



**OWENS**  
COMMUNITY COLLEGE

# Owens State Community College

***ODHE Changing Campus Culture Initiative***

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# Project Background

## Campus Climate Survey Background

- ODHE RFP
  - 28 Benchmark Item Requirements & Extraction (noted with \* throughout the results report)
- CCS adapted for each campus context
- Students, faculty, staff & administrators surveyed
- CCS administered between March 28, 2016 and May 16, 2016
- Strategy planning technical assistance provided by vendor based on results

# Climate Questionnaire Sections

- Demographics
- 9 Community Cohesion Items
- Perceptions of Community Response to Sexual & Relationship Violence, Sexual Harassment & Stalking
- Training in Policies regarding Sexual Assault, Relationship Violence, Sexual Harassment & Stalking
- Knowledge of where to get help for Sexual Assault, Relationship Violence, Sexual Harassment & Stalking
- Social Norms Items
- Knowledge of Sexual Assault & Relationship Violence Incidence (both on & off campus)
- Bystander Behaviors

# Respondent Information

	Students	Faculty, Staff & Administrators
Preferred # of Responses	370	288
# Started Campus Climate Survey	330	259
# Completing Campus Climate Survey	135	168
% Female	75.2%	63.4%
Age Ranges	36.9% 18-21; 20.4% 22-26; 42.7% 27-55	85.6% 36-55+; 14.5% 22-35
Racial Composition	86.1% White; 8.6% Black or African American; 1.9% Asian; 10.5% Other & 5.6% Latino	94.1% White; 2.0% Black or African American; 4.7% Other & 2.8% Latino
Other Demographics	85.1% Heterosexual; 14.9% GLBTQQO <sup>1</sup>	93.3% Heterosexual; 6.7% GLBTQQO

# General Climate Results

Students	Perception	Faculty, Staff & Administrators
81.1%	Feel safe on campus	74.9%
69.0%	Feel staff (students) are concerned about their welfare	46.8%
46.1%	Believe college officials should do more to protect students (faculty/staff) from harm	49.4%
56.8%	Feel the university handles crisis well	47.1%
50.9%	Feels the university supports students (staff) going through difficult times	30.8%

# Summary: General Climate

- Students feel slightly safer than faculty, staff & administrators on campus
- Almost half of both groups of respondents believe the college should do more to keep them safe from harm
- Students feel more support is available to them than faculty, staff and administrators when they are going through tough times
- Students are a little more confident than faculty, staff & administrators that the college would handle a crisis well

# Perceptions of Gender Based Violence

<b>Students</b>	<b>Item</b>	<b>Faculty, Staff &amp; Administrators</b>
27.1%	Believe relationship violence is a problem on campus	31.5%
22.2%	Believe they do not need to think about relationship violence on campus	16.1%
28.7%	Believe sexual violence is a problem on campus*	31.6%
19.4%	Believe they do not need to think about sexual violence on campus*	15.9%

# Perceptions of Community Response to Sexual & Relationship Violence, Sexual Harassment & Stalking

Students	Item	Faculty, Staff & Administrators
53.9%	I understand Owens State Community College's formal procedures to address complaints of relationship violence.	44.2%
82.9%	I have confidence that my university will follow the formal procedures to address complaints of relationship violence fairly.	76.3%
55.5%	I understand Owens State Community College's formal procedures to address complaints of sexual assault.*	51.8%
85.3%	I have confidence that my university will follow the formal procedures to address complaints of sexual assault fairly.*	82.5%
52.4%	I understand Owens State Community College's formal procedures to address complaints of stalking.	47.1%
82.4%	I have confidence that my university will follow the formal procedures to address complaints of stalking fairly.	76.3%
56.0%	I understand Owens State Community College's formal procedures to address complaints of sexual harassment.	60.0%
83.3%	I have confidence that my university will follow the formal procedures to address complaints of sexual harassment fairly.	74.1%



## Perceptions of Community Response to Sexual & Relationship Violence, Sexual Harassment & Stalking Summary

- Faculty, staff & administrators are slightly more concerned than students about gender based violence
- However, all respondents are about equally concerned about both types of gender based violence on campus
- A little more than half of the student respondents understand the formal procedures for addressing complaints of gender based violence
- Slightly more students are familiar than faculty, staff & administrators with the formal procedures for addressing complaints of relationship violence, sexual assault & stalking
- Faculty, staff & administrators are slightly more familiar than students with the formal procedures for addressing complaints of sexual harassment
- The majority of both respondent groups have confidence that the administration will follow the formal procedures for addressing gender based violence

# Training

Students	Training Type	Faculty, Staff & Administrators
24.2%	Relationship Violence P & P	37.3%
21.1%	Relationship Violence Prevention	19.8%
21.4%	Sexual Assault P&P*	33.5%
22.5%	Sexual Assault Prevention*	22.3%
14.4%	Stalking P & P	20.9%
14.0%	Stalking Prevention	13.3%
19.0%	Sexual Harassment P&P	37.8%
19.1%	Sexual Harassment Prevention	29.6%

# Where to Get Help

Students	Type of Help	Faculty, Staff & Administrators
61.5 %	Off Campus- Relationship Violence	61.7%
30.0%	On Campus- Relationship Violence	49.7%
63.1%	Off Campus –Sexual Violence –Rape*	68.5%
31.8%	On Campus-Sexual Violence-Rape*	53.4%
61.5%	Off Campus-Sexual Harassment	58.0%
32.3%	On Campus-Sexual Harassment	52.5%
59.2%	Off Campus-Stalking	60.5%
31.5%	On Campus-Stalking	49.7%

# Summary: Training & Where to Get Help

## Knowledge

- Less than 1/4 of students and 1/3 of faculty, staff & administrators recall participating in policy & procedure training for gender based violence
- Even fewer faculty, staff & administrators recall participating in prevention training for gender based violence
- Students most frequently recalled participating in training for relationship violence
- Faculty, staff & administrators most frequently recalled participating in training for sexual harassment
- Both groups are more familiar with off campus resources than on campus resources for gender based violence
- Less than 1/3 of the students are familiar with on campus resources

# Social Norms

- What are they & why do they matter?
  - The unwritten rules about how to behave in groups in this case on campus
  - Some norms promote behaviors that “silently” support gender-based violence
- 4 Items in the Climate Questionnaire that measure social norms related to gender-based violence
  1. Sexual objectification
  2. Consent
  3. Girls < Boys (micro-aggression)
  4. Hyper masculinity (micro-aggression)

# Social Norms Results

Item	Collective Misperceptions	Normative	Not Normative
Sexual Objectification (Students)	X		
Consent (Students)	X		
Girls<Boys (Students)	X		
Hyper-masculinity (Students)			X
Sexual Objectification (Faculty/Staff)			X
Consent (Faculty/Staff)			X
Girls< Boys (Faculty/Staff)			X
Hyper-masculinity (Faculty/Staff)			X

## Slide 14

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**R6** Unless we are there presenting, I think you need another slide that will help with interpretation of this data so they understand what this slide means. You know how long it took me and still takes me to get this. I anticipate the same response on campus.

Rebecca, 5/31/2016

# Knowledge of Sexual Assault & Relationship Violence Incidence

Students	Item	Faculty, Staff & Administrators
26.3%	Since the start of the academic year, I have had a friend or acquaintance tell me they were a victim of relationship violence	13.9%
5 (5 women; 0 men)	Number that happened on campus	6 (5 women, 1 men)
57 (41 women; 16 men)	Number that happened off campus	17 (15 women, 2 men)
13.6%	Since the start of the academic year, I have had a friend or acquaintance tell me that they were sexually assaulted (raped, sexually harassed or stalked)*	4.4%
11 ( 10 women; 1 man)	Number that happened on campus*	4 ( 3 women; 1 man)
22 (17 women; 5 men)	Number that happened off campus*	7 (7 women; 0 men)



# Bystander Behavior

**Based on behavior you have observed or opinions you have heard, how likely are STUDENTS /STAFF willing to:**

Bystander Behavior	Students	Faculty, Staff & Administrators
Confront students (faculty/colleague) about sexual comments or gestures	45.9%	58.6%
Report students (faculty/colleague) for continuing to sexually harass or pressure after being told to stop	56.9%	67.6%
Report students (faculty/colleague) that pressure someone to engage in sexual contact	65.1%	77.4%
WOULD allow personal loyalties to get in the way of reporting sexual assault	35.2%	38.1%
WOULD choose not to report sexual assault out of concern for someone getting punished	25.9%	26.8%

# Bystander Behavior: Summary

- Students report that their peers exhibit 3 of the 4 risk factor behaviors that support gender based violence
- Faculty, staff & administrators are more likely to intervene in inappropriate behaviors than students
- About 1/3<sup>rd</sup> of both respondent groups believe their peers would allow personal loyalties to get in the way of reporting a sexual assault
- About 1/4<sup>th</sup> of both respondent groups believe their peers would not report a sexual assault in fear of someone getting punished

# Next Steps: *General Prevention Planning*

**Step 1: Convene a Campus Advisory Board (CAB) and charge the Board with oversight of campus activities related to prevention and response to RV/SV/SH/ST.**

- a) Assign a staff member to coordinate the CAB

**Step 2: Convene a workgroup of the CAB that consists of students, faculty, staff, administrators and local partners from rape crisis and/or domestic violence agencies that will:**

- a) Determine strategic directions, goals, & outcomes of campus based prevention plan using the Campus Climate Survey & Campus Readiness Assessment results (if a Campus Readiness Assessment was conducted)
- b) Determine a menu of options for campus based prevention activities including whole campus and population based activities, e.g., activities focused on athletics or engaging men, that meet the goals & outcomes of campus based plan

## Next Steps: *General Prevention Planning Continued*

- c) With support from campus leadership, implement planned activities
- d) Evaluate planned activities for outcomes
- e) Use evaluation findings to make course corrections in implementing prevention activities
- f) Obtain prevention focused training & technical assistance from local & state partners such that members of the workgroup clearly understand their charge of comprehensive planning for campus based prevention

# Next Steps: *General Response Planning*

## **Step 1: Convene a workgroup of the CAB that will:**

- a) Develop & provide oversight on policies, procedures, & protocols for responding to incidents of RV/SV/ST/SH on campus
- b) Develop, implement & disseminate RV/SV/SH/ST reporting mechanisms to ensure all campus community members are informed
- c) Provide a coordinated response to RV/SV/ST/SH on campus; coordinate with the broader community in which the campus resides
- d) Identify appropriate interim measures
- e) Issue campus safety warnings/alerts (if required or necessary)
- f) Implement adjudication/investigation processes

## Next Steps: *General Response Planning Continued*

**Charge the multidisciplinary, stakeholder workgroup to ensure the following:**

- Provide advocacy services to survivors
- Make confidential counseling available for survivors
- Provide services and referrals to community resources; e.g., going beyond a hotline number to a warm referral
- Address intervention(s) for perpetrators
- Establish support for individuals, parents, friends, & community recovery

## *Implications for Planning*

- If your campus does not already have a Task Force or CAB charged with addressing RV, SV, SH, & ST that can be expanded start there by convening a group of multi-disciplinary campus & community stakeholders
  - Include membership from among those listed in the Next Steps for Prevention & Response Planning
  - Name a Campus Coordinator/Contact Person through whom all prevention & response communications are coordinated

## *Planning Implications based on CCS Results*

- Your campus community would benefit from knowing the measures the college is taking to keep them safe
- Faculty, staff & administrators would benefit from knowing they are supported during difficult times
- Your campus community would benefit from knowing the on campus resources for gender based violence issues
  - Consider creating and/or implementing a campus wide social media/marketing campaign designed to increase community member's awareness about how campus security works to keep community members safe, where faculty, staff, and administrators can get support when going through difficult times, and on campus resources for gender based violence concerns



## *Planning Implications based on CCS Results*

- Your campus community would benefit from training in policies, procedures & prevention of gender based violence
  - Best practices for training students and F/S/A about policies and procedures indicate that the most effective methodology for doing this includes the following: providing policies/procedures in written form (online or on paper); providing a short video or web-based video about the policies/procedures; and providing Q & A sessions (see note)

## *Planning Implications based on the CCS Results*

- Your campus community would benefit from prevention training for gender based violence
  - Consider the principles of prevention (Nation, et. al., 2003) as you determine what this training should include and how it should be implemented with students, faculty, staff, and administrators. Do not rely solely on online training.

## *Planning Implications based on CCS Results*

- Your campus community would benefit from understanding their role & responsibility in preventing gender based violence & shifting the social norms on campus to promote healthy relationships; especially in light of student responses regarding their peers' risk behaviors
  - Consider training faculty, staff, and administrators in the principles of bystander behavior. Support this through skills building booster sessions at staff/faculty meetings.
    - When campus leadership buys-in to this type of community level change and students recognize that faculty, staff, and administrators will not tolerate social norms on campus that promote relationship and sexual violence, the culture begins to shift.
    - Training faculty, staff, and administrators is also a way to ensure program sustainability as students typically come and go within 2 – 3 years.

# Benchmark Items Reported to ODHE

Please contact ODHE for your Benchmark Item Results