



The Survey

Saint Anselm College, an institution of 1960 FTE students in spring 2024, administered the New Hampshire Department of Education Climate Survey, developed by a task force created under NH RSA 188-H, to enrolled undergraduate and graduate students from March 7, 2024 – March 31, 2024. This survey was administered by Institutional Research and was sent by the Title IX Coordinator to 2015 undergraduate and graduate students. The survey received 133 initial responses (6.6% response rate). Of these responses, 119 (6.1% of total) completed any questions beyond the initial demographics.

The demographic characteristics of the respondents aligned fairly well with the characteristics of the overall student body population in most areas, with the exception of gender, where a disproportionate percentage of the respondents categorized themselves as female. Note that in the table below, N/A indicates that data is not captured for the total student body.

Table 1: Comparison of respondent characteristics to overall student body

	Climate Survey Respondents	Total Student Body
Class		
First Year	28%	28%
Sophomore	23%	25%
Junior	24%	22%
Senior	24%	23%
Graduate Student	2%	1%
Gender		
Woman	83%	59%
Man	17%	41%
Nonbinary or gender expansive	1%	N/A
Sexual Orientation		
Heterosexual/straight	78%	N/A
Bisexual	13%	N/A
Prefer not to say	4%	N/A
Asexual	3%	N/A
Lesbian	3%	N/A
A sexual orientation not listed here	0%	N/A
Queer	0%	N/A
Gay	0%	N/A

	Climate Survey Respondents	Total Student Body
Race/Ethnicity		
White	93%	90%
Asian or Asian American	4%	1%
Latinx/o/a or Hispanic	3%	5%
Prefer not to say	3%	3%
Black or African American or African	3%	1%
Native American or Alaska Native or Indigenous	1%	0%
Middle Eastern or North African	1%	N/A
Afro-Latino of Afro-Caribbean	1%	N/A
A race or ethnicity not listed here	0%	N/A
Native Hawaiian or Pacific Islander	0%	0%
Living Situation		
On Campus	92%	93%
Off Campus	7%	7%
Housing Insecure	1%	N/A

The low response rate and significantly greater proportion of women respondents in comparison with the overall student body should be considered strongly as the results are reviewed, as results may not be generally applicable to the overall student body.

Perception of Campus Climate Regarding Sexual Misconduct¹

This survey provided an assessment of students' perceptions of campus climate regarding sexual misconduct. Ninety-six percent of respondents indicate that they generally felt safe on campus, with more students feeling safer from sexual violence (77%, 46/60) than from sexual harassment (58%, 34/59). Students are aware that sexual misconduct is an issue, with 83% (52/63) of respondents disagreeing with the statement "There isn't much need for me to think about sexual misconduct while at college", but 59% (34/58) agreeing that "I don't think there is much I can do about sexual misconduct while at Saint Anselm College". This may be an area of opportunity to educate students: when asked about what information they have received from someone at Saint Anselm College about sexual misconduct, 72% (62/86) know where to go to get help if someone experiences sexual misconduct, but only 36% (31/86) report receiving information on how to help prevent sexual misconduct. Seventy-four percent (61/83) of students indicate that they would know how to make a report of sexual misconduct, and while only 53% (42/80) indicate that they understand what happens when a report is made, in general students feel that the report would be handled positively.

¹ For questions in which a 5-point Likert scale that included I Don't Know were used, percentages reported here represent the sum of "strongly agree/very likely" and "agree/likely". I Don't Know responses were excluded from the total.

Incidents

The survey also queried respondents about the prevalence of sexual harassment, stalking, dating violence, and sexual violence they experienced while a student at Saint Anselm College. The most frequent type of sexual harassment experienced by Saint Anselm College students was a situation in which another student “was condescending to you, or treated you negatively because of your sex or gender identity”, with 65% of respondents (55/84) indicating at least one incident. When asked about stalking victimization, 47% of respondents (37/78) stated that they had experienced at least one incident, with “sent you unwanted emails, text messages, or social media comments/direct messages” being the most frequently reported, at 32% (25/78). Twenty-six percent of respondents (20/76) identified at least one incident of dating violence, with the most frequent incident category being “The person repeatedly humiliated me or put me down”, and at least one instance of sexual violence was indicated by 25 students. Of the 35% (25/71) of respondents who indicated that they had experienced at least one incidence of sexual harassment by a faculty or staff member, the most prevalent was “A faculty or staff member made offensive sexist remarks”, with 13 students reporting having had this experience at least once.

Reporting

Students who indicated that they had experienced sexual harassment, stalking, dating violence, or sexual violence were asked if they had told anyone about the incident, and 60% (37/62) had told no one. Most cited “It’s a private matter – wanted to deal with it on my own”, or “Didn’t think what happened was serious enough to talk about” as their reasons for not reporting the incident. Of the 37 respondents who told someone, most told a friend or roommate, with very few (9) speaking with on-campus faculty or staff. For those few students who did speak with on-campus faculty or staff, their experience was largely positive.

Looking Forward

The 2024 RSA 188-H survey results are consistent with our understanding that we can better prevent and correct sexual misconduct by (1) proactively building trust with the student body and (2) empowering students to understand that they can, in fact, help prevent sexual misconduct. Working in this direction, in 2024 the College will launch a new procedure for handling complaints, enhance communications about this procedure, and step-up our prevention education with a focus on bystander intervention.

The College’s new procedure for addressing Title IX complaints was designed to empower complainants to maintain control over how, and to what degree, the College intervenes in response to a complaint. Student voices played an important role in the development of this procedure, with seven (7) student-consultants providing invaluable input. As a result of this collaboration between the Title IX office, student-consultants and other stakeholders, the new procedure provides a complainant with several different paths to resolution to choose from.

To help our students understand these new paths to resolution, and what happens when a Title IX report is made, we are augmenting our communication efforts with a redesigned Title IX page on our website. We recognize that trauma may impact a student's ability to understand some of the complicated procedural aspects of Title IX at a time when they may most need that information. As such, the updated Title IX webpage will feature trauma-informed design techniques and offer information in a variety of formats. New print materials are also in production, with a focus on visual depictions to illustrate the new paths to resolution.

Transparency builds trust; therefore, all students will have access to a new training module that explains the paths to resolution available to those making a Title IX complaint. This new training module will complement our existing New Student Orientation (Ok2Discuss) and 3rd Millennium Classroom Consent & Respect online Course for continuing students. "Ok2Discuss" is a two-hour training for all new students that focuses on sexual assault, stalking, dating violence, reporting, Title IX, and resources. The 3rd Millennium Classroom Consent & Respect online Course, aimed at returning students, also includes information on sexual assault, stalking, dating violence, reporting, Title IX, and resources.

Moreover, the strong partnership between the Title IX Coordinator and Director of The Harbor will allow us to meet students where they are by providing frequent, targeted and small group training. Our Resident Assistants are a key bridge to the student body, and they will receive an annual 2-hour training focusing on prevention, intervention and empowering others to understand the Title IX process. Title IX and The Harbor have also identified our Transitions Mentor Program as another important constituency for whom targeted training will be provided annually. We will also continue to provide customized training in partnership with groups across campus, with a special emphasis on bystander intervention and resources, including USafeUS.

Further, because over a quarter of our student body participate in athletics, Title IX and The Harbor are partnering with the Athletics Department to deploy training and information. The Title IX Coordinator now meets with all athletic teams prior to the commencement of practice. All coaches and athletics staff will participate in a 1-hour training that defines prohibited conduct, explains the complaint process and identifies key resources on and off campus.

Finally, recognizing that tone is set at the top, the College's Senior Leadership is doing their part to elevate and amplify prevention efforts. All members of Senior Leadership recently participated in a Title IX training. College leaders have fully resourced both the Title IX office and The Harbor and this visible display of commitment is an important message to the community.