OHIO ALLIANCE TO
END SEXUAL
VIOLENCE

Changing Campus Culture
2018 Climate Survey Results

Ashland University
Spring 2018

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Executive Summary

Ashland University (Ashland) is a participant in the Ohio Department of Higher Education (ODHE)'s Changing Campus Culture (CCC) initiative,[1] which is working to strengthen the ability of all two- and four-year institutions of higher education[2] to better respond to and ultimately prevent sexual misconduct on Ohio's campus communities. For the past three years, the ODHE has supported campuses in collecting Benchmark data from students, so that it is now possible to track some changes related to sexual misconduct on Ohio campuses since the CCC initiative began. In addition to the Benchmarks, in 2016, a common climate survey was developed by the ODHE's vendor, the Ohio Domestic Violence Network, who also provided technical assistance to campuses administering the survey. This year, the ODHE selected the Ohio Alliance to End Sexual Violence (OAESV) to provide vendor services to again assist campuses in conducting climate surveys, and in using results. As part of this initiative, Ashland University worked with OAESV to customize an online climate survey that was administered to students during the Spring 2018 semester. The purpose of this report is to summarize information that can be used to improve programming related to sexual misconduct response and prevention.

Major Findings:

- **Self-reported prevalence of two types of sexual misconduct are slightly higher at Ashland than at other campuses in Ohio.**

- **Almost 1 in 5 students who experience sexual misconduct at Ashland tell no one about the experience (19%); and only 6% of make a formal report of what happened.** Compared to other student survivors in Ohio, almost 4 times as many Ashland students who experience sexual misconduct did not report because they were afraid they would be punished for violations.

- **Bystander interventions are more frequently reported at Ashland University.** Compared to other campuses in Ohio, fewer Ashland students observed situations that could have led to sexual misconduct (9% at Ashland vs. 13% at other campuses). However, after witnessing sexual misconduct, more students at Ashland (49%) intervened than students on other campuses (40%).

- **Less than half of Ashland University students (49%) received training on sexual misconduct prevention.** Students at Ashland who did receive training reported

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[1] Changing Campus Culture: Preventing and Responding to Sexual Violence (October 2015)

[2] In this report, all institutions of higher education (IHE) will be referred to as campuses.

significantly higher scores on all ODHE Benchmarks, including greater knowledge of campus policies and procedures and greater confidence in their campus' official response to sexual misconduct, than students who did not receive training.

Implications:

- **The official campus response to sexual misconduct can be strengthened.** Sexual misconduct is more frequent at Ashland than on other Ohio campuses, and may be up to ten times more prevalent than what is currently reported to campus officials.

- **Upstander behavior and positive social norms among students are driving forces for preventing and addressing sexual misconduct at Ashland University**. Strategies should be developed to further engage students as active collaborators in campus sexual misconduct prevention efforts.

- **Sexual misconduct prevention training can be expanded until all students and employees receive training**. Students who receive prevention training report better climate outcomes; thus, the Title IX Committee should develop strategies to provide additional training on campus.

The remainder of this report summarizes evidence to further support these major findings and their implications. The final section of the report includes data-driven action recommendations as possible next steps for Ashland University in 2018-19.

Understanding this Report

This report highlights Ashland's progress related to the five core recommendations of the Changing Campus Culture (CCC) Initiative:

1) **Use data to guide action.** Specifically, campuses are asked to administer campus climate surveys to inform prevention and response strategies and to track trends over time.

2) **Empower staff, faculty, campus law enforcement, and students to prevent and respond to sexual violence through evidence-based training**. Using feedback from the campus climate survey and/or other data sources to help select the most appropriate program, campuses should implement a comprehensive training program for their institution. Programs focused on bystander intervention are particularly encouraged.

3) **Communicate a culture of shared respect and responsibility.** Campuses should utilize a widespread awareness and communication campaign in synergy with trainings and other initiatives to help shift culture.

4) **Develop a comprehensive response protocol.** Campuses are encouraged to engage a variety of stakeholders in developing and adopting a comprehensive protocol to address sexual violence on campus. This comprehensive protocol will be both survivor-centered and respect the rights of the accused.

5) **Adopt a survivor-centered response.** By developing a response centered on survivors' needs, such as providing confidential advisors, campuses can strengthen student trust in campus systems and processes.

A hallmark of comprehensive community change work is that efforts and results are intertwined. In planning activities, keep in mind that program components for each of the recommendations can, and should, be designed to function in reciprocal and synergistic ways.

At times this report compares Ashland to other Ohio campuses that used the OAESV vendor services. There were a total of 50 diverse campuses included in the 2018 OAESV sample (see Appendix A). When interpreting these comparisons, remember that Ashland University may be quite different from other campuses that contributed data to the state sample. In addition to this profile report, the ODHE will also provide Benchmark data summaries, which may vary slightly from OAESV's results based on differences in analyses and computations.

The Scope of the Problem 2018
Campus Sexual Misconduct in Ohio

Key Indicators of Safe and Respectful Campuses

Results of climate surveys collected from fifty campuses across Ohio suggest that leadership is still needed to ensure that Ohio's campuses are free of sexual misconduct. "A single act of sexual violence is one too many" approach may be needed to allocate resources needed to improve the statewide results shown in the line graph below: only one in ten students who experienced sexual misconduct made a formal report; after observing situations that could have led to sexual misconduct, only four of ten student opted to take action; and less than half of students in Ohio received sexual misconduct prevention training.

Figure 1. Statewide, less than half of students reported experiences related to sexual misconduct prevention, including experiencing sexual harassment (11%) and/or any form of victimization (17%); using campus procedures for making a formal report (10%); witnessing (13%) or intervening in an instance of suspected sexual misconduct (39%); or receiving prevention training (49%).
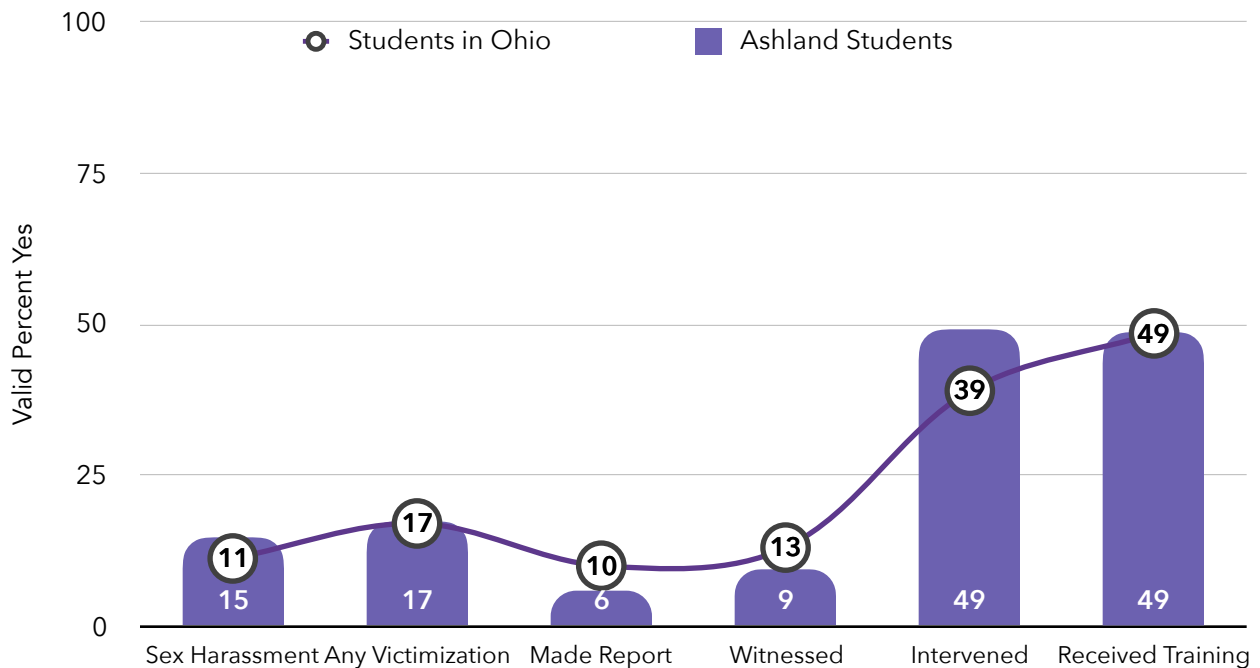

Overall, Ashland's results are very similar to other campuses in Ohio, especially in terms of victimization rates and prevention training. Although less than 10% of Ashland students witnessed a situation that could have led to sexual misconduct; almost half of those students intervened to address the sexual misconduct (49%), which was more than students on other Ohio campuses (39%).

Prevalence of Sexual Misconduct

Surveys included questions about the prevalence of four types of sexual misconduct, as well as intimate partner violence as defined below:

- **Sexual harassment** refers to unwelcome sexual advances, requests for sexual favors, and other verbal, written, online, or physical conduct of a sexual nature when the behavior interferes with your education or creates an intimidating, hostile, or offensive environment.
- **Stalking** refers to a pattern of behavior that makes you feel nervous, harassed, and fearful for your personal safety. It is when someone repeatedly contacts you, follows you, sends you things, talks to you when you don't want them to, or threatens you.
- **Sexual contact** refers to when one person kisses another, touches someone's breast/chest, crotch/groin, or buttocks, or grabs, gropes, or rubs against the other in a sexual way, even if the touching is over the other's clothes.
- **Sexual intercourse** refers to sexual penetration (when one person puts a penis, finger, or object inside someone else's vagina or anus) and oral sexual contact (when someone's mouth or tongue makes contact with someone else's genitals).
- **Intimate partner violence (IPV)** refers to physical force, verbal abuse, controlling behavior, threatening physical harm, and/or non-consensual sexual contact that occurs with an intimate partner.

Figure 2. Self-reported prevalence rates of sexual misconduct are similar or slightly higher at Ashland University than other campuses in Ohio.
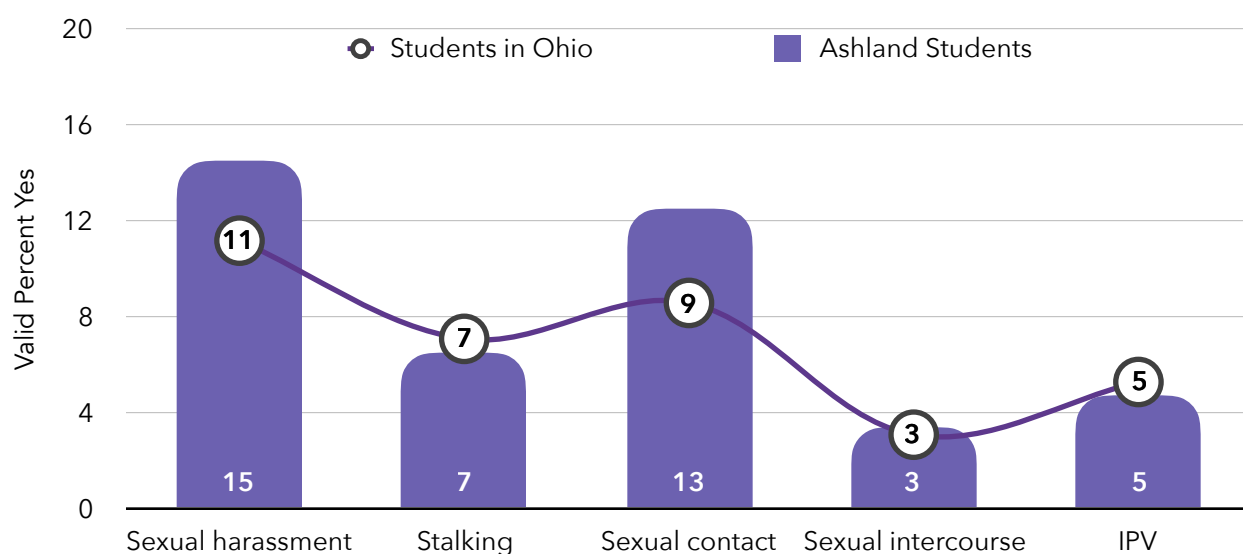
Interestingly, student perceptions of how likely it is that they will experience sexual misconduct were fairly accurate. As shown above, the majority of students at Ashland (85-97%) *did not experience* sexual misconduct on campus. These prevalence rates were consistent with the majority of students (71%), who report it unlikely ("a little likely" or "not at all likely") that they will experience sexual misconduct on campus (see Figure 3).

Figure 3. Slightly fewer students think it is not at all likely that they will experience sexual misconduct at Ashland (40%) than at other campuses (47%).
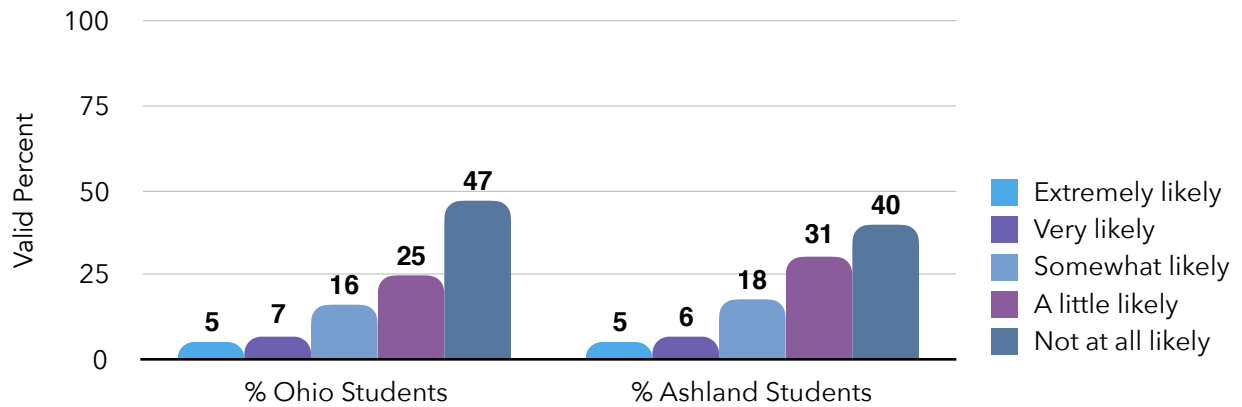
Reporting Behavior

Across the state, the number of students who used their campus procedures to report sexual misconduct was low. Of those students who reported experiencing sexual harassment, stalking, unwanted sexual contact, or unwanted sexual intercourse, only 10% used the campus' formal procedures for reporting.

Figure 4. Fewer students at Ashland used procedures for making a formal report than students at other campuses.
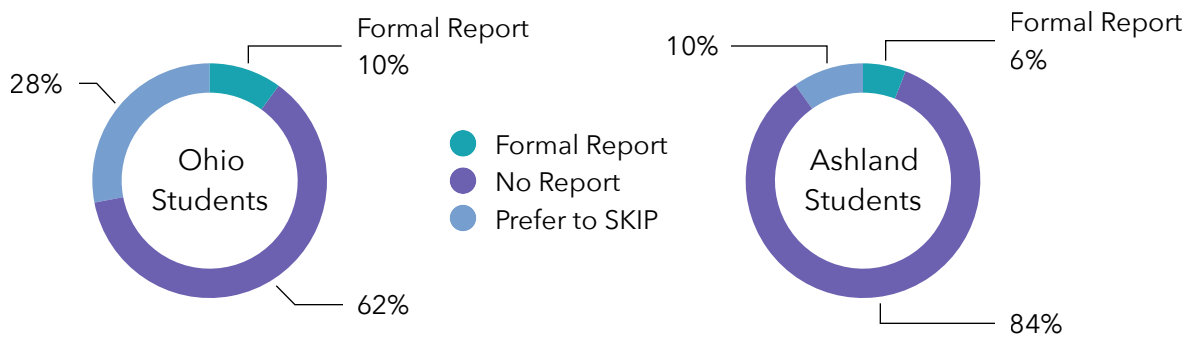
Compared to other campuses in the comparison sample, fewer students at Ashland (6%) used the campus reporting procedures.

Bystander Culture

As displayed in Figure 1, 9% of students at Ashland (n=37) reported that they observed something they believe could have led to sexual misconduct. These students were then asked to answer the question, Did you intervene? Responses are shown in Figure 5.
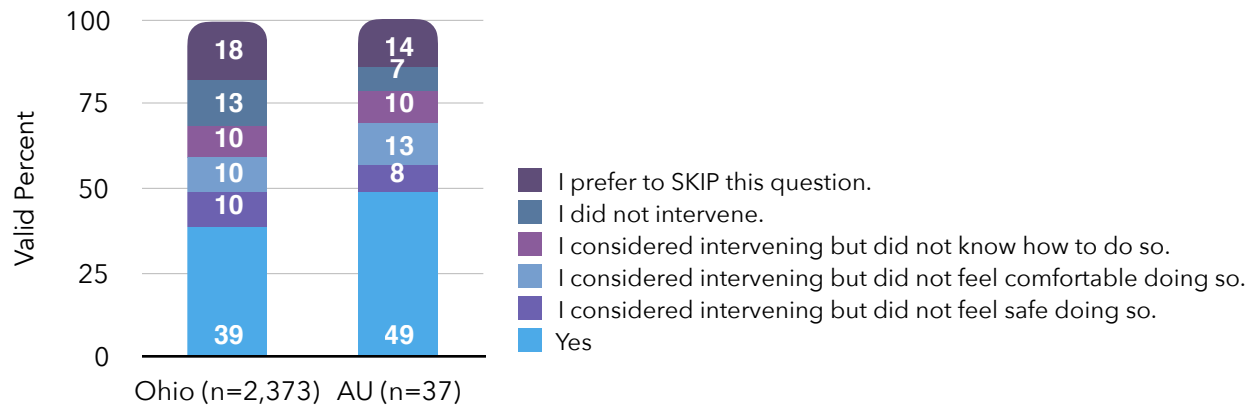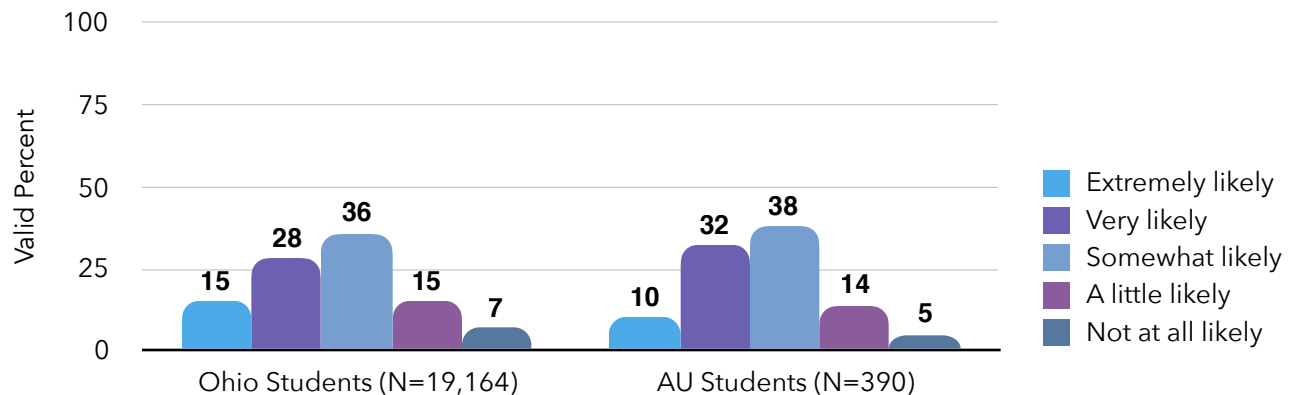
Figure 5. After observing a situation that could have led to sexual misconduct, more students intervene at Ashland (49%) than at other campuses (39%).

Legend:
- I prefer to SKIP this question.
- I did not intervene.
- I considered intervening but did not know how to do so.
- I considered intervening but did not feel comfortable doing so.
- I considered intervening but did not feel safe doing so.
- Yes

Ohio (n=2,373)   AU (n=37)

Figure 6. Similar to other Ohio campuses (43%), 42% of students at Ashland think it is extremely or very likely that their peers on campus would intervene if they were to witness a case of sexual misconduct.

Legend:
- Extremely likely
- Very likely
- Somewhat likely
- A little likely
- Not at all likely

Ohio Students (N=19,164)   AU Students (N=390)

As shown in Figure 6, students' perceptions of the likelihood of Ashland students taking action in cases of sexual misconduct are fairly good estimates of the actual bystander interventions on campus. The percentage of students who reported it extremely or very likely that others would take action if they were to witness sexual misconduct (42%) was close to the percent of students who witnessed sexual misconduct and intervened (49%).

ODHE Rec 1. Use Data to Guide Action

Campus Climate Surveys

The first Changing Campus Culture Initiative recommendation is that campuses "administer an annual campus climate survey to inform prevention and response strategies and to track trends over time." Towards those ends, Ashland worked with the OAESV Climate Survey Team to design and implement their campus climate survey, which was administered during the Spring 2018 semester.

Survey Design and Measures. The starting point for Ashland's climate survey was ODHE's Benchmark items, including prevalence of sexual misconduct on Ohio's campuses, students' confidence in institutional response, and sexual misconduct training experiences. In addition to these items, Ashland opted to include additional measures of these indicators:

- Connectedness & Sense of Belonging
- Contributions to Supportive Climate
- Climate for Diversity & Inclusion
- Psychological Sense of Safety
- Recognition of Campus-wide Efforts
- Bystander Intervention Prevalence
- Context of Sexual Misconduct Experiences
- Disclosure & Reporting Experiences
- Social Norms & Chilling Factors

Sampling Strategy. A convenience sampling strategy was used to collect data from students over the age of 18 between April 9th and the 26th, 2018. Using an email blast, students were emailed with information about the climate study along with the anonymous link to the online survey. A priori power analyses were conducted to determine the number of surveys that would need to be included in the sample in order to make valid inferences about – or generalize to – the students at Ashland (Ideal N=353). Incentives and reminder emails were used to reach that target sample size. Post hoc analyses were conducted to calculate the observed confidence interval for percentages reported here, and are provided in Table 1. The survey contained several demographic and descriptive measures, which are summarized in Tables 2-4, and in Tables B1-6 of Appendix B.

Table 1. Response rates and confidence intervals.

Population	Pop Size	Ideal N	30% Response	Observed N	Response Rate	Confidence Interval	Completion
Students	4,400	353	1,320	591	13%	+/-7%	33%, 8 mins

Note: Across the state, the average sample size for students was 383, with an average response rate of 16%, and completion rate of 48%.

Analyses. SurveyMonkey's online survey platform was used to collect survey responses from students and employees. The data were then exported into SPSS version 23, which was used to clean and code the data, compute new variables, and calculate all descriptive and univariate statistical analyses. Missing data of more than 10% are considered problematic. To address the problems caused by large amounts of missing data (38%) in the comparative analyses conducted here, variables were recoded and/or cases with missing data were eliminated. For all statistical analyses, a confidence level of 95% was used to determine statistical significance (i.e., $p<.05$).

Comparisons. Statistics were calculated to assess differences between students who received training and those who did not. In addition, based on requested information in the intake form, analyses were conducted to see if there were significant differences on three demographic variables of interest: gender identity, participation in NCAA athletic program (yes, no) and by Greek status (yes, no). For each of the variables of interest, response options were collapsed to eliminate missing data, prefer not to answer, and other response options with small percentages. The frequency distributions for the original survey items, as well as the recoded comparison variables, are shown in Tables 2-4. Statistically significant differences, as indicated by ANOVA and chi-square tests, are listed below each table.

Table 2. Gender identity as a comparison variable.

Gender Identity	N	%	Comparison Variable	Valid %
Female	271	46	Female	74
Male	86	15	Not Female	26
Genderqueer/gender non-conforming	2	<1		
Other preferred identity	1	<1		
Prefer not to answer	6	1		
Missing	225	38		
Total	591	101		

There were several statistical **differences by gender**:

- There were no gender differences in having received prevention training, bystander interventions, or reporting behavior.
- A significantly larger percentage of female students (17%) than students who did not identify as-female students (4%) reported sexual harassment, sexual contact (15% v. 3%), and any victimization (21% v. 5%).
- A significantly smaller percentage of female students (13%) than non-female students (25%) participated in Ashland University's athletic program as student-athletes.
- Females had significantly higher ratings on: *there are locations where I feel unsafe around this school, sexual misconduct is a problem on campus, how likely to experience sexual misconduct on campus, students*

would label the person making a report a troublemaker, the alleged offender would retaliate, the educational achievement of the person making the report would suffer.

- Females had significantly lower ratings on: *where to make a report of sexual misconduct on campus, campus formal procedures to address complaints of sexual misconduct, campus officials would take the report seriously, campus officials would support the person making the report, campus officials would take action against the alleged offender, campus officials would take steps to protect the person making the report from retaliation, how likely Ashland students to intervene if they witnessed sexual misconduct, report other students who continue to engage in sexual harassing after having been previously confronted to stop, report other students who use force or pressure to engage in sexual contacts.*

Table 3. Participation in Ashland University's athletic program as comparison variable.

Student Athlete	N	Valid %
Yes	58	10
No	533	90

There were a few statistical **differences for student athletes**.

- No differences between athletes and non-athletes in prevention training, bystander intervention, victimization, or reporting behaviors.
- Athletes had significantly higher ratings on: *feel like I am part of the school, campus officials would take the report seriously, campus officials would take steps to protect the safety of the person making the report, campus officials would take action against the alleged offender, campus officials would take steps to protect the person making the report from retaliation.*
- Athletes had significantly lower ratings on: *there are locations where I feel unsafe around this school.*
- Athletes were more likely to recognize some campus-wide programming, as reported in Figure 10.

Table 4. Participation in Greek life as comparison variable.

Greek	N	Valid %
Yes	57	10
No	534	90

There were some statistical **differences for those that participated in Greek life**.

- No differences between Greeks and non-Greeks in bystander intervention, reporting, or social norms.
- A significantly larger percentage of Greek students (70%) than non-Greek students (46%) received training on the prevention of sexual misconduct.
- A significantly larger percentage of Greek students (27%) than non-Greek students (12%) reported sexual harassment, unwanted sexual contact (9% v. 2%), unwanted sexual intercourse (9% v. 2%) and any victimization (28% v. 16%).
- Greeks had significantly higher ratings on: *feel close to people, feel like I am part of the school, hostile climate for respect, disabilities, LGBTQ & POC, knowledge of where to make a report, I am actively involved in activities to address sexual misconduct on campus, sexual misconduct is a problem on campus, how likely do*

you think it is that you will experience sexual misconduct, students would label the person making the report a troublemaker, the alleged offender would retaliate against the person making the report.

- Greeks had significantly lower ratings on: *alcohol abuse big problem campus*, all safety indicators, all confidence in official campus response indicators.
- Greeks were more likely to recognize some campus-wide programming, as reported in Figure 10.

Improvement in Survey Outcomes Over Time

Because the size of the student population (N=4,400) was over 1,000, a random sampling approach is recommended for future climate surveying at Ashland. Given this year's 13% response rate; to achieve a target sample size of 353 Ashland students, approximately 2,715 (The ideal *N* of 353 divided by the response rate of .13 = 2,715) students should be randomly selected and recruited for the next survey next time. Completion of all items should be incentivized with intrinsic and external motivators. Additional strategies should be used to reduce self-selection bias and increase completion rates. Employing better practices in data collection results in higher quality data, with sufficient sample size to run parametric statistics. The ability to perform more rigorous data analysis, in turn, increases the utility of survey results in making meaningful program decisions.

ODHE Rec 2. Empower Campus Community with Evidence-Based Training

Evidence Based Training

The second recommendation encourages campuses to "implement a comprehensive training program for their institution." The Benchmark question that assessed this was, "Since coming to your campus, have you received training on the prevention of sexual misconduct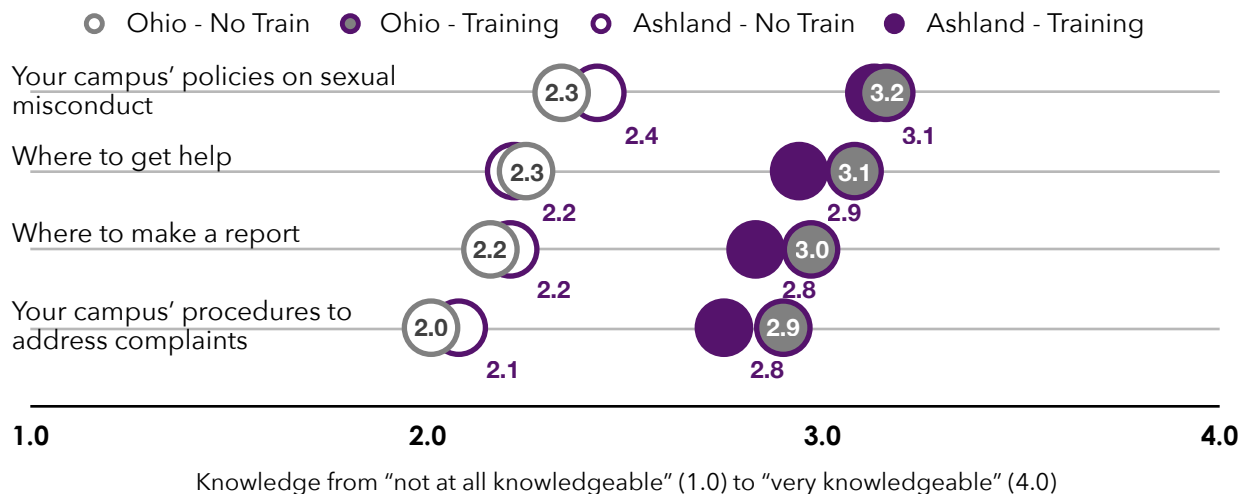." As shown in Figure 1, less than half of Ashland students (49%) reported receiving prevention training. Students who received training rated how useful it was; responses shown below.

Figure 7. In 2018, less than half of the students at Ashland who received prevention training on sexual misconduct (46%) rated it as useful (N=195).

Ohio Students: 50 | 35 | 15 — Average rating=2.56

Ashland Students: 46 | 41 | 14 — Average rating =2.59
lower scores reflect greater usefulness

Legend: Extremely/Very Useful | Somewhat Useful | A little/Not At All Useful
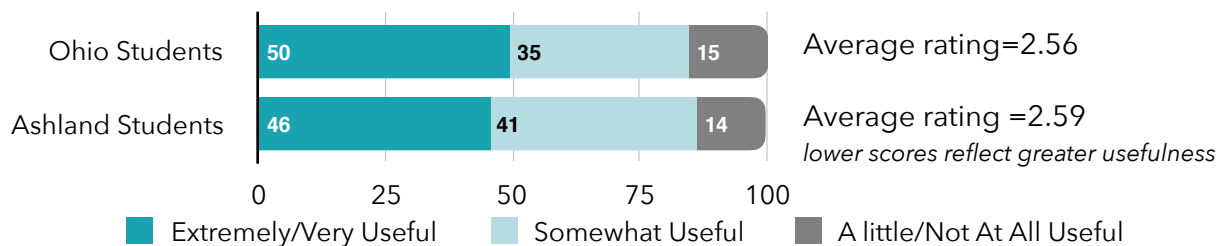
Results of training. Statistics were calculated to assess whether the training was effective in affecting knowledge. When reading the dot plots, assume statistically significant differences between dots that do not touch. In Figure 8, there are statistical differences between those who received training and those who did not, but no differences between students at Ashland versus other campuses in Ohio.

Figure 8. Students who receive prevention training are more knowledgeable, on average, than those who do not.

Legend: Ohio - No Train | Ohio - Training | Ashland - No Train | Ashland - Training

Your campus' policies on sexual misconduct: 2.3 | 2.4 | 3.2 | 3.1

Where to get help: 2.3 | 2.2 | 3.1 | 2.9

Where to make a report: 2.2 | 2.2 | 3.0 | 2.8

Your campus' procedures to address complaints: 2.0 | 2.1 | 2.9 | 2.8

Knowledge from "not at all knowledgeable" (1.0) to "very knowledgeable" (4.0)

Bystander Empowerment

Bystander intervention programs are an evidence-based strategy for primary and secondary prevention of sexual misconduct, which are particularly encouraged by ODHE's recommendation 2 as a way to empower campus communities. The adoption of bystander education programs across the state is starting to shift the culture from "bystander" to "upstander," a term used to describe someone who takes action instead of standing by. When students choose to intervene in cases of suspected sexual misconduct on campus, they reported a variety of actions, shown in Table 5.

As reported in Figure 1, less than 10% of Ashland students witnessed or suspected they witnessed a case that was, or could have led to, sexual misconduct. Of those, 49% (n=35) chose to take action (see Figure 2); and took almost 2.5 actions per incident. The most common action in Ashland was to ask the person who appeared at risk if they needed help.

Table 5. When they observe what they believe could have led to sexual misconduct, student upstanders in Ohio took an average of 1.9 of the actions shown below.

Action Taken (Check all that apply.)	% of Ohio interventions	% of Ashland interventions	# of Ashland students
I asked the person who appeared to be at risk if they needed help.	40%	63%	22
I stepped in and separated the people involved in the situation.	31%	23%	8
I offered emotional support to the person who was victimized.	25%	49%	17
I confronted the person who appeared to be causing the situation.	23%	26%	9
I created a distraction to cause one or more of the people to disengage from the situation.	20%	20%	7
I told someone in a position of authority about the situation.	15%	17%	6
I asked others to step in as a group and diffuse the situation.	14%	20%	7
I did something else.	13%	11%	4
I recommended the person to counseling resources.	11%	17%	6

ODHE Rec 3. Communicate Shared Respect

Activities to Communicate Shared Respect and Responsibility

The third recommendation asks campuses to utilize a widespread communication strategy that encourages respect and responsibility. A variety of campus-wide activities – for example, a social marketing campaigns – are shown below.

Figure 9. New student orientation and Title IX policies were the campus wide awareness activities that were most memorable to Ashland students.
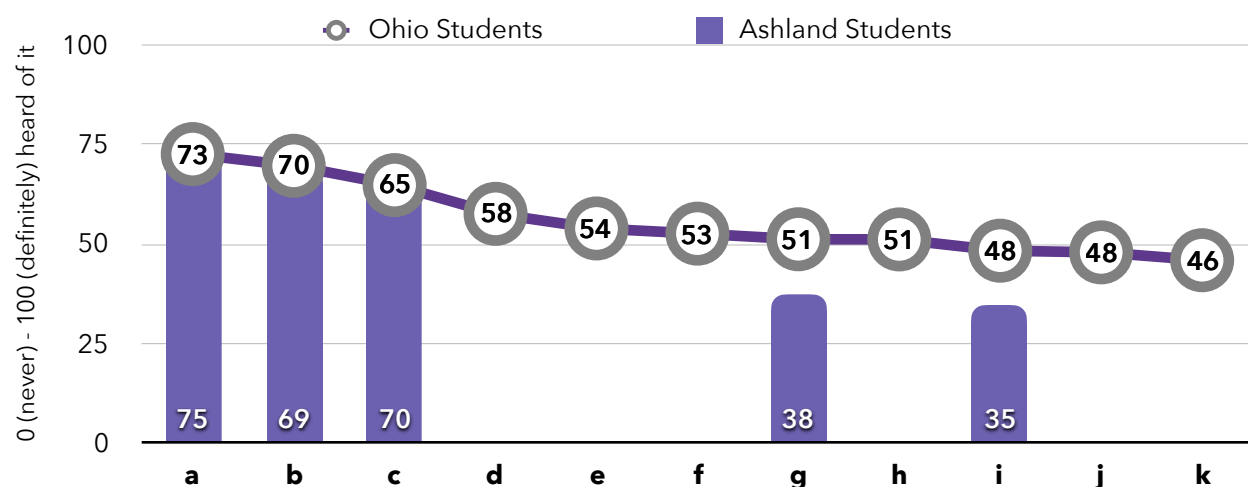
The most commonly recognized activities on Ohio's campuses are, from left to right:

- **a)** Intro to Title IX/Sexual Misconduct at New Student Orientation
- **b)** It's On Us Campaigns
- **c)** Sexual Misconduct/Title IX Policy
- **d)** The Definition of Consent
- **e)** Support Available Through Title IX Office
- **f)** Campus SAAM Events in April
- **g)** Other Awareness Events – **Event featuring Bonny Shade**
- **h)** Online training
- **i)** In-Person Bystander Intervention Training
- **j)** Campus Advocate or other activity with Community Partners
- **k)** Campus-wide Awareness Campaign

The recognizability of these awareness-raising activities at Ashland was comparable to, or slightly better than, to similar initiatives on other campuses in Ohio. One-time-only events, such as Bonny Shade's presentation, were lower rated than other ongoing activities such as Intro to Title IX session during new student orientation.

Figure 10. Student athletes and Greeks tended to be more sure that they had heard about the following campus activities.
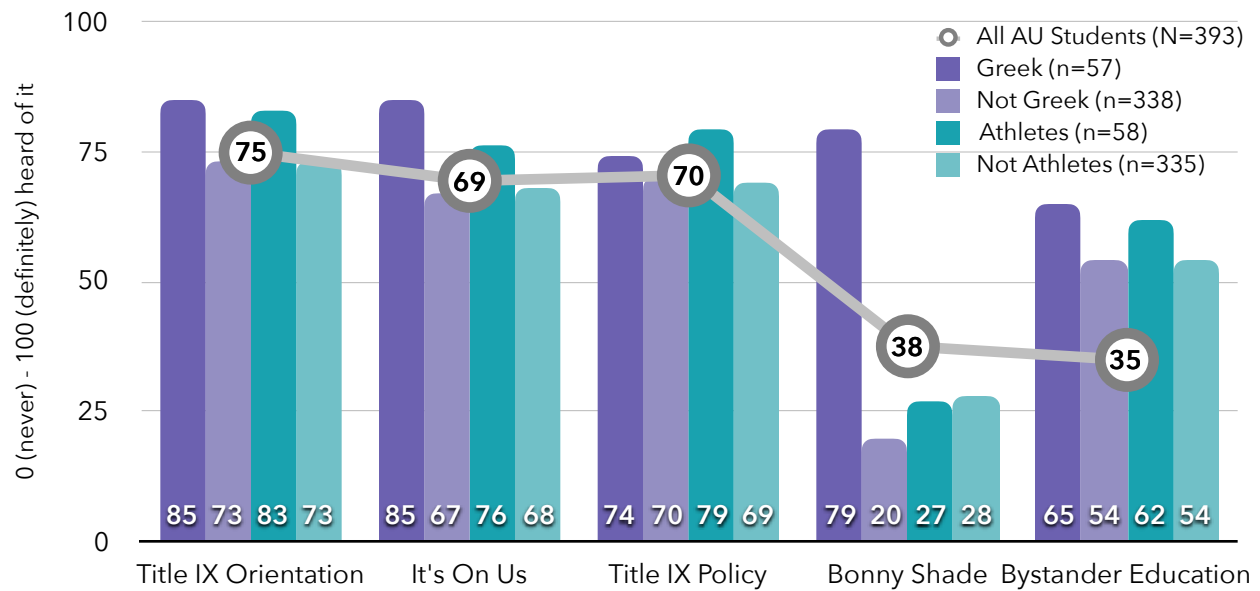
All observed differences of more than 8 percentage points are statistically significant. There were no differences by gender.

Indicators of Respect and Mutual Responsibility

This section focuses on the qualities of campus climate that are desired outcomes of community wide efforts. Ratings of contributions to a positive campus climate (Figure 11), attention to diversity and inclusion (Figure 12), connectedness (Figure 13), and safety (Figure 14) are considered protective factors against community violence.

Figure 11. At Ashland and other Ohio campuses, students agree that faculty and staff contribute to a positive and supportive campus climate more than students do.
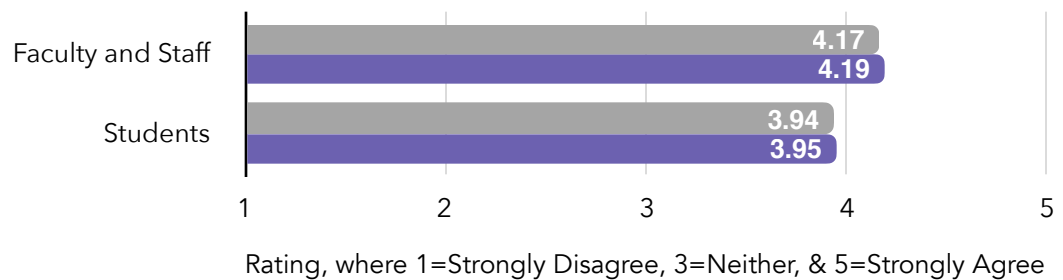
Figure 12. Perceived climate for diversity and inclusion at Ashland is chilliest for non-native English speakers.

Rating, where 1=good/friendly & 5=bad/hostile
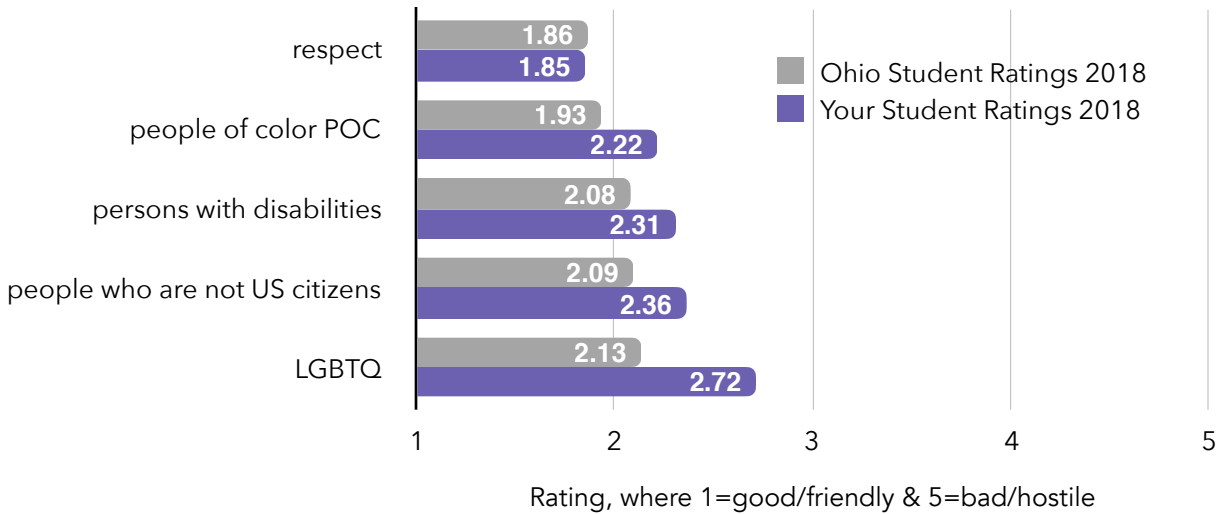
In reading Figure 12, the problems with diversity and inclusion "stick out like a sore thumb;" such that the longer bars indicate the presence of a hostile climate. Any score above a 3.00 should be interpreted as a cause for concern. On average, Ashland students reported a more chilly climate than students statewide for the priority groups that were included on this survey: people of color, persons with disabilities, people who are not US citizens, and the LGBTQ community.

Figure 13. Connectedness at Ashland is similarly high as at other Ohio campuses.

Agreement from Strongly Disagree (1.0) to Strongly Agree (5.0)
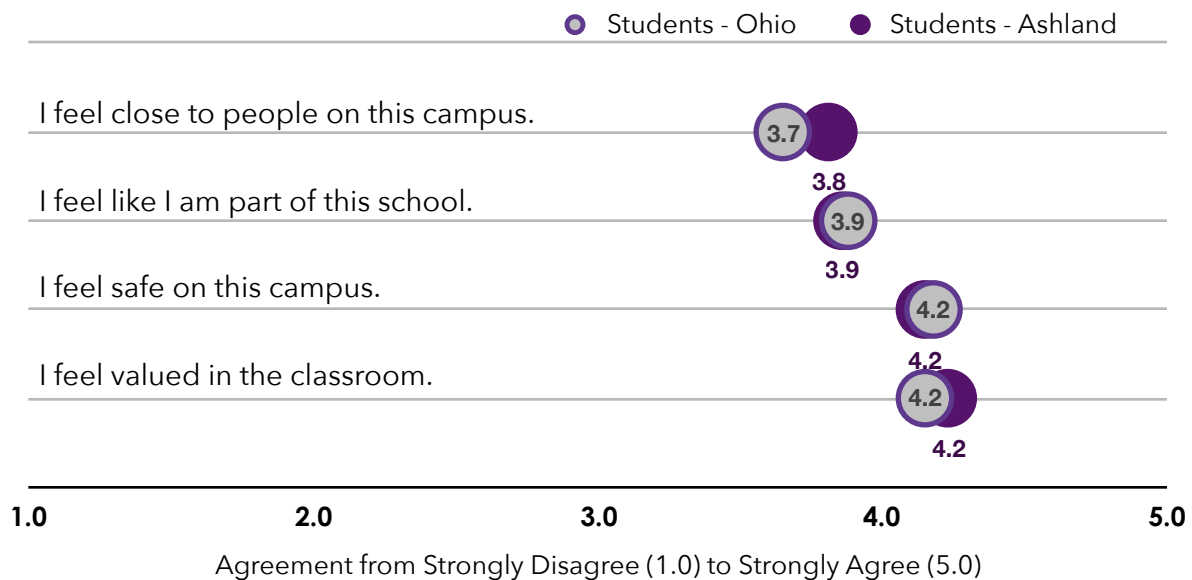
There were no significant differences between Ashland students and other students in Ohio on any indicators of connectedness or sense of safety.

Figure 14. Psychological Sense of Safety at Ashland is similar to other Ohio campuses.

Students - Ohio   Students - Ashland

The university takes my safety seriously. — 4.0 / 3.9

There is a good support system on campus for students going through difficult times. — 3.8 / 3.7

If a crisis happened on campus, my university would handle it well. — 3.7 / 3.5

Campus officials handle incidents in a fair and responsible manner. — 3.7 / 3.5

I believe the university is transparent re: the scope of criminal activity on or around campus. — 3.6 / 3.4

There are locations where I feel unsafe on or around campus. — 2.6 / 2.7

I believe alcohol abuse is a big problem at this school. — 2.6 / 2.5

1.0   2.0   3.0   4.0   5.0

Agreement from Strongly Disagree (1.0) to Strongly Agree (5.0)

ODHE Rec 4. Develop a Comprehensive Response Protocol for Sexual Misconduct

Indicators of an Effective Response

Many campuses have developed a comprehensive campus response to sexual misconduct as part of their compliance with Title IX of the Education Amendments, which is a federal law prohibiting discrimination on the basis of sex/gender in any education program or activity that is federally funded. In maintaining a discrimination free response, campuses in Ohio are designing response protocols to be both survivor-centered and respect the rights of the accused. Figure 15 displays confidence in campus officials' ability to respond, which was, on average, lower at Ashland than at other Ohio campuses.

Figure 15. Compared to students at other campuses, students at Ashland report lower confidence in their campus officials' abilities to carry out a comprehensive response to sexual misconduct.

	Students - Ohio	Students - Ashland
Take report seriously	4.1	3.8
Take steps to protect safety of the person making the report	4.0	3.7
Support the person making the report	4.0	3.7
Take steps to protect from retaliation	3.9	3.6
Conduct a careful investigation	3.9	3.6
Take action against alleged offender	3.9	3.5
Take action to address factors that led to misconduct	3.8	3.5
Treat individuals who were accused fairly	3.8	3.6

Rating from "not at all likely" (1.0) to "extremely likely" (5.0)

Overall, confidence in campus officials' ability to respond was lower at Ashland than at other Ohio campuses.

# Social Norms for Reporting Sexual Misconduct on Campus

Over time, a protocol that is implemented consistently and appropriately should establish commonly-held beliefs, or *norms*, that support regular reporting of sexual misconduct. Generally, endorsements of 50% or more within a specified population can be considered a norm. As shown in Figure 16, a simple majority of respondents reported that that most students at Ashland would be likely to act positively (for example, "be interviewed or serve as a witness in a sexual misconduct case if they knew relevant information") in response to instances sexual misconduct.

Figure 16. Positive student norms to support community-wide response to sexual misconduct at Ashland are similar to those at other campuses in Ohio.
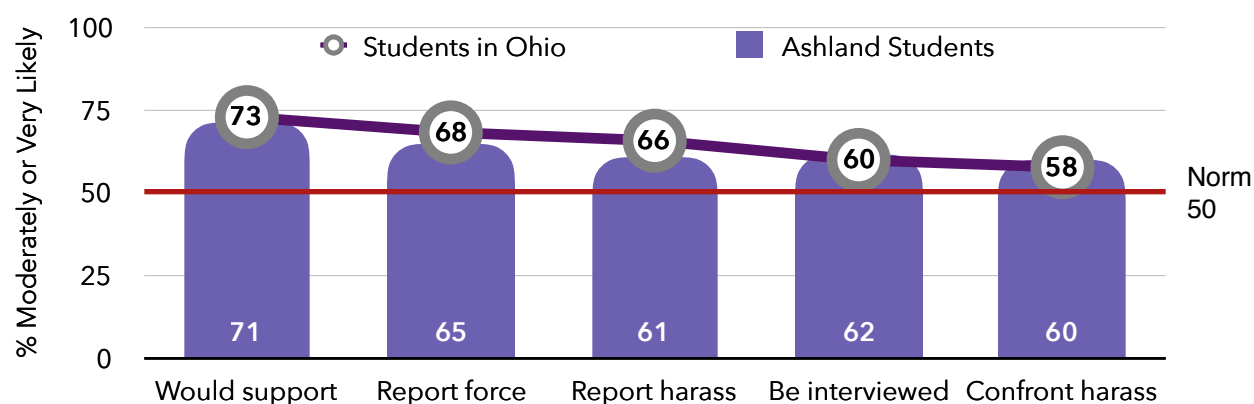
Conversely, an effective response protocol should reduce beliefs about negative ramifications of reporting sexual misconduct, which can be considered "chilling norms." At Ashland University, and across campuses in Ohio more generally, none of the chilling factors seem to be normative. Taken together, the data in Figures 16 and 17 suggest that campus norms in Ohio support a campus wide response to sexual misconduct.

Figure 17. At Ashland, ratings of chilling factors for taking action against sexual misconduct are similarly low to other campuses in Ohio.
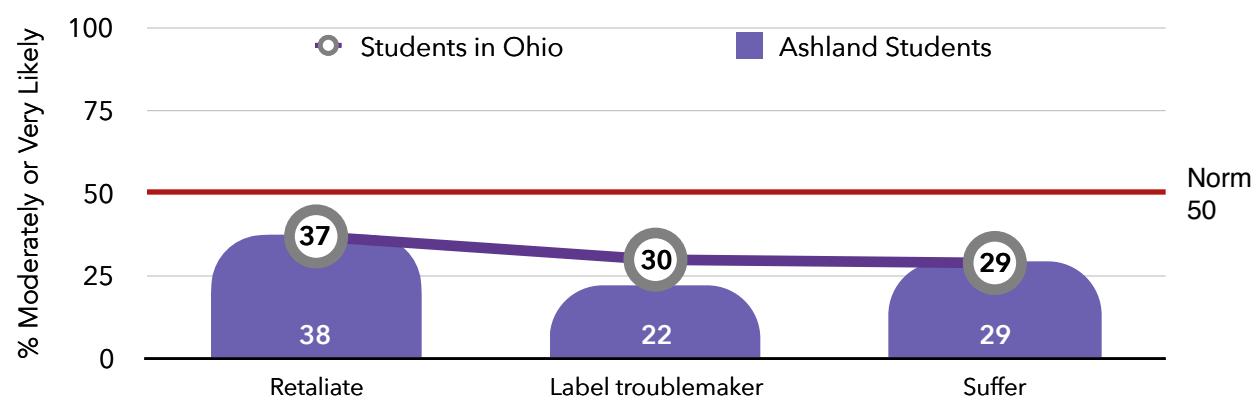
ODHE Rec 5. Adopt a Survivor-Centered Response

Resources for Survivors on Campus

To ensure that campus responses were survivor-centered, a series of follow-up questions were asked of students who had reported they experienced at least one form of sexual misconduct or IPV. These data can help us understand and improve survivors' experiences following sexual misconduct on campus.

Figure 18. More Ashland students told a close friend (65%) about the sexual misconduct they experienced than anyone else.
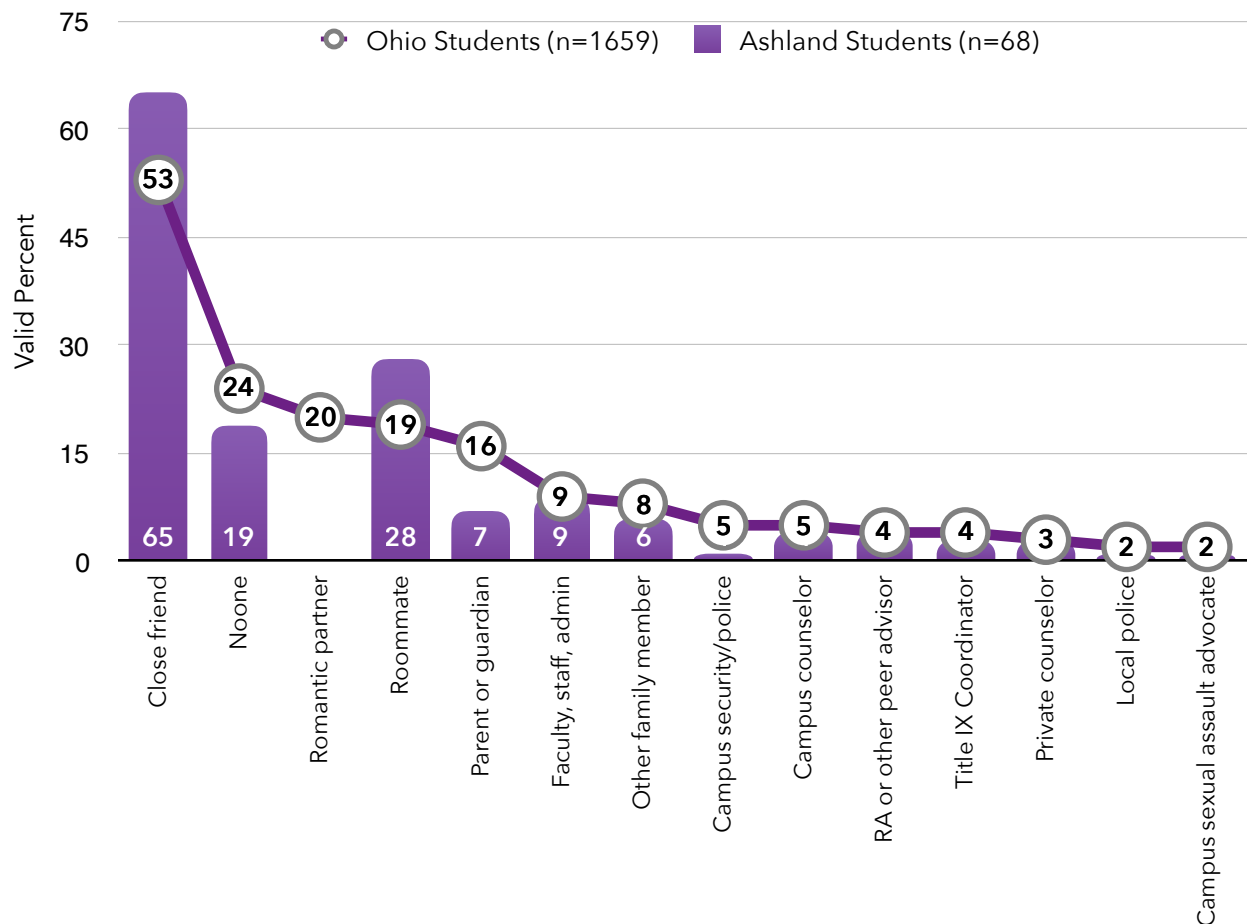
At Ashland, 81% of students who experienced sexual misconduct disclosed the incident to someone, while 19% of student survivors reported telling "no one" about the incident (n=13). Individuals who are likely to receive disclosures of sexual misconduct, shown in Figure 18, can be considered resources for survivors. The reactions of these individuals upon can help or harm the well-being of the student survivor making the disclosure. Thus, "how to support survivors" training may be a critical piece of a survivor-centered response.

Satisfaction of Reporting Procedures

As shown in Figure 4, 6% of student survivors at Ashland (n=3) used their campus procedures for making a formal report; 84% of survivors had not used the formal procedures; and 10% responded that they would "prefer to SKIP" the question. Those who had reported their experiences were asked to provide feedback on their satisfaction with the campus process and response.

Figure 19. Average ratings of process and response to sexual misconduct report tend to be satisfied, as opposed to dissatisfied.
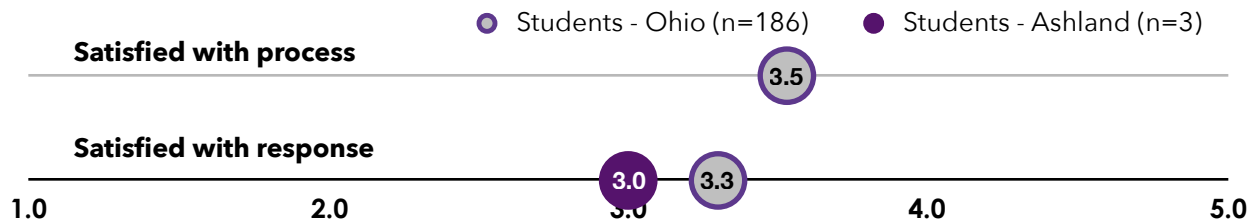
Figure 20. Compared to students across Ohio, a similar percent of Ashland survivors were satisfied with the campus response to their report of sexual misconduct.
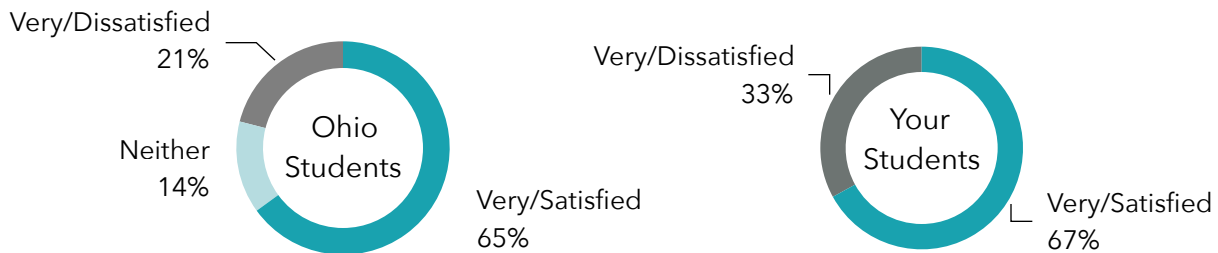
Although more student survivors at Ashland (67%) than at other campuses (65%) were satisfied with the campus response, the sample size (n=3) should be considered when interpreting this result.

Barriers to Disclosing

At Ashland, the 13 survivors that told no one about their experiences, and the 43 survivors who did not use campus procedures to report the experiences were asked why they did not do so. The most commonly cited reasons for not disclosing what had happened to them are shown below.

Figure 21. Ashland student-survivors had multiple reasons for staying silent.

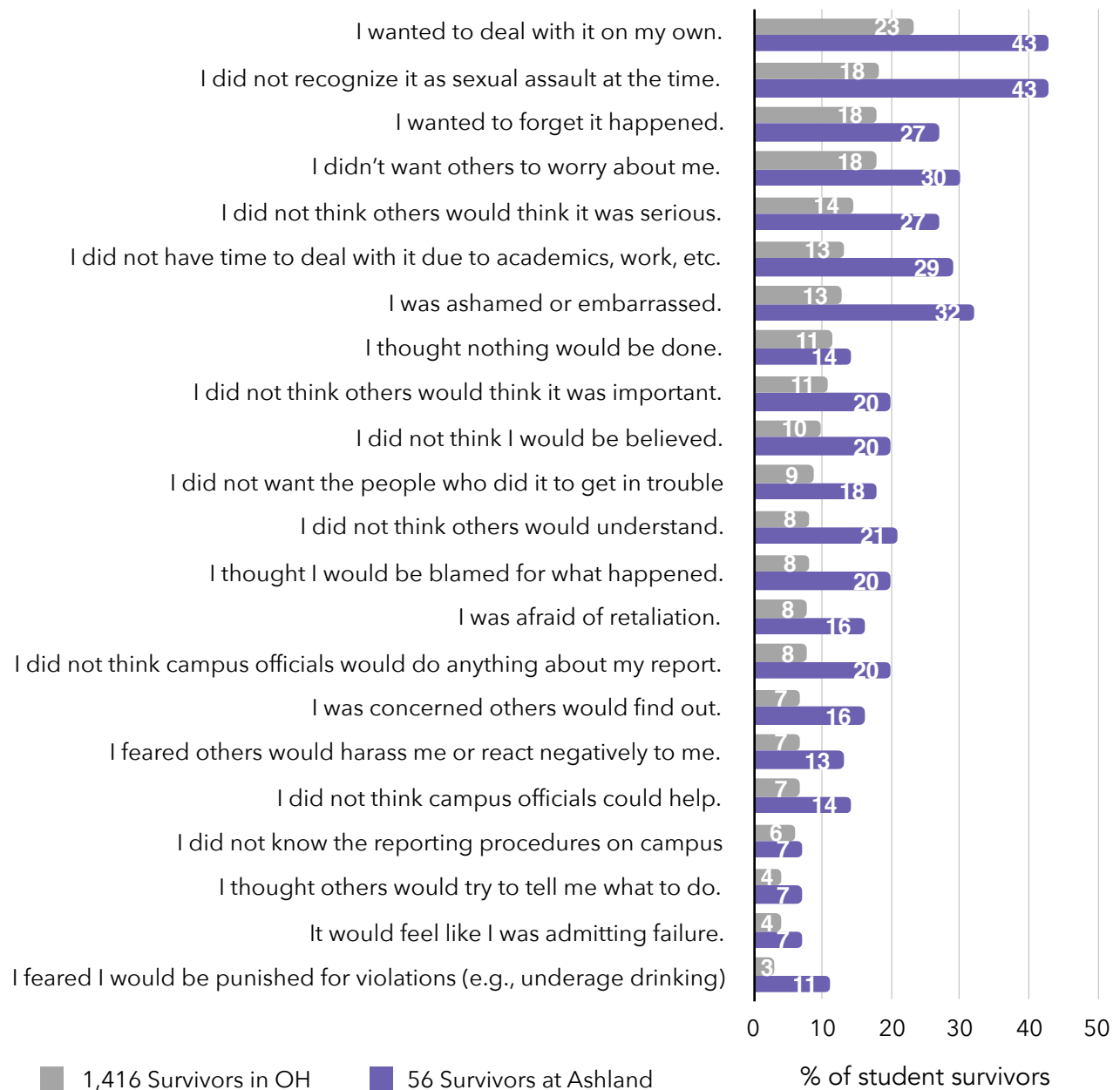| Reason	1,416 Survivors in OH	56 Survivors at Ashland
I wanted to deal with it on my own.	23	43
I did not recognize it as sexual assault at the time.	18	43
I wanted to forget it happened.	18	27
I didn't want others to worry about me.	18	30
I did not think others would think it was serious.	14	27
I did not have time to deal with it due to academics, work, etc.	13	29
I was ashamed or embarrassed.	13	32
I thought nothing would be done.	11	14
I did not think others would think it was important.	11	20
I did not think I would be believed.	10	20
I did not want the people who did it to get in trouble	9	18
I did not think others would understand.	8	21
I thought I would be blamed for what happened.	8	20
I was afraid of retaliation.	8	16
I did not think campus officials would do anything about my report.	8	20
I was concerned others would find out.	7	16
I feared others would harass me or react negatively to me.	7	13
I did not think campus officials could help.	7	14
I did not know the reporting procedures on campus	6	7
I thought others would try to tell me what to do.	4	7
It would feel like I was admitting failure.	4	7
I feared I would be punished for violations (e.g., underage drinking)	3	11

% of student survivors

Changing Campus Culture. Recommendations

Data-Driven Action Recommendations

Based upon the results of Ashland' 2018 campus climate survey, the OAESV Climate Survey Team recommends the following five actions.

Share these findings with leaders on campus to ensure future success in the area of sexual misconduct response and prevention. Ashland University can use the feedback that was shared in this survey to improve campus climate on sexual misconduct, Title IX, and diversity and inclusion issues. Making a public statement about how the results of this survey are being used may increase institutional trust and students' confidence in Ashland's official response to sexual misconduct. To build momentum upon recent successes with awareness and education initiatives, leaders at Ashland must provide ongoing support for existing and future efforts, perhaps by integrating sexual misconduct prevention efforts with diversity and inclusion initiatives.

Involve key stakeholders in the climate survey design process. Work with leaders and student groups on campus to generate new ideas, energy, and enthusiasm to the survey work. Consider both internal and external motivators to increase participation in planning and using the survey results. In addition to the standard give-aways, raffles, and prize drawings, perhaps involvement in the survey work can be dovetailed with students' educational goals (e.g., extra credit for those who participate in climate survey meetings; involvement in research as capstone in a related course).

Continue targeting prevention messaging to Greeks, student athletes, and other student leadership groups on campus. Climate survey results suggest that sexual misconduct is a particularly relevant issue to students involved in Greek life, as there were many significant differences between Greeks and others. For example, this year's results show that Greeks are more likely to receive prevention training than non-Greeks, but that is not yet true for student-athletes. Greeks and athletes' higher sense of connectedness to Ashland are existing strengths for engaging them in prevention efforts.

Increase bystander education programming. Only half of Ashland students received prevention training. In expanding these efforts, consider adopting a nationally recognized program such as <u>Bringing in the Bystander</u>, <u>Green Dot</u>, <u>MVP</u>, or <u>Step UP!</u> to bolster the existing student strengths. In addition to providing curricular materials, affiliating with one of these programs, will provide Ashland University with support and resources including connection to a community of practice, access to a network of experts, evaluation tools, etc.

Strengthen partnerships and seek help to improve Ashland's response to formal reports of sexual misconduct. The vast majority of sexual misconduct on campus goes unreported. Furthermore, students who reported using Ashland formal reporting procedures were, on average, less satisfied with campus response than students on other Ohio campuses.

The OAESV Climate Survey Team welcomes additional conversation about the results, implications, and recommendations presented here. Please contact Ann Brandon at <u>abrandon@oaesv.org</u> to explore options for consultation.

Appendix A: Campus Participants in OAESV Vendor Services

Participating Campuses	% of 19,164
Aultman College	less than 1%
Ashland University	3.1
Bluffton	1.4
Central Ohio Technical College	1.8
Christ College of Nursing	1.6
Cincinnati State Technical	6.4
Clark State Community College	less than 1%
Cleveland Institute of Art	less than 1%
Columbus College of Art & Design	1.1
Columbus State Community College	2.9
Cuyahoga Community College	4.2
Eastern Gateway Community College	2.4
Edison Community College	1.1
Good Samaritan College	less than 1%
Hiram College	less than 1%
Hocking College	1.5
John Carroll University	4.9
Kent State University	9.4
Kettering College	1.1
Lakeland Community College	2.1
Lorain County Community College	2.6
Lourdes University	less than 1%
Marietta College	1.1
Marion Technical College	less than 1%
Mercy College of Ohio	less than 1%

Participating Campuses	% of 19,164
Mount Carmel College of Nursing	2.0
Mount St. Joseph University	less than 1%
Muskingum University	2.3
North Central State College	less than 1%
Northeast Ohio Medical University	less than 1%
Northwest State Community College	less than 1%
Notre Dame College	1.2
Ohio Dominican University	1.1
Owens College	4.4
Rhodes State College	1.2
Shawnee State University	1.3
Sinclair Community College	2.9
Southern State Community College	less than 1%
Stark State College	1.7
Terra State Community College	less than 1%
Tiffin University	4.7
University of Findlay	1.2
University of Northwestern Ohio	1.5
University of Rio Grande & Rio Grande Community College	less than 1%
University of Toledo	4.9
Walsh University	2.2
Washington State Community College	1.9
Wittenberg University	1.6
Youngstown State University	6.2
Zane State College	less than 1%

Appendix B: Descriptive Information about Survey Respondents

Table B1. Student residency of survey respondents.

Student residency, as declared by AU	N	%	Simplified Responses	Valid %
In-state student	314	53	In-state student	86
Out-of-state student	32	18	Other	14
International student (i.e., F-1 Visa)	11	2		
Prefer not to answer	8	1		
Missing	226	38		
Total	591	101		

Table B2. Campus living of survey respondents.

Do you live?	N	%	Simplified Responses	Valid %
On campus	271	43	On campus	69
Off campus	86	18	Other	31
Prefer not to answer	10	2		
Missing	224	38		
Total	591	101		

Table B3. Year in program of survey respondents.

Year, according to registrar	N	%	Valid %
Freshman	65	11	18
Sophomore	74	13	20
Junior	90	15	25
Senior	82	14	22
Graduate Student	45	8	12
Prefer not to answer	11	2	3
Missing	224	38	
Total	312	100	

Table B4. Participation of survey respondents in groups besides athletics & Greek life.

Do you participate in any of the following?	N	%
Intramural or Recreational Sports	59	10
Office of Christian Ministry	31	5
Other Clubs & Organizations	126	21

Table B5. Racial identity of survey respondents.

Racial Identity	N	%	Simplified Responses	Valid %
Caucasian or White	311	53	White	85
Black or African American	15	2	Other	15
Hispanic or Latinx	4	<1		
Asian or Asian American	11	2		
Native Hawaiian or Other Pacific Islander	1	<1		
Bi-racial	3	<1		
Multi-racial	5	<1		
Prefer not to answer	15	2		
Missing	226	38		
Total	591	101		

Table B6. Sexual orientation of survey respondents.

Sexual orientation	N	%	Comparison Variable	Valid %
Heterosexual/Straight	314	53	Straight	85
Bisexual	19	3	Other	15
Gay	4	<1		
Lesbian	8	1		
Questioning	4	<1		
Prefer not to answer	18	3		
Missing	224	38		
Total	591	101		