

Exploring the Need for Additional Title IX Education and Training

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Department of Community Care and Counseling, Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

School of Behavioral Sciences

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### **Abstract**

This quantitative study explores the differences between students, faculty, and staff about the need for additional Title IX education and training at a community college in Southeastern Connecticut from the four-level construct of the Social-Ecological Model of sexual misconduct prevention. This paper analyzed the existing literature on sexual misconduct education and training across higher education institutions, specifically related to community colleges nationwide. The literature was limited, related to community colleges. The data analysis explored the differences between students, faculty, and staff's gender, sexual orientation, and college status about the need for additional Title IX education and training using archival data from a quantitative Campus Climate Survey administered in the Spring 2022 semester. One-way ANOVA's and chi-square tests explored the differences between students, faculty, and staff responses about how well the college addresses Title IX reports, how likely an individual is to seek help from the college, how well the college responds to Title IX, knowledge about Title IX college procedures, and the need for additional Title IX education and training. The Title IX assessment invited 2,939 students, faculty, and staff, which received responses from 210 students and 100 employees. Responses provided a better understanding about Title IX education and training related to the Social-Ecological Model from the individual, relationship, community, and societal levels.

*Keywords:* Title IX, Sexual misconduct, Education and training, Community college, Campus Climate Survey, Social-Ecological Model

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### **Dedication**

This is dedicated to my husband and best friend, Jonathan Klaus Lamiotte. You have been my rock on this journey that has taken us through more than we ever imagined in the last four and a half years. Sharing this life with you has been such a blessing and I am so grateful that we get to share this with our little miracle, Peyton Louise Lamiotte. You continue to help me become a better version of myself, remind me that life does not have to be a battle, and showed me how to love again. Thank you for being my light through the darkness, my laughter through the tears, and my love through the grief. I would not be where I am today without your unconditional love, continuous support, constant encouragement, and endless patience – every single day! I will never stop falling in love with you.

*Therefore encourage one another and build each other up, just as in fact you are doing.*

*– Thessalonians 5:11*

This is also dedicated to my mom, Marilyn Louise Krug, who passed on May 12, 2021, from a sudden and unexpected glioblastoma. You did not only save me from an orphanage in Pune, India at the age of 3, but you helped me become the woman I am today. Your words will always stay with me when you wrote a character reference for me, “Maria is truly the most tenacious person I have ever known. When she sets a goal for herself, she never gives up.” I could not have made it through the ups and downs without you. I will be forever grateful and blessed to have called you my mom and BFF4Life. Thank you for always loving, supporting, and encouraging me, even when I made it difficult to, my sweet momma.

*Peace I leave with you; my peace I give you. I do not give you as the world gives. Do not let your*

*hearts be troubled and do not be afraid. – John 14:27*

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**List of Abbreviations**

Annual Security Report (ASR)

Association of American Universities (AAU)

Association for Student Conduct Administration (ASCA)

Association of Title IX Administrators (ATIXA)

Board of Regents (BOR)

Campus Safety and Security (CSS)

Campus Sexual Violence Elimination Act (Campus SaVE)

Code of Federal Regulations (CFR)

Connecticut General Assembly (CGA)

Connecticut State Colleges and Universities (CSCU)

Council for Christian College & Universities (CCCU)

Centers for Disease Control and Prevention (CDC)

Department of Justice (DOJ)

General Education Development (GED)

Historically Black Colleges and Universities (HBCU)

Institutional Review Board (IRB)

Intimate Partner Violence (IPV)

Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ)

National Center for Education Statistics (NCES)

National Council for Behavioral Health (NCBH)

National Institute for Health (NIH)

Network to End Domestic Violence (NNEDV)

Office for Civil Rights (OCR)

Office of Planning, Research & Evaluation (OPRE)

Office on Violence Against Women (OVW)

Rape, Abuse, & Incest National Network (RAINN)

U.S. Department of Justice (DOJ)

United States Code (U.S.C.)

United States Department of Agriculture (USDA)

Violence Against Women Act (VAWA)

Washington Coalition of Sexual Assault Programs (WCSAP)

## **Chapter One: Introduction**

### **Overview**

Title IX, a federal law established in 1972, prohibits discrimination based on sex in education programs and activities receiving federal financial assistance (U.S. Department of Education OCR, 2022). It serves as a guideline for colleges and universities to follow regarding education and training. While community colleges are dedicating time, energy, and resources to meet the federal standards for Title IX, research about community colleges' education and training tends to be overlooked due to funding and resources available (Anderson, 2020). There is still a need to study and understand the differences among students, faculty, and staff with regard to the necessity for more Title IX education and training. The Association of Title IX Administrators (ATIXA, 2016) noted there are few examples in the research that “describe how sexual misconduct prevention and response manifests at community colleges” (p. 48). The research conducted by ATIXA (2016) found that barriers to Title IX compliance were due to time, training, and funding along with buy-in to promote equity and federal guidance at community colleges. The survey results of the ATIXA (2016) study also determined that “the need for more training was identified as a primary challenge”, even though of the 69 participants, 61% received training once a year and 39% received training more than once a year (p. 50). According to ATIXA (2016), survey results showed that there were specific training needs that were not unique to community/technical colleges and that the training offered was specific to four-year higher education institutions. As a result, it is suggested that further exploration should be done to develop training that addresses the needs of community/technical colleges. To contribute to the existing body of literature on the need for additional Title IX education and training, the researcher plans to conduct a study on the current policies, procedures, regulations,



and experiences of students, faculty, and staff at a Southeastern Connecticut State community college.

### **Background**

The need for additional Title IX education and training must be studied to guide community colleges in improving sexual misconduct awareness, knowledge, and skills for students, faculty, and staff. One study, in particular, found that college campuses must engage the entire community to learn about sexual misconduct (Chambers et al., 2021). Research is limited about community colleges, however, one study about community colleges in California suggested that there is a need to examine “the perceptions regarding gender equity, of those individuals responsible for enforcing federal regulations” (Wade-Gravett, 1996, p. 8). Additionally, the study by Wade-Gravett (1996) found that the state system of community colleges must examine Title IX compliance. Further research has explored campus communities’ knowledge about Title IX which was examined by the Association of American Universities (AAU, 2020). The study conducted by the AAU (2020) found that students are aware of the policies and procedures related to Title IX, but there is no research available that examines the potential differences in knowledge between students, faculty, and staff. The proposed research aims to contribute to the literature by exploring the necessity for more Title IX education and training among all members of the campus community.

Exploring the differences between students, faculty, and staff about the need for additional education and training may offer higher education institutions insights into how practices can be improved. ATIXA (2016) points out that institutions must address the specific needs of community colleges in terms of Title IX training. While Title IX prohibits sexual discrimination and misconduct, previous research has primarily focused on sexual assault and

harassment. Nevertheless, there is still a research gap in understanding the differences between community college students, faculty, and staff regarding their need for more Title IX education and training. Wiersma-Mosley and DiLoreto (2018) emphasized that education and training programs must be provided to address Title IX guidance, procedures, and policies. Meanwhile, the study conducted by Wiersma-Mosely and DiLoreto (2018) examined four-year private, four-year public, and two-year community colleges and determined that Title IX coordinators receive training from various organizations; however, the study did not analyze the education and training that was provided for students, faculty, and staff. Additional research about Title IX education and training was conducted by Brubaker (2019) in which a participant described that many faculty and staff "haven't been trained like they're supposed to" (p. 322). Brubaker's (2019) study determined that there is a lack of training offered to staff in responding to sexual misconduct. Furthermore, recommendations from Brubaker's (2019) study discussed the need to "study prevention, education, and training efforts (p. 324)." Support for Title IX education and training was explored by Beres et al. (2019) which suggested that comprehensive education on sexual violence prevention should be provided to all members of the campus community, including staff and students. Much of the research that has been conducted examines four-year higher education institutions. A study by Potter et al. (2021) revealed that the existing literature on sexual violence prevention in higher education mainly focuses on four-year colleges (with 34 articles) and two-year colleges (three articles) published between 2000 and 2015. Therefore, "the majority of campus sexual violence prevalent studies detail traditional four-year college and university campuses (Potter et al., 2021, p. 2817)." Cruz's (2019) study supports the need to explore education suggesting that future research should investigate whether providing additional support to institutions can improve their ability to implement Title IX more equitably. Expanding

the current literature on this topic may provide valuable insights into how community colleges can enhance their education and training on Title IX and create a safe environment that prevents acute or chronic psychological effects of sexual misconduct. Previous studies have emphasized the importance of Title IX education and training to help campuses comprehend the law and institutional policies related to Title IX. To achieve this goal, one study has recommended that the campus community must fully support Title IX coordinators (Wiersma-Mosley & DiLoreto, 2018).

### **Ecological System**

Sexual misconduct experiences can be attributed to reasons related to human development, regardless of whether an individual is a victim or perpetrator. In the 1970s, Urie Bronfenbrenner theorized the Ecological System Theory, which posits that human development is a construct of varying levels of systems within our lives (Bronfenbrenner, 1977). Each individual has a microsystem, mesosystem, exosystem, and macrosystem within their own life (Hayes et al., 2017). Notably, all systems of Bronfenbrenner's theory are interconnected and can affect an individual's understanding, differences, and behavior. The microsystem encompasses an individual's personal relationships; the mesosystem includes the relationships within each system; the exosystem involves functional relationships; and the macrosystem includes societal factors such as the individual's upbringing environment, belief system, and the situations they encounter or see (Hayes et al., 2017). The chronosystem includes individual lifetime changes across different systems (Eriksson et al., 2018). Each of the five ecological systems in Bronfenbrenner's Ecological System overlaps and influences the other which affects an individual's behavior (McLeod, 2023).

Although Bronfenbrenner's work laid the groundwork for understanding human development, the Centers for Disease Control and Prevention (CDC) expanded on the social-ecological model to specifically address sexual misconduct and how it relates to human development. According to the CDC (2022a), educating and training individuals about social-ecological theory may help prevent sexual misconduct. The model includes various interconnected factors, such as the individual, relationships, community, and society, which influence an individual's daily life (CDC, 2022a). In particular, one study assessed seven 2-year colleges and community professionals to increase the effectiveness of sexual violence prevention and response strategies (Potter et al., 2021). The study by Potter et al. (2021) used the social-ecological approach to assess a 3-year strategic effort to engage community college collaborations at the state, community, and campus levels. The initiative of this study resulted in the establishment and revision of existing sexual violence policies and protocols, including revision of websites, developing information and materials to educate community college students, faculty, and staff, and engaging faculty and staff in campus prevention and response efforts to help students (Potter et al., 2021). Continuing to focus on solutions, student engagement, and college collaboration is critical to ensure campus safety, and implement comprehensive violence prevention strategies (Potter et al., 2021).

The CDC (2022a) identified that the impact of sexual misconduct is influenced by various factors at different levels of the social-ecological model. At the individual level, factors such as biology, personal history, age, education, income, substance use, and history of abuse can have an impact. At the relationship level, individuals are affected by the quality of relationships with peers, partners, or family members, whether healthy or unhealthy. At the community level, positive or negative factors in school, work, neighbors, or social relationships

can have an impact, while at the societal level, factors such as encouragement or inhibition of health, economics, education, policies, harmful acts, or positive behaviors can influence sexual misconduct (CDC, 2022a).

According to Bryant (2021), to ensure organizational goals and objectives are met in an individual's changing internal and external environment, Title IX coordinators must understand the context of the social ecology of the institution. Shelton (2018) explains that each person's system can differ significantly due to various factors such as relationships, roles, activities, changes, responses, complexity, challenges, conceptualization, and reactions. These factors interconnect each system and impact how they evolve. However, providing education and training can promote healthier ecosystems by increasing awareness, knowledge, and skills necessary to adapt to each system.

## **Title IX**

On June 23, 1972, Title IX was enacted as a federal law, which states that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance (U.S. Department of Education OCR, 2022, p. 1)." The purpose of federal and state laws that exist is to protect individuals in higher education institutions from sexual misconduct by providing a safe and supportive learning environment (Shields et al., 2022). The U.S. Department of Education's Office for Civil Rights is responsible for providing guidance and rules on Title IX compliance to colleges and universities to promote a campus environment that is free from sexual misconduct and discrimination based on sex. The Office for Civil Rights enforces Title IX by examining, probing, and settling claims of sex discrimination complaints (U.S. Department of Education OCR, 2022). Title IX Coordinators strive to ensure

that their campuses are safe from sex discrimination and sexual misconduct, which suggests that those entrusted in that role must have practical communication skills, the ability to establish trusting and positive relationships, and the skills to foster an environment that educates and trains the entire campus community (Pappas, 2021). The Office for Civil Rights engages in enforcement and offers information to guide educational institutions, such as the *Dear Colleague Letter* and the *Title IX Resource Guide* to provide campuses with the appropriate policies, procedures, and regulations (Lhamon, 2015a). The distribution of guidance, policies, procedures, and regulations regarding Title IX by federal and state authorities has equipped Title IX Coordinators in higher education institutions with the necessary understanding and tools to handle instances of sexual misconduct and gender-based discrimination. The Association of Title IX Administrators (ATIXA, 2016) underscores the significance of Title IX and school personnel consulting the *Dear Colleague Letter* for additional information about Title IX to protect students. However, Title IX Coordinators confront myriad challenges in ensuring compliance based on the size of their campuses, the complexity of complaints, community relationships, and institutional collaboration (Pappas, 2021). Wiersma-Mosley and DiLoreto (2018) suggest that it is challenging to evaluate whether higher education institutions are compliant with the Title IX guidelines established by the Office for Civil Rights due to the variations in operations across different campuses in the United States.

When enacted into law, the purpose of Title IX, was to provide safety to individuals and protection from sex discrimination, sexual violence, and gender-based discrimination. Sexual misconduct is the umbrella term, including sexual assault, sexual harassment, sexual exploitation, domestic violence, intimate partner violence, and sex discrimination, covered under 1972 Title IX federal law (U.S. Department of Education, 2022). Over the past five decades,

Title IX legislation has become more stringent to safeguard individuals from sex-based discrimination or violence (U.S. Department of Education, 2022). The new regulations proposed for educational institutions include protecting students and employees; prompt and effective actions; prompt responses; requiring support measures; protecting LGBTQI+; and sharing nondiscrimination policies (U.S. Department of Education, 2022).

The issue of sexual misconduct on college campuses in the United States continues to be a topic of interest and study in academic literature. Through research, strategies for preventing sexual misconduct have been developed, providing guidance for higher education institutions to improve education and policy dissemination within their communities (Wiersma-Mosley & DiLoreto, 2018). Understanding the variations in the perceived need for additional Title IX education and training among students, faculty, and staff is crucial for these institutions. Such data can offer valuable insights into differences in Title IX awareness and training needs across campus constituencies. By addressing this gap in the literature, this study can help to broaden our understanding of Title IX-related issues and contribute to the body of research on this topic.

### **Problem Statement**

Despite the significant progress made by the Office for Civil Rights in promoting the importance of Title IX over the past 50 years, there is still ongoing work to improve the comprehension, regulations, and protocols related to Title IX (Reynolds, 2019). However, higher education institutions continue to face challenges as “Sexual violence has become one of the most visible, challenging, and polarizing issues” (Cruz, 2021, p. 363). Furthermore, in addition to Title IX, there are other laws and acts aimed at protecting individuals from sexual misconduct and sex discrimination, including the Jeanne Clery Act of 1990, the Violence Against Women Act of 1994, and the Campus SaVE Act of 2013 (Bellis et al., 2018). Compliance with Title IX

regulations is mandatory for higher education institutions to prevent sexual misconduct from occurring on their campuses (Cruz, 2021). Despite these regulations and laws, research indicates that sexual misconduct still occurs on college and university campuses, placing students, faculty, and staff at risk of experiencing psychological harm as a result of being involved in such incidents.

Under federal and state rules and regulations of Title IX, over one thousand two-year higher education institutions in the United States must follow policies and procedures (National Center for Education Statistics, 2020). In the wake of the unique challenges that community colleges experience, it is imperative that these colleges examine the need for additional education and training from the difference between students, faculty, and staff (Association for Student Conduct Administration, 2015).

According to the social-ecological model, which posits that individual, relationship, community, and societal factors are determinants of sexual misconduct, researchers must investigate the differences among students, faculty, and staff regarding the necessity of supplementary education and training. Such data can provide insights into how social-ecological factors at various levels impact these individuals differently. An examination of these differences can help bridge the gap in the literature by providing a better understanding of the need for additional education and training at community colleges.

There is a lack of research on the variations in the need for supplementary education and training regarding Title IX among students, faculty, and staff. Current studies on Title IX in higher education focus mainly on the differences in policies and procedures related to sexual harassment and assault, as well as the role of Title IX coordinators. One study proposed that comprehensive sexual assault policies tailored to individual campuses be developed with support



from higher education institutions (Karjane et al., 2002), while another suggested that initiatives to raise awareness and provide training could lead to more sustained and positive reporting outcomes (Newins et al., 2018). However, research is limited in exploring the need for Title IX education and training among community college students, faculty, and staff and the extent of such differences, if any. The problem is that community colleges must explore the need for additional Title IX education and training for students, faculty, and staff.

### **Purpose Statement**

The purpose of this quantitative comparative study is to determine the differences of students, faculty and staff at a community college about the following research questions: 1) If, or to what extent, are there differences regarding how well the college addresses Title IX reports; 2) If, or to what extent, are there differences regarding how likely an individual is to seek help from the college; 3) If, or to what extent, are there differences regarding how well the college responds to Title IX; 4) If, or to what extent, are there differences regarding knowledge of Title IX college procedures; 5) If, or to what extent, are there differences regarding the need for additional Title IX education and training; 6) If the Campus Climate Survey is a reliable scale on how well the college addresses Title IX reports and how likely an individual is to seek help from the college. The study will invite participants from the entire community college campus in Southeastern Connecticut, including students, faculty, and staff. The independent variables will be gender identity, sexual orientation, and college status, including students, faculty, and staff. The dependent variable of the study will be education and training. A one-way ANOVA will examine the differences between students, faculty, and staff regarding the need for additional education and training about Title IX. Additionally, the data analysis will provide an understanding about students, faculty, and staff need for additional Title IX education and

training in relation to sexual orientation, gender, and status in the college. It is expected that there will be significant differences in the need for Title IX education and training among the three groups.

### **Significance of the Study**

The researcher aims to investigate the need for additional Title IX education and training among students, faculty, and staff at a community college, which is an area that has received limited attention in the existing literature (Potter et al., 2021). The study's findings can provide valuable insights into how community colleges can enhance their practices to support their campus community better. Moreover, the results may lead to further research that examines effective strategies to educate and train students, faculty, and staff on community college campuses.

With a greater understanding of the differences between students, faculty, and staff related to Title IX education and training, community colleges may be more adept in providing guidance, resources, and skills for the entire campus community.

An environment to prevent sexual misconduct can be fostered through education and training among colleges and universities about the social-ecological model. According to the Centers for Disease Control (CDC, 2022a), individuals are affected by multi-faceted constructs within their ecological system, including themselves, relationships they do or do not have, their community, and society.

Sexual misconduct can have detrimental impacts on the individual, relationships, community, and society, whether for an acute or chronic period (CDC, 2022a). Understanding how an individual is affected by their ecological system can help in analyzing data related to the differences in the need for additional education and training specific to Title IX. The findings

from this study may provide insights for future research to explore what education and training can prevent sexual misconduct (CDC, 2022a).

### **Research Questions**

**RQ1:** If, or to what extent, are there differences regarding how well the college addresses Title IX reports?

**RQ2:** If, or to what extent, are there differences regarding how likely an individual is to seek help from the college?

**RQ3:** If, or to what extent, are there differences regarding how well the college responds to Title IX?

**RQ4:** If, or to what extent, are there differences regarding knowledge of Title IX college procedures?

**RQ5:** If, or to what extent, are there differences regarding the need for additional Title IX education and training?

**RQ6:** Do Questions 5 and 7 reliably measure how well the college addresses Title IX reports and how likely an individual is to seek help from the college?

### **Hypotheses**

**Ho1:** There are no significant differences regarding how well the college addresses Title IX reports.

**Ha1:** There are statistically significant differences regarding how well the college addresses Title IX reports.

**Ho2:** There are no significant differences regarding how likely an individual is to seek help from the college.

**Ha2:** There are statistically significant differences regarding how likely an individual is to seek help from the college.

**Ho3:** There are no significant differences regarding how well the college responds to Title IX.

**Ha3:** There are statistically significant differences regarding how well the college responds to Title IX.

**Ho4:** There are no significant differences regarding knowledge of Title IX college procedures.

**Ha4:** There are statistically significant differences regarding knowledge of Title IX college procedures.

**Ho5:** There are no significant differences regarding the need for additional Title IX education and training.

**Ha5:** There are statistically significant differences regarding the need for additional Title IX education and training.

**Ho6:** Questions 5 and 7 on the Campus Climate Survey do reliably measure how well the college addresses Title IX reports and how likely an individual is to seek help from the college.

**Ha6:** Questions 5 and 7 on the Campus Climate Survey do not reliably measure how well the college addresses Title IX reports and how likely an individual is to seek help from the college.

### **Definitions**

Campus Resource Team – Consist of individuals selected by the president of each institution of higher education, including but not limited to, (1) the institution's Title IX coordinator and chief student affairs officer, or their designees, (2) not less than one member from its (A) administration, (B) counseling services office, (C) health services office, (D) women's center, (E) special police force, campus police force or campus safety personnel, (F) faculty, (G) senior

and mid-level staff, (H) student body, (I) residential life office, and (J) judicial hearing board, provided such entities exist on campus, and (3) any other individuals designated by the president. At least one individual must be invited to serve on the team including, (1) A community-based sexual assault crisis service center; (2) a community-based domestic violence agency; and (3) the criminal justice system within the judicial district in which such institution of higher education is located, including, but not limited to, members of the state police and local police department and prosecutors employed by the Division of Criminal Justice. (Connecticut General Assembly, 2014).

Community College – Community colleges are 2-year higher education institutions that do not provide residential housing (Howard et al., 2019).

Intimate Partner, Dating, and/or Domestic Violence – Any physical or sexual harm against an individual by a current or former spouse of or person in a dating or cohabitating relationship with such an individual that results from any action by such a spouse or such person that may be classified as a sexual assault (BOR/CSCU, 2020).

Office for Civil Rights – A branch of the United States Department of Education that ensures equal access to education and promotes educational excellence through the enforcement of civil rights nationwide (U.S. Department of Education Office for Civil Rights, 2022).

Sexual Assault – Sexual act directed against another person without the consent of the other person or when that person is not capable of giving such consent (BOR/CSCU, 2020).

Sexual exploitation – A person takes non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited, and that behavior does not otherwise constitute one of the preceding sexual misconduct offenses (BOR/CSCU, 2020).

Sexual Harassment – Any unwelcome sexual advance or request for sexual favors, or any conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education or employment (BOR/CSCU, 2020).

Sexual Misconduct – Sexual misconduct includes sexual harassment, sexual assault, sexual exploitation, intimate partner, domestic and dating violence, and stalking (BOR/CSCU, 2020).

Sexual Violence – Physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. These acts include rape, sexual assault, sexual battery, and sexual coercion (Wies, 2015).

Stalking – Repeatedly contacting another person when the contacting person knows or should know that the contact is unwanted by the other person; and the contact causes the other person's reasonable apprehension of imminent physical harm, or the contacting the person knows or should know that the contact causes substantial impairment of the other person's ability to perform the activities of daily life (BOR/CSCU, 2020).

Title IX Education and Training – Institutional actions and strategies designed to prevent and communicate the prevalence of sexual assaults, stalking, and intimate partner violence, including the nature and number of cases of sexual assault, stalking, and intimate partner violence reported

at each institution of higher education in the preceding three calendar years, including, but not limited to, poster and flyer campaigns, electronic communications, films, guest speakers, symposia, conferences, seminars or panel discussions (Connecticut General Assembly, 2014).

### **Summary**

Title IX is a subject of great importance for researchers in colleges and universities in the United States. While higher education institutions strive to comply with Title IX regulations to ensure a safe and inclusive environment for their students, faculty, and staff, sexual misconduct and its psychological effects remain prevalent on campuses (Howard et al., 2019). The social-ecological model recognizes the significance of individual, relationship, community, and societal factors in awareness, understanding, and experiences related to Title IX (CDC, 2022a). Research sheds light on how colleges and universities are addressing sexual misconduct, including prevention, training, and education through various online and in-person modes. However, there is limited research on differences among community college students, faculty, and staff regarding the need for additional education and training about Title IX. Community colleges face unique challenges and variations compared to four-year institutions, underscoring the need for further research to examine Title IX-related differences.

## **Chapter Two: Literature Review**

### **Overview**

Title IX legislation was established five decades ago to ensure equal opportunities for individuals in educational institutions in the United States. While all aspects of the law are essential, education and training play a crucial role in facilitating a better understanding of how individuals can address instances of sexual misconduct. Individuals in college and university settings, including students, faculty, and staff, may encounter difficulties when dealing with sexual misconduct, given a lack of awareness, knowledge, or skills in understanding the policies, procedures, and available resources surrounding Title IX on their campuses. Typically, colleges and universities offer education and training on Title IX matters. However, further research is necessary to investigate whether students, faculty, and staff need additional education and training. Understanding any differences in education and training requirements among these groups could help enhance the practical application of policies, procedures, resources, and incident management on community college campuses (ATIXA, 2016). Supporting research by Potter et al. (2022) emphasizes that there is a need for colleges to better educate students about sexual violence prevention efforts.

### **Theoretical Framework**

The purpose of Title IX under the U.S. Department of Education's rules and regulations is to foster an environment that is free from sexual misconduct, provide safety, and equal protection of individuals to ensure no person is subjected to sex discrimination, sex-based harassment, sexual violence, or gender-based discrimination (U.S. Department of Education, 2022). The issue



of sexual misconduct has become a pervasive problem in the United States, attracting attention from researchers and policymakers (Banyard et al., 2021). Title IX federal law identifies various forms of sexual misconduct, including sexual assault, harassment, exploitation, and gender-based discrimination, which are considered criminal offenses that require appropriate interventions (BOR/CSCU, 2020).

Urie Bronfenbrenner (1977) theorized that the microsystem, mesosystem, exosystem, and macrosystem are “affected by relations obtaining within and between these immediate settings, as well as the larger social contexts, both formal and informal, in which the settings are embedded (p. 514).” On the other hand, research from Spencer et al. (2023) suggested that understanding the social-ecological model of sexual assault can better support prevention and intervention efforts for college students.

For every individual, awareness, understanding, skills, and reasons that sexual misconduct occurs vary due to human development. Urie Bronfenbrenner developed the Ecological Systems Theory in the 1970s, which suggests that individuals are influenced by differing life factors (Hayes et al., 2017). Bronfenbrenner (1977) pointed out, “The ecology of human development is the scientific study of the progressive, mutual accommodation, throughout the life span, between a growing human organism and the immediate changing environment in which it lives (p. 514).” McLeod (2023) stated that the different systems in Bronfenbrenner's Ecological Systems Theory are interrelated and affect each other in an individual's life. Shelton (2018) added that an individual's systems are interconnected and influenced by relationships, roles, activities, and settings, which are critical indicators of their development, affecting their actions, changes, and responses. Each ecological level has its complexities, creating different challenges in understanding, conceptualizing, reacting, and

learning. Recognizing how an individual's ecosystem is affected by relationships, roles, activities, and settings is essential to develop awareness and the ability to function effectively. Shelton (2018) emphasized that humans are active participants in their surroundings, and by analyzing their interactions and transactions, they can understand better how they affect their development. Active experiences can be evaluated for growth and development to create healthier systems. With education and training, individuals can be aware, knowledgeable, and skilled to face varying constructs of their ecosystems.

### **Microsystem**

The microsystem refers to the relationship between an individual and their environment within a specific setting, such as their home, school, or workplace. This system involves individuals engaging in specific roles and behaviors, such as being a daughter, parent, teacher, or employee, for a period of time (Bronfenbrenner, 1977). External influences that have the closest relationship with the individual have the greatest impact on the microsystem, including parents, siblings, extended family, or practitioners (Hayes et al., 2017). According to a research article by Spencer et al. (2023), college students are influenced by demographic and behavioral variables at the microsystem level, such as gender, ethnicity, and sexual orientation. The study found a strong correlation that sexual assault victimization occurs due to physical, emotional, and prior interpersonal violence, as well as behaviors such as binge drinking, alcohol use, and drug use which affects those who are the perpetrators and victims.

### **Mesosystem**

The mesosystem includes interactions among the varying levels of the ecosystem that interconnect, such as school, peer groups, or family. The mesosystem level incorporates two or more microsystems where relationships are influenced in various settings (Hayes et al., 2017).

Bronfenbrenner (1977) theorized that the mesosystem is succinct with the microsystems. The mesosystem level pertains to the interconnections among microsystems that a college student may experience, such as being a first-year student, alcohol use, or sexual activities which may contribute to sexual misconduct perpetration or victimization. These aspects can also be analyzed in the exosystem (Spencer et al., 2023).

### **Exosystem**

Bronfenbrenner (1977) proposed that the exosystem is an expansion of the mesosystem where external factors indirectly affect individuals in their immediate environment. The exosystem includes structures outside an individual's immediate setting that can impact them, such as a parent's job, political policies, or media exposure. Hayes et al. (2017) noted that the exosystem can influence individuals' experiences and behaviors, even when they are not directly involved in the setting. College students may be influenced by the college or university campus party culture (Spencer et al., 2023). Spencer et al. (2023) found that fraternity affiliation and living on campus had a strong correlation to the exosystem.

### **Macrosystem**

According to Bronfenbrenner (1977), an individual's macrosystem refers to the general cultural and institutional patterns that exist within a culture or subculture. The macrosystem is influenced by ecological factors that are beyond an individual's control, but which impact their life in significant ways. Sociocultural beliefs are one example of the factors that can shape an individual's experience in different settings (Hayes et al., 2017). Bronfenbrenner (1977) describes that the macrosystem influences “economic, social educational, legal, and political systems, of which micro-, meso-, and exosystems are the concrete manifestations (p. 515).” A college student’s behavior may be influenced by an institution’s power structures, social norms,

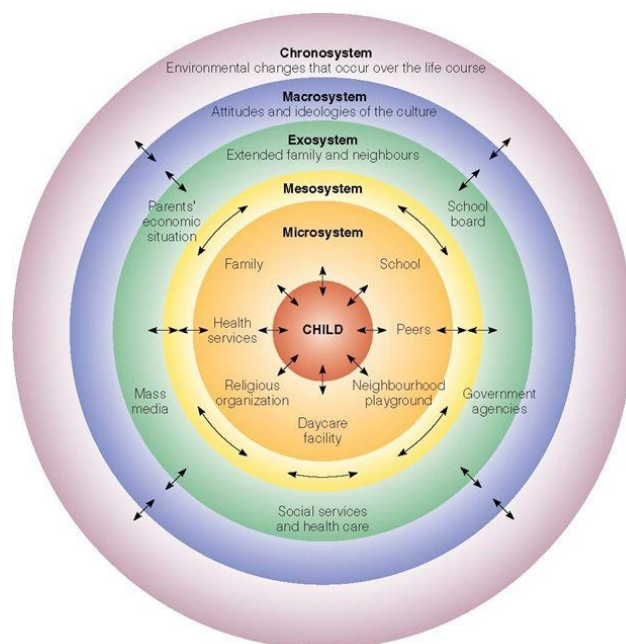
or rape myths, such as fraternities, sports teams, or parties, at the macrosystem level (Spencer et al., 2023). Factors that correlate to the macrosystem for college students include being female on college campuses, thus suggesting that there is an importance of continuing to address cultural and societal norms to prevent sexual misconduct incidents towards this population (Spencer et al., 2023).

### **Chronosystem**

The chronosystem constitutes the changes in an individual's life over time along with the interconnection among the other systems (Eriksson et al., 2018). An individual is influenced by situational or transitional changes in their settings and systems (Hayes et al., 2017). The chronosystem level can affect college students because of the new environment on a campus community, particularly during the first semester of attending college, or if they have a history of interpersonal trauma linked to childhood abuse or dating violence which may contribute to sexual misconduct incidents (Spencer et al., 2023).

### **Figure 1**

*Bronfenbrenner's Ecological System*



*Note.* Microsystem, Mesosystem, Exosystem, Macrosystem, Chronosystem

### Social-Ecological Model

The purpose of ecological model theories is to provide multi-level considerations about human development and behavior changes that may impact intervention for public health concerns (Sallis et al., 2008). Various adaptations of the ecological model theories have been incorporated in interventions, including Lewin's 1936 Field Theory, Barker's 1968 Environmental/Ecological Psychology Theory, Bandura's 1977 and 1986 Social Learning Theory, and Stokols 1992 Social Ecology Model for Health Promotion (Salmon et al., 2020). Each ecological model has provided framework about healthy behaviors that interconnect constructs to improve psychological, social, and organizational influences in an individuals development (Sallis et al., 2008). The National Institute of Health (NIH, 2015) describes that the Centers for Disease Control and Prevention (CDC) later expanded upon the Social-Ecological Model to explain how human development is influenced by various levels of an individual's life. The social-ecological theory's construct related to sexual misconduct education and training is to

stop violence before it begins. The Social-Ecological Model by the CDC has become a gold standard in preventing sexual violence which will allow researchers, program developers, practitioners, and policy makers to make informed and evidence-based decisions about sexual violence across communities (Cummings et al., 2013). Furthermore, there is a need for further research that examines the social-ecological impacts to improve risk and protective measures related to sexual misconduct (Cummings et al., 2013). The study by Cummings et al. (2013) found that there are several factors that contribute to the individual level, but more research is needed related to the relationship, community, and societal levels.

**Figure 2**

*Centers for Disease Control*



*Note.* Social-Ecological System Expanded by the CDC

According to the Centers for Disease Control and Prevention (CDC, 2022a), a better understanding of what factors influence sexual violence may help establish preventive measures. The Social-Ecological Model is grounded on the theory that sexual violence is attributed to a complex interplay between individuals, relationships, community, and societal factors (CDC,

2022b). The social-ecological model has been applied for health and public interventions to provide guidance about the impact that behavioral changes may have on an individual. One study analyzed how the social-ecological model is applicable to sexual assertiveness which found that sexual communication self-efficacy and campus climate were significant predictors of sexual assertiveness related to the individual and relationship levels (Wright, 2022). Understanding these influences and how each is connected will provide the opportunity for prevention, where education and training can be incorporated throughout colleges and universities.

### **Individuals**

The CDC (2022a) points out that factors such as biological and personal history can increase the risk of being a victim or perpetrator of sexual violence at the individual level. This includes age, education, income, substance use, and a history of abuse. Additional predictors that may influence a person at the individual level, include, diversity, sex, sexual experience, personal history of sexual violence, personality, body-esteem, self-esteem, mental health, fear, general assertiveness, and self-efficacy (Wright, 2022). Prevention efforts at this level may involve promoting attitudes, beliefs, and behaviors that discourage sexual violence through education and training in areas such as conflict resolution, life skills, social-emotional learning, safe dating, and healthy relationships (CDC, 2022a). At the individual level, Title IX education and training may build bystander intervention and healthy relationship skills (Dills et al., 2016). Additionally, comprehensive campus-based strategies may establish positive norms about gender, sexuality, and violence (Dills et al., 2016).

### **Relationships**

Relationships constitute the second level of the social-ecological theory where close relationships are examined to determine if risks of sexual violence are likely to occur as a victim

or perpetrator. Several predictors that may influence an individual at the relationship level include power dynamics, type of relationship, and communication (Wright, 2015). Individuals who impact this level include peers, partners, and family members, which all contribute to an individual's experiences. To prevent sexual violence at this level, the CDC (2022a) recommends implementing prevention strategies, such as parenting and family programs or mentoring, that promote communication, positive peer relationships, problem-solving, and healthy relationships. Additionally, Title IX education and training can be provided on college campuses to support positive behaviors and healthy sexuality through coach-implemented strategies or dorm-based interventions (Dills et al., 2016).

### **Community**

The social-ecological theory's third tier indicates that the community is a crucial factor in sexual violence and examines environmental contexts such as schools, workplaces, neighborhoods, and social networks. Predictors of the community level may include sex education and student involvement (Wright, 2015). The third level examines community traits to determine if they are linked to being a victim or perpetrator of sexual violence. The preventative approach prioritizes creating a secure living environment and promoting healthy relationships to enhance the physical and social environment (CDC, 2022a). At the community level, campuses may benefit from engaging leadership to promote cultures of safety and respect, social marketing campaigns that address sexual violence norms, gender, and sexuality, and identifying unsafe locations on campuses (Dills et al., 2016).

### **Societal**

According to the social-ecological theory, the fourth level involves societal influences, which encompass various factors that can either promote or prevent sexual violence (CDC,



2022a). The societal level may be impacted by gender roles, sexual double standards, and racial inequality (Wright, 2015). At this level, societal factors such as health, education, economy, and policies are explored to determine their impact on sexual violence. For instance, in college campuses, Title IX education and training can be utilized as a societal-level approach to preventing sexual violence by implementing community initiatives, policies to reduce alcohol and drug use, and enhancing support and enforcement measures for response and reporting both on and off campus (Dills et al., 2016).

To prevent sexual violence, various strategies are being examined to promote societal norms that protect individuals from such acts. These strategies also include measures to enhance household financial security, create opportunities for education and employment, and explore policies that impact people's health and well-being. According to the Washington Coalition of Sexual Assault Programs (WCSAP, 2022), preventing sexual violence is a complex process that requires a thorough understanding of the social-ecological model theory. This understanding can help support the influences of each level, promote preventive measures, and establish strategies to counteract sexual violence. Implementing the Social-Ecological Model from a multi-level approach may help higher education institutions with education and training to address sexual misconduct (Sallis et al., 2008). Gathering data on the need for additional Title IX education and training will enable colleges and universities to incorporate sociological constructs to educate their campus communities effectively.

### **Related Literature**

The purpose of the literature review is to present a comprehensive understanding of the topics relevant to the current study, which include Title IX, community colleges, and sexual misconduct education and training. The review encompasses a wide range of scholarly material

that is specific to the research study and addresses the gap in the existing literature. It begins by defining Title IX and sexual misconduct and then examines the challenges faced by community colleges, the psychological effects of sexual misconduct, current prevention strategies, campus climate surveys, and how additional education and training can better support colleges and universities. The literature review also incorporates data sources, measures, and methodologies used in previous research. Furthermore, the section following the literature review will define the history of Title IX and its impact on colleges and universities in the United States.

Existing literature emphasizes the need for continuous exposure to Title IX policies, practices, and applications to bring about transformative change on college campuses regarding sexual misconduct (Wies, 2015). Previous and current trends related to awareness programming can provide insight into how community colleges can effectively implement awareness programming that benefits their community. To this end, this chapter will discuss the theoretical framework of the social-ecological model, the role and purpose of Title IX and its affiliated departments in the US, challenges specific to community colleges in the United States, sexual misconduct prevention, psychological factors, and campus climate surveys.

According to the Association for Student Conduct Administration (ASCA, 2015), sexual prevention remains unexplored at community colleges. Research by Brubaker (2019) addressed the need to explore Title IX efforts which suggested that research must be conducted to explore prevention, education, and training efforts. Literature about community colleges was explored by Seaver (2015) which examined a community college that “joined a national education and prevention effort to dramatically change the way we think about and respond to campus sexual violence” (para. 10). The community college developed a multi-tiered approach to address sexual violence on campuses by updating the webpage, including jurisdiction-based definitions in the

intake process, having faculty and staff attend Title IX information sessions, and incorporating mandatory training for students, faculty, and staff (Seaver, 2015). Moreover, Seaver (2015) asserts that it is crucial to comprehend the reason why the community college's mission is impeded due to sexual misconduct towards students, and “how the college can stop the interference from reoccurring” (para. 1). One study in particular explored sexual violence prevention and response strategies in 2019, where students were invited to participate in a twenty-five-minute campus climate survey from seven community colleges which was issued to their student email accounts (Potter et al., 2021). The campus climate survey included questions about demographics, experiences of sexual violence, awareness of resources on campus, and perceptions of sexual violence (Potter et al., 2021). The survey response rate included 1,965 participants of the 15,403 that were invited. The 2019 report identified that participants included 74% female, 23.6% male, and 2.1% transgender or nonbinary (Potter et al., 2021). Additionally, participants included 80.5% heterosexual and 18.5% included other sexual orientations (lesbian, gay) (Potter et al., 2021). Participants also included 41.1% first or second semester students, 30.6% third or fourth semester students, and 28.3% fifth or more semester students (Potter et al., 2021). The results of the study revealed that those more likely to be victimized identified as transgender or nonbinary or were enrolled for three or four semesters (Potter et al., 2021). While the results of the study were specific to student experiences about sexual violence victimization, the recommendations of the study identified that community colleges face Title IX challenges with on and off campus professional partnerships, resources, and lower engagement with the campus community (Potter et al., 2021). Potter et al. (2021) concluded that continuing to create a safe environment, free from sexual violence is important for community college students. The study results by Potter et al. (2021), supports the need for the current research study to explore

Title IX education and training at community colleges. In addition, the previous research supports not only assessing students, but also including faculty, and staff about Title IX campus climate to improve community involvement, engagement, and resources.

The current study aims to collect data on the varying perspectives of students, faculty, and staff towards the necessity of extra education and training on Title IX. This chapter will involve a comprehensive review of the literature on Title IX, sexual misconduct, community colleges, ecological impact, and the research gap in the area.

### **Title IX History**

In 1867, the United States Department of Education originated as the Office of Education, established to gather research about schools and teaching. This data was used to implement policies and procedures for improvement in the States school systems (U.S. Department of Education, OCR, 2022). Over a century of support from the Office of Education, 1980 marked the congressional decision to establish the U.S. Department of Education as a Cabinet-level agency. To the present day, the U.S. Department of Education continues its efforts to aid school systems and institutions alike in best practices and approaches for business, student, faculty, and staff operations (U.S. Department of Education OCR, 2022). The U.S. Department of Education (2022) is structured under the Office of the Secretary and Deputy Secretary, comprising seventy office agencies.

The Higher Education Act of 1965, signed into law by President Lyndon Baines Johnson on November 8, 1965, was established to strengthen student achievement among higher education institutions (National Archives Catalog, 1965). The purpose of the 1965 laws under this Act was to improve critical areas in college and university regulations, General Provisions; Teacher Quality Enhancement; Institutional Aid; Student Assistance; Developing Institutions;

and International Education Programs; Graduate and Postsecondary Improvement Programs; and Additional Programs (National Archives Catalog, 1965). The amendments to the Higher Education Act of 1965 included Higher Education; Vocational Education Amendments to Vocational Education Act of 1963; Amendments Relating to the Administration of Education Programs; Indian Education; Miscellaneous; Investigation of Youth Camp Safety; Emergency School Aid; General Provisions Relating to the Assignment of Transportation of Students; Prohibition of Sex Discrimination; and Assistance to Institutions of Higher Education (National Archives Catalog, 1965). Years later, The Education Amendments of 1972 marked the introduction of civil rights sex discrimination laws enacted by President Richard Nixon under Title 20 - Education in the United States Code (Office of the Law Revision Counsel, 2022).

The Higher Education Act of 1965 has been revised over the past four decades with education amendments signed, in 1968, 1972, 1976, 1980, 1986, 1992, 1998, and 2008 (U.S. Department of Agriculture, 1972). The originating regulations of Title IX have raised concerns in the past few decades; in turn, the sections of Title IX have expanded to ensure individuals' safety, protection, and well-being based on sex. The Civil Rights Restoration Act of 1987 was signed into law by the United States Congress after overriding President Ronald Reagan's veto. The Act amended the scope of Title IX as it applied to the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Title VI of the Civil Rights Act of 1964 (U.S. Department of Agriculture, 1972). The enactment of the Education Amendments of 1972 paved the way for Title IX policies, procedures, and initiatives to protect higher education institutions from sex-based discrimination, sexual orientation, and gender identity (Decker et al., 2021). The Higher Education Amendments of 1972 requires that

higher education institutions must address and prevent acts of sexual misconduct (Moylan et al., 2020).

### **Office for Civil Rights**

It is important to include the role of the Office for Civil Rights as they are the federal governing body that guides colleges and universities about Title IX. According to the Association of Title IX Administrators (ATIXA, 2016), “An area of recent concern among community colleges is maintaining compliant status with the U.S. Department of Education’s Office for Civil Rights (OCR), specifically regarding Title IX” (p. 48). The Office for Civil Rights is also responsible for addressing Title IX complaints that are reported by higher education institutions (Reynolds, 2019). According to Wiersma-Mosley and DiLoreto’s (2018) research about the role of Title IX coordinators, the Office for Civil Rights manages the issues within higher education institutions. To date, the U.S. Department of Education's Office for Civil Rights is the regulatory agency that enforces Title IX in the Code of Federal Regulations (2022) under Title 34 - Education (34 C.F.R. Part 106.1) – Non-discrimination on the Basis of Sex in Education Programs Or Activities Receiving Federal Financial Assistance, stating that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." The Office for Civil Rights under the U.S. Department of Education has determined that "Title IX applies to schools, local and state educational agencies, and other institutions that receive federal financial assistance, which constitutes approximately 17,600 local school districts, over 5,000 postsecondary institutions, and charter schools, for-profit schools, libraries, and museums" (U.S Department of Education OCR, 2022). Title IX safeguards various aspects of the academic environment, such as admissions, recruitment,

athletics, financial assistance, and counseling. Additionally, the Office for Civil Rights strives to safeguard individuals from various forms of sex-based discrimination, including sexual harassment and assault, treatment of LGBTQI+ students, disciplinary actions, single-sex education, and employment (U.S Department of Education OCR, 2022).

The Office for Civil Rights has guided higher education institutions in their 2015 *Dear Colleague Letter* about Title IX regulations that must be implemented to ensure the safety of campus communities (Lhamon, 2015b). The purpose of the *Dear Colleague Letter* is to make colleges and universities aware of their responsibilities in ensuring compliance with Title IX regulations. These parameters include that every educational institution has a designated Title IX Coordinator, the responsibilities and authority of the Title IX Coordinator are known.

Title IX Coordinators are supported and visible in the campus community, and Title IX Coordinators receive the appropriate training and knowledge of their role, policies, and procedures (Lhamon, 2015b). In addition to the *Dear Colleague Letter*, Title IX Coordinators have guidance from the Office for Civil Rights in their published *Title IX Resource Guide* (Lhamon, 2015a). Federal guidelines have made it clear that Title IX Coordinators and campus administrators are responsible for ensuring compliance with Title IX regulations, including coordinating investigations and disciplinary processes, educating the community, training faculty and staff, and collaborating with administrators to ensure appropriate measures are taken to address all complaints reported or disclosed. Title IX guidance states that campus administration may provide additional voluntary support to provide resources on or off campus for individuals involved in sexual misconduct incidents (Shields et al., 2022).

According to Know Your IX (2022), the objective of Title IX coordinators is to establish a safe educational environment that prohibits sex discrimination, promotes educational

continuity, takes appropriate action to resolve incidents, prohibits retaliation, and proactively works towards a campus free from sexual misconduct or discrimination. Research has heavily investigated the role of Title IX coordinators to understand their duties, responsibilities, and obstacles they encounter in higher education. Studies indicate that Title IX coordinators face numerous challenges, including ensuring compliance with state and federal laws, handling the complexities of their institution, building trust among campus communities, managing relationships, and collaborating within the institutional environment (Pappas, 2021). In the face of these barriers, Title IX coordinators must make concerted efforts to instill a safe environment for their college or university campuses. Education and training are critical in establishing knowledge, awareness, and skills for the campus community about Title IX policies and procedures. According to Van Den Hende (1998), community colleges face challenges in implementing procedures that align with the requirements of Title IX as set forth by the U.S. Department of Education, the Office for Civil Rights, and the governing boards of these colleges. Research indicates that Title IX coordinators must possess effective communication skills and experience to establish collaborative relationships, stay informed about evolving policies to disseminate information effectively, and cultivate an environment that encourages campus community members to report incidents and have confidence in the reporting system (Pappas, 2021).

### **Community Colleges in the United States**

Community colleges encounter distinctive difficulties compared to four-year colleges and universities, owing to factors such as their admission procedures, resources, education and training programs, and student demographics. Despite the absence of campus housing, sexual misconduct incidents do occur at community colleges. According to the Campus Safety and



Security (CSS) report for 2021, there were 265 on-campus reports of domestic violence, 122 on-campus reports of dating violence, and 270 on-campus reports of stalking across 2,362 campuses within the 907 two-year public institutions in the United States (2021b). For these same campuses, criminal offenses reported 143 reports of rape, 162 reports of fondling, and 6 reports of statutory rape (CSS, 2021a). While community colleges are making efforts to improve their practices, disseminate policies and procedures, and educate and train their staff, the gap in the research makes it critical that this topic is explored to gather differences of students, faculty, and staff to provide support and guide community colleges. A better understanding of students, faculty, and staff differences in the need for additional Title IX education and training may foster safer campuses with fewer sexual misconduct incidents, allowing the campus community to feel comfortable in the educational environment to complete an academic degree.

The National Center for Education Statistics (NCES, 2020-2021) determined that there are 3,931 total U.S. higher education institutions where 2,637 are four-year institutions in the U.S. as of 2020-2021. There are 1,294 two-year U.S. higher education institutions where 835 are public institutions, and 459 are private institutions (NCES, 2020-2021). Research indicates that nearly 40% of undergraduate students are enrolled in two-year institutions (Howard et al., 2019). Howard et al. (2019) note that community colleges attract students from diverse demographics who value affordability, flexibility, location, and a sense of community. However, community colleges face unique challenges when it comes to addressing sexual violence on their campuses. To better protect students, Howard et al. suggest that community colleges need to explore effective strategies for sexual violence education and training. With the number of community colleges continuing to grow nationwide, all institutions must prioritize Title IX compliance to safeguard their campus communities. Community college students can include traditional and

non-traditional students, such as recent high school graduates, older adults with children, or individuals working part-time or full-time jobs. In Connecticut, the Board of Regents for the Connecticut State Colleges and Universities oversees twelve Connecticut State Community Colleges and four Connecticut State Universities (CSCU, 2023).

Community colleges are known for being two-year higher education institutions where students commute to the college. Research has noted that only 15% of students in the U.S. comprise those who live in residential housing on campuses, while most students live at home, commute to college, or take online classes (Howard et al., 2019). Community college students may drive to the college instead of living in residential housing on or around campus grounds.

Higher education institutions in the United States are striving to enhance the effectiveness and productivity of education for students who seek a degree. As a result, community colleges have enabled students to pursue their studies while fulfilling their personal and professional obligations. Unlike four-year colleges and universities where students are generally considered traditional students who have recently graduated high school, community colleges have a diverse demographic consisting of both traditional and non-traditional students (Howard et al., 2019).

While pursuing their education, community college students will likely be balancing a part-time or full-time job or raising a family. These students are usually first-generation students within their families and come from lower socioeconomic backgrounds (Howard et al., 2019). Community colleges attract students who come from marginalized groups, including Blacks, Hispanics, Native Americans, International, women, immigrants, individuals with disabilities, and those who identify as LBTQI+, in comparison to four-year institutions (Howard et al., 2019). The reasons students attend community colleges vary from student to student, but all hope to receive an education free from sexual violence.

**Overview of Sexual Misconduct**

Title IX was established to ensure the safety and equal protection of individuals across the United States related to sex discrimination, sex-based harassment, sexual violence, and gender-based discrimination (U.S. Department of Education, 2022). The Office for Civil Rights has disseminated federal laws over the years to ensure that colleges and universities in the United States comply with rules and regulations to protect individuals in higher education institutions. The U.S. Department of Education recognizes the significance of Title IX and continues to make efforts to improve federal law regulations. On June 23, 2022, which also marked the 50th anniversary of the enactment of Title IX, the U.S. Department of Education proposed new regulations aimed at strengthening its commitment to promoting fairness, equality, and protecting educational systems throughout the United States. The new proposed regulations include the protection of students and employees from all forms of sex discrimination; complete protection from sex-based harassment; requiring prompt and effective action to end sex discrimination in education programs and activities; requiring prompt responses to all complaints with fair and reliable processes including trained and unbiased decisionmakers; requiring schools to offer support measures to students and employees affected by sex discrimination or sex-based harassment; protection for LGBTQI+ students from sexual orientation, gender identity, and sex characteristics discrimination; clarification and confirmation of protection from retaliation of students and employees; improvement of grievance procedures; and ensuring that schools share their nondiscrimination policies among educational programs and activities (U.S. Department of Education, 2022).

Higher education institutions are expected to prioritize Title IX compliance and understand the issue of sexual misconduct, as emphasized by the U.S. Department of Education.

In Connecticut, where the research is being conducted, sexual misconduct is a broad term that encompasses various behaviors that are forbidden in the state's community colleges and universities. The Board of Regents (BOR) for Higher Education, in collaboration with the Connecticut State Colleges and Universities (CSCU), disseminates policies, procedures, regulations, and supportive measures that encompass sexual misconduct. According to the Board of Regents, Connecticut State Colleges and Universities (BOR/CSCU, 2020), *Sexual Misconduct Reporting, Supportive Measures and Processes Policy* identifies that sexual misconduct includes sexual harassment; sexual assault; sexual exploitation; intimate partner, domestic and dating violence; and stalking. According to the BOR/CSCU (2020), sexual harassment includes “any unwelcome sexual advance or request for sexual favors, or any conduct of a sexual nature is made either explicitly or implicitly a term or condition or an individual's education or employment (p. 2).”

In addition, if sexual harassment is used as a basis for academic or employment decisions, interferes with an individual's academic or work performance, or creates an intimidating, hostile, or offensive educational or employment environment, it is a violation of Title IX policies (BOR/CSCU, 2020). Under the BOR/CSCU (2020) definition, sexual assault “includes but is not limited to a sexual act directed against another person without the consent of the other person or when that person is incapable of giving such consent (p. 2).” The act of sexual exploitation occurs when an individual takes non-consensual or abusive sexual advantage of another individual for their advantage or benefit other than the person being exploited (BOR/CSCU, 2020). Intimate partner, domestic or dating violence is an individual being physically or sexually harmed by a current or former spouse or a person in a dating or cohabitating relationship (BOR/CSCU, 2020). According to the policies of the BOR/CSCU

(2020), stalking is defined as repeated unwanted contact with another individual, which causes reasonable apprehension or imminent physical harm or substantial impairment of the other individual, and the person making the contact knows or should know that it is unwanted.

The Board of Regents (BOR) for Higher Education, in collaboration with the Connecticut State Colleges and Universities (CSCU), have established policies and procedures that require all community colleges to be aware of and comply with Title IX regulations at both state and federal levels. These policies mandate that community colleges must address any reported or disclosed incidents of sexual misconduct in order to ensure a safe academic environment for students, faculty, and staff. Furthermore, community colleges in Connecticut are encouraged to provide education and training to their campus communities to promote understanding and provide resources for addressing sexual misconduct both on and off campus (BOR/CSCU, 2020).

The issue of sexual misconduct is a pressing concern in colleges and universities across the United States, and institutions are taking steps to ensure that their campuses are safe. One approach is to focus on prevention by developing and implementing policies, procedures, education, and training that can foster a shift in the culture surrounding sexual misconduct. It is important to examine the unique characteristics of each campus community to determine if additional preventive measures are necessary. This includes analyzing the perspectives of students, faculty, and staff to identify areas where further education and training may be needed.

Collecting data on the differences among students, faculty, and staff will provide insights into which college campus demographic requires additional education and training on Title IX. Given the significance of this topic and the scarcity of research, it is essential to gather data and examine the need for additional education and training. The campus community has an impact on students, faculty, and staff, but the social-ecological theory's individual, relationship, and

societal levels are essential factors that may influence differences in the perceived need for education and training. This article gathers information from previous studies that suggest further research is necessary to explore the need for additional education and training about Title IX among community college students, faculty, and staff. The widespread consensus from the research suggests that colleges and universities must continue to improve their practices and responses to Title IX sexual misconduct policies, education, and training (Bellis et al., 2018). With the limited research specific to community colleges, a study must be conducted to explore the need for education and training from the perspective of students, faculty, and staff. The U.S. Department of Justice (DOJ, 2016b) surveyed 23,000 students, providing informative data on sexual assault and sexual harassment. According to the U.S. Department of Justice (DOJ, 2016b), it is important for all schools to be knowledgeable about sexual assault and to tailor their prevention education and training to the specific needs of their campus community. Although a study provided recommendations for colleges on how to respond to sexual assault, it did not address differences among the entire campus community, including students, faculty, and staff. To explore these differences, archived data will be analyzed to determine if additional education and training are needed for a better understanding of Title IX. Survey results will provide valuable information on the current level of awareness of Title IX among students, faculty, and staff and help determine the necessity of additional education and training. With a greater understanding of the community colleges' differences, not only will the institution being studied be able to make changes to improve Title IX, but recommendations and guidance can be offered to the body of research and higher education institutions, specifically community colleges. There is a gap in understanding if students, faculty, and staff feel additional education and training are needed to help community college campuses.

**Psychological Effects of Sexual Misconduct**

Sexual misconduct incidents can result in trauma-related conditions for victims. According to the National Council for Behavioral Health (NCBH, 2020), trauma is identified as an event that is shocking or dangerous that individuals experience or see. The effects of a traumatic event may create an individual to experience physical or mental ramifications (NCBH, 2020). Traumatic events specifically related to sexual misconduct can involve verbal or physical abuse, sexual abuse, domestic violence, and attacks on sexual orientation (NCBH, 2020). An individual's life can be significantly disrupted by a sexual misconduct incident, resulting in difficulties in functioning and interacting with others, persistent emotional distress, depression, anxiety, behavioral alterations, self-regulation difficulties, challenges with relationships and forming connections, regression in acquired skills, issues with attention and academics, sleep disturbances, physical symptoms, and engaging in risky behaviors such as drug or alcohol abuse (NCBH, 2020). Understanding and being aware of these signs and symptoms will allow those who experience sexual misconduct to receive the help needed to address the individual's thoughts, emotions, behaviors, appearances, and well-being. The National Council for Behavioral Health (2020) states that trauma-related events can create acute or post-traumatic stress disorders. Acute stress disorder symptoms are present within the first six months after exposure to the traumatic event, while post-traumatic stress disorder symptoms are present within the first month of exposure and can last for months to years (NCBH, 2020).

Both complainants and respondents involved in sexual misconduct incidents in colleges and universities may experience psychological effects. Complainants, also known as victims, may be subjected to sexual misconduct incidents that make the academic environment unsafe and uncomfortable. Respondents, also known as the accused, who are alleged to have committed

a sexual misconduct incident, are also at risk of experiencing psychological effects, including those who are falsely accused. Complainants and respondents experience and respond to sexual misconduct reports which can instill an unhealthy educational campus where they face physical and emotional repercussions during and after an incident. Howard et al. (2019) state that there is a high prevalence of traumatic experiences among community colleges, finding that past victimization included sexual assault with 35.5% of females and 16.6% of males; relationship violence with 18.8% of females and 12.1% of males; and stalking with 27.3% of females and 12.9% of males.

Edman et al. (2015) conducted a study on the occurrence of traumatic events and mental distress among 386 male and 812 female community college students in higher education. The findings emphasized the necessity of trauma-related support in community colleges. The study also indicated that students who are victims of interpersonal violence may face difficulties attending classes due to legal obligations, medical appointments, or the need to relocate to a safer environment. Thus, it is crucial to educate both the college community and the surrounding communities about these issues and provide trauma-related workshops and forums for students, staff, and community members (Edman et al., 2015).

Much of the research available about the psychological effects of sexual misconduct in higher education targets a specific type of sexual misconduct, mainly sexual assault or sexual harassment, with minimal or no discussion of sexual misconduct. However, the literature available discusses how sexual misconduct can affect individuals if they are a victim. According to the Rape, Abuse, & Incest National Network (RAINN, 2022b), the psychological components that affect individuals may include self-harm, sexually transmitted infections, substance abuse, dissociation, panic attacks, depression, flashbacks, post-traumatic stress disorder, eating



disorders, pregnancy, sleep disorders, or suicide. According to Crumb et al. (2017), sexual misconduct poses severe risks and effects, and best practices and protocols for effective intervention are crucial for college students. The psychological constructs of Title IX support the research that a study must be conducted to determine the need for additional education and training among community college students.

### **Social-Ecological Impact of Sexual Misconduct**

The social-ecological theory explains that various levels of an individual's life have an impact on their well-being. These levels include the individual, relationships, community, and society, which are all important in personal, professional, and academic environments. Sexual violence is defined by Padrick (2020) as an act committed without consent and influenced by social, structural, cultural, and individual factors. To address sexual violence as a public health issue, prevention efforts must be integrated into society. Padrick (2020) emphasizes that prevention efforts must include monitoring policies, risks, protection, and the development of evaluation programs. Prevention strategies have been identified as primary, secondary, and tertiary. Primary prevention focuses on eliminating the problem before it occurs, while secondary prevention aims to address sexual violence immediately after it happens. Tertiary prevention focuses on developing long-term responses to minimize the likelihood of reoccurrence (Padrick, 2020).

According to Padrick (2020), primary prevention is the most effective way to address sexual violence within the social-ecological framework. Primary prevention strategies aim to identify how sexual violence is impacted by the individual, relationships, community, and societal levels. The individual level, which falls under the scope of the social-ecological theory, looks at factors such as age, gender, education, income, personality, substance use, or a history

of violence to determine where sexual violence occurs. This level also takes into account physical and biological factors (Padrick, 2020). The relationship level serves to understand better how peer, family, and intimate interactions impact sexual violence. At the community level, sexual violence is viewed as being impacted by environmental settings, including schools, workplaces, or neighborhoods. The societal level explores how sexual violence is impacted by beliefs, attitudes, and culture (Padrick, 2020). Understanding the individuals' differences in the need for education and training about sexual violence may aid in identifying and examining each of the socio-ecological levels to administer preventive measures. According to Padrick (2020), partnering with community members and establishing preventive policies and interventions can promote community education to reinforce and promote community norms. Conducting research on the distinctions among students, faculty, and staff in a two-year college, which represents the community level of the social-ecological framework, will offer more insights into implementing prevention strategies and improving their preparedness to comprehend sexual violence.

### **Sexual Misconduct Among Community Colleges**

According to the Rape, Abuse, & Incest National Network (RAINN, 2022a), sexual violence on campus is pervasive, with 13% of all students (graduate and undergraduate students) experiencing rape or sexual assault through physical force, violence, or incapacitation. Furthermore, it has been reported that 24.6% of female and 6.8% of male undergraduate students are victims of rape or sexual assault involving physical force, violence, or incapacitation. While research on sexual violence in four-year colleges and universities is abundant, there is comparatively little attention paid to its prevalence in two-year or community college settings. Studies on community colleges have shown that this population is also affected by sexual violence, and as such, effective prevention strategies must be implemented to safeguard them.

Researchers who studied sexual misconduct policies from numerous higher education institutions found similar challenges in responding to sexual violence and effectively addressing incidents of sexual misconduct. While institutions are making efforts to be compliant and provide a safe environment for their campuses, recommendations in the research encourage institutions to take strides in ensuring that practices, prevention, and intervention responses are continuously improving (Bellis et al., 2018).

One study highlighted that it was only the second study conducted at the state level to assess incidents of sexual misconduct but did not explore the need for education and training (Richards et al., 2021). Furthermore, the research suggests that analyzing incident-level data and analysis are needed about case relationships with no mention of collecting data specific to the need for education and training (Richards et al., 2021). Research explores ways in which preventive measures can be taken on college and university campuses; however, the research examines what efforts can be made to protect survivors of sexual misconduct without understanding the differences of the entire campus community. One research suggests that restorative justice and improving the student conduct system can help survivors of sexual misconduct (Vail, 2019). Karjane et al. (2002) researched campus policies from 2,438 higher education institutions, which found that 97% of campuses did not have measures in place for stalking policies, 46% of campuses had separate sexual harassment policies, 20% mentioned sexual harassment, 25% of campuses did not list what the Title IX coordinators contact information was, 40% of campuses were not training their students or faculty about Title IX policies, and 34% of campuses mandated training. A subsequent study by Richards (2019) examined data collected from over 800 higher education institutions in 2015. The study revealed that 95% of campuses had a Title IX policy, 67% listed the Title IX coordinator's contact

information, and 81% provided policies and procedures related to Title IX for their campus.

Although these studies emphasize the importance of educating and training campus members about Title IX, they do not address any distinctions between students, faculty, or staff concerning Title IX education and training.

Sexual misconduct among community college students has minimal research associated with it. Since most community college students do not live on campus, not all reports or disclosures of sexual violence are reported because they are not occurring on campus grounds. However, the research suggests why community college students may be affected more when sexual violence occurs than those who attend a four-year institution. Compared to four-year colleges or universities, community colleges have limited on-campus resources available, such as campus police, licensed counselors, or victim centers. Nevertheless, community colleges have a Campus Resource Team that provides both on and off-campus resources for students, faculty, or staff who experience sexual violence. When a community college student, faculty, or staff needs an off-campus resource, the college contacts the service to connect the individual(s) with the agency; however, immediate assistance is not always available. Community colleges are a network with off-campus resources, including a sexual assault center, domestic violence agency, state and local police departments, licensed counselors, court services, hospital services, probation officers, and attorneys. Off-campus agencies are responsive when sexual violence services are needed as they have a direct affiliation with the college, are knowledgeable, and are aware of the implications of Title IX. Community college students are not afforded the immediate response as a four-year institution which can deter a student, faculty, or staff from wanting to be on campus, attend classes, or continue with the institution in whatever capacity they are associated.

**Unique Challenges of Sexual Misconduct for Community Colleges**

According to the Association for Student Conduct Administration (ASCA, 2015), sexual assault prevention and response remain unexplored at community colleges. Unique factors pose challenges for community colleges to implement sexual misconduct prevention and response. Specific to sexual misconduct education and training, community colleges face barriers from enrollment status to the application of practices. Community college students, faculty, and staff face challenges compared to four-year higher education institutions.

Community colleges strive to make enrollment more accessible for all students by eliminating barriers. This approach allows students to have open access and enroll in community college without attending an orientation or undergoing a rigorous application process. Community colleges offer open access to various types of students, including non-traditional adult learners, high school students, and individuals with a criminal record, including sex offenders. According to ASCA (2015), community colleges do not typically inquire about a student's history of sexual misconduct, except in cases where parole or probation officers grant permission. This lack of knowledge about a student's history poses a risk for community college campuses as open access leaves the door open for nearly any student to attend.

Due to the enrollment of diverse populations, community colleges attract low-income students, first-generation immigrants, or those with disabilities (ASCA, 2015). With this diverse student body of students entering a community college setting, students are likely to file a complaint of sexual misconduct or seek help for incidents that occur. Therefore, students who are victims of sexual misconduct may decide to attend no longer and give up their education. Community colleges are left not knowing if or what type of sexual misconduct occurred, causing students to stop pursuing their education. The community college confronts the challenge of

helping this diverse population of students understand prevention and response to sexual misconduct.

Supporting students to recognize the seriousness of sexual misconduct is a complex task, and responding to such incidents presents a challenge for both community colleges and their students. According to ASCA (2015), sexual misconduct reports in community colleges are more likely to involve sexual harassment, stalking, or domestic violence, whereas reports of sexual assault are more common in four-year institutions. Since community college students typically commute and do not reside on campus, they may have limited opportunities for daily social interactions with their college or peers. Students with disabilities or cognitive functioning challenges may be uncertain or incapable of providing consent to acts of sexual misconduct and may not understand how to respond when an incident occurs. Similarly, students with disabilities or cognitive functioning challenges may not be aware that their behaviors are sexual, creating an uncomfortable or unwelcome environment for others. Community college students also face the challenge of sexual misconduct occurring off-campus among family members or in a dating or domestic relationship. Therefore, community colleges are limited in their jurisdiction to take immediate and effective action to prevent or respond to such incidents off campus. While incidents may not rise to sexual assault, sexual misconduct still affects community colleges and their student body, faculty, and staff.

Community colleges are flexible in their enrollment process and the delivery of course offerings. Many community colleges offer courses for continuing education, dual enrollment, and General Education Development (GED) programs (ASCA, 2015), allowing students still in high school to take courses with the community college. In addition, students considered seniors are offered the opportunity to take courses at no cost to them or join programs for life-long

learners. For this reason, the student population may include students considered underage to older adults and those seeking to finish the requirements to earn a G.E.D. Students who fall among these populations may be resistant to sexual misconduct education and training or not be offered the opportunity to receive the appropriate awareness programming about sexual misconduct, creating a challenge for community colleges.

Community colleges are faced with the challenge of providing sexual misconduct education and training to their diverse student, faculty, and staff population, who may have different schedules, may be enrolled in online courses, or may not attend the college consistently. Sexual misconduct education and training may not be available in every course, which limits the opportunity for students, faculty, and staff to learn about this important topic. Furthermore, there may be resistance to education and training due to reasons such as past victimization, language barriers, or lack of access to technology. Therefore, community colleges must find ways to raise awareness about sexual misconduct that are inclusive of all demographics.

Community colleges struggle with providing easily accessible resources on their campuses. While many colleges offer on and off-campus resources, community colleges find it challenging to connect every student, faculty, or staff with the appropriate agency to receive the assistance they require. This lack of resource accessibility creates a barrier for the college and individuals, as they may be hesitant to approach the college about an incident and may also be hesitant to contact off-campus resources that can provide help.

A more significant concern for community colleges is that many employees play dual roles which means that the Title IX Coordinator may oversee all sexual misconduct incidents, training, and education while also being responsible for another position on the college campus. Dual roles, in turn, create a challenge for Title IX Coordinators to balance their roles and hinder

their ability to address sexual misconduct incidents promptly or with the appropriate attention to address the complaint adequately.

Community colleges encounter various challenges and obstacles in fully complying with Title IX regulations, which can have detrimental effects on their readiness to respond to sexual misconduct incidents. Therefore, it is crucial for community colleges to guarantee that their students, faculty, and staff are aware of the Title IX Coordinator's identity, the resources available to them, and receive the education and training required to address sexual violence appropriately when it arises.

### **Sexual Misconduct Prevention in Higher Education**

The literature extensively covers various policies established to address Title IX's federal reporting requirements and regulations, such as the Campus SaVE Act, the Violence Against Women Act, and the Jeanne Clery Act. The Jeanne Clery Act, enacted in 1990, aims to safeguard individuals in colleges and universities (Clery Center, 2022). This policy necessitates that colleges and universities report campus crime data, provide assistance to victims of violence, and publicly articulate policies and procedures to ensure campus safety (Clery Center, 2022). Specific to Title IX, the Clery Act requires colleges and universities to report data about sexual assault, rape, fondling, incest, statutory rape, domestic violence, dating violence, and stalking (Seaver, 2015). Colleges and universities must provide an Annual Security Report (ASR) available to the public which shares crime statistics and prevention initiatives offered to the campus (Bellis et al., 2018). Following the Jeanne Clery Act of 1990, the Violence Against Women Act (VAWA) was enacted in 1994 (National Network to End Domestic Violence (NNEDV, 2017). When first established, the National Network to End Domestic Violence (2017) stated that VAWA created and supported comprehensive, cost-effective responses to



domestic violence, sexual assault, dating violence, and stalking. As VAWA has undergone reauthorization over time, the latest guidelines under VAWA consist of various provisions such as economic justice, enhanced accessibility, and support for non-discrimination and survivors, services for the LGBTQ community, tribal jurisdiction, housing protections, increased emergency services, and culturally specific providers (NNEDV, 2017). Recent measures in preventing violations under Title IX were established by the Campus SaVE Act, which was enacted in 2013, requiring higher education institutions, including community colleges and vocational schools, to educate students, faculty, and staff about the prevention of rape, domestic violence, dating violence, sexual assault, and stalking (Seaver, 2015). Colleges and universities must evaluate and administer education and training to ensure the safety of their campuses from sexual misconduct under the Campus SaVE Act (Bellis et al., 2018). While the U.S. is continuously making efforts to improve the equity, prevention, and safety of sexual misconduct, there continues to be significant sexual violence victimization on college campuses across the United States (Bellis et al., 2018).

Primary prevention awareness among higher education institutions continues to improve as the importance of Title IX is discussed more. Richards (2019) studied 842 higher education institutions, finding that 61% identified offering prevention programs geared towards sexual violence. The data collected identified that the highest rates of institutions providing prevention programming included 92% at 4-year public institutions, 77% at historically black colleges and universities (HBCU), 75% at 4-year private non-profit institutions, and 72% at 2-year public higher education institutions. While the data analysis of prevention programming is encouraging that higher education institutions, including two-year public schools, are educating and training their communities to a certain capacity, this particular study only researched programming

specific to sexual assault programming. According to Chambers et al. (2021), although colleges and universities are making efforts to improve their policies and safety measures to address sexual misconduct, there are still obstacles to changing the culture around it, providing support for survivors, and preventing future incidents. To overcome these challenges, campus administrators and educators should work together to support Title IX coordinators and engage the entire campus community in learning about sexual misconduct and its impact, rather than merely focusing on compliance. However, there is a gap in the existing research regarding the varying needs of students, faculty, and staff when it comes to education and training related to Title IX as a whole, rather than just specific types of incidents covered by Title IX.

### **Sexual Misconduct Campus Climate Surveys**

Much of the campus climate survey research is specific to sexual assault, with little examination of community college differences about the need for additional education and training. The most comprehensive report conducted to capture more information about sexual misconduct, along with programming and resources, was led by the Association of American Universities (AAU). In their 2019 report, the AAU Surveyed 830,936 students, with a total completion of 181,752 students (2020). Students that completed the survey included undergraduate, graduate, and professional respondents from private and public institutions. AAU sought to gather data about non-consensual sexual contact, sexual harassment, stalking, intimate partner violence (IPV), differences and experiences related to sexual assault and other sexual misconduct, prevalence, knowledge, and differences in risk of sexual or misconduct changes since the 2015 report, and students' experiences with campus programs and resources (AAU, 2020). The survey question about students' experiences with campus programs and resources determined that 15% of victims reached out to at least one program or resource. Of those that

did, 46.8% contacted counseling, 23.6% contacted the campus health center, 20.6% contacted the Title IX office, 17.9% contacted the campus victim services office, 11.2% contacted campus police, and 9.4% contacted local municipal police (AAU, 2020). While this data suggests that students are familiar with programming, it does not gather specific data for community college students or faculty and staff.

Under the U.S. Department of Justice (2016a), The Office on Violence Against Women (OVW) encourages colleges to use a campus climate survey to gather information about the sexual assault, attitudes, and behaviors of students. According to OVW, campuses are better equipped to address sexual assault when conducting the climate of their campuses (U.S. Department of Justice, 2016a). While the OVW guides conducting campus climate surveys about confidentiality, long-term action plans, electronic device accessibility, incentives, and the content of questions, there is no mention of gathering information about the differences in need for additional education and training when surveying campuses (U.S. Department of Justice, 2016a). Most colleges and universities throughout the United States attempt to ensure compliance with federal and state regulations and take measures to prevent sexual misconduct by raising awareness. However, the research does not indicate that community college students, faculty, and staff differ in need for additional education and training about sexual misconduct.

The purpose of campus climate surveys is to gather the climate of college campuses as it relates to students' differences and knowledge about sexual misconduct. While hundreds of higher education institutions conduct campus climate surveys to assess students' experiences and differences in sexual misconduct, the research indicates that these surveys are specific to policies and procedures already in place among the campus community (Swartout et al., 2020). So far, minimal data has explored the differences between students, faculty, and staff related to sexual

misconduct, and even fewer data have examined the differences between community colleges.

However, nearly all campus climate surveys address sexual assault, and only some address the prevalence of dating violence, stalking, and sexual harassment (Swartout et al., 2020).

Additionally, there are variations among college campus surveys regarding the content, extent, and detail of questions asked. Few studies have examined the differences in responses from community college students, faculty, and staff regarding the necessity for more education and training.

### **Summary**

Despite the increasing attention and resources dedicated to Title IX, sexual violence on college campuses persists, according to Cruz (2021). Compliance with state and federal laws regarding Title IX policies and procedures is crucial for higher education institutions as they become more prevalent across the United States. Therefore, community colleges must improve their practices in educating their students, faculty, and staff, as well as providing a safe space for victims to report incidents. Victims of Title IX incidents may suffer from psychological effects that cause long-term and short-term trauma, emotional distress, and mental health issues, which can impair their academic performance and overall well-being (CDC, 2022a). Additional education and training are needed to emphasize the importance of Title IX and how such awareness can improve campus safety, response, and resources available to students, faculty, and staff, specifically in the community college setting. A significant portion of the research underscores Title IX policies and procedures at the federal level, investigations specific to sexual assault, and data collection from four-year colleges or universities. However, little is known about the differences between students, faculty, and staff at United States community colleges regarding the need for additional education and training related to Title IX.

The social-ecological model continues to guide sexual misconduct, which the individual, relationships, community, and societal factors may influence. According to Bhochhibhoya et al. (2021), the social-ecological model takes into account several factors such as personality, family, friends, social relationships, and social and economic policies. However, Baynard et al. (2021) argue that the social-ecological levels' influences and correlations have not been adequately addressed. By examining differences among individuals regarding the need for more education and training, attention can be drawn to the levels of the social-ecological model that are related to sexual misconduct and self-awareness in relationships and community climates (Baynard et al., 2021). Understanding differences about the need for additional education and training may allow an understanding of the social-ecological model related to sexual misconduct, which can foster a safer environment for individuals, relationships, communities, and societal relations.

Research recommends that prevention strategies should be implemented that address the levels of the social-ecological model. According to guidance published by the Centers for Disease Control and Prevention (CDC) in 2014, effective prevention of sexual violence requires strategies that consider the developmental stages and environments of individuals and provide measures to reduce risks and increase protection. The CDC emphasizes that prevention strategies must be tailored to the specific needs of educated and trained populations as different individuals and groups respond and function differently (CDC, 2014). Specifically, for college campuses, risk and protective influences differ for each institution, and a greater understanding of the campus community's needs is vital to providing adequate education and prevention. Exploring the differences between students, faculty, and staff about the need for additional education and training will offer valuable data to support the needs of community college campuses.

Instances of sexual misconduct on community college campuses are a pressing issue across the United States, impacting students, faculty, and staff alike. To mitigate the chronic or acute psychological trauma-related effects of such misconduct, it is crucial for community colleges to explore the need for additional education and training. While research on this topic is limited, it is evident that the provision of education and training on Title IX is essential. However, there is a lack of data that sheds light on the differences in the additional education and training for Title IX that is currently being provided to community college students, faculty, and staff on their respective campuses. It is also apparent that community college students, faculty, and staff face unique challenges and barriers in preventing and responding to sexual misconduct. While preventive measures are in place through the Campus SaVE Act, VAWA, and the Clery Act, community colleges will benefit from a greater understanding of their specific campuses and how education and training can foster a safer environment free from sexual misconduct.

Conducting comprehensive research on a community college campus is essential to gain a deeper understanding of the obstacles and difficulties that need to be overcome to create a safer environment. Literature suggests investigating strategies related to prevention, education, training, campus response, and resource coordination. The findings of such research can help in identifying and implementing effective measures to prevent and eliminate sexual misconduct (Brubaker, 2019). Exploring what the differences between students, faculty, and staff are about the need for additional education and training will offer insight as to how community colleges can adjust their practices individually and collaboratively across the U.S. This data is also anticipated to provide analysis of the overall differences in need for education and training related to Title IX, or if a specific population of the community college, students, faculty, or staff, perceive the need for additional education and training about Title IX.

## **Chapter Three: Methods**

### **Overview**

The purpose of the quantitative comparative study was to explore the differences between students, faculty, and staff on how well the college addresses Title IX reports, how likely an individual is to see help from the college, how well the college responds to Title IX, knowledge of Title IX college procedures, and the need for additional Title IX education and training at a community college. The following sections include an overview of the study conducted, design and methodology, research questions and hypotheses, participants and setting, instrumentation, and data collection procedures and analysis.

This study aimed to examine differences among varying community college classifications regarding Title IX protocol and implementation. By exploring these differences, higher education institutions may be better equipped to respond to Title IX incidents, as all members of the community are susceptible to victimization. This research will help community colleges take action to prevent such incidents and minimize the negative effects on an individual's academic environment. The data for this study was obtained from archived responses to a Campus Climate Survey administered in the spring semester of 2022 at a community college in Southeastern Connecticut. The survey was conducted online and included the entire community college population.

### **Design**

This quantitative study used an archival research design including data from an online quantitative survey administered during the Spring 2022 semester. The use of archived data is most appropriate for methodological strength about the gap in the literature to offer insights (Kubiak et al., 2017). Insights from archival data allow for the comparison of information that

can be used in the future to improve policies, practices, and procedures. The Office of Planning, Research & Evaluation (OPRE, 2023) describes that the use of archiving evaluation data “promotes rigor and transparency by encouraging the external validation and reproducibility of published results or findings (para. 1).” This study adopted a cross-sectional research design to investigate potential differences in responses among community college students, faculty, and staff from varying classifications concerning, if, and to what extent a community college addresses, offers help, responds, provides knowledge, and needs additional Title IX education and training. The objective was to determine if there is a relationship between college classification and responses to Title IX. This research was conducted using archived data obtained from the Campus Dean of Students and Faculty at a community college in Southeastern Connecticut. The Campus Climate Survey served as the measurement tool (i.e., dependent variable for the study). The dependent variables of education and training were not analyzed separately because the survey question included both constructs in one assessment. Analyzing archival data best fits this study as it tests the hypotheses to answer the research questions and provide the researcher with additional information and recommendations for the body of research related to Title IX education and training. The study aimed to gain a deeper understanding of how students, faculty, and staff differ in their perception of the community college’s response, resources, and need for more education and training related to Title IX. As noted by D'Agostino and Elias (2022), analyzing archived data provides valuable perspectives on past interpretations and enables researchers to assess how they have evolved over time through primary sources.

### **Research Question(s)**

**RQ1:** If, or to what extent, are there differences regarding how well the college addresses Title IX reports?



**RQ2:** If, or to what extent, are there differences regarding how likely an individual is to seek help from the college?

**RQ3:** If, or to what extent, are there differences regarding how well the college responds to Title IX?

**RQ4:** If, or to what extent, are there differences regarding knowledge of Title IX college procedures?

**RQ5:** If, or to what extent, are there differences regarding the need for additional Title IX education and training?

**RQ6:** Do Questions 5 and 7 reliably measure how well the college addresses Title IX reports and how likely an individual is to seek help from the college?

### **Hypotheses**

**Ho1:** There are no significant differences regarding how well the college addresses Title IX reports.

**Ha1:** There are statistically significant differences regarding how well the college addresses Title IX reports.

**Ho2:** There are no significant differences regarding how likely an individual is to seek help from the college.

**Ha2:** There are statistically significant differences regarding how likely an individual is to seek help from the college.

**Ho3:** There are no significant differences regarding how well the college responds to Title IX.

**Ha3:** There are statistically significant differences regarding how well the college responds to Title IX.

**Ho4:** There are no significant differences regarding knowledge of Title IX college procedures.

**Ha4:** There are statistically significant differences regarding knowledge of Title IX college procedures.

**Ho5:** There are no significant differences regarding the need for additional Title IX education and training.

**Ha5:** There are statistically significant differences regarding the need for additional Title IX education and training.

**Ho6:** Questions 5 and 7 on the Campus Climate Survey do reliably measure how well the college addresses Title IX reports and how likely an individual is to seek help from the college.

**Ha6:** Questions 5 and 7 on the Campus Climate Survey do not reliably measure how well the college addresses Title IX reports and how likely an individual is to seek help from the college.

### **Participants and Setting**

The proposed study utilized archived data that did not include human research subjects. The archived data provided information about community college students, faculty, and staff differences about how well the college addresses Title IX reports, how likely and individual is to seek help from the college, how well the college responds to Title IX, knowledge about Title IX college procedures, and the need for additional education and training. The county and city are comprised of urban and rural residents. The data included surveys emailed to 2,939, with completion from 210 students and 100 employees at a community college in Southeastern Connecticut. The sample consisted of 69% females and 25% males, 76% heterosexual, and less than 10% LGBTQ (See Table 1). In addition, the sample consisted of less than 10% identified as first, third, fourth, or fifth-semester students and 26% second-semester students (See Table 2). The sample consisted of 8% of staff, 10% of full-time faculty, and 10% of part-time faculty (See Table 3).



**Table 1***Q1 What Is Your Current Gender Identity?*

ANSWER CHOICES	RESPONSES	
Female	69.03%	234
Male	25.66%	87
Transgender Female	0.00%	0
Transgender Male	0.00%	0
Genderqueer / Gender-Nonconforming	0.59%	2
Choose not to identify	1.77%	6
Nonbinary	1.47%	5
Other (please specify)	1.47%	5
TOTAL		339

*Note.* Campus Climate Survey Question 1**Table 2***Q2 Which Term Best Describes Your Sexual Orientation?*

ANSWER CHOICES	RESPONSES	
Bisexual (attracted to men and women)	8.85%	30
Gay (male attracted to men)	1.18%	4
Heterosexual (straight, attracted to opposite sex)	76.11%	258
Lesbian/Gay (female attracted to women)	0.59%	2
Questioning	1.18%	4
Asexual (little or no attraction to any gender)	1.77%	6
Pansexual (attracted to any gender)	2.06%	7
Choose not to identify	5.31%	18
Other (please specify)	2.95%	10
TOTAL		339

*Note.* Campus Climate Survey Question 2

**Table 3***Q3 What Is Your Current Status In College?*

ANSWER CHOICES	RESPONSES	
Bisexual (attracted to men and women)	8.85%	30
Gay (male attracted to men)	1.18%	4
Heterosexual (straight, attracted to opposite sex)	76.11%	258
Lesbian/Gay (female attracted to women)	0.59%	2
Questioning	1.18%	4
Asexual (little or no attraction to any gender)	1.77%	6
Pansexual (attracted to any gender)	2.06%	7
Choose not to identify	5.31%	18
Other (please specify)	2.95%	10
TOTAL		339

*Note.* Campus Climate Survey Question 3

The Community College is a commuter college that serves Southeastern Connecticut and eastern regions of the state with various credit and non-credit degree and certificate programs designed to meet the dynamic needs of the learning community. The College was established in 1992 by the Connecticut General Assembly (CGA) mandate, which merged community and technical colleges in five geographic areas around Connecticut (Free Apply, 2023). Named in recognition of the region's three primary rivers– the Shetucket, the Yantic, and the Thames, the Community College, now at a single location, was formed from the merger of Mohegan Community College and Thames Valley State Technical College. In 2003, the Connecticut State Legislature approved \$75 million for the renovation and consolidation of the college at the Thames Valley campus. Since then, the college has undergone major changes to fulfill its mission of offering affordable and accessible academic opportunities to the community to meet their diverse educational needs.

### **Instrumentation**

The Campus Climate Survey is a mandated instrument by the Connecticut General Assembly, *Public Act No. 21-81*, which was updated in February 2020 and effective July 1, 2021 (CGA, 2021). The purpose of *Public Act No. 21-81* is for higher education institutions in Connecticut to conduct climate assessments that could use any instrument which was recommended by the Council or developed by the institution as long as it collected confidential data points and is related to sexual misconduct (CGA, 2021). The data collected includes responses from full-time and part-time students, faculty, and staff at the College. The researcher received permission from the Campus Dean of Students and Faculty to use the archived data for analysis. The researcher and Campus Dean of Students and Faculty developed the instrument for the Campus Climate Survey in compliance with *Public Act No. 21-81* (CGA, 2021). The instrument provides archival data from the spring 2022 semester. The archived data from the Campus Climate Survey at this community college has not been analyzed in other research.

The research included a survey containing multiple-choice questions which could be completed in about three minutes. The questionnaire consisted of three questions about demographic information, five questions related to participants' knowledge and experience of Title IX and the College's resources, one question about the need for additional sexual misconduct prevention education and training, and one open-ended question for participants to provide additional comments. Two questions were administered as multiple choice on a four-point Likert Scale from "Very Likely" to "Not at All Likely." Each participant's highest possible total score for each of these questions was five, while the lowest score was twenty. The scoring results collected the total number of participants who answered each question. Pie charts for

nominal variables identified the percentages and total participants for those who answered the questions.

All the questions included in the Campus Climate Survey were designed to meet the state's requirements for understanding the campus climate regarding Title IX. Participants were given unlimited time to complete the survey, and the average completion time was approximately three minutes. All participants were given the same weekly reminders and deadlines to take the survey. The survey was voluntary, and participants had the option to skip questions or discontinue their participation at any point. The Campus Climate Survey was emailed on April 27, May 4, and May 11, 2022. The last response to the survey was submitted on June 7, 2022. Each nominal question was scored based on a Likert Scale and was not reverse-coded. Additionally, no psychometric properties have been established for this assessment.

### **Procedures**

On February 15, 2022, the enrollment census identified 2,654 students enrolled in classes as full-time or part-time in courses offered on-ground, hybrid, live remote, or entirely online between January 21 and February 11, 2022 (Connecticut State Colleges and Universities, 2022). More than 300 employees, either full-time or part-time and working on-site or remotely, made up the faculty and staff population. The Campus Climate Survey, which took three minutes to complete, was sent to a total of 2,939 individuals, including students, faculty, and staff, via their college email addresses. The survey link contained multiple-choice questions that could be answered using a computer, smartphone, or tablet. No rewards or incentives were given for participating in the survey. The archived data was provided in an Excel spreadsheet for all nine questions in the survey. The study used community college gender identity, sexual orientation, and status, including students, faculty,

and staff, as independent variables. The dependent variables included how well the college addresses Title IX reports, how likely an individual is to seek help from the college, how well the college responds to Title IX, knowledge about Title IX college procedures, and the need for additional education and training.

The researcher submitted an IRB Exempt Protocol Form to use the archived data collected during the Spring 2022 semester. The Campus Dean of Students and Faculty removed all identifying information from the data before providing it to the researcher for analysis. IRB approval was received from the Community College and the Campus Dean of Students and Faculty granted the researcher access to the archived data. IRB approval from Liberty University was received upon the proposal defense.

### **Data Analysis**

Data analysis included responses from the nine-question Campus Climate Survey administered in the Spring 2022 semester, which invited 2,939 students, faculty, and staff. Of this sample size, 340 participants responded to the survey, where 210 identified as students, 70 faculty, 30 staff, 26 who identified as other, and 4 who did not identify. Data analysis was gathered from eight questions, including gender identity, sexual orientation, status in the college, how well the college addresses Title IX reports, how likely an individual is to seek help from the college, how well the college responds to Title IX, knowledge about Title IX college procedures, and the need for additional Title IX education and training. Data collection was objective with no room for bias, as no personally identifiable information was provided to the researcher.

Additionally, Cronbach's alpha was used to determine reliability based on the consistency or correlation of a set of scores (Wright, 2013). The psychometric properties of the instrument were



not established; therefore, Cronbach's alpha will be used to determine reliability to contribute to the psychometric analyses.

Power analysis determined the sample size in a research study (Lane, 2022). Each college classification of students, faculty, and staff included more than twenty participants. A power analysis was conducted using G\*Power version 3.1.9.7 (Faul et al., 2007) to determine the sample size required to test the research hypothesis. To achieve 80% power for a medium effect of .25 with a significance criterion of alpha error equaling .05 for three groups (students, faculty, and staff) must have a sample size of 159. Therefore, the sample size of 340 was adequate to test the study hypothesis. Lane (2022) explains that when the alpha level is below the probability value of .05 and the null hypothesis is rejected, it results in a Type I error. To minimize the probability of Type I errors, the alpha levels will be established at .05. If the scores are less than .05, the null hypothesis may be rejected, resulting in a Type I error.

To test the research hypotheses, a one-way ANOVA analysis was used to examine the statistically significant differences between the independent variables (gender identity, sexual orientation, and college status) and the dependent variables (e.g., how well the college responds to Title IX and how likely an individual is to seek help from the college). A one-way ANOVA analysis compares the means of more than two independent groups to determine statistical significance (Roni & Djajadikerta, 2021). However, a one-way ANOVA must not violate assumptions of independent observations, normal distribution, and equal variances (Roni & Djajadikerta, 2021). Additionally, a series of chi-square tests were run to analyze if there are statistically significant differences of students, faculty, and staff as a function of gender, sexual orientation, and college status. The data analysis determined if, or to what extent, there is a difference between how well the college responds to Title IX, knowledge about Title IX college

procedures, and the need for additional Title IX education and training. This provided a better understanding from the Social-Ecological Model framework related to the individual, relationship, community, and societal levels.

The study assumed that the participants provided accurate, honest responses to the survey questions and that they understood the questions asked. Therefore, the null hypothesis can be accepted or rejected based on the statistical significance of the results at an alpha level of .05, which reduces the likelihood of committing a Type I error.

## **Chapter Four: Findings**

### **Overview**

Archival data was analyzed from the Spring 2022 quantitative Campus Climate Survey at a community college to explore the differences between students, faculty, and staff about how well the college addresses Title IX reports, how likely and individual is to seek help from the college, how well the college responds to Title IX, knowledge about Title IX college procedures, and the need for additional education and training as a function of gender, sexual orientation, and college status. The Campus Climate Survey serves to gather data about the climate of higher education institutions related to Title IX (Swartout et al., 2020). However, minimal research has examined data collected from the Campus Climate Survey (Swartout et al., 2020). The Campus Climate Survey was administered at a community college in Southeastern Connecticut. Of the 2,939 students, faculty, and staff invited to complete the three-minute Campus Climate Survey, 340 participants responded including 210 students and 100 employees. The Campus Climate Survey examined responses from students, faculty, and staff about gender, sexual orientation, and status in the college, knowledge and experience about Title IX and resources at the college, and the need for additional Title IX education and training.

### **Data Cleaning and Preparation**

The Campus Dean of Students and Faculty downloaded the collected data and prepared the raw data for analysis by removing all identifying information of participants. Data preparation provides quality data for decisions and predictions (Restat, 2022). Preparing raw data for research can prevent erroneous data to allow for comprehensive testing and evaluation (Restat, 2022).

### Preparation of Raw Data for Analysis

The Campus Dean of Students and Faculty gathered data using the Survey Monkey platform. There was a total of 340 surveys from respondents. The data collected was downloaded and cleaned into an Excel file and emailed to the researcher's password-protected computer. The Campus Dean of Students and Faculty saved a copy of the raw data for the researcher and emailed a copy to the researcher, which was only accessible to the researcher. The researcher examined the raw data for erroneous data.

### Descriptive Statistics

The Campus Climate Survey was emailed to 2,939 students, faculty, and staff in the Spring 2022 semester. A total of 340 participants completed the Campus Climate Survey. The participants responded to the survey questions which gathered data about gender, sexual orientation, and college status (Tables 4, 5, 6). Of the 340 participants, there were 210 students, 70 faculty, 30 staff, 26 who identified as other, and four who did not identify.

**Table 4**

*Descriptive Frequencies of Gender Identity*

<b>Q1. What is your current gender identity?</b>		
	N	%
Female	234	68.8%
Male	87	25.6%
Genderqueer/Gender Non-Conforming	2	0.6%
Choose Not to Identify	6	1.8%
Nonbinary	5	1.5%
Other	5	1.5%
Missing System	1	0.3%

*Note.* Gender Identity of Participants

**Table 5***Descriptive Frequencies of Sexual Orientation***Q2. Which term best describes your sexual orientation?**

	N	%
Heterosexual	258	75.9%
LGBTQ+	63	18.5%
Choose Not to Identify	18	5.3%
Missing System	1	0.3%

*Note.* Sexual Orientation of Participants**Table 6***Descriptive Frequencies of College Status***Q3. What is your current status in college?**

	N	%
1st Semester Student	24	7.1%
2nd Semester Student	89	26.2%
3rd Semester Student	30	8.8%
4th Semester Student	41	12.1%
5th Semester Student	26	7.6%
Staff Member	30	8.8%
Faculty Member Full-Time	34	10.0%
Faculty Member Part-Time	36	10.6%
Other	26	7.6%
Missing System	4	1.2%

*Note.* College Status of Participants**Results**

Data were analyzed using one-way ANOVAs and chi-square tests. Genderqueer/ gender non-conforming were omitted from the test due to the low number of cases ( $N = 2$ ). The independent variables included gender, sexual orientation, and college status (Questions 1, 2, 3). The dependent variables from the Campus Climate Survey questionnaire included how well the

college responds to Title IX (Questions 4), how well the college addresses Title IX reports (Questions 5), knowledge of Title IX college procedures (Questions 6), how likely an individual is to seek help from the college (Questions 7), and the need for additional Title IX education and training (Questions 8). For the one-way ANOVA and chi-square tests, if  $p < .05$  the results will reveal a significant difference between the independent and dependent variables.

### **Hypotheses**

Survey Question 5 and Question 7 were analyzed to explore how well the college addresses Title IX reports and how likely an individual is to seek help from the college. Question 5 asked, “If someone were to report sexual assault to campus authority, how likely is it that: The College would take the report seriously; The College would keep knowledge of the report limited to those who need to know in order for the College to respond properly; The College would take steps to protect the safety of the person making the report; The students, faculty, and staff would support the person making the report; The College would take steps to protect the person making the report from retaliation. Question 7 asked, “If you wished to report sexual misconduct to the College, how likely is it that you would report it to: Dean of Students; Professor; Campus Security; College Counselor or Advisor; Title IX Coordinator. Question 5 responses were transformed to compute a total score, labeled TrainingCollege and Question 7 responses were transformed to compute a total score, labeled TrainingYou. For Questions 5 (TrainingCollege) and Question 7 (TrainingYou), 272 out of 340 responses were valid where participants responded to each multiple-choice question, and 68 cases were excluded due to missing responses.

Non-parametric analyses included chi-square tests which were performed to analyze questions on the survey that had ordinal scales including Questions 4, 6, and 8. Question 4

analyzed how well the college responds to Title IX, Question 6 analyzed knowledge Title IX college procedures, and Question 8 analyzed the need for additional Title IX education and training.

***RQ1: If, or to what extent, are there differences regarding how well the college addresses Title IX reports?***

For the one-way ANOVA analyses, a Likert Scale was used for the dependent variables on how well the college addresses Title IX reports (Questions 5; see copy of the instrument), on a scale of one to four where Very Likely = 1, Moderately Likely = 2, Slightly Likely = 3, Not at All Likely = 4. Overall, the lowest score was 4 (Very Likely) and the highest score was 20 (Not At All Likely). Question 5 responses were transformed to compute a total score, labeled TrainingCollege.

### **Gender**

A one-way ANOVA was performed to compare the effect of gender on how well the college addresses Title IX reports, with a significance level of  $p < .05$ . To compare statistical significance using a one-way ANOVA there must be at least two or more participants for each gender identity. Gender identity analysis compared females, males, those who chose not to identify, nonbinary, and others (See Table 7). None of the participants identified as transgender female or transgender male. A one-way ANOVA revealed that there was a statistically significant difference in how well the college addresses Title IX reports between at least two groups  $F(4, 294) = 4.354, p = .002$ . Tukey's HSD test for multiple comparisons found that the mean value of how well the college addresses Title IX reports was not significantly different between females and males ( $p = 1.000$ ). Tukey's HSD test for multiple comparisons found that the mean value of how well the college addresses Title IX reports was significantly different

between females and chose not to identify ( $p = .014$ ) and between males and those who chose not to identify ( $p = .018$ ).

**Table 7**

*Gender on How Well the College Addresses Title IX Reports*

	N	MEAN	SD
Female	206	6.7816	2.72045
Male	81	6.8272	2.74677
Choose Not To Identify	4	11.25	5.18813
Nonbinary	4	8	2.94392
Other	4	10.5	4.50925

*Note.* How Well the Community College Addresses Title IX Reports

### **Sexual Orientation**

A one-way ANOVA was performed to compare the effect of sexual orientation on how well the college addresses Title IX reports, with a significance level of  $p < .05$  and Cramers V of .25 to achieve an eta-square of 159 required from the power analysis. To compare statistical significance with at least two or more participants for each sexual orientation identity, bisexual (attracted to men and women), gay (male attracted to men), lesbian/gay (female attracted to women), questioning, asexual (little or no attraction to any gender), and pansexual (attracted to any gender) were classified into one group as LGBTQ+. Sexual orientation analysis compared heterosexual, LGBTQ+, and those who chose not to identify (See Table 8). A one-way ANOVA revealed that there was not a statistically significant difference in how well the college addresses Title IX reports between heterosexual, LGBTQ+, and those who chose not to identify,  $F(2, 297) = 2.664$ ,  $p = .071$ . Tukey's HSD test for multiple comparisons found that how well the college addresses Title IX reports was not significantly different between heterosexual and LGBTQ+ ( $p$



= .786), heterosexual and choose not to identify ( $p = .061$ ), and LGBTQ+ and choose not to identify ( $p = .200$ ).

**Table 8**

*Sexual Orientation on How Well the College Addresses Title IX Reports*

	N	MEAN	SD
Heterosexual	229	6.7729	2.83632
LGBTQ+	55	7.0545	2.45265
Choose Not To Identify	16	8.4375	3.88104

*Note.* How Well the Community College Addresses Title IX Reports

### **College Status**

A one-way ANOVA was performed to compare the effect of college status on how well the college addresses Title IX reports, with a significance level of  $p < .05$  and a medium effect of .25 to achieve an eta-square of 159 required from the power analysis. College status analysis compared 1<sup>st</sup> – 5<sup>th</sup> semester students, staff member, faculty member full-time, faculty member part-time, and other. A one-way ANOVA revealed that there was not a statistically significant difference on how well the college addresses Title IX reports between 1<sup>st</sup> – 5<sup>th</sup> semester students, staff member, faculty member full-time, faculty member part-time, and other,  $F(8, 291) = 1.034$ ,  $p = .411$ . Tukey's HSD test for multiple comparisons found that how well the college addresses Title IX reports was not significantly different between 1st semester with any other semester students or other groups (See Table 9). Tukey's HSD test for multiple comparisons found that how well the college addresses Title IX reports was not significantly different between 2<sup>nd</sup> semester with any other semester students or other groups (See Table 9). Tukey's HSD test for multiple comparisons found that how well the college addresses Title IX reports was not significantly different between 3<sup>rd</sup> semester with any other semester students or other groups

(See Table 9). Tukey's HSD test for multiple comparisons found that how well the college addresses Title IX reports was not significantly different between 4<sup>th</sup> semester with any other semester students or other groups (See Table 9). Tukey's HSD test for multiple comparisons found that how well the college addresses Title IX reports was not significantly different between 5<sup>th</sup> semester with any other semester students or other groups (See Table 9). Tukey's HSD test for multiple comparisons found that how well the college addresses Title IX reports was not significantly different between staff member with any other semester students or other groups (See Table 9). Tukey's HSD test for multiple comparisons found that how well the college addresses Title IX reports was not significantly different between faculty member full-time with any other semester students or other groups (See Table 9). Tukey's HSD test for multiple comparisons found that how well the college addresses Title IX reports was not significantly different between faculty member part-time with any other semester students or other groups (See Table 9).

**Table 9**

*College Status on How Well the College Addresses Title IX Reports?*

	N	MEAN	SD
1st Semester Student	20	6.7	2.12999
2nd Semester Student	79	7.2278	3.12537
3rd Semester Student	30	6.4333	2.47307
4th Semester Student	34	7.0882	2.84304
5th Semester Student	23	7.5217	3.35572
Staff Member	29	6.6897	2.86735
Faculty Member Full-Time	33	6.9091	2.54170
Faculty Member Part-Time	29	5.8276	2.18875
Other	23	7.4348	3.36865

*Note.* How Well the Community College Addresses Title IX Reports

***RQ2: If, or to what extent, are there differences regarding how likely an individual is to seek help from the college?***

For the one-way ANOVA analyses, a Likert Scale was used for the dependent variables on how likely an individual is to seek help from the college (Questions 7), on a scale of one to four where the lowest score was 4 (Very Likely) and the highest score was 20 (Not At All Likely). Question 7 asked, “If you wished to report sexual misconduct to the College, how likely is it that you would report it to: Dean of Students, Professor, Campus Security, College Counselor or Advisor, or Title IX Coordinator. Question 7 responses were transformed to compute a total score, labeled TrainingYou.

### **Gender**

A one-way ANOVA was performed to compare the effect of gender on how likely an individual is to seek help from the college, with a significance level of  $p < .05$  and a medium effect of .25 to achieve an eta-square of 159 required from the power analysis. To compare statistical significance there must be at least two or more participants for each gender identity. Gender identity analysis compared females, males, those who chose not to identify, nonbinary, and others. None of the participants identified as transgender female or transgender male. A one-way ANOVA revealed that there was not a statistically significant difference in how likely an individual is to seek help from the college between  $F(4, 266) = .980, p = .419$ . Tukey’s HSD test for multiple comparisons found that the mean value of how likely an individual is to seek help from the college was not significantly different between any of the groups (See Table 10).

**Table 10***Gender on How Likely an Individual is to Seek Help from the College*

	N	MEAN	SD
Female	187	10.3583	3.78948
Male	72	10.3611	4.04658
Choose Not To Identify	4	12.75	6.94622
Nonbinary	4	13.25	2.62996
Other	4	11.5	1.73205

*Note.* How Likely an Individual is to Seek Help from the Community College**Sexual Orientation**

A one-way ANOVA was performed to compare the effect of sexual orientation on how likely an individual is to seek help from the college, with a significance level of  $p < .05$  and a medium effect of .25 to achieve an eta-square of .159 required from the power analysis. To compare statistical significance with at least two or more participants for each sexual orientation identity, bisexual (attracted to men and women), gay (male attracted to men), lesbian/gay (female attracted to women), questioning, asexual (little or no attraction to any gender), and pansexual (attracted to any gender) were classified into one group as LGBTQ+. Sexual orientation analysis compared heterosexual, LGBTQ+, and choose not to identify. A one-way ANOVA revealed that there was not a statistically significant difference on how likely an individual is to seek help from the college between at least two groups  $F(2, 269) = 1.328, p = .267$ . Tukey's HSD test for multiple comparisons found that the mean value of how likely an individual is to seek help from the college was not significantly different between any of the groups (See Table 11).

**Table 11***Sexual Orientation on How Likely an Individual is to Seek Help from the College*

	N	MEAN	SD
Heterosexual	207	10.2464	4.00996
LGBTQ+	51	10.9216	2.93832
Choose Not To Identify	14	11.6429	4.71670

*Note.* How Likely an Individual is to Seek Help from the Community College**College Status**

A one-way ANOVA was performed to compare the effect of college status on how likely an individual is to seek help from the college, with a significance level of  $p < .05$  and a medium effect of .25 to achieve an eta-square of 159 required from the power analysis. College status analysis compared 1<sup>st</sup> semester student, 2<sup>nd</sup> semester student, 3<sup>rd</sup> semester student, 4<sup>th</sup> semester student, 5<sup>th</sup> semester student, staff member, faculty member full-time, faculty member part-time, and other. A one-way ANOVA revealed that there was not a statistically significant difference in how likely an individual is to seek help from the college between at least two groups  $F(8, 263) = 1.641, p = .113$ . Tukey's HSD test for multiple comparisons found that the mean value of how likely an individual is to seek help from the college was not significantly different between any of the groups (See Table 12).

**Table 12***College Status on How Likely an Individual is to Seek Help from the College*

	N	MEAN	SD
1st Semester Student	19	9.3158	4.28243
2nd Semester Student	77	10.1169	3.57982
3rd Semester Student	25	9.84	3.47227
4th Semester Student	33	10.0303	3.53098
5th Semester Student	20	10.65	5.15318
Staff Member	26	12.3462	4.21371
Faculty Member Full-Time	28	11.3929	4.29762
Faculty Member Part-Time	23	9.6087	3.75063
Other	21	11.1429	2.55511

*Note.* How Likely an Individual is to Seek Help from the Community College***RQ3: If, or to what extent, are there differences regarding how well the college responds to Title IX?***

A chi-square test was performed to determine the correlation between gender and how well the college responds to Title IX. Genderqueer/gender non-conforming was omitted due to the low number of cases. Questions 4 through 4d asked participants to agree, disagree, or have no experience to judge how the college responds to Title IX incidents. The independent variable included gender (female, male, choose not to identify, non-binary, and other). The dependent variable included how well the college responds to Title IX (Questions 4 through 4d).

**Gender**

For Question 4, “If a crisis happened on campus, the community college would handle it well,” the chi-square test for independence was computed to determine whether how well the college responds to Title IX (agree, disagree, no experience to judge) is dependent of gender (female, male, choose not to identify, non-binary; See Table 13). The results are statistically

significant,  $\chi^2(8, N = 307) = 23.275, p = .003$ . The results revealed that how well the college responds to Title IX is related to gender.

**Table 13**

*Gender on if a Crisis Happened on Campus, the Community College Would Handle it Well*

	AGREE	DISAGREE	NO EXPERIENCE TO JUDGE
Female	105	6	100
Male	40	5	37
Choose Not To Identify	1	2	2
Nonbinary	3	0	2
Other	0	1	3

*Note.* How Well the Community College Responds to Title IX

For Question 4a, “The college responds too slowly in difficulty situations,” the chi-square test for independence was computed to determine whether how well the college responds to Title IX (agree, disagree, no experience to judge) is independent of gender (female, male, choose not to identify, non-binary; See Table 14). The results are not statistically significant,  $\chi^2(8, N = 305) = 6.772, p = .561$ . The results revealed that how well the college responds to Title IX is not related to gender.

**Table 14**

*Gender and If the College Responds Too Slowly in Difficult Situations*

	AGREE	DISAGREE	NO EXPERIENCE TO JUDGE
Female	26	52	132
Male	12	27	42
Choose Not To Identify	0	2	3
Nonbinary	0	1	4
Other	1	0	3

*Note.* How Well the Community College Responds to Title IX

For Question 4b, “College officials handle incidents in a fair and responsible manner,” the chi-square test for independence was computed to determine whether how well the college

responds to Title IX (agree, disagree, no experience to judge) is independent of gender (female, male, choose not to identify, non-binary; See Table 15). The results are not statistically significant,  $\chi^2 (8, N = 305) = 10.850, p = .210$ . The results revealed that how well the college responds to Title IX is not related to gender.

**Table 15**

*Gender on College Officials Handle Incidents in a Fair and Responsible Manner*

	AGREE	DISAGREE	NO EXPERIENCE TO JUDGE
Female	93	9	107
Male	35	7	40
Choose Not To Identify	0	1	4
Nonbinary	2	1	2
Other	1	1	2

*Note.* How Well the Community College Responds to Title IX

For Question 4c, “The college does enough to protect the safety of everyone on campus,” the chi-square test for independence was computed to determine whether how well the college responds to Title IX (agree, disagree, no experience to judge) is independent of gender (female, male, choose not to identify, non-binary; See Table 16). The results are not statistically significant,  $\chi^2 (8, N = 307) = 13.193, p = .105$ . The results revealed that how well the college responds to Title IX is not related to gender.

**Table 16**

*Gender in the College Does Enough to Protect the Safety of Everyone on Campus*

	AGREE	DISAGREE	NO EXPERIENCE TO JUDGE
Female	137	13	61
Male	47	9	26
Choose Not To Identify	2	2	1
Nonbinary	2	1	2
Other	4	0	0

*Note.* How Well the Community College Responds to Title IX



For Question 4d, “There is a good support system on campus for students, faculty, and staff going through difficult times,” the chi-square test for independence was computed to determine how well the college responds to Title IX (agree, disagree, no experience to judge) is independent of gender (female, male, choose not to identify, non-binary; See Table 17). The results are statistically significant,  $\chi^2(8, N = 307) = 19.819, p = .011$ . The results revealed that how well the college responds to Title IX is related to gender.

**Table 17**

*Gender on There is a Good Support System on Campus for Students, Faculty, and Staff Going Through Difficult Times*

	AGREE	DISAGREE	NO EXPERIENCE TO JUDGE
Female	134	13	64
Male	46	7	29
Choose Not To Identify	1	1	3
Nonbinary	3	2	0
Other	0	1	3

*Note.* How Well the Community College Responds to Title IX

### **Sexual Orientation**

A chi-square test was performed to determine the correlation between sexual orientation and how well the college responds to Title IX. Genderqueer/gender non-conforming was omitted due to the low number of cases. Questions 4 through 4d asked participants to agree, disagree, or have no experience to judge how well the college responds to Title IX incidents. The independent variable included sexual orientation (heterosexual, LGBTQ+, choose not to identify). The dependent variable included how well the college responds to Title IX (Questions 4 through 4d).

For Question 4, “If a crisis happened on campus, the community college would handle it well,” the chi-square test for independence was computed to determine whether how well the

college responds to Title IX (agree, disagree, no experience to judge) is independent of Sexual Orientation (heterosexual, LGBTQ+, choose not to identify; See Table 18). The results are not statistically significant,  $\chi^2(4, N = 308) = 6.119, p = .190$ . The results revealed that how well the college responds to Title IX is not related to sexual orientation.

**Table 18**

*Sexual Orientation; If a Crisis Happened on Campus, the Community College Would Handle it Well*

	AGREE	DISAGREE	NO EXPERIENCE TO JUDGE
Heterosexual	114	8	113
LGBTQ+	26	4	27
Choose Not To Identify	10	2	4

*Note.* How Well the Community College Responds to Title IX

For Question 4a, “The college responds too slowly in difficulty situations,” the chi-square test for independence was computed to determine whether how well the college responds to Title IX (agree, disagree, no experience to judge) is independent of sexual orientation (heterosexual, LGBTQ+, choose not to identify; See Table 19). The results are not statistically significant,  $\chi^2(4, N = 306) = 6.922, p = .140$ . The results revealed that how well the college responds to Title IX is not related to sexual orientation.

**Table 19**

*Sexual Orientation on the College Responds Too Slowly in Difficult Situations*

	AGREE	DISAGREE	NO EXPERIENCE TO JUDGE
Heterosexual	33	66	134
LGBTQ+	6	10	41
Choose Not To Identify	0	6	10

*Note.* How Well the Community College Responds to Title IX

For Question 4b, “College officials handle incidents in a fair and responsible manner,” the chi-square test for independence was computed to determine whether how well the college responds to Title IX (agree, disagree, no experience to judge) is independent of sexual orientation (heterosexual, LGBTQ+, choose not to identify; See Table 20). The results are not statistically significant,  $\chi^2(4, N = 306) = 1.847, p = .764$ . The results revealed that how well the college responds to Title IX is not related to sexual orientation.

**Table 20**

*Sexual Orientation on College Officials Handle Incidents in a Fair and Responsible Manner*

	AGREE	DISAGREE	NO EXPERIENCE TO JUDGE
Heterosexual	105	15	113
LGBTQ+	21	3	33
Choose Not To Identify	6	1	9

*Note.* How Well the Community College Responds to Title IX

For Question 4c, “The college does enough to protect the safety of everyone on campus,” the chi-square test for independence was computed to determine whether how well the college responds to Title IX (agree, disagree, no experience to judge) is independent of sexual orientation (heterosexual, LGBTQ+, choose not to identify; See Table 21). The results are not statistically significant,  $\chi^2(4, N = 308) = 3.155, p = .532$ . The results revealed that how well the college responds to Title IX is not related to sexual orientation.

**Table 21**

*Sexual Orientation on the College Does Enough to Protect the Safety of Everyone on Campus*

	AGREE	DISAGREE	NO EXPERIENCE TO JUDGE
Heterosexual	150	17	68
LGBTQ+	35	6	16
Choose Not To Identify	7	2	7

*Note.* How Well the Community College Responds to Title IX

For Question 4d, “There is a good support system on campus for students, faculty, and staff going through difficult times,” the chi-square test for independence was computed to determine how well the college responds to Title IX (agree, disagree, no experience to judge) is independent of sexual orientation (heterosexual, LGBTQ+, choose not to identify; See Table 22). The results are not statistically significant,  $\chi^2(4, N = 308) = 1.923, p = .750$ .

**Table 22**

*Sexual Orientation on There is a Good Support System on Campus for Students, Faculty, and Staff Going Through Difficult Times*

	AGREE	DISAGREE	NO EXPERIENCE TO JUDGE
Heterosexual	139	19	77
LGBTQ+	37	5	15
Choose Not To Identify	8	1	7

*Note.* How Well the Community College Responds to Title IX

### **College Status**

A chi-square test was performed to determine the correlation between college status and how well the college responds to Title IX. Genderqueer/gender non-conforming was omitted due to the low number of cases. Questions 4 through 4d asked participants to agree, disagree, or no experience to judge how the college responds to Title IX incidents. The independent variable included College Status (1<sup>st</sup> semester student, 2<sup>nd</sup> semester student, 3<sup>rd</sup> semester student, 4<sup>th</sup> semester student, 5<sup>th</sup> semester student, staff member, faculty member full-time, faculty member part-time, other). The dependent variable included how well the college responds to Title IX (Questions 4 through 4d).

For Question 4, “If a crisis happened on campus, the community college would handle it well,” the chi-square test for independence was computed to determine whether how well the college responds to Title IX (agree, disagree, no experience to judge) is independent of college

status (1<sup>st</sup> semester student, 2<sup>nd</sup> semester student, 3<sup>rd</sup> semester student, 4<sup>th</sup> semester student, 5<sup>th</sup> semester student, staff member, faculty member full-time, faculty member part-time, other; See Table 23). The results are statistically significant,  $\chi^2 (16, N = 308) = 39.931, p = < .001$ . The results revealed that how well the college responds to Title IX is related to college status.

**Table 23**

*College Status on if a Crisis Happened on Campus, the Community College Would Handle it Well*

	AGREE	DISAGREE	NO EXPERIENCE TO JUDGE
1st Semester Student	9	0	12
2nd Semester Student	39	1	40
3rd Semester Student	15	0	15
4th Semester Student	10	2	22
5th Semester Student	12	4	8
Staff Member	21	2	6
Faculty Member Full-Time	19	4	10
Faculty Member Part-Time	18	0	14
Other	7	1	17

*Note.* How Well the Community College Responds to Title IX

For Question 4a, “The college responds too slowly in difficulty situations,” the chi-square test for independence was computed to determine whether how well the college responds to Title IX (agree, disagree, no experience to judge) is independent of college status (1<sup>st</sup> semester student, 2<sup>nd</sup> semester student, 3<sup>rd</sup> semester student, 4<sup>th</sup> semester student, 5<sup>th</sup> semester student, staff member, faculty member full-time, faculty member part-time, other; See Table 24). The results are statistically significant,  $\chi^2 (16, N = 306) = 38.770, p = .001$ . The results revealed that how well the college responds to Title IX is related to college status.

**Table 24***College Status on the College Responds Too Slowly in Difficult Situations*

	AGREE	DISAGREE	NO EXPERIENCE TO JUDGE
1st Semester Student	2	5	14
2nd Semester Student	8	19	53
3rd Semester Student	3	8	19
4th Semester Student	3	4	27
5th Semester Student	5	7	12
Staff Member	4	17	8
Faculty Member Full-Time	10	9	14
Faculty Member Part-Time	1	9	20
Other	3	4	18

*Note.* How Well the Community College Responds to Title IX

For Question 4b, “College officials handle incidents in a fair and responsible manner,” the chi-square test for independence was computed to determine whether how well the college responds to Title IX (agree, disagree, no experience to judge) is independent of college status (1<sup>st</sup> semester student, 2<sup>nd</sup> semester student, 3<sup>rd</sup> semester student, 4<sup>th</sup> semester student, 5<sup>th</sup> semester student, staff member, faculty member full-time, faculty member part-time, other; See Table 25). The results are statistically significant,  $\chi^2 (16, N = 306) = 41.151, p = < .001$ . The results revealed that how well the college responds to Title IX is related to college status.

**Table 25***College Status on College Officials Handle Incidents in a Fair and Responsible Manner*

	AGREE	DISAGREE	NO EXPERIENCE TO JUDGE
1st Semester Student	7	0	14
2nd Semester Student	37	1	41
3rd Semester Student	13	1	16
4th Semester Student	8	2	24
5th Semester Student	14	4	6
Staff Member	19	4	6
Faculty Member Full-Time	15	4	14
Faculty Member Part-Time	13	0	18
Other	6	3	16

*Note.* How Well the Community College Responds to Title IX

For Question 4c, “The college does enough to protect the safety of everyone on campus,” the chi-square test for independence was computed to determine whether how well the college responds to Title IX (agree, disagree, no experience to judge) is independent of college status (1<sup>st</sup> semester student, 2<sup>nd</sup> semester student, 3<sup>rd</sup> semester student, 4<sup>th</sup> semester student, 5<sup>th</sup> semester student, staff member, faculty member full-time, faculty member part-time, other; See Table 26). The results are statistically significant,  $\chi^2 (16, N = 308) = 38.709, p = .001$ . The results revealed that how well the college responds to Title IX is related to college status.

**Table 26***College Status on the College Does Enough to Protect the Safety of Everyone on Campus*

	AGREE	DISAGREE	NO EXPERIENCE TO JUDGE
1st Semester Student	10	0	11
2nd Semester Student	57	6	17
3rd Semester Student	18	1	11
4th Semester Student	19	1	14
5th Semester Student	18	3	3
Staff Member	18	6	5
Faculty Member Full-Time	18	7	8
Faculty Member Part-Time	22	0	10
Other	12	1	12

*Note.* How Well the Community College Responds to Title IX

For Question 4d, “There is a good support system on campus for students, faculty, and staff going through difficult times,” the chi-square test for independence was computed to determine whether how well the college responds to Title IX (agree, disagree, no experience to judge) is independent of college status (1<sup>st</sup> semester student, 2<sup>nd</sup> semester student, 3<sup>rd</sup> semester student, 4<sup>th</sup> semester student, 5<sup>th</sup> semester student, staff member, faculty member full-time, faculty member part-time, other; See Table 27). The results are statistically significant,  $\chi^2(16, N = 308) = 54.017, p = < .001$ . The results revealed that how well the college responds to Title IX is related to college status.



**Table 27**

*College Status on There is a Good Support System on Campus for Students, Faculty, and Staff Going Through Difficult Times*

	AGREE	DISAGREE	NO EXPERIENCE TO JUDGE
1st Semester Student	10	0	11
2nd Semester Student	55	2	23
3rd Semester Student	21	0	9
4th Semester Student	19	1	14
5th Semester Student	13	6	5
Staff Member	19	6	4
Faculty Member Full-Time	17	8	8
Faculty Member Part-Time	21	0	11
Other	9	2	14

*Note.* How Well the Community College Responds to Title IX

***RQ4: If, or to what extent, are there differences regarding knowledge of Title IX college procedures?***

A chi-square test was performed to determine the correlation between Gender and knowledge of Title IX college procedures. Questions 6 and 6a asked participants to agree, disagree, or have no experience to judge knowledge of the college Title IX procedures. The independent variable included gender (female, male, choose not to identify, non-binary, and other). The dependent variable included knowledge of Title IX college procedures (Questions 6 and 6a).

**Gender**

For Question 6, “I understand the College’s formal procedures to address complaints of sexual assault,” the chi-square test for independence was computed to determine whether knowledge of Title IX college procedures (agree, disagree, no experience to judge) is independent of gender (female, male, choose not to identify, non-binary; See Table 28). The results are not statistically significant,  $\chi^2(8, N = 293) = 9.477, p = .304$ . The results revealed that knowledge of Title IX college procedures is not related to gender.

**Table 28**

*Gender on I Understand the College's Formal Procedures to Address Complaints of Sexual Assault*

	AGREE	DISAGREE	NO EXPERIENCE TO JUDGE
Female	148	9	45
Male	52	1	25
Choose Not To Identify	3	1	1
Nonbinary	4	0	0
Other	3	0	1

*Note.* Knowledge about Title IX College Procedures

For Question 6a, “I have confidence that the college administers formal procedures to address complaints of sexual assault fairly,” the chi-square test for independence was computed to determine whether knowledge of Title IX college procedures (agree, disagree, no experience to judge) is independent of gender (female, male, choose not to identify, non-binary; See Table 29). The results are statistically significant,  $\chi^2(8, N = 290) = 21.909, p = .005$ . The results revealed that knowledge of Title IX college procedures is related to gender.

**Table 29**

*Gender on I Have Confidence That the College Administers the Formal Procedures to Address Complaints of Sexual Assault Fairly*

	AGREE	DISAGREE	NO EXPERIENCE TO JUDGE
Female	153	3	44
Male	55	3	19
Choose Not To Identify	1	1	3
Nonbinary	3	0	1
Other	1	1	2

*Note.* Knowledge about Title IX College Procedures

### **Sexual Orientation**

A chi-square test was performed to determine the correlation between sexual orientation and knowledge of Title IX college procedures. Questions 6 and 6a asked participants to agree,

disagree, or no experience to judge about knowledge of the college Title IX procedures. The independent variable included sexual orientation (heterosexual, LGBTQ+, choose not to identify). The dependent variable included knowledge of Title IX college procedures (Questions 6 and 6a).

For Question 6, “I understand the College’s formal procedures to address complaints of sexual assault,” the chi-square test for independence was computed to determine whether knowledge of Title IX college procedures (agree, disagree, no experience to judge) is independent of sexual orientation (heterosexual, LGBTQ+, choose not to identify; See Table 30). The results are not statistically significant,  $\chi^2(4, N = 294) = 3.351, p = .501$ . The results revealed that knowledge of Title IX college procedures is not related to sexual orientation.

**Table 30**

*Sexual Orientation on I Understand the College’s Formal Procedures to Address Complaints of Sexual Assault*

	AGREE	DISAGREE	NO EXPERIENCE TO JUDGE
Heterosexual	165	6	55
LGBTQ+	36	4	13
Choose Not To Identify	10	1	4

*Note.* Knowledge about Title IX College Procedures

For Question 6a, “I have confidence that the college administers formal procedures to address complaints of sexual assault fairly,” the chi-square test for independence was computed to determine whether knowledge of Title IX college procedures (agree, disagree, no experience to judge) is independent of sexual orientation (heterosexual, LGBTQ+, choose not to identify; See Table 31). The results are not statistically significant,  $\chi^2(4, N = 291) = 3.246, p = .518$ . The results revealed that knowledge of Title IX college procedures is not related to sexual orientation.

**Table 31**

*Sexual Orientation on I Have Confidence That the College Administers the Formal Procedures to Address Complaints of Sexual Assault Fairly*

	AGREE	DISAGREE	NO EXPERIENCE TO JUDGE
Heterosexual	166	7	50
LGBTQ+	38	0	15
Choose Not To Identify	10	1	4

*Note.* Knowledge about Title IX College Procedures

### **College Status**

A chi-square test was performed to determine the correlation between college status and knowledge of Title IX college procedures. Questions 6 and 6a asked participants to agree, disagree, or no experience to judge knowledge of the college Title IX procedures. The independent variable included college status (1<sup>st</sup> semester student, 2<sup>nd</sup> semester student, 3<sup>rd</sup> semester student, 4<sup>th</sup> semester student, 5<sup>th</sup> semester student, staff member, faculty member full-time, faculty member part-time, other). The dependent variable included knowledge of Title IX college procedures (Questions 6 and 6a).

For Question 6, “I understand the College’s formal procedures to address complaints of sexual assault,” the chi-square test for independence was computed to determine whether knowledge of Title IX college procedures (agree, disagree, no experience to judge) is independent of college status (1<sup>st</sup> semester student, 2<sup>nd</sup> semester student, 3<sup>rd</sup> semester student, 4<sup>th</sup> semester student, 5<sup>th</sup> semester student, staff member, faculty member full-time, faculty member part-time, other; See Table 32). The results are not statistically significant,  $\chi^2(16, N = 294) = 24.256, p = .084$ . The results revealed that knowledge of Title IX college procedures is not related to college status.

**Table 32**

*College Status on I Understand the College's Formal Procedures to Address Complaints of Sexual Assault*

	AGREE	DISAGREE	NO EXPERIENCE TO JUDGE
1st Semester Student	11	0	9
2nd Semester Student	55	3	18
3rd Semester Student	20	2	7
4th Semester Student	22	1	11
5th Semester Student	13	2	7
Staff Member	27	1	1
Faculty Member Full-Time	24	2	6
Faculty Member Part-Time	25	0	4
Other	14	0	9

*Note.* Knowledge about Title IX College Procedures

For Question 6a, “I have confidence that the college administers formal procedures to address complaints of sexual assault fairly,” the chi-square test for independence was computed to determine whether knowledge of Title IX college procedures (agree, disagree, no experience to judge) is independent of college status (1<sup>st</sup> semester student, 2<sup>nd</sup> semester student, 3<sup>rd</sup> semester student, 4<sup>th</sup> semester student, 5<sup>th</sup> semester student, staff member, faculty member full-time, faculty member part-time, other; See Table 33). The results are not statistically significant,  $\chi^2(16, N = 291) = 20.781, p = .187$ . The results revealed that knowledge of Title IX college procedures is not related to college status.

**Table 33**

*College Status on I Have Confidence That the College Administers the Formal Procedures to Address Complaints of Sexual Assault Fairly*

	AGREE	DISAGREE	NO EXPERIENCE TO JUDGE
1st Semester Student	14	0	5
2nd Semester Student	53	0	23
3rd Semester Student	22	0	7
4th Semester Student	24	0	9
5th Semester Student	15	2	5
Staff Member	25	2	2
Faculty Member Full-Time	25	2	5
Faculty Member Part-Time	23	1	5
Other	13	1	8

*Note.* Knowledge about Title IX College Procedures

***RQ5: If, or to what extent, are there differences regarding the need for additional Title IX education and training?***

A chi-square test was performed to determine the correlation between gender and the need for additional Title IX education and training. Questions 8 through 8e asked participants to respond yes, no, unsure about the need for additional Title IX education and training. The independent variable included gender (female, male, choose not to identify, non-binary, and other). The dependent variable included the need for additional Title IX education and training (Questions 8 through 8e).

### **Gender**

For Question 8, “Do you feel additional sexual misconduct prevention education and training is necessary: For you,” the chi-square test for independence was computed to determine whether the need for additional Title IX education and training (yes, no, unsure) is independent of Gender (female, male, choose not to identify, non-binary; See Table 34). The results are not

statistically significant,  $\chi^2(8, N = 290) = 11.472, p = .176$ . The results revealed that the need for additional Title IX education and training is not related to gender.

**Table 34**

*Gender on Need for Additional Title IX Education and Training for You*

	YES	NO	UNSURE
Female	50	128	22
Male	20	47	11
Choose Not To Identify	0	5	0
Nonbinary	3	1	0
Other	2	1	0

*Note.* The Need for Additional Title IX Education and Training

For Question 8a, “Do you feel additional sexual misconduct prevention education and training is necessary: For students,” the chi-square test for independence was computed to determine whether the need for additional Title IX education and training (yes, no, unsure) is independent of gender (female, male, choose not to identify, non-binary; See Table 35). The results are not statistically significant,  $\chi^2(8, N = 291) = 12.811, p = .119$ . The results revealed that the need for additional Title IX education and training is not related to gender.

**Table 35**

*Gender on Need for Additional Title IX Education and Training for Students*

	YES	NO	UNSURE
Female	102	47	51
Male	40	10	28
Choose Not To Identify	1	2	2
Nonbinary	3	1	0
Other	4	0	0

*Note.* The Need for Additional Title IX Education and Training

For Question 8b, “Do you feel additional sexual misconduct prevention education and training is necessary: For faculty,” the chi-square test for independence was computed to

determine whether the need for additional Title IX education and training (yes, no, unsure) is independent of gender (female, male, choose not to identify, non-binary; See Table 36). The results are not statistically significant,  $\chi^2(8, N = 291) = 8.556, p = .381$ . The results revealed that the need for additional Title IX education and training is not related to gender.

**Table 36**

*Gender on Need for Additional Title IX Education and Training for Faculty*

	YES	NO	UNSURE
Female	84	65	51
Male	28	25	25
Choose Not To Identify	2	3	0
Nonbinary	3	1	0
Other	3	1	0

*Note.* The Need for Additional Title IX Education and Training

For Question 8c, “Do you feel additional sexual misconduct prevention education and training is necessary: For the staff,” the chi-square test for independence was computed to determine whether the need for additional Title IX education and training (yes, no, unsure) is independent of gender (female, male, choose not to identify, non-binary; See Table 37). The results are not statistically significant,  $\chi^2(8, N = 290) = 8.256, p = .409$ . The results revealed that the need for additional Title IX education and training is not related to gender.

**Table 37**

*Gender on Need for Additional Title IX Education and Training for the Staff*

	YES	NO	UNSURE
Female	88	62	49
Male	29	25	24
Choose Not To Identify	2	3	0
Nonbinary	3	1	0
Other	3	1	0



*Note.* The Need for Additional Title IX Education and Training

For Question 8d, “Do you feel additional sexual misconduct prevention education and training is necessary: For the Community College Campus,” the chi-square test for independence was computed to determine whether the need for additional Title IX education and training (yes, no, unsure) is independent of gender (female, male, choose not to identify, non-binary; See Table 38). The results are not statistically significant,  $\chi^2(8, N = 291) = 8.091, p = .425$ . The results revealed that the need for additional Title IX education and training is not related to gender.

**Table 38**

*Gender on Need for Additional Title IX Education and Training for the Community College Campus*

	YES	NO	UNSURE
Female	95	54	52
Male	35	17	25
Choose Not To Identify	1	3	1
Nonbinary	3	1	0
Other	3	1	0

*Note.* The Need for Additional Title IX Education and Training

For Question 8e, “Do you feel additional sexual misconduct prevention education and training is necessary: For CT State,” the chi-square test for independence was computed to determine whether the need for additional Title IX education and training (yes, no, unsure) is independent of gender (female, male, choose not to identify, non-binary; See Table 39). The results are not statistically significant,  $\chi^2(8, N = 288) = 5.980, p = .650$ . The results revealed that the need for additional Title IX education and training is not related to gender.

**Table 39***Gender on Need for Additional Title IX Education and Training for CT State*

	YES	NO	UNSURE
Female	114	39	45
Male	42	10	25
Choose Not To Identify	3	1	1
Nonbinary	3	0	1
Other	3	1	0

*Note.* The Need for Additional Title IX Education and Training

### **Sexual Orientation**

A chi-square test was performed to determine the correlation between sexual orientation and need for additional Title IX education and training. Questions 8 through 8e asked participants to respond yes, no, unsure about the need for additional Title IX education and training. The independent variable included sexual orientation (heterosexual, LGBTQ+, choose not to identify). The dependent variable included the need for additional Title IX education and training (Questions 8 through 8e).

For Question 8, “Do you feel additional sexual misconduct prevention education and training is necessary: For you,” the chi-square test for independence was computed to determine whether the need for additional Title IX education and training (yes, no, unsure) is independent of sexual orientation (heterosexual, LGBTQ+, choose not to identify; See Table 40). The results are statistically significant,  $\chi^2(4, N = 291) = 17.424, p = .002$ . The results revealed that the need for additional Title IX education and training is related to sexual orientation.

**Table 40***Sexual Orientation on Need for Additional Title IX Education and Training for You*

	YES	NO	UNSURE
Heterosexual	49	147	27
LGBTQ+	24	27	2
Choose Not To Identify	2	9	4

*Note.* The Need for Additional Title IX Education and Training

For Question 8a, “Do you feel additional sexual misconduct prevention education and training is necessary: For students,” the chi-square test for independence was computed to determine whether the need for additional Title IX education and training (yes, no, unsure) is independent of sexual orientation (heterosexual, LGBTQ+, choose not to identify; See Table 41). The results are statistically significant,  $\chi^2(4, N = 292) = 11.612, p = .020$ . The results revealed that the need for additional Title IX education and training is related to sexual orientation.

**Table 41***Sexual Orientation on Need for Additional Title IX Education and Training for Students*

	YES	NO	UNSURE
Heterosexual	110	46	68
LGBTQ+	36	11	6
Choose Not To Identify	5	3	7

*Note.* The Need for Additional Title IX Education and Training

For Question 8b, “Do you feel additional sexual misconduct prevention education and training is necessary: For faculty,” the chi-square test for independence was computed to determine whether the need for additional Title IX education and training (yes, no, unsure) is independent of sexual orientation (heterosexual, LGBTQ+, choose not to identify; See Table 42). The results are statistically significant,  $\chi^2(4, N = 292) = 14.009, p = .007$ . The results revealed that the need for additional Title IX education and training is related to sexual orientation.

**Table 42***Sexual Orientation on Need for Additional Title IX Education and Training for Faculty*

	YES	NO	UNSURE
Heterosexual	84	76	64
LGBTQ+	33	14	6
Choose Not To Identify	4	5	6

*Note.* The Need for Additional Title IX Education and Training

For Question 8c, “Do you feel additional sexual misconduct prevention education and training is necessary: For the staff,” the chi-square test for independence was computed to determine whether the need for additional Title IX education and training (yes, no, unsure) is independent of sexual orientation (heterosexual, LGBTQ+, choose not to identify; See Table 43). The results are statistically significant,  $\chi^2(4, N = 291) = 14.759, p = .005$ . The results revealed that the need for additional Title IX education and training is related to sexual orientation.

**Table 43***Sexual Orientation on Need for Additional Title IX Education and Training for the Staff*

	YES	NO	UNSURE
Heterosexual	89	73	61
LGBTQ+	33	15	5
Choose Not To Identify	4	4	7

*Note.* The Need for Additional Title IX Education and Training

For Question 8d, “Do you feel additional sexual misconduct prevention education and training is necessary: For the Community College Campus,” the chi-square test for independence was computed to determine whether the need for additional Title IX education and training (yes, no, unsure) is independent of sexual orientation (heterosexual, LGBTQ+, choose not to identify; See Table 44). The results are statistically significant,  $\chi^2(4, N = 292) = 12.309, p = .015$ . The

results revealed that the need for additional Title IX education and training is related to sexual orientation.

**Table 44**

*Sexual Orientation on Need for Additional Title IX Education and Training for the Community College Campus*

	YES	NO	UNSURE
Heterosexual	100	59	65
LGBTQ+	34	13	6
Choose Not To Identify	4	4	7

*Note.* The Need for Additional Title IX Education and Training

For Question 8e, “Do you feel additional sexual misconduct prevention education and training is necessary: For CT State,” the chi-square test for independence was computed to determine whether the need for additional Title IX education and training (yes, no, unsure) is independent of sexual orientation (heterosexual, LGBTQ+, choose not to identify; See Table 45). The results are statistically significant,  $\chi^2(4, N = 289) = 21.727, p = < .001$ . The results revealed that the need for additional Title IX education and training is related to sexual orientation.

**Table 45**

*Sexual Orientation on Need for Additional Title IX Education and Training for CT State*

	YES	NO	UNSURE
Heterosexual	116	42	63
LGBTQ+	44	6	3
Choose Not To Identify	5	3	7

*Note.* The Need for Additional Title IX Education and Training

### **College Status**

A chi-square test was performed to determine the correlation between college status and need for additional Title IX education and training. Questions 8 through 8e asked participants to

respond yes, no, unsure about the need for additional Title IX education and training. The independent variable included college status (1<sup>st</sup> semester student, 2<sup>nd</sup> semester student, 3<sup>rd</sup> semester student, 4<sup>th</sup> semester student, 5<sup>th</sup> semester student, staff member, faculty member full-time, faculty member part-time, other). The dependent variable included the need for additional Title IX education and training (Questions 8 through 8e).

For Question 8, “Do you feel additional sexual misconduct prevention education and training is necessary: For you,” the chi-square test for independence was computed to determine whether the need for additional Title IX education and training (yes, no, unsure) is independent of college status (1<sup>st</sup> semester student, 2<sup>nd</sup> semester student, 3<sup>rd</sup> semester student, 4<sup>th</sup> semester student, 5<sup>th</sup> semester student, staff member, faculty member full-time, faculty member part-time, other; See Table 46). The results are not statistically significant,  $\chi^2(16, N = 291) = 24.324, p = .083$ . The results revealed that the need for additional Title IX education and training is not related to college status.

**Table 46**

*College Status on Need for Additional Title IX Education and Training for You*

	YES	NO	UNSURE
1st Semester Student	5	10	4
2nd Semester Student	25	46	6
3rd Semester Student	10	17	2
4th Semester Student	10	16	8
5th Semester Student	8	10	3
Staff Member	6	20	2
Faculty Member Full-Time	6	22	4
Faculty Member Part-Time	3	23	2
Other	2	19	2

*Note.* The Need for Additional Title IX Education and Training

For Question 8a, “Do you feel additional sexual misconduct prevention education and training is necessary: For students,” the chi-square test for independence was computed to

determine whether the need for additional Title IX education and training (yes, no, unsure) is independent of college status (1<sup>st</sup> semester student, 2<sup>nd</sup> semester student, 3<sup>rd</sup> semester student, 4<sup>th</sup> semester student, 5<sup>th</sup> semester student, staff member, faculty member full-time, faculty member part-time, other; See Table 47). The results are not statistically significant,  $\chi^2 (16, N = 292) = 17.265, p = .369$ . The results revealed that the need for additional Title IX education and training is not related to college status.

**Table 47**

*College Status on Need for Additional Title IX Education and Training for Students*

	YES	NO	UNSURE
1st Semester Student	11	4	4
2nd Semester Student	39	17	21
3rd Semester Student	13	10	6
4th Semester Student	21	3	10
5th Semester Student	9	5	7
Staff Member	16	6	6
Faculty Member Full-Time	19	2	11
Faculty Member Part-Time	16	5	8
Other	7	8	8

*Note.* The Need for Additional Title IX Education and Training

For Question 8b, “Do you feel additional sexual misconduct prevention education and training is necessary: For faculty,” the chi-square test for independence was computed to determine whether the need for additional Title IX education and training (yes, no, unsure) is independent of college status (1<sup>st</sup> semester student, 2<sup>nd</sup> semester student, 3<sup>rd</sup> semester student, 4<sup>th</sup> semester student, 5<sup>th</sup> semester student, staff member, faculty member full-time, faculty member part-time, other; See Table 48). The results are statistically significant,  $\chi^2 (16, N = 292) = 33.890, p = .006$ . The results revealed that the need for additional Title IX education and training is related to college status.

**Table 48***College Status on Need for Additional Title IX Education and Training for Faculty*

	YES	NO	UNSURE
1st Semester Student	12	5	2
2nd Semester Student	36	21	19
3rd Semester Student	14	11	4
4th Semester Student	19	5	10
5th Semester Student	10	5	6
Staff Member	9	10	9
Faculty Member Full-Time	11	12	9
Faculty Member Part-Time	4	19	7
Other	6	7	10

*Note.* The Need for Additional Title IX Education and Training

For Question 8c, “Do you feel additional sexual misconduct prevention education and training is necessary: For the staff,” the chi-square test for independence was computed to determine whether the need for additional Title IX education and training (yes, no, unsure) is independent of college status (1<sup>st</sup> semester student, 2<sup>nd</sup> semester student, 3<sup>rd</sup> semester student, 4<sup>th</sup> semester student, 5<sup>th</sup> semester student, staff member, faculty member full-time, faculty member part-time, other; See Table 49). The results are statistically significant,  $\chi^2(16, N = 291) = 35.253, p = .004$ . The results revealed that the need for additional Title IX education and training is related to college status.



**Table 49***College Status on Need for Additional Title IX Education and Training for the Staff*

	YES	NO	UNSURE
1st Semester Student	12	5	2
2nd Semester Student	40	20	16
3rd Semester Student	15	11	3
4th Semester Student	19	5	10
5th Semester Student	9	5	7
Staff Member	10	10	8
Faculty Member Full-Time	11	10	11
Faculty Member Part-Time	4	18	7
Other	6	8	9

*Note.* The Need for Additional Title IX Education and Training

For Question 8d, “Do you feel additional sexual misconduct prevention education and training is necessary: For the Community College Campus,” the chi-square test for independence was computed to determine whether the need for additional Title IX education and training (yes, no, unsure) is independent of college status (1<sup>st</sup> semester student, 2<sup>nd</sup> semester student, 3<sup>rd</sup> semester student, 4<sup>th</sup> semester student, 5<sup>th</sup> semester student, staff member, faculty member full-time, faculty member part-time, other; See Table 50). The results are not statistically significant,  $\chi^2(16, N = 292) = 16.226, p = .437$ . The results revealed that the need for additional Title IX education and training is not related to college status.

**Table 50**

*College Status on Need for Additional Title IX Education and Training for the Community College Campus*

	YES	NO	UNSURE
1st Semester Student	11	5	3
2nd Semester Student	42	17	18
3rd Semester Student	15	9	5
4th Semester Student	20	6	8
5th Semester Student	10	6	5
Staff Member	12	6	11
Faculty Member Full-Time	12	8	12
Faculty Member Part-Time	8	11	9
Other	8	8	7

*Note.* The Need for Additional Title IX Education and Training

For Question 8e, “Do you feel additional sexual misconduct prevention education and training is necessary: For CT State,” the chi-square test for independence was computed to determine whether the need for additional Title IX education and training (yes, no, unsure) is independent of college status (1<sup>st</sup> semester student, 2<sup>nd</sup> semester student, 3<sup>rd</sup> semester student, 4<sup>th</sup> semester student, 5<sup>th</sup> semester student, staff member, faculty member full-time, faculty member part-time, other; See Table 51). The results are statistically significant,  $\chi^2(16, N = 289) = 36.390, p = .003$ . The results revealed that the need for additional Title IX education and training is related to college status.

**Table 51***College Status on Need for Additional Title IX Education and Training for CT State*

	YES	NO	UNSURE
1st Semester Student	14	4	1
2nd Semester Student	55	8	13
3rd Semester Student	16	8	5
4th Semester Student	22	4	8
5th Semester Student	15	1	5
Staff Member	13	6	9
Faculty Member Full-Time	12	7	13
Faculty Member Part-Time	7	9	11
Other	11	4	8

*Note.* The Need for Additional Title IX Education and Training

***RQ6: Do Questions 5 and 7 reliably measure how well the college addresses Title IX reports and how likely an individual is to seek help from the college?***

Question 5 of the Campus Climate Survey asked, “If someone were to report sexual assault to a campus authority, how likely is it that: 1) The College would take the report seriously, 2) The College would keep knowledge of the report limited to those who need to know in order for the College to respond properly, 3) The College would take steps to protect the safety of the person making the report, 4) The students, faculty, and staff would support the person making the report, 5) The College would take steps to protect the person making the report from retaliation. Question 5 was transformed to compute a total score, labeled TrainingCollege. For Question 5,  $\alpha = .905$ , which indicated that Question 5 of the Campus Climate Survey had excellent reliability (Jugessur, 2022). Question 7 of the Campus Climate Survey asked, “If you wished to report sexual misconduct to the College, how likely is it that you would report it to: 1) Dean of Students, 2) Professor, 3) Campus security, 4) College counselor or advisor, 5) Title IX coordinator. Question 7 (see copy of instrument) was transformed to

compute a total score, labeled TrainingYou. For Question 7,  $\alpha = .700$ , which indicated that Question 7 of the Campus Climate Survey had a good reliability (Jugessur, 2022).

### **Summary**

The research aimed to determine if, or to what extent, there were differences regarding how well the college addresses Title IX reports, how likely an individual is to see help from the college, how well the college responds to Title IX, knowledge of Title IX college procedures, and the need for additional Title IX education and training among community college students, faculty, and staff. The research used one-way ANOVAs and chi-square tests to compare gender, sexual orientation, and college status. The research determined that there were statistically significant differences in gender and how well the college addresses Title IX reports. Based on gender, sexual orientation, and college status, there were no statistically significant differences in how likely an individual is to seek help from the college. Gender and college status presented statistically significant differences in how well the college responds to Title IX. There were statistically significant differences in gender and knowledge of Title IX college procedures. Sexual orientation and college status were statistically significant in the need for additional Title IX education and training. It was determined that the Campus Climate Survey is a reliable measure. The results of the Campus Climate Survey offer the research data that can be used to provide recommendations for future research.

## **Chapter Five: Conclusions**

### **Overview**

An extensive review of the literature explored the Social-Ecological framework of sexual misconduct prevention and how well colleges address Title IX reports, how likely an individual is to seek help from the college, how well colleges respond to Title IX, knowledge about Title IX college procedures, and the need for additional education and training as a function of gender, sexual orientation, and college status. The research was limited related to Title IX education and training among community college students, faculty, and staff, nationwide. The current research study found that students, faculty, and staff feel that there is a need for additional Title IX education and training to prevent sexual misconduct, which interrelate to the Social-Ecological levels, including individual, relationship, community, and societal. The current research study examined the context of Title IX at a community college in Southeastern Connecticut. The following chapter will discuss the current research study, implications, the Christian worldview, limitations, and recommendations for future research.

### **Discussion**

The purpose of the research study was to explore students, faculty, and staff responses to a Campus Climate Survey about Title IX knowledge and experience, resources, and the need for additional education and training in comparison to gender, sexual orientation, and college status. The Centers for Disease Control and Prevention established the Social-Ecological Model which is grounded on the theory that sexual violence may correlate to human development, related to ecological levels, including the individual, relationships, community, and society (CDC, 2022a). Previous research has identified that there is a gap in the literature that explores the need for

education and training related to Title IX among community college students, faculty, and staff (Potter et al., 2021).

To add to the literature, the research one-way ANOVAs and chi-square tests, to compare the differences among gender, sexual orientation, and college status to Title IX knowledge and experience, resources, and the need for additional education and training. Research Question 1 asked, If, or to what extent, are there differences regarding how well the college addresses Title IX reports? The results revealed that gender played a role in how well the college addresses Title IX reports.

Research Question 2 asked, if, or to what extent, are there differences regarding how likely an individual is to seek help from the college? The results revealed that there were no statistically significant differences based on gender, sexual orientation, and college status and how likely an individual is to seek help from the college.

Research Question 3 asked, if, or to what extent, are there differences regarding how well the college responds to Title IX? The results revealed that there were statistically significant differences related to gender and college status on how well the college responds to Title IX. Based on gender, the results revealed that “if a crisis happened on campus, the College would handle it well” and “that there is a good support system on campus for students, faculty, and staff going through difficult times.” The results revealed that based on college status, respondents felt that “if a crisis happened on campus, the college would handle it well”, “the College does not respond too slowly to difficult situations”, “college officials handle incidents in a fair and responsible manner”, “the College does enough to protect the safety of everyone on campus”, and “there is a good support system on campus for students, faculty, and staff going through difficult times.”

Research Question 4 asked, if, or to what extent, are there differences regarding knowledge of Title IX college procedures. The results revealed there were statistically significant differences based on gender and knowledge of Title IX college procedures. Gender played a role on responses related to “I have confidence that the college administers the formal procedures to address complaints of sexual assault fairly.”

Research Question 5 asked, if, or to what extent, are there differences regarding the need for additional Title IX education and training. The results revealed that there are statistically significant differences related to sexual orientation and college status on the need for additional Title IX education and training. Based on sexual orientation, the results revealed that there is a need for additional Title IX education and training “for you, for students, for faculty, for the staff, for the college campus, for Connecticut State.” Based on college status, the results revealed that there is a need for additional Title IX education and training “for faculty, for the staff, and for Connecticut State.”

Research Question 6 asked, if the Campus Climate Survey is a reliable scale on how well the college addresses Title IX reports and how likely an individual is to seek help from the college.

The Campus Climate Survey is an instrument that the Office on Violence Against Women (OVW) promotes colleges and universities to use in order to collect data about the sexual misconduct, perceptions, and behavior of students (U.S. Department of Justice, 2016a). The purpose of Campus Climate Surveys is to gather information about the climate of sexual misconduct among campuses. The Association of American Universities (AAU) conducted an extensive report about sexual misconduct, programming, and resources in 2019. The study found that of 181,752 students, 15% of victims sought help from one program or resource (AAU,

2020). Of the 15%, 46.8% reached out to counseling, 23.6% reached out to the campus health center, 20.6% reached out to the Title IX office, 17.9% reached out to the campus victim services office, 11.2% reached out to the campus police, and 9.4% reached out to the local municipal police (AAU, 2020). In comparison to the AAU study, the current research added to the literature by gathering responses from students, faculty, and staff about how likely an individual is to seek help from the college, which also analyzed each population by gender, sexual orientation, and college status.

Another study conducted by Potter et al. (2021), a campus climate survey was used to gather data about demographics, experiences of sexual violence, awareness of resources on campus, and perceptions of sexual violence. In the study by Potter et al. (2021), participants included females, males, transgender, nonbinary, heterosexual, other sexual orientation, and first to fifth semester students. The current research added to the literature by including similar demographics in addition to faculty and staff members.

The individual, relationship, community, and societal levels of the Social-Ecological Model are explored in this research through the lens of students, faculty, and staff related to gender, sexual orientation, and college status regarding the campus climate of Title IX. The individual level is affected by biological and historical factors of a person; the relationship level is affected by an individual's social network, including family or friends; the community level is affected by an individual's environment, including school; and the societal level is affected by the climate of an individual's environment, including cultural norms or policies (CDC, 2022a).

The research study identifies that Title IX knowledge and experience, resources, and the need for additional Title IX education and training are dependent on gender, sexual orientation, and college status, which are affected by the individual, relationship, community, and societal



levels. The current study identified that those who identified LGBTQ+ felt that the college addressed Title IX well and were likely to report sexual misconduct to a college employee. This finding is in line with the previous research that found that among community college individuals who identified as transgender or nonbinary or were enrolled for three or four semesters were more likely to be victimized (Potter et al., 2021).

Furthermore, those who identified as first, second, third, fourth, or fifth-semester student, faculty full-time or part-time, or staff members felt that the college addressed Title IX well and were likely to report sexual misconduct to a college employee. Participants' gender was identified as either female, male, choose not to identify, nonbinary, and other. Sexual orientation was categorized as heterosexual, LGBTQ+, and choose not to identify. Participants identified college status as a first, second, third, fourth, fifth-semester student, faculty full-time or part-time, and staff member. The new Title IX regulations proposed under the U.S. Department of Education (2022) not only includes the protection of students and employees, but protection of individuals who identify as LGBTQI+. The current research examined students, faculty, and staff, along with various sexual orientations which positively impacts the research to utilize the data to align with the U.S. Department of Education's (2022) regulations to protect individuals, have prompt and effective actions, prompt responses, and offering support measures. To the extent of the data collected from the study, the social-ecological levels including the individual, relationships, community, and societal factors have been positively impacted by the campus climate of the college related to gender, sexual orientation, college status, resources, and education and training.

### **Implications**

Sexual misconduct is interrelated to the Social-Ecological Model levels of human development, including the individual, relationships, community, and society (CDC, 2022a). The results from this study are encouraging that students, faculty, and staff perceive that the community college is addressing Title IX well and that individuals are likely to report a Title IX incident to the college. The results revealed that there is a need for improvement to provide additional Title IX education and training. The U.S. Department of Education (2022) disseminates policies and procedures as a guide for colleges and universities to promote campuses that are free from sexual misconduct, provide safety, and equal protections of all individuals. Sexual misconduct is an ongoing problem among higher education institutions which continues to involve researchers and policymakers (Banyard et al, 2021). The current research findings to improve Title IX education and training aligns with the Social-Ecological Model which encourages prevention strategies to address sexual misconduct (CDC, 2014). According to Potter et al. (2021) it is important to explore community colleges and gathering data not only from students, but from faculty and staff about the climate of Title IX on campuses. The strengths of the current research study included examining a community college along with responses from students, faculty and staff which examined gender, sexual orientation, and college status. The study by Potter et al. (2021) administered a twenty-five minute campus climate survey among seven community colleges. A weakness of the current research study is that the campus climate survey was about three minutes and administered at only one of the twelve Connecticut State Community Colleges.

***Individual***

The individual level of the Social-Ecological Model determines where sexual violence occurs based on factors related to age, gender, education, income, personality, substance use, or a history of violence (CDC, 2022a). The current study found that the gender of individuals including students, faculty, and staff impacted responses about how well the college addresses Title IX reports. The results of the current study identified that students, faculty, and staff, regardless of sexual orientation or college status, feel additional Title IX education and training is needed.

***Relationship***

The relationship level of the Social-Ecological Model determines where sexual violence occurs based on factors related to healthy or unhealthy relationships with peers, partners, or family members (CDC, 2022a). While the current research did not find statistically significant differences based on gender, sexual orientation, or college status and how likely and individual is to seek help from the college, the data revealed that individuals will seek help from the Dean of Students, professor, campus security, college counselor or advisor, or Title IX coordinator.

***Community***

The community level of the Social-Ecological Model determines where sexual violence occurs based on factors related to positive or negative influences in school, work, neighborhood, or social relationships (CDC, 2022a). The current research found that based on gender, “that there is a good support system on campus for students, faculty, and staff going through difficult times.” Based on college status, students, faculty, and staff felt that, “if a crisis happened on campus, the college would handle it well”, “college officials handle incidents in a fair and responsible manner”, “the College does enough to protect the safety of everyone on campus”,

and “there is a good support system on campus for students, faculty, and staff going through difficult times.” Additionally, sexual orientation was attributed to responses where students, faculty, and staff felt that additional Title IX education and training is needed for the respondent, students, faculty, staff, college campus, and Connecticut State. College status was attributed to responses where students, faculty, and staff felt that additional Title IX education and training is needed for faculty, staff, and Connecticut State.

### ***Society***

The societal level of the Social-Ecological Model determines where sexual violence occurs based on factors related to health, economy, policies, harmful acts, or behaviors (CDC, 2022a). The current research found that based on gender, students, faculty, and staff felt, “I have confidence that the college administers the formal procedures to address complaints of sexual assault fairly.”

### **Christian Worldview**

The current research study supports the need for all higher education institutions to explore the need for education and training. Exploring how well a college is doing in addressing Title IX and how likely it is that an individual would seek help from college officials may guide higher education institutions to improve the education and training that is currently offered. The purpose of Title IX policies and procedures is to provide a safe and welcoming campus environment that is free from sexual misconduct, while also promoting fairness and equality (U.S. Department of Education, 2022). Colleges and universities are required to provide support and resources measures for individuals who are involved in acts of sexual misconduct (U.S. Department of Education, 2022).

The Christian worldview about Title IX has been researched among Christian colleges and universities to explore Title IX policies and practices that students are subjected to at these higher education institutions (Graber, 2020). Christian colleges and universities are known for having additional policies that public institutions may not have, that include prohibiting premarital sex, dancing, alcohol use, and implementing a curfew, which may deter victims of sexual misconduct from reporting due to guilt (Graber, 2020). Furthermore, individuals involved in sexual violence at a Christian colleges or universities fear disciplinary action for violating policies (Graber, 2020). It is important to explore the Christian worldview about Title IX because all colleges and universities face sexual misconduct, including Christian campuses. Furthermore, exploring Title IX at Christian campuses helps explain why individuals may not report Title IX incidents and provides an understanding about the differences in policies and procedures (Graber, 2020). The current research reveals that additional Title IX education and training is necessary. Providing additional Title IX education and training among Christian colleges and universities may help reduce acts of sexual misconduct which align with the Christian worldview, written in 1 Corinthians 6:18, “Flee from sexual immorality. Every sin that a man does is outside of the body, but he who commits sexual immorality sins against his own body” (Nelson, 2017, p. 2065)

In one study, one hundred and twelve higher education institutions that are members of the Council for Christian Colleges & Universities (CCCCU) in the United States were studied about Title IX policies that offer amnesty for complainants and witnesses during Title IX investigations (Graber, 2020). The results of the study revealed that five out of the one hundred twelve institutions afforded complete amnesty for complainants and witnesses (Graber, 2020). Christian colleges and universities are likely to have policies in place that are beyond public

institutions which prohibit sex, dancing, and alcohol (Graber, 2020). These student conduct implications create an unsafe environment for individuals who experience a Title IX incident because there is fear of reporting that sexual activity occurred which creates underreporting (Graber, 2020). Additionally, exploring Title IX education and training among Christian colleges and universities may help the campus climate to encourage a safe environment where individuals feel comfortable seeking help. The research by Graber (2020) suggests that, “policies can aid Christian college campuses in encouraging reporting and supporting students who have experienced or witnessed an incident of sexual violence” (p. 171). Exploring the need for education and training among Christian colleges and universities may be beneficial in improving Title IX policies, practices, and procedures for the entire campus community.

### **Limitations**

Limitations of a research study allow the research to be self-critical in examining how the research study conducted could be improved (Green, 2018). Identifying limitations in research is important not only to present to the reader the impact limitations have on a study, but also allows the researcher to provide recommendations for future research related to the study (Greener, 2018). Limitations of a research study offer opportunity for the researcher to bridge the gap for future studies that may not have been addressed in the current research (Greener, 2018). This quasi-experimental quantitative study analyzed a community college campus including students, faculty, and staff, related to the need for education and training. Internal validity is described as; “the manner in which a study was designed, conducted, and analyzed allows trustworthy answers” (Andrade, 2018, p. 499). External validity “examines whether the findings of a study can be generalized to other contexts” (Andrade, 2018, p. 499). The participant sample was not randomized which invited the entire campus community. The Campus Climate Survey met

Connecticut General Assembly, *Public Act No. 21-81* survey assessment standards which would allow for the survey to be administered at any higher education institution to analyze the entire campus community. Therefore, the internal validity would be low because the data analyzed is archival research and there was no manipulation of the independent variable(s). The external validity would be low because data was gathered from only one community college. The survey was determined to have a high internal consistency rate from Cronbach's alpha analysis. While the reliability for Questions 5 and 7 of the Campus Climate Survey were adequate, there are limitations to the study that may have afforded greater analysis.

One limitation of this study was the number of participants who identified as females in comparison to the number of males. Of the 340 participants, 234 identified as females while 87 identified as males. If the sample size had equal grouping, statistical tests may have offered significant differences.

A second limitation of the study was that the survey did not gather demographic data about the participant's racial and ethnic background. A study by Brubaker et al. (2017) suggested that the prevalence of sexual violence may be attributed to an individual's race or ethnicity. Furthermore, Brubaker et al. (2017) noted the importance of collecting data about the racial demographics of college campuses when conducting sexual victimization surveys. Therefore, gathering data about the racial and ethnic background of individuals may have provided significant differences about varying populations related to Title IX knowledge and experience, resources, and the need for additional Title IX education and training.

A third limitation to this study was the use of archived data that was analyzed from one semester. A study conducted by Potter et al. (2021), administered a campus climate survey that was a three-year initiative among seven community colleges. The current research study

administered the Campus Climate Survey from April to June of the Spring 2022 semester. If the Campus Climate Survey gathered data for a year, the sample size may have been larger. This may have allowed for more individuals at the community college to contribute to the results.

### **Recommendations for Future Research**

Recommendations in research are essential to provide the reader with ideas that are worthy of consideration for future research (McGregor, 2018). Furthermore, recommendations suggest to the reader how to proceed in future research with what to do, decisions, course of action, and alternative solutions (McGregor, 2018). Recommendations for the current research are in line with Beres et al. (2019) which suggest that the entire campus community should be involved in sexual education and prevention. It may benefit future researchers to consider the following recommendations:

1. Administer a Campus Climate Survey that examines Title IX knowledge and experience, resources, and the need for additional Title IX education and training.
2. Conduct a research study among community colleges.
3. Administer the Campus Climate Survey for at least one year.
4. Include demographic information about ethnic background in the Campus Climate Survey.
5. Invite all students, faculty, and staff to participate in the Campus Climate Survey.
6. Explore the impact of the Social-Ecological Model as it relates to Title IX to determine how Title IX may influence the individual, relationship, community, and societal levels in an educational setting.
7. Conduct a qualitative study that gathers the perceptions of Title IX administrators about the influence that Title IX training has on a community college campus.



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## Appendix A: Community College Exempt Protocol Form

### Community College Research Review

### EXEMPT PROTOCOL SUMMARY FORM

#### ACTIVITIES EXEMPT FROM INSTITUTIONAL REVIEW

Research activities involving human subjects in the following categories may be exempt from review by Three River's Institutional Research Review Policy. The principal investigator/project director is authorized to make the first determination of eligibility for exemption; however, the College bears the responsibility for concurring in that determination based on notice provided by the principal investigator to their Dean.

*The following exemptions do NOT apply when (a) deception of subjects may be an element of the research; (b) subjects are under the age of eighteen; (c) the activity may expose the subject to discomfort or harassment beyond levels encountered in daily life; or (d) fetuses, pregnant women, human in vitro fertilization, children, or individuals involuntarily confined or detained in penal institutions are subjects of the activity.*

EXCEPT FOR THE ABOVE EXCLUSIONS, the federally-approved Categories of Exemption are:

1. Research conducted in established or commonly accepted educational settings involving normal educational practices, such as: (a) research on regular and special education instructional strategies; (b) research on the effectiveness of or the comparison among instructional techniques curricula, or classroom management methods.
2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects' responses outside the research reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.
3. Research involving the use of educational tests (cognitive, diagnostic, aptitude, or achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under Category 2 if: (a) the human subjects are elected or appointed public officials, or candidates for public office, or (b) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
4. Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified directly or through identifiers linked to the subjects.
5. Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to those programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs.
6. Taste and food quality evaluation and consumer acceptance studies: (a) if wholesome foods without additives are consumed, or (b) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe by the U.S. Food and Drug Administration or approved by the U.S. Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

*Exempting an activity from review does not absolve the investigator(s) of the activity from ensuring that the welfare of subjects in the activity is protected and that methods used and information provided to gain subject consent are appropriate to the activity.*

Questions about whether a research activity may be exempt from human subjects review can be directed to the Director, Institutional Research

05 / 01 / 2023

Community  
College

Date Submitted

File Number

**Exempt Protocol Summary Form**

Exploring the Need for Additional Title IX Education and Training

Title of Research Project

Maria Kiruba Krug

Student Services

Principal Investigator/Project Director

Department

Phone Extension

Email address

N/A

Co-Investigator/Student Investigator

Department

Phone Extension

Email address

Projected Duration of Research: 2

months

Projected Starting Date:

July 1, 2023

Other organizations and/or agencies, if any, involved in the study:

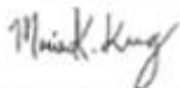
None

Exempt under code (see definitions on page one – check one) 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐

**SUMMARY ABSTRACT:** Please supply the following information below: BRIEF description of the participants, the location(s) of the project, the procedures to be used for data collection, whether data will be confidential or anonymous, disposition of the data, who will have access to the data.

**RESPONSIBILITIES OF THE PRINCIPAL INVESTIGATOR:**

- Any additions or changes in procedures in the protocol will be submitted to the appropriate Dean for written approval prior to these changes being implemented
- Any problems connected with the use of human subjects once the project has begun must be communicated to the Director of Institutional Research.
- The principal investigator is responsible for retaining informed consent documents for a period of three years after the project.



05/01/2023

Principal Investigator Signature

Co-Investigator/Student Signature (if appropriate)

Title of supervising dean or president:

Dean of Academic &amp; Student Affairs

Signature of supervising dean or president:

Date: 05/01/2023

Dean: Check 1 box:

☒ Approved☐ Approved with Conditions☐ Refer to Full Committee Review

Comments:

Please share a summary of your findings with the campus.



**Appendix B: Liberty University Permission Letter**

COMMUNITY COLLEGE

Office of the Dean

May 1, 2023

Maria Kiruba Krug  
Dissertation Candidate  
Liberty University

Dear Maria K. Krug,

After careful review of your research proposal entitled Exploring the Need for Additional Title IX Education and Training, I have decided to grant you permission to receive and utilize the Three Rivers Community College Spring 2022 Campus Climate Survey archival data for your research study.

Check the following boxes, as applicable:

☒ [The requested data WILL BE STRIPPED of all identifying information before it is provided to the researcher.]

☐ [The requested data WILL NOT BE STRIPPED of identifying information before it is provided to the researcher.]

☒ [[I/We] are requesting a copy of the results upon study completion and/or publication.]

Sincerely,

Campus Dean of Students and Faculty

## **Appendix C: Spring 2022 Campus Climate Survey**

### **Demographic Information:**

#### **1-What is your current gender identity?**

Female    Male    Transgender Female    Transgender Male    Genderqueer/Gender-  
Nonconforming    Choose Not to Identify    Nonbinary    Other (please specify)

#### **2-Which term best describes your sexual orientation?**

Bisexual (attracted to men and women)    Gay (male attracted to men)    Heterosexual (straight,  
attracted to opposite sex)    Lesbian/Gay (female attracted to women)    Questioning    Asexual  
(little or no attraction to any gender)    Pansexual (attracted to any gender)    Choose Not to  
Identify  
Other (please specify)

#### **3-What is your current status in college?**

1<sup>st</sup> semester student    2<sup>nd</sup> semester student    3<sup>rd</sup> semester student    4<sup>th</sup> semester student    5<sup>th</sup>  
semester student    Staff Member    Faculty Member- Full-Time    Faculty Member – Part-Time  
Other (please specify)

### **Knowledge and Experience about Title IX and Resources at the College**

#### **4. Please indicate your level of agreement with the following statements**

**Agree    Disagree    No Experience to Judge**

If a crisis happened on campus, the college would handle it well.

The College responds too slowly to difficult situations.

College officials handle incidents in a fair and responsible manner.

The College does enough to protect the safety of everyone on campus.

There is a good support system on campus for students, faculty, and staff going through difficult times.

**5-If someone were to report sexual assault to campus authority, how likely is it that...**

**Very Likely   Moderately Likely   Slightly Likely   Not at All Likely**

The College would take the report seriously.

The College would keep knowledge of the report limited to those who need to know in order for the College to respond properly.

The College would take steps to protect the safety of the person making the report.

The students, faculty, and staff would support the person making the report.

The College would take steps to protect the person making the report from retaliation.

**6-Please indicate your level of agreement with the following statements.**

**Agree   Disagree   No Experience to Judge**

I understand the College's formal procedures to address complaints of sexual assault.

I have confidence that the college administers the formal procedures to address complaints of sexual assault fairly.

**7-If you wished to report sexual misconduct to the College, how likely is it that you would report it to:**

**Very Likely   Moderately Likely   Slightly Likely   Not at All Likely**

Dean of Students

Professor

Campus Security

College Counselor or Advisor

Title IX Coordinator

**The Need for Additional Education and Training**

**8-Do you feel additional sexual misconduct prevention education and training is necessary?**

**Yes   No   Unsure**

For You

For Students

For Faculty

For the Staff

For the College Campus

For Connecticut State

**Qualitative Question**

**9-Is there any other additional information you would like to share with the College?**