

**How Title IX Coordinators from Various Universities
Handle Sexual Assault Cases and Sexual Assault Prevention**

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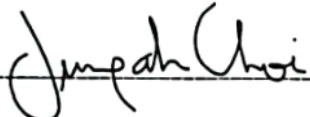
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Abstract

Sexual assaults have continued to remain an issue at colleges across the country. Students have admitted to being sexually assaulted while attending college. These students have reported their sexual assaults to college staff, Title IX coordinators, and members of their college community. The US federal government legislation Title IX ensures that colleges have sexual assault prevention programs available to their students. The Title IX legislation ensures that students feel safe on campus, and it prevents sexual assault cases. Title IX investigates colleges and universities throughout the United States to see if they follow the Title IX guidelines. The government provides funding to colleges that follow Title IX legislation. If the college does not follow Title IX, the government will withhold government funding. For colleges to obtain Title IX financing, the college needs to have a Title IX coordinator, report sexual assaults, and have in place a sexual discrimination policy (Office of Civil Rights). Title IX legislation ensures that students do not get discriminated against based on their sex when looking for employment and in college programs.

The purpose of this study is to review how Title IX coordinators in three different universities in New Jersey handle sexual assault cases and implement sexual assault prevention. The three colleges that were studied are a medium commuter university, a large private university, and a large public university. The researcher conducted a qualitative study by conducting interviews with Title IX coordinators. The study investigated how the Title IX coordinator implemented Title IX policies and created sexual assault prevention programs. It looked into the effectiveness of different colleges or universities sexual assault prevention program. This can help analyze how different

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colleges or universities have various similarities when implementing sexual assault prevention on their campus.

Keywords: New Jersey, Sexual Assault Prevention, Title IX Coordinators, Title IX Funding, Universities

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Chapter 1: Introduction

Title IX coordinators make an impact in teaching sexual assault prevention and implementing services to reduce sexual assaults. They are the ones that help reduce sexual assault cases in colleges or universities. In college, sexual assaults tend to happen at campus parties, college events, or in dorm rooms. After a victim is sexually assaulted, many experience PTSD, anxiety, depression, have difficulties sleeping, and loss of appetite (Franklin, Menaker, & Jin, 2019). According to Ford (2017), 78% of women face unwanted sexual advances during a hookup in college. It is important for Title IX coordinators to address sexual assault prevention to reduce sexual assaults.

Colleges implemented sexual assault prevention programs to prevent sexual assaults, to provide post sexual assaults services, and to provide resources to victims. Title IX helps ensure that colleges or universities follow government standards in addressing sexual assaults and see which colleges comply with government guidelines. In order to obtain Title IX funding, every college needs to have a policy against sexual discrimination, a Title IX Coordinator, and a procedure on how to file a complaint of sexual discrimination (Office of Civil Rights). Title IX ensures that colleges take action to address sexual assaults that are presented and how to prevent other sexual assaults from happening.

Title IX legislation requires colleges to create sexual assault policies and have a sexual assault prevention program (Streng & Kamimura, 2015). Title IX legislation, created in 1972, has had a strong impact on college campuses since its purpose is to end sexual violence. Since 1972, approximately 500 students filed lawsuits against their college for not following Title IX. This shows that a high number of colleges are not

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creating effective sexual assault policies and sexual assault programs (Sutton, 2020).

Title IX also ensures student victims of sexual assault are protected from discrimination and can continue to have a quality education (Streng & Kamimura, 2015). Additionally, Title IX helps ensure that students feel protected to attend college and ensures that colleges provide sexual assault services to their students on campus or online (Streng & Kamimura, 2015). Overall, Title IX is important legislation that makes sure that students are safe while attending college.

Sexual assault prevention programs have become more critical due to the number of sexual assaults cases that have been reported to school officials and local authorities. Colleges have been called out by the media, victims, and students for not addressing sexual assaults and for trying to hide sexual assault cases from the public. Approximately 25.5% of students reported their rape to a college official (Bonar et al., 2019). Colleges such as Penn State University have been caught hiding sexual assault cases and dismissing sexual assault cases (Chambers & Romsa, 2021). Bonar et al. (2019) explained that there is a higher chance for undergrad students to be raped compared to other types of students such as graduate students. This example shows the importance of colleges having Title IX coordinators enforce a sexual assault prevention program on campus.

Role of Title IX Coordinator

A Title IX Coordinator is a required position and is responsible for implementing Title IX policies at their school for higher education. All coordinators are tasked with developing and implementing programs that are in line with the Title IX policies. This includes ensuring all student complaints are answered in a timely manner. Title IX

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dictates that the universities must publish the Title IX coordinator's office phone number, office address, and full legal name. In order to be hired as a Title IX coordinator, the applicant must be knowledgeable of federal and non-discrimination laws (justice.gov). Therefore, the majority of Title IX coordinators have a legal background.

A Title IX coordinator's priority is to investigate cases that violate Title IX policies. They are responsible for listing procedures on how to report sexual assault and to prevent sexual assault from taking place. Students have the right to report sexual assaults and can present witnesses and evidence as well as appeal decisions (OCR). When a grievance hearing takes place, they are responsible for scheduling, moderating, notifying decisions and the right to appeal, and training staff on Title IX procedures. The coordinators are also responsible for establishing educational programs.

Statement Problem

A high number of students have come forward about being sexually assaulted while attending college. The US Department of Education has issues with some colleges having an ineffective sexual assault policies and programs in the colleges (Streng & Kamimura, 2015). To address this issue, the White House Taskforce created the Not Alone Report in 2014 to review colleges' sexual assault policies or prevention programs (Streng & Kamimura, 2015). Approximately three to ten percent of college women are raped every school year (Decker & Littleton, 2018). Women have a difficult time reporting their sexual assault. There is data that shows two to 22 % of women report their rape to law enforcement (Decker & Littleton, 2018). After being sexually assaulted, it can cause a person to experience psychological distress (Decker & Littleton, 2018).

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When women do not report their rape, it is not an admission of guilt but rather demonstrates the difficult decisions that victims have to decide.

While attending college, women have a greater chance of being sexually assaulted. In a study by Decker and Littleton (2018), 25.5% of college women shared to campus authority that they were sexually assaulted. Approximately seven percent of students in college were forcefully touched by an abuser (Bonar et al., 2019). Generally, 13.3% of people in college were sexually abused while under the influence (Bonar et al., 2019). Colleges can no longer turn a blind eye to the sexual assaults taking place on their campus. Title IX coordinators play a part to make sure students feel safe on campus and to help address sexual assault cases that are presented to Title IX coordinators.

Sexual assaults at college have always been a topic in the media as they primarily focus on colleges that do not address the sexual assault cases that are taking place on campus. The media has turned attention to why sexual assaults take place in colleges, including the use of drugs and alcohol at college parties (Banks & Archibald, 2020). The focal point has turned to the impact sororities and fraternities since many women have come forward about being raped in a sorority or fraternity (Banks & Archibald, 2020). Sororities and fraternities play a big part of campus social life on most college campuses.

A sexual assault prevention program study can help explore why students do not come forward about being sexually assaulted and clarify how they teach students about the colleges' sexual assault support services. There are lawsuits against colleges who violate Title IX and breach their own code of conduct contract with students (Sutton, 2020). In many Title IX lawsuits, a recurring theme emerges. Many colleges were sued for violating the right to due process and violating the 14th amendment (Sutton, 2020).

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By looking into how Title IX coordinators handle sexual assault cases, this can look at if they follow Title IX.

By investigating how Title IX coordinators implement their sexual assault prevention program, one can see various ways in which colleges teach and provide students sexual assault prevention services. One can identify how sexual assault prevention programs have used their Title IX funding to implement sexual assault prevention programming and provide data that might be useful for other sexual assault prevention programs. This study can identify how colleges are handling sexual assault cases that are presented to them and can potentially offer more transparency to future prospective students. The study can provide data for colleges or universities on how Title IX coordinators can help reduce sexual assaults on college campuses and what colleges can do to help prevent other students from being sexually assaulted in their college.

Purpose of the Study

This study explores how Title IX coordinators handled sexual assault cases in their higher education institutions. The research findings can help in three ways. First, it identifies how Title IX coordinators use institutional Title IX funding to reduce sexual assault cases. Second, it offers first-hand analysis of Title IX coordinators' opinions on how the university handles sexual assault cases on their campus. Last, the results of the study offer perspective on the effectiveness of various Title IX programs to other institutions who wish to implement improvements on their campus to reduce sexual assault cases. As a result, this can help college administrators develop sexual assault policies that are detailed and effective. Looking into this topic can be very beneficial for many colleges and universities.

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Studies have shown the difficulties colleges have in following Title IX. At the University of Michigan, university administrators created a successful sexual assault prevention program because the program was based on their campus culture and their specific problems (Bonar, Rider-Milkovich, McAndrew, Goldstick, Cunningham, Walton, Huhman, 2019). Before creating their sexual assault program, the University of Michigan found that 76% of women felt that they were vulnerable to sexual assault (Bonar et al., 2019). Students at the University of Michigan had to complete an online module about sexual assault prevention and alcohol misuse (Bonar et al., 2019). The sexual assault prevention program created a theatre bystander intervention program to teach students to intervene when students see an assault taking place. This example shows the importance of making a sexual assault prevention program that meets the needs of students and how Title IX coordinator put in place a sexual assault prevention program.

There are many issues with why certain sexual assault prevention programs are not successful at specific institutions. Briskin and Gary (1986) found that certain colleges did not provide attention to sexual assault awareness and prevention. An example of an unsuccessful sexual assault prevention program once taught women not to be accessible to men which causes women to not fully participate in college activities (Briskin & Gary, 1986). An issue that programs have is the lack of student evaluation after the students attend sexual assault prevention workshops (Briskin & Gary, 1986). By not having an evaluation, the program cannot gather relevant student feedback about how the program is run and what, if any, changes the program can implement (Briskin & Gary, 1986). Some sexual assault programs had difficulties attracting men to the programs, which

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caused issues (Briskin & Gary, 1986). The advertising strategies that many sexual assault prevention programs use only attract women (Briskin & Gary, 1986). Another issue prevalent among sexual assault prevention programs is the lack of diversity in their support. This study helps determine the possible issues that current sexual assault prevention programs face and how different Title IX coordinators can handle issues implementing their sexual assault prevention program.

Theory Perspective

Sexual assault prevention programs are used to educate students. Prevention programs have different methods on which topics they should prioritize for the students. Bystander intervention theory teaches students how to intervene when they witness a sexual assault and how to stop sexual assault from taking place (McMahon & Banyard, 2012). Colleges use this type of method to teach students about sexual assault prevention and how students can be involved in stopping sexual assaults that take place in college parties, dorms, and other locations (McMahon & Banyard, 2012). The theory looks at how to deal with witnessing an assault before it happens, when it happens, and after it happens (McMahon & Banyard, 2012). This theory shows the importance of people not ignoring sexual assault behavior when they witness it taking place (McMahon & Banyard, 2012).

Social learning theory is how people emulate another person's behavior by studying how that person behaves. People change their own behavior of what they perceive to be socially acceptable (Kernsmith & Hernandez-Jozefowicz, 2011). Sexual assault prevention programs use this method to teach students the consequences of their actions (Kernsmith & Hernandez-Jozefowicz, 2011). Some people think that rape is

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justifiable due to certain people's points of view on rapes (Kernsmith & Hernandez-Jozefowicz, 2011). Some people believe that rapes were caused due to women dressing a sexual way or being under the influence. This theory shows that to teach a person, you have to first observe, imitate, and model others.

Rape myth acceptance theory is the stereotype of the false belief of sexual assaults. Many victims do not come forward about being sexually assaulted since they are scared and do not feel comfortable reporting their sexual assault to law enforcement and medical professionals due to society's perceived judgment on rape myth acceptance (Koeling, 2017). Another challenge for victims is if staff in colleges or universities believe in rape myth acceptance, which discourages them from reporting their rape (Koeling, 2017). This is an obstacle that sexual assault prevention programs have since they need to prevent sexual assaults from taking place in colleges.

These challenges have caused sexual assault prevention programs to change people's perspectives on rape acceptance myth theory and how to create an effective sexual assault prevention program. These theories help explain how sexual assault prevention programs use these different methods to educate their students and how they implement sexual assault prevention. The following chapters discuss these theories further in more detail.

Research Question

Below are the research questions that guided this study:

RQ1. What institutional impact to sexual assault programming and outcomes has resulted since implementing the current Title IX coordinator?

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RQ2. How are universities aligning Title IX standards with their handling of sexual assault cases and preventing sexual assaults from taking place on campus?

RQ3. What types of sexual assault prevention services are utilized and underutilized by students?

RQ4. How are colleges and universities meeting the Title IX standards for implementing their sexual assault prevention on their campus?

RQ5. By implementing this current Title IX coordinator, has there been a decrease in sexual assaults on campus?

This study took place in three colleges or universities, a public university in New Jersey, a private university located in New Jersey, and public university in New Jersey. Results from the study provided understanding of how Title IX coordinators implement sexual assault prevention programs at their institution. It yielded a qualitative overview of how Title IX coordinators educate students on sexual assault and the services they offer. It can influence different solutions that can help enhance students' understanding of the sexual assault prevention program. The results of this study revealed how higher education institutions ensure that they are in compliance with Title IX and how to implement effective programming.

These questions served as a guide to identify why specific colleges or universities have sexual assault cases as well as to help pinpoint what underlying issues and areas for improvement colleges have in their sexual assault policies and prevention program. Data for this study was gathered by conducting interviews with Title IX coordinators study participants, which include Title IX coordinators from three colleges or universities that have varying enrollment and student demographics. The researcher asked participants

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about their experience working for sexual assault prevention programs and how they use their funding to create sexual assault prevention. The researcher understood how they educate students about their sexual assault prevention program. The data analysis investigated how colleges handle sexual assault cases and implement sexual assault policies.

Significance of the Study

Results from this study can help college staff manage sexual assault cases and learn practical approaches for improving ways to be a better support system for students. By creating a better sexual assault prevention program, this can effectively implement sexual assault policies and processes that align with Title IX requirements. Another solution to create a better program is to look to see if Title IX coordinators are satisfied with their sexual assault program and sexual assault policies that their college or university has. Additionally, it can help identify how Title IX programming attempts to help make students feel comfortable coming forward about being sexually assaulted and help students to be aware of their college's Title IX program. This study can gather new information on sexual assault cases in universities.

The results from the data in this study can potentially influence future sexual assault prevention programs. It can help college administrators create a sexual assault prevention program that creates a safe haven for students to discuss their sexual assault and can also help the staff implement a sexual assault prevention program service that is accessible and effective. By gathering information from different types of colleges and universities, it can potentially influence other colleges to create a robust sexual assault

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policy. This study can help college students look at different ways to ensure students are safe to attend college.

Limitations and Delimitations

Limitations to this topic are interviewees might not be willing to share information about sexual assaults cases that have taken place in their college or university. The researcher did not expect interviewees to share personal information from victims in the study. Some specific questions during the interview might remind Title IX coordinators about certain sexual assault cases that caused them trauma in the past. This may cause them to end the interview or not answer the specific question. A potential scenario that could happen during the interview process is people might not be truthful with their responses to specific questions due to protecting their colleges' reputations. Also, participant responses to interview questions were shared and reviewed with the participants for approval after the interview. When collecting data about the colleges' or universities' sexual assault prevention programs, there might be an issue obtaining data about sexual assaults on campus from college administrator officials.

Delimitations can occur if Title IX coordinators do not want to participate in this study. Another issue when having a higher sample size is it can cause an overflow of data when comparing different higher education institutions. Having a more extensive selection can help look at a more diverse example and see if there are any differences and similarities. Sample size can affect the results on the type of data that is collected for the study.

Definition of Key Terms

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Campus Sexual Violence Elimination (SAVE) Act: legislation that was signed by President Obama in 2013, which states that colleges are required to provide incident reports on sexual violence, have disciplinary proceedings for sexual assault cases, and campuses are required to have sexual assault prevention education program (NVCC).

Clery Act: legislation that passed in 1990 that requires colleges or universities to be translucent about their crime statistics and crime policies (Chambers & Romsa, 2021).

FERPA: This is a federal law that preserves the privacy of students' educational records (US Department of Education, 2018).

OCR: The office of civil rights implements laws that defend the individual rights of people to discriminate based on their color, sex, age, and their race in health and human services (HHS, 2019).

Revictimization: when a person is altered to be a victim again (Merriam-Webster).

Title IX: law passed in 1972 prohibiting sexual discrimination in higher education institutions (Streng & Kamimura, 2015).

Summary

Over the last few years, the media has highlighted an increase in sexual assaults occurring at colleges and universities. Many administrators at colleges and universities have tried to hide sexual assault cases that have been presented to them (Chambers & Romsa, 2021). When prospective students look at colleges, they consider higher education institutions with low crime statistics (Chambers & Romsa, 2021). Colleges and universities may want to protect their image to ensure that donors continue to fund their higher education institutions (Chambers & Romsa, 2021). Title IX funds are distributed to colleges with low crime statistics and have sexual assault prevention policies in place.

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The results of this study can help similar institutions gain new information that can enhance their current sexual assault prevention program. By interviewing Title IX coordinators, this can create a conversation with university officials on how the university can better communicate with their students about the services that sexual assault prevention programs have to offer to students. This data can look at how the university handles sexual assaults and can investigate possible obstacles the current sexual assault prevention program has. This study can help look at the previous sexual assault research and enhance current sexual assault prevention policies. Colleges need to ensure that students' safety is preserved and that students feel comfortable attending their college or university.

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Chapter 2: Literature Review

Sexual assault is an important topic today due to students coming forward about being sexually assaulted by staff or other students on campus. Colleges and universities are responsible to ensure that students are safe while attending their higher education institution. Title IX ensures that students are not discriminated based on their sex and have the ability to have an equal education. Colleges must ensure they have in place sexual assault prevention and policies in order to receive Title IX funding from the government. It is important to look at the effectiveness of colleges or universities sexual assault prevention policies or program.

Title IX

Many women in college have been sexually assaulted, which is a form of sexual discrimination under Title IX legislation. Title IX states that students should not be subjected to sex-based discrimination (Shaw, 2016). Since 1972, colleges have overseen enforcing Title IX in their colleges or universities. Colleges or universities must ensure they prevent sexual assault from happening on campus and ensure that students are not victimized on campus (Shaw, 2016). Many students do not go to the Title IX office in their college or universities to report their sexual assault (Shaw, 2016). The US Department of Education for civil rights verifies if colleges have violated Title IX. Many colleges that have not followed Title IX guidelines have seen sexual assault increases on campus (Shaw, 2016). For colleges to obtain federal funding, they must follow Title IX regulations that address sexual assault cases that are brought to their attention and must ensure that the college has set up sexual assault prevention programs.

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Title IX was created for colleges to prevent sexual assault from taking place on college campuses (Koelling, 2017). Colleges can create an educational program to educate students on sexual assault (Koelling, 2017). Kamimura and Streng's (2015) study stated that Title IX legislation calls for programs and policies to be designed to ensure that students are safe from sexual assault. Colleges are responsible for evaluating every case that is presented to them by students and for providing student support services (Streng & Kamimura, 2015). To prevent sexual assaults from happening, colleges have to look into how they implement sexual assault prevention programs and see how they are able to help students.

Kamimura and Streng (2015) argued that Title IX is essential in higher education. College female students have a one-in-three chance of becoming sexual assault victims when they attend college (Kamimura & Streng, 2015). Colleges have an obligation to address sexual assault cases due to the Title IX amendment of 1972. Due to the rise of sexual assault cases on college campuses, the Obama administration created the 2014 White House task force to protect students from being sexually assaulted. The task force ensures that colleges follow sexual assault prevention and audit colleges' sexual violence policies. The task force looks at colleges' sexual violence policies and determines if colleges need to revise their policies. After the task force conducts their investigation, they create a "Not Alone Report" to show which colleges need to change their policies and sexual violence prevention policies (Streng & Kamimura, 2015). The fact that federal and state governments have created task forces and written legislation shows that sexual assault on college campuses is an issue that must be addressed.

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According to Chambers and Romsa (2021), the Clery Act is implemented in higher education and benefits students. The Clery Act was signed in 1990 to help show transparency to students regarding sexual assault. For colleges to address the mistreatment of sexual assault cases, the colleges will have to look into how they handle issues and help students. If a college is receiving Title IX funding, it must follow the Clery Act, which states that colleges need to disclose their college crime statistics and their crime policy (Chambers & Romsa, 2021). Colleges must train campus safety officers to handle sexual assault cases. The Clery Act allows students to be aware of crimes taking place on campus and makes the crime statistics public.

Chambers and Romsa (2021) noted the benefits of Title IX and indicated the colleges who are not adhering to Title IX guidelines. The United States Department of Education needs to revise its policies regarding Title IX to verify colleges are following Title IX when they conduct classes online and in-person. An eye-opening case of a college that failed to follow Title IX is Penn State University. Jerry Sandusky, a former football coach for Penn State University, had been accused of sexually abusing students at the university (Chambers & Romsa, 2021). In 2012, Jerry Sandusky was charged for sexually abusing ten students. In 2014, the Department of Education opened a case, which found that Jerry Sandusky sexually assaulted students, and Penn State failed to look into the students' sexual assault allegations (Chambers & Romsa, 2021). The first allegation against Jerry Sandusky was in 1998. Sandusky showered with an 11-year-old boy. After the investigation, no charges were filed against Sandusky. In 2000, a Penn State University janitor saw Sandusky molesting a young boy; he reported it to his boss, but no action was taken. In 2002, a Penn State graduate assistant witnessed Sandusky

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sexually assaulting a ten-year boy in the shower. The graduate assistant reported to a Penn State coach, but they did not contact law enforcement to investigate the accusation. This example shows how Penn State University failed to address sexual abuse cases and that it was unwilling to listen to victims. The Penn State University case has showcased how prevalent sexual assault is in college. The United States Department of Education continues to investigate how colleges address sexual assault to ensure that they are following the law and determine if they qualify for Title IX funding.

According to Sutton (2020), colleges can be sued by the federal government for not following Title IX guidelines. Sexual assault accusation may ruin colleges collegiate image, colleges violate Title IX legislation by hiding sexual assault case. They are not respecting students' rights to due process and their 14th amendment rights (Sutton, 2020). Students are encouraged to report cases since they can be used to verify if their college is following Title IX. Sutton stated that in about 50% of Title IX lawsuits against colleges, the judge ruled in favor of the college (Sutton, 2020). The statistics of Title IX lawsuits show that colleges that are not addressing Title IX cases and show the flaws that some higher education institutions have with following the legislation. Since they are obtaining funding from the federal government, and if they do not follow it, the government will remove their financing to their college.

Richards, Gillespie, and Claxton (2021) stated what certain obligations the Title IX coordinators have in their role. Since the Title IX department receives federal funding to uphold Title IX policies, the Title IX coordinators are obligated to follow the federal regulations which may increase the amount of time and effort the coordinators have to spend to complete their job. They have an obligation to ensure that they prevent and

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address discrimination when it takes place in higher education (Richards, Gillespie, & Claxton, 2021). Title IX coordinators have the obligation to ensure that their university is in compliance with Title IX policies and handles sexual assaults cases that are presented to them. They have to state their contact information on their school website and during school events. When cases are presented to them, they have a duty to ensure that each case is addressed in a timely manner.

Koon-Magnin and Mancini (2022) explained the duties for a Title IX coordinator. Title IX coordinators have the obligation to instill educational environment free from sexual assaults and harassments. A way that Title IX coordinators address sexual assault is by creating programs that educate students on sexual assaults. Another method that Title IX coordinators address sexual assaults is reporting when sexual assaults come forward. They created reports of faculty that are aware of sexual misconduct on campus (Koon-Magnin & Mancini, 2022). Title IX coordinators have the duty to gather information on sexual assault that comes forward with data about the victim, abuser, and the eyewitnesses (Koon-Magnin & Mancini, 2022). The United States Department of Education declared in 2001 that higher education institutions that receive federal funding have the obligation to report every sexual assault/sexual misconduct that occurs at their institution (Koon-Magnin & Mancini, 2022). When an accusation comes forward, the Title IX coordinators are mandated to investigate and report the sexual assault.

Why Women Do Not Report Sexual Assault Cases

Armstrong, Hamilton, and Sweeney (2020) addressed problems that happen during fraternity and sorority parties. While attending college, many students are pressured into the party scene from students trying to convince people that partying is an

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integral part of college. Alcohol and drugs are present at these parties, which can lead to sexual assault. To attend these parties, many women are forced to wear revealing clothing (Armstrong, Hamilton, & Sweeney, 2006). Many fraternity parties have ride services for freshman girls, so they will be visible to find in parties (Armstrong, Hamilton, & Sweeney, 2006). In some experiences, during these parties, they persuade women to get drunk, so the woman will be intoxicated and unconscious during the sexual assault. Many colleges are not investigating fraternity and sorority parties because some of their donors are a part of the fraternity and sorority. Banks and Archibald (2020) stated how fraternities and sororities are influential. Many alumni who attend the university or college and who were in a fraternity or sorority have maintained a connection with the college and attend college functions (Banks & Archibald, 2020). Sororities and fraternities have a considerable influence in colleges which causes many sexual assault cases that take place at the fraternity or sorority parties to go unnoticed.

After a person is sexually abused, they may become depressed, abuse alcohol and/or substances, and in the gravest of circumstances, commit suicide (Paulk, Murray, Hunt, & Williams, 2017). Many face obstacles due to the trauma they experience. Students who experience trauma from sexual assault do not feel comfortable reporting it. When students experience sexual assaults, their grades decline, and they stop attending campus events (Paulk et al., 2017). Certain students do not feel comfortable with the reporting system of sexual assault that their college has. Students do not feel safe with their current campus climate due to the lack of feeling included and the lack of protection by the administration (Paulk et al., 2017). Some students do not feel connected to the college's identity such as the college's mission statement, which creates a lack of trust in

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attending the college campus. Finally, students do not know how to ask for help at the moment that they are sexually assaulted.

Certain Christian colleges have a high prevalent rate since they lack any sexual assault prevention programs on campus and are not implementing the programs (Johnson et al., 2016). In the Christian religion, Christians believe that people should wait until they get married to have sex. Many Christian colleges think that students are not having sexual activity while attending their college (Johnson et al., 2016). Christian colleges believe that they should teach students about abstinence instead of sexual education and sexual abuse prevention. Only teaching abstinence prevents victims from coming forward in college about sexual assault since they feel the act of sex is wrong. Students in Christian colleges have reported that when they report their sexual assault to a college official, they are victim-blamed by the administration (Johnson et al., 2016). Christian colleges are not addressing the issue of sexual assault since many students do not feel comfortable coming forward about their assault.

Decker and Littleton (2018) analyzed the obstacles of revictimization that women experience. Many women do not come forward about their sexual assault, so they do not feel comfortable reporting their new sexual assault. The authors stated that 2.9% of women in college are revictimized victims of sexual assault, which shows that certain students that attend college go through revictimization (Decker & Littleton, 2018). The authors stated that people who were raped before college have three to seven times the risk of being raped while they are freshmen. This demonstrates the importance of educating freshmen about sexual assault (Decker & Littleton, 2018). Women often feel ashamed and judged if they report their sexual assault cases. By women being

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revictimized during college, it makes students feel uncomfortable to report their previous sexual assault since they feel like it is their fault for being assaulted again. When women are assaulted repeatedly, they go through severe trauma that they do not wish to share with people, and many women pretend to themselves that they did not experience being sexually assaulted.

According to Maloney and Wilson (2019), many colleges do not address dating violence. Many women are sexually abused by their partners, which causes them to not come forward with their abuse. When first attending college, many women are experiencing their first relationship, and it is their first time being away from home. During a women's childhood, many factors influence them to think sexual violence is ok. These factors include exposure to family dating violence, social networking, and the media (Maloney & Wilson, 2019). These factors contribute to making women contemplate if it is okay for sexual violence to take place. Many women who use social media feel pressure to post sexual images of themselves since they think it is necessary to send them. During a girl's childhood, she looks to the media for relationship advice, which impacts a girl's judgment to think that dating violence is acceptable. Some women do not come forward about being sexually assaulted by their partner because they believe that sexual assault happens in a relationship. Dating violence is an issue that needs to be addressed, and women need to be taught that they can come forward when this happens to them.

Ford (2017) discussed how hookup culture influences women to be raped without being aware. Many students experience hookups while they are in college. Many women during college parties try to impress men by the way they look and act. An issue that

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happens during parties is males feel it is a necessity to look for women to hook up at a party. Ford (2017) stated that 78% of students have experienced unwanted sexual intercourse. During the majority of hookups, people are intoxicated with alcohol (Ford, 2017). The influence of alcohol during the sexual assault prevents women from stopping their sexual assault and not have any knowledge that their sexual assault is taking place at that time. Hookups typically happen with someone familiar due to having a relationship with them socially (Ford, 2017). Alcohol and drugs often prevent women from coming forward since, in many circumstances, women are not aware they have been sexually assaulted.

According to Felicia and Romeo (2004), many women have been raped by an acquaintance, and many women in college are sexually assaulted by somebody they know. When women first attend college, they look to meet new people and look for somebody special to build a relationship with. This causes them to have their guard down when meeting new people (Felicia & Romeo, 2004). Many sexual assaults in college occur by people they meet at college parties, college events, classes, or events. Many sexual assaulters try to lure their victims by asking them to be alone with them so nobody can be around them when the assault takes place. Another way sexual assaulters try to influence women is to offer alcohol or take drugs with a predator so they would not be coherent when the sexual assault occurs. Many give their victims date rape drugs so the victim will not be awaking during the rape. Date rape drugs are given to victims since, in most cases, the victim will not remember the attack, which causes them to not remember who attacked them and the details of the sexual assault. Acquaintance rape is common in colleges since many students are not aware that it takes place.

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Sexual Assault Prevention Programs

According to Koelling (2017), Title IX states that colleges or universities need to have sexual prevention programs and policies to receive Title IX funding. The programs must include teaching students about sexual behaviors and drinking behaviors (Koelling, 2017). Programs can teach students about sexual assaults through social media or through a classroom setting (Koelling, 2017). Colleges can provide counselors to students to discuss sexual assault prevention and alert them about sexual assault cases. Skelly, Hall, and Risher (2018) indicated ways that counselors can teach students about what type of risk factors, such as drinking alcohol during college parties or dorms, can lead to a sexual assault. Colleges can also teach students that potential attackers can be people they know and feel comfortable around. The program must teach students to whom they can report the sexual assault cases. Programs can teach students what services and which people on campus are willing to support students. Prevention programs can help reduce sexual violence since they can prevent students from being exposed to potential psychological effects (Skelly, Hall, & Risher, 2018). Sexual prevention programs can hold events that teach students about sexual assaults on college campuses. Having sexual assault prevention programs can help students learn about the college and ensure students that the college wants to create a safe environment for their students. Different types of sexual prevention programs can help teach students about the topic and how to look for signs of potential sexual assault.

Briskin and Gary (1986) discussed different ways to implement sexual assault programs. Sexual Assault programs need to address the misunderstanding people have about sexual assault. They need to investigate what students know about sexual assaults

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and how to identify the issues they know (Briskin & Gary, 1986). Looking at the false conceptions that people know about sexual assaults can help programs understand how to better educate people and alert people that what they know is wrong. It is essential to alert students about the facts of sexual assault since they can learn about signs of potential sexual assault and how to better educate the college community. The program can help students feel comfortable about sharing what they believe and how it can help students see that other people were taught misconceptions about sexual assaults.

According to Yektaoğlu (2016), programs can help fulfill the Title IX requirement that colleges need to accomplish. The program can help better educate students on sexual assaults. Prevention programs can have training sessions to teach students about the topic. The program can ask students before the training session what they know about sexual abuse and how they can better educate themselves about the issue. A pre-quiz can help look at what types of knowledge about sexual assault people in the training session know and see how they can teach the class without being repetitive. The training sessions can be conducted in multiple meetings to help better educate people (Yektaoğlu, 2016). Each session can teach people about different topics related to sexual assault prevention and see how they can further educate people. In each session, the trainers can conduct polls to see if people understand the lesson and how to better inform people during the following course. They can conduct polls to see how educated people are on the topic. The program can help look at what the best practical method is to teach students in college about sexual assaults and how it is essential to address the issue.

Thatcher (2010) described ways colleges can create different programs and events that can help educate students about sexual assault. They can teach students through plays

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or assign literature in classes to educate the students about sexual assaults that have taken place. A pre-recorded theatre performance can help spread the message about sexual assault and show the information in a theoretical way (Thatcher, 2010). In a college in California, a course was developed for students to be educated on sexual assault prevention, using a theatre performance to help educate students on the topic (Thatcher, 2010). Theater helps students look at a visual understanding of the topic of sexual assault. This method helped students see how sexual assault is a serious topic.

Erbe and Kearns (2016) introduced another method to educate students: literature. This can help students remember points from the story and help them better understand the lesson (Erbe & Kearns, 2016). The reports can help students learn about the main character's issues and see which people have caused these issues (Erbe & Kearns, 2016). Stories can help students become more engaged to learn about sexual prevention and help make students participate in learning more about sexual assault prevention. The story teaching method can help students want to learn more about sexual assaults and see how many students knew about sexual assault prevention programs in the past.

According to Cheveallier, Colantonio-Yurko, and Miller (2018), teaching students about sexual assaults can help prevent them from experiencing it and help them understand the different factors of sexual assaults. Teachers and other members of the program can help educate students about sexual assault, but teachers and other members of the program will have to be trained on the topic of rape and other forms of assault to better understand the issue (Cheveallier, Colantonio-Yurko, & Miller, 2018). Teachers and members of the program will have to obtain training on sexual assaults to better educate people about the topic. They will have to learn about misconceptions of sexual

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assault to see how they can be addressed correctly (Cheveallier, Colantonio-Yurko, & Miller, 2018). These methods can help address the issues of sexual assault and can help students learn about the topic in a better way.

D'Amico et al. (2019) examined the possibilities of students being sexually assaulted while studying abroad. Many students in college decide to spend at least one semester abroad while attending college. A sexual assault prevention program can teach students abroad sexual prevention techniques. Sexual assault prevention can help study-abroad students how to be aware of their surroundings and know what kind of sexual assault prevention services they have abroad. The authors reported that approximately 22% of students that study abroad were taught in a sexual prevention program (D'Amico et al., 2019). This shows the importance of educating study-abroad students about sexual assault. When students study abroad, they may abuse alcohol more than they were used to. As a result, one in five study-abroad students face the potential of being sexually assaulted (D'Amico et al., 2019). In addition, a program can better educate students to be aware of the type of culture they are entering and teach them signs to look for when they think they are in danger. Sexual assault prevention programs can be taught to students before they take off.

Brown et al. (2018) discussed another method that a program can teach students. This method is about the potential of dating violence in college. When a student is dating a person, they have the right to say no to sexual intercourse and tell their partner they do not feel comfortable. Students must look for warning signs when a situation occurs, such as if they feel uncomfortable when drugs or excessive alcohol are offered. When women are in college, 20% of students are sexually assaulted (Brown et al., 2018). Nurses can

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teach a program to help educate women to help them look for warning signs from their significant other. Nurses can teach women about the importance of men respecting them and ensure they feel safe with their significant other. Educating women can help reduce the number of women who are abused by people and can make students feel safe while they are on campus.

According to Franklin, Jin, and Menaker (2019), colleges show students a list of services they have on their campus, so students feel comfortable coming forward about being sexually assaulted. The sexual assault prevention programs need to provide services that are connected to hospitals so sexual assault victims can obtain a rape kit and check for other injuries. By alerting students about hospital services, it allows students to feel safe to report their rape and come forward to report their rapist. Colleges can have a rape crisis center, allowing students to feel comfortable about coming forward about being sexually assaulted. The rape crisis center will enable students to have a haven to come forward with their sexual assault cases and allows students to have a support group in their college. Another community service that a college can provide is a sexual assault hotline, allowing women to come forward anonymously about being sexually assaulted. They are allowed to report their sexual assault to a person they do not know (Franklin, Jin, & Menaker, 2019). Colleges can have a victim advocate to help support the victim in their journey after being sexually assaulted. By listing the services that colleges provide, they allow people to come forward about their sexual assault and ensure that colleges address Title IX.

According to Bonar et al. (2019), programs can teach students how to prevent sexual assault from happening. The program can teach students how to stop sexual

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assaults and to look for warning signs when a sexual assault is about to happen (Bonar et al., 2019). They can teach students skills on how to stop sexual assaults and how to look for help. The program can also teach martial arts to students, so they will be able to protect themselves when they feel like they are in danger. The program can teach women self-defense classes so they can defend themselves when they are in danger. Teaching women sexual assault risks allows them to look at different situations and see if the person they are with can potentially hurt them. Testing this type of program can help see which programs help students the most and which programs create the most significant impact on students.

Kerner, Kerner, and Herring (2017) looked at another type of program that colleges can implement. They can introduce a guest speaker to incoming freshmen about their experience with sexual assault. Hospital workers who manage sexual assault cases are another type of guest speaker who can positively impact incoming students. The hospital workers can teach students the services that hospitals have for sexual assault victims and the importance of calling 911 when an emergency takes place (Kerner, Kerner, & Herring, 2017). The police can talk to students to see how they handle and investigate sexual assault cases (Kerner, Kerner, & Herring, 2017). The police can teach students to whom they can report their sexual assault case and what the process is to report their sexual assault case. A prosecutor can talk to students about laws that protect sexual assault victims and what happens during a sexual assault case. Another guest speaker who can help students is to have people who are involved in sexual assault prevention programs on campus to alert them to the list of services that the college offers and which people in the college can help students. Having guest speakers allows students

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to know that there are members of the community who support them, and if they feel comfortable, they can reach out to these people when a sexual assault occurs.

Summary

Sexual assault has been a significant issue that has been happening in colleges. Title IX ensures that students are not sexually discriminated against. Title IX has helped students feel safe while attending colleges and holding colleges accountable in sexual assaults cases. Title IX holds colleges responsible for ensuring that they have in place sexual assault policies and sexual assault prevention programs. Colleges must address the issues to ensure students feel safe reporting their sexual assault. They need to have in place an immense sexual assault prevention program, which helps students learn about sexual assaults and look for warning signs of potential sexual assault. Creating a sexual assault prevention program can help reduce sexual assault cases and help ensure that the colleges are following Title IX. Sexual assaults need to be addressed, and people need to be aware of the services that colleges provide.

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Chapter 3: Method

This chapter discusses the methodology used in the qualitative study that was conducted. The phenomenological study looked at different Title IX coordinators from various colleges or universities. This type of study looked at the structure of a social phenomenon on how this topic affects many people (Washington, 2013). The qualitative study determined how different Title IX coordinators have implemented their sexual assault prevention program (Washington, 2013). The researcher looked at the cognitive process of their experience being a Title IX coordinator (Washington, 2013). Conducting a qualitative study saw the value of interaction between the Title IX coordinators and students. The researcher used interviews as a data collection instrument which reviewed different sexual assault prevention policies and programs. The interviews focused on two things: how universities educated students with their sexual assault prevention services and the Title IX feedback on how the universities can better curate their sexual assault prevention programs.

This study collected data on how the Title IX coordinators were able to gain student awareness of the sexual assault prevention program on their campus and how they helped students who have been sexually assaulted. This study has supported the understanding of whether students knew how to report sexual assaults and if they were aware of the university's sexual assault prevention policies. This research reviewed if students were aware of the incidents of sexual assault at the university and if the university made their sexual assaults statistics public. The researcher's questions obtained data for the study (Roulston, 2019). This chapter looks into the kind of questions asked and what kind of sampling of Title IX that was used in the study. This study tested the

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hypothesis and answered the research questions. The methods used in this study concluded if the study is plausible.

Private University A followed Title IX legislation that ensured that students are not discriminated against based on their sex (Anonymous). Private University A publicly stated on their website how they prevent sexual assault on campus. The university had a Title IX coordinator who also worked in another department on campus. This person ensured that the university was following Title IX guidelines and providing sexual assault prevention services on campus. The university wanted to ensure that students are protected from non-consensual sexual intercourse or non-consensual sexual contact. It listed all the services they provide and how students have access to information on how to file a complaint. The university website listed phone numbers and information of organizations that students can reach out to for help. Students could find information on how to file sexual assault to a college official and whom they could report it to on the university's website.

Public University B listed how they implemented sexual assault prevention on their website. The college's Title IX coordinator explained to sexual assault victims their rights, connected them to resources, and taught them how to start an investigation (Anonymous). It listed phone numbers victims could contact such as hospitals, campus safety, and national sexual assault hotline. It listed how victims could prepare for a forensic exam such as which activities they should avoid before the exam. Also, it listed options for students to request from Title IX coordinator to change schedules, dorms, and other types of request (Anonymous). An informal resolution could be put in place to ensure that there is a no-contact order. An investigation report could be conducted to look

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at witnesses and evidence. Title IX does provide contact to sexual assault victims of lists of services counseling. Public University B outlined how to report a sexual assault on their website, such as filling out a sexual misconduct report that states where the incident happened, the people involved, the date of the incident, and specifics on the incident (Anonymous). Their website stated the different ways they handle sexual assault and how they prevent sexual assault.

Public University C listed on their website that they follow Title IX laws that students are not discriminated against based on their sex. On their campus, they have a center on violence against women and children that ensures that they have a method that assesses the climate of sexual assaults on their campus (Anonymous). They listed on their website different types of physical and emotional reactions after being sexually assaulted (Anonymous). The university listed on its website statistics of domestic violence, stalking, and sexual violence (Anonymous). Their website listed that counseling is free and available for sexual assault victims (Anonymous). Their website showed different ways that they address sexual assault cases and how they prevent sexual assaults from taking place on campus.

Participants Selection

For the study, the interviewed was conducted in three different universities to see how various universities implemented Title IX. The participants in the study discussed sexual victimization on their campus and how the university prevented sexual assaults from taking place. The three colleges or universities are a private university, public college, and public university. Private University A is a large private university in New Jersey. There are over 50 student organizations. The student-to-staff ratio is 15:1. There

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is a combination of more than 10,000 graduate and undergraduate students. They have more than 100 majors (Anonymous).

Public University B is one of the top colleges in the state of New Jersey. It is one of the top 50 public universities in the nation. The undergrad and grad programs have approximately more than 100 programs. It is known to be a medium-size research university. It is located in an urban setting. There are more than 1,000 full-time students attending this higher education institution.

Public University C is a large public university. In this higher education institution, 81% of students are from New Jersey (Anonymous). At Public University C, 54% of the students on campus are female (Anonymous). In 2021, there were 50,200 students enrolled in this university (Anonymous). The student demographic in this university is 35.7% white, 29.5% Asian, 12.7% Hispanic, 10.2% international student, and 6.2% black (Anonymous).

No current studies focus on New Jersey colleges' or universities' Title IX sexual assault prevention programs. In 2019, 143 reported rapes took place in New Jersey colleges (Heyboer, 2020). Public University C had 28 rapes, 67 cases of domestic violence, 13 fondling cases, 0 dating violence cases, 67 domestic violence, and 11 stalking cases. In 2019, Public University C had 50,173 students enrolled in their University (Heyboer, 2020). Private University B had two rapes, two fondling cases, zero dating violence cases, one domestic violence case, and four stalking cases. In 2019, Private University A had 3,233 students enrolled in their university (Heyboer, 2020). Private University A had two rapes, one domestic violence case, and one stalking accident was reported in 2018 (Heyboer, 2020). In 2019, Private University A had one

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rape and two dating violence cases (Heyboer, 2021). These statistics showed the importance at looking at sexual assault prevention programs.

The researcher chose Private University A because it is a one of the largest private university in New Jersey. This insight can provide feedback on how resources in private university are used. The research may give insight into how a private university differs from a public university when creating their sexual assault prevention program. By including Private University A, this research can identify how an multi campus higher education institution in New Jersey addresses sexual assaults. The location of this university is in a suburban environment.

Public University B was chosen due to being in Northern New Jersey in an urban setting. Many colleges and universities are located surrounding this higher education institution so this can influence results from the data. Public University B was chosen due to being a top higher education institution. This university has high-profile and scholarly alumni who graduate from institutions. By comparing a public institution, this can look at how this college uses their public funding to put in place their program.

Public University C was chosen due to being the largest university in New Jersey and having the most sexual assault cases in New Jersey. This university has three different campuses across the state of New Jersey. The study is focusing on a university that has multiple campuses. Public University C is in a city. It has a reputation for its party culture due to the size of the school and because the university has on-campus fraternities and sororities.

Data showed that sexual assault does take place at these institutions. It looked at Title IX perceptions of their sexual assault prevention program to see their opinion on

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how they can make their program better. This study helped college administrators understand how the different types of universities protect their students from sexual assaults. By participating in this study, the universities saw the effectiveness of sexual assault prevention programs and how Title IX Coordinators try to reduce the number of sexual assaults on their campuses. This study helped look at how effective the sexual assault prevention program is and its policies. It informed colleges in New Jersey about student awareness of the sexual assault prevention programming on campus. The results of this study determined how they implement their Title IX policy and if students have the resources to report sexual assault cases on campus.

Participants

The study investigated a medium-size research commuter college, large private university, and a large public university. The purpose of having three different sizes of colleges is to compare how size can affect the data and see what other ways Title IX has implemented sexual assault prevention. The study compared different colleges with different types of student demographics. Having a qualitative view investigated the phenomenon of why sexual assaults take place at universities or colleges and what institutions are doing to address sexual assault prevention. The study looked at victims who have used the program's resources. Participants shared their opinions on the program and reflected on using Title IX funding to implement this program. The name of the interview is "How Title IX Coordinators from Various Universities Handle Sexual Assault Cases and Sexual Assault Prevention." The researcher asked questions to help gain information on how Title IX implemented sexual assault prevention on campus.

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These questions revealed how many students are in contact with sexual assault prevention programs in their universities or colleges. The study examined if the college or university is connected to nonprofits, and law enforcement educated students about sexual assault. A question that was asked is how to correctly educate students on rape misconceptions and how to stop sexual assaults. Another question is how they teach students the purpose of Title IX and the college's services. The study looked at what type of services their colleges provide for sexual assault victims. Another question that was asked to Title IX coordinators is do they think their program is helping decrease sexual assault from taking place. If they are not, then what, if any, changes would they suggest.

In the study, different sizes of colleges participated. The interview looked at colleges or universities and will look at different types of colleges or universities such as public or private. It looked at colleges that are in different locations. The interview focused on Title IX coordinators. The study investigated different types of colleges, ensured that the data is diverse, and checked to see if their results differed.

Questions

The following are the Interview Questions asked to the Title IX Coordinators:

1. How do you engage students in your campus to learn about the sexual assault prevention program?
2. Which, if any, college sexual assault services have students used and what was their experiences?
3. What different methods do you use to stop rape misinformation?
4. How do you use your Title IX funding to reduce sexual assault prevention?

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5. By gaining more Title IX funding, how will it benefit your sexual assault prevention programming?
6. What are examples of positive outcomes that have taken place since you became Title IX coordinator?
7. What is your opinion on the sexual assault prevention program on your campus?
8. What are some ways that you dealt with issues in your sexual assault prevention program?
9. What services does your college provide to reduce sexual assaults and what services do you wish your college had?
10. Do you think students feel comfortable coming forward about their sexual assault and if not, why not?
11. Is there anything else you would like to add before the interview is over?

Recruitments of Participants

This was a voluntary study. Due to the coronavirus pandemic and safety concerns, emails were the primary form of communication. Two methods were used to obtain participants. To gain participants, the researcher emailed Title IX coordinators to see if they were willing to join the study. Another method to gain participants for the study was emailing heads of colleges or universities if they are willing to share details of this study to their Title IX coordinators. There was no reward for doing the survey since there were only three people participating in the study. To ensure that in the study participants voice their honest opinion, there is no price for participating in the study. The other recruitment method was word of mouth. These two methods allowed the researcher to reach a wider pool of potential participants.

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Method of Data Collection

Saint Peter's University had approved the request to obtain data from the Title IX coordinators. This approval was needed before any interviews could be held. Saint Peter's University (IRB) ensured all guidelines were followed when the researcher was collecting data. This included a secondary permission request from the IRB before conducting any interviews. The IRB approval allowed Saint Peter's University to know how the study would be conducted and how consent was shared with participants to the study.

The researcher collected data by conducting one-on-one interviews. The interviews were 30 minutes to one hour each and were structured to obtain answers that were useful for the study. There were ten questions that were asked in the interview. The interviews were virtual due to the Coronavirus pandemic and ensured the interviewees' health was prioritized during the interview. Virtual interviews increased the number of participants and reduced the number of cancellations since virtual interviews were more convenient for the interviewees. There were two rounds of interviews. The first-round questions were about the Title IX coordinators program. The second round was conducted if the researcher had follow-up questions for the coordinators. The questions provided insight into sexual assault prevention programs in New Jersey colleges and universities.

The interviews were audio. However, the interviews were audio only to protect the identity of the participants. The recordings were necessary since they allowed the interviewer to review and transcribe each interview. The interviews were saved offline in a password-protected folder on a password protected computer. The transcribed

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interviews were stored in a separate password-protected folder on the password-protected computer. Although no personally identifiable information was included in the interviews, it is important to keep the data secure on the off chance that something that could identify the interviewee was included in the transcripts. This was explained to the interviewee to assure them that their confidentiality and identity would be secure with the interviewer. After the study was completed and the dissertation was defended, the researcher destroyed interview transcripts and audio recordings.

Data Source

The study's target population was three Title IX coordinators since they implement sexual assault prevention. The study identified whether the college or university has sexual assault prevention training, provides counseling, connects to nonprofits, connects to law enforcement, and works with law enforcement when sexual assaults are reported. By interviewing Title IX coordinators, it helped see how students use services from the sexual assault prevention program and revealed how the university implements their sexual assault prevention program. It investigated how the college or university handles sexual assault cases. By looking into this population, it analyzed the Title IX coordinators' perspectives on sexual assault prevention programs. The population selection was Title IX coordinators in different colleges and universities to see how their views were different compared to other programs and how they handle sexual assault prevention with their type of population. This helped review how this program is run from the Title IX coordinator's perspective and how they interact with the program. The study looked into how Title IX coordinators interact with students who come in

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contact with the sexual assault prevention program. They asked questions to see if they qualify for the study before participating.

The interviewer asked questions to the targeted population to gain data for their research and help answered their research questions. Before the interviewees were asked questions, they were given a consent form to ensure that they were willing to participate and were familiar with the study. Also, before the interview, the researcher gave the interviewees a list of questions that would be asked during the interview. The researcher analyzed the interview transcripts' results to determine if there were expected results or differences. Using an interview transcript allowed the researcher to look back at what people said during the interviews and to see if there were different themes during the interview. Open-ended questions were asked to participants to help gather information on their experience using the sexual assault prevention program.

The interview focused on how colleges or universities implemented their sexual assault prevention program, such as how they educate their students about sexual assault, how they connect students to different available resources, if students experience sexual assault, and how they use their Title IX funding. During the interview, the interviewer asked participants a list of questions to see how they use their Title IX funding to implement their sexual assault prevention program. There were ten to 12 questions given to the participants. The produced lists of questions ensured that the participants were provided a detailed response during the interview. The researcher shared the questions with the participants before the interview. The researcher sent the listed questions to participants' emails to ensure that they could contact the researcher at any time before the interview was conducted. Participants were able to look at the questions a couple of days

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before the interview to ensure they understood what questions they were being asked.

The data was collected in Fall 2021 and Winter 2022 for the study.

Relationship of Participants

The researcher's relationship to the participants was strictly professional and only discussed the study. This ensured that participants felt comfortable discussing the study while maintaining a level of anonymity and confidentiality. During the research, the participants only communicated with the researcher to discuss the study. The researcher ensured that participants could reach the researcher through email about any questions about the study and if they wanted to tell the researcher newer information. The researcher ensured that students felt comfortable sharing information throughout the interview process.

Data Analysis

The researcher used data analysis to determine any patterns. Open-ended questions were asked to look at the participants' meanings of how they view the sexual assault prevention program in their college. The interview was coded to find patterns between the terms that interviewees used during the interviews. Including the use of positive and negative indicators' themes that were identified by reviewing the transcripts and seeing if there were common themes in the responses. When coding the transcript, the researcher placed themes into categories and looked at possible trends. The data compared different university sizes and different ways they implemented Title IX policy. The participants ensured afterward that the answers were accurate before the data was published.

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Ethical Consideration

The list of guidelines on interacting with participants ensured ethical consideration with participants during the research. The researcher conducted themselves in a professional manner before, during, and after the interview. Confidentiality was maintained throughout the research, ensuring that participants felt comfortable sharing information. This study showcased how to communicate to Title IX coordinators about the research and how to ensure that the study was conducted correctly. It was essential during the research, and the participants were able to look at the data or be referred to as participants to ensure that the participants had confidentiality.

Before conducting the study, the researcher was given the participant acknowledgement of the study and consent forms to ensure that they knew what the study entailed and agreed to be in the study. Informed consent allowed students to understand what they were expected to do in the study and what kind of questions would be asked during the study. The researcher did not share the personal information of the interviewees. The consent form and the list of interview questions were given to the participants before the interview was conducted to ensure that the participants were comfortable with the study. By providing questions before the interview, it allowed participants to be mentally prepared.

Potential problems doing this study were the potential risks such as psychological and social risks. Title IX coordinators might have to relive their experiences of them handling sexual assault cases that were presented to them. After the study, Title IX was given lists of outreach organizations such as women organizations, a counselor on campus, or staff. Participants reached out to hotlines for mental health and the national

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sexual abuse hotline, such as "better help," which is 24/7 mental health counselors.

Giving participants a list of services minimized risks from the study. The benefits of this study helped them talk about their experiences and helped them address this issue. The study helped the university learn more about how Title IX coordinators felt about the program and see if their method was effective to prevent sexual assault and to address them.

Scheduling the interviews was complicated. Firstly, each Title IX coordinator operated on a different school schedule. Their breaks were at different times and their focus for the latter half of the spring semester was graduation. In order to engage the potential applicants, the researcher had to follow-up multiple times by email or by impromptu calls. Once the potential applicant was engaged, they either refused to participate or admitted their lack of knowledge on the topic. Some Title IX departments segment the tasks a typical Title IX coordinator would perform into different roles. Therefore, one individual would not know the answers to all of the interview questions. Multiple participants would be needed from one Title IX department. This issue mainly arose at larger higher education institutions. Large universities have multiple people handling sexual assault cases and even have distinct departments specializing in educating the students on sexual assault and providing sexual assault prevention programs.

Some participants shared the contact information of other potential applicants. However, the individuals to whom they referred the researcher could not participate since they were not Title IX coordinators. Those potential participants were a part of

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organizations that educate students on sexual assaults. The constraints of the study outlined in the IRB application had to be followed, even to the detriment of the study.

Once an applicant agreed to consider the study, some of them refused to answer the interview questions and therefore declined to be a part of the study. Others could not participate since their job functions exceed the normal requirements of a Title IX coordinator. Therefore, they simply did not have the time to conduct an interview. This issue mainly arose at smaller higher education institutions.

Summary

This chapter investigated how data collection, data analysis, data source, and participants would be obtained during this research. The data helped see how Title IX coordinators used their funding and implemented their sexual assault prevention program. The study focused on three different universities in New Jersey. The study helped determine the effectiveness of the current sexual assault prevention programs.

This study investigated how the researcher conducted the research and what steps would be taken in the study. This chapter investigated how to collect data for the study and how to ensure participants felt comfortable sharing their opinions. Chapter Four looks into the data that was collected. This study can help provide the university with data to improve its sexual assault prevention program. The following two chapters provide information on the research and the results of the study. They discuss whether the research questions can be answered in Chapters Four and Chapter Five.

Chapter 4: Results

Introduction

This chapter contains the results that were found from the study.

RQ1. What institutional impact to sexual assault programming and outcomes has resulted since implementing the current Title IX Coordinator?

RQ2. How are universities aligning Title IX standards with their handling of sexual assault cases and preventing sexual assaults from taking place on campus?

RQ3. What types of sexual assault prevention services are utilized and under-utilized by students?

RQ4. How are colleges and universities meeting the Title IX standards for implementing sexual assault prevention on their campus?

RQ5. By implementing the most current Title IX coordinator, has there been a decrease in sexual assaults on campus?

Three interviews were conducted to analyze themes and codes. This chapter looks at how the interviews connect with the research questions above. The chapter contains themes and codes that emerged from participant responses. The purpose of coding is to show a plausible theory that is created.

Sample

The study consisted of three interviews with three participants. All three participants were female Title IX coordinators from universities in New Jersey. However, two of the participants were Title IX coordinators from public universities, and the other participant was a Title IX coordinator from a private university. Public University A is one of the top research universities in New Jersey. Public University B is one of the large

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universities in New Jersey. Private University C is a large-sized university with multiple campuses. The participants and universities were selected to highlight different cohorts. Comparing universities of various sizes and demographics helps decrease statistical falsehoods and further develops connections within the data.

Data Collection

The three interviews were used as data collection. After the interviews concluded, research was conducted, and emerging theories were discovered. The research questions were designed for Title IX Coordinators, and these three coordinators were chosen due to their expertise and careers. All three interviewees created or instituted sexual prevention policies and techniques at their universities. Title IX policy enforces that Title IX coordinators instill Title IX policies and sexual assault prevention education in their higher education institution. These Title IX coordinators were selected to ensure that they have basic knowledge of how funding and sexual assault prevention programs are implemented at their universities. The interviews provided insight into how the Title IX coordinators run their sexual assault prevention programs and handle their Title IX funding. The interview questions can be found in Chapter Three.

As previously discussed, potential participants were removed if they could not answer the interview questions. However, applicants who could partially answer most questions were allowed to participate. Some participants could not answer some of the interview questions due to lack of knowledge or simply by refusing to answer the question. When this happened, the researcher marked the question as “did not answer” and moved on to the next question. The participants carefully answered the questions they felt comfortable answering. They cautiously answered the questions to protect their

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position, department, and university. This ensured compliance with all Title IX guidelines and university rules. The Title IX coordinators answered questions that they could comfortably provide without incriminating the school or legal counsel. Providing answers that must go through the university's legal counsel would slow down the interview process as well as open the Title IX coordinator and Title IX department to undue scrutiny. However, this meant the depth of each answer was limited to the specific knowledge of the Title IX coordinator and not the full scope that the university could provide.

Only one participant could explain how the university and Title IX department allocated and disbursed their funding. The lack of knowledge regarding Title IX funding meant the interviewer could not ask follow-up questions regarding which programs received the most funding and how they planned to disburse additional funds, if they were to become available to the Title IX department. This prevented the researcher from comparing how different universities allocate funding. Unfortunately, funding is a key component of sexual assault prevention programs since the researcher could have compared the monetary return on investment for each program.

Data and Analysis Process

Before the interviews, the participants were given the interview questions to ensure that the participants were able to answer the questions and were aware of what questions would be asked during the interview process. During the interviews, some participants refused to answer specific questions. Two interviewees could not answer the question regarding how the Title IX Coordinator handled difficult situations in their sexual assault prevention programs. When the participant refused to answer a question or

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appeared uneasy, the researcher asked the interviewee if it was okay to move on to the next question and reassured the interviewee that it was acceptable to not answer every question. The researcher gave the participants plenty of time to answer each question and to re-read the question when the participant asked.

The data comparisons were formed from the questions and answers, specifically about how the Title IX coordinators implemented the sexual assault prevention programs and their opinions about the programs on their campuses. The data comparisons helped ensure that the formed themes were relevant to the topic. The themes are discussed later in this chapter. After this research was conducted, three themes emerged from this study. Each bolded statement is a theme that was formed from the data. The three themes are (a) educational programs, (b) different assessments, and (c) funding for sexual assault prevention. The findings were placed into categories and then into subcategories.

Themes Summary

Three themes were discovered when concluding the data from the study. The first theme, educational programs, explores what types of educational programs colleges and universities have that address sexual assault prevention. It examines how universities have a student-first approach to ensure that students receive the best care and that the staff has the students' best interest in mind. The second theme, assessments, looks at what kind of assessment the universities use to review their sexual assault prevention program progress and see how they can improve their school. The third theme, funding for sexual assault prevention, states how universities use their Title IX funding and how they would use additional Title IX funding. These themes were discovered due to common words that were stated by the subject participants.

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Each theme focuses on a different aspect of the university's sexual assault prevention program, how the Title IX coordinators ensure their responsibilities to the students, and the various day-to-day tasks associated with their position. All themes emphasize the importance of having a student-centered accountable approach which is determined by the steps taken by the college to ensure that the university is putting the students' well-being at the forefront of every conversation and decision. The first and second themes, educational programs and assessments, link together since the assessments investigate how educational programs impact universities. This research focused on a certain group of Title IX coordinators.

Education Programs

All three participants explained the educational programs that they utilized to teach students about sexual assault and sexual assault prevention. Teaching students on the topic of sexual assaults was conducted differently at each university. The Title IX coordinators used different approaches to educate students by collaborating with other departments on campus and explaining how the Title IX funding was allocated for the programs. The coordinators planned educational events, roundtables, and student-faculty programs to talk about sexual assault and sexual assault prevention. The Title IX coordinators taught students how to identify and report sexual assaults. All three universities utilized different methods to engrain in students the importance of sexual assault prevention.

Although the Title IX coordinators implemented different programs to instill in the students the importance of sexual assault prevention, there was still a stigma surrounding sexual assaults, which limited the number of reported cases. This

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discrepancy between the number of sexual assaults that took place on campus compared to the number of sexual assaults reported to the Title IX department and campus police presented a unique challenge for the Title IX coordinators. In spite of the fact that the number of reported cases steadily increased over the last decade, reporting sexual assaults was a program which was under-utilized by the students.

The Title IX coordinators believed that many students were coming forward, but not enough students felt comfortable reporting their sexual assaults to the authorities for fear of retaliation by the assailant and an inherent lack of trust with strangers. High profile media cases in which the perpetrator walks free while the victim's integrity is questioned created a stigma of reporting sexual assaults that presented a unique challenge that Title IX coordinators had trouble overcoming. Due to the pandemic, many reports of sexual assaults were not reported since many offices were virtual, and some were understaffed. The number of reported sexual assault cases plummeted because the students were not on campus. Participant One stated that their sexual assault cases dropped by 95% during the pandemic.

And what's great about that is from the year prior, and it's going to sound like there we have a bigger problem, but it's obviously you want the reports that come in. We know that sexual assault is underreported, so we went from like one reported case during [two years of] COVID. I count them as true reports 25 reports reported cases this year and then in addition to that other reports that just didn't fall under didn't meet the definition of Title 9 and to me, that's a great thing because that means we have increased visibility. Students are now becoming aware of what rights they have protected, where they can report how to report and

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so for me to see that big increase. I at least did something right in informing them of their rights and that there is a process for them. We didn't just all of a sudden have a sexual assault or sexual harassment problem, they just became more aware.

The pandemic created a backlog of reported sexual assault cases that prevented justice and created a sense of hopelessness which prevented additional victims from reporting their cases. The Title IX coordinators must develop new processes and programs to help encourage students to report their sexual assaults. This under-utilized program is a core function of the Title IX Department, and the trust of the student population has to be restored for the sexual assault prevention programs to succeed. In order to prevent sexual assault, accountability must be reimposed.

Educational Training

Participants stated different educational trainings used to teach students on sexual assault prevention. They taught students on the topic and facts of sexual assault and sexual assault prevention. Title IX departments are required by law to teach students about the sexual assault prevention services and programs the university offers to the student population. Freshmen are required at all universities in the study to take online sexual assault training before starting university. If they do not complete their training, they are unable to attend classes and may be unenrolled from the university. Another type of education is conducting events during sexual assault awareness on campus. According to Participant One, these types of training show how they use their resources to expand sexual assault education.

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One is obviously through programming, so we work with our counseling center, our department of our Police Department, residence life and variety of other departments to collaborate for specific programming. Awareness April sexual assault awareness and Prevention Month and just throughout the year we host a number... Of whether there are workshops trainings pop-up, tabling events you know we try to offer a variety of different programming. Uhm, I think we also try to ensure and then we also target our target. Different audiences, whether it's first year seminars or Greek.

Participant Two attempted to train students, faculty, staff, and outside contractors on the topic of sexual assault. They were taught to address sexual assault that they witnessed and how to report sexual assault to the Title IX office, university, and local police. By using this training, it created a safe space for everyone who attended the university by increasing the number of individuals who could prevent sexual assaults from taking place on the campus.

So, during freshman orientation, and when freshmen are onboarded, they are required to take mandatory training regarding. Online regarding sexual assaults and sexual assault prevention. In addition, these courses are reviewed during the freshman seminar portion of their experience at the university. So, the instructors are trained to take them through the course material and they may choose to do additional exercises with the students on this topic... I am aware that we are actively engaged in not only training students, but training our community members. All of our faculty. Contractors that have a regular presence on campus. About their obligation to report... We make first and foremost let them know

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what resources are available for them to get them. The help that they need and to guide them through the process... And the only prevention education that comes out of this Title 9 office is the online, the required online modules that we roll out every year for incoming. First year and transfer students. (Participant 2)

Student Advocates

The main focus for Title IX coordinators in their educational programs is for students to be the priority on campus. This theme was discovered due to the Title IX coordinator who was hired to serve the students and be the student advocate on campus. The focus of this theme examines the scope of the Title IX coordinators responsibilities and how they ensure they follow Title IX policies. All the participants focused on how they ensure the students' best interest is protected at the university. One of the responsibilities of a Title IX coordinator is to enforce the Title IX policies and protect the students' rights under the Title IX act. They must investigate sexual assault cases that take place in their university and Title IX violations as well as enforce sexual assault prevention education.

Each campus has programs that support students such as counseling, clubs, and staff. Resident Advisors and orientation leaders build connections with students since they are typically the first campus staff that interact with the incoming students during freshman orientation. The resident advisors and orientation leaders build connections with students and are trained on how to handle sexual assaults that are presented to them and how to report them. Many of the participants shared how it is important that students feel comfortable to come forward to the university and described their day-to-day responsibilities that they perform for the university.

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Our students, we have a student group called Advocates for Sexual health awareness and they really have wanted to focus on it like empowering our students to effectively communicate... What rights they have protected, where they can report how to report and so for me to see that big increase. (Participant 1)

Participant Three explained the specifics of their student-centric approach. They make sure that their students are fine, and their responsibilities are clearly focused on the students. The student-centered approach is used to ensure that Title IX policies are followed, and student rights are protected. The Title IX office guarantees a safe space for students and investigates any sexual assault case that is presented to the office.

Very student-centered approach to our work so. I think we all know that the Title 9 regulations have are very prescriptive and very rigid in some of their requirements, but we always look at that through the lens of how is this going to feel for a student going? And we want to make sure that we're treating students the best.... And all the campuses are embedded within student affairs, and so we're not in like we're we're not in like an institutional compliance office or general counsel, or anything like we are. In student affairs, because that is how we view our work as being there to serve students. (Participant 3)

Students Trust with College Staff

Participant Two described different approaches to ensure the students feel comfortable coming forward with their sexual assaults. In University B, there was an increase of students reporting to the Title IX office last year compared to previous years. Sexual assault prevention programs that are presented to students during freshman orientation are more likely to report sexual assaults. The students are taught about the

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responsibilities of the Title IX office and are taught who are the Title IX coordinators for their college or university. The Title IX coordinator for University B explained how students value the sexual assault prevent program and the university. This study identifies the connections that Title IX coordinators form with the students on their campus. Student leaders from different programs, clubs, and partnerships help bridge the trust between the Title IX office and coordinators with the student population.

Say based upon the volume that we're seeing over the years, I'm definitely seeing that students are very comfortable coming forward. Sometimes they're not coming forward to the title line team directly. Sometimes they're going to an RA, some, the trust that they're putting in the university that we are going to keep this matter confidential that they themselves are in the driver's seat and they're calling the shots in terms of how far they want to go. (Participant 2)

Department Outreach

Participant Three mentioned different ways that Title IX coordinators educate their students on sexual assault and promote sexual assault prevention on campus. The participant worked with different departments on their university campus to extend the outreach of addressing sexual assaults. They conducted outreach by ensuring that freshmen complete their training and during orientation the students watch educational training video. Training is utilized to educate students on the topic of sexual assault. They explained in detail how their outreach is done and how it became a success. These outreach and delegation methods help explain how the Title IX department follows their Title IX policy.

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So, we use a third-party vendor UM, and we do. That is mandatory for all incoming and incoming students, undergraduate and transfer. Uhm, and if the students do not complete those modules by the time registration starts in the fall, then we do put a hold on their registration. And so, when we say mandatory, it's actually mandatory... And they use an in person, UM program called [educational training video], which has been assessed and validated through the CDC and they have a number of other programs that they used throughout the year for smaller populations. but every student who goes through my student orientation sees screen theater... Once we did a very large campaign that we called our in sexual violence campaign and I don't know how familiar you are with the workers campus, but with students, take buses to get the classes and stuff. We got it. That was that we had that came out in 2015 and that bus is still going strong. Thank goodness. I prevent, I speak and then have our in sexual violence logo on the back of them and and we started distributing those to students several years ago, and they're now all over campus... And and we put like we have stall signs up in all of our bathrooms with that logo on it and information for how to report to Title 9 or to the police or how to contact the PDA for additional confidential support.

(Participant 3)

Rape Misinformation Training

The universities addressed the topic of rape misinformation through education. Rape misinformation is false or misleading information regarding the topic of rape. It is used to teach students correct facts on sexual assaults and to show Participants explain the different methods on how rape misinformation is addressed to students and how to

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teach students the correct information for statistics on sexual assaults. Participant One stated ways they addressed rape misinformation by conducting a consent campaign which teaches how to give consent for sexual intercourse and when a person cannot give consent due to being under the influence. Participant One stated that they taught students on this topic from campaigns and media. “So, we have a whole consent campaign. I'm not sure, but at least through like media and advertising we try to at least really focus on consent and understanding what and when it can and cannot be given so” (Participant 1).

Different Assessments

During the interviews, the Title IX coordinators stated different assessments their universities use to parse the data for key success metrics. The assessments help the university hold themselves accountable by analyzing the results and releasing them to the public. Assessments are used to look at the performance of the Title IX offices. They are conducted by looking at a subject group of people and observing what changes have taken place. By conducting assessments, it helps analyze the student feedback and provides insight to the department on how to address issues that are taking place on campus. The assessment results show in detail which programs are successful and which programs need to improve. The Participants listed different assessment programs that their universities use to analyze student input and the development programs.

The assessment is usually created by the Title IX department but can sometimes be created by third-party vendors. Some assessments that are conducted for the Title IX office are used to see what services the students use and understand what impact the Title IX coordinator has made for the campus. The assessments help determine achievement goals for the Title IX coordinator and define the success rate for their programs.

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Assessments are important for sexual assault prevention programs since they create tangible data points regarding the student experience with the program and analyzes the data to prove the effectiveness of the programs to the university.

Third Party Vendor Assessment

Participant One explained different ways that their university conducts assessments to gauge the student climate and provide feedback on the effectiveness of the program. They explained the different methods and assessments that they used to analyze the program and the services that they offer. They use a proprietary third-party data record program in their university, which allows them to investigate behavioral records in their university. This university mentioned how they use the proprietary third-party software to help them for assessment. “And I would say one of the positives is we've streamlined our reporting process and so we utilize [proprietary third-party software] to do online reporting and out like data tracking” (Participant 1).

University Run Assessment

The Title IX coordinator from University C explained the process and the data points the university uses to determine the effectiveness of the assessment. The assessment gathers information from multiple students at a time and evaluates how to improve the student experience on campus with the Title IX office. The purpose of assessments is to collect data for the university to gather student feedback. Once the results are derived from the assessments, the assessments and results are published to the public. The Title IX coordinators can create action plans based off the assessment and results. The assessments provide data that helps analyze which changes the Title IX offices can conduct to best benefit the students. Each assessment takes a long time to

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complete since the assessment must be pre-approved and needs a certain student subject size. However, the assessments have a high return on investment since they provide valuable information to the university.

We have tried to do some assessment of our process and it's very challenging because most students who go through. A title 9 process. I've had some students who were amazing that I've maintained relationships with after they graduate. who really provide a lot of really good feedback about what the process, how we can improve the process and what their experience was through it... We've been working really closely with them on ways that we can better assess our process so that we can look at. The trauma that they experienced or the outcome of what their you know the whether someone found responsible or not, 'because those are really two different things. And I can say again for all of the other services that records offers come for students who've experienced some form of trauma, DPA. They also do a lot of assessment, you know, and they get think better feedback than the Title 9 Office does because again, their role. A part of assessment is part of what we all do so that we can continue to improve the student experience with all of these services that we offer... Climate surveys come so we were doing them every three years for them...The expensive part is the research you know having on campus the size of workers from. If we get 20,000 responses, that's a lot of work for researchers to go through, and you know they write up amazing reports again that we can translate into action plans. Uhm, our culture is doing climate surveys now and publishing results and sharing the information with students.

(Participant 3)

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Potential Future Assessments

Participant One explained the type of assessment they would like to see utilized at their university which would provide the university new data points to help analyze the sexual assault prevention programs and their impact on the campus. This potential assessment allows for evaluating other services that are provided and seeing student interactions with other people on campus or outside services.

I don't survey or assess their experiences with the Title 9 process, and I'm interested to see if other schools do that, but I don't know what their experiences are like when they speak with police or when they work with our office.

(Participant 1)

Funding Sexual Assault Prevention Program

The Title IX coordinators explained the different ways they use their funding to help enhance their sexual assault prevention program. The funding determines what kind of services, sexual assault prevention programs, and assessments are offered at the universities. A smaller budget means the Title IX office has a smaller reach and less effective tools to mitigate sexual assaults. The Title IX funding is therefore important to the universities since it allows the Title IX coordinators additional resources to address sexual assault prevention programs. An increased budget allows the Title IX coordinator to conduct sexual assault prevention education, hire staff for Title IX offices, and expand their sexual assault prevention program.

Each university's funding is different based on size of the university, donations, and grants. Some universities obtain funding from the federal government, which is granted to the Title IX office. The Title IX office determines how the funding is allocated

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to each facet of the office. The government funding is important since it ensures the sexual assault prevention programs' messaging is far-reaching and effective across the campus. University officials determine how funding is distributed and how much funding for each department in their university. This helps maintain the positive experience for each student and creates a better atmosphere for the university. The funding has a direct impact on which assessments can be conducted on campus and which data points are therefore publicized, which may directly impact enrollment.

One participant explained how the Title IX funding is both allocated to their program and how the funding was given to the university. The other two participants refused or were unable to answer how the funding was distributed to their programs. This theme is supported due to the importance placed on the Title IX office's wish that they were provided more funding and how funding is important to help address sexual assaults that take place. However, they both explained how the funds were allocated for sexual assault prevention.

Funding for Sexual Assault Prevention

Participant One explained how Title IX funding is delegated to the Title IX department which is provided by the federal government. The Title IX coordinator is only provided this funding if they follow Title IX policies that the federal government enforces. The coordinator broke out the budget for the Title IX funding and explained why they allocate the funding to certain programs, including how the participant uses the funding to address sexual assault prevention.

Only a small portion of it goes towards, like our training as Title 9. Folks as investigators as important as coordinators, so most of it goes towards. The

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programming on campus that we do, whether it's through bringing in speakers, paying for food, paying for supplies, paying for campaigns... Most of my funding is for sexual assault prevention because we I try to spend the majority of the funding that I get institutionally on prevention, programming, workshops, trainings, educationals.” (Participant 1)

Funding Breakdown

Two participants acknowledged that they were not aware of how the funding for Title IX is allocated to their department. However, they refused to answer or could not answer how they use the Title IX funding that is allocated to their position. They were not aware of when they receive funding and how it is distributed to other departments on campus. Title IX coordinators are not aware of funding since the universities distribute the funding to the Title IX department not to individual Title IX coordinators. They could not express how funding is given to their department and how they use their funding. Universities have budgets on how they spread the funding they receive from tuition, government grants, and donors. They explained why they could not provide any information to this question.

“So again, I'm not aware that we receive any Title 9 funding specifically for us for this topic” (Participant 2).

“So, there's no funding specifically earmarked for Title 9...The funding comes to the institution and then the institution budgets by office so” (Participant 3).

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Future Funding Potentials

All participants explained how the Title IX program could improve the university if it was given more funding by addressing more cases of sexual assault and creating additional services for the Title IX program. Title IX coordinators wished to have more funding due to not having enough resources on their campuses. They want to help more students who come forward about being sexual assaulted in a quicker manner as well as test other ways they can educate students on the topic sexual assault. Funding directly correlates with the level of assistance and education the Title IX department can offer to the student body. More funding means more programs and employees to address sexual assault and sexual assault prevention. An expanded department allows the coordinators to collaborate with other departments on campus without neglecting their responsibilities for the Title IX department. The Title IX coordinators shared their opinions on how they would utilize additional funds.

Participant One wished that there were a group on campus that helped advocate for the victim. Advocacy groups allow students to feel more comfortable on campus by having people who support them and build connections with them. The advocacy sponsor allows victims to come forward with their sexual assaults by ensuring the victim is protected. Advocates help represent victims on how to report sexual assaults, where to look for resources when they are sexually assault, and advocate for sexual assault prevention policies on campus. Participant One wished to expand their department to include a dedicated advocacy representative.

I mean I think for us ideally we need somebody whose job is education and prevention and outreach is so we have put in our budget requests to be able to hire

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somebody who's that's their sole function really is education and outreach.

(Participant 1)

Participant Two explained how they would onboard additional deputy Title IX coordinators or other department staff to improve the performance of the department and reduce the workload for each individual. Hiring more people can allow the Title IX department to address more sexual assaults in a timelier manner as well as expand the outreach programs for sexual assault prevention education. Participant Two wished to expand on educational method on sexual assault, which would allow for more people to be engaged on the topic of sexual assault prevention.

Perhaps we would invest further in more educational. Training modules for the students, perhaps bringing in guest speakers to some of the student events...

Again, to have more folks and maybe individuals who are hired specifically dedicated. because all of those right now at the university have a regular full-time job and they're taking on this title line role. (Participant 2)

Participant Three believed in personal training on sexual assault prevention instead of online programs since it allows them to directly engage with the students. Both Participants One and Three would include a 24/7 hotline, which would allow students to send text messages to report their sexual assaults if they had an expanded budget. Reporting by text messaging allows individuals to report their assaults quickly and discreetly. Participant Three believed that a text messaging reporting program would make the students feel more comfortable reporting sexual assaults since it would feel more natural to them. The participant noted that students mainly text throughout the day as their primary mode of communication.

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However, if we were able to increase funding into the Title 9 offices or into VBA, I do think there are things that we can do to improve our prevention. I love in person training. I you know, like I said before, we use an online module because it is the best way to meet our compliance requirements under the violence against Women Act... And more money for research. Uh, more researchers at the within the School of Social Work are outstanding, and they're such valuable partners in. Look at what the research says on prevention education and then allowing us to implement that. So, if there was more funding available for our research centers, we would be able to take some of their findings and use that. (Participant 3)

Similarities and Difference Amongst the Title IX Coordinators

All three participants shared the title of Title IX coordinator. They were all women who had worked for their colleges and universities for a few years. They had similar tasks, responsibilities, and goals. They all handled the sexual assault cases that were presented to their department; they were in charge of the sexual assault prevention programs, and they had to follow the Title IX policies and procedures to ensure that the students were protected at their university. Each of these universities stated how assessment, education, and funding are important for their program. However, this is where the similarities end.

All three participants shared different opinions for each question. The amount of funding for the departments as well as the breakdown of how the money is disbursed is different. Each Title IX coordinator ran their department differently and even differed on a per-task basis, such as how to educate the students about sexual assault and which sexual assault prevention programs are utilized on the campus. The different types of

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prevention programs are workshops, campaigns, seminars, and other methods of education. These participants expressed how their university handles sexual assault cases differently and which other departments take part in addressing sexual assaults.

The scope of responsibilities differed for each participant since the university sizes are different. The size of the student population of the university differs and the number of campuses that they have. University A is a large private university in a suburban setting; University B is a mid-size university in an urban setting; and University C is a large university in an urban setting. Each university has different student cohorts from different student demographics. Each university shared different ways on how their jobs are different on their day-to-day basis. The university shared how their department sizes are different from each other and how much help they receive from other people. Some of the Title IX coordinators have other job responsibilities on campus. By looking at the differences, it allows for data to be compared on how Title IX coordinators from different universities all have different jobs.

The results from this study help analyze the changes that can be implemented for sexual assault prevention programs and how to better assist the Title IX coordinators. It shows how connections were formed when looking into the data such as the Title IX coordinators' points of view on certain topics. While collecting data, a few surprising findings were discovered. These discoveries include gaps in knowledge that the Title IX coordinators have regarding their own departments, and the discoveries deepen the connection between the four themes. The findings predict future research regarding the three core themes.

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Conclusion

Chapter Four explored the research questions, theories, and interviews. Three participants were interviewed to formulate the theories. The research questions analyzed how the Title IX coordinators in New Jersey allocate funding and start up sexual assault prevention programs. All three participants worked for their universities for a few years as Title IX coordinators, and all three were women.

The results from this study help analyze the changes that can be implemented for sexual assault prevention programs and how to better assist the Title IX coordinators. It shows how connections were formed when looking into the data such as the Title IX coordinators' points of view on certain topics. While collecting data, a few surprising findings were discovered. These discoveries include gaps in knowledge that the Title IX coordinators have regarding their own departments and the discoveries deepen the connection between the three themes. The findings predict future research regarding the three core themes.

The analysis developed common themes during their interviews. The different types of theories mentioned are bystander intervention theory, rape myth theory, and social learning theory. The three themes are (a) educational programs, (b) assessments, and (c) funding for sexual assault prevention. Sexual assault prevention programs use educational programs and assessments to ensure that they are meeting the Title IX department's goals regarding sexual assault prevention. These themes were concluded due to common subjects that were discussed during the interview process which explored how Title IX coordinators run their sexual assault prevention programs and ensured that the coordinators and departments are following Title IX policies.

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The universities were chosen due to the different university cohorts and department sizes. However, they were also chosen due to the similarities in each role. All three participants explained how the Title IX funding is disbursed to the department and how the department utilizes different types of sexual assault prevention programs. By looking into points of view on how to expand sexual assault prevention programs, it allows for different ideas to be shared on how to handle sexual assault cases and show different methods on sexual assault prevention education. This chapter focused on the analysis aggregated and themes formed from the interviews. Chapter Five discusses the next possible steps that a Title IX coordinator can take to improve their program, and the next chapter concludes the dissertation.

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Chapter 5: Discussion

Introduction

Sexual assault prevention is an important topic that needs to be discussed. People have different perspectives on how universities handle sexual assault cases, but by interviewing Title IX coordinators, it allowed for the Title IX coordinators to explain their university's approach to covering sexual assault and sexual assault prevention. These interviews can help sexual assault testimonies understand how the Title IX coordinators have the students' best interests in mind for every decision they make. This study helped look at how Title IX enforces sexual assault prevention and instills Title IX policies.

Title IX coordinators are responsible for having in place sexual assault prevention training. The Title IX coordinator interviews analyzed the different methods and approaches the Title IX coordinators take on sexual assault prevention education, training, and funding. In order to receive Title IX funding, the university must enforce Title IX policies that are put in place by the government and university. The interviews gave the coordinators the chance to explain their reasoning as well as their point of view on various topics in conjunction with how they cross-collaborate with other organizations and university offices. This study can help connect previous research and become a catalyst for future research on Title IX funding, sexual assault prevention, and sexual assault analysis on college campuses.

The researcher created themes and categories based off the data collected during the interviews. The data uncovered similarities and differences between the sexual assault prevention programs in place at the universities. These data connections helped visualize

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how different Title IX coordinators created similar programs. The findings from the research determined that the theories in Chapter Two are correct. This chapter focuses on the researcher's experience conducting the research and discusses the difficulties, implications, recommendations, and findings that resulted from this study.

Summary of the Findings

This study interviewed three Title IX coordinators from different higher education institution cohorts. Each university has similarities and differences, including student demographics, faculty sizes, sexual assault prevention programs, and Title IX funding. Each university utilized different methods to educate their students on sexual assault prevention through trainings, campaigns, plays, or speaker events. These universities stressed the importance of receiving more funding to help run their programs and to help expand their capabilities on how to handle more sexual assault cases. One of the responsibilities as a Title IX coordinator is to ensure that the students feel comfortable and to maintain their privacy.

One of the findings from the research indicated that larger universities have larger Title IX departments, receive more funding, and are more equipped at running their sexual assault prevention programs. The larger universities segment responsibilities such as sexual assault prevention, research on sexual assault, and sexual assault education to different teams within the Title IX department. Smaller universities do not have this same luxury. Smaller Title IX departments mean fewer employees are doing more work. The larger universities can therefore expand on how they handle sexual assault cases. Public universities receive funding from the government for their Title IX office.

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The research has proven the need for more funding for sexual assault prevention for Title IX departments. The study demonstrated the important position that Title IX coordinators have on campus. However, their outreach is directly limited due to their financial status. All interviewed Title IX coordinators wished for more funding to handle more sexual assault cases, to create more sexual assault prevention programs and outreach, to hire more staff, and to expand the Title IX department. The interviews helped glean insight into how the Title IX coordinators run their sexual assault prevention programs.

One issue that the Title IX coordinators had at their universities was too much bureaucratic red tape. There are too many individuals and departments with oversight into the Title IX coordinators' programs. All universities have internal stakeholders that have an important voice in certain decisions such as funding, policies, and hiring strategies. In order for a Title IX coordinator to perform their duties, they have to get approval from multiple stakeholders from the university.

Another issue that the Title IX coordinators had was lack of bandwidth. The funding impacts hiring costs and can leave the department understaffed, which has an inverse correlation to the number of sexual assault cases that can be investigated in a timely manner by the Title IX coordinators. This study revealed how Title IX coordinators feel about the impact of their current programs and what changes they would like to implement. Chapter Five analyzes the data trends and research objects from Chapter Four to provide recommendations for future studies.

The research conducted in this study helped reveal the impact that Title IX coordinators have on their campus and the impact that additional funding would have on

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educating and protecting the students. The study explained how Title IX coordinators in New Jersey must follow Title IX policies and ensure that the university has the students' interests at the forefront of every conversation. Although sexual assaults have become an all-too-common crime for students who attend universities, the Title IX coordinators strive to create a safer, more inclusive community for the students. The research helped expand on the programs and policies that the Title IX coordinators have in place to address sexual assaults and sexual assault prevention, while also demonstrating the scope of impact that the Title IX coordinators have on the students.

The study analyzed the role of the Title IX coordinator as well as the accomplishments. The coordinators shared their personal and professional goals. By looking at how they accomplish their goals, the researcher gained insight on the daily life of a Title IX coordinator throughout a semester at their university. The study helped clarify what a coordinator accomplished in a single semester and what they envision they will accomplish in the near future.

The study conducted by the researcher can become a starting point for future researchers who decide to analyze the different point of views of Title IX coordinators. One point of view is how Title IX coordinators from different states conduct different sexual assault prevention programs and may have different sets of guidelines they must follow. The Title IX coordinators interviewed in this study were all employed by New Jersey universities and have been employed by their respective universities for an extended period of time which provides valuable insight into how they have changed the programs over a period of time as well as the evolution of the role of Title IX coordinator, including the increased importance of additional Title IX funding for the

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department to help extend the sexual assault prevention program. Title IX coordinators throughout New Jersey can use this research to change their existing programs or create new sexual assault prevention programs. This study can potentially persuade other potential researchers to expand on the topic of sexual assault prevention and the role of Title IX coordinators.

Relationship from Previous Research

The findings from this research complement previous studies by showing different ways that Title IX coordinators educate their students on bystander effect, rape myth, and other theories. These theories are taught to students to educate them on how to report sexual assault cases and how to handle sexual assaults that they witness. This study helped investigate what methods the Title IX coordinators use to educate students such as having campaigns, workshops, training modules, programs, and other methods. It highlighted the Title IX coordinators' point of view on their responsibilities as a Title IX coordinator and their perspective on the impact that their sexual assault prevention programs have on their campus. The different methods answer Research Question Four: How are colleges and universities meeting the Title IX standards for implementing their sexual assault prevention on their campus? by explaining how the methods align with Title IX standards. Analyzing this study in conjunction with previous studies can create a holistic picture of how different universities of various sizes implement their Title IX program. The findings from this study were similar to findings from previous studies since they both compared Title IX coordinators from various universities.

Previous studies on sexual assault prevention and Title IX departments have accounted for sexual assaults throughout the years, how universities educate students on

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sexual assaults, and the theories used to educate the students. These studies reviewed universities from across the United States of America. They investigated different methods on how sexual assault prevention was implemented at colleges and universities. This study is unique by focusing on the Title IX coordinator's perspective on the Title IX programs run by their department and how the coordinator would utilize additional funding to enhance their sexual assault educational programs. The interviews concentrated on how the Title IX coordinator educates the students on sexual assault and how the coordinator handles sexual assault cases that are brought to the Title IX department. The research addressed a need for more funding for the Title IX department by analyzing how Title IX coordinators operate and their perspective on the sexual assault prevention programs.

Finding Relationship with Theories

The findings from this research complement previous studies by showing different ways that Title IX coordinators educate their students on bystander effect, rape myth, and social learning. These theories are taught to students to educate them on how to report sexual assault cases and how to handle sexual assaults that they witness. This study helped look into what methods the Title IX coordinators use to educate students such as having campaigns, workshops, training modules, programs, and other methods. It highlighted the Title IX coordinators' point of view on their responsibilities as a Title IX coordinator and their perspective on the impact that their sexual assault prevention programs have on their campus. The different methods answer Research Question Four, how are colleges and universities meeting the Title IX standards for implementing their sexual assault prevention on their campus? by explaining how the methods align with

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Title IX standards. Analyzing this study in conjunction with previous studies can create a holistic picture of how different universities of various sizes implement their Title IX program. The findings from this study were similar to findings from previous studies since they both compared Title IX coordinators from various universities.

Implications

The primary purpose for conducting this study is to give prospective students insight into how a Title IX coordinator runs sexual assault prevention education within the confines of the Title IX legislation and the Title IX department. Government officials create policies and laws that Title IX coordinators must abide by. The Title IX coordinators are responsible for enforcing Title IX policies and ensuring no sexual discrimination in the educational programs. Federal and state laws influence these programs since the law ensures that universities follow sexual assault guidelines and report sexual assaults to the police. Title IX coordinators must legally follow these guidelines to ensure that each sexual assault case is handled appropriately and reported to the correct officials in a timely manner. The Title IX policies and laws guarantee protection and support for the victims of sexual assault. Title IX policies provide guidelines on how to address sexual assault cases. The Title IX coordinators must follow Title IX policies or risk losing funding tied to Title IX.

This research is important since students have come forward with sexual assaults on campus by students, faculty, staff, and strangers. The increase in reported sexual assaults can be attributed to a few reasons. The first is that universities provide better training to identify sexual assaults and allow a safe space for victims to report the crime. The second is Title IX departments are more adept at handling sexual assaults. The third

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is that students feel more comfortable reporting their own sexual assaults when they see other people come forward and have no adverse consequences.

All the interviewed Title IX coordinators understood the limitations of their position and department due to the amount of funding provided to them. All three coordinators requested more funding, resources, and help from university officials. By having more funding, they can address sexual assaults at a quicker pace. Title IX coordinators must work cross-departmentally on campus such as with campus police, legal counsel, medical staff, and higher university officials. This impedes the speed with which cases can get resolved regarding Title IX matters. Throughout the entire process, the Title IX coordinators must have the victim's best interest in mind.

This is a heavy topic to address since the students undergo extreme trauma and may develop PTSD while discussing their sexual assault while the people close to them feel helpless in resolving the case. It is a heavy topic that many people do not want to address directly due to the sadness of many students who have gone through being sexually assaulted or know somebody who has. The primary concern the researcher has is people who criticize focusing on the sexual assault topic. Many people would not want to talk about this topic due to the nature that sexual assault can cause criticism for universities.

Limitations of the Study

Anticipated criticism of this research is not wanting to address sexual assault that takes place in universities. Having a higher percentage of sexual assaults on campus could show more sexual assault taking place on campus or more students are coming forward about being sexually assaulted. By having low sexual assaults, it makes

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universities look like they are safe and are doing a great job preventing sexual assaults. Many people do not want to address this topic due to the legality and the university's public image on sexual assaults that have taken place on their campus.

Conducting the interviews remotely in a Zoom interview limited the capability of the researcher. This prevented the researcher from analyzing the body language of the interviewee or allowing for a personal connection. The online setting for the interview meant that the interviewee could drop the call at any moment. In an office interview, the interviewee would have to excuse themselves from the table, which would allow a few more moments for the interviewer to walk with the interviewee to the exit. The remote interview also meant that a network error could abruptly end the interview. It is impossible to know for certain that the interviewee was fully focused on the interview. This was evident by some interviewees requesting to speed up the interview or providing short answers to each question. Lastly, the online setting could not eliminate white noise or abrupt interruptions. In an office setting, the door to the meeting would be closed to indicate to outsiders not to walk into the room without knocking first. Online interviews do not offer this level of privacy.

Due to HIPPA laws and Title IX guidelines, Title IX coordinators cannot provide feedback on reported sexual assaults by the students at their university. They cannot disclose personal information of students. They could not answer whether sexual assaults took place at their university, how many, nor could they share their experiences talking to the sexual assault victims. However, the Title IX coordinators explained their experiences and stated that they have formed platonic relationships with students.

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The findings of this study are restricted due to the small pool of participants. It was important to find participants from three New Jersey higher education institutions. The Title IX coordinators were chosen due to the size of the universities and how their Title IX department addresses sexual assaults. It was important to interview Title IX coordinators with direct knowledge about the sexual assault prevention programs offered by the university. However, some of the eligible applicants refused to participate in the study, due to the potential liability that the participant's answers could bring to the university and the Title IX department. All participants refused to share their name or university to prevent future litigious issues. Some of the potential participants were recently hired or promoted to Title IX coordinator which limits the amount of knowledge the individual has regarding the Title IX department and sexual assault prevention programs offered by the university. The small sample size of potential applicants became even smaller after accounting for these limitations.

Recommendations

Recommendation to Expand on Sexual Assault Prevention Education

Title IX coordinators should continue to expand on the sexual assault prevention programs offered by the department as well as respond in a timely way to each reported sexual assault case. Social media is a powerful tool that many students take for granted. The Title IX coordinators can conduct further outreach by utilizing these social media platforms. Each platform could reach a different cohort of students and educate the students on platforms that they use every day. These platforms include TikTok, Instagram, Facebook, Twitter, and email. Just about every student carries a phone on them. However, texting far outpaces calling for Generation Z. Offering a text-based

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reporting service would allow more privacy for each report as well as increase the time it takes for a student to file a case. All clubs, sports teams, Greek life organizations, and other organizations must provide sexual assault prevention programs every semester. These training sessions should be deemed mandatory. These required trainings can help students feel confident coming forward when they witness a sexual assault or other forms of harassment. The last recommendation is to provide an anonymous hotline to handle sexual assault cases. This hotline can be student and/or faculty led, and it would allow victims the chance to talk to someone with knowledge on how to report sexual assault as well as give the victim support. These recommendations can help expand student understanding on sexual assaults and can help students come forward.

Recommendations for Future Research

Future research based off this study could include students' awareness of the Title IX Department at their universities, such as if students understand what Title IX is and what does the Title IX department do at their university, do students know how to report sexual assault, to whom do they report the sexual assaults, and do they feel comfortable reporting sexual assaults? The universities can conduct further research to evaluate how to improve their sexual assault prevention programs, how the university can foster a safer environment for the students, and is there an increase in sexual assaults that have taken place at the university. The student feedback can be used as data points to understand the impact the Title IX department has on campus and whether the department deserves additional funding to expand existing programs and create potential programs and determine the validity of the reported sexual assault statistics. Is the number of reported sexual assaults that the school publishes accurate and how does the university compare to

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other universities within the same cohort? The sexual assault prevention programs can integrate the student feedback to highlight certain aspects of the programs and allow the Title IX coordinators to provide additional education and counseling, hire more staff, and expand the program's presence on campus to maximize the return on investment for the Title IX department and university. The Title IX coordinator can tailor their job to improve their performance on campus based off the student feedback. However, the student feedback and changes caused therefrom can only be achieved through additional funding for the Title IX department. Additional funding can fund additional research as well as Title IX coordinators for the campus.

The long-term progress of the Title IX department, specifically the viability of the sexual assault prevention program, can be conducted in a future study. The study can focus on the change per semester in reported sexual assaults and the impact changes to the sexual assault prevention programs have on campus, which changes to the sexual assault prevention programs had a positive impact, more educational, and increased the return-on-investment (ROI). Likewise, which changes had a negative impact on student life and decreased the ROI to the Title IX Department? This potential study can be conducted over a span of four to five years, eight to ten semesters to encompass a student's freshman year to expected graduation date. The study can analyze the long-term progress of the Title IX coordinators.

Additionally, a study can be conducted to analyze the career of the Title IX coordinators and determine the turnover rates, retention rates, and expected career plans for Title IX coordinators. What is the overall happiness and mental state of the coordinators while working in an understaffed department in a high-stress position

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handling intense sexual assault cases? High retention rates are important for every workplace, especially in the Title IX department where discretion and consistency are important to the students. Accommodating the mental state of the Title IX coordinators can help ensure that the Title IX office is distributing funding and resources appropriately.

Recommendations for Future Policy Changes

Universities should implement policies that directly benefit the students. Federal law mandates that universities report sexual assaults and to address sexual misconduct that take place on campus. The Clery Act and Violence Against women Act address sexual violence, but the universities must enact stricter policies to support the sexual assault survivors (NAICU). The Clery Act additionally requires universities to publish their crime statistics that take place at their institution. The Violence Against Women Act, which was amended in 2022, is a federal program to help prevent and potentially stop sexual harassment, assault, and violent crimes such as stalking, dating violence, and sexual assault (Lynch,2018). The current Title IX policy that was passed during the Trump administration in 2020 supports the accused, which hinders the victim who may be fearful of reporting their sexual assault (NAICU). Legislators should enact additional laws to protect sexual assault victims. Victims who may be cautious reporting their sexual assault may be more likely to report it if they had additional rights and protections.

Additional funding for the Title IX department can allow the Title IX coordinators to implement new policies that may alleviate some of the anxiety that students may have while reporting their sexual assaults. The universities can enact policies that allow the sexual assault survivors to continue their education without fear of retaliation while

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holding the abuser accountable for the assault that took place on campus. For policy change to take place, people must come together to fight against sexual abuse in colleges and to demand policy changes.

Conclusion

The research uncovered the tasks that Title IX coordinators do on a daily, semester, and yearly basis while handling sexual assaults, educating the students on sexual assaults, and delegating tasks to their peers. Ideally, the findings of the research can produce new policies to protect sexual assault victims and increase awareness of the need for robust sexual assault prevention programs. The Title IX coordinators shared their experiences working at their universities and shared their opinions about various aspects of the Title IX Department and sexual assault prevention programs. The coordinators shared insight into how they would improve their departments, programs, and individual responsibilities. However, the single most important impact to their position would be additional funding to hire more coordinators, expand the repertoire of programs offered to students, and uncover new ways to address sexual assault on campus. This study has provided an outlook on the perspective of sexual assault prevention through the first-hand accounts of Title IX coordinators.

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