

In May 2025, Montserrat College of Art conducted its first Sexual Misconduct Campus Climate Survey to comply with the Massachusetts [2021 Campus Sexual Assault Law](#). The law directs public and private higher education institutions in Massachusetts to conduct a campus sexual misconduct survey no less than every four years and post results on their website within 120 days.

On May 13, 2025, all students enrolled at Montserrat College of Art received an email invitation from the Title IX Coordinator and the Title IX Deputy Coordinator inviting them to participate in the anonymous survey. This was followed by an email on May 14, 2025 from Grand River Solutions—a third-party research company hired by Montserrat—with survey participation instructions. Grand River Solutions created the survey, which was determined to be exempt from the need for IRB review by Ethical & Independent Review Services and approved for use by the Massachusetts Department of Higher Education. The survey was promoted via campus-wide email sent by Montserrat College of Art's Title IX Deputy Director and two email reminders sent to students during the survey administration. Respondents were invited to enter a raffle for a \$30 gift card to Copper Dog Books at the end of the survey. Student responses to the survey were not connected to the raffle entry in any way. The survey closed on May 30, 2025. Out of the 219 undergraduate and graduate students who were invited to take the survey, 72 (33%) completed the survey.

## **Key Findings**

1. Overall, a majority of participants agreed that they feel safe and protected at Montserrat College of Art.
2. Overall, the College is doing a good job of preventing and responding to sexual misconduct.
3. Overall, reporting to campus officials was low. The most common reason why students chose not to report was that they did not think the incident was serious enough to report.
4. Students may benefit from bystander training (which was provided to incoming Freshmen in Fall 2025).



# Montserrat College of Art Student Experience Survey

2025 Report

**montserrat**  
COLLEGE OF ART



**GRAND RIVER**  
SOLUTIONS

## PREPARED FOR

Montserrat College of Art  
August 2025

## PREPARED BY

Grand River Solutions, Inc.  
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# Study Design

The Montserrat College of Art Student Experience Survey surveyed undergraduate students aged 18 or older. The survey was administered online by Grand River Solutions, an independent company, with a survey tool developed by the Grand River Solutions team.

Montserrat College of Art (Montserrat) identified the student pool for the survey, and sent a message to potential participants notifying them to expect an email from Grand River Solutions with the survey link. When possible, Montserrat provided the race/ethnicity, binary gender, age, class year, residency status, full/part-time status, and Pell Grant status of the participant pool. This information was provided to Grand River Solutions through a secure portal. If Montserrat could not provide this data, a question was included in the survey to obtain it.

Grand River Solutions sent a personalized email to the students, each with a unique link to the survey, and sent reminder emails to non-respondents over the field period. The number of reminder emails and the field period were mutually agreed upon by Montserrat and Grand River Solutions.

All personally-identifying information was automatically de-linked from survey responses once submitted. All personally-identifying information was permanently deleted from Grand River Solutions devices and accounts within 60 days of the end of the survey field period and Montserrat was provided with a signed certification of data destruction.

Participants were informed that their responses were confidential and would be reported in aggregate form and no individually-identifying information would be reported. The survey was provided in English and Spanish, and participants were able to toggle between the two languages throughout the survey. All survey questions were optional to participants. Montserrat was able to add custom questions to the survey as agreed upon by Montserrat and Grand River Solutions. The survey was approved by Ethical & Independent Review Services.

At the end of the survey, participants were given the opportunity to enter a raffle for one of two \$30 Copper Dog Books gift cards. Participants' survey responses were not connected to their raffle entry in any way.

# Study Measures

## Demographics

In addition to the demographic data provided by Montserrat College of Art, the survey included questions pertaining to the student's self-identification as a first-generation college student, military veteran, and parental status, when applicable. Students were also asked to identify their sex assigned at birth, gender identity, sexual orientation, and disability status.

## Knowledge and Campus Culture

Students were asked about their knowledge of key campus policies relevant to sexual misconduct. They were also asked about their perceptions of the campus culture, Montserrat's prevention and response efforts relevant to sexual misconduct, and bystander intervention.

## Sexual Misconduct

The survey asked participants about their experiences of sexual misconduct since they have been a student at Montserrat, including sexual harassment, sexual assault, rape, intimate partner violence, and stalking.

The survey included follow-up questions for those that experienced sexual misconduct. These questions asked about academic, professional, and mental health impacts of their experience, their relationship with the perpetrator, the location of the incident, whether or not they reported the incident, reasons why they did not report, and their experiences during the reporting process.

## School Connectedness

Students were asked to reflect on their experiences at Montserrat and to identify their feelings and perceptions of belonging, equity, and well-being.

# Data Analysis Methods

To be considered valid, a respondent had to have answered at least one question beyond the demographic section. To preserve participant confidentiality, any findings with a low response rate were omitted in reports to Montserrat College of Art.

Reports provided to Montserrat included only statistically significant findings. Statistical significance was determined using chi square tests and a p-value of  $<0.05$ . Statistical significance for the difference in means was determined using a t-test or one-way anova. When cell counts were less than 5, a Fisher's t-test was used to evaluate statistical significance.

All personal experience questions were collapsed to yes/no variables for each of the types of sexual misconduct. Sexual orientation was collapsed to straight/heterosexual and LGB+. Gender identity was collapsed to man, woman, and transgender, genderqueer, nonbinary, or gender nonconforming (TGQN). Race/ethnicity were collapsed into federally recognized categories of Black, Indigenous, and People of Color (BIPOC), and White. Definitions of these categories are included on the following page.

All likert scales (strongly agree to strongly disagree) were converted to a four-point ranking where 4= positive response and 1= negative response. Likert questions were grouped based on pre-determined themes of belonging, well-being, equity, and culture (when applicable). Responses to these questions were averaged for each theme and reported on a scale of 1 to 4.







# Key Terms

## BIPOC

Black, Indigenous, and People of color (BIPOC) includes respondents who self-identified as African, Alaska Native, Asian/Asian American, American Indian/Indigenous, Black or African American, Caribbean/West Indian, East Asian, European, Hispanic/Latino/a/x/e, Latin American, Middle Eastern or North African, Native Hawaiian/Pacific Islander, South Asian, Southeast Asian, or another race/ethnicity.

## LGB+

Lesbian, gay, and bisexual plus (LGB+) includes respondents that self-identified as lesbian, gay, bisexual, asexual, fluid, pansexual, queer, questioning, or another sexual orientation.

## Sexual Misconduct

Used to refer to sexual harassment, sexual assault, rape, intimate partner violence, and stalking collectively.

## Sexual Violence

Used to refer to sexual assault and/or rape collectively.

## TGQN

Transgender, genderqueer, nonbinary, or gender nonconforming (TGQN) includes respondents that self-identified as agender, genderqueer/gender-fluid, non binary, questioning, two-spirit, another gender identity, intersex, man but not male assigned at birth, or woman but not female assigned at birth.

# Response Rate and Participant Demographics

A total of 219 Montserrat College of Art students were invited to participate, and 72 (33%) completed the survey. The results of this report reflect only those who participated and may not reflect the experiences of all Montserrat students. Findings in this report should not be used to make conclusions about the entire student population.

Fig. 1 Race and ethnicity

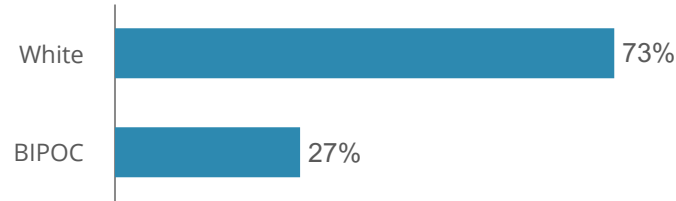


Fig. 2 Gender identity

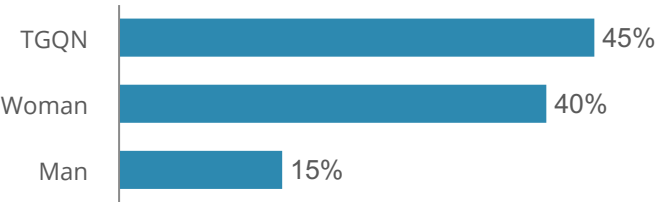


Fig. 3 Age

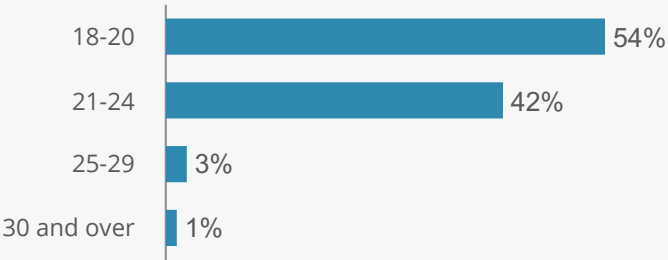


Fig. 4 Sexual orientation

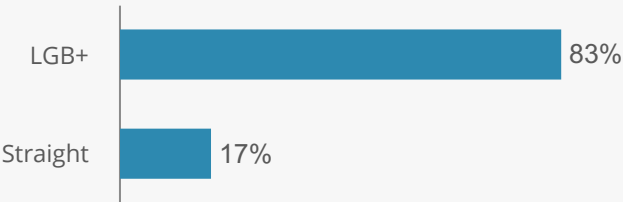
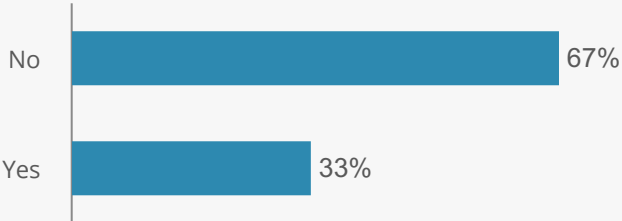


Fig. 5 Disability status





# Participant Demographics

Fig. 6 Class year

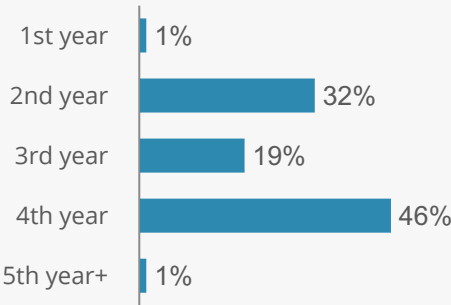


Fig. 7 Enrollment status

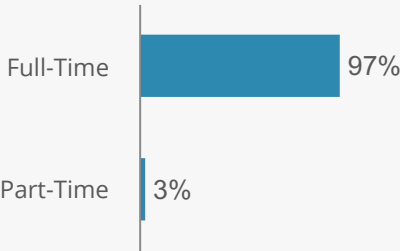


Fig. 8 Transfer status

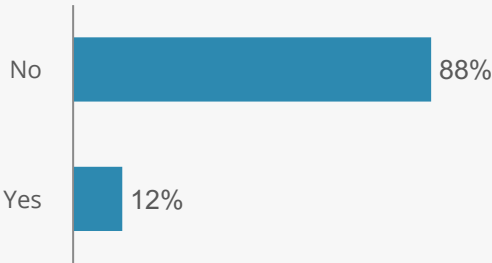
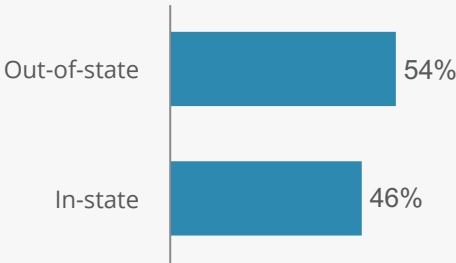


Fig. 9 Residency



Percentages may not add to 100% due to rounding.

# Participant Demographics

Fig. 10 Pell Grant recipient

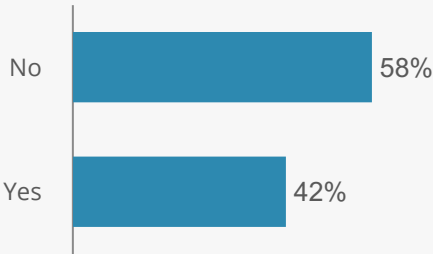


Fig. 11 First-generation student

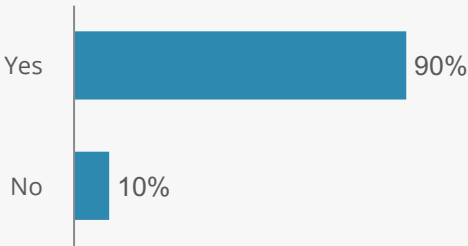


Fig. 12 Parent

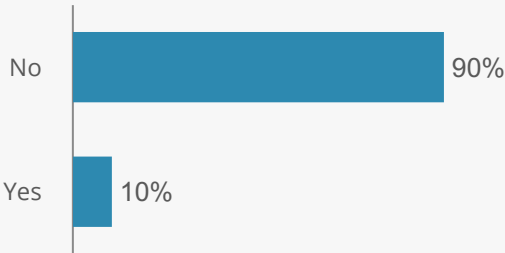
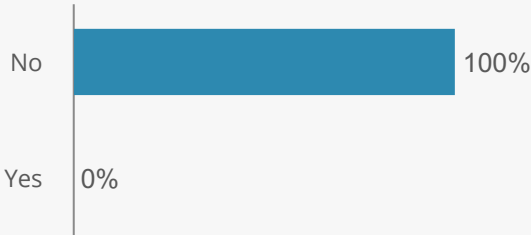


Fig. 13 Military Veteran



# Executive Summary

## School Connectedness

Overall, a majority of participants agreed that they feel safe and protected at Montserrat College of Art. On average, participants also agreed that they feel a sense of belonging and equity at the College.

## Knowledge of Policies, Resources, and Offices

Over half of participants confirmed that they have learned about sexual misconduct through classes or trainings, and four out of five students were aware that confidential resources are available at the College. Most participants were aware of campus health, safety, and wellness offices, but 72% were unsure whether Montserrat has a Title IX Coordinator.

## Campus Climate and Confidence in Reporting

Overall, participants slightly agreed that it is uncommon for people at the school to make sexist comments or jokes and that the College is doing a good job of preventing and responding to sexual misconduct.

## Sexual Misconduct

Ninety percent (90%) of participants indicated that they had experienced sexual harassment, intimate partner violence, stalking, sexual assault, and/or rape since they have been a student at Montserrat.

## Reporting

The majority of participants who experienced sexual misconduct did not report the incident to the College. The most common reasons why students chose not to report were that they did not think the incident was serious enough to report, they did not trust that the report would be taken seriously, and they were worried about being blamed or not believed.

## Bystander Intervention

About one third of participants confirmed that they received training or information on how to intervene as a bystander from someone at the College. The most common reasons why participants who witnessed sexual misconduct did not intervene were that they did not know what to do, they did not want to upset a friend by intervening, and they felt it was not their business to intervene.





Findings

# **School Connectedness**

## Perceptions of Belonging, Equity, and Well-being

Students were asked to what extent they agreed or disagreed with statements about their feelings of belonging, equity, and well-being at Montserrat College of Art. Their responses were scored on a scale from 1 to 4, with 4 being the most positive response.

### Belonging

On average, most students **agreed** that they feel a sense of belonging at Montserrat.

### Equity

On average, most students **agreed** that Montserrat treats all students equitably.

### Well-being

On average, most students **agreed** that they feel safe and protected at Montserrat.

3.0<sub>/4</sub>

Belonging

3.0<sub>/4</sub>

Equity

3.1<sub>/4</sub>

Well-being

1 = negative response  
4 = positive response



Findings

# **Knowledge of Resources, Policies, & Offices**



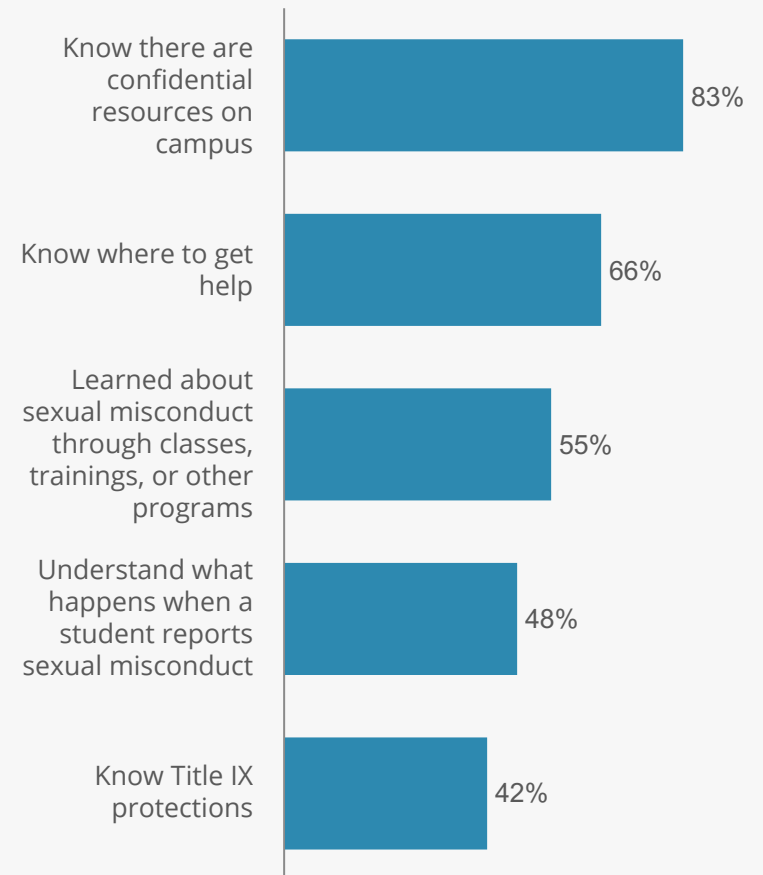
## Knowledge of Resources and Policies

Students were asked about their knowledge of campus resources and policies relevant to sexual misconduct.

Eighty-three percent (83%) were aware that there are confidential resources available on campus and 66% knew where at Montserrat they could get help if someone they know experiences sexual misconduct.

Fifty-five percent (55%) of students confirmed that they have learned about sexual misconduct through classes, trainings, or other programs at Montserrat. Forty-eight percent (48%) of students understood what happens when a student reports sexual misconduct and 42% indicated that they know their Title IX protections.

Fig. 14 Knowledge of campus resources and policies



## Knowledge of Campus Offices and Departments

Students were asked about their knowledge of certain campus offices and departments.

A majority of students confirmed that they knew about the Campus Life Office (89%), the Counseling Center (85%), and the Health Center (72%).

When asked if Montserrat has a Title IX Coordinator, 24% of participants answered 'yes,' 3% answered 'no,' and 72% answered that they were 'unsure.'

Fig. 15 Knowledge of campus offices/departments

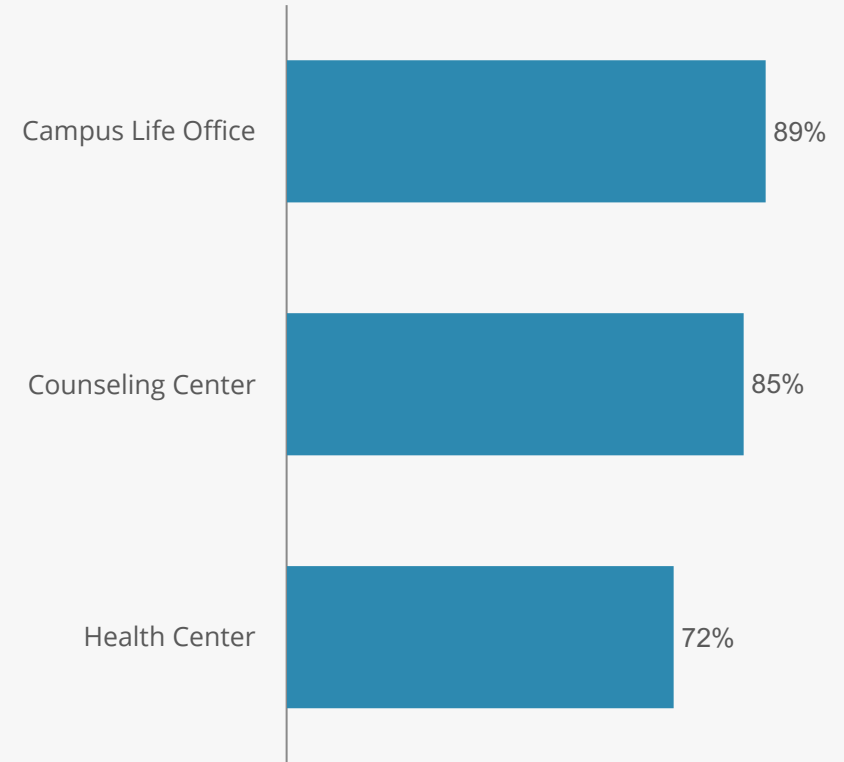
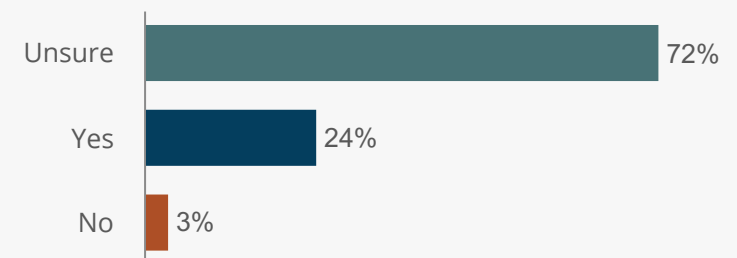


Fig. 16 Does Montserrat have a Title IX coordinator?



## Knowledge of Sexual Misconduct Prevention

Students were asked whether they had received written, verbal, or online information from anyone at Montserrat relevant to sexual misconduct prevention.

### Prevention

Forty-six percent (46%) of students confirmed that they have received information on how to help prevent sexual misconduct and 34% received information on how to intervene as a bystander.

### Definitions and Policies

Sixty-nine percent (69%) confirmed that they have received information on the definition of consent and how to obtain it from a sexual partner. Sixty-six percent (66%) of students confirmed that they received information on the definition of sexual misconduct and 60% were informed of the school's policy on sexual misconduct.

### Reporting and Resources

Forty-nine percent (49%) of students confirmed that they have received information on where to get help if someone they know experiences sexual misconduct, and 46% were informed about how to report sexual misconduct.

**Fig. 17 Received information about the following from someone at the school**







Findings

# **Campus Climate**

## Campus Culture

Students were asked about the culture of sexual harassment at Montserrat, and their perceptions of Montserrat's efforts to prevent and respond to sexual misconduct. Their responses were scored on a scale from 1 to 4, with 4 being the most positive response.

On average, students **slightly agreed** that it is uncommon for people at the school to make sexist comments or jokes, and that Montserrat is doing a good job of trying to prevent sexual misconduct from occurring and of holding perpetrators accountable.

**2.7** /4  
**Campus Culture**

1 = negative response  
4 = positive response

## Confidence in Reporting

Participants who did not experience an incident of sexual misconduct since they have been a student at Montserrat were asked about their confidence in the school's reporting process and campus resources. If sexual misconduct occurred, 28% of students indicated that they would go to the Counseling Center or the Health Center, 51% would go to Campus Security, and 23% would go to another campus employee.

Eighty-eight percent (88%) of students believed that their privacy would be protected and 84% believed that the school would respect their decision about what to do.

Seventy-one percent (71%) of students believed that their case would be taken seriously if they reported an incident of sexual misconduct and 69% believed that the College would take steps to protect their safety. Sixty-four percent (64%) felt that Montserrat would address the factors that may have led to the incident. Eighteen percent (18%) of students believed that the College would blame them or not believe them about the incident.

Seventy percent (70%) of students believed that Montserrat would provide support and accommodations. Of those who identified as having a disability, 76% believed that the College would properly accommodate their disability.

**Fig. 18** If an incident of sexual misconduct occurred, I believe Montserrat would...





Findings

# **Personal Experience**



## 90% of Students Experienced Sexual Misconduct

The survey asked students about their experiences of non-consensual sexual contact, sexual harassment, stalking, and intimate partner violence since they have been a student at Montserrat. Overall, 90% of participants experienced at least one form of sexual misconduct.

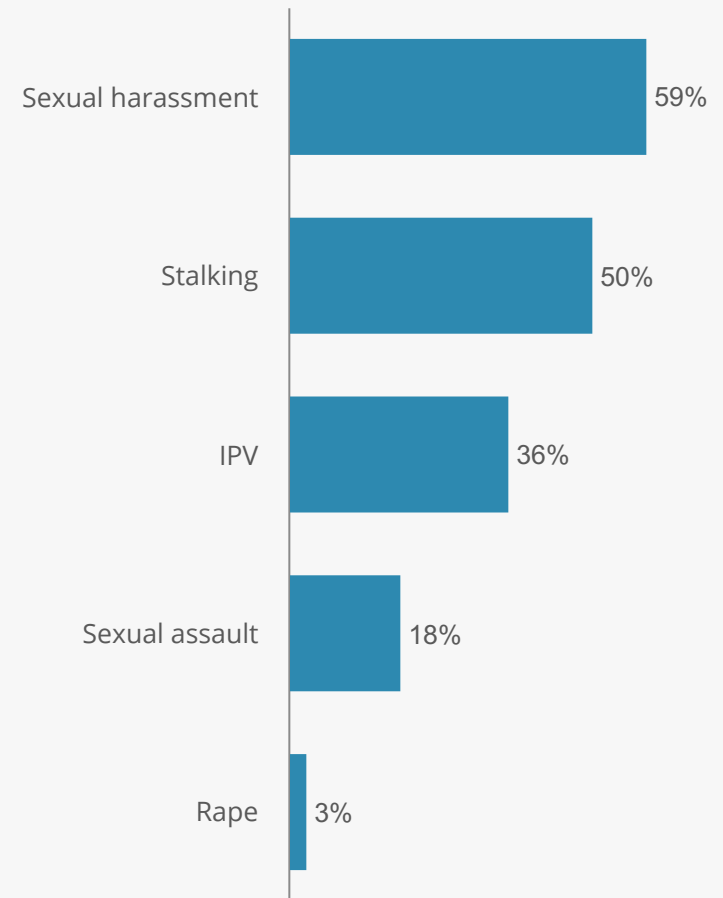
- **59%** experienced sexual harassment
- **50%** experienced stalking
- **36%** experienced IPV
- **18%** experienced sexual assault
- **3%** experienced rape

### INSIGHTS

Even with an anonymous survey, individuals may be hesitant to disclose experiences of unwanted sexual contact.<sup>1</sup>

1 Hirsch, J. S. & Khan, S. (2020). Sexual citizens: A landmark study of sex, power and assault on campus. WW Norton.

Fig. 19 Prevalence of sexual misconduct



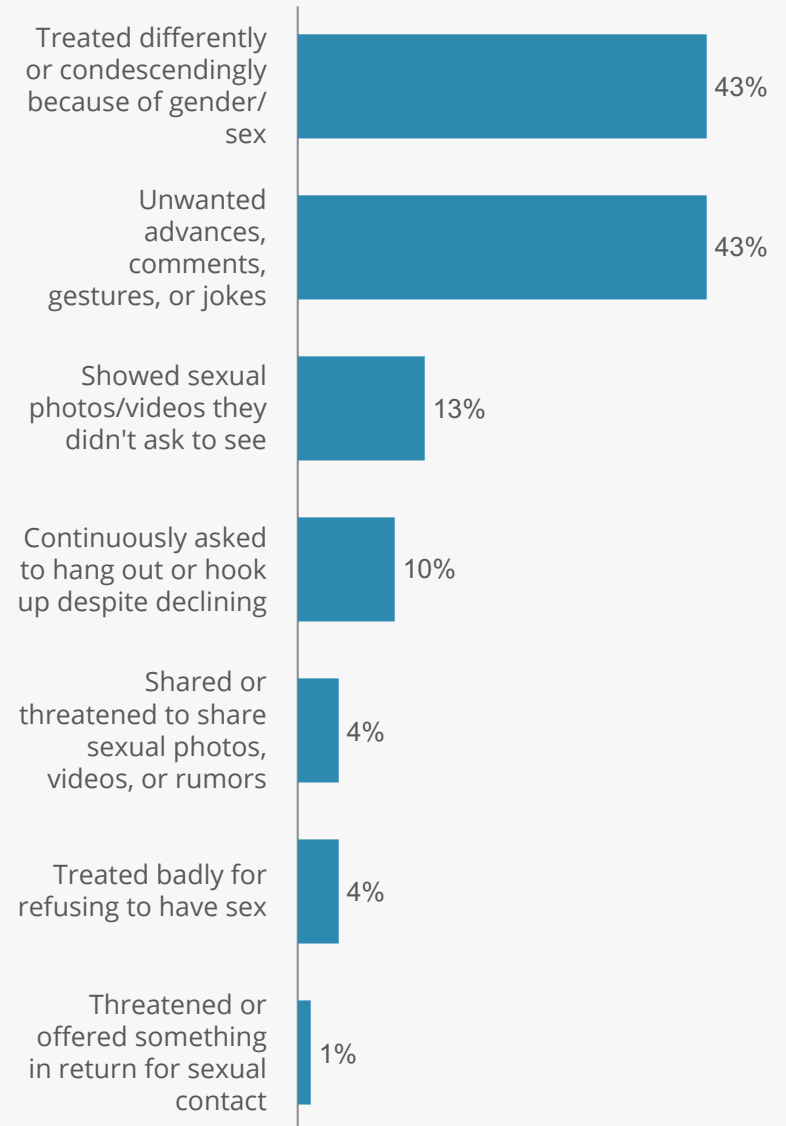
**40%** experienced **two or more** instances of sexual misconduct.

## 59% of Students Experienced Sexual Harassment

The survey asked students about their experiences of sexual harassment since they have been a student at Montserrat. Overall, 50% of participants experienced sexual harassment once and 9% experienced sexual harassment more than once.

The highest percentage of students reported that someone treated them differently or condescendingly because of their gender/sex (43%) and that someone made unwanted sexual advances, comments, gestures, or jokes toward them (43%).

Fig. 20 Prevalence of sexual harassment

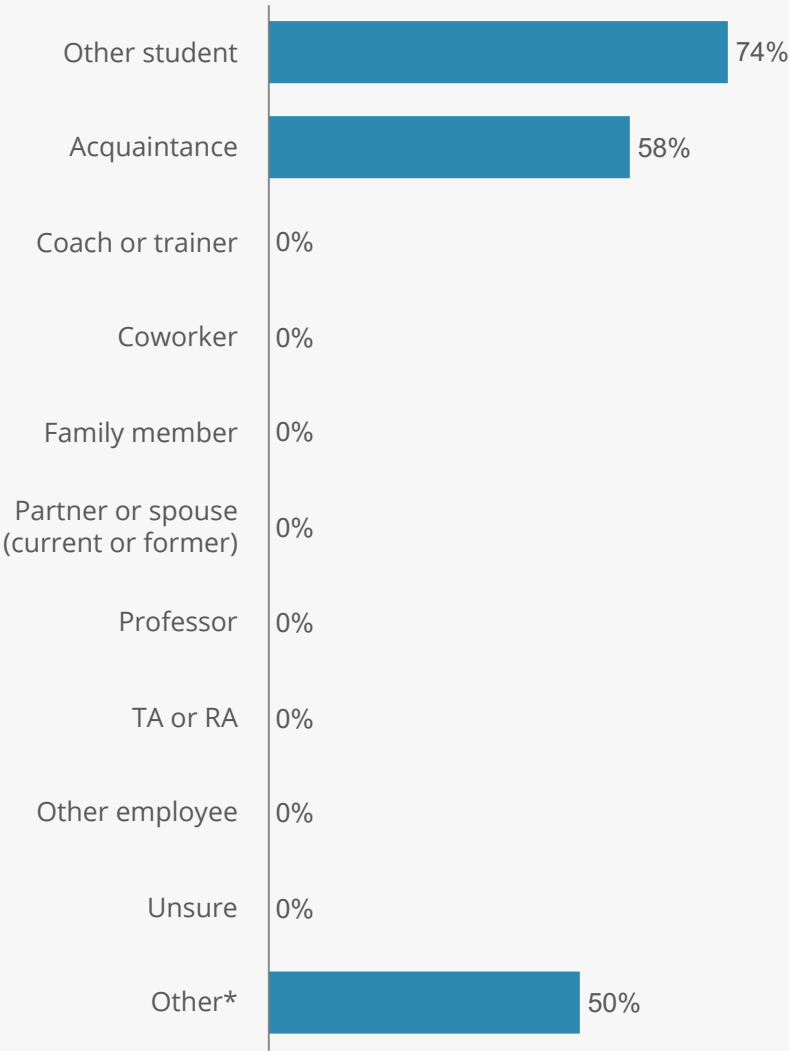


# Perpetrators of Sexual Harassment

Students who experienced sexual harassment were asked what their relationship was with the person(s) who engaged in that behavior.

The highest percentage of students indicated that the perpetrator was another student (74%), followed by an acquaintance, friend of a friend, or someone they just met (58%).

Fig. 21 Perpetration of sexual harassment



\*Other includes boss or supervisor, friend or roommate (current or former), someone else, and stranger. The response rates of these options were too small to report separately.

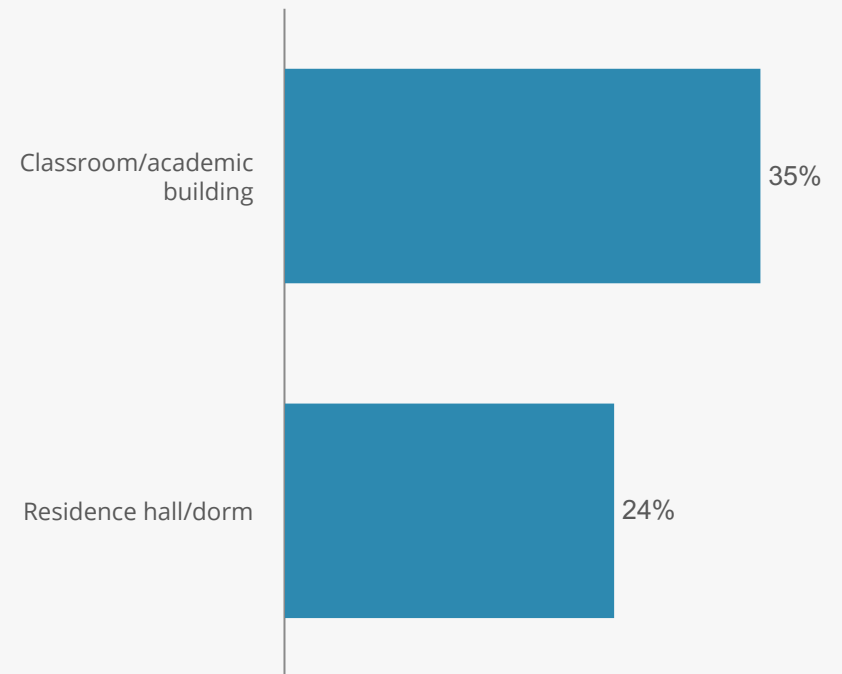
## Locations Where Sexual Harassment Occurred

Students who experienced sexual harassment were asked about where the incident took place.

The highest percentage of students indicated that the incident occurred in a classroom or other academic building (35%) or in a residence hall or dorm (24%).

The response rates of students who reported experiencing sexual harassment at other locations, including online, a restaurant, bar, or club, a space used by a student organization or club, or off-campus housing were too small to report separately.

Fig. 22 Prevalence of sexual harassment by location



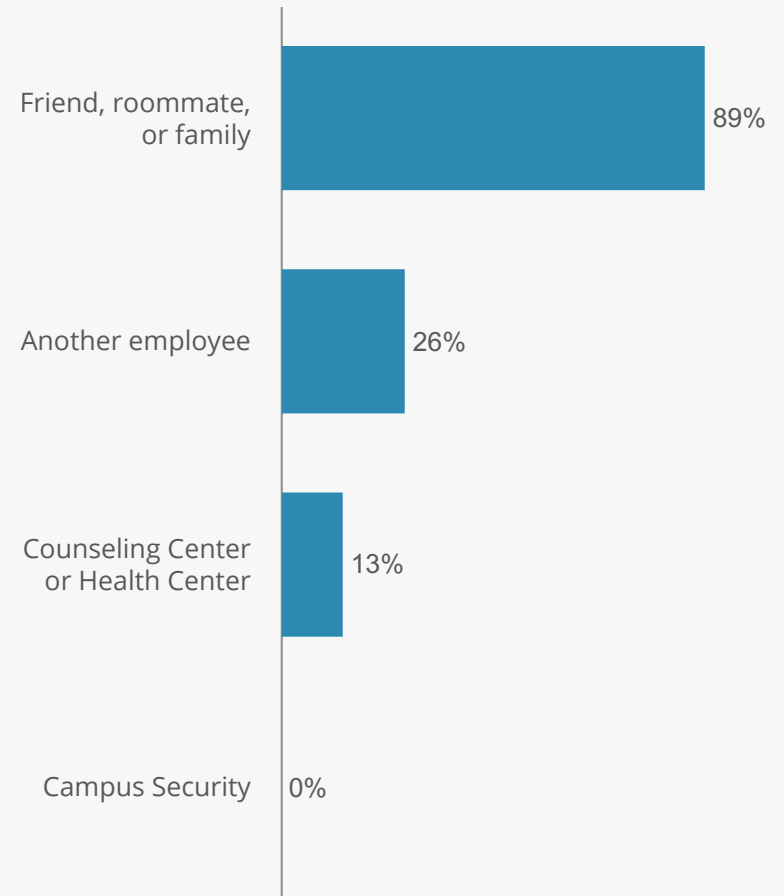
## Reporting of Sexual Harassment

Students who experienced sexual harassment were asked if they told someone about the incident.

While most students told a friend, roommate, or family member (89%), a majority did not report the incident to Montserrat.

- **26%** contacted another campus employee
- **13%** contacted the Counseling Center or the Health Center
- **0%** contacted Campus Security

Fig. 23 Reporting of sexual harassment



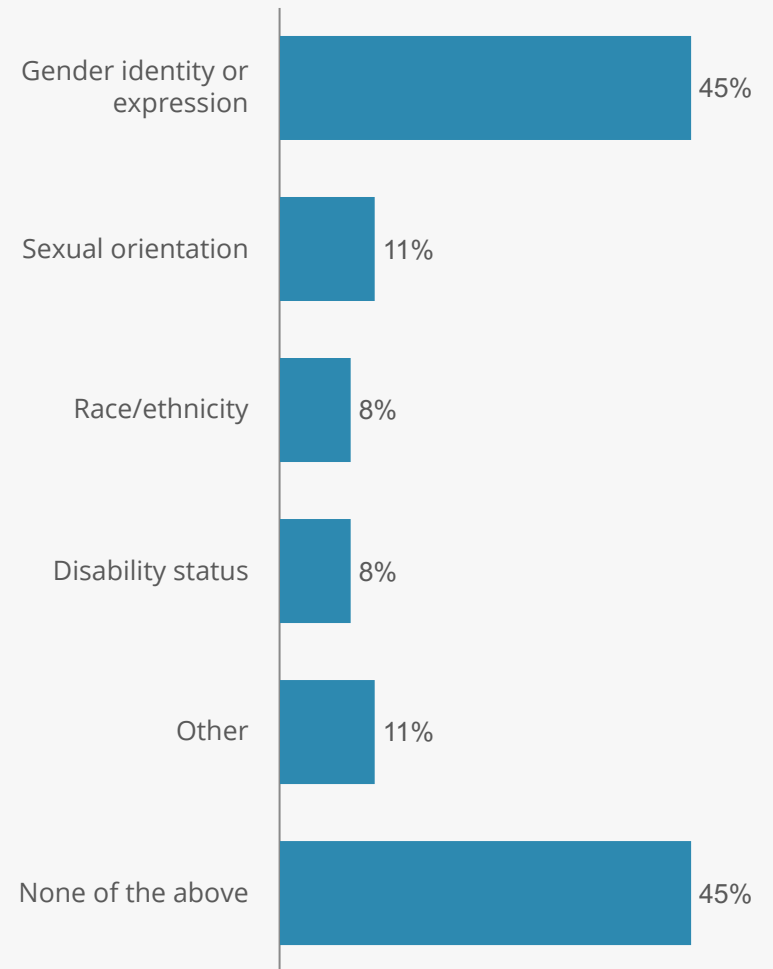


## Sexual Harassment and Discrimination

Students who experienced sexual harassment were asked if they believed the incidents were related to an identity that they hold.

- **45%** believed the incident was related to their gender identity or gender expression
- **11%** believed the incident was related to their sexual orientation
- **8%** believed the incident was related to their race or ethnicity
- **8%** believed the incident was related to their disability status
- **11%** believed the incident was related to another identity

Fig. 24 Sexual harassment and discrimination

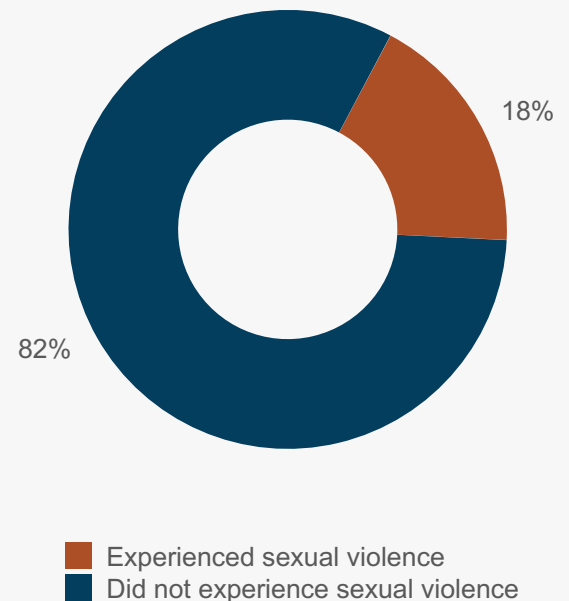


## 18% of Students Experienced Sexual Violence

Overall, 18% of participants indicated that they experienced sexual assault and/or rape since they have been a student at Montserrat.

The response rates of students who reported experiencing sexual violence were too small to report additional information, including demographic differences, relationship with the person(s) who committed the harm, and location.

Fig. 25 Prevalence of sexual violence



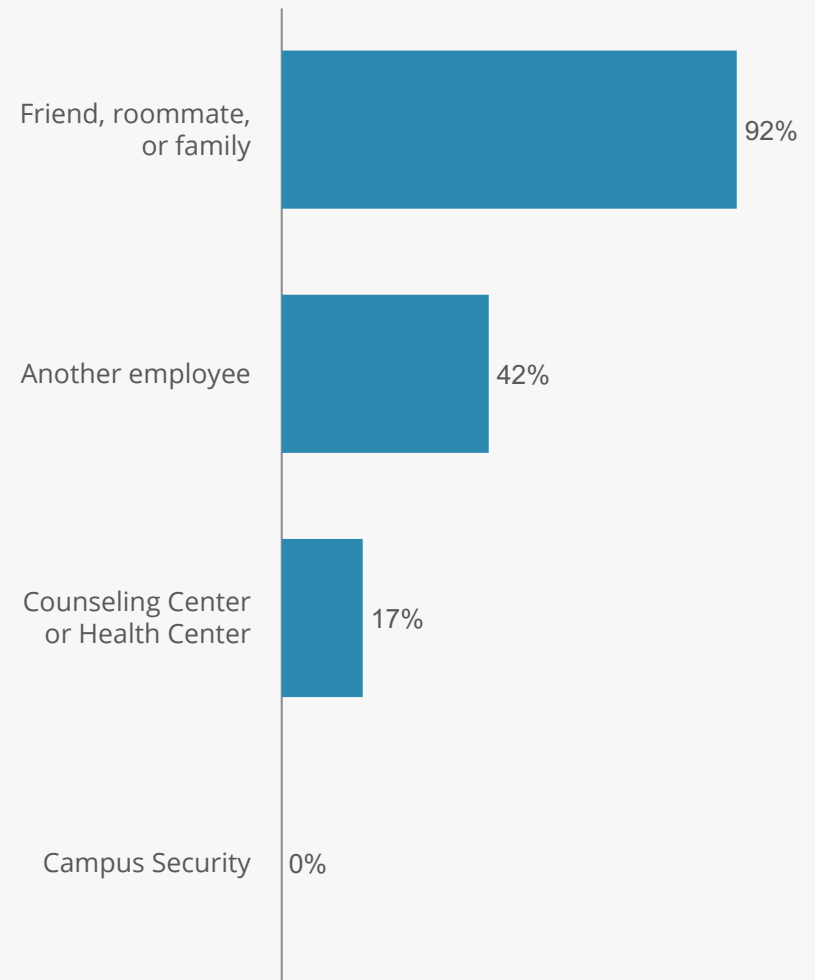
## Reporting of Sexual Violence

Students who experienced sexual assault and/or rape were asked if they told someone about the incident.

While most students told a friend, roommate, or family member (92%), a majority did not report the incident to Montserrat.

- 42% contacted another campus employee
- 17% contacted the Counseling Center or the Health Center
- 0% contacted Campus Security

Fig. 26 Reporting of sexual violence

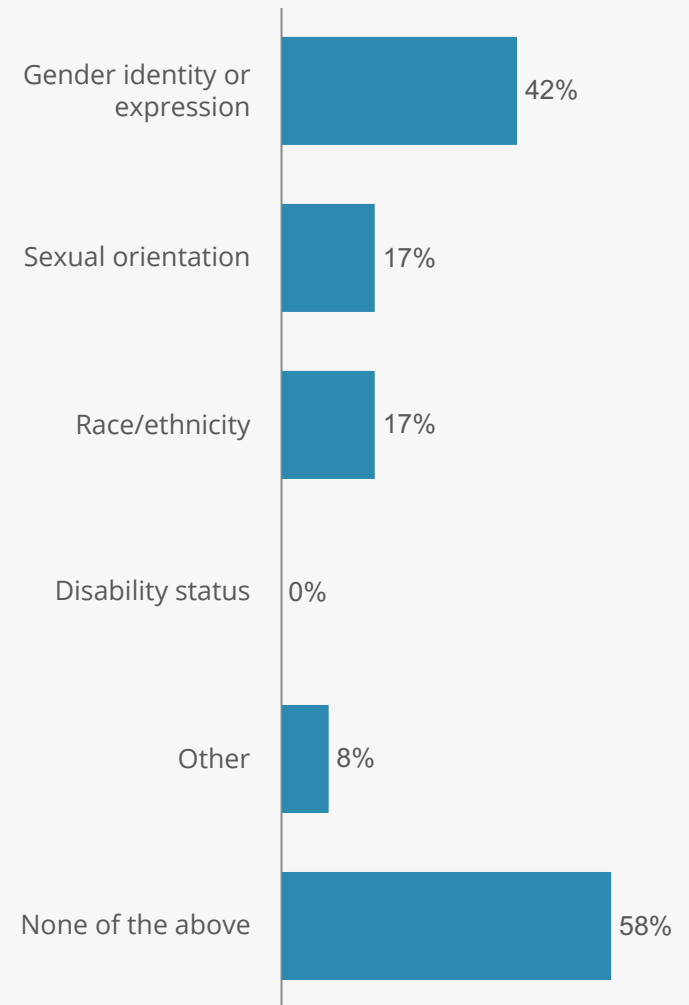


## Sexual Violence and Discrimination

Students who experienced sexual violence were asked if they believed the incidents were related to an identity that they hold.

- **42%** believed the incident was related to their gender identity or gender expression
- **17%** believed the incident was related to their sexual orientation
- **17%** believed the incident was related to their race or ethnicity
- **8%** believed the incident was related to another identity

Fig. 27 Sexual violence and discrimination

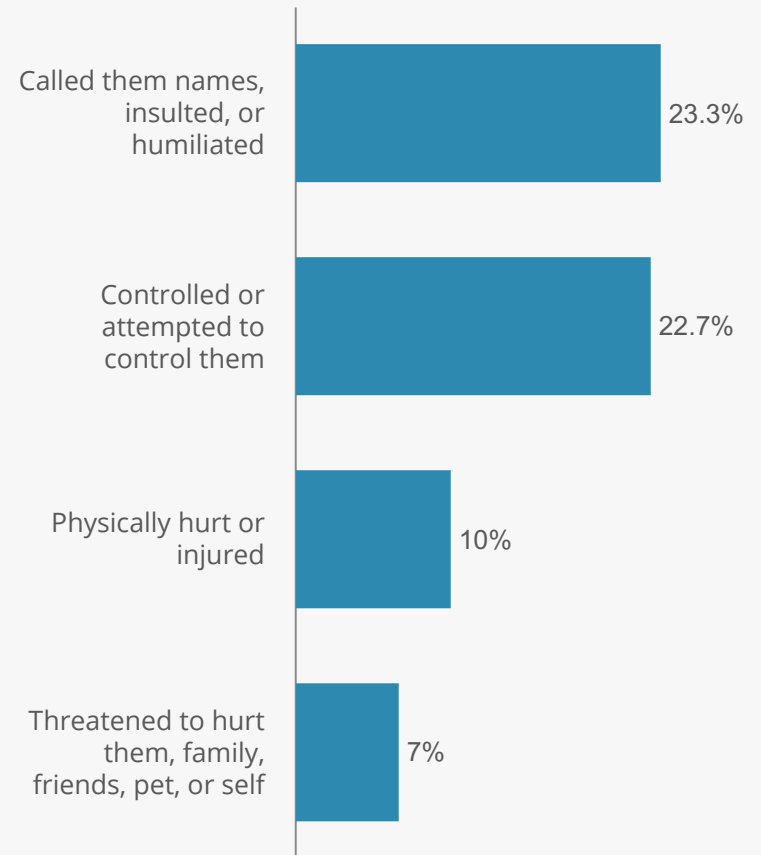


## 36% of Students Experienced Intimate Partner Violence

The survey asked students about their experiences of intimate partner violence (IPV) since they have been a student at Montserrat. Overall, 12% of participants experienced IPV once and 24% experienced IPV more than once.

The highest percentage of students reported that an intimate partner called them names, insulted, or humiliated them (23%) and that an intimate partner controlled or attempted to control them physically, emotionally, or financially (23%).

Fig. 28 Prevalence of intimate partner violence





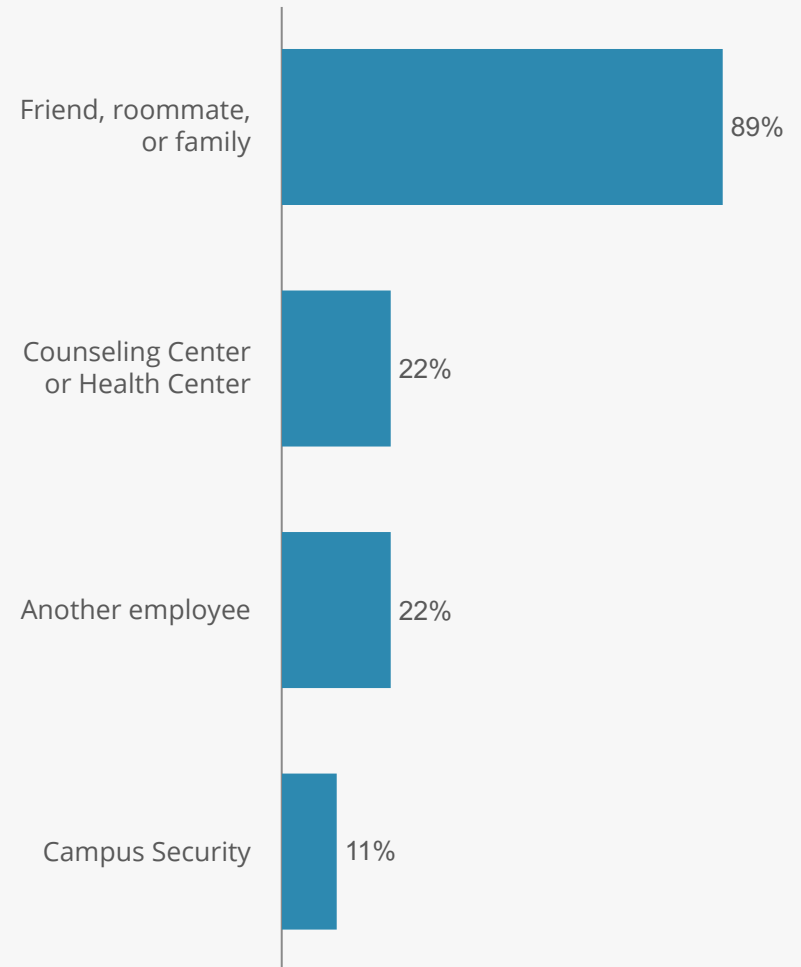
## Reporting of Intimate Partner Violence

Students who experienced intimate partner violence were asked if they told someone about the incident.

While most students told a friend, roommate, or family member (89%), a majority did not report the incident to Montserrat.

- **22%** contacted the Counseling Center or the Health Center
- **22%** contacted another campus employee
- **11%** contacted Campus Security

Fig. 29 Reporting of intimate partner violence

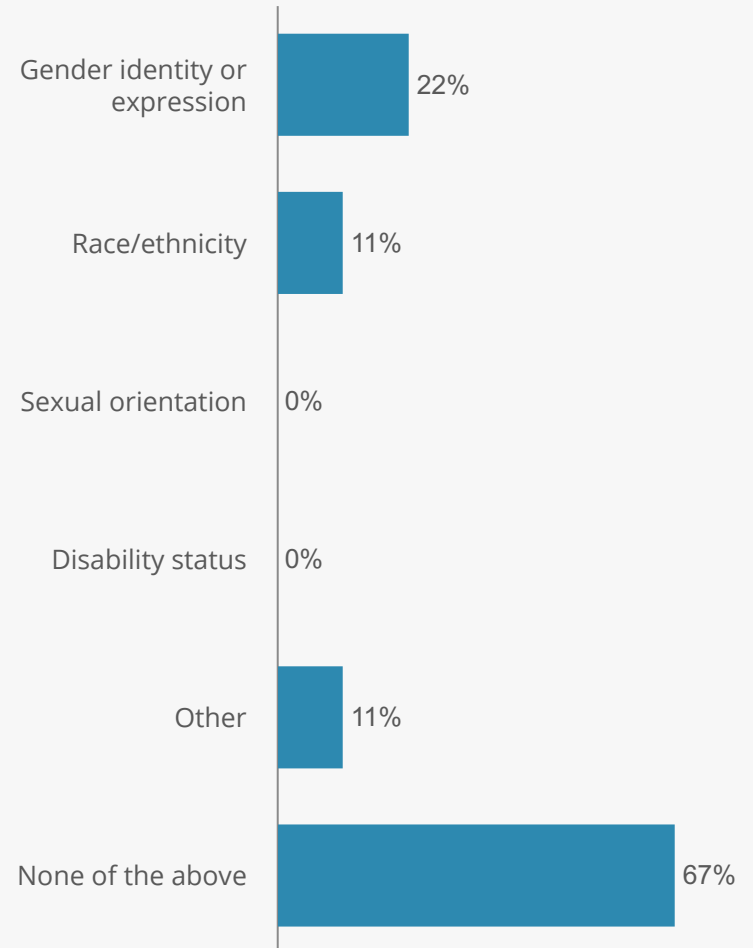


## Intimate Partner Violence and Discrimination

Students who experienced intimate partner violence were asked if they believed the incidents were related to an identity that they hold.

- **22%** believed the incident was related to their gender identity or gender expression
- **11%** believed the incident was related to their race or ethnicity
- **11%** believed the incident was related to another identity

Fig. 30 Intimate partner violence and discrimination

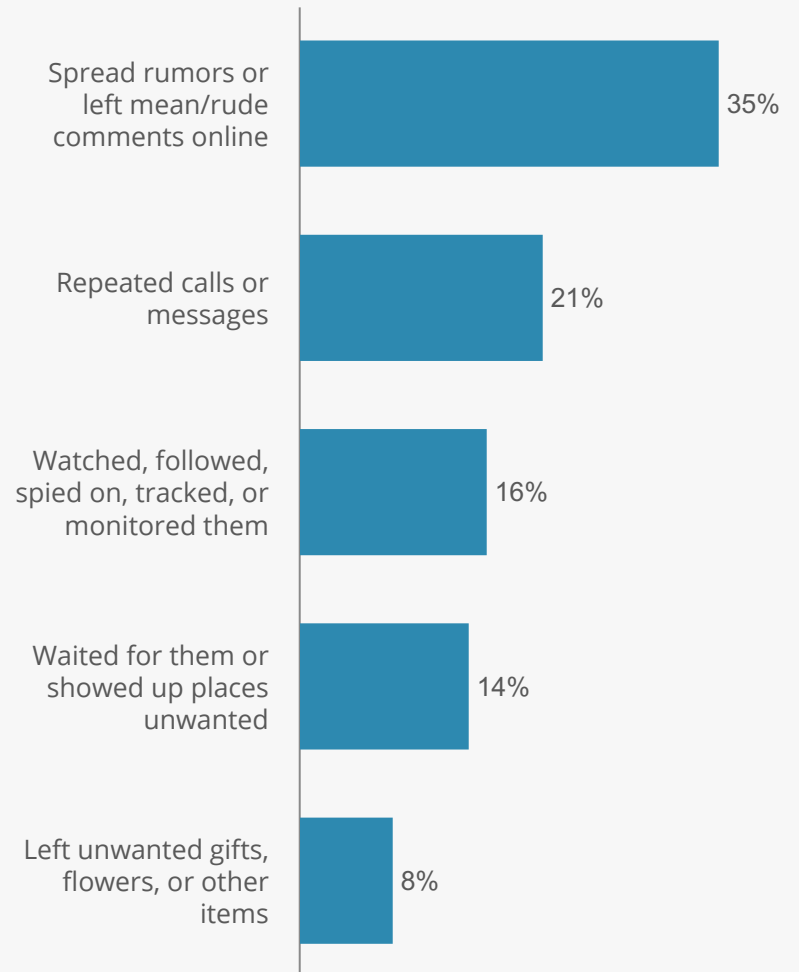


## 50% of Students Experienced Stalking

Students were asked about stalking situations when someone acted in a way that seemed obsessive or made them concerned for their safety since they have been a student at Montserrat. Overall, 18% of participants experienced stalking once and 32% experienced stalking more than once.

The highest percentage of students reported that someone spread rumors or left mean/rude comments online (35%) and that someone repeatedly called them or sent unwanted messages (21%).

Fig. 31 Prevalence of stalking by behavior

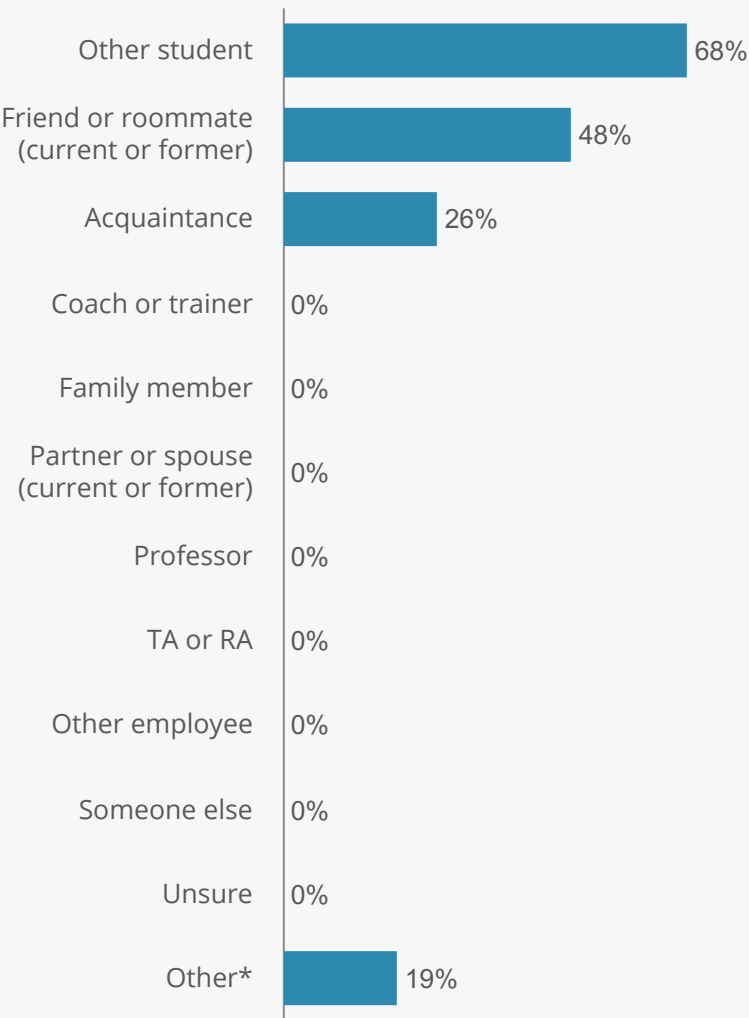


# Perpetrators of Stalking

Students who experienced stalking were asked what their relationship was with the person(s) who engaged in that behavior.

The highest percentage of students indicated that the perpetrator was another student (68%), a current or former friend or roommate (48%), and an acquaintance, friend of a friend, or someone they just met (26%).

Fig. 32 Perpetration of stalking



\*Other includes boss or supervisor, coworker, and stranger. The response rates of these options were too small to report separately.

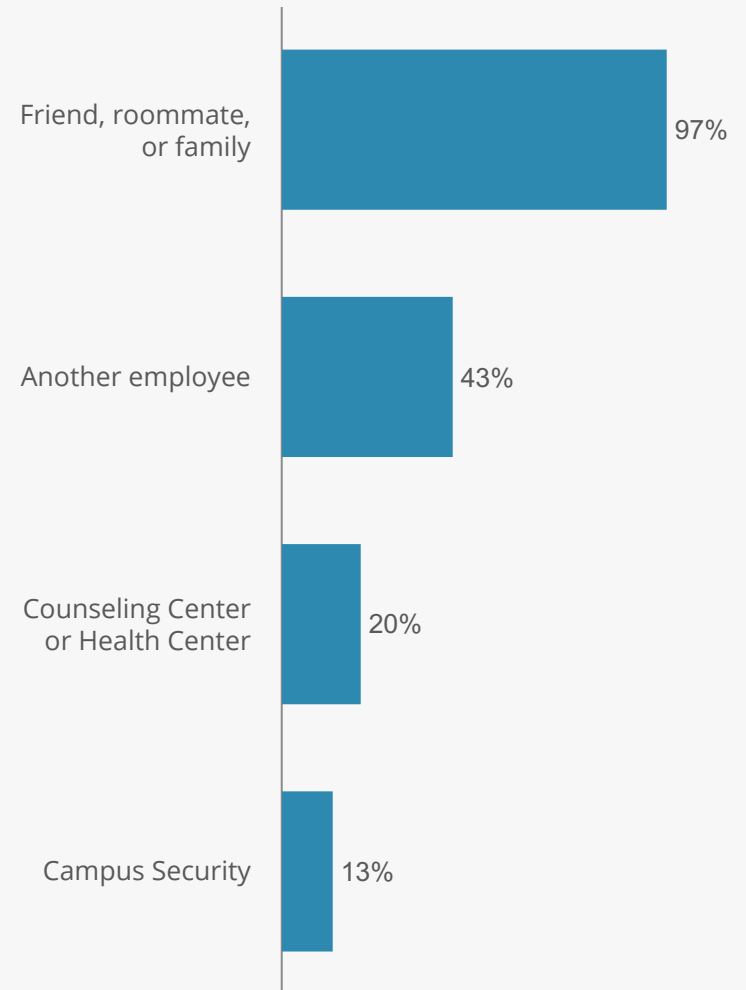
## Reporting of Stalking

Students who experienced stalking were asked if they told someone about the incident.

While most students told a friend, roommate, or family member (97%), a majority did not report the incident to Montserrat.

- **43%** contacted another campus employee
- **20%** contacted the Counseling Center or the Health Center
- **13%** contacted Campus Security

Fig. 33 Reporting of stalking

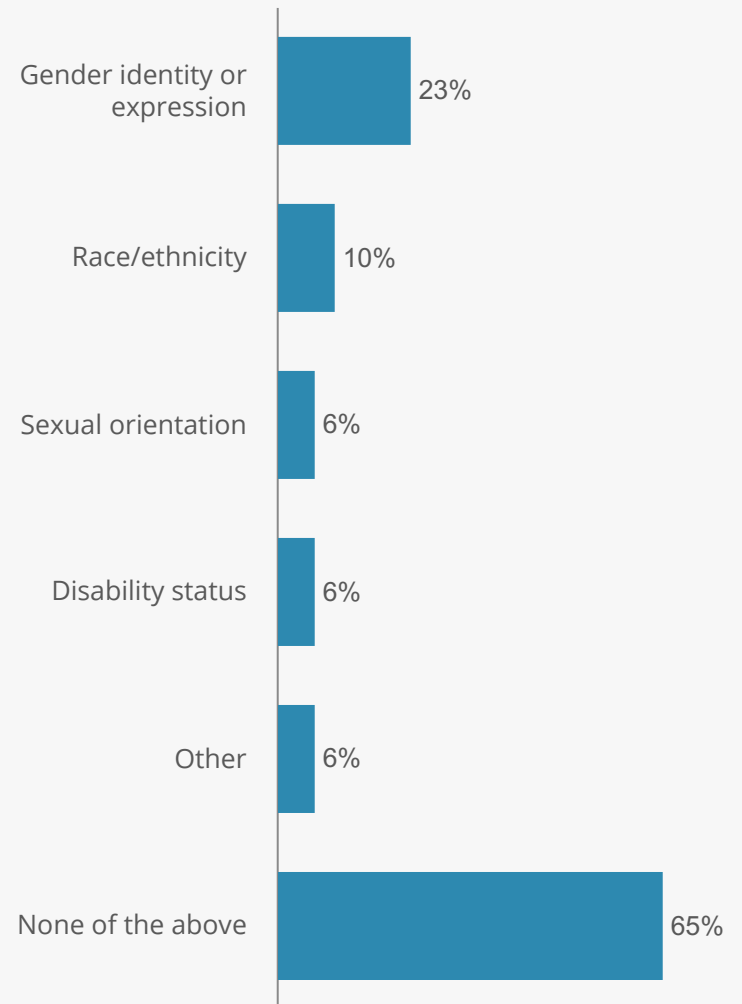


## Stalking and Discrimination

Students who experienced stalking were asked if they believed the incidents were related to an identity that they hold.

- **23%** believed the incident was related to their gender identity or gender expression
- **10%** believed the incident was related to their race or ethnicity
- **6%** believed the incident was related to their sexual orientation
- **6%** believed the incident was related to their disability status
- **6%** believed the incident was related to another identity

Fig. 34 Stalking and discrimination







Findings

# Reporting

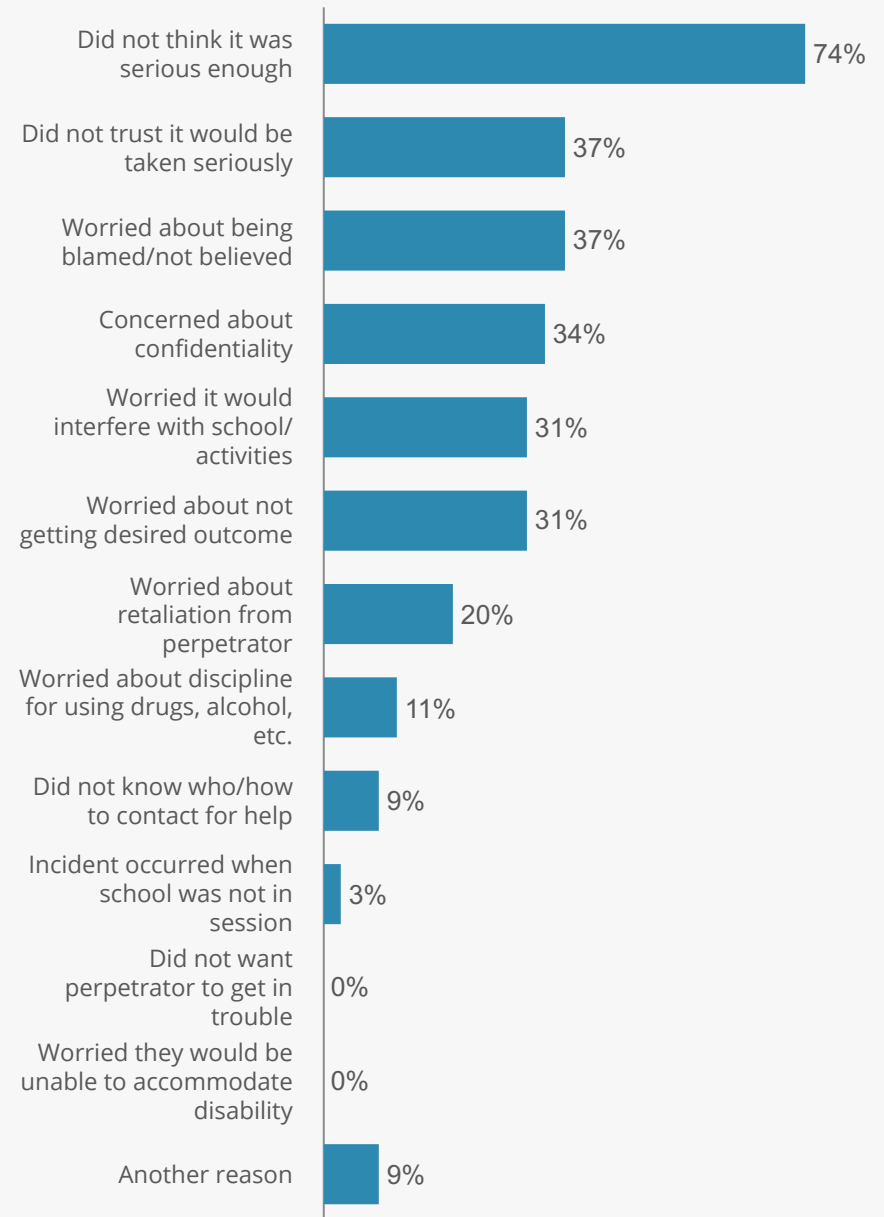
## Reasons Students Did Not Report

Students who experienced sexual misconduct but did not report it were asked about reasons they did not contact a campus official about the incident.

The most common reason why students did not report the incident was because they did not think the incident was serious enough to report (74%).

Thirty-seven percent (37%) did not trust that the report would be taken seriously, 37% were worried about being blamed or not believed, and 34% were concerned the report would not be kept confidential.

**Fig. 35 Reasons participants did not report sexual misconduct**



## Experiences with the Reporting Process

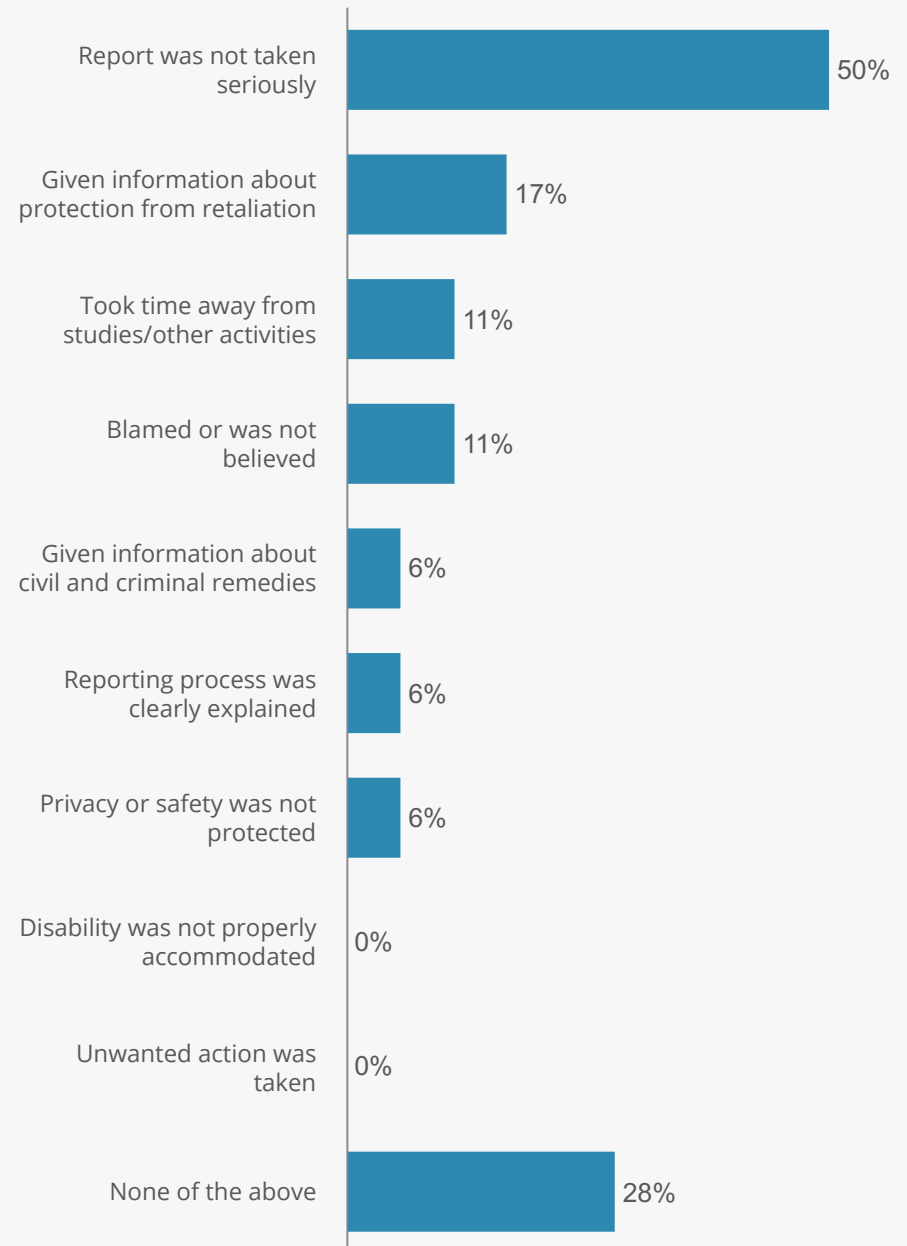
Students who experienced sexual misconduct and told a campus official were asked about their experience reporting the incident.

Half of students indicated that they felt that their disclosure was not taken seriously (50%).

Seventeen percent (17%) responded that they were provided information about protection from retaliation.

About one in ten students who reported an incident felt that reporting the incident took time away from their studies or other activities (11%) and about one in ten felt that they were blamed for the incident or were not believed (11%).

**Fig. 36 Experiences reporting sexual misconduct**





Findings

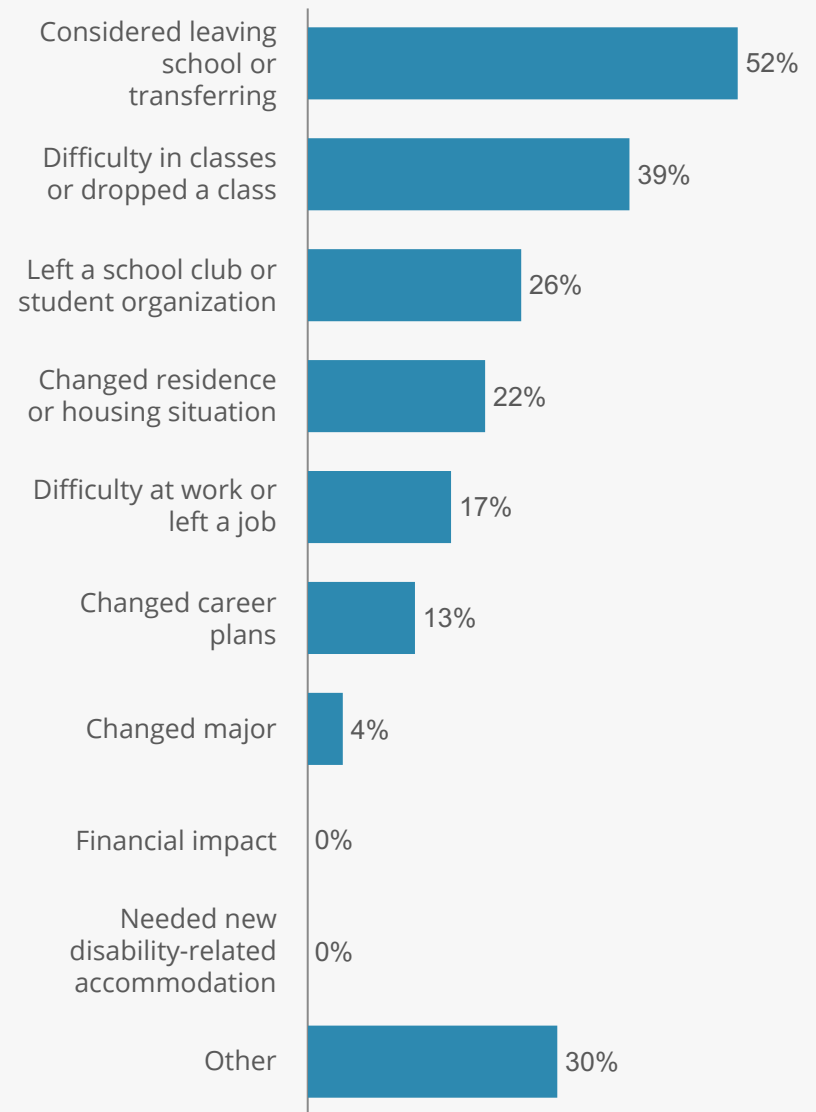
**Impacts**

## Academic, Professional, & Student Life Impacts

Students who experienced sexual harassment, sexual violence, intimate partner violence, or stalking were asked about impacts they experienced following the incident.

Around half of students who experienced sexual misconduct also considered leaving school or transferring (52%). Thirty-nine percent (39%) had difficulty in classes or dropped a class.

**Fig. 37 Impacts on academic, professional, or student life**



## Mental Health Impacts

Students who experienced sexual harassment, sexual violence, intimate partner violence, or stalking were also asked about whether they experienced certain mental health symptoms.

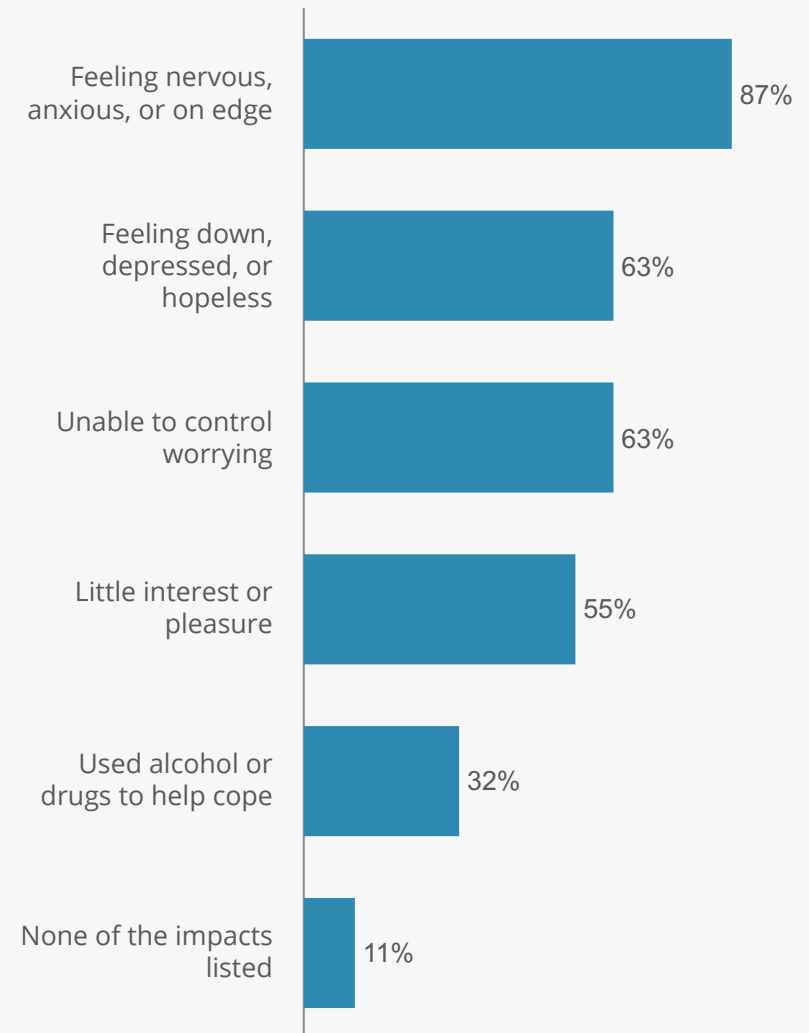
A majority of students who experienced sexual misconduct also felt nervous, anxious, or on edge (87%), felt down, depressed, or hopeless (63%), or were unable to stop or control worrying (63%).

Fifty-five percent (55%) felt little interest or pleasure in doing things. About one in three students reported that they used alcohol and/or drugs to help deal with stress or negative thoughts about the incident(s) (32%).

### INSIGHTS

The COVID-19 pandemic has been linked to an increase in anxiety, depression, and social isolation among college students. A sense of belonging with their college campus may be a protective factor.<sup>2</sup>

Fig. 38 Impacts on mental health



<sup>2</sup> Gopalan, M., Linden-Carmichael, A., & Lanza, S. (2022). College Students' Sense of Belonging and Mental Health Amidst the COVID-19 Pandemic. *The Journal of Adolescent Health*, 70(2), 228-233.



Findings

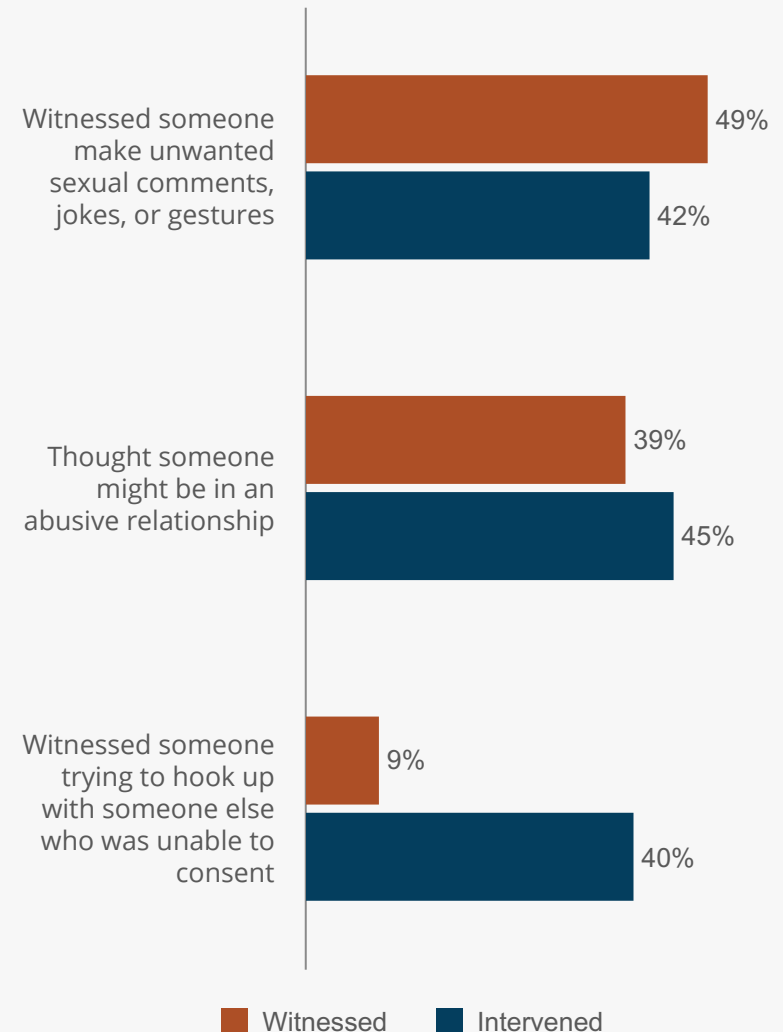
# **Bystander Intervention**

## Bystander Behaviors

Students were asked if they witnessed certain situations of sexual misconduct since they have been a student at Montserrat and, if so, how they responded to those situations.

- **49%** witnessed someone make unwanted sexual comments, jokes, or gestures. Among those, 42% intervened in some way.
- **39%** thought someone might be in an abusive relationship. Among those, 45% intervened in some way.
- **9%** witnessed someone trying to hook up with someone else who was passed out or unable to consent. Among those, 40% intervened in some way.

**Fig. 39 Percentage of students who intervened after witnessing sexual misconduct**



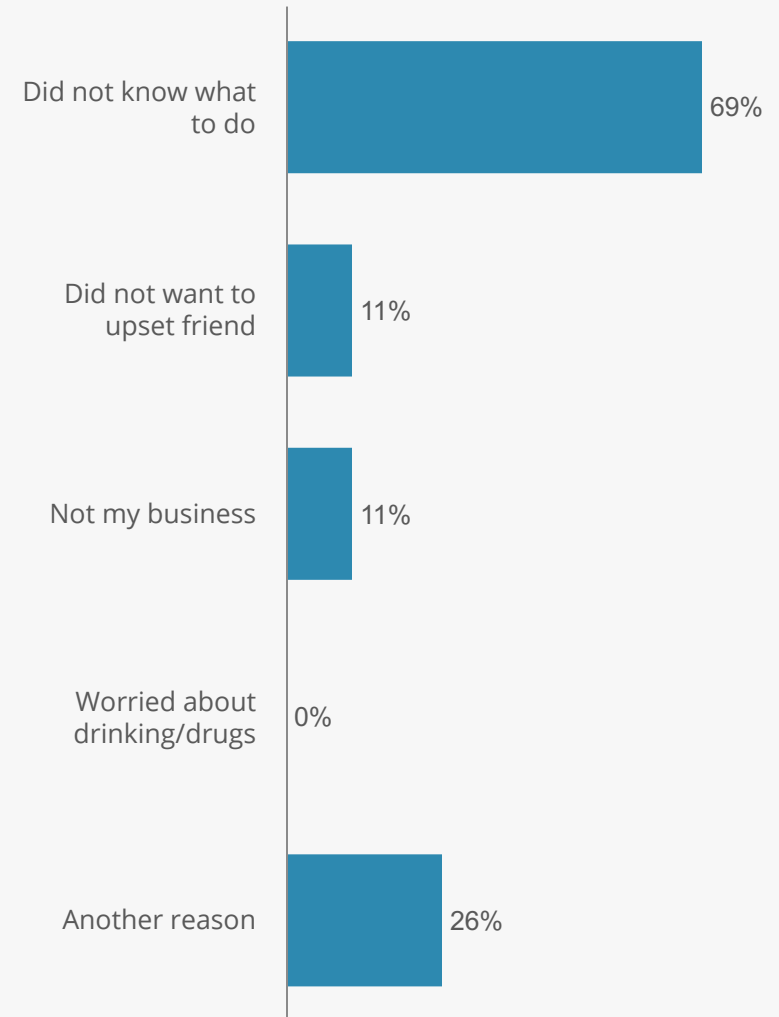


## Why Students Did Not Intervene

Students who witnessed certain situations of sexual misconduct and did not intervene were asked about reasons why they did not intervene.

- **69%** were not sure what to do
- **11%** did not want to upset a friend
- **11%** felt it was not their business to intervene

Fig. 40 Reasons students did not intervene





# Recommendations

## Recommendations

Included on the following pages are recommendations to address key findings from the survey. We recognize that it may not be feasible to implement all of these recommendations, but this list serves as a starting point for you to develop an evidence-based action plan.

Any mention of specific programs is not an endorsement of the program, but a recommendation that was developed based on evidence of risk and protective factors for sexual misconduct, effectiveness, accessibility, and input from experts.

Research supports that effective programming should 1) be implemented at several [socio-ecological](#) levels, 2) utilize various approaches, 3) and occur often. Research also shows that retention of knowledge and skills tends to decline after three months, highlighting the importance of frequent training and programming.<sup>3</sup>

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3 McMahon, S., Steiner, J. J., Snyder, S., & Banyard, V. L. (2021). Comprehensive Prevention of Campus Sexual Violence: Expanding Who Is Invited to the Table. *Trauma, Violence, & Abuse*, 22(4), 843–855.

## Developing an Action Plan

An action plan can help you implement and track the effectiveness of the prevention efforts at your institution over time.

Considerations when developing the action plan:

- 1 **Collaborate with a diverse group of campus stakeholders.** When developing and implementing the action plan you may choose to include students, faculty/staff, leadership, and community partners, among others. This group should be representative of the entire campus population.
- 2 **Tailor the action plan to your institution.** Our recommendations are broad and should be considered within the context, needs, and culture of your institution. An effective action plan should include a specific goal, actionable steps, allocation of resources, a timeline, and a plan for monitoring and evaluating progress.
- 3 **Be transparent.** Every campus community member has a vested interest in reducing sexual misconduct. Being open and honest when communicating about the action plan can help build trust.

## Key Findings

**Students expressed some concerns about school connectedness and the campus culture.**

pg. [12](#), [18](#)

## Recommendations

1. Evaluate current steps being taken to protect students' physical and emotional safety and improvements that can be made.
2. Provide programming that addresses rape myths, gender norms, and unhealthy relationship dynamics.
3. Consider conducting focus groups to better understand the experiences of students and their perceptions of the campus culture and belonging, equity, and well-being.
4. Communicate transparently about how the College plans to address these survey findings to help improve perceptions of the campus culture and accountability.

## Key Findings

### There is an opportunity to improve knowledge of the reporting process.

- 72% were unsure if the College has a Title IX Coordinator
- 48% understood what happens when a student reports sexual misconduct

pg. [14](#), [15](#)

## Recommendations

1. Clearly and succinctly explain the Title IX reporting process to assist students in making an informed decision to report incidents to campus officials.
2. Make sure policies are explained in plain language that avoid legal jargon. Students are more likely to remember policies if they are exposed to them in various formats at various times throughout their academic career. Place policy information in accessible, commonly viewed areas, such as dining halls, bathrooms, etc.
3. Create a marketing and communications plan to ensure students know where to report, how to report, and what to report. Montserrat students are talented artists and skilled communicators. Engage students in creating marketing and education materials that are peer-driven and specific to the issues identified in this survey report.
4. Increase awareness of who the Title IX Coordinator is, how students can contact them, and what their role entails. Increasing awareness of the Title IX Coordinator can help improve campus trust and climate.<sup>4</sup> The Title IX Coordinator can be involved in interdisciplinary events, such as with student organizations, to increase awareness.

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<sup>4</sup> Shah, R., Storch, J. (2022). Increasing knowledge and campus trust in reporting sexual and interpersonal violence: The role of the Title IX coordinator. *Journal of American College Health*.

## Key Findings

### Overall, reporting to campus officials was low.

Common reasons students did not report:

- Did not think it was serious enough
- Did not trust that the report would be taken seriously
- Worried about being blamed or not believed

50% of students who did report felt that their report was not taken seriously.

pg. [25](#), [28](#), [31](#), [35](#), [38](#), [39](#)

## Recommendations

1. Regularly train response staff on trauma-informed care and interventions.
2. Address systemic barriers for reporting to law enforcement and work to establish a partnership with police to address violence and harassment.
3. Create a uniform system for explaining the reporting process to students in a way that is trauma-informed and excludes jargon.
4. Clearly and openly explain institutional policies and processes, including what happens when a report is made. Transparency and collaboration can help build trust in the institution.

## Key Findings

**Many students who experienced sexual misconduct reported academic and mental health impacts.**

pg. [41](#), [42](#)

## Recommendations

1. Educate faculty about the role mental health can play in academic performance and the support resources that are available to students.
2. Evaluate whether campus counseling and health services have the capacity to handle students' needs.
3. Ensure that professors and staff are able to identify signs of mental health concerns within the classroom and are equipped with skills to provide support and referrals including options for off-campus resources and services.
4. Consider specific programming and resources to identify and assist students who are using drugs or alcohol to cope with the impact of sexual misconduct. Consider enhancing or developing general programming around drug and alcohol use and abuse. Engaging students for messaging and design input can be especially helpful in creating effective communication strategies.

## Key Findings

### Students may benefit from bystander training.

- 34% of students recall receiving information on bystander intervention
- 69% of students that witnessed an incident did not intervene because they did not know what to do

pg. [16](#), [45](#)

## Recommendations

1. Assess current bystander intervention programming and consider increasing and altering programming to meet the specific needs of your student population.
2. Examples of bystander intervention programs supported by research include:
  1. Bringing in the Bystander
  2. Green Dot
  3. The Men's Program
  4. TakeCARE
  5. Take a Stand
  6. The Women's Program
  7. InterAct
  8. SCREAM
  9. OneAct
  10. MVP
  11. RESPECT
  12. Friends Helping Friends
  13. Safe Sisters
  14. The Men's Project
  15. SWAT
  16. U Got This!