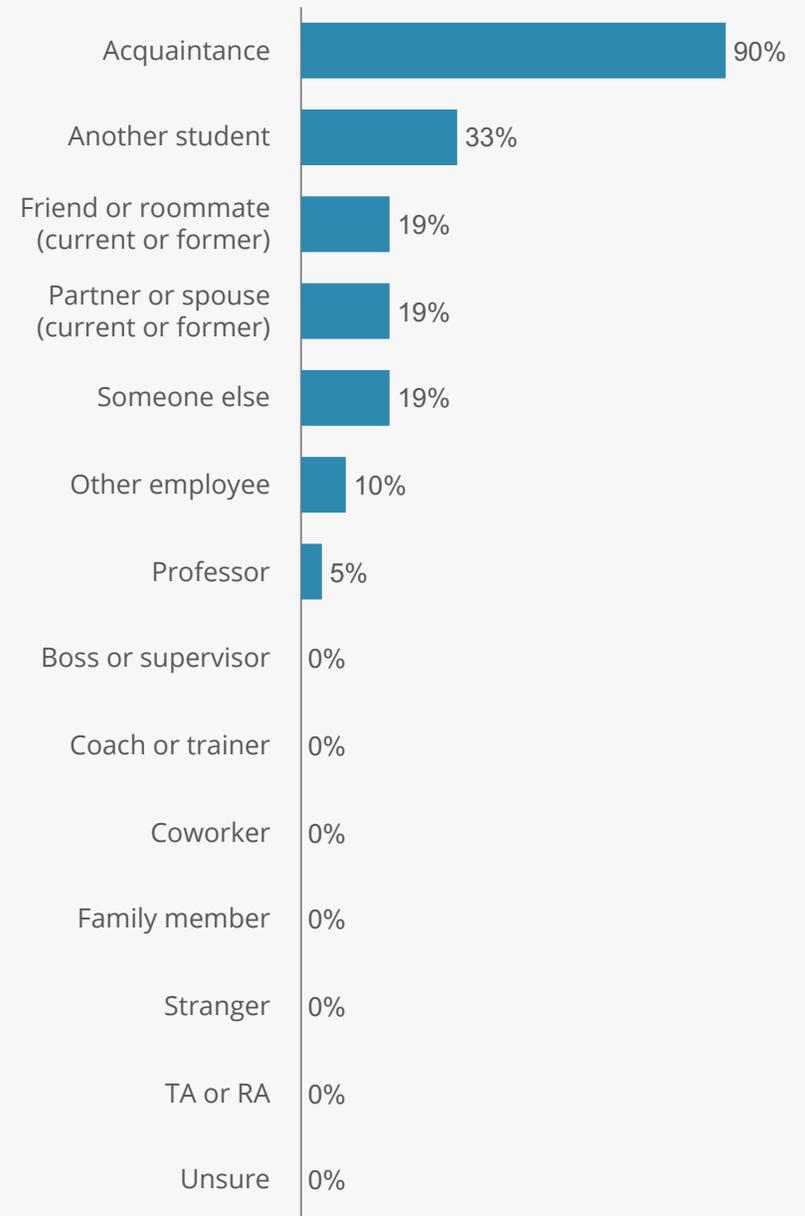
Reporting of Stalking

Students who experienced stalking were asked if they told someone about the incident.

A majority of students who experienced stalking told a friend, roommate, or family member (86%) about the incident. Nineteen percent (19%) contacted MCLA counseling or health services, 10% contacted Public Safety, and 43% contacted another campus employee.

Fig. 39 Reporting of stalking
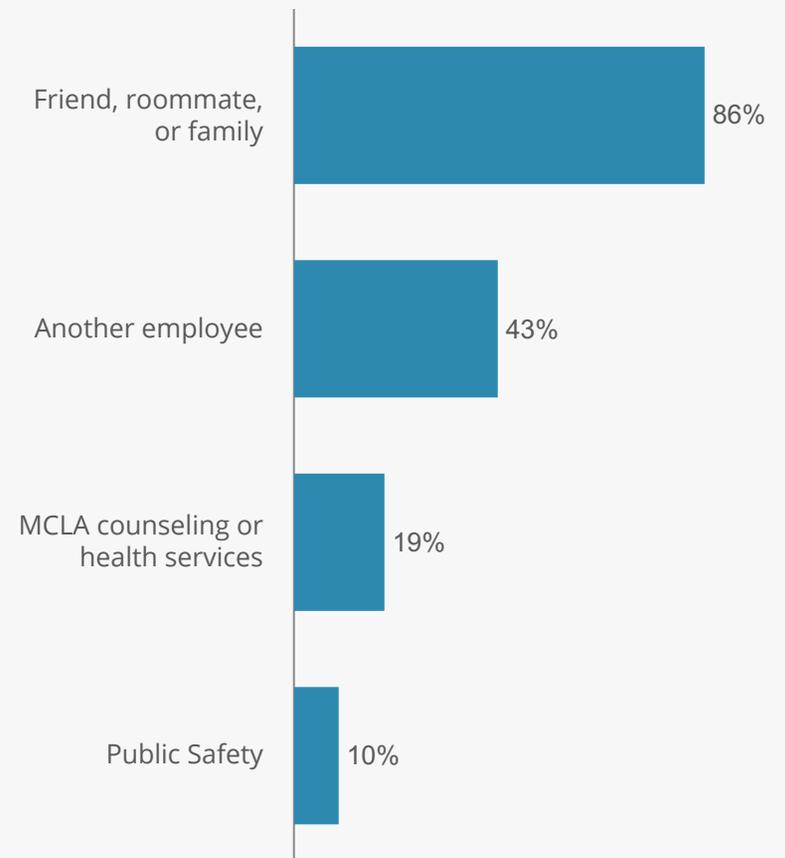
Stalking and Discrimination

Students who experienced stalking were asked if they believed the incidents were related to an identity that they hold.

- **30%** believed the incident was related to their gender identity or gender expression
- **5%** believed the incident was related to their sexual orientation
- **5%** believed the incident was related to their race or ethnicity
- **10%** believed the incident was related to another identity marker

Fig. 40 Stalking and discrimination

Findings

Reporting

Reasons Students Did Not Report

Students who experienced sexual misconduct but did not report it were asked about reasons they did not contact a campus official about the incident.

The most common reason why students did not report the incident was they did not think the incident was serious enough to report (59%).

Forty-one percent (41%) were worried they would not get the outcome they were looking for, and about a third did not trust that the report would be taken seriously (35%).

Fig. 41 Reasons participants did not report sexual misconduct

Reason	Percentage
Didn't think it was serious enough	59%
Worried about not getting desired outcome	41%
Didn't trust it'd be taken seriously	35%
Worried about being blamed/not believed	26%
Didn't want perpetrator to get in trouble	24%
Worried it would interfere with school or activities	24%
Concerned about confidentiality	21%
Another reason	21%
Didn't know who/how to contact for help	15%
Worried about retaliation from perpetrator	12%
Incident occurred when school was not in session	12%
Worried they'd be unable to accommodate disability	6%
Worried about discipline for using drugs, alcohol, etc.	6%

Experiences with the Reporting Process

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

Most students who reported sexual misconduct said that the reporting process was clearly explained to them (61%), and 39% confirmed that they were provided information about protection from retaliation.

A third felt that reporting the incident took time away from their studies or other activities (33%), and 22% felt that their disclosure was not taken seriously.

Fig. 42 Experiences reporting sexual misconduct

Category	Percentage
Reporting process was clearly explained	61%
Given information about protection from retaliation	39%
Took time away from studies/other activities	33%
Report wasn't taken seriously	22%
Given information about civil and criminal remedies	17%
Blamed or wasn't believed	6%
Disability wasn't properly accommodated	6%
Privacy or safety wasn't protected	6%
Unwanted action was taken	0%
None of the above	28%

Findings

Impacts

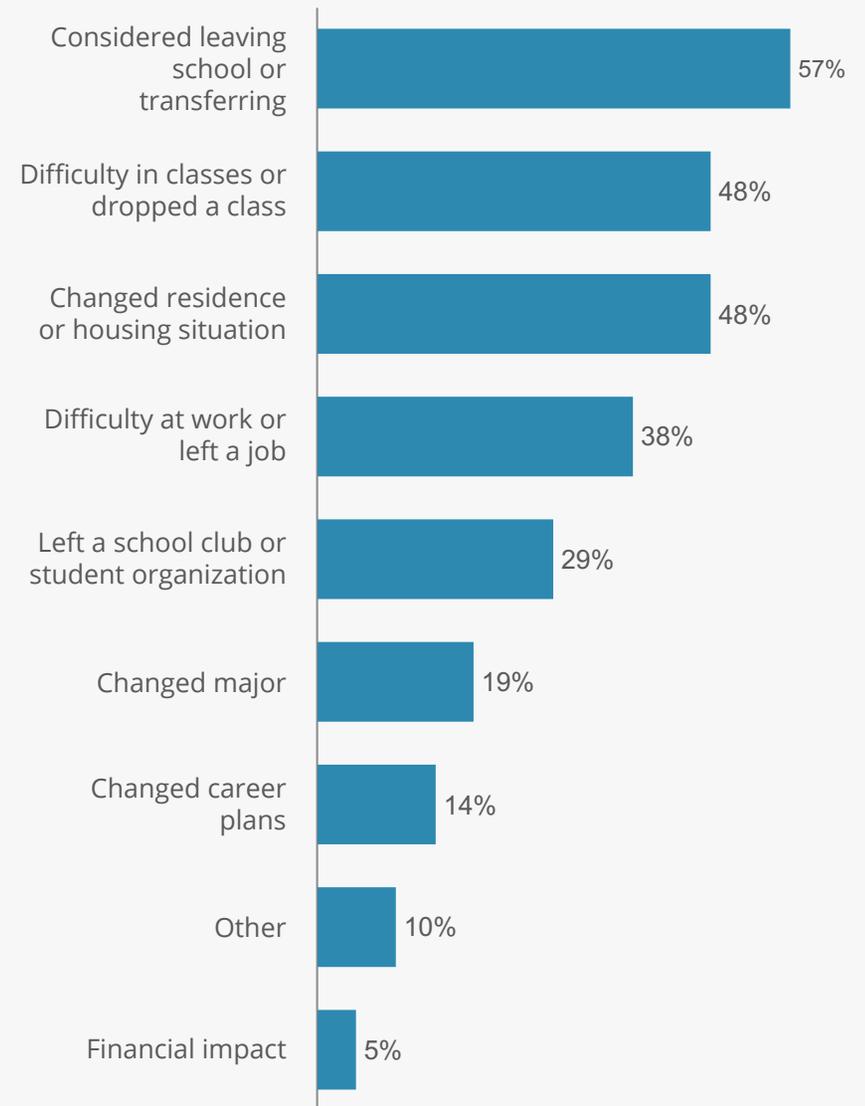# Academic, Professional, & Student Life Impacts

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

Over half of students who experienced sexual misconduct expressed that they considered leaving school or transferring (57%).

Close to half had difficulty in classes or dropped a class (48%) and changed their residence or housing situation (48%).

Over a third expressed that they had difficulty at work or left a job (38%).

Fig. 43 Impacts on academic, professional, or student life

Category	Percentage
Considered leaving school or transferring	57%
Difficulty in classes or dropped a class	48%
Changed residence or housing situation	48%
Difficulty at work or left a job	38%
Left a school club or student organization	29%
Changed major	19%
Changed career plans	14%
Other	10%
Financial impact	5%

Mental Health Impacts

Students who experienced sexual harassment, sexual violence, intimate partner violence, or stalking were also asked about whether they experienced certain mental health symptoms since they have been a student at MCLA.
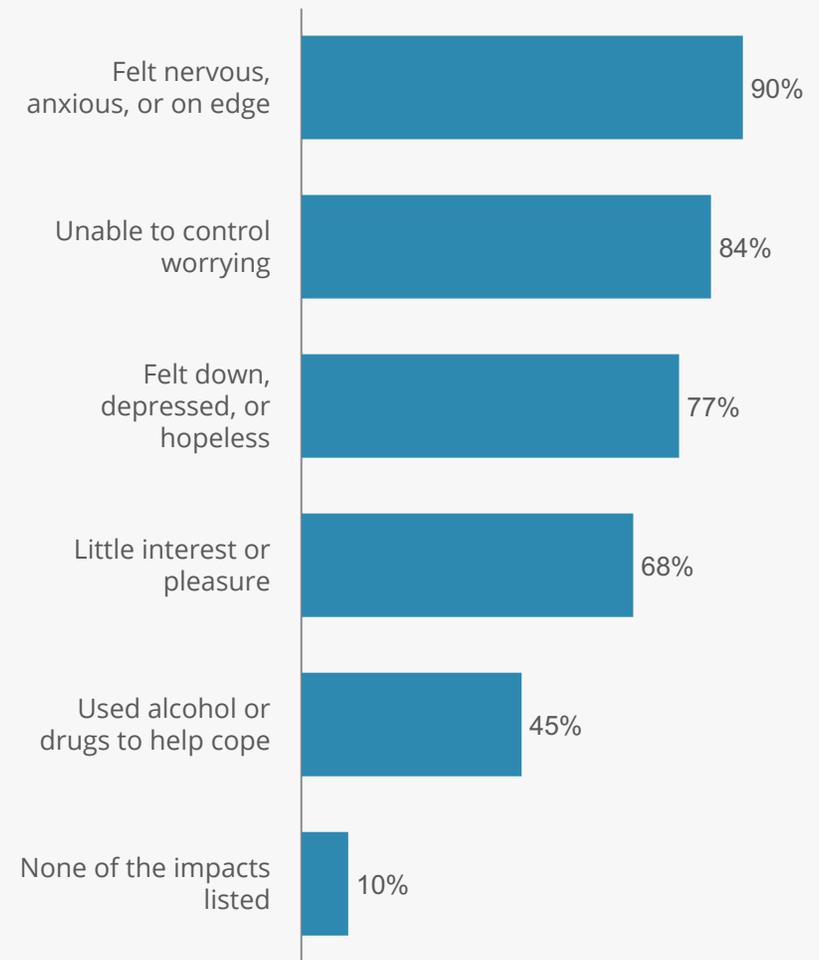
A majority of students who experienced sexual misconduct reported that they felt nervous, anxious, or on edge (90%), were unable to stop or control worrying (84%), and felt down, depressed, or hopeless (77%).
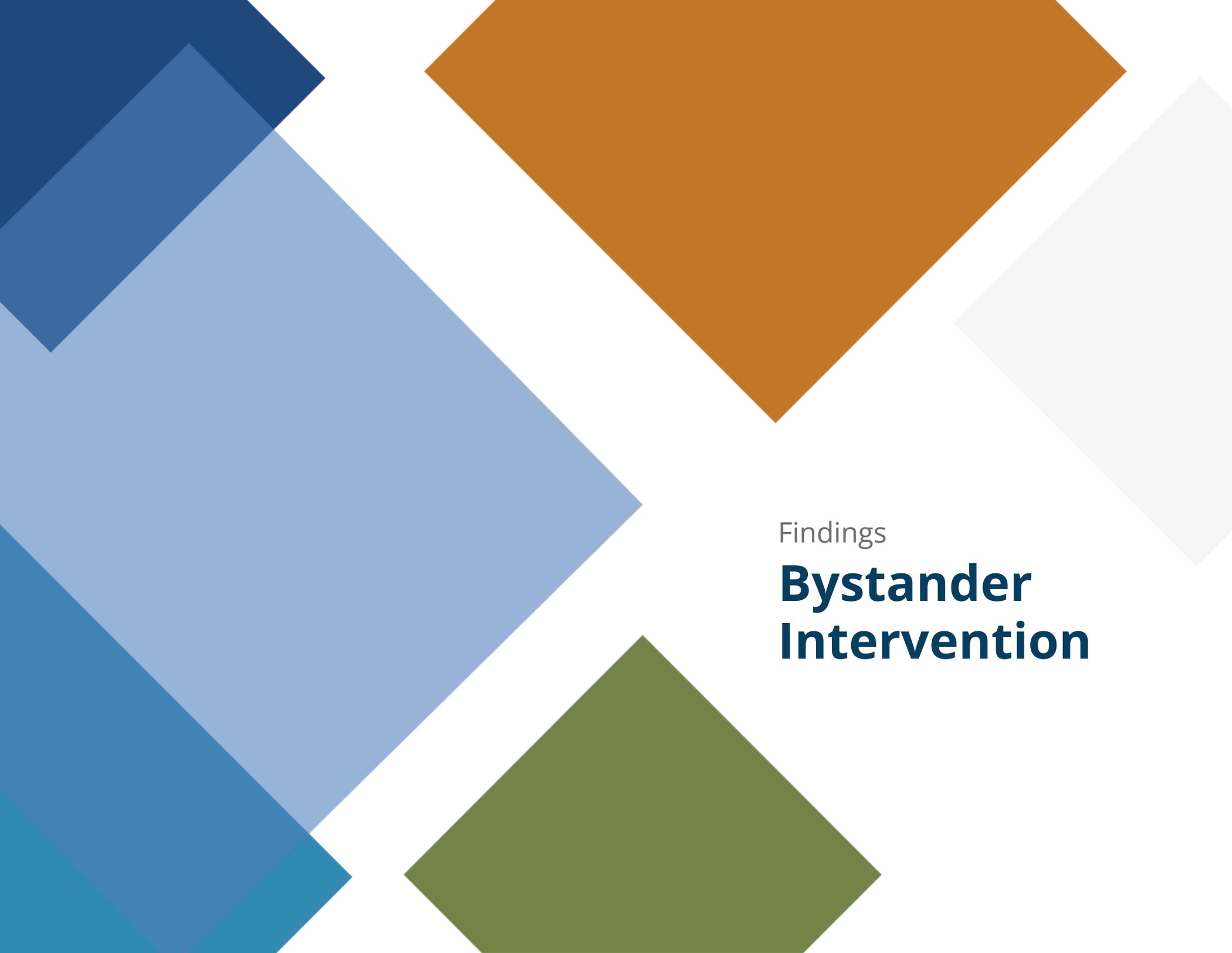
INSIGHTS

The COVID-19 pandemic has been linked to an increase in anxiety, depression, and social isolation among college students. A sense of belonging with their college campus may be a protective factor.[2]

2 Gopalan, M., Linden-Carmichael, A., & Lanza, S. (2022). College Students' Sense of Belonging and Mental Health Amidst the COVID-19 Pandemic. The Journal of Adolescent Health, 70(2), 228–233.

Fig. 44 Impacts on mental health

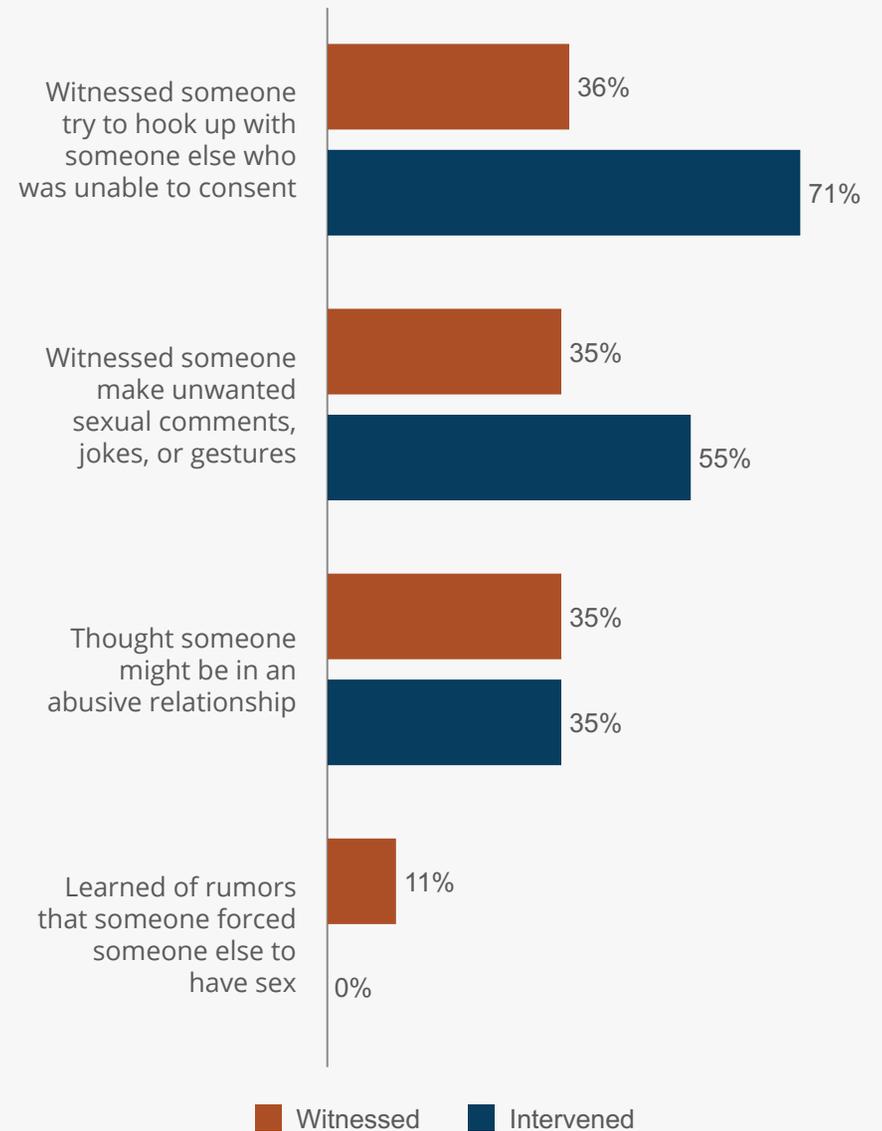| Impact	Percentage
Felt nervous, anxious, or on edge	90%
Unable to control worrying	84%
Felt down, depressed, or hopeless	77%
Little interest or pleasure	68%
Used alcohol or drugs to help cope	45%
None of the impacts listed	10%

Findings

Bystander Intervention

Bystander Behaviors

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

- **36%** witnessed someone try to hook up with someone else who was passed out or unable to consent. Among those, 71% intervened in some way.

- **35%** witnessed someone make unwanted sexual comments, jokes, or gestures. Among those, 55% intervened in some way.

- **35%** thought someone might be in an abusive relationship. Among those, 35% intervened in some way.

- **11%** learned of rumors that someone forced someone else to have sex. Among those, none said that they intervened.

Fig. 45 Percentage of students who intervened after witnessing sexual misconduct

Legend: ■ Witnessed ■ Intervened

Witnessed someone try to hook up with someone else who was unable to consent — Witnessed 36%, Intervened 71%

Witnessed someone make unwanted sexual comments, jokes, or gestures — Witnessed 35%, Intervened 55%

Thought someone might be in an abusive relationship — Witnessed 35%, Intervened 35%

Learned of rumors that someone forced someone else to have sex — Witnessed 11%, Intervened 0%
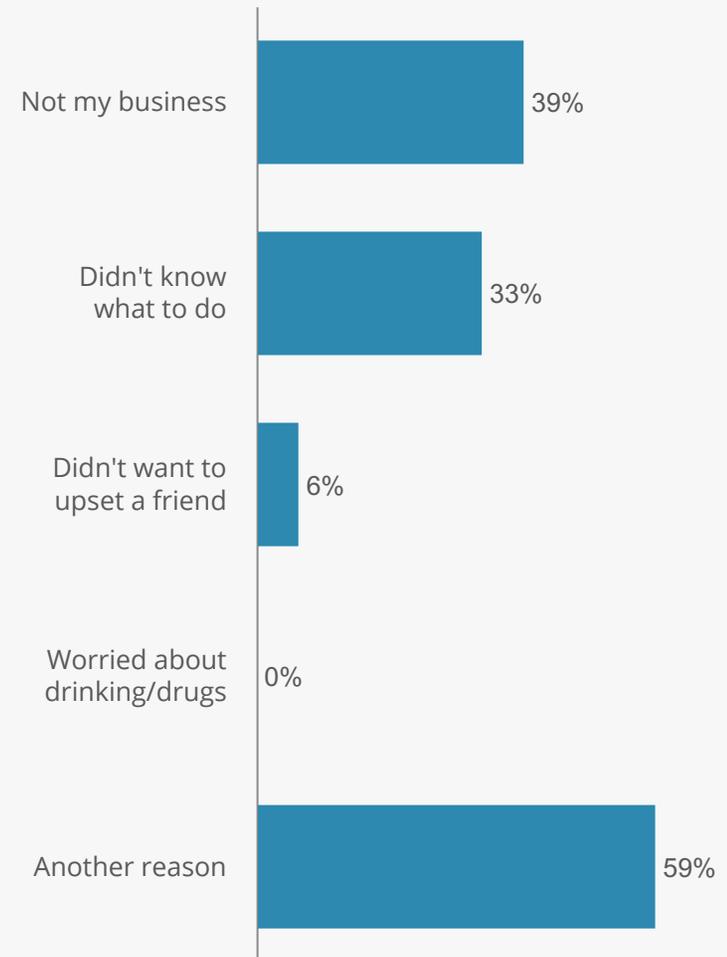
Why Students Did Not Intervene

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

- **39%** felt it was not their business to intervene

- **33%** were not sure what to do

- **6%** did not want to upset a friend

- **59%** did not intervene for another reason

Fig. 46 Reasons students did not intervene

Reason	Percentage
Not my business	39%
Didn't know what to do	33%
Didn't want to upset a friend	6%
Worried about drinking/drugs	0%
Another reason	59%

Recommendations

Recommendations

Included on the following pages are recommendations to address key findings from the survey. We recognize that it may not be feasible to implement all of these recommendations, but this list serves as a starting point for you to develop an evidence-based action plan.

Any mention of specific programs is not an endorsement of the program, but a recommendation that was developed based on evidence of risk and protective factors for sexual misconduct, effectiveness, accessibility, and input from experts.

Research supports that effective programming should 1) be implemented at several socio-ecological levels, 2) utilize various approaches, 3) and occur often. Research also shows that retention of knowledge and skills tends to decline after three months, highlighting the importance of frequent training and programming.[3]

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3 McMahon, S., Steiner, J. J., Snyder, S., & Banyard, V. L. (2021). Comprehensive Prevention of Campus Sexual Violence: Expanding Who Is Invited to the Table. Trauma, Violence, & Abuse, 22(4), 843–855.

Developing an Action Plan

An action plan can help you implement and track the effectiveness of the prevention efforts at your institution over time.

Considerations when developing the action plan:

1 **Collaborate with a diverse group of campus stakeholders.** When developing and implementing the action plan you may choose to include students, faculty/staff, leadership, and community partners, among others. This group should be representative of the entire campus population.

2 **Tailor the action plan to your institution.** Our recommendations are broad and should be considered within the context, needs, and culture of your institution. An effective action plan should include a specific goal, actionable steps, allocation of resources, a timeline, and a plan for monitoring and evaluating progress.

3 **Be transparent.** Every campus community member has a vested interest in reducing sexual misconduct. Being open and honest when communicating about the action plan can help build trust.

Key Findings

Some students expressed concerns about the campus culture and well-being.

pg. 13 & 20

Recommendations

1. Evaluate current steps being taken to protect students' physical and emotional safety and improvements that can be made.

2. Provide programming that addresses rape myths, gender norms, and unhealthy relationship dynamics.

3. Strengthen and expand on-campus services provided for TGQN and LGB+ students.

4. Address systemic and cultural discrimination of gender and sexual minorities on campus and in the community.

5. Consider conducting focus groups to better understand the experiences of students and their perceptions of the campus culture and belonging, equity, and well-being.

6. Concerns about campus culture can indicate that students believe the institution should be doing more to prevent sexual misconduct and hold perpetrators accountable.

7. Transparently communicating how the College plans to address these survey findings can help improve perceptions of the campus culture and accountability.

Key Findings

53% of students experienced sexual misconduct.

Student athletes were more likely to experience sexual harassment than non-athletes

pg. 23 & 25

Recommendations

1. Review current prevention and response strategies and identify any gaps that can be addressed.

2. To increase effectiveness, consider implementing programming in various formats, across the socio-ecological levels, and at multiple times during the academic year.

3. Consider implementing a prevention program geared toward athletics. Review the institution's athletics policies regarding sexual misconduct.

Key Findings

23% of those who experienced sexual harassment said the perpetrator was an employee*

pg. 26

*An employee other than a professor, TA, RA, coach or trainer

Recommendations

1. Evaluate training requirements for staff and bolster those trainings as necessary. Ensure employees receive training on the experiences of gender and sexual minorities and how it relates to sexual misconduct.

2. Evaluate policies including hiring processes, sanctions, promotions, training, and background checks. Ensure proper protections against retaliation are in place.

Key Findings

48% of sexual harassment occurred in classrooms and 64% of sexual violence occurred in residence halls.

pg. 27 & 31

Recommendations

1. Evaluate campus policies that may establish segregated spaces and perpetuate violence.

2. Consider the circumstances that may create environments that allow violence and harassment to occur. Implement transformative approaches to spaces controlled by the institution. This can range from creating awareness, redesigning housing and other spaces, and adjusting policies that impact who has access to and control of campus spaces. The SPACE toolkit provides a roadmap for transforming campus spaces to reduce sexual misconduct.

3. Speak with students to understand their experiences in these spaces and learn whether there are structural issues that perpetuate violence and sexual harassment.

Key Findings

There is opportunity to increase confidence in reporting to the College.

Common reasons students did not report:

- Did not think it was serious enough
- Worried they would not get the outcome they wanted
- Worried it would not be taken seriously

Among students who did report: 17% said they were provided information about civil and criminal remedies and 33% said it took time away from their studies.

pg. 42-43

Recommendations

1. Regularly train response staff on trauma-informed care and interventions.

2. Address systemic barriers for reporting to law enforcement and work to establish a partnership with police to address violence and harassment.

3. Create a uniform system for explaining the reporting process to students in a way that is trauma-informed and excludes jargon.

4. Evaluate the requirements of students during the reporting process and explore methods to reduce the time commitment. Review the process for students to receive extra time and other accommodations while they are engaged in the reporting process.

Key Findings

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

- 57% considered leaving school or transferring

- 48% had difficult in classes or dropped a class

pg. 45-46

Recommendations

1. Educate faculty about the role mental health can play in academic performance and the support resources that are available to students.

2. Evaluate whether campus counseling and health services have the capacity to handle students' needs.

3. Ensure that professors and staff are able to identify signs of mental health concerns within the classroom and are equipped with skills to provide support and referrals including options for off-campus resources and services.

Key Findings

Students may benefit from bystander training.

- 32% of students have not received information on bystander intervention

- 33% of students who witnessed sexual misconduct did not intervene because they did not know what to do and 39% believed it was not their business to intervene

pg. 17 & 49

Recommendations

1. Assess current bystander intervention programming and consider increasing and altering programming to meet the specific needs of your student population.

2. Examples of bystander intervention programs supported by research include:

    1. Bringing in the Bystander
    2. Green Dot
    3. The Men's Program
    4. TakeCARE
    5. Take a Stand
    6. The Women's Program
    7. InterAct
    8. SCREAM
    9. OneAct
    10. MVP
    11. RESPECT
    12. Friends Helping Friends
    13. Safe Sisters
    14. The Men's Project
    15. SWAT
    16. U Got This!
    17. Intervene