Administration and Finance - 2021

INSTITUTIONAL EQUITY & COMPLIANCE ASSESSMENT PLAN

Title IX Campus Survey on Sexual Violence and Sexual Harassment (SVSH)

Background

- EO 1095 and federal law require campuses to administer campus surveys to students regarding Title IX
  - Assess availability and knowledge of campus and community resources
  - Assess prevalence of Title IX incidents
  - Assess impacts to students
- Previous surveys at CSUSB have asked a limited number of Title IX related questions
- Never had a dedicated and comprehensive survey

Campus Survey on Sexual Violence and Harassment

- Developed by adapting questions from existing surveys
  - – • The University of California, Berkeley MyVoice survey
  - – • The Rutgers University #iSPEAK survey
  - – • The Administrator Researcher Campus Climate Collaborative (ARC3) survey
  - – • The University of Chicago Spring 2015 Climate Survey
  - – • Previous climate surveys from the California State University system
- Administered in April 29, 2020 to coincide with Sexual Assault Awareness Month (*close date June 22, 2020*).
- 1,362 of participants
- Areas of assessment
  - – gather critical information to inform CSUSB's campus prevention, intervention, and response efforts regarding sexual violence and sexual harassment
  - – aid in tailoring campus SVSH programs and services to the needs and strengths of the campus community
  - – learn CSUSB communities' protective and risk factors for SVSH

CSUSB WE DEFINE THE *Future*

Four key areas of interest

- Reporting of Title IX incidents

  – Who do students go to report?

  – Do they report to campus officials?

- Institutional Trust

  – Do students feel safe on campus?

  – Do they feel as though the university will take their complaint seriously?

- Demographics

  – Are some students more impacted by Title IX than others?

  – Are there higher risk factors for certain students than others?

- Impacts to students

  – Social

  – Academic

  – Emotional/Psychological

Reporting

	Victimization Rate	While at CSUSB
Sexual Harassment	28%	7%
Sexual Misconduct	14%	3%
Dating/Domestic Violence	10%	2%
Stalking	12%	3%

	Law Enforcement	Title IX	Human Resources	Elsewhere	No Report
Sexual Harassment	22	10	4	30	141
Sexual Misconduct	22	3	1	13	59
Dating/Domestic Violence	15	1	0	10	51
Stalking	25	3	1	17	28

Demographics at Risk

GENDER	Female	Male
Sexual Harassment	34%	13%
Sexual Misconduct	17%	7%
Dating/Domestic Violence	12%	3%
Stalking	14%	7%

SEXUAL ORIENTATION	LGBTQIA	Heterosexual
Sexual Harassment	39%	27%
Sexual Misconduct	27%	12%
Dating/Domestic Violence	16%	9%
Stalking	16%	13%

RACE/ETHNICITY	Asian	Black	White	Hispanic/Latino	Other
Sexual Harassment	29%	30%	36%	26%	47%
Sexual Misconduct	9%	8%	23%	13%	23%
Dating/Domestic Violence	3%	8%	14%	10%	21%
Stalking	15%	5%	14%	12%	24%

AGE	18-20	21-24	25-30	31+
Sexual Harassment	24%	30%	30%	31%
Sexual Misconduct	9%	15%	16%	17%
Dating/Domestic Violence	6%	9%	11%	19%
Stalking	10%	13%	12%	15%

Impacts

- ## Sexual Harassment

  - **226 participants' experience led to problems with at least one of the following:**

    - schoolwork or grades;

    - friends, roommates, or peers, such as getting into more arguments or fights than you did before, not feeling you could trust them as much, or not feeling as close to them as you did before;

    - family members, such as getting into more arguments or fights than you did before, not feeling you could trust them as much, or not feeling as close to them as you did before;

    - job or with your boss or coworkers.

  - **197 participants' experience led to doing or wanting to do at least one of the following:**

    - move or change where you lived;

    - drop any classes or change your class schedule;

    - take some time off from school, transfer to another school, or drop out of school;

    - consider leaving a project, lab, committee, program, or other similar academic endeavor;

    - quit your job;

    - take sick time, miss work unexpectedly, or other similar time away from work;

    - harming yourself or others.

Impacts continued…

- Sexual Misconduct (137 and 127)

- Dating/Domestic Violence (106 and 108)

- Stalking (87 and 95)

- schoolwork or grades;
- friends, roommates, or peers, such as getting into more arguments or fights than you did before, not feeling you could trust them as much, or not feeling as close to them as you did before;
- family members, such as getting into more arguments or fights than you did before, not feeling you could trust them as much, or not feeling as close to them as you did before;
- job or with your boss or coworkers.

- move or change where you lived;
- drop any classes or change your class schedule;
- take some time off from school, transfer to another school, or drop out of school;
- consider leaving a project, lab, committee, program, or other similar academic endeavor;
- quit your job;
- take sick time, miss work unexpectedly, or other similar time away from work;
- harming yourself or others.

CSUSB WE DEFINE THE Future

Institutional Trust

- Over 50% of the participants felt the university would handle complaints seriously, retain confidentiality, assist with police reporting, and take steps to keep a complainant safe.

- Areas that fell below the 50% threshold of trust involved expectations of the university providing accommodations (45%), concerns for retaliation by respondents (47%), taking corrective action (47%), and fairness in the process (46%).

Limitations to this survey

- Survey was conducted one month after the state shutdown;

- No incentives were offered to increase participant pool;

- Limited number of responses;

- Non-responses recorded.

Areas for Improvement

- Create more prevention programming specific to LGBTQIA and non-traditional students in collaboration with appropriate SMSU affinity centers;

- Increase institutional trust in the areas of retaliation and supportive measures;

- Collaborate with Advocate and CAPS to increase or promote support groups for victims of SVSH

- Improve communications with students on reporting options *(particularly with the new IEC identity/location move)*

- Increase reporting!

Conclusion

- There is a lot more work we can do to improve the student experience in the Title IX process.

- The spirit of the law is to minimize impacts that prohibit students from actualizing their academic goals.

- Our work involves minimizing SVSH risks and offering students supportive measures to gain and ensure institutional trust.