



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

Southern New Hampshire University Online

July 2022

Table of Contents

I. Introduction	1
II. Survey Data Report	2-21
Response Rate and Survey Demographics	
Reports of Victimization	
Participant Satisfaction and Safety	
Perceptions of How SNHU Online Might Handle a Student Report of Sexual Misconduct	
Exposure to Sexual Misconduct Information and Education	
Participant Awareness of Resources and Reporting Options	
III. Resources	22-24
IV. References	25

Acknowledgements

The University would like to acknowledge the working group of employees who supported the dissemination of the survey:

Kristin Scaduto – Title IX Coordinator/Equity Officer

Amanda Peabody – Office of Public Safety

Shanna Hayes – Director, Student Experience & Retention

Kelly Lockwood – Deputy Title IX Coordinator, Director of Dispute Resolution & Community Standards

Meagan LaMarca – Dean of Students

Kayla Page – Senior Director of Inclusive Learner Engagement

Kristin Lamas – Associate Vice President, Student Experience Marketing & Communications

Beth Anderson - Associate Director, Deborah L. Coffin Women’s Center

Lauren Keane – Associate Vice President, Communications

Lauren Maynard – Director of Communications

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. One component, RSA 188-H:4, mandates IHEs 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 majority of ARC3 modules, with integrated questions which satisfy the requirements in RSA 188:H-5. The task force provided guidance to IHEs 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) Online. Kristin Scaduto – Title IX Coordinator/Equity Officer administered the sexual misconduct climate survey, prepared by Prevention Innovations Research Center at the University of New Hampshire, and disseminated it via Qualtrics, an online survey program, between February 23 and March 13, 2022. Students were invited to participate in the survey via an email invitation. SNHU Online students received an edited version of the NH base survey, with approval from the RSA 188:H task force, to more accurately reflect the experiences of our online students.

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 collect IP addresses or link survey responses to students' names, student IDs, or email addresses. Additionally, students were reminded that any information about sexual misconduct shared in the survey did NOT constitute a formal report of misconduct to SNHU and as such would NOT result in any action, disciplinary or otherwise. Students were provided with reporting, as well as confidential support resources on and off their educational community at the beginning and end of the survey. These resources are also listed at the end of this summary report.

Prevention Innovations Research Center analyzed the data using SPSS 28 and summarized the findings that are presented in this report. Questions about the survey, summary data report, and SNHU Online's next steps to utilize findings to inform sexual misconduct resources, prevention, policy initiatives, and current work to advance Title IX efforts should be directed to Kristin Scaduto – Title IX Coordinator/Equity Officer at K.Scaduto@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 Online were invited to participate in the climate survey. Of the 142,864 students who were emailed the link to the survey, 1,947 participated in the survey. Thus, the overall response rate was 14%. 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=1,270
Woman	73%
Man	22 %
Transgender, Gender Nonconforming, a Gender not listed, Prefer not to say	5%
Age Range	
	N=1,248
18-19	2%
20-21	4%
22-23	4%
24-25	5%
26-27	6%
28-29	6%
30 and older	72%
Sexual Orientation	
	N= 1,251
Heterosexual	77 %
Bisexual	12 %
Gay/Lesbian/Queer/Asexual/Other	11 %

Race/Ethnicity	
White/Caucasian	N=953
Hispanic	N=124
Native American or Alaskan Native	N=45
Asian or Asian American	N=32
Black/African	N=183
Hawaiian or Pacific Islander and a race/ethnicity not listed	N=45
Year in School	
	N=1,260
Undergraduate	79 %
Graduate	20%
Certificate	%1
Overall Health (<i>I would rate my health overall as:</i>)	
	N=1,821
Excellent	9%
Above Average	23%
Average	45%
Fair	18%
Poor	5%

Sexual Misconduct

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 (mentioned above) 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 the 16-item 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 or twice, sometimes, often, or many 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. Any answer other than *never* for each type of sexual harassment was treated as an affirmative response.

Table 2 : Reported Incidents of Sexual Harassment by Faculty/Staff²	
Situations in which a faculty member, instructor, or staff member:	
Treated you differently because of your sex or gender identity	N=1,579 5%
Displayed, used, or distributed sexist or suggestive materials	N=1,548 2%
Made offensive sexist remarks	N=1,533 3%
Put you down or was condescending to you because of your sex or gender identity	N=1,528 3%
Repeatedly told sexual stories or jokes that were offensive to you	N=1,558 1%
Made unwelcome attempts to draw you into a discussion of sexual matters	N=1,565 1%
Made offensive remarks about your appearance, body, or sexual activities	N=1,57 2%
Made gestures or used body language of a sexual nature which embarrassed or offended you	N=1,564 1%
Made unwanted attempts to establish a romantic or sexual relationship with you, despite your efforts to discourage it	N=1,561 1%
Continued to ask you for dates, drinks, dinner, etc., even though you said "No"	N=1,563 1%
Touched you in a way that made you feel uncomfortable	N=1,560 1%
Made unwanted attempts to stroke, touch, or kiss you	N=1,567 1%
Made you feel like you were being bribed with a reward to engage in sexual behavior	N=1,565 1%
Made you feel threatened with some sort of retaliation for not being sexually cooperative	N=1,561 1%
Implied better treatment if you were sexually cooperative	N=1,565 1%

1. N is the total number of participants who reported each specific sexual harassment incident by faculty/staff. % is calculated on the total number of students who responded to this series of questions.

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. The table presents the number and percent of respondents in each category who reported at least one incident of sexual harassment by a faculty/staff.

Table 3: Characteristics of the Sexual Harassment by Faculty/Staff Incident	
<i>Gender of the person who committed the behavior</i>	
Man	N=40
Woman	N=29
Transgender, another gender not listed, prefer not to say	N=20
<i>Classification of the person who committed the behavior</i>	
Faculty	N=42
Staff	N=9
Other	N=24
<i>Academic Year that the Incident took place N=67</i>	
2022	30%
2021	42%
2020	11%
2016-2019	17%

Students also were asked to identify the impact the incident had on their academic performance and negative financial impacts on their academic career.

Table 4: Consequences of Sexual Harassment by Faculty/Staff Incident	
<i>Impact of harassment on academic performance</i>	
Reduced grade point average (GPA)	N=19
Caused student to drop classes	N=3
Student needed to take a leave of absence from their education	N=3
Caused student to change their major	N=1
Caused them to transfer to another institution	N=0
<i>Negative financial impacts on academic career</i>	
Loss in tuition as a result of dropping classes	N=5
Loss in tuition resulting from an unplanned leave of absence	N=2
Loss in scholarship award due to diminished grades as a result of the sexual harassment	N=1

Costs incurred for needed physical and mental health services resulting from the sexual harassment	N=4
--	-----

B. Sexual Harassment by Fellow Students

The ARC3 measured sexual harassment by fellow students with nine items from the Sexual Experiences Questionnaire (Fitzgerald et al., 1988, 1995) and three items from the AAUW Knowledge Networks Survey (Nukulij, 2011) that asked students to rate the frequency with which each item had occurred since enrolling at their school as *never, once or twice, sometimes, often, or many 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 of sexual harassment by a fellow student, 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. Any answer other than *never* for each type of sexual harassment was treated as an affirmative response.

Table 5: Reported Incidents of Sexual Harassment by Students	
Situations in which a student:	
Treated you differently because of your sex or gender identity	N=1,542 3%
Displayed, used, or distributed sexist or suggestive materials	N=1,517 2%
Made offensive sexist remarks	N=1,486 3%
Put you down or was condescending to you because of your sex or gender identity	N=1,501 2%
Repeatedly told sexual stories or jokes that were offensive to you	N=1,525 1%
Made unwelcome attempts to draw you into a discussion of sexual matters	N=1,526 1%
Made offensive remarks about your appearance, body, or sexual activities	N=1,523 1%
Made gestures or used body language of a sexual nature which embarrassed or offended you	N=1,527 1%
Made unwanted attempts to establish a romantic or sexual relationship with you, despite your efforts to discourage it	N=1,524 1%
Sent or posted unwelcome sexual comments, jokes or pictures by text, email, Facebook, Instagram, Snapchat, Twitter, TikTok or other electronic means	N=1,529 1%
Spread unwelcome sexual rumors about you by text, email, Facebook, Instagram, Snapchat, Twitter, TikTok or other electronic means	N=1,527 1%

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. The table presents the number and percent of respondents in each category who reported *at least one* incident of sexual harassment by a fellow student.

Table 6 : Characteristics of the Sexual Harassment by Students Incident	
<i>Gender of the person who committed the behavior</i>	
Man	N=42
Woman	N=21
Another Gender	N=21
<i>Classification of the person who committed the behavior N=</i>	
Undergraduate Student at SNHU online	N=81 47%
Graduate Student at SNHU online	N=79 19%
<i>Academic Year that the Incident took place N=75</i>	
2022	17%
2021	59%
2020	7%
2019	8%
2016-2018	9%

Students also were asked to identify the impact the incident had on their academic performance and negative financial impacts on their academic career.

Table 7: Consequences of Sexual Harassment Incident	
<i>Impact of harassment on academic performance</i>	
Reduced grade point average (GPA)	N=12
Caused student to drop classes	N=3
Student needed to take a leave of absence from their education	N=1
Caused student to change their major	N=0
Caused them to transfer to another institution	N=0
<i>Negative financial impacts on academic career</i>	
Loss in tuition as a result of dropping classes	N=2
Loss in tuition resulting from an unplanned leave of absence	N=2
Loss in scholarship award due to diminished grades as a result of the sexual harassment	N=2

Costs incurred for needed physical and mental health services resulting from the sexual harassment	N=3
--	-----

C. Stalking

Stalking was measured on the ARC3 with 8 items 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 *none, 1-2 times, 3-5 times, 5-8 times, or more than 8 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 of 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 Online	
Left you unwanted messages (including text or voice messages)	N=1,483 3%
Made unwanted phone calls to you (including hang up calls)	N=1,482 3%
Sent you unwanted emails, instant messages, or sent messages through social media apps such as Facebook, Instagram, Snapchat, Twitter, TikTok, etc.	N=1,464 4%
Made rude or mean comments to you online	N=1,453 6%
Spread rumors about you online, whether they were true or not	N=1,504 2%
Used coercion, threats, or intimidation to gain access to your phone, email, or other accounts	N=1,1515 1%

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). As shown in Table 9, men were most likely to be the person who committed the stalking behavior and the majority of stalking incidents were perpetrated by a stranger.

Table 9: Characteristics of the Stalking Incident	
Gender of the person who committed the behavior	
Man	N=67

SNHU Online RSA 188-H Sexual Misconduct Survey Summary Data Report July 2022

Woman	N=40
Another Gender	N=28
Classification of the person who committed the behavior	
Stranger	N=51
Acquaintance	N=20
Friend	N=14
Current or Former Romantic Partner	N=12
Relative/family	N=5
Faculty/Staff	N=13
Other	N=23
Academic Year that the Incident took place N=107	
2022	31%
2021	51%
2020	17%
2016-2019	8%

Students were also asked to identify the impact the incident had on their academic performance and negative financial impacts on their academic career.

Table 10: Consequences of Stalking Incident	
Impact of stalking on academic performance	
Reduced grade point average (GPA)	N=8
Caused student to drop classes	N=6
Student needed to take a leave of absence from their education	N=0
Caused student to change their major	N=2
Caused them to transfer to another institution	N=1
Negative financial impacts on academic career	
Loss in tuition as a result of dropping classes	N=2
Loss in tuition resulting from an unplanned leave of absence	N=3
Loss in scholarship award due to diminished grades as a result of the stalking	N=3
Costs incurred for needed physical and mental health services resulting from the stalking	N=6

D. Dating Violence

Dating violence was measured with 6 items from the Partner Victimization Scale (Hamby, 2014) and the Women’s Experience with Battering Scale (Smith, Earp, & DeVellis, 1995). These items assessed both physical and psychological dating violence experienced by participants. Participants were asked questions about incidents involving any “hook-up, boyfriend, girlfriend, husband, or wife, including exes” since enrolling at their school. Participants rated the frequency with which each item had occurred as *never, once or twice, sometimes, often, or many times*. An affirmative response to one or

more items indicated dating violence victimization. Per the survey question, these experiences occurred while a student was enrolled at the university but may have occurred off-campus or outside of the educational program or activity and may or may not have been perpetrated by a party associated with Southern New Hampshire University.

In Table 11, we present the participant reported rates for each category of dating violence victimization. Since participants could report multiple experiences of dating violence, 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. Any answer other than *never* for each type of dating violence was treated as an affirmative response.

Table 11: Reported Incidents of Dating Violence	
The person threatened to hurt me and I thought I might really get hurt	N=1,395 7%
The person pushed, grabbed, or shook me	N=1,388 8%
The person hit me	N=1,388 6%
The person beat me up	N=1,391 2%
The person stole or destroyed my property	N=1,306 6%
The person can scare me without laying a hand on me	N=1,392 11%

Follow-Up: Dating Violence

All participants who reported at least item of dating violence victimization were directed to follow-up questions (based on the participant’s identification of one incident of dating violence victimization that had the greatest impact on their life). As shown in Table 12, the majority of participants reported that the perpetrator was a man and identified them as their former or current romantic partner.

Table 12: Characteristics of the Dating Violence Incident	
<i>Gender of the person who committed the behavior</i>	
Man	N=158
Woman	N=30
Another Gender	N=9
<i>Classification of the person who committed the behavior N=</i>	
Stranger	N=15
Acquaintance	N=4
Friend	N=5
Romantic Partner	N=87

SNHU Online RSA 188-H Sexual Misconduct Survey Summary Data Report July 2022

Former Romantic Partner	N=77
Other	N=21
Academic Year that the Incident took place N=166	
2022	18%
2021	54%
2020	17%
2016-2019	77%
Dating Violence perpetrator alcohol or drug use just prior to the incident N=180	
They had been using alcohol	24%
They had been using drugs	13%
They had been using both alcohol and drugs	16%
They had not been using either alcohol or drugs	34%
Do Not Know	26%
Dating Violence victim alcohol or drug use just prior to the incident N=182	
I had been using alcohol	13%
I had been using drugs	2%
I had been using both alcohol and drugs	3%
I had not been using either alcohol or drugs	82%

Students also were asked to identify the impact the incident had on their academic performance and negative financial impacts on their academic career.

Table 13: Consequences of the Dating Violence Incident	
Impact of dating violence on academic performance	
Reduced grade point average (GPA)	N=28
Caused student to drop classes	N=9
Student needed to take a leave of absence from their education	N=20
Caused student to change their major	N=5
Caused them to transfer to another institution	N=6
Negative financial impacts on academic career	
Loss in tuition as a result of dropping classes	N=8
Loss in tuition resulting from an unplanned leave of absence	N=10
Loss in scholarship award due to diminished grades as a result of the dating violence	N=4
Costs associated with unexpected need to change housing	N=24
Costs incurred for needed physical and mental health services resulting from the dating violence	N=22

E. Sexual Violence

The ARC3 measured sexual violence victimization using the Sexual Experiences Survey Short Form Victimization (SES-SFV) (Koss et al., 2007). The SES-SFV has 25 questions measuring five types of sexual violence victimization. For each question, students indicated the frequency (*0 times, 1 time, 2 times, or 3+ times*) with which someone used coercion, force, or incapacitation against them since they enrolled at their school. An affirmative response to one or more items indicated sexual violence victimization. Per the survey question, these experiences occurred while a student was enrolled at the university but may have occurred off-campus or outside of the educational program or activity and may or may not have been perpetrated by a party associated with Southern New Hampshire University.

In Tables 14-18, we present the participant reported rates for each category of sexual violence. Since participants could report multiple experiences of sexual violence, 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. Any answer other than *0 times* for each type of sexual violence was treated as an affirmative response.

Table 14: Someone fondled, kissed, or rubbed up against the private areas of my body (lips, breast/chest, crotch or butt) or removed some of my clothes without my consent (but did not attempt sexual penetration) by:	
Telling lies, threatening to end the relationship, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to	N=1,473 2%
Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to.	N=1,473 3%
Taking advantage of me when I was too drunk or out of it to stop what was happening.	N=1,468 1%
Threatening to physically harm me or someone close to me.	N=1,468 2%
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.	N=1,462 2%

Table 15: Someone had oral sex with me or made me have oral sex with them without my consent by:	
Telling lies, threatening to end the relationship, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to	N=1,463 1%
Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to.	N=1,460 1%
Taking advantage of me when I was too drunk or out of it to stop what was happening.	N=1,456 1%
Threatening to physically harm me or someone close to me.	N=1,458 1%
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.	N=1,453 1%

Table 16: Someone put their penis, fingers, or other objects into my vagina without my consent by:	
Telling lies, threatening to end the relationship, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to	N=1,446 1%
Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to.	N=1,447 2%
Taking advantage of me when I was too drunk or out of it to stop what was happening.	N=1,442 1%
Threatening to physically harm me or someone close to me.	N=1,441 1%
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.	N=1,441 1%

Table 17: Someone put their penis, fingers, or other objects into my butt without my consent by:	
Telling lies, threatening to end the relationship, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to	N=1,444 1%
Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to.	N=1,445 1%
Taking advantage of me when I was too drunk or out of it to stop what was happening.	N=1,442 1%
Threatening to physically harm me or someone close to me.	N=1,438 <1%
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.	N=1,432 <1%

Table 18: Even though it didn't happen, someone TRIED to have oral, anal, or vaginal sex with me without my consent by:	
Telling lies, threatening to end the relationship, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to	N=1,431 1%
Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to.	N=1,426 1%
Taking advantage of me when I was too drunk or out of it to stop what was happening.	N=1,423 <1%
Threatening to physically harm me or someone close to me.	N=1,425 1%
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.	N=1,426 1%

Follow-Up: Sexual Violence

All participants who reported at least item of sexual violence victimization were directed to follow-up questions related to the participant's identification of one incident of sexual violence victimization that

had the greatest impact on their life. As shown in Table 19, the majority of participants reported that the perpetrator was male and was a current or former romantic partner.

Table 19 : Characteristics of the Sexual Violence Incident	
<i>Gender of the person who committed the behavior</i>	
Man	N=76
Woman	N=6
Another Gender	N=9
<i>Classification of the person who committed the behavior</i>	
Stranger	N=8
Acquaintance	N=15
Friend	N=14
Romantic Partner	N=38
Former Romantic Partner	N=19
Someone I hooked up with	N=9
Relative/family	N=2
Faculty/Staff	N=1
Other	N=4
<i>Academic Year that the Incident took place N=87</i>	
2022	15%
2021	36%
2020	14%
2019	11%
2016-2018	11%
<i>Sexual Violence perpetrator alcohol or drug use just prior to the incident N=85</i>	
They had been using alcohol	15%
They had been using drugs	6%
They had been using both alcohol and drugs	5%
They had not been using either alcohol or drugs	34%
Do Not Know	40%
<i>Sexual Violence victim alcohol or drug use just prior to the incident N=</i>	
I had been using alcohol	13%
I had been using drugs	2%
I had been using both alcohol and drugs	2%
I had not been using either alcohol or drugs	83%

Students also were asked to identify the impact the incident had on their academic performance and negative financial impacts on their academic career.

Table 20: Consequences of the Sexual Violence Incident	
<i>Impact of sexual violence on academic performance</i>	
Reduced grade point average (GPA)	N=21
Caused student to drop classes	N=6
Student needed to take a leave of absence from their education	N=6
Caused student to change their major	N=1
Caused them to transfer to another institution	N=1
<i>Negative financial impacts on academic career</i>	
Loss in tuition as a result of dropping classes	N=4
Loss in tuition resulting from an unplanned leave of absence	N=2
Loss in scholarship award due to diminished grades as a result of the sexual violence	N=2
Costs associated with unexpected need to change housing	N=8
Costs incurred for needed physical and mental health services resulting from the sexual violence	N=15

Reporting

Thirty-nine percent of students told someone about the incident before responding to this survey. Students could check all that applied to indicate whom they told. They are most likely to tell a close friend, parent/guardian and other family member.

Table 21: Who Students Told About the Sexual Violence	
Off-campus counselor/therapist	N=16
Close friend other than roommate	N=50
Wellness Center counselor or therapist	N=0
Roommate	N=5
Confidential Resource Advisor	N=0
Title IX Coordinator	N=2
Romantic partner	N=30
Wellness Center employee (medical)	N=0
Parent or guardian	N=35
Other family member	N=35
Public Safety Officer	N=2
Local police	N=15
Doctor/nurse	N=10
Community Standards office	N=1
Religious leader	N=4
Off-campus rape crisis center staff	N=0
SNHU faculty or staff other than Wellness Center staff	N=11

Other non-University affiliated contact	N=0
---	-----

Table 22: Why Students Did Not Tell Anyone About the Incident.	
N=151	
Ashamed/embarrassed	11%
Is a private matter – wanted to deal with it on my own	16%
Concerned others would find out	0%
Didn't want the person who did it to get in trouble	3%
Fear of retribution from the person who did it	1%
Fear of not being believed	1%
I thought I would be blamed for what happened	3%
Didn't think what happened was serious enough to talk about	9%
Didn't think others would think it was serious	5%
Thought people would try to tell me what to do	1%
Would feel like an admission of failure	1%
Didn't think others would think it was important	5%
Didn't think others would understand	2%
Didn't have time to deal with it due to academics, work, etc.	6%
Didn't know reporting procedure	0%
Feared I or another would be punished for infractions or violations (such as underage drinking)	1%
I did not feel the educational community leadership would solve my problems	0%
I feared others would harass me or react negatively toward me	1%
I thought nothing would be done	3%

Participant Satisfaction and Safety

In Table 23, we present the percentage of participants who “agree” or “strongly agree” with statements about their satisfaction with SNHU online and their safety within their educational community. The majority of respondents would recommend SNHU online to others and would still attend it if they had to make the choice again. When asked about general safety, as well as safety from specific forms of violence, the majority of participants agreed that they feel safe at their educational community. Fifty percent of participants also reported that they do not believe sexual violence is a problem at SNHU Online.

Table 23: Participant Perceptions of Institution Satisfaction and Safety	
<i>Participant satisfaction</i>	
I would recommend attending my institution to others.	N=1,920 92%
If I had to do it over again, I would still attend my institution.	N=1,908 91%

Perceptions of safety	
On or around this educational community, I feel safe from sexual harassment.	N=1,246 89%
On or around this educational community, I feel safe from dating violence.	N=1,244 88%
On or around this educational community, I feel safe from sexual violence.	N=1,244 89%
On or around this educational community, I feel safe from stalking.	N=1,242 88%
Perceptions of sexual misconduct as problem	
I don't think sexual violence is a problem at my institution.	N=1,238 50%
I don't think there is much I can do about sexual violence on this educational community.	N=1,241 18%
There isn't much need for me to think about sexual violence while at college.	N=1,243 31%

Perceptions of How SNHU Online Might Handle a Report of Sexual Misconduct

Participants were asked to respond to statements describing how they thought their school might handle a sexual misconduct report. In Table 24, we summarize participants' perceptions of how "likely" or "very likely" they believe SNHU online would be to handle a report of sexual misconduct. Participants believed school officials would take the report seriously and handle it fairly. The majority of participants believed SNHU online would support and protect the victim and maintain his or her privacy.

Table 24: Participant Perceptions of How SNHU Online Might Handle a Report of Sexual Misconduct	
	Likely/Very Likely
<i>Please indicate the likelihood of each statement describing how your institution might handle it if a student reported an incident of sexual misconduct.</i>	
The institution would take the report seriously.	N=1,758 89%
The institution would maintain the privacy of the person making the report.	N=1,754 89%
The institution would do its best to honor the request of the person about how to go forward with the case.	N=1,752 85%
The institution would take steps to protect the safety of the person making the report.	N=1,753 87%
The institution would support the person making the report.	N=1,753 85%

The institution would provide accommodations to support the person (e.g. academic, housing, safety).	N=1,751 80%
The institution would take action to address factors that may have led to the sexual misconduct.	N=1,752 85%
The institution would handle the report fairly.	N=1,754 86%
The institution would have a hard time supporting the person who made the report.	N=1,753 15%
The institution would punish the person who made the report.	N=1,750 17%

Exposure to Sexual Misconduct Information and Education

In Table 25, we summarize participants’ exposure to information or education about sexual misconduct before and since enrolling at their school. The majority of participants reported that they had received information about sexual misconduct prior to attending SNHU Online. However, participants reported low rates of exposure to sexual misconduct information and education at NHTI. Participants were most likely to report exposure in a syllabus statement and in conversations with family and friends.

Table 25: Participant Exposure to Sexual Misconduct Information and Education	
<i>BEFORE coming to your institution, had you received any information or education about sexual misconduct?</i>	
Yes, I had received information or education about sexual misconduct.	N=1,734 67%
<i>Since you came to your institution, which of the following have you done?</i>	
Discussed sexual misconduct/rape in class.	N=206
Discussed the topic of sexual misconduct with friends.	N=416
Discussed sexual misconduct with a family member.	N=409
Attended an event of program about what you can do as a bystander to stop sexual misconduct.	N=192
Attended a rally or other educational community event about sexual misconduct or sexual assault.	N=60
Seen posters about sexual misconduct (e.g. raising awareness, preventing rape, defining sexual misconduct).	N=105
Seen or heard educational community administration or staff address sexual misconduct.	N=68
Seen crime alerts about sexual misconduct.	N=355
Read a report about sexual violence rates at your institution.	N=68
Visited my institution’s website with information on sexual misconduct.	N=186

SNHU Online RSA 188-H Sexual Misconduct Survey Summary Data Report July 2022

Volunteered or interned at an organization that addresses sexual misconduct.	N=59
Seen or heard about sexual misconduct in a student publication or media outlet.	N=203
Attended a sexual consent program.	N=78
Read a statement in a syllabus about resources to address sexual misconduct.	N=467
Taken a class to learn more about sexual misconduct.	N=115
<i>Since coming to your institution have you received written (e.g., brochures, emails) or verbal information (e.g., presentations, training) from anyone at your institution about the following?</i>	
The definitions of types of sexual misconduct.	N=415
How to report an incident of sexual misconduct.	N=462
Where to go to get help if someone you know experiences sexual misconduct.	N=435
Title IX Protections against sexual misconduct.	N=656
How to help prevent sexual misconduct.	N=387
Student code of conduct or honor code.	N=1,193

Participant Awareness of Resources and Reporting Options

In Table 26, we present the percentage of participants who “agree” or “strongly agree” with statements about reporting sexual misconduct at SNHU Online. Participants were also asked questions regarding their awareness of school-specific resources. More than half of participants agreed that they know where to get help for and make a report of sexual misconduct at SHNU Online. However, 45% of participants understand what happens after a sexual misconduct report is made.

Table 26: Participant Awareness of Institution Resources and Reporting Options	
	Agree/Strongly Agree
<i>Please indicate your level of agreement with the following statements.</i>	
If a friend or I experienced sexual misconduct, I know where to go to get help on educational community.	N=1,753 62%
I understand what happens when a student reports a claim of sexual misconduct at my institution.	N=1,736 55%
I would know where to go to make a report of sexual misconduct.	N=1,733 57%



Survey Resource Sheet

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:	
Kristin Scaduto Title IX Coordinator and Equity Officer Southern New Hampshire University	Email: k.scaduto@snhu.edu Phone: 603-644-3188 Student Center #105
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 Morrissey House – 2503 N. River Road
SNHU Wellness Center	Located in the Student Center 603-645-9679 wellness@snhu.edu
YWCA 72 Concord St, Manchester, NH	http://www.ywcanh.org/ Main Office: 603-625-5785 Crisis Hotline: 603-668-2299
NH Coalition Against Domestic and Sexual Violence 4 S State St, Concord, NH	http://www.nhcadsv.org/ Domestic Violence Hotline: 1-866-644-3574 Sexual Assault Hotline: 1-800-277-5570

SNHU Online RSA 188-H Sexual Misconduct Survey Summary Data Report July 2022

<p>HelpU</p>	<p>https://bhsonline.personaladvantage.com/</p> <p>Username: SNHU</p> <p>Or via telephone:</p> <p>Business hours: 1-800-327-2251</p> <p>after hours:603-645-9679</p>
<p>SNHU Cares Team</p>	<p>Campus Students can self-refer to the SNHU CARE team at the following link:</p> <p>Referral</p>
<p>National Resources:</p>	
<p>National Domestic Violence Hotline</p>	<p>http://www.thehotline.org/</p> <p>1-800-799-SAFE (7233)</p> <p>1-800-787-3224 (TTY)</p>
<p>Rape, Abuse, and Incest National Network (RAINN)</p>	<p>https://rainn.org/</p> <p>1-800-656-HOPE (4673)</p>
<p>Love Is Respect: National Teen Dating Abuse Helpline</p>	<p>http://www.loveisrespect.org</p> <p>1-866-331-9474</p> <p>1-866-331-8453 (TTY)</p>
<p>National Sexual Violence Resource Center</p>	<p>http://www.nsvrc.org/</p>
<p>National Network to End Domestic Violence (NNEDV)</p>	<p>http://nnedv.org/</p>
<p>Know Your IX</p>	<p>http://knowyourix.org/</p>
<p>Hope Exists After Rape Trauma (HEART)</p>	<p>http://h-e-a-r-t.org/</p>
<p>National Center on Domestic Violence, Trauma, and Mental Health</p>	<p>http://www.nationalcenterdvtraumamh.org/</p>
<p>Not Alone</p>	<p>https://www.notalone.gov/</p>
<p>End Rape On Campus (EROC)</p>	<p>http://endrapeoncampus.org/</p>
<p>Stalking Resource Center</p>	<p>http://www.victimsofcrime.org/our-programs/stalking-resource-center</p>

SNHU Online RSA 188-H Sexual Misconduct Survey Summary Data Report July 2022

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, Kristin Scaduto, at 603-644-3188 or k.scaduto@snhu.edu.

References:

- Administrator Research Sexual Misconduct Campus Climate Consortium (ARC3). (2015). *ARC3 Sexual Misconduct Campus Climate Survey*.
- American Association of Community Colleges (AACC). (2015). *AACC's 2015 Fact Sheet*.
- Association for Student Conduct Administration (ASCA). (2015). *Community Colleges and Sexual Misconduct: Unique Challenges and Opportunities*.
- Centers for Disease Control and Prevention (2011). *National Intimate Partner and Sexual Violence Survey (NISVS): 2011 Victimization Questions*.
- Department of Justice (DOJ), Office of Justice Programs, Bureau of Justice Statistics. (2014). *Rape and Sexual Victimization Among College-Aged Females, 1995-2013*.
- Fitzgerald, L. F., Gelfand, M. J., & Drasgow, F. (1995). Measuring sexual harassment: Theoretical and psychometric advances. *Basic and Applied Social Psychology, 17*(4), 425-445.
- Fitzgerald, L. F., Magley, V. J., Drasgow, F., & Waldo, C. R. (1999). Measuring sexual harassment in the military: The Sexual Experiences Questionnaire (SEQ-DoD). *Military Psychology, 3*, 243-264.
- Fitzgerald, L.F., Shullman, S.L., Bailey, N., Richards, M., Swecker, J., Gold, Y., Ormerod, A.J., & Weitzman, L.M. (1988). The incidence and dimensions of sexual harassment in academia and the workplace. *Journal of Vocational Behavior, 32*, 152-175.
- Hamby, S. (2014). Self-report measures that do not produce parity in intimate partner violence: A multi-study investigation. *Psychology of Violence, 15*, 149–158.
- Human Rights Campaign (HRC). (2015). *Sexual Assault Awareness and the LGBTQ Community*.
- Koss, M., Abbey, A., Campbell, R., Cook, S., Norris, J., Testa, M., Ullman, S., West, C., White, J. (2007). Revising the SES: A Collaborative process to improve the assessment of sexual aggression and victimization. *Psychology of Women Quarterly, 31*, 357-370.
- National Center for Education Statistics (NCES). (2016). *New Hampshire Technical Institute*.
- Nukulij, P. (2011). *AAUW Knowledge Networks: Harassment at School Survey*.
- Smith, P.H., Earp, J.A., & DeVellis, R. (1995). Measuring battering: development of the Women's Experience with Battering (WEB) Scale. *Women's Health: Research on Gender, Behavior, and Policy, 1*(4), 273-288.
- White House Task Force to Protect Students From Sexual Assault (White House). (2014). *Not Alone: The First Report of the White House Task Force to Protect Students From Sexual Assault*.