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**BOARD OF REGENTS**

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**AGENDA**

**STATEWIDE PROGRAMS COMMITTEE**

**Wednesday, August 28, 2019 • 11:30 AM**

Claiborne Building, 1st Floor  
Louisiana Purchase Room 1-100  
1201 North Third Street  
Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. Board of Regents' Hazing Prevention Policy Change
- IV. 2019 Campus Climate Survey Report
- V. Consent Agenda
  - A. Approval of Final Rulemaking – Scholarship and Grant Program
  - B. Approval of TOPS Exceptions
- VI. Other Business
- VII. Adjournment

Committee Members: Robert Levy, Chair, Gerald Theunissen, Vice Chair, Charles McDonald, Wilbert Pryor, T. Jay Seale III, Collis Temple III, Jacqueline Wyatt

## **Board of Regents' Hazing Prevention Policy Changes Executive Summary**

In August 2018, the Board of Regents (BoR) adopted a uniform policy on hazing prevention in accordance with Acts 640, 635 and 637 of 2018 Regular Session of the Louisiana Legislature. Act 382 of 2019 (*See Attachment A*) amends the 2018 legislation to strengthen the reporting requirements under prior laws and to expedite the involvement of law enforcement officials.

Under Act 382, BoR is required to adopt standardized forms that postsecondary institutions and affiliated organizations must use to report to law enforcement any alleged incidents of hazing that have been reported to the institutions or affiliations. Act 382 further requires BoR to adopt a policy on information on reported incidents of hazing that must be made available to the public. (*See Attachment B* for a more complete summary of the requirements of Act 382.)

BoR staff met with representatives of the four higher education systems and LAICU to discuss the new requirements of Act 382 as well as the policies and forms BoR is to develop. The discussions also included the implementation of the 2018 legislation, strategies for effective hazing prevention and best practices for raising awareness among students and other relevant stakeholders to change the campus culture that underlies hazing.

The following documents were developed in collaboration with the system and LAICU representatives and with their input:

1. Standardized reporting form for postsecondary education institutions (*See Attachment C*)
2. Standardized reporting form for organizations (*See Attachment D*)
3. Draft policy on information to be made available to the public (*See Attachment E*)

### **Staff Recommendation**

Senior Staff recommends approval of the standardized forms and information policy (attached).

**ACT No. 382**

2019 Regular Session

HOUSE BILL NO. 443

BY REPRESENTATIVE NANCY LANDRY

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AN ACT

To amend and reenact R.S. 14:40.8(B) and R.S. 17:1801(C), 1801.1(C), and 1805(A)(3), (B), and (D)(2) and to enact R.S. 17:1801.1(B)(3), relative to criminal hazing; to require reporting to law enforcement by an education institution or representative of a national or parent organization that receives a report of an alleged act of hazing; to provide relative to a national or parent organization's investigation and reporting of alleged acts of hazing; to provide relative to penalties for failure to report; to require the Board of Regents to develop a standardized form for reporting and documenting alleged acts of hazing and a policy relative to making certain documented information available to the public; to require that parents be provided hazing educational information under certain circumstances; to require organizations to adopt certain policies as a condition of operating at an institution and provide education relative to such policies; to apply requirements relative to hazing prevention education to an organization's employees and volunteers; to provide relative to the authority of university and college police officers with regard to criminal hazing; and to provide for related matters.

Be it enacted by the Legislature of Louisiana:

Section 1. R.S. 14:40.8(B) is hereby amended and reenacted to read as follows:

§40.8. Criminal hazing

\* \* \*

B.(1)(a) If any person serving as a representative or officer of an organization, including any representative, director, trustee, or officer of any national

ATTACHMENT A

HB NO. 443

ENROLLED

1 or parent organization of which any of the underlying entities provided for in  
2 Paragraph (C)(3) of this Section is a sanctioned or recognized member at the time  
3 of the hazing, knew and failed to report, as soon as practicable under the  
4 circumstances, to law enforcement that one or more of the organization's members  
5 were hazing another person, the organization may be subject to the following:

6 (a)(i) Payment of a fine of up to ten thousand dollars.

7 (b)(ii) Forfeiture of any public funds received by the organization.

8 (c)(iii) Forfeiture of all rights and privileges of being an organization that is  
9 organized and operating at the education institution for a specific period of time as  
10 determined by the court. If the hazing results in the serious bodily injury or death  
11 of the victim, or results in the victim having a blood alcohol concentration of at least  
12 0.30 percent by weight based on grams of alcohol per one hundred cubic centimeters  
13 of blood, the period of time shall be for not less than four years.

14 ~~(2) A national or parent organization that receives a report alleging the~~  
15 ~~commission of an act or acts of hazing may conduct a timely and efficient~~  
16 ~~investigation to substantiate or determine the veracity of the allegations prior to~~  
17 ~~making a report to law enforcement. The investigation shall be completed no later~~  
18 ~~than fourteen days after the date on which the report was received alleging the~~  
19 ~~commission of an act or acts of hazing.~~

20 (b) Information reported to law enforcement as provided in Subparagraph  
21 (a) of this Paragraph shall include all details received by the organization relative to  
22 the alleged incident, with no information being redacted, including the name of all  
23 individuals alleged to have committed the act or acts of hazing.

24 (2) An education institution that receives a report alleging the commission  
25 of an act or acts of hazing by one or more members of an organization that is  
26 organized and operating at the education institution shall report, as soon as  
27 practicable under the circumstances, the alleged act or acts to the law enforcement  
28 agency having jurisdiction in the place where the alleged act or acts of hazing  
29 occurred. The information reported to law enforcement as required by this  
30 Paragraph shall include all details received by the institution relative to the alleged

ATTACHMENT A

HB NO. 443

ENROLLED

1 incident, with no information being redacted, including the name of all individuals  
2 alleged to have committed the act or acts of hazing. Any education institution who  
3 fails to comply with the provisions of this Paragraph may be subject to a fine of up  
4 to ten thousand dollars.

5 \* \* \*

6 Section 2. R.S. 17:1801(C), 1801.1(C), and 1805(A)(3), (B), and (D)(2) are hereby  
7 amended and reenacted and R.S. 17:1801.1(B)(3) is hereby enacted to read as follows:

8 §1801. Hazing prohibited; reporting; documentation

9 \* \* \*

10 C.(1) If an organization has taken disciplinary action against one of its  
11 members for hazing or has reason to believe that any member of the organization has  
12 participated in an incident of hazing, the organization shall report the incident to the  
13 institution with which it is affiliated. If an organization or any of its members has  
14 been disciplined by a parent organization for hazing, the organization shall report the  
15 hazing for which the organization was disciplined to the institution with which it is  
16 affiliated.

17 (2) When the institution receives a report of an alleged incident of hazing  
18 pursuant to the provisions of Paragraph (1) of this Subsection, the institution shall  
19 do both of the following:

20 (a) Report to law enforcement as required by R.S. 14:40.8. The information  
21 reported to law enforcement shall include all information and details received by the  
22 institution relative to the alleged incident, with no information being redacted,  
23 including the name of all individuals alleged to have committed the act or acts of  
24 hazing identified in the report.

25 (b) Document in writing all actions taken with regard to the report including  
26 but not limited to the date the report was received, reports made to law enforcement  
27 as provided in R.S. 14:40.8, and any other information relative to the institution's  
28 investigation, processing, and resolution of the incident.

29 (3) The Board of Regents, in consultation with the public postsecondary  
30 education management boards, shall develop the following:



ATTACHMENT A

HB NO. 443

ENROLLED

1 §1805. Authority of university or college police officer

2 A.

3 \* \* \*

4 (3) While in or out of uniform, these police officers shall have the right to  
5 carry concealed weapons and to exercise the power of arrest when discharging their  
6 duties on their respective campuses and on all streets, roads, and rights-of-way to the  
7 extent they are within or contiguous to the perimeter of such campuses. In the  
8 discharge of their duties on campus and while in hot pursuit on or off the campus,  
9 each university or college police officer may exercise the power of arrest. For  
10 purposes of R.S. 14:40.8, the right of university or college police officers to carry a  
11 concealed weapon and to exercise the power of arrest when discharging their duties  
12 shall extend to alleged acts of hazing committed by members of an organization that  
13 is organized and operating at the university or college for which the police officer  
14 is commissioned regardless of the location where the alleged acts occurred.

15 \* \* \*

16 B. Any person arrested by a college or university police officer, in the  
17 exercise of the power ~~hereinabove~~ granted pursuant to Paragraph (A)(3) of this  
18 Section, shall be immediately transferred by such officer to the custody of the sheriff  
19 or city police wherein the arrest occurs.

20 \* \* \*

21 D. Upon authorization by the chief administrative officer of the educational  
22 institution, a college or university police officer shall have authority to discharge his  
23 duties off campus as follows:

24 \* \* \*

25 (2) When investigating a crime committed on campus or when investigating  
26 the crime of criminal hazing committed off campus by members of an organization



## ATTACHMENT B

Act 382 of the 2019 Regular Session of the Louisiana Legislature amends the 2018 legislation on hazing prevention and education. It:

- a. Requires an organization's officials to report hazing incidents to law enforcement as soon as practicable under the circumstances, and with all details known to the organization with no redactions, including names of hazers. (New requirements underlined.)
- b. Removes the 14-day period organizations were previously given to investigate a reported act of hazing.
- c. Requires institutions to report hazing incidents to law enforcement as soon as practicable under the circumstances and with all details and no redactions, subject to a maximum penalty of \$10,000 for violations.
- d. Extends the campus police's authority to carry concealed weapons and to make arrests to even off-campus locations, if the hazing is committed by a member of an organization at that campus.
- e. Requires an institution to report hazing incidents to law enforcement (in addition to the institution) and to document all actions taken with regard to the report.
- f. Requires hazing prevention education and information to be provided to parents, if the student is a minor.
- g. Requires organizations to adopt the affiliated institution's hazing policy, including legal sanctions and penalties against the organization authorized by law in the case of hazing incidents, as a condition of operating at the institution.
- h. Requires BoR to develop standardized forms for institutions and organizations to use report hazing and a policy concerning information that can be made public.



### HAZING REPORT FORM FOR INSTITUTIONS

**NOTE:**

- 1. This standardized form, developed by the Board of Regents pursuant to Act 382 of 2019, is to be used by postsecondary institutions to report to law enforcement, as soon as practicable, any information received by any official at the institution regarding incidents of hazing.
- 2. This report contains unredacted information, as required by Act 382 of 2019. Subsequent use and disclosure of this report remains subject to applicable laws and regulations, including the Family Educational Rights and Privacy Act and the Health Insurance Portability and Accountability Act.

INFORMATION ABOUT INSTITUTION			
Name of Institution			
Name of Affiliated Organization(s) Relevant to the Incident			
Full Name and Title of Contact Official at the Institution			
Address			
Phone Numbers	Home	Cell	Work
INFORMATION ABOUT PERSON(S) INVOLVED IN THE INCIDENT (USE ADDITIONAL FORMS FOR EACH PERSON INVOLVED)			
Full Name			
Attending Institution			
Affiliated Organization (Member or Pledge)			
Home Address			
Phone Numbers	Home	Cell	Work
INFORMATION ABOUT THE INCIDENT			
Date of Incident	Time	Police Notified <input type="checkbox"/> Yes <input type="checkbox"/> No	
Location of Incident <input type="checkbox"/> On campus <input type="checkbox"/> Off- campus			
Specific Location			
Description of Incident (what happened, how it happened, individuals involved, factors leading to the event, etc.) Be as specific, complete and accurate as possible and do not redact any information known to the institution official(s) (attached additional sheets if necessary)			
Were there any witnesses to the incident? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, attach separate sheet with names, addresses, and phone numbers.			
Was anyone injured? If so, identify the individual and describe the injury (e.g. laceration, sprain, etc.), location of injury (e.g. upper arm, shoulder), and any other information known about the resulting injury			
Was medical treatment provided? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Refused If yes, where was treatment provided: <input type="checkbox"/> on site <input type="checkbox"/> Urgent Care <input type="checkbox"/> Emergency Room <input type="checkbox"/> Other			
REPORTER INFORMATION			
Individual Submitting Report (print name)			
I hereby affirm that the information contained in this report is complete and accurate to the best of my knowledge. Signature: _____ Date Report Completed: _____			
FOR OFFICE USE ONLY			

Report Received by \_\_\_\_\_

Date \_\_\_\_\_



DOCUMENT ANY FOLLOW-UP ACTION TAKEN AFTER SUBMISSION OF THE INCIDENT REPORT

Date	Action Taken	By Whom



## HAZING REPORT FORM FOR ORGANIZATIONS

**NOTE:**

1. This standardized form, developed by the Board of Regents pursuant to Act 382 of 2019, is to be used by organizations affiliated with postsecondary institutions to report any information received by the organization regarding incidents of hazing.
2. Organizations must send this report to law enforcement and the affiliated institution as soon as practicable.
3. This report contains unredacted information, as required by Act 382 of 2019. Subsequent use and disclosure of this report remains subject to applicable laws and regulations, including the Family Educational Rights and Privacy Act and the Health Insurance Portability and Accountability Act.

INFORMATION ABOUT ORGANIZATION			
Name of Organization			
Affiliated Institution			
Name of Affiliated Parent or National Organization			
Full Name and Title of Contact Official at the Organization			
Address			
Phone Numbers	Home	Cell	Work
INFORMATION ABOUT PERSON(S) INVOLVED IN THE INCIDENT (USE ADDITIONAL FORMS FOR EACH PERSON INVOLVED)			
Full Name			
Affiliated Organization (Member or Pledge)			
Home Address			
Phone Numbers	Home	Cell	Work
INFORMATION ABOUT THE INCIDENT			
Date of Incident	Time	Police Notified <input type="checkbox"/> Yes <input type="checkbox"/> No	
Location of Incident <input type="checkbox"/> On campus <input type="checkbox"/> Off- campus			
Specific Location			
Description of Incident (what happened, how it happened, individuals involved, factors leading to the event, etc.) Be as specific, complete and accurate as possible and do not redact any information known to the institution official(s) (attached additional sheets if necessary)			
Were there any witnesses to the incident? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, attach separate sheet with names, addresses, and phone numbers.			
Was the individual injured? If so, identify the individual and describe the injury (e.g. laceration, sprain, etc.), location of injury (e.g. upper arm, shoulder), and any other information known about the resulting injury			
Was medical treatment provided? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Refused If yes, where was treatment provided: <input type="checkbox"/> on site <input type="checkbox"/> Urgent Care <input type="checkbox"/> Emergency Room <input type="checkbox"/> Other			
REPORTER INFORMATION			
Individual Submitting Report (print name)			
I hereby affirm that the information contained in this report is complete and accurate to the best of my knowledge. Signature: _____ Date Report Completed: _____			
FOR OFFICE USE ONLY			

Report Received by \_\_\_\_\_

Date \_\_\_\_\_



**DOCUMENT ANY FOLLOW-UP ACTION TAKEN AFTER SUBMISSION OF THE INCIDENT REPORT**

Date	Action Taken	By Whom

# THE LOUISIANA BOARD OF REGENTS UNIFORM POLICY ON PUBLIC INFORMATION ON HAZING PREVENTION

## I. POLICY STATEMENT

The Board of Regents (BOR) does not condone hazing in any form at any postsecondary education institution in the state. All Louisiana postsecondary institutions shall prohibit hazing and take all reasonable measures to address hazing, including without limitation: adoption of effective policies; clear communication to campus organizations, students and other stakeholders of laws and policies; prompt and faithful enforcement thereof; education; and training. All Louisiana postsecondary institutions shall be committed to providing a supportive educational environment free from hazing, one that promotes its students' mental and physical well-being, safety and respect for one's self and others. All Louisiana postsecondary institutions shall implement policies and procedures in compliance with this policy and shall take prompt and appropriate action to investigate and effectively discipline those accused of such conduct in a manner consistent with all applicable laws.

## II. INTRODUCTION

In accordance with Act 382 of the 2019 Regular Session of the Louisiana Legislature ("Act 382"), the Louisiana Board of Regents ("BOR") hereby adopts this Uniform Policy on Public Information on Hazing Prevention ("Policy") applicable to all Louisiana postsecondary education institutions. This Policy aims to enhance the Legislature's efforts to make relevant non-confidential information on hazing incidents reported at an institution or by the institution's students available to the public in accordance with applicable laws and regulations. This Policy is intended to be implemented in conjunction with the BOR Uniform Policy on Hazing Prevention.

## ATTACHMENT E

For purposes of this Policy, the definitions of key terms and other mandatory provisions shall remain consistent with those in Acts 640 and 635 and 637 of 2018, and Act 382 of 2019, codified at R.S. 17:1801.1, R.S. 14:40.8 and R.S. 14:502. BOR will amend this Policy to reflect any subsequent changes to these statutes. In cases of any inconsistency, the statutory provisions shall supersede any such inconsistent provision in this Policy. The statutory provisions and this Policy shall supersede any inconsistent provision in an institution's policy.

### III. DEFINITIONS

For purposes of this Policy, Information on Reported Hazing shall mean the information required to be reported by institutions and organizations to law enforcement under Act 382. All other terms, including Hazing, Institutions and Organizations, shall have the same meaning as defined in Acts 640, 635 and 637 of 2018 and Act 382 of 2019.

## ATTACHMENT E

### IV. PUBLIC ACCESS TO INFORMATION ON REPORTED HAZING

When an institution or organization receives sufficiently credible and specific information about an alleged act of Hazing, the institution or organization shall make the Information on Reported Hazing public, subject to the following restrictions and exemptions:

- a. The Information on Reported Hazing shall be redacted to comply to the fullest extent with applicable laws and regulations, including the Family Educational Rights and Privacy Act and the Health Insurance Portability and Accountability Act; and
- b. After necessary redactions have been made pursuant to Subsection IV(a) above, any other information or details that could reasonably lead to the identification of the individual(s) involved in the incident or reasonably jeopardize the safety of the person reporting the incident shall be redacted.

The Information on Reported Hazing, with the redactions authorized above, shall be made public on each institution's website specific to hazing; in addition, an institution may also make such information available on any platform related to hazing, such as brochures or other materials or other source of information that an organization or institution maintains or uses.

**Agenda Item IV**  
**Executive Summary**  
**2019 Campus Climate Survey Report**

Act 172 of the 2015 Regular Session of the Louisiana Legislature sought to improve campus safety through specific protections against and penalties for sexual assaults. One of the key requirements of Act 172 was a campus climate survey developed by the Board of Regents (BOR) in consultation with the four systems and administered *annually* at every public higher education institution. BOR was required to submit, by September 1, the survey results of each such institution for the previous academic year to the Governor and the Senate and House Committees on Education. The 2018-2019 Campus Climate Survey represents the 4<sup>th</sup> consecutive administration of the survey. (Report attached.)

BOR staff has worked closely with the four systems since 2015 on all aspects of the law, including training, education, policy and the development and administration of the survey administration. BOR, in consultation with the four systems, contracted with the University of Kentucky's Center for Research on Violence and Women (CRVW) for AY 2018-19 to administer the survey.<sup>1</sup>

As with the first three years, the AY 2018-19 survey yielded non-significant findings with an overall lower response rate of 6,034 respondents. The response rate was inadequate statistically (< 3%) and therefore not representative of the entire student population at an institution nor the student population of the state as a whole. BOR staff has analyzed the data and prepared the attached report with as accurate an interpretation of the data as possible. However, caution must be exercised in interpreting the data to avoid overgeneralization, due to the low response rate which restricts the ability to draw generalizations to a larger population.

As national trends and the literature on the subject show, low response rates in sexual assault surveys is common and not unique to Louisiana, due to the sensitive nature of the subject matter, the stigma that victims perceive, and the limitations of even carefully designed surveys to elicit clear responses on a nuanced subject. In addition, while it is mandatory under Louisiana law for institutions to administer the survey, it is entirely voluntary for the student to participate in the survey. No student may be required to take the survey under Act 172.

In 2019, based on BOR's efforts to change the annual cycle to a triennial cycle to improve the response rate and to allow for more thoughtful analysis and implementation, the legislature has amended the yearly survey administration schedule to a triennial schedule beginning in the 2022-2023 academic year. *See* Act 157 of 2019. So, future surveys may yield more meaningful results.

**The Senior Staff recommends that the Statewide Programs Committee approve the 2019 Campus Safety and Victimization Survey Technical Report and authorize staff to forward the report to the Governor and the Senate and House Committees on Education.**

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<sup>1</sup> The survey was administered by EverFi during AY 2015-16 and AY 2016-17 under a contract with BOR and by CRVW during AY 2017-18 and AY 2018-19.



**Louisiana Board of Regents  
Technical Report  
Spring 2019**

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**Campus Safety & Victimization Survey**  
**Louisiana Board of Regents**  
**Technical Report**

**Released by**  
**Center for Research on Violence Against Women (CRVAW)**  
University of Kentucky  
2019

**Initiated and funded by**  
Louisiana Board of Regents

## **Acknowledgements**

### **Center for Research on Violence Against Women**

Diane R. Follingstad, Ph.D., Director and Principle Investigator

Jaspreet Chahal, M.S., Research Program Manager

### **Report Designed and Edited by**

Jaspreet Chahal

### **Other Contributors**

Joe Calvert, Ph.D., Research Associate

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# Background Information

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At the direction of the University of Kentucky's (UK) President Capilouto, the Campus Attitudes Toward Safety (C.A.T.S.) survey was developed by the Center for Research on Violence Against Women (CRVAW) to provide the administration with student data regarding campus safety for the purpose of internal quality improvement. Specifically, information was collected to assess the campus climate and students' experiences with a range of violence and harassment, including sexual violence and partner violence. It was expected this information would be used to plan services, educate stakeholders, and inform prevention efforts.

The CRVAW faculty, tasked as the survey development team, produced a comprehensive survey instrument with the goal of assessing a range of violence and harassment experiences that college students may encounter as well as to evaluate campus climate and safety issues. The survey consists of campus climate modules that covers perceptions of safety, knowledge of resources, inclination to use university resources, perceptions of university responses to sexual assault reports, attitudes toward affirmative consent elements, violence risk factors, bystander attitudes, bystander behaviors, and participation in campus programs. Additionally, the survey assesses students' victimization experiences with the following types of violence and harassment: bullying, sexual harassment, stalking, sexual assault, physical violence in relationships, psychological abuse in relationships, and reproductive coercion.

The survey was designed as a streamlined instrument that would require a short amount of time if the college student had little or no exposure to violence/harassment (average time 15-20 minutes). Those students would experience a shortened version because they would not see branching items that were used to collect more specific follow-up information from students who had reported that they had experienced that form of violence. To keep the focus on campus violence, the survey was designed to determine whether the adverse experiences of students involved other students or employees (i.e., faculty/staff) at the institution or individuals with no college affiliation. Sexual assault items additionally determined whether the incident took place at events or locations on the university/college campus.

# Background Information

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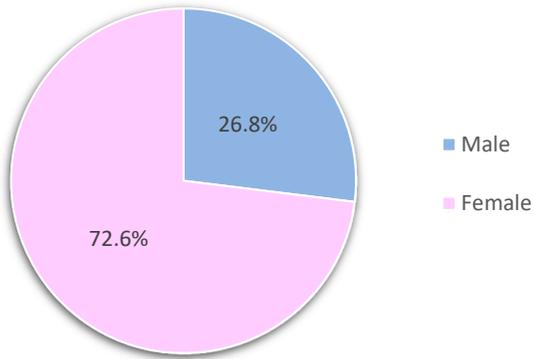
## Survey Implementation

The Board of Regents of Louisiana had been cognizant of the University of Kentucky's survey and implementation strategies, and also recognized the potential for adaptation of C.A.T.S. for use with Louisiana colleges and universities. Following consultation with the PI and Research Program Manager for C.A.T.S. at UK, the Board of Regents requested that the survey be customized and adapted for use with the 31 public institutions of higher education in Louisiana. Following a contract between the Board of Regents and the University of Kentucky, the survey was posted on Qualtrics, a survey platform to which the University of Kentucky subscribes, and which is located behind the university's firewalls and security systems. Upon approval from the Board of Regents, the UK team provided a website link which the Board of Regents passed on to individual Louisiana institutions for the purpose of contacting their students with the request to complete the survey. With the website link, students from any of the 31 institutions could directly access the survey to provide anonymous information. The Board of Regents requested individual institutions to devise promotional and incentive strategies, if possible, to increase the likelihood of students participating voluntarily. Please note that, while 32 institutions administered the survey last year, one of these (i.e., South Central Louisiana Technical College) was realigned with three other institutions. Therefore, 31 institutions administered the survey during the Spring semester 2019.

As of May 2019, a total of 6,034 students had responded to this voluntary survey link across the 31 institutions of higher education. Of this total, 73.0% were female students and 26.7 % were male students. There was some variation between institutions in survey implementation that may have affected response rates. For instance, some offered incentives for participation while others did not. While, overall, those that provided incentives saw similar average participation rates to those that did not, the type of incentive seems to be relevant. Specifically, those that offered a monetary incentive saw the highest average participation rate (7.5%) compared to those offering gifts (2.3%), those offering a mixture of gift items and monetary incentives (1.2%), and those not offering incentives (4.2%). Additionally, the method of invitation may play an important role. Institutions that invited participants via email saw the highest average response rate (5.3%) in comparison to those using only an online platform, like Canvas or Moodle (0.6%). Finally, sending reminders did not appear to impact response rates, as those who did not send any saw a similar average response rate as those who did send reminders (i.e., 4.9% and 3.2%, respectively). Please note that the preceding information should be interpreted cautiously, given the relatively small number of institutions involved in the various comparisons.

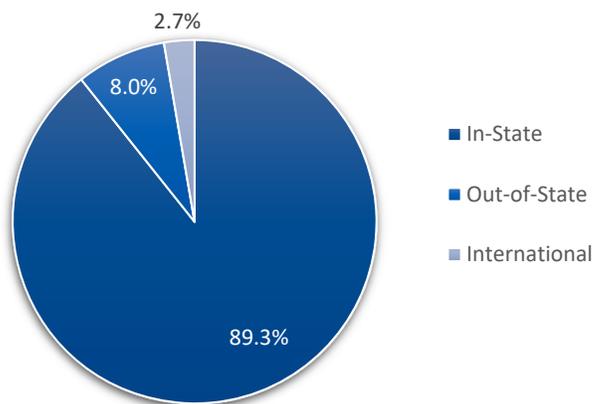
# Demographic Information of Survey Respondents

Please note: Demographic information applies only to students who completed this survey in the post-secondary institutions in Louisiana. The results of each section of the survey are presented both for all the students responding from the 31 Louisiana institutions and by participant gender (i.e., male, female).



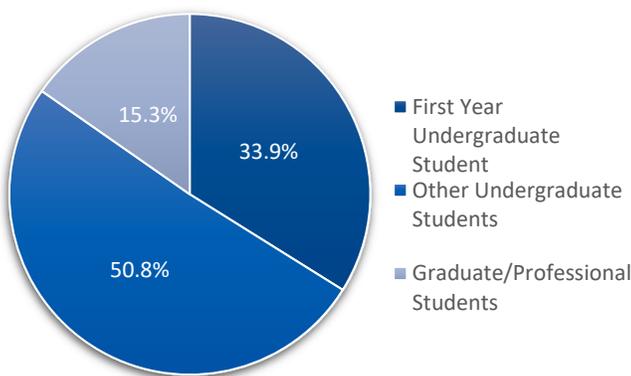
## GENDER

Louisiana Board of Regents directed all institutions to distribute the Campus Safety & Victimization survey in the spring semester of 2019. As of May 2019, a total of 6,034 students responded to the voluntary survey link distributed among colleges and universities. This is a 15% decrease from the 7,110 students who completed the survey the prior year. For this population of students who completed the survey, 72.6% were female students and 26.8% were male students, similar to the previous year.



## REGION

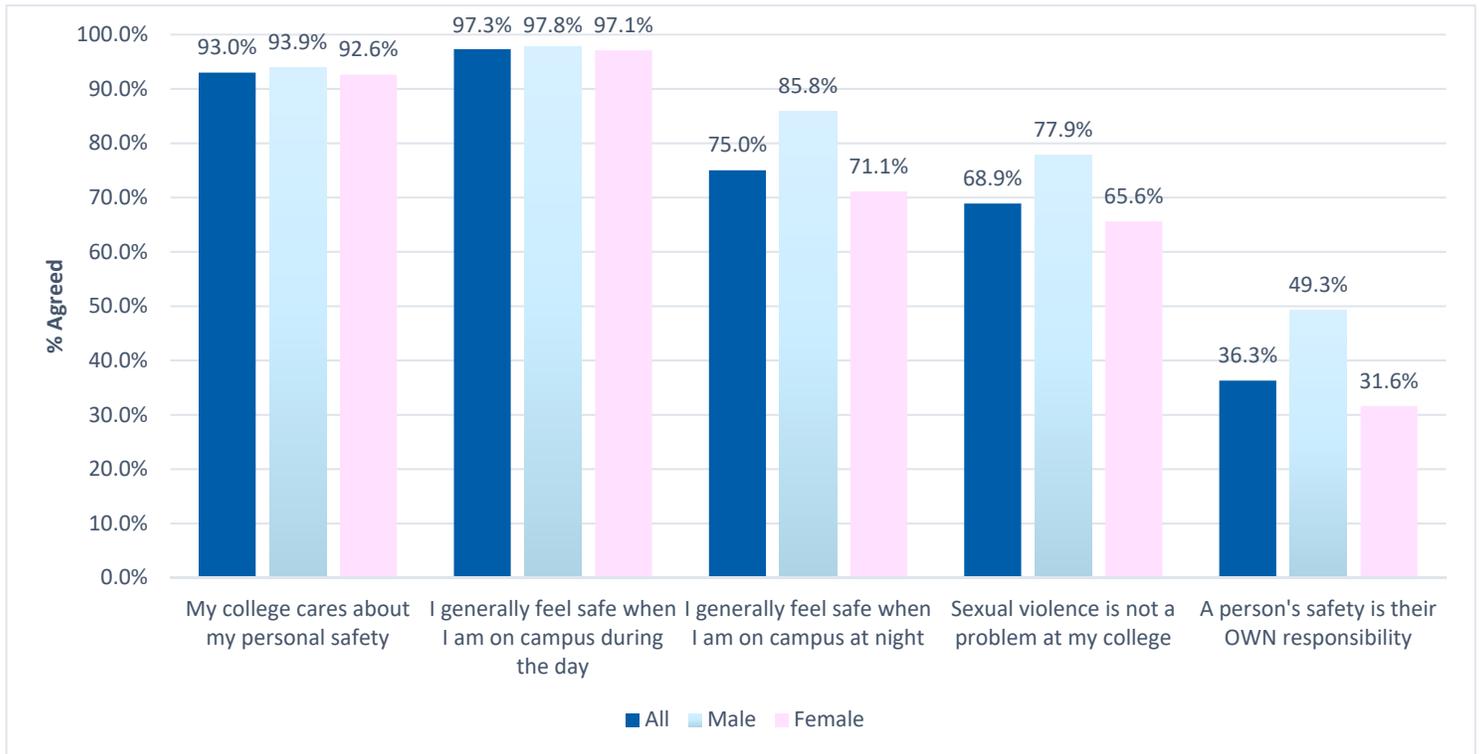
More students were from Louisiana with in-state status (89.3%) a 2% increase from the previous year which is reflected in the decrease of students from other states or other countries to 10.7% from the 12.6% last year. The majority of students were Domestic students (97.3%); only 2.7% of student participants were International students which is similar to the 2018 student survey participants.



## STUDENT CLASSIFICATION

Although roughly 2-3% fewer non-freshman undergraduates, graduates, and professional students participated in comparison to last year; there was an increase in the number of first year students who participated. Student classification revealed that 33.9% were first-year students on campus which is an increase from the 28.3% who participated last year. This is encouraging because research illustrates that these students are the most vulnerable population for campus victimization.

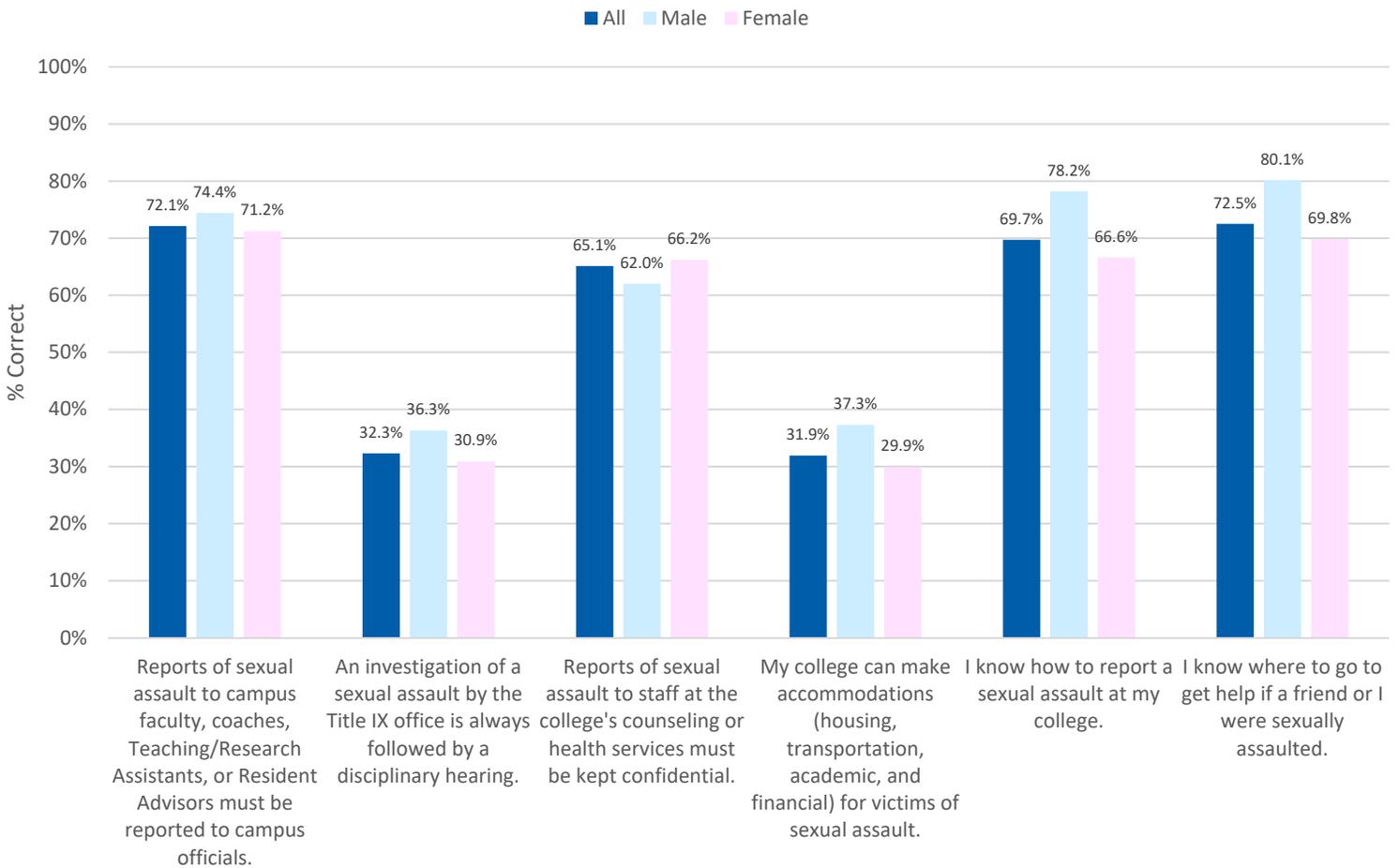
# Perception of Safety



Figures reflect percentage of responding students who agreed with these five statements

Generally, students feel quite safe at their institutions. Almost all students (93%) believed that their college cares about their safety, an increase of approximately 3% from the previous year. Safety during the day did not change significantly from 2018, with 97.3% of students feeling safe during the day on campus (96.2% in 2018), however students reported an increased sense of safety at night (75%) compared to the 68.5% of students in 2018. The difference in perception of safety was mostly due to the 26% of the female students indicating they did not feel safe at night compared with feeling safe during the day. In contrast to general perceptions of safety, 68.9% of students believed that sexual violence was NOT a problem on campus, and increase of 8% from last year, but still indicates that almost 31% of students believe that sexual violence IS A PROBLEM on their campus. Males (77.9%) more than females (65.6%) reported that sexual violence is NOT a problem at their institution. Approximately 36% of students thought that their safety is their own responsibility and not others' responsibility. Male students more frequently endorsed this response (49.3%) than female students (31.6%).

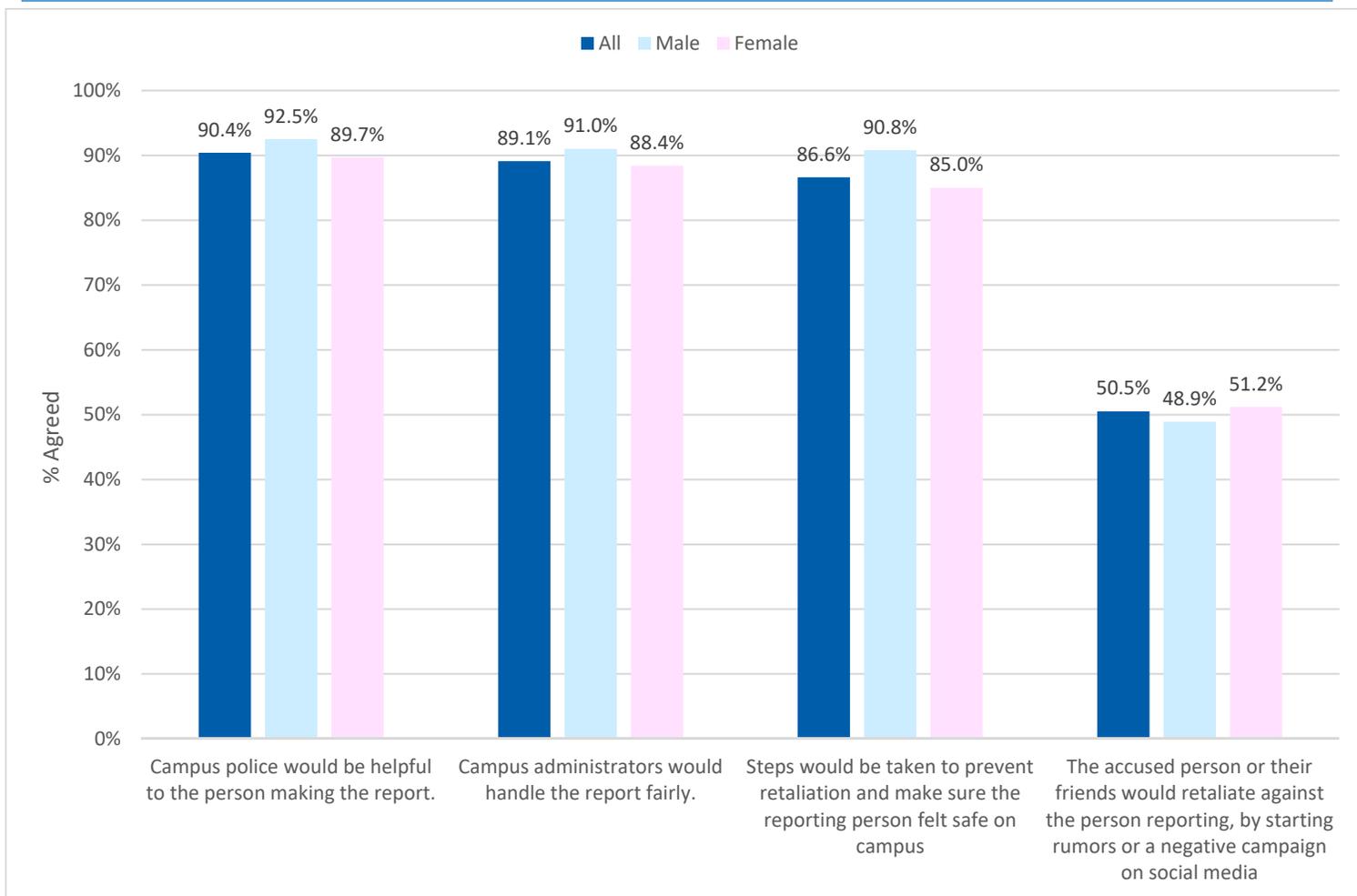
# Knowledge of Resources



Figures reflect percentage of responding students who were accurate regarding these statements

Although more than two thirds of students were accurate regarding knowledge related to reporting sexual assault, this still leaves a significant proportion of students who are not correctly informed. Approximately 72% were aware that personnel (e.g., faculty, TAs, RAs, coaches) would be required to report to campus officials if they were informed that a sexual assault had occurred. Approximately one-third of students were aware that a Title IX investigation of a sexual assault is not necessarily followed by a disciplinary hearing, a definite increase from the 5.9% that reported in 2018. Because of reporting requirements, one knowledge item determined whether students knew that certain sources on campus would keep any reports of sexual assault confidential. As was seen in the previous year, approximately 65% of the students were accurate that counseling sources provided confidential services; with no differences between male and female. Only 31.9% of the students were aware that accommodations can be made for victims of violence. Only 69.7% of students said they knew how to report a sexual assault at their college. The greatest change regarding knowledge of resources is the number of students who know where to go to get help if they or a friend were sexually assaulted, 72.5% in 2019 compared to 41% in 2018. Interestingly, more males (80.1%) reported knowing where to go to get help than females (69.8%) if a sexual assault occurred. Although this is a vast improvement, it still leaves approximately one fourth of the students NOT knowing how to get help if they were victims of sexual assault.

# Perception of Institution Response to Sexual Assault

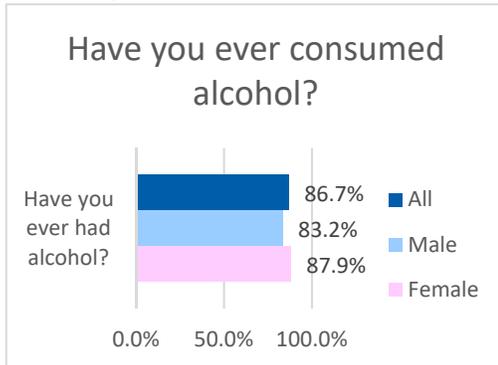


Figures reflect percentage of responding students who agreed with these four statements regarding the response of their campus to a sexual assault.

When asked how their campus would respond to a sexual assault, most students believed that their institution would respond in a fair and helpful manner to a report of sexual assault. Specifically, 90.4% believed campus police would be helpful, and 89.1% believed the administration would handle the report fairly. Approximately half (50.5%) of the students responded that they expected the accused person or his/her friends would retaliate against the person reporting a sexual assault; however, 86.6% believed that steps would be taken by campus personnel to prevent such retaliation against the person making the report. Male and female students were somewhat similar in their perceptions of how the college would respond to reports of sexual assault. These findings are not significantly different from 2018, although they represent a small increase in a positive direction.

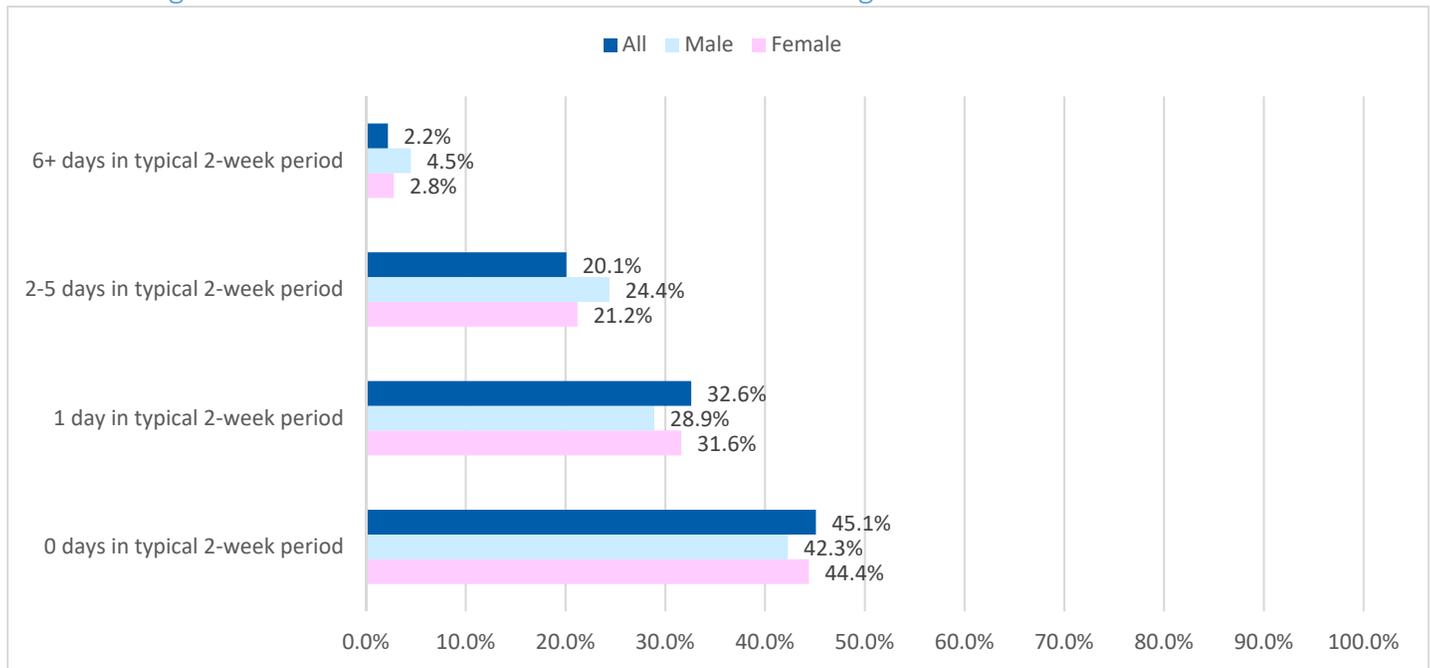
# Social Life/Risk Factors

## Drinking



Approximately 87% of students claim that they have had at least one alcoholic drink in their lifetime, with surprisingly fewer males (83.2%) than females (87.9%) reporting ever having had at least one drink. These percentages overall are slightly (~ 1%) lower than consumption percentages in 2018.

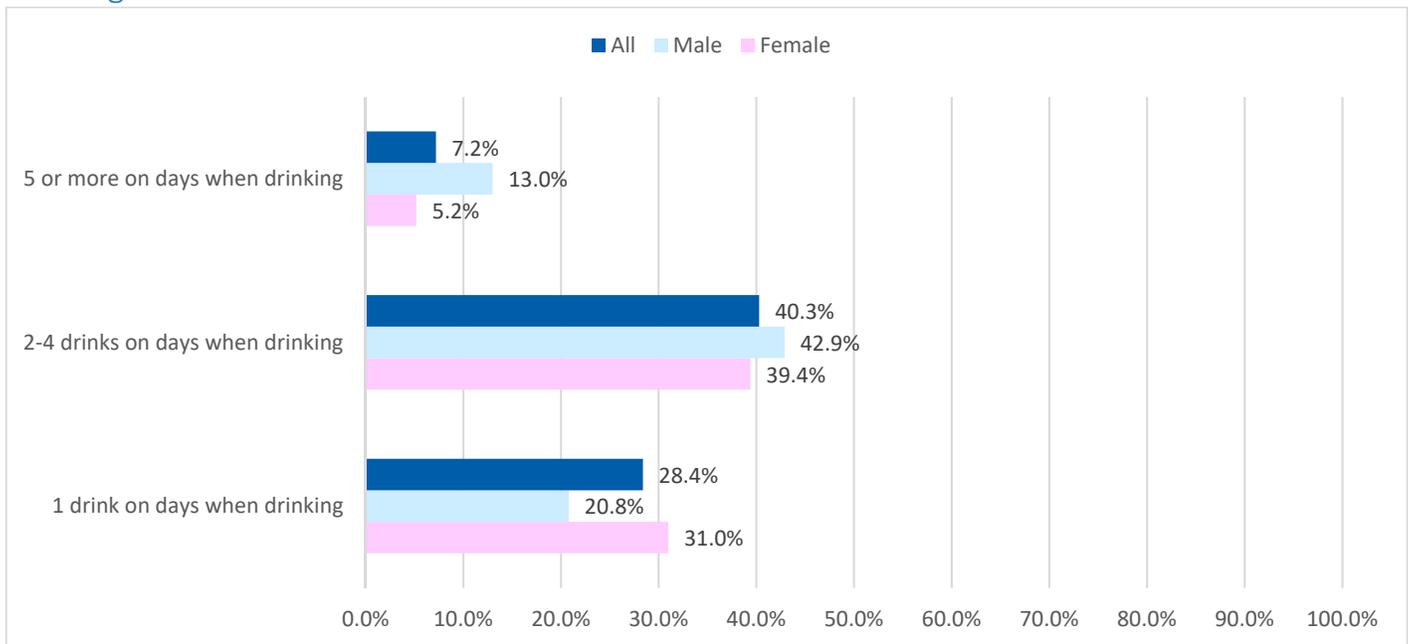
## Drinks During 2-week Period for Students who Claim Ever Having Had a Drink of Alcohol



The 88% of students who claimed that they have had at least one alcoholic drink in their lifetime reported how frequently they drank alcohol in a typical two-week period during the current spring semester. While 45.1% claimed not to have had anything to drink, 32.6% of the students drank on at least 1 day, 20.1% drank on 2-5 days, and 2.2% drank on 6 or more days during that period. Reports by male and female students suggested fairly similar percentages fell into the different categories, except that almost twice as many male students (4.5%) than female students (2.8%) reported drinking 6 or more days. These percentages did not vary significantly from the previous year's data.

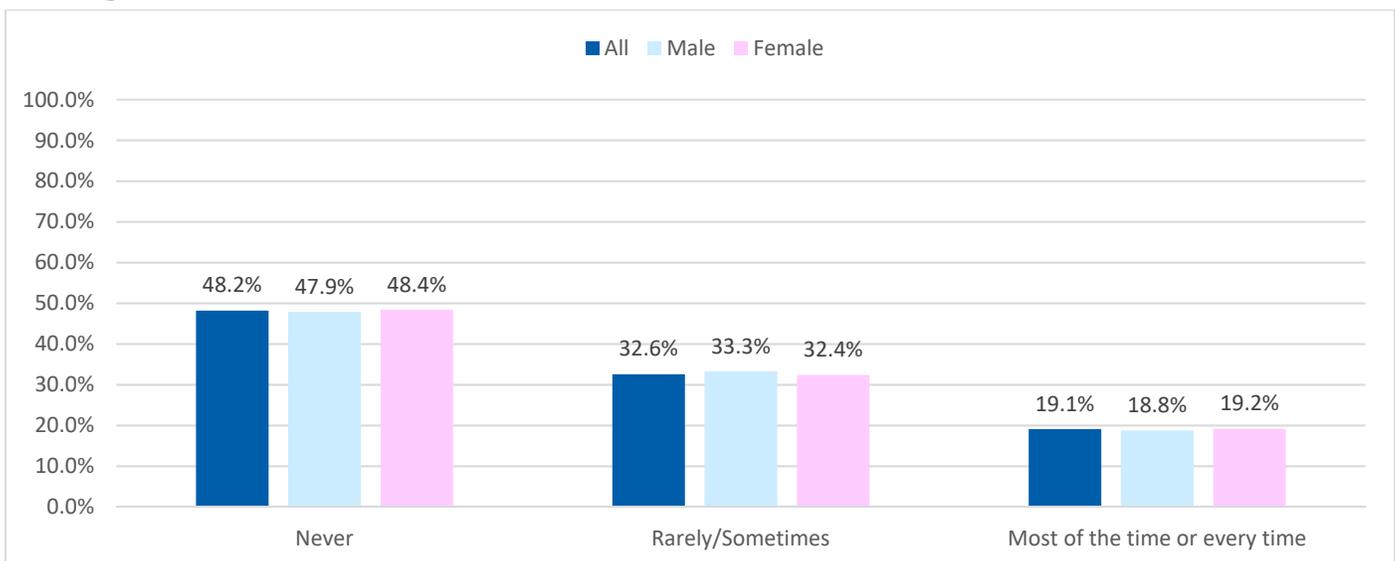
# Social Life/Risk Factors

## Drinking Pattern



Similar to 2018, 7.2% of the students who reported drinking during a typical 2-week period, report they consume at least 5 drinks on days that they do drink. 13% of the male students report this pattern and 5.2% female students report this pattern. Approximately two-fifths of the students consume between 2-4 drinks on days that they drink during a typical 2-week period.

## Drinking Before Events

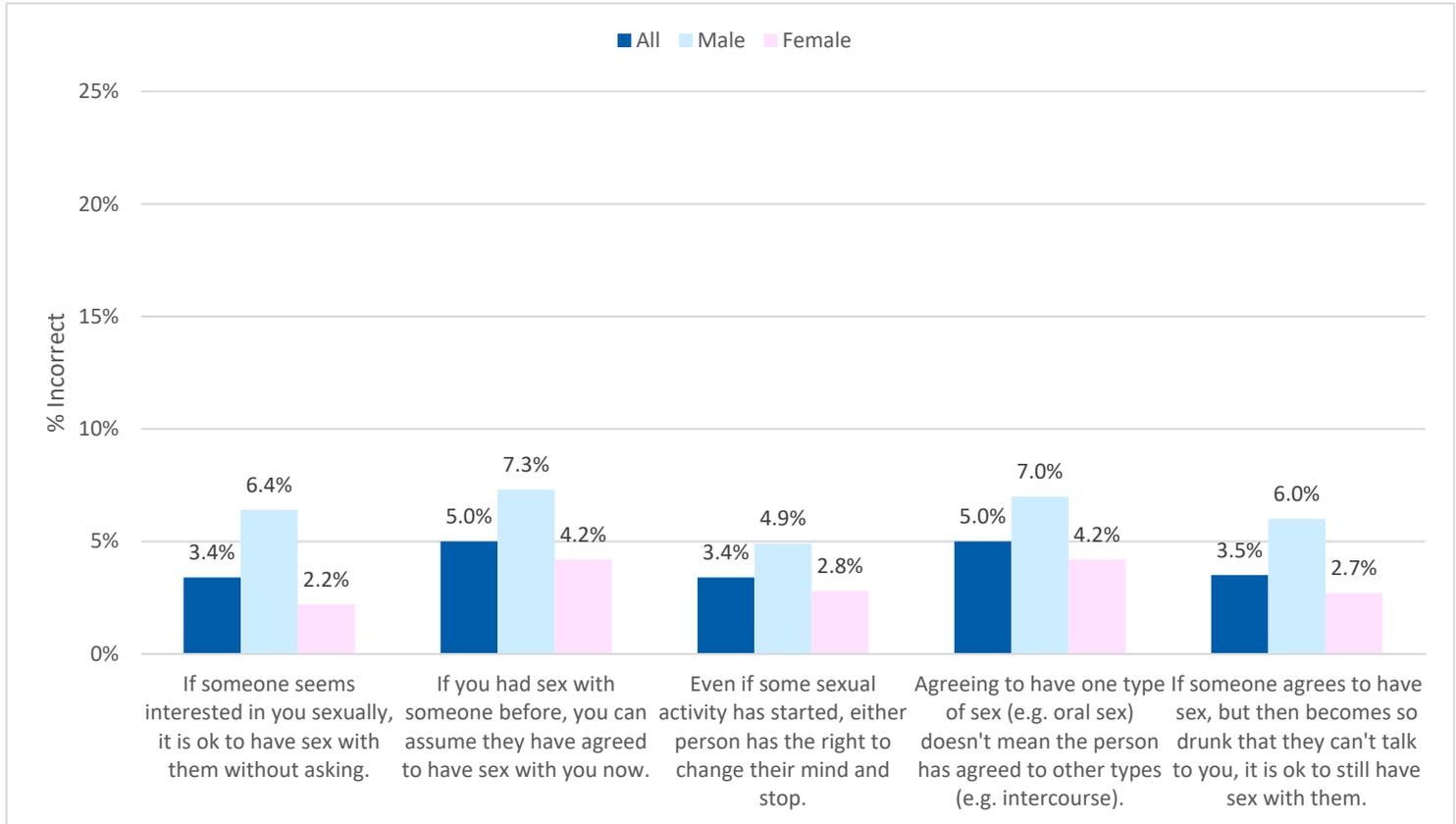


*Of those who have had alcohol, the percentages of respondents indicating how frequently they drink before going to a party/bar/event*

Approximately 48% of students reported they never drink before going to a party/bar/event, an increase of 6% from 2018. Male and female students report patterns of “pre-gaming” at similar percentages, all of which decreased by approximately 3% across all responses.

# Social Life/Risk Factors

## Elements of Affirmative Consent

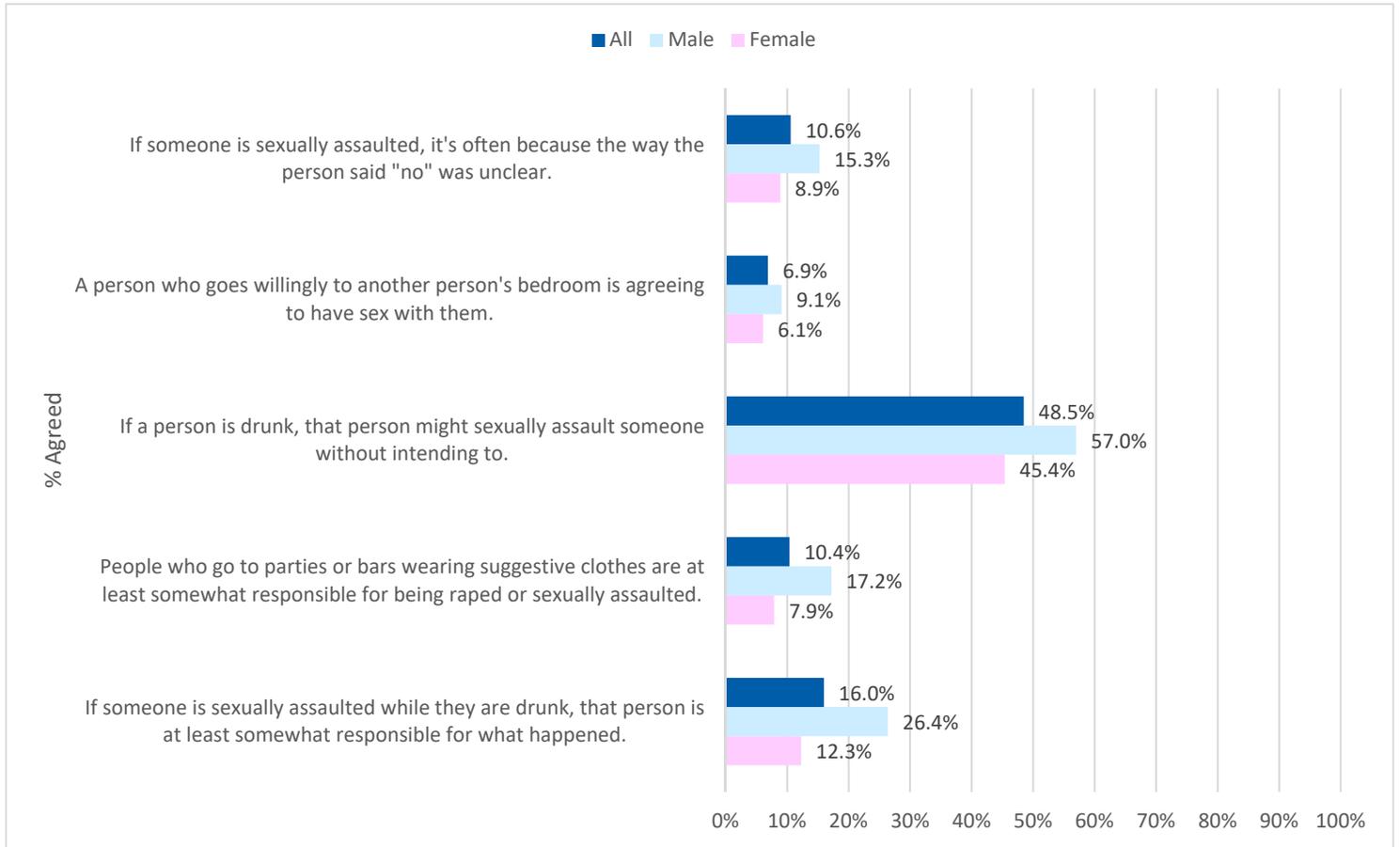


Figures reflect percentage of students who responded **incorrectly** to elements of affirmative sexual consent.

Most students (96.5%) agreed it is not ok to have sex without asking if someone shows interest, changed their mind after sexual activity has started, or becomes so drunk they can't talk to you. However, an average of 5% of students responded incorrectly regarding prior consent equating with current sexual consent and regarding consent for one type of sex equating with consent for another type. While a greater percentage of students incorrectly responded to these elements of consent, the percent of students who equated prior sexual contact with current consent decreased over 4% from 2018. There were striking differences in overall responses between male and female students. While an average of 3.2% female students responded incorrectly to these statements, an average of 6.3% of male students responded incorrectly.

# Social Life/Risk Factors

## Rape Myth Acceptance

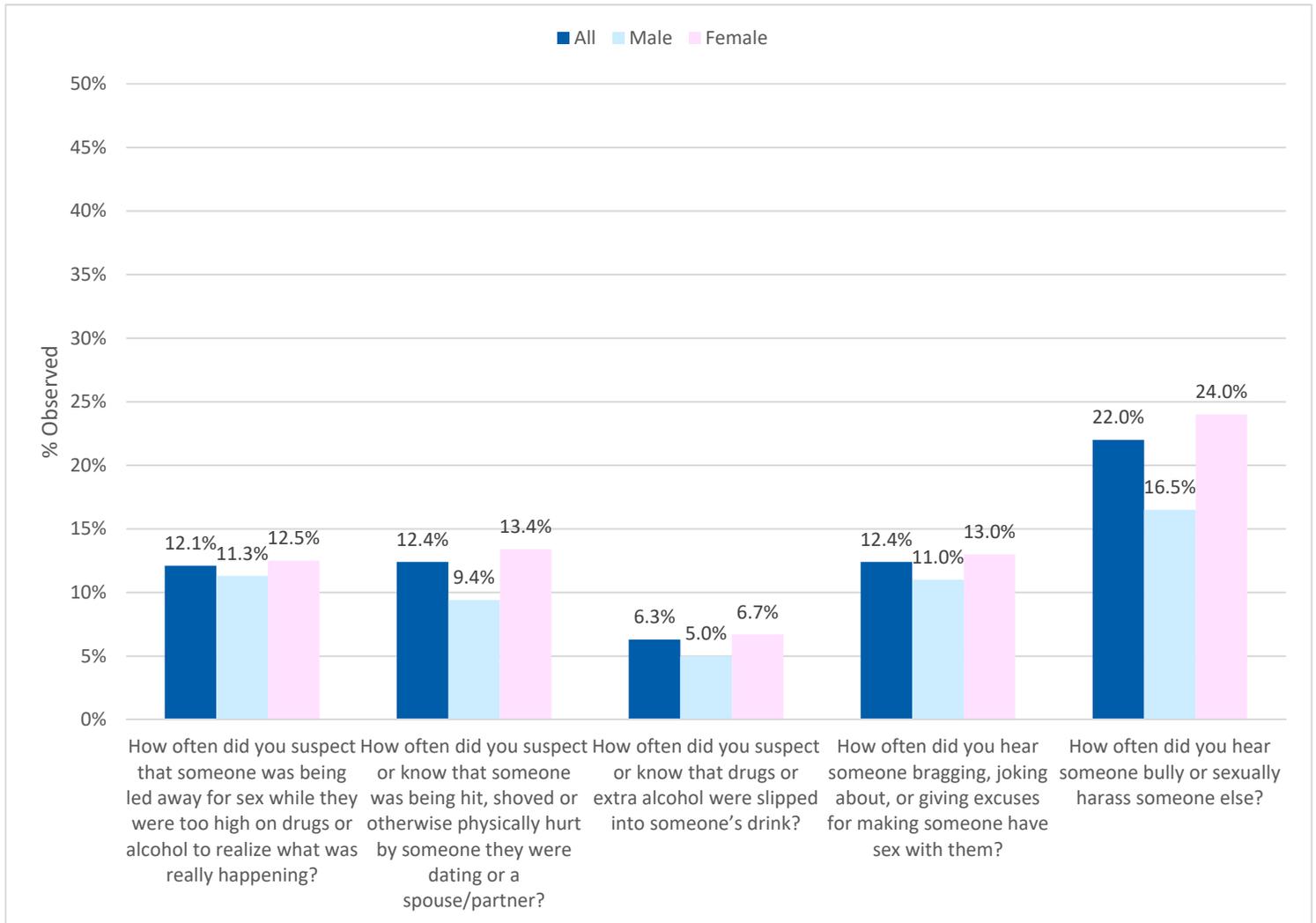


Figures reflect percentage of students who agreed with each statement

This survey included five items to assess students' attitudes towards myths about rape. As indicated above, most of the myths were not endorsed by most of the student respondents. However, females were more likely than males to disagree with the rape myths. The most surprising result in this section was the tendency of students, both male (57.0%) and female (45.4%), to agree with the idea that a drunk person might sexually assault someone without intending to do so. These percentages are very similar to the previous year's data.

# Social Life/Risk Factors

## Observation of Risky Behaviors

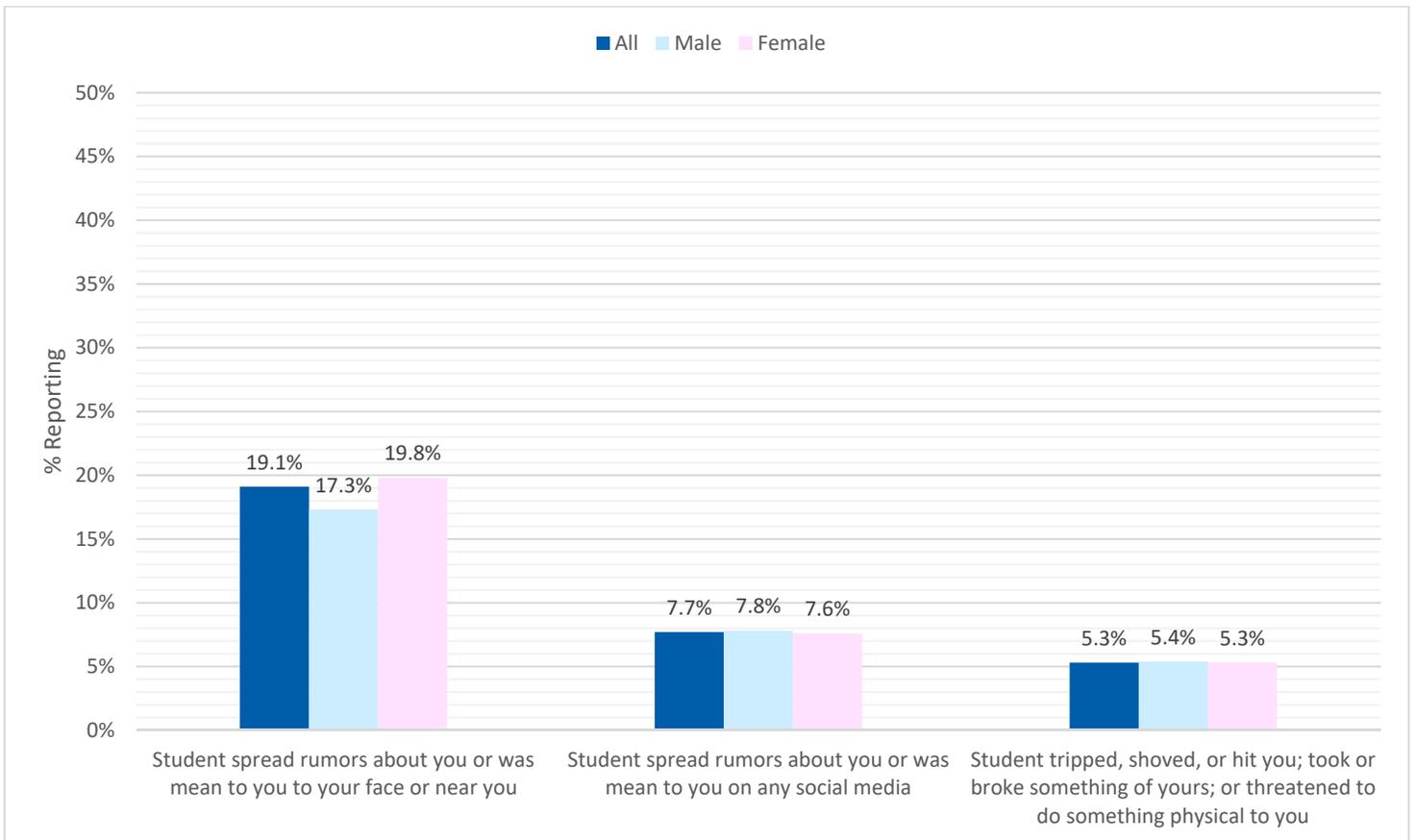


Figures reflect percentage of respondents who reported observing the incident at least once in the past year.

Students reported whether they had witnessed events involving risky situations for which there possibly was opportunity to intervene. Students (12.1%) reported that they witnessed events in which they suspected someone was being led away for sex while they were too high on drugs or alcohol to realize what was really happening, a 2% decrease from the previous year. Female students (12.5%), more than male students (11.3%), reported that they witnessed this. A higher percentage of female students (13.0%) than male students (11.0%) reported hearing someone bragging, joking about, or giving excuses for making someone have sex with them. Students suspecting or knowing that someone was being hit, shoved or otherwise physically hurt by someone they were dating or a spouse/partner (12.4%) were comprised of a slightly higher percentage of female students (13.4%) than male students (9.4%) reporting this type of risky behavior, although all three categories decreased 3% from the previous year. Approximately one-fifth (22%) of students witnessed someone bullying or sexually harassing another student, especially females (24.0%) who witnessed this more than males (16.5%). Slight decreases across items were noted, but these numbers compared to last year are likely insignificant differences.

# Victimization Experiences

## Bullying

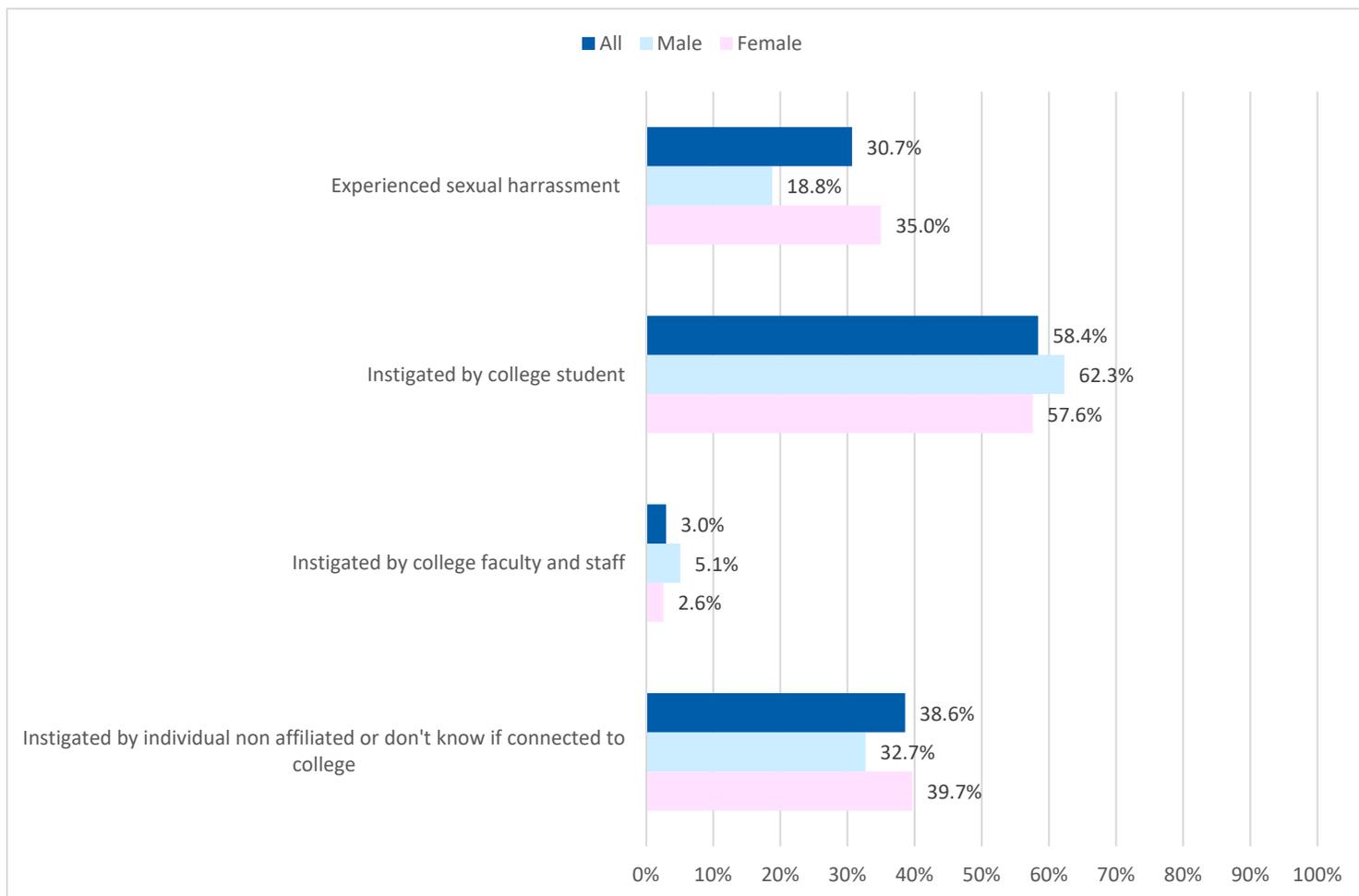


*Figures reflect percentage of respondents who reported experiencing at least one of the types of bullying incidents in the past year.*

Within the past year, 19.1% of Louisiana students said they experienced verbal bullying directly, with a slightly higher percentage of female students (19.8%) than male students (17.3%) reporting this. These numbers did not vary from the previous year, however there was a decrease in the number of students who reported bullying via social media. Approximately 8% (a decrease of 1.5% from 2018) of the student respondents reported bullying on anonymous or other social media forums, and this experience was reported without gender differences. Overall, 5.3% of the student population reported physical bullying, and this type of bullying also consisted of negligible differences among gender.

# Victimization Experiences

## Sexual Harassment



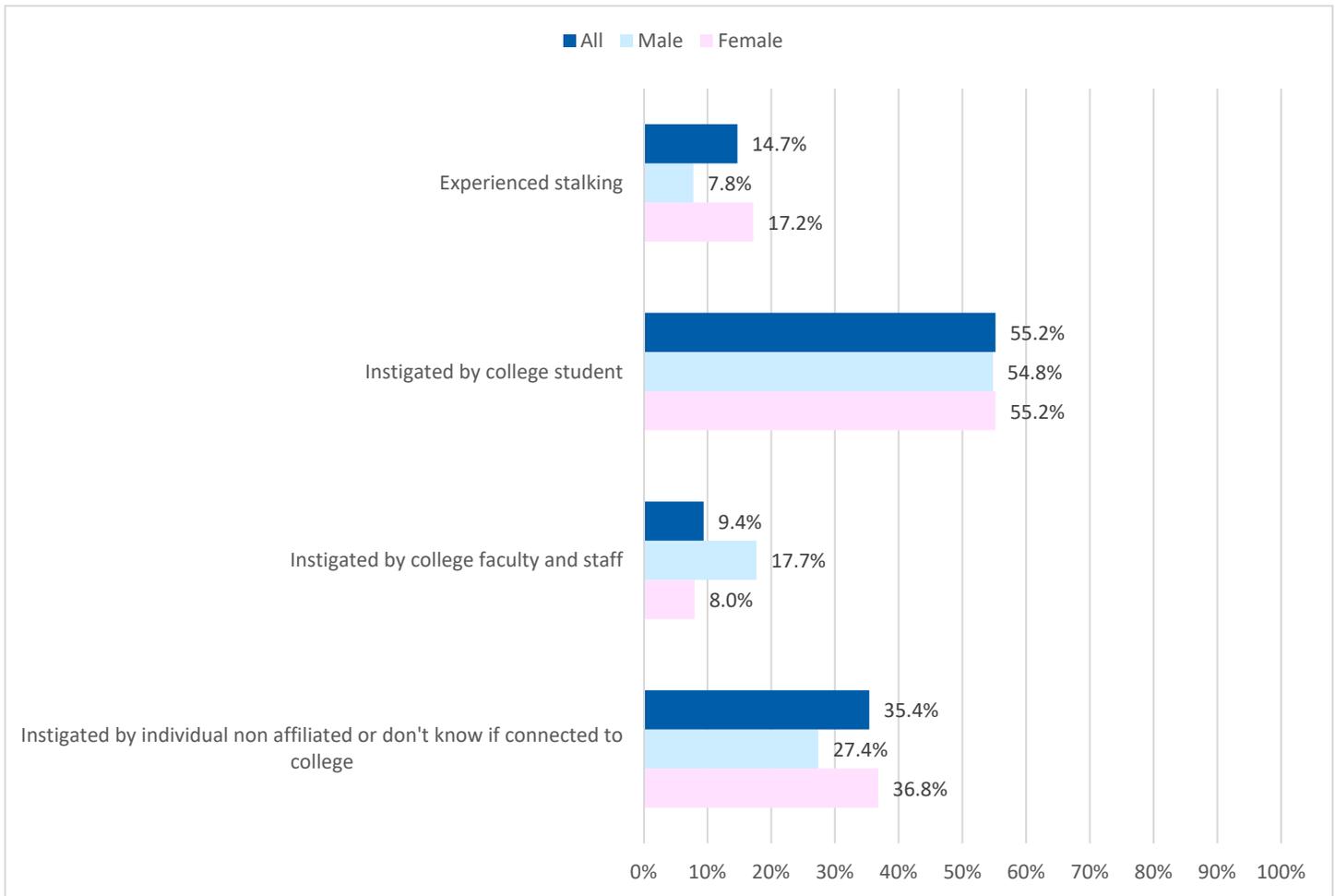
Figures reflect percentage of respondents who reported experiencing at least one type of sexual harassment incident in the past year and, for those reporting sexual harassment, whether the offender was affiliated with their institution.

Sexual harassment, defined as experiencing at least one of the six types of sexual harassment at least once during the last year, was reported by 30.7% of the students, a decrease of 4% since the previous year. Sexual harassment was directed toward proportionally more female students (35.0%) than male students (18.8%).

Overall, of the students experiencing sexual harassment, 3.0% reported that the person sexually harassing them was affiliated with their institution as a faculty or staff member. Consistent with 2018, more male students (62.3%) reported experiencing sexual harassment by a student than females (57.6%). Similarly, more males (5.1%) than females (2.6%) reported that the person sexually harassing them was a faculty or staff member. Female respondents reported a greater percentage of sexual harassment occurring from persons who were not affiliated with their college (39.7%) than male respondents (32.7%).

# Victimization Experiences

## Stalking



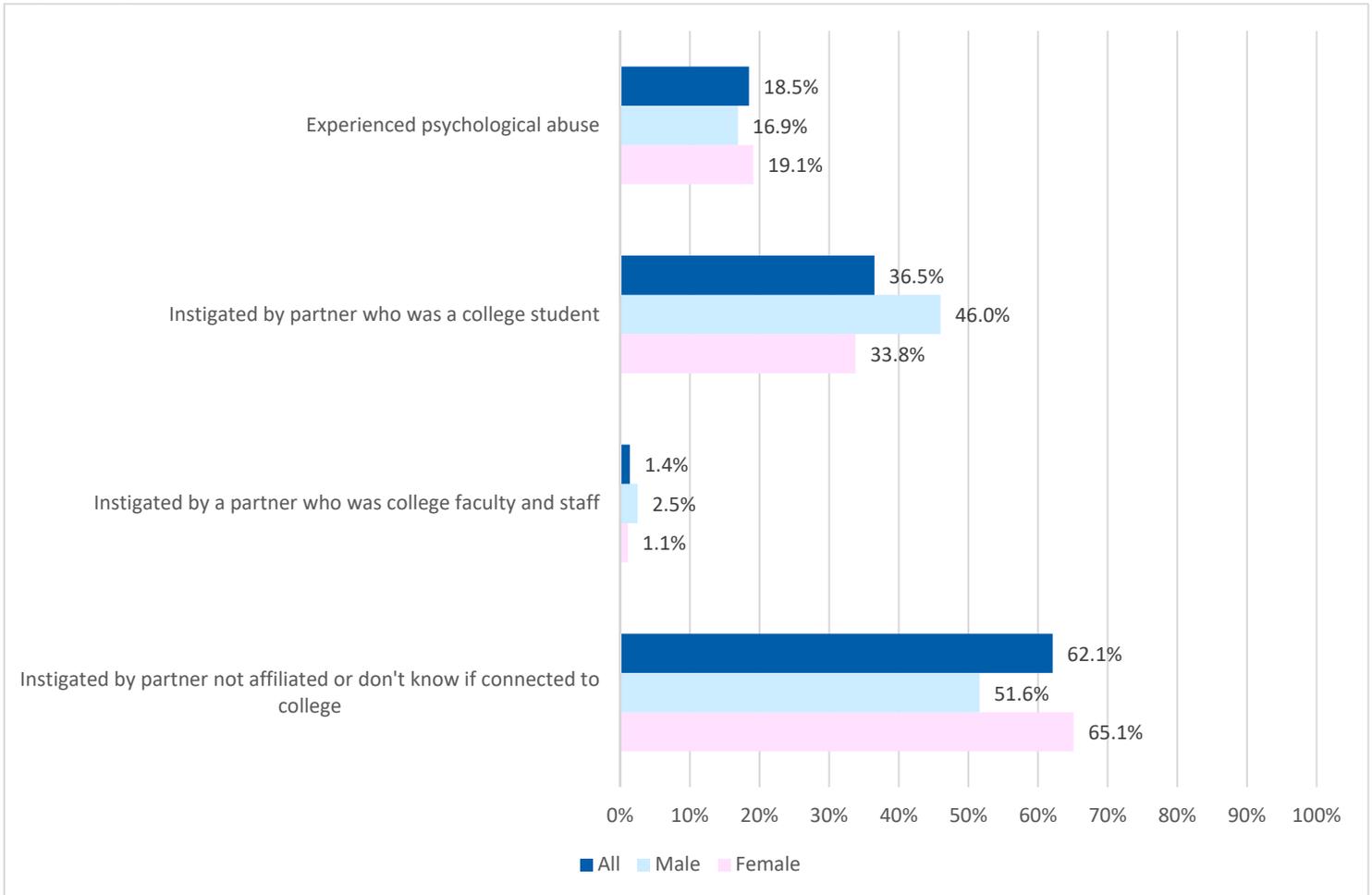
*Figures reflect percentage of respondents who reported experiencing at least one type of stalking incident in the past year and, for those reporting stalking, whether the offender was affiliated with their institution.*

Over the past year, 14.7% of Louisiana students reported they experienced at least one form of stalking during the last year that made them afraid. However, a greater percentage of female students (17.2%) reported being stalked than male students (7.8%). Overall, 55.2% of those students stalked reported the stalkers were students and 9.4% were faculty and staff. Males (54.8%) and females (55.2%) reported being stalked by a student at similar rates, but male students (17.7%) reported being stalked by a faculty or staff member more frequently than female students (8.0%). Female respondents reported a greater percentage of stalking occurred from people who were not affiliated with their college (36.8%) than male respondents (27.4%). Overall, these percentages remained consistent from the previous year's findings.

# Victimization Experiences

## Intimate Partner Victimization

### Psychological Abuse

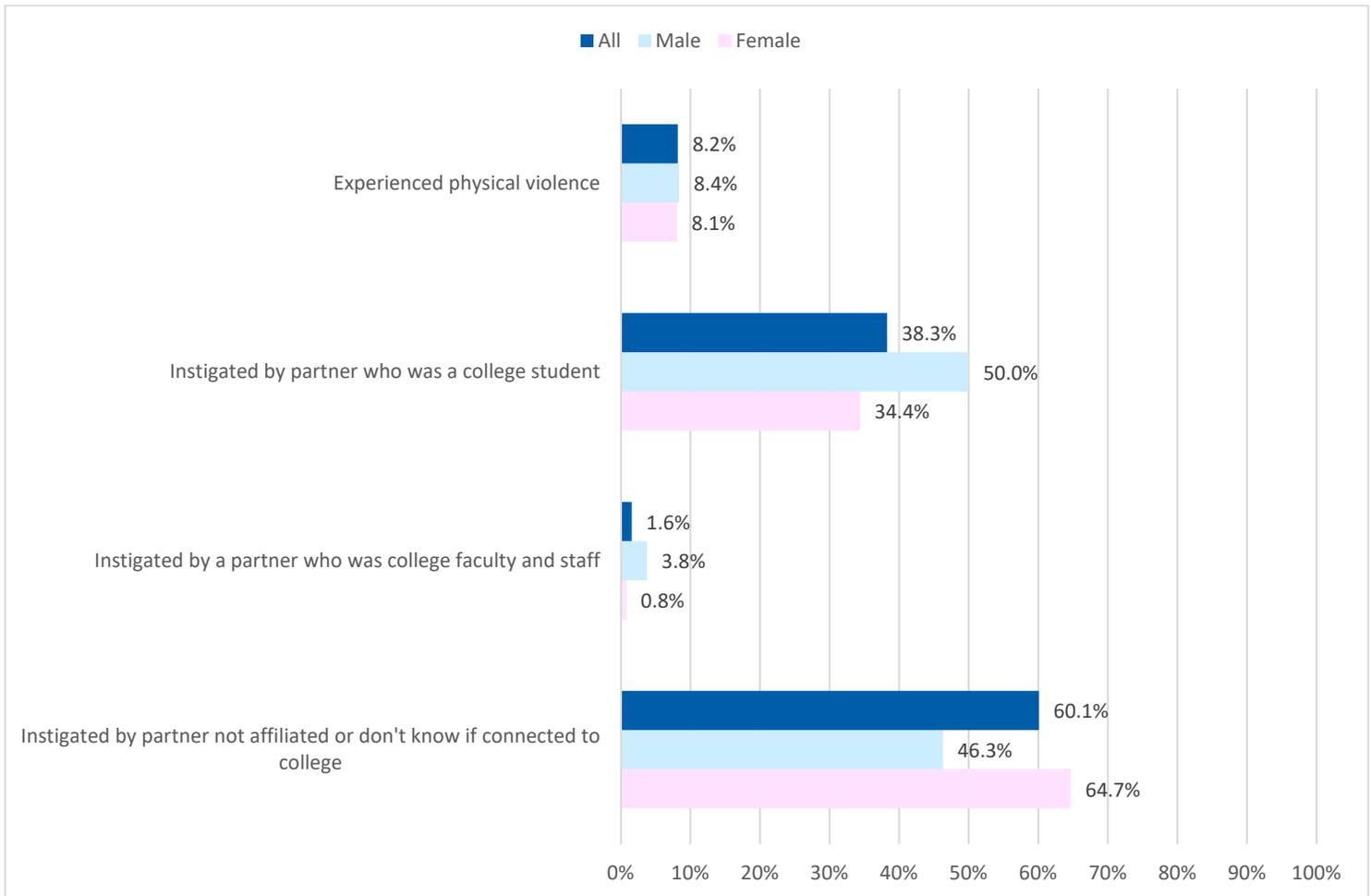


Figures reflect percentage of respondents who reported experiencing at least one incident of psychological abuse in the past year and, for those reporting psychological abuse, whether their partner was affiliated with their institution.

Among students, 18.5% reported experiencing at least one form of serious psychological abuse (e.g., monitoring, intimidation) in their intimate relationships during the last year, approximately 2% less than 2018. However, unlike the previous year where no significant difference between genders was reported, this year's findings indicate there is a greater proportion of females (19.1%) than males (16.9%) who experienced psychological abuse. Approximately a third (36.5%) of these students indicated that the partner engaging in the psychological abuse was a student. However, a higher percentage of male students (2.5%) than female students (1.1%) reported the partner was a faculty or staff member. It is important to note that although female students' proportion remained the same from 2018, proportionally fewer male students reported psychological abuse from a faculty or staff member than male students reporting in 2018 (i.e., less than half 5.9%). Approximately 15% more female students (65.1%) than male students (51.6%) reported their psychologically abusive partner was not affiliated with their college. The proportion of females reporting a non-affiliated partner increased by approximately 4% since 2018 while the proportion of males decreased by 4% since 2018 report.

# Victimization Experiences

## Physical Abuse

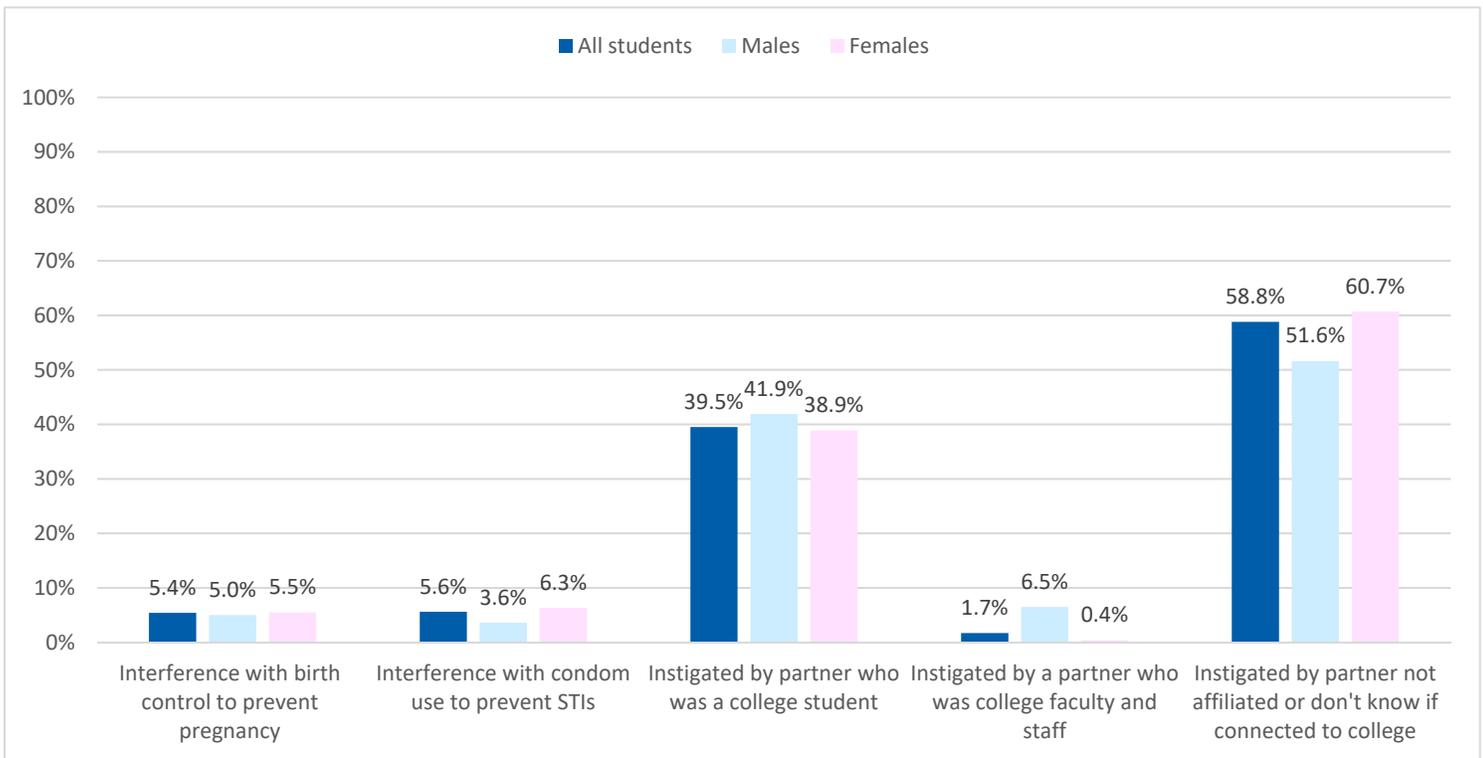


*Figures reflect percentage of respondents who reported experiencing at least one incident of physical violence in the past year and, for those reporting physical violence, whether their partner was affiliated with their institution.*

Overall, 8.2% of the student respondents reported an incident of physical force or violence directed toward them in the last year by a dating partner or spouse/partner, which is 2% lower than reported the previous year. Unlike last year, males and females report similar rates averaging 8.3%. Smaller proportions of both male and female students reported this was instigated by a partner who is college faculty/staff than 2018 reports from students, although male students (3.8%) still reported this happening by faculty/staff partners proportionally more than female students (0.8%). A higher percentage of male students (50.0%) than female students (34.4%) reported the physically abusive partner was a student. Female students (64.7%) had higher percentages of abusing partners who were not affiliated with their college than male students (46.3%).

# Victimization Experiences

## Reproductive Coercion



Figures reflect percentage of respondents who reported experiencing at least one incident of reproductive coercion in the past year and, for those reporting reproductive coercion, whether their sexual partner was affiliated with their institution.

Students who had a sexual partner in the prior year reported whether they a sexual partner interfered with their use or desire to use birth control or condoms. Overall, 5.4% of students reported that a sexual partner interfered with using birth control to prevent pregnancy, with negligible gender differences. When asked to report interference with using condoms to prevent STIs, 5.6% of the students overall reported this type of reproductive coercion with a slightly large gap between genders than reported in 2018. More female (6.3%) than male (3.6%) students reported this, compared to females (6.0%) and males (5.4%) in the previous year. Of those respondents who reported a form of reproductive coercion, 39.5% identified another student as the perpetrator with more males (41.9%) than females (38.9%) reporting another student responsible for the coercion. Students indicated that 1.7% of the partners who interfered with pregnancy and STI prevention were college faculty and staff which is a decrease of almost half the reported percentage in 2018, and for faculty/staff partner, males proportionately reported higher rates (6.5%) than females (0.4%), consistent with last year’s findings. Female respondents reported a greater percentage of reproductive coercion occurred with partners who were not affiliated with their college (60.7%) than male respondents (51.6%).

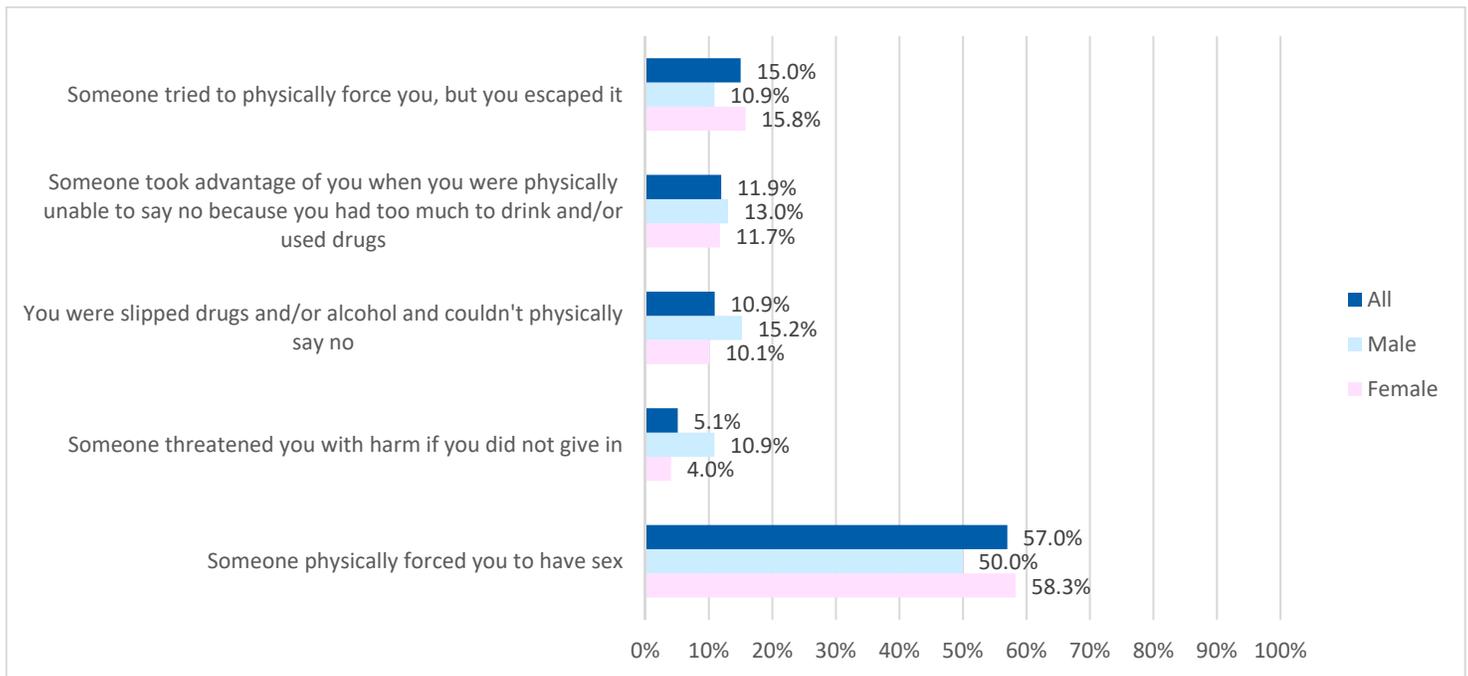
# Sexual Assault Victimization Experiences

## Sexual Assault Victimization Experiences (n=301)

Of the five defined categories for sexual assault, the greatest proportion of sexually assaulted respondents reported being physically forced (55.5%). This group constituted 2.8% of the total student respondents. The percentages of sexually assaulted students falling into the other sexual assault categories are as follows:

Category	% of Sexually Assaulted Respondents	% of Student Respondents
1. Physical Force	55.5%	2.8%
2. Incapacitated due to Voluntarily Drinking or Using Drugs	11.6%	0.6%
3. Incapacitated due to being Slipped Drugs or Alcohol	10.6%	0.5%
4. Threatened with harm	5.0%	0.3%
5. Escaped the assault	14.6%	0.7%

Although 301 students reported a sexual assault, only 293 of them reported their gender. Therefore, the information below reflects a gender breakdown for those 293 students.



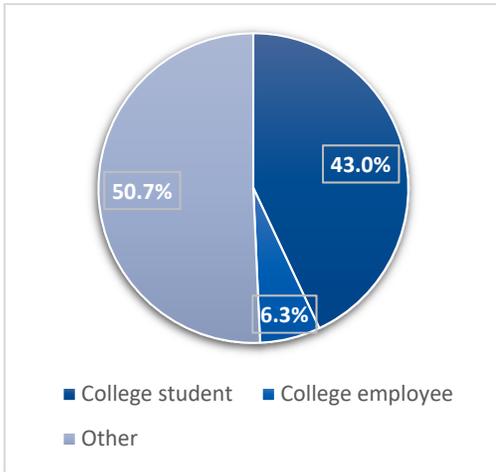
Percentages reflect the experiences of the 296 (4.9% of total students) reporting sexual assault

Students responding to the survey (n=293; 4.9%) reported sexual assaults (vaginal, oral, or anal sex) that occurred in the past year. Of those students, males who reported being sexual assaulted constituted 2.9% of the male survey respondents which is a 0.3% decrease from last year. Females who reported being sexual assaulted constituted 5.6% of the female respondents, which is the same percentage as the previous year. Reports of sexual assault were made by 247 females and 46 males. Gender differences were evident across the different categories of sexual assault. Females reported a higher occurrence for physical force (58.3%; or 3.3% of female respondents) and when escaping physical force (15.8%; or 0.9% of female respondents) than males. However, males reported a higher occurrence of incapacitation from being slipped a substance (15.2%, or 0.4% of male respondents) and being threatened (10.9%; or 0.3% of male student population) than females. Slight differences between genders was reported regarding incapacitation due to voluntarily consuming alcohol or taking drugs.

# Sexual Assault Victimization Experiences

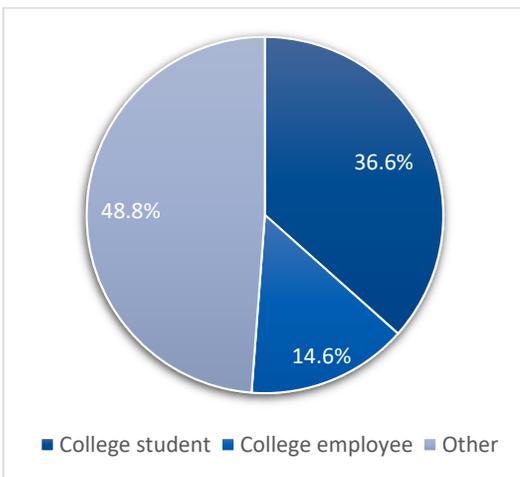
## Perpetrator's Relationship to College/University

### All Students

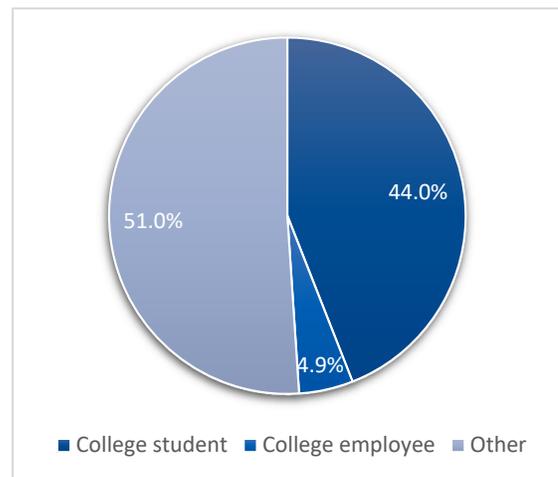


The majority of individuals committing the sexual assaults were reported to be students (43.0%). Approximately 6.3% of perpetrators were reported to be college employees (e.g., faculty, staff, RAs/TAs, coaches), while 50.7% were reported to be individuals not affiliated with the institution or their affiliation was unknown.

### Male Students



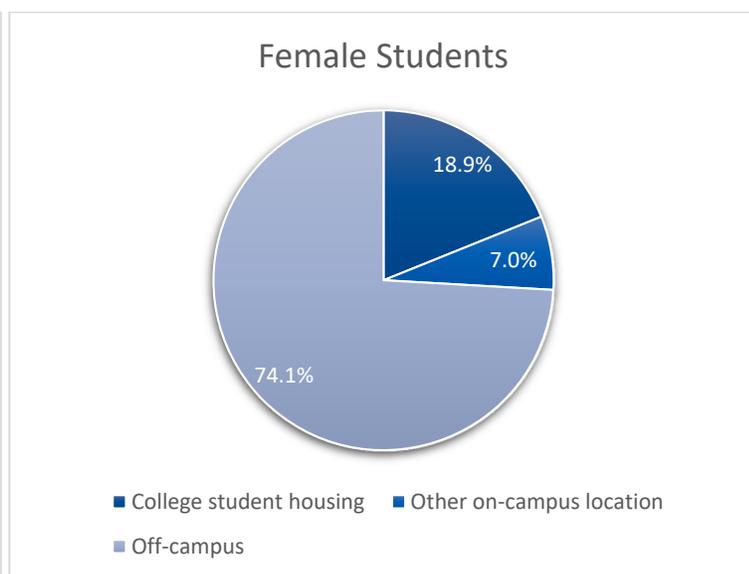
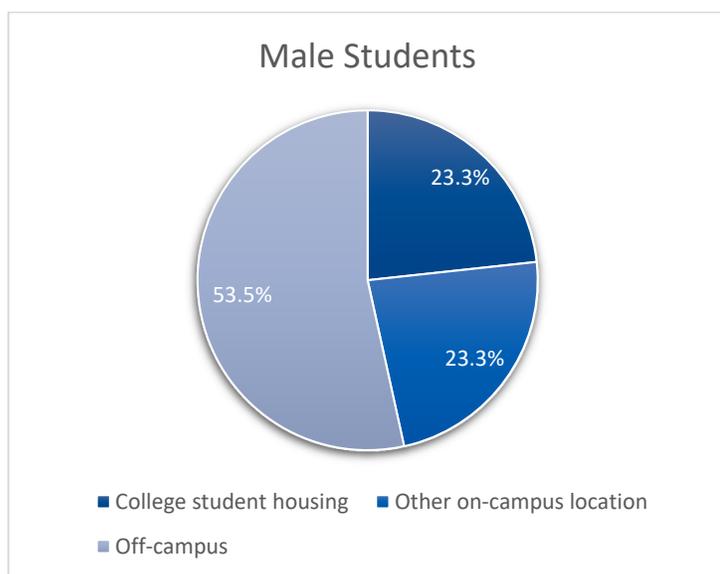
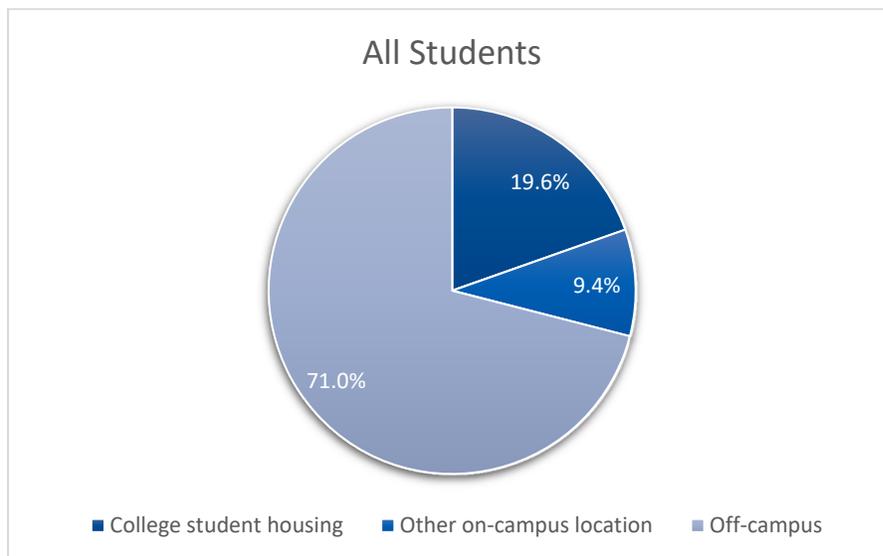
### Female Students



Unlike in 2018 where males and females reported similar percentages (49.3% vs. 50.9%) for assaults perpetrated by a student, this year there were noticeable gender differences, with females (44.0%) reporting higher percentages than males (36.6%). Similar to the previous year, proportionally more male students (14.6%) than female students (4.9%) reported victimization by college faculty and employees. Slightly more female students (51.0%) than male students (48.8%) reported victimization by someone not affiliated with the institution or they did not know the affiliation of their perpetrator. One should note for males these last two comparisons differ greatly from 2018, with a 10% reduction in the number of males reporting victimization from college employees and 24% increase in the number of males who reported the assault was from individuals not affiliated with the institution or their affiliation was unknown.

# Sexual Assault Victimization Experiences

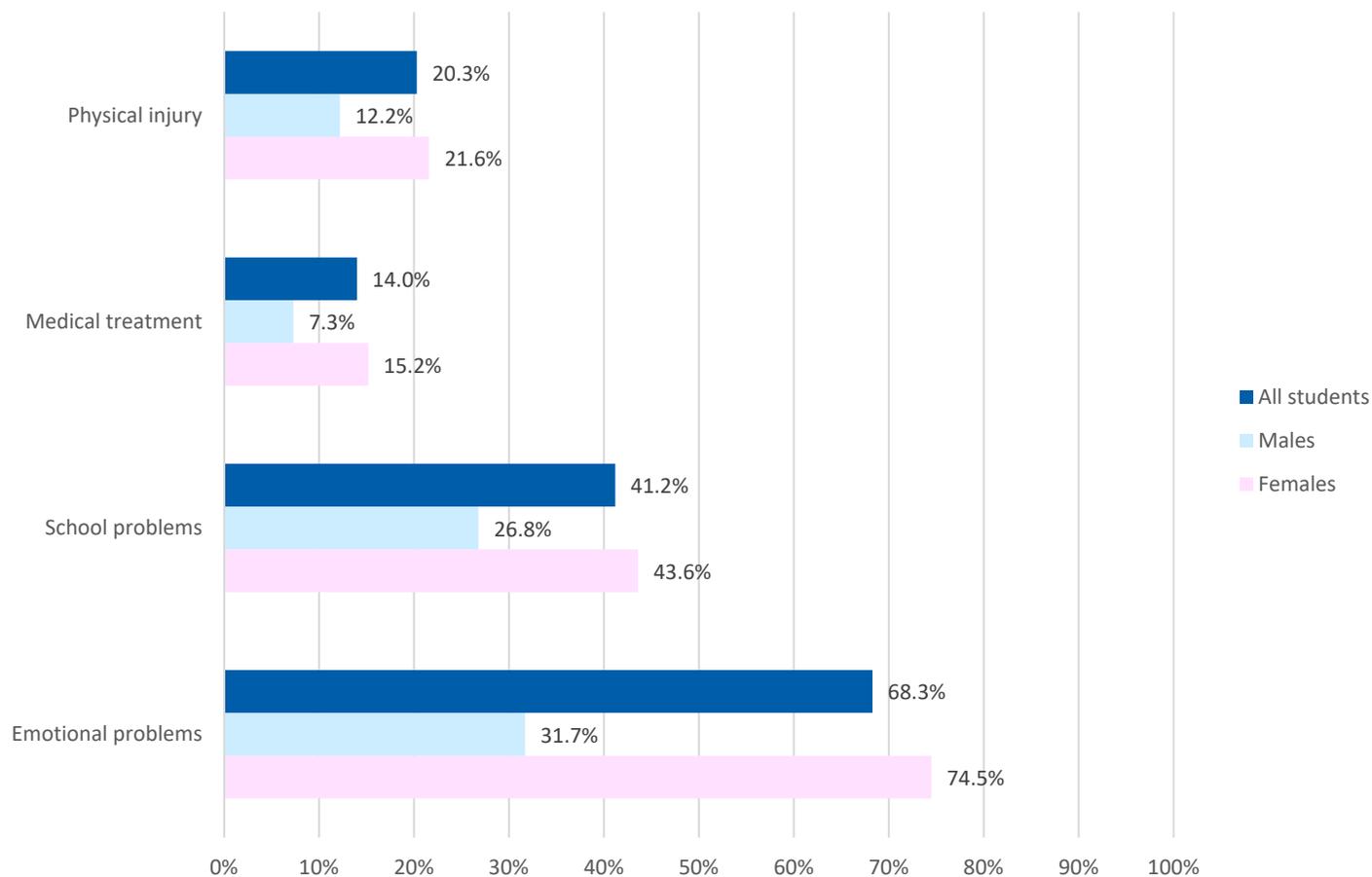
## Location of Sexual Assaults



For the locations that were reported by students as the site of the sexual assault, proportionally 19.6% occurred in student housing (e.g., dorms), 9.4% occurred in other locations on-campus (e.g., fraternity/sorority house, study abroad, other campus building), and 71.0% occurred off-campus. Contrary to the 2018 report, this year 23.3% of males (19.3% in 2018) and 18.8% of females (23.1% in 2018) reported sexual assaults occurring in dorms. Similar to the previous year, more males (23.3%) than females (7.0%) reported the assaults occurring in other on-campus locations (e.g. fraternity/sorority houses, campus buildings, outside on campus or study abroad). In addition, more females (74.1%) than males (53.5%) reported assaults occurring off-campus than the prior year's report, such that almost  $\frac{3}{4}$  of assaults were reported as off-campus incidents.

# Sexual Assault Victimization Experiences

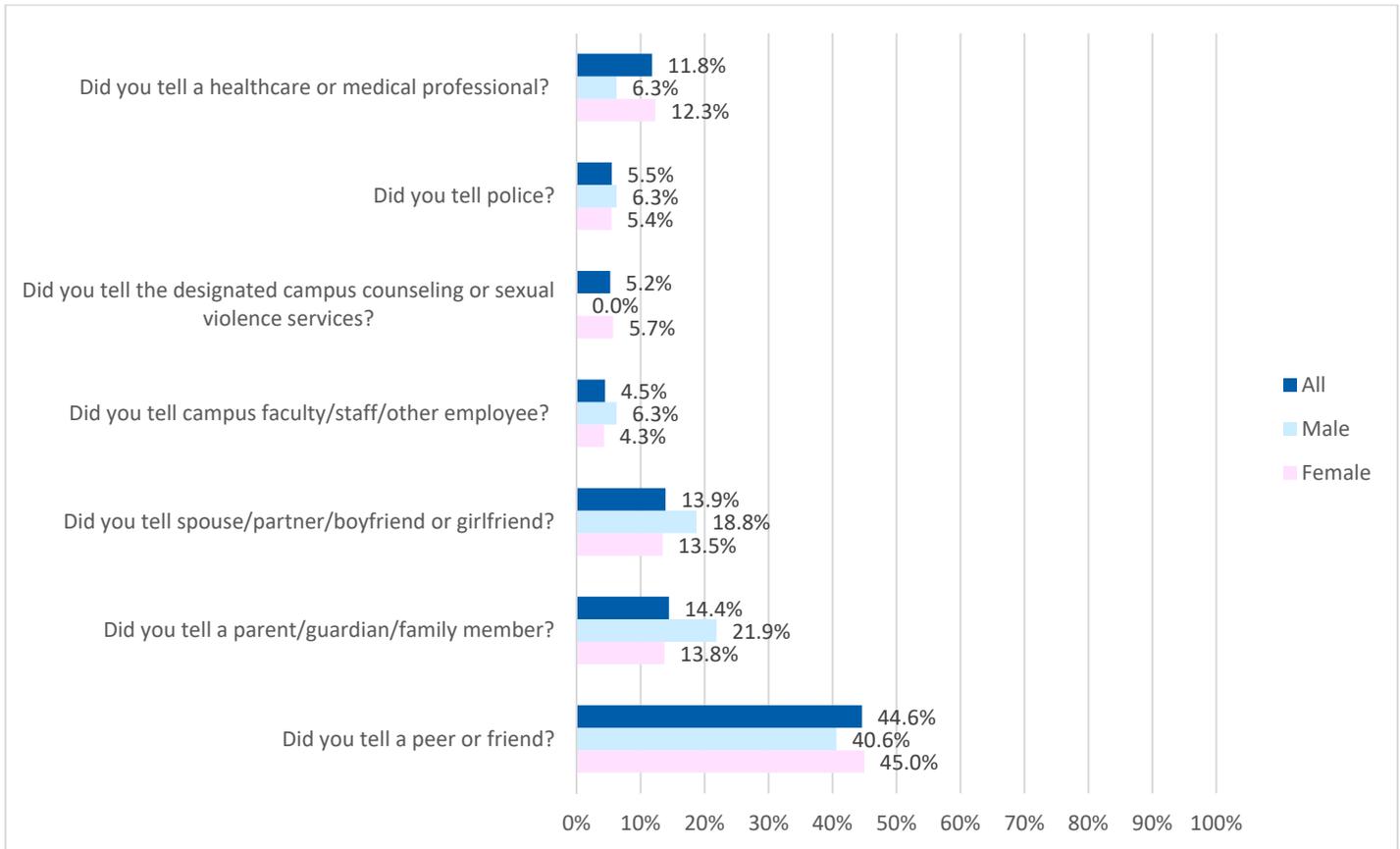
## Impacts after Experiencing Sexual Assault



Of the sexually assaulted students who provided data on whether they experienced negative impacts as a result, 20.3% reported a physical injury, 14.0% reported needing medical treatment, 41.2% reported subsequently having problems meeting school responsibilities, and 68.3% reported subsequently having serious emotional difficulties. For all impacts after sexual assault there is a noticeable difference between genders with more females reporting impact than males. Proportionally, almost twice as many females than males reported physical injury (21.6% vs. 12.2%), medical treatment (15.2% vs. 7.3%), school problems (43.6% vs. 26.8%) and serious emotional difficulties (74.5% vs. 31.7%) after the assault. For school problems and emotional difficulties, these percentages are similar to what was reported the previous year; however, for physical injury and medical treatment these percentages show an increase in reports by female students compared to the minor differences that were seen between genders in 2018 for these two impacts.

# Sexual Assault Victimization Experiences

## Reporting Sources



Students who reported experiencing a sexual assault in the past 12 months (n=293) were asked whether they contacted any services following the incident. The majority of students reported to a peer or friend (44.6%) with similar percentages of females (45.0%) and males (40.6%) reporting to peers or friends. Approximately 14.4% of students indicated that they reported to a parent/guardian/family member, with gender differences inverted from the previous year indicating more males (21.9%) reporting to family members than females (13.8%). Similar percentages of students reported telling a spouse or significant other (13.9%), conversely more males (18.8%) than females (13.5%) indicated they used this reporting source. Formal services (police, healthcare, counseling, and campus officials) indicated very similar percentages for students who contacted them after a sexual assault, ranging between 5.2% (police) to 11.8% (healthcare). The significant differences in utilization of these services can be seen across gender. No males reported using campus counseling or sexual violence services whereas 5.7% of females indicating using this source. In addition, the proportion of females who used healthcare or medical services was double that of males (6.3%). Use of police services was similar across both genders with slightly more usage by males than females (Males-6.3%; Females-5.4%).

# Summary and Recommendations

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## Participation

**Summary:** Administration of the survey to students at 31 Louisiana state institutions of higher education (IHEs) resulted in a total of 6,034 students responding to this voluntary survey. Students who completed the survey were much more likely to be female students as is often the case for surveys of this type. Although half of the respondents were undergraduates ranging from sophomores through seniors, there was an increase in the proportion of first-year students completing the survey. This is important because first-year students are the most vulnerable population for campus victimization.

**Recommendations:** Because we were able to collect information this year on whether response rates were impacted by incentives for participation, it is recommended that institutions provide monetary incentives to students for completing the campus climate survey and use an email platform for inviting students to participate. Specifically, provision of state funds for institutions to be able to provide monetary incentives for students who participate in the campus climate survey would be expected to significantly increase the number of students participating across institutions which were not able to recruit participants in this manner.

## Campus Climate

**Summary:** Students report a general sense of safety at their institution and the perception that their college cares about their safety, and although very high proportions of students reported this last year, there even was a small increase in 2019. Fewer students still believe that sexual violence is a problem at their institution, although approximately 30% still indicate concern, with female students more likely to express this concern. Interestingly, at least 90% of students have a generally positive attitude toward their campus administrations' response toward reports of sexual assault as evidenced by their beliefs that administrators would be helpful and fair to someone reporting a sexual assault, campus police would be helpful, and the IHE would work to prevent retaliation by an accused student. Still however, about half of the students expected retaliation from someone accused of sexual assault and/or their friends toward the person reporting a sexual assault. An assessment of whether students possess accurate knowledge regarding what happens when a sexual assault is reported and while increases in accurate knowledge by students appears evident, 25-40% do not demonstrate clear understanding regarding mandatory reporting and confidential sources. In addition, more than 60% do not know about accommodations for victims of sexual assault and are inaccurate regarding investigations by Title IX offices. Fortunately, about 70% of students report they know how and where to report a sexual assault and get help, but greater proportions of male students report this knowledge than female students, and there still are 30% who do not seem to have this important information.

Because alcohol use has been determined to be associated with (but not causal of) sexual assault, alcohol use was assessed to identify percentages of students who may engage in more problematic drinking patterns. Almost 5% of male student respondents reported drinking at least half of the days in a typical 2-week period during the semester and 13% of male respondents reported a drinking pattern of binge drinking on days when they do drink. Although female respondents were less likely to report these two problematic drinking patterns (i.e., 3% drinking 6+ days in two weeks and 5% binge drinking), there are still significant portions of students who are at greater risk for sexual violence and/or substance problems when considering that approximately an additional 40% of the students who drink consume 2-4 drinks on days they drink.

Assessment of attitudes toward campus climate issues demonstrated that most student respondents ascribed correct responses when asked about affirmative elements of sexual consent, and in fact, findings demonstrated small increases in a positive direction compared with the prior year. However, males more often than females disagreed with elements of affirmative consent such that around 6-7% believe assent to sex can be detected without specifically asking, that prior sexual relations infer current consent, and that consent while sober can be

# Summary and Recommendations

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considered to still be in play if the potential partner becomes incapacitated from substances. Rape myths were endorsed at higher rates than issues of sexual consent, with men also endorsing rape myths more than women in this survey sample. The most surprising item however showed that approximately 50% of male and female respondents believe that a drunk person might sexually assault someone without intending to.

Students taking the survey reported observing risky incidents at rates that are potentially of concern. Substances slipped into a drink was the least frequently observed risky situation (6.3%) with observation of a bullying or sexually harassing incident occurring most often (22%). Regarding sexual violence, approximately 12% of the student respondents suspected that someone incapacitated from substances was being led away by someone who might sexually assault them while incapacitated, and 12% have heard someone talking/bragging/joking about having made someone have sex with them; however both findings were slightly lower than findings from 2018.

**Recommendations:** In light of students' perceptions of safety and their institutions' responses regarding their safety, two main recommendations are suggested. Campus PR efforts, including distribution of materials to all students, should continue to educate students about mandatory reporting, confidential reporting sources, the potential for accommodations for a range of Title IX violations, and how to find resources for a range of victimizations. The issue of retaliation on campuses against reporting sexual assault victims needs to be addressed in two ways: first through established procedures at the Student Affairs level, and second, through campus-led initiatives to encourage students not to react with smear campaigns when they are cognizant of accusations, but rather to allow the university procedures to occur.

The role of alcohol in sexual assault as well as numerous other victimizations suggests the need for training to occur with students early in their tenure at an institution that combines education and information regarding both alcohol issues and victimization/perpetration, as well as the potential interaction of these two problems. PR programs on campus might also encourage students with problematic drinking patterns and/or problems resulting from substances to contact confidential counseling services on campus.

Regarding attitudes toward campus climate issues, Student Codes of Conduct need to be explicit (potentially with examples) as to exactly what is intended or inferred by requiring affirmative consent. It is important to work with the IHE's legal office to avoid potential pitfalls in how this is determined, but examples may also be helpful in the Student Code of Conduct to help students understand how sexual assault is defined and operationalized. The Student Code of Conduct could address rape myths in existence and explain why they are not accurate.

The potential for students to see themselves as part of a community that looks out for each other and helps to maintain behavioral norms is exemplified by the current proliferation of bystanding programs for prevention of violence, both sexual and nonsexual. Student Affairs Offices might investigate the possibility of training staff who could provide these programs to students. The goal of bystanding programs is to create awareness of potentially risky situations for which students feel trained to intervene without harm to themselves.

## Victimization

Bullying was measured for face-to-face maltreatment, social media maltreatment, and physical actions or intimidation by other college students. As expected, physical bullying was least common, but 5% of respondents still reported this form. Most common was face-to-face maltreatment with 1/5 of the students completing the survey reporting this form of bullying, but social media harassment, while still present at approximately 8%, decreased slightly from 2018. Surprisingly sexual harassment (SH) was reported as more common (31%) than

# Summary and Recommendations

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bullying, although twice as many female students percentagewise reported SH than male students. There was a decrease of approximately 4% from the prior year. Of the students who experience SH, almost 60% of the offenders were other college students and another 38% of the offenders were not affiliated with that student's college. Fortunately, a small percentage (3%) of offenders were college faculty/staff and it is important to remember that this group includes graduate assistants, coaches, resident advisors, trainers, etc. Approximately 40% reported SH from individuals not related to their IHEs, which may still impact them and for which they may feel even less able to know how to handle it. The percentage of students in this sample who reported stalking was relatively high (15%), again with twice as many female students percentagewise reporting being a victim of stalking than male students. It is important to note that the definition of stalking in this survey was more of a legal definition that required that the behavior of the offender was not only unwanted and intrusive, but that it made the recipient afraid. The breakdown of offenders was similar to that of the SH offenders, with college students making up 55% and nonaffiliated offenders constituting 35%. However, the percent of college faculty/staff designated as the category of persons stalking the students remained between 9-10%.

Student respondents who reported an ongoing relationship in the prior year were assessed regarding the presence of psychological abuse and physical violence. [Note that the psychological abuse items constitute more serious forms of intimidation and control.] Almost 19% of this sample of students reported experiencing at least one incident of psychological abuse in the past year. Most offenders were partners who are not affiliated with the students' IHEs. Partners who are faculty/staff constituted a very small percentage of these offenders. However, almost 37% of psychologically abusive partners were reported to be college students although whether the partner is at the same institution is unknown. It is significant to note that 8% of the reporting students indicated at least one physically violent incident from a partner in the last year, a slight decrease from 2018 findings. Offenders were more often partners who were also college students (38%), but the greatest proportion of offenders were partners not affiliated with the IHES (53%). Students who reported a sexual partner in the past year were assessed regarding reproductive coercion. 5.4% reported interference by a sex partner when they wanted to prevent pregnancy and 5.6% reported interference with condom use when they wanted to possibly prevent contracting a STI. College faculty and staff sexual partners were least implicated as offenders in this category of victimization; other college students as the sexual partner (40%) or nonaffiliated persons (59%) as the sexual partner were mostly responsible for the reproductive coercion.

Of the students responding to the survey, 4.0% reported a sexual assault. Over half of these students reported that the assault occurred through physical force with varying percentages of those who were sexually assaulted reporting it occurred under conditions of physical incapacitation, threats of harm, or actually escaping from an assault. Unlike the prior year, the perpetrators of these assaults were mostly individuals not affiliated with victims' IHEs, although 43% were perpetrated by college students. However, male students were proportionally more likely than females to report that the perpetrator was a college employee. For reports in 2019, even a greater percentage of assaults occurred off-campus (71%), but 20% still occurred in on-campus student housing and 9% on some other on-campus location. 20% of victims of sexual assault reported physical injury or medical treatment (14%). School problems (41%) and emotional problems (68%) were reported more frequently than physical issues and at even greater rates than in 2018. Similar to 2018, all of the possible impacts of sexual assault were reported at higher percentages by female respondents than male respondents. Upon experiencing the sexual assault, females were proportionately more likely to report the experience to a healthcare professional, a counseling or sexual violence service, or a peer/friend, while males proportionately were more likely to report to police, campus employees, a relationship partner, or a parent/family member. These findings are somewhat different from 2018, in which females were more likely to report across categories of sources. The most common source of reporting was to a peer or a friend followed by a parent/guardian/family member or a spouse/partner/boyfriend/girlfriend. Only 5.5% of sexual assault victims told police while approximately 12% told either a healthcare professional or campus counseling services.

# Summary and Recommendations

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**Recommendations.** Campus educational programs that begin to define for students what constitutes bullying or sexual harassment may be important for students to identify that what happened to them may constitute a Title IX violation, might help them identify where to report such experiences, or at least encourage them to seek services, if needed. In addition, educational programs might help students understand when stalking goes beyond annoying contact from an ex-boyfriend/girlfriend into the realm of needing to report it for criminal or protective purposes. Students need to be aware that there may be services available to them (e.g., accommodations) for these forms of victimization even though they may be aware those services are available to sexual assault victims. Even when these forms of victimization occur off campus by nonaffiliated persons, students are likely to experience psychological impacts from them, and would benefit from education and information about services to ameliorate these effects on their college performance.

Reporting a partner for different forms of intimate partner victimization has always been more fraught with ambivalence for victims experiencing these types of abuse/violence. Information should be extended to students that encourages them to at least seek confidential services in order to explore options when they are experiencing physical violence or psychological abuse from a partner. Programs which help students understand the impact and destructiveness of the use of physical force or severe psychological tactics within relationships might focus on healthy relationship behaviors to provide alternatives to destructive conflict tactics. In addition, students are often unaware of the concept of reproductive coercion and its potential problems, and campus education efforts in this regard are often warranted. Often in these cases, making sure students know about counseling services is the important first step for them.

For all of these forms of victimization, even though the percentages of offenders of IHE-related personnel are proportionally small compared to other offenders, university and college faculty and employees (including graduate assistants, resident hall advisors, trainers, and staff) need to be exposed to definitions and examples of problematic behaviors that will not be tolerated by IHEs. Programs about sexual harassment, bullying, and stalking should raise awareness of unacceptable actions and potential consequences.

Although many campuses focus on providing services for sexually assaulted victims, some victims may not know that they are eligible for services or resources in this regard. For example, a student being sexually assaulted off campus may not know that she/he might still receive some accommodations regarding their course work due to the trauma. Some of the impacts of sexual assault develop over time and are not always understood by the victim, e.g., someone who becomes depressed over time or finds herself/himself drinking more who does not realize how seriously she/he has reacted to the subsequent events of the assault, and thus educational programs can attempt to move victims toward resources. To enhance better use of resources, more work can be done on individual campuses to elicit reasons from students as to why they would or would not use campus resources for such purposes.

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## **Consent Agenda**

### **Agenda Item V.A.**

Authorize publication of final rule to amend the Scholarship and Grant Program Administrative Rules to update the definition of selective enrollment program, to remove references to program year, and to amend the types of requests for exception that may be considered by LOSFA staff.

#### **BACKGROUND:**

At its March 27, 2019, meeting, the Board of Regents authorized publication of a Notice of Intent to effect the below-described rule changes. The Notice of Intent was published in the *Louisiana Register* on May 20, 2019. The text of the rule changes is reflected on the attached excerpts from the *Louisiana Register*.

No comments have been received.

This rulemaking:

- Deletes all remaining references to program year throughout the administrative rules.
- Codifies circumstances that the Student Financial Assistance Commission, the LOSFA Advisory Board, and the Board of Regents have approved repeatedly as exceptional circumstances. These circumstances include:
  - Military Spouse;
  - Unavailability of Courses: this would be limited to students who have earned credit for at least 75% of the coursework required to complete their degree;
  - Natural Disaster
- Clarifies that when a non-custodial student requests an exception based on parental leave, he must provide documentation of adoption/custodianship as well as documentation evidencing the student was assisting in the care of the child.
- Clarifies that a student who requests an exception based on death of an immediate family member must provide documentation that evidences his relationship to the deceased.
- Updates the definition of selective enrollment program by deleting the requirement that the program of study be an “advanced college course of study” to allow students who are studying for selective technical degrees to obtain an exception based on transfer to a selective enrollment program.
- Provides for an extended deadline for submitting a request for exception for students serving in the military.

**Consent Agenda**  
**Agenda Item V.B.**

Requests for exception to the TOPS regulatory provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year.

**BACKGROUND:**

Sections 705.A.6 and 7 of the TOPS administrative rules require TOPS recipients to continue to enroll in the fall and spring semesters of each academic year, to remain enrolled throughout the semester, and to earn the annual credit hours required by the end of the academic year. Section 2103.E authorizes the governing body to grant an exception to these requirements when the “student/recipient has exceptional circumstances that are beyond his immediate control and that necessitate full or partial withdrawal from or non-enrollment in an eligible postsecondary institution.”

Four requests for exception were reviewed and approved by the LOSFA Advisory Board at its meeting of August 1, 2019. The students have presented facts and circumstances that the students believe justify the granting of an exception as an exceptional circumstance.