Babson College
Student Experience Survey

2024 Report

Contents

Study Design

The Babson College Student Experience Survey surveyed de-undergraduate and graduate 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.

Babson College 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, Babson College provided the race/ethnicity, binary gender, age, class year, residency status, full/part-time status, Pell grant status, and academic level (undergraduate/graduate) of the participant pool. This information was provided to Grand River Solutions through a secure portal. If Babson College 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 Babson College 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 Babson College 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. Babson College was able to add custom questions to the survey as agreed upon by Babson College 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 to win one of three prizes: a PlayStation 5, an iPad 9th generation, and an Apple watch. The first 500 students that completed the survey also had the opportunity to enter to win a Babson T-shirt. Participants' survey responses were not connected to their raffle entry in any way.

Study Measures

Demographics

In addition to the demographic data provided by Babson College, the survey included questions pertaining to the student's self-identification as an intercollegiate athlete, first-generation college student, Greek Life member, their housing status, 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, Babson College'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 Babson College, including sexual harassment, sexual assault, rape, intimate partner violence, and stalking.

The survey included follow-up questions for those that indicated experiencing 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 Babson College 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 Babson College.

Reports provided to Babson College 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 4,022 Babson College students were invited to participate, and 856 (21%) completed the survey. The results of this report reflect only those who participated and may not reflect the experiences of all Babson College students. Findings in this report should not be used to make conclusions about the entire student population.

Fig. 1 Race and ethnicity

- BIPOC: 67%
- White: 33%

Fig. 2 Gender identity

- Man: 54%
- Woman: 45%
- TGQN: 1%

Fig. 3 Age

- 18-20: 41%
- 21-24: 33%
- 25-29: 13%
- 30+: 13%
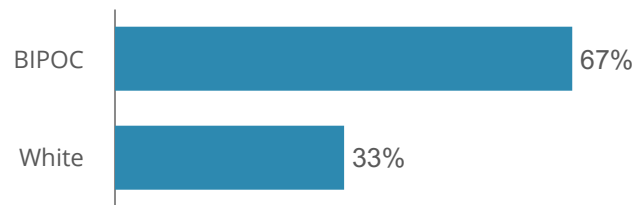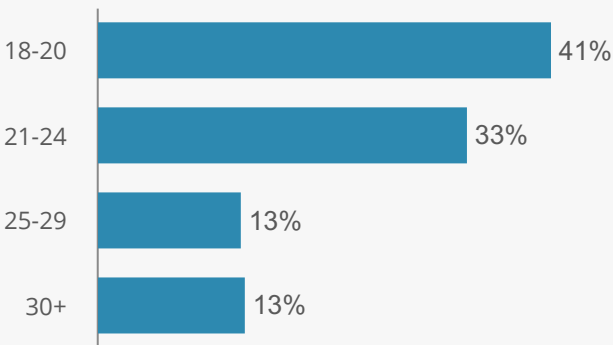
Fig. 4 Sexual orientation

- Straight: 88%
- LGB+: 12%
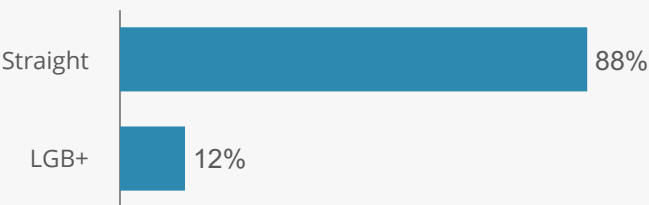
Fig. 5 Disability status

- No: 95%
- Yes: 5%
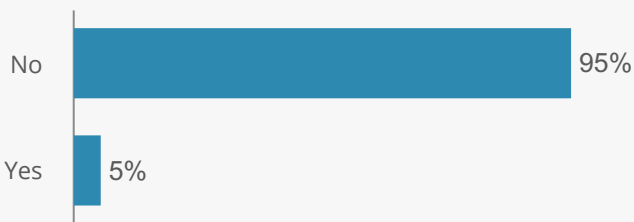
Participant Demographics

Fig. 6 Academic status

Undergraduate	67%
Graduate	33%

Fig. 7 Class year

1st year	14%
2nd year	17%
3rd year	16%
4th year	19%
5th year+	33%
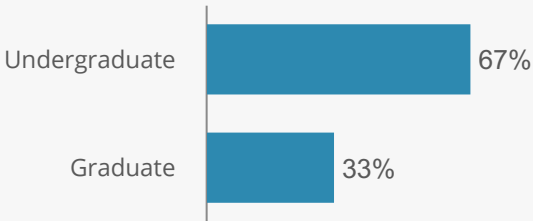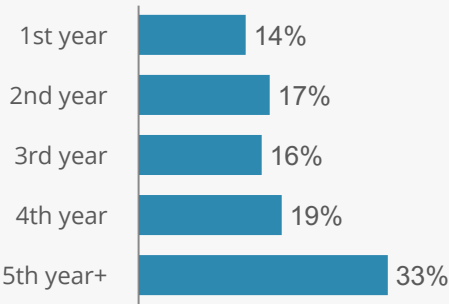
Fig. 8 Enrollment status

Full-Time	85%
Part-Time	15%

Fig. 9 Transfer status

No	96%
Yes	4%

Fig. 10 Residency

Domestic	63%
International	37%
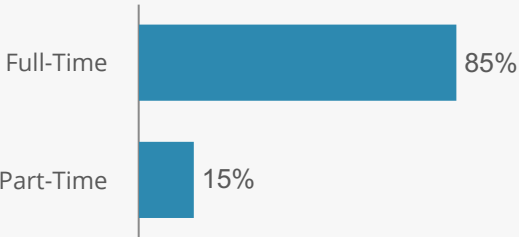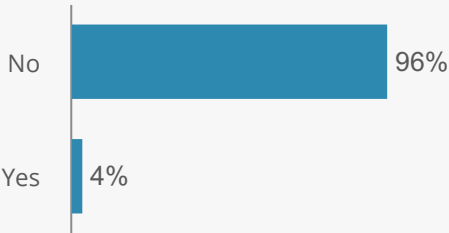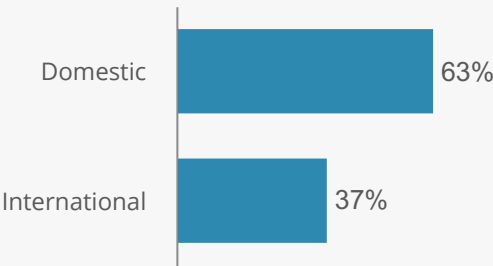
Participant Demographics

Fig. 11 Athlete

No	76%
Yes	24%
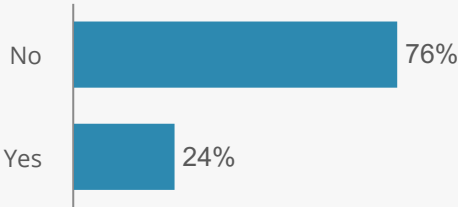
Fig. 12 Greek life member

No	61%
Yes	39%
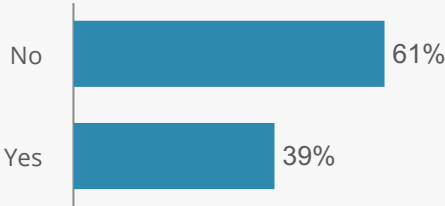
Fig. 13 First-generation student

No	56%
Yes	44%

Fig. 14 Pell grant status

No	88%
Yes	13%

Fig. 15 Parent

No	96%
Yes	4%
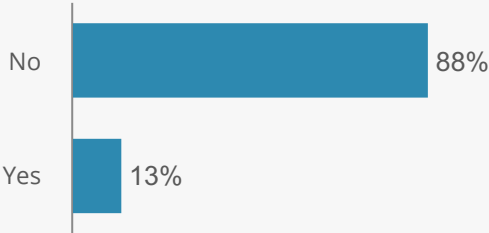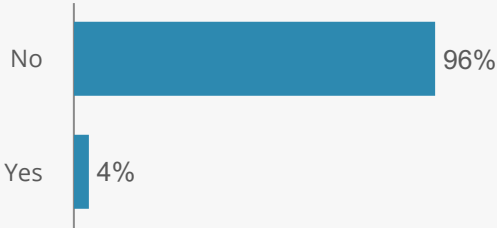
Executive Summary

School connectedness

Overall, a majority of participants agreed that they feel safe and protected at Babson College. On average, participants agreed that they feel a sense of belonging and equity at the College. Perceptions of belonging, equity, and well-being varied among some demographic groups.

Knowledge of policies, resources, and offices

A majority of participants confirmed that they have learned about sexual misconduct through classes or trainings, and a majority were aware that confidential resources are available at the College. Most participants were aware of the Title IX Coordinator and other health and wellness services available at Babson College.

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. Perceptions of the campus culture varied among some demographic groups.

Sexual misconduct

Thirty-seven percent (37%) 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 Babson College.

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 were worried that reporting the incident would interfere with their studies or other activities, and they were worried that their disclosure would not be taken seriously.

Bystander intervention

Half 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, and they felt it was not their business to intervene.

Findings

School Connectedness

Perceptions of Belonging, Well-being, and Equity

Students were asked to what extent they agreed or disagreed with statements about their feelings of belonging, well-being, and equity at Babson College. 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 the College.

Equity

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

Well-being

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

3.4/4
Belonging

3.3/4
Equity

3.4/4
Well-being

1 = negative response
4 = positive response

Differences in Perceptions of Belonging

Perceptions of belonging varied among some groups.

- TGQN students and women reported a lower sense of belonging than men.

- LGB+ students reported a lower sense of belonging than straight students.

- Students with disabilities reported a lower sense of belonging than their counterparts.

- Second year students reported a lower sense of belonging than first, third, and fourth year students.

- Undergraduate students reported a lower sense of belonging than graduate students.

Fig. 16 Differences in perceptions of belonging

Group	Score
1st Year	3.5
5th+ Year	3.5
Graduate	3.5
3rd Year	3.4
4th Year	3.4
Men	3.4
Non-Disability	3.4
Overall	3.4
Straight	3.4
Women	3.4
Undergraduate	3.4
2nd Year	3.3
Disability	3.1
LGB+	3.1
TGQN	2.6
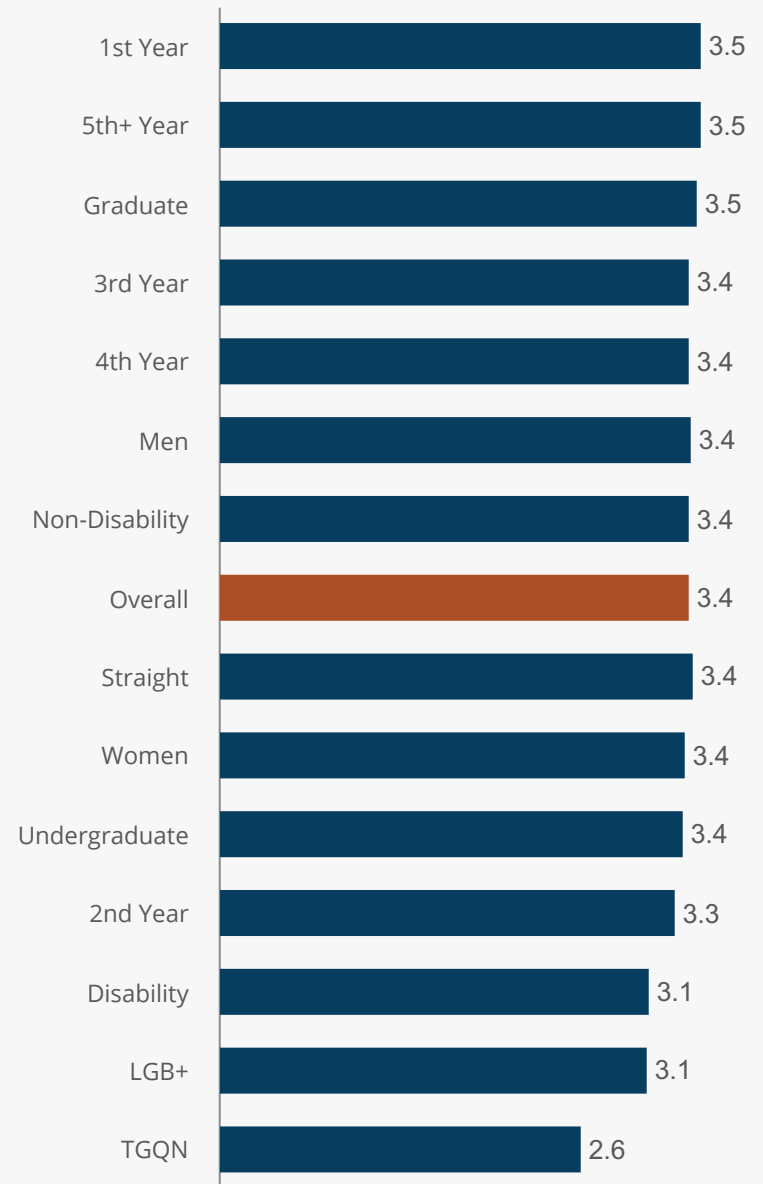
Differences in Perceptions of Equity

Perceptions of equity varied among some groups.

- TGQN students and women reported a lower sense of equity than men.

- LGB+ students reported a lower sense of equity than straight students.

- Students with disabilities reported a lower sense of equity than their counterparts.

- Undergraduate students reported a lower sense of equity than graduate students.

Fig. 17 Differences in perceptions of equity

Graduate	3.4
Men	3.3
Non-Disability	3.3
Straight	3.3
Overall	3.3
Women	3.3
Undergraduate	3.2
Disability	3.0
LGB+	3.0
TGQN	2.5
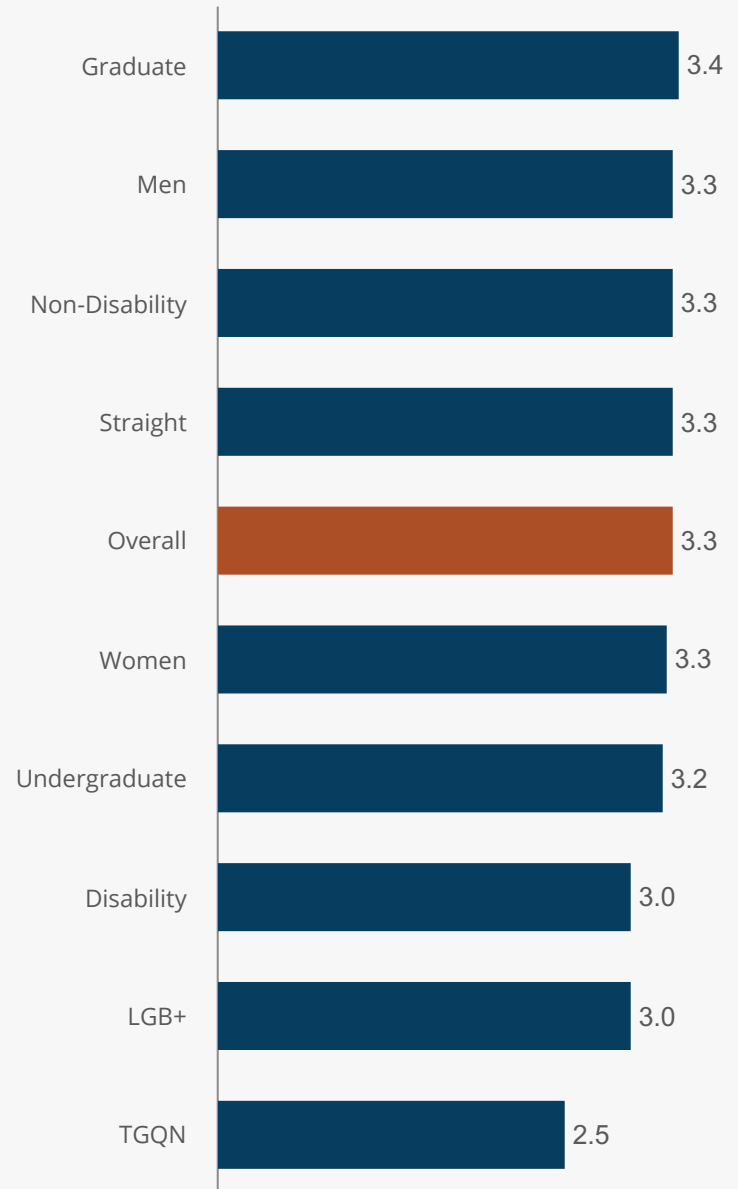
Differences in Perceptions of Well-being

Perceptions of equity varied among some groups.

- TGQN students and women reported a lower sense of well-being than men.

- LGB+ students reported a lower sense of well-being than straight students.

- Students with disabilities reported a lower sense of well-being than their counterparts.

- Undergraduate students reported a lower sense of well-being than graduate students.

Fig. 18 Differences in perceptions of well-being

Group	Value
Graduate	3.5
International	3.5
Domestic	3.4
Men	3.4
Non-Disability	3.4
Overall	3.4
Straight	3.4
Undergraduate	3.4
Women	3.4
Disability	3.1
LGB+	3.1
TGQN	2.6
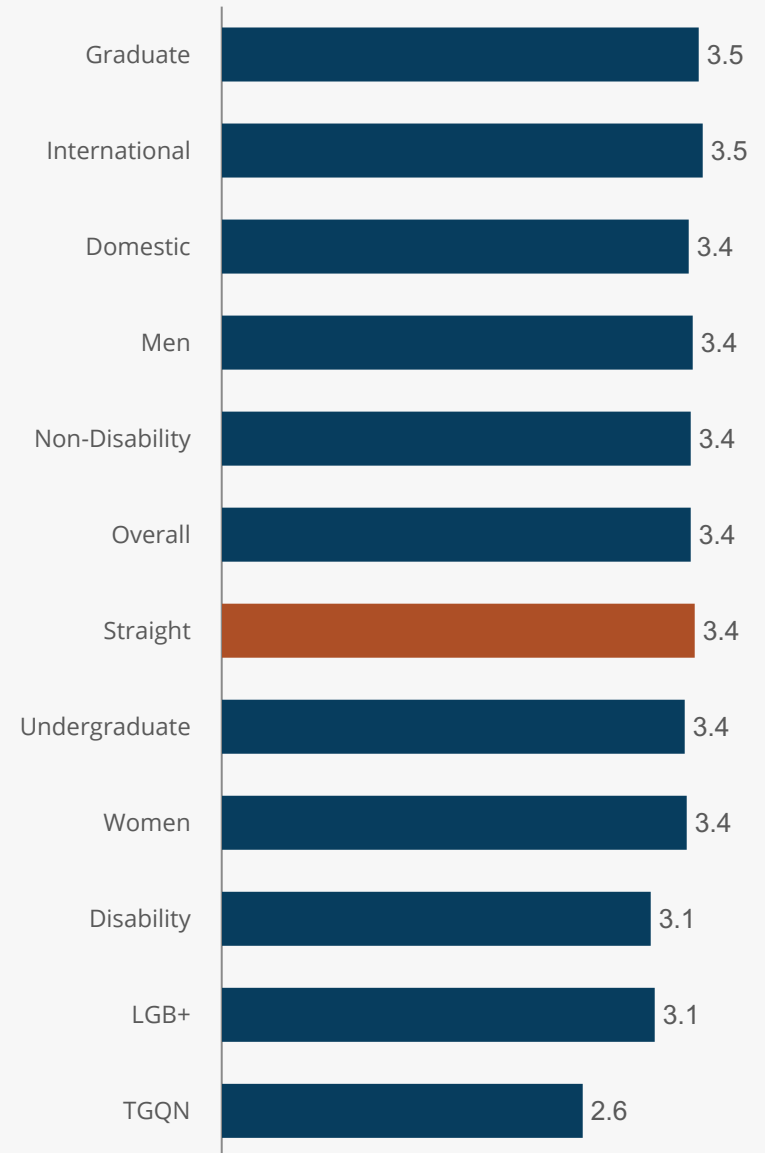
Findings

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.

A majority of participants confirmed that they have learned about sexual misconduct through classes, trainings, or other programs at Babson College (74%), and most knew Title IX protections against sexual misconduct (64%).

A majority of participants knew where at Babson College they could get help if someone they know experiences sexual misconduct (76%), and 61% understood what happens when a student reports sexual misconduct.

Eighty-eight percent (88%) of participants were aware that there are confidential resources available on campus.

Fig. 19 Knowledge of campus resources and policies

Category	Percentage
Know there are confidential resources on campus	88%
Know where to get help	76%
Learned about sexual misconduct through classes, trainings, or other programs	74%
Know Title IX protections	64%
Understand what happens when a student reports sexual misconduct	61%
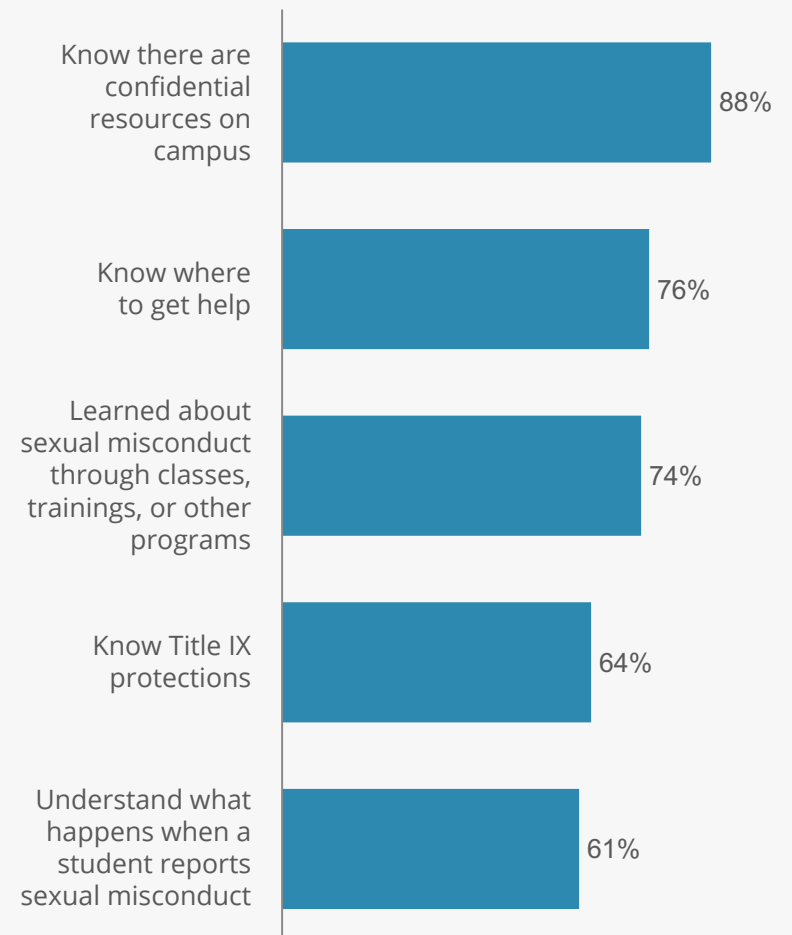
Knowledge of Campus Offices and Departments

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

A majority of participants confirmed that they knew about Counseling and Psychological Services (75%), Wellness and Prevention Services (75%), and Community Standards (66%).

When asked if Babson College has a Title IX Coordinator, 60% of participants answered 'yes,' while 37% answered that they were unsure, and 3% of participants answered 'no.'

Fig. 20 Knowledge of campus offices and departments

Counseling and Psychological Services (CAPS)	75%
Wellness and Prevention Services	75%
Community Standards	66%

Fig. 21 Does Babson College have a Title IX Coordinator?

Yes	60%
Unsure	37%
No	3%
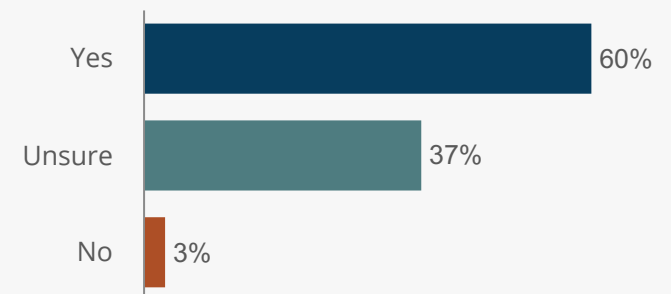
Knowledge of Sexual Misconduct Prevention

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

Prevention

Half of students confirmed that they have received information on how to intervene as a bystander (50%), and 58% received information on how to help prevent sexual misconduct.

Definitions and Policies

A majority of students confirmed that they were informed of the school's policy on sexual misconduct (75%) and received the definition of sexual misconduct (64%). Seventy-three percent (73%) received the definition of consent and how to obtain it from a sexual partner.

Reporting and Resources

Sixty-five percent (65%) of students received information on how to report sexual misconduct, and 64% were informed about where to get help if someone they know experiences sexual misconduct.

Fig. 22 Received information about the following from someone at the school

School's sexual misconduct policy	75%
Definition of consent	73%
How to report	65%
Definition of sexual misconduct	64%
Where to get help	64%
How to help prevent sexual misconduct	58%
Bystander intervention	50%
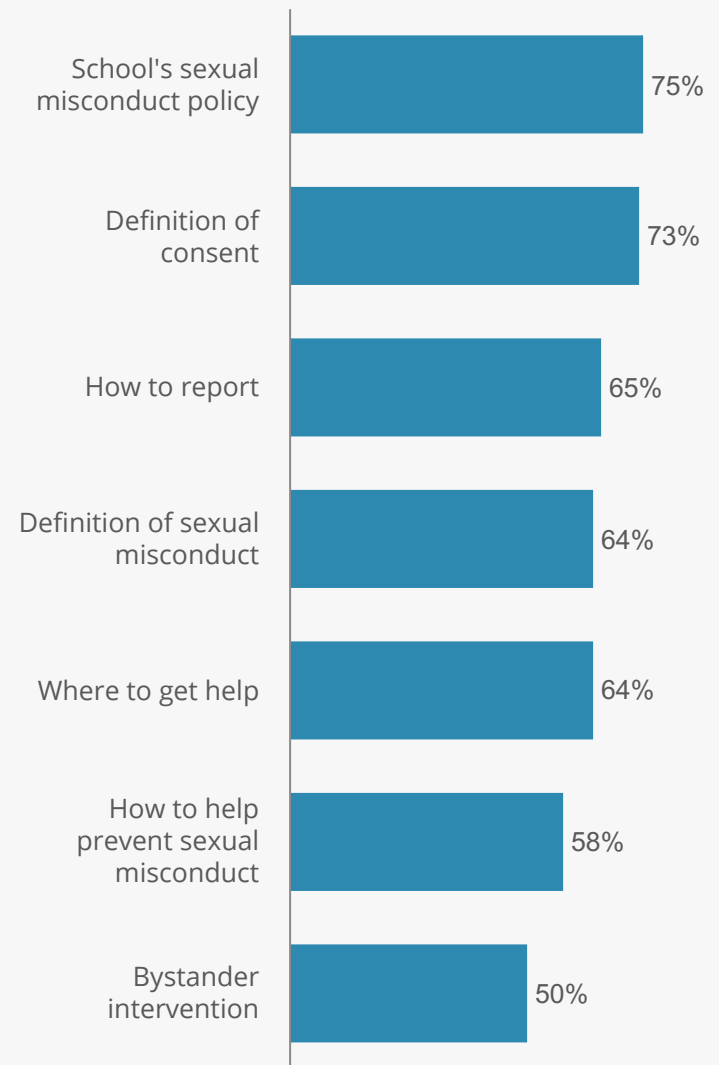
Differences in Knowledge of Resources and Policies

Some groups had less knowledge of campus resources and policies relevant to **sexual misconduct.**

Students aged 25-30 or older, graduate students, part-time students, international students, first-generation students, BIPOC students, and students who were not involved in Greek life were less likely to agree that they knew this information compared to their respective counterparts.

Fig. 23 Differences in knowledge of campus resources and policies

Group	Percent
Athlete	89%
Greek Life	86%
Non-First Generation	85%
18-20	81%
Undergraduate	80%
White	79%
Domestic	78%
21-24	76%
Full-Time	75%
Non-Athlete	74%
Overall	73%
Non-Greek Life	72%
BIPOC	70%
First Generation	68%
International	63%
Part-Time	60%
25-29	57%
Graduate	57%
30+	55%
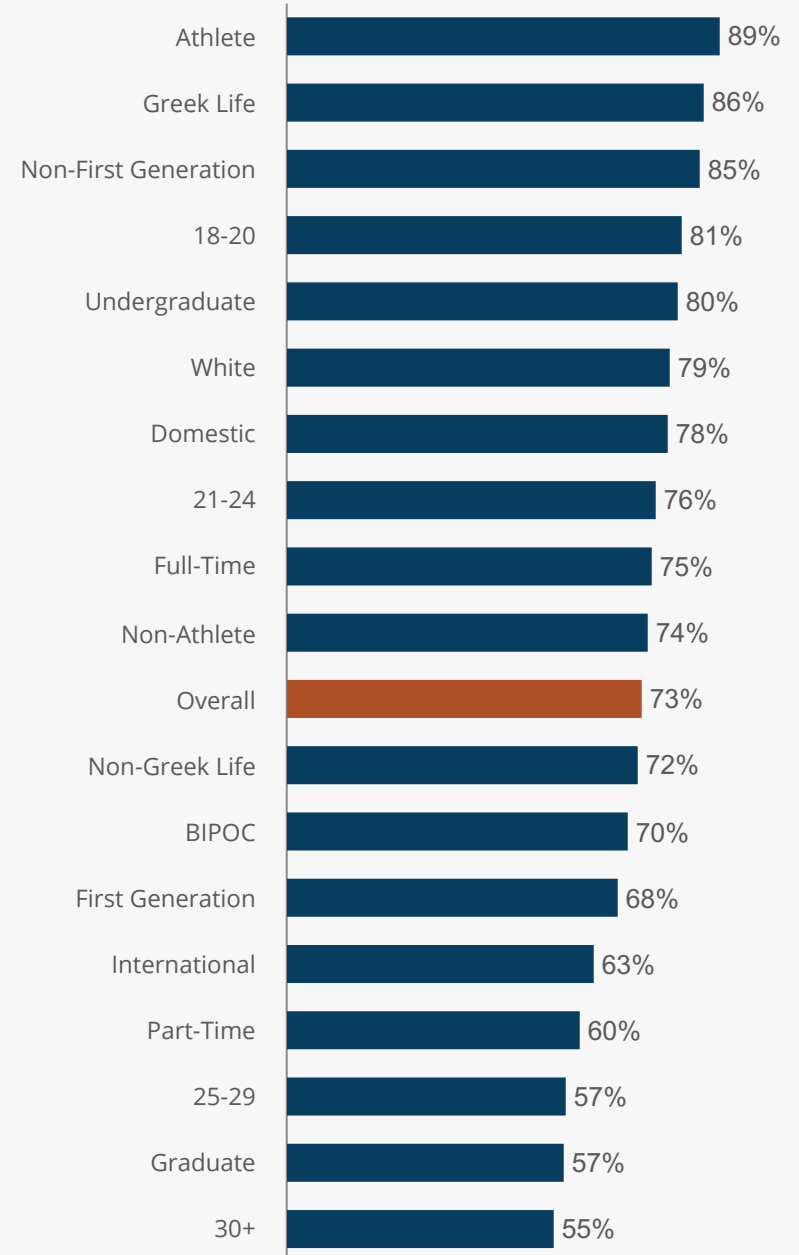
Findings

Campus Climate

Campus Culture

Students were asked about the culture of sexual harassment at Babson College, and their perceptions of the College'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 Babson College is doing a good job of trying to prevent sexual misconduct from occurring, and of holding perpetrators accountable.

2.9/4

Campus Culture

1 = negative response
4 = positive response

Differences in Perception of Campus Culture

Perceptions about the culture of sexual harassment at Babson College varied among some groups.

Groups who had less positive views of the campus culture and were less likely to agree that the school is doing a good job of preventing and responding to sexual misconduct include:

- TGQN students
- LGB+ students
- Pell grant recipients
- Students with disabilities
- Students involved in Greek life
- Women
- Undergraduate students
- Students aged 18-24
- Non-parents
- Full-time students
- Domestic students

Fig. 24 Differences in perception of campus culture

Group	Score
Parent	3.4
Part-Time	3.3
30+	3.3
Graduate	3.2
25-29	3.2
International	3.1
Men	3.0
Non-Disability	2.9
Non-Greek Life	2.9
Non-Pell Grant	2.9
Straight	2.9
Overall	2.9
Domestic	2.8
Full-Time	2.8
Non-Parent	2.8
18-20	2.7
21-24	2.7
Undergraduate	2.7
Women	2.7
Greek Life	2.7
Disability	2.5
Pell Grant	2.5
LGB+	2.3
TGQN	2.0
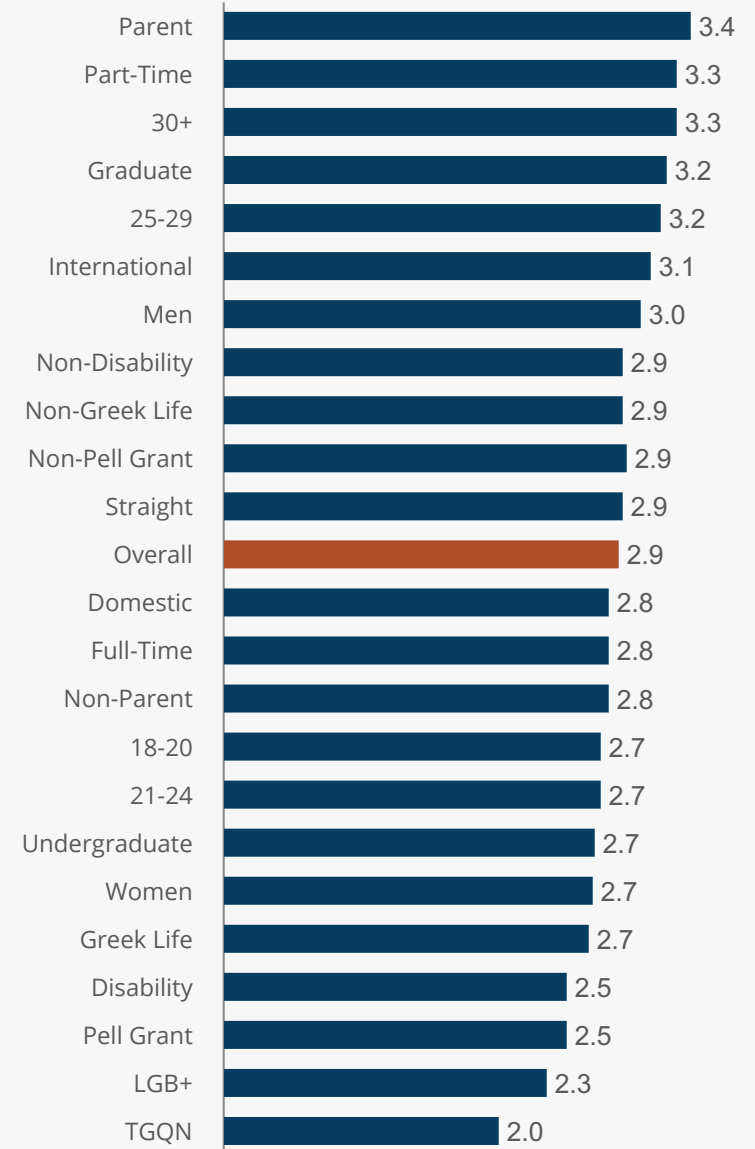
1 = negative response
4 = positive response

Confidence in Reporting

Participants who did not experience sexual misconduct were asked about their confidence in the school's reporting process and campus resources. Twenty-five percent (25%) of students said that they would seek Counseling and Psychological Services (CAPS), 27% would go to Public Safety, and 51% would go to another employee if sexual misconduct occurred.

A majority of participants believed that their case would be taken seriously if they reported sexual misconduct (88%), and 89% believed that the school would respect their decision about what to do.

Most participants believed that their privacy and safety would be protected (91% and 88%), while 82% felt that the school would address the factors that may have led to the incident. Eleven percent (11%) of students felt that Babson College would blame them or not believe them about the incident.

Seventy-eight percent (78%) of students believed that the College would provide support and accommodations, and of those who identified as having a disability, 67% believed that the College would properly accommodate their disability.

Fig. 25 If an incident of sexual misconduct occurred, I believe Babson College would...

Protect my privacy	91%
Respect my decision	89%
Protect my safety	88%
Take it seriously	88%
Address factors that led to the incident	82%
Provide accommodations	78%
Accommodate my disability	67%
Blame me	11%
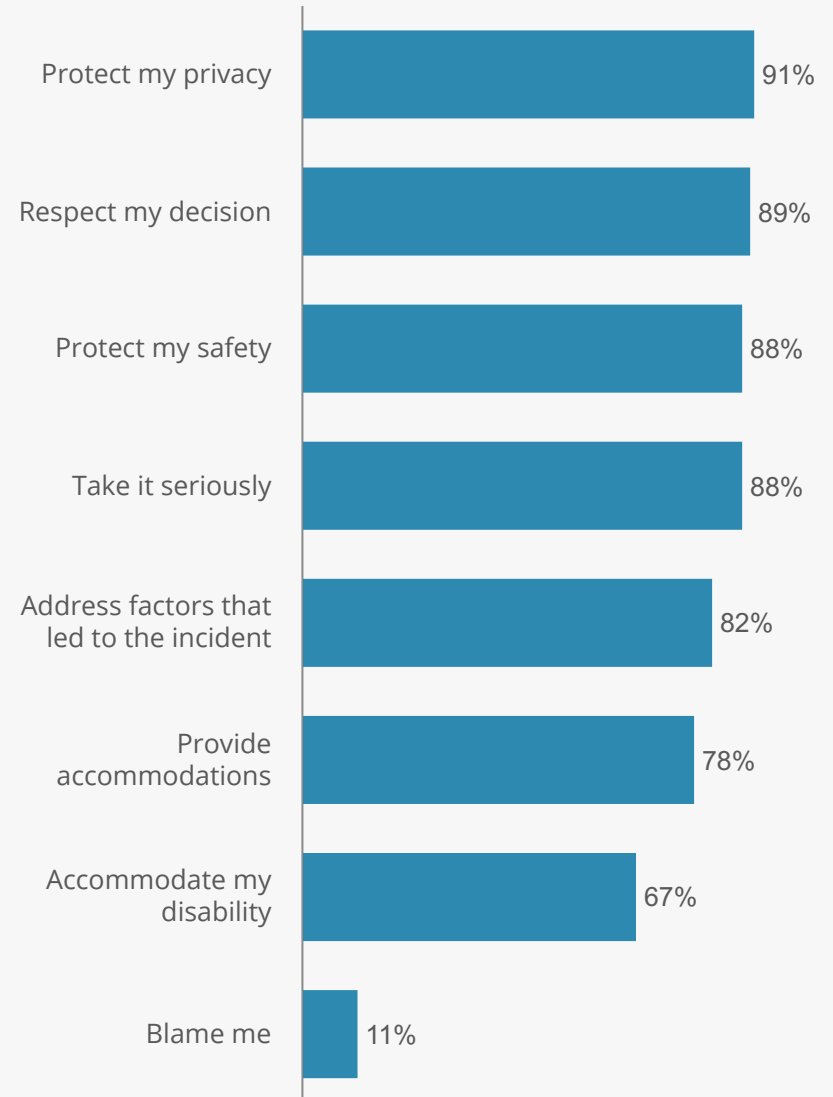
Findings

Personal Experience

37% 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 Babson College. Overall, 37% of participants experienced at least one form of sexual misconduct.

- **33%** experienced sexual harassment
- **16%** experienced stalking
- **15%** experienced intimate partner violence
- **10%** experienced sexual assault
- **3%** experienced rape

INSIGHTS

Even with an anonymous survey, individuals may be hesitant to disclose experiences of unwanted sexual contact.[1]

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

Fig. 26 Prevalence of sexual misconduct

Sexual Harassment	33%
Stalking	16%
Intimate Partner Violence	15%
Sexual Assault	10%
Rape	3%
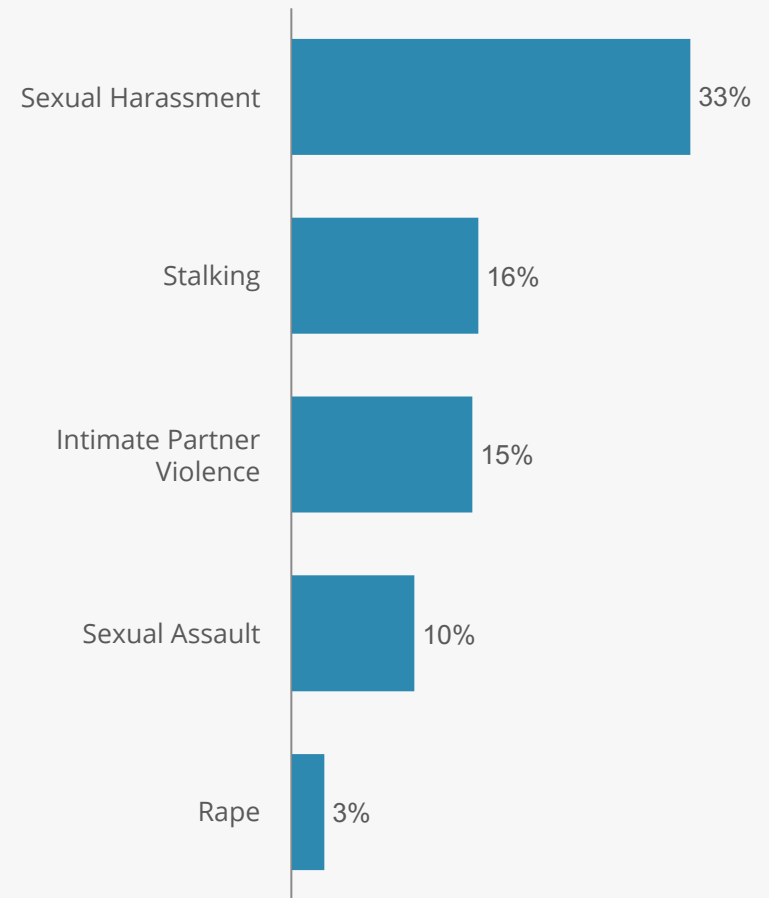
16% experienced **two or more** instances of sexual misconduct.

33% of Students Experienced Sexual Harassment

The survey asked students about their experiences of sexual harassment since they have been a student at Babson College. Overall, 24% of participants experienced sexual harassment once and 9% experienced sexual harassment more than once.

The highest percentage of students expressed that someone made unwanted sexual advances, comments, gestures, or jokes toward them (22%), and that someone treated them differently or condescendingly because of their gender or sex (21%).

Fig. 27 Prevalence of sexual harassment

Category	Percentage
Unwanted advances, comments, gestures, or jokes	22%
Treated differently or condescendingly because of gender or sex	21%
Continuously asked to hang out or hook up despite declining	12%
Treated badly for refusing to have sex	7%
Showed sexual photos/videos they didn't ask to see	6%
Shared or threatened to share sexual photos, videos, or rumors	3%
Threatened or offered something in return for sexual contact	2%

Differences in Experience of Sexual Harassment

The prevalence of sexual harassment varied among demographic groups.

- Students with disabilities were more likely to experience sexual harassment than students without disabilities.

- Pell grant recipients were more likely to experience sexual harassment than non-Pell grant recipients.

- Non-first generation students were more likely to experience sexual harassment than first-generation students.

- Undergraduate students were more likely to experience sexual harassment than graduate students.

- Domestic students were more likely to experience sexual harassment than international students.

Fig. 28 Prevalence of sexual harassment by demographics

Demographic	Percentage
Disability	57%
Pell Grant	51%
Non-First Generation	46%
Undergraduate	43%
Domestic	40%
First-generation	36%
Overall	33%
Non-Disability	31%
Non-Pell Grant	30%
International	20%
Graduate	11%
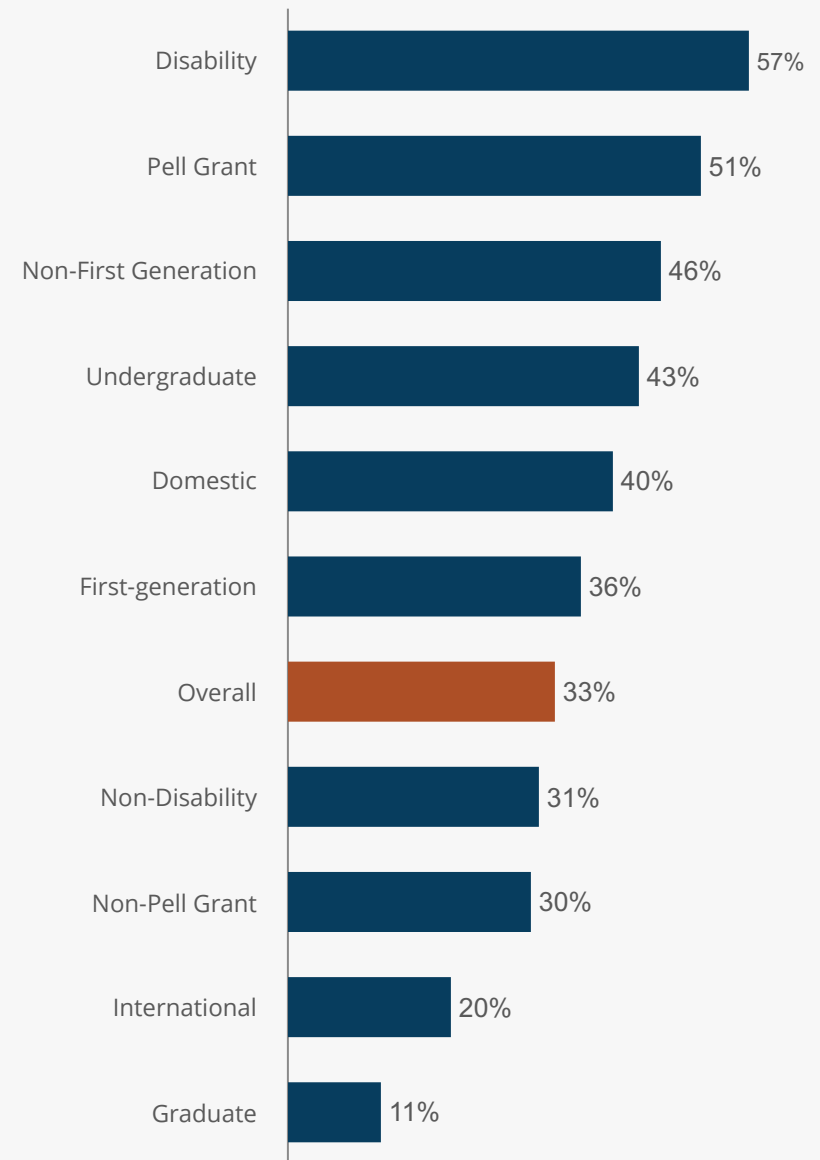
Perpetrators of Sexual Harassment

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 (52%), an acquaintance, friend of a friend, or someone they just met (52%), or a current or former friend or roommate (17%).

Fig. 29 Perpetration of sexual harassment

Relationship	Percentage
Another student	52%
Acquaintance	52%
Friend or roommate (current or former)	17%
Other employee	13%
Other*	9%
Partner or spouse (current or former)	5%
Someone else	5%
Unsure	5%
Professor	4%
Coach or trainer	0%
Family member	0%
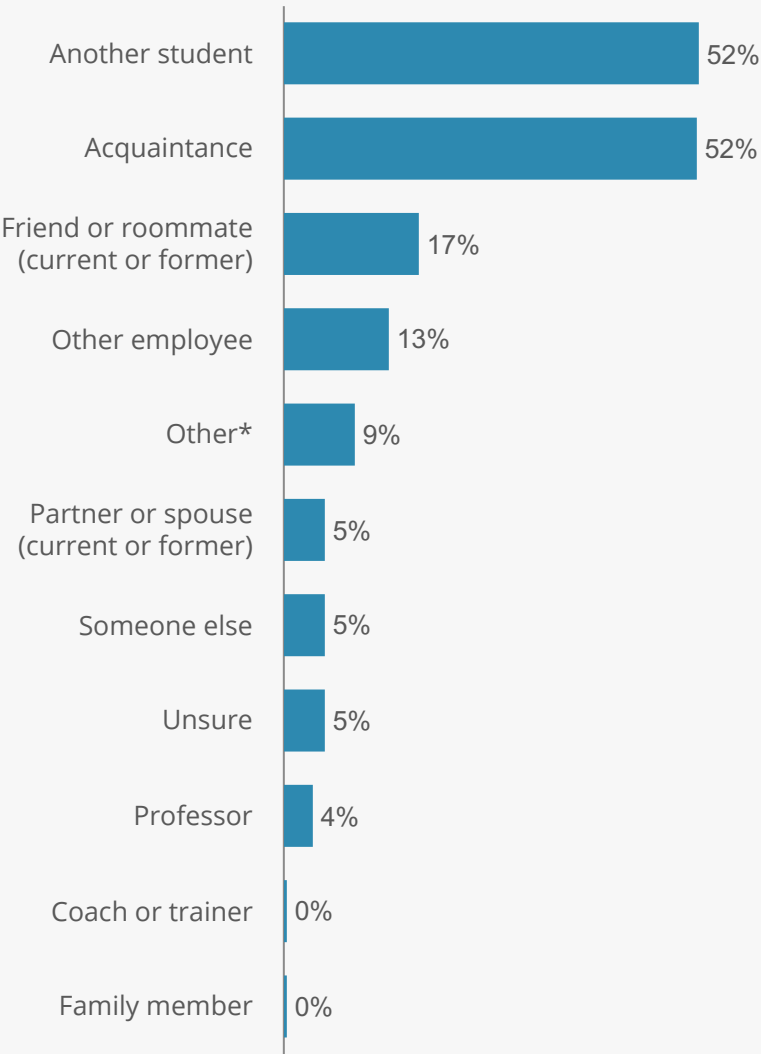
*Other includes boss or supervisor, coworker, Resident Assistant, stranger, and Teaching Assistant. The prevalence of these responses were too small to report separately.

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 at a residence hall or dorm (43%), a space used by a student organization or club (19%), and a restaurant, bar, or club (9%).

Fig. 30 Prevalence of sexual harassment by location
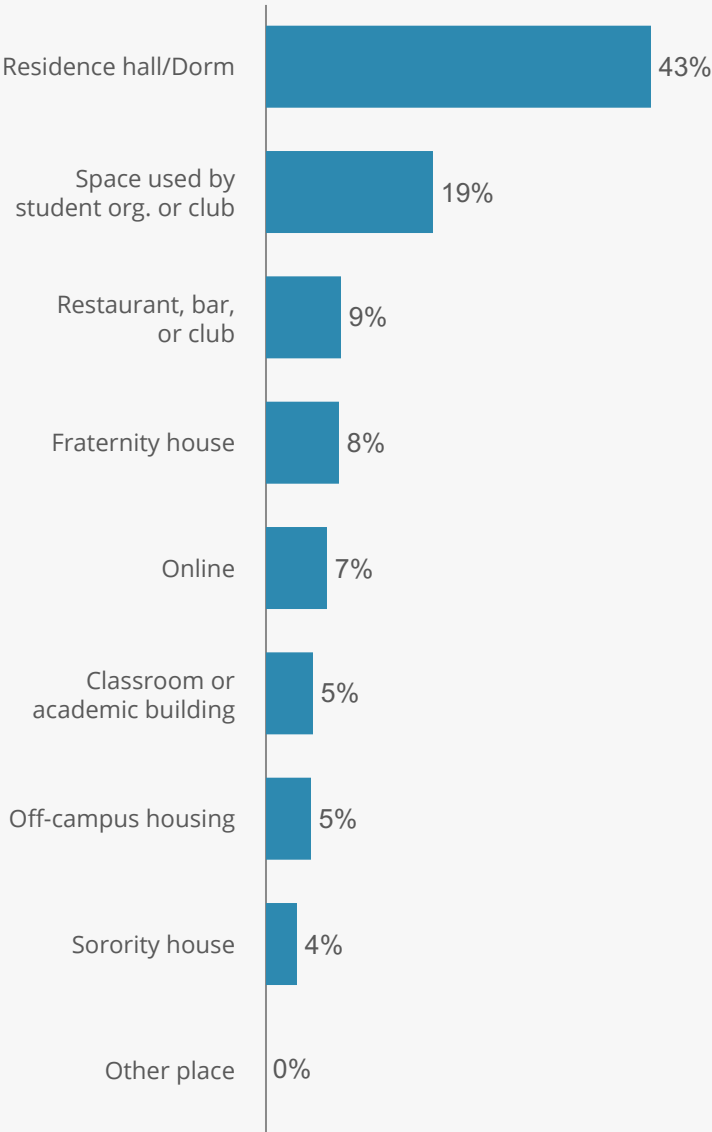
Location	Percentage
Residence hall/Dorm	43%
Space used by student org. or club	19%
Restaurant, bar, or club	9%
Fraternity house	8%
Online	7%
Classroom or academic building	5%
Off-campus housing	5%
Sorority house	4%
Other place	0%

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 (68%), a majority did not report the incident to the College.

- **8%** contacted counseling or health services
- **6%** contacted Public Safety
- **11%** contacted another campus employee

LGB+ students were more likely to seek counseling or health services than straight students (18% vs 6%).

TGQN students were more likely to contact Public Safety than men and women (29% vs 6% and 5%).

Part-time students were more likely to report sexual misconduct to a campus employee than full-time students (33% vs 10%). Students with disabilities were also more likely to contact a campus employee than their counterparts (29% vs 9%).

Fig. 31 Reporting of sexual harassment
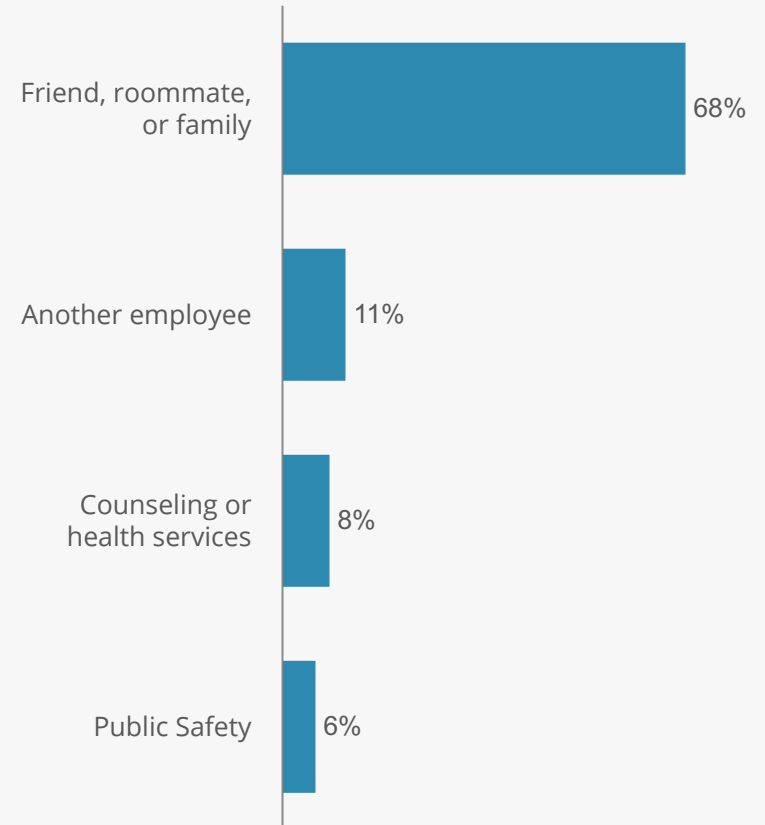
Category	Percentage
Friend, roommate, or family	68%
Another employee	11%
Counseling or health services	8%
Public Safety	6%

Sexual Harassment and Discrimination

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

- **33%** believed the incident was related to their gender identity or gender expression
- **16%** believed the incident was related to their race or ethnicity
- **8%** believed the incident was related to their sexual orientation
- **4%** believed the incident was related to another identity marker
- **1%** believed the incident was related to their disability status

Fig. 32 Sexual harassment and discrimination
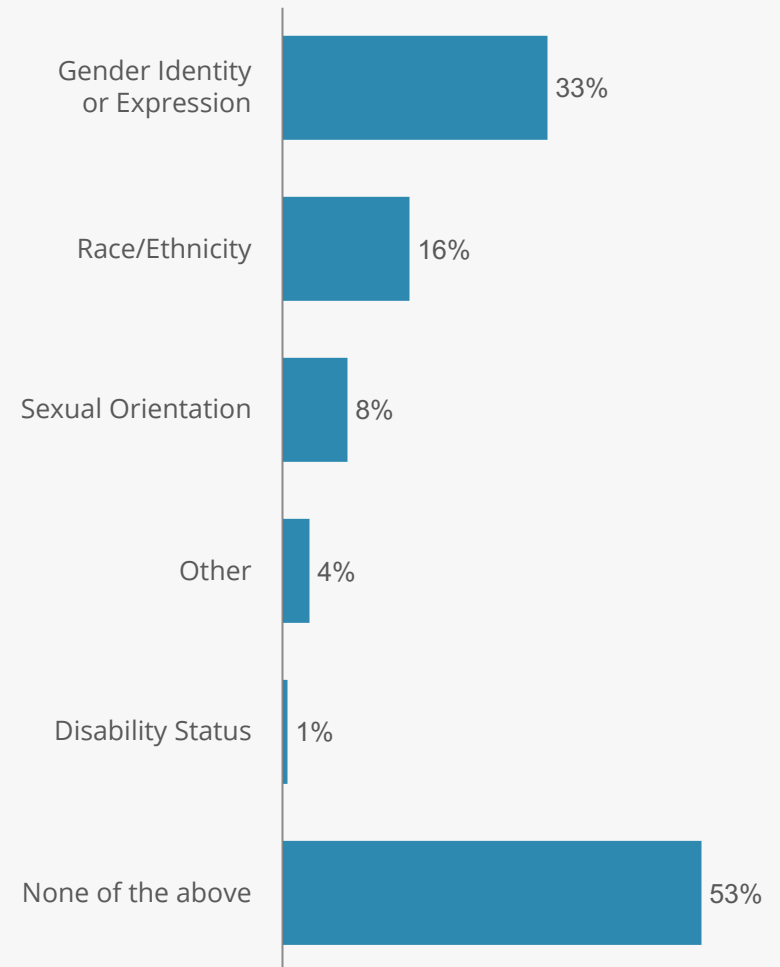
11% of Students Experienced Sexual Violence

Overall, 11% of participants experienced sexual assault and/or rape since they have been a student at Babson College. The prevalence of sexual violence varied across some groups.

- TGQN students and women were more likely to experience sexual violence than men.

- Students with disabilities were more likely to experience sexual violence than students without disabilities.

- LGB+ students were more likely to experience sexual violence than straight students.

- Students involved in Greek life were more likely to experience sexual violence than their counterparts.
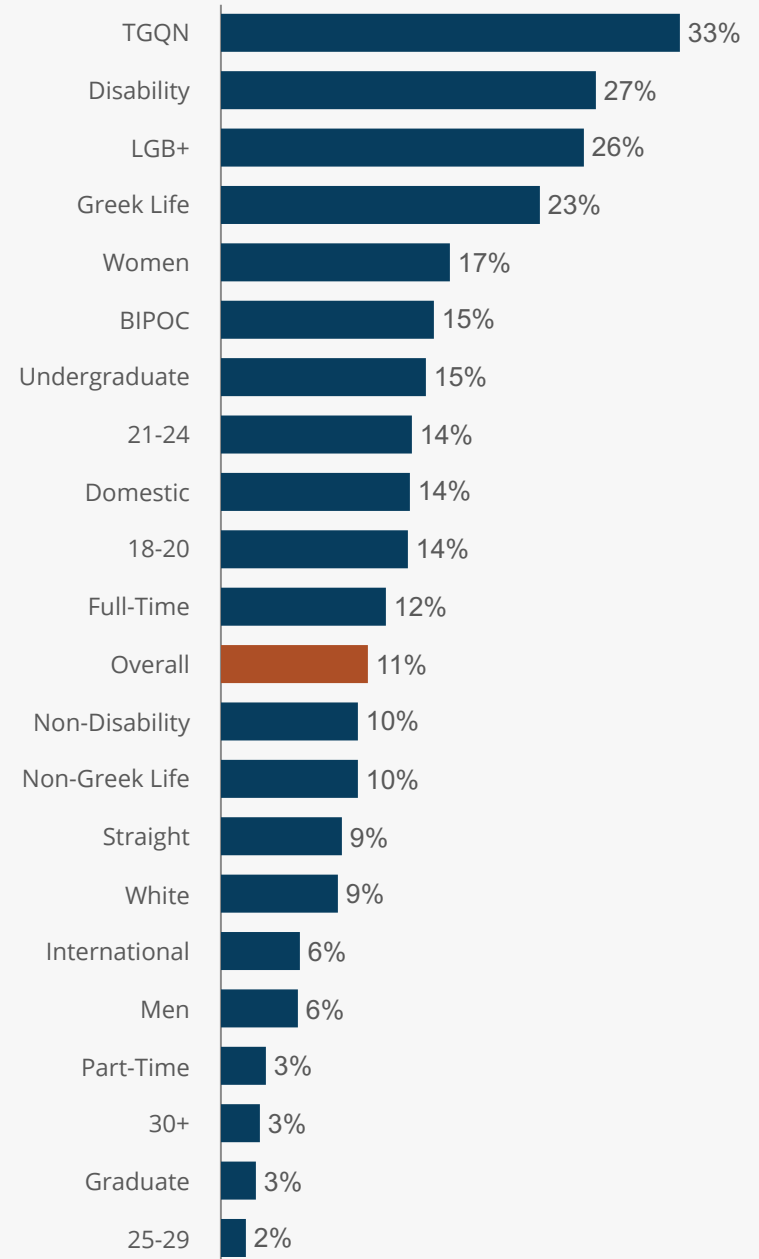
- BIPOC students were more likely to experience sexual violence than White students.

- Undergraduate students were more likely to experience sexual violence than graduate students.

- Students aged 18-24 were more likely to experience sexual violence than students in older age groups.

- Domestic students were more likely to experience sexual violence than international students.

- Full-time students were more likely to experience sexual violence than part-time students.

Fig. 33 Prevalence of sexual violence by demographics

Demographic	Percentage
TGQN	33%
Disability	27%
LGB+	26%
Greek Life	23%
Women	17%
BIPOC	15%
Undergraduate	15%
21-24	14%
Domestic	14%
18-20	14%
Full-Time	12%
Overall	11%
Non-Disability	10%
Non-Greek Life	10%
Straight	9%
White	9%
International	6%
Men	6%
Part-Time	3%
30+	3%
Graduate	3%
25-29	2%

Perpetrators of Sexual Violence

Students who experienced sexual assault and/or rape 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 (47%), an acquaintance, friend of a friend, or someone they just met (25%), or a current or former friend or roommate (20%).

Fig. 34 Perpetration of sexual violence

Perpetrator	Percentage
Another student	47%
Acquaintance	25%
Other*	21%
Friend or roommate (current or former)	20%
Boss or supervisor	0%
Coach or trainer	0%
Coworker	0%
Family member	0%
Professor	0%
Stranger	0%
TA or RA	0%
Someone else	0%
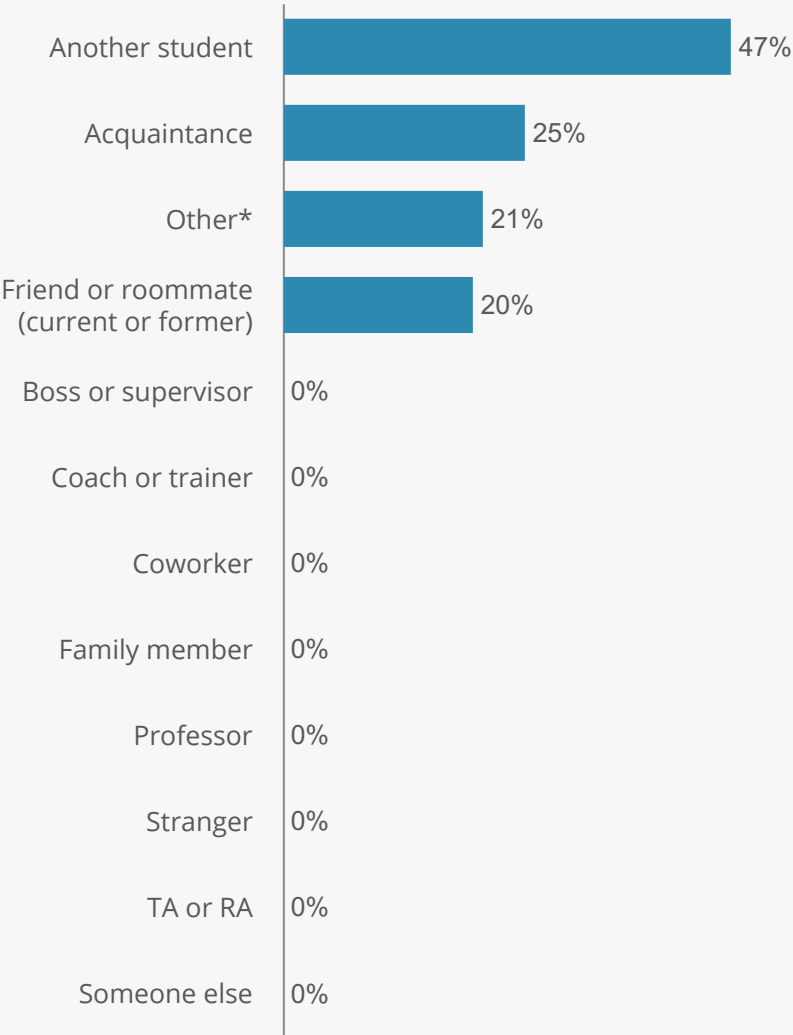
*Other includes a current or former partner or spouse, an employee other than a professor, coach, trainer, Resident Assistant, or Teaching Assistant, and unsure. The prevalence of these responses were too small to report separately.

Locations Where Sexual Violence Occurred

Students who experienced sexual assault and/or rape were asked about where the incident took place.

The highest percentage of students indicated that the incident occurred at a residence hall or dorm (57%), or at a fraternity house (20%).

Fig. 35 Prevalence of sexual violence by location
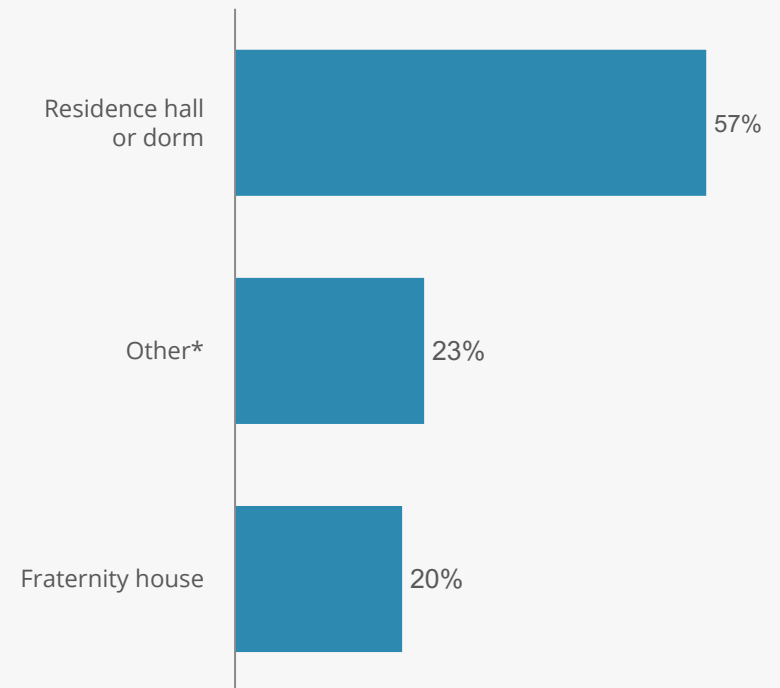
*Other includes a classroom/academic building, off-campus housing, a restaurant, bar, or club, a sorority house, and a space used by a student organization or club. The prevalence of these responses were too small to report separately.

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 (65%), a majority did not report the incident to the College.

- **10%** contacted counseling or health services
- **2%** contacted Public Safety
- **17%** contacted another campus employee

Fig. 36 Reporting of sexual violence

Category	Percentage
Friend, roommate, or family	65%
Another employee	17%
Counseling or health services	10%
Public Safety	2%
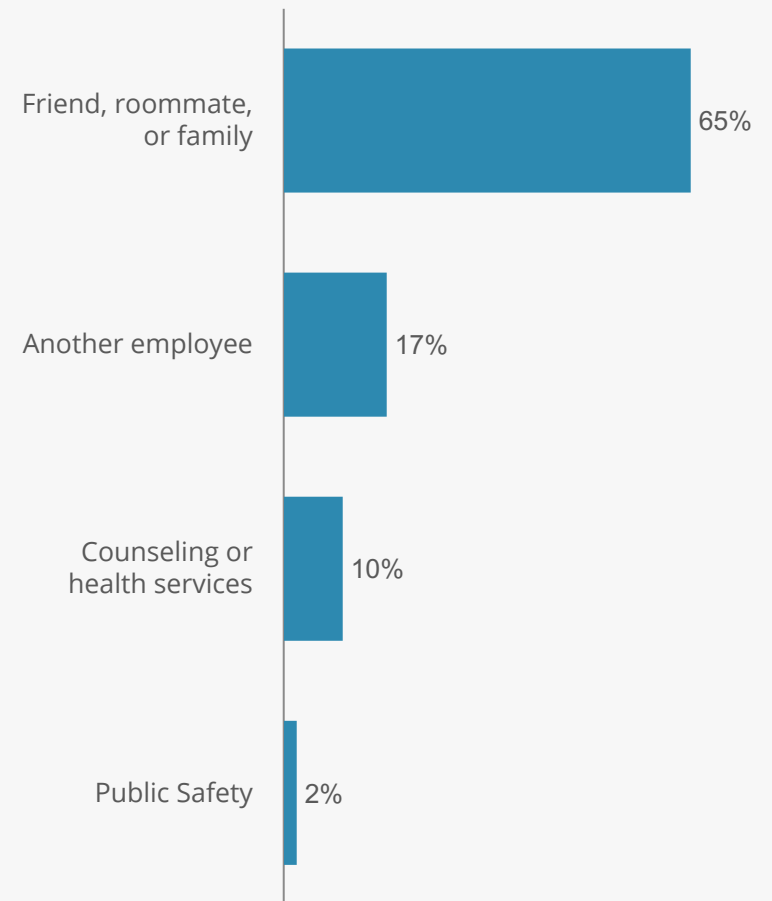
Sexual Violence and Discrimination

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

- **25%** believed the incident was related to their gender identity or gender expression

- **9%** believed the incident was related to their sexual orientation

- **9%** believed the incident was related to their race or ethnicity

- **3%** believed the incident was related to another identity marker

Fig. 37 Sexual violence and discrimination

Gender Identity or Expression — 25%
Sexual Orientation — 9%
Race/Ethnicity — 9%
Other — 3%
Disability Status — 0%
None of the above — 66%
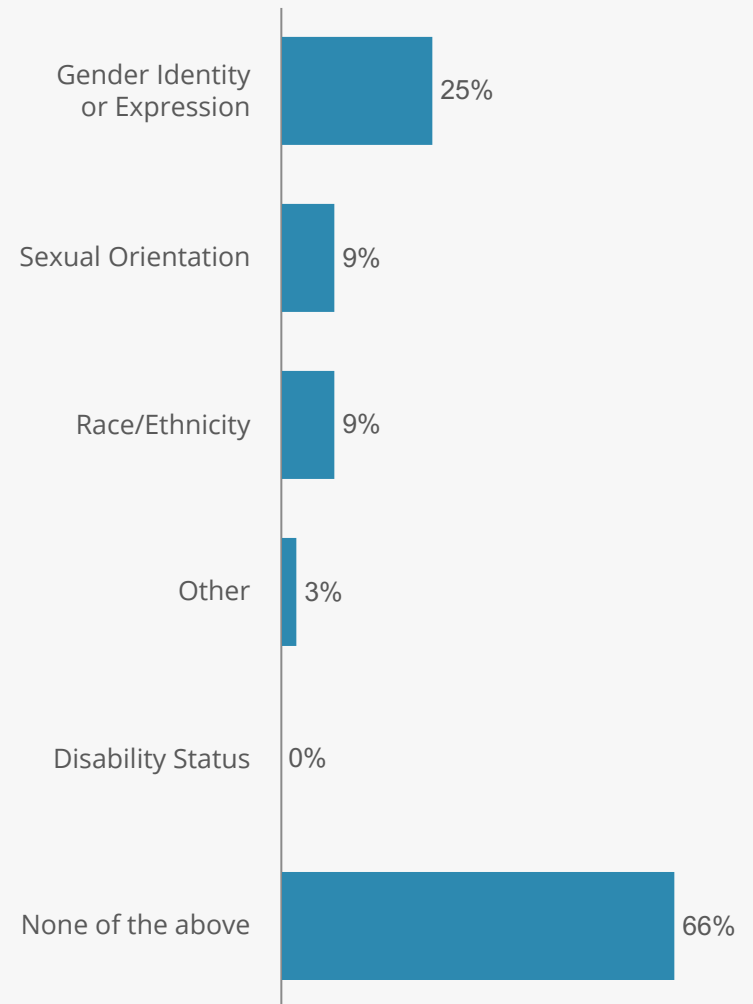
15% of Students Experienced Intimate Partner Violence

The survey asked students about their experiences of intimate partner violence (IPV) since they have been a student at Babson College. Overall, 8% of participants experienced IPV once and 7% experienced IPV more than once.

The highest percentage of students expressed that an intimate partner called them names, insulted, or humiliated them (9%), and that an intimate partner controlled or attempted to control them physically, emotionally, or financially (7%).

Fig. 38 Prevalence of intimate partner violence
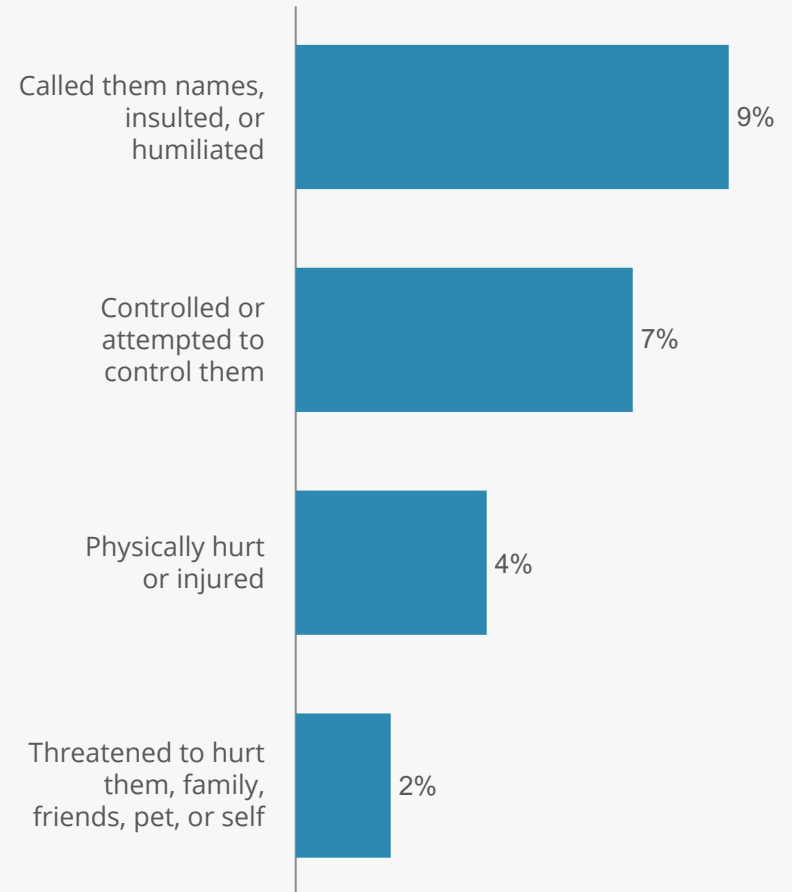
Differences in Experience of Intimate Partner Violence

The prevalence of intimate partner violence (IPV) varied among some groups.

- Students with disabilities were more likely to experience IPV than students without disabilities.

- Pell grant recipients were more likely to experience IPV than non-Pell grant recipients.

- Students aged 18-24 were more likely to experience IPV than students in older age groups.

- Undergraduate students were more likely to experience IPV than graduate students.

- Full-time students were more likely to experience IPV than part-time students.

Fig. 39 Prevalence of intimate partner violence by demographics

Demographic	Percentage
Disability	32%
Pell Grant	25%
21-24	20%
Undergraduate	18%
Full-Time	17%
18-20	15%
Overall	15%
Non-Disability	14%
Non-Pell Grant	14%
30+	8%
Graduate	7%
Part-Time	6%
25-29	6%
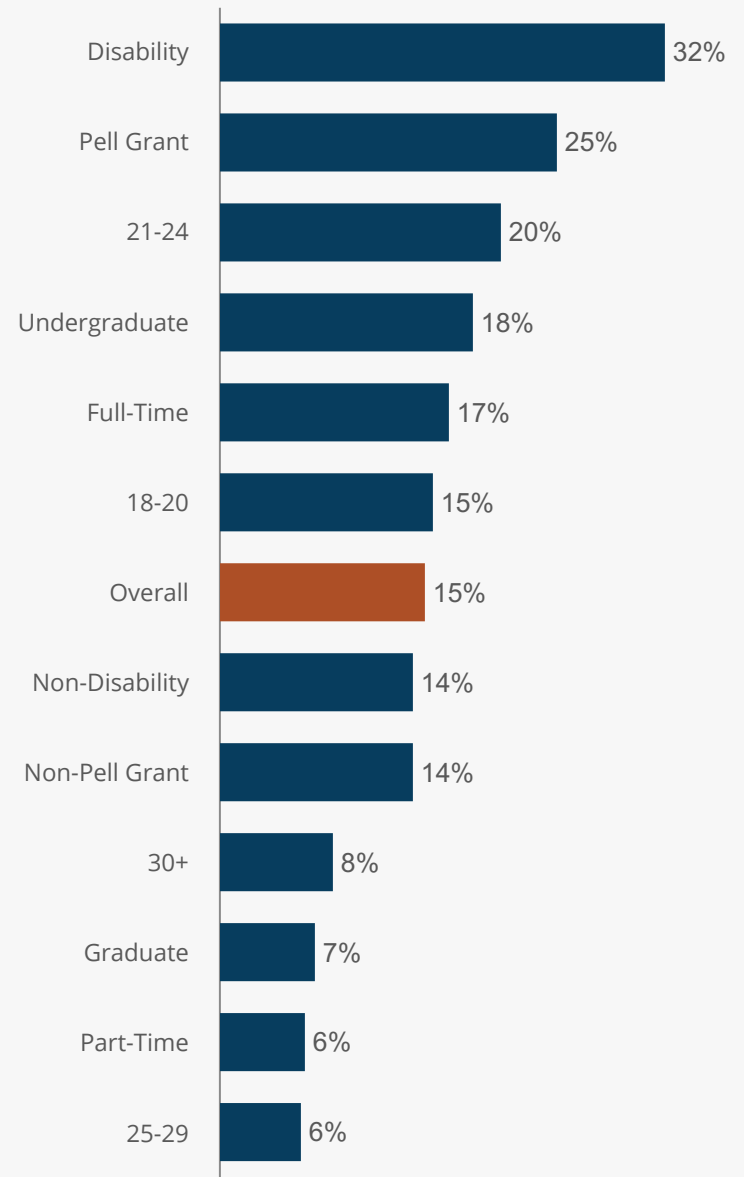
Reporting of Intimate Partner Violence

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 (73%), a majority did not report the incident to the College.

- **10%** contacted counseling or health services
- **2%** contacted Public Safety

Fig. 40 Reporting of intimate partner violence
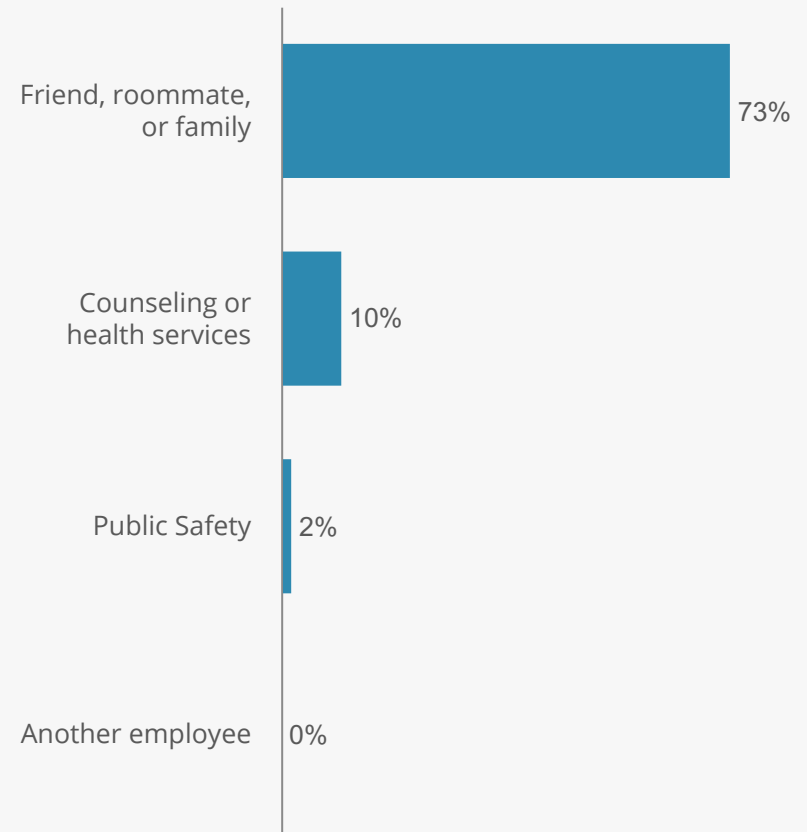
Friend, roommate, or family — 73%
Counseling or health services — 10%
Public Safety — 2%
Another employee — 0%

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.

- **16%** believed the incident was related to their gender identity or gender expression

- **7%** believed the incident was related to their sexual orientation

- **5%** believed the incident was related to their race or ethnicity

- **2%** believed the incident was related to another identity marker

Fig. 41 Intimate partner violence and discrimination
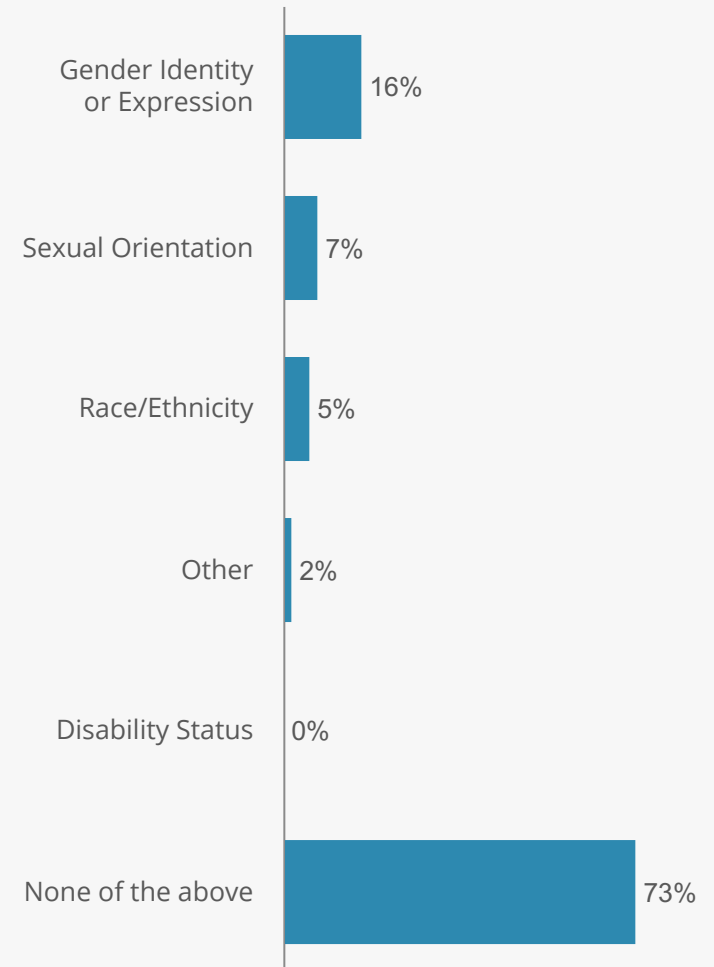
16% of Students Experienced Stalking

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 Babson College. Overall, 8% of participants experienced stalking once and 7% experienced stalking more than once.

The highest percentage of students expressed that someone spread rumors or left mean or rude comments about them online (10%), and that someone repeatedly called them or sent unwanted messages (7%).

Fig. 42 Prevalence of stalking by behavior

Behavior	Percentage
Spread rumors or left mean/rude comments online	10%
Repeated calls or messages	7%
Waited for them or showed up places unwanted	5%
Watched, followed, spied on, tracked, or monitored them	4%
Left unwanted gifts, flowers, or other items	2%
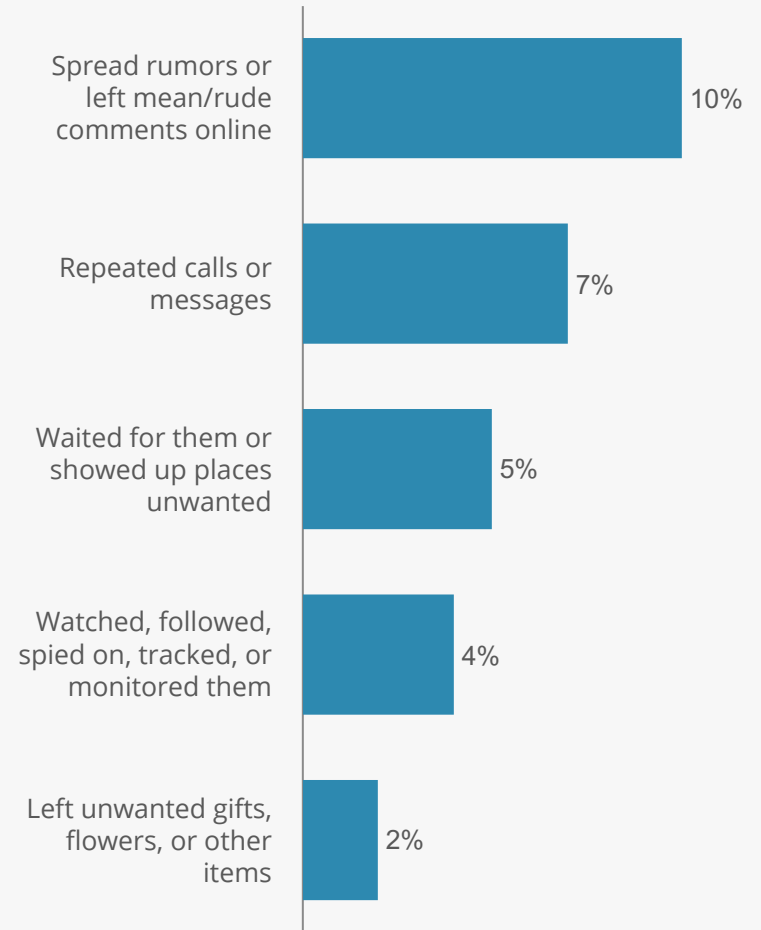
Differences in Experience of Stalking

The prevalence of stalking varied among some groups.

- TGQN students and women were more likely to experience stalking than men.

- LGB+ students were more likely to experience stalking than straight students.

- Students involved in Greek life were more likely to experience stalking than their counterparts.

- Undergraduate students were more likely to experience stalking than graduate students.

- Students aged 18-24 were more likely to experience stalking than students in older age groups.

- Full-time students were more likely to experience stalking than part-time students.

Fig. 43 Prevalence of stalking by demographics

Demographic	Percentage
TGQN	33%
LGB+	32%
Greek Life	29%
Undergraduate	21%
18-20	20%
Women	19%
21-24	18%
Full-Time	18%
Overall	15%
Straight	14%
Non-Greek Life	13%
Men	12%
30+	7%
25-29	5%
Graduate	5%
Part-Time	4%
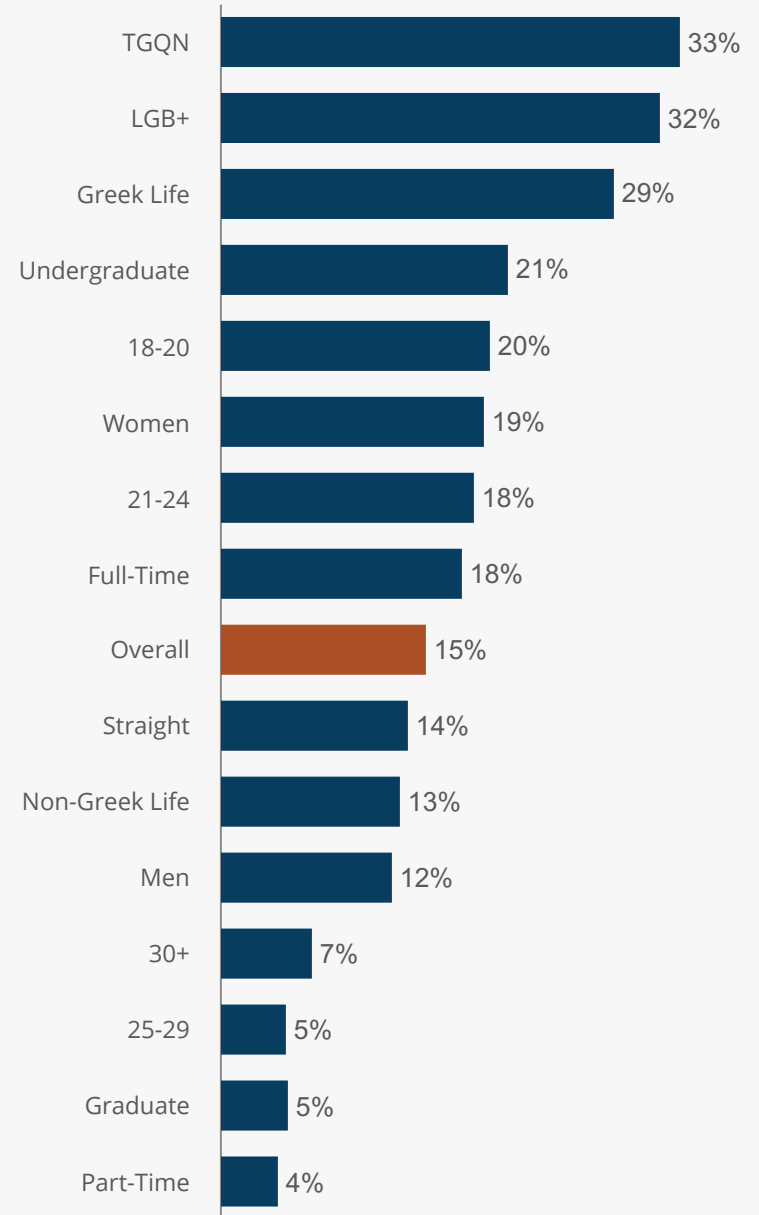
Perpetrators of Stalking

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 (36%), a current or former friend or roommate (21%), and an acquaintance, friend of a friend, or someone they just met (20%).

Fig. 44 Perpetration of stalking

Category	Percentage
Another student	36%
Friend or roommate (current or former)	21%
Acquaintance	20%
Other*	17%
Partner or spouse (current or former)	11%
Other employee	9%
Coworker	0%
TA or RA	0%
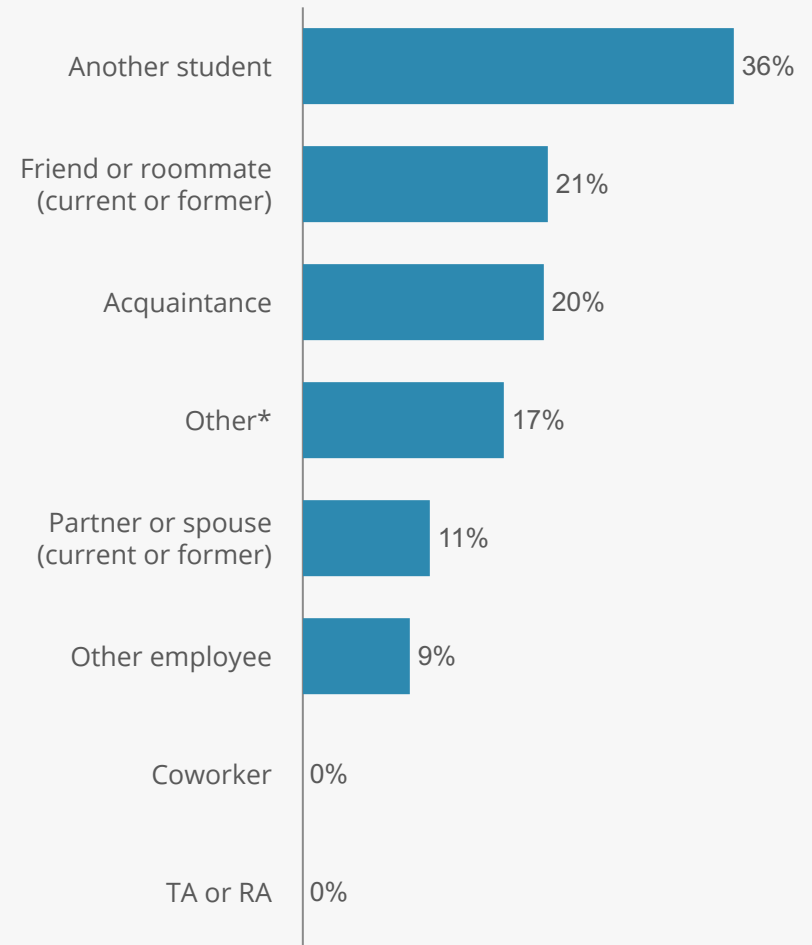
*Other includes a boss or supervisor, coach or trainer, family member, professor, stranger, someone else, and unsure. The prevalence of these responses were too small to report separately.

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 (72%), a majority did not report the incident to the College.

- **13%** contacted counseling or health services
- **6%** contacted Public Safety
- **11%** contacted another campus employee

Fig. 45 Reporting of stalking
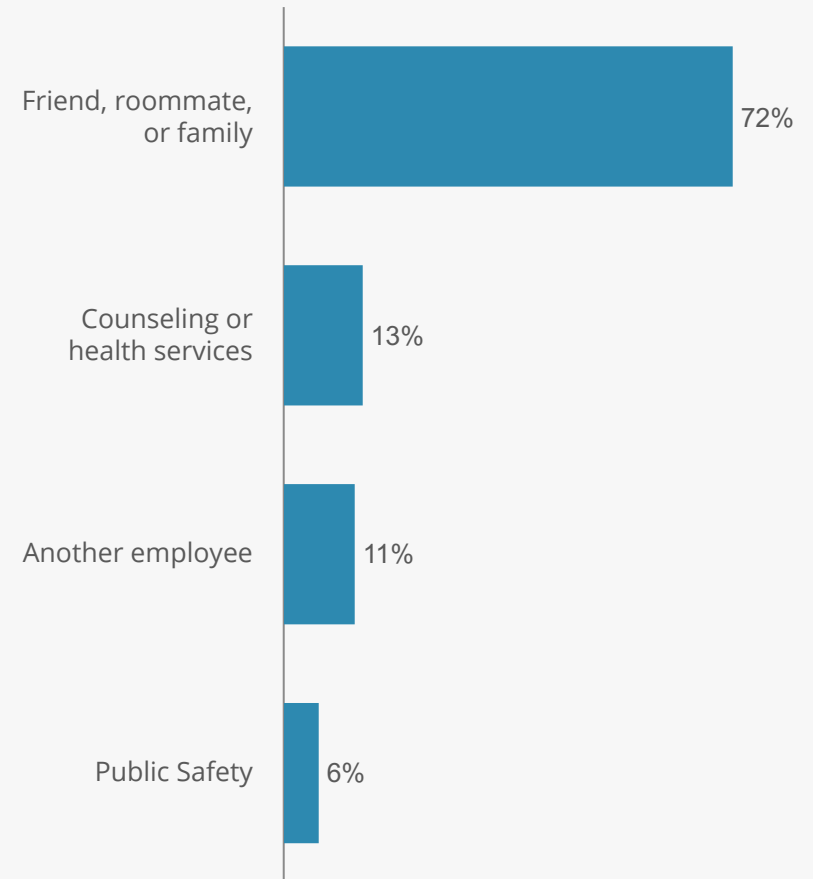
Friend, roommate, or family	72%
Counseling or health services	13%
Another employee	11%
Public Safety	6%

Stalking and Discrimination

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

- **16%** believed the incident was related to their gender identity or gender expression

- **6%** believed the incident was related to their sexual orientation

- **6%** believed the incident was related to their race or ethnicity

- **4%** believed the incident was related to another identity marker

- **1%** believed the incident was related to their disability status

Fig. 46 Stalking and discrimination

Gender Identity or Expression 16%
Sexual Orientation 6%
Race/Ethnicity 6%
Other 4%
Disability Status 1%
None of the above 75%
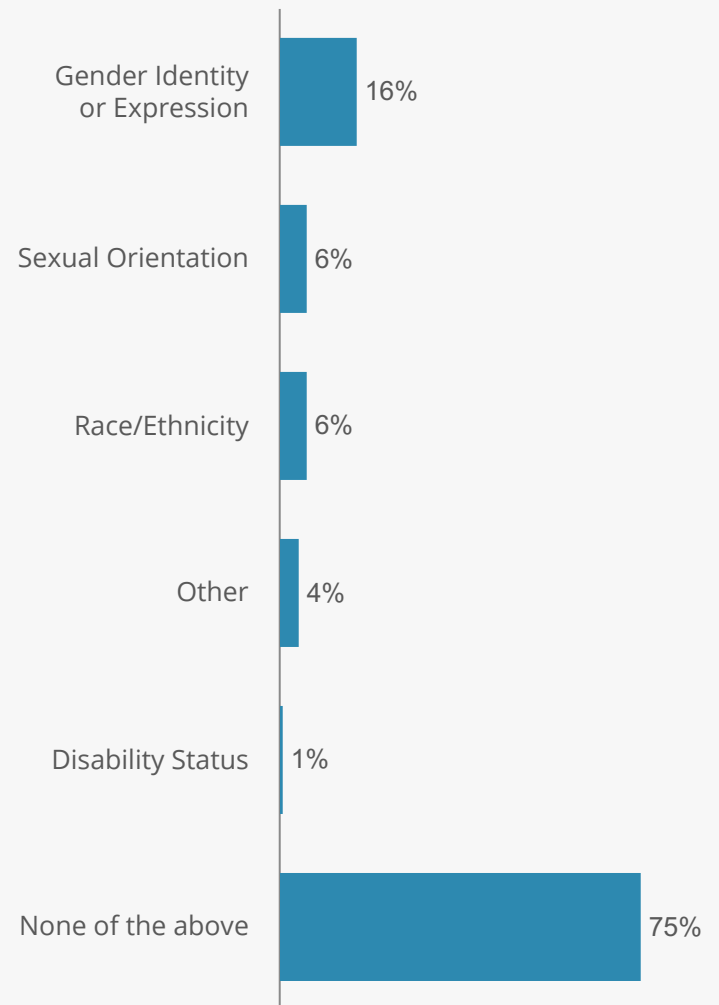
Findings

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 reasons why students did not report sexual misconduct were they did not think the incident was serious enough to report (59%), they were worried the report woul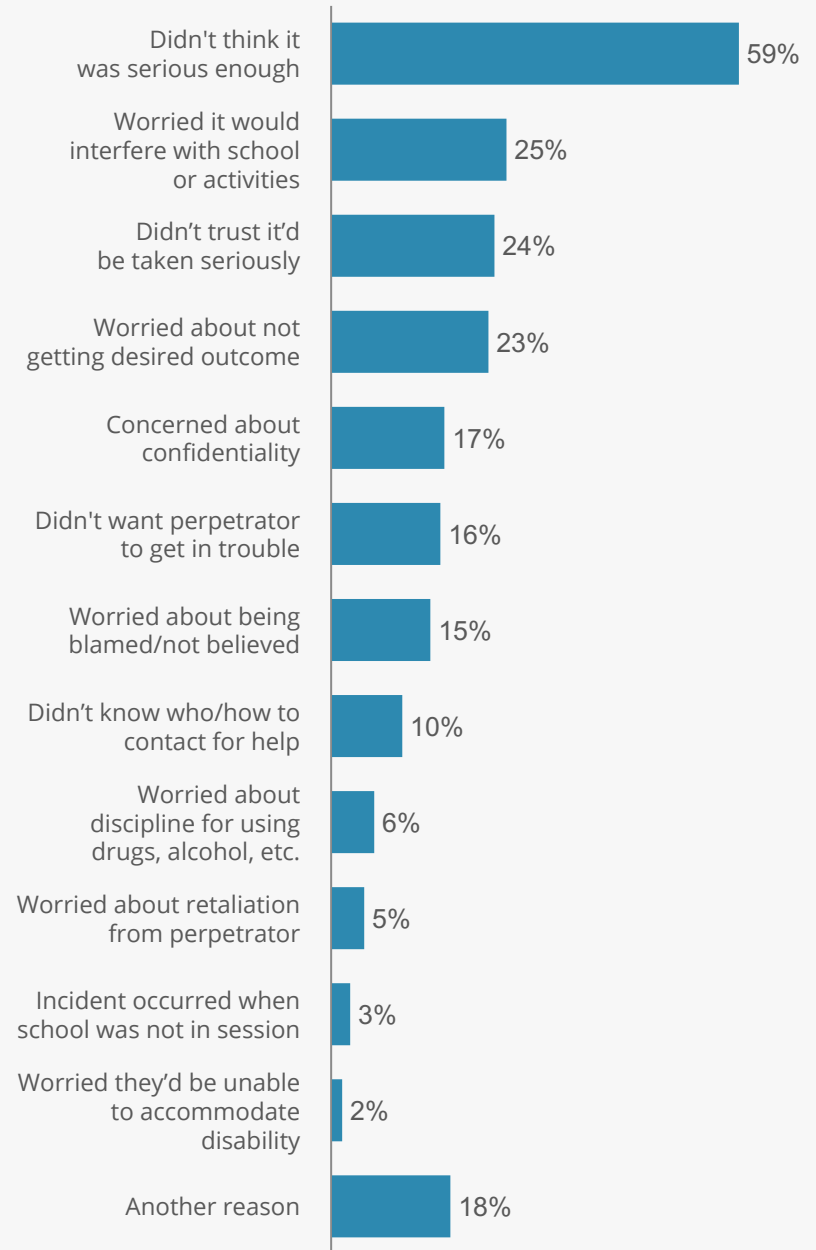d take time away from their studies or other activities (25%), and they did not trust that their disclosure would be taken seriously (24%).

Fig. 47 Reasons participants did not report sexual misconduct

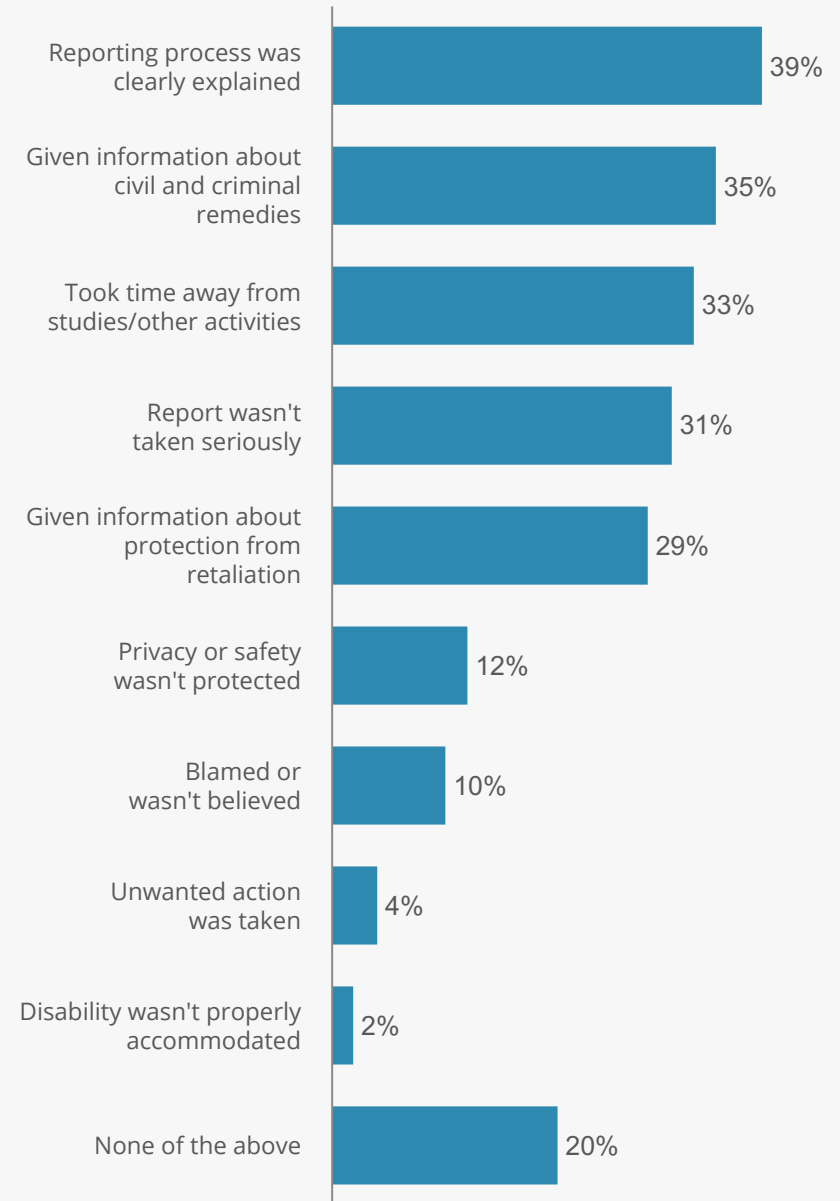| Reason	Percentage
Didn't think it was serious enough	59%
Worried it would interfere with school or activities	25%
Didn't trust it'd be taken seriously	24%
Worried about not getting desired outcome	23%
Concerned about confidentiality	17%
Didn't want perpetrator to get in trouble	16%
Worried about being blamed/not believed	15%
Didn't know who/how to contact for help	10%
Worried about discipline for using drugs, alcohol, etc.	6%
Worried about retaliation from perpetrator	5%
Incident occurred when school was not in session	3%
Worried they'd be unable to accommodate disability	2%
Another reason	18%

Experiences with the Reporting Process

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

Thirty-nine percent (39%) of students who reported sexual misconduct said that the reporting process was clearly explained to them, and 35% were given information about civil and criminal remedies.

About a third felt that reporting the incident took time away from their studies or other activities (33%) and that their disclosure was not taken seriously (31%).

Fig. 48 Experiences reporting sexual misconduct

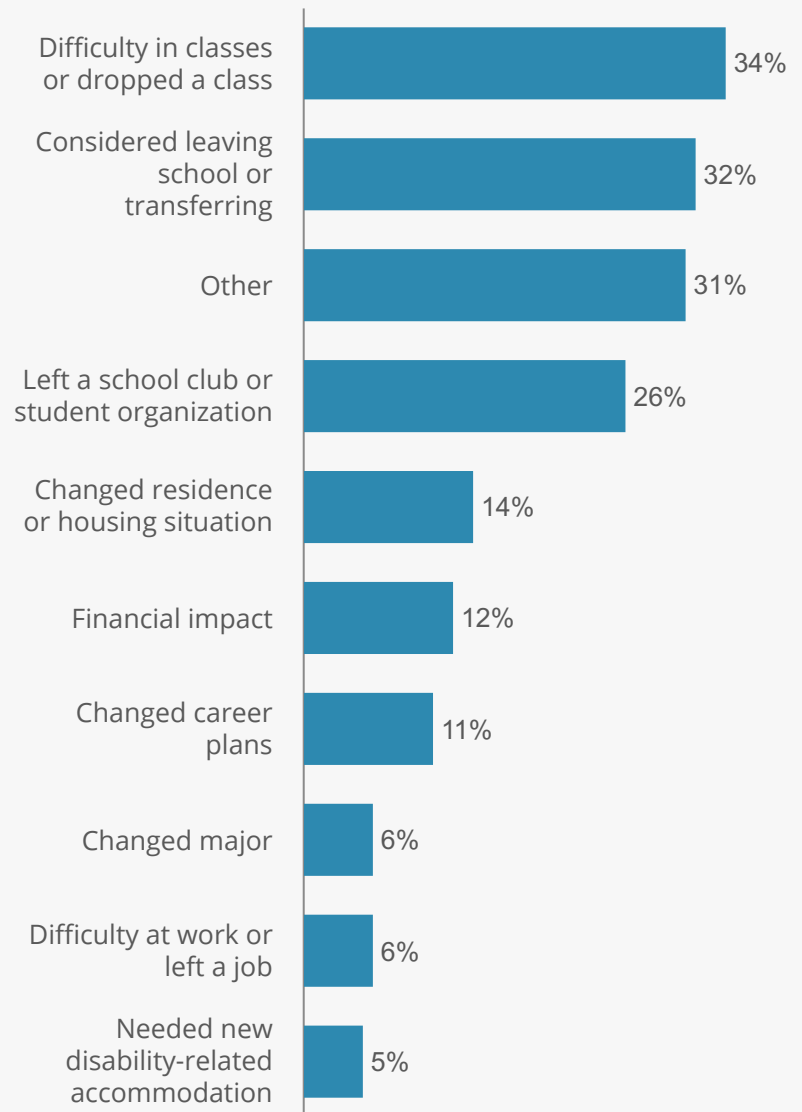| Category	Percentage
Reporting process was clearly explained	39%
Given information about civil and criminal remedies	35%
Took time away from studies/other activities	33%
Report wasn't taken seriously	31%
Given information about protection from retaliation	29%
Privacy or safety wasn't protected	12%
Blamed or wasn't believed	10%
Unwanted action was taken	4%
Disability wasn't properly accommodated	2%
None of the above	20%

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.

About a third of students who experienced sexual misconduct also experienced difficulty in classes or dropped a class (34%), and about a third considered leaving school or transferring (32%).

Twenty-six percent (26%) of those who experienced sexual misconduct also left a school club or student organization, and 14% changed their residence or housing situation.

Fig. 49 Impacts on academic, professional, or student life

Impact	Percentage
Difficulty in classes or dropped a class	34%
Considered leaving school or transferring	32%
Other	31%
Left a school club or student organization	26%
Changed residence or housing situation	14%
Financial impact	12%
Changed career plans	11%
Changed major	6%
Difficulty at work or left a job	6%
Needed new disability-related accommodation	5%

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.
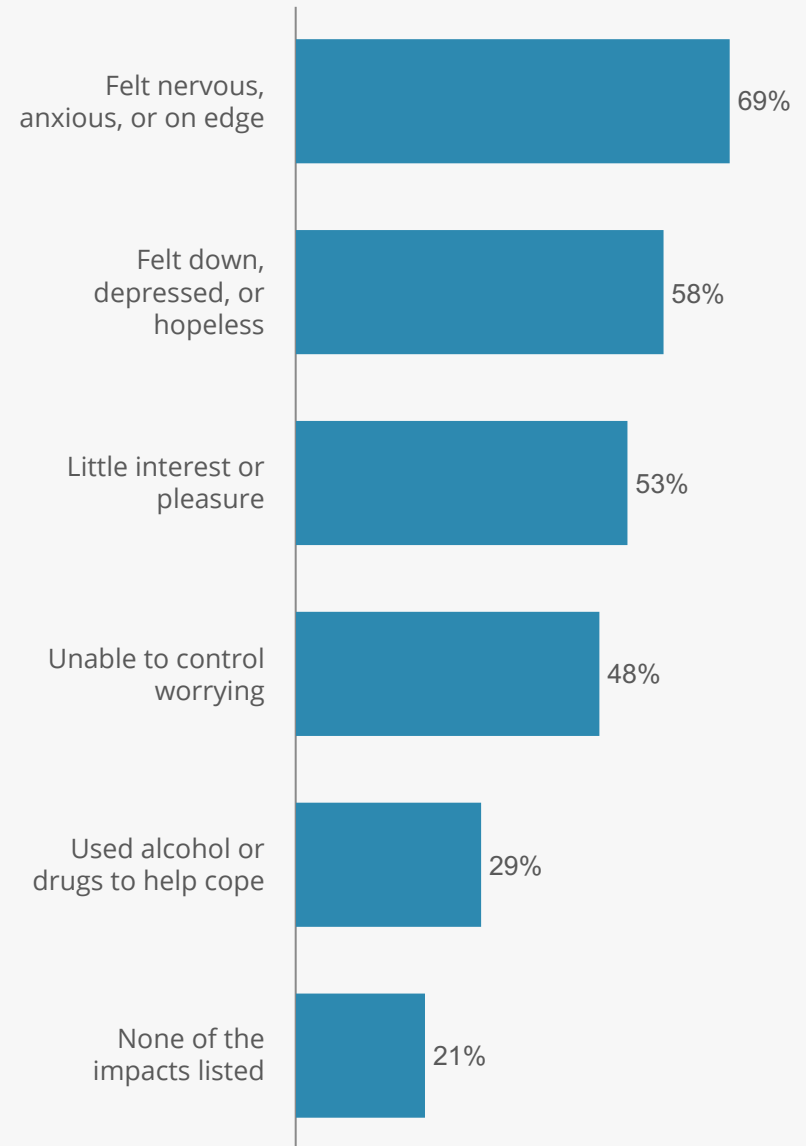
Most students who experienced sexual misconduct also felt nervous, anxious, or on edge (69%) and felt down, depressed, or hopeless (58%). About half felt little interest or pleasure in doing things (53%) and were unable to stop or control worrying (48%).

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.[2]

2 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.

Fig. 50 Impacts on mental health

| Impact	Percentage
Felt nervous, anxious, or on edge	69%
Felt down, depressed, or hopeless	58%
Little interest or pleasure	53%
Unable to control worrying	48%
Used alcohol or drugs to help cope	29%
None of the impacts listed	21%

Findings

Bystander Intervention

Bystander Behaviors

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

- **33%** witnessed someone make unwanted sexual comments, jokes, or gestures. Among those, 60% intervened in some way.

- **31%** thought someone might be in an abusive relationship. Among those, 42% intervened in some way.

- **23%** witnessed someone try to hook up with someone else who was passed out or unable to consent. Among those, 61% intervened in some way.

- **15%** learned of rumors that someone forced someone else to have sex. Among those, none said they intervened.

Fig. 51 Percentage of students who intervened after witnessing sexual misconduct
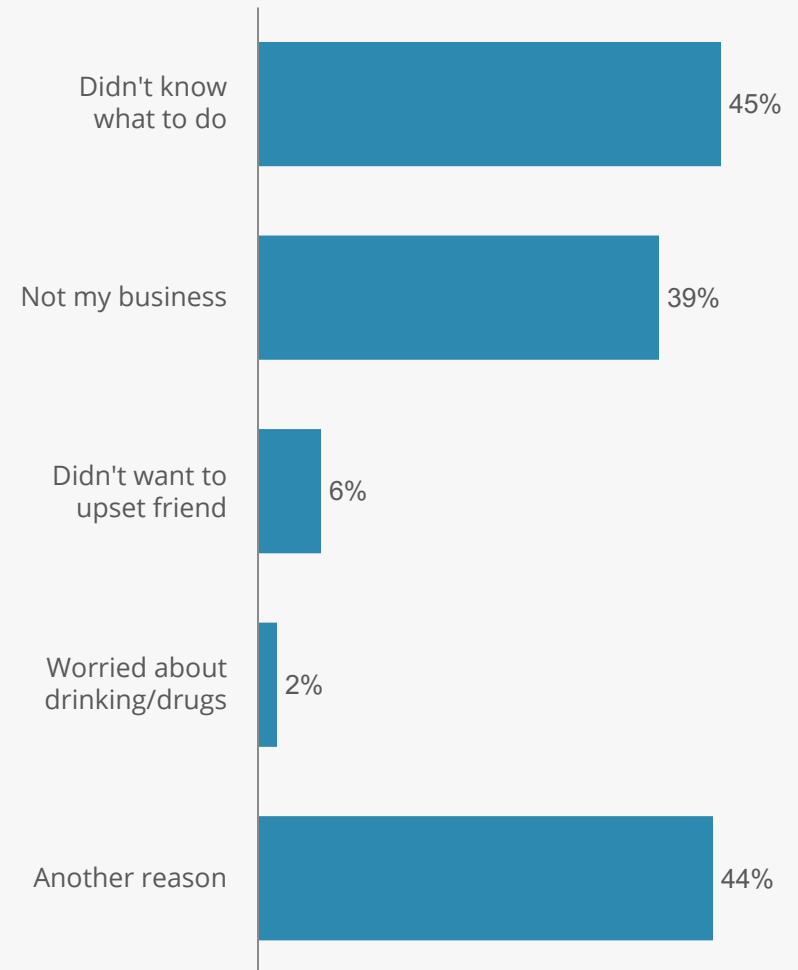

Witnessed someone make unwanted sexual comments, jokes, or gestures: 33% / 60%

Thought someone might be in an abusive relationship: 31% / 42%

Witnessed someone try to hook up with someone else who was unable to consent: 23% / 61%

Learned of rumors that someone forced someone else to have sex: 15% / 0%

■ Witnessed ■ Intervened
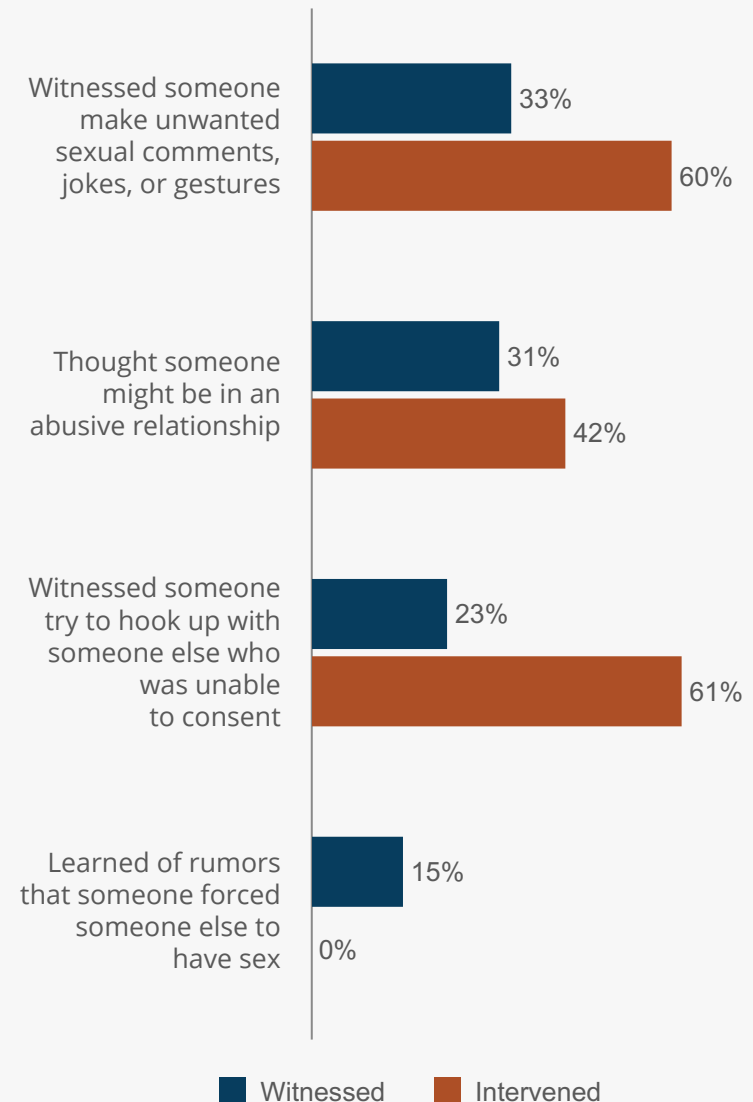
Why Students Did Not Intervene

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

- **45%** were not sure what to do
- **39%** felt it was not their business to intervene
- **6%** did not want to upset a friend
- **2%** did not want to get in trouble for drinking and/or doing drugs
- **44%** did not intervene for another reason

Fig. 52 Reasons students did not intervene

Didn't know what to do — 45%
Not my business — 39%
Didn't want to upset friend — 6%
Worried about drinking/drugs — 2%
Another reason — 44%

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.[3]

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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

Some groups expressed concerns about the campus culture and belonging, equity, and well-being.

pg. 13-15 & 23

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. Strengthen and expand on-campus services provided for TGQN students, LGB+ students, and students with disabilities.

4. Address systemic and cultural discrimination of gender and sexual minorities and students with disabilities on campus and in the community.

5. Consider conducting focus groups to better understand the experiences of students and their perceptions of the campus culture and belonging, equity, and well-being.

6. A low campus culture score indicates some students believe the school should be doing more to prevent sexual misconduct and hold perpetrators accountable.

7. Transparently communicating how the College plans to address these survey findings can help improve perceptions of the campus culture and accountability.

Key Findings

There is room to improve students' knowledge of policies and resources.

- 40% were unaware of the Title IX Coordinator

- 39% did not know what happens when sexual misconduct is reported

pg. 17-20

Recommendations

1. Review all policies to ensure they are explained in plain language that avoids legal jargon.

2. Increase awareness of policies through targeted educational efforts. Students are more likely to remember policies if they are exposed to them in various formats at various times throughout their academic career.

3. Place policy information in accessible, commonly viewed areas, such as dining halls, bathrooms, class syllabi, and on your website. Clearly and succinctly explain the Title IX reporting process to help students make an informed decision about whether to report an incident to the school.

4. Consider aiming extra education efforts toward groups who had less awareness of policies and resources, such as BIPOC, first-generation, international, graduate, part-time, and older students.

Key Findings

43% of sexual harassment incidents and 57% of sexual violence occurred in residence halls.

pg. 30 & 35

Recommendations

1. Evaluate campus policies that may establish segregated spaces and perpetuate violence.

2. Consider the circumstances that may create environments that allow violence and harassment to occur. Implement transformative approaches to spaces controlled by the institution. This can range from creating awareness, redesigning housing and other spaces, and adjusting policies that impact who has access to and control of campus spaces. The SPACE toolkit provides a roadmap for transforming campus spaces to reduce sexual misconduct.

3. Speak with students to understand their experiences in these spaces and learn whether there are structural issues that perpetuate violence and sexual harassment.

Key Findings

Overall, reporting to campus officials was low.

Common reasons students did not report:

- Did not think it was serious enough
- Worried it would interfere with school or other activities
- Worried it would not be taken seriously

Students who did report expressed that they experienced the above concerns and 61% said the reporting process was not clearly explained to them.

pg. 48-49

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. Evaluate the requirements of students during the reporting process and explore methods to reduce the time commitment. Review the process for students to receive extra time and other accommodations while they are engaged in the reporting process.

Key Findings

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

pg. 51-52

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.

Key Findings

Students may benefit from bystander training.

- 50% of students have not received information on bystander intervention

- 45% of students who witnessed sexual misconduct did not intervene because they did not know what to do and 39% believed it was not their business to intervene

pg. 19 & 55

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!
   17. Intervene