



Albany College of Pharmacy and Health Sciences Campus Climate and Sexual Misconduct Survey

2024 Report



**ALBANY COLLEGE
OF PHARMACY
AND HEALTH SCIENCES**



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Study Design

Summary of Survey Administration

The 2024 Campus Climate and Sexual Misconduct Survey was administered via Qualtrics to all currently enrolled, degree-seeking students at Albany College of Pharmacy and Health Sciences aged 18+ (n=803). The survey was designed by Albany College of Pharmacy and Health Sciences. The survey opened on Monday, January 22, 2024 and closed on Sunday, February 11, 2024. Two reminders were sent during the collection period. Reminders were only sent to survey recipients who had not yet submitted a completed survey.

Survey recipients were invited to complete the survey via email, and the distribution stream chosen for this collection was an anonymized individual link. Individual links allow data collectors to record which recipients have completed the survey; the anonymization option prevents any individual response from being connected to identifying information about a student.

The incentives for this survey were supplied and distributed by Student Experience. Each recipient who submitted a complete response to the survey was eligible for the incentive and was entered into a drawing for one of five (5) \$25 Amazon gift cards. Winners were chosen at random from the list of recipients who submitted a complete survey.

NOTE: throughout this report, percentages may not add up to 100% due to rounding.



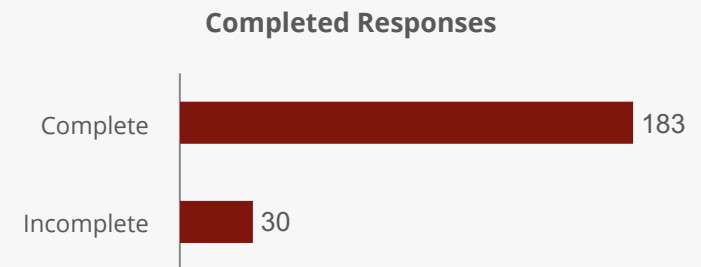
Response Rates

A total of 803 ACPHS students were invited to participate, and 183 (23%) completed the survey.

The results of this report reflect only those who participated and may not reflect the experiences of all ACPHS students. Findings in this report should not be used to make conclusions about the entire student population.

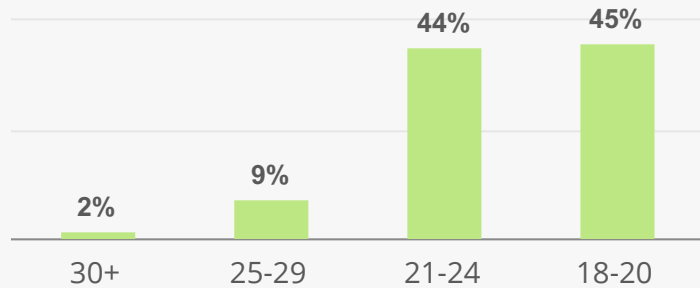
The completion rate of this survey is similar to other surveys conducted here at ACPHS.

Complete Responses (Complete Responses include students who opened the survey, did not consent to participate, and were directed to the end of the survey. In the remainder of this report, ONLY Complete Responses are included. Incomplete (i.e., partial) Responses are excluded.

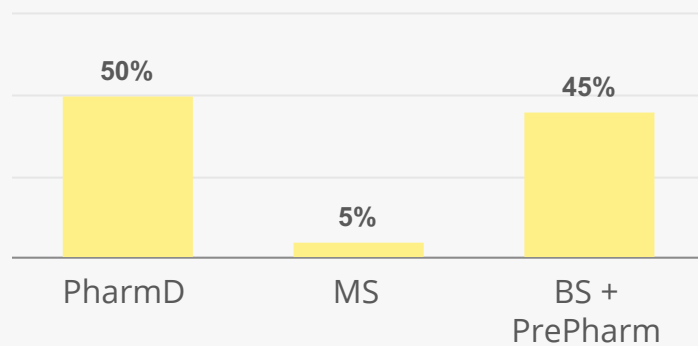


Participant Demographics

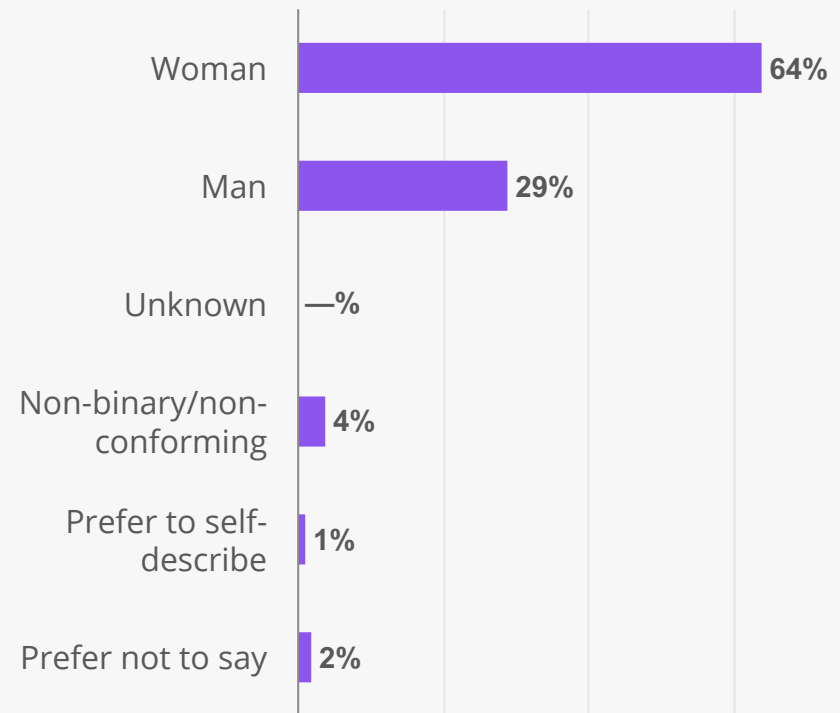
Age Profile



Academic Level



Gender Identity



Executive Summary

Knowledge of campus resources

95% of students shared they are aware of on-campus resources for those who have experienced misconduct, which is incredibly high. The majority of students have a high understanding of the role of the Title IX Coordinator. Additionally, 92% of students indicated that they know the Title IX Coordinator receives reports.

Knowledge of campus policies

93% of students understand consent must be given at each step in a sexual encounter. 96% of students feel the Amnesty Policy encourages them to report sexual and interpersonal misconduct.

Sexual violence

Overall, student experiences with sexual violence were low and many (76%) of the incidents occurred off-campus. 2% of students shared they had their clothing removed without their consent. 2% of students also shared they were sexually penetrated without consent.

Reporting

The overwhelming majority (93%) of participants who experienced sexual violence did not report the incident. The most common reasons why students did not report sexual violence was they did not recognize their experience as sexual assault or they did not think it was important enough.

Bystander intervention

The majority of students shared that they are willing to intervene if they witness incidents of sexual assault, sexual harassment, dating violence, and stalking and other 93% participants shared they were either likely or extremely likely to walk a drunk friend home from a party, bar, or other social event.



Findings

Understanding Campus Resources

UNDERSTANDING CAMPUS RESOURCES

Understanding Campus Resources

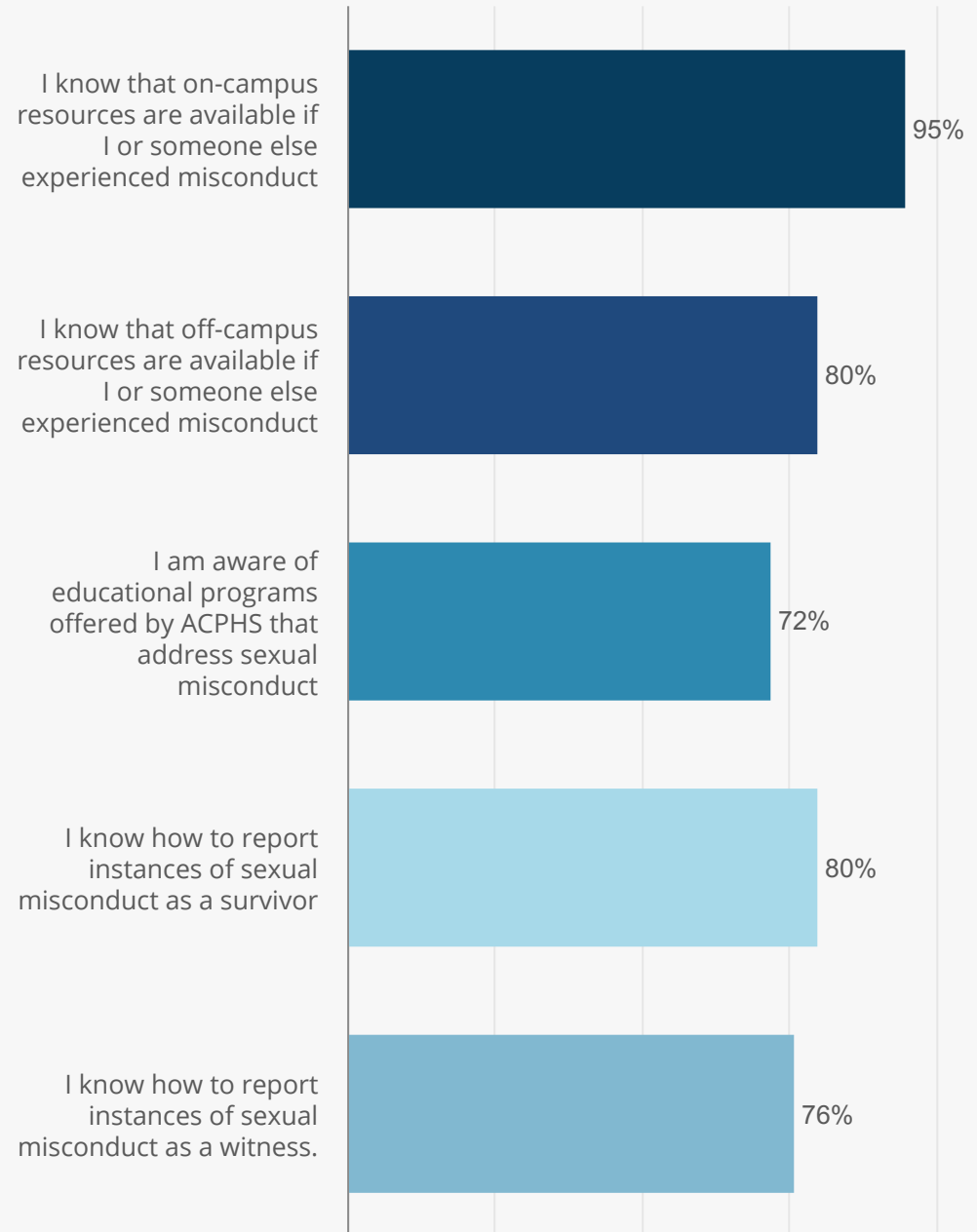
The number of students, **95%**, who shared they are aware of on-campus resources for those who have experienced misconduct was incredibly high.

The survey asked students about their understanding of other resources both on and off-campus:

- **80%** of students know that off-campus resources are available if they or someone else experienced misconduct
- **72%** of students are aware of educational programs offered by ACPHS that address sexual misconduct
- **80%** knew how to report instances of sexual misconduct as a survivor
- **76%** knew how to report instances of sexual misconduct as a witness

95% of students are aware of on-campus resources for those who have experienced sexual misconduct.

Understanding Campus Resources



UNDERSTANDING CAMPUS RESOURCES

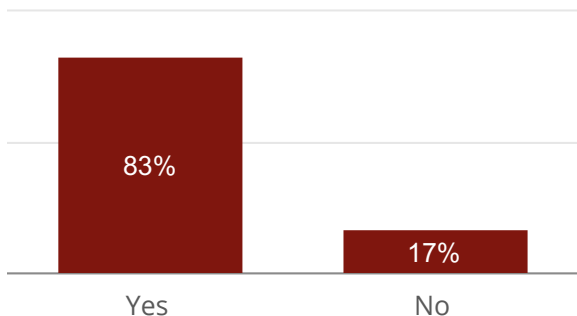
Understanding Rights and Resources

Survey results indicate that the majority (**83%**) of students know how to contact ACPHS's Title IX Coordinator.

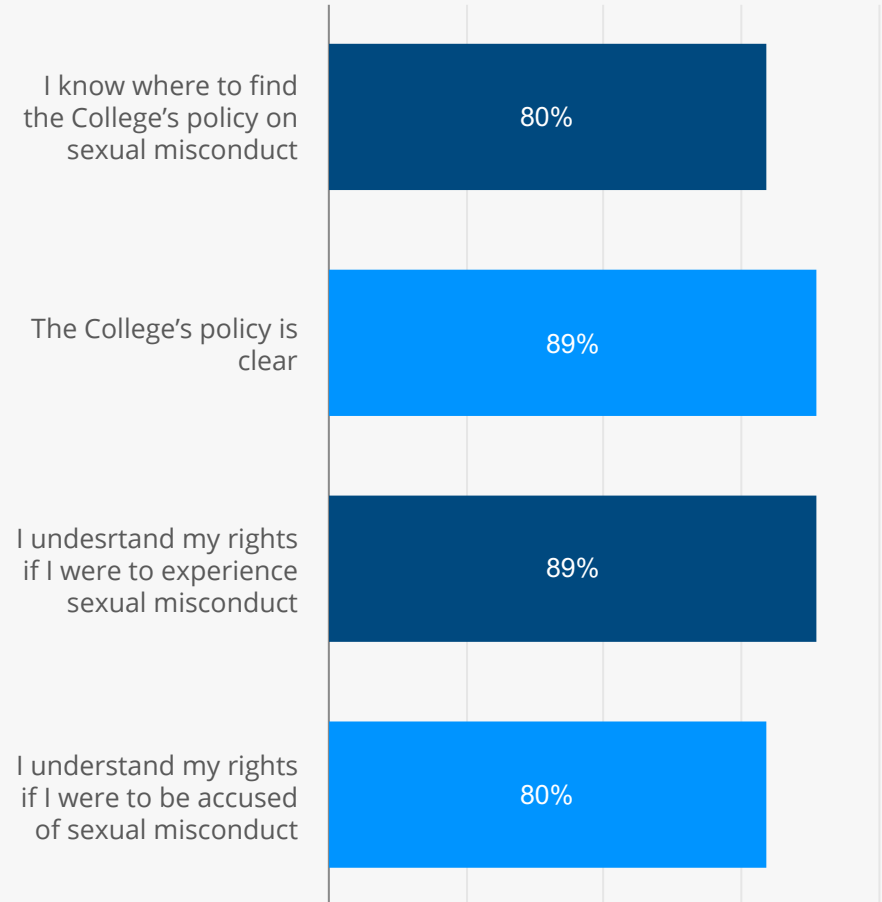
Almost all (**89%**) students indicated that they understand their rights if they were to experience sexual misconduct and they feel the College's sexual misconduct policy is clear.

Additionally, **80%** of students understand their rights if they were *accused* of sexual misconduct and know where to find the sexual misconduct policy.

Do you know how to contact the Title IX Coordinator?



Participant's understanding of their rights:



UNDERSTANDING CAMPUS RESOURCES

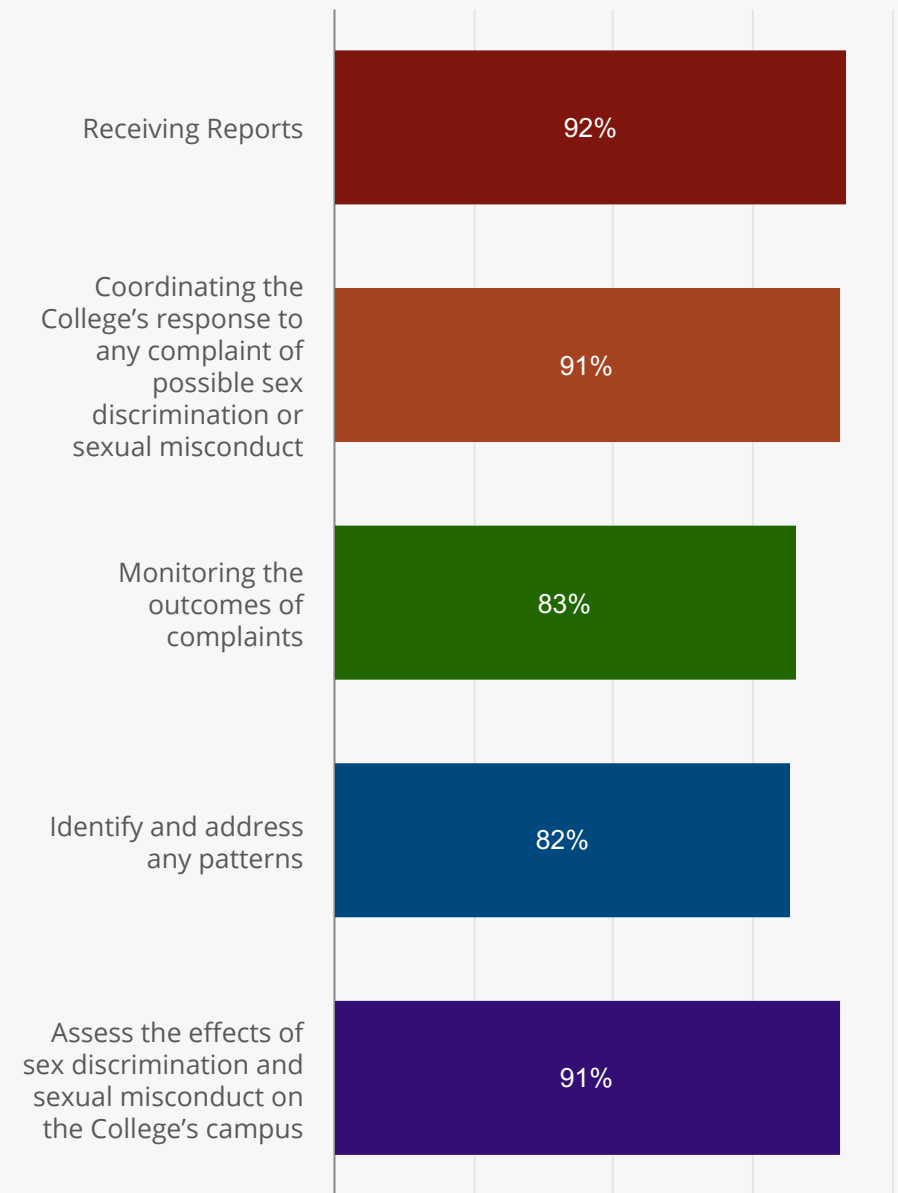
Responsibilities of the Title IX Coordinator

Overall, ACPHS students have an extremely high understanding of the roles and responsibilities of the Title IX Coordinator.

Participants were asked, “With regard to sex discrimination and sexual misconduct, which of the following are the roles of a Title IX Coordinator?”

- **92%** of students indicated that they know the Title IX Coordinator receives reports.
- **91%** of students know the Title IX Coordinator coordinates the College’s response to any complaint of possible sex discrimination or sexual misconduct.
- **83%** of students shared they know that the Title IX Coordinator monitors the outcomes of complaints and **82%** know the Title IX Coordinator identifies and addressed any patterns.
- Lastly, **91%** of students know the Title IX Coordinator assesses the effects of sex discrimination and sexual misconduct on the College’s campus .

Understanding the roles of the Title IX Coordinator





Findings

Knowledge of Policies and Information

Knowledge of Consent

Knowledge of consent

Overall, it was demonstrated that ACPHS students have an excellent understand of what affirmative consent is.

93% of students understand consent must be given at each step of a sexual encounter.

93% of students also understand that someone inviting you over to their place does NOT mean they are automatically consenting to a sexual act.

93% of students understand that someone not physically resisting sex in itself is not consent.

93%

of students understand consent must be given at each step in a sexual encounter.

Participants either disagree or strongly disagree with the following statements:

Consent for sex one time is consent for future sex

91%

If you and your partner are drunk, you do not have to worry about consent

91%

Mixed signals can sometimes mean consent

89%

If a person doesn't physically resist sex, they have given consent

93%

If someone invites you to their place, they are giving consent for sex

93%

UNDERSTANDING CAMPUS RESOURCES

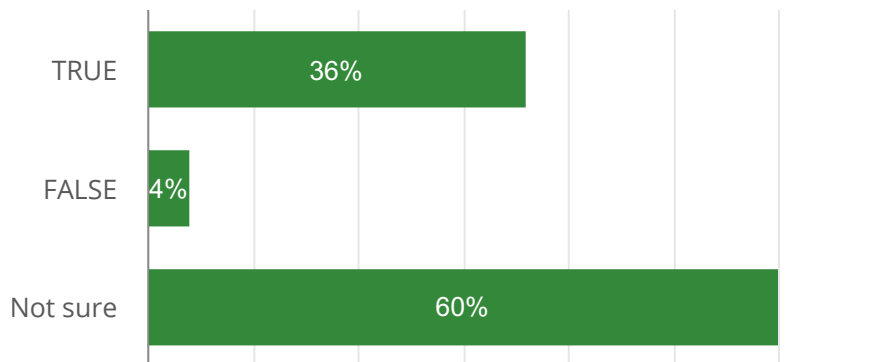
Knowledge of Policies

36% of students understand the College's disciplinary process is different than the criminal justice system process, but **60%** of participants are unsure of the difference between the two.

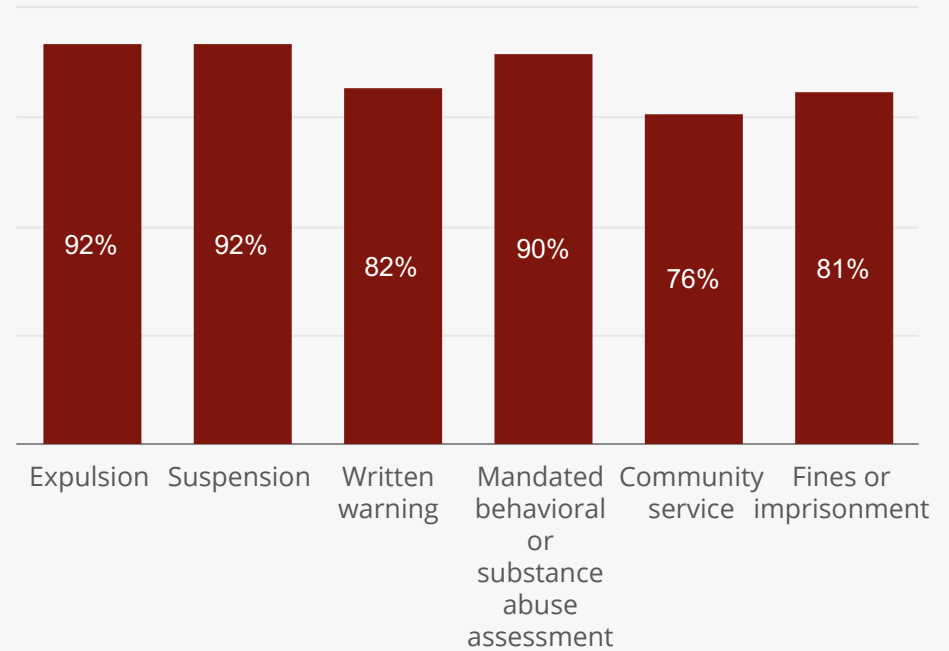
The majority of students understand there are various sanctions when a student is being found responsible for sexual and interpersonal misconduct.

89% of participants are aware of the Amnesty Policy and **96%** feel the Amnesty Policy encourages them to report sexual and interpersonal misconduct.

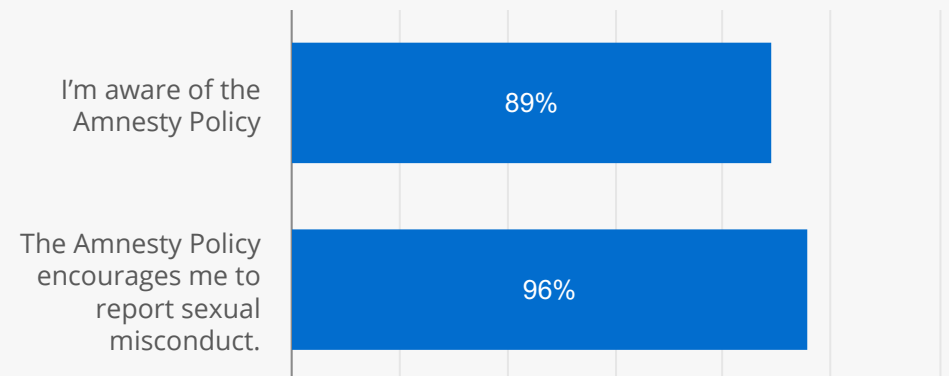
Criminal vs College Disciplinary Process



As a result of the College's disciplinary process, the potential sanctions a student might experience if found responsible for sexual misconduct are:



Amnesty Policy





Findings

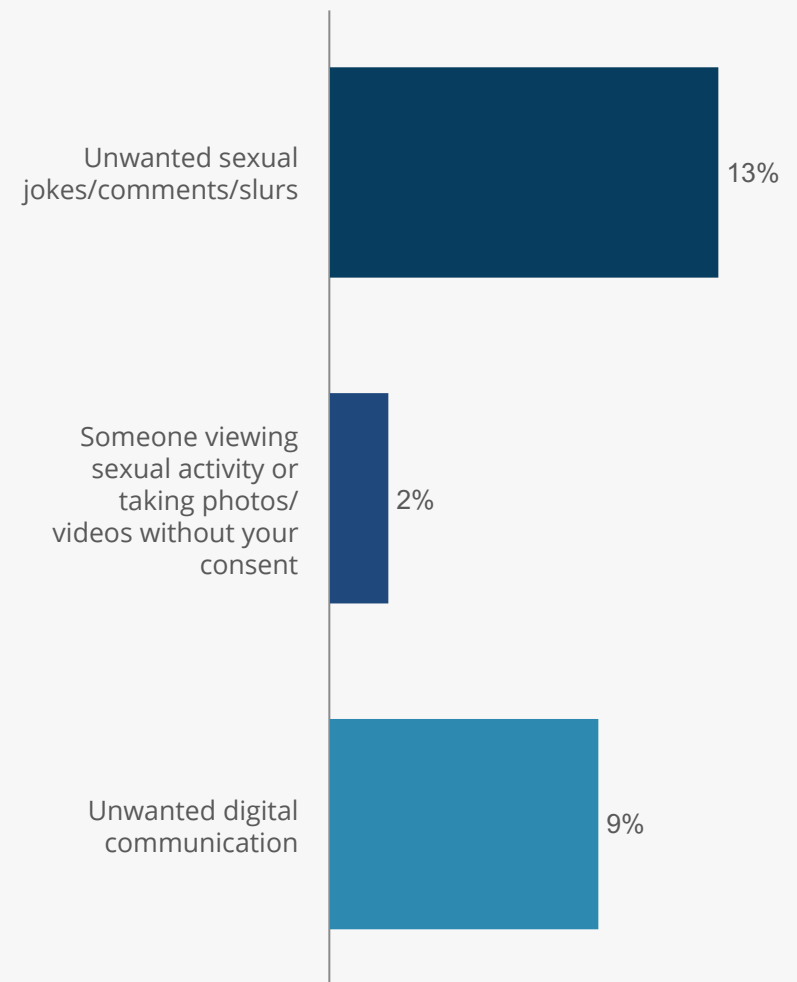
Personal Experience

Sexual Harassment and Sexual Exploitation

The survey asked students about their experiences with sexual harassment and sexual exploitation:

- **13%** of participants experienced unwanted sexual comments, sexual slurs, or demeaning jokes
- **2%** of participants experienced someone viewing their sexual activity or nakedness without their consent, or taking explicit pictures or recordings without their consent
- **9%** of participants experienced unwanted sexually suggestive digital communications, either words or images or both, including emails, texts, and social media communications, or in letter or other written communications

Sexual Harassment and Sexual Exploitation



Sexual Assault

The survey asked students about their experiences of rape and sexual assault in the past year.

A small percentage of students reported that they were fondled, kissed, or rubbed without their consent (3%). Overall, rates of victimization are lower compared to other campuses.

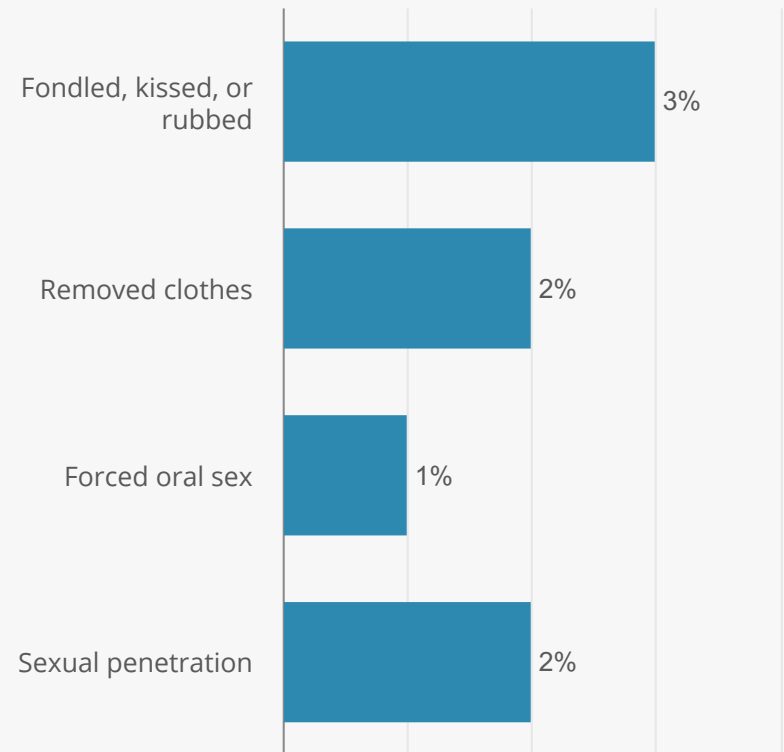
The majority of incidents occurred off campus (76%).

Participants shared that in the past year:

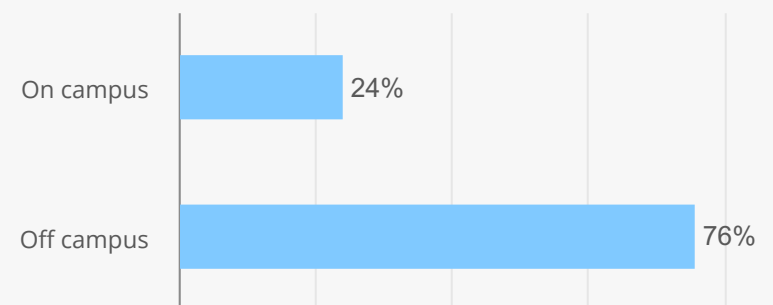
- 3% they were fondled, kissed, or rubbed up against the private areas of their body without their consent
- 2% that their clothes were removed without their consent
- 1% they performed oral sex or received oral sex without consent
- 2% they were sexually penetrated (with a penis, finger(s), or objects in the vagina or anus) without consent

76% of incidents occur off-campus.

Prevalence of sexual assault:



Location





Findings

Reporting

Reasons for Not Reporting

93% of students did not report the incident.

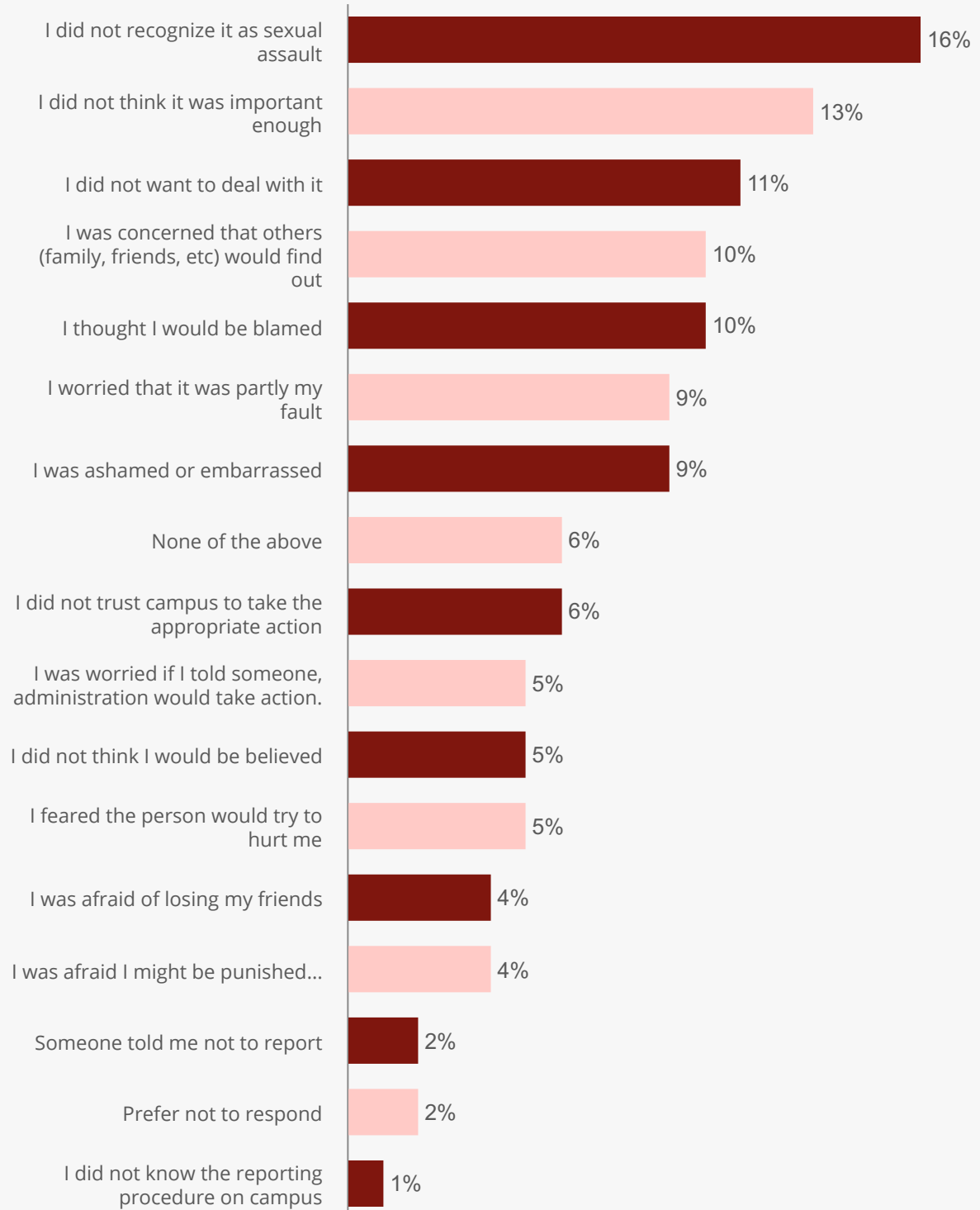
Students were asked why they opted not to report. The survey question prompted participants to check multiple responses, if applicable.

The highest percentage of students indicated that they did not report because they did not recognize their experience as sexual assault (16%), they did not think their experience was important enough (13%), or they did not want to deal with it (11%).

INSIGHTS

Research shows that students commonly don't report sexual misconduct due to feelings of shame and embarrassment, not wanting friends/family to know, or wanting to handle it themselves.²

Reasons for not reporting (Check all that apply)



² Mennicke, A., Bowling, J., Gromer, J., & Ryan, C. (2021). Factors Associated With and Barriers to Disclosure of a Sexual Assault to Formal On-Campus Resources Among College Students. *Violence Against Women, 27*(2), 255–273.

Reporting

Students who indicated experiencing sexual and interpersonal violence were asked who they disclosed their experiences to:

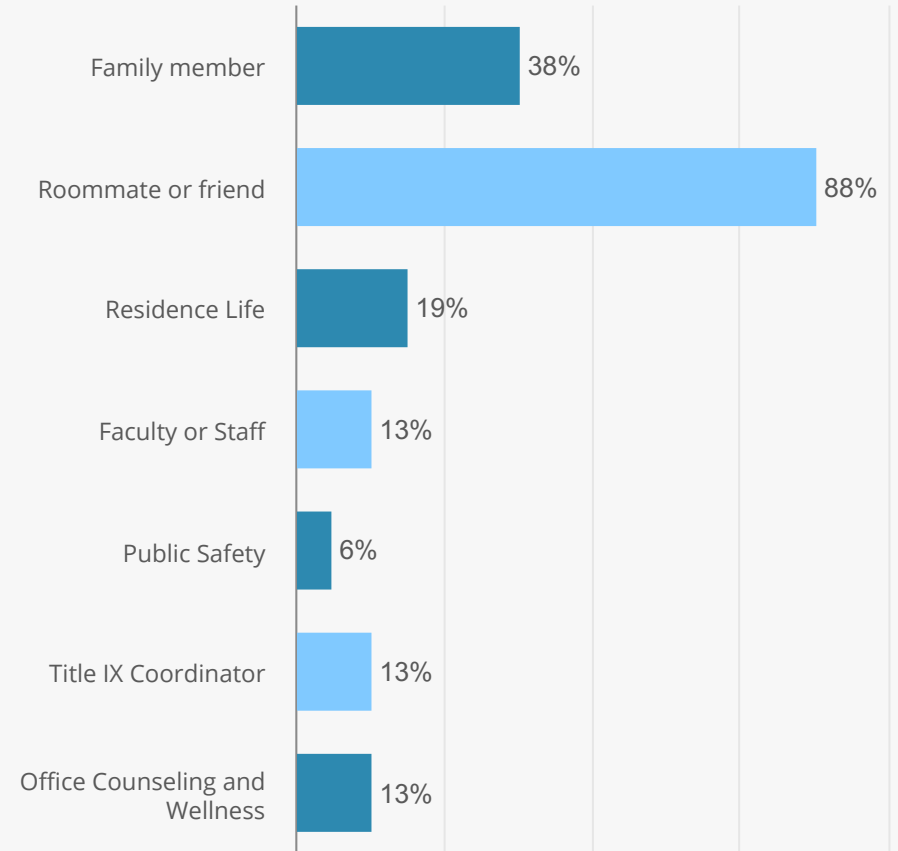
- **88%** disclosed to their roommate or friend
- **38%** disclosed to a family member
- **13%** the disclosed to the Title IX Coordinator
- **13%** the disclosed to the Office of Counseling and Wellness

It is worth noting that when incidents are reported to Residence Life, Public Safety, or to a Faculty/Staff member, those incidents are also reported to the Title IX Coordinator, making the total incidents reported to the Title IX Coordinator much higher than what is reflected here.

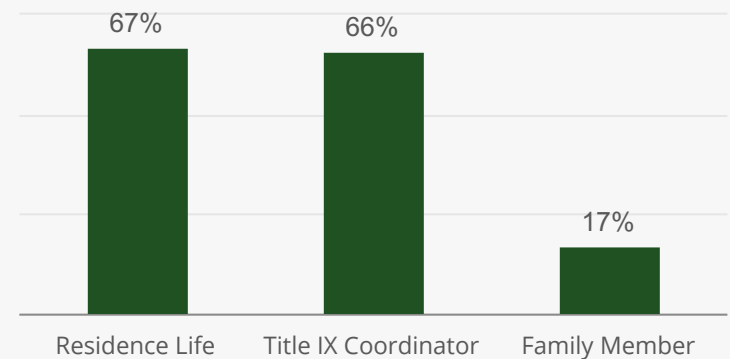
Students also shared how helpful each of the various resources were, if they reported to them:

- **67%** of students shared that Residence Life was extremely helpful or moderately helpful or supportive.
- **66%** of students shared that the Title IX Coordinator was extremely helpful or moderately helpful or supportive.
- Comparing this to that of family members, **17%** of students shared that their family member was not helpful or supportive at all.

Resources used in the aftermath of the experience



Helpfulness of resources

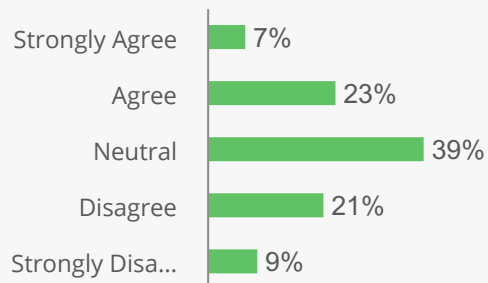


Student Perceptions

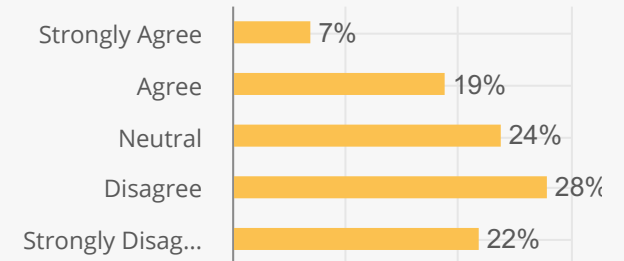
Participants were also asked about perceptions amongst students with regards to reporting.

Participants responded with their level of agreement or disagreement with the following: **“If someone were to report an incident of sexual and interpersonal misconduct....”**

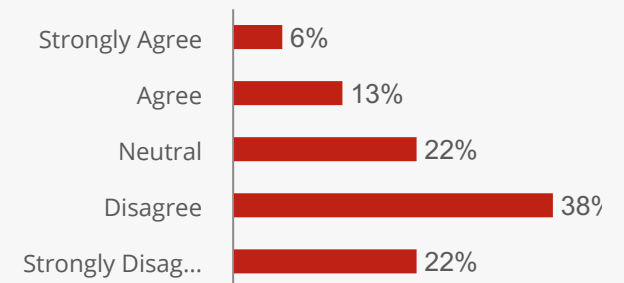
The alleged offender(s) or their friends would try to get back at the person making the report.



Students would label the person a troublemaker.



Students would have a hard time supporting the person who made the report.





Findings

Bystander Intervention

Bystander Knowledge, Attitudes and Behaviors

Knowledge of being a bystander

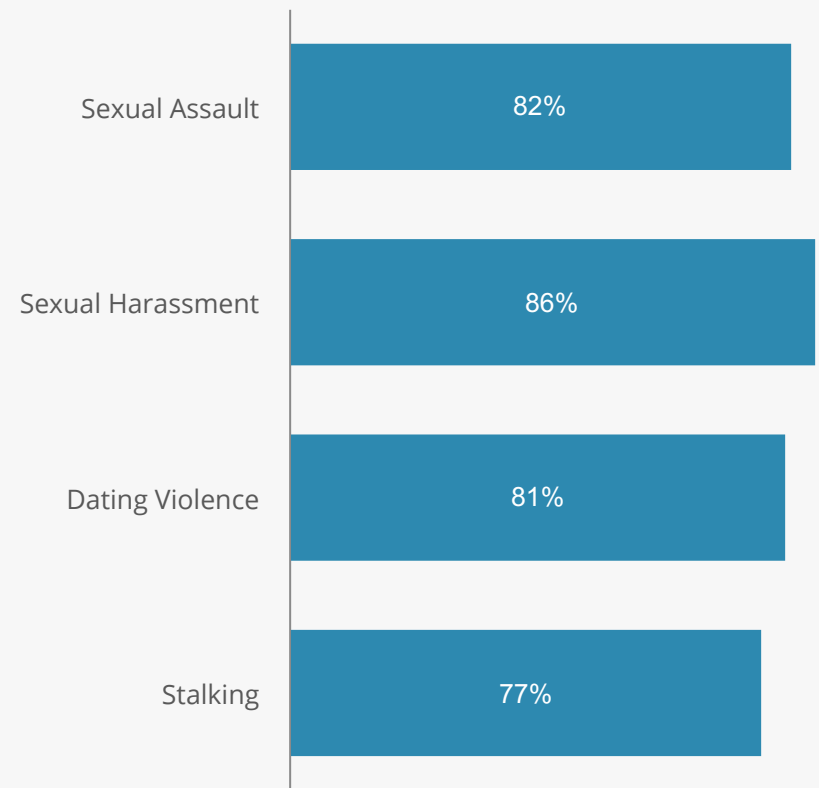
Only **2%** of students are NOT sure what it means to be an active and positive bystander.

Willingness to intervene

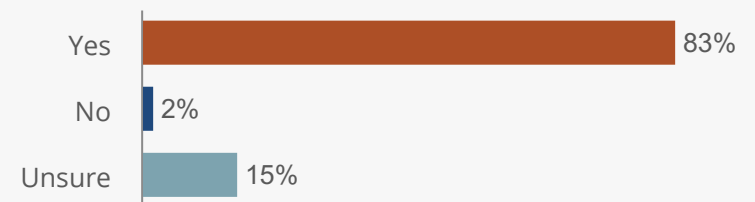
The majority of ACPHS students shared they are willing to intervene if they witness sexual or interpersonal violence.

- **82%** of students would intervene if they witness a sexual assault.
- **86%** of students would intervene if they witness sexual harassment.
- **81%** of students would intervene if they witness dating violence.
- **77%** of students would intervene if they witness stalking.

I am willing to intervene in the following incidents:



I understand what it means to be an active and positive bystander.

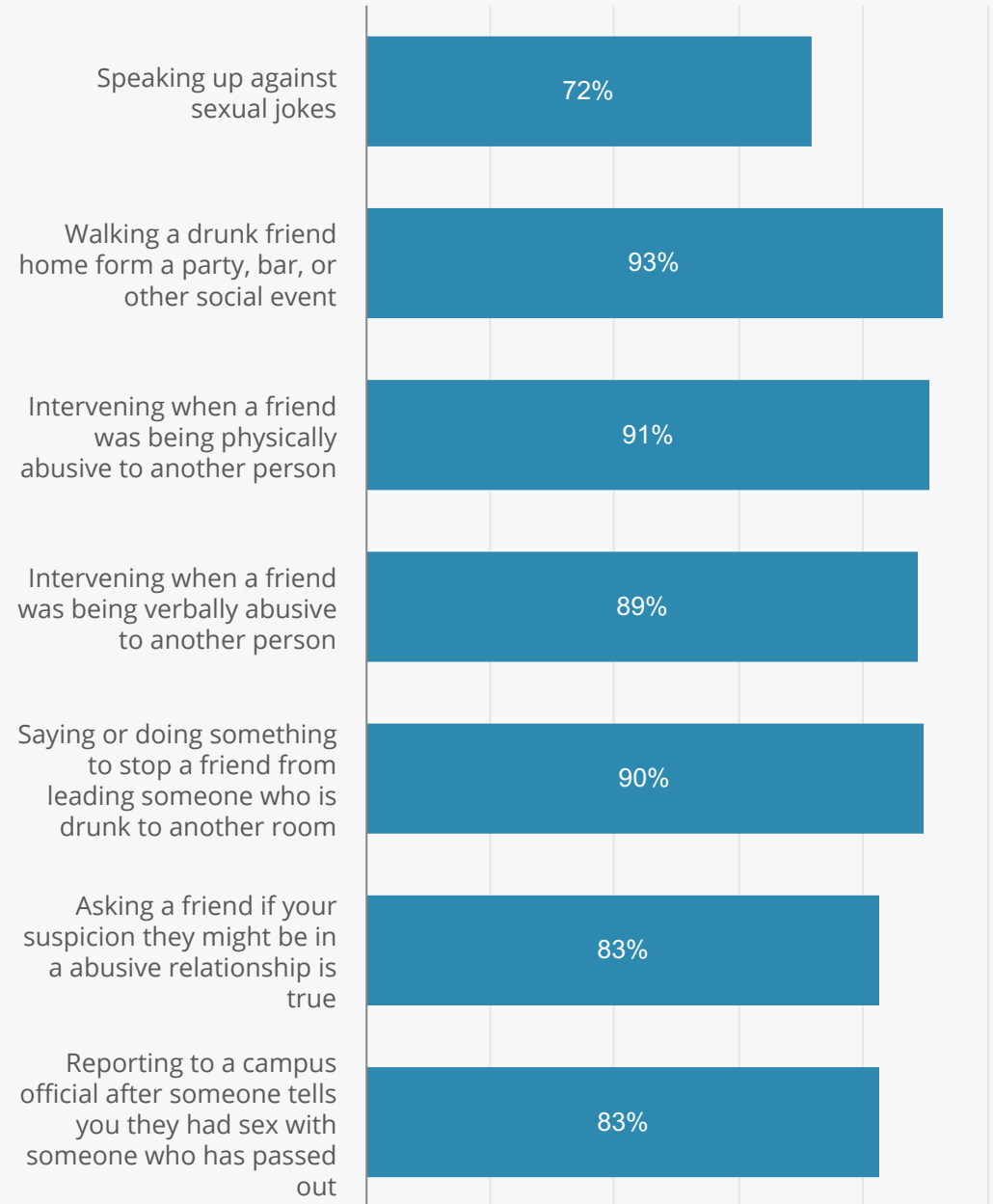


Bystander Behaviors

Students were asked if they witnessed certain situations of sexual and interpersonal violence how they would respond to those situations.

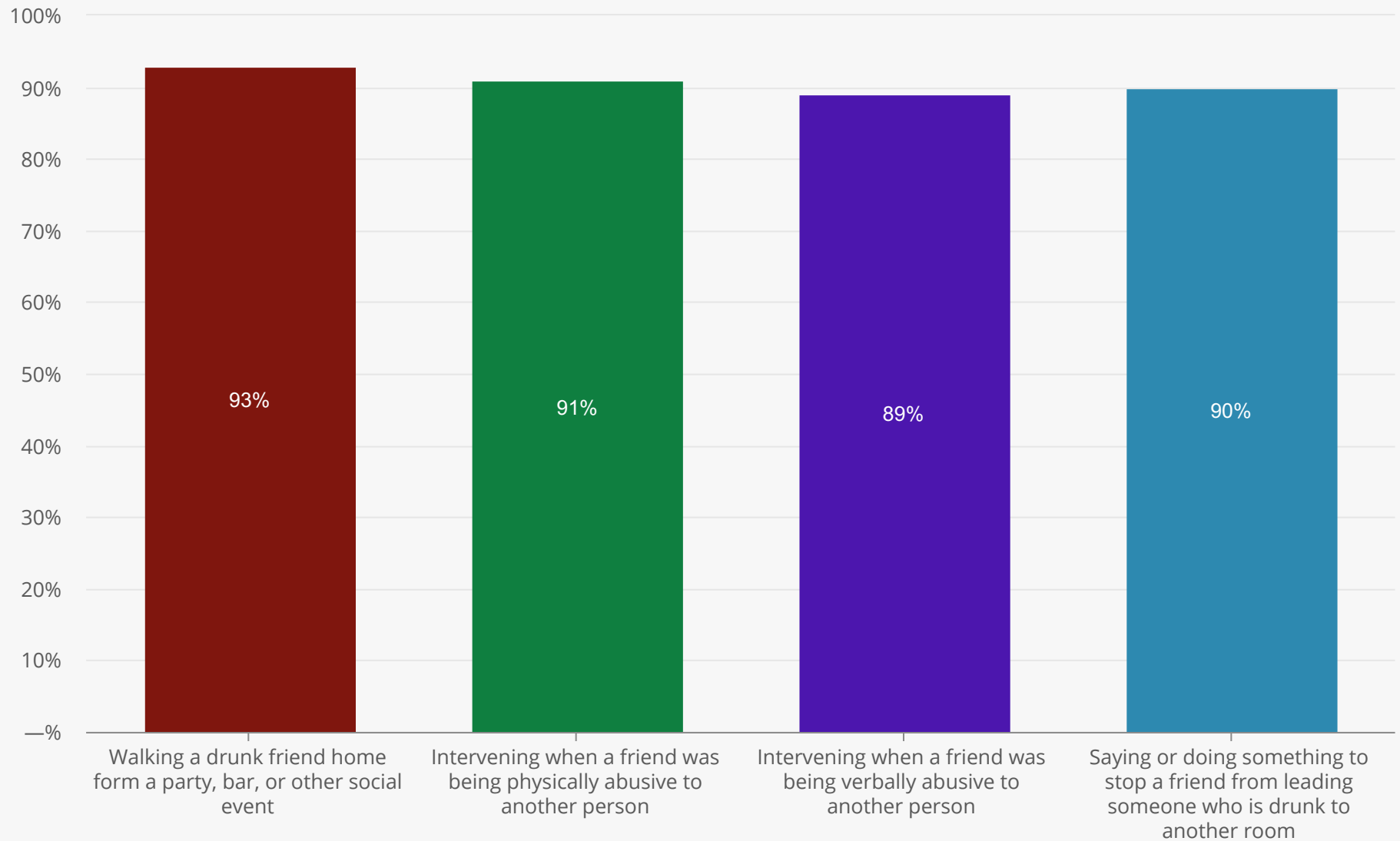
- **93%** of students shared they would be extremely or somewhat likely to walk a drunk friend home from a party, bar, or other social event.
- **91%** of students shared they would be extremely or somewhat likely to intervene when a friend is being physically abusive to another person.
- **90%** of students shared they were either extremely likely or somewhat likely to say or do something to stop a friend from leading someone who is drunk to another room or trying to get them to do something sexual.

Participants indicated they were extremely likely or somewhat likely to:



Bystander Intervention

ACPHS Students indicated they were extremely likely or somewhat likely to:





Recommendations

Recommendations

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

Any mention of programs or initiatives is not an endorsement of a specific program, but a recommendation that was developed based on evidence of risk and protective factors for sexual and interpersonal violence, 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.³

³ McMahan, 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 and interpersonal violence. Being open and honest when communicating about the action plan can help build trust.

Key Findings

Prevalence and Reducing Violence

Recommendations

1. Provide programming that addresses bystander intervention, consent, rape myths, and unhealthy relationship dynamics.
2. Ensure the campus provides culturally sensitive support services such as healing circles and group therapy. Address microaggressions and systemic racism that may perpetuate violence on campus.
3. Ensure that support systems are in place for first generation students and that they are aware of campus policies and resources.
4. Evaluate training requirements for athletic's staff and students. Review policies for reporting among athletes and ensure non-biased options are available.
5. Despite low rates of victimization, a large percentage of incidents that did occur happened off-campus. Consider the circumstances that may create environments in these locations that allow violence and harassment to occur. It can also be informative to speak with students about their experiences in these spaces to learn if there are structural issues that perpetuate violence and harassment

Key Findings

Knowledge of Resources and Policies: Recommendations

Recommendations

1. Title IX awareness can increase in campus trust and understanding of campus policies. The role of the Title IX Coordinator should be explained at various times throughout the semester, beyond the initial student orientation. The Title IX Coordinator can be involved in interdisciplinary events, such as athletics and student organizations to increase awareness.
2. Clearly and openly explain the institution's policies, the key findings from the climate survey, and how the institution plans to address the concerns raised by the students. Transparency and collaboration can help build trust in the institution.
3. Discuss the nuances between the college disciplinary process and the criminal justice system during trainings and other educational opportunities.
4. Evaluate current policies that ensure the safety of responding individuals and how these policies are communicated to the campus.

Key Findings

Confidence in Reporting and Campus Knowledge: Recommendations

Recommendations

1. Create a strategy to increase awareness across campus about the on and off campus resources available. Make sure to clearly explain which resources are confidential and available 24/7. Consider the accessibility of these services in terms of operating hours, location, cost, and services for vulnerable groups.
2. Ensure students are aware of the confidential services provided by the counseling center and how they can contact them.
3. Ensure that students understand the reporting process and the accommodation and resolutions available to them.
4. Continue to engage faculty and other campus members who regularly interact with students through training and other initiatives about the seriousness of gender-based misconduct.