Springfield Technical Community College
Student Opinions Survey
2024 Report

STCC
Springfield Technical Community College

GRAND RIVER
SOLUTIONS

Contents

Study Design

The Springfield Technical Community College Student Opions Survey surveyed students and was administered online by Grand River Solutions, an independent company, with a survey tool developed by the Grand River Solutions team.

Springfield Technical 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, Springfield Technical Community College provided the race/ethnicity, binary gender, age, class year, 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 Springfield Technical 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 Springfield Technical 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 Springfield Technical 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. Springfield Technical Community College was able to add custom questions to the survey as agreed upon by Springfield Technical Community College and Grand River Solutions. The College IRB determined that the survey was exempt from committee review.

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

Study Measures

Demographics

In addition to the demographic data provided by Springfield Technical Community College, the survey included questions pertaining to the student's self-identification as an intercollegiate athlete, first generation college student, military veteran, housing status, and 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 resources, policies, and offices relevant to sexual misconduct. Participants were also asked about their perceptions of the campus culture, Springfield Technical 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 STCC, 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 they felt the incident was related to an aspect of their identity, whether or not they reported the incident, reasons why they did not report, and their experiences during the reporting process when applicable.

School connectedness

Students were asked to reflect on their experiences at Springfield Technical 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 Springfield Technical Community College.

Reports provided to Springfield Technical 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.
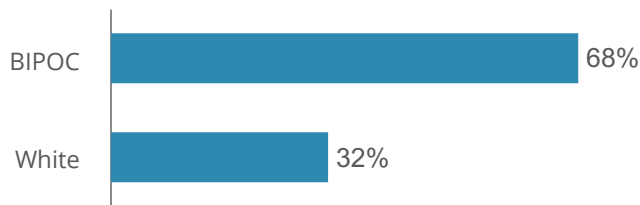
TGQN

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 4,036 students were invited to participate, and 225 (6%) completed the survey. The results of this report reflect only those who participated and may not reflect the experiences of all Springfield Technical 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 68%
White 32%

Fig. 2 Gender identity

Woman 66%
Man 31%
TGQN 4%

Fig. 3 Age

18-20 21%
21-24 14%
25-29 12%
30+ 53%
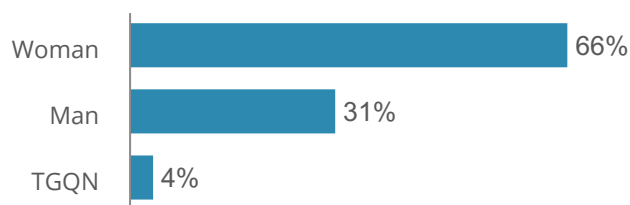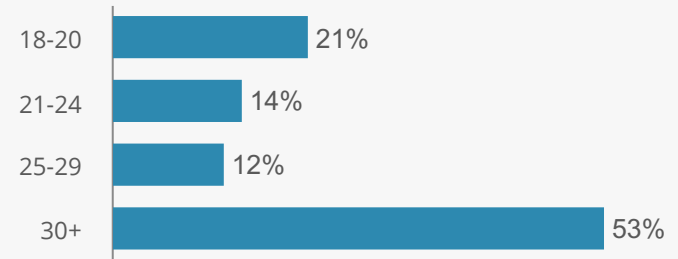
Fig. 4 Sexual orientation

Straight 72%
LGB+ 28%
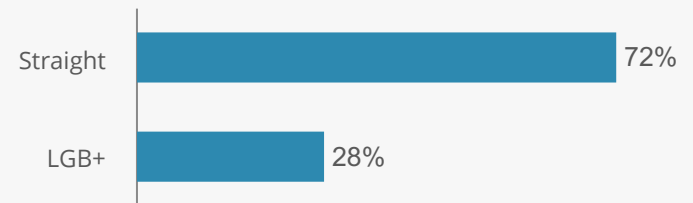
Fig. 5 Disability status

No 81%
Yes 19%
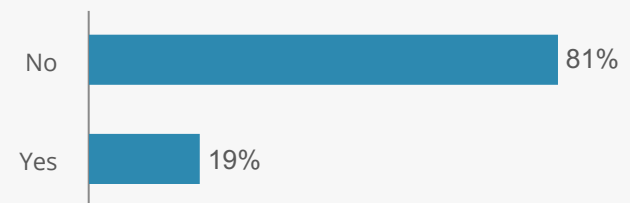
Participant Demographics

Fig. 6 Enrollment status

Part-Time	61%
Full-Time	39%

Fig. 7 Residency

In-State	95%
International	4%
Out-of-State	1%
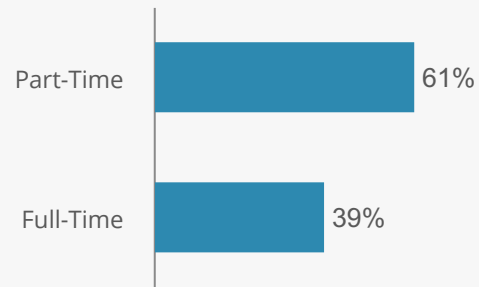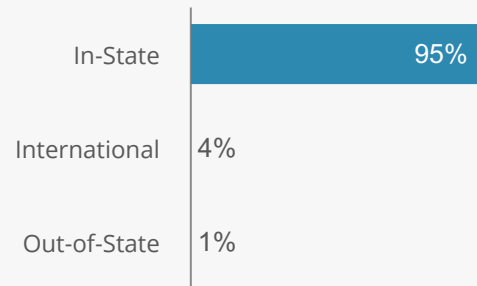
Fig. 8 Housing insecure

No	87%
Yes	13%
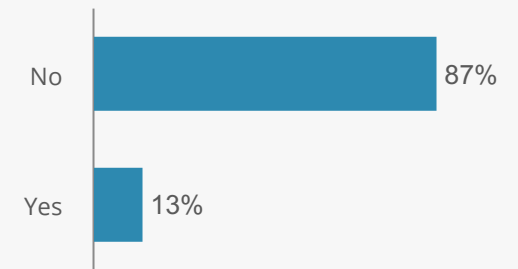
Fig. 9 First generation student

Yes	63%
No	37%

Fig. 10 Pell grant status

Yes	56%
No	44%

Fig. 11 Athlete

No	98%
Yes	2%

Participant Demographics

Fig. 12 Parent

No — 53%
Yes — 47%

Fig. 13 Military veteran

No — 95%
Yes — 5%

Fig. 14 Active duty

No — 99%
Yes — 1%
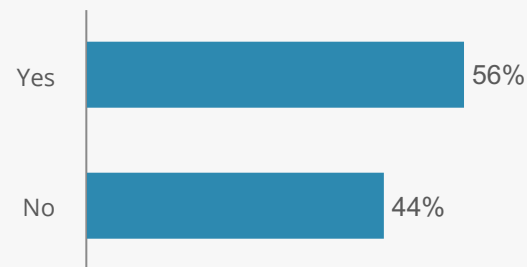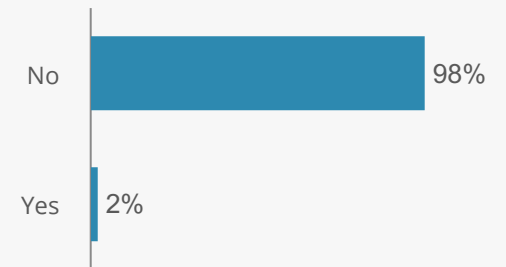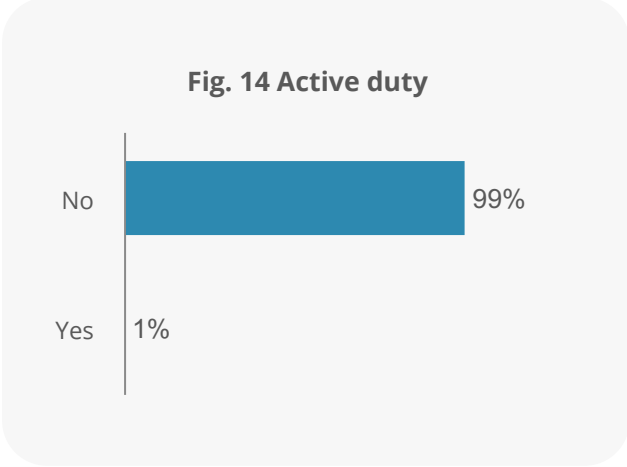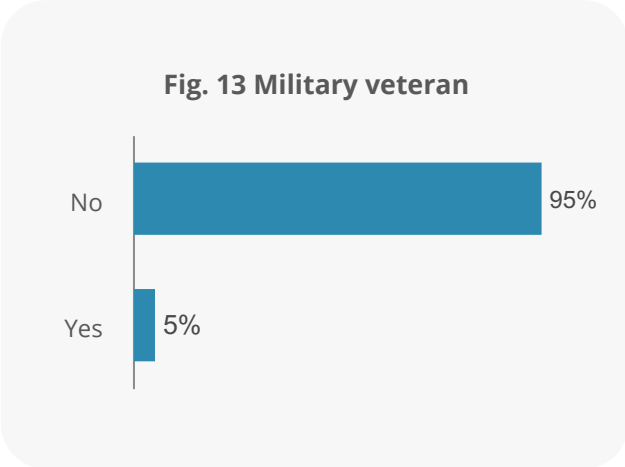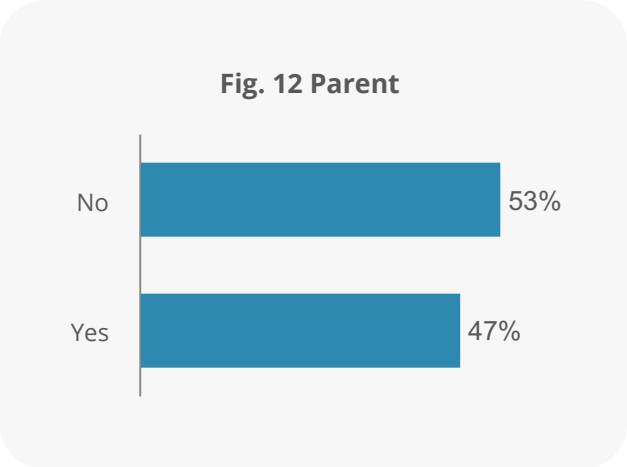
Executive Summary

School connectedness

Overall, most students indicated that they feel a sense of belonging as well as safe and protected at Springfield Technical Community College. Most students also agreed that the College treats students equitably. Perceptions of equity and well-being varied by disability status and parenting status.

Knowledge of policies, resources, and offices

A majority of participants were aware that confidential resources are available on campus. About two-thirds knew where to get help if someone they know experiences sexual misconduct and what happens when a student reports misconduct. A majority of survey participants were unsure or unaware of the Title IX coordinator.

Sexual misconduct

Eleven percent (11%) of participants said that they had experienced sexual harassment, intimate partner violence, stalking, sexual assault, and/or rape since they have been a student at STCC, and 4% experienced two or more instances of sexual misconduct. Among those, 42% experienced difficulty in classes or dropped a class, and one in four considered leaving school or transferring.

Reporting

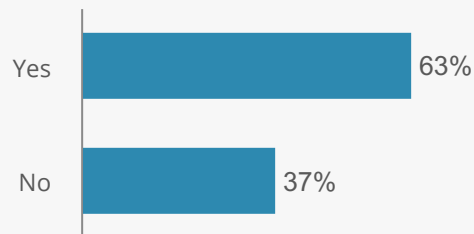The majority of participants who experienced sexual misconduct did not report the incident to campus officials. The most common reasons why students chose not to report were that they did not think the incident was serious enough to report and they did not know who to contact for help.

Bystander intervention

Most students who witnessed an incident of sexual misconduct intervened in some way. Those who chose not to intervene did not do so most commonly because they did not know what to do, or felt it was not their business to get involved.

Campus climate and confidence in reporting

On average, students felt that it is uncommon for people at the school to make sexist comments or jokes, and agreed that the College is doing a good job of trying to prevent sexual misconduct from occurring as well as holding perpetrators accountable. In general, confidence in the College's reporting process was high among students who have not experienced sexual misconduct.

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 Springfield Technical 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

3.2/4
Equity

3.4/4
Well-being

1 = negative response
4 = positive response

Differences in Perceptions of Equity and Well-being

Perceptions of equity and well-being varied by disability status and parenting status.

Equity

- Parents reported a lower sense of equity than students who did not identify as parents
- Students without disabilities reported a lower sense of equity than students with disabilities

Well-being

- Students without disabilities reported a lower sense of well-being than students with disabilities

Fig. 15 Differences in perceptions of equity

Disability	3.4
Non-Parent	3.3
Overall	3.2
Non-Disability	3.2
Parent	3.1
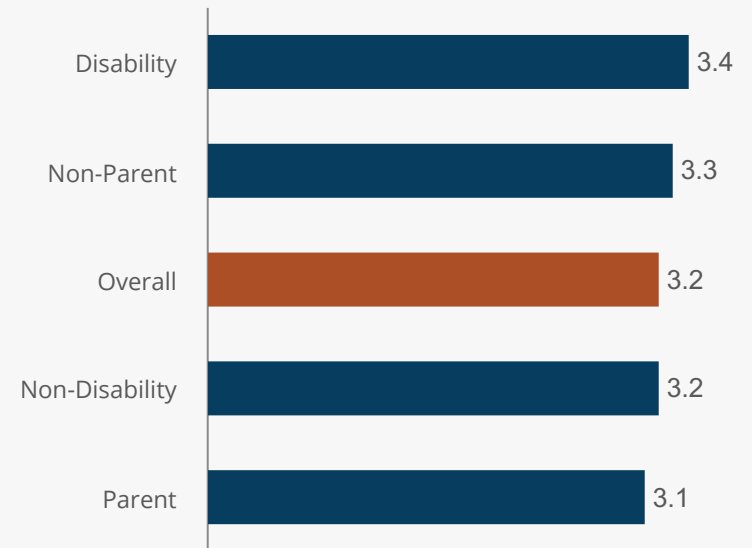
Fig. 16 Differences in perceptions of well-being

Disability	3.6
Overall	3.4
Non-Disability	3.3

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 two-thirds of students confirmed that they have learned about sexual misconduct through classes, trainings, or other programs at Springfield Technical Community College (64%). Around half of students indicated that they know Title IX protections against sexual misconduct (53%).

Most students knew where at the College they could get help if someone they know experiences sexual misconduct (66%) and understood what happens when a student reports sexual misconduct (64%).

A majority of students were aware that there are confidential resources available on campus (80%).

Fig. 17 Knowledge of campus resources and policies

Category	Percentage
Know there are confidential resources on campus	80%
Know where to get help	66%
Understand what happens when a student reports sexual misconduct	64%
Learned about sexual misconduct through classes, trainings, or other programs	64%
Know Title IX protections	53%
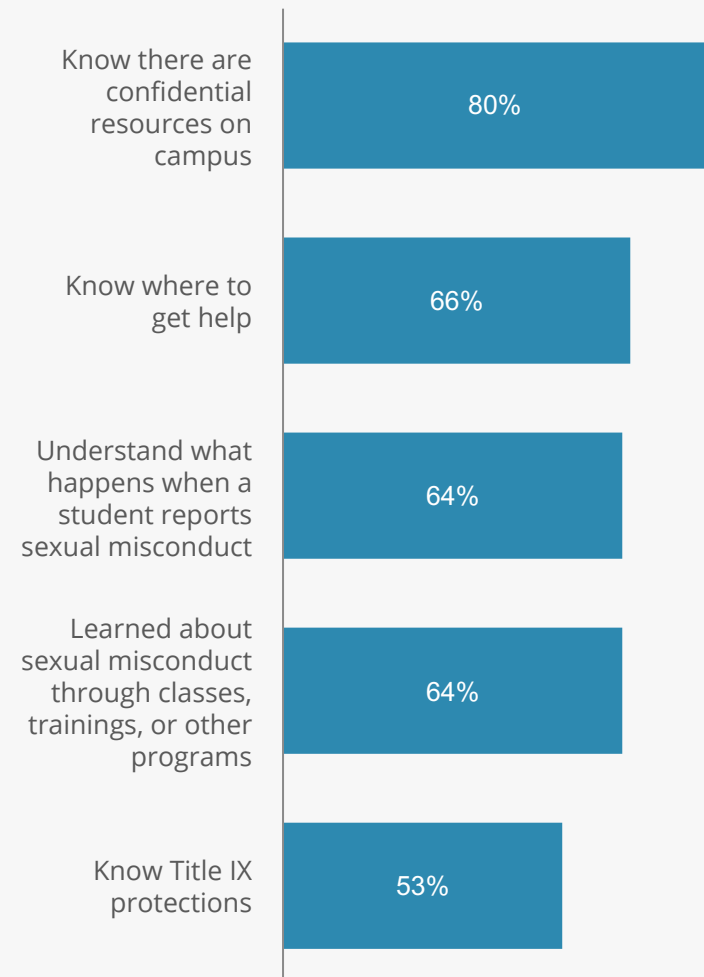
Knowledge of Campus Offices and Departments

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

A slight majority of students confirmed that they knew about the Director of Compliance and/or Title IX Coordinator (58%) and TRIO Student Support Services (53%). About half knew about the College Center for Access Services (49%) and less than half knew about Lead (40%).

Thirty-six percent (36%) of students knew about the Male Initiative for Leadership and Education. Less than a fourth of students knew about the River Valley Counseling Center (22%), the Campus Advocate from YWCA (16%), Uwill Student Mental Health and Wellness (14%), and the Division of Student Affairs (11%).

When asked if the College has a Title IX Coordinator, 68% answered that they were unsure, while 28% of participants answered 'yes,' and 4% of participants answered 'no.'

Fig. 18 Knowledge of campus offices/departments

Office/Department	%
Director of Compliance/Title IX Coordinator	58%
TRIO Student Support Services	53%
College Center for Access Services	49%
Lead: Female Leadership & Mentoring Program	40%
Male Initiative for Leadership & Education	36%
River Valley Counseling Center	22%
STCC Campus Advocate from YWCA	16%
UWill Student Mental Health & Wellness Online Therapy	14%
Division of Student Affairs	11%

Fig. 19 Does STCC have a Title IX coordinator?

Response	%
Unsure	68%
Yes	28%
No	4%
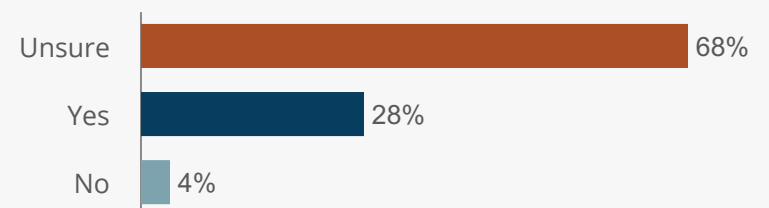
Knowledge of Sexual Misconduct Prevention

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

Prevention

About two-thirds of students confirmed that they have received information on how to intervene as a bystander (64%) and on how to help prevent sexual misconduct (64%).

Definitions and Policies

Eighty-two percent (82%) of students confirmed that they were informed of the school's policy on sexual misconduct and 71% received information on the definition of sexual misconduct. Most were also informed of the definition of consent and how to obtain it from a sexual partner (66%).

Reporting and Resources

Most students received information on how to report sexual misconduct (66%) and where to get help if someone they know experiences sexual misconduct (65%).

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

Category	Percent
School's sexual misconduct policy	82%
Definition of sexual misconduct	71%
Definition of consent	66%
How to report	66%
Where to get help	65%
How to help prevent sexual misconduct	64%
Bystander intervention	64%
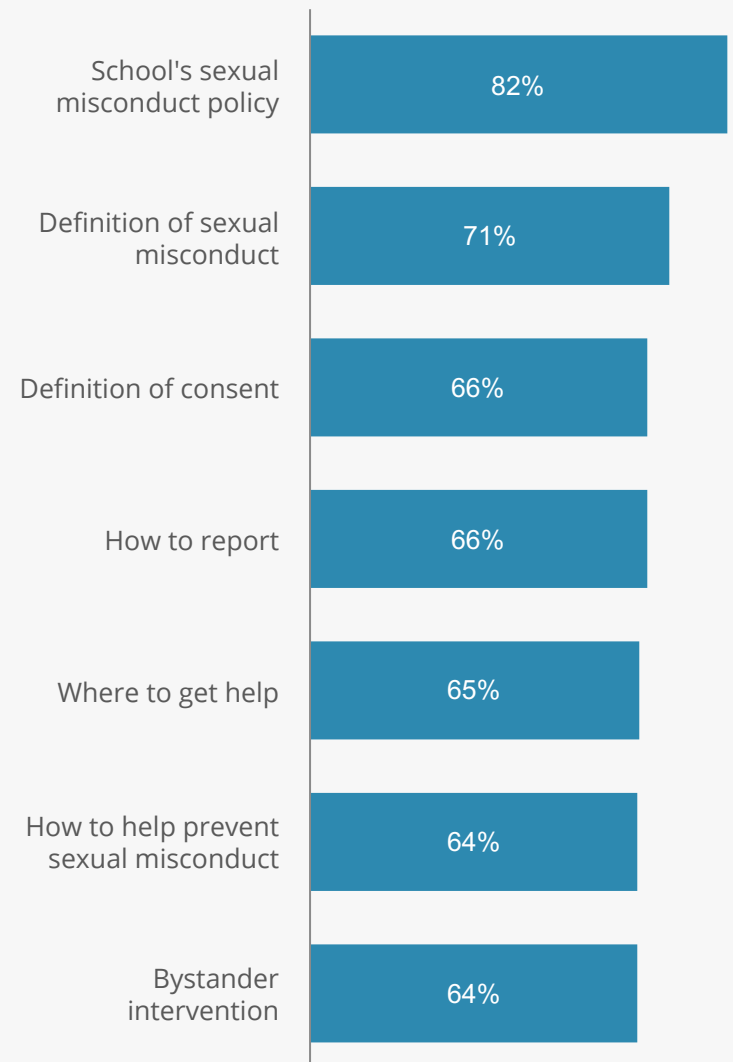
Findings

Campus Climate

Campus Culture

Students were asked about the culture of sexual harassment at Springfield Technical 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 the 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 since they have been a student at STCC were asked about their confidence in the school's reporting process and campus resources. Thirty-one percent (31%) of students said that they would seek counseling or health services, 14% would go to the campus police, and 25% would go to another employee if an incident of sexual misconduct occurred.

A majority of students believed that their case would be taken seriously if they reported an incident of sexual misconduct (95%) and that the school would respect their decision about what to do (94%).

Most students believed that the College would take steps to protect their privacy and safety (92 and 97%). Most also felt that the school would address the factors that may have led to the incident (88%). Five percent (5%) of students believed that the College would blame them or not believe them about the incident.

Ninety percent (90%) of students believed the College would provide accommodations to support them. Among students who self-identified as having a disability, 89% believed that the College would properly accommodate their disability if they made a report.

Fig. 21 If an incident of sexual misconduct occurred, I believe STCC would...

Category	Percentage
Protect my safety	97%
Take it seriously	95%
Respect my decision	94%
Protect my privacy	92%
Provide accomodations	90%
Accommodate my disability	89%
Address factors that led to the incident	88%
Blame me	5%
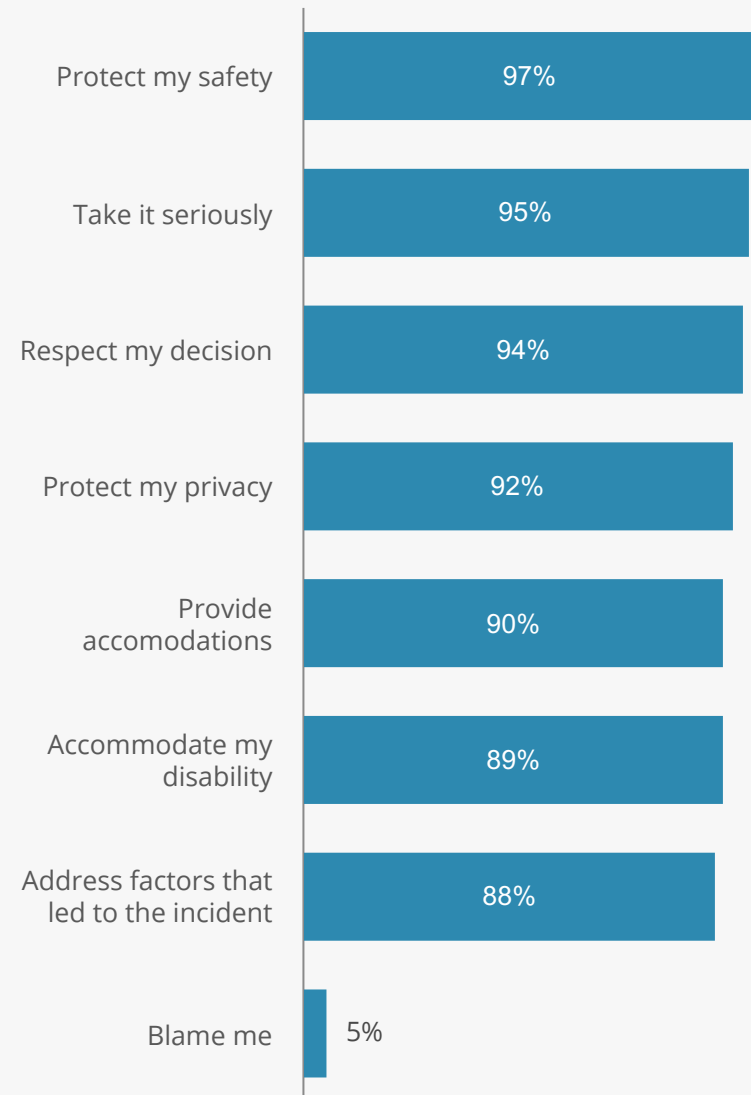
Findings

Personal Experience

11% 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 STCC. Overall, 11% of participants experienced at least one form of sexual misconduct.

- **10%** experienced intimate partner violence
- **6%** experienced sexual harassment
- **5%** experienced stalking
- None of the participants indicated that they experienced sexual assault or 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. 22 Prevalence of sexual misconduct

Intimate Partner Violence	10%
Sexual Harassment	6%
Stalking	5%
Sexual Assault	0%
Rape	0%
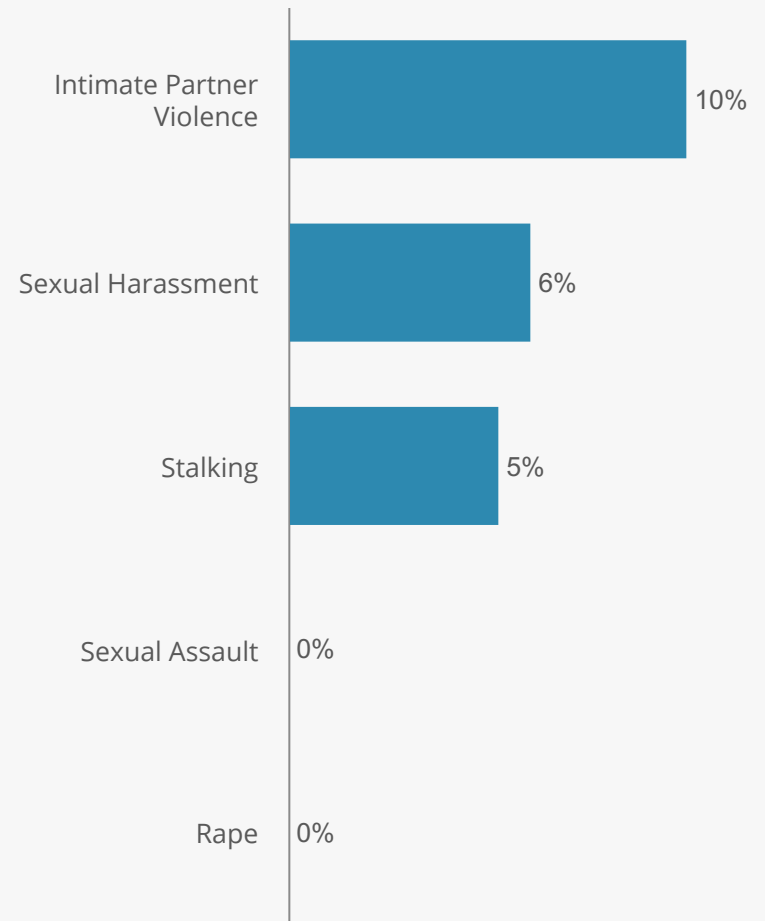
4% experienced **two or more** instances of sexual misconduct.

6% of Students Experienced Sexual Harassment

Prevalence

The survey asked students about their experiences of sexual harassment since they have been a student at STCC. Overall, 5% of participants experienced sexual harassment once and 1% experienced sexual harassment more than once.

- **4%** indicated someone continuously asked them to hang out or hook up despite saying no

- **4%** of survey participants indicated someone made unwanted sexual advances, comments, gestures, or jokes toward them

- **2%** indicated someone treated them differently or condescendingly because of their gender or sex

Perpetrators

Students who experienced sexual harassment were asked what their relationship was with the person(s) who engaged in that behavior. The most common responses were another student, an employee other than a professor, TA, coach, or trainer, and an acquaintance, friend of a friend, or someone they just met, however, the response rates were too small to report the exact prevalence of these responses.

Fig. 23 Prevalence of sexual harassment

Category	Percentage
Continuously asked to hang out or hook up despite declining	4%
Unwanted advances, comments, gestures, or jokes	4%
Treated differently or condescendingly because of gender or sex	2%
Showed sexual photos/videos they didn't ask to see	0%
Shared or threatened to share sexual photos, videos, or rumors	0%
Threatened or offered something in return for sexual contact	0%
Treated badly for refusing to have sex	0%

Reporting of Sexual Harassment

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

While about a third of students told a friend, roommate, or family member (36%), a majority did not report the incident to the College.

- None said that they contacted campus police

- **9%** contacted another campus employee (e.g. Title IX Coordinator, professor, or staff member)

Fig. 24 Reporting of sexual harassment

Friend, roommate, or family — 36%

Another employee (e.g. Title IX Coordinator, professor, staff member) — 9%

Campus police — 0%
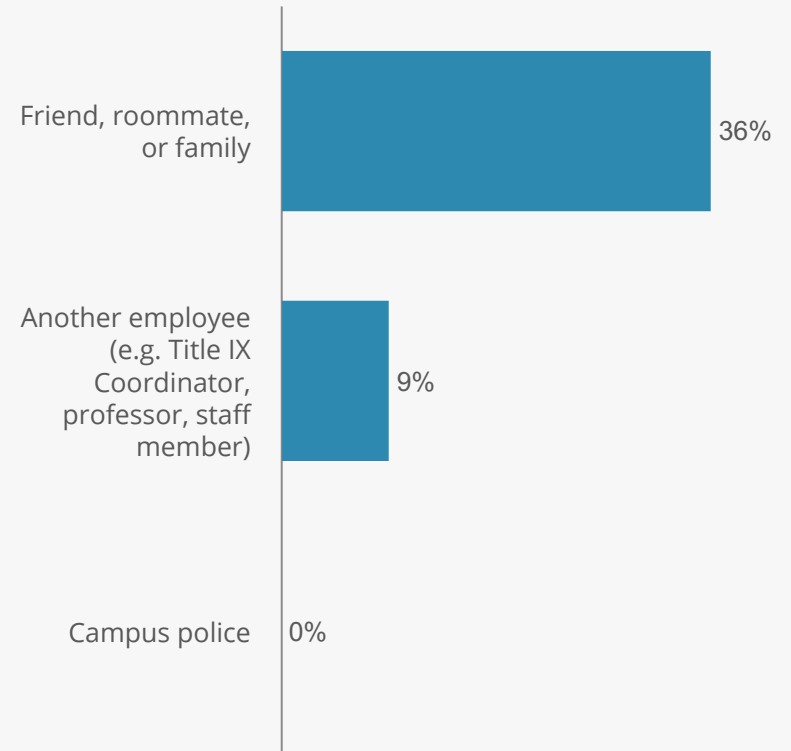
Sexual Harassment and Discrimination

Students who experienced sexual harassment since they have been a student at STCC 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
- **18%** believed the incident was related to their race or ethnicity
- **9%** believed the incident was related to their sexual orientation
- **9%** believed the incident was related to another identity marker

Fig. 25 Sexual harassment and discrimination

Category	Percentage
Gender identity or expression	36%
Race/ethnicity	18%
Sexual orientation	9%
Other	9%
Disability status	0%
None of the above	45%

10% 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 STCC. Overall, 2% of participants indicated experiencing IPV once and 8% experienced IPV more than once.

The highest percentage of students reported that an intimate partner called them names, insulted, or humiliated them (7%).

- **6%** indicated a current or former partner controlled or attempted to control them physically, emotionally, or financially

- **3%** indicated a current or former partner threatened to hurt them, their family, friends, pets or threatened to hurt themself

- **2%** indicated a current or former partner physically hurt or injured them

Fig. 26 Prevalence of intimate partner violence

Category	Percentage
Called them names, insulted, or humiliated	7%
Controlled or attempted to control them	6%
Threatened to hurt them, family, friends, pet, or self	3%
Physically hurt or injured	2%
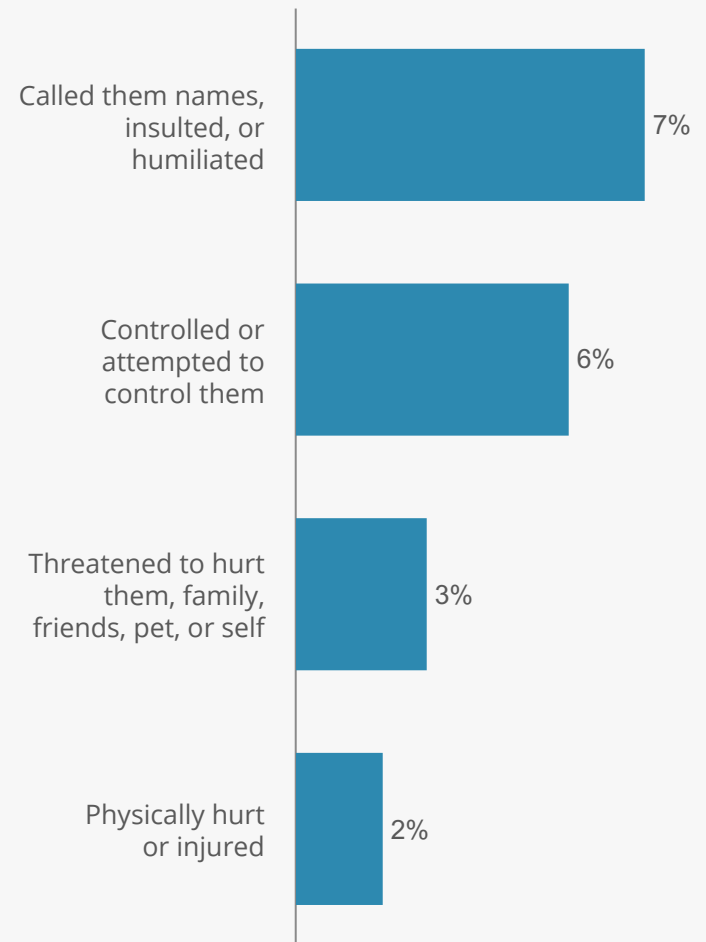
Reporting of Intimate Partner Violence

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

While most students told a friend, roommate, or family member (67%), a majority did not report the incident to the College.

- **22%** contacted campus police
- **22%** contacted another campus employee (e.g. Title IX Coordinator, professor, or staff member)
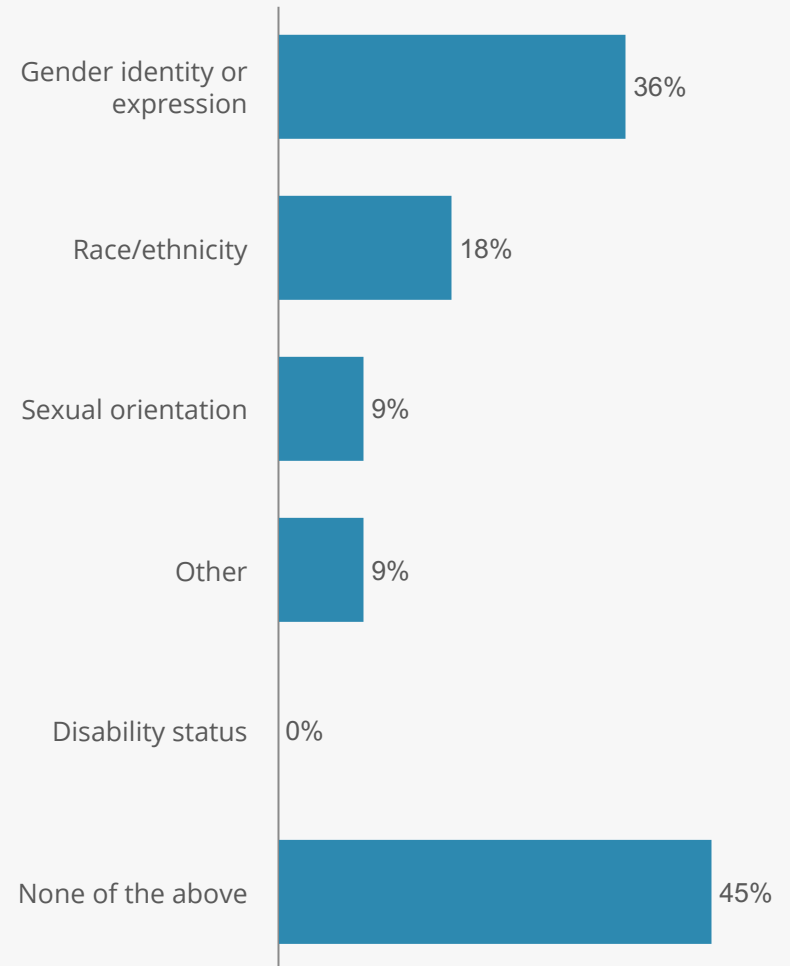
Fig. 27 Reporting of intimate partner violence

Friend, roommate, or family — 67%

Campus police — 22%

Another employee (e.g. Title IX Coordinator, professor, staff member) — 22%
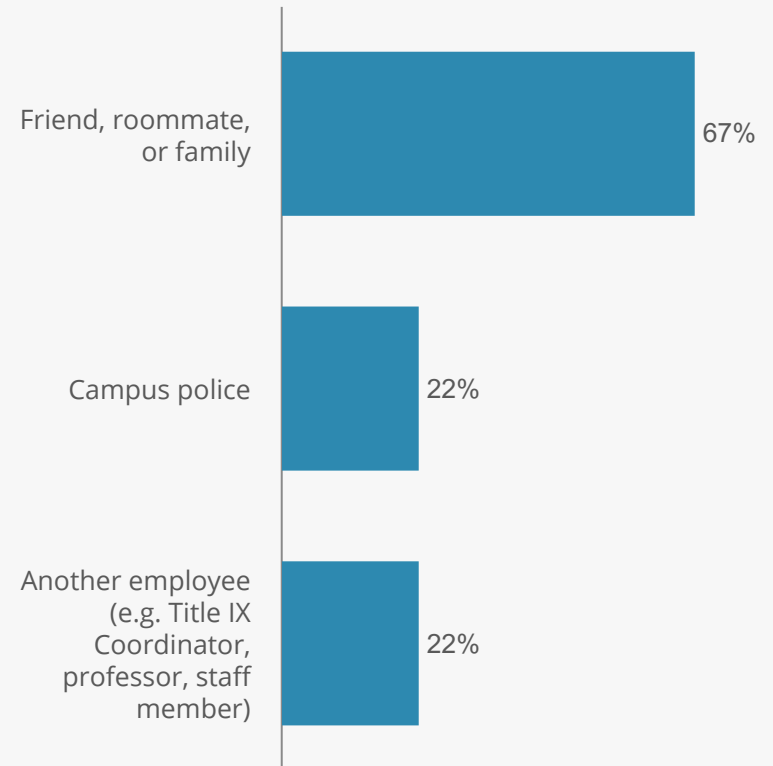
5% of Students Experienced Stalking

Prevalence

Students were asked about situations when someone acted in a way that seemed obsessive or made them concerned for their safety since they have been a student at STCC. Overall, 1% of participants experienced stalking once and 4% experienced stalking more than once.

- **3%** indicated someone repeatedly called them or sent unwanted messages

- **3%** indicated someone waited for them or showed up in places when they didn't want them there

- **3%** indicated someone watched, followed, spied on, tracked, or monitored them

- **2%** indicated someone spread rumors or left mean or rude comments about them online

- **1%** indicated someone left them unwanted gifts, flowers, or other items

Perpetrators

The most common perpetrators of stalking were an acquaintance, friend of a friend, or someone they just met, a current or former partner or spouse, and another student, however, the response rates were too small to report the exact prevalence of these responses.

Fig. 28 Prevalence of stalking by behavior

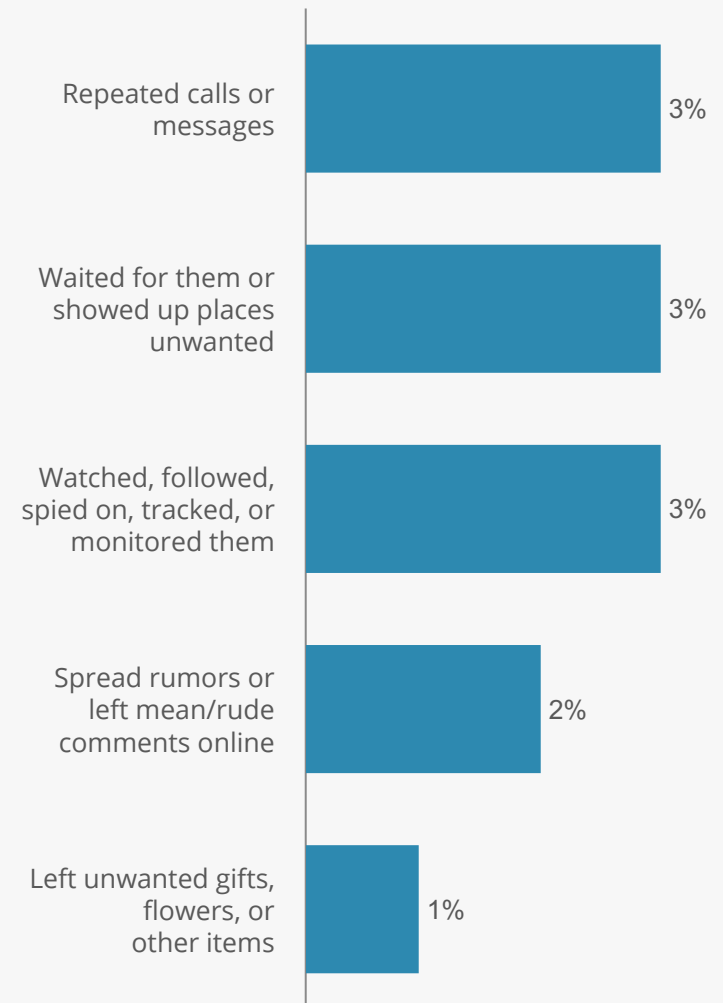| Behavior	Percentage
Repeated calls or messages	3%
Waited for them or showed up places unwanted	3%
Watched, followed, spied on, tracked, or monitored them	3%
Spread rumors or left mean/rude comments online	2%
Left unwanted gifts, flowers, or other items	1%

Reporting of Stalking

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

While most students told a friend, roommate, or family member (64%), a majority did not report the incident to the College.

- **9%** contacted campus police

- **30%** contacted another campus employee (e.g. Title IX Coordinator, professor, or staff member)

Fig. 29 Reporting of stalking

Friend, roommate, or family — 64%

Another employee (e.g. Title IX Coordinator, professor, staff member) — 30%

Campus police — 9%
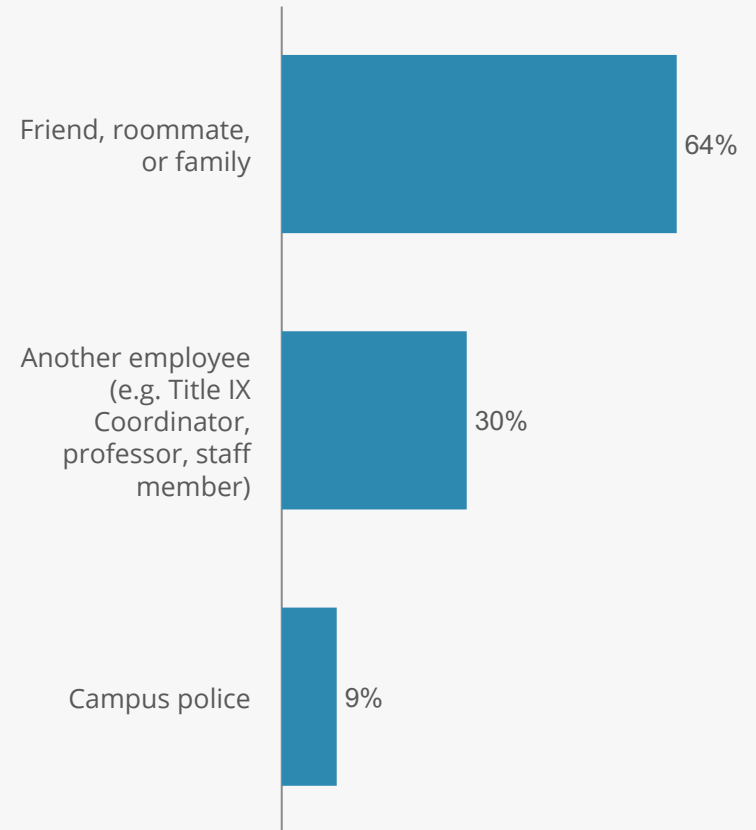
Stalking and Discrimination

Students who indicated experiencing stalking were asked if they believed the incidents were related to an identity that they hold. Eighteen percent (18%) believed the incident was related to their gender identity or gender expression.

Fig. 30 Stalking and discrimination

Gender identity or expression — 18%
Sexual orientation — 0%
Race/ethnicity — 0%
Disability status — 0%
Other — 0%
None of the above — 82%
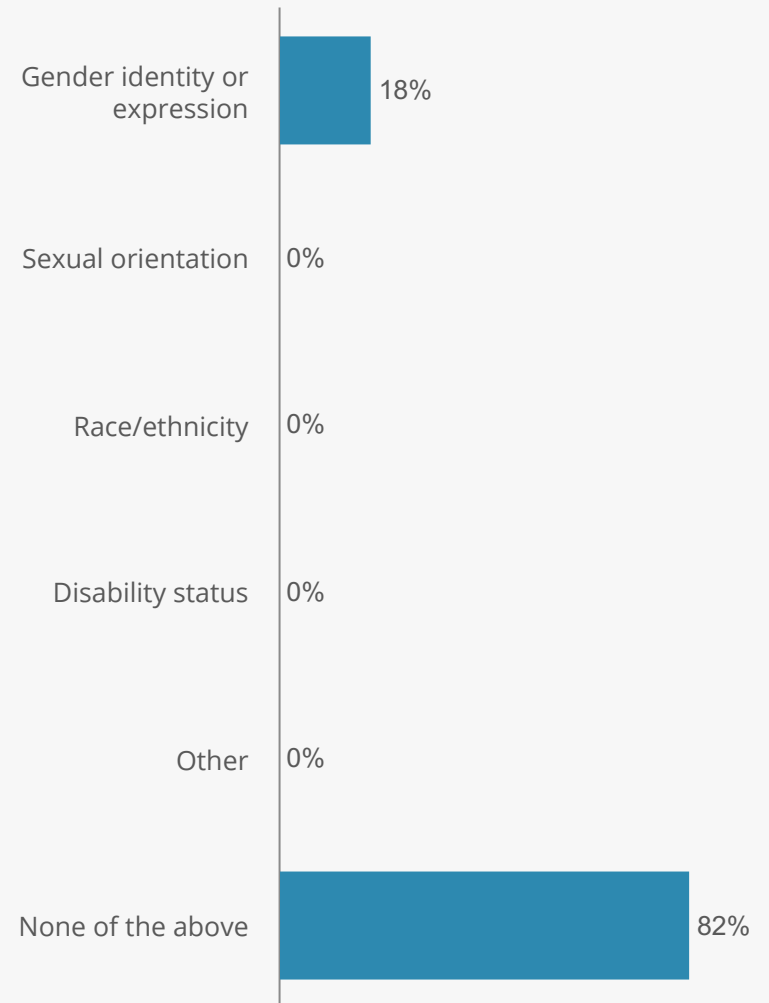
Findings

Reporting

Reasons Students Did Not Report

Students who indicated experiencing 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 (37%), they did not know who to contact for help or how (21%), and the incident occurred when school was not in session (16%).

Fig. 31 Reasons participants did not report sexual misconduct

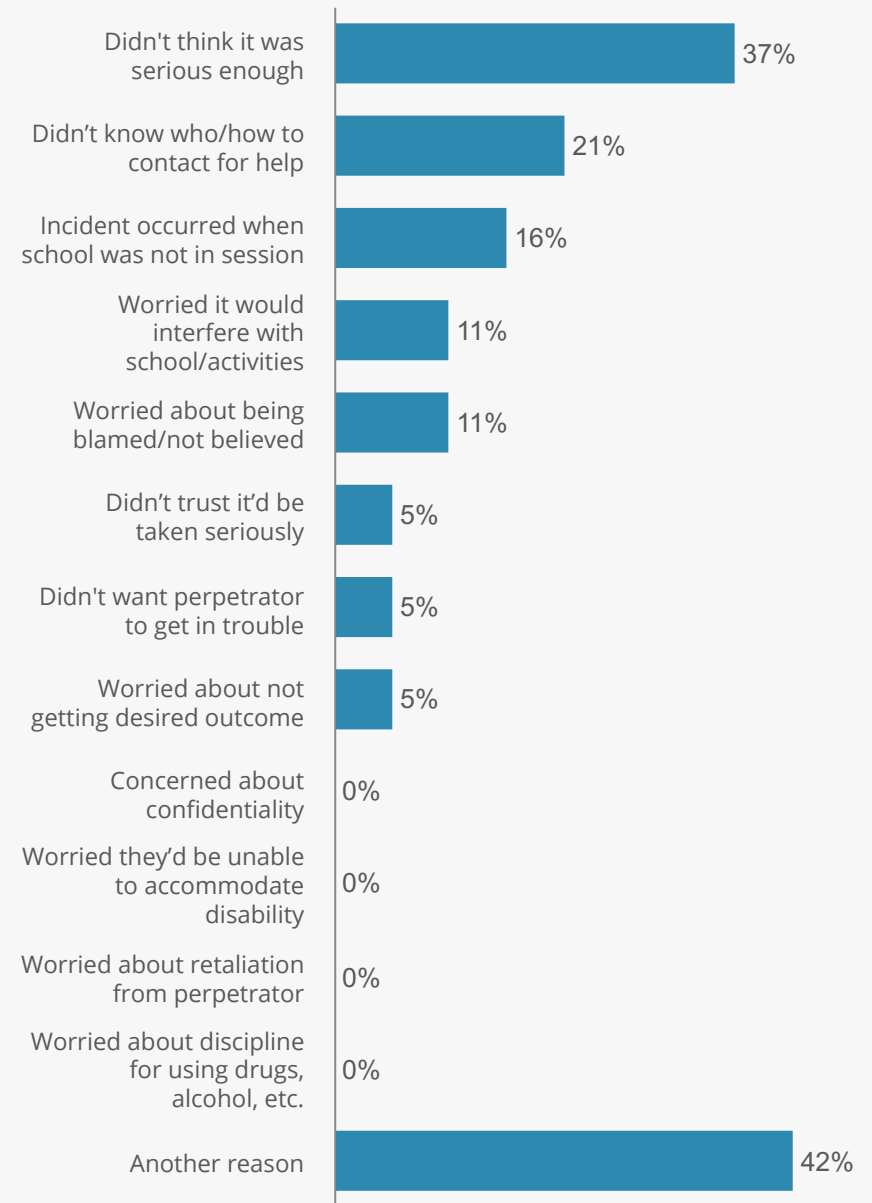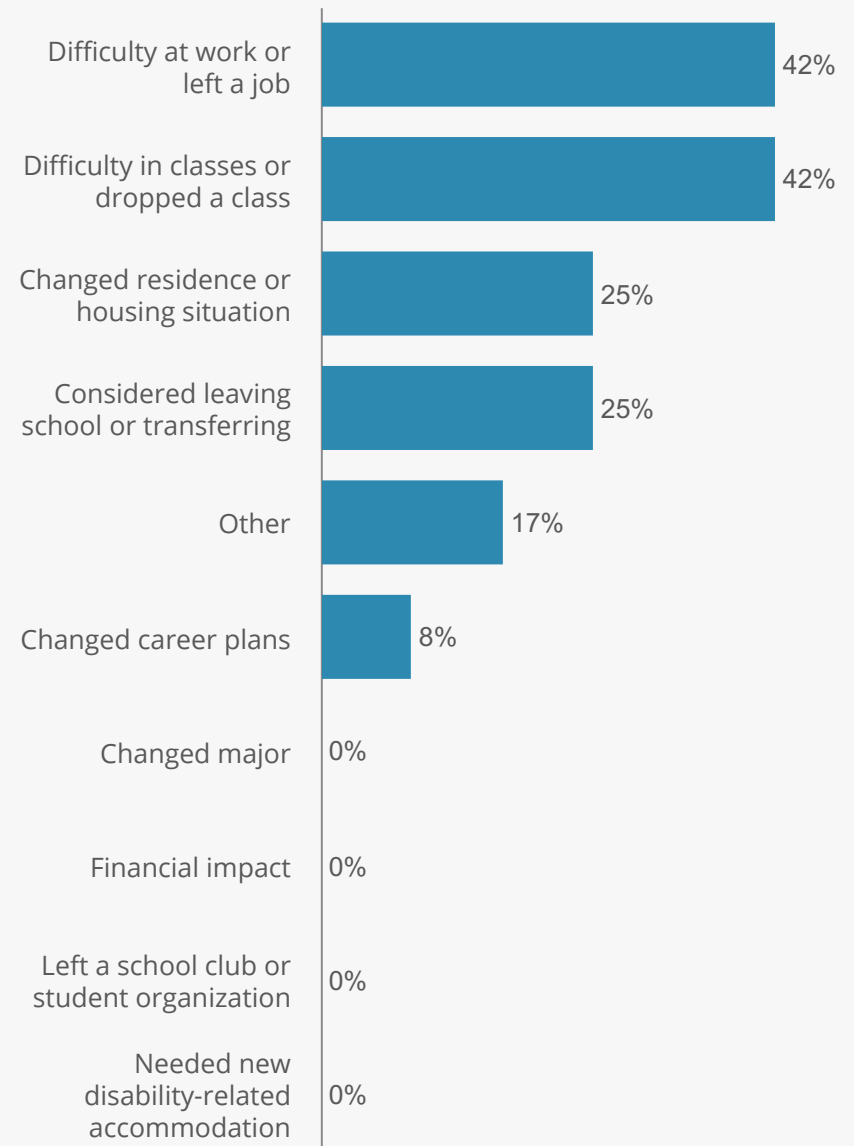| Reason	Percentage
Didn't think it was serious enough	37%
Didn't know who/how to contact for help	21%
Incident occurred when school was not in session	16%
Worried it would interfere with school/activities	11%
Worried about being blamed/not believed	11%
Didn't trust it'd be taken seriously	5%
Didn't want perpetrator to get in trouble	5%
Worried about not getting desired outcome	5%
Concerned about confidentiality	0%
Worried they'd be unable to accommodate disability	0%
Worried about retaliation from perpetrator	0%
Worried about discipline for using drugs, alcohol, etc.	0%
Another reason	42%

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.

Forty-two percent (42%) of participants who experienced sexual misconduct said they had difficulty at work or left a job or internship and 42% experienced difficulty in classes or dropped a class.

A quarter of students changed their residence or housing situation (25%) and considered leaving school or transferring (25%).

Fig. 32 Impacts on academic, professional, or student life

Difficulty at work or left a job	42%
Difficulty in classes or dropped a class	42%
Changed residence or housing situation	25%
Considered leaving school or transferring	25%
Other	17%
Changed career plans	8%
Changed major	0%
Financial impact	0%
Left a school club or student organization	0%
Needed new disability-related accommodation	0%

Mental Health Impacts

Students who indicated experiencing 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 STCC.
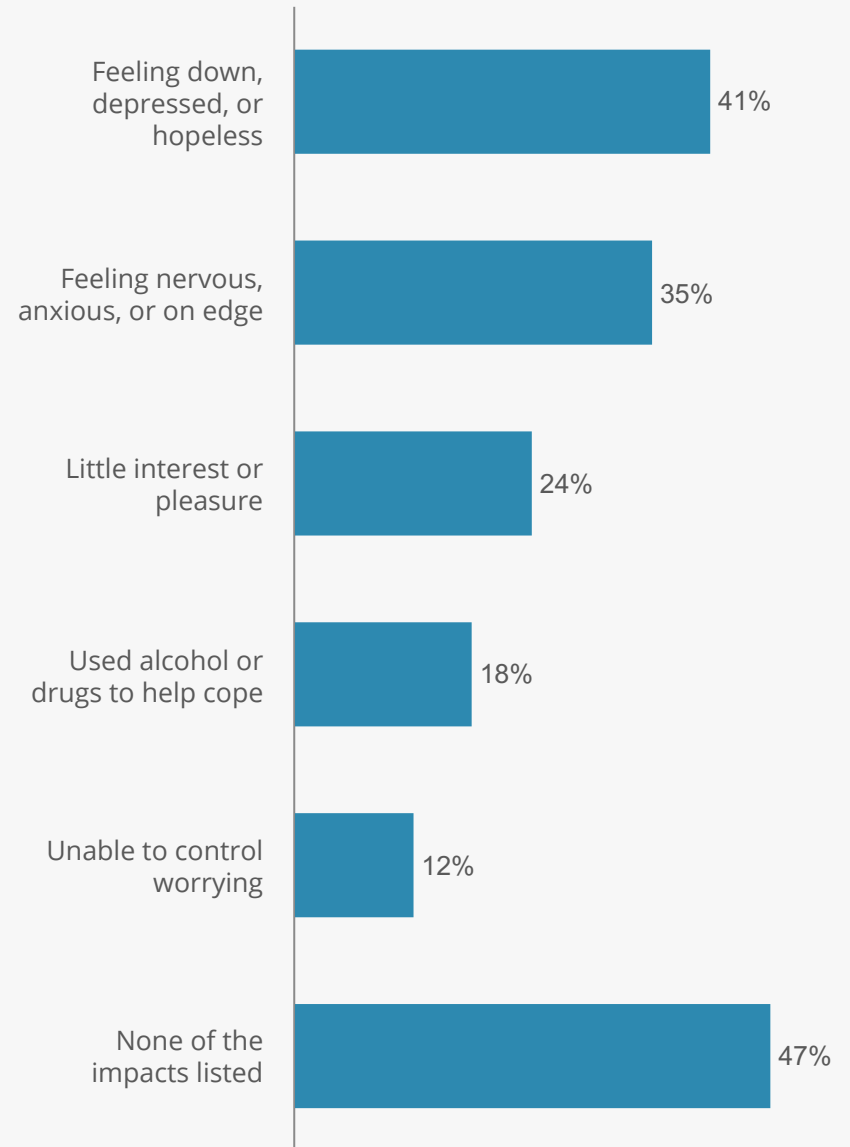
Forty-one percent (41%) of students who experienced sexual misconduct reported that they felt down, depressed, or hopeless and around a third felt nervous, anxious, or on edge (35%). Around half did not experience any of the mental health symptoms that were surveyed (47%).

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. 33 Impacts on mental health

| Impact	Percentage
Feeling down, depressed, or hopeless	41%
Feeling nervous, anxious, or on edge	35%
Little interest or pleasure	24%
Used alcohol or drugs to help cope	18%
Unable to control worrying	12%
None of the impacts listed	47%

Findings

Bystander Intervention

Bystander Behaviors

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

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

- **3%** thought someone might be in an abusive relationship. Among those, 63% intervened in some way.

- **2%** witnessed someone make unwanted sexual comments, jokes, or gestures. Among those, 50% intervened in some way.

- **2%** learned of rumors that someone forced someone else to have sex. Among those, none said that they intervened.

Fig. 34 Percentage of students who witnessed sexual misconduct and intervened

Witnessed someone trying to hook up with someone else who was unable to consent: 4% / 67%

Thought someone might be in an abusive relationship: 3% / 63%

Witnessed someone make unwanted sexual comments, jokes, or gestures: 2% / 50%

Learned of rumors that someone forced someone else to have sex: 2% / 0%
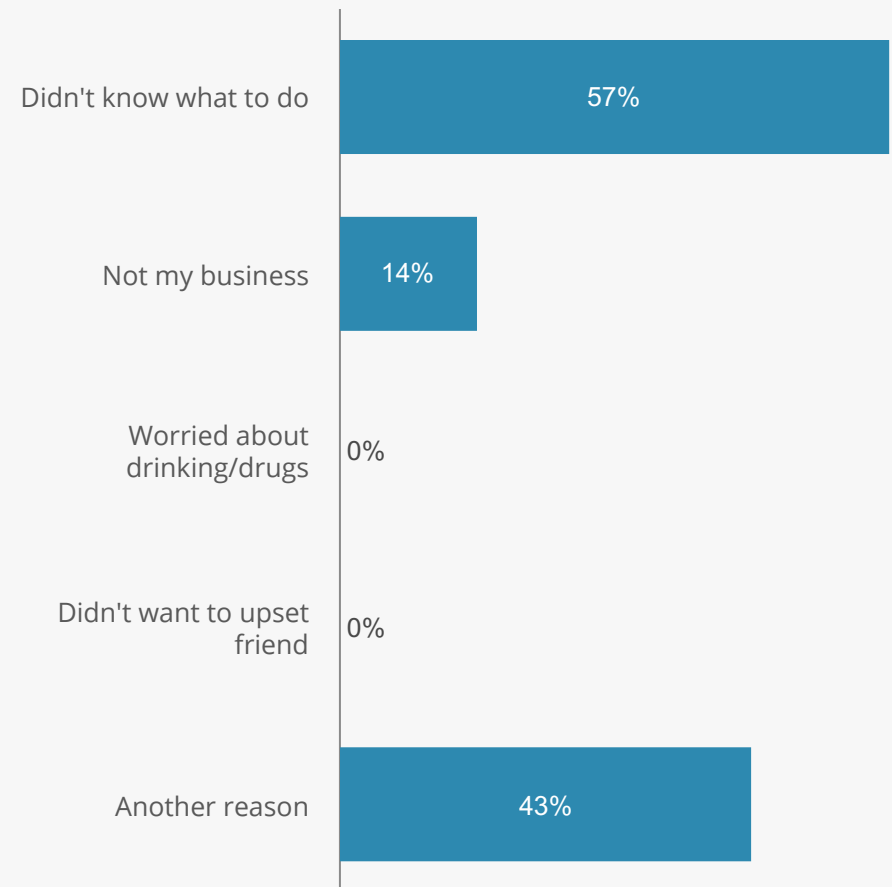
■ Witnessed ■ Intervened
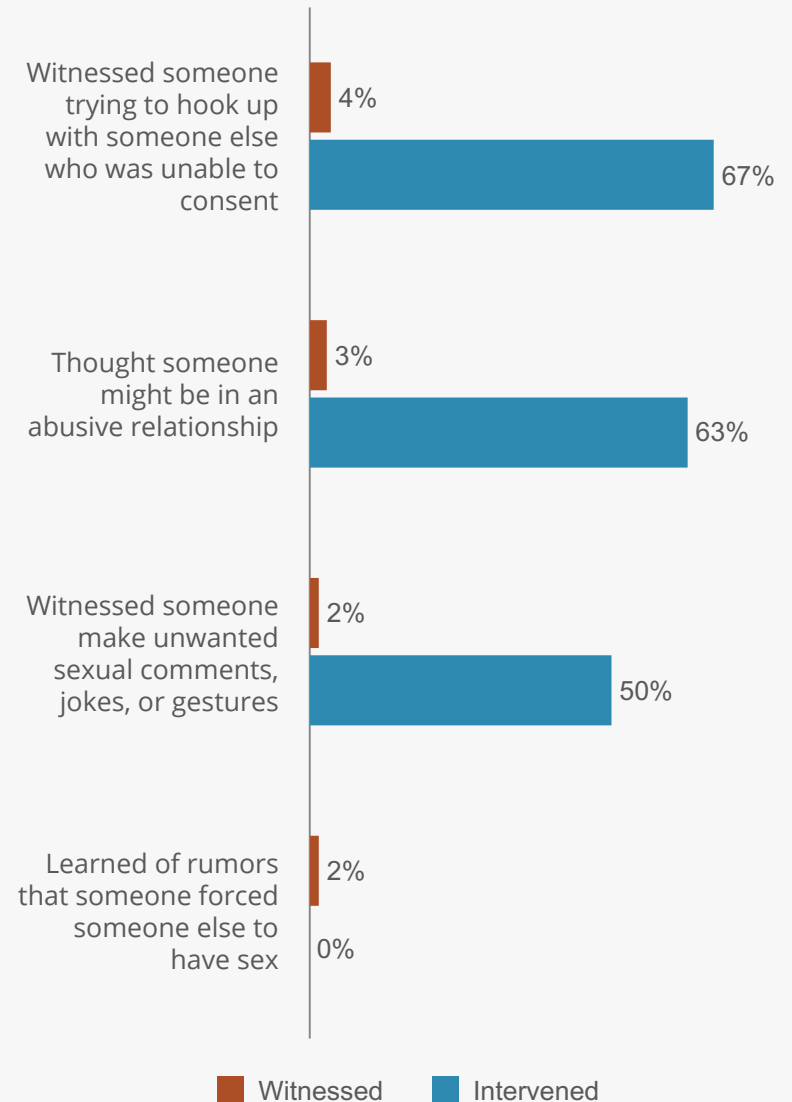
Why Students Did Not Intervene

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

- **57%** were not sure what to do

- **14%** felt it was not their business

- **43%** did not intervene for another reason

Fig. 35 Reasons students did not intervene

Didn't know what to do	57%
Not my business	14%
Worried about drinking/drugs	0%
Didn't want to upset friend	0%
Another reason	43%

Recommendations

Recommendations

Included on the following pages are recommendations to address key findings from the Springfield Technical Community College Student Experience 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]

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 equity and well-being.

- Parents reported a lower sense of equity than non-parents.

- Students without disabilities reported a lower sense of equity and well-being than students with disabilities.

pg. 13

Recommendations

1. Review services and policies that are currently available for students with disabilities and evaluate how those accommodations could be extended to students without disabilities.

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

3. Assess policies and procedures that may be inequitably impacting parenting students.

Key Findings

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

- 72% were unaware of the Title IX Coordinator and 47% did not know Title IX protections

- 36% did not know what happens when a report is made

- 34% do not know where to get help

pg. 15-16

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.

4. Increase awareness of who the Title IX Coordinator is, how students can contact them, and what their role entails. Increasing awareness of the Title IX Coordinator can help improve campus trust and climate.[4]

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4 Shah, R., Storch, J. (2022). Increasing knowledge and campus trust in reporting sexual and interpersonal violence: The role of the Title IX coordinator. Journal of American College Health.

Key Findings

Students who experienced sexual misconduct reported academic and mental health impacts.

pg. 34 - 35

Recommendations

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

2. Consider expanding partnerships with community mental health services to provide support to students.

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.

- 57% of students that witnessed an incident did not intervene because they did not know what to do

- 36% of students have not received information on bystander intervention

pg. 17 & 38

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