

North Carolina Coalition Against Sexual Assault



# **NC Community College Sexual Assault Prevention Needs Assessment**

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# Introduction & Background

The North Carolina Rape Prevention and Education (RPE) State Action Plan states:

Since the origin of the 2006 EMPOWER grant, North Carolina has underscored a priority to center the needs of the most marginalized populations (populations bearing disproportionate burden) in the state. These populations were originally identified as 1) College and University Students; 2) Children and Adolescents; and 3) People with Intellectual and Developmental Disabilities. North Carolina has evolved in how we think about centering the most marginalized populations (populations bearing disproportionate burden) by transitioning from a population-based approach to a domain-centered approach for strategy selection. Domains of interest to North Carolina are spaces that are occupied by, served by, or exist to serve the most marginalized North Carolinians, including workplaces, service establishments, public k-12 environments, alternative school settings, and colleges/universities with an emphasis on community college campuses that are home to early college programs.

As part of this work, in 2021 a Master of Public Health Practicum Student, Kelli Keith, developed and implemented a community college needs assessment to gain meaningful information about current gaps in violence prevention in North Carolina's community colleges. In alignment with our statewide emphasis on the food and housing insecurity faced by community college students, and recognizing that access to services and safety decrease risk factors that lead to violence, this assessment surveyed student and faculty knowledge about, experiences with, and interest in services that may decrease risk factors while increasing protective factors against sexual violence.

## Methods

There are fifty-nine public, community colleges within North Carolina's system. Schools were divided into Coastal Plains, Piedmont, and Mountain regions, then classified as rural, suburban, and urban. Once divided, each region's schools were entered into Random.org's list randomizer. Ten were selected from Coastal Plains, ten from Piedmont, and eleven from Mountain. Two schools fell into a mixed region, where counties served are in both the Coastal Plains and Piedmont regions. A total of thirty-three schools were asked to participate.

Two different surveys were designed (a [student survey](#) and a [faculty/staff survey](#)), using Google Forms, to collect data from both students and faculty/staff in a way that allowed for comparison of student responses versus faculty/staff perception of student knowledge or behaviors. Names of

schools, counties, and students that wished to participate in focus groups were collected, but not included in the final assessment to protect the privacy of the respondents.

## Data Analysis

Data collected from the survey was both quantitative and qualitative in nature. The quantitative data was analyzed using StatCrunch online statistical software (v. 2017). Within this report, the data is presented in the form of figures and tables. Qualitative data was aggregated to succinctly report findings and provide recommendations, but was also coded for future statistical analysis.

## Strengths & Limitations

Limitations to this assessment lie in the lack of participation from selected schools, the time of year, and the pandemic. Eleven percent of selected schools participated, so while the information from the survey responses is useful it should not be seen as representative of all North Carolina community college campuses. This assessment was conducted during year two of a global pandemic and most community colleges are two-year programs, many students surveyed have never attended on-campus. The survey was only provided in English, so this may have limited the number of respondents.

Strengths to this research rest in the qualitative data, which provides insight that goes beyond the scope of the structured responses. Along with a pool of willing students to be part of a focus group to further explore their experiences on campus, this type of valuable information can steer future assessments, trainings, and/or program services.

## Participants

### Student Demographics

Students ( $n = 67$ ) that participated in the survey ranged in age from under 17 to over 41 ([Table 1](#)), predominantly identified as white, female, and single ([Table 2](#); [Figures 1 & 2](#)). Fifty percent of respondents live with their parents. One student responded that they lived on campus.

**Table 1: Age (Student)**

*Student respondents' demographic information (n = 67).*

Age Category	Number/Percentage
Under 17	13 (19.4%)
18 - 22	23 (34.3%)
23 - 30	12 (17.9%)

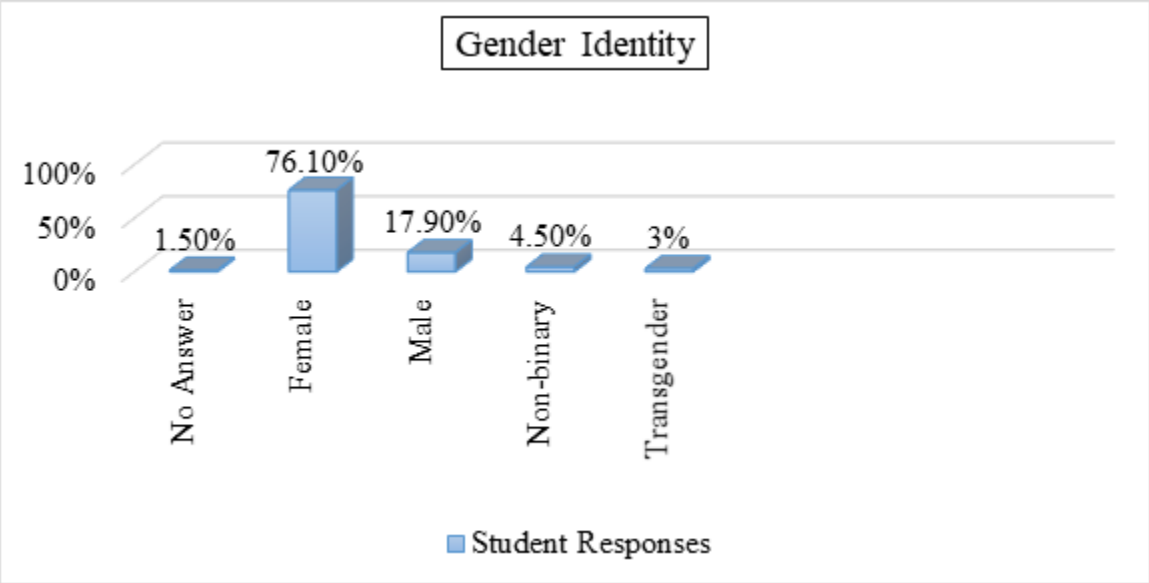
31 - 40	3 (4.5%)
41 or older	16 (23.9%)

**Table 2: Race/Ethnicity (Student)**

Race/Ethnicity	Number/Percentage
American Indian/Native Alaskan	1 (1.5%)
Asian	2 (3%)
Black or African American	4 (6%)
Hispanic or Latino	7 (10.4%)
Native Hawaiian or Pacific Islander	0 (0%)
White	53 (79.1%)
Prefer not to answer	3 (4.5%)

**Figure 1: Gender Identity (Student)**

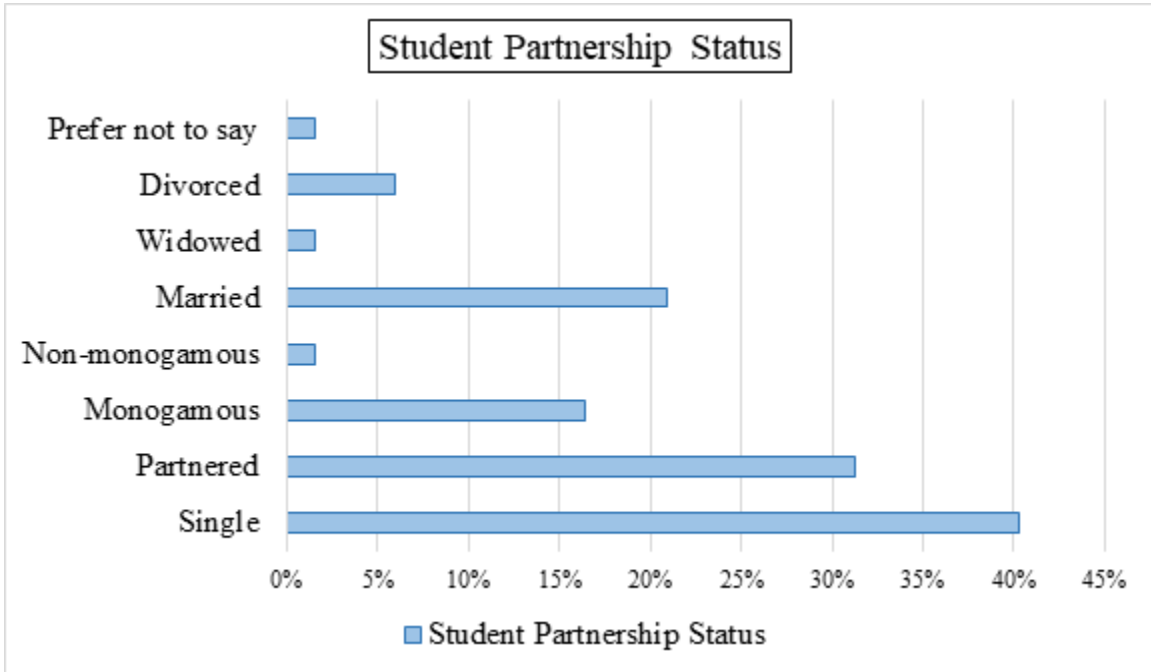
Student respondents identified as female (76.1%), male (17.9%), and non-binary (4.5%). An additional question asked if they identified as transgender and 3% said yes.



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**Figure 2: Partnership Status (Student)**

Students were asked to identify their partnership status and more than one selection was possible. The options were: Prefer Not to Say (1.5%); Single (40.3%); Partnered (31.3%); Monogamous (16.4%); Non-monogamous (1.5%); Married (20.9%); Widowed (1.5%); or Divorced (6%).



**Faculty Demographics**

Faculty/staff (n = 88) ranged in age from 18 - >41, predominantly identified as white and female (Tables 3 & 4; Figure 3).

**Table 3: Age (Faculty/Staff)**

Age Category	Number/Percentage
18 - 22	1 (1.1%)
23 - 30	3 (3.4%)
31 - 40	9 (10.2%)
41 or older	75 (85.2%)

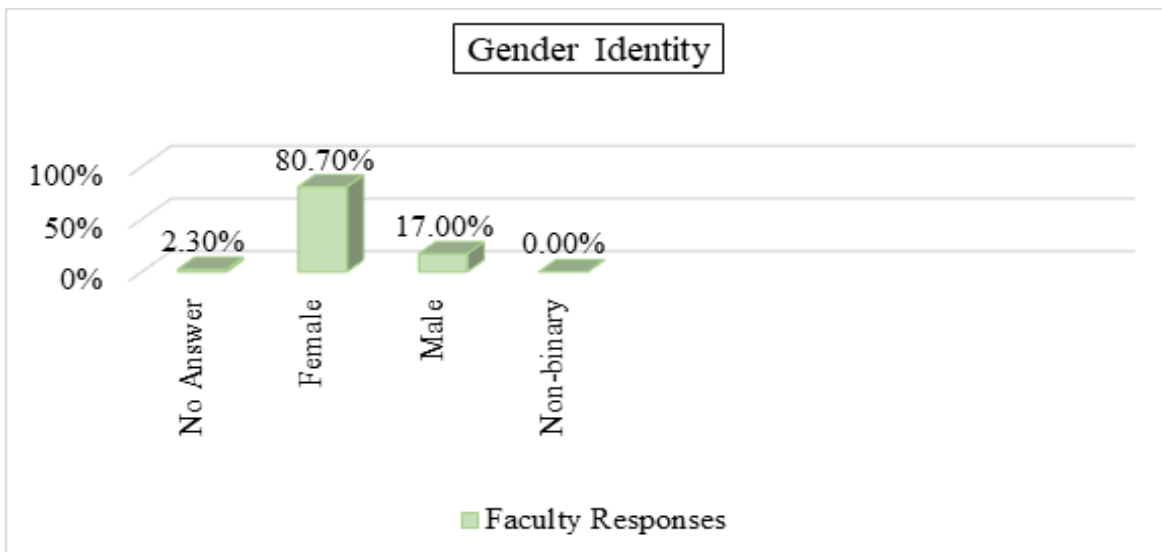


**Table 4: Race/Ethnicity (Faculty/Staff)**

Race/Ethnicity	Number/Percentage
American Indian/Native Alaskan	0 (0%)
Asian	0 (0%)
Black or African American	15 (17%)
Hispanic or Latino	0 (0%)
Native Hawaiian or Pacific Islander	0 (0%)
White	71 (80.7%)
Prefer not to answer	2 (2.3%)

**Figure 3: Gender Identity (Faculty/Staff)**

Faculty respondents identified as female (80.7%) and male (17%), with no one identifying as non-binary. Faculty/staff were not asked if they identified as transgender. (For additional comments given on self-identification, see [Appendix 1](#).)



# Findings

Information about sexual assault specific to community college campuses was limited when conducting a literature review as most studies focused on four-year campuses. Previous data collected by the North Carolina Campus Consortium (2018) focused on LGBTQI+ violence on campus showed that identity of the respondent was an integral factor in perceived safety on campus, with the distinction that perceived safety decreases after a sexual assault, while the perceived safety of resources remains the same. This is important to understand when reviewing the results of these surveys and some faculty/staff comments on gender identity ([Appendix 1](#)).

Statistics show that one in five women are victims of attempted or complete sexual assault during their time in college or university ([Dills, Fowler, & Payne, 2016](#) citing [Krebs, et al, 2009; p. 641](#)). In the United States, forty-one percent of undergraduate students are enrolled in community colleges, with fifty-seven percent of those enrollees identifying as female ([AACC, 2021](#)). A comparison study completed by [Potter, et al \(2020\)](#) showed that rates of sexual assault for those identifying as men and nonbinary had higher instances on community college campuses than at four-year universities, and female sexual assault rates were 6.2-percent lower—with nonbinary people experiencing sexual harassment at more than twice the rate of those that identify as male or female. Rates for stalking, relationship violence, and sexual harassment were higher ([Table 5](#)) on community college campuses ([Potter, et al, 2020](#)).

**Table 5: Comparison of IHE and Community Campus SV Rates**

**Table 1.** Rates of Victimization From the 2015 AAU Campus Climate Survey (27 Four-Year Institutions) and 2017 CSAPP<sub>NH</sub> Campus Climate Survey (7 Two-Year Institutions).

Form of victimization	2015 AAU females (n = 87,737), %	2015 AAU males (n = 60,085), %	2015 AAU nonbinary (n = 1,398), %	2017 CSAPP <sub>NH</sub> females (n = 550), %	2017 CSAPP <sub>NH</sub> males (n = 224), %	2017 CSAPP <sub>NH</sub> nonbinary (n = 26), %
Sexual assault	18.9	4.3	21.5	12.7	5.4	23.1
Stalking	6.7	2.2	12.1	14.5	13.4	15.4
Relationship violence	12.8	9.3	22.8	20.5	10.3	26.9
SH by anyone	61.9	42.9	75.2			
SH by faculty/staff				19.1	19.6	53.8
SH by student				27.1	25.9	61.5

Note. AAU = Association of American Universities; CSAPP<sub>NH</sub> = New Hampshire College Sexual Assault Policy and Prevention; SH = sexual harassment. For AAU data, participants could report a variety of perpetrators; however, for CSAPP<sub>NH</sub> Administrator-Researcher Campus Climate Collaborative data, sexual harassment was limited to faculty/staff and fellow students.

([Potter et al, 2020](#))

In 2016, the [National Center for Campus Public Safety and the American Association of Women in Community Colleges](#) convened at a critical issues forum to identify the increasing problems with sexual violence on community college campuses. Four concerns were cited as the most critical:

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- **Cumbersome Compliance:** Legislation tailored to traditional institutions of higher education are creating compliance issues at community colleges.
- **Complex Physical Security:** Environmental and structural prevention is difficult due to the open-access campuses.
- **Cultural Barriers:** Community colleges' unique demographics bring varied perceptions of sexual violence that require a different approach to prevention.
- **Lack of Resources, Education, Training, and Support Services:** Community colleges want additional funding, training, and outreach to further the conversation surrounding sexual violence and prevention.

The panelists compiled a list of recommendations for each category that focused on individual campuses instead of blanket policy. Identifying specific needs for campuses located in rural or urban settings, conducting best practice surveys, leveraging of community resources, including students in the creation of policy, increasing available training for employees, and periodically reconvening the forum to share experiences, to name a few. These recommendations are a solid foundation on which a campus can build a solid sexual assault prevention program.

The 2020 North Carolina Community College System Title IX Professional Development Needs Assessment (PDDNA) further supported the results of the forum discussion. Respondents from the PDDNA cited training needed to include more advocacy-type support services, pregnancy support, and peer-to-peer education (*See [Appendix 6](#) for comments*). In the surveys administered for this sexual assault prevention needs assessment, the results also coincided with the forum's findings. In the next section, a detailed breakdown of the results from the North Carolina Sexual Assault Prevention Needs Assessment survey are shared.

## Survey Results

The survey results echoed the findings from the previous research that focused on community college campuses in the United States. Faculty/staff respondents mostly showed a desire for further training that will allow better support of students and peers, along with better security on campus. Environmental and structural protections, peer support groups, and knowledge/access to resources on campus or within the community were expressed in the student responses.

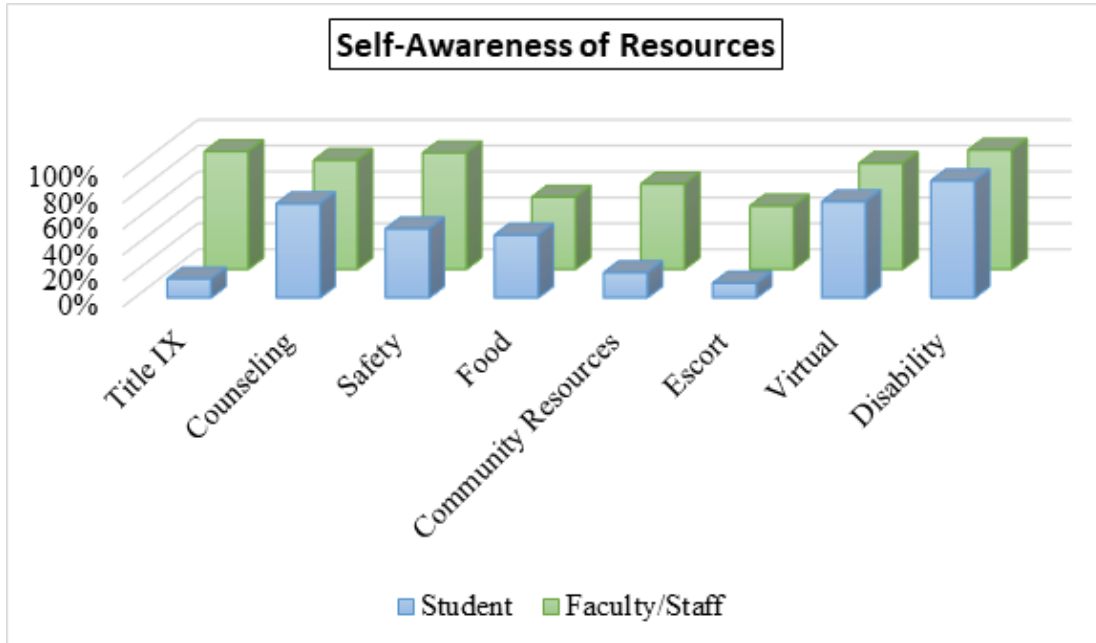
### Awareness of Resources

Students and faculty/staff were asked about knowledge of resources and perceived student knowledge of resources. This comparison helped gauge advertising, student orientation, and faculty/staff onboarding processes for effectiveness. The results show a clear disconnect between the perception of student knowledge and actual student knowledge of Title IX. *Figure 4* shows a comparison of self-awareness of services between students (14.5%) and faculty/staff (90.9%). Counseling, virtual, and disability resources were well known by respondents, while community

resources, food pantry, and security escort services were less known. As expected, faculty/staff were more aware of resources than students.

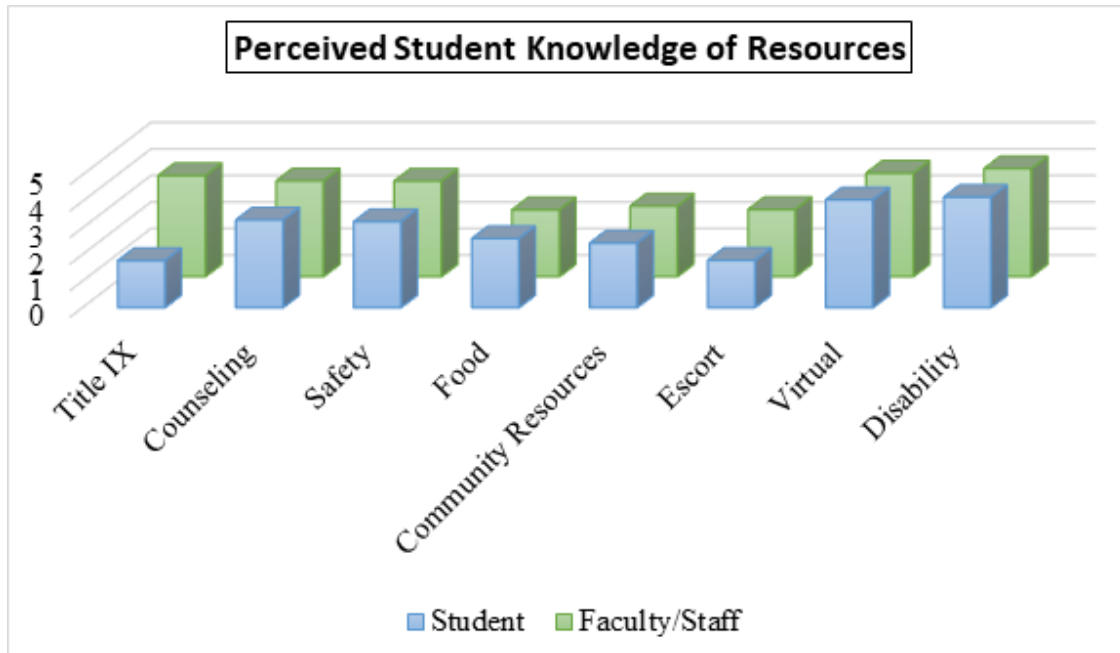
**Figure 4: Self-Awareness of Resources**

Respondents were asked, “Are you aware of the following resources available on your campus? Check all that apply.” (See [Appendix 2](#) for raw data.)



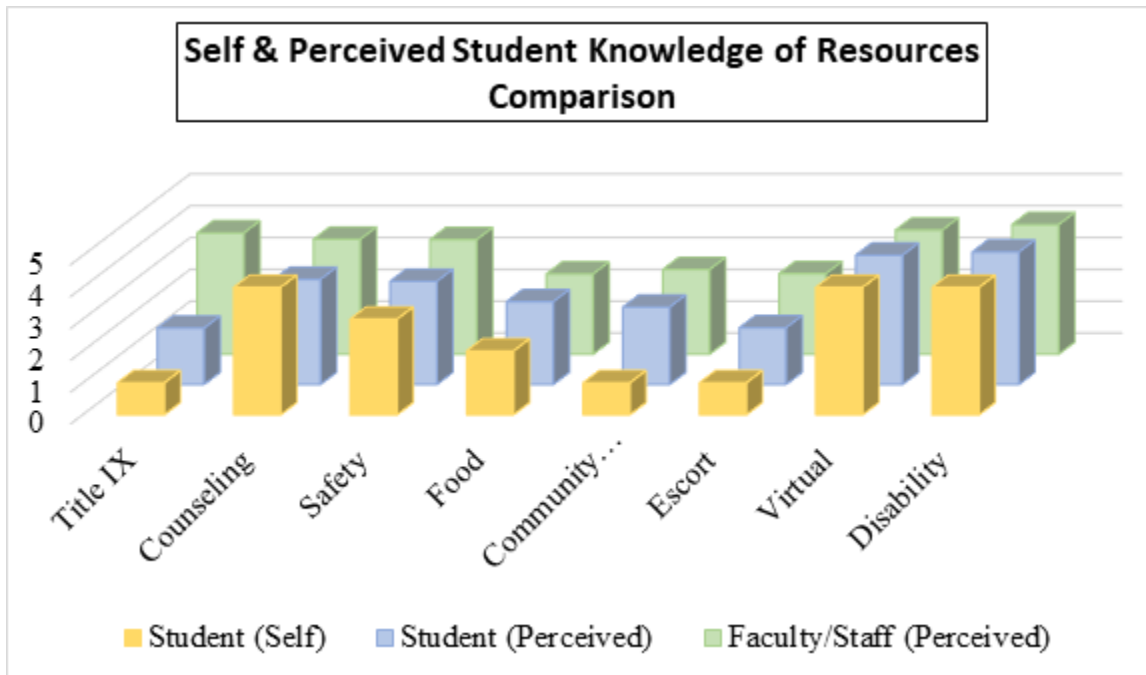
**Figure 5: Perceived Knowledge of Resources**

Respondents were asked, “On a scale of 1 - 5, where 1 is not aware and 5 is most aware, how aware would you say students are of each of these resources?” (See [Appendix 3](#) for raw data.)



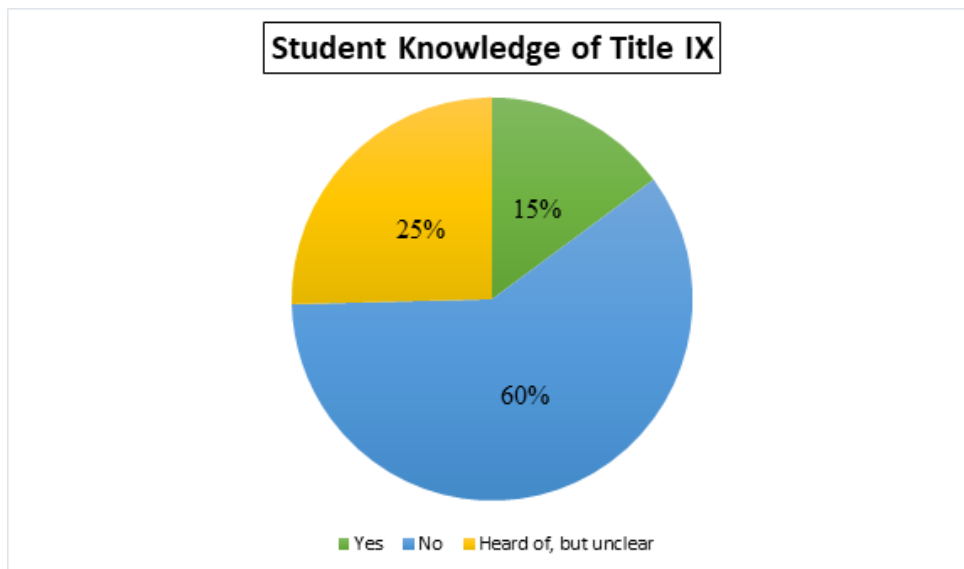
**Figure 6: Self vs. Perceived Knowledge of Resources**

Comparison of student self-knowledge versus perceived student knowledge of available resources. Students' self-knowledge of resources is dramatically lower in Title IX, Community Resources, and Escort services than their perception of other student's knowledge of those same resources.



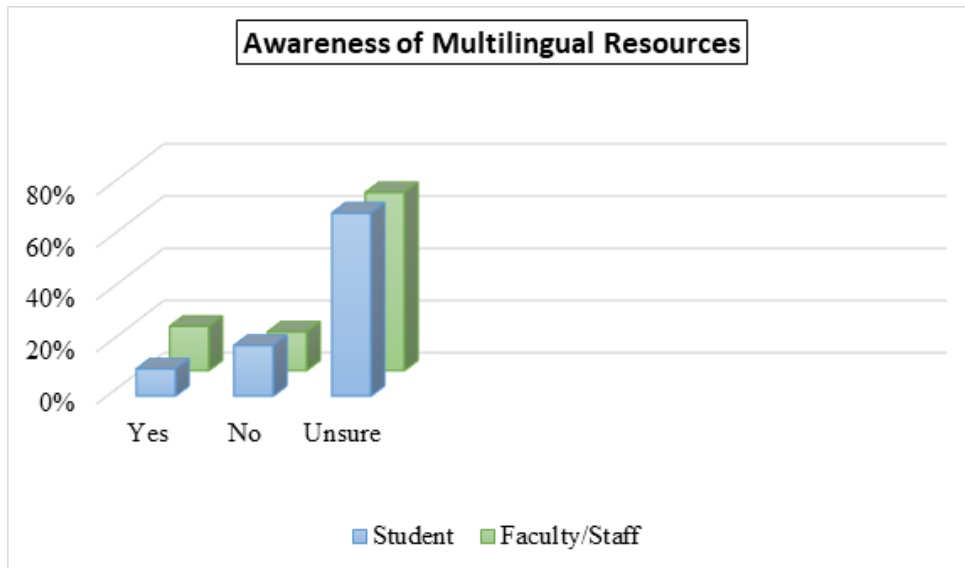
**Figure 7: Title IX Knowledge**

Students were asked, "Do you know what Title IX is?" The responses showed that sixty (60) percent did not know; twenty-five (25) percent had heard of it, but were unclear; and fifteen (15) percent said they knew what Title IX was. This is a differentiation of Title IX as legislation versus knowledge of it as a resource on campus.



### Figure 8: Multilingual Resources

Respondents were asked, “Do you know if any of these resources are offered in a language other than English?” (See [Appendix 4](#) for raw data and respondents’ comments.)

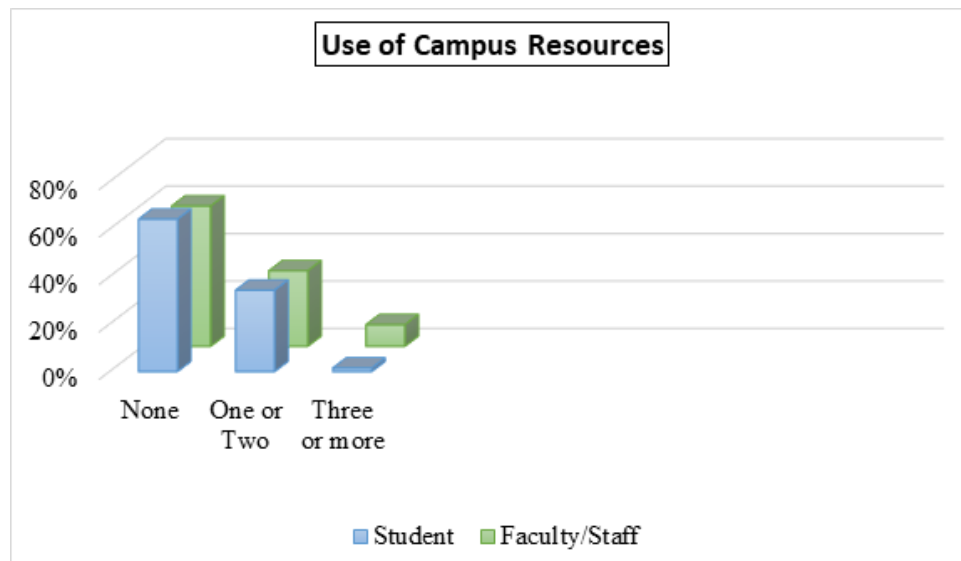


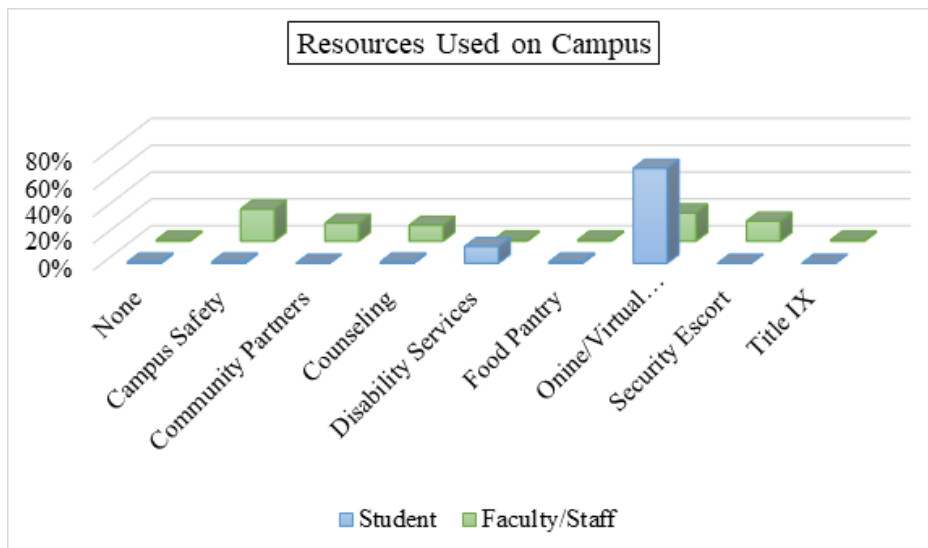
### Use of Resources

The majority of respondents had not used any available resources on campus. Students mainly used virtual/online resources, followed by disability services. Faculty/Staff used campus safety and virtual/online resources the most, closely followed by counseling, community partners, and security escort services.

### Figure 9: Number of Resources Used

Respondents were asked, “Have you used any of the existing resources on campus? (e.g. Title IX, Counseling, Campus Safety, Food Pantry, Community partners, Security escort for night students, or Virtual resources for online students.)” (See [Appendix 5](#) for raw data.)





**Figure 10: Comparison of Resources Used**

Students (n = 24) and faculty/staff (n = 67) were asked what resources they personally used on campus. (The results were categorized for clarity.) The figure below, shows a side-by-side comparison of resources used, while [Table 5](#) provides the numerical data. Overall, faculty/staff are utilizing more campus resources than students, outside of online/virtual and disability services.

**Table 5: Resources Used (Numerical Data)**

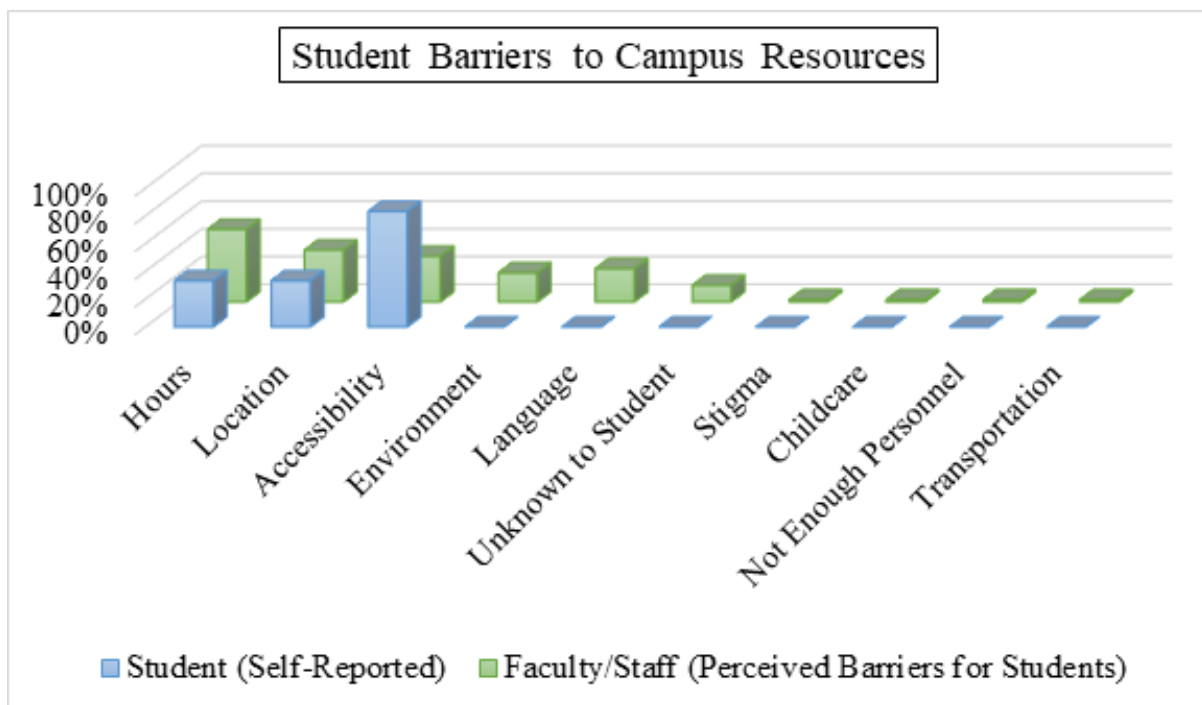
Resource	Student	Faculty/Staff
None	1.0%	1.0%
Campus Safety	1.0%	23.9%
Community Partners	0.0%	13.4%
Counseling	1.0%	11.9%
Disability Services	12.5%	1.0%
Food Pantry	1.0%	1.0%
Online/Virtual Resources	70.8%	21.0%
Security Escort	0.0%	14.9%
Title IX	0.0%	1.0%

## Barriers to Resources

Ninety-five percent (95.2%) of the student respondents ( $n = 67$ ) stated that they did not have barriers to resources. Students were asked to choose what barriers they encountered (hours, location, accessibility, etc.). Faculty/staff were also asked what barriers to resources students faced (perceived). Respondents were allowed to choose more than one option and were encouraged to add personal responses.

### Figure 11: Student Barriers to Resources

Students cited hours (33.3%), location (33.3%), and accessibility (83.3%) as their barriers to resources. (Students did not identify language access as a barrier, but this is expected as the survey itself is in English, which is a limitation.) Faculty/staff perceived the barriers students faced were hours (52.2%), location (37.3%), accessibility (32.8%), environment (20.9%), language (23.9%), unknown to student (11.9%), stigma (1.5%), childcare (1.5%), not enough personnel (1.5%), and transportation (1.5%).



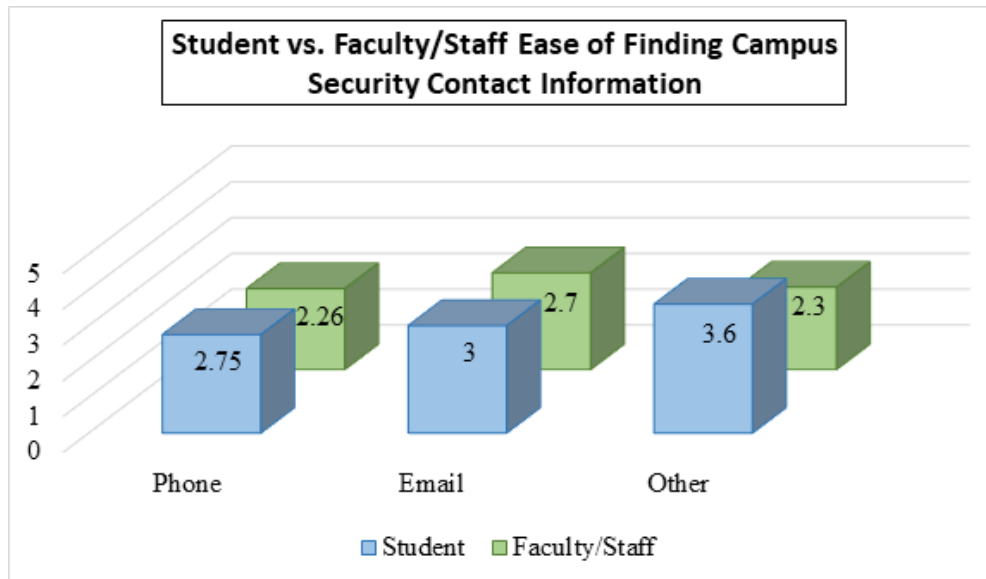
## Campus Security

Respondents were asked several questions regarding campus security: Ease of finding contact information, ease of contact, responsiveness, and satisfaction with interaction. The ease of finding contact information and establishing contact average for most respondents. However, faculty/staff rated responsiveness and satisfaction significantly higher than students.



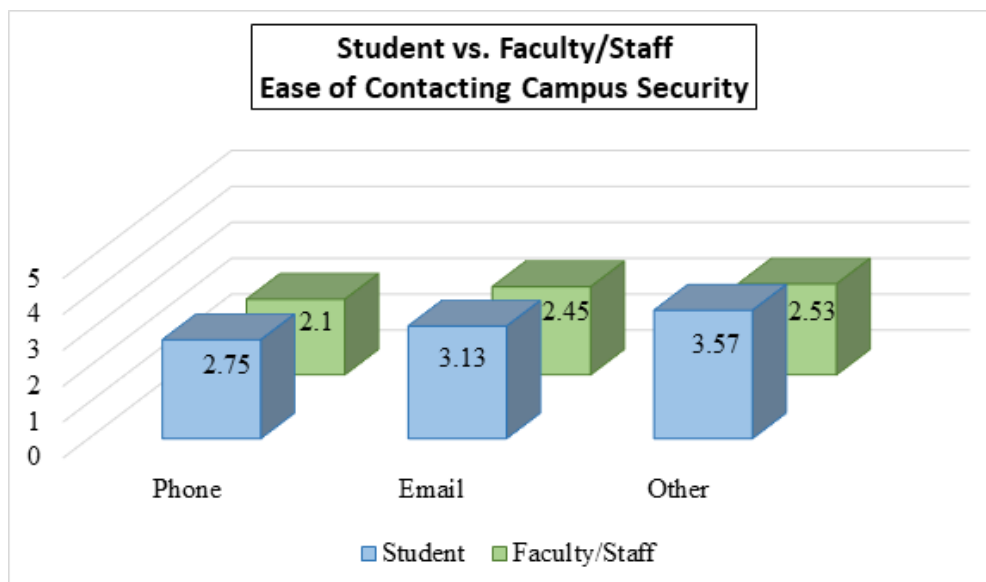
**Figure 12: Ease of Finding Security Contact Information**

Respondents were asked, “On a scale of 1 - 5, where 1 is the easiest and 5 is the most difficult, how easy is it to find the contact information for campus security?” Students responded: phone ( $M = 2.75$ ), email ( $M = 3.00$ ), and other ( $M = 3.60$ ), while faculty/staff responded: phone ( $M = 2.26$ ), email ( $M = 2.70$ ), and other ( $M = 2.30$ ).



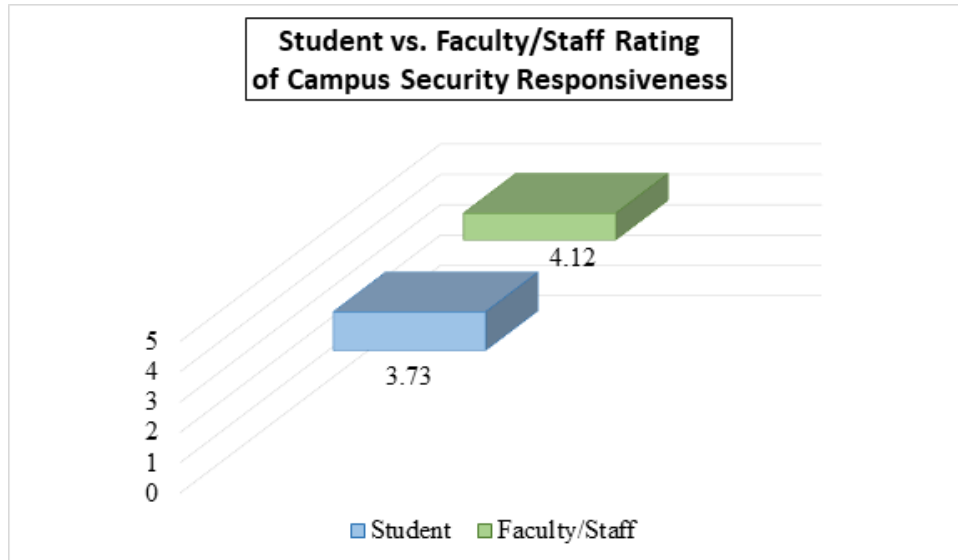
**Figure 13: Ease of Contacting Security**

Respondents were asked, “On a scale of 1 - 5, where 1 is the easiest and 5 is the most difficult, how easy is it to contact campus security?” Students responded: phone ( $M = 2.75$ ), email ( $M = 3.13$ ), and other ( $M = 3.57$ ), while faculty/staff responded: phone ( $M = 2.10$ ), email ( $M = 2.45$ ), and other ( $M = 2.53$ ).



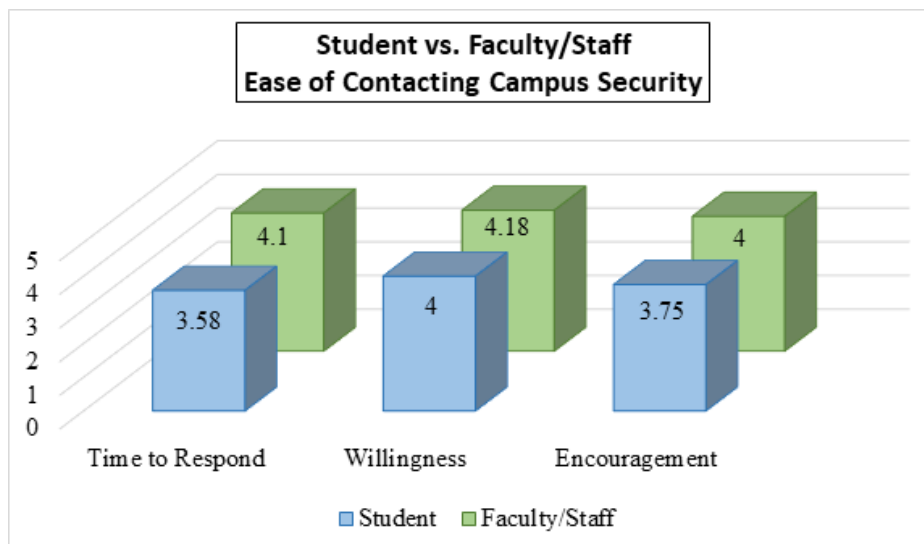
**Figure 14: Responsiveness of Campus Security**

Respondents were asked, “On a scale of 1 - 5, where 1 is non-responsive and 5 is highly responsive, how responsive was campus security?” Students gave a mean response of 3.73 and faculty/staff gave a mean response of 4.12.



**Figure 15: Satisfaction of Campus Security Interaction**

Respondents were asked, “On a scale of 1 - 5, where 1 is least satisfied and 5 is highly satisfied, how satisfied were you with campus security’s time to respond, willingness to help, and encouragement.” Students: Time to respond (M = 3.58); Willingness to help (M = 4.00); & Encouragement (M = 3.75). Faculty/Staff: Time to respond (M = 4.10); Willingness to help (M = 4.18); & Encouragement (M = 4.00)

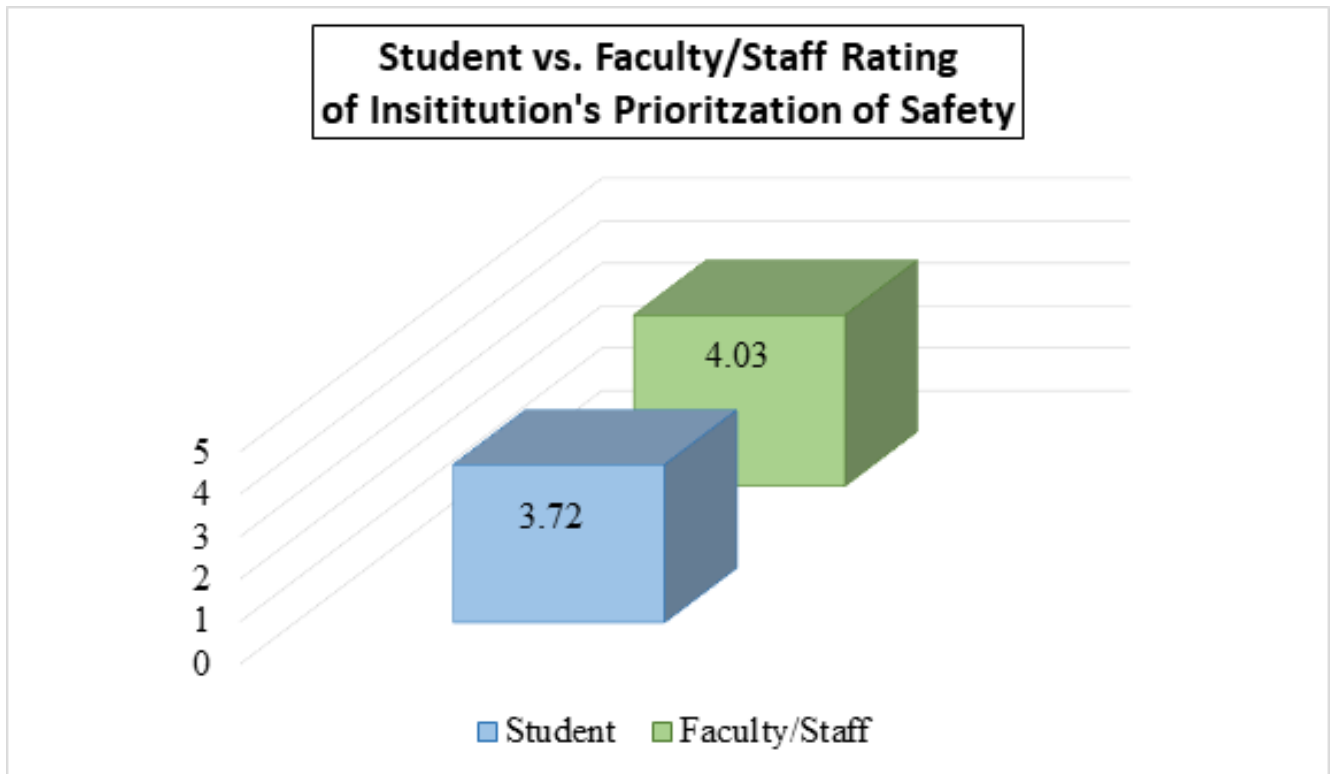


## Campus Safety

Respondents gave an above-average rating to prioritization of safety by administration and feelings of safety on campus (*Figures 16 & 17*). Respondents were asked specifically about issues of sexual violence on campus and noted it is not much of a concern. Students ( $n = 14$ ) and faculty/staff ( $n = 46$ ) said that they, or someone they personally know, had been a victim of a crime (*Figure 19*) and cited bullying, theft, harassment, and stalking as the main issues (*Figure 20*). When asked about perception of treatment toward the victim of the crime (*Figure 21*) roughly half of the respondents were satisfied with the treatment received, while less than half were satisfied with the overall outcome of how the crime was handled (*Figure 22*).

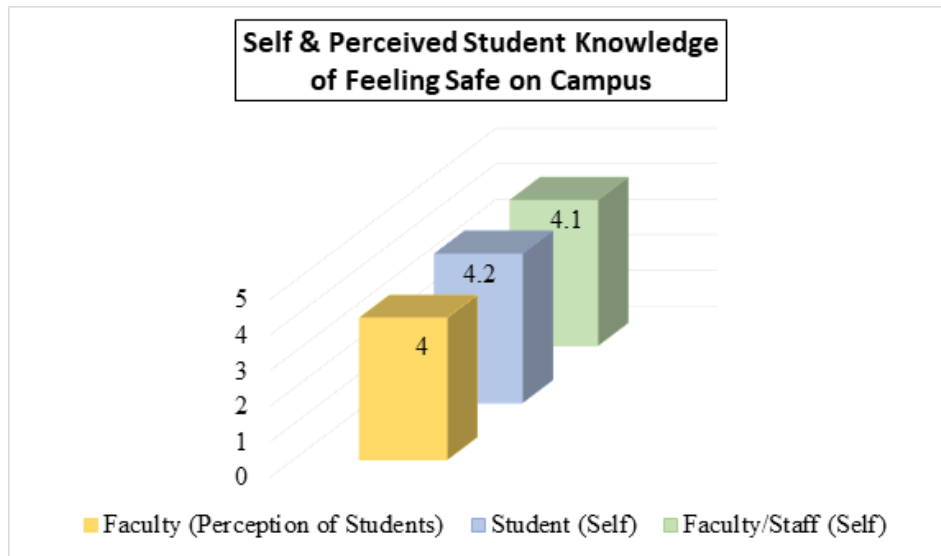
### Figure 16: Prioritization of Safety on Campus

*Students and faculty/staff were asked, "On a scale of 1 - 5, where 1 is the least and 5 is the most, how much does your institution prioritize campus safety?" Students responded with a mean of 3.72 and faculty/staff with a mean of 4.03.*



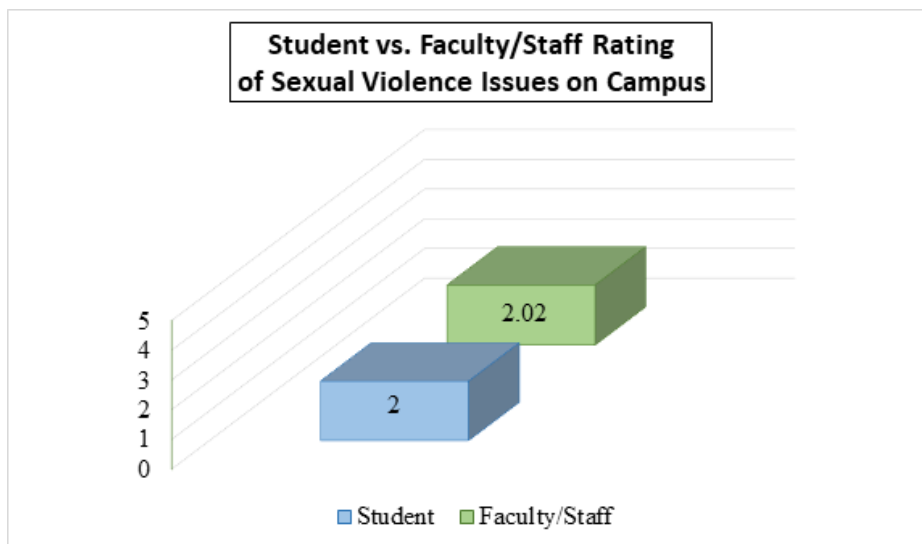
**Figure 17: Perceived Safety on Campus**

Respondents were asked, “On a scale of 1 - 5, 1 being the least safe and 5 being completely safe, how safe do you feel on campus?” Students reported a mean of 4.20, while faculty/staff reported a mean of 4.10. Faculty were additionally asked to rate their perception of how safe students feel on campus, resulting in a mean response of 4.00.



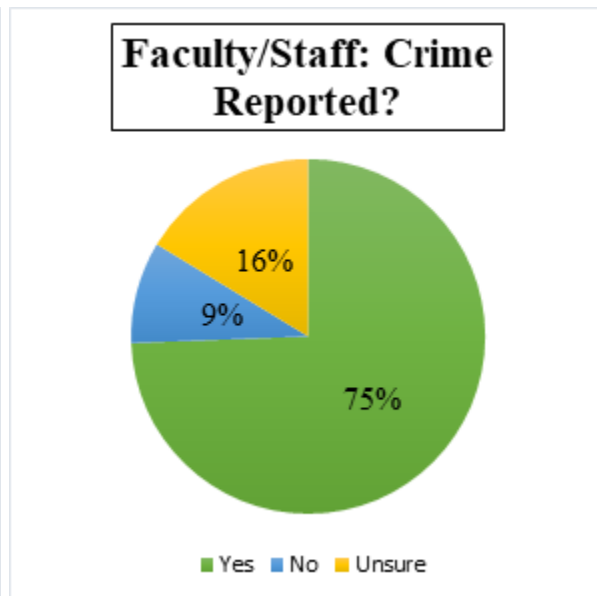
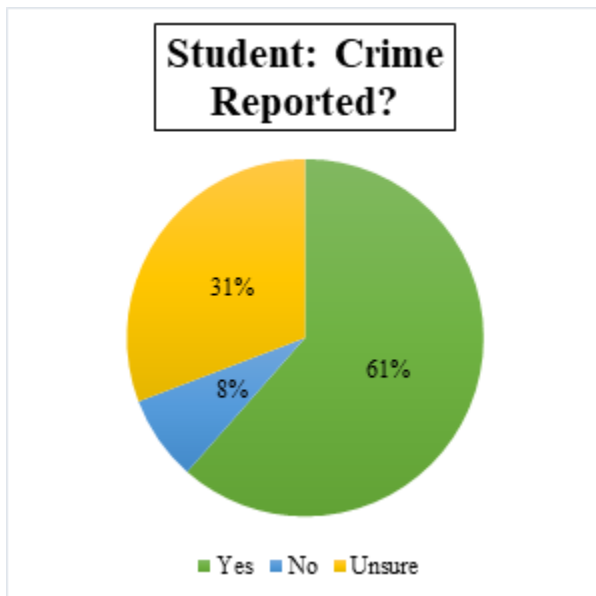
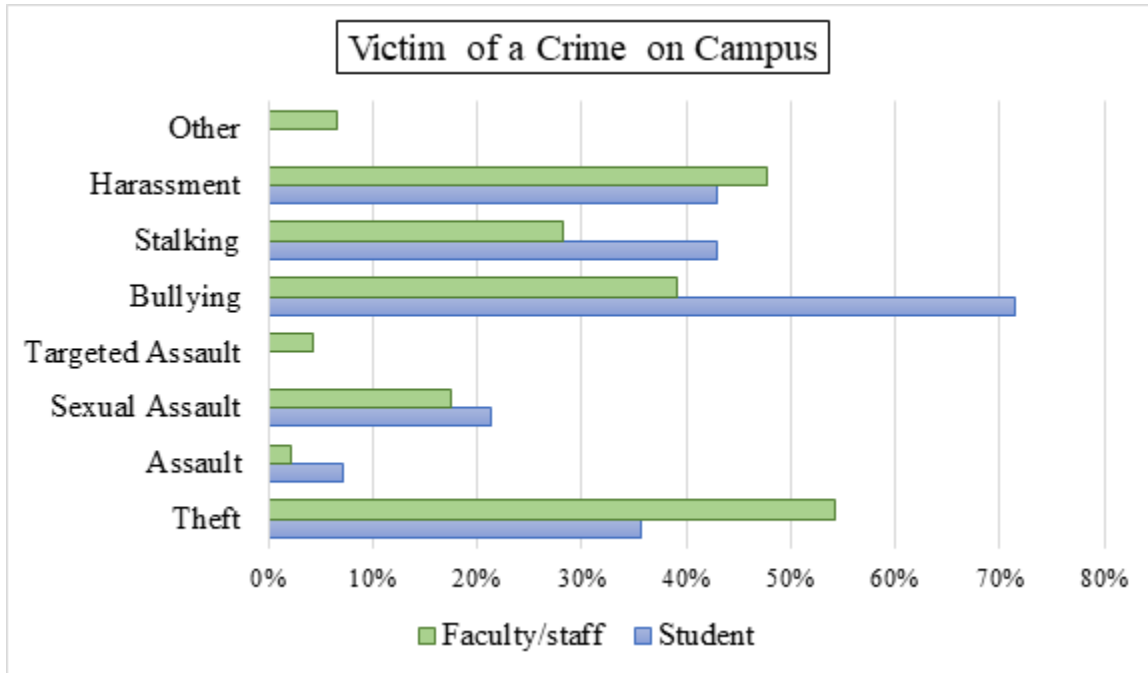
**Figure 18: Issues of SV on Campus**

Respondents were asked, “On a scale of 1 - 5, where 1 is no problem and 5 is a large problem, how big of an issue do you believe sexual violence is on your campus? Sexual violence includes: gender violence, stalking, sexual assault...” Students responded with a mean of 2.00 and faculty/staff responded with a mean of 2.02.



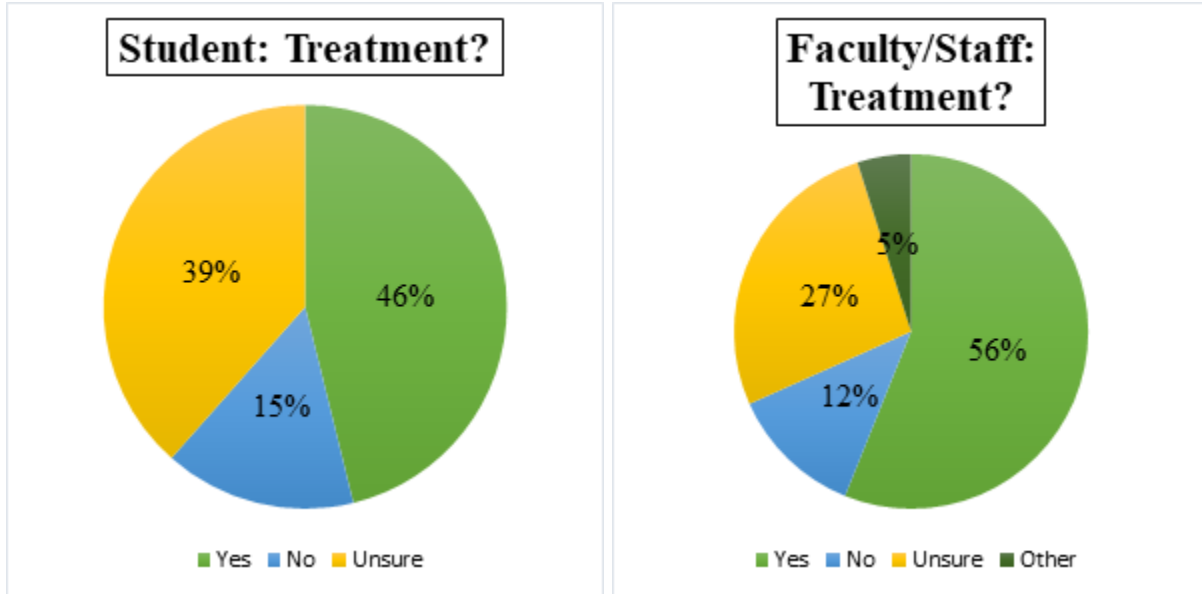
**Figures 19 & 20: Crime on Campus**

Respondents (Students, n = 14; Faculty/Staff, n = 46) were asked (Figure 19), “Have you, or someone you know personally, ever been the victim of a crime on campus? Check all that apply.” A follow-up question (Figure 20) asked, “Was it reported?” (See Appendix 7 for comments related to crimes on campus.)



**Figures 21 & Table 6: Perception of Treatment Toward Victim of Crime**

*In reference to the same incident as Figures 19 & 20, respondents were asked, “[If reported], do you feel you, or your friend, received appropriate treatment?” In Table 6, additional comments by the respondents provide further information.*

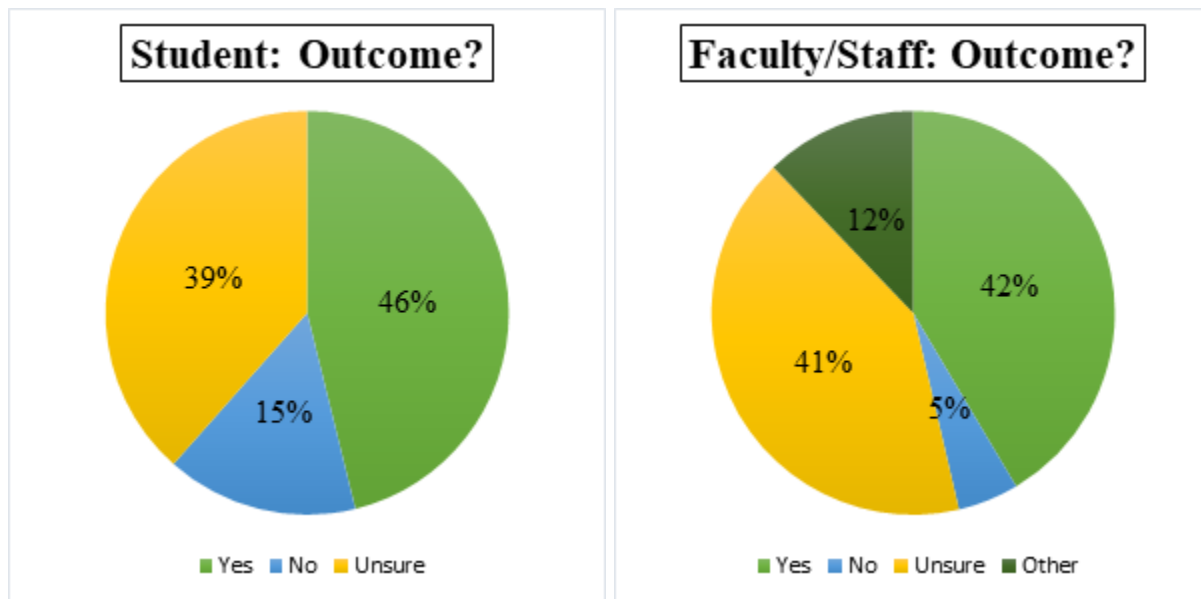


Students	Faculty/Staff
<p>Was told by campus staff that there was nothing they could do, and that it was an “open campus.” NO offer of help or counseling was made, nor did they offer to increase security presence. Stalker/harasser continued actions so much so, that my friend and I were forced to go building to building in an attempt to avoid the perpetrator.</p>	<p>I think the incident was reported, but there was no follow-up.</p>
	<p>It wasn’t taken seriously.</p>
	<p>Too shamed.</p>
	<p>... law enforcement response and administrative response was very good.</p>
	<p>I cannot comment because the employee told me in confidence and asked me not to disclose the information.</p>
	<p>My incident was over the phone, multiple times, I do not know if the calls could be traced to identify the person. I felt like the</p>

	calls could have been traced to find the perpetrator.
	Because the bullying and harassment continue and intensify.

**Figure 22 & Table 7: Satisfaction of Crime Report Outcome**

Respondents were asked if they were satisfied with the outcome of the crime reported in Figure 19. Additional responses are shown in Table 7.



Students	Faculty/Staff
No additional comments were made.	Investigation was inconclusive and offending party was required to take training.
	I'm aware the student spoke with a counselor about the issue, but not sure if it went to the VP as a conduct issue, or if it ended up going to law enforcement either.

	<p>The bullying situation was never really resolved—but that was because of the court system. The college did all it could to support the faculty being bullied by the student. Another incident involved a student bullied by an estranged spouse. There again, the college did what it could appropriately but once again the court system failed.</p>
	<p>On one occasion, nearby students took the license number of a hit and run vehicle and the perpetrator was identified. I am unaware of the results/outcome.</p>
	<p>No actions were taken to improve the situation.</p>
	<p>Still in the process</p>
	<p>The incident occurred to a coworker, so I do not know if they were satisfied with the outcome.</p>

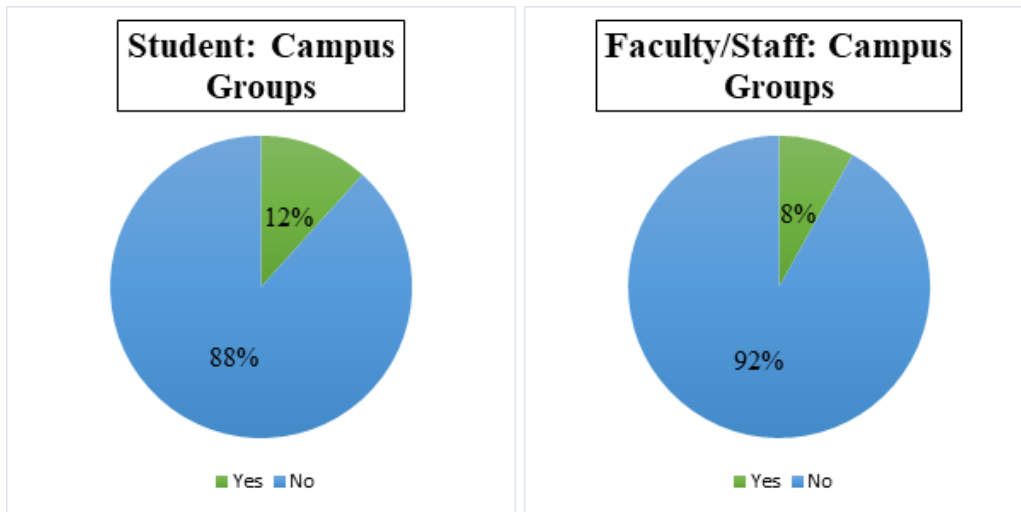


## Campus Groups

Respondents were overwhelmingly unaware of any campus-based, student-led groups that focused on campus safety. Students were asked if they were aware of any campus groups that support marginalized students. The majority cited groups for disabled, first gen college students, and LGBTQI+ populations. Lesser known groups were for Black/African American, immigrants/refugees/migrants, Native Americans, and Latinx.

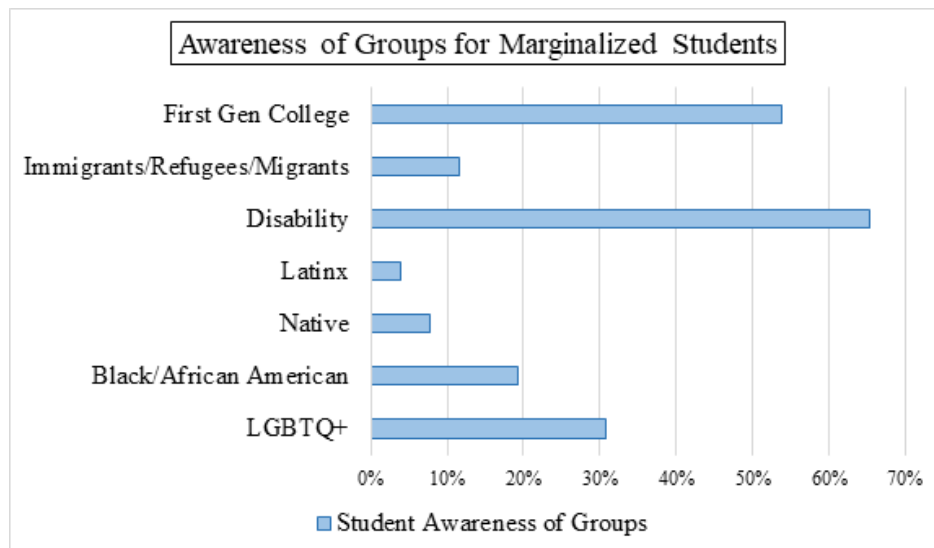
**Figure 23: Student-led Organizations**

Respondents were asked, “Are you aware of any student-led organizations or campus events that focus on campus safety? (SAFER, Take Back the Night, etc.)”



**Figure 24: Campus Support Groups for Marginalized Students**

Only students were asked, “Are you aware of any campus support groups for students with marginalized identities? Check all that apply:”

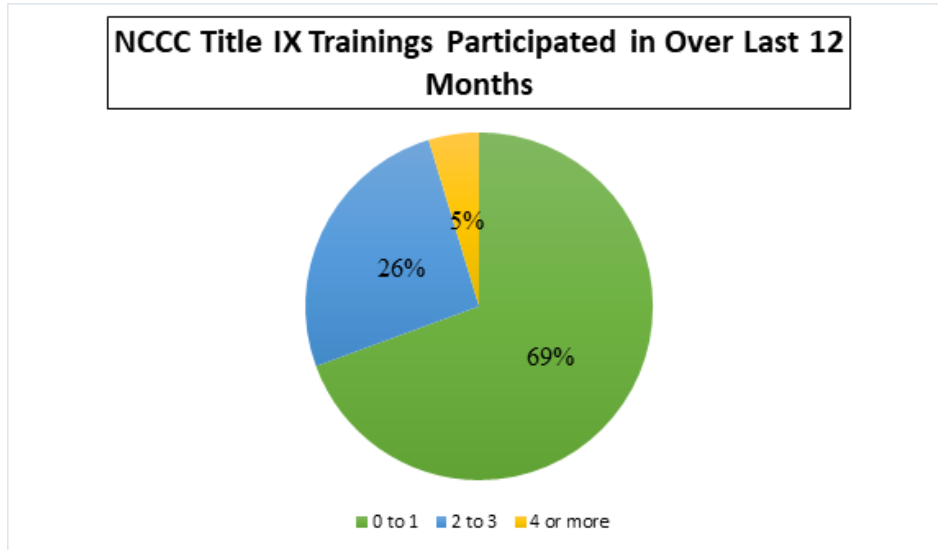


## Faculty/Staff Training

Sixty-nine (69) percent of faculty/staff ( $n = 85$ ) have taken 0 - 1 Title IX trainings in the last twelve months, with the majority being the annual, online training offered by the NCCC. (Written responses were aggregated for clarity, see [Table 8](#).)

**Figure 25: Training in the Last 12 Months**

Faculty/Staff ( $n = 85$ ) were asked, “How many of the NCCC Title IX trainings have you participated in within the last 12 months?”



**Table 8: NCCC Trainings for Faculty/Staff**

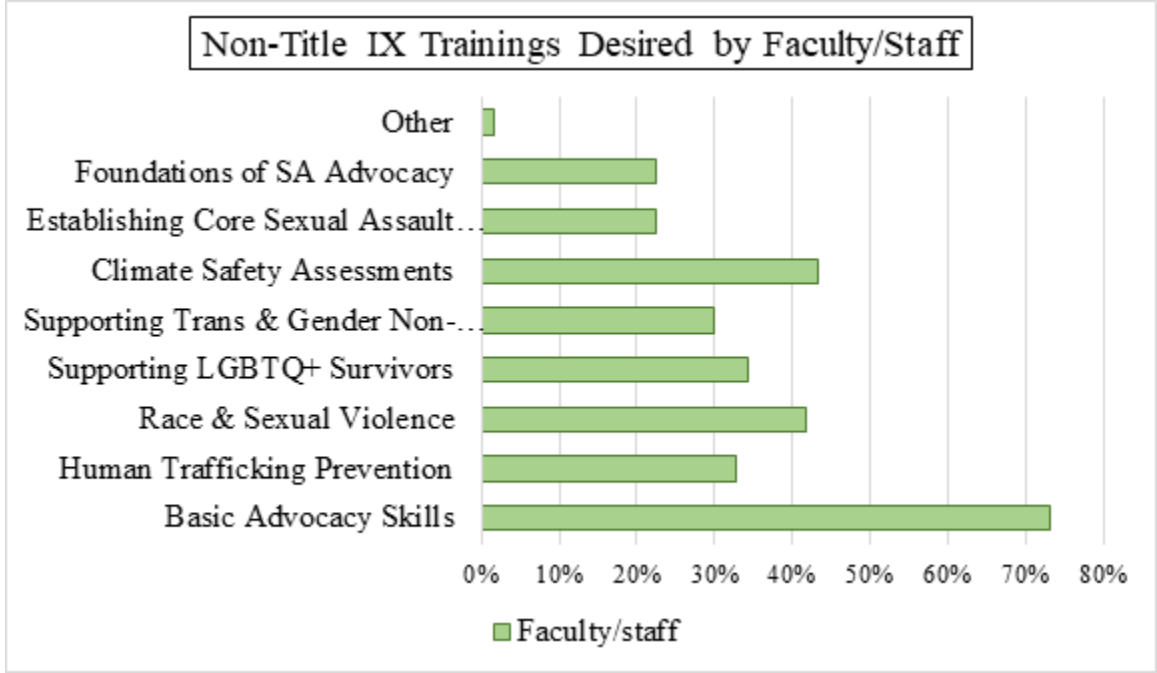
Faculty/Staff ( $n = 31$ ) were asked, “What types of NCCC trainings have you attended?”

Type	Responses
<i>None</i>	5
<i>Yearly Online Training</i>	6
<i>Required Title IX</i>	5
<i>Title IX, not offered through NCCC</i>	1
<i>Technology</i>	1
<i>Leadership</i>	1
<i>Gender training for safety and awareness</i>	2

<i>Trainings offered by security personnel</i>	<i>1</i>
<i>Racial discrimination</i>	<i>1</i>
<i>Sexual harassment</i>	<i>2</i>
<i>Student success</i>	<i>1</i>
<i>Student mental health</i>	<i>2</i>
<i>Human trafficking</i>	<i>1</i>
<i>Professional development</i>	<i>1</i>
<i>Employee Kick Off information offered</i>	<i>1</i>

**Figure 26 & Table 9: Desired Resources for Faculty/Staff**

Faculty/Staff were asked, “Which of the following resources/trainings (other than basic Title IX trainings) would you find useful in your position or on your campus?” [Table 9](#) contains additional comments about desired trainings.



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### Additional Comments About Training Desires

A clear way to get an honest reading of how many LGBTQ+ students we have on campus. We are in a very conservative area, with a conservative board and conservative leadership in various areas. This is not a climate where folks feel comfortable being honest openly about any sexual issue really. So, getting truly honest data is difficult. Without good data, we don't know the size of the concern, or even if there is a concern, which needs to be prioritized over other concerns proportionately to our resources.

Information about Race, Diversity support and promotions, etc.

## Recommendations

### Increase Availability of Information

Survey results concluded that [lack of awareness](#) was one of the main barriers to use of services. Utilizing existing platforms to boost information flow is a proficient way to advertise resources. Social media, text alerts, email reminders, and signage around campus are all valuable tools to disseminate information.

#### *Recommendations:*

- *Information about services and safety need to be readily available to increase student and faculty awareness.*
- *Website ease-of-use is a key priority here (see below for [website-specific recommendations](#)).*
- *Creative use of social media, opt-in text announcements, and email reminders on a semester-to-semester basis.*

### Virtual vs. On-site Learning Due to COVID-19

In the student survey results, no respondent stated that they were strictly taking courses “on campus only” within the last two years. Twenty-seven percent said they were “online only,” while 72 percent said they took courses “online and on campus.” These results could be indicative of limitations set forth by the COVID-19 restrictions. Regardless of the reasoning, the lack of campus access could skew the results.

#### *Recommendations:*

- *Conduct a follow-up assessment in the fall to obtain comparison results after more students may have returned to on-campus classes.*
- *Modify the survey to include employment status to get a better idea of how personal schedules play a role in the method of instruction chosen.*
- *Clarify in the survey that online harassment/issues should be included.*

## **Title IX**

The results of the survey indicate an extreme lack of student understanding/knowledge of Title IX as legislation and as a service on campus.

In a Title IX professional development survey conducted by the North Carolina Community College System (See [Figure 26 & Table 9; Appendix 5](#)), Title IX staff cited the need for training that reached beyond the legal aspects of the Act and wished to be trained in a support capacity. This want was echoed in the faculty/staff survey.

*Recommendations:*

- *Assess current curricula delivery methods to ensure students and faculty/staff are completing the mandatory training.*
- *Create more engaging (in-person or virtual face-to-face) curricula for teaching Title IX to students and faculty/staff.*
- *Ensure what constitutes a “reportable offense” are clearly defined.*

## **LGBTQI+ Competence**

Comments left by faculty/staff suggest that there is room for education and growth. When asked to identify their gender, some faculty/staff expressed displeasure at the options listed beyond *male* and *female*. Others requested training to better support LGBTQI+ students beyond the legal frameworks of Title IX.

*Recommendations:*

- *Gender competence and capacity training for staff.*
- *Offer more opportunities for training in the realm of support, especially geared toward LGBTQI+ students.*
- *Assist students in creating student-led organizations that provide support.*

## **Overall Competence with Trauma**

Although Title IX is policy, there is a desire from faculty/staff to reach beyond the traditional Title IX professional development training into the field of general advocacy.

*Recommendation:*

- *Offer basic advocacy training beyond policy and protocol; support for LGBTQI+ and/or gender non-conforming students; race and sexual violence response training; and human trafficking prevention.*
- *Promote peer-to-peer training.*

- *Utilize NCCC or NCCASA trainings to fill in information gaps.*
- *Expand and clarify benefits and programming for NCCASA and Campus Consortium membership to meet the needs of community colleges.*

## **Environmental and Structural Prevention**

Community colleges' open access layout can create complex issues for security and campus safety. Respondents expressed a desire for changes on campus that could create a more welcoming and safe-feeling environment.

*Recommendations:*

- *Encourage third-party facilities evaluations to assess vulnerabilities, e.g. concealing landscaping, dark spots, and isolated rooms.*
- *Security escorts for evening/night students and faculty/staff.*
- *Move vaping/smoking spots to the periphery of campus to avoid groups blocking walkways.*

## **Increase Cross-Department Collaboration on Prevention**

In the faculty/staff responses, there is an apparent disconnect in knowledge of resources available to employees and students on campus. Prevention training should be available to all campus employees in the event a student reports an incident.

*Recommendations:*

- *Increase availability of annual trainings to include all employees.*
- *Encourage departmental collaboration when drafting and enacting policy.*
- *Assess campus culture to ensure departments are working toward the same goals and not asynchronously.*

## **Barriers to Resources**

Accessibility (location, hours, or transportation) was the number one barrier to resources for respondents (see [Figure 11](#)).

*Recommendations:*

- *Assess advertisement of campus and community resources.*
- *Consider making a welcome packet (physical or digital) or series of topical welcome emails with an easy-to-access list of resource office, personnel name(s), brief description, and contact information.*
- *Ensure multilingual resources are available to students and their families.*
- *Consider partnering with community resources to provide childcare or transportation.*

## Campus Security

An overwhelming number of respondents identified a need for security escorts for those on campus after dark, along with more consistent appearances of security on campus. Some concerns were noted when respondents stated they only had a below-average-to-average amount of success finding contact information or contacting security. (See [Campus Security](#).)

*Recommendations:*

- *Evaluate the presence of security on campus and methods of contact they utilize.*
- *Include security staff in all training and encourage them to participate in additional advocacy training.*
- *Consider creating a nighttime escort system/service for students/employees.*

## Safety on Campus

When reporting a crime, some issues pertaining to clarity on what constitutes a reportable action were noted in the survey responses, especially in reference to bullying, harassment, and stalking (See [Figures 19 & 20](#) or comments in [Appendix 7](#)). When followed-up with questions about appropriate treatment after reporting a crime, several respondents noted the incident/report was not taken seriously, lacked follow-up, or the situation intensified (See [Table 7](#)).

*Recommendations:*

- *Create and disseminate clear definitions of crimes using common language that can be easily understood by campus employees and students.*
- *Conduct a best practices survey to understand the reporting and response needs of individual campuses.*
- *Conduct a climate survey to better understand the perceptions and experiences of campus employees and students.*

## Website Recommendations

To better understand the ease of finding information for campus services, each of the randomly selected schools' websites were browsed. Evaluation was based upon: Minimal clicks to reach pertinent pages, clarity/consistency of language, clear listings of contact information, multilingual services, online services or appointments, referral to additional campus or community resources, and access to security reports. (Full notes on individual page evaluations can be found in the [Needs Assessment Data Sheet](#).)

## Language Clarity

For the most part, language use was consistent across school websites. However, some sites' alternative phrasing for campus security and Title IX—"Safety," "Grievance Reporting," or "Non-discrimination Policy"—could cause confusion as to what services each provides. Using

common/plain language alongside the official title would provide more understanding, i.e. “Title IX—Grievance, Discrimination, and Assault Reporting.”

*Recommendations:*

- *Suggest school websites use common language across all platforms.*
- *Clarify which office provides which services.*
- *Clearly outline what defines a confidential employee and a responsible reporter. Since some campuses provide services to minors, the law for mandatory reporting needs to be made clear.*

## **Ease of Navigation**

Accessing information for campus security, Title IX, and non-academic counseling services was rated as average by respondents. During the evaluation of the websites, it was discovered that some information is only accessible by clicking three-plus links or downloading information. Some sites did not provide access to security reports or they were severely outdated. Even when a page was located, the contact information for personnel or instructions for reporting were not always clear.

*Recommendations:*

- *Make Title IX and Campus Security available in one click in a position that is more visible than the footer of the homepage.*
- *Contact information for campus security and other personnel (Title IX, counseling, etc.) be easily identifiable on the landing page.*
- *Eliminate the need to download information, instructions, or contact information. This could deter someone from seeking assistance.*
- *Offer alternate pages or translations for multilingual students and their families.*
- *Consider the use of [Campus Safety & Security](#) for a place where security reports can be accessed with ease.*

## **Mental Health and Trauma Counseling**

All schools sampled offer some sort of non-academic counseling services, but respondents cited barriers to care—hours of operation, accessibility, location, and childcare were a few. Some school websites did provide access to an online, anonymous (if desired) counseling service. Others expanded the services to include family members of the students.

*Recommendations:*

- *Increase access to online, anonymous services to eliminate the cited barriers to care.*
- *Increase awareness of services and implement an online system that shows appointment availability.*
- *Partner with community counseling resources to expand availability and location of services.*



## Community Resources

Community resources can be an integral part of the campus experience if partnerships can be created. These do not need to be limited to local resources, but can be national hotlines, search engines, or databases.

*Recommendations:*

- Consider linking to a national website like <http://findhelp.org/> so students/faculty/staff can search for specific resources.
- Consider listing hotline information for organizations like the [National Suicide Prevention Lifeline](#), [RAIIN](#), [The Trevor Project](#), or [Food Bank of Central & Eastern NC](#).
- [NCCASA](#) offers a variety of workshops, learning opportunities, and resources for the prevention and treatment of sexual violence, which could be a beneficial asset to student and faculty/staff training/resource offerings.

## Future directions

- Disaggregate services awareness/usage and safety perceptions by age to identify recommendations for early college (minor) students and/or older adult learners who may be on a college campus for the first time.
- In future assessments, create distinctive *on-campus* or *online* questions that identify how resources were accessed, crimes occurred, or violence was experienced.
- Create social media-style videos/skits explaining Title IX for students.
- Explore the possibility of offering in-person Title IX trainings for all campus community members for higher engagement in addition to virtual or self-paced options for ease of access.
- Encourage community colleges to identify and prioritize ongoing funding sources for completing regular needs assessments and climate assessments.
- Create toolkit & webinar trainings for educators to have conversations with their students around Title IX.
- Research options for development of resources for NC community colleges to share across campuses, such as Title IX public service announcements, “know your rights” posters and messaging for students, and coordinated campaigns (around the academic calendar and during Sexual Assault Awareness Month).
- Increase Campus Consortium engagement with and by NC community college staff; Develop consistent and ongoing messaging/training for non-Title IX staff about sexual violence, Title IX, and campus resources.

# Appendices

## Appendix 1: Faculty Comments Related to [Figure 3](#).

Additional Comments on Gender Identity
her, she
God tells you your gender at birth
this is BS
I am also mixed with Native America
N/A

## Appendix 2: Self-Awareness of Resources on Campus

Raw data for [Figure 4](#).

Resource	Student	Faculty/Staff
Title IX	14.50%	90.90%
Counseling	72.60%	84.10%
Safety	53.20%	89.80%
Food	48.40%	55.70%
Community Resources	19.40%	65.90%
Escort	11.30%	48.90%
Virtual	74.20%	81.80%
Disability	90.30%	92.00%

### Appendix 3: Perceived Student Knowledge of Resources

1 is least aware and 5 is most aware. ([Figure 5](#))

Resource	Student	Faculty/Staff
Title IX	1.77	3.81
Counseling	3.3	3.61
Safety	3.24	3.6
Food	2.6	2.52
Community Resources	2.43	2.66
Escort	1.78	2.53
Virtual	4.06	3.9
Disability	4.16	4.07

### Appendix 4: Awareness of Multilingual Resources

1 is least aware and 5 is most aware. ([Figure 8](#))

	Student	Faculty/Staff
Yes	1.77	3.81
No	3.3	3.61
Unsure	3.24	3.6

Additional comments by respondents:

Students	Faculty/Staff
no	None currently offered in other languages, but we have community partners available for translation services when requested.

no comment	There are translators available for student use.
	Spanish
	Culturally diversity is not one of main strengths on this campus.
	The people on campus work diligently with students
	None
	Little help with speakers of different languages.
	English is the only language resources are offered in at this Community College
	May be available in Spanish
	No Spanish Translator available to faculty or students.
	N/A

**Appendix 5: Number of Resources Used**

Raw data for [Figure 9](#).

Resource	Student	Faculty/Staff
None	64.20%	59.10%
One or Two	34.30%	31.80%
Three or more	1.50%	9.10%

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## Appendix 6: 2020 Title IX PDNA

<b>2020 Title IX Professional Development Needs Assessment</b>
At a small school we rarely have cases so just continual training and updates, case studies would be a blessing
Some training on what is needed to be posted on our website and what is needed as far as getting info out to students.
I need to learn the employee side of Title IX and policies.
Interview skills, advocate skills.
Any kind of peer to peer training would be nice. Where school officials could describe different situations they have run across to use as a learning tool for others.
Based on the Title IX Final Rule, I have formed a team of college employees to serve in the roles designated under the Title IX Final Rule. Trainings for these individuals are very costly. Our college has paid for ATIXA membership which includes a wealth of information available to us, however, individual trainings are still costly. It would be very beneficial if trainings such as this could be offered through the NCCCS as a whole to assist with training efforts. Currently, more extensive trainings are needed in each of the roles under the Title IX Final Rule. Additional trainings for the Title IX Coordinator and Deputy Coordinate would also be helpful.
Updates on Biden Administration's regulation considerations; Equity in Title IX; pregnancy and parenting effective practices
how to talk to a student

## Appendix 7: Reporting of Crime Comments

Additional comments for [Figures 19 & 20](#).

Students	Faculty/Staff
no	N/A
The stalking incident took place both on the community college campus and the high school on the campus.	Management does not take the reports seriously
	Lack of clarity about what rises to the level of reportable with respect to incidences of bullying or harassment, or even stalking honestly, as in what defines, specifically, stalking vs. someone paying too much unwanted attention to you.
	Not reported for fear of retaliation.
	Money was stolen off my desk. There was no way the perpetrator would be found.
	I've worked for the college for many many years
	The offensive nature of this took place over the phone, several times.
	I know of at least one of the above named crimes was reported, but unsure if all of them were.