



Quincy College Student Experience Survey

2025 Report

QUINCY
COLLEGE



PREPARED FOR

Quincy College
July 2025

PREPARED BY

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Study Design

The Quincy College Student Experience Survey surveyed 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.

Quincy 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, Quincy College 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 Quincy 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 Quincy 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 Quincy 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. Quincy College was able to add custom questions to the survey as agreed upon by Quincy 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 for one of five \$25 gift cards to a local restaurant. Participants' survey responses were not connected to their raffle entry in any way.

Study Measures

Demographics

In addition to the demographic data provided by Quincy College, the survey included questions pertaining to the student's self-identification as an intercollegiate athlete, first generation college student, military veteran, active duty military member, 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 policies relevant to sexual misconduct. They were also asked about their perceptions of the campus culture, Quincy 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 Quincy College, including sexual harassment, sexual assault, rape, intimate partner violence, and stalking.

The survey included follow-up questions for those that experienced 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 Quincy 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 Quincy College.

Reports provided to Quincy 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 3,122 Quincy College students were invited to participate, and 179 (6%) completed the survey. The results of this report reflect only those who participated and may not reflect the experiences of all Quincy College students. Findings in this report should not be used to make conclusions about the entire student population.

Fig. 1 Race and ethnicity

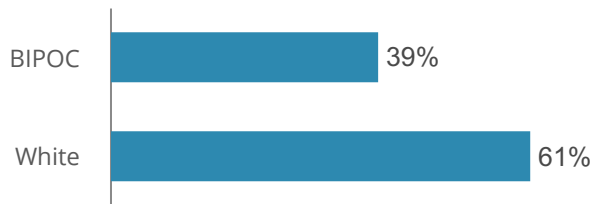


Fig. 2 Gender identity

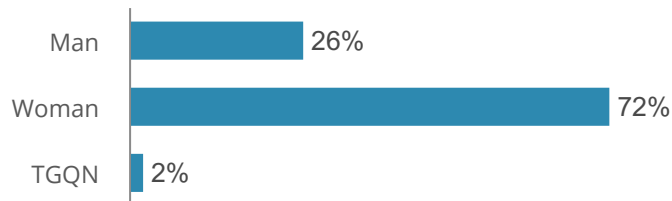


Fig. 3 Age

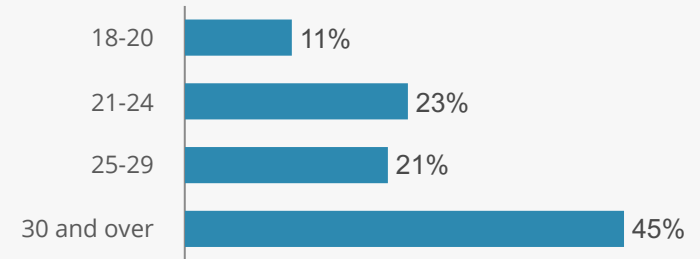


Fig. 4 Sexual orientation

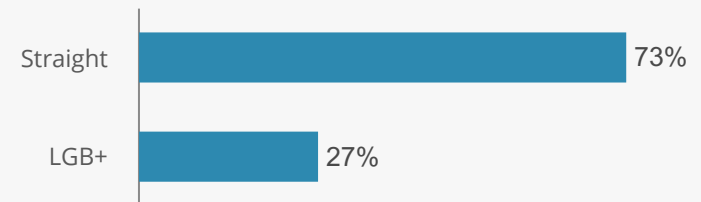
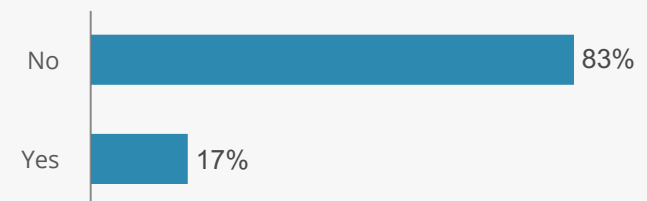


Fig. 5 Disability status



Participant Demographics

Fig. 6 Class year

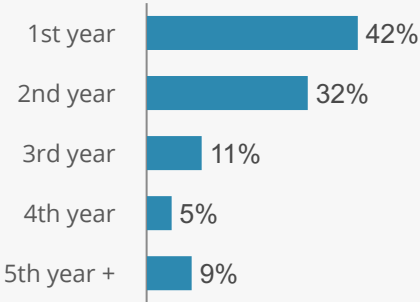


Fig. 7 Enrollment status

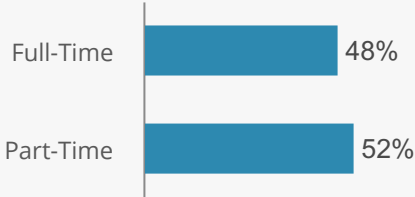


Fig. 8 Transfer status

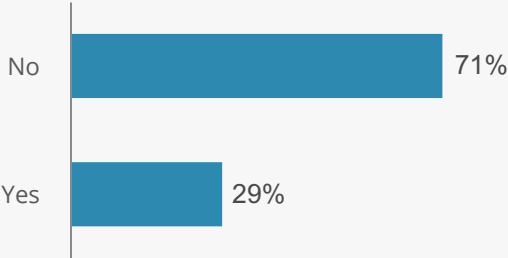


Fig. 9 Residency

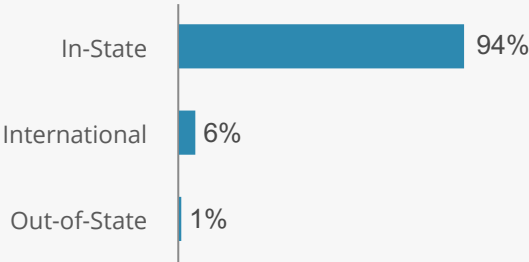


Fig. 10 Pell grant status



Percentages may not add to 100% due to rounding.

Participant Demographics

Fig. 11 Athlete

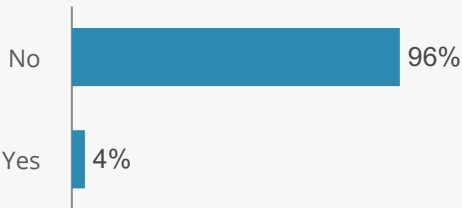


Fig. 12 First generation student

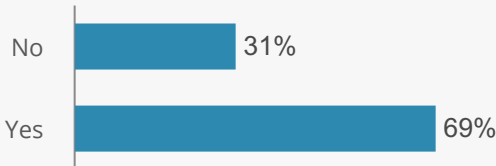


Fig. 13 Military veteran

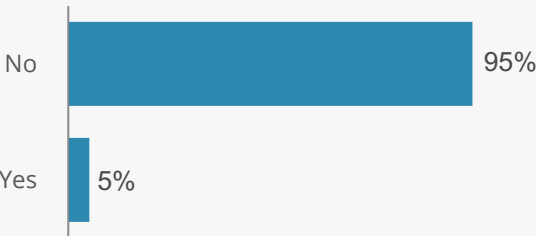


Fig. 14 Active duty military

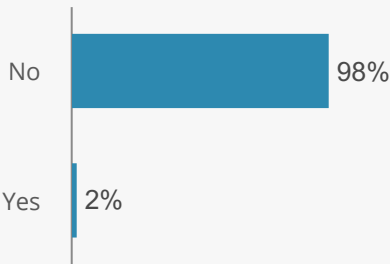
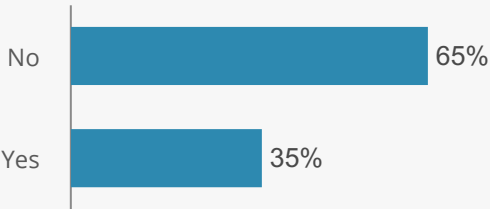


Fig. 15 Parent



Executive Summary

School connectedness

Overall, a majority of participants agreed that they feel safe and protected at Quincy College. On average, participants agreed that they feel a sense of belonging and equity at the College. Perceptions of well-being varied among some demographic groups.

Knowledge of policies, resources, and offices

Less than half of participants confirmed that they have learned about sexual misconduct through classes or trainings. A majority were aware that confidential resources are available at the College. Most participants were not aware of the Title IX Coordinator. Students were more likely to be aware of other health and wellness services available at Quincy College.

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. Perceptions of the campus culture varied by age.

Sexual misconduct

Thirty-three percent (33%) of participants indicated that they had experienced sexual harassment, intimate partner violence, stalking, sexual assault, and/or rape since they have been a student at Quincy College.

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, they did not want the perpetrator to get in trouble, they did not know who to contact for help or how, and they felt it would take time away from studies or other activities.

Bystander intervention

Over a third of participants confirmed that they received training or information on how to intervene as a bystander from someone at the College. A majority of participants did not witness an incident of sexual misconduct in which they could intervene.



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 Quincy 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 Quincy College.

Equity

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

Well-being

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

3.3_{/4}

Belonging

3.3_{/4}

Equity

3.4_{/4}

Well-being

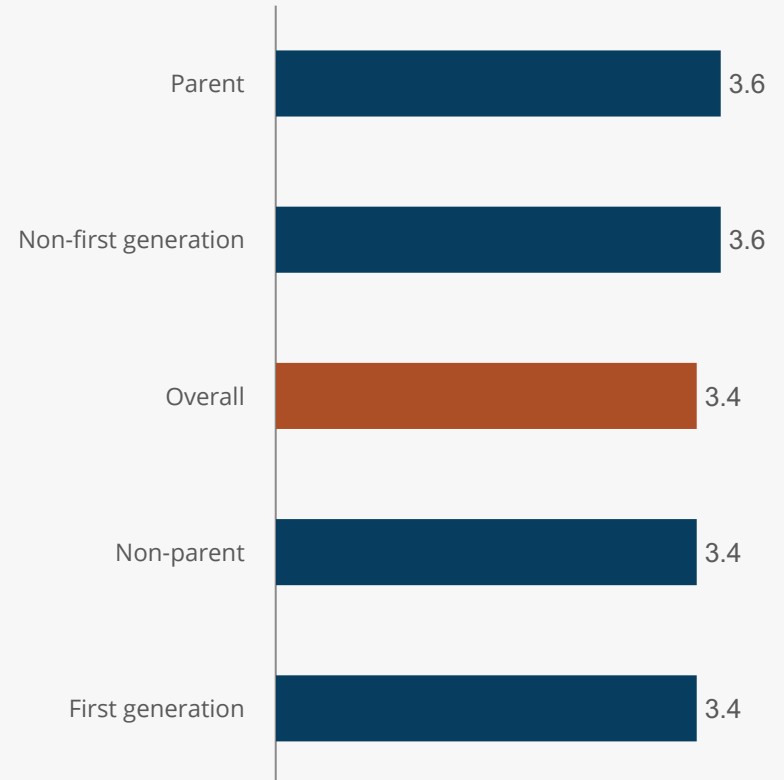
1 = negative response
4 = positive response

Differences in Perceptions of Well-being

Perceptions of well-being varied among some groups.

- Non-parenting students reported a lower sense of well-being than parenting students.
- First generation students reported a lower sense of well-being than non-first generation students.

Fig. 16 Differences in perceptions of well-being





Findings

Knowledge of Resources, Policies, & Offices

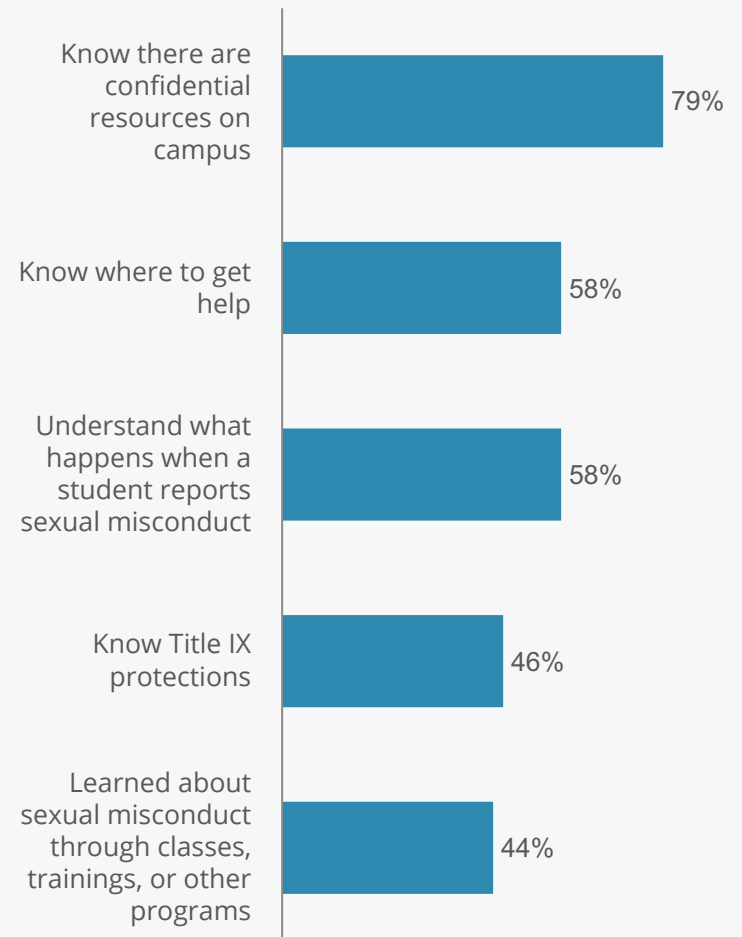
Knowledge of Resources and Policies

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

Forty-four percent (44%) of students confirmed that they have learned about sexual misconduct through classes, training, or other programs at Quincy College. Another 46% indicated that they know their Title IX protections.

Fifty-eight percent (58%) of students understood what happens when a student reports sexual misconduct, and 58% knew where at Quincy College they could get help if someone they know experiences sexual misconduct. Seventy-nine percent (79%) were aware that there are confidential resources available on campus.

Fig. 17 Knowledge of campus resources and policies



Knowledge of Campus Offices and Departments

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

A majority of students confirmed that they knew about Academic Advising (83%) and Student Lounge/Wellness (74%). Forty-two percent (42%) confirmed that they knew about Student Accessibility Services, 39% knew about the Public Safety Office, and 31% knew about Student Success.

When asked if Quincy College has a Title IX Coordinator, 20% of participants answered 'yes,' while 5% of participants answered 'no', and another 75% answered that they were unsure.

Fig. 18 Knowledge of campus offices/ departments

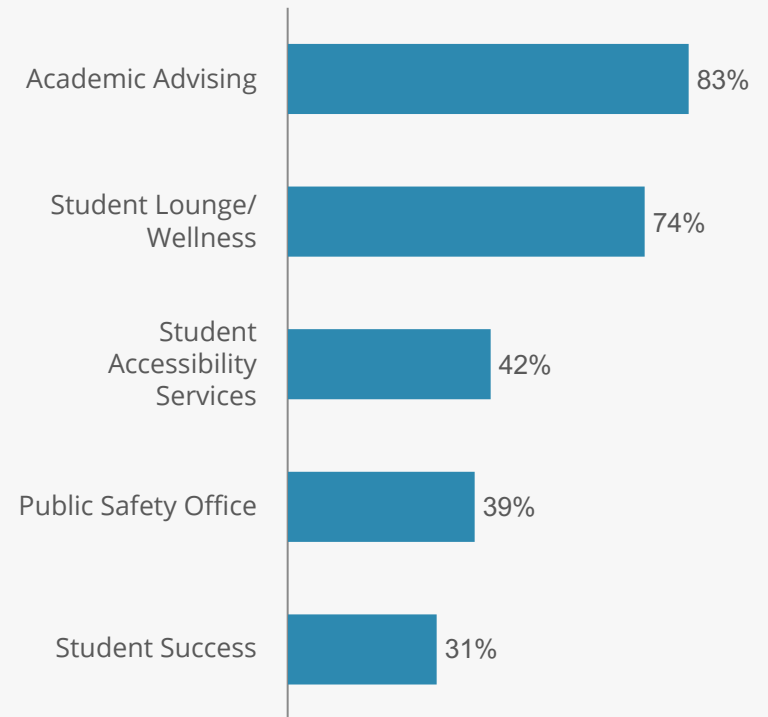
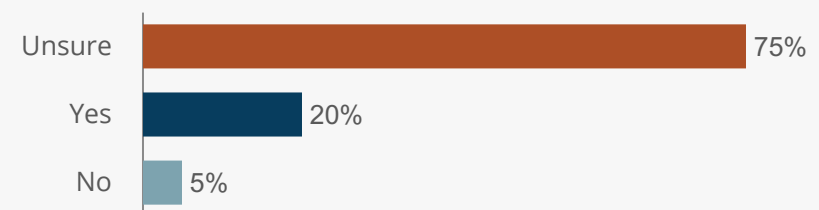


Fig. 19 Does Quincy College have a Title IX coordinator?



Knowledge of Sexual Misconduct Prevention

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

Prevention

Thirty-six percent (36%) of students confirmed that they have received information on how to intervene as a bystander and 34% received information on how to help prevent sexual misconduct.

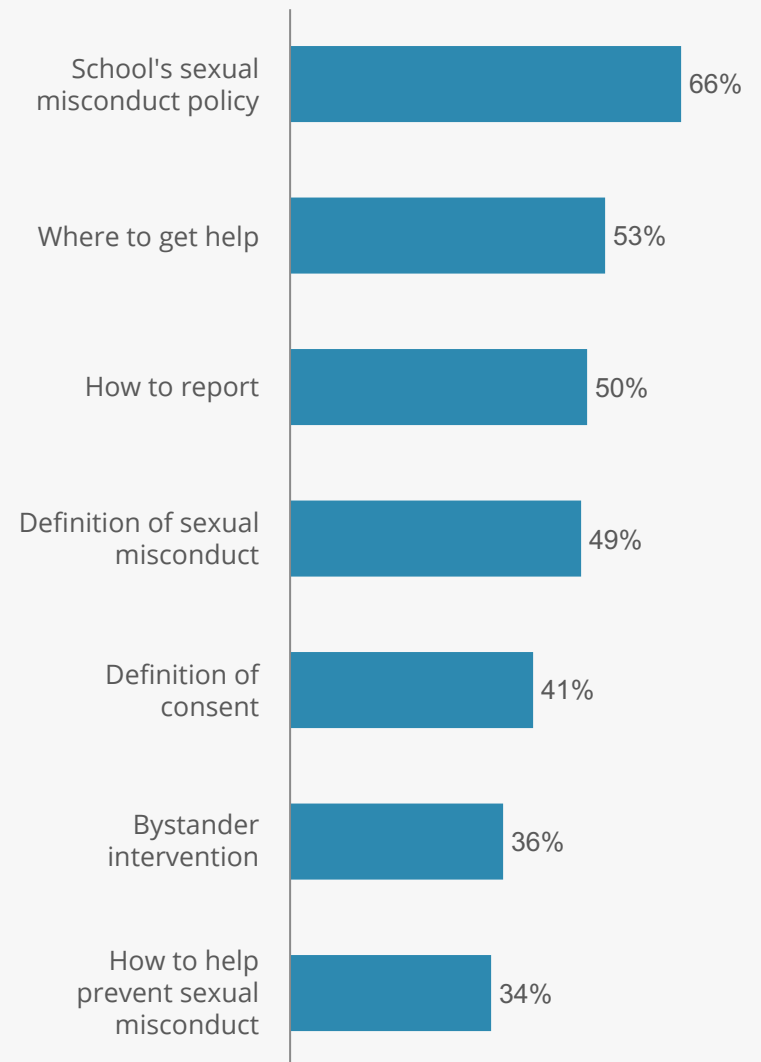
Definitions and Policies

Forty-nine percent (49%) of students confirmed that they received information on the definition of sexual misconduct and 66% were informed of the school's policy on sexual misconduct. Forty-one percent (41%) were informed of the definition of consent and how to obtain it from a sexual partner.

Reporting and Resources

Fifty percent (50%) of students received information on how to report sexual misconduct, and 53% 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

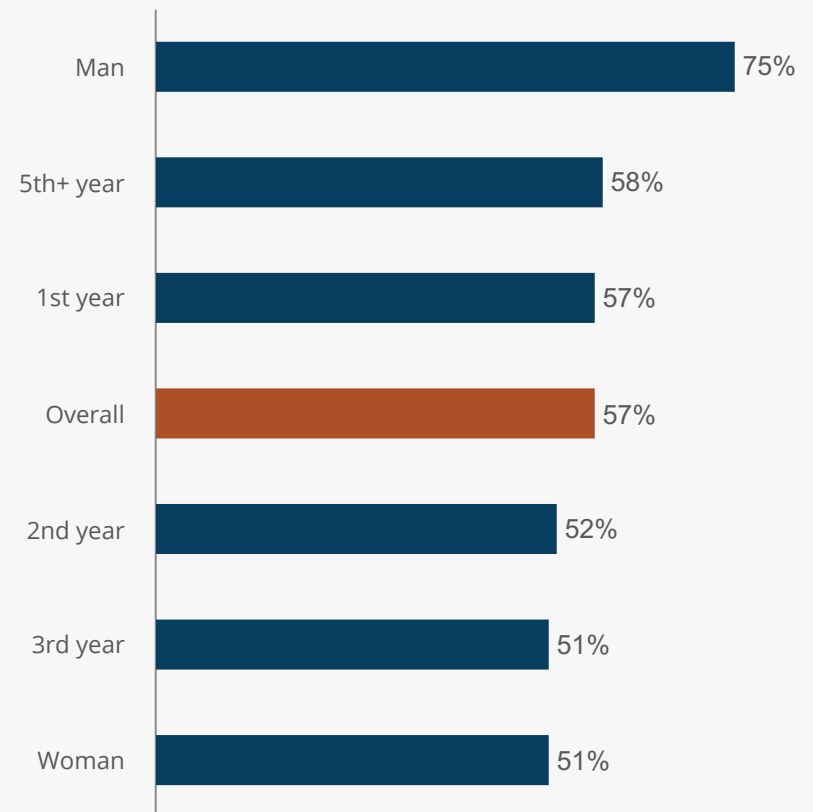


Differences in Knowledge of Resources and Policies

Some demographic groups were less likely to agree that they knew about campus resources and policies relevant to sexual misconduct.

Women (51%), students in their third year (51%), and students in their second year (52%) were less likely to agree that they knew this information compared to their respective counterparts.

Fig. 21 Differences in knowledge of campus resources and policies





Findings

Campus Climate

Campus Culture

Students were asked about the culture of sexual harassment at Quincy College, and their perceptions of Quincy 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 Quincy College is doing a good job of trying to prevent sexual misconduct from occurring, and of holding perpetrators accountable.

3.4_{/4}
Campus Culture

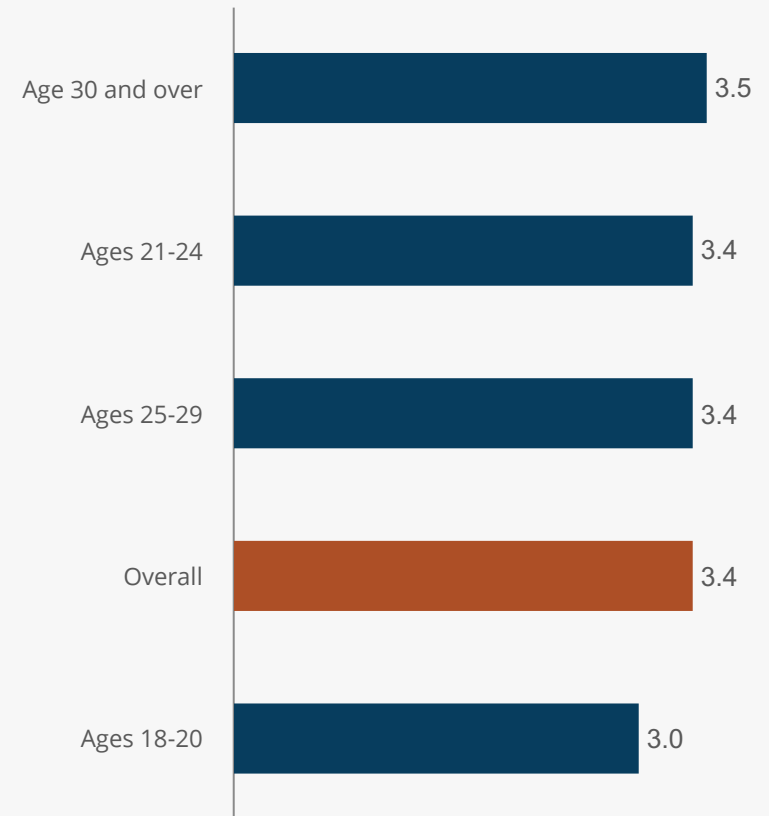
1 = negative response
4 = positive response

Differences in Perception of Campus Culture

Perceptions about the culture of sexual harassment at Quincy College varied among demographic groups.

Students age 18-20 were less likely to agree that it is uncommon for people at the school to make sexist comments or jokes, and that the school is doing a good job of preventing and responding to sexual misconduct.

Fig. 22 Differences in perception of campus culture



1 = negative response
4 = positive response

Confidence in Reporting

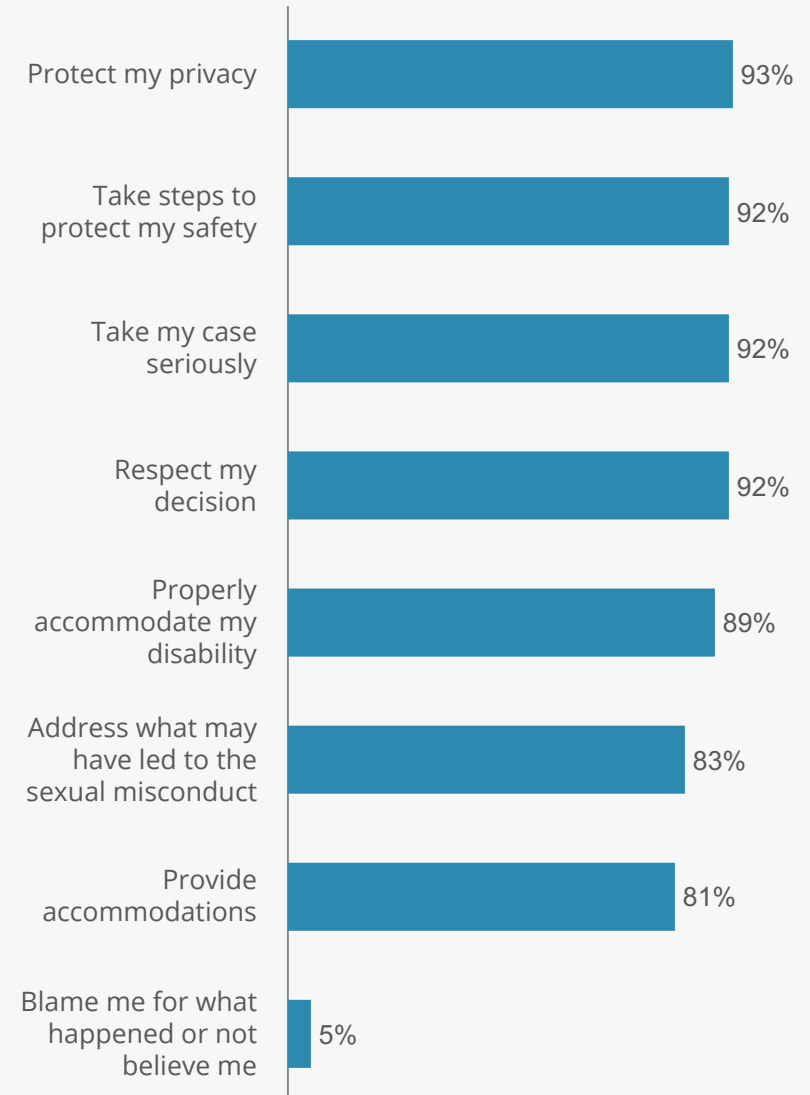
Participants who did not experience an incident of sexual misconduct since they have been a student at Quincy College were asked about their confidence in the school's reporting process and campus resources. Eighty-two percent (82%) of students indicated that they would go to Student Lounge/Wellness, 90% would go to Public Safety, and 83% would go to another employee if sexual misconduct occurred.

Ninety-two percent (92%) of students believed that their case would be taken seriously if they reported an incident of sexual misconduct and 92% believed that the school would respect their decision about what to do.

Ninety-three percent (93%) of students believed that their privacy would be protected and 92% believed that Quincy College would take steps to protect their safety. Five percent (5%) of students believed that Quincy College would blame them or not believe them about the incident. Eighty-three percent (83%) felt that the school would address the factors that may have led to the incident.

Eighty-one percent (81%) of students believed that the College would provide support and accommodations, and of those who self-identified as having a disability, 89% believed that Quincy College would properly accommodate their disability.

Fig. 23 If an incident of sexual misconduct occurred, I believe Quincy College would...





Findings

Personal Experience

33% 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 Quincy College. Overall, 33% of participants experienced at least one form of sexual misconduct.

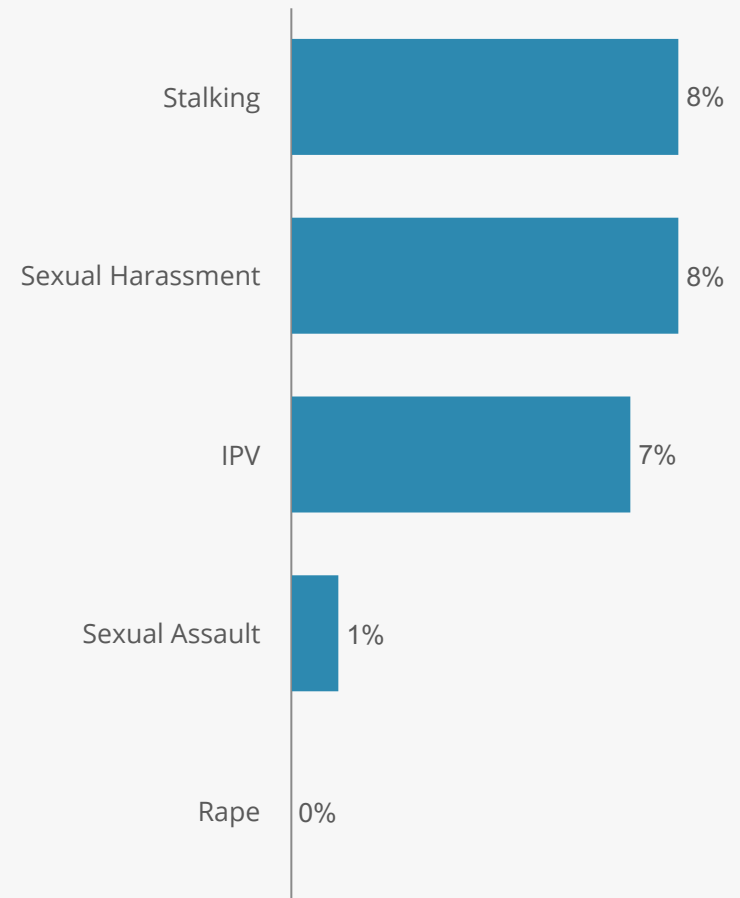
- 8% experienced stalking
- 8% experienced sexual harassment
- 7% experienced IPV
- 1% experienced sexual assault
- 0% experienced rape

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. 24 Prevalence of sexual misconduct



4%

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

8% of Students Experienced Sexual Harassment

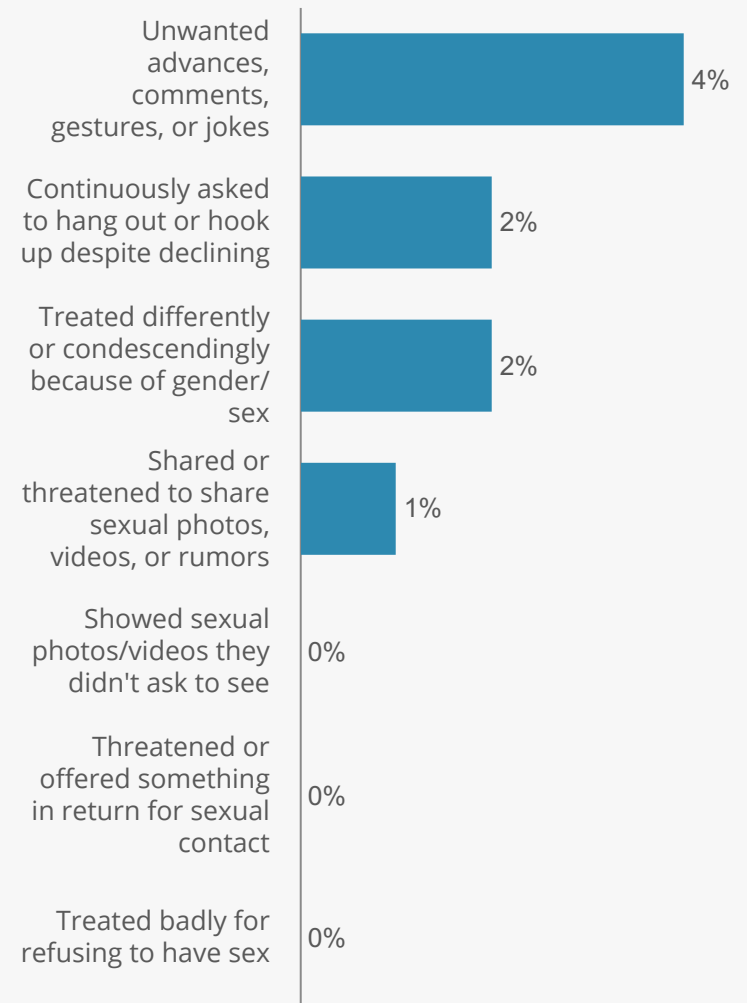
The survey asked students about their experiences of sexual harassment since they have been a student at Quincy College. Overall, 6% of participants experienced sexual harassment once and 2% experienced sexual harassment more than once.

The highest percentage of students reported that someone made unwanted sexual advances, comments, gestures, or jokes toward them (4%).

- **2%** indicated someone continuously asked them to hang out or hook up despite saying no
- **2%** indicated someone treated them differently or condescendingly because of their gender/sex
- **1%** indicated someone shared or threatened to share sexual photos, videos, or rumors of them that they did not want shared

The prevalence of sexual harassment was too small to report specific data on perpetrators. The most common perpetrators included an acquaintance and other student.

Fig. 25 Prevalence of sexual harassment



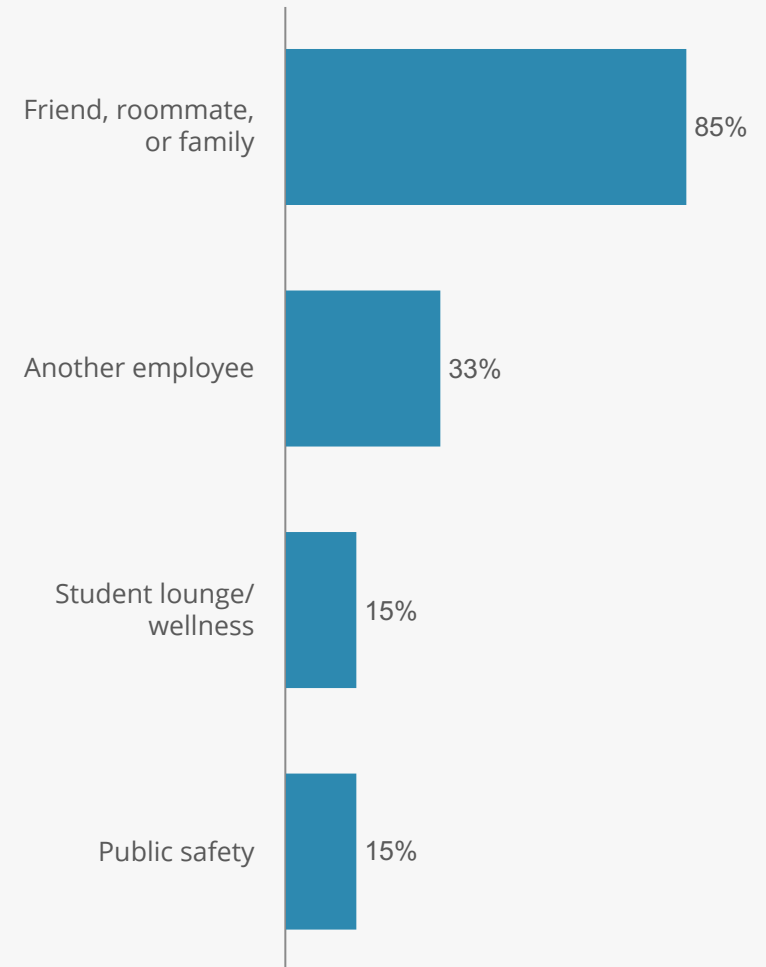
Reporting of Sexual Harassment

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

While most students told a friend, roommate, or family member (85%), a majority did not report the incident to the College.

- **33%** contacted another campus employee
- **15%** contacted student lounge/wellness
- **15%** public safety

Fig. 26 Reporting of sexual harassment

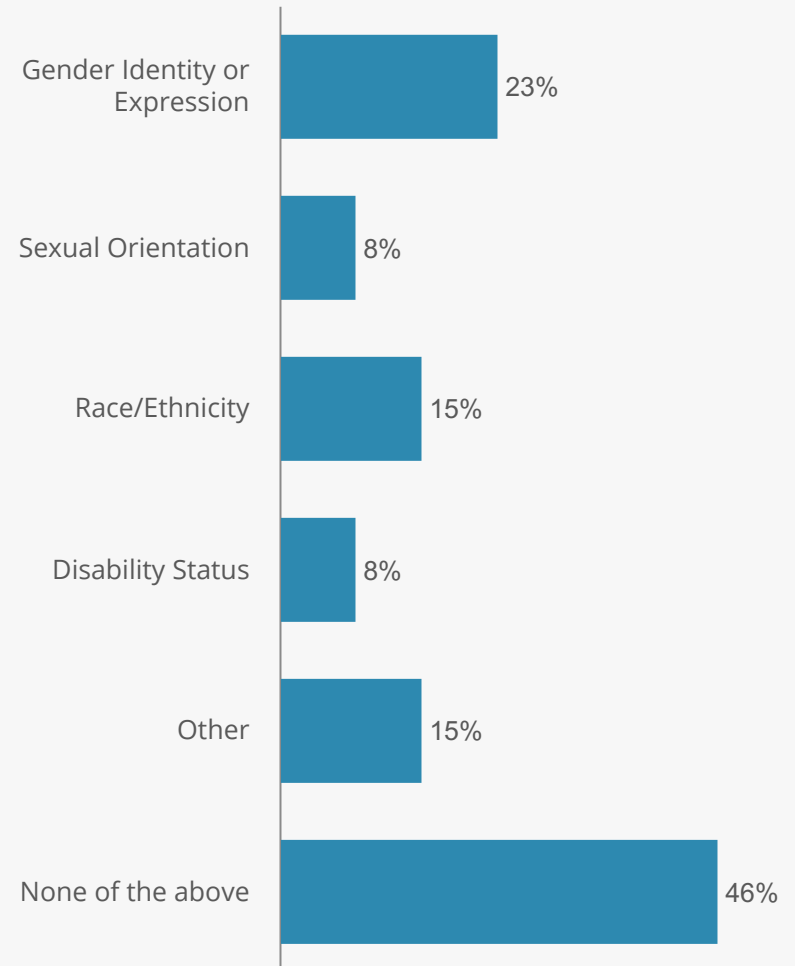


Sexual Harassment and Discrimination

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

- **23%** believed the incident was related to their gender identity or gender expression
- **8%** believed the incident was related to their sexual orientation
- **15%** believed the incident was related to their race or ethnicity
- **8%** believed the incident was related to their disability status
- **15%** believed the incident was related to their another identity

Fig. 27 Sexual harassment and discrimination

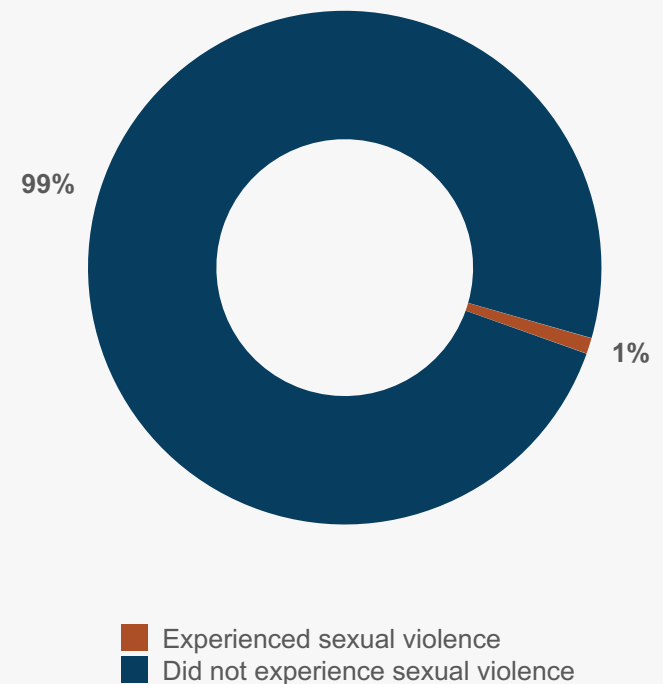


1% of Students Experienced Sexual Violence

The survey asked students about their experiences of sexual assault and rape since they have been a student at Quincy College. Overall, 1% of students experienced at least one instance of sexual violence.

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

Fig. 28 Prevalence of sexual violence



7% of Students Experienced Intimate Partner Violence

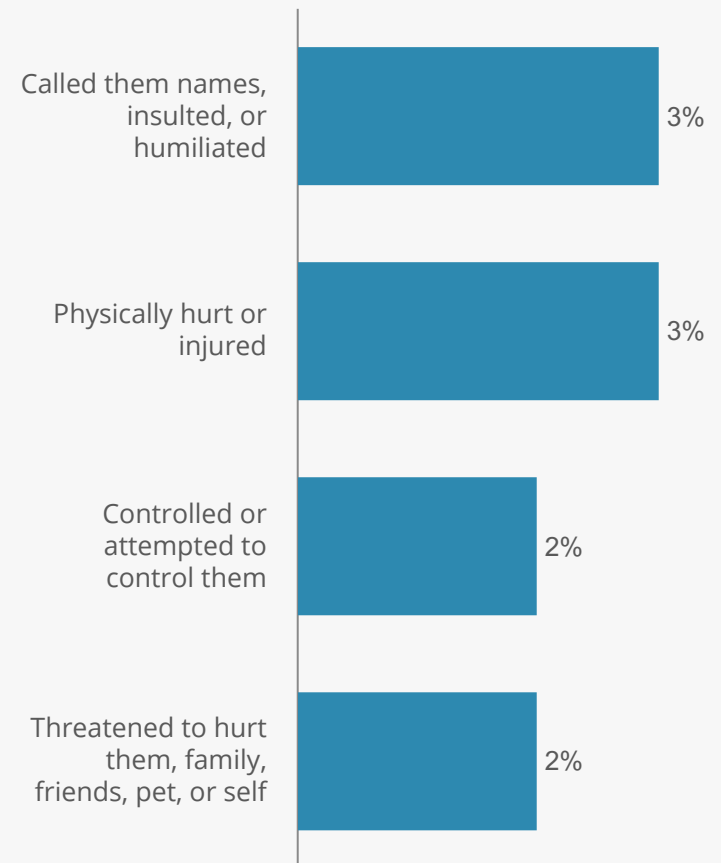
The survey asked students about their experiences of intimate partner violence (IPV) since they have been a student at Quincy College. Overall, 4% of participants experienced IPV once and 3% experienced IPV more than once.

The highest percentage of students reported that an intimate partner called them names, insulted, or humiliated them (3%) and physically hurt or injured them (3%).

- **2%** indicated a current or former partner controlled or attempted to control them physically, emotionally, or financially
- **2%** indicated a current or former partner threatened to hurt them, their family, friends, pets or threatened to hurt themselves.

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

Fig. 29 Prevalence of intimate partner violence



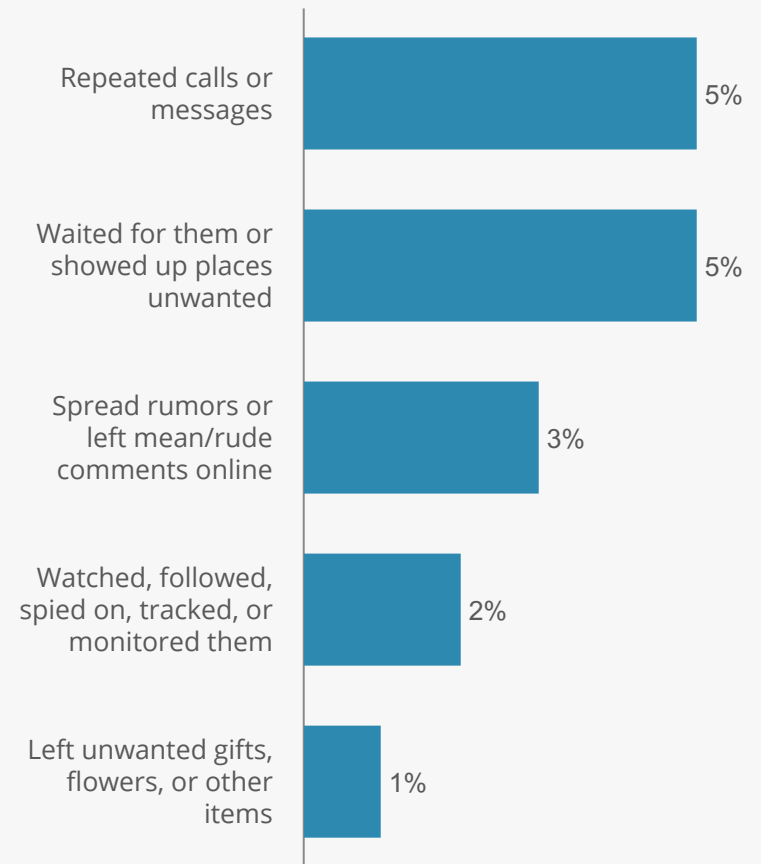
8% of Students Experienced Stalking

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 Quincy College. Overall, 4% of participants experienced stalking once and 4% experienced stalking more than once.

The highest percentage of students reported that someone repeatedly called them or sent unwanted messages (5%) and waited for them or showed up in places when they didn't want them there (5%).

While the prevalence of stalking was too small to report specific data on perpetrators, the most common perpetrators included an acquaintance, other student, a current or former partner, current or former roommate or friend, and someone else.

Fig. 30 Prevalence of stalking by behavior



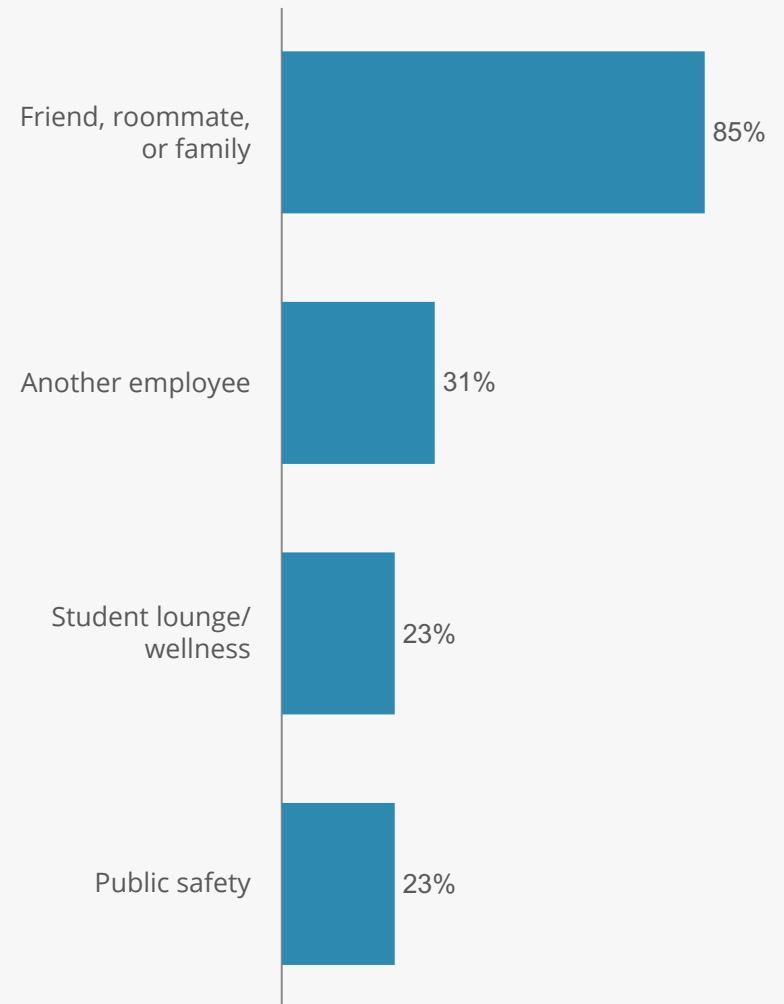
Reporting of Stalking

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

While most students told a friend, roommate, or family member (85%), a majority did not report the incident to the University.

- **31%** contacted another campus employee
- **23%** contacted student lounge/wellness
- **23%** contacted public safety

Fig. 31 Reporting of stalking

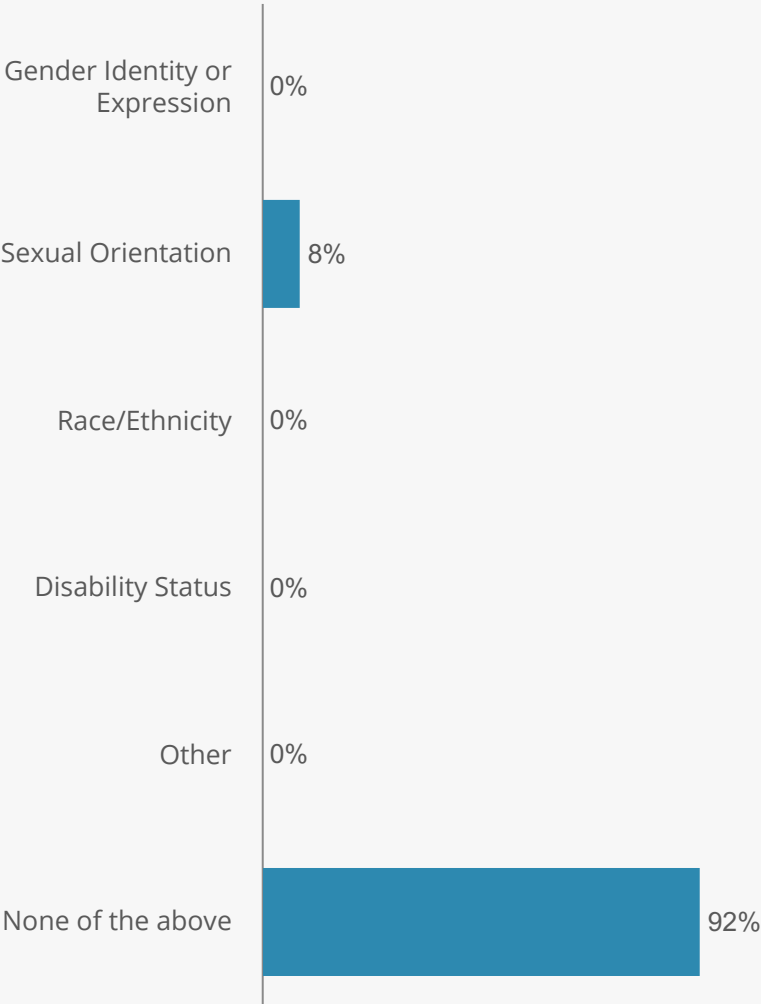


Stalking and Discrimination

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

- 8% believed the incident was related to their sexual orientation

Fig. 32 Stalking and discrimination





Findings

Reporting

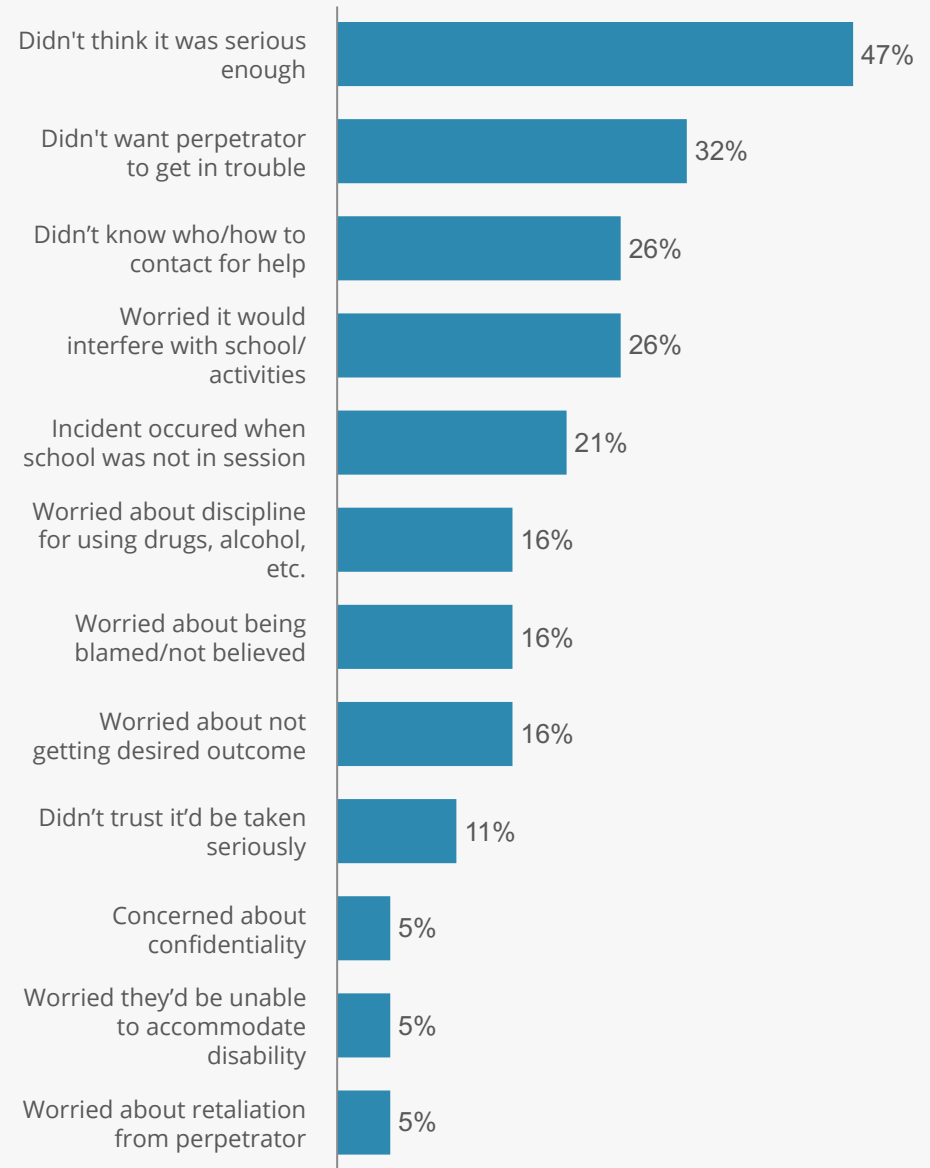
Reasons Students Did Not Report

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 reasons why students did not report the incident were they did not think the incident was serious enough to report (47%), they did not want the perpetrator to get in trouble (32%), they did not know who to contact for help or how (26%), and they felt it would take time away from studies or other activities (26%).

The prevalence of students that did report to campus officials was too small to report findings about their experience with the reporting process.

Fig. 33 Reasons participants did not report sexual misconduct





Findings

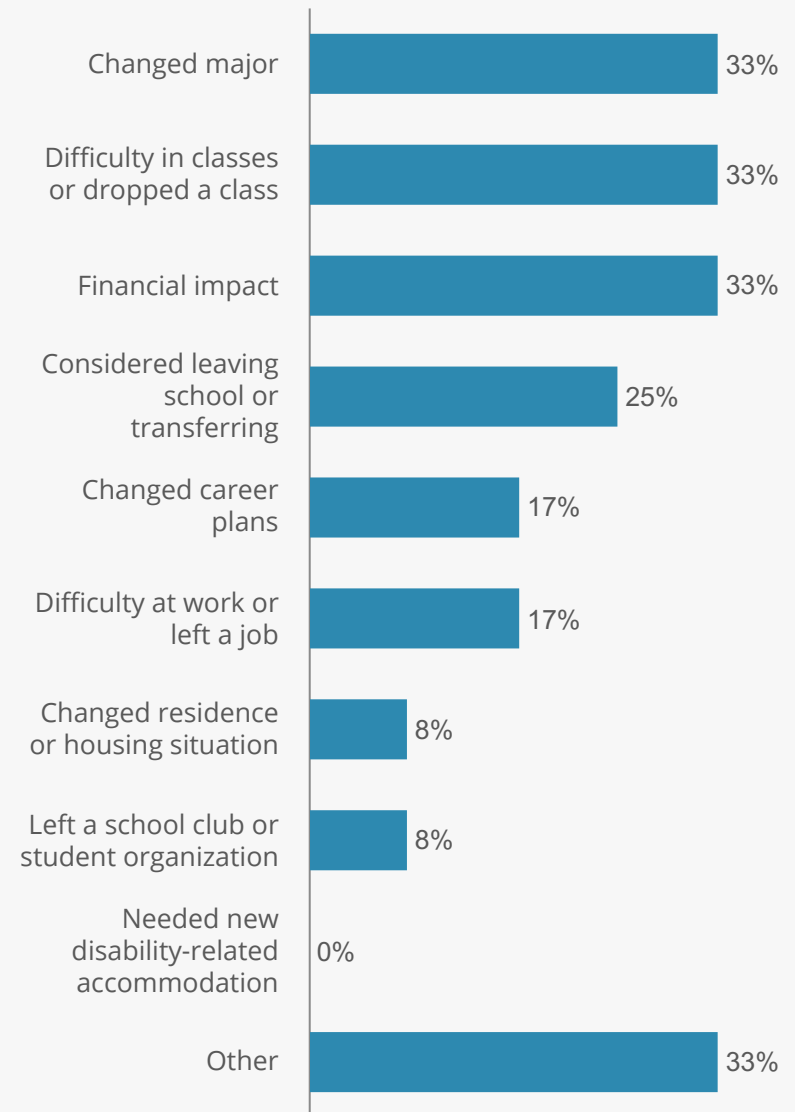
Impacts

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.

The highest percentage of students changed their major (33%), had difficulty in classes or dropped a class (33%) and had a financial impact, such as losing a scholarship or foreign-student visa, or cost of healthcare (33%).

Fig. 34 Impacts on academic, professional, or student life



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.

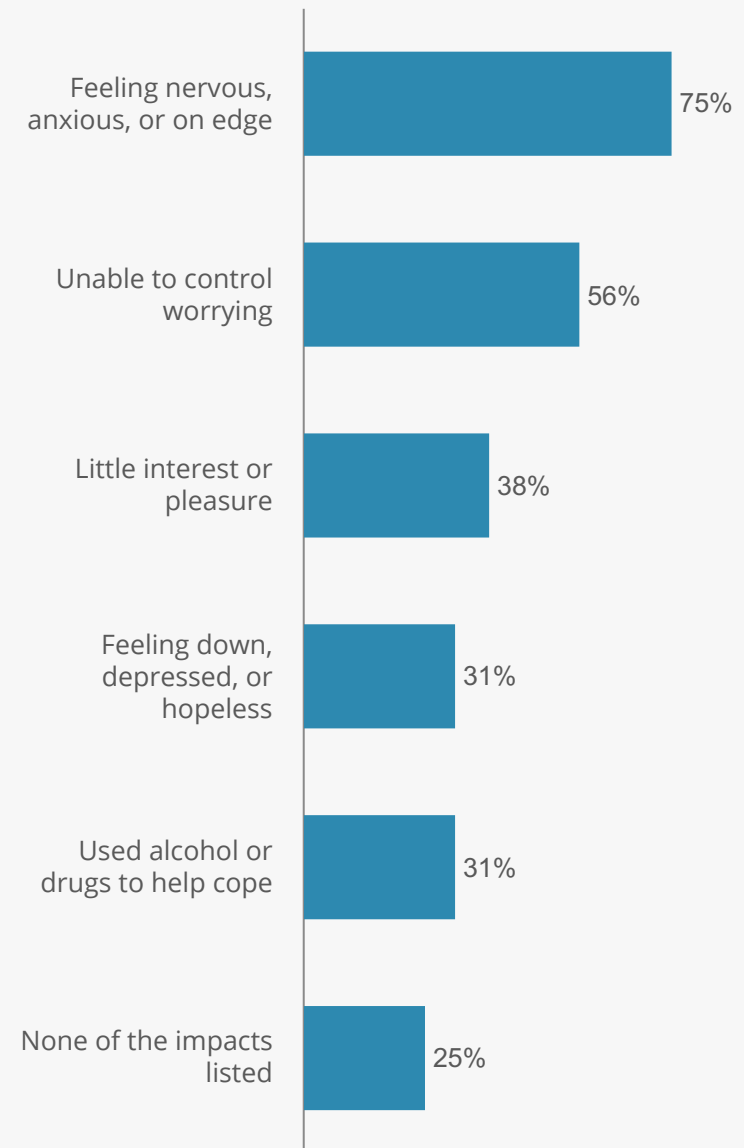
The highest percentage of students reported that they felt nervous, anxious, or on edge (75%), were unable to stop or control worrying (56%), and felt little interest or pleasure in doing things (38%).

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. 35 Impacts on mental health





Findings

Bystander Intervention

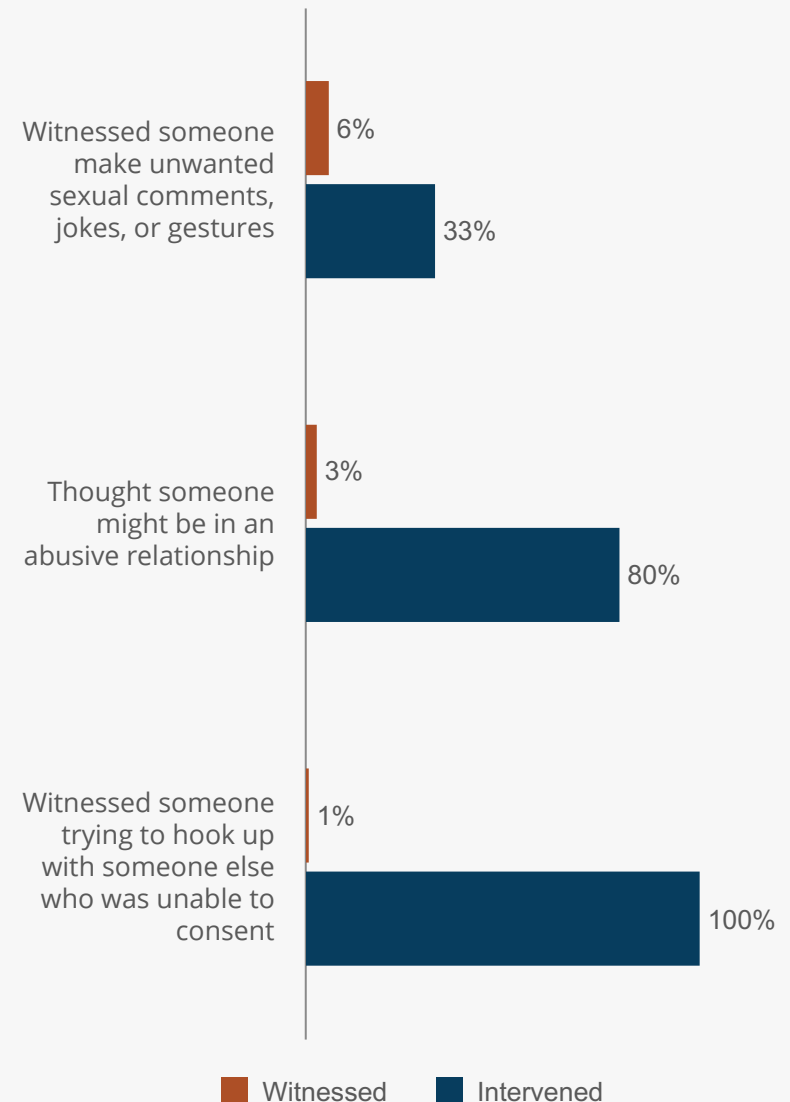
Bystander Behaviors

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

- **6%** witnessed someone make unwanted sexual comments, jokes, or gestures. Among those, 33% intervened in some way.
- **3%** thought someone might be in an abusive relationship. Among those, 80% intervened in some way.
- **1%** witnessed someone trying to hook up with someone else who was passed out or unable to consent. Among those, 100% intervened in some way.

The prevalence of students who witnessed sexual misconduct was too small to report reasons why they may not have intervened.

Fig. 36 Percentage of students who intervened after witnessing sexual misconduct





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

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

First generation students expressed some concerns about their well-being.

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Recommendations

1. Evaluate current steps being taken to protect students' physical and emotional safety and improvements that can be made. Train faculty/staff to take a holistic, trauma-informed approach.
2. Consider additional support that can be provided to first generation students, such as academic advising, financial support, and counseling services.
3. Provide space for sharing, support, and strengthening a sense of well-being.

Key Findings

There is an opportunity to improve knowledge of Title IX.

- 80% were unsure if the College has a Title IX coordinator
- 46% confirmed they know their Title IX protections
- 58% understand what happens when a student reports sexual misconduct

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Recommendations

1. Clearly and succinctly explain the Title IX reporting process to assist students in making an informed decision to report incidents to campus officials.
2. 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.³ The Title IX Coordinator can be involved in interdisciplinary events, such as athletics and student organizations to increase awareness.

³ 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

Many students were not aware of available campus resources.

- 58% of students confirmed they know where to get help
- 42% of students were aware of Student Accessibility Services
- 39% were aware of the Public Safety Office
- 31% were aware of Student Success

Among students who experienced sexual misconduct, 26% did not report it because they did not know who to contact for help.

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Recommendations

1. Create a marketing and communications plan to ensure students know where to report, how to report, and what to report.
2. Consider a campaign to introduce the professional staff who work in campus resources.
3. Make sure to clearly explain which resources are confidential and available 24/7. Consider the accessibility of these services in terms of operating hours, location, cost, and services for vulnerable groups.

Key Findings

Students may benefit from education on campus policies and prevention.

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Recommendations

1. Consider implementing an evaluation system for programming to identify which programs are the most effective for knowledge gain and resource allocation.
2. Consider involving students in the process of reviewing policies on an annual basis to ensure that they are explained in plain language. Policies should clearly and succinctly explain the reporting process to assist students in making an informed decision during a time of crisis.
3. 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. Place policy information in accessible, commonly viewed areas, such as dining halls, bathrooms, class syllabi, and on your website.

Key Findings

Many students did not report to campus officials.

Common reasons students did not report include:

- 47% did not think the incident was serious enough to report
- 32% did not want the perpetrator to get in trouble
- 26% felt it would take time away from studies or other activities

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Recommendations

1. Ensure faculty and staff are properly trained in identifying and responding to sexual and interpersonal violence. Encourage them to address Title IX protections in their courses and syllabi.
2. Engage faculty and other campus members who regularly interact with students about the seriousness of sexual misconduct. Enlist their help in generating awareness about the resources available to students on and off campus.
3. Consider incorporating restorative justice approaches to better meet the needs of those experiencing violence and harassment.
4. Evaluate whether students have what they need to balance seeking help for gender-based misconduct and their other responsibilities. Ensure there are accommodations and resources in place to help students manage and navigate the reporting process.