North Shore Community College
Student Experience Survey
2024 Report

NORTH SHORE
COMMUNITY COLLEGE

GRAND RIVER
SOLUTIONS

Contents

Study Design

The North Shore Community College Student Experience Survey surveyed students using an online tool developed and administered by Grand River Solutions, an independent company.

North Shore Community College 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, North Shore Community College provided the race/ethnicity, binary gender, age, residency status, full/part-time status, and Pell grant status of the participant pool. This information was provided to Grand River Solutions through a secure portal. If North Shore Community College 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 North Shore Community College 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 North Shore Community College 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. North Shore Community College was able to add custom questions to the survey as agreed upon by North Shore Community College and Grand River Solutions. The survey was approved by Ethical & Independent Review Services.

At the end of the survey, participants were given the opportunity to enter a raffle to win one of twenty-five $25 Amazon gift cards or one of twenty-five $25 campus bookstore gift cards. Participants' survey responses were not connected to their raffle entry in any way.

Study Measures

Demographics

In addition to the demographic data provided by North Shore Community College, the survey included questions pertaining to the student's self-identification as first-generation college student, military veteran, their housing status, and their parenting 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, North Shore Community College's prevention and response efforts relevant 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 North Shore Community College, 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 North Shore Community College 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 North Shore Community College.

Reports provided to North Shore Community College 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 4,892 North Shore Community College students were invited to participate, and 419 (9%) completed the survey. The results of this report reflect only those who participated and may not reflect the experiences of all North Shore Community College students. Findings in this report should not be used to make conclusions about the entire student population.

Fig. 1 Race and ethnicity

BIPOC 57%
White 43%

Fig. 2 Gender identity

Women 76%
Men 22%
TGQN 2%

Fig. 3 Age

18-20 23%
21-24 18%
25-29 13%
30-39 20%
40-54 20%
55+ 6%
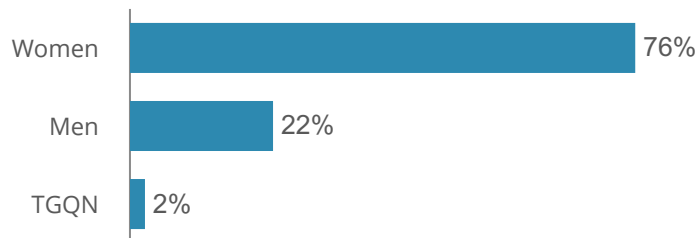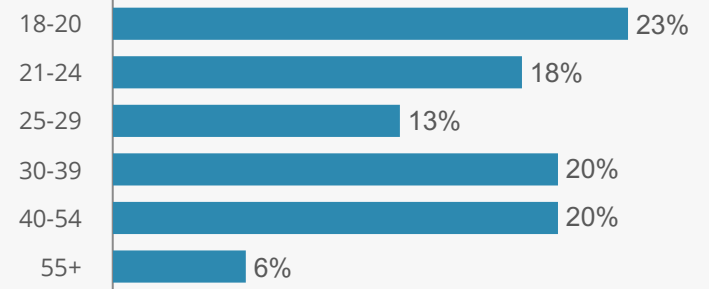
Fig. 4 Sexual orientation

Straight 71%
LGB+ 29%
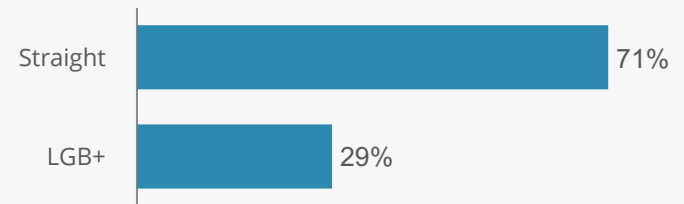
Fig. 5 Disability status

No 83%
Yes 17%
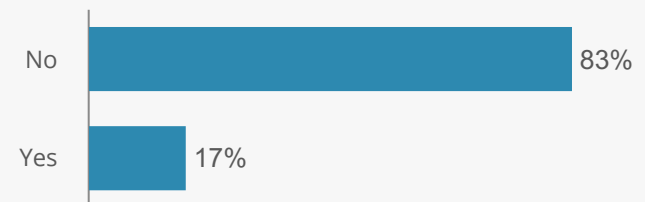
Participant Demographics

Fig. 6 Enrollment status

Full-Time — 53%
Part-Time — 47%
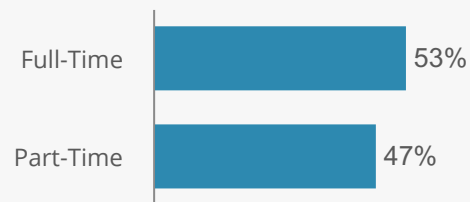
Fig. 7 Transfer status

No — 83%
Yes — 17%

Fig. 8 Pell grant status

No — 55%
Yes — 45%

Fig. 9 Residency

In-State — 95%
International — 3%
Out-of-State — 2%
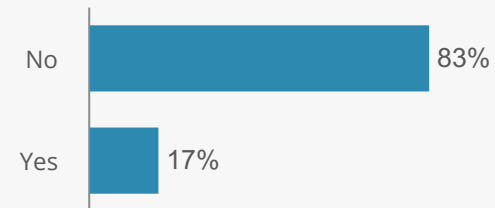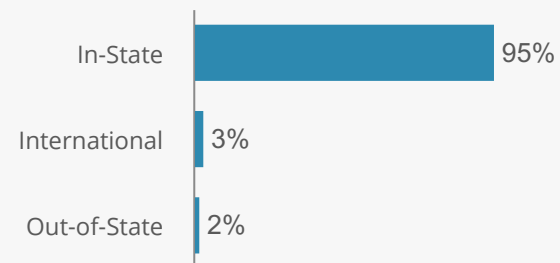
Participant Demographics

Fig. 10 First-generation student

Yes — 69%
No — 31%

Fig. 11 Parent

No — 58%
Yes — 42%
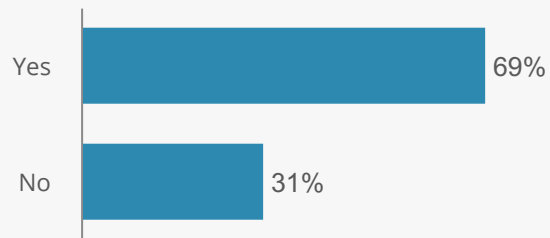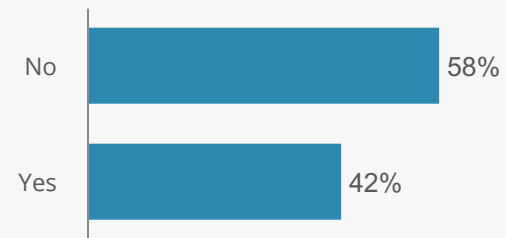
Fig. 12 Military veteran

No — 96%
Yes — 4%

Fig. 13 Housing insecure

No — 91%
Yes — 9%
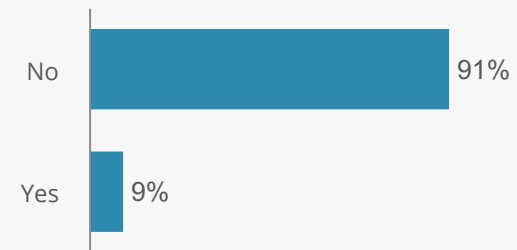
Executive Summary

School connectedness

Overall, a majority of participants agreed that they feel safe and protected at North Shore Community College. On average, participants slightly agreed that they feel a sense of belonging and equity at the College. Perceptions of belonging, equity, and well-being varied by race/ethnicity, veteran status, Pell grant status, disability status, and transfer status.

Knowledge of policies, resources, and offices

About a quarter of participants confirmed that they have learned about sexual misconduct through classes or trainings (26%). While most were aware that confidential resources are available at the College, a majority were not aware of the Title IX Coordinator.

Campus climate and confidence in reporting

Overall, participants 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, confidence in the College's reporting process was high among those who have not experienced sexual misconduct.

Sexual misconduct

Fifteen percent of participants (15%) indicated that they had experienced sexual harassment, intimate partner violence, stalking, sexual assault, and/or rape since they have been a student at North Shore Community College. Among those, 46% had difficulty in classes and 29% considered leaving school or transferring.

Reporting

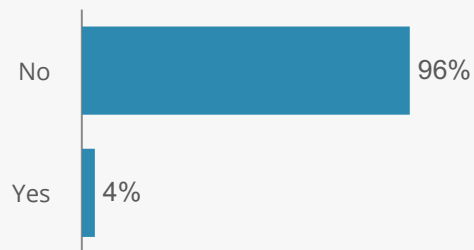The majority of participants who experienced sexual misconduct did not report the incident to the College. The most common reasons why students chose not to report were that they did not think the incident was serious enough to report and they were worried that it would interfere with their studies or other activities.

Bystander intervention

About a third of participants received information on how they can help prevent sexual misconduct, and 16% received training or information on how to intervene as a bystander. The most common reasons why students who witnessed sexual misconduct did not intervene were they felt it was not their business to intervene, and they did not know what to do.

Findings

School Connectedness

SCHOOL CONNECTEDNESS | Belonging, Well-being, Equity

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 North Shore Community College. Their responses were scored on a scale from 1 to 4, with 4 being the most positive response.

Belonging

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

Equity

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

Well-being

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

3.3/4
Belonging

3.1/4
Equity

3.3/4
Well-being

1 = negative response
4 = positive response

Differences in Perceptions of Belonging, Equity, and Well-Being

Perceptions of belonging, equity, and well-being varied among some groups.

Belonging

Military veterans, students with disabilities, White students, and non-Pell grant recipients reported a lower sense of belonging than their respective counterparts.

Equity

Military veterans, students with disabilities, and White students were less likely to agree that the College treats students equitably than their respective counterparts.

Well-being

Transfer students and students with disabilities reported a lower sense of well-being than their respective counterparts.

Fig. 14 Differences in perceptions of belonging

Group	Value
BIPOC	3.4
Non-Veteran	3.4
Pell Grant	3.4
Non-Disability	3.3
Overall	3.3
Non-Pell Grant	3.2
White	3.2
Disability	3.1
Veteran	2.9

Fig. 15 Differences in perceptions of equity

Group	Value
BIPOC	3.2
Non-Disability	3.2
Non- Veteran	3.2
Overall	3.1
White	3.0
Disability	2.9
Veteran	2.8
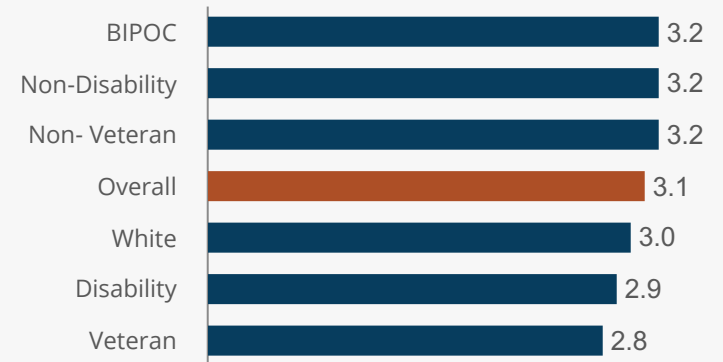
Fig. 16 Differences in perceptions of well-being

Group	Value
Non-Disability	3.4
Non-Transfer	3.4
Overall	3.3
Disability	3.2
Transfer	3.2

Findings

Knowledge of Resources, Policies, & Offices

Knowledge of Resources and Policies

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

About a quarter of participants confirmed that they have learned about sexual misconduct through classes, trainings, or other programs at the College (26%), and 28% knew Title IX protections against sexual misconduct.

About half of participants knew where at the College they could get help if someone they know experiences sexual misconduct (49%), and 44% understood what happens when a student reports sexual misconduct.

Most participants were aware that there are confidential resources available on campus (68%).

Fig. 17 Knowledge of campus resources and policies

- Know there are confidential resources on campus: 68%
- Know where to get help: 49%
- Understand what happens when a student reports sexual misconduct: 44%
- Know Title IX protections: 28%
- Learned about sexual misconduct through classes, trainings, or other programs: 26%
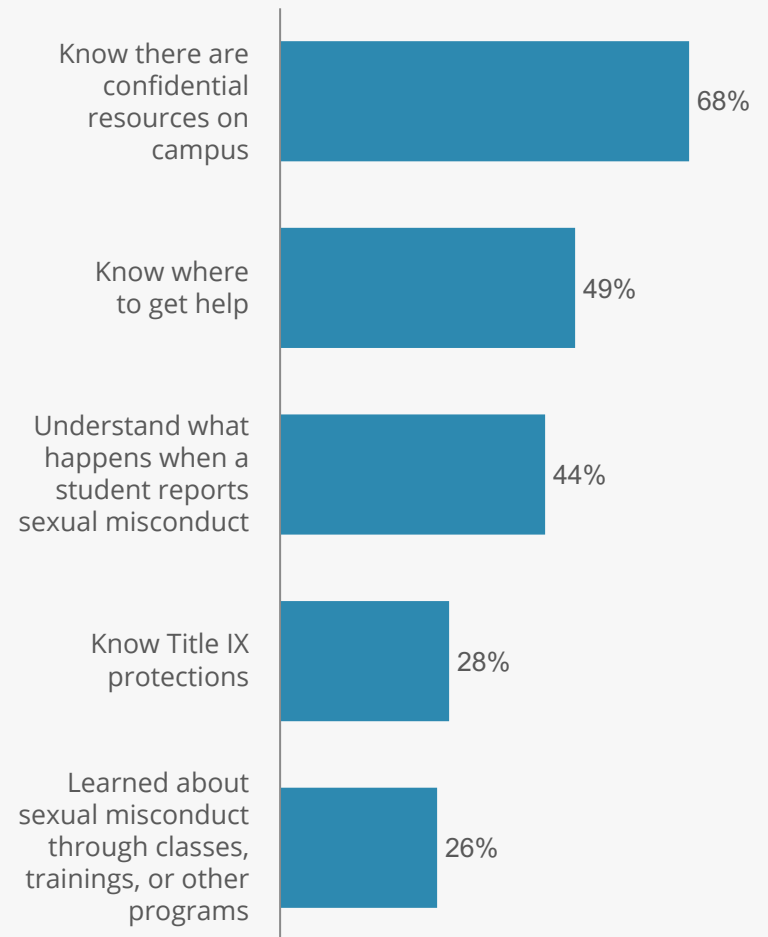
Knowledge of Campus Offices and Departments

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

A slight majority of participants knew about the College Police Department and Security (57%). About half knew about Student Wellness (51%), and around a third knew about Accessibility Services (36%). A majority were unaware of Veteran Services (13%) and the Office of Community Standards (11%).

When asked if North Shore Community College has a Title IX Coordinator, 84% of participants answered that they were unsure, 11% of participants said 'yes,' and 5% of participants answered 'no.'

Fig. 18 Knowledge of campus offices and departments

North Shore Community College Police Department and Security — 57%
Student Wellness — 51%
Accessibility Services — 36%
Veteran Services — 13%
Office of Community Standards — 11%
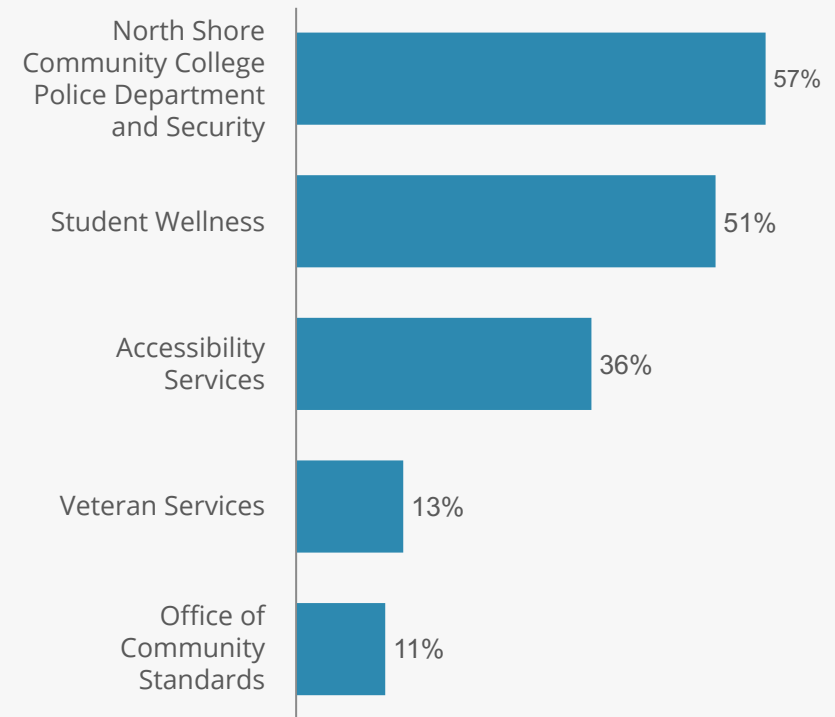
Fig. 19 Does North Shore Community College have a Title IX Coordinator?

Unsure — 84%
Yes — 11%
No — 5%
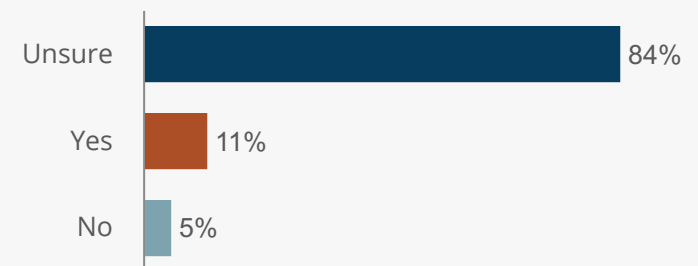
Knowledge of Sexual Misconduct Prevention

Students were asked whether they had received written, verbal, or online information from anyone at the College relevant to sexual misconduct prevention.

Prevention

Thirty percent (30%) of students confirmed that they have received received information on how to help prevent sexual misconduct, and 16% received information on how to intervene as a bystander.

Definitions and Policies

Most students confirmed that they were informed of the school's policy on sexual misconduct (60%), and about a third received information on the definition of sexual misconduct (34%) and the definition of consent and how to obtain it from a sexual partner (36%).

Reporting and Resources

Forty percent (40%) of students received information on how to report sexual misconduct, and 33% were informed about where to get help if someone they know experiences sexual misconduct.

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

Category	Percentage
School's sexual misconduct policy	60%
How to report	40%
Definition of consent	36%
Definition of sexual misconduct	34%
Where to get help	33%
How to help prevent sexual misconduct	30%
Bystander intervention	16%

Findings

Campus Climate

Campus Culture

Students were asked about the culture of sexual harassment at North Shore Community College, 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 the most positive response.

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

3.3/4

Campus Culture

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 percent (30%) of students indicated that they would go to Student Wellness, 17% would go to Campus Police, and 31% would go to another employee if sexual misconduct occurred.

A majority of participants believed that their case would be taken seriously if they reported an incident of sexual misconduct (91%) and that the school would respect their decision about what to do (93%).

A majority of students believed that their safety and privacy would be protected (92% and 91%), and 82% felt that the school would address the factors that may have led to the incident. Eleven percent (11%) felt that the College would blame them or not believe them about the incident.

Eighty-two percent (82%) of students believed that the College would provide support and accommodations, and of those who identified as having a disability, 82% believed that the College would properly accommodate their disability.

Fig. 21 If an incident of sexual misconduct occurred, I believe North Shore Community College would...

Category	Percent
Respect my decision about what to do	93%
Protect my safety	92%
Take my case seriously	91%
Protect my privacy	91%
Provide accommodations	82%
Address factors that led to the incident	82%
Accommodate my disability	82%
Blame me or not believe me	11%
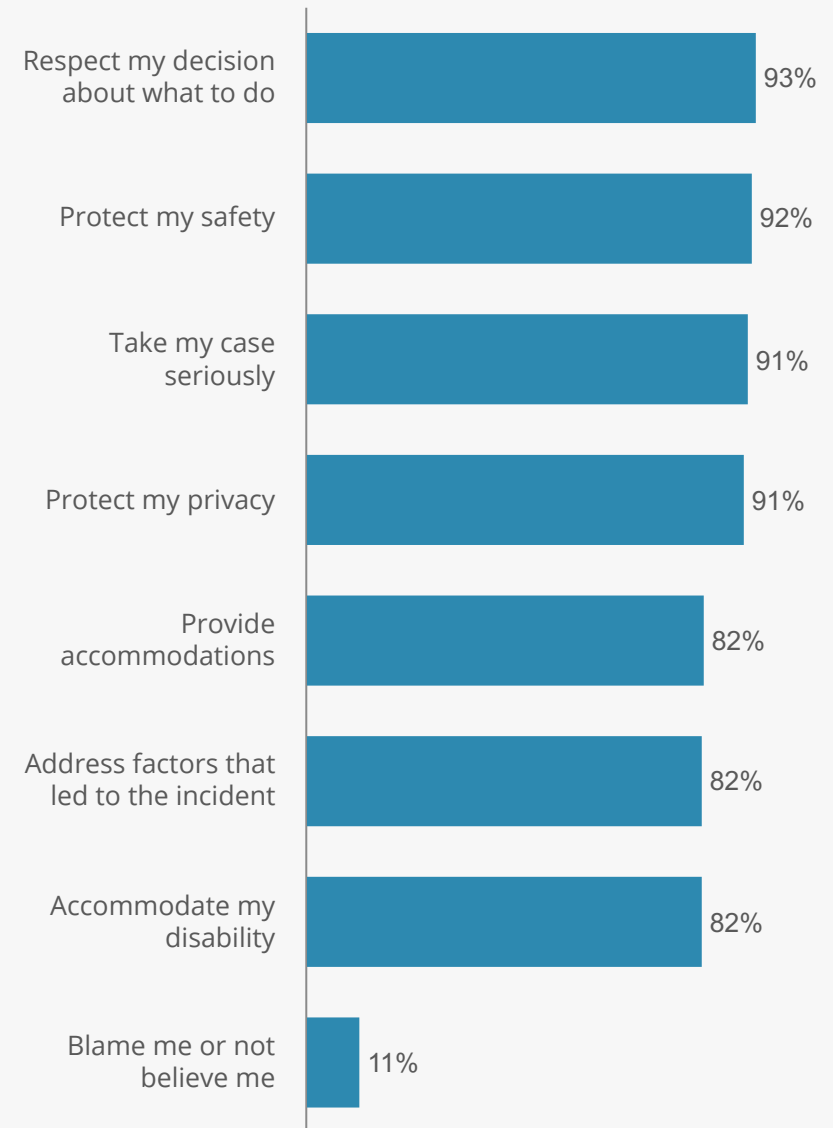
Findings

Personal Experience

15% 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 North Shore Community College. Overall, 15% of participants experienced at least one form of sexual misconduct.

- **12%** experienced intimate partner violence
- **11%** experienced sexual harassment
- **6%** experienced stalking
- **2%** experienced sexual assault

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. 22 Prevalence of sexual misconduct

Category	Percentage
Intimate Partner Violence	12%
Sexual Harassment	11%
Stalking	6%
Sexual Assault	2%
Rape	0%

4% experienced **two or more** instances of sexual misconduct.

11% of Students Experienced Sexual Harassment

The survey asked students about their experiences of sexual harassment since they have been a student at North Shore Communit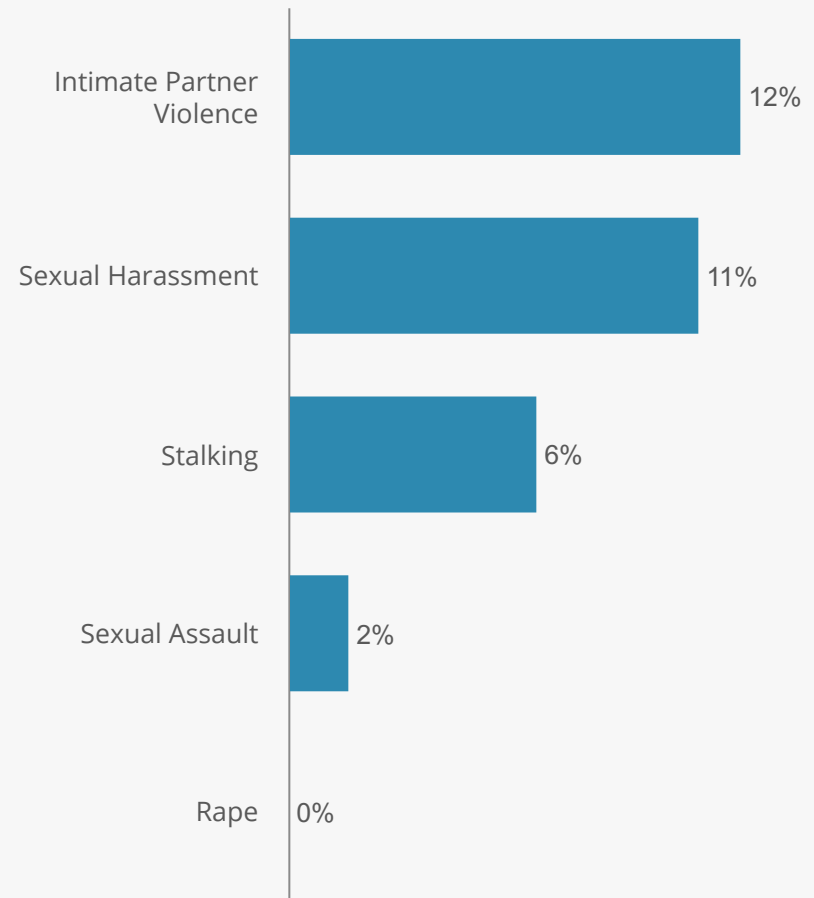y College. Overall, 10% of participants experienced sexual harassment once and 1% experienced sexual harassment more than once.

The highest percentage of students expressed that someone treated them differently or condescendingly because of their gender or sex (6%), and that someone made unwanted sexual advances, comments, gestures, or jokes toward them (5%).

Fig. 23 Prevalence of sexual harassment

Category	Percentage
Treated differently or condescendingly because of gender or sex	6%
Unwanted advances, comments, gestures, or jokes	5%
Continuously asked to hang out or hook up despite declining	4%
Treated badly for refusing to have sex	2%
Showed sexual photos/videos they didn't ask to see	2%
Shared or threatened to share sexual photos, videos, or rumors	2%
Threatened or offered something in return for sexual contact	1%

Differences in Experience of Sexual Harassment

The prevalence of sexual harassment varied among some groups.

- TGQN students and women were more likely to experience sexual harassment than men.

- LGB+ students were more likely to experience sexual harassment than straight students.

- Students with disabilities were more likely to experience sexual harassment than their counterparts.

- First-generation students were more likely to experience sexual harassment than their counterparts.

Fig. 24 Prevalence of sexual harassment by demographics

Demographic	Percent
TGQN	30%
LGB+	18%
Disability	17%
First-generation	11%
Women	11%
Overall	11%
Non-Disability	10%
Straight	8%
Men	5%
Non-First generation	1%
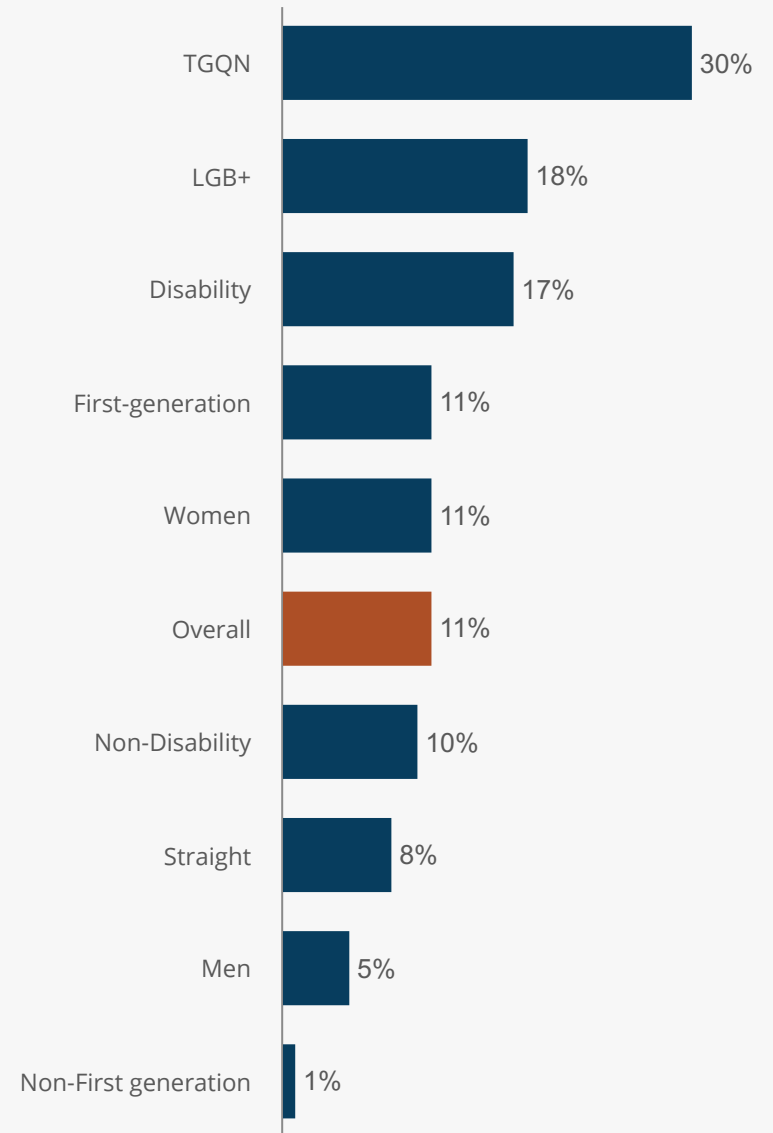
Perpetrators of Sexual Harassment

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 another student (38%) or an acquaintance, friend of a friend, or someone they just met (29%).

Fig. 25 Perpetration of sexual harassment

Another student	38%
Acquaintance	29%
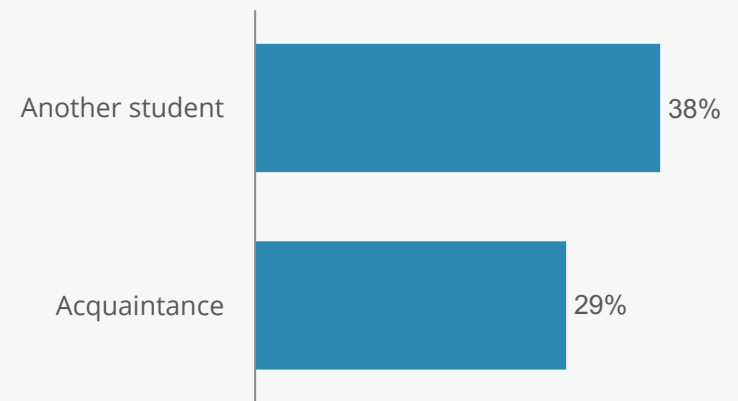
Locations Where Sexual Harassment Occurred

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 classroom or other academic building (55%).

Fig. 26 Prevalence of sexual harassment by location

Classroom or academic building — 55%

Other* — 45%
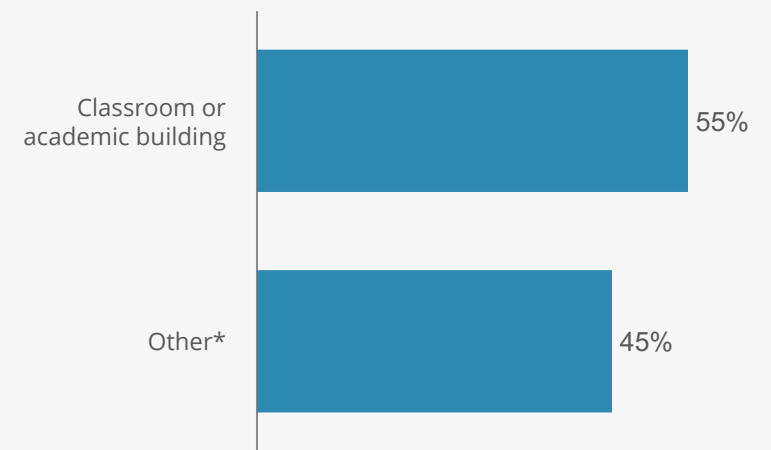
*Other includes off-campus housing, online, a restaurant, bar, or club, a space used by a student organization, and another place. The prevalence of these responses were too small to report separately.

Reporting of Sexual Harassment

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

While about half of students who experienced sexual harassment told a friend, roommate, or family member (53%), a majority did not report the incident to the College.

- **9%** contacted Student Wellness
- **9%** contacted Campus Police
- **24%** contacted another campus employee

Fig. 27 Reporting of sexual harassment
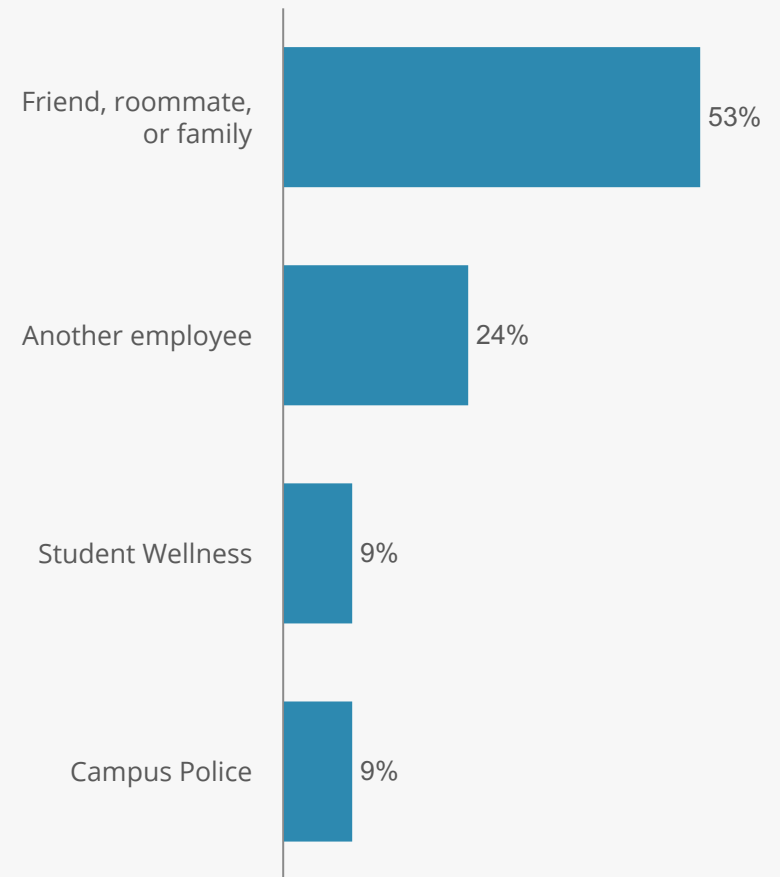
Category	Percentage
Friend, roommate, or family	53%
Another employee	24%
Student Wellness	9%
Campus Police	9%

Sexual Harassment and Discrimination

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

- **39%** believed the incident was related to their gender identity or gender expression
- **15%** believed the incident was related to their sexual orientation
- **9%** believed the incident was related to their race or ethnicity
- **6%** believed the incident was related to their disability status
- **6%** believed the incident was related to another identity marker

Fig. 28 Sexual harassment and discrimination

Category	Percentage
Gender identity or expression	39%
Sexual orientation	15%
Race/Ethnicity	9%
Disability status	6%
Other	6%
None of the above	48%
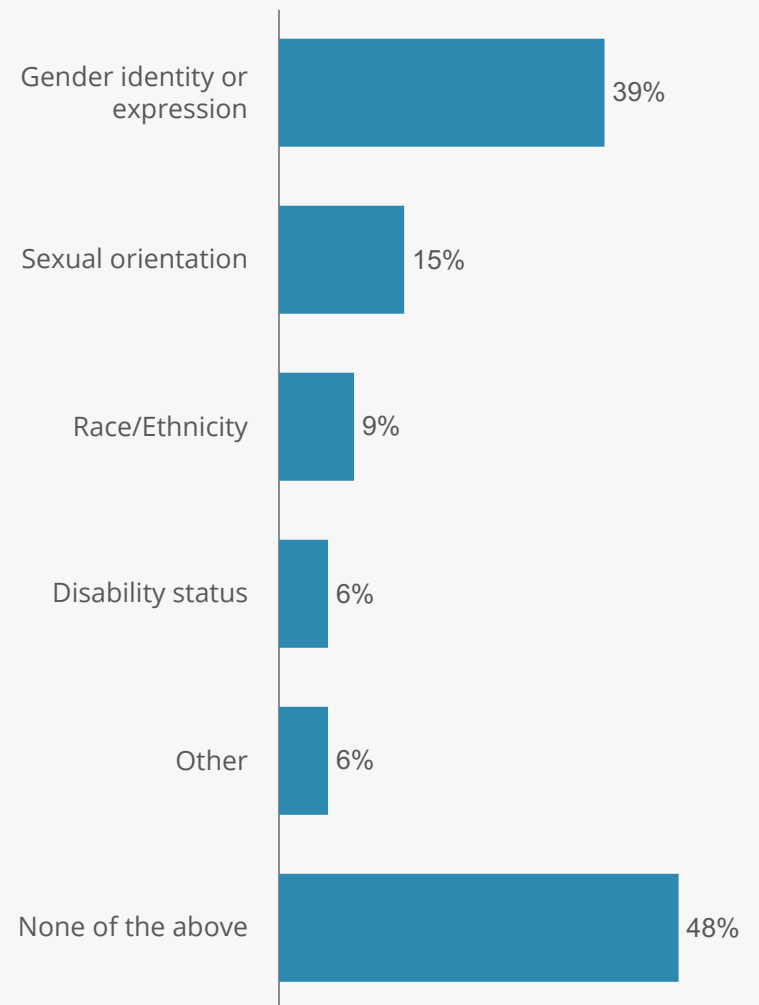
2% of Students Experienced Sexual Violence

The survey asked students about their experiences of non-consensual sexual contact since they have been a student at North Shore Community College. Overall, 2% of participants experienced at least one instance of sexual assault or rape.

The prevalence of sexual assault was too small to report additional information relevant to these experiences, including: the locations of the incidents, the relationship of the students to the perpetrators, the percentage of students who reported the incident, and significant differences in prevalence across demographic groups, if applicable.

Fig. 29 Prevalence of sexual violence

98%

2%

■ Experienced sexual violence
■ Did not experience sexual violence
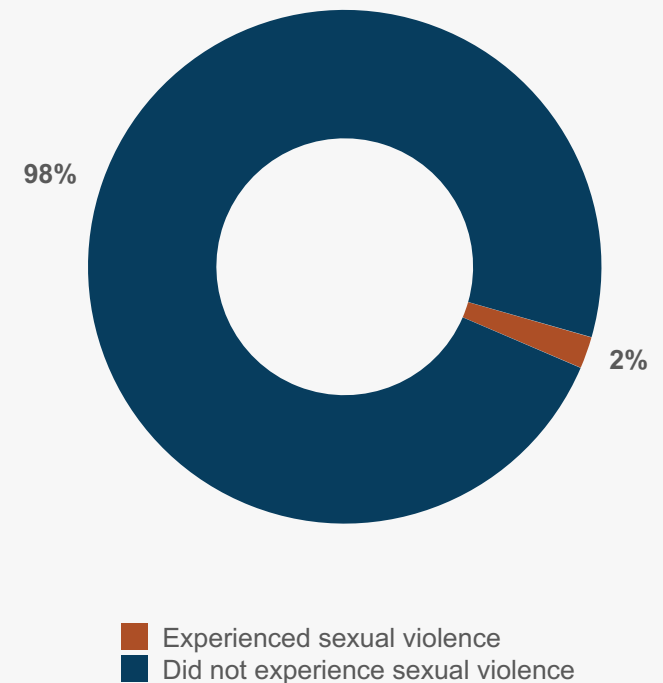
12% of Students Experienced Intimate Partner Violence

The survey asked students about their experiences of intimate partner violence (IPV) since they have been a student at North Shore Community College. Overall, 3% of participants experienced IPV once and 8% experienced IPV more than once.

The highest percentage of students expressed that an intimate partner called them names, insulted, or humiliated them (9%), and that an intimate partner controlled or attempted to control them physically, emotionally, or financially (6%).

Fig. 30 Prevalence of intimate partner violence

Category	Percentage
Called them names, insulted, or humiliated	9%
Controlled or attempted to control them	6%
Physically hurt or injured	4%
Threatened to hurt them, family, friends, pet, or self	3%

IPV
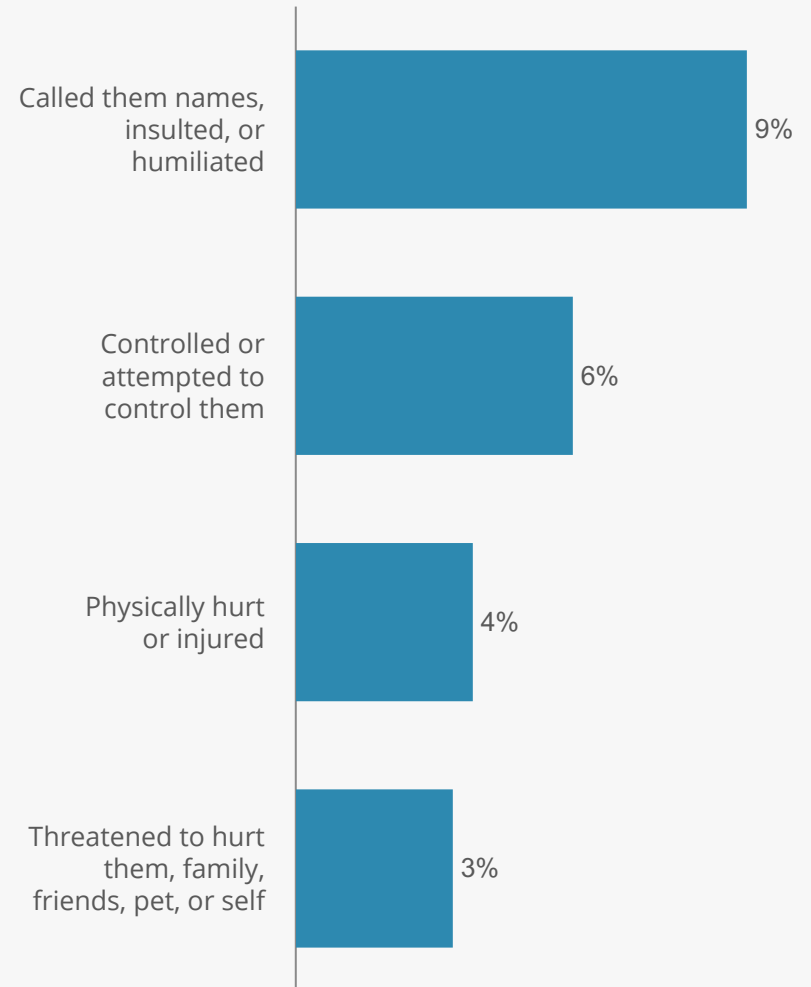
Differences in Experience of Intimate Partner Violence

The prevalence of intimate partner violence (IPV) varied by housing status. Students facing housing insecurity were more likely to experience intimate partner violence than students who had secure housing.

Fig. 31 Prevalence of intimate partner violence by demographics

Housing insecure — 30%
Overall — 12%
Housing secure — 9%
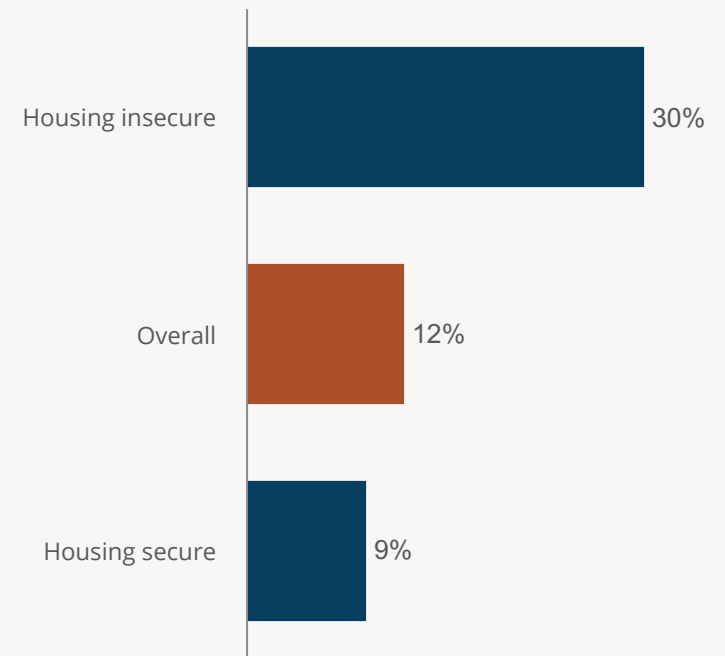
Reporting of Intimate Partner Violence

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

While around half of students who experienced intimate partner violence told a friend, roommate, or family member (48%), a majority did not report the incident to the College.

- **10%** contacted Campus Police
- **5%** contacted Student Wellness
- **19%** contacted another campus employee

Fig. 32 Reporting of intimate partner violence
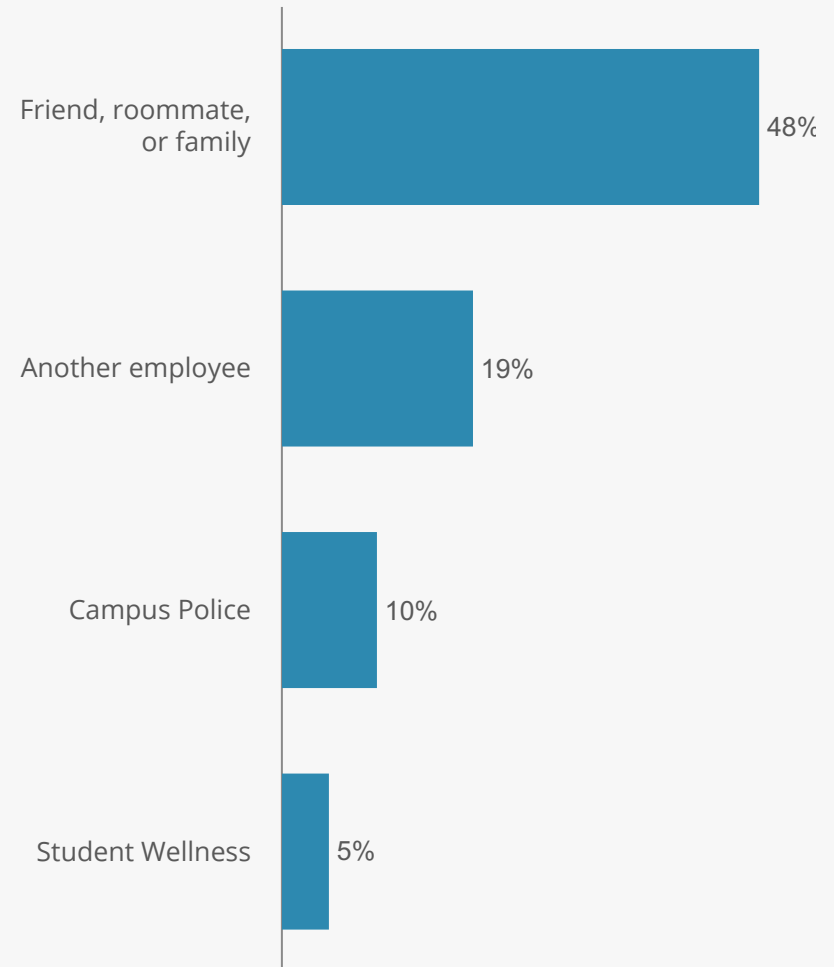
Category	Percentage
Friend, roommate, or family	48%
Another employee	19%
Campus Police	10%
Student Wellness	5%

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.

- **5%** 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
- **11%** believed the incident was related to another identity marker

Fig. 33 Intimate partner violence and discrimination

Gender identity or expression — 5%

Sexual orientation — 5%

Race/Ethnicity — 5%

Other — 11%

None of the above — 79%
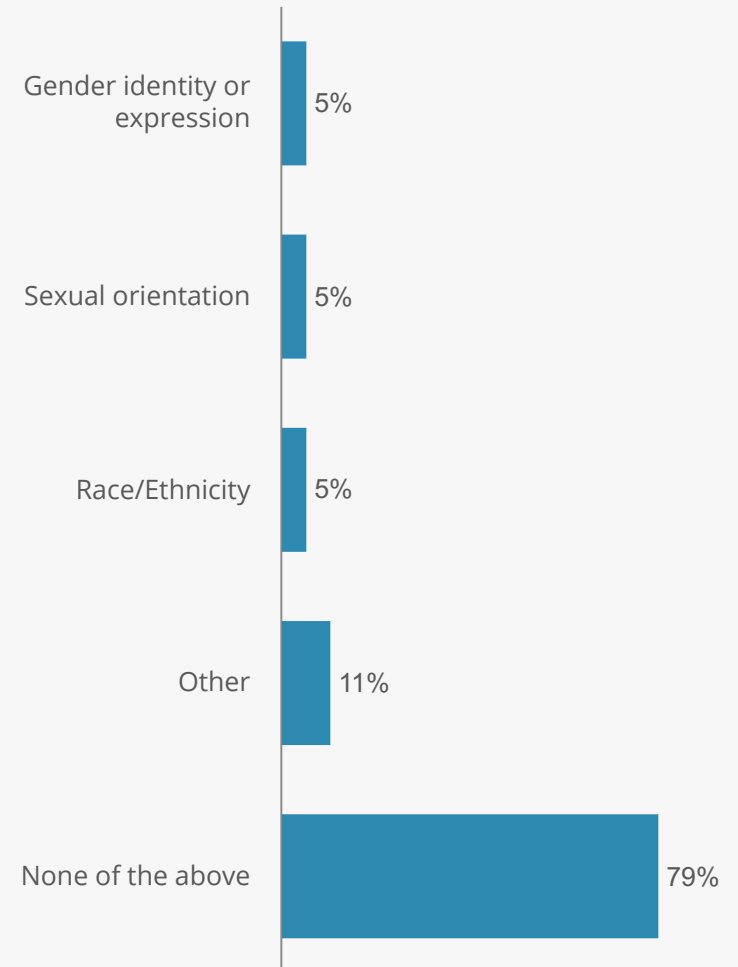
6% of Students Experienced Stalking

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 North Shore Community College. Overall, 3% of participants experienced stalking once and 4% experienced stalking more than once.

The highest percentage of students expressed that someone waited for them or showed up in places when they didn't want them there (3%), someone spread rumors or left mean or rude comments about them online (3%), and that someone repeatedly called them or sent unwanted messages (3%).

Fig. 34 Prevalence of stalking by behavior

Behavior	Percentage
Waited for them or showed up places unwanted	3%
Spread rumors or left mean/rude comments online	3%
Repeated calls or messages	3%
Watched, followed, spied on, tracked, or monitored them	2%
Left unwanted gifts, flowers, or other items	1%
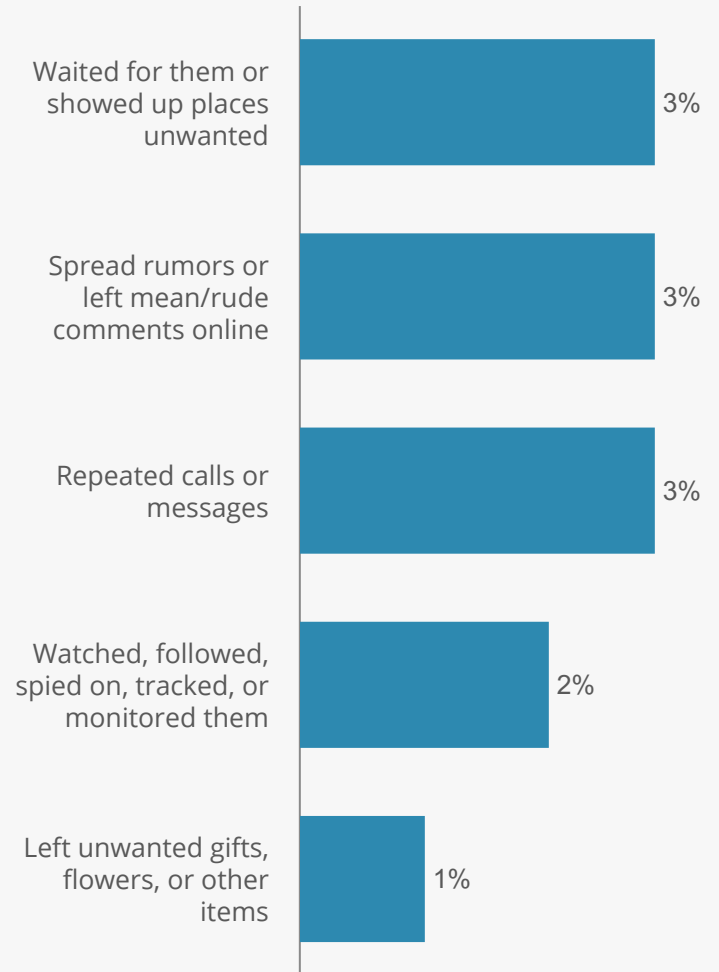
Differences in Experience of Stalking

The prevalence of stalking varied by race/ethnicity. White students were more likely to experience stalking than BIPOC students.

Fig. 35 Prevalence of stalking by demographics
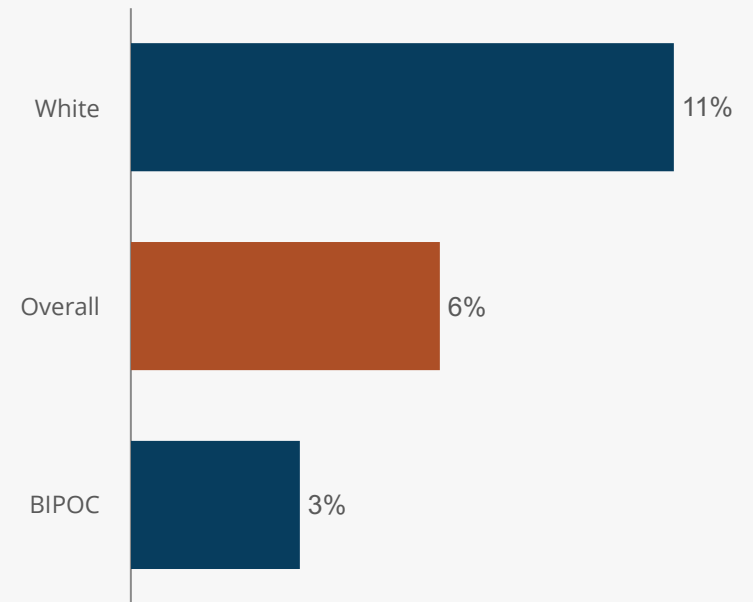
Perpetrators of Stalking

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 (58%), or another student (26%).

Fig. 36 Perpetration of stalking

Acquaintance	58%
Another student	26%
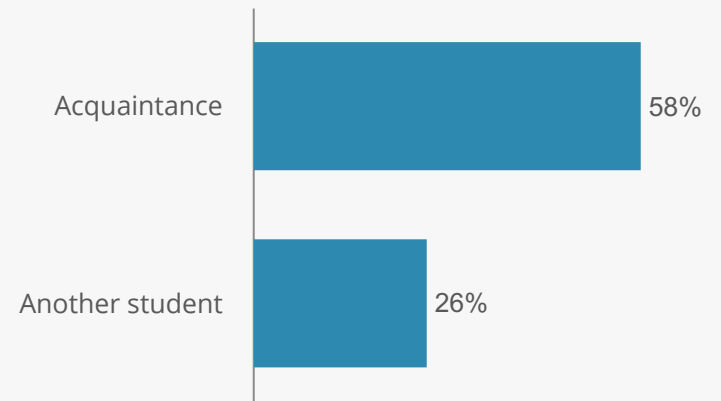
Reporting of Stalking

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

While a majority of students who experienced stalking told a friend, roommate, or family member (83%), most did not report the incident to the College.

- **17%** contacted Campus Police
- **9%** contacted Student Wellness
- **30%** contacted another campus employee

Fig. 37 Reporting of stalking
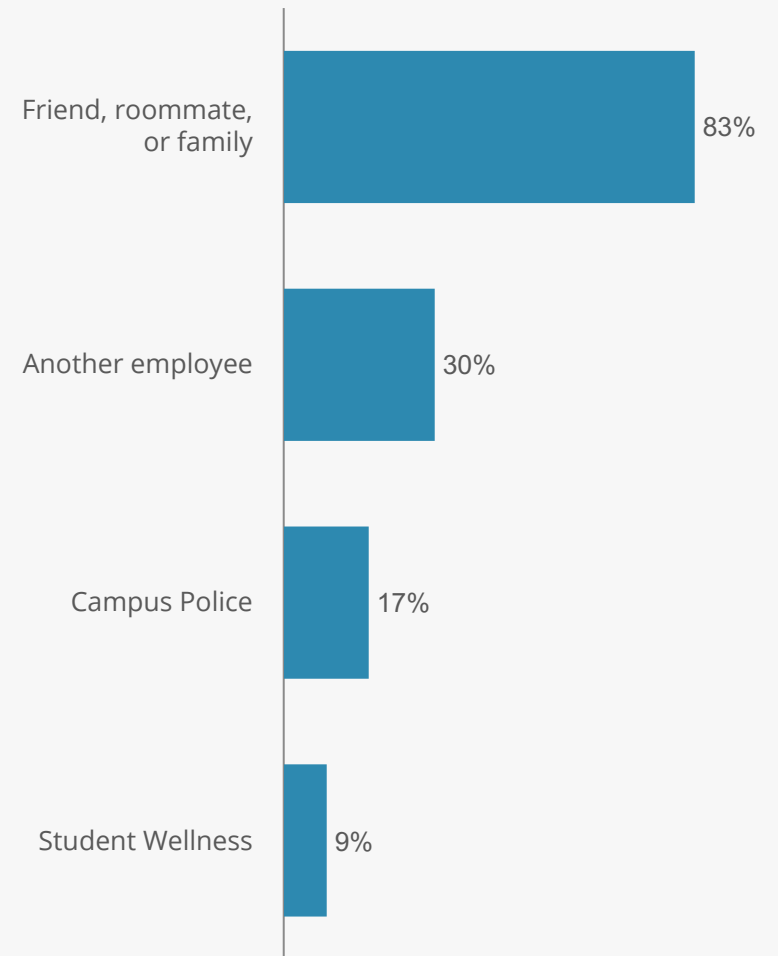
Friend, roommate, or family — 83%
Another employee — 30%
Campus Police — 17%
Student Wellness — 9%

Stalking and Discrimination

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

- **14%** believed the incident was related to their gender identity or gender expression
- **14%** believed the incident was related to their race or ethnicity
- **9%** believed the incident was related to their sexual orientation
- **23%** believed the incident was related to another identity marker

Fig. 38 Stalking and discrimination

Category	Percentage
Gender identity or expression	14%
Race/Ethnicity	14%
Sexual orientation	9%
Other	23%
None of the above	68%
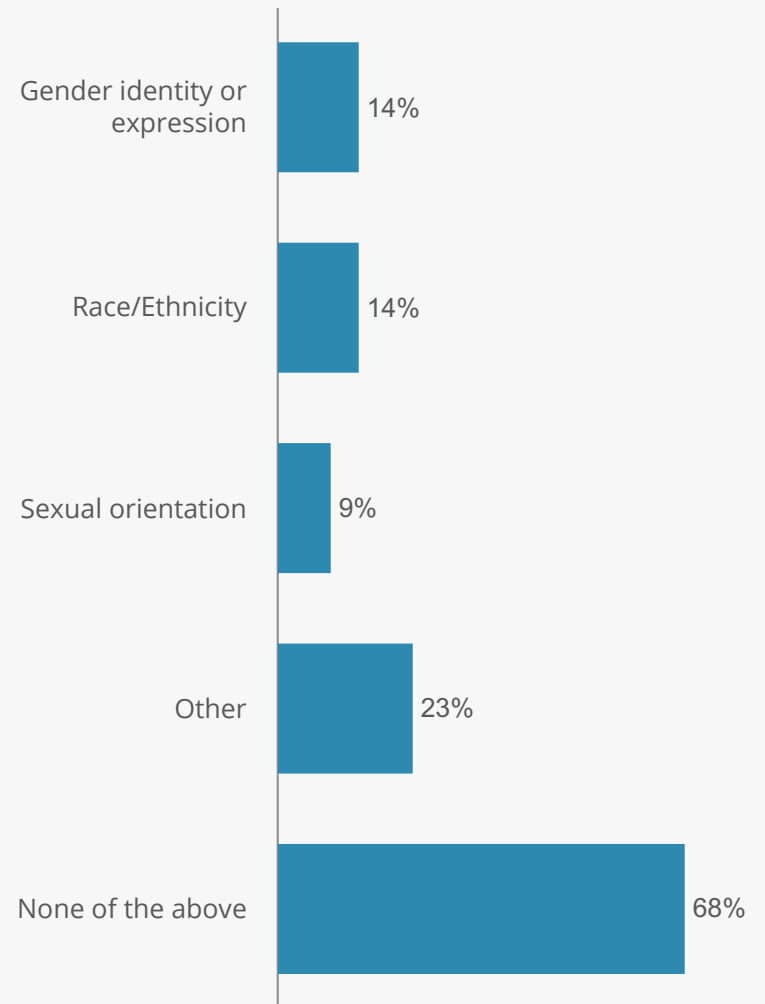
Findings

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 reasons why students did not report the incident were they did not think the incident was serious enough to report (40%), they were worried it would take time away from their studies or other activities (26%), they were worried they would not get the outcome they were hoping for (21%), and the incident occurred when school was not in session (21%).

INSIGHTS

Research shows that students commonly don't report sexual misconduct due to feelings of shame and embarrassment, not wanting friends/family to know, or wanting to handle it themselves.[2]

2 Mennicke, A., Bowling, J., Gromer, J., & Ryan, C. (2021). Factors Associated With and Barriers to Disclosure of a Sexual Assault to Formal On-Campus Resources Among College Students. Violence Against Women, 27(2), 255–273.

Fig. 39 Reasons participants did not report sexual misconduct

Reason	%
Didn't think it was serious enough	40%
Worried it would interfere with school or activities	26%
Worried about not getting desired outcome	21%
Incident occurred when school was not in session	21%
Worried about being blamed/not believed	19%
Concerned about confidentiality	14%
Didn't trust it'd be taken seriously	12%
Didn't know who/how to contact for help	9%
Didn't want perpetrator to get in trouble	7%
Worried they'd be unable to accommodate disability	5%
Worried about retaliation from perpetrator	5%
Worried about discipline for using drugs, alcohol, etc.	2%
Another reason	42%

Experiences with the Reporting Process

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

About a fifth of participants who reported sexual misconduct said that they were given information about civil and criminal remedies (21%), and that the reporting process was clearly explained (21%).

About a fifth of participants who reported sexual misconduct felt that their disclosure was not taken seriously (21%), felt that reporting the incident took time away from their studies or other activities (21%), felt that they were blamed or not believed (21%), and felt that their privacy or safety were not protected (21%).

Fig. 40 Experiences reporting sexual misconduct

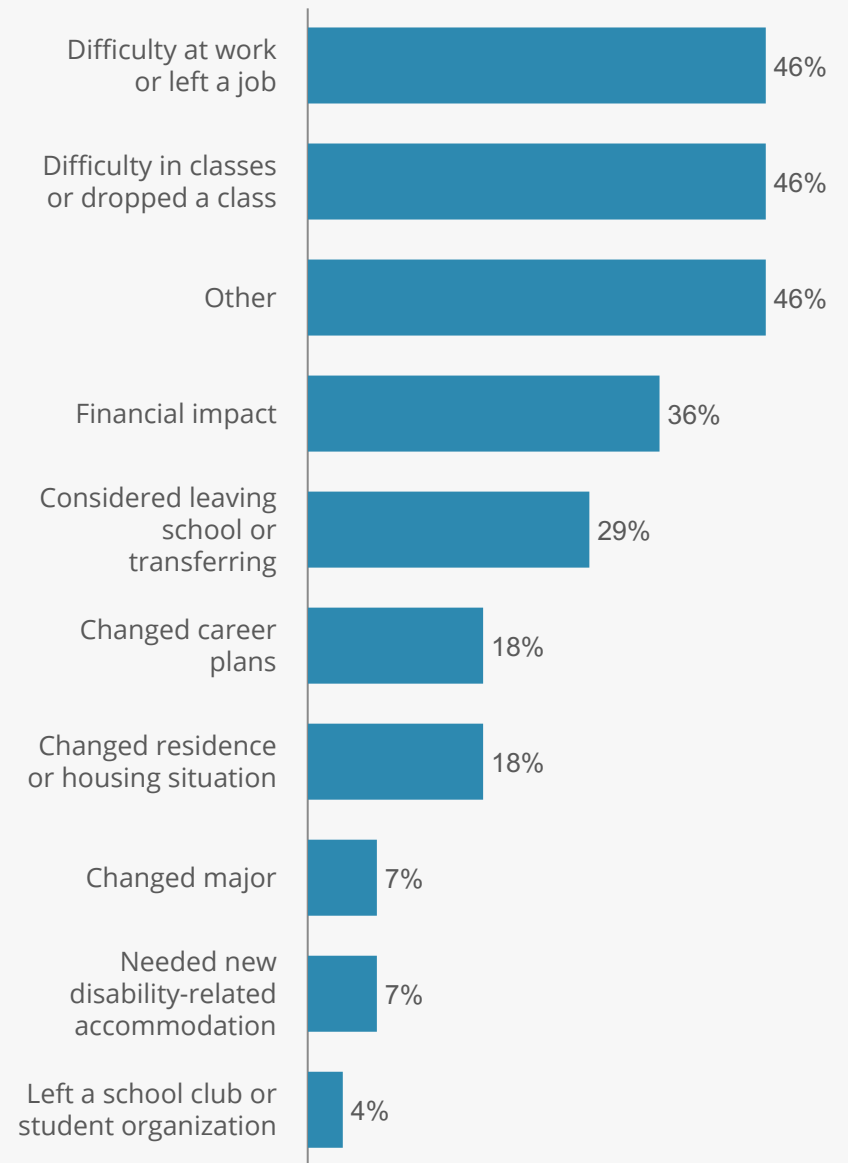| Category	Percentage
Took time away from studies/other activities	21%
Given information about civil and criminal remedies	21%
Reporting process was clearly explained	21%
Blamed or wasn't believed	21%
Privacy or safety wasn't protected	21%
Report wasn't taken seriously	21%
Given information about protection from retaliation	7%
Disability wasn't properly accommodated	7%
Unwanted action was taken	0%
None of the above	50%

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.

About half of students who experienced sexual misconduct also experienced difficulty in classes or dropped a class (46%), and 29% considered leaving school or transferring.

Forty-six percent (46%) of students who experienced sexual misconduct also experienced difficulty at work or left a job or internship. About a third experienced some sort of financial impact, such as losing a scholarship, losing a foreign-student visa, or incurring healthcare costs (36%).

Fig. 41 Impacts on academic, professional, or student life

Impact	Percentage
Difficulty at work or left a job	46%
Difficulty in classes or dropped a class	46%
Other	46%
Financial impact	36%
Considered leaving school or transferring	29%
Changed career plans	18%
Changed residence or housing situation	18%
Changed major	7%
Needed new disability-related accommodation	7%
Left a school club or student organization	4%

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.
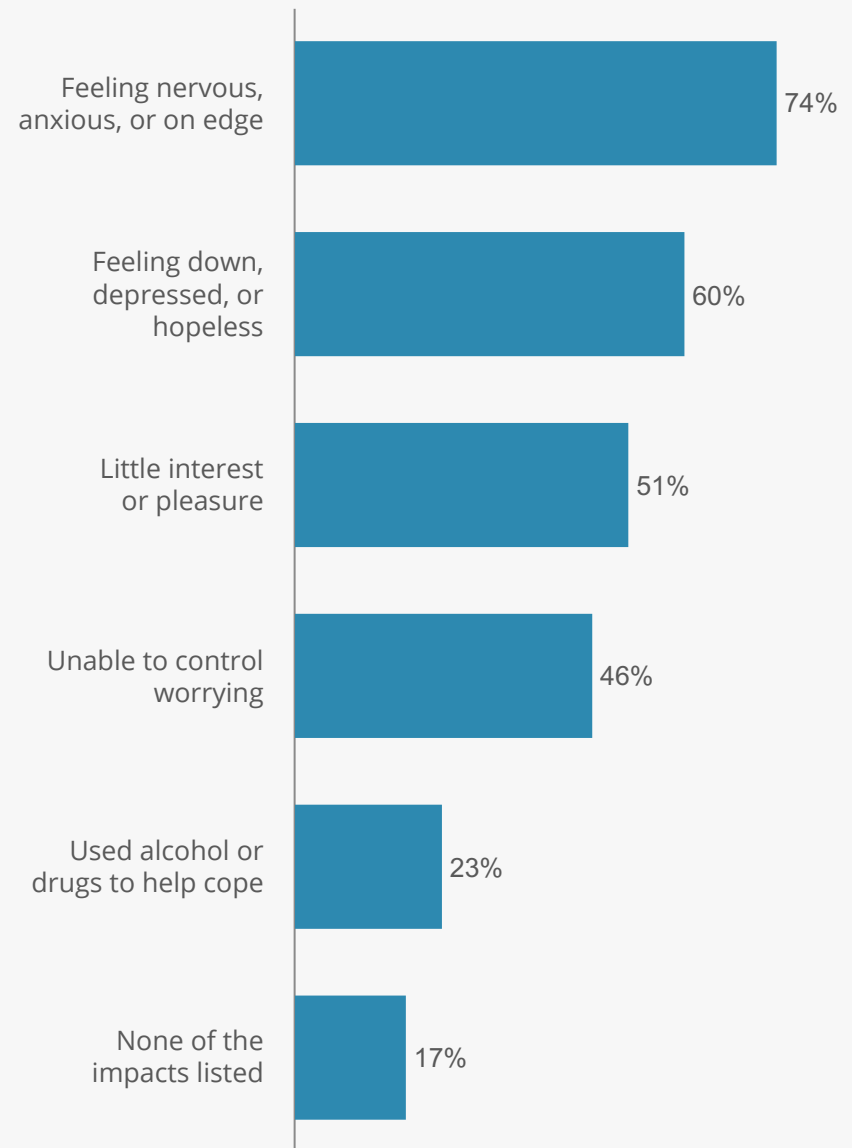
A majority of students who experienced sexual misconduct also felt nervous, anxious, or on edge (74%), and felt down, depressed, or hopeless (60%). About half who experienced sexual misconduct felt little interest or pleasure in doing things (51%).

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.[3]

3 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. 42 Impacts on mental health

| Impact	Percentage
Feeling nervous, anxious, or on edge	74%
Feeling down, depressed, or hopeless	60%
Little interest or pleasure	51%
Unable to control worrying	46%
Used alcohol or drugs to help cope	23%
None of the impacts listed	17%

Findings

Bystander Intervention

Bystander Behaviors

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

- **6%** thought someone might be in an abusive relationship. Among those, 62% intervened in some way.

- **4%** witnessed someone try to hook up with someone else who was passed out or unable to consent. Among those, 67% intervened in some way.

- **2%** witnessed someone make unwanted sexual comments, jokes, or gestures. Among those, 55% intervened in some way.

- **1%** learned of rumors that someone forced someone else to have sex. Among those, none said that they intervened.

Fig. 43 Percentage of students who intervened after witnessing sexual misconduct

| Category	Witnessed	Intervened
Thought someone might be in an abusive relationship	6%	62%
Witnessed someone try to hook up with someone else who was unable to consent	4%	67%
Witnessed someone make unwanted sexual comments, jokes, or gestures	2%	55%
Learned of rumors that someone forced someone else to have sex	1%	0%

■ Witnessed   ■ Intervened
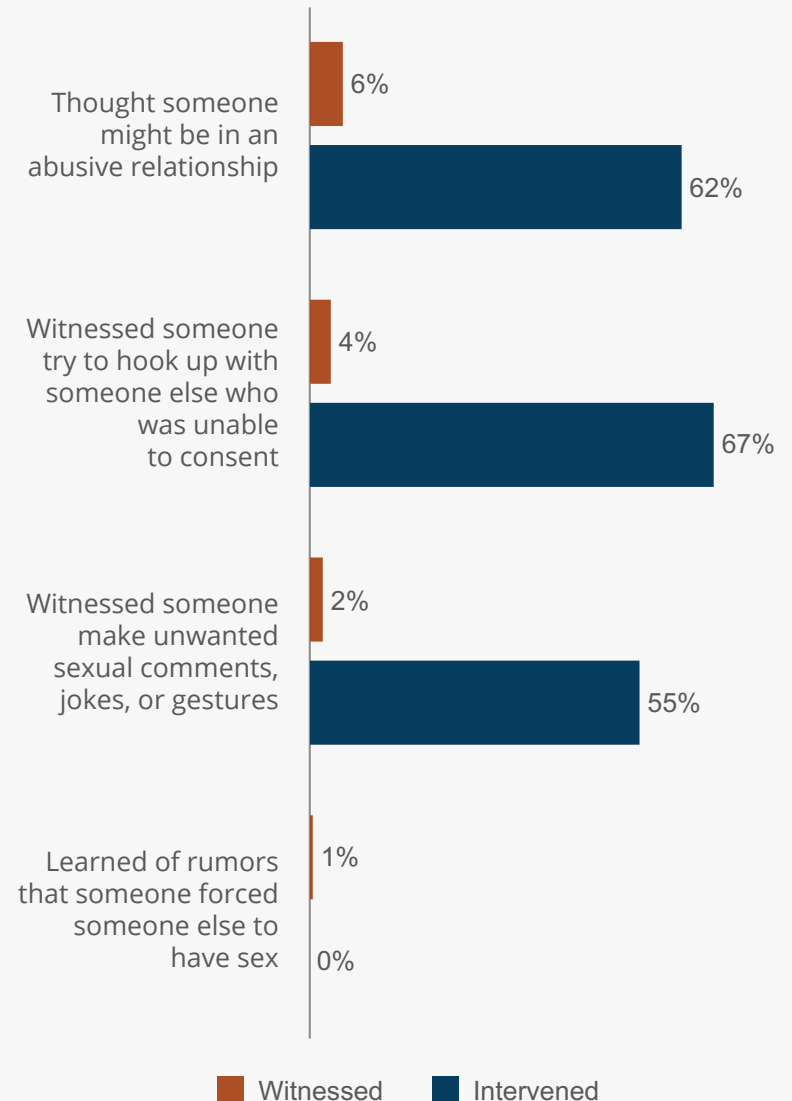
Why Students Did Not Intervene

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

- **41%** felt it was not their business to intervene
- **29%** were not sure what to do
- **6%** did not want to upset a friend
- **29%** did not intervene for another reason

Fig. 44 Reasons students did not intervene
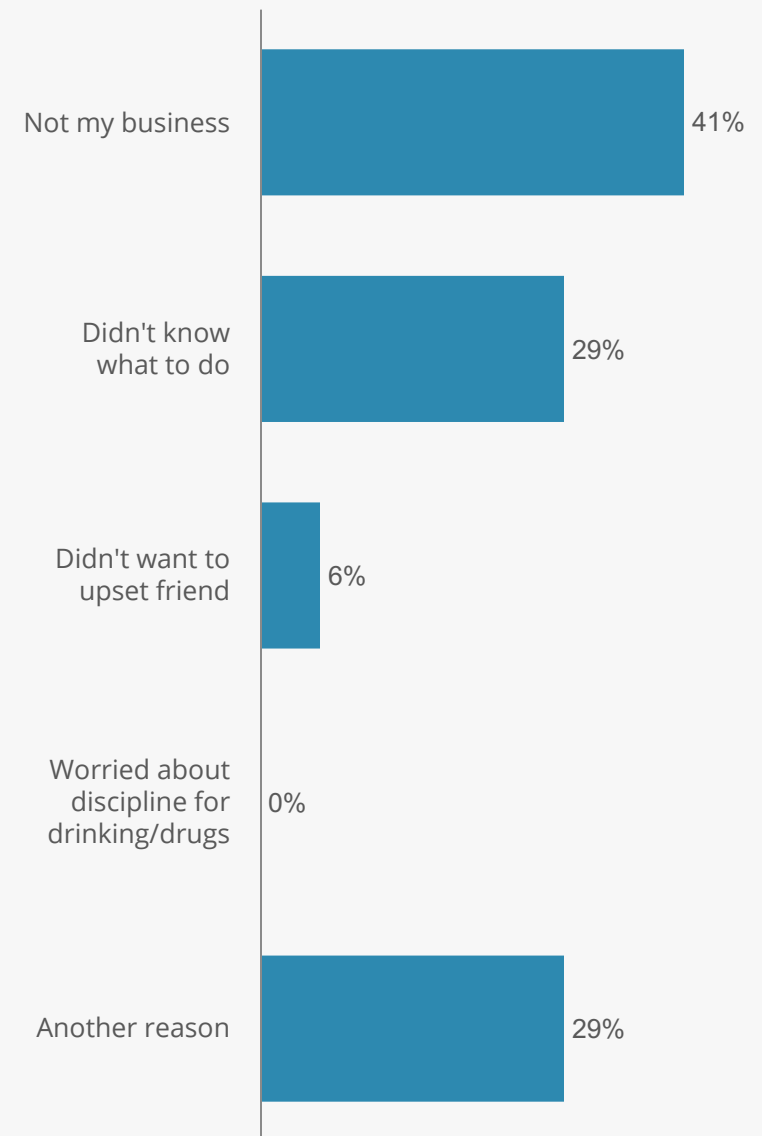
Recommendations

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.[4]

4 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

Students expressed some concerns about school connectedness.

pg. 13

Recommendations

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

2. Strengthen and expand on-campus services provided for students with disabilities and veterans. Increase awareness of how students can access these services.

3. Address systemic and cultural discrimination of students with disabilities on campus.

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

Key Findings

There is room to improve students' knowledge of policies and resources.

- 89% were not aware of the Title IX Coordinator
- 56% did not know what happens when sexual misconduct is reported
- 51% did not know where to get help

Recommendations

1. Review all policies to ensure they are explained in plain language that avoids legal jargon.

2. Increase awareness of policies through targeted educational efforts. Students are more likely to remember policies if they are exposed to them in various formats at various times throughout their academic career.

3. Place policy information in accessible, commonly viewed areas, such as dining halls, bathrooms, class syllabi, and on your website. Clearly and succinctly explain the Title IX reporting process to help students make an informed decision about whether to report an incident to the school.

Key Findings

LGBTQIA+ students were more likely to report experiences of sexual misconduct or that their experience was related to their LGBTQIA+ identity.

pg. 24, 28, 33, 38

Recommendations

1. Strengthen and expand services provided on campus for TGQN students. Provide education on prevention and sex education that is comprehensive and inclusive. Address systematic and cultural discrimination of gender minority students on campus..

2. Provide programming that addresses rape myths, gender norms, toxic masculinity, and unhealthy relationship dynamics. Evaluate campus policies that may establish gender segregated spaces and perpetuate violence.

Key Findings

Overall, reporting to campus officials was low.

Common reasons students did not report:

- Did not think it was serious enough
- Worried it would interfere with school or other activities
- Worried they would not get the outcome they wanted

Among students who did report, 79% said the reporting process was not clearly explained.

pg. 40-41

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.

pg. 43-44

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.

- 84% of students have not received information on bystander intervention

- 41% of students who witnessed an incident did not intervene because they believed it was not their business to intervene and 28% did not know what to do

pg. 17 & 47

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