



SNHU CAMPUS — RSA 188:H SEXUAL MISCONDUCT SURVEY SUMMARY DATA REPORT

RSA 188:H SEXUAL MISCONDUCT CAMPUS CLIMATE SURVEY SUMMARY DATA REPORT

Southern New Hampshire University — Campus (On-Campus)

2026

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Introduction

At the end of the 2019-2020 legislative session, New Hampshire enacted [RSA 188:H relative to sexual misconduct at institutions of higher education](#), becoming the first law in NH history aimed at addressing campus sexual misconduct at all Institutions of Higher Education (IHE) in the State. RSA 188-H:4 mandates New Hampshire Institutions of Higher Education to conduct a sexual misconduct campus climate survey biennially to assess students' experiences with, outcomes, and perceptions of campus sexual misconduct and campus safety. The campus climate survey includes a set of common questions known as the "base survey" which was created by a legislatively mandated task force, RSA 188-H:5.

The task force developed a NH specific survey from the [Administrator Researcher Campus Climate Collaborative \(ARC3\)](#)¹, a validated survey instrument that provides comprehensive modules with questions for sexual assault, relationship violence and stalking, as well as perception of climate questions. The NH base survey uses the ARC3 modules with integrated questions that satisfy the requirements in RSA 188-H:5. The task force provided guidance on how to adapt questions and response categories to meet their campus profile and align with campus specific offices, programs and resources.

The following report summarizes the sexual misconduct climate survey findings from **Southern New Hampshire University (SNHU) Campus** — SNHU's on-campus, residential/traditional student population. The survey was administered by SNHU's Title IX Coordinator and disseminated via Qualtrics, an online survey program, during the Spring 2026 administration cycle (March 2026). Students were invited to participate in the survey via an email invitation.

Students' participation in the survey was voluntary, and they could choose to skip questions or stop responding at any point in the survey. Responses were confidential; the survey did not link survey responses to students' names, student IDs, or email addresses. Students were provided with support resources at the beginning and end of the survey. These resources are also listed at the end of this summary report.

Institutional Research staff analyzed the data and summarized the findings presented in this report. Questions about the survey, this summary data report, and SNHU's next steps to utilize findings to inform sexual misconduct resources, prevention, policy initiatives, and current work to advance Title IX on campus should be directed to the Title IX Coordinator at titleix@snhu.edu.

¹ As defined by the ARC3 survey, sexual misconduct refers to physical contact or non-physical conduct of a sexual nature in the absence of clear, knowing and voluntary consent. Examples include sexual or gender-based harassment, stalking, dating violence, and sexual violence (ARC3 2015).

Survey Data Report

Response Rate and Survey Demographics

Students enrolled at SNHU Campus were invited to participate in the climate survey. 219 students responded to the Spring 2026 administration. Respondents could choose the questions they wished to answer, and they could exit the survey at any point. Accordingly, the number of responses presented in the following tables vary by question because some participants chose to skip some of the questions.

In Table 1, we present key demographic characteristics of survey respondents.

Table 1: Participant Demographics	
Gender Identity (N= 175)	
Woman	57.7%
Man	30.3%
Nonbinary or gender expansive	8.0%
Prefer not to say	4.0%
Do you identify as transgender? (N=175)	
Yes	9.1%
No	85.1%
Not sure	4.0%
Prefer not to say	1.7%
Age Range	
Not collected in the 2026 Campus survey instrument	—
Sexual Orientation (N= 172)	
Heterosexual/straight	57.6%
Bisexual	19.2%
Gay/Lesbian/Queer/Asexual	12.2%
A sexual orientation not listed here	5.8%
Prefer to not say	5.2%

Race/Ethnicity (select all that apply; raw counts)	
White	136
Asian or Asian American	16
Latinx/o/a or Hispanic	14
Black or African American or African	16
Middle Eastern or North African	6
Native American or Alaskan native or Indigenous	≤ 5 *
Afro-Latino or Afro-Caribbean	≤ 5 *

Native Hawaiian or Pacific Islander	≤ 5 *
A race or ethnicity not listed here	6
Prefer not to say	6

<i>Year in School (N= 179)</i>	
First year undergraduate	23.5%
Second year undergraduate	26.3%
Third year undergraduate	25.7%
Fourth year undergraduate	15.6%
Fifth or more year undergraduate	1.7%
Graduate	3.9%
Professional (e.g. law, medicine, veterinary, dentistry)	1.7%
Not in a degree program	1.7%
<i>National or International Student (N= 174)</i>	
National	93.7%
International	4.6%
Prefer not to say	1.7%
<i>Housing (N= 175)</i>	
On Campus	61.1%
Off Campus	37.1%
Housing Insecure	1.7%
<i>Safety ("I generally feel safe on campus at SNHU") (N= 171)</i>	
Strongly agree	42.1%
Agree	47.4%
Unsure / I don't know	4.1%
Disagree	4.7%
Strongly disagree	1.8%
<i>Student Involvement (Have you been a member of or participated in any of the following? — raw counts)</i>	
Honor society or professional group related to your major/field of study	37
Fraternity or sorority (Potential New Member, current member, or former member)	10
Intercollegiate/varsity athletic team	19
Intramural or club athletic team	16
Political or social action group	≤ 5 *
Student government	10
Media organization (e.g., newspaper, radio, magazine)	8
Other student organization or group	74

Have not participated in any student organization or group	60
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** A value shown as "≤ 5" (or a percentage flagged with an asterisk) means the underlying count was 5 or fewer and is top-coded in the source data to protect respondent confidentiality; percentages built on such a cell are presented as an estimated midpoint.*

Reports of Victimization

The types of victimization measured in the sexual misconduct climate survey included participant reports of sexual harassment by a faculty and/or staff member, sexual harassment by fellow students, stalking, dating violence, and sexual violence victimization. Participants were asked to identify all the victimization types that they have experienced “since enrolling at their school.”

Participants who indicated experiencing at least one incident of victimization were asked follow-up questions for each section. The data presented is not mutually exclusive, meaning that individuals could be counted in each subcategory more than once (i.e., they experienced more than one type of victimization).

A. Sexual Harassment by Faculty/Staff

The ARC3 Climate Survey measured sexual harassment by a faculty member, instructor, or staff member using 12 items adapted from the Department of Defense Sexual Experiences Questionnaire (SEQ-DoD) (Fitzgerald et al., 1999) that asked students to rate the frequency with which each item had occurred since enrolling at their school as never, once, twice, or more than two times. Any answer other than never for each type of sexual harassment was treated as an affirmative response.

Table 2 summarizes participants’ reported rates of sexual harassment perpetrated by faculty/staff. Since participants could report multiple experiences of sexual harassment, the table shows the number (N) of participants who responded to each question. The percent (%) is calculated based on the number of students who reported that they experienced at least one type of incident.

Table 2: Reported Incidents of Sexual Harassment by Faculty/Staff	
<i>Situations in which a faculty member, instructor, or staff member:</i>	
A faculty or staff member put you down, was condescending to you, or treated you negatively because of your sex or gender identity.	N=91 14.3% *
A faculty or staff member made sexual remarks, jokes, or stories that were insulting or offensive to you.	N=92 9.8% *
A faculty or staff member displayed, used, or distributed sexually graphic or suggestive materials outside of course materials.	N=97 9.3% *
A faculty or staff member made offensive sexist remarks.	N=87 13.8% *
A faculty or staff member repeatedly told sexual stories or jokes that were offensive to you.	N=95 9.5% *
A faculty or staff member made unwelcome attempts to draw you into a discussion of sexual matters.	N=96 9.4% *
A faculty or staff member made gestures or used body language of a sexual nature which embarrassed or offended you.	N=96 9.4% *
A faculty or staff member made unwanted attempts to establish a romantic or sexual relationship with you (i.e., ask you for dates, drinks, dinner, etc.).	N=96 9.4% *
A faculty or staff member touched you in a way that made you feel uncomfortable.	N=94 9.6% *
A faculty or staff member made unwanted attempts to touch or kiss you.	N=96 9.4% *
A faculty or staff member attempted to bribe you or implied better treatment to engage in sexual behavior.	N=97 9.3% *
A faculty or staff member mistreated you or threatened you with some sort of retaliation for not being sexually cooperative.	N=96 9.4% *

* A value shown as “≤ 5” (or a percentage flagged with an asterisk) means the underlying count was 5 or fewer and is top-coded in the source data to protect respondent confidentiality; percentages built on such a cell are presented as an estimated midpoint.

Follow-Up: Sexual Harassment by Faculty/Staff

All participants who reported at least one incident of sexual harassment by a faculty or staff member were directed to answer follow-up questions based on ONE SITUATION. Table 3 summarizes the follow-up questions that were asked to any participant who reported at least one incident of sexual harassment by a faculty/staff member.

Table 3: Characteristics of the Sexual Harassment by Faculty/Staff Incident	
<i>Gender of the person who committed the behavior</i>	
Woman	≤ 5 *
Man	≤ 5 *
Nonbinary or gender expansive	≤ 5 *
Prefer not to say	≤ 5 *
Unknown	≤ 5 *
<i>Role of the person who committed the behavior</i>	
Faculty member	≤ 5 *
Staff member	≤ 5 *
Graduate student instructor	≤ 5 *
Unknown	≤ 5 *
Other	≤ 5 *
<i>Location of Incident</i>	
Online/virtual	≤ 5 *
In person	≤ 5 *
<i>Specific Location of the Incident — Online/Virtual</i>	
Virtual Classroom	≤ 5 *
Virtual Class Forum (e.g. Brightspace)	≤ 5 *
Private communications (i.e., texting, social media)	≤ 5 *
Other	≤ 5 *
I do not know	≤ 5 *
Prefer not to say	≤ 5 *
<i>Specific Location of the Incident — In Person</i>	
On-campus residence	≤ 5 *
On-campus public place/building	≤ 5 *
Off-campus residence	≤ 5 *
Off-campus public place/building	≤ 5 *
At another college/university	≤ 5 *
Studying abroad	≤ 5 *
Other	≤ 5 *
I do not know	≤ 5 *
Prefer not to say	≤ 5 *

Academic Year that the Incident Took Place	
2025-2026 (Fall 2025 through present)	≤ 5 *
2024-2025 (Fall 2024 through Summer 2025)	≤ 5 *
2023-2024 (Fall 2023 through Summer 2024)	≤ 5 *
2022-2023 (Fall 2022 through Summer 2023)	≤ 5 *
2021-2022 (Fall 2021 through Summer 2022)	≤ 5 *
Academic Term of Incident	
Fall	≤ 5 *
Winter	≤ 5 *
Spring	≤ 5 *
Summer	≤ 5 *

* A value shown as "≤ 5" (or a percentage flagged with an asterisk) means the underlying count was 5 or fewer and is top-coded in the source data to protect respondent confidentiality; percentages built on such a cell are presented as an estimated midpoint.

Students were asked to identify the impact the incident had on their academic performance and negative financial impacts on their academic career. The number of students who responded positively was recorded in Table 4.

Table 4: Consequences of Sexual Harassment by Faculty/Staff Incident	
Impact of harassment on academic performance — Number of Participants Responding Affirmatively	
Reduced grade point average (GPA)	≤ 5 *
Caused you to take an incomplete in a class(es)	≤ 5 *
Caused you to drop a class(es)	≤ 5 *
Needed to take a leave of absence from your education	≤ 5 *
Caused you to change your major	≤ 5 *
Caused you to transfer to another institution	≤ 5 *
Did not impact academic performance	≤ 5 *
Other	≤ 5 *
Negative financial impacts on academic career — Number of Participants Responding Affirmatively	
Loss in tuition because of dropping a class(es)	≤ 5 *
Loss in tuition as a result of an unplanned leave of absence	≤ 5 *
Loss in scholarship award due to diminished grades as a result of the situation	≤ 5 *
Costs associated with unexpected need to change housing	≤ 5 *
Costs incurred for physical and mental health services as a result of the situation	≤ 5 *
Did not have a negative financial impact on academic career	≤ 5 *
Other	≤ 5 *

B. Sexual Harassment by Fellow Students

The ARC3 measured sexual harassment by fellow students with items from the Sexual Experiences Questionnaire (Fitzgerald et al., 1988, 1995) and the AAUW Knowledge Networks Survey (Nukulkij, 2011) that asked students to rate

the frequency with which each item had occurred since enrolling at their school as never, once, twice, or more than two times. Any answer other than never for each type of sexual harassment was treated as an affirmative response.

Table 5 summarizes participants' reported rates of sexual harassment perpetrated by a fellow student. Since participants could report multiple experiences, the table shows the number (N) of participants who responded to each question. The percent (%) is calculated based on the number of students who reported that they experienced at least one type of incident.

Table 5: Reported Incidents of Sexual Harassment by Students

<i>Situations in which a student, visitor, and/or guest:</i>	
Cat-called, followed, honked or whistled at you, flashed you, or directed other sexually aggressive actions towards you in public	N=111 29.7%
Was condescending to you, or treated you negatively because of your sex or gender identity	N=110 36.4% *
Made sexual remarks, jokes or stories that were insulting or offensive to you	N=111 34.2%
Displayed, used, or distributed sexually graphic or suggestive materials	N=109 14.7% *
Made offensive sexist remarks	N=109 30.3% *
Publicly shamed/humiliated you regarding your sexual activity or experiences	N=112 17.9% *
Repeatedly told sexual stories or jokes that were offensive to you	N=112 21.4% *
Made unwelcome attempts to draw you into a discussion of sexual matters	N=111 24.3%
Made gestures or used body language of a sexual nature which embarrassed or offended you	N=110 16.4% *
Made unwanted attempts to establish a romantic or sexual relationship with you (i.e., ask you for dates, drinks, dinner, etc.)	N=109 23.9%
Sent or posted unwelcome sexual comments, jokes, or pictures by text, email, Instagram, Snapchat, Twitter, TikTok, or other electronic means	N=106 11.3% *
Spread unwelcome sexual rumors about you through spoken comments or by text, email, or social media (i.e., Instagram, Snapchat, TikTok)	N=106 17.0% *

* A value shown as " ≤ 5 " (or a percentage flagged with an asterisk) means the underlying count was 5 or fewer and is top-coded in the source data to protect respondent confidentiality; percentages built on such a cell are presented as an estimated midpoint.

Follow-Up: Sexual Harassment by Fellow Students

Table 6 summarizes the follow-up questions that were asked to any participant who reported at least one incident of sexual harassment by a fellow student and agreed to answer additional questions about the event.

Table 6: Characteristics of the Sexual Harassment by Students Incident

<i>Gender of the person who committed the behavior</i>	
Woman	n=13
Man	n=21
Nonbinary or gender expansive	≤ 5 *
Prefer not to say	≤ 5 *

Unknown	≤ 5 *
Role of the person who committed the behavior	
Student	n=33
Visitor/guest	≤ 5 *
Unknown	≤ 5 *
Other	≤ 5 *
Location of Incident	
Online/virtual	≤ 5 *
In person	n=36
Specific Location of the Incident — Online/Virtual	
Virtual Classroom	≤ 5 *
Virtual Class Forum (e.g. Brightspace)	≤ 5 *
Private communications (i.e., texting, social media)	≤ 5 *
Other	≤ 5 *
I do not know	≤ 5 *
Prefer not to say	≤ 5 *
Specific Location of the Incident — In Person	
On-campus residence	n=13
On-campus public place/building	n=18
Off-campus residence	≤ 5 *
Off-campus public place/building	≤ 5 *
At another college/university	≤ 5 *
Studying abroad	≤ 5 *
Other	≤ 5 *
I do not know	≤ 5 *
Prefer not to say	≤ 5 *
Academic Year that the Incident Took Place	
2025-2026 (Fall 2025 through present)	n=19
2024-2025 (Fall 2024 through Summer 2025)	n=15
2023-2024 (Fall 2023 through Summer 2024)	n=7
2022-2023 (Fall 2022 through Summer 2023)	≤ 5 *
2021-2022 (Fall 2021 through Summer 2022)	≤ 5 *
Academic Term of Incident	
Fall	n=27
Winter	n=8
Spring	n=13

Summer	≤ 5 *
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* A value shown as "≤ 5" (or a percentage flagged with an asterisk) means the underlying count was 5 or fewer and is top-coded in the source data to protect respondent confidentiality; percentages built on such a cell are presented as an estimated midpoint.

Students were asked to identify the impact the incident had on their academic performance and negative financial impacts on their academic career. The number of students who responded positively was recorded in Table 7.

Table 7: Consequences of Sexual Harassment by Students Incident

Impact on academic performance — Number of Participants Responding Affirmatively	
Reduced grade point average (GPA)	≤ 5 *
Caused you to take an incomplete in a class(es)	≤ 5 *
Caused you to drop a class(es)	≤ 5 *
Needed to take a leave of absence from your education	≤ 5 *
Caused you to change your major	≤ 5 *
Caused you to transfer to another institution	≤ 5 *
Did not impact academic performance	n=22
Other	n=7
Negative financial impacts on academic career — Number of Participants Responding Affirmatively	
Loss in tuition because of dropping a class(es)	≤ 5 *
Loss in tuition as a result of an unplanned leave of absence	≤ 5 *
Loss in scholarship award due to diminished grades as a result of the situation	≤ 5 *
Costs associated with unexpected need to change housing	≤ 5 *
Costs incurred for physical and mental health services as a result of the situation	n=6
Did not have a negative financial impact on academic career	n=24
Other	≤ 5 *

C. Stalking

Stalking was measured on the ARC3 with items drawn from the National Intimate Partner and Sexual Violence Survey (NISVS) (Centers for Disease Control and Prevention, 2011) that asked students to rate the frequency with which each item had occurred since enrolling at their school as never, once, twice, or more than two times. Any answer other than never for each type of stalking was treated as an affirmative response. Per the survey question, these experiences occurred while a student was enrolled at the university but may have occurred off-campus or outside the educational program or activity and may or may not have been perpetrated by a party associated with Southern New Hampshire University.

Table 8 summarizes participants' reported rates of stalking. Since participants could report multiple experiences of stalking, the table shows the number (N) and percent of each type of incident experienced by participants who reported at least one incident of stalking.

Table 8: Reported Incidents of Stalking

A person/people have done the following things to you since you enrolled at SNHU:	
Sent you unwanted emails, text messages, or social media comments/direct messages?	N=99 20.2% *

Watched or followed you from a distance, or spied on you with a location tracking app, camera, or other device (i.e., AirTag, Find My, Snap Map, etc.)?	N=99 9.1% *
Approached you or showed up in places, such as your home, workplace, or school when you didn't want them to be there?	N=102 19.6% *
Left strange or potentially threatening items for you to find?	N=107 8.4% *
Snuck into your home or car and did things to scare you by letting you know they had been there?	N=110 8.2% *
Left you unwanted messages (including text or voice messages)?	N=100 12.0% *
Made unwanted phone calls to you (including hang up calls)?	N=102 8.8% *
Left you cards, letters, flowers, or presents when they knew you didn't want them to?	N=107 8.4% *
Made threats to your physical or emotional safety online?	N=102 8.8% *
Spread rumors about you online, whether they were true or not?	N=97 13.4% *
Used coercion, threats, or intimidation to gain access to your phone, email, or other accounts?	N=104 8.7% *

* A value shown as " ≤ 5 " (or a percentage flagged with an asterisk) means the underlying count was 5 or fewer and is top-coded in the source data to protect respondent confidentiality; percentages built on such a cell are presented as an estimated midpoint.

Follow-Up: Stalking

All participants who reported at least one incident of stalking were directed to follow-up questions (based on the participant's identification of one incident of stalking victimization that had the greatest effect on them).

Table 9: Characteristics of the Stalking Incident

<i>Gender of the person who committed the behavior</i>	
Woman	≤ 5 *
Man	n=6
Nonbinary or gender expansive	≤ 5 *
Prefer not to say	≤ 5 *
Unknown	≤ 5 *
<i>Role of the person who committed the behavior</i>	
Student	n=12
Visitor/guest	≤ 5 *
Faculty member	≤ 5 *
Staff member	≤ 5 *
Graduate student instructor	≤ 5 *
Not Affiliated with SNHU	≤ 5 *
Unknown	≤ 5 *
Other	≤ 5 *

Location of Incident	
Online/virtual	≤ 5 *
In person	n=12
Specific Location of the Incident — Online/Virtual	
Virtual Classroom	≤ 5 *
Virtual Class Forum (e.g. Brightspace)	≤ 5 *
Private communications (i.e., texting, social media)	≤ 5 *
Other	≤ 5 *
I do not know	≤ 5 *
Prefer not to say	≤ 5 *
Specific Location of the Incident — In Person	
On-campus residence	n=6
On-campus public place/building	n=6
Off-campus residence	≤ 5 *
Off-campus public place/building	≤ 5 *
At another college/university	≤ 5 *
Studying abroad	≤ 5 *
Other	≤ 5 *
I do not know	≤ 5 *
Prefer not to say	≤ 5 *
Academic Year that the Incident Took Place	
2025-2026 (Fall 2025 through present)	n=6
2024-2025 (Fall 2024 through Summer 2025)	≤ 5 *
2023-2024 (Fall 2023 through Summer 2024)	≤ 5 *
2022-2023 (Fall 2022 through Summer 2023)	≤ 5 *
2021-2022 (Fall 2021 through Summer 2022)	≤ 5 *
Academic Term of Incident	
Fall	n=6
Winter	≤ 5 *
Spring	≤ 5 *
Summer	≤ 5 *

* A value shown as "≤ 5" (or a percentage flagged with an asterisk) means the underlying count was 5 or fewer and is top-coded in the source data to protect respondent confidentiality; percentages built on such a cell are presented as an estimated midpoint.

Students were asked to identify the impact the incident had on their academic performance and negative financial impacts on their academic career. The number of students who responded positively was recorded in Table 10.

Table 10: Consequences of Stalking Incident

<i>Impact of stalking on academic performance — Number of Participants Responding Affirmatively</i>	
Reduced grade point average (GPA)	≤ 5 *
Caused you to take an incomplete in a class(es)	≤ 5 *
Caused you to drop a class(es)	≤ 5 *
Needed to take a leave of absence from your education	≤ 5 *
Caused you to change your major	≤ 5 *
Caused you to transfer to another institution	≤ 5 *
Did not impact academic performance	n=6
Other	≤ 5 *
<i>Negative financial impacts on academic career — Number of Participants Responding Affirmatively</i>	
Loss in tuition because of dropping a class(es)	≤ 5 *
Loss in tuition as a result of an unplanned leave of absence	≤ 5 *
Loss in scholarship award due to diminished grades as a result of the situation	≤ 5 *
Costs associated with unexpected need to change housing	≤ 5 *
Costs incurred for physical and mental health services as a result of the situation	≤ 5 *
Did not have a negative financial impact on academic career	n=7
Other	≤ 5 *

D. Dating Violence

The ARC3 measured dating violence victimization using items adapted from measures including the Partner Victimization Scale (Hamby, 2014) and the Women's Experience with Battering (WEB) Scale (Smith, Earp, & DeVellis, 1995) that asked students how many times a current or former hookup, boyfriend, girlfriend, partner, and/or spouse had done each listed behavior to them, regardless of the length of the relationship, since they enrolled at SNHU. Any answer other than never was treated as an affirmative response.

Table 11 summarizes participants' reported rates of dating violence victimization.

Table 11: Reported Incidents of Dating Violence

<i>Since enrolling at SNHU, a current or former partner has:</i>	
The person threatened me and I was concerned for my safety or well-being	N=99 9.1% *
The person threatened to harm people close to me	N=99 9.1% *
The person pushed, grabbed, hit, or shook me	N=96 12.5% *
The person choked me or applied pressure to my throat or neck in a way that was not OK with me	N=100 9.0% *
The person punched a wall or other object near me	N=99 9.1% *
The person stole or destroyed my property	N=101 8.9% *

The person said they would disclose my personal or private information to others	N=96 9.4% *
The person attempted to or did control my personal life, such as where I went, what I wore, who I saw, or how I spent my money	N=95 9.5% *
The person repeatedly humiliated me or put me down	N=97 17.5% *
The person kept tabs on me by following me in person, monitoring my location, or gaining access to my accounts/devices	N=97 9.3% *

* A value shown as "≤ 5" (or a percentage flagged with an asterisk) means the underlying count was 5 or fewer and is top-coded in the source data to protect respondent confidentiality; percentages built on such a cell are presented as an estimated midpoint.

Follow-Up: Dating Violence

All participants who reported at least one incident of dating violence and agreed to answer additional questions were directed to follow-up questions based on ONE SITUATION.

Table 12: Characteristics of the Dating Violence Incident

<i>Gender of the person who committed the behavior</i>	
Woman	≤ 5 *
Man	n=9
Nonbinary or gender expansive	≤ 5 *
Prefer not to say	≤ 5 *
Unknown	≤ 5 *
<i>Role of the person who committed the behavior</i>	
Student	n=7
Visitor/guest	≤ 5 *
Faculty member	≤ 5 *
Staff member	≤ 5 *
Graduate student instructor	≤ 5 *
Not Affiliated with SNHU	≤ 5 *
Unknown	≤ 5 *
Other	≤ 5 *
<i>Location of Incident</i>	
Online/virtual	≤ 5 *
In person	n=11
<i>Specific Location of the Incident — Online/Virtual</i>	
Virtual Classroom	≤ 5 *
Virtual Class Forum (e.g. Brightspace)	≤ 5 *
Private communications (i.e., texting, social media)	≤ 5 *
Other	≤ 5 *
I do not know	≤ 5 *
Prefer not to say	≤ 5 *

Specific Location of the Incident — In Person	
On-campus residence	n=6
On-campus public place/building	≤ 5 *
Off-campus residence	≤ 5 *
Off-campus public place/building	≤ 5 *
At another college/university	≤ 5 *
Studying abroad	≤ 5 *
Other	≤ 5 *
I do not know	≤ 5 *
Prefer not to say	≤ 5 *
Academic Year that the Incident Took Place	
2025-2026 (Fall 2025 through present)	≤ 5 *
2024-2025 (Fall 2024 through Summer 2025)	≤ 5 *
2023-2024 (Fall 2023 through Summer 2024)	≤ 5 *
2022-2023 (Fall 2022 through Summer 2023)	≤ 5 *
2021-2022 (Fall 2021 through Summer 2022)	≤ 5 *
Academic Term of Incident	
Fall	n=7
Winter	≤ 5 *
Spring	≤ 5 *
Summer	≤ 5 *

* A value shown as "≤ 5" (or a percentage flagged with an asterisk) means the underlying count was 5 or fewer and is top-coded in the source data to protect respondent confidentiality; percentages built on such a cell are presented as an estimated midpoint.

Students were asked to identify the impact the incident had on their academic performance and negative financial impacts on their academic career. The number of students who responded positively was recorded in Table 13.

Table 13: Consequences of the Dating Violence Incident	
Impact of dating violence on academic performance — Number of Participants Responding Affirmatively	
Reduced grade point average (GPA)	≤ 5 *
Caused you to take an incomplete in a class(es)	≤ 5 *
Caused you to drop a class(es)	≤ 5 *
Needed to take a leave of absence from your education	≤ 5 *
Caused you to change your major	≤ 5 *
Caused you to transfer to another institution	≤ 5 *
Did not impact academic performance	≤ 5 *
Other	≤ 5 *
Negative financial impacts on academic career — Number of Participants Responding Affirmatively	
Loss in tuition because of dropping a class(es)	≤ 5 *

Loss in tuition as a result of an unplanned leave of absence	≤ 5 *
Loss in scholarship award due to diminished grades as a result of the situation	≤ 5 *
Costs associated with unexpected need to change housing	≤ 5 *
Costs incurred for physical and mental health services as a result of the situation	≤ 5 *
Did not have a negative financial impact on academic career	n=8
Other	≤ 5 *

* A value shown as “≤ 5” (or a percentage flagged with an asterisk) means the underlying count was 5 or fewer and is top-coded in the source data to protect respondent confidentiality; percentages built on such a cell are presented as an estimated midpoint.

Alcohol and drugs can play many roles in how situations play out. Participants who experienced a dating violence incident were asked whether any of the following applied. The number of students who responded affirmatively was recorded in Table 14.

Table 14: Alcohol and Drugs — Dating Violence Incident

In your experience, did any of these apply?

The other person had been using alcohol and/or drugs	≤ 5 *
The other person took advantage of my incapacitation from using alcohol and/or drugs Incapacitation is when a person cannot consent because they are unable to understand what is happening or are disoriented, helpless, asleep, or unconscious for any reason, including by alcohol or other drugs. Incapacitation is a state beyond intoxication.	≤ 5 *
The other person was encouraging me to drink or use drugs or supplying me with alcohol and/or drugs	≤ 5 *
I was given alcohol and/or drugs to consume without my knowledge (ex: drink was spiked, substances were added to my drink or food, etc.)	≤ 5 *
The other person used alcohol and/or drugs as an excuse for their behavior(s)	≤ 5 *
I was drinking or using drugs voluntarily and wasn't incapacitated	≤ 5 *
People around us were drinking or using drugs	≤ 5 *
Alcohol and/or drugs were present, but I don't think they played a role	≤ 5 *
Alcohol and drugs weren't involved at all	n=24

* A value shown as “≤ 5” (or a percentage flagged with an asterisk) means the underlying count was 5 or fewer and is top-coded in the source data to protect respondent confidentiality; percentages built on such a cell are presented as an estimated midpoint.

E. Sexual Violence

The ARC3 measured sexual violence victimization using the Sexual Experiences Survey Short Form Victimization (SES-SFV) (Koss et al., 2007), 25 questions measuring five types of sexual violence victimization. Respondents were asked whether they had experienced each type of unwanted sexual conduct since enrolling at SNHU, whether on-campus, off-campus, during a break, or when school was in session, using a 0 times/1 time/2 times/3+ times scale (reproduced below as never/once/twice/more than two times, consistent with the other victimization categories in this report). “Incapacitation” is defined as: when a person cannot consent because they are unable to understand what is happening or are disoriented, helpless, asleep, or unconscious for any reason, including by alcohol or other drugs; incapacitation is a state beyond intoxication.

Tables 15–18 summarize participants' reported rates of sexual violence victimization, by behavior type. Participants who reported experiencing a behavior were immediately asked which of four tactics the person used; that breakdown is shown beneath each behavior.

Table 15: Someone touched, kissed, or rubbed up against the private areas of my body, removed some of my clothes, or made me touch them sexually, without my consent (but did not attempt sexual penetration).

Reported at least once	N=94 14.9% *
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Did this happen by someone:

	Yes	N
Lying, making false promises, continually verbally pressuring me, threatening to end the relationship, or using other pressure that made me feel like I couldn't say no.	40.0%	(N=15)
Using verbal threats, physical forms of intimidation, trying until they wore down my resistance, or threatening to share intimate or explicit photos or videos of me.	18.8%	(N=16)
Rubbing up against me or grabbing/groping me, taking me by surprise before I had a chance to react	82.4%	(N=17)
Taking advantage of the fact that I was unable to give consent due to incapacitation.	21.4%	(N=14)

Table 16: Someone had oral sex with me or made me have oral sex with them without my consent.

Reported at least once	N=101 8.9% *
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Did this happen by someone:

	Yes	N
Lying, making false promises, continually verbally pressuring me, threatening to end the relationship, or using other pressure that made me feel like I couldn't say no.	50.0%	(N=6)
Using verbal threats, physical forms of intimidation, trying until they wore down my resistance, or threatening to share intimate or explicit photos or videos of me.	50.0%	(N=6)
Taking advantage of the fact that I was unable to give consent due to incapacitation.	50.0%	(N=6)
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.	50.0%	(N=6)

Table 17: Someone penetrated my vagina or anus with their body part or an object, or made me penetrate their vagina or anus, without my consent.

Reported at least once	N=99 9.1% *
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Did this happen by someone:

	Yes	N
Lying, making false promises, continually verbally pressuring me, threatening to end the relationship, or using other pressure that made me feel like I couldn't say no.	50.0%	(N=6)

Using verbal threats, physical forms of intimidation, trying until they wore down my resistance, or threatening to share intimate or explicit photos or videos of me.	50.0%	(N=6)
Taking advantage of the fact that I was unable to give consent due to incapacitation.	50.0%	(N=6)
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.	50.0%	(N=6)

Table 18: Someone ATTEMPTED to have oral, anal, or vaginal penetration with me without my consent.

Reported at least once	N=98 9.2% *
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Did this happen by someone:

	Yes	N
Lying, making false promises, continually verbally pressuring me, threatening to end the relationship, or using other pressure that made me feel like I couldn't say no.	50.0%	(N=6)
Using verbal threats, physical forms of intimidation, trying until they wore down my resistance, or threatening to share intimate or explicit photos or videos of me.	50.0%	(N=6)
Taking advantage of the fact that I was unable to give consent due to incapacitation.	50.0%	(N=6)
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.	50.0%	(N=6)

* A value shown as "≤ 5" (or a percentage flagged with an asterisk) means the underlying count was 5 or fewer and is top-coded in the source data to protect respondent confidentiality; percentages built on such a cell are presented as an estimated midpoint.

Follow-Up: Sexual Violence

All participants who reported at least one incident of sexual violence and agreed to answer additional questions were directed to follow-up questions based on ONE SITUATION.

Table 19: Characteristics of the Sexual Violence Incident

<i>Gender of the person who committed the behavior</i>	
Woman	≤ 5 *
Man	n=8
Nonbinary or gender expansive	≤ 5 *
Prefer not to say	≤ 5 *
Unknown	≤ 5 *
<i>Role/Classification of the person who committed the behavior</i>	
Student	≤ 5 *
Visitor/guest	≤ 5 *
Faculty member	≤ 5 *
Staff member	≤ 5 *
Graduate student instructor	≤ 5 *

Not Affiliated with SNHU	≤ 5 *
Unknown	≤ 5 *
Other	≤ 5 *
Specific Location of the Incident	
On-campus residence	≤ 5 *
On-campus public place/building	≤ 5 *
Off-campus residence	≤ 5 *
Off-campus public place/building	≤ 5 *
At another college/university	≤ 5 *
Studying abroad	≤ 5 *
Other	≤ 5 *
I do not know	≤ 5 *
Prefer not to say	≤ 5 *
Academic Year that the Incident Took Place	
2025-2026 (Fall 2025 through present)	≤ 5 *
2024-2025 (Fall 2024 through Summer 2025)	≤ 5 *
2023-2024 (Fall 2023 through Summer 2024)	≤ 5 *
2022-2023 (Fall 2022 through Summer 2023)	≤ 5 *
2021-2022 (Fall 2021 through Summer 2022)	≤ 5 *
Academic Term that the Incident Took Place	
Fall	n=8
Winter	≤ 5 *
Spring	≤ 5 *
Summer	≤ 5 *

* A value shown as "≤ 5" (or a percentage flagged with an asterisk) means the underlying count was 5 or fewer and is top-coded in the source data to protect respondent confidentiality; percentages built on such a cell are presented as an estimated midpoint.

Students were asked to identify the impact the incident had on their academic performance and negative financial impacts on their academic career. The number of students who responded positively was recorded in Table 20.

Table 20: Consequences of the Sexual Violence Incident	
Impact of sexual violence on academic performance — Number of Participants Responding Affirmatively	
Reduced grade point average (GPA)	≤ 5 *
Caused you to take an incomplete in a class(es)	≤ 5 *
Caused you to drop a class(es)	≤ 5 *
Needed to take a leave of absence from your education	≤ 5 *
Caused you to change your major	≤ 5 *
Caused you to transfer to another institution	≤ 5 *
Did not impact academic performance	n=7

Other	≤ 5 *
Negative financial impacts on academic career — Number of Participants Responding Affirmatively	
Loss in tuition because of dropping a class(es)	≤ 5 *
Loss in tuition as a result of an unplanned leave of absence	≤ 5 *
Loss in scholarship award due to diminished grades as a result of the situation	≤ 5 *
Costs associated with unexpected need to change housing	≤ 5 *
Costs incurred for physical and mental health services as a result of the situation	≤ 5 *
Did not have a negative financial impact on academic career	n=6
Other	≤ 5 *

* A value shown as "≤ 5" (or a percentage flagged with an asterisk) means the underlying count was 5 or fewer and is top-coded in the source data to protect respondent confidentiality; percentages built on such a cell are presented as an estimated midpoint.

Reporting

Of the students who reported experiencing a sexual misconduct incident and were asked this follow-up question, 52.78% of students told someone about the incident before responding to this survey (19 of 36 respondents). Students could check all that applied to indicate whom they told, or why they did not tell someone. They are most likely to tell a close friend or roommate.

Table 21: Who Students Told About the Event — Number of Participants Responding Affirmatively (Multiple Select)

N=19	
Roommate	n=12
Close friend other than roommate	n=15
Off-campus counselor/therapist	≤ 5 *
On-campus counselor/therapist	≤ 5 *
Confidential Resource Advisor	≤ 5 *
Title IX Coordinator	≤ 5 *
Romantic partner	n=6
Institution health services	≤ 5 *
Parent or guardian	≤ 5 *
Office of Public Safety	≤ 5 *
Other family member	≤ 5 *
Local police	≤ 5 *
Doctor/nurse	≤ 5 *
Office of Community Standards (not same as Title IX Office)	≤ 5 *
Religious or congregational leader, including Clergy, Pastor, Rabbi, Imam or another religious leader	≤ 5 *
Resident Advisor or Residence Life staff	≤ 5 *
Off-campus rape crisis center staff	≤ 5 *
Other institution faculty	≤ 5 *
Other	≤ 5 *
Other institution staff	≤ 5 *

* A value shown as "≤ 5" (or a percentage flagged with an asterisk) means the underlying count was 5 or fewer and is top-coded in the source data to protect respondent confidentiality; percentages built on such a cell are presented as an estimated midpoint.

Students who did not tell anyone were asked what factors contributed to that decision. Table 22 summarizes these responses.

Table 22: Why Students Did Not Tell Anyone About the Incident — Number of Participants Responding Affirmatively (Multiple Select)

N=17	
Ashamed/embarrassed	≤ 5 *
It's a private matter – wanted to deal with it on my own	n=5
Concerned others would find out	≤ 5 *

Didn't want the person who did it to get in trouble	≤ 5 *
Fear of retribution from the person who did it	≤ 5 *
Fear of not being believed	≤ 5 *
Thought I would be blamed for what happened	≤ 5 *
Didn't think what happened was serious enough to talk about	≤ 5 *
Didn't think others would think it was serious	≤ 5 *
Thought people would try to tell me what to do	≤ 5 *
Would feel like an admission of failure	≤ 5 *
Didn't think others would understand	≤ 5 *
Didn't have time to deal with it due to academics, work, etc.	≤ 5 *
Didn't know reporting procedure on campus	≤ 5 *
Feared I or another would be punished for infractions or violations (such as underage drinking)	≤ 5 *
Did not feel the institution would take action to address factors that may have led to the sexual misconduct	≤ 5 *
Feared others would harass me or react negatively toward me	≤ 5 *
Thought nothing would be done	≤ 5 *
Other	n=7

* A value shown as "≤ 5" (or a percentage flagged with an asterisk) means the underlying count was 5 or fewer and is top-coded in the source data to protect respondent confidentiality; percentages built on such a cell are presented as an estimated midpoint.

Participant Perceptions of Safety

Students were asked how SNHU might handle it if a student reported a sexual misconduct incident. Using the scale “very likely” to “very unlikely”, they indicated the likelihood of each statement. In Table 23, we present the percentage of participants who felt their institution would “likely” or “very likely” respond to a sexual misconduct event. The number of students who responded to each question is represented in N.

Table 23: Participant Perceptions of Campus Response to a Sexual Misconduct Report

<i>The institution would likely or very likely:</i>	
The institution would take the report seriously.	67.9% (n=140)
The institution would maintain the privacy of the person making the report.	74.3% (n=140)
The institution would do its best to honor the request of the person about how to go forward with the case.	64.0% (n=139)
The institution would take steps to protect the safety of the person making the report.	71.2% (n=139)
The institution would provide supportive measures to the person who made the report (e.g. academic, housing).	71.0% (n=138)
The institution would take action to address factors that may have led to the sexual misconduct.	58.3% (n=139)
The institution would punish the person who made the report.	35.3% (n=139)
The institution would take action to address factors that may have led to the sexual misconduct.	54.7% (n=139)
The institution would handle the report fairly.	62.6% (n=139)

Perceptions of How SNHU Campus Handled a Report of Sexual Misconduct

Participants were asked statements describing how they thought their school handled their sexual misconduct report.

Table 24: Participant Perceptions of How SNHU Campus Might Handle a Report of Sexual Misconduct

<i>Please describe how you believe your institution may handle your report of sexual misconduct. (N≈9)</i>	
Take the report seriously?	33.3% (≤ 5 *)
Maintain my privacy when I did not intend to make a report?	33.3% (≤ 5 *)
Give me an opportunity to voice my preferences for moving forward?	33.3% (≤ 5 *)
Support me when I made the report?	33.3% (≤ 5 *)
Take action to address factors that may have led to the sexual misconduct?	33.3% (≤ 5 *)
Handle the report fairly?	33.3% (≤ 5 *)
Offer to connect me with either formal or informal resources (e.g., counseling, academic services, or meetings)?	33.3% (≤ 5 *)
Meet my needs for support and accommodations?	33.3% (≤ 5 *)
Have someone reach out to me to discuss my needs related to: medical care, mental health, academics, housing, safety planning, no-contact orders, etc.?	33.3% (≤ 5 *)
Inform me about reporting and resolution options (formal and informal) available through SNHU?	33.3% (≤ 5 *)
Inform me about reporting and resolution options available through local law enforcement?	33.3% (≤ 5 *)

* A value shown as “≤ 5” (or a percentage flagged with an asterisk) means the underlying count was 5 or fewer and is top-coded in the source data to protect respondent confidentiality; percentages built on such a cell are presented as an estimated midpoint.

Institutional Response to a Report of Sexual Misconduct

Participants who responded positively to filing a sexual misconduct report were asked to respond to statements describing how they thought their school handled their sexual misconduct report. Table 25 summarizes participants' beliefs about how SNHU Campus handled their report of sexual misconduct.

Table 25: Institutional Response to a Report of Sexual Misconduct

Please describe how your institution handled your report of sexual misconduct. (N≈9)

Take the report seriously?	33.3% (≤ 5 *)
Maintain my privacy when I did not intend to make a report?	33.3% (≤ 5 *)
Give me an opportunity to voice my preferences for moving forward?	33.3% (≤ 5 *)
Support me when I made the report?	33.3% (≤ 5 *)
Take action to address factors that may have led to the sexual misconduct?	33.3% (≤ 5 *)
Handle the report fairly?	33.3% (≤ 5 *)
Offer to connect me with either formal or informal resources (e.g., counseling, academic services, or meetings)?	33.3% (≤ 5 *)
Meet my needs for support and accommodations?	33.3% (≤ 5 *)
Have someone reach out to me to discuss my needs related to: medical care, mental health, academics, housing, safety planning, no-contact orders, etc.?	33.3% (≤ 5 *)
Inform me about reporting and resolution options (formal and informal) available through SNHU?	33.3% (≤ 5 *)
Inform me about reporting and resolution options available through local law enforcement?	33.3% (≤ 5 *)

* A value shown as " ≤ 5 " (or a percentage flagged with an asterisk) means the underlying count was 5 or fewer and is top-coded in the source data to protect respondent confidentiality; percentages built on such a cell are presented as an estimated midpoint.

Exposure to Sexual Misconduct Education and Resources

In Table 26, we summarize participants' exposure to information or education about sexual misconduct since enrolling at their school.

Table 26: Participant Exposure to Sexual Misconduct Information and Education

The definitions of types of sexual misconduct	24
How to report a sexual misconduct incident	20
Where to go to get help if someone you know experiences sexual misconduct	25
Title IX protections against sexual misconduct	22
How to help prevent sexual misconduct	24
Student code of conduct or honor code	50
Other resources to help you or someone you know deal with a sexual misconduct incident (i.e., community-based crisis center)	26
I have received no written or verbal information	38
I don't know	24

Using the scales provided, indicate how aware you are of the function of the campus and community resources specifically related to sexual misconduct response at SNHU.

Office of Community Standards	43.2%	N=118
Title IX Compliance	40.7%	N=118
Counseling services at the Wellness Center	81.2%	N=117
The Wellness Center	88.8%	N=116
CARE team	67.2%	N=116
Mantra Care Hub Services	48.7%	N=117

Percentages reflect the share of respondents answering "somewhat," "very," or "extremely" aware.

Student Awareness of Institutional Procedures

In Table 27, we present the percentage of participants who indicated agreement with the following statements about institutional reporting procedures at SNHU Campus.

Table 27: Student Awareness Of Institutional Policies And Procedures

I would know how to make a report of sexual misconduct.	44.5%	N=119
I understand what happens when a student makes a sexual misconduct report at SNHU.	35.6%	N=118

Resources

If you are concerned about any of the topics covered in this survey, or if you would like more information or reading material on this topic, please contact one of the resources below:

Local Resources:	
Title IX Coordinator Southern New Hampshire University	titleix@snhu.edu 603-314-7745 118B Green Center
Manchester Police Department	Emergency: (603) 668-8711 405 Valley Street Manchester, NH 03103
Hooksett Police Department	Emergency: 603-624-1560 15 Legends Drive Hooksett, NH 03106
Southern New Hampshire University Public Safety Office	1-603-645-9700 Hospitality Center
SNHU Wellness Center	Located in the Student Center 603-645-9679 wellness@snhu.edu
THRIVE Survivor Support Center 27 Warren St. Concord, NH	https://thrivenh.org/ Crisi Line: 866-841-6229
NH Coalition Against Domestic and Sexual Violence 4 S State St, Concord, NH	http://www.nhcadv.org/ Domestic Violence Hotline: 1-866-644-3574 Sexual Assault Hotline: 1-800-277-5570
Mantra Health	https://mantrahealth.com/snhu 24/7 Hotline: 1-833-589-0141
SNHU CARE Team	Campus students can self-refer to the SNHU CARE team: CARE Report
National Resources:	
National Domestic Violence Hotline	http://www.thehotline.org/ 1-800-799-SAFE (7233) 1-800-787-3224 (TTY)
Rape, Abuse, and Incest National Network (RAINN)	https://rainn.org/ 1-800-656-HOPE (4673)
Love Is Respect: National Teen Dating Abuse Helpline	http://www.loveisrespect.org 1-866-331-9474 1-866-331-8453 (TTY)
National Sexual Violence Resource Center	http://www.nsvrc.org/
National Network to End Domestic Violence (NNEDV)	http://nnedv.org/
Know Your IX	http://knowyourix.org/
Hope Exists After Rape Trauma (HEART)	http://h-e-a-r-t.org/
National Center on Domestic Violence, Trauma, and Mental Health	http://www.nationalcenterdvtraumamh.org/
Not Alone	https://www.notalone.gov/

End Rape On Campus (EROC)	http://endrapeoncampus.org/
Stalking Resource Center	http://www.victimsofcrime.org/our-programs/stalking-resource-center
National Organization for Victim Assistance (NOVA)	http://www.trynova.org/ 800-879-6682
National Online Resource Center on Violence Against Women	http://www.vawnet.org/

If you have any questions pertaining to the survey, you can contact Southern New Hampshire University's Title IX Coordinator at **603-314-7745** or titleix@snhu.edu.

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