



**Campus Climate:**  
*Student Survey on Sexual Assault & Harassment*



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# Executive Summary

To comply with the White House recommendation, Santa Monica College conducted a campus-wide survey of students to gauge the prevalence of sexual assault on campus and assess students' attitudes and awareness about this issue. The purpose of the survey was to help the college better understand the scope of the problem and to develop practices and programs to respond more effectively when a student is assaulted. A total of 1,766 surveys (paper-based and online) were completed by students between March 22<sup>nd</sup> and April 6<sup>th</sup>, 2015. Key findings from the survey are:

- Overall, students reported that they felt it was likely that the college would handle incidents of both sexual assault or harassment appropriately, however, students' ratings of how the college would handle an incident report were significantly higher (i.e., positive, favorable) for sexual assault than for harassment.
- Agreement was generally weak about students' knowledge of reporting procedures. The weakest area of knowledge is the process of what happens when a student reports a claim.
- About 60% of students reported they had received information or education about sexual assault before coming to SMC.
- About 56% of students reported that they did not receive any written or verbal information about sexual assault from someone at SMC.
- Students reported an average rating of awareness between "slightly aware" and "somewhat aware" of Psychological Services and other community resources for sexual assault. Students were more aware of campus police as a resource.
- Nearly 13% of students reported having experienced a form of sexual assault prior to coming to SMC; nearly 4% of students reported experiencing sexual assault while they were a student at SMC.
- About half of students who reported having had an experience of unwanted sexual contact did not report where the incident occurred (52.1%), 42.7% reported that the incident occurred off-campus, and about 5.2% reported that the incident occurred on campus.
- About 8% of students reported having witnessed sexual intimidation or harassment on campus.

# Background

On April 29, 2014, the White House issued [“Not Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault”](#), which outlined several recommendations colleges and universities should implement to address sexual assault on campus. The first of these recommendations is a campus climate survey. To comply with this recommendation and in response to the needs of Santa Monica College’s Title IX Taskforce, the college conducted a campus-wide survey of students to gauge the prevalence of sexual assault on campus and assess students’ attitudes and awareness about this issue. The purpose of the survey was to help the college better understand the scope of the problem and to develop practices and programs to respond more effectively when a student is assaulted.

The survey was developed by the Campus Climate Assessment Workgroup, a representative group of the campus community, including faculty, administrators, staff, and students. The survey was modeled after an instrument created by Rutgers University-New Brunswick. Rutgers was invited by the White House to pilot a campus sexual assault climate survey and develop recommendations for how schools can best conduct a campus climate.

Because online surveys can give an inflated estimate of the incidences of sexual assault ([Sinozich & Langton, 2014](#)), the initial survey at Santa Monica College was administered as an in-class paper-based survey. A random sample of approximately 12% of SMC’s class sections offered in Spring 2015 was selected and evaluated to ensure that the sampling of sections was not different from the whole of SMC’s offerings on the following variables: time of day (day, evening, weekend), distance education status (on-ground, hybrid, online), course type (non-credit, credit basic skills, credit degree applicable, credit transferable), and campus site (Main, Bundy, Performing Arts Campus, Airport, and Emeritus). Of the 297 sections randomly chosen for survey administration, the survey was administered in a total of 85 on-ground class sections. In addition, the web link to the online version of the survey were distributed to instructions of selected online class sections for distribution to students via email or the online course-management system as the discretion of the instruction. The online survey response was very low; only 6 surveys were completed online.

A total of 1,766 surveys (paper-based and online) were completed by students between March 22<sup>nd</sup> and April 6<sup>th</sup>, 2015. Because students were encouraged to skip any items they did not feel comfortable answering or discontinue the survey at any time, many did so. The results of the survey are mostly provided as percentages, but sample sizes will be noted where relevant and where they differ greatly from this count.

The pilot survey is only the first step in assessing campus climate. The college plans to convene focus groups in the next academic year to obtain more in-depth student feedback on sexual assault on campus. In addition, the college plans to assess other facets of campus climate in the future.

# Survey Sample Demographics and Background

A summary describing the sample of survey respondents by background and demographic characteristics follows.

## Enrollment Status

Nearly one-third of survey respondents reported that they were first-time freshmen as they began college at SMC in the current academic year. About 13% of survey respondents reported that they enrolled at SMC for the first time in the 2014-2015 academic year, however, they transferred from another institution. The largest proportion of students (54%) were continuing or returning students.

Table 1. Survey Sample by Enrollment Status (N = 1,580)

Enrollment Status	Number of Respondents	Percentage of Respondents
<b>First-time freshmen</b>	518	32.8%
<b>First-time transfer</b>	203	12.8%
<b>Continuing/returning</b>	859	54.4%
<b>Total</b>	1,580	100%

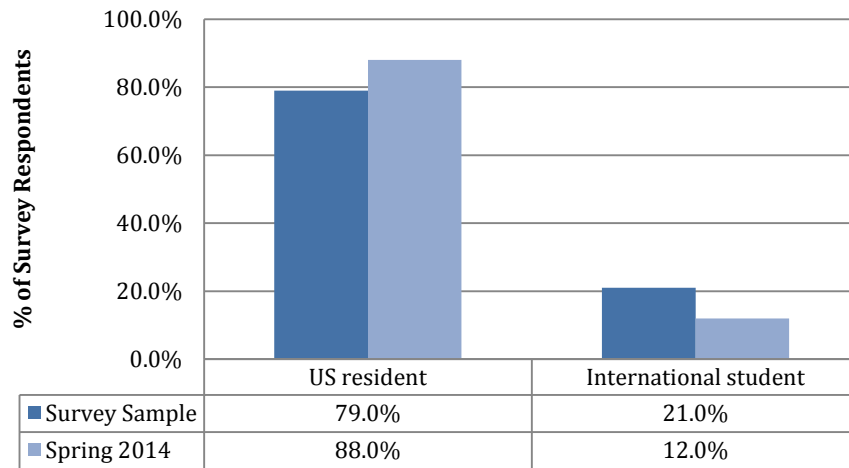
## Unit Load

About 58% of respondents reported being enrolled full time (12 or more credit units enrolled). When compared to the overall student population, full-time students were overrepresented in the sample (as a reference, only 34% of credit students were enrolled full time in spring 2014). The overrepresentation of full-time students in the sample may be a function of enrollment status. Because the survey was sampled at the classroom level, full-time students were more likely, by definition, to be selected to participate in the study than students enrolled in fewer credit units.

## Residency

Another consequence of the survey methodology related to the over-sampling of full-time students is the over-sampling of international students. Due to the unit load requirements for a student visa, disproportionately more international students are enrolled in classes at SMC full time when compared with non-international students. As shown in Figure 2, 21% of respondents reported being an international student, about 9% over-represented compared to the overall population in spring 2014 (12%).

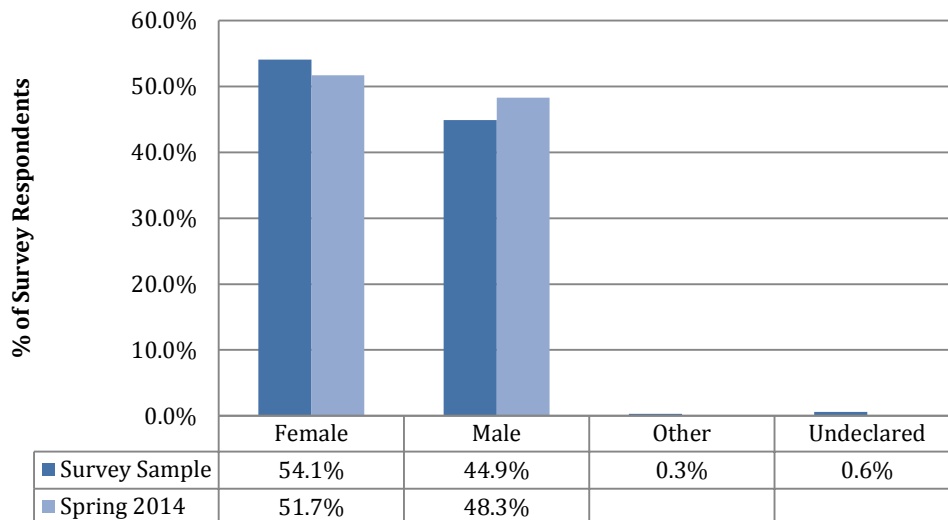
Figure 2. Survey Sample by Residency



### Gender Identity and Sexual Orientation

Figure 3 summarizes the gender identity reported by survey respondents compared to the most recent comparable college-wide data. The survey allowed students the option to select “other” and also to skip the question. The college application, the source of the college-wide student data, provides only “female” and “male” as options and requires that students specify an answer to this question. Female students were slightly over-represented in the survey sample and male students were slightly under-represented. This may also be related to differences in enrollment behavior as female students are more likely to be enrolled full-time. The survey methodology, as noted earlier, resulted in over sampling of full-time students.

Figure 3. Survey Sample by Gender Identity



About 1.5% of students identified as transgendered. Students’ responses about sexual orientation are summarized in Table 4. Nearly 9 in 10 students identified as heterosexual. About 5% of students identified as bisexual and 4% identified as homosexual.

Table 4. Survey Sample by Sexual Orientation (N = 1,735)

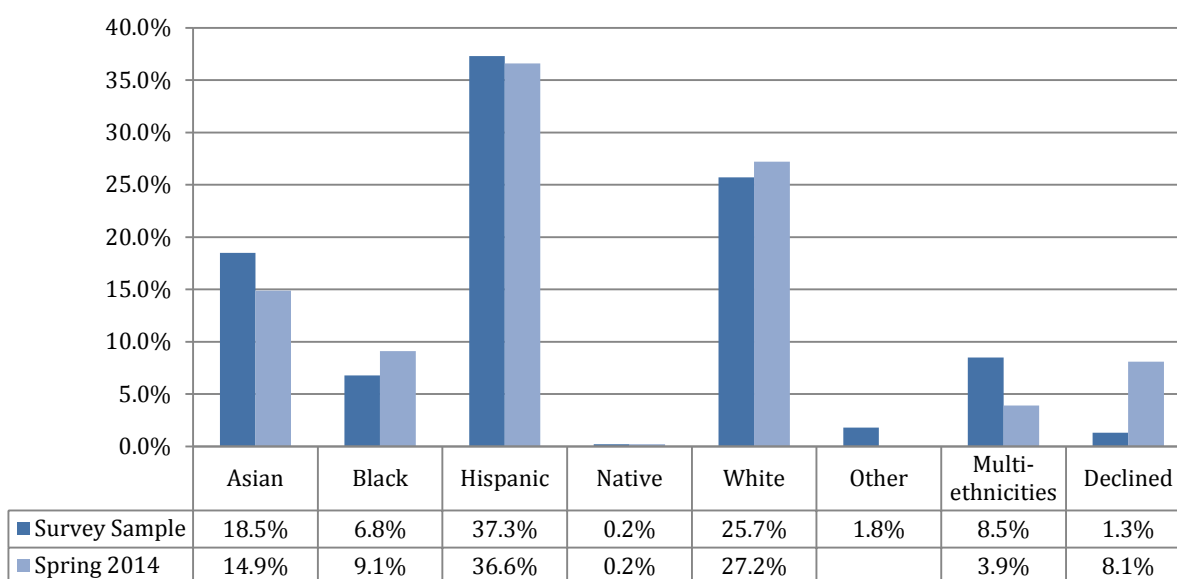
Sexual Orientation	Number of Respondents	Percentage of Respondents
<b>Asexual</b>	24	1.4%
<b>Bisexual</b>	88	5.1%
<b>Heterosexual</b>	1,541	88.8%
<b>Homosexual</b>	68	3.9%
<b>Other</b>	14	0.8%
<b>Total</b>	1,735	100%

### Ethnicity/Race

Students were asked to specify their racial/ethnic background and could select more than one answer. Applying the [IPEDS definition](#), a single ethnicity category was created to allow for group comparisons. Many of the answers written in as “other” were options available and these were recoded accordingly. The “other” option is not an available option on the college application; therefore, there is no college-wide data for comparison for this category.

Asian students made up about 19% of the survey sample, a slight overrepresentation (+3.6%) compared to college-wide data from spring 2014. Students of African descent, about 7% of the sample, were slightly under-represented (-2.3%). The proportions of students in the survey sample of Hispanic and White/Caucasian descent were comparable to the college-wide figures at 37% and 26% respectively. Students reporting multiple ethnicities (about 9%) were overrepresented in the sample (+4.6%) and students who declined to provide the information (1%) were underrepresented (-6.8%).

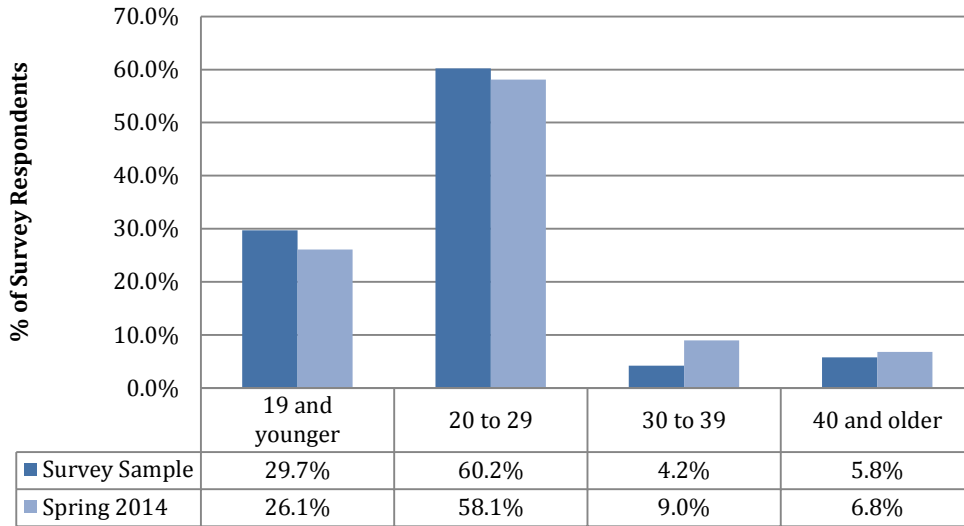
Figure 5. Survey Sample by Ethnicity/Race



## Age

Students under the age of 18 were asked not to complete a survey due to legal consent requirements for participating in research. Even so, about 30% of the sample consisted of students 19 years of age or younger, a slight overrepresentation compared to college-wide spring 2014 data (26.1%). The majority of students were between 20 and 29 years-old (60%). Students aged 30 to 39 were underrepresented in the survey sample (4%) compared to the college-wide population (9%), however this may be due in part to the tendency of older students to be enrolled part-time.

Figure 5. Survey Sample by Age Group



## Housing/Living Situation

In separate questions, students were asked about where they live and with whom (Tables 6 and 7). The majority of students reported having a stable place to live (93%). Another 6% reported being in transitional housing and about 1% reported having no housing or selected “other.” None of the students who selected “other” provided a description of their living situation.

Table 6. Survey Sample by Living Situation (N = 1,743)

Living Situation	Number of Respondents	Percentage of Respondents
<b>Stable place to live</b>	1,619	92.9%
<b>Transitional housing (e.g. shelter, temporarily staying with a friend, etc.)</b>	108	6.2%
<b>No housing (i.e. homeless)</b>	5	0.3%
<b>Other</b>	10	0.6%
<b>Total</b>	1,743	100%

Students then specified with whom they live and were asked to check as many options as apply. Therefore, the percentages in Table 7 reflect the proportion of all survey respondents who checked each answer option and do not sum to 100%. Approximately 8% of students reported living alone. Most commonly students shared housing with their parents or guardians (50%) or roommates (25%).

*Table 7. Survey Sample by Persons Lived With (N = 1,766)*

<b>Living Situation</b>	<b>Number of Respondents</b>	<b>Percentage of Respondents</b>
<b>No one, live alone</b>	138	7.8%
<b>Parent(s) or guardian(s)</b>	876	49.6%
<b>Other family members</b>	258	14.6%
<b>Spouse or romantic partner</b>	203	11.5%
<b>My child or children</b>	85	4.8%
<b>Roommate or roommates</b>	434	24.6%

# Sense of Community

According to McMillan and Chavis (1986), a “sense of community is a feeling that members have of belonging, a feeling that members matter to one another and to the group, and a shared faith that members’ needs will be met through their commitment to be together.” A sense of community (SOC) is created by membership in, a sense of belonging to, or identification with a larger community and is related to emotional well-being. The 8-item Brief Sense of Community Scale (BSCS) was adapted for use on the survey by rewording the questions to refer to the “SMC community” rather than “community” generally. The average scores on the BSCS and its four subscales (Needs fulfillment, Membership, Influence, and Emotional connection) are summarized in Table 8. Students rated their agreement with the items on a Likert-type scale ranging from 5 to 1 in agreement from (Strongly agree to Strongly disagree) and higher scores represent greater SOC. Students scored highest on needs fulfillment indicating that as a whole they feel the community meets their needs. By comparison, influence and emotional connection were the lowest.

*Table 8. Average Rating Scale of Sense of Community Items*

Sense of Community 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree	Average Item Rating	Sub-scale	Average Scale Rating
<b>1. The SMC community helps me fulfill my needs.</b>	4.03	Needs fulfillment	3.99
<b>2. I can get what I need in the SMC community.</b>	3.95		
<b>3. I feel like a member of the SMC community.</b>	3.66	Membership	3.64
<b>4. I belong in the SMC community.</b>	3.62		
<b>5. I can have an influence on other people in the SMC community.</b>	3.45	Influence	3.48
<b>6. People in the SMC community are good at influencing each other.</b>	3.50		
<b>7. I feel connected to the SMC community.</b>	3.41	Emotional connection	3.51
<b>8. I have a good bond with others in the SMC community.</b>	3.61		
<b>Overall SOC (average)</b>	-	Overall SOC	3.67

# College Responsiveness

The next set of questions had to do with students' perceptions of how SMC would handle a potential incident or crisis. Students' average ratings of likelihood are reported in Table 9 as well as the average student rating across items. When evaluating groups of individual items for appropriateness to combine as a single scale item, it is customary to compute a measure representing the inter-item consistency. The most popular such measure is the Cronbach's alpha. These four items regarding campus responsiveness yielded a Cronbach's alpha which is considered very good (.87) and therefore a scale item called "College Responsiveness" was constructed to represent this block of items.

Table 9. Average Rating Scale of College Responsiveness Items

College Responsiveness 5=Very likely, 4=Likely, 3=Neutral, 2=Unlikely, 1=Very unlikely	Average Item Rating
<b>1. If a crisis happened at SMC the college would handle it well.</b>	3.78
<b>2. The college responds rapidly in difficult situations.</b>	3.66
<b>3. College officials handle incidents in a fair and responsible manner.</b>	3.67
<b>4. SMC does enough to protect the safety of students.</b>	3.71
<b>College Responsiveness Scale Overall Avg.</b>	3.70

The data reveal that, on average, students felt the college was somewhat likely to be responsive in handling a potential incident or crisis, with the highest score given to item 1 (if a crisis happened at SMC, the college would handle it well) and the lowest score given to item 3 (college officials handle incidents in a fair and responsible manner).

# Sexual Assault and Harassment

The section of the survey which asked about students' attitudes and experiences related to sexual assault and harassment, the following terms were defined for students:

*Sexual assault* is any type of sexual contact or behavior that occurs without the explicit consent of recipient. Falling under the definition of sexual assault are sexual activities such as:

- Unwanted oral, anal, or vaginal penetration or attempted penetration; or,
- Unwanted touching or contact of a sexual nature.

*Sexual harassment* is unwelcome conduct of a sexual nature, which can include unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature and can include conduct such as:

- Making sexual comments, jokes, or gestures;
- Writing graffiti or displaying or distributing sexually explicit drawings, pictures, or written materials;
- Calling someone sexually charged names;
- Spreading sexual rumors;
- Rating someone on sexual activity or performance; or,
- Circulating, showing, or creating e-mails or web sites of a sexual nature.

## Handling of Reports of Sexual Assault and Sexual Harassment

The next set of questions was asked once each for sexual assault and sexual harassment and the items were related to how students believed the college would handle reports of these incidents. As before, inter-item relatedness was examined for the sexual assault items (Cronbach's alpha = .930) and for the sexual harassment items (Cronbach's alpha = .953) and agreement between items for each scale was excellent making them ideal for constructing scale items. The scale averages as well as item averages are summarized in Table 10 below.

Item and scale scores were generally high with average ratings approximating "likely" on the scale used. On average, students' ratings of how the college would handle an incident report were significantly higher (i.e. positive, favorable) for sexual assault (4.17) than for harassment (4.01). Scores were not only statistically different between the composite scale items, but also each individual item separately.

Table 10. Average Rating Scale of Response/Handling of Sexual Assault and Harassment Items

How the college might handle it if students reported an incident of _____. 5=Very likely, 4=Likely, 3=Neutral, 2=Unlikely, 1=Very unlikely	Assault Avg. Item Rating	Sexual Harassment Avg. Item Rating
<b>1. The college would take the report seriously.</b>	4.27	4.02
<b>2. The college would maintain the privacy of the person making the report.</b>	4.26	4.14
<b>3. If requested by the victim, the college would forward the report to criminal investigators (for example, police).</b>	4.29	4.02
<b>4. The college would take steps to protect the safety of the person making the report.</b>	4.15	4.00
<b>5. The college would support the person making the report.</b>	4.10	3.98
<b>6. The college would take action to address factors that may have led to the assault.</b>	4.03	3.91
<b>7. The college would handle the report fairly.</b>	4.07	3.95
<b>Handling Reports (average)</b>	4.17	4.01

### Reactions to Reports of Sexual Assault and Sexual Harassment

Students were asked to rate the likelihood of people’s reaction to someone reporting an incident of sexual assault or sexual harassment. On average, students reported a likelihood rating between unlikely and neutral for three of the four items related to sexual assault and sexual harassment (labeled a troublemaker, hard time supporting the reporter, and academic achievement of reporter would suffer). Students rated that attempted retaliation as the most likely across incidents than the other consequences for incidents of both sexual assault and harassment.

Students, on average, thought it was more likely that the person making the report would be labeled a troublemaker (2.74) and that other students would have a hard time supporting the person (2.66) for a sexual harassment incident compared to a sexual assault incident (2.56 and 2.52, respectively).

Table 11. Average Reaction to Report of Sexual Assault and Sexual Harassment Items

How people would react to someone reporting an incident of _____. 5=Very likely, 4=Likely, 3=Neutral, 2=Unlikely, 1=Very unlikely	Assault Avg. Item Rating	Sexual Harassment Avg. Item Rating
<b>1. Students would label the person making the report a troublemaker.</b>	2.56	2.74
<b>2. The students would have a hard time supporting the person who made the report.</b>	2.52	2.66
<b>3. The alleged offender(s) or their friends would try to get back at the person making the report.</b>	3.08	3.03
<b>4. The academic achievement of the person making the report would suffer.</b>	2.80	2.75

## Knowledge of Reporting Procedures

The next set of items asked students about their knowledge of resources and procedures to file a report or get help. Students rated their agreement with each on a 5-point scale ranging from strongly agree (5) to “strongly disagree” (1).

Agreement was generally weak about knowledge of reporting procedures with average agreement ranging between 3.3 and 3.6 on average across the three items. The weakest area of knowledge is the process of what happens when a student reports a claim. The consistency between item ratings was evaluated (Cronbach’s alpha =.793) and supported creating a scale item called “Reporting Knowledge.”

Table 12. Average Rating Scale Reporting Knowledge Items

Please indicate the degree to which you agree or disagree with the following statements. 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree	Avg. Item Rating
<b>1. If a friend or I were sexually assaulted, I know where to get help on campus.</b>	3.57
<b>2. I understand what happens when a student reports a claim of sexual assault at SMC.</b>	3.34
<b>3. If a friend or I were sexually assaulted, I know where to go to make a report of sexual assault.</b>	3.54
<b>Reporting Knowledge (average)</b>	3.49

## Prior Education about Sexual Assault

Students were asked, “Before coming to SMC, did you receive any information or education about sexual assault (that did not come from SMC.)?” More than half of students, 59.4%, responded “yes” to the question.

## Awareness-raising Activities

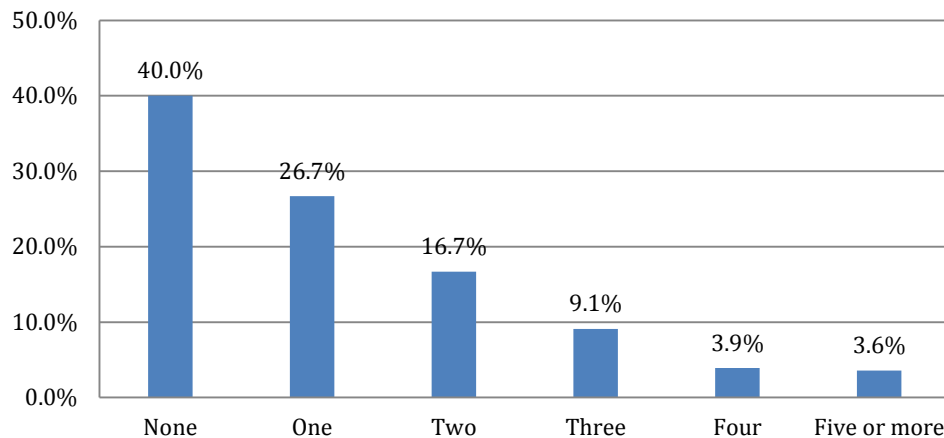
Students were asked to identify which of a list of eleven activities designed to raise awareness of sexual assault or harassment they had done since being a student at SMC. The activities are listed in Table 13 with the proportions of students who checked each activity. Because students could check more than one, these percentages do not sum to 100. The most commonly reported activity was discussing sexual assault or harassment with friends which about one quarter of students reported doing. The next most common was discussing sexual assault or harassment in class (22%).

Table 13. Awareness-raising Activities

Since you came to SMC, which of the following have you done? (Select all that apply)	% of students
1. Discussed sexual assault or harassment in class.	22.3%
2. Taken a class to learn more about sexual assault or harassment.	3.5%
3. Discussed the topics of sexual assault or harassment with friends.	25.1%
4. Discussed sexual assault or harassment with a family member.	15.4%
5. Attended an event, program, rally, or seen posters about sexual assault or harassment.	11.1%
6. Seen or heard campus administrators or staff address sexual assault or harassment.	12.9%
7. Read a report about sexual assault rates at SMC.	16.2%
8. Visited an SMC website with information on sexual assault or harassment.	5.3%
9. Volunteered or interned at an organization that addresses sexual assault or harassment.	2.5%
10. Read about sexual assault or harassment in a student publication (e.g. the Corsair newspaper).	7.5%
11. Taken a class to learn more about sexual assault.	3.0%

On average, students reported having done 1.25 of the 11 activities. As Figure 14 shows, 40% of respondents did not report having done any of the things in Table 13. Approximately one quarter of students (26%) reported doing only one activity.

Figure 14. Number of Activities Done



## Information Received at SMC

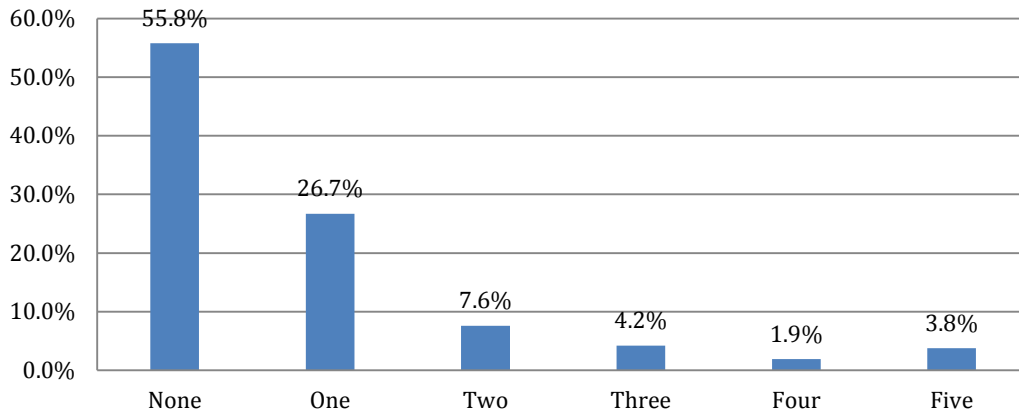
Students were asked to select which types of written or verbal information about sexual assault and harassment they had received from anyone at SMC. Because students could select more than one activity, the proportions in Table 15 do not sum to 100.

Table 15. Information Received at SMC

Since coming to SMC, have you received written or verbal information from anyone at SMC about the following: (Select all that apply)	% of students
<b>1. The definition of sexual harassment or assault.</b>	19.9%
<b>2. How to report a sexual harassment or assault.</b>	12.9%
<b>3. Where to go to get help if you or someone you know is sexually assaulted.</b>	17.5%
<b>4. Legal protections against sexual assault.</b>	8.0%
<b>5. How to help prevent sexual assault.</b>	12.8%

Of all the items, the largest proportion of students (19.9%) reported having received written or verbal information about the definition of sexual harassment or assault at SMC. About 56% of students reported having received none of the types of information listed (see Figure 16).

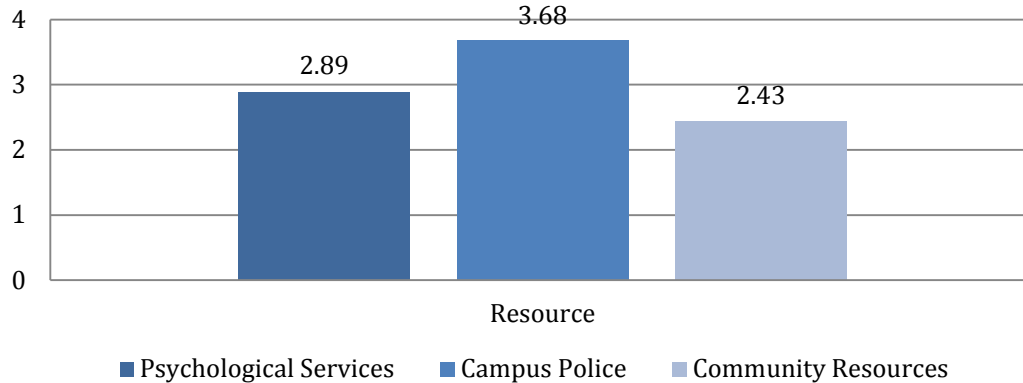
Figure 16. Number of Types of Information Received at SMC



## Knowledge of Resources

In a series of three 5-point scale items, students were asked to rate their awareness (5=extremely aware, 4=very aware, 3=somewhat aware, 2=slightly aware, 1=not at all aware) of the function of various campus resources specifically related to sexual assault. The resource with the highest average rating of awareness was campus police which was rated about 3.7, which falls between “very aware” (4) and “somewhat aware” (3) on the scale. Students were least aware of community resources.

Figure 17. Average Awareness Rating for Function of Campus Resources for Sexual Assault



## Experiences with Unwanted Sexual Contact

The next section of the survey asked students to report their own experiences of unwanted sexual contact. In order to avoid confusion, the questions were tailored to be specific about the type of experience being asked about. The specific question text is an abbreviated label for the question. The numbers of students answering “yes” to indicate having had such an experience are summarized in the table below.

Using the number of students who passed the reading check (an embedded survey item asking students to respond in a particular way if they are still reading) of 1675, nearly 13% of students reported having experienced a form of sexual assault prior to coming to SMC. About 2% of students reported experiencing a completed assault by force or the threat of force while a student at SMC. About 2% reported experiencing an attempted but unsuccessful sexual assault by force or the threat of force while a student at SMC. When asked about sexual contact that occurred while incapacitated and unable to consent, 2% of students reported they were certain that such an assault had occurred while a student at SMC and 2% of reported they were not certain but believed such contact had occurred while a student at SMC.

Finally, because students could report more than one of these experiences (and 35 respondents did report more than one), the last two items were created as composite items. The first identifies the unique number students who answered yes to any of the four types of experiences *since being a student at SMC*. Nearly 6% of students reported having experienced at least one of the four. This is broader because it includes attempted assaults and assaults the student is uncertain occurred. Nearly 64% of respondents reporting any of these experiences identified as female.

The second item identifies only those students who experienced a completed assault they are certain occurred, approximately 4% of students. Of the respondents reporting completed and certain assaults, again, nearly 64% were female.

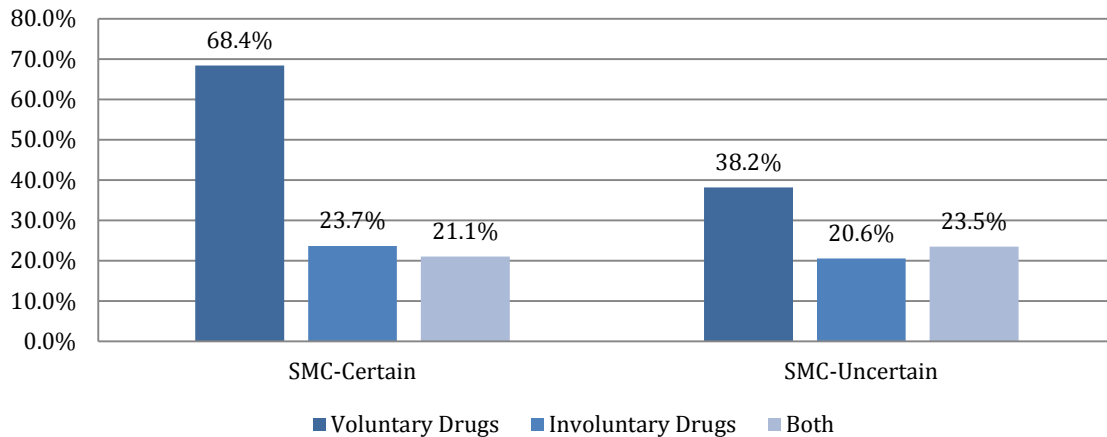
Table 18. Experience with Unwanted Sexual Contact

Abbreviated Label	Question text N= 1,675	Count of Students Reporting "Yes"
<b>Before SMC</b>	Did you ever experience any form of sexual assault <u>before</u> coming to SMC?	213
<b>SMC-Completed</b>	While you have been a student at SMC, has anyone had unwanted sexual contact by using physical force or threatened to use physical force?	37
<b>SMC-Attempted</b>	While you have been a student at SMC, has anyone attempted but not succeeded in having unwanted sexual contact by using physical force or threatening to use physical force against you?	37
<b>SMC-Certain</b>	While you have been a student at SMC, has someone had sexual contact with you when you were unable to agree to or stop what was happening because you were passed out, drugged, drunk, or asleep? This question asks about incidents you are <u>certain</u> happened.	38
<b>SMC-Uncertain</b>	While you have been a student at SMC, has someone had sexual contact with you when you were unable to agree to or stop what was happening because you were passed out, drugged, drunk, or asleep? This question asks about incidents you think (but are not <u>certain</u> ) happened.	34
<b>SMC-Experienced Any</b>	[Student answered "yes" to any incident occurring while a student at SMC]	96
<b>SMC-Completed/Certain</b>	[Student answered "yes" to successful incidents of assault while a student at SMC which student is certain occurred: SMC-Completed or SMC-Certain No Consent]	63

► *Drug/Alcohol Use*

For only the items which asked about contact which occurred while the student was incapacitated, students were asked in a follow-up question whether they had voluntarily and/or involuntarily consumed any drugs (including alcohol). For incidents the student was certain occurred, nearly 7 in 10 students reported having consumed drugs voluntarily. About 40% of students who were uncertain the incident occurred reported having consumed drugs voluntarily.

Figure 19. Percentage of Students Reporting Incidents by Drug/Alcohol Use



► **Who Sexual Contact Involved**

Of the 96 students who answered “yes” to any of the possible incidents related to unwanted sexual contact, 56 (58.3%) answered the subsequent question about who the sexual contact involved. Because students could select more than one answer and be reporting on more than incident, counts are reported rather than percentages. Neither respondent who selected “other” specified the relationship to the person involved.

The largest number of respondents reported the unwanted sexual assault involved a friend (24 respondents) or a stranger (20 respondents). Fourteen respondents identified a person involved with the unwanted sexual contact as an SMC student and 4 respondents identified a person involved as being affiliated with SMC as an employee, staff member, or faculty member (see Table 20).

Table 20. Who Sexual Contact Involved by Number of Student Responses

Who did the unwanted sexual contact involve? (Please check all that apply). N=56	Count of Students Reporting “Yes”
<b>Stranger</b>	20
<b>Friend</b>	24
<b>Family member</b>	2
<b>Coworker</b>	1
<b>Employer/Supervisor</b>	1
<b>College professor/instructor</b>	4
<b>College staff member or employee</b>	1
<b>Current romantic partner (boyfriend, girlfriend, spouse)</b>	3
<b>Casual acquaintance or encounter</b>	12
<b>Ex-romantic partner (ex-boyfriend, ex-girlfriend, ex-spouse)</b>	9
<b>Other</b>	2

► *Location of Unwanted Sexual Contact Incident*

Students were asked to indicate whether the incident of unwanted sexual contact occurred off-campus, on-campus, or some other location with an opportunity to write in more specific information about the location. About half of students who reported having had an experience of unwanted sexual contact did not report where the incident occurred (52.1%), 42.7% reported that the incident occurred off-campus, and about 5.2% reported that the incident occurred on campus.

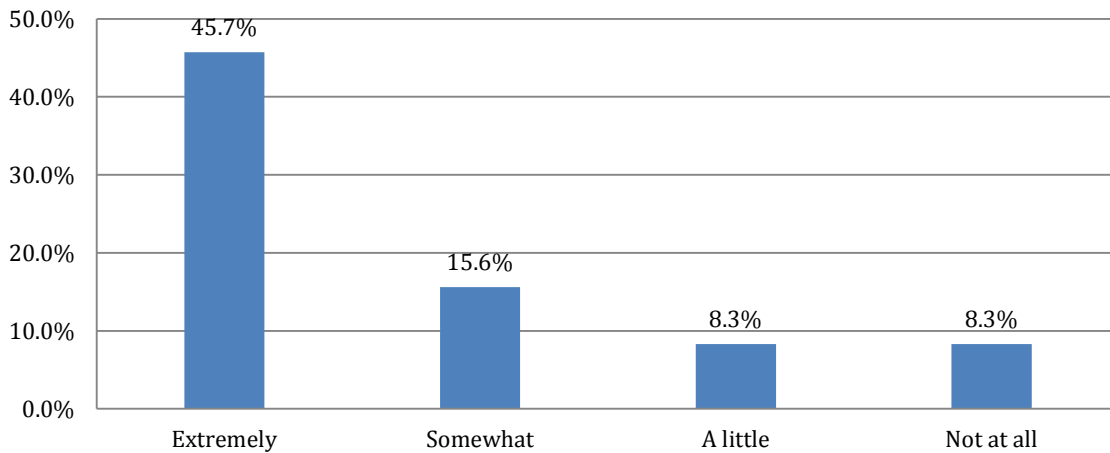
The most commonly reported off-campus locations were someone’s home (either the respondent’s, offender’s, or a friend’s) which was mentioned by 10 students. The next most commonly reported places were at parties/clubs (6) and out in public (5).

Of the students reporting that the incident occurred on-campus, two specified that it occurred in class. One student said the incident occurred just outside of the parking structure and one student re-iterated the campus but did not specify the location further. Students were asked whether the incident took place at an SMC-sponsored event and no students answered affirmatively.

► *Level of Fright Experience by Incident*

It is common practice to ask victims of violence how frightened they were as a measure of the seriousness of the incident. Of students who answered “yes” to any of the possible incidents of unwanted sexual contact about 46% reported being extremely frightened by the incident.

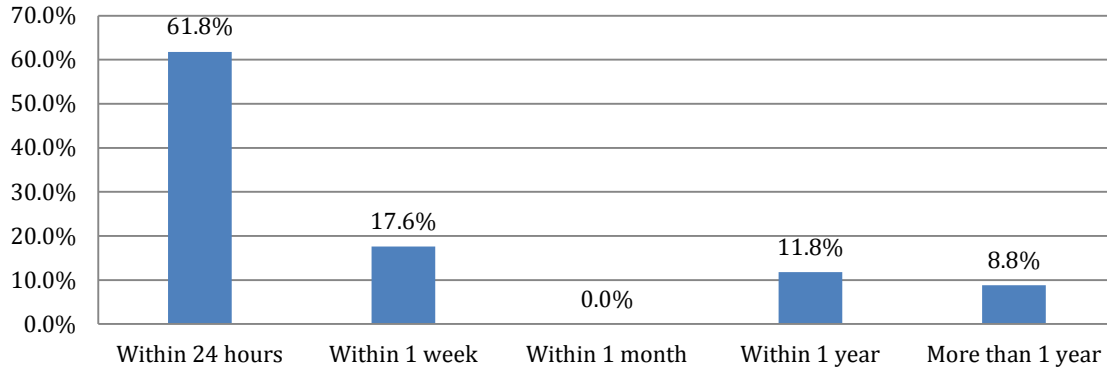
Figure 21. *Level of Fright by Incident (N = 35)*



► *Disclosing the Incident*

Thirty-five students (67.3%; of the 52 who answered the question) said they told someone about the incident. All but one (34) answered the subsequent question about how long they waited before telling someone about the incident. The largest proportion of students (62%) told someone within 24 hours of the incident (see Figure 22).

Figure 22. Time Before Telling Someone about the Incident (N = 34)



The largest number of students reported telling a friend (other than roommate), followed by parent or guardian. Five students reported that they reported the incident to their local police station, and two students reported the incident to the SMC campus police.

Table 23. Persons Told of Incident

Who did you tell? (Please check all that apply). N=35	Count of Students Reporting "Yes"
Roommate	2
Doctor	3
Friend (other than roommate)	26
Parent or guardian	6
Other family member	8
Romantic partner	4
Religious leader	0
Off-campus counselor, psychologist, or health center staff	4
SMC counselor/therapist or health center staff	0
SMC police department	2
Local police department	5
SMC faculty or staff member	5
Other	1

The top reasons for not telling anyone about the incident of unwanted sexual contact was “wanted to forget it happened”, “it is a private matter; I wanted to deal with it on my own”, and “didn’t think what happened was serious enough to talk about”. See Table 24.

Table 24. Reasons for Not Telling Anyone

If you did not tell anyone, why not? (Please check all that apply). N=35	Count of Students Reporting “Yes”
<b>Wanted to forget it happened</b>	7
<b>It is a private matter; I wanted to deal with it on my own.</b>	6
<b>Did not know how to report it or who to report it to.</b>	2
<b>Ashamed/embarrassed</b>	2
<b>Didn’t want the person who did it to get in trouble.</b>	6
<b>Fear the person who did it would try to retaliate or get back at me.</b>	1
<b>Fear of not being believed.</b>	4
<b>I thought I would be blamed for what happened.</b>	3
<b>Didn’t think what happened was serious enough to talk about.</b>	5
<b>Didn’t think anything would be done.</b>	1
<b>Other</b>	2

## Witnessing Sexual Harassment On-Campus

Students were asked if they have ever witnessed students sexually intimidating or harassing someone on campus and asked those responding yes to specify the location where the intimidation or harassment was seen. About 8% of students reported having witnessed such an event. Table 25 below summarizes the locations reported by the 91 of 117 affirmative answering students who answered the follow-up question about where the harassment or intimidation was observed.

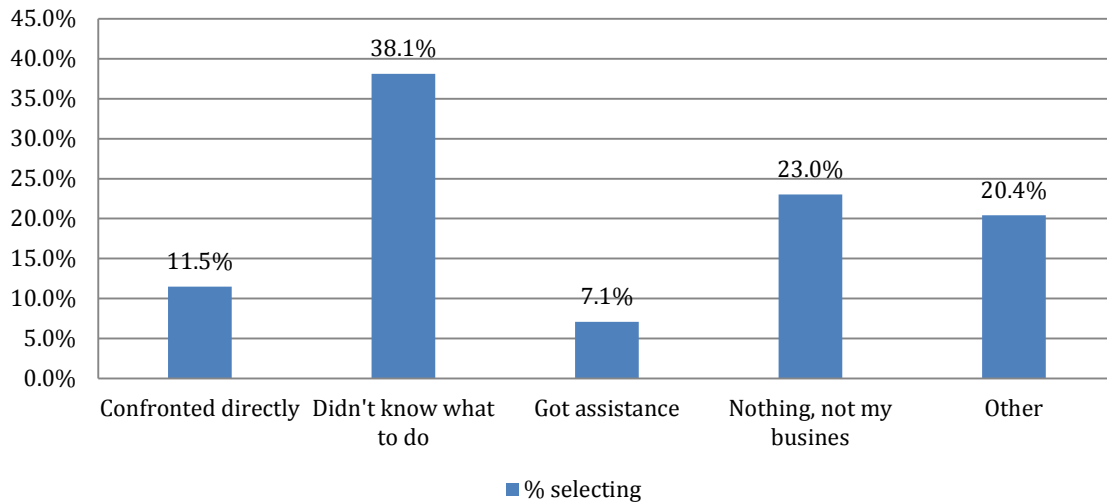
Table 25. *Campus Location of Sexual Harassment Witnessed*

Please describe where you have seen student(s) sexually intimidating/harassing someone on campus?	Count of Students Reporting
<b>Quad/fountain/"main walkway"</b>	35
<b>Non-specific (e.g. "everywhere," "wherever large groups of men hang out," "where football team hangs out")</b>	14
<b>Cafeteria</b>	10
<b>Parking lot/structure</b>	9
<b>Smoking area(s)</b>	7
<b>Hallways</b>	5
<b>Bus stop</b>	4
<b>Gym/field</b>	4
<b>In classroom</b>	2
<b>Theatre</b>	1

The most commonly mentioned specific locations where students reported seeing sexual intimidation or harassment was the quad area of campus (35), the cafeteria area (10), and parking lots/structures (9). Fourteen students gave non-specific answers such as "all over" and "everywhere." Also, there were 17 mentions of "catcalling" or descriptions of such behavior (e.g. men making sexual comments towards various women," "guys yelling sexual remarks after girls," "group of males hitting on every girl that walked by."

Students were asked what they did about the harassment/intimidation they observed (Figure 26). Four in ten students said they did nothing because they didn't know what to do and 23% said they did nothing because it wasn't their business. Taken together, about 61% of students reported doing nothing. Only about 12% and 7% said they confronted the situation directly or got assistance, respectively.

Figure 26. Response to Sexual Harassment Witnessed (N = 113)



Among “other” responses, four students reported responding to the sexual harassment incident by leaving the area and three students reported that they glared or stared.

Table 27. Response to Sexual Harassment Witnessed, Other Responses

What did you do about it? “Other”	Count of Students Reporting
<b>Left area</b>	4
<b>Glared/stared</b>	3
<b>Ignored</b>	2
<b>Nothing: instructor</b>	2
<b>Nothing: outnumbered</b>	2
<b>Nothing; scared</b>	2
<b>Reported to SMCPD</b>	2
<b>Nothing, harassment fleeting (“The girls kept moving, we made eye contact and shrugged it off”)</b>	1
<b>Nothing; person drunk</b>	1
<b>Told non-authority</b>	1

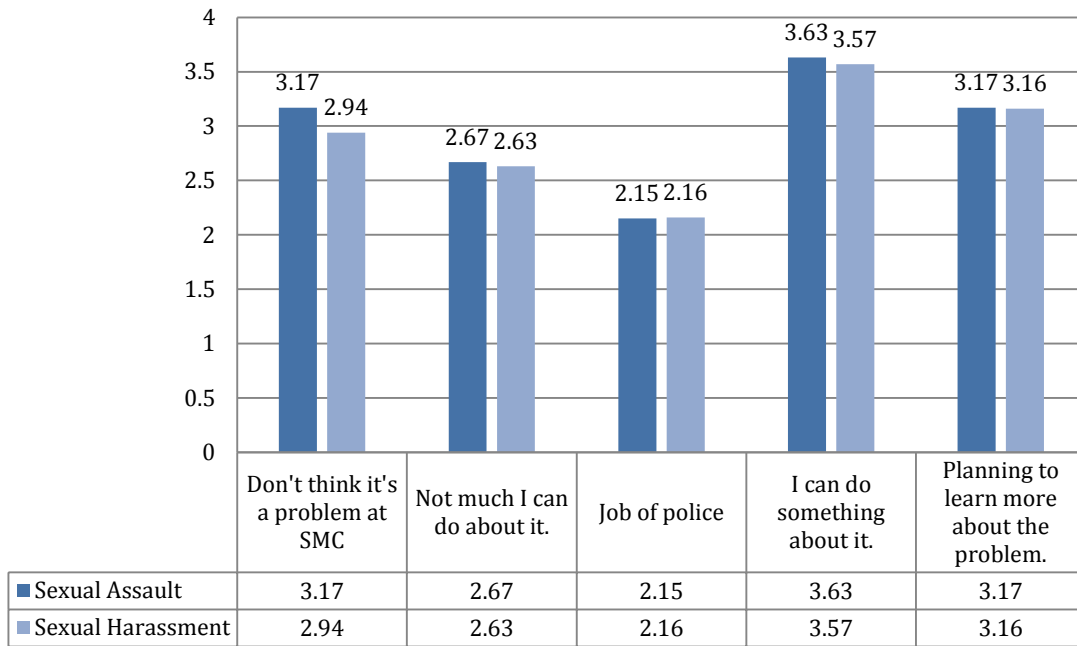
Students were asked if any other students had told them they were the victim of an unwanted sexual experience. Six percent of students answered yes.

Students were also asked whether anyone they know, like a friend or family member, had been forced or coerced by another person to do something sexually that they did not want to do. About 3 in 10 students (30.5%) said they knew of someone who had such an experience.

# Sense of Responsibility

Students were asked to respond to a set of items related to sense of responsibility in sexual assault and sexual harassment situations. Students rated the extent to which a statement was true of them on a Likert-type scale (5 = Very much true; 4 = True; 3 = Neutral; 2 = Not true; 1 = Not at all true).

Figure 28. Average Rating Scale Sense of Responsibility Items



Students were asked to respond to a set of items related to sense of responsibility in sexual assault and sexual harassment situations. Students rated the extent to which a statement was true of them on a Likert-type scale (5 = Very much true; 4 = True; 3 = Neutral; 2 = Not true; 1 = Not at all true). The statement with the highest average rating was “I can do something about it” which was rated about 3.6 for both sexual assault and sexual harassment, which falls between “very much true” (4) and “true” (3) on the scale. Students were least likely to believe that addressing sexual assault and harassment was the solely the job of police.

# Open-Ended Feedback

At the conclusion of the survey, students were given the option of providing any additional comments, suggestions, and feedback in an open-ended comment and 233 students did. These comments were analyzed to identify the topics/themes which are summarized in table 29 below by frequency of mention.

The most mentioned suggestion was to educate students about resources and reporting procedures (34) specifically. Though students asked for more education in other areas too, such as raising awareness and increasing dialog to encourage culture shift (19) and teaching students the relevant definitions such as consent, sexual assault, rape, etc. (13). Positive reactions to the survey were also common (28) which included students expressing appreciation that the college was conducting the survey. Many respondents made comments which could not be classified or were irrelevant, ambiguous, illegible such as comments about education broadly, wanting an A, appreciating a break from instruction, etc. Twenty-one students also suggested improvements to the survey format or questions but these were suggestions to conduct the survey online or to print the survey double-sided, decisions which were made for strategic methodological reasons or necessity.

Table 29. Open-Ended Comments

<b>Do you have additional comments, suggestions, or feedback for us? N=233</b>	<b>Count of Students Reporting</b>
<b>Education: disseminate information about resources and reporting procedures</b>	34
<b>Survey: positive reaction, gratitude, etc.</b>	28
<b>Unrelated/Ambiguous</b>	26
<b>Survey: criticism of format, wording, waste paper, etc.</b>	21
<b>Education: Need more awareness and dialog</b>	19
<b>Increase police/security, add lights, increase staffing at night and on weekend, patrol parking structures and other campuses</b>	15
<b>Education: Educate about definitions</b>	13
<b>Important issue</b>	13
<b>Personally feel safe on campus, never experienced any problems</b>	13
<b>Feel uninformed: Emeritus student</b>	10
<b>Own neg. experience since attending SMC</b>	10
<b>Address other discrimination (e.g. racism, general harassment, etc.)</b>	9
<b>Cat-calling</b>	9
<b>Feel uninformed: new student, taking 1 class, non-traditional, etc.</b>	7

<b>Address harassment (patrol problem areas, SMC PD ignoring harassment)</b>	6
<b>Education: Engage faculty to present/disseminate materials and information in class</b>	6
<b>Survey: Too long</b>	6
<b>Was not aware there was a problem at SMC</b>	6
<b>Broader cultural/political commentary</b>	5
<b>Sharing another's non-SMC or own pre-SMC experience</b>	5
<b>Education: advertise resources on posters/banners.</b>	4
<b>Survey: felt uncomfortable/wanted privacy</b>	4
<b>Concern about non-students being on campus</b>	3
<b>Education: target men</b>	3
<b>Concern about false reports and fairness in process</b>	2
<b>Education: Don't add irrelevant content to curriculum, don't take more instruction time</b>	2
<b>Education: Offer free self-defense workshop or class</b>	2
<b>Education: target athletes</b>	2