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*Joseph C. Wiley*  
*Benson Kinney, Student*

**BOARD OF REGENTS**  
*P. O. Box 3677*  
*Baton Rouge, LA 70821-3677*  
*Phone (225) 342-4253, FAX (225) 342-9318*  
[www.regents.la.gov](http://www.regents.la.gov)

**AGENDA**  
**LEGISLATIVE COMMITTEE**  
**September 22, 2016**  
**10:00 a.m.**  
Claiborne Building  
Louisiana Purchase Room 1-100  
1201 North Third Street  
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. Report on Campus Climate Survey pursuant to Act 172 of 2015
- IV. Other Business
- V. Adjournment

**Committee Members:** Robert Levy, Chair; Marty Chabert, Vice Chair; Claudia Adley; Chris Gorman; Collis Temple III; Joseph Wiley; LCTCS Representative; LSU System Representative; Southern University System Representative; and UL System Representative

**Agenda Item III.**  
**Board of Regents' Campus Climate Survey Report**  
**Executive Summary**

In June 2015, the Legislature enacted Act 172 of 2015, a state law addressing sexual assault on campuses. Act 172 provided a framework for the Board of Regents' (BoR) initiative that began in October 2014 to coordinate sexual assault prevention and education efforts at Louisiana's colleges and universities. A key requirement of Act 172 is a mandatory campus climate survey to be administered at every public postsecondary institution, and an annual report to be submitted to the Legislature and the Governor by BoR with the survey results for the previous academic year.

BoR partnered with EverFi, an education software company, to develop a campus climate survey in collaboration with the four systems. The survey was administered at each institution during the spring of 2016. Attached is the first annual report by BoR pursuant to Act 172, presenting and analyzing the campus climate survey results for AY 15-16. The survey results indicate that Louisiana's public institutions are perceived by their students to be moderately safe places, though much can be done to further improve safety on campuses. The data collected is from a period before most of the recent prevention and education measures recommended and/or required by BoR's Uniform Policy and implemented by the institutions have had time to take effect. Therefore, next year's survey results are expected to better reflect the benefits of BoR's and the institutions' efforts to prevent and effectively address campus sexual assault.

Some of the other important goals of Act 172 that have been achieved by BoR in collaboration with the four systems are:

1. Designation of confidential advisors by each campus and their role and obligations;
2. Training materials to be developed by BoR and the Attorney General's Office;
3. Training of confidential advisors and certain other campus employees;
4. Criteria for determining whether a campus has an adequate number of confidential advisors; and
5. Communication of a final disciplinary action against a student when the student transfers to another institution.

BoR has developed a webpage to serve as a "one stop" resource for students and the public on this initiative, found at <http://www.regents.la.gov/page/LASAFEINFO>

The cumulative effect of these highly focused and coordinated efforts is that campus safety has gained the prominence and collective awareness it warrants. These efforts have also provided BoR and the four systems a framework and a model for addressing other issues of statewide importance such as effective active shooter response and emergency management on campuses.

# **LOUISIANA BOARD OF REGENTS**



**October 2016**

**Louisiana Campus Climate Survey Report**

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## I. Executive Summary

Act 172 of the 2015 Regular Session sought to improve safety at Louisiana's public higher education campuses and to provide specific protections against and penalties for sexual assaults and other acts of sexual violence. One of the key requirements of Act 172 was a campus climate survey to be developed by the Board of Regents (BOR) in consultation with the four management boards and to be administered at every public higher education institution. BOR was required to submit, by September 1, the survey results of each such institution for the previous academic year to the Governor, and the Senate and House Committees on Education.<sup>1</sup>

AY 2015-16 was the first academic year that the survey was administered and this is the first such report to be submitted since the enactment of Act 172. The survey data yielded a tremendous amount of information about the experiences, attitudes, beliefs and behaviors related to campus climate and sexual violence. It is important to mention that although this report provides baseline information that can be used to identify campus assets and vulnerabilities, data for the survey of AY 2015-16 was largely captured before many of the preventative and intervention measures were fully implemented. Future survey data should better reflect the new campus sexual assault prevention and intervention initiatives. The survey results will be an important component of the evolving process of analyzing and improving the climate at our institutions, and will continue well beyond submission of this report. The key findings and recommendations of the Regents' report for AY 2015-16 are as follows:

❖ **Overall, survey participants reported that they perceive their campus to be moderately safe. However, when these findings are disentangled by gender, male participants were significantly more likely to perceive a safe campus climate.** By ensuring that students have a sense of safety and security, campuses can improve students' chances of achieving educational and personal success. Some relatively easy measures to increase safety as well as the perception of safety include adequate lighting, the visibility of police officers, and an accessible emergency phone system.

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<sup>1</sup>The report could not be presented to the Board of Regents for its approval at the Board's August 24, 2016 meeting due to the floods in the region. Without the Board's review and approval, the report could not be submitted to the governor and the Legislature by September 1. The report was presented to the Board at its September meeting and subsequently submitted to the Governor and Legislature, resulting in a short delay in the submission.

❖ **By and large, most survey participants were unaware of the policies and procedures for handling an incident of sexual assault.** Given that this is the first year of a statewide coordinated effort to address campus sexual assault, this finding is not surprising. Campus leaders must continue to work to disseminate their policies in a manner that is engaging for students and provides opportunities for them to increase their knowledge and develop skills so that they are able to help themselves, their friends, and strangers.

❖ **Most of the survey participants indicated they do not drink often; however, when participants do drink, they tend to binge drink.** Campuses should combine sexual assault prevention education with alcohol and drug education programming. Programs on prevention of alcohol misuse can help students better understand the precise definition of sexual assault and information about the prevalence of alcohol-related sexual assault among students.

❖ **When students experienced an incident of sexual assault, they were unlikely to use campus resources to address it.** Such limited use is likely related to generally low awareness of available campus services to address sexual violence. Institutions should make campus sexual assault prevention a visible goal, launch awareness and education programs, publicize available resources and procedural protections and emphasize the severe consequences for offenders.

❖ **While the majority of the survey participants reported that they *never* experienced intimate partner abuse (emotional or physical), of those that did report relationship violence, a higher number reported emotional abuse than physical abuse.** Despite the nebulous nature of relationship violence and stalking, the likelihood of such offenses can be lessened through a clear and well-publicized policy that defines relationship violence and stalking and explains that it is not acceptable.

❖ **Findings suggest that students are willing to help their peers; however, few indicated that they have taken part in activities or volunteered their time on projects focused on ending sexual violence.** Peers are an important source of support to prevent and address sexual violence. If students have the adequate tools

to respond to incidents of sexual assault, they might be able to connect one another to services and supports when needed.

❖ **Most survey participants indicated that they would step up to intervene to stop a potential incident of sexual violence.** It is critical that campus leaders equip their students with active learning experiences to build skills and develop campus policies that provide safety nets for bystanders.

## II. Introduction and Background

Growing concerns over sexual assault on campuses, intensified by unclear legal parameters and inconsistent enforcement, prompted fact-finding and legislative efforts at both federal and state levels. In 2014, Senator Jean-Paul Morrell requested that the Louisiana Board of Regents (BOR), the coordinating body for public postsecondary education in Louisiana, investigate whether and how the State's public postsecondary institutions were preventing and responding to incidents of sexual assault. The study found that sexual assault prevention and response efforts at Louisiana's postsecondary institutions varied from institution to institution both in form and in the level of adequacy, a variation similarly found in how institutions across the country addressed this issue. While some of the variation was warranted by the unique characteristics of each institution, the student population it serves and its locale, the general lack of consistency across campuses needed to be rectified.

Recognizing the inconsistencies across Louisiana's public postsecondary institutions, the BOR organized a Sexual Assault Taskforce (Taskforce) which consisted of one representative from each of the Louisiana's four public postsecondary management boards and two BOR staff members to develop a uniform statewide policy mandating certain minimum standards for all Louisiana's public postsecondary institutions to meet.

In February 2015, the BOR approved its first statewide policy that sought to establish uniform mandatory standards to prevent sexual assault on campuses and promote equitable treatment of victims and perpetrators. The Louisiana Board of Regents Uniform Policy on Campus Sexual Misconduct (BOR Policy, Appendix A) aligned with federal and state mandates and served as an initial step toward an integrated, statewide initiative to address such complex and challenging issues. While the BOR Policy brought more uniformity and aided in the elimination of sexual violence, the Taskforce recognized that each Louisiana public postsecondary institution possesses unique characteristics (e.g., commuter vs. residential campuses, large vs. small campuses) and serves diverse student populations. Therefore, the BOR policy allowed for flexibility across campuses by requiring each campus to develop institutional policies that were tailored to meet the needs of each institution's student body and local resources.

In June 2015, the Legislature enacted Act 172, a state law that addressed sexual assault on campuses and established various requirements. BOR revised its policy in August 2015 (Appendix B) to comply with the requirements of Act 172. Some key components of the Revised Uniform Policy were confidential advisor training, readily accessible information on

sexual assault prevention resources and procedures, and the requirements of how campuses should address a student who seeks to transfer while under investigation or after they have been found responsible for a sexually-oriented criminal offenses.

In addition, Act 172 required the “Louisiana Board of Regents, in consultation with the public postsecondary education management boards, to develop the survey and establish procedures for the survey. . . [and] submit a written report not later than September first of each year regarding the survey results of each public postsecondary education institution and the state as a whole to the governor and the Senate and House of Representatives Committees on Education for the previous academic year” (Appendix C).

### **III. Campus Climate Survey: Scope of the Study**

In March 2016, the Board of Regents and all of Louisiana’s public postsecondary institutions partnered with EverFi (a leading education technology company headquartered in Washington D.C.) to administer online campus climate surveys. A web-based survey was administered to students from April 2016 to May 2016 (Appendix D). Sampling techniques varied across institutions based on their respective context. Some campuses invited all students to participate. Other campuses used random sampling procedures. Incentives and response rates also varied across institutions. It is important to note that although Act 172 required all public postsecondary institutions to administer the survey, it did not make the survey mandatory for students, but expressly provided that student participation shall be voluntary. Participants were not required to answer any specific question on the survey, and some participants chose to skip some questions. A total of 10,186 students responded to the survey.

### **IV. Results**

The following sections of this report provide an analysis of (1) survey demographics and academic characteristics, (2) general climate questions, (3) perceptions of policies, procedures and leadership, (4) alcohol and drug abuse, (5) sexual violence, (6) stalking and relationship violence, (7) readiness to help, and (8) bystander confidence, norms, and behaviors. It is important to note that the response rates differed across each measure. Because *some* institutions allowed participants to voluntarily participate, students with strong opinions or substantial knowledge regarding climate issues on campus may have been more

apt to participate in the study. Therefore, the results presented in this report should be interpreted as representative of the survey participants only, and should not be generalized to the population of all students at an institution or Louisiana students as a whole. The data pertaining to each institution's results are available in Appendix E.

## **A. Demographics and Academic Characteristics**

Table 1 provides a summary of selected demographic and academic characteristics of survey participants.

### **Key Findings on Survey Demographics**

- ❖ The majority of the survey participants are female (72%).
- ❖ The majority of students chose White (71%) as part of their racial identity; 22% selected Black; 5% selected Asian; 3% selected American Indian/Alaska Native; 0.6 selected Native Hawaiian or Other Pacific Islander; and 3% selected other.<sup>2</sup>
- ❖ Eighty percent of survey participants identified as heterosexual; 9% of participants identified as lesbian, gay or bisexual; 7% identified as asexual; 2% identified as pansexual; 1% identified as questioning; 1% identified as other.
- ❖ Nearly half (48%) of survey participants reported living in off-campus apartments.
- ❖ The majority of survey participants were enrolled as full-time status (90%).

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<sup>2</sup> Students were given the option of selecting multiple racial identities, which accounts for the reported percentages exceeding 100.

**Table 1. Louisiana's Public Postsecondary Institutions Survey Demographic and Academic Characteristics**

Demographics	Subgroup	*n	% of Sample
Gender	Female	7,355	72%
	Male	2,799	28%
	Intersex	32	0.3
**Ethnicity/Race	Hispanic or Latino/a (yes)	603	6%
	Non-Hispanic or Latino/a	9,529	94%
	American Indian/Alaska Native	251	3%
	Asian	553	5%
	Black	2,247	22%
	Native Hawaiian or Other Pacific Islander	65	0.6
	White	7,212	71%
	Other	321	3%
Sexuality	Asexual	716	7%
	Heterosexual	8,014	80%
	Lesbian, Gay & Bisexual	924	9%
	Questioning	119	1%
	Pansexual	184	2%
	Other	126	1%
Age	18	1,204	12%
	19	1,712	17%
	20	1,545	15%
	21	1,375	14%
	22	965	10%
	23 or older	3,360	33%
Academic Characteristics			
Enrollment Status	Full-time	9,089	90%
	Part-time	970	10%
Living Arrangements	Residence Hall	1,622	16%
	Fraternity or Sorority Hall	131	1%
	On-Campus Apartment	695	7%
	Off-Campus Apartment	4,826	48%
	At Home with Family	2,722	27%
	Other	150	1%
Grade Point Average(GPA)	4.0 – 3.5 (A average)	4,002	42. %
	3.4 – 2.5 (B average)	4,436	46. %
	2.4 – 1.5 (C average)	952	10%
	1.4 below (D average or below)	54	2%
	Don't know or not applicable	202	2%

\* It is important to note that the percentages shown in Table 1 are based on the numbers of participants in the sample (n) for the specific demographic characteristics. The total n for each measure will differ due to missing data.

\*\*Participants were able to select one or more race categories; therefore, the n and the percentage for this measure are larger than the study sample.

## **B. General Climate Questions**

Numerous studies have concluded that how students experience their campus environment influences both learning and developmental outcomes. For the purposes of this study, a general campus climate measure was constructed using a 15-item scale. Rated on a 5-point Likert scale (1= strongly disagree to 5=strongly agree), participants were asked to rate the following statements:

- (1) I feel valued in the classroom/learning environment;
- (2) faculty, staff, and administrators respect what students at this school think;
- (3) faculty are genuinely concerned about my welfare;
- (4) administrators are genuinely concerned about my welfare;
- (5) I feel close to people at this school;
- (6) I feel like I am a part of this college/university;
- (7) I am happy to be at this college/university;
- (8) the faculty, staff, and administrators at this school treat students fairly;
- (9) I feel safe at this school;
- (10) School officials could do more to protect students from harm (*reverse coded*);
- (11) if there was a crisis at my school, my school would handle it well;
- (12) the school responds too slowly in difficult situations (*reverse coded*)<sup>3</sup>;
- (13) school officials handle negative incidents in a fair and responsible manner;
- (14) my school does enough to protect the safety of students; and
- (15) there is a good support system at my school for students going through difficult times.

Scores were summed and divided by 15 (the number of items) to assess participants' mean score across the items. Values ranged from 1 (unsafe climate) to 5 (safe campus climate).

### **Key Findings on General Campus Climate**

On a scale of 1 (unsafe environment) to 5 (safe environment), the mean score of survey was 3.41, indicating that overall students in Louisiana public higher education

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<sup>3</sup>Most of the items indicated a positive campus climate. However, because item 10 (School officials could do more to protect students from harm) and item 12 (the school responds too slowly in difficult situations) indicated a negative campus climate, the items were reverse coded before computing total scores.

institutions perceive their campus to be moderately safe. While this mean score does not necessarily index a negative campus climate, this is an area in which campus leaders could enjoy an opportunity for improvement. Campus leaders should strive to identify and address deficiencies in their campus environment (infrastructure, policies, procedures, and training) that could negatively impact campus safety, or the students' perceptions of campus safety (if the perceptions are not a true reflection of campus safety).

Interestingly, when the campus climate measures are examined independently, statistically significant gender differences emerged. For example, compared to female participants, male participants were *significantly* more likely to feel safe at their school.

### **Recommendation**

These gender differences in perceptions of campus safety may be due to the fact that females are generally more likely to be victims of sexual violence than males; and therefore female students may be more sensitive to safety issues on their campus than males. While perceptions are not necessarily an indicator of the actual danger on a campus, it is necessary that campuses acknowledge the importance of students *feeling* safe in addition to actually *being* safe. By ensuring that students have a sense of safety and security, campuses can improve students' chances of achieving educational and personal success. Some relatively easy measures to increase safety as well as the perception of safety include adequate lighting, the visibility of police officers, and an accessible emergency phone system. In-depth focus group interviews are a useful and manageable tool that can be used to identify gaps in services and to hear ideas from students on how to improve campus safety, particularly among female students.

## **C. Perceptions of Institutional Policies, Procedures and Leadership**

Institutional policies, procedures and leadership are vital to effectively preventing and responding to sexual assault. The study conducted by the Board of Regents in 2014 concluded that the majority of Louisiana's campuses did not have institutional policies that were specifically designed to prevent and respond to incidents of sexual assault. Most institutions' sexual assault policies were subsumed under sexual harassment policies and procedures. To help ensure that each institution had policies and procedures that adequately prevented and responded to incidents of sexual misconduct, the Board of Regents Uniform Policy on Sexual Misconduct required each institution to develop and implement institutional

policies and procedures that are clear, readable, and accurate by Fall 2015. To date, all of Louisiana's public postsecondary institutions have developed and implemented policies and procedures. Campus policies can be found on the Board of Regents website (<http://www.regents.la.gov/page/LASAFEINFO>) and on each institution's website.

### **Key Findings on Perception of Institutional Policies, Procedures and Leadership**

- ❖ Overall, findings indicate that many students are unaware of their campus sexual assault policies and procedures.
- ❖ Less than half (47%) of survey participants know where to go to get help regarding sexual assault at their school.
- ❖ Forty-one percent of survey participants understand how to report a sexual assault at their school.
- ❖ Less than half (49%) of survey participants understand where they can find confidential support at their school.
- ❖ Less than forty percent (39%) of participants understand where they can find 24/7 support related to sexual assault.
- ❖ Only 34% of survey participants know where to seek special accommodations at their school if they were assaulted.

### **Recommendation**

These findings are not surprising. Because most campuses sexual assault policies and procedures were recently developed and implemented, there was a time lag between the time the recent improvements made by campuses in policies and practice, which may take some time for students to realize or experience. Future climate surveys are likely to better capture students' understanding of the existing policies and procedures.

Despite these findings, campus leaders must work to disseminate their policies in a manner that is engaging for students and provides opportunities for them to increase their knowledge and develop skills so that they are able to help themselves, their friends, and strangers. Louisiana's public postsecondary institutions have taken a step in that direction by having their policies accessible on their websites. It is important to note that the methods of delivery should also vary and should not be limited to one type of delivery method. Campus communication and public relations departments are an excellent existing resource to utilize in launching a communication/awareness campaign.

## **D. Alcohol and Drug Use**

Data suggest that students are at considerable risk for experiencing sexual assault while intoxicated: this statistic is even more alarming for first-year students. In addition, victims who were incapacitated during the assault are *less likely* to report the incident to either mental health providers or law enforcement officials. Given the relationship between alcohol and drug use and incidents of sexual assault, it is critical for campus leaders to understand the level of alcohol and drug usage among the students at their campus. To evaluate students' experiences with alcohol and drug abuse, students were asked to report the frequency and amount of drug and alcohol use since the start of the academic year.

### **Key Findings on Alcohol and Drug Abuse**

- ❖ Findings indicate that most survey participants do not drink often. In fact, 75% of students reported that they drink twice a month or less, since the start of the academic year.
- ❖ Interestingly, most of the survey participants indicated they do not drink often, but when they do drink, they tend to binge. In fact, 70% of survey participants, who indicated that they drink, also reported that “since the start of the academic year, they have consumed enough alcohol to get drunk”.

### **Recommendation**

Campuses should combine sexual assault prevention education with alcohol and drug education programming. Programs on prevention of alcohol misuse can provide students with the precise definition of sexual assault and information about the prevalence of alcohol-related sexual assault among students. In addition, studies show a link between alcohol and/or drug use and underreporting.<sup>4</sup> That is, victims who may have been drinking prior to an incident of sexual violence might fear sanctions for violating campus policy on alcohol use. To alleviate these concerns, Act 172 required all Louisiana public postsecondary institutions to “provide an amnesty policy for any student who reports, in good faith, sexual violence to the institution.”

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<sup>4</sup> Fisher, B.S., Cullen, F. T., & Turner, M.G. (2000). The sexual victimization of college women (NCJ Publication No. 182369). Washington, DC: U.S. Government Printing Office.

## **E. Sexual Violence**

To understand the full extent of nonconsensual sexual contact on Louisiana's public postsecondary institutions, survey participants were asked a broad range of questions regarding unwanted sexual contact. This section summarizes the prevalence of victimization that was a result of unwanted sexual contact, as well as the characteristics of the victims, and whether the incident was reported to an agency or another individual.

### **Key Findings on Sexual Violence**

- ❖ Findings indicate that 724 of survey participants indicated that they experienced sexual contact without consent, since they became a student at their school.
- ❖ The majority of the survey participants who reported that they experienced sexual contact without consent were female (83%); heterosexual (67%); and white (73%). It is important to note that survey participants had the opportunity to select multiple racial identities.
- ❖ Seventy-one percent of survey participants who reported that they experienced sexual contact without consent live off-campus.
- ❖ Nearly 60% of survey participants who reported that they experienced sexual contact without consent also reported that their offender was a student at their school.
- ❖ Nearly one-third (32%) of survey participants who reported that they experienced sexual contact without consent stated that the incident occurred on campus.
- ❖ Of the 724 survey participants who indicated that they experienced sexual contact without consent, only 41 participants reported the crime to the police; 19 participants reported the incident to a campus staff member; 28 participants reported the incident to a campus faculty member; and 19 participants reported the incident to campus sexual assault advocates. By and large, the majority of survey participants (354) reported the incident to a close friend or roommate.

### **Recommendation**

While it is unreasonable to presume that all student victims of sexual assault will use campus resources for the investigation and adjudication of the incident or for personal support, it is likely that many survivors' needs went unmet – given that the data show that few students tapped into campus resources. Such limited use is likely related to generally low awareness of campus services related to sexual violence. Institutions should make campus

sexual assault prevention a visible goal, launch awareness and education programs, publicize available resources and procedural protections and emphasize the severe consequences for offenders.

## **F. Stalking and Relationship Violence**

Much of the research that focuses on sexual violence largely ignores relationship violence and stalking. In fact, it was not until recent legislation (2013) that the Clery Act was expanded to include rights to survivors of domestic violence, dating violence, and stalking. According to a National Intimate Partner Violence and Sexual Violence survey (2011), the highest rates of stalking occur for victims between the ages of 18 to 24 years old. These statistics make awareness and reporting of stalking even more important for colleges and universities.

### **Key Findings on Stalking and Relationship Violence**

- ❖ Findings indicate that the majority (over 85%) of survey participants reported that they never experienced the following: (1) someone spying on them; (2) unsolicited letters or written correspondence, (3) unsolicited phone calls, (4) unsolicited emails/text messages; (5) someone who showed up in place where the participant was (without any reason to be there); (6) someone leaving an unwanted item for you; (7) someone who tried to communicate in other ways against the participant's will; (8) and/or vandalized/destroyed participant's property.
- ❖ While the majority of the survey participants reported that they *never* experienced intimate partner abuse (emotional and physical abuse), of those that did report relationship violence a higher number reported emotional abuse compared to physical abuse.

### **Recommendation**

Unfortunately, the college campus environment (e.g., students' predictable routines, students' assailant living in the same residence hall or attending the same class, lack of student maturity) can make incident of relationship violence and stalking murky for students and campus leaders. Despite the nebulous nature of relationship violence and stalking, the likelihood of such offenses can be lessened through a clear and well-publicized policy that defines relationship violence and stalking and explains that it is not acceptable. Campuses

must also encourage the reporting of incidents by providing a safe environment for victims to come forward.

## **G. Readiness to Help**

President Obama's "It's on Us" initiative calls upon everyone – including students -- to work toward preventing and responding to incidents of sexual assault on college campuses. Students can be effective leaders on campus who model what respect looks like and educate their communities about sexual assault, consent, and bystander intervention. Several measures were used to assess survey participants' readiness to help.

### **Key Findings on Readiness to Help**

- ❖ Findings suggest that students are willing to help their peers; however, few indicated that they have taken part in activities or volunteered their time on projects focused on ending sexual violence.
- ❖ Seventy-five percent of survey participants strongly disagreed/disagreed that "doing something about sexual violence is solely the job of campus administrators."
- ❖ The majority of survey participants (60%) feel that they can do something about sexual violence.

### **Recommendation**

Peers are an important source of informal support and can serve to prevent and address sexual violence. If students have the adequate training to address and respond to incidents of sexual assault, they might be able to connect one another to services and supports when needed. Student leaders such as Student Government Association (SGA), student athletes, and sororities and fraternities are all integral parts to shaping and maintaining campus culture.

## **H. Bystander Confidence, Norms, and Behaviors**

Research on the causes of sexual violence and evaluation of prevention efforts indicate that bystander prevention is a critical piece of the work.<sup>5</sup> Legislative initiatives and institutional policies and programs can shift social norms so there is a social pressure for the campus community to take action. The aforementioned reports also suggests that although many students are willing to help, bystanders are often unsure of themselves and campus norms often impact whether and how a bystander will intervene.

### **Key Findings on Bystander Confidence, Norms, and Behaviors**

- ❖ Few survey participants (6%) reported that they observed a situation that they believe was, or could have led to, sexual assault.
- ❖ Ten percent of participants reported that they were not confident to “speak up to someone who is minimizing or making attempts to excuse having forced someone to have sex with them.”
- ❖ Most survey participants (90%) reported that they were very/somewhat likely to “check in with a friend who looks drunk when they go to a room with someone else at a party.”

### **Recommendation**

Bystander intervention is a promising component of sexual violence prevention. However, it is critical that campus leaders equip their students with active learning experiences to build skills and develop campus policies that provide safety nets for bystanders.

## **V. Conclusions and Implications**

Louisiana’s public postsecondary institutions have made extensive changes in their policies, programs, and resources to more effectively address sexual violence on their campuses. The campus climate survey provides an empirical baseline to evaluate those efforts. Next steps include planning for the communication of results across the campus and engaging the community, including students, in responding to the report.

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<sup>5</sup> Berkowitz, A.D. (2010) “Fostering Healthy Norms to Prevent Violence and Abuse: The Social Norms Approach.” Accessed from: <http://www.alanberkowitz.com/articles/Preventing%20Sexual%20Violence%20Chapter%20-%20Revision.pdf>