

## Improving Student Understanding of Sexual Assault Policies and Procedures



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## The ACPA17 Experience

- Thank you for attending today's session, where we hope you will:
- **Connect** with each other
- **Experience** new, cutting edge ideas
- **Invest** in your long-term learning
- **Reflect** on what you have experienced
- **Transform** by converting knowledge into action

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## Land Acknowledgement

We would like to acknowledge that the land we are meeting on today has long served as a site of meeting and exchange amongst Indigenous peoples, specifically the Shawnee, Wyandotte, Miami and Delaware nations.

ACPA-College Student Educators International honors and respects the diverse Indigenous peoples connected to this territory on which we gather.

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## Our International Field

#ACPA17 provides an opportunity to discuss global concepts in higher, post-secondary, and tertiary education. Please remember that not everyone in the room is from the same country nor works within the same system of higher or tertiary education. We invite you to use language that welcomes all participants to the conversation.

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## Agenda

- Introduction/overview of session
- Background literature
- Group discussion- current practices
- Brief overview of survey instrument, data, and methods
- Presentation of findings
- Group discussion-next steps
- Q & A

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**What kinds of conversations are happening at your institution about sexual assault policies and procedures?**

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## Learning Outcomes

- Articulate 1-2 reasons why it is important for all students to understand institutional policies and procedures related to sexual assault and how this influences the greater climate related to sexual assault.
- Articulate 1-2 interesting findings related to which groups of students are more likely to disagree with having an understanding of institutional sexual assault policies and procedures
- Share one new way in which student affairs practitioners can better inform students of institutional sexual assault policies and procedures

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## Background Literature

- Institutions have been called to more proactively address sexual assault
- One of the challenges is that sexual assault remains one of the most underreported crimes (Fisher et al., 2002)
- Factors contributing to underreporting:
  - Lack of understanding of sexual assault (Schwartz & DeKeseredy, 1997)
  - Fear of retaliation (Sable et al., 2006)
  - Lack of trust in institution (Sulkowski, 2011)
  - Hesitancy to engage in institutional judicial process (Krebs et al., 2009)

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## Background Literature

- Ensuring students feel comfortable reporting is vital
- Increase in reporting:
  - Shows an increased understanding of consent and sexual assault
  - Helps institutions better understand the prevalence of sexual assault on their campus
  - Allows institutions to better support survivors

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## Background Literature

- Institutions have been required to have sexual misconduct policies and procedures since the early 1990s (Fisher et al., 2002; Potter et al., 2000)
- Need for policies and procedures reemphasized in the 2011 *Dear Colleague* Letter
- Sexual assault policies and procedures should be easily accessible to all current and prospective students (Janosik & Gregory, 2009; Know Your IX, 2015)

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## Background Literature

- A number of benefits associated with increasing understanding of an institution's commitment
  - Zemsky and Sanlo (2005) argued policies helped marginalized populations know they aren't alone and justify the need for assessment
  - However, policies should not be merely symbolic

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**What are some current ways you ensure all students are informed of institutional sexual assault policies and procedures?**

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## NSSE

- National Survey of Student Engagement
  - An annual survey of first-year and senior students measuring their participation in educationally effective experiences
  - Topics cover content such as aspects of academic challenge, learning with peers, experiences with faculty, campus environment, and high-impact practices
- 2016 administration
  - 557 institutions
- Climate experimental item set
  - 34 institutions, almost 13,000 students
  - Follow up to a set on faculty in 2015

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## Climate Items

- To what extent do you agree with the following statements about sexual assault  
*Strongly agree (4), Agree (3), Disagree (2), Strongly disagree (1)*
  - My institution has provided me with general information regarding sexual assault
  - My institution's reporting policies and procedures regarding incidents of sexual assault are clear
  - My institution provides adequate support and resources for individuals who have experienced sexual assault
- How well does your institution deal with incidents of sexual assault?  
*1=Not well at all to 5=Very well*

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## Student Characteristics

		First-Year	Senior
<b>Gender</b>	Man	34%	33%
	Woman	65%	66%
	Gender Variant	<1%	<1%
	Prefer not to respond	1%	1%
<b>Race or ethnicity</b>	American Indian or Alaska Native	<1%	<1%
	Asian	4%	4%
	Black or African American	16%	13%
	Hispanic or Latino	6%	6%
	Native Hawaiian or Other Pacific Islander	<1%	<1%
	White	60%	66%
	Other	2%	2%
	Multiracial	8%	6%
<b>Sexual Orientation</b>	Prefer not to respond	3%	4%
	Heterosexual	84%	86%
	Gay	2%	2%
	Lesbian	1%	1%
	Bisexual	5%	4%
Another sexual orientation	2%	2%	
Questioning or unsure	2%	1%	
Prefer not to respond	5%	4%	

## Student Characteristics

	First-Year	Senior
First-Generation	44%	47%
Full-Time	96%	84%
Transfer	9%	45%
Athlete	10%	7%
Greek	7%	10%
STEM Major	25%	21%
Living on campus	69%	19%

## Institutional Characteristics

- 42% Doctoral universities
- 48% Master's colleges and universities
- 7% Bachelor's-granting colleges
- 3% other classification
- 64% public institutions
- 18% small (<2,500)
- 9% medium (2,500-4,999)
- 37% large (5,000-9,999)
- 36% very large (10,000+)

## Research Methods

- Descriptives
- Series of logistic regression models (agree/disagree) and an OLS regression model
  - Outcome variables: climate items
  - Input variables: class level, racial/ethnic identification, gender identity, athlete status, fraternity or sorority membership, first-generation status, major (STEM/non-STEM), sexual orientation
  - Note that effect coding was used so categorical variables should be interpreted as compared to "the average" student, not a reference category

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### Where do you expect to see differences?

### Why?

- Class level
- Racial/ethnic identification
- Gender identity
- Athlete status
- Fraternity or sorority membership
- First-generation status
- Major (STEM/non-STEM)
- Sexual orientation

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## Findings

**My institution has provided me with general information regarding sexual assault.**

### MORE likely to disagree

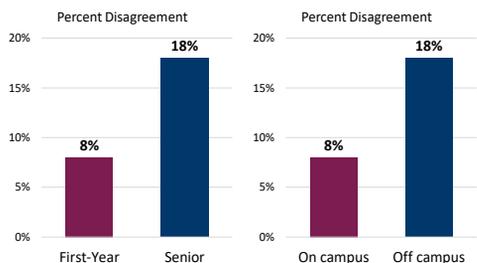
- Senior/4<sup>th</sup>-year class
- Students who prefer not to respond to race/ethnicity
- Transfer students

### LESS likely to disagree

- Black or African American
- Men
- Students living on campus
- Straight students

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**My institution has provided me with general information regarding sexual assault.**



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## Findings

**My institution's reporting policies and procedures regarding incidents of sexual assault are clear.**

### MORE likely to disagree

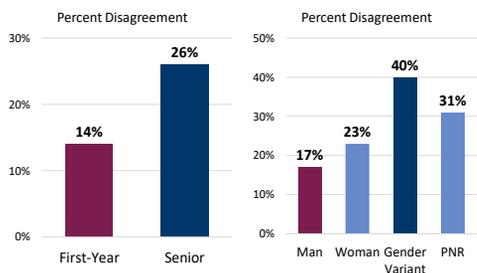
- Senior/4<sup>th</sup>-year class
- Students who prefer not to respond to race/ethnicity
- Gender variant
- STEM major
- Full-time enrolled

### LESS likely to disagree

- Black or African American
- Men
- Athlete
- First-generation
- Straight students

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**My institution's reporting policies and procedures regarding incidents of sexual assault are clear.**



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## Findings

**My institution provides adequate support and resources for individuals who have experienced sexual assault.**

### MORE likely to disagree

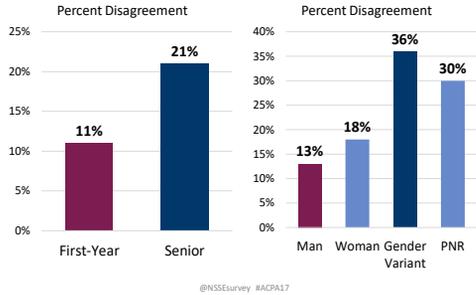
- Senior/4<sup>th</sup>-year class
- Students who prefer not to respond to race/ethnicity
- Gender variant

### LESS likely to disagree

- Black or African American
- Hispanic or Latino
- White
- Men
- Athlete
- First-generation
- Students living on campus
- Straight students

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My institution provides adequate support and resources for individuals who have experienced sexual assault.



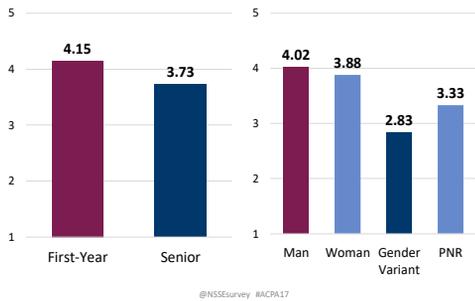
Any immediate reactions to the findings so far?

Findings

How well does your institution deal with incidents of sexual assault? (Not well at all to Very well)

Deals less well	Deals well
<ul style="list-style-type: none"> <li>Senior/4<sup>th</sup>-year class</li> <li>Students who prefer not to respond to race/ethnicity</li> <li>Gender variant</li> <li>Full-time enrolled</li> <li>Students who were more likely to disagree to the other climate items</li> </ul>	<ul style="list-style-type: none"> <li>Black or African American</li> <li>White</li> <li>Men</li> <li>Transfer students</li> <li>Straight students</li> </ul>

How well does your institution deal with incidents of sexual assault? (Not well at all to Very well)



Findings Overall

- |  |  |
|--|--|
| <p><b>Consistent findings</b></p> <ul style="list-style-type: none"> <li>Class level (seniors -)</li> <li>Racial/ethnic identification (Black +)</li> <li>Gender identity (men +, gender variant s's -)</li> <li>Sexual orientation (straight students +)</li> <li>Fraternity/Sorority member =</li> </ul> | <p><b>Less consistent findings</b></p> <ul style="list-style-type: none"> <li>Transfer +</li> <li>On campus +</li> <li>STEM major -</li> <li>Full-time -</li> <li>Athlete +</li> <li>First-generation +</li> </ul> |
|--|--|

Any reactions to the findings?

Surprises or disappointments?

How do these findings compare to your perceptions of your institution?

## Discussion

- Some populations that are more likely to disagree experienced increased sexual violence.
- Overall perceptions of the institution were influenced by whether students felt they had information about policies, procedures, responses, etc.
- If institutions are relying on Orientation/First-year programming, that may not be enough.

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## Next Steps

- Institutions are often criticized for being reactive when it comes to sexual violence education-how can we use this information to be more proactive?
- How do we reach students who may not be getting the information? How do we consider cultural norms in our approaches?
- How do we consider other aspects of campus climate and their relationship to students' trust in the institution?

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## Importance of Data

- Given expected changes to the way Title IX is currently enforced by the federal government, research and assessment is even more important
- Collecting and analyzing data on your campus can help highlight the need for more resources and services related to sexual assault
- Important to think outside of the traditional types of data collected related to sexual assault
- The complex nature of the issue of sexual assault requires us to deeply interrogate the data and what it means!

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**What else would you like NSE to ask?**

**What information would you like to be asked at your own institution?**

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## Final thoughts and questions?

Thank you for joining us!

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RECOMMENDED LAST SLIDE

## Session Evaluation

- Thank you for learning with us!
- Please provide feedback on this session by completing evaluation available online at: <http://tinyurl.com/acpa17sessioneval>
- *Your feedback is valuable to help ensure that our curriculum is meeting the needs of the attendees as well as to help presenters in their development*

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