North Park University
Student Experience Survey

2024 Report

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Study Design

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

North Park University 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 Park University 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 North Park University 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 Park University 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 Park University 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 Park University was able to add custom questions to the survey as agreed upon by North Park University 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 a $25, $50, or $100 gift card. 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 Park University, 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, ROTC student, enrollment in college classes while in high school, 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 policies relevant to sexual and interpersonal violence. They were also asked about their perceptions of the campus culture, North Park University's prevention and response efforts relevant to sexual and interpersonal violence, and bystander intervention.

Sexual and interpersonal violence

The survey asked participants about their experiences of sexual and interpersonal violence in the past 12 months, including sexual harassment, sexual assault, rape, intimate partner violence, and stalking.

The survey included follow-up questions for those that indicated experiencing sexual and interpersonal violence. 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 Park University 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 Park University.

Reports provided to North Park University 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 and interpersonal violence. 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 and interpersonal violence (SIV)

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 2,628 North Park University students were invited to participate, and 307 (12%) completed the survey. The results of this report reflect only those who participated and may not reflect the experiences of all North Park University students. Findings in this report should not be used to make conclusions about the entire student population.

Fig. 1 Race and ethnicity
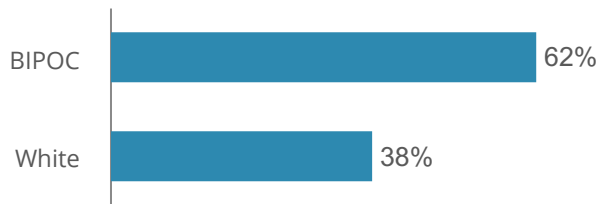
BIPOC 62%
White 38%

Fig. 2 Gender identity

Woman 67%
Man 30%
TGQN 3%

Fig. 3 Age

18-20 51.5%
21-24 27%
25-29 7.5%
30+ 14%
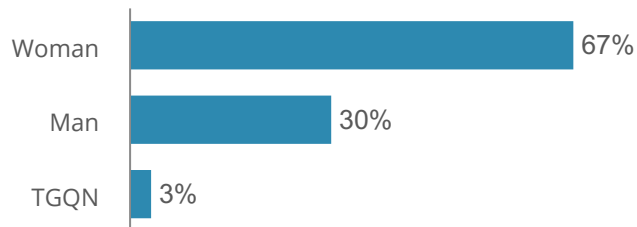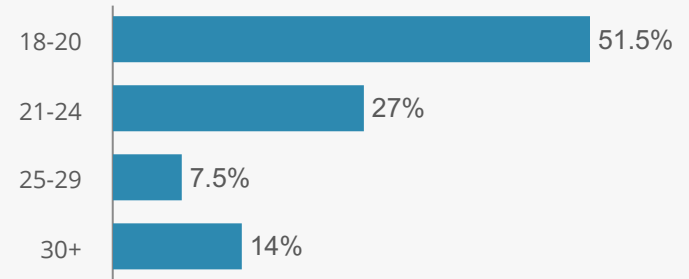
Fig. 4 Sexual orientation

Straight 74%
LGB+ 26%
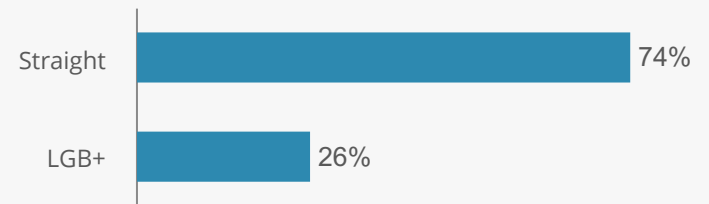
Fig. 5 Disability status

No 90%
Yes 10%
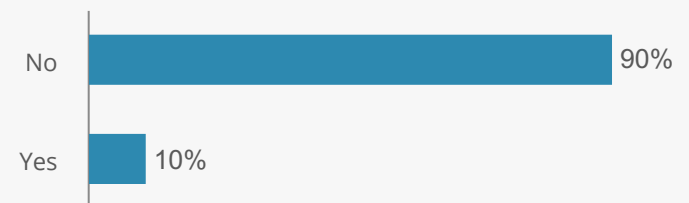
Participant Demographics

Fig. 6 Academic status

Undergraduate	79%
Graduate	21%

Fig. 7 Class year

1st year	40%
2nd year	18%
3rd year	12%
4th year	7%
5th year+	23%
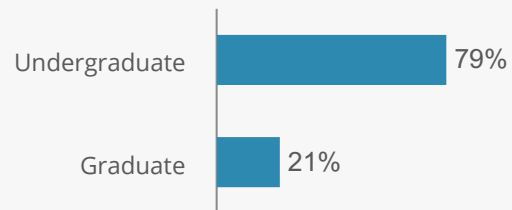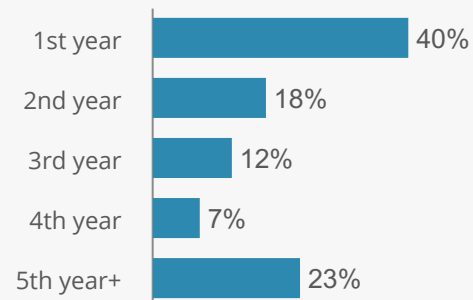
Fig. 8 Enrollment status

Full-Time	82%
Part-Time	18%

Fig. 9 Transfer status

No	84%
Yes	16%

Fig. 10 Residency

Domestic	88%
International	12%
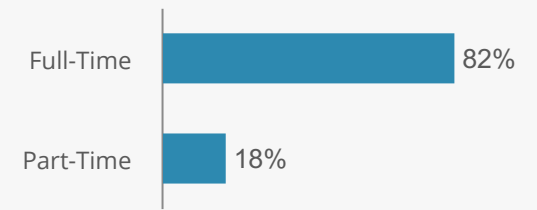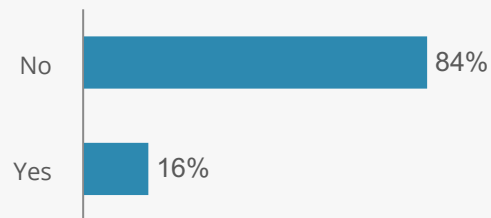
Fig. 11 Pell grant status

No	65%
Yes	35%

Executive Summary

School connectedness

Overall, most students indicated that they feel a sense of belonging, equity, and well-being at North Park University. However, there were differences observed based on disability status, race/ethnicity, sexual orientation, and enrollment status.

Knowledge of essential information

While most participants were aware of policies, procedures, and resources relevant to sexual and interpersonal violence at the University, 42% were unfamiliar with the reporting process and 34% were unaware of the Title IX Coordinator. Students aged 30 or older and part-time students reported lower knowledge scores overall.

Campus climate and confidence in reporting

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

Sexual and interpersonal violence

About 1 in 5 participants (21%) said that they had experienced some form of sexual harassment, intimate partner violence, stalking, sexual assault, and/or rape in the past year. TGQN students, women, and LGB+ students were more likely to experience sexual harassment.
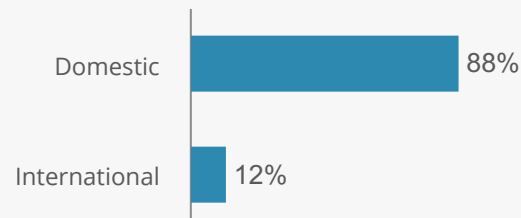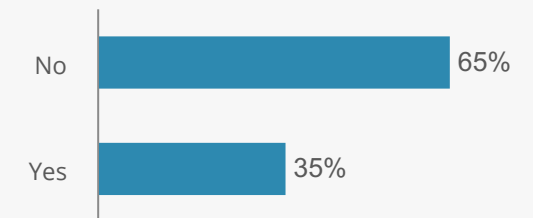
Reporting

The majority of participants who experienced sexual or interpersonal violence did not report the incident to campus officials. The most common reason why students chose not to report was that they were worried it would not be taken seriously, and they were worried they would not get the outcome they were hoping for.

Bystander intervention

Most students who witnessed an incident of sexual or interpersonal violence intervened in some way. Among those who chose not to intervene, 24% said that they did not know what to do.

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 North Park University. Their responses were scored on a scale from 1 to 4, with 4 being a positive response.

Belonging

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

Equity

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

Well-being

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

3.1/4
Belonging

3.1/4
Equity

3.2/4
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 demographic groups.

Belonging

Students with disabilities and full-time students reported a lower sense of belonging than their respective counterparts.

Equity

Students with disabilities, LGB+ students, and BIPOC students were less likely to agree that the University treats students equitably compared to their respective counterparts.

Well-being

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

Fig. 12 Differences in perceptions of belonging

Part-Time	3.3
Non-Disability	3.1
Survey sample	3.1
Full-Time	3.1
Disability	3.0

Fig. 13 Differences in perceptions of equity

White	3.2
Non-Disability	3.1
Straight	3.1
Survey sample	3.1
BIPOC	3.0
LGB+	3.0
Disability	2.9
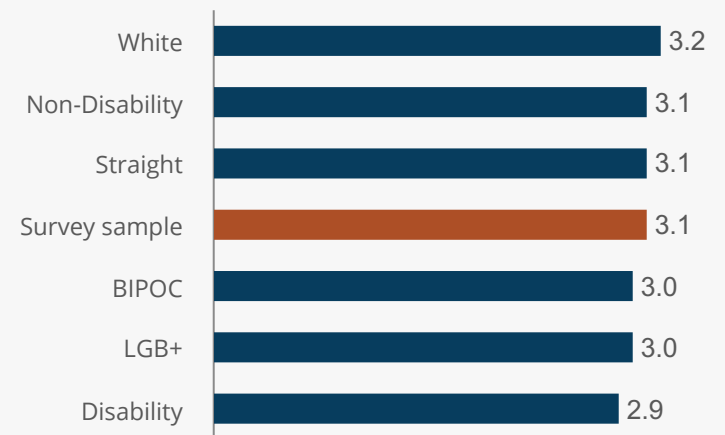
Fig. 14 Differences in perceptions of well-being

Non-Disability	3.2
Survey sample	3.2
Disability	2.9

Findings

Knowledge of Resources and Policies

Knowledge of Resources and Policies

Students were asked about their knowledge of campus resources and policies relevant to sexual and interpersonal violence (SIV).

A slight majority of students confirmed that they have learned about sexual and interpersonal violence through classes, training, or other programs at the University (63%). Most students indicated that they know their Title IX protections (71%).

Sixty-nine percent (69%) of students knew where at the University they could get help if someone they know experiences sexual or interpersonal violence. Just over half understood what happens when a student reports sexual or interpersonal violence to the University (58%).

When asked if the University has a Title IX Coordinator, 66% of participants answered 'yes,' while 2% of participants answered 'no,' and 32% answered that they were unsure.

Fig. 15 Knowledge of campus resources and policies

Category	Percentage
Know Title IX protections	71%
Know where to get help	69%
Learned about SIV through classes, trainings, or other programs	63%
Understand what happens when a student reports SIV	58%
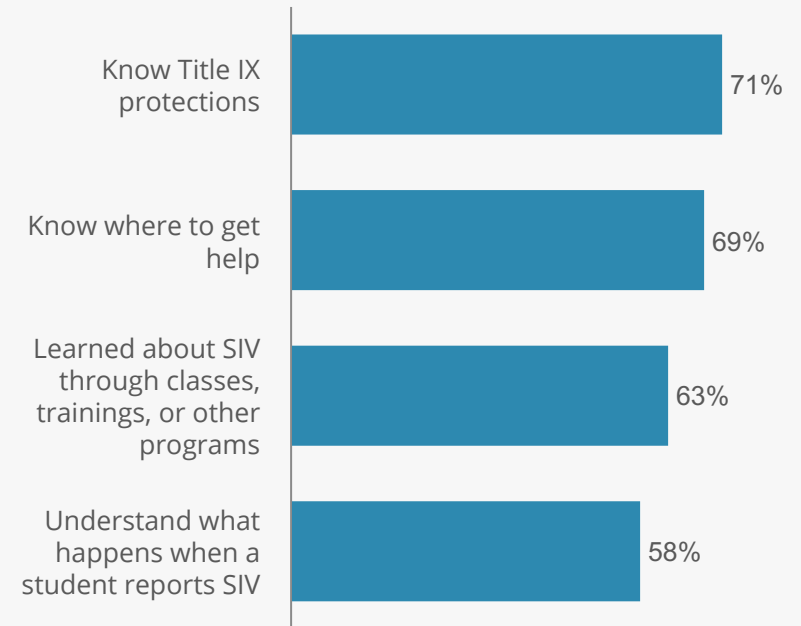
Fig. 16 Does North Park University have a Title IX coordinator?

Response	Percentage
Yes	66%
Unsure	32%
No	2%
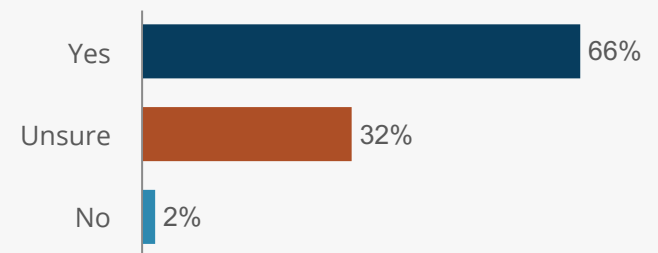
Differences in Knowledge of Resources and Policies

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

Students in the 30 or older age group and part-time students were less likely to agree that they knew this information compared to full-time students and students in other age groups.

Fig. 17 Differences in knowledge of campus resources and policies

Group	Percent
18-20	69%
25-29	67%
Full-Time	67%
21-24	65%
Survey sample	65%
Part-Time	56%
30+	49%
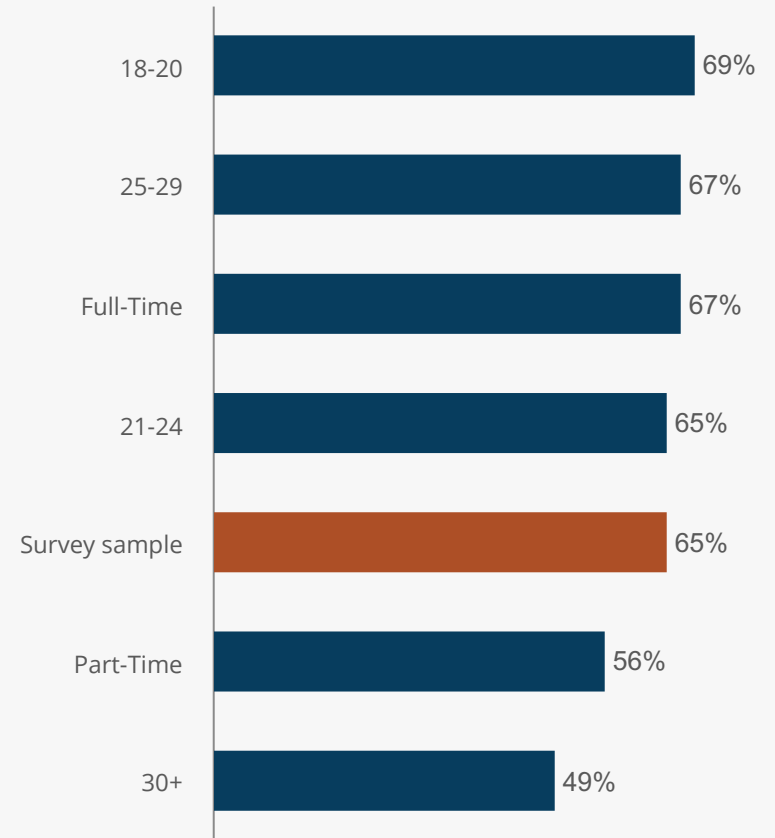
Findings

Campus Climate

Campus Culture

Students were asked about the culture of sexual harassment at North Park University, and their perceptions of the University's efforts to prevent and respond to sexual and interpersonal violence. Their responses were scored on a scale from 1 to 4, with 4 being a positive response.

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

3.0/4

Campus Culture

1 = negative response
4 = positive response

Differences in Perception of Campus Culture

Perceptions about the culture of sexual harassment at the University varied among some demographic groups.

Students with disabilities, LGB+ students, students aged 21-24, non-transfer, full-time, and domestic students 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 and interpersonal violence.

Fig. 18 Differences in perception of campus culture

Group	Score
30+	3.3
International	3.2
Part-Time	3.2
25-29	3.1
Transfer	3.1
18-20	3.0
Non-Disability	3.0
Straight	3.0
Survey sample	3.0
Domestic	3.0
Full-Time	2.9
Non-Transfer	2.9
21-24	2.8
LGB+	2.8
Disability	2.7
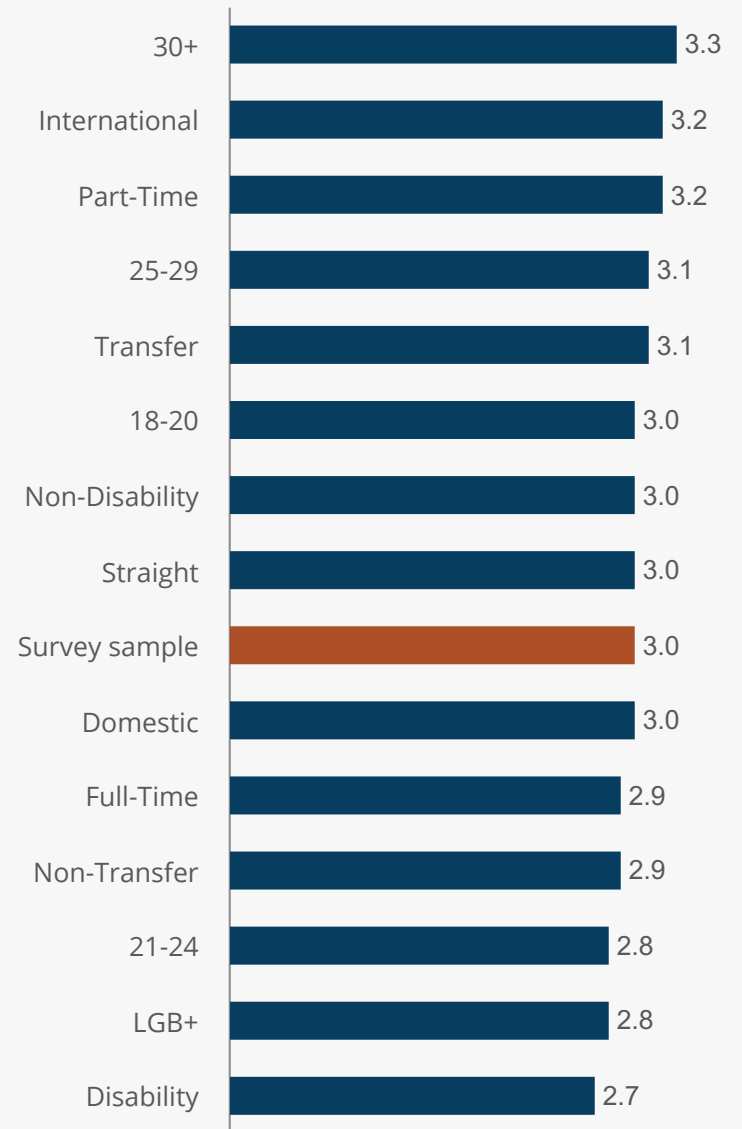
1 = negative response
4 = positive response

Confidence in Reporting

Participants who did not experience an incident of sexual or interpersonal violence in the past year were asked about their confidence in the University's reporting process and campus resources.

Twenty percent (20%) of students indicated that they would go to the counseling support services or health services, 26% would go to campus safety, and 27% would go to another employee if they experienced sexual or interpersonal violence.

A majority of students believed that their case would be taken seriously (85%), while 12% of students believed that the University would blame them or not believe them about the incident. Ninety percent (90%) of students believed that their privacy would be protected, and 85% believed that the University would take steps to protect their safety.

Of those who self-identified as having a disability, 78% believed that the University would properly accommodate their disability.

Fig. 19 If I experienced SIV, I believe North Park University would...

- Protect my privacy — 90%
- Take my case seriously — 85%
- Take steps to protect my safety — 85%
- Properly accommodate my disability — 78%
- Blame me for what happened or not believe me — 12%
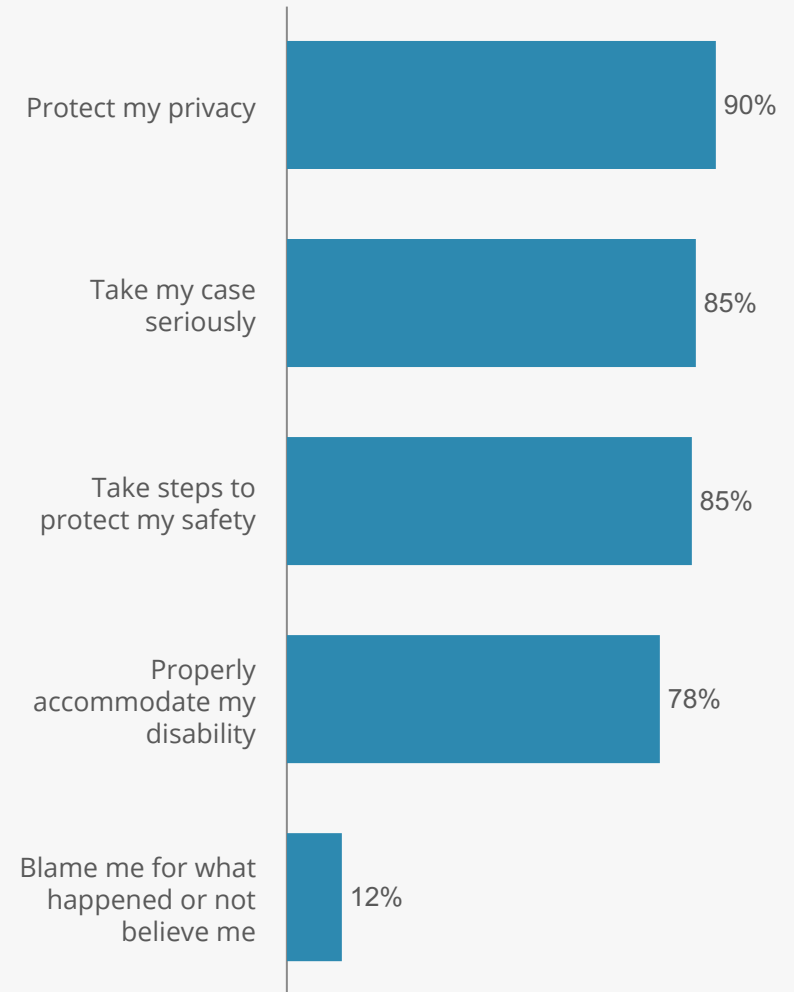
Findings

Personal Experience

21% of Students Experienced Sexual and Interpersonal Violence or Harassment

The survey asked students about their experiences of non-consensual sexual contact, sexual harassment, stalking, and intimate partner violence in the past 12 months. Overall, 21% of participants indicated experiencing at least one form of sexual and interpersonal violence in the past 12-months.

- **18%** experienced sexual harassment
- **7%** experienced stalking
- **5%** experienced sexual violence
- **2%** experienced intimate partner violence

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. 20 Prevalence of sexual and interpersonal violence (last 12 months)

Sexual harassment	18%
Stalking	7%
Sexual violence	5%
Intimate partner violence	2%
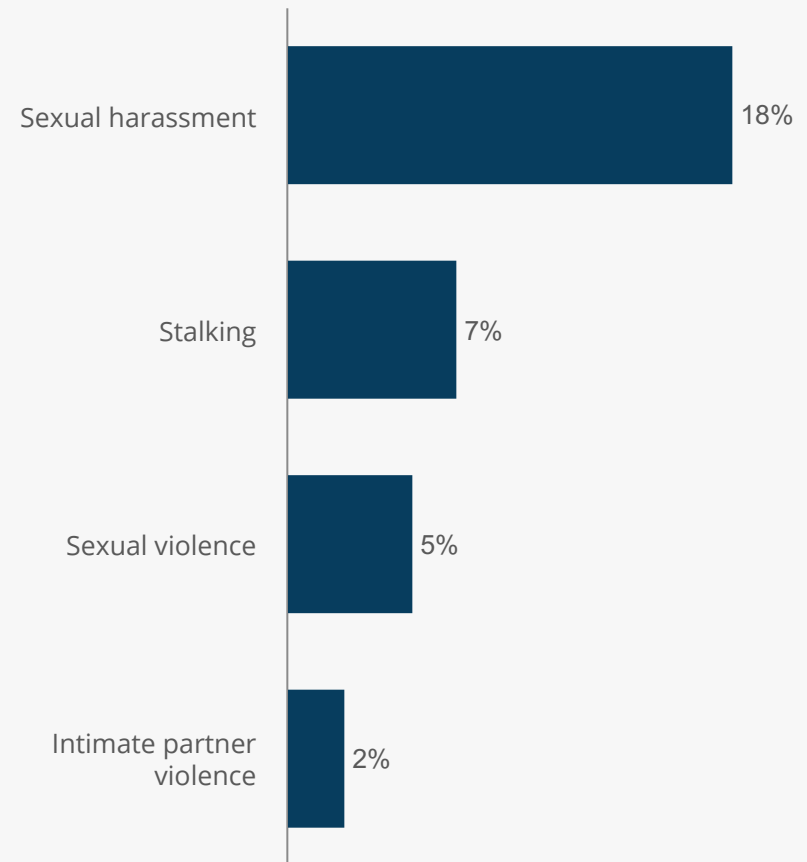
8% experienced **two or more** types of sexual and interpersonal violence.

18% of Students Experienced Sexual Harassment

The survey asked students about their experiences of sexual harassment in the past 12 months. Overall, 18% of participants indicated experiencing sexual harassment.

The highest percentage of students reported that someone made unwanted sexual advances, comments, gestures, or jokes toward them (15%).

- **5%** indicated someone continuously asked them to hang out or hook up despite saying no

- **2%** indicated someone sent or showed them sexual photos or videos that they did not ask to see

- **2%** indicated someone shared or threatened to share sexual photos, videos, or rumors of them that they did not want shared

- **1%** indicated someone threatened them or offered something in return for sexual contact

Fig. 21 Prevalence of sexual harassment

Category	Percentage
Unwanted advances, comments, gestures, or jokes	15%
Continuously asked to hang out or hook up despite declining	5%
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%
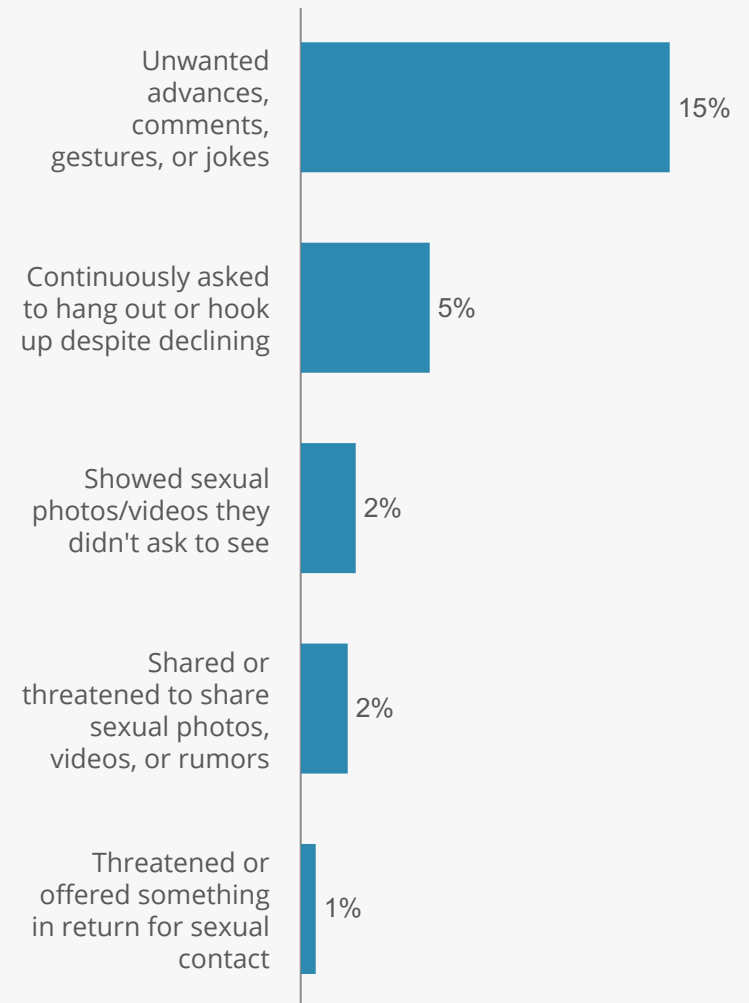
Differences in Experience of Sexual Harassment

The prevalence of sexual harassment varied by gender identity and sexual orientation.

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

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

Fig. 22 Prevalence of sexual harassment by demographics

Demographic	Percentage
TGQN	60%
LGB+	29%
Woman	22%
Survey sample	18%
Straight	15%
Men	6%
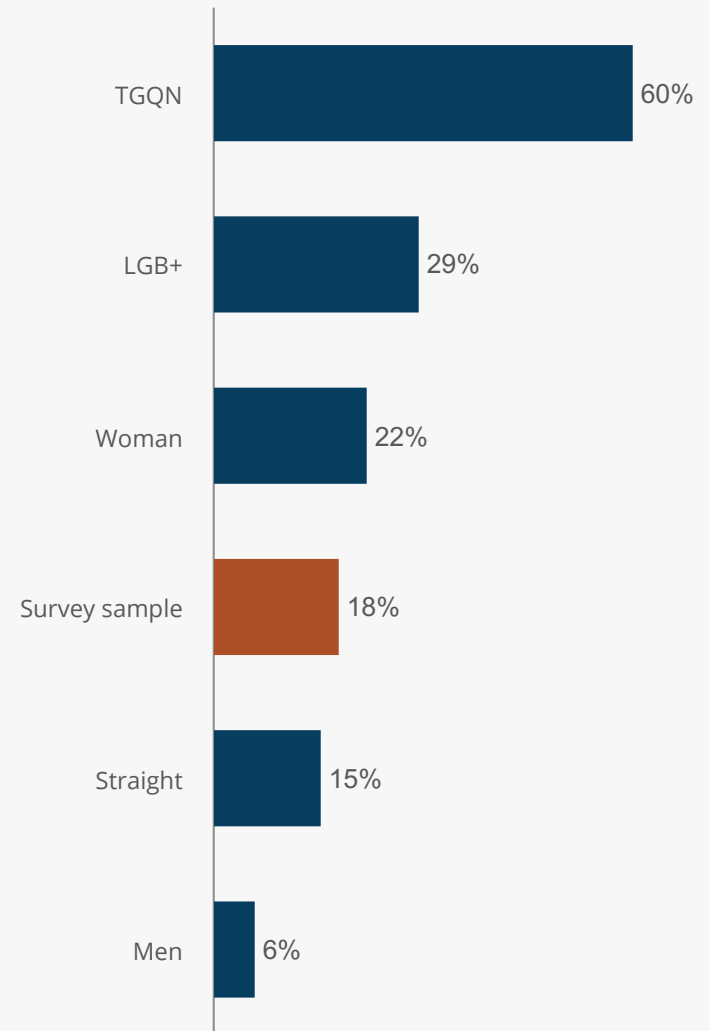
Perpetrators of Sexual Harassment

Students who experienced sexual harassment in the past year 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** (49%), followed by an **employee other than a coach or trainer, professor, TA, or RA** (42%), and **another student** (38%).

Fig. 23 Perpetration of sexual harassment

Perpetrator	Percentage
Acquaintance	49%
Other employee	42%
Other student	38%
Friend or roommate (current or former)	8%
Someone else	4%
Coworker	2%
Partner or spouse (current or former)	2%
Professor	2%
Stranger	2%
TA or RA	2%
Unsure	2%
Boss or supervisor	0%
Coach or trainer	0%
Family member	0%
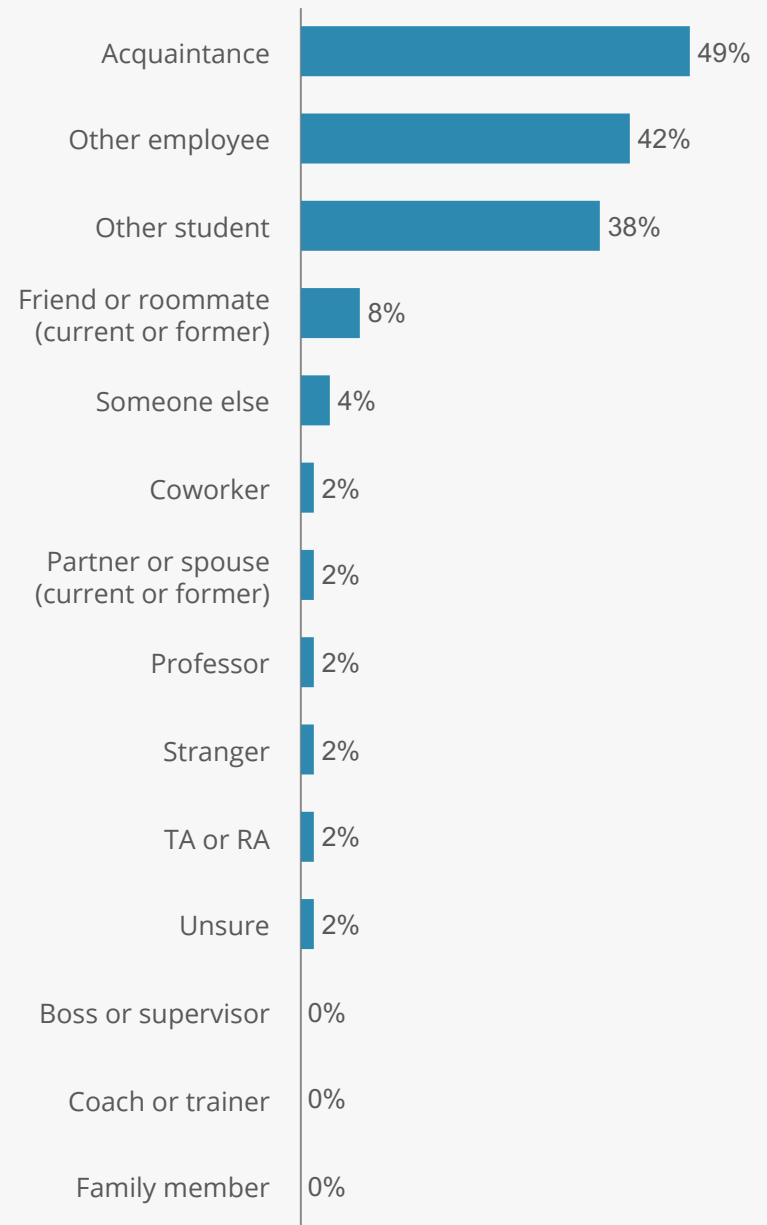
Locations Where Sexual Harassment Occurred

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

The highest percentage of students indicated that the incident occurred at a residence hall or dorm (19%), a classroom or other academic building (17%), and online (17%).

Fig. 24 Prevalence of sexual harassment by location

Location	Percentage
Residence hall/Dorm	19%
Classroom/Academic building	17%
Online	17%
Off campus housing	11%
Restaurant, bar, or club	8%
Space used by student org. or club	6%
Other place	23%
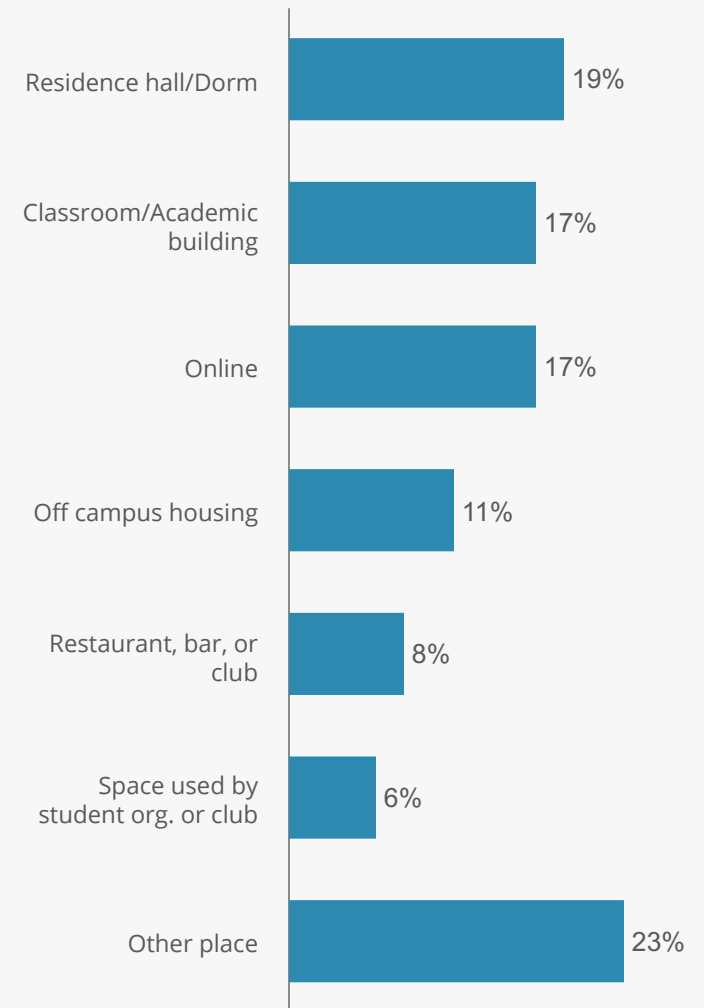
Reporting of Sexual Harassment

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

While most students told a friend, roommate, or family member (74%), a majority did not report the incident to a campus official.

- **8%** contacted campus safety
- **4%** contacted the counseling support services or health services
- **13%** contacted another campus employee

Fig. 25 Reporting of sexual harassment

Friend, roommate, or family	74%
Another employee	13%
Campus safety	8%
Counseling support services or health services	4%
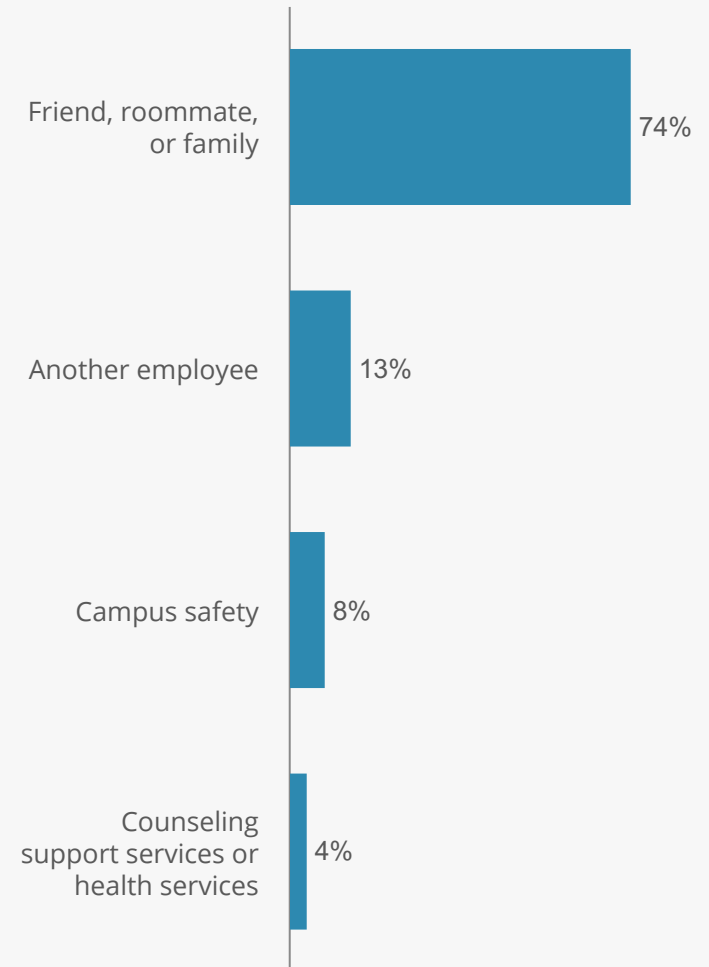
7% of Students Experienced Stalking

Students were asked about stalking situations when someone acted in a way that seemed obsessive or made them concerned for their safety in the past year. Overall, 7% of participants indicated experiencing at least one form of stalking.

Students most frequently reported that someone repeatedly called them or sent unwanted messages (5%).

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

- **1%** indicated someone waited for them or showed up in places when they didn't want them there

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

There were no statistically significant differences in prevalence of stalking observed across demographic groups.

Fig. 26 Prevalence of stalking by behavior

Behavior	Percentage
Repeated calls or messages	5%
Watched, followed, spied on, tracked, or monitored them	3%
Waited for them or showed up places unwanted	1%
Left unwanted gifts, flowers, or other items	1%
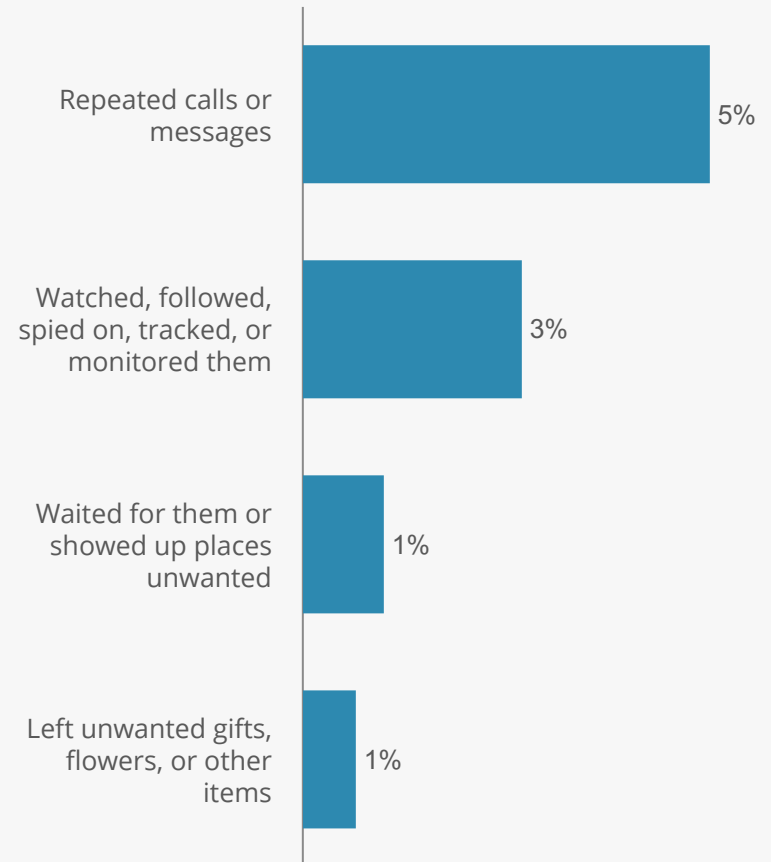
Perpetrators of Stalking

Students who experienced stalking in the past year 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 employee other than a coach or trainer, professor, TA, or RA (30%), followed by another student (25%) and an acquaintance, friend of a friend, or someone they just met (15%).

Fig. 27 Perpetration of stalking

Relationship	Percentage
Other employee	30%
Other student	25%
Acquaintance	15%
Someone else	15%
Unsure	15%
Partner or spouse (current or former)	10%
Friend or roommate (current or former)	5%
TA or RA	5%
Boss or supervisor	0%
Coach or trainer	0%
Coworker	0%
Family member	0%
Professor	0%
Stranger	0%

Reporting of Stalking

Students who indicated experiencing stalking in the past year were asked if they told someone about the incident.

While most students told a friend, roommate, or family member (70%), a majority did not report the incident to a campus official.

- **20%** contacted campus safety
- **5%** contacted the counseling support services or health services
- **15%** contacted another campus employee

Fig. 28 Reporting of stalking

Friend, roommate, or family — 70%
Campus safety — 20%
Another employee — 15%
Counseling support services or health services — 5%
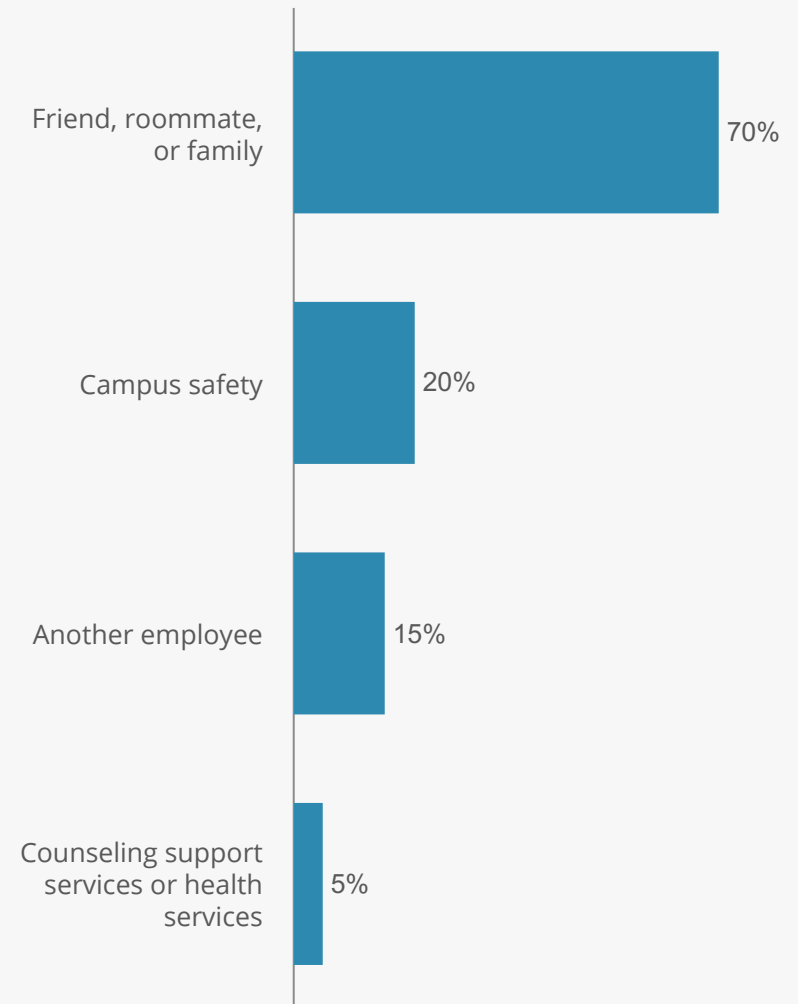
5% of Students Experienced Sexual Violence

Overall, 5% of participants indicated that they experienced sexual assault and/or rape in the past year.
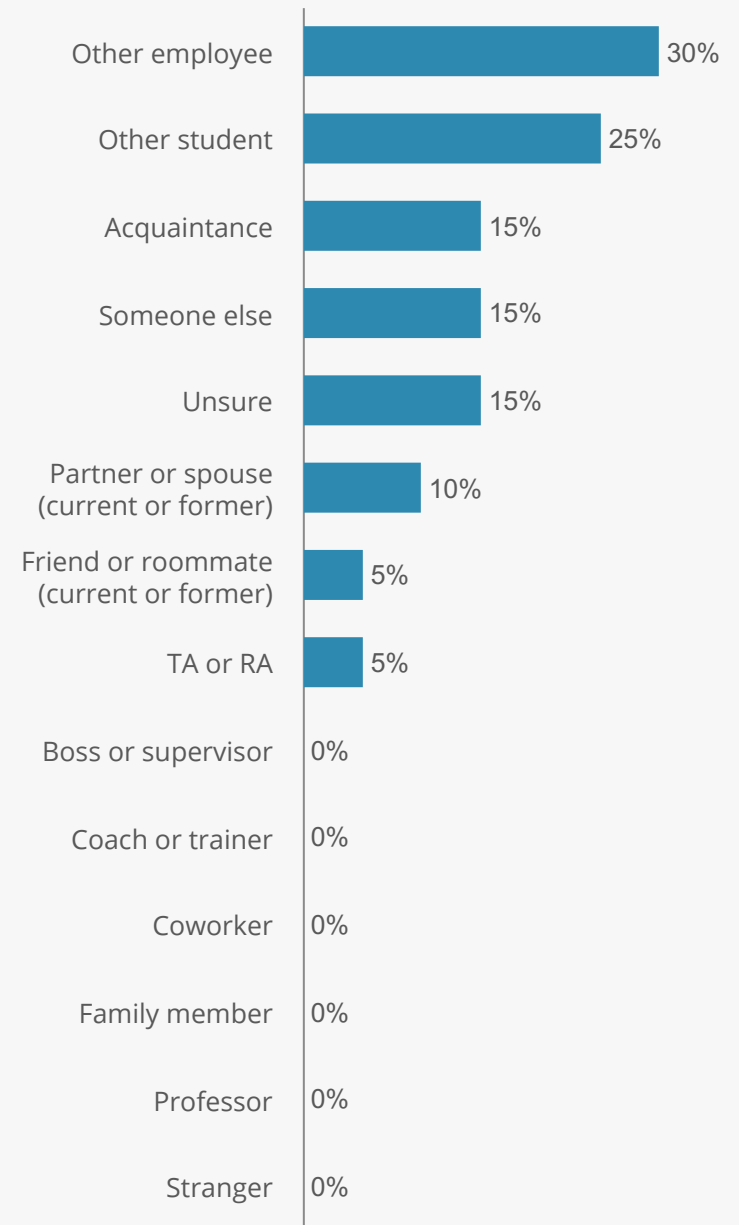
Students who experienced sexual violence in the past year were asked what their relationship was with the person(s) who engaged in that behavior.

The highest percentage of students indicated that the perpetrator was another student (27%), followed by an employee other than a coach or trainer, professor, TA, or RA (20%).

Fig. 29 Perpetration of sexual violence

Category	Percentage
Other student	27%
Other employee	20%
Unsure	20%
Friend or roommate (current or former)	13%
Partner or spouse (current or former)	7%
Someone else	7%
Acquaintance	0%
Boss or supervisor	0%
Coach or trainer	0%
Coworker	0%
Family member	0%
Professor	0%
Stranger	0%
TA or RA	0%
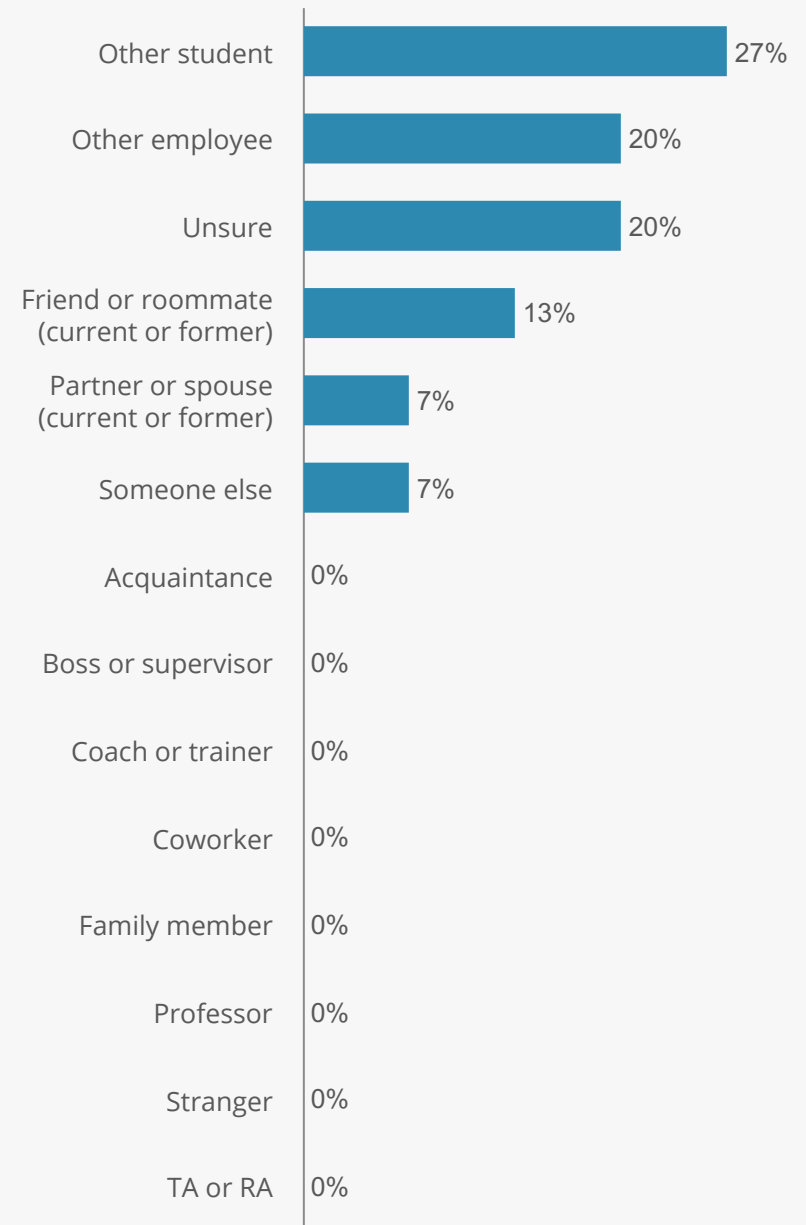
Locations Where Sexual Violence Occurred

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

The highest percentage of students indicated that the incident occurred at a residence hall or dorm (40%), followed by off campus housing (27%), and at a restaurant, bar, or club (20%).

Fig. 30 Prevalence of sexual violence by location

Location	Percentage
Residence hall/Dorm	40%
Off campus housing	27%
Restaurant, bar, or club	20%
Other place	13%
Space used by student org. or club	0%
Classroom/Academic building	0%
Other place	0%
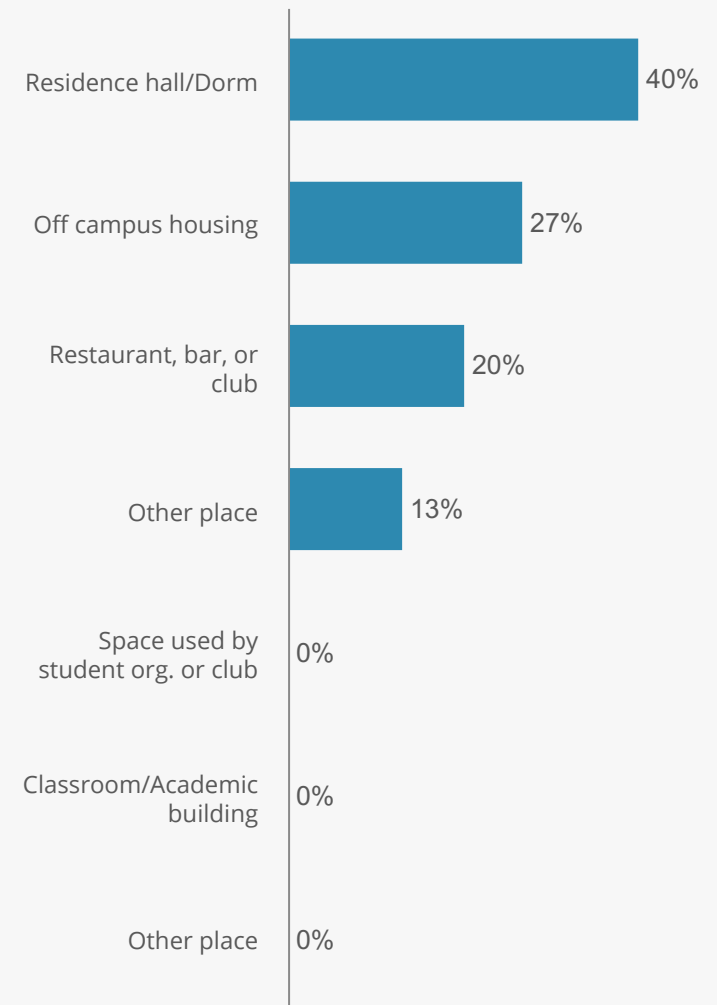
Reporting of Sexual Violence

Students who experienced sexual assault and/or rape in the past year 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 a campus official. Seven percent (7%) contacted the counseling support services or health services. None of the participants indicated that they contacted campus safety or another employee.

Fig. 31 Reporting of sexual violence
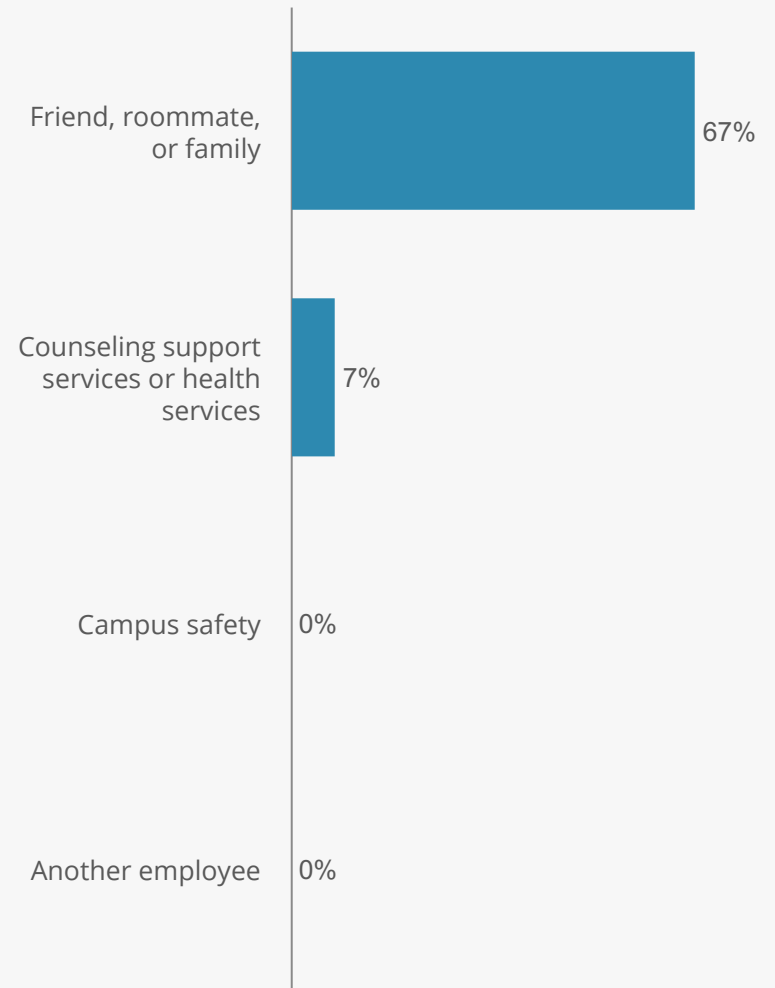
2% of Students Experienced Intimate Partner Violence

The survey asked students about their experiences of intimate partner violence (IPV) in the past year. Overall, 2% of participants indicated experiencing IPV.

The sample size of those who experienced intimate partner violence is too small to report additional information relevant to their experiences, including: impacts of the incident, the percentage of students who reported the incident, and experiences with the reporting process, if applicable.

Fig. 32 Prevalence of intimate partner violence

98%

2%

■ Experienced sexual violence
■ Did not experience sexual violence
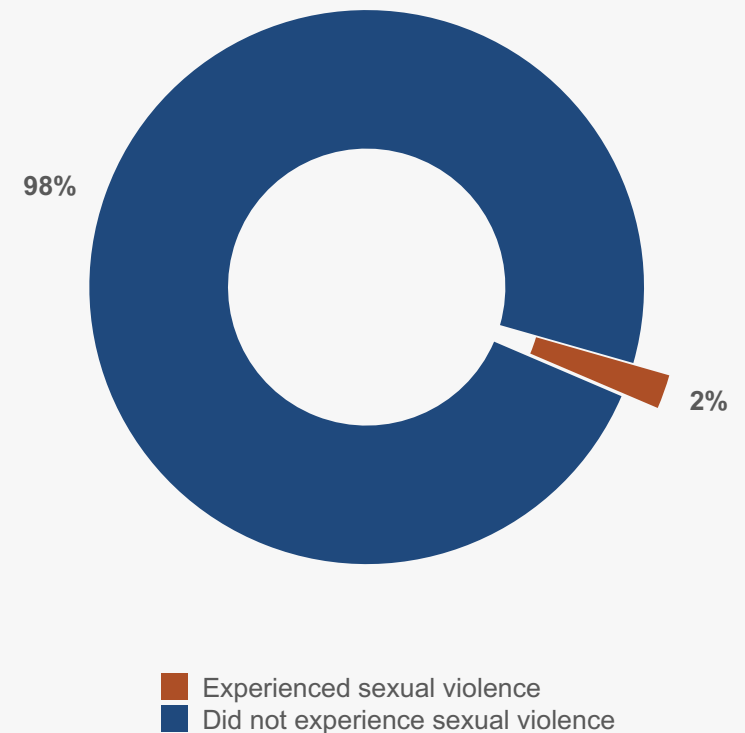
Findings

Reporting

Reasons Students Did Not Report

Students who indicated experiencing sexual and interpersonal violence but did not report it were asked about reasons they did not contact a campus official about the incident.

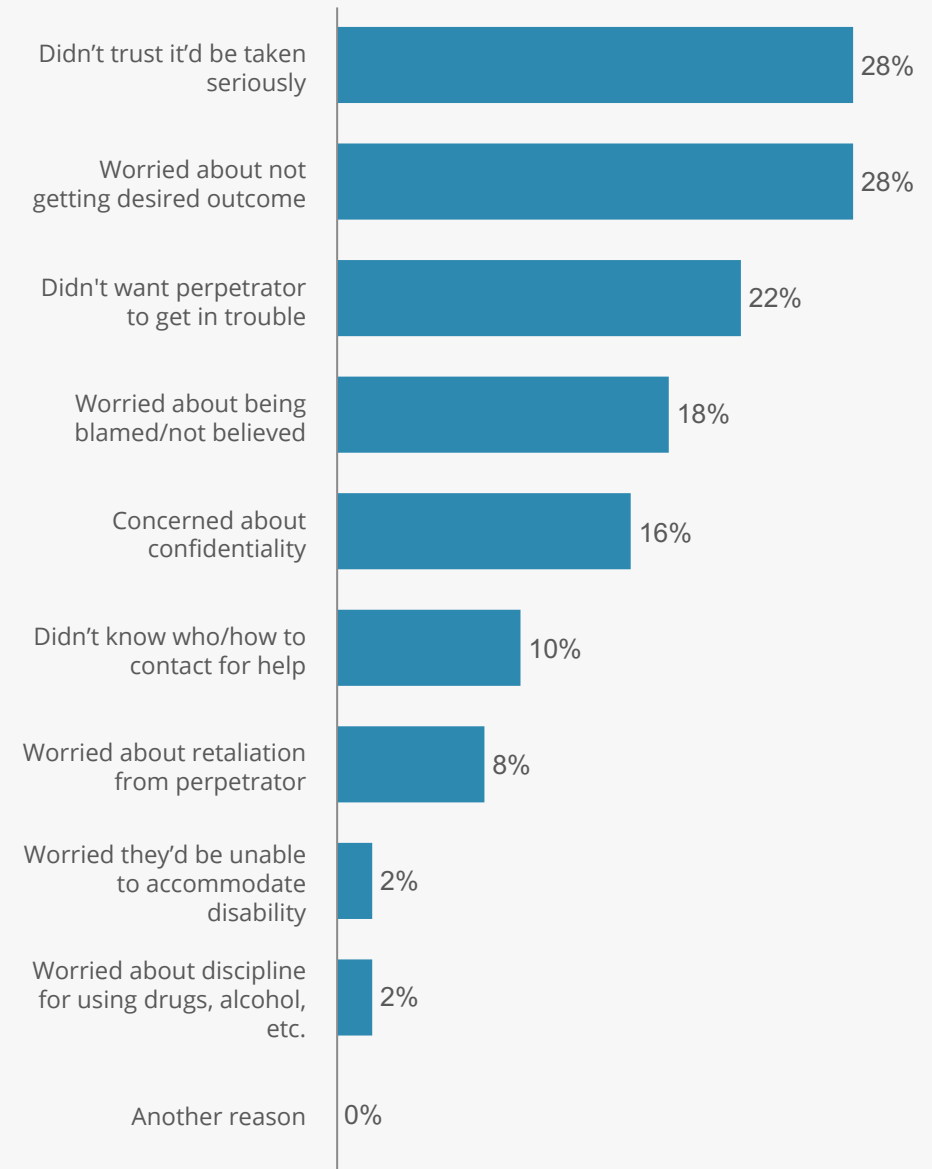The most common reasons why students did not report the incident were they did not trust that the report would be taken seriously (28%), they worried they would not get the outcome they were hoping for (28%), and they did not want the perpetrator to get in trouble (22%).

Fig. 33 Reasons participants did not report sexual or interpersonal violence

Reason	Percentage
Didn't trust it'd be taken seriously	28%
Worried about not getting desired outcome	28%
Didn't want perpetrator to get in trouble	22%
Worried about being blamed/not believed	18%
Concerned about confidentiality	16%
Didn't know who/how to contact for help	10%
Worried about retaliation from perpetrator	8%
Worried they'd be unable to accommodate disability	2%
Worried about discipline for using drugs, alcohol, etc.	2%
Another reason	0%

Experiences with Reporting Process

Students who experienced sexual or interpersonal violence in the past year and told a campus official were asked about their experience reporting the incident.

A slight majority indicated that they were provided support and resources (67%). The sample size of students who experienced sexual or interpersonal violence and reported the incident was too small to report other experiences that participants indicated having with the reporting process.

67%
Were given support and resources
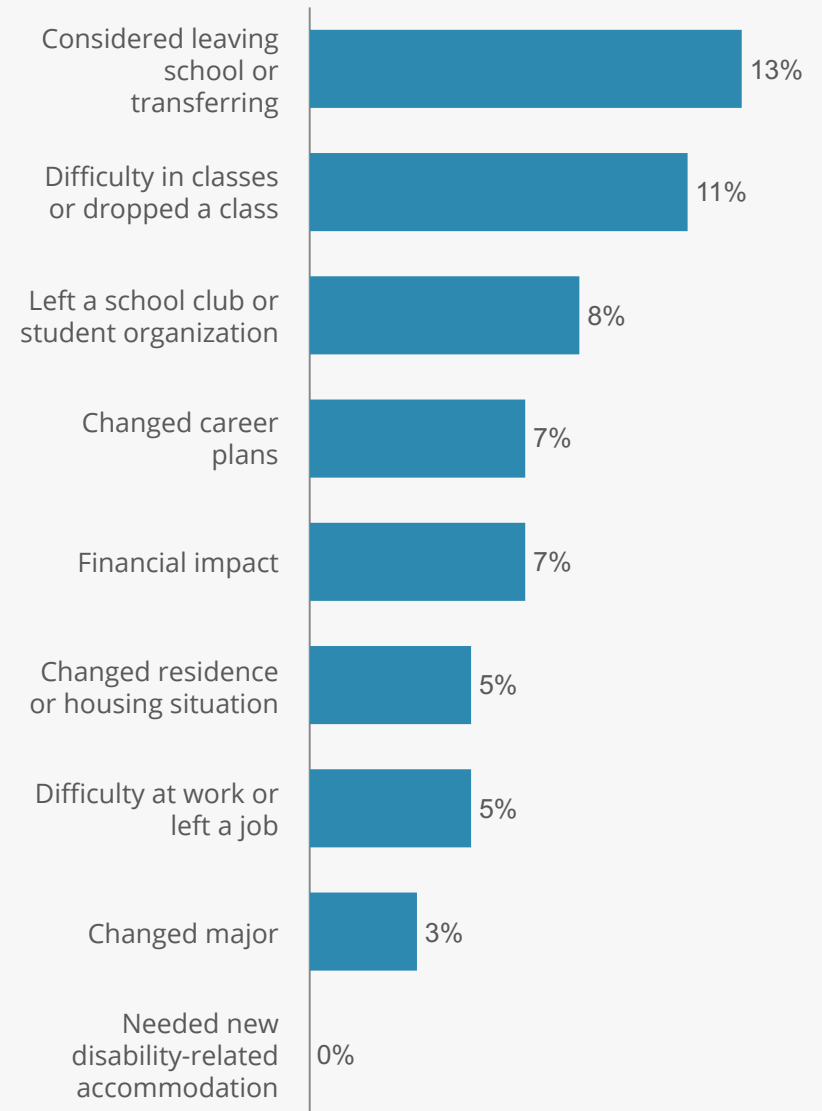
Findings

Impacts

Academic, Professional, & Student Life Impacts

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

Thirteen percent (13%) said that they considered leaving school or transferring, while 11% said that they had difficulty in classes or dropped a class, and 8% left a school club or organization.

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

Impact	Percentage
Considered leaving school or transferring	13%
Difficulty in classes or dropped a class	11%
Left a school club or student organization	8%
Changed career plans	7%
Financial impact	7%
Changed residence or housing situation	5%
Difficulty at work or left a job	5%
Changed major	3%
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 in the past year.

Over half of students who experienced an incident reported that they felt nervous, anxious, or on edge (52%), while 42% felt down, depressed, or hopeless.
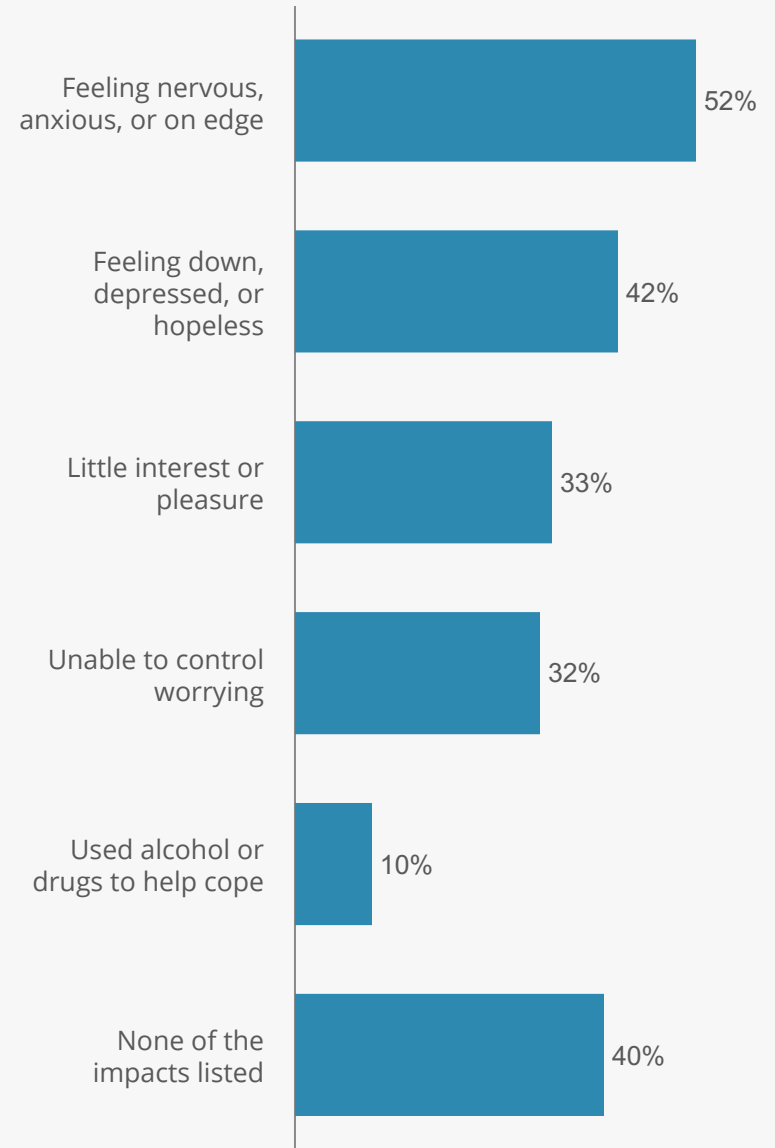
Students who were Pell Grant recipients were more likely to report experiencing mental health symptoms compared to their counterparts (81% vs. 52%)

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

| Impact	Percentage
Feeling nervous, anxious, or on edge	52%
Feeling down, depressed, or hopeless	42%
Little interest or pleasure	33%
Unable to control worrying	32%
Used alcohol or drugs to help cope	10%
None of the impacts listed	40%

Findings

Bystander Intervention

Bystander Behaviors

Students were asked if they witnessed certain situations of sexual and interpersonal violence (SIV) in the past year and, if so, how they responded to those situations.

- **18%** thought someone might be in an abusive relationship. Among those, 54% intervened in some way.

- **10%** witnessed someone trying to hook up with someone else who was passed out or unable to consent. Among those, 75% intervened in some way.

- **7%** witnessed someone make unwanted sexual comments, jokes, or gestures. Among those, 53% intervened in some way.

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

Fig. 36 Percentage of students who intervened after witnessing an incident

Intervened when they witnessed someone trying to hook up with someone else who was unable to consent — 75%

Intervened when they thought someone might be in an abusive relationship — 54%

Intervened when they witnessed someone make unwanted sexual comments, jokes, or gestures — 53%

Intervened when they learned of rumors that someone forced someone else to have sex — 0%
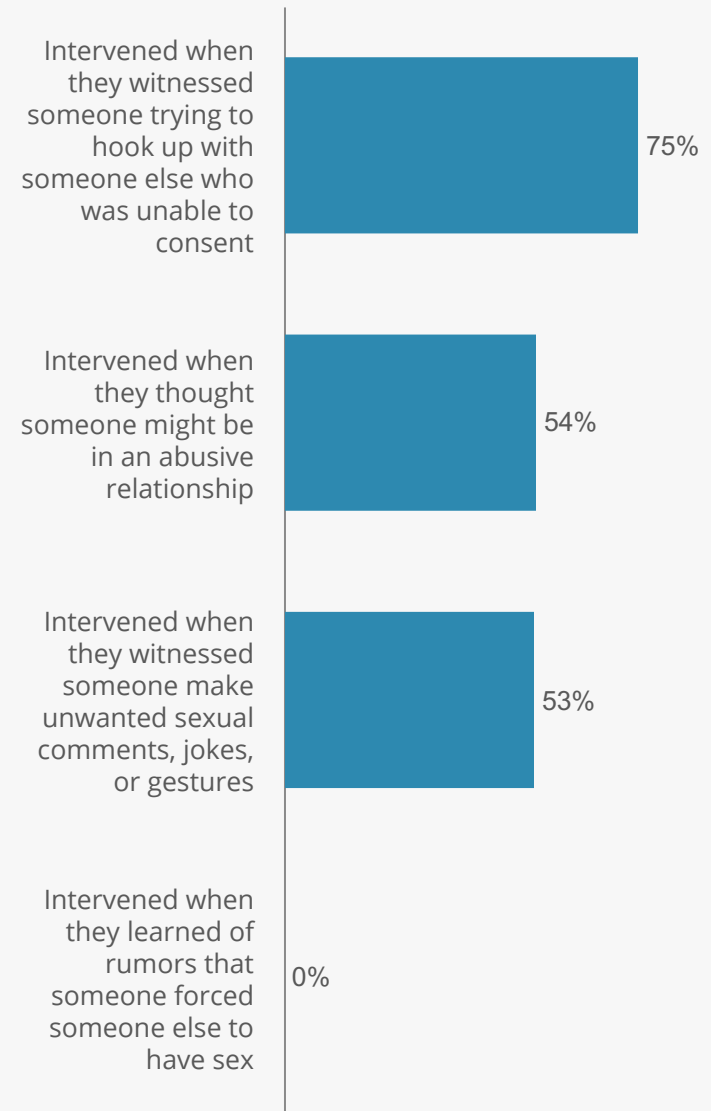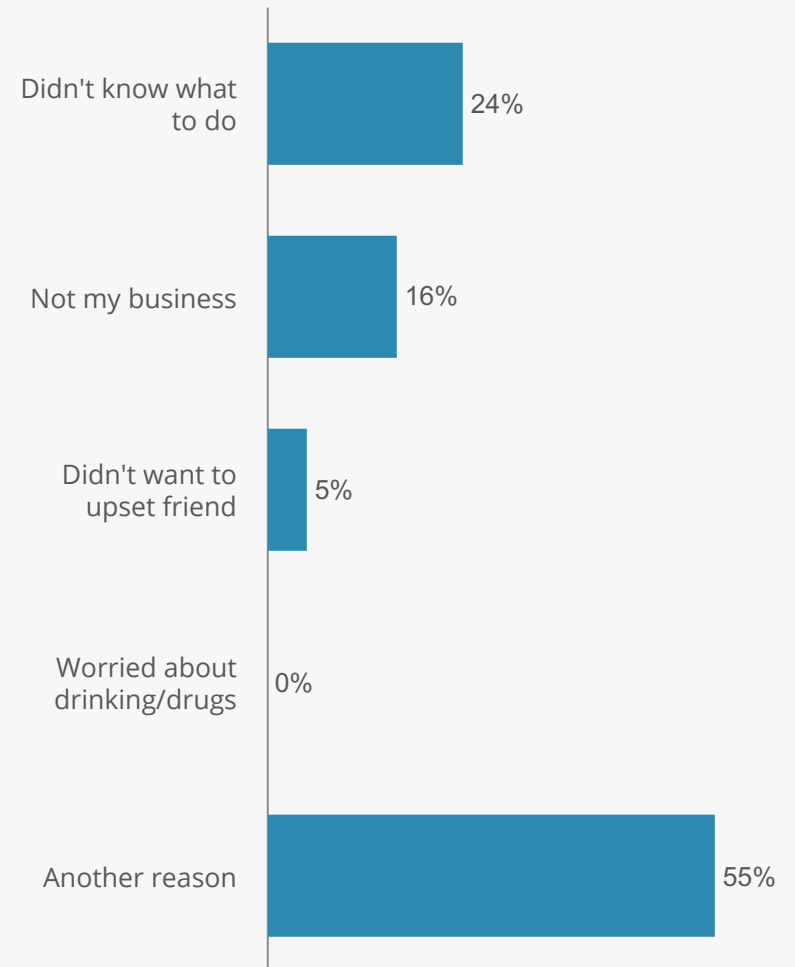
Why Students Did Not Intervene

Students who witnessed certain situations of sexual and interpersonal violence in the past year were asked about reasons why they did not intervene.

- **24%** were not sure what to do
- **16%** felt it was not their business
- **5%** did not want to upset a friend
- **55%** did not intervene for another reason

Fig. 37 Reasons students did not intervene

Reason	Percentage
Didn't know what to do	24%
Not my business	16%
Didn't want to upset friend	5%
Worried about drinking/drugs	0%
Another reason	55%

Recommendations

Recommendations

Included on the following pages are recommendations to address key findings from the North Park University 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 and interpersonal violence, 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 and interpersonal violence. Being open and honest when communicating about the action plan can help build trust.

Key Findings

Students expressed concerns about belonging, equity, well-being, and culture.

- LGB+ students reported a lower sense of equity and culture
- BIPOC students reported a lower sense of equity

pg. 12 and 18

Recommendations

1. Provide space for sharing, building skills related to inclusive practices, and strengthening a sense of belonging.

2. Evaluate current steps being taken to protect students' physical and emotional safety and improvements that can be made. Train faculty and staff to take a holistic, trauma-informed approach when interacting with students.

Key Findings

Students with disabilities expressed concerns about connectedness and culture.

- Students with disabilities reported a lower sense of belonging, equity, well-being, and a had a less favorable view of the campus culture

- 22% of students with a disability believed the school would not properly accommodate their disability if they reported an incident

pg. 12 and 18-19

Recommendations

1. Evaluate the school's policies and accommodation process to ensure it does not create additional barriers and that it is easily accessible for students.

2. Consider conducting focus groups or a comprehensive review of disability services to better understand the experiences of students with disabilities and their perceptions of the campus culture.

Key Findings

There is opportunity to improve knowledge of campus resources and policies.

- 42% of students did not know the reporting process
- 34% of students either did not know or were unsure if the school has a Title IX Coordinator
- 31% of students did not know where to go for help

pg. 14-15

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. Place policy information in accessible, commonly viewed areas, such as dining halls, bathrooms, class syllabi, and on your website.

3. 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

Over half of TGQN students (60%) and over a quarter of LGB+ students (29%) experienced sexual harassment.

pg. 23

Recommendations

1. 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.

2. Strengthen and expand services provided on campus for TGQN and LGB+ students. Provide education on prevention and sex education that is comprehensive and inclusive.

3. Address systematic and cultural discrimination of gender and sexual minority students on campus.

Key Findings

Sexual harassment and violence often occurred in residence halls, off-campus housing, and classroom buildings.

pg. 25 and 31

Recommendations

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

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

Key Findings

Some employees were commonly identified as perpetrators.

Participants commonly said the perpetrator was an employee other than a coach or trainer, professor, TA, or RA.

pg. 24, 28, and 30

Recommendations

1. Evaluate training requirements for faculty and staff and bolster those trainings as necessary.

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

Key Findings

Overall, reporting to the University was low.

Common reasons for not reporting:
- Did not trust the disclosure would be taken seriously
- Did not want the perpetrator to get in trouble
- Worried about not getting the desired outcome

pg. 26, 29. 32, and 35

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. Consider incorporating restorative justice approaches to better meet the needs of those experiencing violence and harassment.

Key Findings

24% of bystanders who did not intervene said they did not know what to do.

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