

Victims' Use of Resources, Evaluation of Resources, and Reasons for Not Using Resources

Authors

Bonnie S. Fisher, University of Cincinnati
Sam Peterson, University of Cincinnati
David Cantor, Westat



July 25, 2016

Prepared for:
The Association of American Universities

Prepared by:
Westat
An Employee-Owned Research Corporation[®]
1600 Research Boulevard
Rockville, Maryland 20850-3129
(301) 251-1500

This page is intentionally blank

Table of Contents

<u>Chapter</u>		<u>Page</u>
	Executive Summary.....	xix
	Contacting Resources for Victims of Nonconsensual Sexual Contact.....	xxi
	Victims’ Satisfaction with the Resource They Contacted	xxviii
	Contacting Resources for Victims of Stalking.....	xxxvi
	Victims’ Satisfaction with the Resource They Contacted	xxxvii
	Contacting Resources for Victims of Sexual Harassment	xxxviii
	Victims’ Satisfaction with the Resource They Contacted	xxxix
	Contacting Resources for Victims of Intimate Partner Violence.....	xli
	Victims’ Satisfaction with the Resource They Contacted	xlii
1	Introduction	1
	1.1 AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct	3
	1.2 Current Report	4
2	Utilizing Support and Helping Resources in the Aftermath of Nonconsensual Sexual Contact Victimization	7
	2.1 Victims Contacting Resources in the Aftermath of Victimization.....	8
	2.2 Types of Resources Contacted.....	10
3	Resources Students Contacted in the Aftermath of Nonconsensual Sexual Contact Incidents Involving Force or Incapacitation.....	12
	3.1 Overview of Measurement Approach	12
	3.1.1 Measuring Nonconsensual Sexual Contact.....	12
	3.1.2 Detailed Incident Form for Nonconsensual Sexual Contact.....	13
	3.2 Percent Contacting a Resource and Number of Resources Contacted	15
	3.3 Types of Resources Contacted by Victims During Current School Year.....	17

<u>Chapter</u>		<u>Page</u>
	3.4 Summary of Students Contacting Resources.....	27
	3.4.1 Number of Resources Contacted.....	27
	3.4.2 Types of Resources Contacted.....	28
4	Predictors of Contacting Resources.....	30
	4.1 Multivariate Models of Victims' Contacting Behavior.....	32
	4.1.1 Predictors.....	33
	4.1.2 Results for Forcible Penetration.....	35
	4.1.3 Predictors of Contacting Resources Penetration While Incapacitated.....	37
	4.2 Contacting Campus Security Authority.....	38
	4.2.1 Predictors of Contacting CAs for Forcible Penetration.....	39
	4.2.2 Predictors of Contacting CAs for Penetration While Incapacitated.....	42
5	Victims' Satisfaction with the Resource They Contacted.....	45
	5.1 Measures.....	45
	5.2 Usefulness of Resource in Helping Victims.....	46
	5.3 Respecting Victims.....	50
	5.4 Helping the Victims Understand Options Going Forward.....	54
	5.5 Pressure to Proceed or Not Proceed with Further Reporting or Adjudication.....	58
	5.6 Type of Pressure Felt.....	61
6	Reasons for Not Ever Contacting Anyone at the School for Victims of Nonconsensual Sexual Contact by Force or Incapacitation.....	65
	6.1 AAU Survey Questions.....	65
	6.2 Results by Type of Incident.....	66
	6.2.1 Forcible Penetration.....	66
	6.2.2 Penetration While Incapacitated.....	68

<u>Chapter</u>		<u>Page</u>
	6.2.3 Forcible Sexual Touching.....	71
	6.2.4 Sexual Touching While Incapacitated.....	73
	6.3 “Not Serious Enough to Report” and Other Reasons for Not Ever Contacting Anyone at the School.....	76
7	Utilizing Support and Helping Resources in the Aftermath of Stalking Victimization	79
	7.1 AAU Measure of Stalking.....	80
	7.2 Number of Resources Victims Contacted During the Current School Year	82
	7.3 Types of Resources Contacted By Victims During Current School Year	84
	7.4 Usefulness of Resource in Helping Victims.....	87
	7.5 Reasons for Not Ever Contacting Anyone at the School.....	88
	7.5.1 Most Common Reasons	89
	7.5.2 “Not Serious Enough to Report” and Other Reasons for Not Ever Contacting Anyone at the School.....	91
8	Utilizing Support and Helping Resources in the Aftermath of Sexual Harassment.....	93
	8.1 AAU Measure of Harassment.....	94
	8.2 Number of Resources Victims Contacted During the Current School Year	96
	8.3 Types of Resources Contacted By Victims During Current School Year	98
	8.4 Usefulness of Resource in Helping Victims.....	100
	8.5 Reasons for Not Ever Contacting Anyone at the School.....	103
	8.5.1 Most Common Reasons	103
	8.5.2 “Not Serious Enough to Report” and Other Reasons for Not Ever Contacting Anyone at the School.....	106

<u>Chapter</u>		<u>Page</u>
9	Utilizing Support and Helping Resources in the Aftermath of Intimate Partner Violence	108
	9.1 AAU Measure of Intimate Partner Violence	109
	9.2 Number of Resources Victims Contacted During the Current School Year	111
	9.3 Types of Resources Victims Contacted During the Current School Year	112
	9.4 Usefulness of Resource in Helping Victims.....	115
	9.5 Reasons for Not Ever Contacting Anyone at the School.....	118
	9.5.1 Most Common Reasons	118
	9.5.2 “Not Serious Enough to Report” and Other Reasons for Not Ever Contacting Anyone at the School.....	120
	References.....	122

List of Appendixes

A	AAU Analysis Report Tables.....	128
B	Variable Coding for Multivariate Models.....	171
C	Forcible Penetration: Multivariate Model Results.....	177
D	Penetration While Incapacitated: Multivariate Model Results	182
E	Emails Sent to Campuses Requesting Campus Security Authority (CA) Designations	187
F	AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct	191

List of Tables

<u>Tables</u>		<u>Page</u>
4-1	Forcible Penetration: Logistic Regression Models Predicting Contacting Outcomes	40
4-2	Penetration While Incapacitated: Logistic Regression Models Predicting Contacting Outcomes	43
6-1	Nonconsensual Sexual Contact: Bivariate Associations Between “Not Serious Enough to Report” and Other Reasons for not Reporting	77
7-1	Stalking: Associations Between “Not Serious Enough to Report” and Other Reasons for not Reporting.....	92
8-1	Harassment: Bivariate Associations Between “Not Serious Enough to Report” and Other Reasons for not Reporting	107
9-1	Intimate Partner Violence: Bivariate Associations Between “Not Serious Enough to Report” and Other Reasons for not Reporting	121

Appendix Tables

<u>Tables</u>	<u>Page</u>
A1a	Number of Resources Contacted in the Current School Year: Penetration, Physical Force..... 128
A1b	Number of Resources Contacted in the Current School Year: Penetration, Incapacitation..... 128
A1c	Number of Resources Contacted in the Current School Year: Sexual Touching, Physical Force..... 129
A1d	Number of Resources Contacted in the Current School Year: Sexual Touching, Incapacitation..... 129
A2a	Number of Resources Contacted in the Current School Year: Harassment..... 130
A2b	Number of Resources Contacted in the Current School Year: Stalking..... 130
A2c	Number of Resources Contacted in the Current School Year: Intimate Partner Violence 131
A3a	Resources Contacted in the Current School Year: Penetration, Physical Force 132
A3b	Resources Contacted in the Current School Year: Penetration, Incapacitation..... 133
A3c	Resources Contacted in the Current School Year: Sexual Touching, Physical Force 134
A3d	Resources Contacted in the Current School Year: Sexual Touching, Incapacitation..... 135
A3e	Resources Contacted in the Current School Year: Harassment..... 136
A3f	Resources Contacted in the Current School Year: Stalking..... 137
A3g	Resources Contacted in the Current School Year: Intimate Partner Violence 138

**Appendix Tables
(continued)**

<u>Tables</u>	<u>Page</u>
A4a Proportion of Respondents Who Felt the Resource They Contacted in the Current School Year Was Useful: Penetration, Physical Force	139
A4b Proportion of Respondents Who Felt the Resource They Contacted in the Current School Year Was Useful: Penetration, Incapacitation.....	140
A4c Proportion of Respondents Who Felt the Resource They Contacted in the Current School Year Was Useful: Sexual Touching, Physical Force	141
A4d Proportion of Respondents Who Felt the Resource They Contacted in the Current School Year Was Useful: Sexual Touching, Incapacitation.....	142
A4e Proportion of Respondents Who Felt the Resource They Contacted in the Current School Year Was Useful: Harassment.....	143
A4f Proportion of Respondents Who Felt the Resource They Contacted in the Current School Year Was Useful: Stalking.....	144
A4g Proportion of Respondents Who Felt the Resource They Contacted in the Current School Year Was Useful: Intimate Partner Violence	145
A5a Whether Victims Felt Pressured by the Resource they Contacted to Proceed or Not Proceed with Further Reporting or Adjudication: Penetration, Physical Force	146
A5b Whether Victims Felt Pressured by the Resource they Contacted to Proceed or Not Proceed with Further Reporting or Adjudication: Penetration, Incapacitation.....	147
A5c Whether Victims Felt Pressured by the Resource they Contacted to Proceed or Not Proceed with Further Reporting or Adjudication: Sexual Touching, Physical Force	148

**Appendix Tables
(continued)**

<u>Tables</u>	<u>Page</u>
A5d	Whether Victims Felt Pressured by the Resource they Contacted to Proceed or Not Proceed with Further Reporting or Adjudication: Sexual Touching, Incapacitation..... 149
A6a	Whether Victims Felt Pressure From the Resource They Contacted to Proceed with Further Reporting or Adjudication: Penetration, Physical Force..... 150
A6b	Whether Victims Felt Pressure From the Resource They Contacted to Proceed with Further Reporting or Adjudication: Penetration, Incapacitation..... 151
A6c	Whether Victims Felt Pressure From the Resource They Contacted to Proceed with Further Reporting or Adjudication: Sexual Touching, Physical Force..... 152
A6d	Whether Victims Felt Pressure From the Resource They Contacted to Proceed with Further Reporting or Adjudication: Sexual Touching, Incapacitation..... 153
A7a	Proportion of Students Who Reported That the Resource They Contacted Respected Them: Penetration, Physical Force..... 154
A7b	Proportion of Students Who Reported That the Resource They Contacted Respected Them: Penetration, Incapacitation: Sexual Touching, Physical Force..... 155
A7c	Proportion of Students Who Reported That the Resource They Contacted Respected Them: Sexual Touching, Physical Force..... 156
A7d	Proportion of Students Who Reported That the Resource They Contacted Respected Them: Sexual Touching, Incapacitation..... 157
A8a	Proportion of Students who Felt the Resource They Contacted Helped Them Understand Their Options Going Forward: Penetration, Physical Force..... 158
A8b	Proportion of Students who Felt the Resource They Contacted Helped Them Understand Their Options Going Forward: Penetration, Incapacitation..... 159

**Appendix Tables
(continued)**

<u>Tables</u>	<u>Page</u>
A8c Proportion of Students who Felt the Resource They Contacted Helped Them Understand Their Options Going Forward: Sexual Touching, Physical Force	160
A8d Proportion of Students who Felt the Resource They Contacted Helped Them Understand Their Options Going Forward: Sexual Touching, Incapacitation.....	161
A9c Reasons for Not Ever Contacting Anyone at the School: Sexual Touching, Physical Force	164
A9d Reasons for Not Ever Contacting Anyone at the School: Sexual Touching, Incapacitation.....	165
A9e Reasons for Not Ever Contacting Anyone at the School: Harassment.....	166
A9f Reasons for Not Ever Contacting Anyone at the School: Stalking	167
A9g Reasons for Not Ever Contacting Anyone at the School: Intimate Partner Violence	168

List of Figures

<u>Figures</u>	<u>Page</u>	
3.2-1	Nonconsensual Sexual Contact: Percent of Students Contacting Any Resource in the Current School Year.....	15
3.2-2	Nonconsensual Sexual Contact: Percent of Students Contacting One, Two, or Three or More Resources in the Current School Year.....	16
3.3-1	Forcible Penetration: Of Those Contacting Any Resource, Percent of Victims Contacting on Campus Versus Off Campus Resources	18
3.3-2	Forcible Penetration: Percent of Victims Contacting Any On Campus Resource Who Contacted Various Resources	19
3.3-3	Forcible Penetration: Percent of Victims Contacting Any Off Campus Resource Who Contacted Various Resources	20
3.3-4	Nonconsensual Sexual Contact: Percent of Victims Contacting Any Off Campus Resource Who Contacted Local Police	20
3.3-5	Penetration While Incapacitated: Of Those Contacting Any Resource, Percent of Victims Contacting On Campus Versus Off Campus Resources	21
3.3-6	Penetration While Incapacitated: percent of Victims Contacting Any On Campus Resource Who Contacted Various Resources.....	22
3.3-7	Penetration While Incapacitated: Percent of Victims Contacting Any Off Campus Resource Who Contacted Various Resources	22
3.3-8	Forcible Sexual Touching: Of Those Contacting Any Resource, Percent of Victims Contacting On Campus Versus Off Campus Resources	23
3.3-9	Forcible Sexual Touching: Percent of Victims Contacting Any On Campus Resource Who Contacted Various Resources	24
3.3-10	Forcible Sexual Touching: Percent of Victims Contacting Any Off Campus Resource Who Contacted Various Resources.....	24

<u>Figures</u>	<u>Page</u>
3.3-11 Sexual Touching While Incapacitated: Of Those Contacting Any Resource, Percent of Victims Contacting On Campus Versus Off Campus Resources	25
3.3-12 Sexual Touching While Incapacitated: Percent of Victims Contacting Any On Campus Resource Who Contacted Various Resources	26
3.3-13 Sexual Touching While Incapacitated: Percent of Victims Contacting Any Off Campus Resource Who Contacted Various Resources	26
5.2-1 Percent of Victims Who Felt the Resource was Useful.....	46
5.2-2 Forcible Penetration: Percent of Victims Who Perceived the Resource as Useful	48
5.2-3 Penetration While Incapacitated: Percent of Victims Who Perceived the Resource as Useful.....	49
5.2-4 Forcible Sexual Touching: Percent of Victims Who Perceived the Resource as Useful	49
5.2-5 Penetration While Incapacitated: Percent of Victims Who Perceived the Resource as Useful.....	50
5.3-1 Percent of Victims Who Felt the Resource was Respectful.....	51
5.3-2 Forcible Penetration: Percent of Victims Who Felt the Resource was Respectful.....	52
5.3-3 Penetration While Incapacitated: Percent of Victims Who Felt the Resource was Respectful.....	53
5.3-4 Forcible Sexual Touching: Percent of Victims Who Felt the Resource was Respectful	53
5.3-5 Sexual Touching While Incapacitated: Percent of Victims Who Felt the Resource was Respectful.....	54

<u>Figures</u>	<u>Page</u>
5.4-1 Percent of Victims Who Felt the Resource Helped Them Understand Their Options Going Forward	55
5.4-2 Forcible Penetration: Percent of Victims Who Felt that the Resource Helped Them Understand Their Options Going Forward.....	56
5.4-3 Penetration While Incapacitated: Percent of Victims Who Felt that the Resource Helped Them Understand Their Options Going Forward.....	57
5.4-4 Forcible Sexual Touching: Percent of Victims Who Felt that the Resource Helped Them Understand Their Options Going Forward.....	57
5.4-5 Sexual Touching While Incapacitated: Percent of Victims Who Felt that the Resource Helped Them Understand Their Options Going Forward.....	58
5.5-1 Percent of Victims Who Felt Pressure to Proceed or Not to Proceed with Further Reporting or Adjudication.....	59
5.5-2 Forcible Penetration: Percent of Victims Who Felt Pressure to Proceed or Not to Proceed with Further Reporting or Adjudication	60
5.5-3 Penetration While Incapacitated: Percent of Victims Who Felt Pressure to Proceed or Not to Proceed with Further Reporting or Adjudication	60
5.5-4 Forcible Sexual Touching: Percent of Victims Who Felt Pressure to Proceed or Not to Proceed with Further Reporting or Adjudication	61
5.5-5 Sexual Touching While Incapacitated: Percent of Victims Who Felt Pressure to Proceed or Not to Proceed with Further Reporting or Adjudication.....	61
5.6-1 Percent of Victims Who Felt Pressure to Proceed with Further Reporting or Adjudication.....	62

<u>Figures</u>	<u>Page</u>
5.6-2 Forcible Penetration: Percent of Victims Who Felt Pressure to Proceed with Further Reporting or Adjudication.....	63
5.6-3 Penetration While Incapacitated: Percent of Victims Who Felt Pressure to Proceed with Further Reporting or Adjudication.....	63
5.6-4 Forcible Sexual Touching: Percent of Victims Who Felt Pressure to Proceed Further Reporting or Adjudication.....	64
6.1-1 Nonconsensual Sexual Contact: Percent of Victims Who Did Not Contact Any Resource Since Entering College.....	66
6.2-1 Forcible Penetration: Victims' Reasons for Not Ever Contacting Anyone at the School.....	67
6.2-2 Forcible Penetration: Percent of Victims Who Did Not Think Victimization was Serious Enough to Report.....	68
6.2-3 Penetration While Incapacitated: Victims' Reasons for Not Ever Contacting Anyone at the School.....	69
6.2-4 Penetration While Incapacitated: Percent of Victims Who Did Not Think Victimization was Serious Enough to Report.....	70
6.2-5 Forcible Sexual Touching: Victims' Reasons for Not Ever Contacting Anyone at the School.....	72
6.2-6 Forcible Sexual Touching: Percent of Victims Who Did Not Think Victimization was Serious Enough to Report.....	73
6.2-7 Sexual Touching While Incapacitated: Victims' Reasons for Not Ever Contacting Anyone at the School.....	74
6.2-8 Sexual Touching While Incapacitated: Percent of Students Who Did Not Think Victimization was Serious Enough to Report.....	75
7.2-1 Stalking: Percent of Victims Contacting Any Resource in the Current School Year.....	83
7.2-2 Stalking: Percent of Victims Contacting One, Two, or Three or More Resources in the Current School Year.....	84

<u>Figures</u>	<u>Page</u>
7.3-1 Stalking: Of Those Contacting Any Resource, Percent of Victims Contacting On Campus Versus Off Campus Resources.....	85
7.3-2 Stalking: Percent of Victims Contacting Any On Campus Resource Who Contacted Various Resources.....	86
7.3-3 Stalking: Percent of Victims Contacting Any Off Campus Resource Who Contacted Various Resources.....	86
7.4-1 Stalking: Percent of Victims Who Felt The Resource was Useful	87
7.4-2 Stalking: Percent of Victims Who Felt the Resource Was Useful.....	88
7.5-1 Stalking: Percent of Victims Who Did not Contact Any Resource	89
7.5-2 Stalking: Victims' Reasons for Not Ever Contacting Anyone at the School	90
7.5-3 Stalking: Percent of Students Who Did Not Think Victimization was Serious Enough to Report.....	91
8.2-1 Harassment: Percent of Students Contacting Any Resource in the Current School Year.....	97
8.2-2 Harassment: Percent of Victims Contacting One, Two, or Three or More Resources in the Current School Year.....	97
8.3-1 Harassment: Of Those Contacting Any Resource, Percent of Victims Contacting On Campus Versus Off Campus Resources.....	98
8.3-2 Harassment: Percent of Victims Who Contacted Any On Campus Resource Who Contacted Various Resources	99
8.3-3 Harassment: Percent of Victims Contacting Any Off Campus Resource Who Contacted Various Resources.....	100
8.4-1 Harassment: Percent of Victims Who Felt The Resource was Useful	101
8.4-2 Harassment: Percent of Victims Who Perceived the On Campus Resource as Useful	102

<u>Figures</u>	<u>Page</u>
8.4-3 Harassment: Percent of Victims Who Perceived the Off Campus Resource as Useful	103
8.5-1 Harassment: Percent of Victims Who Did not Contact Any Resource.....	104
8.5-2 Harassment: Victims' Reasons for Not Ever Contacting Anyone at the School.....	105
8.5-3 Harassment: Percent of Students Who Did Not Think Victimization was Serious Enough to Report	106
9.2-1 Intimate Partner Violence: Percent of Students Contacting Any Resource in the Current School Year	111
9.2-2 Intimate Partner Violence: Percent of Victims Contacting One, Two, or Three or More Resources in the Current School Year.....	112
9.3-1 Intimate Partner Violence: Of Those Contacting Any Resource, Percent of Victims Contacting On Campus Versus Off Campus Resources	113
9.3-2 Intimate Partner Violence: Percent of Victims Contacting Any On Campus Resource Who Contacted Various Resources	114
9.3-3 Intimate Partner Violence: Percent of Victims Contacting Any Off Campus Resource Who Contacted Various Resources.....	115
9.4-1 Intimate Partner Violence: Percent of Victims Who Felt The Resource was Useful	116
9.4-2 Intimate Partner Violence: Percent of Victims Who Perceived the On Campus Resource as Useful.....	117
9.4-3 Intimate Partner Violence: Percent of Victims Who Perceived the Off Campus Resource as Useful	117
9.5-1 Intimate Partner Violence: Percent of Victims Who Did not Contact Any Resource	118

<u>Figures</u>		<u>Page</u>
9.5-2	Intimate Partner Violence: Victims' Reasons for Not Ever Contacting Anyone at the School	119
9.5-3	Intimate Partner Violence: Percent of Students Who Did Not Think Victimization was Serious Enough to Report	120

Executive Summary

There are a variety of on- and off-campus resources to support and help university students in the aftermath of nonconsensual sexual contact, stalking, sexual harassment or intimate partner violence. These resources range from those concerned with holding the offender accountable (e.g., the Title IX coordinator, campus or local police, student affairs, judicial processes) to those concerned with assisting the victim with the consequences of the incident (e.g., medical services, mental health services, victim advocates). Despite federal legislation requiring the availability of resources to these victims, little is known about how different types of students (e.g., female undergraduates) use particular resources, when they use them, their satisfaction with these resources, and why some do not use resources in the aftermath of the victimization.

The current report addresses research questions for seven different kinds of sexual assault and sexual misconduct:

- Nonconsensual sexual contact
 - Forcible penetration;
 - Penetration while incapacitated;
 - Forcible sexual touching; and
 - Sexual touching while incapacitated.
- Stalking;
- Sexual harassment; and
- Intimate partner violence.

This report addresses four research questions by analyzing the Association of American Universities' *Campus Climate Survey on Sexual Assault and Sexual Misconduct* (hereafter referred to as the AAU survey):

- Do victims of nonconsensual sexual contact, stalking, sexual harassment or intimate partner violence (IPV) contact any on- or off-campus resources in the aftermath of their victimization?
 - If victims contacted any on-campus or off-campus resource, how many resources did they contact?
 - Which type(s) of on-campus or off-campus resources do victims contact?
- What are the incident, offender, victim and consequence characteristics that significantly predict nonconsensual sexual contact victims contacting any resource?
 - What are the characteristics that predict contacting any type of resource?
 - What are the characteristics that significantly predict victims contacting a *Clery Act* campus security authority?
- What is the level of victims' satisfaction with the resource(s) they contacted?
- What are the reasons given by victims for not ever contacting anyone at their institution of higher education (IHE) in the aftermath of the incident?

The AAU survey was administered in the spring of the 2014-2015 academic year to undergraduates, graduate students and professional students who were enrolled in one of the 27 participating IHEs (see Cantor et al., 2015). Over 150,000 students completed the survey, resulting in a response rate of 19 percent.

IHEs are in a unique position to provide services and deliver them on campus (or near campus) to college students. According to Posick, Agnich, Policastro, and Hatfield (2016), campuses are “often self-contained communities that provide their own medical, counseling, and other services for students” and hence, understanding students’ use and barriers to use of these resources is central to not only helping sexual assault, stalking, sexual harassment and IPV victims, but also important to the prevention of recurring victimization. Collectively, the findings in this report are important to campus administrators, service providers and victim advocates who routinely address the mental health, medical, and legal and other needs of victims of nonconsensual sexual contact, stalking, sexual harassment and IPV.

Contacting Resources for Victims of Nonconsensual Sexual Contact

Percent contacting a resource

- Across all the types of nonconsensual sexual contact, much larger percentages of victims who experienced penetration contacted at least one resource during the current school year compared to the victims of sexual touching.
 - Just over 27 percent (27.2%) of the victims of forcible penetration and 13.5 percent of the victims of penetration while incapacitated contacted any resource.
 - A much smaller percentage of victims who experienced sexual touching via force or while incapacitated contacted any resource (5.4% and 3.8%, respectively).
- Among victims of forcible penetration, two student groups—females and undergraduates identifying as TGQN—had significantly larger percentages of students who contacted any resource during the school year.
 - Regardless of student enrollment status, a larger percentage of females contacted any resource compared to their male counterparts.
 - A larger percentage of undergraduates identifying as TGQN had contacted at least one resource compared to either female or male undergraduates.
- Among victims of penetration while incapacitated, undergraduates are significantly more likely to contact any resource compared to their graduate and professional student counterparts (9.5% compared to 1.5%, respectively for males and 26.5% compared to 3.3%, respectively for students identifying as TGQN).
- For victims of forcible sexual touching, there are a significantly larger percentage of female graduates or professionals who contacted any resource during the school year compared to their undergraduate counterparts (9.7% compared to 5.4%).
 - Among victims of sexual touching while incapacitated, a slightly larger percentage of female graduate and professional students contacted any resource compared to their undergraduate counterparts (7.1% compared to 3.3%).

Number of resources contacted

- There were a number of on- and off-campus resources listed for each school (up to 10), yet the majority of victims of any type nonconsensual sexual contact by force or incapacitation contacted only one.
 - Victims of forcible penetration were more likely to contact more than one resource, with 20.8 percent contacting two resources and 18.2 percent contacting three or more resources.
 - Of the forcible penetration victims, the largest percentage of victims who contacted two or more resources was female undergraduates (42.3%). Undergraduates and graduates and professional students who identify as TGQN also had a large percentage of victims contacting two or more resources (51.8% and 55.9%) but their actual numbers are small relative to the number of female undergraduates who contacted two or more resources (67, 13, and 998, respectively).

Percent contacting types of on-campus and off-campus resources

- Of all the victims who contacted any resource after experiencing any type of nonconsensual sexual contact, the vast majority contacted on-campus resources when compared to off-campus resources, ranging from 92.5% to 98% of the victims.
 - Among females who experienced forcible penetration, there is a significantly larger percentage of undergraduates who contacted an on-campus resource compared to their graduate and professional counterparts (96.6% compared to 83.7%). This is also the case for female victims of penetration while incapacitated (98.7% compared to 90.3%) and victims of forcible sexual touching (93.8% compared to 84.7%).
 - Among victims of penetration while incapacitated, a significantly larger percentage of female graduate and professional students contacted off-campus resources compared to their undergraduate counterparts. Females, regardless of their enrollment status, were equally likely to contact local police, health services or victim services.
- Of those who contacted an on-campus resource, across all the types of victimization, the resource contacted by the largest percentage of victims of any type of nonconsensual contact was counseling (38.4% to 50.7%), followed by victim services (16.4% to 34.7%) and health centers (17.5% to 26.3%).
 - Among victims of forcible penetration, all victims in the student groups were characterized by the above pattern of contact, except male graduate and professional students; they most often contacted student affairs (27.8%), following by counseling (24.7%) and victim services (15.4%). This was also the pattern for victims of penetration while incapacitated.

- Of the victims who contacted an off-campus resource, the local police were contacted by a majority of forcible penetration victims (62.5%) and forcible sexual touching victims (57.7%). Victims of incapacitated penetration had the largest percentage of students contact victim services (42.4%). Victims of sexual touching while incapacitated had the largest percentage of students who contacted health services (40.2%).
 - Among victims of penetration while incapacitated, a significantly larger percentage of female graduate and professional students contacted an off-campus resource compared to their undergraduate counterparts (21.1% compared to 7.3%) but were equally likely to have contacted local police, health services or victim services.
- The percentage of victims contacting any on-campus resource who contacted the campus police¹ is smaller than the percentage contacting any off-campus resource who contacted the local police. Bear in mind the percentages across all types of nonconsensual sexual contact and within each student group are relative to the rate of victims contacting other on-campus or off-campus resources. Be mindful of the actual number of students in these two groups when making any comparison.
 - For example, 10.2 percent of victims of forcible penetration who contacted any on-campus resource contacted the campus police, while of those who contacted an off-campus resource, 62.5 percent contacted the local police. At first glance, one could interpret this as victims “favoring” contacting the local police more so than the campus police. Such an interpretation is a bit misleading since more victims contacted the campus police (n=315) compared with the number who contacted the local police (n=257). However, it does indicate that many of those using off-campus resources were primarily doing so to contact the police. Students were primarily turning to the on-campus resources to receive other types of services (e.g., counseling, health, victim services)

Significant predictors of contacting resources for victims of forcible penetration

A multivariate model predicting whether or not a victim of forcible penetration contacted any resource was estimated. The significant predictors were:

- Victim Characteristics
 - Freshmen, sophomores, and juniors were significantly less likely to contact any resource relative to graduate and professional students.
 - Victims living in a Greek housing were less likely to contact any resource relative to victims who lived in off campus housing.

¹ Three campuses did not provide campus police or campus security as an option in their list of possible resources.

- Incident Characteristics
 - Victims of forcible penetration who were victimized off campus were less likely to contact any resource compared to those victims who were victimized on campus.
- Offender Characteristics
 - Victims who had been involved or intimate with the offender at the time of the incident were more likely to contact any resources compared to victims in which the offender was not someone who they had a relationship with at the time of the incident.
- Consequences
 - Students who experienced a large number of psychological consequences as a result of their victimization were more likely to have ever contacted any resource compared to those who had experienced none or fewer such consequences.
 - Those who experienced any physical health consequence from their forcible penetration victimization were more likely to have contacted any resource compared to those who did not experience any physical health consequence.
 - Students who reported having experienced difficulty concentrating on studies, assignments or exams have increased odds of contacting resources relative to those who did not experience this difficulty.
 - Students who experienced at least one non-educational behavioral or psychological consequence had increased odds of contacting any resource relative to those who did report any such consequence.
- Knowledge of sexual assault and sexual misconduct reporting
 - Victims having a higher average of knowledge about sexual assault reporting had increased odds for contacting resources relative to those who had a lower mean. Those victims who, on average, were more knowledgeable about how sexual assault and sexual misconduct were defined, where to get help if they or someone they knew experienced sexual assault or sexual misconduct, where to make a report and the process once an incident report is made had an increased odds of contacting any resource.

Significant predictors of contacting resources for victims of penetration while incapacitated

A multivariate model predicting whether or not a victim of incapacitated penetration contacted any resource was estimated. The significant predictors were:

- Victim Characteristics
 - Sophomores were less likely to contact any resource compared to graduate and professional students.
- Incident Characteristics
 - Victims who suspected or were certain that they had been given alcohol or another drug without their knowledge or consent were significantly more likely to have contacted any resource compared to those who were not drugged.
- Offender Characteristics
 - None of the incident characteristics significantly predicted ever contacting any on- or off-campus resource.
- Consequences
 - Those who reported suffering more psychological consequences had increased odds of ever contacting a resource compared to those who did not experience psychological consequences.
 - Victims who experienced physical health outcomes as a result of the incident were more likely to contact any resource compared to those who had no such outcomes.
 - Those victims who reported having difficulty concentrating on studies, assignments or exams had increased odds of contacting any resource compared to those who did not have such difficulty.
- Knowledge of sexual assault and sexual misconduct reporting
 - Similar to the findings for victims of forcible penetration, those students who, on average, were more educated as to the defining and reporting sexual assault and sexual misconduct were more likely to have ever contacted any resource on or off campus.

Significant predictors of contacting a *Clergy Act* campus security authority (CA) among victims of forcible penetration

A multivariate model predicting whether or not a victim of forcible penetration contacted a CA was estimated. The significant predictors were:

- Victim Characteristics
 - Seniors were less likely to contact a CA in the aftermath of a forcible penetration victimization compared to graduate and professional students.
 - Victims of forcible penetration who lived on campus were more likely to contact a CA relative to those victims who lived off campus.
 - Victims who lived in “other” living situations also were more likely to contact a CA compared to those who lived off campus.
- Incident Characteristics
 - None of the incident characteristics were significant in predicting having ever contacted a CA.
- Offender Characteristics
 - Students who were victimized by teacher, advisor, co-worker, boss or supervisor were more likely to contact a CA compared to students who were victimized by an offender who was not a teacher, advisor, co-worker, boss, or supervisor.
- Consequences
 - None of the consequence characteristics significantly predicted having ever contacted a CA.
- Knowledge of sexual assault and sexual misconduct reporting
 - Victims having a higher average of knowledge about sexual assault reporting had increased odds of ever contacting a CA compared to those who had a lower mean knowledge. Those victims who, on average, were more knowledgeable about how sexual assault and sexual misconduct were defined, where to get help if they or someone they knew experienced sexual assault or sexual misconduct, where to make a report and the process once an incident report is made had an increased odds of contacting a CA.

Significant predictors of contacting a *Clery Act* campus security authority (CA) among victims of penetration while incapacitated

- Victim Characteristics
 - Freshman, black victims, and gays/lesbians were each less likely to contact a CA after experiencing nonconsensual penetration while incapacitated.
 - Victims who lived on campus had an increased probability of contacting a CA compared to those who lived off campus.
- Incident Characteristics
 - Incidents were less likely to be reported to a CA where only the victim or only the perpetrator was using drugs or alcohol prior to the incident relative to when both were using substances.
- Offender Characteristics
 - No offender characteristics were significant in predicting contacting a CA.
- Consequences
 - None of the consequences measures significantly predicted contacting a CA.
- Knowledge of sexual assault and sexual misconduct reporting
 - Victims having a higher average of knowledge about sexual assault reporting had increased odds for ever contacting a CA compared to those who had a lower mean knowledge. Those victims who, on average, were more knowledgeable about how sexual assault and sexual misconduct were defined, where to get help if they or someone they knew experienced sexual assault or sexual misconduct, where to make a report and the process once an incident report is made had an increased odds of ever contacting a CA.

Victims' Satisfaction with the Resource They Contacted

Usefulness of resources in helping victim

- Overall, a majority of the nonconsensual sexual contact victims who contacted at least one on- or off-campus resource during the current school year felt that the resource was 'very' or 'extremely' useful in helping the student.
- The percent of victims who contacted an on-campus resource and felt it was useful in helping them ranged from 62.1 percent (forcible penetration) to 66.2 percent (penetration while incapacitated).
 - Across the four student groups² overall, victims of forcible penetration felt that the on-campus resources that they had contacted were useful, ranging from 45.8 percent to 65.2 percent.
 - Of the three most contacted on-campus resources (counseling, victims services, and health center), a majority of victims of forcible penetration in each of the student groups felt that the resources had been useful in helping them.
 - A majority of victims of penetration while incapacitated who contacted an on-campus resource felt that the resource had been 'very' or 'extremely' useful in helping them. This was also the case for the three most contacted on-campus resources.
 - Just over 60 percent (62.9%) of the victims of forcible touching who contacted an on-campus resource felt that it had been useful in helping them. For each type of resource, including the top three most commonly contacted, a large percentage of these victims felt that resource was useful (ranging from 47.6% to 80.2%).
 - Victims of sexual touching while incapacitated also assessed positively the usefulness of on-campus resources in helping them in the aftermath of their incident.
- The percent of victims who considered the off-campus resource they contacted to be useful ranged from 39.9 percent (penetration while incapacitated) to 62.1 percent (sexual touching while incapacitated).
 - Around half of forcible penetration victims thought that the specific off-campus resource they contacted was useful, ranging from 39.6 percent (local police) to 56.9 percent (other). Among females who contacted any off-campus resource,

² Note that for males and students identifying as TGQN, undergraduates and graduate and professional students were combined due to small cell sizes.

more undergraduates felt the off-campus resources were useful (49.4%) compared to their graduate and professional counterparts (16.9%).³

- A minority (39.9%) of victims of penetration while incapacitated who contacted an off-campus resource felt the resource had been useful in helping them.
 - Among victims of forcible sexual touching who contacted an off-campus resource, only for victim services did a majority report the service being useful (91.3%).
 - Victims of sexual touching while incapacitated also provided a positive assessment for the off-campus resources that they contacted.
- Among the three on-campus resources contacted (counseling, victim services, health services) by the most victims of either type of penetration, from 49.0 percent to 83.1 percent felt that the resource was ‘very’ or ‘extremely’ useful in helping them. Victims of either type of sexual touching also felt that these three resources were useful, ranging from 46.0 percent to 86.8 percent.

Respecting the victim

- Overall, a large majority of the nonconsensual sexual contact victims who contacted at least one on- or off-campus resource during the current school year believed that the it was ‘good’, ‘very good’ or ‘excellent’ in respecting them.⁴
- Across the four types of nonconsensual sexual contact, a range of victims from 90.9 (forcible penetration) to 96.6 percent (penetration while incapacitated) who contacted an on-campus resource felt respected. Similarly, for each of the four types of victims, a large percentage felt that the on-campus resource that they had contacted was respectful to them.
- A large percentage of victims who contacted an off-campus resource felt that the resource had respected them, ranging from 82.2 percent (forcible penetration) to 96.8 percent (sexual touching while incapacitated). Similarly, among victims of any of the four types of nonconsensual sexual contact, a majority of students felt that the off-campus resource that they had contacted was respectful to them.
- Among the three most contacted resources on campus (counseling, victim services and health center), over 85 percent of the victims who contacted at least one thought the resource was respectful to them. Commonly contacted off-campus resources were assessed similarly, with a majority of students feeling the resource was respectful.

³ Caution is advised when making this comparison as the number of graduate and professional students is quite small (nine or less victims).

⁴ Note that due to the relatively small number of victims in either the male student or TGQN student groups, the overall total is largely comprised of the female undergraduate and graduate and professional students.

Helping the victim to understand options going forward

- Overall, all the nonconsensual sexual contact victims who contacted at least one resource since the beginning of the current school year felt that the resource was ‘good’, ‘very good’ or ‘excellent’ in helping them to understand their options going forward.⁵
- Those who felt this way for on-campus resources contacted ranged from 83.2 percent (forcible penetration) to 90.3 percent (sexual touching while incapacitated).
 - For forcible penetration victims, among the three student groups—females, males and those identifying as TGQN⁶—a large percentage who contacted any on-campus resource thought the resource was ‘good’, ‘very good’ or ‘excellent’ in helping them to understand their options going forward. This was also the case for victims of penetration while incapacitated.
- Those who had contacted an off-campus resource had a positive assessment, ranging from 68.0 percent (forcible penetration) to 92.9 percent (sexual touching while incapacitated).
 - For forcible penetration victims, among the three student groups—females, males and those identifying as TGQN⁷—a large percentage who contacted any off-campus resource thought the resource was ‘good’, ‘very good’ or ‘excellent’ in helping them to understand their options going forward. This was also the case of victims of penetration while incapacitated.
- For forcible sexual touching and sexual touching while incapacitated victims, a very large percent of females who experienced forcible sexual touching thought that either the on- or off-campus resource helped them to understand their options, 82.7 percent and 80.4 percent, respectively.⁸

⁵ Note that due to the relatively small number of victims in either the male student or TGQN student groups, the overall total is largely comprised of the female undergraduate and graduate and professional students.

⁶ Undergraduate and graduate and professional students were combined due to small number of victims in these categories who had contacted on- or off-campus resources and answered the question about respect.

⁷ Undergraduate and graduate and professional students were combined due to small number of victims in these categories who had contacted on- or off-campus resources and answered the question about respect.

⁸ The small number of these types of victims in the male student groups or students identifying as TGQN groups do not allow for any comparison across student groups.

Pressure to proceed or not proceed with further reporting or adjudication

- For forcible penetration, a larger percentage of victims felt pressured to proceed or not proceed by personnel at off-campus resources when compared to on-campus resources. (32.3% versus 16.8%).⁹
- For all the other three types of nonconsensual sexual contact victims, the percentage of victims who felt pressure by on-campus resources was comparable to the percentage who felt this way by off-campus resources.
- Among all who contacted at least one on-campus resource and experienced either type of penetration, 20 percent or more of the victims felt pressure to proceed or not to proceed with further reporting or adjudication by student affairs, Title IX, residence life, and campus police.
 - Of the forcible penetration victims who contacted an on-campus resource, 34.4 percent of the students felt pressure to proceed or not to proceed with further reporting or adjudication by student affairs, followed by 32.5 percent by Title IX, and 29.7 percent by residence life.
- Of all the victims who contacted at least one off-campus resource, the resource that had the largest percentage of victims of either type of penetration who felt pressure to proceed or not to proceed were local police.
 - Just over 44 percent of the forcible penetration victims felt that the local police had pressured them to further report.
- The three most contacted on-campus resources among victims of nonconsensual penetration (counseling, victim services and health services) had among the smallest percentage of students who felt pressure to proceed or not to proceed with further reporting or adjudication.
- Among these victims of nonconsensual penetration, the most contacted off-campus resource was the local police; this resource had among the largest percentage of victims who felt pressure to proceed or not to proceed with further reporting or adjudication.¹⁰

⁹ Note that due to the relatively small number of victims in three gender-enrollment status groups that these groups were collapsed across enrollment status; there were three gender groups. Both male student and those identifying as TGQN groups had a relatively small number of victims. The overall total for each type of nonconsensual sexual contact is largely comprised of the combined groups of female undergraduate students and graduate and professional students.

¹⁰ Resources that were contacted by very few students are not included in the figures. See Tables RQ2A-3C-FP through RQ2A-3C-IST for all percentages for whether the victim felt pressure to proceed or not proceed with further reporting or adjudication.

Type of pressure felt by victims

- Overall, of the on-campus resources contacted by the victims of nonconsensual penetration, a majority of students who reported feeling any pressure from the resource they contacted felt pressure to proceed with further reporting or adjudication compared to not proceeding.¹¹ A similar finding is evident among the off-campus resources contacted by victims of forcible penetration.
- Of the three on-campus resources (counseling, victim services and health services) contacted most often by victims of either type of penetration, over three-fourths of the students who reported feeling any pressure from the resource they contacted felt pressure to proceed with further actions.
 - Of the forcible penetration victims who felt any pressure, 95 percent felt the health center pressured them to proceed further, 92 percent and 86 percent felt like this about counseling and victim services, respectively.
 - For victims of penetration while incapacitated who felt any pressure from the resource they contacted, between 77.9 percent (counseling) to 100 percent (health center) felt pressure to proceed further. Of the victims of forcible penetration who felt any pressure from the most contacted resources, the percentage of those feeling pressure to proceed ranged from 68.0 percent (counseling) to 100 percent (health center).
- Of the most contacted off-campus resource, local police, a majority of victims of forcible penetration who felt any pressure felt pressure to proceed further (62.9%).

Reasons for not ever¹² contacting anyone at the school

- Of the victims of forcible penetration, close to three-fourths (74.5%) did not contact any resource after their experience.
 - The percentages of female and male undergraduates were each significantly greater than the percentage of undergraduates identifying as TGQN who did not contact any resource (75.4%, 78.6% and 56.5%, respectively).
 - Among victims of forcible penetration, an incident-related reason was the most commonly given reason by victims: “I did not think it was serious enough to report” (59.8%). The second most frequently given reason was a disclosure-

¹¹ Note that due to the relatively small number of victims in three gender-enrollment status groups that these groups were collapsed across enrollment status; there were three gender groups. Both male student and those identifying as TGQN groups had a relatively small number of victims. The overall total for each type of nonconsensual sexual contact is largely comprised of the combined groups of female undergraduate students and graduate and professional students.

¹² “Ever” reflects all victimizations that have occurred since entering college, that is, since the respondent entered the college he/she is currently enrolled.

related one in which the student felt embarrassed, ashamed, or that it would be too emotionally difficult (36.6%).

- Between 51.3 percent (male undergraduates) and 62.4 percent (female undergraduates) of the victims selected: “I did not think it was serious enough to report.” This reason was not given by a majority of graduate and professional students identifying as TQGN; only 20.6 percent of these students gave this reason for not ever contacting someone at the school in the aftermath of their incident.
- A significantly larger percentage of female undergraduates and undergraduates identifying as TGQN gave the “not serious enough to report” reason than their graduate counterparts (62.4% compared to 52.1%; 59.1% compared to 20.6%, respectively). Female undergraduates also more frequently gave this reason compared to their male counterparts (62.4% compared to 51.3%).
- Overall, a larger percentage of victims of penetration while incapacitated never contacted anyone at the school compared to forcible penetration victims (86.7% compared to 74.5%).
 - Males—both undergraduates and graduate and professional—had the highest rates of not contacting any resource in the aftermath of their experience (91.8% and 91.9%, respectively). The percentage of male undergraduates who did not contact any resource is significantly larger than female undergraduates and undergraduates identifying as TGQN (91.8% compared to 85.0% and 71.6%).
 - Male graduate and professional students had a significantly higher rate of not contacting any resource about their experience compared to their female counterparts (91.9% versus 83.0%).
 - Only one reason, an incident-based one, was given by a majority of the victims as to why they never contacted anyone at the school; 62.1 percent of the students marked “I did not think it was serious enough to report.” The second most commonly given reason was related to disclosure; 31.1 percent of the students felt embarrassed, ashamed or it would be too emotionally difficult.
 - Across all the student groups except two, an incident-based reason for not ever contacting anyone at the school was given by a majority of the victims. Between 55.2 percent (female graduate and professional students) and 66 percent (male graduate and professional students) of the victims selected: “I did not think it was serious enough to report.”
 - Less than majority of students identifying as TQGN endorsed the reasons “I did not think it was serious enough to report.”

- “I did not think it was serious enough to report” was given by 43.9 percent of undergraduates and 35.8 percent of graduate and professional students as the reason they never contacted anyone at their school about their experience.
- A significantly larger percentage of female undergraduates gave the reasons “I did not think it was serious enough to report” compared to their male counterparts (64.2% compared to 55.2%).
- Over 90 percent of the victims of forcible sexual touching (93.1%) did not ever contact anyone at the school after their experience; in each student group, 90 percent or more of the students did not contact any resource (ranging from 89.5% to 97.3%).
 - A significantly larger percentage of the male undergraduates who experienced forcible sexual touching did not contact any resource compared to their female counterparts (96.1% compared to 93.0%).
 - Among the graduate and professional students who experienced forcible sexual touching, males were more likely to have not contacted any resource compared to females (96.3% versus 89.5%). Also, a larger percentage of those graduate and professional students identifying as TGQN did not contact any resource compared to their female counterparts (97.3% versus 93.0%).
- The most commonly given reason for not ever contacting anyone at the university by all the forcible sexual touching victims (74.1%) was that they did not think the incident was serious enough to report. The second most frequently given reason by these victims was thinking that nothing would be done (20.6%).
 - Among female forcible sexual touching victims, a significantly larger percent of undergraduates gave the ‘not serious enough’ reason compared to graduate and professional students (77% compared to 69.3%).
 - Female undergraduates who experienced forcible sexual touching also more frequently gave this reason than their male counterparts (77% compared to 65.6%).
- Ninety-five percent of the victims of sexual touching while incapacitated did not ever contact anyone at the school in the aftermath of their experience.
 - In four of the six student groups, more than 80 percent did not contact any resource. The exceptions were students identifying as TGQN: 79.4 percent of these undergraduates and 65.5 percent of the graduate and professional students did not contact any resource.
 - A larger percentage of female undergraduates did not contact any resource compared to undergraduates identifying as TGQN (95.8% compared to 79.4%).

- Male graduate and professional students had a higher rate of not contacting any resource compared to their female counterparts and those identifying as TGQN (97.2%, 90.5%, and 65.5%, respectively).
- A majority of sexual touching while incapacitated victims thought the incident was “not serious enough to report”; 75.6 percent of the victims gave this reason for not ever contacting anyone at the school in the aftermath of the incident.
 - The most frequently given reason for not ever contacting anyone at their university was that “I did not think it was serious enough to report” in all but one student group: only 24.1 percent of the graduate and professional students identifying as TGQN gave the “not serious enough” reason for not ever contacting anyone at the school after the incident.
 - Among females, a significantly larger percent of undergraduates gave the “not serious enough” reason compared to graduate and professional students (78.1% compared to 73.2%).
 - Undergraduates identifying as TGQN more frequently gave this incident-based reason compared to their graduate and professional counterparts (78% compared to 24.1%).
 - A larger percentage of female graduate and professional students gave the “not serious enough to report” reason compared to their TGQN counterparts (73.2% compared to 24.1%).

“Not serious enough to report” and other reasons for not ever contacting anyone at the school

- The most frequently reported reason for not ever contacting anyone at the school by victims of nonconsensual sexual contact was “I did not think it was serious enough to report.” Of the other 10 (plus ‘other’) reasons available, the only reason that was consistently and positively associated with “not serious enough to report” was “I did not want the person to get into trouble.”
 - Odds ratios¹³ for the association between these two reasons ranged from 1.64 (sexual touching while incapacitated) to 2.16 (penetration while incapacitated) for victims of nonconsensual sexual contact.

¹³ Odds ratios reflect the probability of one outcome relative to another outcome. In this case, if a victim gave the reason “not serious enough to report,” the odds of them also giving the reason “I did not want the person to get into trouble” is 1.64, or they were 64% more likely to also give the reason “I did not want the person to get into trouble.” Odds ratios are centered on a value of one, with values below one indicating a reduced odds of that outcome occurring and values above one indicating an increased odds of that outcome occurring.

Contacting Resources for Victims of Stalking

Percent contacting a resource¹⁴

- Just over 20 percent of all the stalking victims contacted at least one resource (20.5%). Of these victims, over two-thirds (67.4%) contacted one resource during the current school year.

Number of resources contacted

A majority of the stalking victims across all of the student groups who contacted any resource contacted only one resource, with male undergraduate and graduate and professional students having the largest percentage who did so (81.2% and 76.1%, respectively). The only exception was those students identifying as TGQN: a majority of both undergraduate and graduate and professional stalking victims contacted two or more resources (53.9% and 56.6%, respectively).

Types of resources contacted by victims

- Of all the stalking victims who contacted at least one resource, close to four times as many contacted on-campus resources compared to the percentage who contacted off-campus ones (87.5% and 22.9%, respectively).
- The on-campus resources that were contacted by the largest percentage of all stalking victims were: counseling (31.9%), campus police (31.0%) and victim services (22.3%). Students identifying as TGQN commonly contacted victims service (51%) and counseling (41.8%); fewer students contacted student affairs (29.1%) and the health center (28.8%).
- Over a quarter of victims in each student group contacted at least one off-campus resource. Within each student group, the local police were the most commonly contacted off-campus resource, with roughly three-fourths or more of the victims in each student group contacting police.

¹⁴ Here, only victims who contacted a resource during the current school year, that is, from the Fall of 2014 to the time the AAU survey was administered in the Spring of 2015, are included. Present refers to the administration of the survey in Spring 2015. Since this series of questions is asking about specific resources, this restriction was implemented since it is not known how long these specific resources have existed. The denominator is all victims who were victimized during the current school year (Fall 2014 to present).

Victims' Satisfaction with the Resource They Contacted

Usefulness of resource in helping victim

- A majority of the stalking victims who contacted at least one on-campus resource felt the resource they contacted was 'very' or 'extremely' useful in helping to deal with this experience. Of those who contacted an on-campus resource, a larger percentage felt the resource was useful compared to those who had contacted off-campus resources (51.8% compared to 32.4%).
- Among the three most contacted on-campus resources, 52.2 percent felt counseling was useful, 36.2 percent felt campus police were useful, and 58.3 percent thought victim services were useful in helping the victim deal with the stalking experiences.
- Of the off-campus resources that were contacted by the largest percentage of all stalking victims, 29.3 percent of the students thought that the local police were useful.

Reasons for not ever contacting anyone at the school

- Over 70 percent (71.8%) of all the victims did not contact any resource after they had been stalked.
- Only one reason, an incident-based one, was given by a majority of the stalking victims as why they did not contact anyone at the school; "I did not think it was serious enough to report."
 - The largest percentage of victims, 49.2 percent of TGQN undergraduates gave the disclosure-related reason, "did not think anything would be done." This percentage of victims is significantly larger than each of the other students groups.
 - A significantly larger percentage of female undergraduates gave the incident-related reason "not serious enough to report" compared the other student groups.

"Not serious enough to report" and other reasons for not ever contacting anyone at the school

- Similar to the findings for nonconsensual sexual contact, there was a positive relationship between "not serious enough to report" and "I didn't want the person to get into trouble" for victims of stalking who did not contact anyone at the school.
 - This relationship is particularly strong for stalking (OR 3.23; 95% CI 2.94, 3.56).
- Unlike the findings for nonconsensual sexual contact, victims of stalking who did not contact anyone at the school and gave "not serious enough to report" as a reason also tended to list another reason, "I feared negative social consequences" (OR 1.30; 95% CI 1.20, 1.40).

Contacting Resources for Victims of Sexual Harassment

Percent contacting a resource¹⁵

- Of all the harassment victims, only 5.8 percent contacted at least one resource during the current school year.
 - Among females, a significantly larger percentage of undergraduates contacted any resources compared to the percentage of graduate and professional students (7.1% compared to 6.2%).
 - Regardless of enrollment status, students identifying as TGQN were significantly more likely to have contacted any resource during the school year compared to their female and male counterparts.

Number of resources contacted

- Of those who contacted any resource, most of the students, almost two-thirds (65.8%), contacted only one resource during the current school year.
 - This is also the case for each of the student groups, which ranged from 62.9 percent (graduate and professional students identifying as TGQN) to 70.6 percent (male graduate and professional students) contacting only one resource during this time.

Types of resources contacted by victims

- The percentage of harassment victims who contacted at least one on-campus resource was almost eight times larger than the percentage who contacted at least one off-campus resource (95.8% compared to 11.6%).
 - Among the female victims of sexual harassment, a significantly larger percent of undergraduates contacted on-campus counseling compared to their graduate and professional counterparts (43.6% compared to 33.2%).
 - Female undergraduates were significantly more likely to contact on-campus counseling compared to their male counterparts (43.6% compared to 36%).

¹⁵ Here, only victims who contacted a resource during the current school year, or from the Fall of 2014 to present, are included. Present refers to the administration of the survey in Spring 2015. Since this series of questions is asking about specific resources, this restriction was implemented since it is not known how long these specific resources have existed. The denominator is all victims who were victimized during the current school year (Fall 2014 to present).

- A larger percentage of victims who contacted any off-campus resource contacted the local police compared to the victims who contacted any on-campus resource that contacted campus police (83.2% compared to 31%). However, more victims contacted the campus police (n=2,761) compared to the local police (n=1,236).
- Of the on-campus resources contacted by harassment victims, the three resources contacted by the largest percentages of victims were: counseling (40.0%), health center (27.6%), and victim services (18.6%).
- Of the off-campus resources contacted, the resource contacted by the largest percentage of victims was local police (59.3%)

Victims' Satisfaction with the Resource They Contacted

Usefulness of resources in helping victim

- Just over half (54.2%) of the harassment victims who contacted any on-campus resource felt the resource was useful in helping them with their harassment experience.
- Of all the on-campus resources contacted during the current school year, close to or a majority of victims thought the resource was useful.
 - Overall, a significantly larger percentage of female undergraduates who had contacted any on-campus resource felt it was useful compared to their graduate and professional student counterparts (59.3% compared to 50.7%).
 - Female undergraduates also were significantly more likely to have felt that the on-campus resources were useful compared to their male counterparts (59.3% compared to 46.3%).
 - Of the three most contacted on-campus resources, two of three resources were rated by a majority of victims as useful in helping them with their harassment experience: 65.3 percent for victim services and 50.9 percent for health center. Less than a majority of the victims, 45.6 percent, felt counseling had been useful.
- Of the victims contacting off-campus resources, less than a majority of all the harassment victims (45.0%) felt that the resource they contacted was useful in helping them with their experience (ranging from 38.6% to 57.1% across student groups).
 - A significantly larger percent of female undergraduates who had contacted any off-campus resources felt that these resources were useful compared to their graduate counterparts (54.4% compared to 33.4%).
 - Female undergraduates were significantly more likely to have felt that the off-campus resources were useful compared to their male counterparts (54.4% compared to 34.1%).

- Of those who contacted an off-campus resource, , the most frequently contacted resource was the local police, but only 38.6 percent of victims who contacted police felt they were useful. The second most contacted off-campus resource, victim services, had a larger percentage of victims, 57.1 percent, who felt that they were useful compared to the local police.

Reasons for not ever¹⁶ contacting a resource

- A large percentage (92.3%) of all the victims of sexual harassment did not ever contact anyone at the school after their experience.
 - A larger percent of male undergraduates did not ever contact any resource compared to their female and TGQN counterparts (94.6%, 90.6% and 84.5%, respectively).
 - Male graduate and professional students showed the same pattern; a significantly larger percentage of them did not contact any resource compared to their female and TGQN graduate and professional students (95.3%, 91.7%, and 85.7%, respectively).
 - A significantly larger percentage of females, regardless of enrollment status, did not contact any resource compared to their respective TGQN counterparts.
- The largest percentage of victims, over three-fourths (78.7%), gave the incident-based reason “not serious enough to report” as the reason for not ever contacting anyone at the school.
 - A significantly larger percentage of female undergraduates gave this incident-based response compared to their graduate and professional counterparts (82.2% compared to 78.3%), male counterparts (75.1%) and TGQN counterparts (78.4%).
 - Female graduate and professional students more frequently gave this reason compared to their male counterparts (78.3% compared to 74.9%) and TGQN counterparts (66.8%).
 - A significantly larger percentage of students identifying as TGQN gave the disclosure-related reason of “I did not think anything would be done” than their female and male counterparts.

¹⁶ “Ever” reflects all victimizations that have occurred since entering college.

“Not serious enough to report” and other reasons for not ever contacting anyone at the school

Similar to the findings for nonconsensual sexual contact and stalking, there was a positive relationship between “not serious enough to report” and “I did not want the person to get into trouble” for reasons why harassment victims did not contact anyone at the school (OR 2.25; 95% CI 1.82, 2.78).

Contacting Resources for Victims of Intimate Partner Violence

Percent contacting a resource¹⁷

- Among all the victims of intimate partner violence (IPV), 12.2 percent contacted at least one resource during the current school year.
 - A significantly smaller percentage of female undergraduates contacted any resource during the current school year compared to their graduate and professional counterparts (14.4% compared to 17.9%).
 - More female undergraduates contacted a resource compared to their male counterparts (14.4% compared to 7.8%). This relationship also was found among graduate and professional students, with the percentage of female students who contacted a resource being significantly greater than their male counterparts (17.9% compared to 9.3%).

Number of resources contacted

Three fourths (75.1%) of IPV victims who contacted any resource contacted just one resource and a quarter (25%) contacted two or more resources during the current school year.

¹⁷ Here, only victims who contacted a resource during the current school year, or from the Fall of 2014 to present, are included. Present refers to the administration of the survey in Spring 2015. Since this series of questions is asking about specific resources, this restriction was implemented since it is not known how long these specific resources have existed. The denominator is all victims who were victimized during the current school year (Fall 2014 to present).

Types of resources contacted by victims

- Among all the IPV victims,¹⁸ the percentage of students who contacted at least one on-campus resource was six times as large as the percentage who contacted at least one off-campus resource during the school year (92.4% compared to 15.3%).
 - A significantly larger percentage of the female undergraduates contacted an on-campus resource compared to female graduate and professional students (93.4% compared to 88.4%).
 - Among male IPV victims, it was also true that the percentage of undergraduates who contacted an on-campus resource was significantly greater than the percentage of graduates and professionals who did (96.3% compared to 81.2%).
 - Of the IPV victims who contacted an on-campus resource, the most commonly contacted one was counseling. Just over half, 51.4 percent, of all the victims contacted counseling, followed by 20.1 percent having contacted victim services and health services, respectively.
 - Of those who contacted an off-campus resource, 65.8 percent of the victims contacted the local police. Just over a fifth, 22.3 percent, contacted victim services, followed by 18.1 percent who contacted health services.
- Close to 65 percent (64.8%) of the IPV victims who contacted an off-campus resource contacted local police compared to 14.3 percent of those who had contacted any on-campus resource that contacted campus police.

Victims' Satisfaction with the Resource They Contacted

Usefulness of resources in helping student

- A majority of all the IPV victims, 56.2 percent, felt the on-campus resource that they had contacted was 'very' or 'extremely' useful in helping them deal with their experience.
 - Of all the on-campus resources contacted during the current school year, between 36.7 percent (Title IX) and 62.4 percent (victim services) felt the on-campus resource that they had contacted was 'very' or 'extremely' useful in helping them deal with their experience.
 - A majority felt the on-campus resource that they contacted was useful in helping them. Between 49.8 percent (male graduate and professional students) and 60.3

¹⁸ Note that for students identifying as TGQN, undergraduates and graduates and professionals were combined due to small cell sizes.

percent (victims identifying as TGQN) thought the on-campus resource they contacted was useful.

- Just under half of the victims contacting any off-campus resource felt the off-campus resource they contacted was useful (47.5%).
 - Victims' ratings of the off-campus resource as being useful in helping them with their IPV experience ranged from 41.7 percent (local police) to 62.6 percent (other), with a majority of students rating three of four as being useful (health center, victim services and other).
 - Across all the student groups, nearly half felt that the off-campus resource had been useful in helping them with the experience. Notably, a much smaller proportion of victims identifying as TGQN reported that the off-campus resource they contacted was useful (26.0%), although there is a high margin of error for this estimate.

Reasons for not ever¹⁹ contacting a resource

- A significantly larger percentage of male undergraduates and graduate and professional students did not contact any resource compared to their female and TGQN counterparts (90.3%, 83.3%, 77.4%, respectively for undergraduates and 87.0%, 78.5% and 72.9%, respectively for graduate and professional students).
- The most frequently given reason for not ever contacting anyone at the school was “I did not think the incident was not serious enough to report;” a majority of the IPV victims, 61.1 percent gave this reason.
 - Female undergraduates were significantly more likely to give the reason “I did not think the incident was not serious enough to report;” compared to their graduate and professional counterparts (61.3% compared to 49.9%).
 - A significantly larger percent of undergraduates (65.9%) gave this incident-based reason compared to graduate and professional students (59.9%).
 - A larger percentage of male graduate and professional students gave this incident-based reason compared to their TGQN counterparts (59.9% compared to 36%).

¹⁹ Ever” reflects all victimizations that have occurred since entering college.

“Not serious enough to report” and other reasons for not ever contacting anyone at the school

- Similar to the findings for nonconsensual sexual contact, stalking and harassment, there was a positive relationship between “not serious enough to report” and “I did not want the person to get into trouble”.

Three decades of research, including the Association of American Universities (AAU) *Campus Climate Survey on Sexual Assault and Sexual Misconduct* in 2015, has established that a sizable number of college students experience nonconsensual sexual penetration, sexual touching, stalking, domestic violence, dating violence, intimate partner violence and sexual harassment throughout their college tenure and that the risk varies across different student groups (e.g., gender identity, including those identifying as TGQN,²⁰ class year) (see Cantor, Fisher, Chibnall, Townsend, Lee, Bruce, and Thomas, 2015; Fedina, Holmer, and Backes, 2016; Fisher, Daigle and Cullen, 2010a; Krebs, Lindquist, Berzofsky, Shook-Sa, Peterson, and Planty, 2016; Rennison and Addington, 2014). Findings also have revealed that a sizable proportion of these students are recurring victims: that is, they have experienced repeated victimization (more than one time of the same type of victimization, e.g., two or more forcible penetrations) or polyvictimization (different types of sexual violence, e.g., forcible penetration and sexual touching while incapacitated) (Fisher et al., 2010a; Fisher, Daigle, and Cullen, 2010b).

Responding to these realities among college students, as well as the educational programming and services requirements mandated by the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act)* and *Title IX*, institutions of higher education (IHEs) must provide specific resources and support for victims of sexual assault, domestic violence, dating violence and stalking. Given the requirements for IHEs to provide information to victims (e.g., counseling services, academic and living conditions, how to seek assistance from law enforcement and campus authorities), it is not too surprising that researchers', service providers' and victim advocates' attention have turned to focusing on, documenting, and assessing students' use of such resources. Their attention has primarily focused on identifying who experiences sexual assault to better understand and plan for these victims' needs (see Sabina and Ho, 2014). There is very little research that has been published on IHEs' response to domestic violence, dating violence and stalking on campuses (see Daigle, Scherer, Fisher, and Azimi, 2016).

²⁰ These student identifying as transgender woman, transgender man, genderqueer, gender non-conforming, questioning and not listed on the responses to the gender identity question.

The importance of victims seeking resources and services should not be overlooked or discounted, especially given the well documented negative effects of experiencing nonconsensual sexual contact on psychological and physical health and academic performance (see Fisher, et al, 2016a; Sabina and Ho, 2014). Importantly, research has shown that contacting resources, especially those in which the victim has a positive experience, in the aftermath of sexual victimization, mediates negative outcomes and may enhance physical health and self-rated recovery (see Ullman, 1999; Sabina and Ho, 2014). Examining the resources students use and their assessment of resources (or lack thereof) in the aftermath of sexual victimization are critically important components for allocating, publicizing, and improving institutional resources for victims. Each is necessary to effectively helping victims to recover and maintain their academic performance and achieve their educational goals, as well as lead healthy lives post-graduation.

Unfortunately, research also has revealed that large numbers of victims do not contact any supportive or help resources after their experience (Fisher et al., 2010a; Sabina and Ho, 2014; Próspero and Vohra-Gupta, 2008). Identifying the reasons why victims do not contact resources is important so that campus administrators can address and reduce barriers to contacting and, hopefully, to increase victims' willingness to utilize resources available on and off campus.

Individuals who do not contact resources in the aftermath of their victimization may not be exposed to information about services that may aid their physical and psychological recovery, their academic performance (e.g., class attendance, examinations, grades), provide alternative housing options and describe disciplinary processes. Understanding why victims of sexual assault and sexual misconduct do not contact anyone at their IHE is also important to the validity of the required *Clery Act* crime statistics. Underreporting of sex offenses (rape, sodomy, and sexual assault with an object), stalking, intimate partner violence among college students are well documented (see Cantor et al., 2015, Daigle et al., 2016; Fisher et al., 2010a; Krebs et al., 2016; Rennison and Addington, 2014). Knowing the extent to which victims of these types of acts contact or do not contact supportive and help resources, especially those that are Clery-required reporters, provides an unique opportunity for school administrators to target specific types of students who are high-risk and vulnerable to these types of victimization, to develop tailored interventions that increase contacting resources, to better the effectiveness of these resources, and to ultimately have a positive impact on these students' lives in the short and long term.

1.1 AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct

In 2015, a consortium of 27 IHEs collaborated to develop and implement a climate survey on sexual assault and sexual misconduct (see Cantor et al., 2015). This initiative was organized by the AAU and was overseen by a survey design team made up of a group of researchers, program administrators, and methodologists from the participating IHEs and the Westat team over a four-month period between November 2014 and February 2015 (for complete survey, see Appendix B).

The *AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct* was implemented by Westat in the spring of the 2014-2015 academic year and a first report was released on September 15, 2015 (see Cantor et al., 2015). Over 150,000 undergraduates and graduate and professional students completed this survey during the spring of 2015, resulting in a response rate of 19 percent (see Cantor et al. 2015).

The *Campus Climate Survey on Sexual Assault and Sexual Misconduct* was designed to better understand university students' attitudes and experiences with respect to nonconsensual sexual experiences. The survey's findings provided incidence and prevalence estimates of students' experiences with nonconsensual sexual contact (penetration by force or while incapacitated and sexual touching by force or while incapacitated), sexual harassment, stalking, and intimate partner violence and described the campus climate around these types of victimization (see Cantor et al., 2015).²¹

Among the several strengths of the *Campus Climate Survey on Sexual Assault and Sexual Misconduct* were that it was designed to collect detailed information about the characteristics of different types of sexual assault and sexual misconduct incidents (e.g., victim-offender relationship, resources used, reasons for not ever contacting anyone at the IHE). The large sample sizes allow tabulations for different gender identities (female, male, and students identifying as TGQN)²² and class enrollment (undergraduate, graduate and professional).

²¹ For a more detailed description of the methods, including the weighting procedures, see Cantor et al. (2015).

²² These are student identifying as transgender woman, transgender man, genderqueer, gender non-conforming, questioning and not listed on the responses to the gender identity question.

Two subsequent reports have been written from these students' survey responses: (1) *Methodology Report* (Cantor, Townsend, and Sun, 2016) and (2) *Characteristics of Nonconsensual Sexual Contact Incidents: Penetration and Sexual Touching by Force or While Incapacitated* (Fisher, Peterson, Cantor, Townsend, and Sun, 2016). Another report on recurring victimization will be forthcoming shortly after the current report is released.

1.2 Current Report

There are four primary purposes of this report. First, this report provides estimates of college students' use of specific on- and off-campus resources in the aftermath of nonconsensual sexual contact, stalking, sexual harassment and intimate partner violence. The resources are ones that were listed in relevant survey questions on the *Campus Climate Survey on Sexual Assault and Sexual Misconduct*. As will be described in more detail below, these resources are school specific; that is, each school provided a list of specific resources that their students have access to on and off campus. Second, this report presents victims' assessments of the resources that they contacted during the fall of 2014 until the spring of 2015 when the survey was administered. Third, multivariate models are presented that identify correlates of students contacting any type of resource, including incident, perpetrator, victim, and consequences (e.g., physical injury, behavioral and psychological and education outcomes as in difficulty concentrating on studies, assignments or exams). These multivariate analyses also identify correlates of contacting resources that are designated by the *Clery Act* as campus security authority (CA). CAs are responsible for reporting to the official or office designated by the institution to collect criminal offenses included in publically reported campus crime statistics mandated by the *Clery Act* (see Ward and Mann, 2011). Fourth, this report examines reasons why victims do not contact anyone at the respective IHE in the aftermath of their experience.

IHEs are in a unique position to provide services and deliver them on campus (or near campus) to college students. According to Posick, Agnich, Policastro, and Hatfield (2016), campuses are "often self-contained communities that provide their own medical, counseling, and other services for students" and hence, understanding students' use and barriers to use of these resources are central to not only helping sexual assault, stalking, sexual harassment and IPV victims alike but also important to the prevention of recurring victimization. Collectively, the findings in this report are important to campus administrators, service providers and victim advocates who routinely address the mental health, medical, and legal and other needs of victims of nonconsensual sexual contact, stalking, sexual harassment and intimate partner violence for a number of reasons. First, since the

information is based on students' self-reported experiences, it provides an evidence-informed perspective of two types of victims: (1) those who contacted any on- or off-campus resource and their assessment of each respective resource, and (2) those who did not contact anyone on or off campus in the aftermath of their victimization and their reasons as to why they did not do so. Identifying which incident, offender, victim, and consequence characteristics best predict victims' contacting resources and pinpointing the reason(s) why victims did not contact any resources are logical first steps to having an evidence-based understanding of the behaviors and specific needs of the campus victims' population. Second, as reported in Cantor et al. (2015) college students experience different types of victimization. Knowing which resources have or have not been contacted by victims, especially if differences exist by gender and class enrollment of students for different types of sexual assault and sexual misconduct, is important to marketing, outreaching, and providing services to specific types of students who have been victimized (or know a victim), but who are unlikely to seek resources or assistance. This knowledge also informs the conversation about the development of inclusive and culturally specific resources for different types of victims. Third, assessment of the resources also provides an evaluation, perhaps for the first time, about victims' satisfaction as to how well the resource(s) they contacted addressed their needs and treated them personally. These results provide a baseline for which future efforts to develop or revise resources can be evaluated or trends can be identified and hopefully, tracked over time. Fourth, the findings can be used to inform larger campus efforts to develop seamless delivery of on- and off-campus resources that are targeted treatments or interventions for different types of victims.

The current report includes seven different kinds of sexual assault and sexual misconduct:

- Nonconsensual sexual contact
 - Forcible penetration;
 - Penetration while incapacitated;
 - Forcible sexual touching; and
 - Sexual touching while incapacitated.
- Stalking;
- Sexual harassment; and
- Intimate partner violence.

This report presents findings from in the aggregate school dataset (all 27 schools) to four central questions:

- Do victims of any of these seven types of sexual assault and sexual misconduct contact any on- or off-campus resources in the aftermath of their victimization?

- If victims contacted any on-campus or off-campus resource, how many resources did they contact?
- Which type(s) of on-campus or off-campus resources do victims contact?
- What are the incident, offender, victim, and consequence characteristics that significantly predict victims contacting any resource?
 - What are the characteristics that predict contacting any type of resource?
 - What are the characteristics that significantly predict victims contacting a *Clergy Act* campus security authority?
- What are victims’ assessments of the resource(s) that they contacted?
- What are the reasons given by victims for not ever contacting anyone at the IHE in the aftermath of the incident?²³

Findings from the Campus Climate Survey which address these questions are presented in the following nine sections. Section 2 presents the students’ utilization of support and helping resources in the aftermath of nonconsensual sexual contact victimization. Section 3 describes the resources students contacted in the aftermath of nonconsensual sexual contact incidents involving force or incapacitation. Section 4 discusses the predictors of students contacting resources. Section 5 presents the findings about victims’ satisfaction with the resource they contacted. Section 6 includes the reasons for victims of nonconsensual sexual contact by force or incapacitation students not ever contacting anyone at the school about their experience. The remaining three sections, 7, 8, and 9 presents students’ utilizing support and helping resources in the aftermath of stalking victimization, sexual harassment, and intimate partner violence, respectively.

Findings in the text are presented in figures. The figures include the 95 percent confidence interval of each estimate. Statistical significance is noted in the text at the 0.05 level using a two tailed test. Statistical significance was tested when comparing across the different gender-enrollment groups. When a comparison was significant, it is described as being ‘significant’ or ‘statistically significant’. Comparisons across types of victimizations (e.g., penetration by force versus penetration while incapacitated) are described, but were not tested for statistical significance because these groups are not independent of one another. Similarly, when comparing across characteristics (e.g., on-campus versus off-campus), differences are described but were not tested for statistical significance.

²³ In the title of this report the term “Reasons for Not Using Resources” captures the notion of not ever contacting anyone of respondents’ school.

Utilizing Support and Helping Resources in the Aftermath of Nonconsensual Sexual Contact

2

There are a variety of on- and off-campus resources to support and help college and university students in the aftermath of a sexual assault or sexual misconduct (Karjane, Fisher, and Cullen, 2001; Sabina and Ho, 2014). These resources range from those which are concerned with holding the offender accountable (e.g., the Title IX coordinator, campus or local police, student affairs, judicial processes) to those concerned with assisting the victim with the consequences of the incident (e.g., medical services, mental health services, victim advocates). Underlying the provision of these services are four interrelated policy questions: (1) do victims of nonconsensual sexual contact resources to address their personal needs in the aftermath of their victimization? (2) which resources do victims most often contact? (3) of those who contacted resources, how satisfied are they with the way they were treated? and (4) What are the reasons victims do not contact available resources in the aftermath of their experience?

These interrelated concerns are important for effectively addressing the needs of victims, in part, because as noted above, past research has well documented that sexual victimization is associated with not only negative behavioral and psychological consequences (Sabina and Ho, 2014). Additionally, victims experience negative effects on academic achievement, including a significant drop in sexual assault victims' grade point average compared to those who were not victimized and the formers' college attrition (Jordan, Combs, and Smith, 2014; Mengo and Black, 2015). Those who do not seek assistance in the aftermath of their victimization may endure both short- and long-term effects that impede their mental and physical health, social activities, and academic performance. In short, experiencing sexual victimization has consequential outcomes; it takes a negative toll on victims' overall well-being and quality of life. Moreover, those who contact resources for support and help may be treated poorly and suffer a secondary victimization from this experience (Sabina and Ho, 2014). Research has documented that a large proportion of victims who have contacted law enforcement about being sexually victimized often feel victimized again by the treatment that they received (e.g., victim blaming, insensitive to needs of victim), or what has been labeled as "secondary victimization" (Orchowski, Meyer, and Gidycz, 2009).

2.1 Victims Contacting Resources in the Aftermath of Victimization

Even though studies focusing on college students' rate of contacting resources in the aftermath of their victimization measured varying types of resources, collectively these studies have consistently shown that many victims do not seek any type of assistance from either on- or off-campus resources. Rather, they disclose to friends and family. In their review, Sabina and Ho (2014) reported that rates of reporting to campus officials or other formal resources (e.g., victim crisis center, health services, faculty) varied across studies from 0 percent for campus services to 15.8 percent for victims', crisis, or health care centers.

As to contacting on- or off-campus resources, studies have reported contradictory results. For example, Nasta and colleagues (2005) reported that 20 percent of sexual assault victims contacted any on-campus resources; even fewer victims, six percent, contacted any off-campus resource. In contrast, Krebs et al. (2007) reported that on-campus resources were not contacted as often as the off-campus ones, although this was dependent on the type of sexual assault. For example, of the college women who experienced forced sexual assault only, 32.6 percent of these victims reported to a crisis center or victim services program not affiliated with the university compared to the 25.8 percent who reported to such a program affiliated with the university (Krebs et al., 2007). A similar pattern was found among those who reported to a doctor's office, counsel or therapist, or police: a larger percentage of forced sexual assault victims reported to those not affiliated with the university compared to those affiliated with the university. Interestingly, victims of incapacitated sexual assault only exhibited the opposite pattern from the victims of forced sexual assault only. A larger percentage of the victims of incapacitated sexual assault only reported to those affiliated with the university compared to those not affiliated with the university. For example, 22.6 percent of the victims of incapacitated sexual assault only reported to a crisis center or victim services program affiliated with the university compared to the seven percent who reported to such a program not affiliated with the university (Krebs et al., 2007). The rate of contacting resources also varies by the type of sexual victimization that college women experienced. For example, Walsh and colleagues (2010) reported that very few students who experienced unwanted sexual contacts used services (97%), as did few unwanted sexual intercourse victims (94%). Further clarifying this phenomenon, the Campus Sexual Assault study (CSA study) reported that a significantly larger percentage of the forcible sexual assault²⁴ victims contacted a victims', crisis or health care center compared to the

²⁴ Sexual assault refers to completed and attempted rape and other types of unwanted sexual contact (e.g., sexual battery).

percentage of the incapacitated sexual assault victims (15.8% compared to 7.5%) (Krebs et al., 2007). More recently, Cantor and colleagues (2015) in the *Report on the AAU Campus Climate Survey* reported that rates of reporting for nonconsensual sexual contact varied, too. The rate of reporting for forced penetration is 25.5 percent of victims ever reported to any resource compared to 13.3 percent of the victims of penetration while incapacitated who did so. The reporting rate is lowest for sexual touching from either tactic: 7.0 percent from physical force and 5.0 percent from while incapacitated.

It is also well documented that sexual violence experienced by college students is likely to go unreported to either campus police or local law enforcement (Fisher, et al., 2010a). Depending on the methodology used in the study, the percentage of incidents reported to the police range from fewer than five percent to about 22 percent (Rennison and Addington, 2014).

This characterization of underreported incidents, in part, is supported by the findings of four large-scale studies; each reported that forcible rape is more likely to be reported to law enforcement than incapacitated rape (Kilpatrick, et al., 2007; Krebs et al., 2007; Lindquist et al., 2013). For example, the CSA study found that 12.9 percent of forcible sexual assault victims reported the incident to the police or campus security compared to 2.1 percent of incapacitated sexual assault victims who reported. Of those who contacted law enforcement, the two types of sexual assault victims (those who experienced either forced and incapacitated rape and sexual battery) were equally likely to contact the local police or dial 911 (51.1% and 50.9%, respectively). Wolitzky-Taylor and colleagues (2011) reported a similar pattern of reporting to law enforcement by type of rape: 16.0 percent of the forcible rapes were reported whereas only 2.7 percent of incapacitated rapes (drug- or alcohol-facilitated) were reported. Supportive of these findings, Cantor and colleagues (2015) in the AAU study estimated that the reporting rate for forced penetration was almost twice as large (25.5%) as the rate for incapacitated penetration (13.3%). More recently, in the Campus Climate Validation Study, Krebs and colleagues (2016) found that 1.1 percent of sexual battery incidents and 4.2 percent of rape incidents were reported by the victim to any law enforcement agency, with slightly higher estimates (5.3% and 14.6%, respectively) when both self-reporting and reporting by someone else was included.

While contacting other types of non-law enforcement resources (e.g., health services, counseling) varies across studies, the studies have consistently reported that the only a small percentage of victims contacted other types of resources after the incident. Rates of reporting ranged from 0 percent for campus-based services (Tamborra and Narchet, 2011) to 15.8 percent for victims' crisis or health care centers (Krebs et al., 2007). For example, Krebs and colleagues (2016)

reported that 2.7 percent of sexual battery incidents and 7.0 percent of rape incidents were reported by the victims to any school official.²⁵

Researchers also have reported variation among victims of different types of incidents in their rates of contacting resources for help or support. The CSA study reported that 15.8 percent of forcible sexual assault victims contacted a victims', crisis or health care center compared to 7.5 percent of incapacitated sexual assault victims (Krebs et al., 2007). As previously mentioned, in the Campus Climate Validation Study, Krebs and colleagues (2016) found that a larger percentage of rape incidents were reported to either law enforcement or school officials compared to sexual battery incidents.

2.2 Types of Resources Contacted

There are a variety of resources for student victims to contact should they seek support and help in the aftermath of a sexual victimization incident (Karjane et al., 2001). Past research provides some insights into which types of resources, if any, victims utilize in the aftermath of a sexual assault. For example, Wolitzky and colleagues (2011) reported that an almost equal percentage of college women who experienced rape sought medical attention as sought help or advice from any agency that provides aid to victims of crime (e.g., rape crisis center) (18.7% and 17.8%, respectively).

There also is a limited, but growing, body of work that describes and compares college student victims' use of these resources. Across several studies, researchers have reported that a larger percentage of rape victims utilized health-related or victims' services than law enforcement (Sabina and Ho, 2014). The CSA study, for example, reported that 15.8 percent of forcible sexual assault victims contacted a victims', crisis, or health care facility compared to 12.9 percent who reported to law enforcement; incapacitated sexual assault victims reported a similar discrepancy between contacting a victims', crisis, or health care facility (7.5%) and contacting law enforcement (2.1%) (Krebs et al. 2007). Other studies have reported findings similar to the CSA study. For example, in a large-scale study of undergraduate women at historically black colleges and universities, 13.9 percent of forcible rape victims reported their experience to a victims', crisis or health care facility and 13.2 percent sought psychological counseling, whereas 9.9 percent reported the incident to law enforcement, such as police or campus security (Lindquist et al., 2013).

²⁵ This includes administrators, faculty, other school officials or staff employed at the school; a crisis center or helpline, or a hospital or healthcare center at the school, and campus police and security at the school.

Research has found that health-related resources are the most utilized by sexual assault victims during college. Within these types of resources, there are differences as to which type of health-related resource victims contacted during college. With regard to the specific types of health-related resources, a larger percentage of female rape victims sought help from a mental health specialist than went to a medical professional (54% compared to 38%, respectively) (Amstadter, McCauley, Ruggiero, Resnick, and Kilpatrick, 2008). In the CSA study, of the sexual assault victims who contacted a service agency, the largest percentage contacted a counselor or therapist, followed by a crisis center or victim services program, and a doctor's office or medical facility (Krebs et al., 2007).

Whether the resource is affiliated with the university or not (and assumed to be off campus) also has been the focus of past research. The CSA study found that among the forcible sexual assault victims who contacted a service agency, a larger percentage of them contacted resources *not* affiliated with the university than those affiliated with the university. Just the opposite was found for those who experienced incapacitated sexual assault; of those who contacted a service agency, a larger percent contacted resources that *are affiliated* with the university than those not affiliated with the university (Krebs et al., 2007).

As to which types of resources are not sought out by sexual assault victims, studies have revealed that residence life staff, such as a resident advisor, is unlikely to be contacted after a sexual victimization (Fisher et al. 2000; Orchowski et al., 2009). Orchowski and colleagues (2009) reported that college women perceived themselves to be *least likely* to report to either the campus counseling center or their resident advisor. Moreover, college women were more likely to report to a campus counseling center than to their resident advisor.

Resources Students Contacted in the Aftermath of Nonconsensual Sexual Contact Incidents Involving Force or Incapacitation

3

3.1 Overview of Measurement Approach

Prior to describing the results of the AAU survey, this section describes the approach to measuring nonconsensual contact by force and incapacitation.

3.1.1 Measuring Nonconsensual Sexual Contact

Students were asked about their experiences with nonconsensual sexual contact that was the result of physical force, threats of physical force, or incapacitation in a series of behaviorally-specific screen questions. This combination of behaviors and tactics generally meets legal definitions of rape (penetration) and sexual battery (sexual touching or kissing). The definitions provided to the respondent for the behaviors included (see screen items G1 through G5 on the survey, Appendix B):

- Penetration:
 - When one person puts a penis, finger, or object inside someone else’s vagina or anus; and
 - When someone’s mouth or tongue makes contact with someone else’s genitals.
- Sexual Touching or Kissing:
 - Kissing;
 - Touching someone’s breast, chest, crotch, groin, or buttocks; and
 - Grabbing, groping or rubbing against the other in a sexual way, even if the touching is over the other’s clothes.

Physical force was defined on the survey as incidents when someone was:

“... holding you down with his or her body weight, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.”

Incapacitation (while incapacitated) was defined on the survey as a student being:

“...unable to consent or stop what was happening because you were passed out, asleep or incapacitated due to drugs or alcohol”

Across the items covering sexual assault and sexual touching, there are two types of follow-up questions. First, there are questions immediately following each ‘yes’ response to questions G1-G5. The purpose of these follow-ups is to count and date each of the incidents that occurred. This is done by following each ‘yes’ response to an individual screen item (G1-G5) with questions that asked for the number of times it occurred, and the school year in which each incident occurred. To finalize the count, if an incident occurred in the same school year as a previously reported incident, there is an additional follow-up that asks if the incident is part of any other incident that was already reported from that same school year. If so, the respondent is asked to indicate which other incident was involved (see Attachment 1 of the questionnaire in Appendix B).

After all of the screen questions and immediate follow-ups were completed, a second type of follow-up, referred to below as the Detailed Incident Form, was used to collect details on the victimization that was reported to the G screen questions (see Attachment 2 – Section GA of the questionnaire in Appendix B).

3.1.2 Detailed Incident Form for Nonconsensual Sexual Contact

As noted above, follow-up information about the characteristics of the incidents that students experienced was collected through a detailed incident form (DIF). Details were collected about different aspects of an incident, such as location, victim’s and offender’s behavior prior to the incident, help-seeking behavior, physical injury, and psychological consequences. Up to two DIFs were administered based on incidents reported in the screen questions about penetration and sexual touching by force and while incapacitated (G1-G5). Each DIF refers to one of four types of incidents measured in questions G1-G5, and were administered in order of priority.

The first DIF that was administered referenced the highest priority incident type reported by the respondent in the screen questions, and the second DIF referenced the second highest priority type of incident. First priority incidents were defined as those reported in G1 and G2, completed or attempted sexual penetration (e.g., vagina, anus, mouth) by physical force or threats of physical force. Next was sexual penetration while incapacitated (G4), followed by sexual touching or kissing

by physical force or threats of physical force (G3), then sexual touching or kissing while incapacitated (G5). If a respondent reported more than one incident of a single type of nonconsensual sexual contact, then one DIF is a summary referring to more than one incident.

Within the nonconsensual sexual contact detailed incident form, students were asked a series of questions concerning whether they had ever contacted any resource listed (e.g., office, agency, center, police) after experiencing sexual assault or sexual misconduct (GA16). Each school submitted a list of up to 10 unique on- and off-campus resources that students could contact in the aftermath of their victimization; also included in the list was ‘none of the above’. To summarize across all 27 IHEs, resources that were the same across campuses were coded as such (e.g., Title IX, campus police, student affairs). For the resources that were specific to each campus (e.g., SAFE Line, Wise of the Upper Valley, U Matter, We Care, The Share), a search of the each school’s website was done to get information about the resource. Using this information, it was coded into broader categories for either on campus (e.g., victim services, counseling, health center) or off campus (e.g., health services, victim services).

Those students who contacted at least one resource were asked when they most recently had contacted the resources that they had selected (GA16a). For the analyses reported in this section, only victims who contacted a resource during the current school year, or from the fall of 2014 to present, are included. Since this series of questions is asking about specific resources, this restriction was implemented since it is not known how long these specific resources have existed. The denominator is all victims who were victimized during the current school year (fall of 2014 to present).

For each resource contacted during the current year, students were asked about how useful the specific resource was in helping them (GA16b), respecting them (GA16e) and helping them to understand their options for going forward (GA16f). Students were also asked if, at any time, they felt pressure from the contacted resource on whether or not to proceed with further reporting or adjudication (GA16c). Of those who indicated yes to this question, a follow up question (GA16d) asked them what type of pressure—either to proceed with further reporting or adjudication or to not proceed (GA16d).

3.2 Percent Contacting a Resource and Number of Resources Contacted

Across all the types of nonconsensual sexual contact, much larger percentages of victims who experienced penetration contacted at least one resource during the current school year compared to the victims of sexual touching. Just over 27 percent (27.2%) of the victims of forcible penetration contacted, and 13.5 percent of the victims of penetration while incapacitated contacted any resource during this time. A much smaller percentage of victims who experienced sexual touching via force or while incapacitated contacted any resource (5.4% and 3.8%, respectively) (Figure 3.2-1, “Total”; see Table A1a through A1d in Appendix A).

Of those who contacted any resource, a majority of victims in each type of victimization contacted only one resource. The largest percentage of students who contacted more than one resource was the forcible penetration victims, with 20.8 percent contacting two resources and 18.2 percent contracting three or more resources (Figure 3.2-2, “Total”; see Table A1a through A1d in Appendix A).

Figure 3.2-1. Nonconsensual Sexual Contact: Percent of Students Contacting Any Resource in the Current School Year

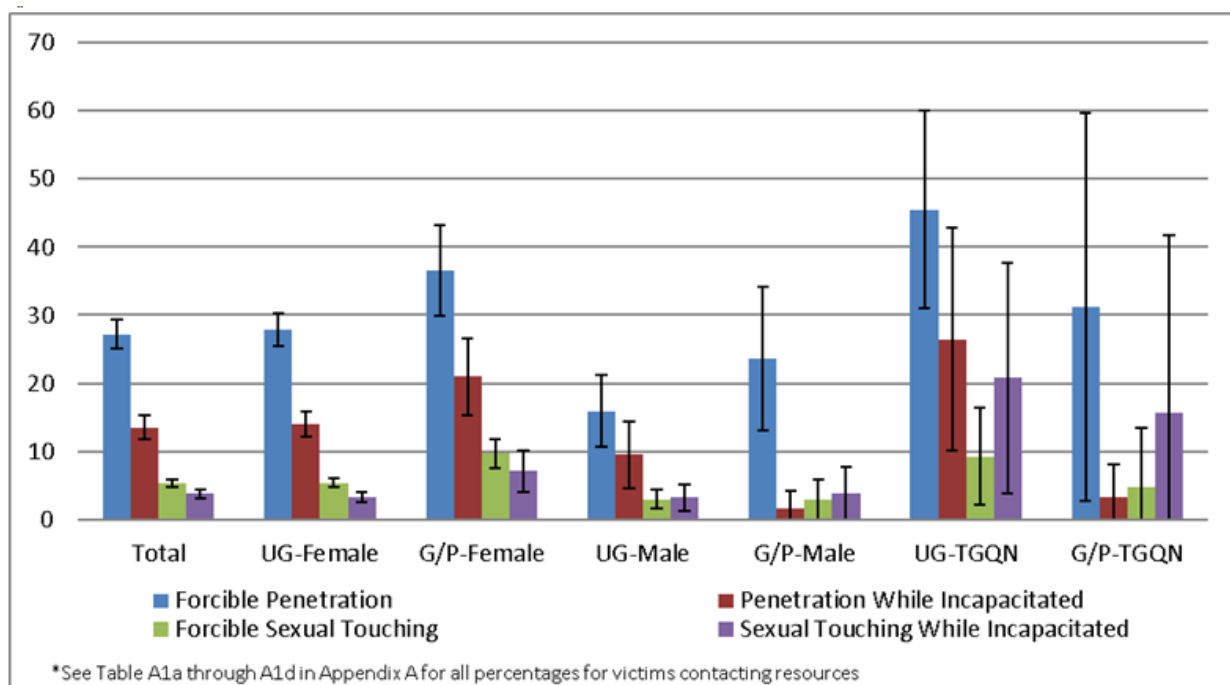
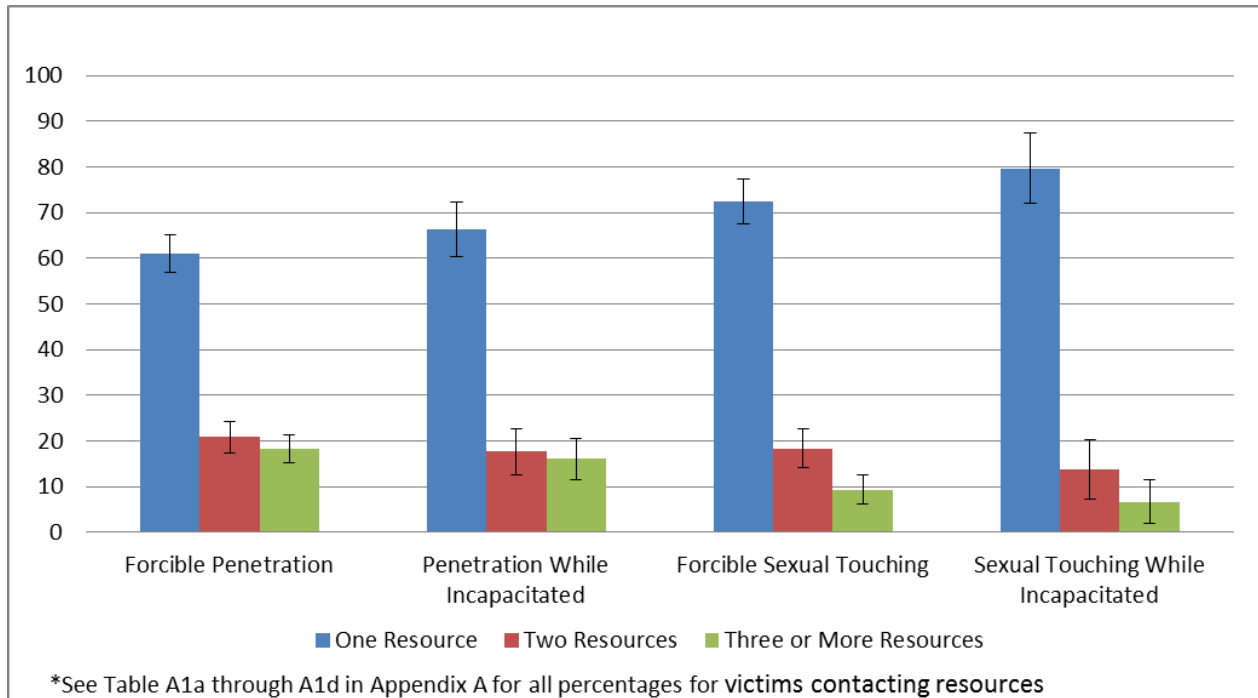


Figure 3.2-2. Nonconsensual Sexual Contact: Percent of Students Contacting One, Two, or Three or More Resources in the Current School Year



Forcible Penetration. Two student groups, females and undergraduates identifying as TGQN, had a significantly large percentage of students contact any resource during the school year (Figure 3-1). A much larger percentage of females, regardless of student enrollment status, contacted any resource compared to their male counterparts. For example, 27.9 percent of the female undergraduates contacted any resource compared to 15.9 percent of the male undergraduates. A significantly larger percentage of undergraduates identifying as TGQN (45.5%) had contact with at least one resource compared to either female (27.9%) or male (15.9%) undergraduates.

A majority of victims in each student group contacted only one resource. The largest percentage of victims who contacted two or more resources were female undergraduates (42.3%). A large percentage of both undergraduates and graduate and professional students who identify as TGQN contacted two or more resources (even larger than the female undergraduates). Note, however, given the large standard error on each of two estimates, none of these percentages were significantly different than the other student groups. Also, the actual number of victims identifying as TGQN who contacted two or more resources are relatively small compared to the number of female undergraduates who contacted two or more resources (67, 13, and 998, respectively).

Penetration While Incapacitated. A larger percent of female graduate or professional students contacted any resource during the school year compared to their undergraduate counterparts, although this was not a statistically significant difference (21.0% compared to 14.0%) (Figure 3-1). There were, however, significant differences for males and students identifying as TGQN, with undergraduates being more likely to contact any resource than their graduate or professional student counterparts (9.5% compared to 1.5%, respectively for males and 26.5% compared to 3.3%, respectively for students identifying as TGQN). There was no meaningful difference between the percentage of male and female undergraduates who made such contact.

A majority of victims in each student group contacted only one resource (Figure 3-2). The largest percentage of victims who contacted two or more resources was female graduate and professor students (45.0%).

Forcible Sexual Touching. There are a significantly larger percentage of female graduate or professional students who contacted any resource during the school year compared to their undergraduate counterparts (9.7% compared to 5.4%).

Well over half of victims in each student group contacted only one resource. The largest percentage of victims who contacted two or more resources was TGQN undergraduates (47.0%).

Sexual Touching While Incapacitated. Two student groups had a significantly larger percentage of victims contact any resource. A slightly larger percentage of female graduate and professional students contacted any resource compared to their undergraduate counterparts (7.1% compared to 3.3%). Undergraduates identifying as TGQN *tended* to have a larger percentage of victims who contacted a resource (20.8%) compared to female undergraduates; this difference is not significantly larger due to the large standard error for the TGQN estimate.

3.3 Types of Resources Contacted by Victims During Current School Year

Of all the victims who experienced any type of nonconsensual sexual contact, they overwhelmingly contacted on-campus resources during the current school year compared to off-campus ones, ranging from 92.5 percent to 98 percent of the victims (Figure 3.3-1, “Total”; see Table A3a through A3d in Appendix A). For example, 95.2 percent of the forcible penetration

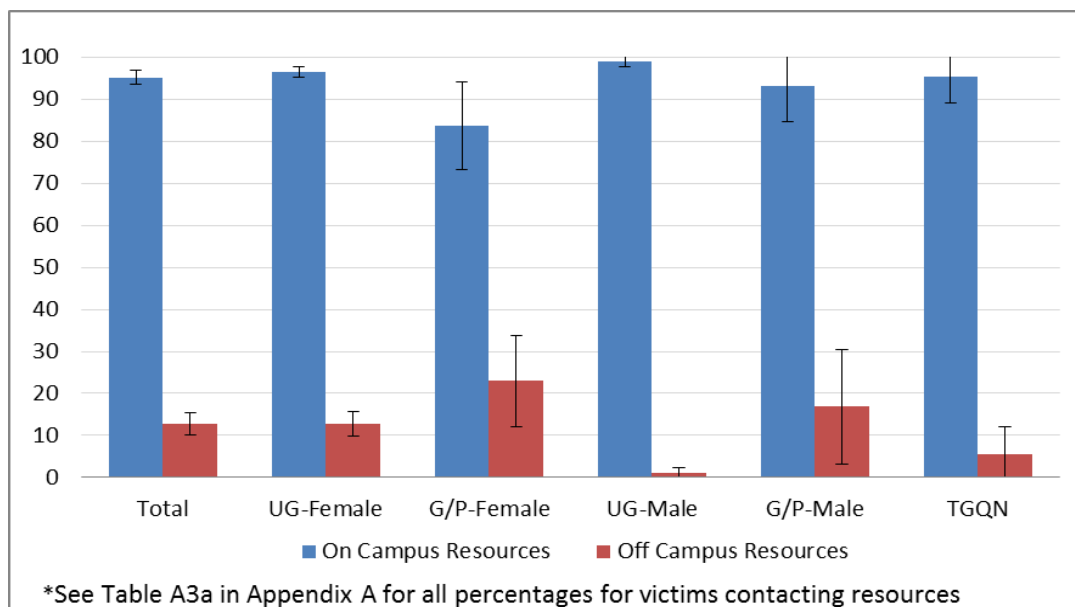
victims contacted an on-campus resource compared to 12.7 percent who contacted one off campus (Figure 3.3-1).

Of those who contacted an on-campus resource, across all the types of victimization, the resource contacted by the largest percentage of victims of any type of nonconsensual contact was counseling (38.4% to 50.7%), followed by victim services (16.4% to 34.7%) and health centers (17.5% to 26.3%) (Figure 3-4).

Of the victims who contacted an off-campus resource, the local police were contacted by a majority of forcible penetration victims (62.5%) and forcible sexual touching victims (57.7%) (Figure 3.3-4). Victims of incapacitated penetration had the largest percentage students contact victim services (42.4%). Victims of sexual touching while incapacitated had the largest percentage of students who contacted health services (40.2%).

Forcible Penetration. Within each gender-enrollment status group a substantial percentage of victims contacted an on-campus resource (see Table A3a in Appendix A). One finding among females was that there is a significantly larger percentage of undergraduates who contacted an on-campus resource compared to their graduate and professional counterparts (96.6% compared to 83.7%).

Figure 3.3-1. Forcible Penetration: Of Those Contacting Any Resource, Percent of Victims Contacting on Campus Versus Off Campus Resources



Of those who contacted an on-campus resource, with the exception of one student group, the largest percentage of students contacted on-campus counseling (39.8% to 57.3%), followed by victim services (32.6% to 59.3%) and the health center (12.4% to 70.1%). The exception was male graduate and professional students; most (27.8%) contacted student affairs, followed by counseling (24.7%) and victim services (15.4%) (see Table A3a in Appendix A).

Off-campus local police were contacted by the largest percentage of victims who had contacted an off-campus resource; a majority of the victims contacted them (57.1% to 65.7%) (see Table A3a in Appendix A).

Notably, of those who contacted an on-campus resource during the current school year, 10.2 percent contacted the campus police, while of those who contacted an off-campus resource, 62.5 percent contacted the local police. At first glance, one could interpret this as victims “favoring” contacting the local police more so than the campus police. Such an interpretation is a bit misleading since more victims contacted the campus police (n=315) compared with the number who contacted the local police (n=257). But it does emphasize that when looking for resources, it is the on-campus resources not related to the police that are most likely to be utilized. Off-campus resources that are utilized are more likely to be related to law enforcement.

Figure 3.3-2. Forcible Penetration: Percent of Victims Contacting Any On Campus Resource Who Contacted Various Resources

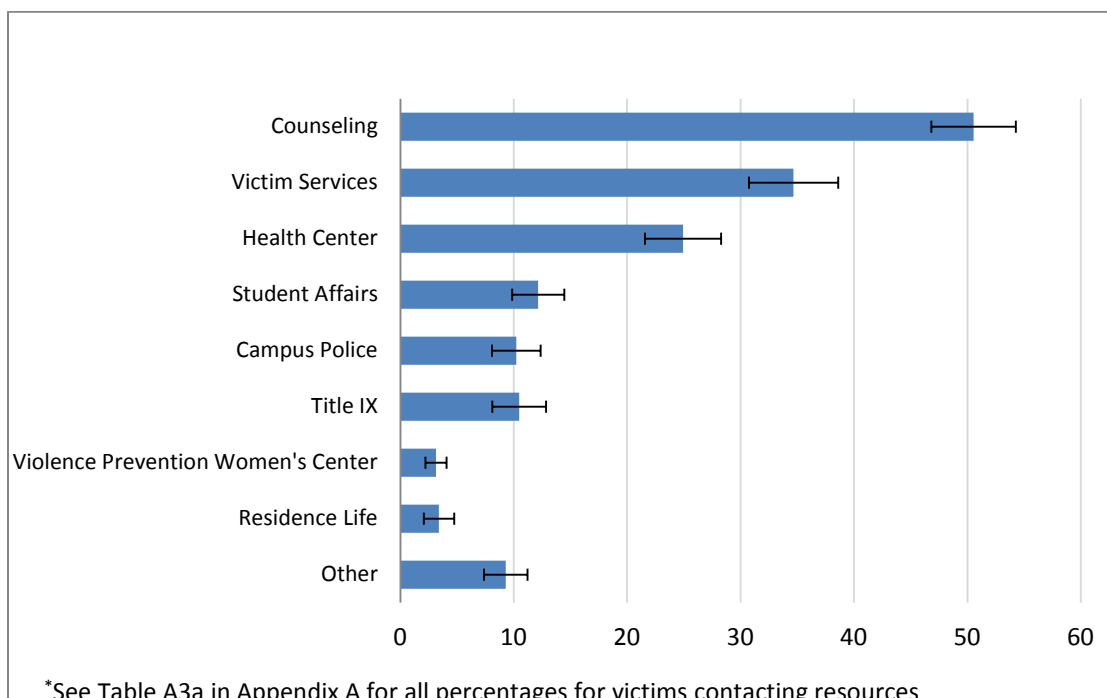


Figure 3.3-3. Forcible Penetration: Percent of Victims Contacting Any Off Campus Resource Who Contacted Various Resources

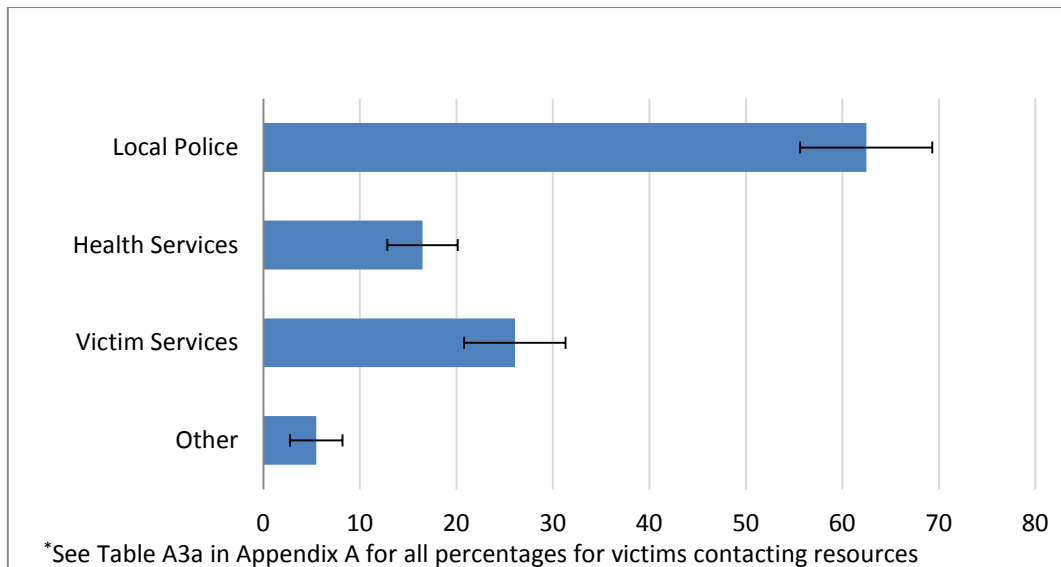
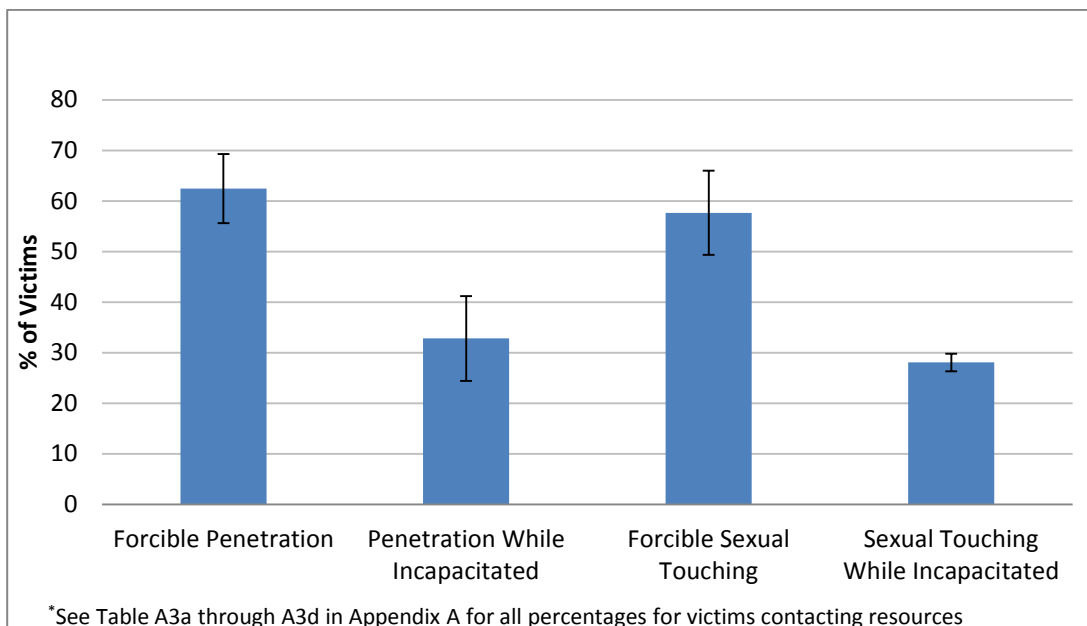
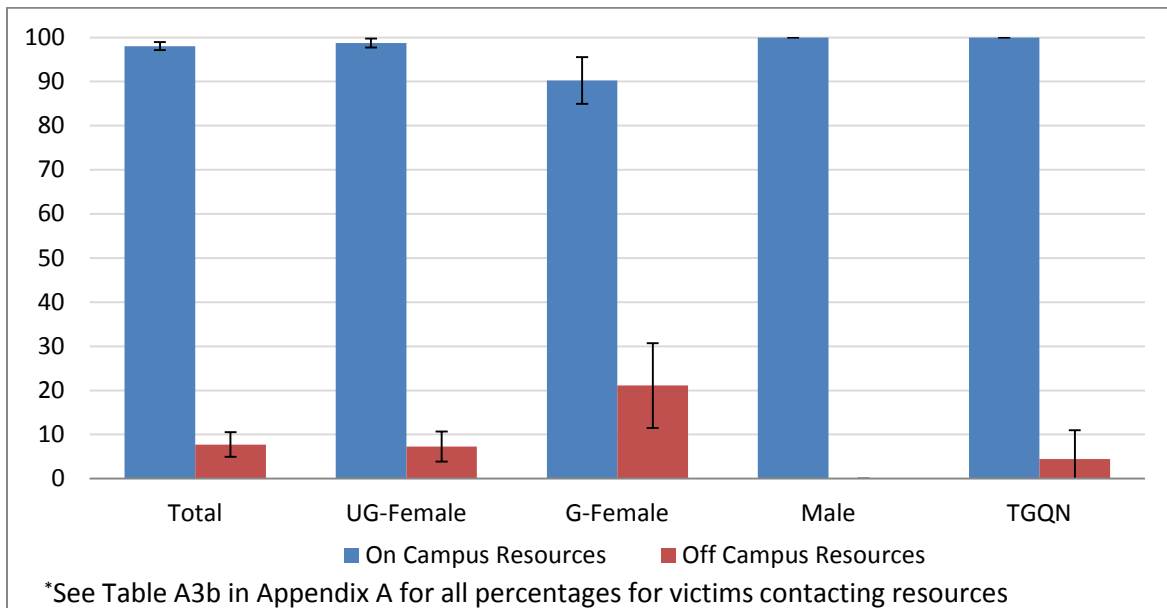


Figure 3.3-4. Nonconsensual Sexual Contact: Percent of Victims Contacting Any Off Campus Resource Who Contacted Local Police



Penetration When Incapacitated. A significantly larger percentage of female undergraduates contacted an on-campus resource compared to their graduate and professional student counterparts (98.7% compared to 90.3%) (Figure 3.3-5).

Figure 3.3-5. Penetration While Incapacitated: Of Those Contacting Any Resource, Percent of Victims Contacting On Campus Versus Off Campus Resources



Similar to the forcible penetration victims who contacted any on-campus resource, the largest percentages of victims of penetration while incapacitated were: counseling, victim services and health center in each of the student groups (Figure 3.3-6). For example, of the female undergraduates who experienced penetration while incapacitated, 52.7 percent sought counseling, 33.2 percent contacted victim services and 24.6 percent contacted the health center on campus.

Of those contacting an off-campus resource, the largest percentage of victims contacted victim services (42.4%), followed by health services (34.1%) and local police (32.8%) (Figure 3-9). Among the student groups, a significantly larger percentage of female graduate and professional students (21.1%) contacted an off-campus resource compared to their undergraduate (7.3%) counterparts. Females, regardless of enrollment status, were equally likely to contact local police, health services or victim services (see Table A3b in Appendix A).

As to contacting the police, of the victims who contacted at least one off-campus resource, a larger percentage of students (32.8%) contacted the local police, whereas of the victims who contacted at least one on-campus resource, a smaller percentage (3.8%) contacted campus police. Again, this comparison is somewhat misleading because more students (n=51) contacted campus police compared to the local police (n=34). Nonetheless, as noted above also, this finding emphasizes that the most utilized resource off campus is police, while on-campus police is not as highly utilized relative to other on-campus resources.

Figure 3.3-6. Penetration While Incapacitated: percent of Victims Contacting Any On Campus Resource Who Contacted Various Resources

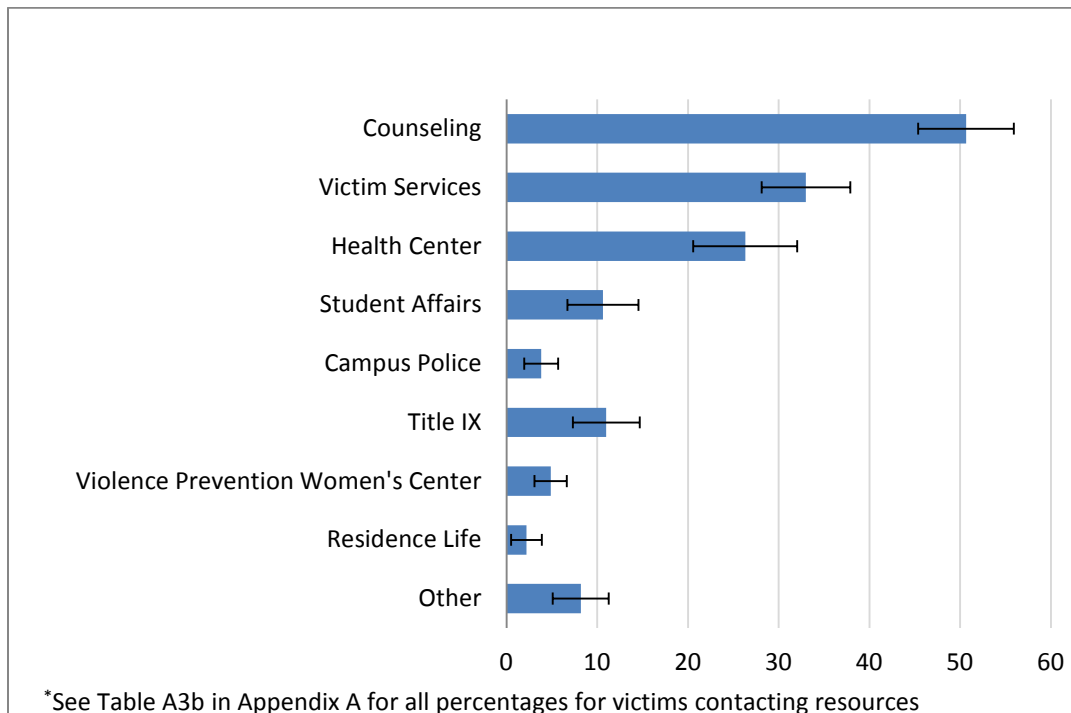
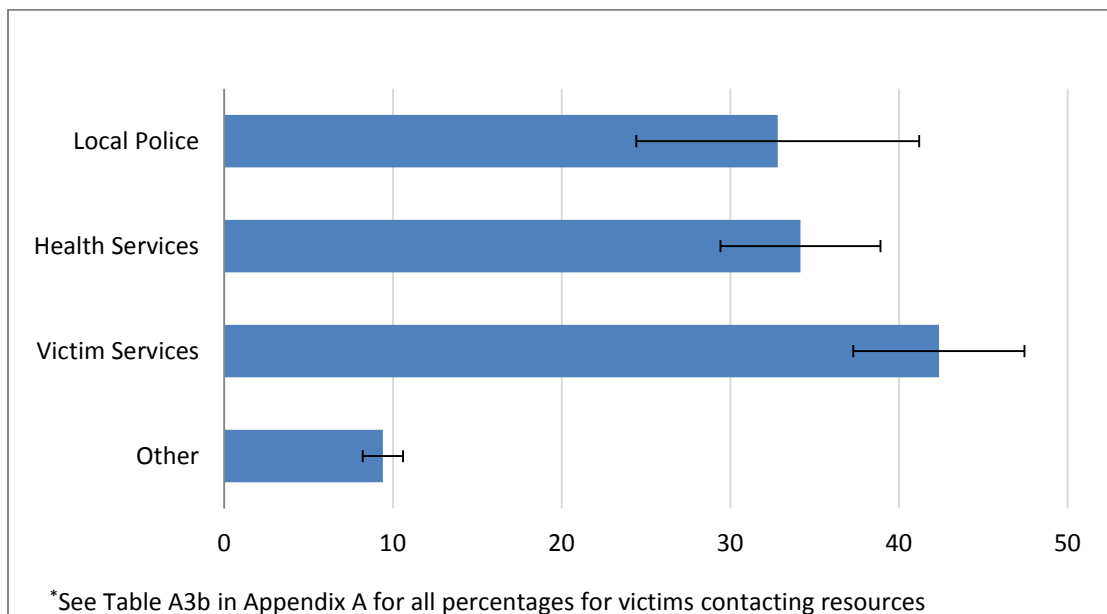
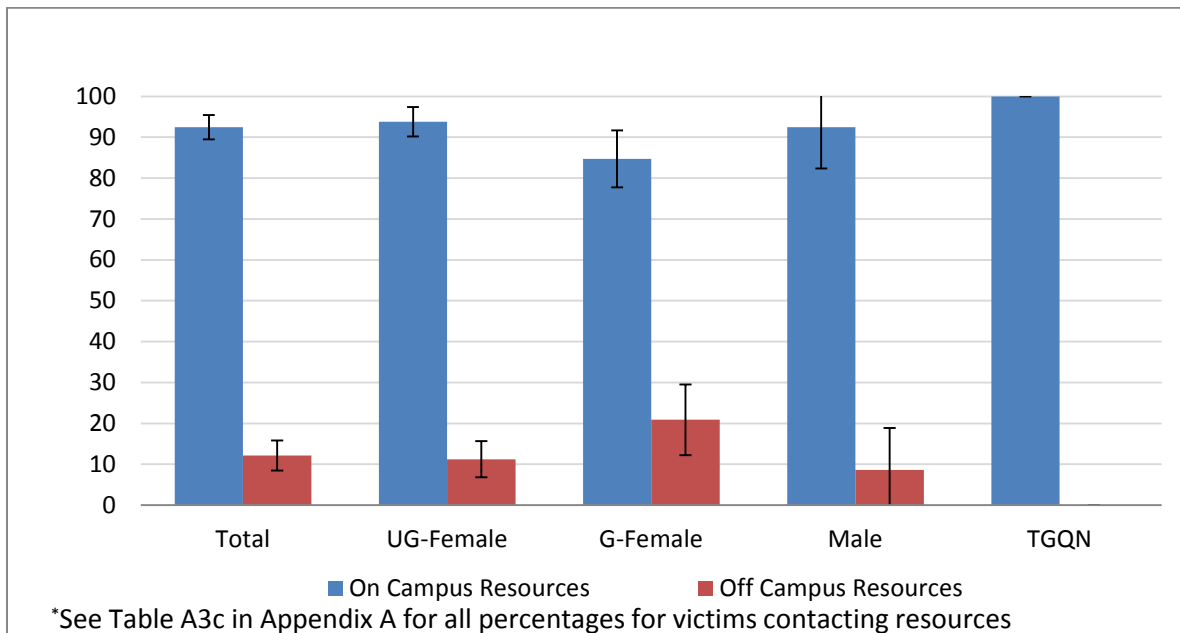


Figure 3.3-7. Penetration While Incapacitated: Percent of Victims Contacting Any Off Campus Resource Who Contacted Various Resources



Forcible Sexual Touching. A larger percentage of female undergraduates contacted an on-campus resource compared to female graduate and professional students (93.8% compared to 84.7%) (Figure 3.3-8). Note also that 100 percent of the TGQN victims contacted an on-campus resource. Be cautious when interpreting this percentage as the number of these students is small (N=41 students, weighted data). The on-campus resources that a large percentage of each student group contacted were: counseling, victim services, and health center (Figure 3.3-9).

Figure 3.3-8. Forcible Sexual Touching: Of Those Contacting Any Resource, Percent of Victims Contacting On Campus Versus Off Campus Resources



Although there is a large percentage point difference between female graduate and professional students who contacted an off-campus resource compared to their undergraduate counterparts (20.9% compared to 11.2%), this difference is not statistically significant (see Table A3c in Appendix A).

Again, the on-campus campus police and off-campus local police percentages are quite different; 57.7 percent of the victims who contacted at least one off-campus resource contacted local police compared to 16.1 percent of victims who contacted at least one on-campus resource contacting the campus police. When comparing these percentages, be mindful that 235 students contacted the campus police compared to 110 students who contacted the local police. As noted above as well, however, these percentages reveal the role law enforcement plays relative to on- and

off-campus resources. If an off-campus resource is contacted, it is much more likely to be the police, while this is not true when contacting an on-campus resource.

Figure 3.3-9. Forcible Sexual Touching: Percent of Victims Contacting Any On Campus Resource Who Contacted Various Resources

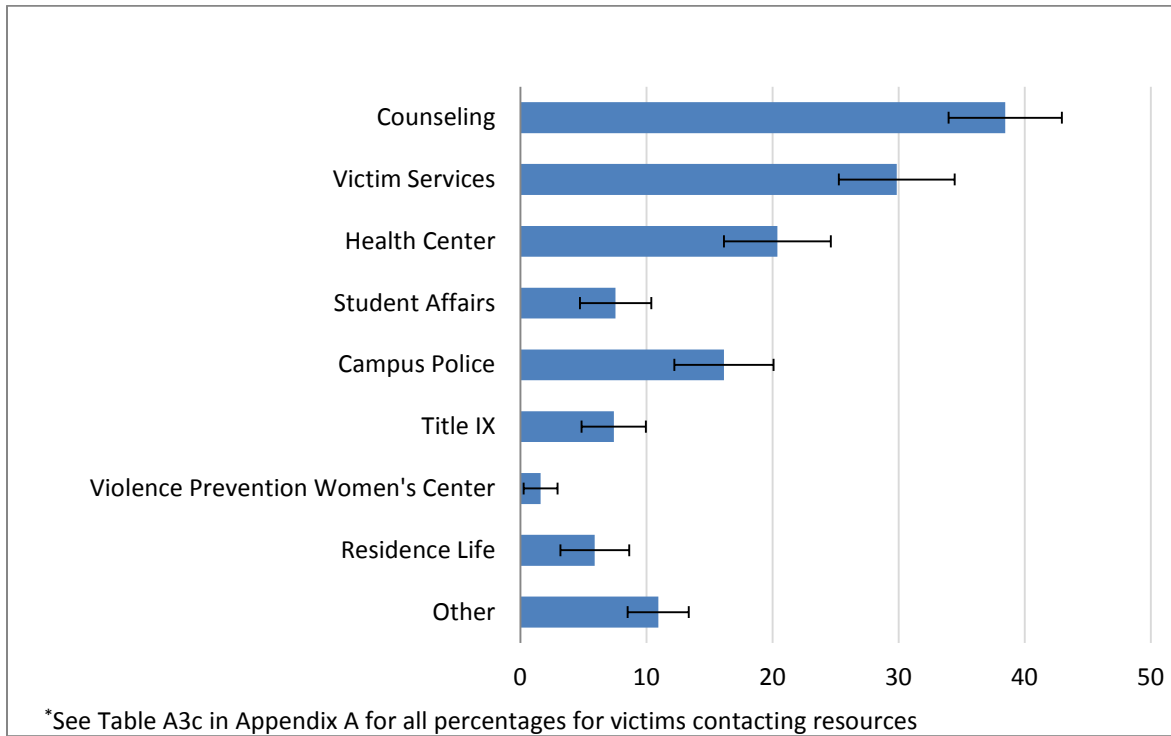
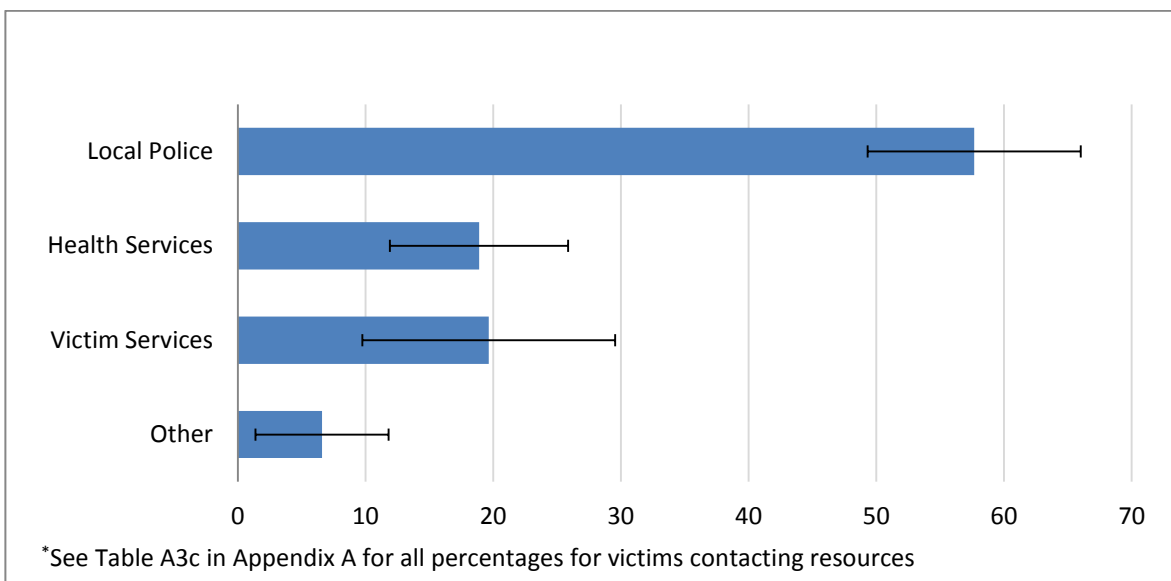


Figure 3.3-10. Forcible Sexual Touching: Percent of Victims Contacting Any Off Campus Resource Who Contacted Various Resources



Sexual Touching While Incapacitated. A large percentage of victims contacted an on-campus resource, with no difference among the two female student groups (Figure 3.3-11). Counseling, by far, was contacted by the largest percentage of each of these groups (Figure 3.3-12).

Of those who contacted an off-campus resource during the current school year, the largest percentage of victims contacted health services (40.2%) and victim services (36.6%) (Figure 3.3-13). A similar percentage of females in each of the student enrollment groups reported to an off-campus resource (see Table A3d in Appendix A).

Similar to the other forms of nonconsensual sexual contact, the percentage of students contacting any on-campus resource who contacted campus police is smaller than the percentage of students contacting any off-campus resource who contacted the local police, 4.8 percent and 28.1 percent, respectively. However, since these percentages are relative to the rate of victims contacting either on campus or off campus, readers should be cautious when interpreting these percentages as 24 victims contacted campus police and 16 contacted the local police.

Figure 3.3-11. Sexual Touching While Incapacitated: Of Those Contacting Any Resource, Percent of Victims Contacting On Campus Versus Off Campus Resources

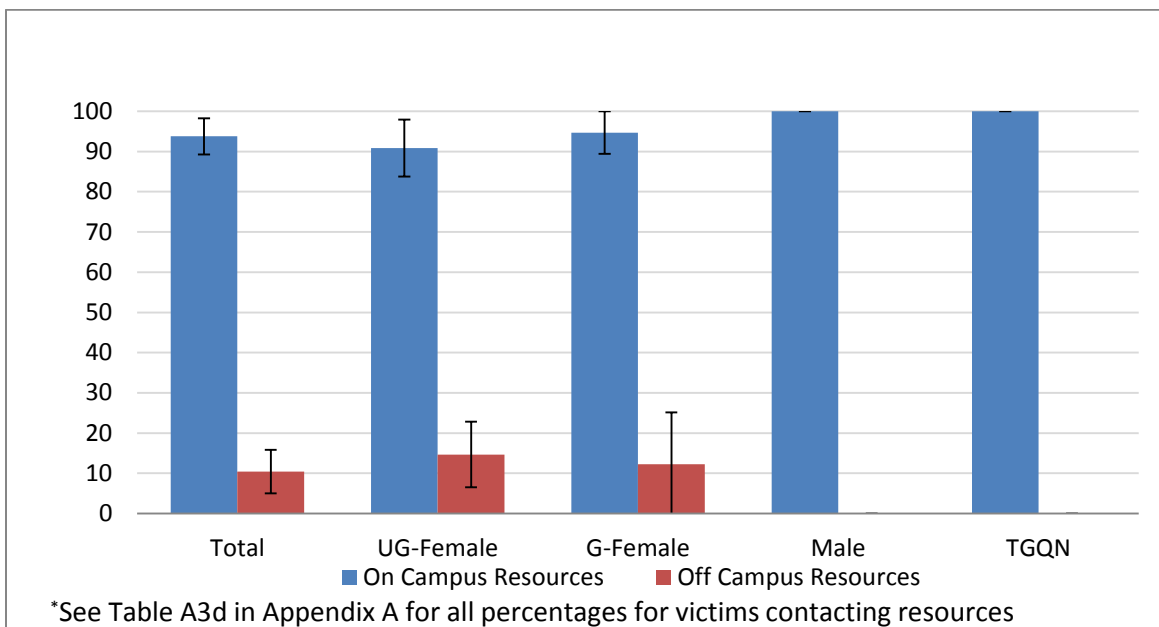


Figure 3.3-12. Sexual Touching While Incapacitated: Percent of Victims Contacting Any On Campus Resource Who Contacted Various Resources

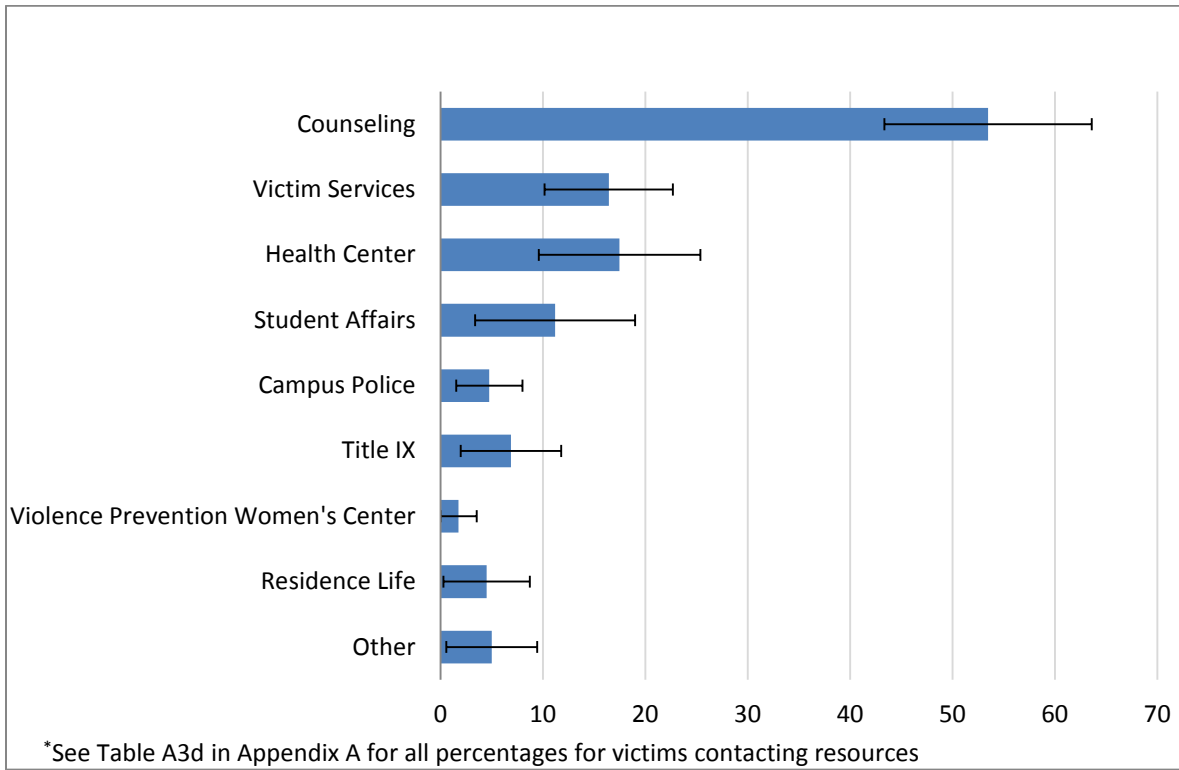
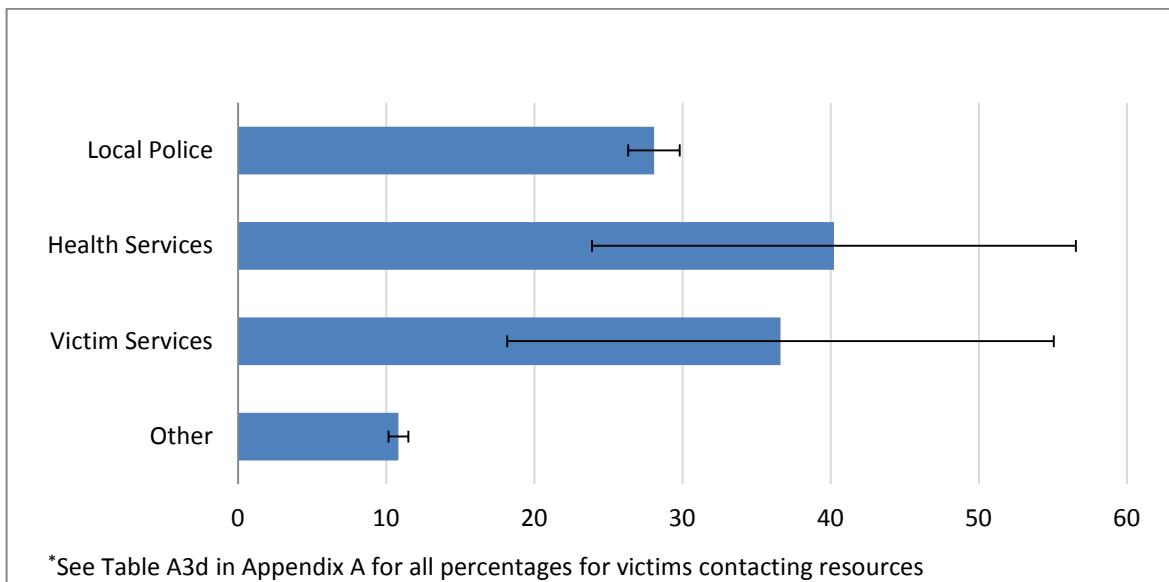


Figure 3.3-13. Sexual Touching While Incapacitated: Percent of Victims Contacting Any Off Campus Resource Who Contacted Various Resources



3.4 Summary of Students Contacting Resources

Understanding students' use of resources in the aftermath of sexual victimization is a critically important component to not only resource allocation but also their help-seeking behavior (or lack thereof). Importantly, research has shown that contacting resources in the aftermath of sexual victimization mediates negative outcomes. That is, sexual violence victims who contacted resources after their experience were less likely to experience negative outcomes compared to those who did not make contact (Sabina and Ho, 2014).

3.4.1 Number of Resources Contacted

Although there were a number of on- and off-campus resources listed for each school (up to 10), the majority of victims of any type nonconsensual sexual contact by force or incapacitation contacted only one. The forcible penetration victims were most like to have contacted two or more resources (39%), with just over half of these victims contacting two resources (20.8%).

Similar to findings published in past studies examining students' use of resources, the AAU study found that a relatively small percentage of victims of nonconsensual sexual contact by force or incapacitation contacted resources during the current school year. In other words, a sizeable number of victims—across all six gender-enrollment status groups—were reluctant to contact resources provided to them by their respective school. Of the four types of victims, the two largest groups to have contacted any resource were those who experienced nonconsensual penetration. Although just over a quarter of its victims, the percentage of victims of forcible penetration is almost twice as big as the percentage of victims of penetration while incapacitated (27.2% compared to 13.5%). Less than 5 percent who experienced nonconsensual sexual touching contacted any resource (5.4% and 3.8% for forcible and while incapacitated, respectively).

A few differences across student groups were found among the victims across the types of nonconsensual sexual contact. First, among those who experienced forcible penetration, a significantly larger group of females, regardless of student enrollment status, contacted any resource compared to their male counterparts. Also among this type of victim, females and undergraduates identifying as TGQN had a significantly larger percentage of students who contacted any resource during the school year. Second, a significantly larger percentage of female graduates or professional students who experienced either type of sexual touching contacted any resource during the school

year compared to their undergraduate counterparts. Third, among undergraduate students identifying as TGQN, a significantly larger percentage of victims of penetration or sexual touching while incapacitated contacted one resource compared to their female counterparts (and male counterparts but only for sexual touching while incapacitated).

3.4.2 Types of Resources Contacted

Each school provided a list of both on- and off-campus resources that were available to students who experienced nonconsensual sexual contact. Compared to contacting off-campus resources, over 90 percent of the victims contacted on-campus resources during the current school year. This was true across each of the four types of nonconsensual sexual contact.

The three on-campus resources contacted by the most victims were the same across the different types of nonconsensual sexual contact experienced by students. Looking across each of the types of nonconsensual sexual contact, the three on-campus resources that the largest percentage of victims contacted during the current school year were: counseling, victim services, and health center. Of those who experienced either type of forcible act or penetration while incapacitated, a significantly larger percentage of female undergraduates contacted an on-campus resource compared to their graduate and professional counterparts.

Different types of off-campus resources were contacted by victims of different types of nonconsensual sexual contact. As to contacting off-campus resources during the current school year, among the victims of either type of forcible act, the local police were contacted by the largest percentage of victims. Among victims of either act while incapacitated, the two resources contacted by the largest percentage of students were victim's services and health services.

For each of the four types of nonconsensual sexual contact, a larger percentage of the victims contacting any off-campus resources contacted local police compared to the percentage of victims contacting any on-campus resource who contacted campus police. However, the number of victims who contacted the campus police exceeds the number who contacted the local police for each of the four types of nonconsensual sexual contact. Nonetheless, the role of on-campus resources is much different than for off-campus. The non-law enforcement on-campus resources are the most likely to be contacted. For off-campus resources, law enforcement is one of the primary resources that are contacted.

One issue that arises with victims not contacting resources is that the unwanted sexual contact goes unreported to campus officials and hence, not included in the annual *Clery Act* crime statistics, which includes four types of forcible sexual offenses—forcible rape,²⁶ forcible sodomy,²⁷ sexual assault with an object,²⁸ and forcible fondling.²⁹ Equally troubling is that if victims’ physical and psychological symptoms go untreated, they most likely will worsen over time. These symptoms can cause disruptions in academic performance and social activities and impair functioning social relationships (see Jordan et al., 2014, Mengo and Black, 2015).

²⁶ Forcible rape is the carnal knowledge of a person, forcibly and/or against that person’s will; or not forcibly or against the person’s will where the victim is incapable of giving consent because of his/her temporary or permanent mental or physical incapacity (or because of his/her youth). This offense includes the forcible rape of both males and females.

²⁷ Forcible sodomy is oral or anal sexual intercourse with another person, forcibly and/or against that person’s will; or not forcibly or against the person’s will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

²⁸ Sexual assault with an object is the use of an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person’s will; or not forcibly or against the person’s will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity. An object or instrument is anything used by the offender other than the offender’s genitalia. Examples are a finger, bottle, handgun, stick, etc.

²⁹ Forcible fondling is the touching of the private body parts of another person for the purpose of sexual gratification, forcibly and/or against that person’s will; or, not forcibly his/her youth or because of his/her temporary or permanent mental incapacity.

Predictors of Contacting Resources

4

Institutions of higher education have made efforts to provide their students with resources on and off campus that they can contact in the aftermath of a sexual victimization (Karjane, Fisher, and Cullen, 2005). These resources include counseling and psychological services centers, campus police and security, health services, women’s centers, and offices dedicated to “student affairs” or “student life.” As discussed by Fisher et al. (2016), a substantial percentage of victims do not contact these resources but rather decide to confide in a friend, despite the negative tolls these experiences take on their psychological and physical wellbeing and academic performance (see also Cantor et al., 2015). For example, the AAU study reported that, despite just over three-fourths of these victims (75.9%) reporting at least one negative behavioral or psychological outcome (e.g., difficulty concentrating on studies, feeling numb or detached) (Fisher et al., 2016), just over a quarter (25.5%) of the victims of forcible penetration reported contacting a resource, including campus and local police, since they were a student. Alternatively, 78.2 percent of these victims told a friend, 21.9 percent told family, and 10.5 percent told someone else (Cantor et al., 2015).³⁰ Apparently, victims are turning to their informal social networks (e.g., friends, family members) and disclosing to them to deal with the aftermath, rather than contacting more formal resources (e.g., police, mental health services) available on or off campus (see also Sabina and Ho, 2014).

Increased attention by researchers has turned to identifying the significant predictors of victims contacting resources in the aftermath of their experience. Despite the variety of resources available to most college student victims of sexual assault, most of the studies have tended to focus rather exclusively on factors associated with reporting to law enforcement, including both on and off campus agencies (Fisher, Daigle, Cullen, and Turner, 2002; Sabina and Ho, 2014).

Only a handful of studies have examined factors associated with college student victims contacting other helping or supportive resources or services which cater to the needs of victims, such as mental health providers, other person on campus but not the police or campus authority (see for example, Fisher et al., 2003; Kilpatrick et al. 2007). This growing body of research suggests that victim, incident, offender, and consequence characteristics of the sexual assault significantly

³⁰ The percentages reported later in this report differ slightly from the ones reported in Cantor et al. (2015) because the students who declined to state their gender identity were not included in the current report (n = 852).

predict college students' reporting to the police and utilizing services that address specific victims' needs (e.g., medical, mental health, advocacy).

Victim characteristics such as having felt peritraumatic fear (e.g., afraid of being killed or seriously injured during the assault) and acknowledging the incident as rape are also associated with the likelihood that the incident is reported to the police (Fisher et al., 2003, Sabina and Ho, 2014; Wolitzky-Taylor, Resnick, McCauley, Amstadter, McCauley, Ruggiero, and Kilpatrick, 2011). As for race of the victim, the findings are mixed for reporting to police. Some research has shown that African American non-Hispanics are more likely to report than Caucasians (Fisher et al., 2010a), while others have reported that Caucasian non-Hispanics are more likely to report than other races (Wolitzky-Taylor, 2011). Research has shown that age, race/ethnicity, year in school or income are not related to the likelihood of contacting professional for help with emotional problems post rape (Amstadter, Zinzow, McCauley, Strachan, Ruggiero, Resnick, and Kilpatrick, 2010).

Characteristics of the incidents have been found to be significant predictors of reporting to law enforcement. Incidents in which the offender had a weapon are more likely to come to the attention of the police than incident in which there was no weapon (Addington and Rennison, 2008; Fisher et al., 2003; Fisher et al., 2010a). Perpetrators' threat or use of force also increases the likelihood that the police will be contacted (Sabina and Ho, 2014). In addition, the type of rape experienced influences victims' decision to report to police. Forcible rape incidents were more likely to be reported to law enforcement officials than drug-/alcohol-facilitated rape or incapacitated rape (Wolitzky-Taylor et al., 2011). Reporting to police is more likely to occur when rape characteristics fit within the "classic rape" script. For example, being raped by a stranger and sustaining physical injuries are predictive of reporting to the police (Fisher et al., 2010a; 2010b; Wolitzky-Taylor et al., 2011).

Another incident characteristic is the context in which the sexual assault occurs, such as where they happen and what else occurred prior to or during the incident; contextual characteristics of the incident also have been shown to influence reporting to the police. Sexual assaults that occurred at on-campus locations were more likely to be reported to police than those that happened off campus (Fisher et al., 2010a). Research has found that college women were less likely to report to the police when alcohol use was part of the assault (e.g., drinking prior to the assault by the victim or offender) and being too drunk or high to control behaviors (Addington and Rennison, 2014; Kilpatrick et al., 2007; Krebs, Linguist, Warner, Fisher and Martin, 2007).

As to the characteristics of the offender, research shows that the victim-offender relationship influences the victim's decision to report to the police. Incidents perpetrated by a stranger are more likely to be reported to the police or any campus authority than those perpetrated by someone known to the victim (Fisher et al., 2010b). Offenders who are known to the victim are more likely to be reported to any campus authorities, but not to the police (Fisher et al., 2010b). Others have reported that the victim-offender relationship has no relationship on reporting to the police. Wolitzky and colleagues (2011) reported that being raped by an intimate partner or stranger relative to being raped by a non-intimate partner, nonstranger did not significantly predict the likelihood of college women who were raped or someone else reporting the incident to the police.

The consequences of the incident also have been reported to influence victims reporting the incident to the police. Injury as measured by college women's self-report of suffering serious or minor physical injuries is a significant predictor of both reporting to the police and contacting someone other than the police or campus authorities (Fisher et al., 2010b; Wolitzky-Taylor, 2011). This finding is in line with a larger body of research examining the amount of seriousness of an violent incident (e.g., weapon, threats or use of force) that has shown that incidents that involved a high degree of injury are more likely to come to the attention of the police (see Fisher et al., 2003). Research also has reported that posttraumatic stress disorder symptoms significantly increased the odds of ever seeking help (e.g., mental health professional, medical doctor, religious counsel) in the aftermath of rape (Amstadter et al., 2010).

IHE's are mandated by federal law to educate students about awareness and prevention of sexual assault, stalking, dating violence, and domestic violence. For example, IHE's must provide a statement that describes current campus policies regarding procedures for students and other to report these crimes mentioned above (and others). Despite this mandate, missing from this small, yet growing body of research are published articles that have examined whether they predict students' contacting resources on or off campus, so little is known about this issue.

4.1 Multivariate Models of Victims' Contacting Behavior

Building from the past research described above, two multivariate models were estimated to identify the incident, perpetrator, victim, and consequence characteristics that predicts forcible penetration and penetration while incapacitated victims' contacting behavior. First, logistic regression models were estimated for whether the victim contacted any resource regarding a

victimization incident since entering college.³¹ These models were estimated for victims of penetration by force and by incapacitation. Second, for those who contacted any resource in response to penetration by force or while incapacitated, logistic regression models were estimated to predict whether the victim contacted a Clery Security Authority (CA) or not. With the exception of two schools, each school provided a list indicating which resources is a CA. Victims from schools without Clery information were excluded from this analysis.

4.1.1 Predictors

The predictors included measures of the characteristics of the incident, offender, victim, and outcome (for a detailed description, see Appendix B).

Victim Characteristics. The victim characteristics used as predictors are primarily measures of student's demographic characteristics. First, enrollment status reflects whether the victim is a 'freshman,' 'sophomore,' 'junior,' 'senior' or 'Graduate or Professional Student.' Next, gender identity is coded into categories of 'Female,' 'Male,' and 'TGQN.' Race and ethnicity are comprised of four categories of 'Asian,' 'Black,' 'Hispanic,' 'Other,' ('White' is the reference category). Sexual orientation was coded into sexual orientation categories of 'Gay or Lesbian,' 'Other' (Bisexual, Asexual, Questioning, Not Listed), and 'Decline to State' with 'Heterosexual' as the reference group. 'Disability' is a dichotomous variable indicating whether the student has a disability registered with the University's Disability Services or Office on Disabilities. Lastly, 'Living situation' is dummy coded to reflect four categories: 'On campus,' 'Off campus,' 'Greek housing,' and 'Other' (see Background section of survey in Appendix B).

Incident Characteristics. There were five incident characteristics included in the model: (1) whether the incident occurred during an academic break (GA11a and GA11b); (2) incident location, or whether the incident occurred on campus, off campus, or in Greek housing (GA12, GA13a, GA13b); (3) drug and alcohol use by the victim and perpetrator (GA5 to GA8); (4)

³¹ For the multivariate models, the contacting variables must pertain to the time frame of since entering college due to the structure of the detailed incident form (DIF). The incident, offender, victim, and consequences variables included in the model were created from questions in the DIF. Since the information in each DIF is a summary of different nonconsensual penetration incidents, it is not possible to separate out the current year DIF information from older DIF information (e.g., since first entering school). If we had reduced the sample to respondents with only one DIF, there is a substantial loss in the number of cases that could be analyzed. Rather than compromise the multivariate analyses (e.g., large standard errors due to small number of cases), we decided to include all the cases since entering college.

whether the victim was certain or suspected having been given drugs or alcohol without consent (GA9); and (5) whether the victim reported passing out or being unconscious for all or part of the incident (GA10).

Offender Characteristics. Offender characteristics include whether the perpetrator was associated with the university and the relationship to the victim. The victim-offender relationship was measured with six dichotomous variables:(1) whether the victim and perpetrator were ‘Involved at the time’; (2) whether the victim and perpetrator were ‘Involved in the past’; (3) whether the perpetrator was a ‘Friend or acquaintance’; (4) whether the perpetrator was a ‘Stranger’; (5) whether the perpetrator was a ‘Teacher or Co-worker’ of the victim; and 6) ‘Other or Don’t know’(GA4).

Consequences. Next, the consequences of the incident(s) were used as predictors. These include the extent to which the victims reported experiencing psychological, behavioral, or physical trauma as a result of the incident. The first variable, non-educational psychological or behavioral outcomes, comes from an item asking victims to ‘Mark all that apply’ from a list of eight psychological and behavioral outcomes (GA15). This variable captures whether victims reported at least one of the psychological or behavioral outcomes from the list, with the exception of the lone educational outcome. The second consequence variable, difficulty concentrating on studies, was excluded from the previous variable, and reflects whether the victim reported experiencing ‘Difficulty concentrating on studies, assignments or exams’ as a result of their victimization experience (GA15). The third consequence variable, any physical consequence, reflects whether the victim reported any of the following as a result of the incident: ‘Physical injury,’ ‘Contracting a sexually transmitted disease,’ or ‘Became Pregnant’ (GA14). The last consequence characteristics variable is a count of the number non-educational psychological or behavioral consequences the student experienced as a result of the incident (GA15).

Knowledge of Sexual Assault and Sexual Misconduct Reporting. The final predictor of contacting included in the multivariate models is an indicator of students’ knowledge about sexual assault and sexual misconduct resources at their university. This variable is the average score of four items asking students how knowledgeable (‘Not at all,’ ‘A little,’ ‘Somewhat,’ ‘Very,’ ‘Extremely’) they are about:

- ‘how sexual assault and sexual misconduct are defined’ (C2a);
- ‘where to get help if you or a friend experienced sexual assault or sexual misconduct’ (C2b);

- ‘where to make a report of sexual assault or sexual misconduct’ (C2c); and
- ‘what happens when a student reports an incident of sexual assault or sexual misconduct’ (C2d)?

4.1.2 Results for Forcible Penetration

The results are described by the type of predictor, including victim characteristics, incident characteristics, offender characteristics, consequences and knowledge of resources (see Table 4-1)³².

Victim Characteristics. Two characteristics of the victim were significant. Enrollment status significantly predicts the likelihood that forcible penetration victims will ever contact any resource on or off campus. Freshmen (OR 0.48; 95% Confidence Interval 0.28, 0.82), Sophomores (OR 0.50; 95% CI 0.32, 0.76) and Juniors (OR 0.51; 95% CI 0.34, 0.76) were significantly less likely to contact any resource relative to graduate and professional students. For example, being a freshman decreased the odds of contacting any resource by 52 percent,³³ relative to being a graduate or professional student. Victims living in a Greek housing were less likely to contact any resource relative to those who lived in off campus housing (OR 0.49; 95% CI 0.30, 0.80). For example, for those victims living in Greek housing, the odds of them contacting any resource decreased by 51 percent relative to those victims who lived off campus.

Incident Characteristics. Only one incident characteristic, that the incident happened off campus, was statistically significant. Victims of forcible penetration who were victimized off campus were less likely to contact any resource compared to those victims who were victimized on campus (OR 0.78; 95% CI 0.61, 0.99).

Offender Characteristics. Contrary to past police reporting rape research, victims of nonconsensual penetration by force in which the victim had been involved or intimate with the offender at the time of the incident were more likely to contact any resources compared to victims in which the offender was not someone who they had a relationship at the time of the incident (OR 1.38; 95% CI 1.01; 1.90). One possible reason this may be different from past research is that

³² Odds ratios reflect the probability of one outcome relative to another outcome. In these analyses, the odds ratios reflect the odds of contacting any resource compared to not contacting any resource. Odds ratios are centered on a value of one, with values below one indicating a reduced odds of that outcome occurring and values above one indicating an increased odds of that outcome occurring.

³³ Percent change in the odds of a unit change in predictor = $100 * [(exp^b) - 1]$.

the measure of contacting a resource in this report includes different types of resources, including the campus police and local police. The past reporting research typically has focused exclusively on the predictors of contacting the police or not contacting, which is a much narrower measure.

Consequences. All four consequence measures significantly predicted the likelihood that victims would ever contact any on- or off-campus resource. Overall, victims who experienced negative consequences as a result of forcible penetration incident were more likely to contact any resource. Students who experienced a large number of psychological consequences as a result of their victimization were more likely to have ever contacted any on- or off-campus resource compared to those who had experience none or fewer such consequences (OR 1.35; 95% CI 1.26, 1.43). Those who experienced any physical health consequence from their forcible penetration victimization were more likely to have contacted any resource (OR 1.53; 95% CI 1.20, 1.95). Students who reported having experienced difficulty concentrating on studies, assignments or exams have an increased odds of contacting resources relative to those who did not experience this difficulty (OR 1.86; 95% CI .36, 2.53). Students who experienced at least one non-educational behavioral or psychological consequence had an increased odds (OR 3.90; 95% CI 2.29, 6.64) of contacting any resource relative to those who did report any such a consequence.

Collectively, these three findings suggest that the “severity” of the consequence experienced by victims of forcible penetration, as measured by the consequences that affect students’ academic performance and their physical (e.g., physical injury) and behavioral and psychological well-being (e.g., feeling numb or detached, feeling helplessness or hopelessness, fearful or concern for safety), significantly impacts the probability of whether or not these victims ever contact any resource.

Knowledge of Sexual Assault and Sexual Misconduct Reporting. Victims having a higher level of knowledge about sexual assault reporting had an increased odds of 1.78 (95% CI 1.60, 1.97) for contacting resources relative to those who had less knowledge. Those victims who, on average, were more knowledgeable about how sexual assault and sexual misconduct were defined, where to get help if they or someone they knew experienced sexual assault or sexual misconduct, where to make a report and the process once an incident report is made had an increased odds of contacting any resource. In short, those students who, on average, were more educated as to the defining and reporting sexual assault and sexual misconduct were more likely to have ever contacted any resource on or off campus.

4.1.3 Predictors of Contacting Resources Penetration While Incapacitated

Victim Characteristics. Only one victim characteristic, being a sophomore, significantly predicted ever contacting any resource after experiencing penetration while incapacitated (see Table 4-2). Sophomores were less likely to contact any resource compared to graduate and professional students (OR 0.52; 95% CI 0.32, 0.87).

Incident Characteristics. Victims who suspected or were certain that they had been given alcohol or another drug without their knowledge or consent were significantly more likely to have contacted any resource compared to those who were not drugged (OR 1.73; 95% CI 1.23, 2.43).

Offender Characteristics. Contrary to past reporting research, none of the offender characteristics significantly predicted ever contacting any on- or off-campus resource.

Consequences. Three outcome measures significantly predicted whether the victim ever contacted any resource. Those who reported suffering more psychological consequences had an increased odds of ever contacting a resource compared to those who did not experience psychological consequences (OR 1.43; 95% CI 1.31, 1.56). Victims who experienced physical health outcomes as a result of the incident were more likely to contact any resource compared to those who had no such outcomes (OR 1.62; 95% CI 1.04, 2.52). Also, those victims who reported having difficulty concentrating on studies, assignments or exams had an increased odds of contacting any resource compared to those who did not have such difficulty (OR 2.64; 95% CI 1.86, 3.74). Taken together, these findings are similar to the significant results found to affect the likelihood of ever contacting any resources for victims of forcible penetration. The “severity” of the incident as measured by the type and number of negative outcomes also predicts ever contacting any resource on or off campus among victims of penetration while incapacitated.

Knowledge of Sexual Assault and Sexual Misconduct Reporting. Victims of penetration while incapacitated who, on average, were more knowledge about defining and reporting sexual assault and sexual misconduct were more likely to have ever contacted any resource (OR 1.83; 95% CI 1.60, 2.10). Similar to the findings for victims of forcible penetration, those students who, on average, were more educated as to the defining and reporting sexual assault and sexual misconduct were more likely to have ever contacted any resource on or off campus.

4.2 Contacting Campus Security Authority

The *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act* (the *Clery Act*) requires all IHEs, private and public alike, that are eligible to participate in any federal student aid program under Title IV of the *Higher Education Act of 1965*, to publish and distribute an annual security report (ASR) by October 1st each year to the current students and employees. They also need to notify prospective students and employees of the existence of the ASR and provide them an opportunity to receive a copy of the ASR.

The ASR must contain crimes reported to campus authorities for the three most recent calendar years. Crimes include two types of sexual offenses: (1) forcible (forcible rape, forcible sodomy, sexual assault with an object, and forcible fondling), and (2) nonforcible (incest and statutory rape).³⁴ Under the *Clery Act*, a crime is “reported” when a victim, witness, offender, or other third party brings what happened to the attention of a campus security authority or local law enforcement (Ward and Mann, 2011, p. 73). Four groups of individuals or organizations associated with the IHE comprise “campus security authority” (CA) (p. 74):

- A campus police department or a campus security department of an institution.
- Any individual or individuals who have responsibility for campus security but who do not constitute a campus police department or a campus security department (e.g., an individual who is responsible for monitoring the entrance into institutional property).
- Any individual or organization specified in an institution’s statement of campus security policy as an individual or organization to which students and employees should report criminal offenses.
- An official of an institution who has significant responsibility for student and campus activities, including, but not limited to, student housing, student discipline and campus judicial proceedings.

The CA’s function is to “report to the official or office designated by the institution to collect crime report information, such as the campus police or security department, those allegations of *Clery Act* crimes that he or she concludes were made in good faith: (p. 76) . There are two types of individuals who, although they have significant responsibility for student and campus activities, are not CAs under *Clery Act*: (1) pastoral counselor and (2) professional counselor.

³⁴ These offenses are defined in the Federal Bureau of Investigation’s *National Incident-Based Reporting System* edition of the *Uniform Crime Report*.

Each campus was asked to designate which of the school-specific resources listed on the survey are a “CA” (see emails in Appendix E). This information was then used to create a variable using the school-specific lists from GA16 in the detailed incident form to distinguish a CA resource that students’ had contacted from a non-CA resource that students’ had contacted.

4.2.1 Predictors of Contacting CAs for Forcible Penetration

Victim Characteristics. Two victim characteristics significantly predict ever contacting a CA. Seniors were less likely to contact a CA in the aftermath of a forcible penetration victimization compared to graduate and professional students (OR 0.63; 95% CI 0.40, 0.99). Two living situations were significant. Victims of forcible penetration who lived on campus were more likely to contact a CA relative to those victims who lived off campus (OR 2.52; 95% CI 1.68, 3.79). Victims who lived in “other” living situations also were more likely to contact a CA compared to those who lived off campus (OR 3.60; 95% CI 1.08, 11.92).

Incident Characteristics. None of the incident characteristics were significant in predicting having ever contacted a CA.

Offender Characteristics. Students who were victimized by a teacher, advisor, co-worker, boss or supervisor were more likely to contact a CA compared to students who were victimized by an offender who was not a teacher, advisor, co-worker, boss, or supervisor (OR 2.64; 95% CI 1.10, 6.32).³⁵

Consequences. None of the consequence characteristics significantly predicted having ever contacted a CA.

Knowledge of Sexual Assault and Sexual Misconduct Reporting. Victims having a higher average of knowledge about sexual assault reporting had an increased odds of 1.74 (95% CI 1.47, 2.05) for ever contacting a CA compared to those who had a lower mean knowledge. Those victims who, on average, were more knowledgeable about how sexual assault and sexual misconduct were defined, where to get help if they or someone they knew experienced sexual assault or sexual

³⁵ The teacher, advisor, co-worker, boss, or supervisor may or may not have been associated with the university. Being associated with the university (GA3) is a separate question from the victim-offender relationship question (GA4). The variable in the model is only a measure of the victim’s relationship to the offender.

misconduct, where to make a report and the process once an incident report is made had an increased odds of contacting a CA.

Table 4-1. Forcible Penetration: Logistic Regression Models Predicting Contacting Outcomes *

Independent Variables	Any contact			Contacted CA		
	OR	95% Lower bound	95% Upper bound	OR	95% Lower bound	95% Upper bound
Victim Characteristics						
Enrollment Status (Graduate Reference)						
Freshman	0.48	0.28	0.82			
Sophomore	0.50	0.32	0.76			
Junior	0.51	0.34	0.76			
Senior				0.63	0.40	0.99
Gender Identity (Female Reference)						
Male						
TGQN						
Race/Ethnicity (White Reference)						
Hispanic						
Black						
Asian						
Other						
Sexual Orientation (Heterosexual Reference)						
Gay/Lesbian						
Other						
Decline to State						
Disability (0=No/1=Yes)						
Living Situation (Off Campus Reference)						
Live On Campus				2.52	1.68	3.79
Live in Greek Housing	0.49	0.30	0.80			
Other				3.59	1.08	11.92
Incident Characteristics						
Occurred During an Academic Break (0=No/1=Yes)						
Location (On-Campus Reference)						
Occurred Off Campus	0.78	0.61	0.99			
Occurred in Greek Housing						
Drug and Alcohol Use (Both Victim and Offender Using Drugs or Alcohol as Reference)						
Only the Victim Using Drugs or Alcohol						
Only the Perpetrator Using Drugs or Alcohol						
Neither Victim Nor Offender Using Drugs or Alcohol						
Victim Certain or Suspected Being Drugged (0=No/1=Yes)						

Table 4-1. Forcible Penetration: Logistic Regression Models Predicting Contacting Outcomes* (Continued)

Independent Variables	Any contact			Contacted CA		
	OR	95% Lower bound	95% Upper bound	OR	95% Lower bound	95% Upper bound
Incident Characteristics						
Consciousness (Not Passed Out Reference)						
Victim Passed Out During All or Part of Incident						
Victim Not Sure if Passed Out During All or Part of Incident						
Offender Associated with University (0=No/1=Yes)						
Victim-Offender Relationship						
Victim Had Been Involved or Intimate With Offender at the Time of the Incident	1.38	1.01	1.90			
Victim Had Been Involved or Was Intimate With Offender in the Past						
Friend or Acquaintance						
Stranger						
Teacher, Advisor, Co-worker, Boss, or Supervisor				2.64	1.10	6.32
Don't Know or Other						
Psychological, Behavioral, and Physical Consequences						
Victim Experienced Any Non-Educational Psychological or Behavioral Consequences as a Result of the Incident	3.90	2.29	6.64			
Victim Experienced Difficulty Concentrating on Studies, Assignments, or Exams as a Result of the Incident	1.86	1.36	2.53			
Victim Experienced Any Physical Health Consequence as a Result of the Incident	1.53	1.20	1.95			
Count of Non-Educational Psychological or Behavioral Consequences Reported by the Victim	1.35	1.26	1.43			
Victim's Knowledge						
Victim's Knowledge About Sexual Assault and Sexual Assault Resources	1.78	1.60	1.97	1.74	1.47	2.05

* This table only displays the significant effects (p<.05).

4.2.2 Predictors of Contacting CAs for Penetration While Incapacitated

Victim Characteristics. Four victim characteristics were significant in predicting ever contacting a CA in the aftermath of nonconsensual penetration while incapacitated incident. Freshman (OR .26; 95% CI 0.08, 0.91), Black victims (OR .28; 95% CI 0.08, 0.99), and gays/lesbians (OR 0.15; 95% CI .03, 0.72) were each less likely to contact a CA after experiencing nonconsensual penetration while incapacitated. Victims who lived on campus had an increased probability of contacting a CA compared to those who lived off campus (OR 1.89; 95% CI 1.03, 3.48).

Incident Characteristics. Incidents were less likely to be reported to a CA where only the victim was using drugs or alcohol prior to the incident relative to when both were using substances. Incidents were less likely to be reported to a CA where only the perpetrator was using drugs or alcohol prior to the incident relative to when both were using substances.

Offender Characteristics. No offender characteristics were significant.

Consequences. None of the consequences measures significantly predicted contacting a CA.

Knowledge of Sexual Assault and Sexual Misconduct Reporting. Victims having a higher average knowledge about sexual assault reporting had an increased odds of 1.76 (95% CI 1.42, 2.18) for ever contacting a CA compared to those who had a lower mean knowledge. Those victims who, on average, were more knowledgeable about how sexual assault and sexual misconduct were defined, where to get help if they or someone they knew experienced sexual assault or sexual misconduct, where to make a report and the process once an incident report is made had an increased odds of ever contacting a CA.

Table 4-2. Penetration While Incapacitated: Logistic Regression Models Predicting Contacting Outcomes*

Independent Variables	Any contact			Contacted CA		
	OR	95% Lower bound	95% Upper bound	OR	95% Lower bound	95% Upper bound
Victim Characteristics						
Enrollment Status (Graduate Reference)						
Freshman				0.26	0.08	0.91
Sophomore	0.52	0.32	0.87			
Junior						
Senior						
Gender Identity (Female Reference)						
Male						
TGQN						
Race/Ethnicity (White Reference)						
Hispanic						
Black				0.28	0.08	0.99
Asian						
Other						
Sexual Orientation (Heterosexual Reference)						
Gay/Lesbian				0.15	0.03	0.72
Other						
Decline to State						
Disability (0=No/1=Yes)						
Living Situation (Off Campus Reference)						
Live On Campus				1.89	1.03	3.48
Live in Greek Housing						
Other						
Incident Characteristics						
Occurred During an Academic Break (0=No/1=Yes)						
Location (On-Campus Reference)						
Occurred Off Campus						
Occurred in Greek Housing						
Drug and Alcohol Use (Both Victim and Offender Using Drugs or Alcohol as Reference)						
Only the Victim Using Drugs or Alcohol				0.27	0.09	0.76
Only the Perpetrator Using Drugs or Alcohol				0.17	0.03	0.85
Neither Victim Nor Offender Using Drugs or Alcohol						
Victim Certain or Suspected Being Drugged (0=No/1=Yes)	1.73	1.23	2.43			
Consciousness (Not Passed Out Reference)						
Victim Passed Out During All or Part of Incident						
Victim Not Sure if Passed Out During All or Part of Incident						

Table 4-2. Penetration While Incapacitated: Logistic Regression Models Predicting Contacting Outcomes (Continued)*

Variables	Any contact			Contacted CA		
	OR	95% Lower bound	95% Upper bound	OR	95% Lower bound	95% Upper bound
Offender Characteristics						
Offender Associated with University (0=No/1=Yes)						
Victim-Offender Relationship						
Victim Had Been Involved or Intimate With Offender at the Time of the Incident						
Victim Had Been Involved or Was Intimate With Offender in the Past						
Friend or Acquaintance						
Stranger						
Teacher, Advisor, Co-worker, Boss, or Supervisor						
Don't Know or Other						
Psychological, Behavioral, and Physical Consequences						
Victim Experienced Any Non-Educational Psychological or Behavioral Consequences as a Result of the Incident						
Victim Experienced Difficulty Concentrating on Studies, Assignments, or Exams as a Result of the Incident	2.64	1.86	3.74			
Victim Experienced Any Physical Health Consequence as a Result of the Incident	1.62	1.04	2.52			
Count of Non-Educational Psychological or Behavioral Consequences Reported by the Victim	1.43	1.31	1.56			
Victim's Knowledge						
Victim's Knowledge About Sexual Assault and Sexual Assault Resources	1.83	1.60	2.10	1.76	1.42	2.18

* This table only displays the significant effects (p<.05).

Victims' Satisfaction with the Resource They Contacted

5

Past studies provide a look into students' assessment of their experiences with the resources that they had contacted, which have not always been positive. Koss (1988) published one of the first studies to assess rape victims' experiences contacting the police. She reported that rape victims who reported to the police generally rated them as not being supportive. The CSA study reported a similar finding: only 32 percent of those who experienced forcible sexual assault and reported to the police were satisfied with the way the reporting was handled. More than double this percentage were satisfied with the way reporting was handled by a victims', crisis, or health care center. Of the forcible sexual assault victims who contacted a service agency, 70.3 percent were satisfied; an even larger percentage, 83.6 percent, of the incapacitated sexual assault victims were satisfied with how the report was handled (Krebs et al., 2007).

5.1 Measures

In each detailed incident form, students were asked to assess four aspects of the resource that they contacted in the aftermath of their sexual assault or sexual misconduct:

- Usefulness of resource in helping you (GA16b);
- Respecting you (GA16e);
- Helping you to understand your options going forward (GA16f); and
- Whether or not you felt pressure to proceed with further reporting or adjudication (GA16c), and if so, what type of pressure (to proceed or not) (GA16d).

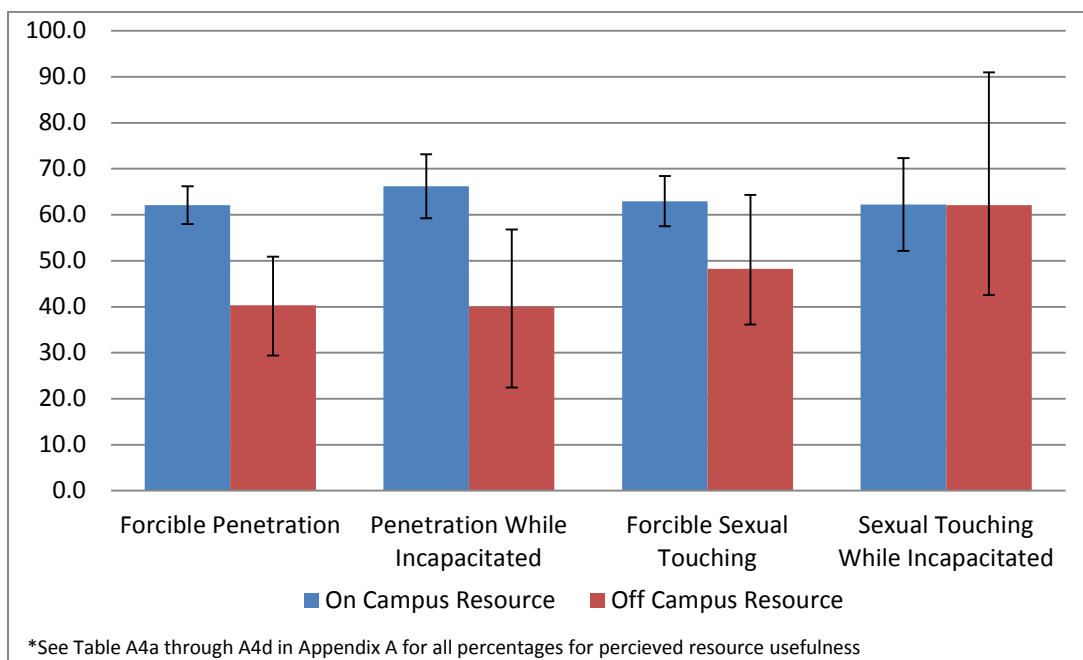
This series of questions was asked about the most recently contacted resources during the current academic year (the reference period in the question read: Fall of 2014 – present).³⁶ Students were asked these questions for up to four resources that they had contacted about their experience with nonconsensual sexual contact (for complete survey, see Appendix B).

³⁶ The present refers to the date in the spring 2015 when the student completed the AAU survey.

5.2 Usefulness of Resource in Helping Victims

Overall, a majority of the nonconsensual sexual contact victims who contacted at least one on- or off-campus resource during the current school year felt that the resource was ‘very’ or ‘extremely’ useful in helping the student (Figure 5.2-1, “Total”; see Tables A4a through A4d in Appendix A).³⁷ The percent of victims who contacted an on-campus resource and felt it was useful in helping them ranged from 62.1 percent (forcible penetration) to 66.2 percent (penetration while incapacitated). Similarly, the percent of victims who contacted an off-campus resource ranged from 39.9 percent (penetration while incapacitated) to 62.1 percent (sexual touching while incapacitated). For example, overall, the percentage of victims of forcible penetration who rated the on-campus contacted resource as useful in helping was 62.1 percent, with specific types of resources ranging from 41.1 percent (residential life) to 69.0 percent (victim services). Similarly, overall, 66.2 percent of victims of penetration while incapacitated rated the resources that they contacted as useful, ranging from 38.4 percent (student affairs) to 83.1 percent (victim services). (Figure 5.2-1, “Total”; see Table A4a through A4d in Appendix A).

Figure 5.2-1. Percent of Victims Who Felt the Resource was Useful



³⁷ In the figures below, victims’ impressions of the resources they contacted are not included for resources that were contacted by a small number of victims. These percentages are included in the tables in Appendix A, but readers should recognize that these percentages are based on a low number of victims.

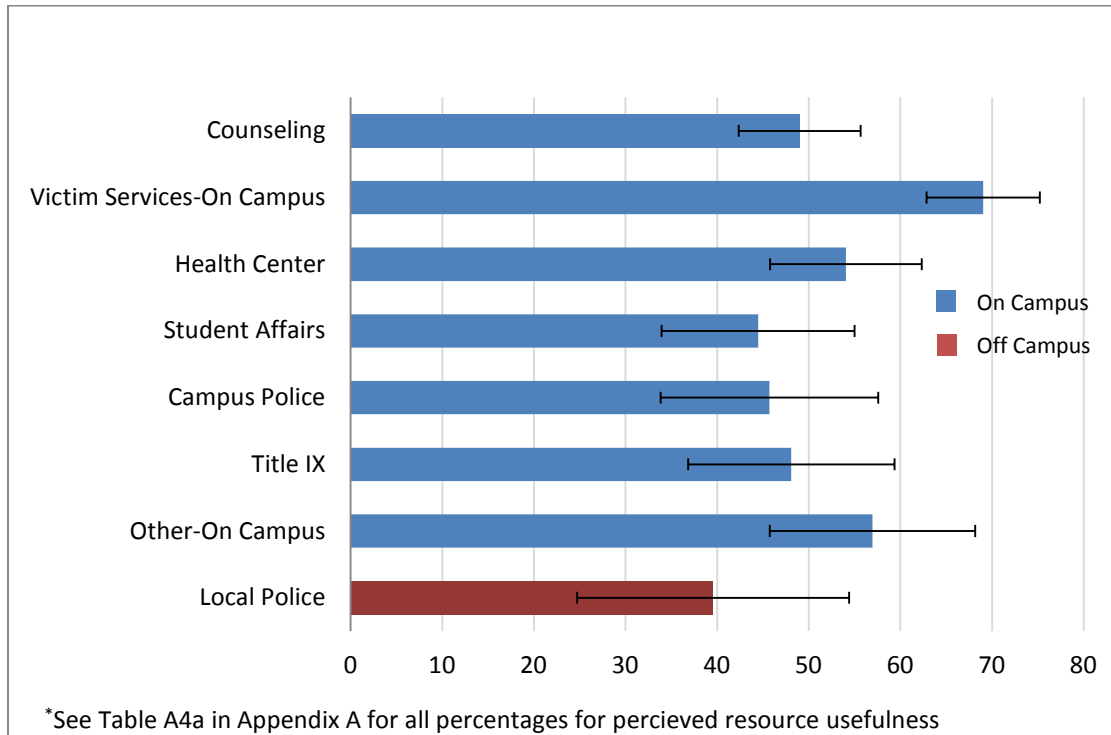
Among the three on-campus resources contacted (counseling, victim services, health services) by the most victims of either type of penetration, from 49.0 percent to 83.1 percent felt that the resource was ‘very’ or ‘extremely’ useful in helping them. Victims of either type of sexual touching also felt that these three resources were useful, ranging from 46.0 percent to 86.8 percent.

Note that due to the relatively small number of victims in either the male student or TGQN student groups, the overall total is largely comprised of the female undergraduate and graduate and professional students.

Forcible Penetration. Across the four student groups,³⁸ overall, victims felt that the on-campus resources that they had contacted were useful, ranging from 45.8 percent to 65.2 percent (see Table A4a in Appendix A). Of the three most contacted on-campus resources (counseling, victim services, and health center), a majority of victims in each of the student groups felt that the resources had been useful in helping them (Figure 5.2-2). Contrary to the on-campus assessment, of the off-campus resources contacted by victims of nonconsensual sexual contact, slightly less than to just over half of students thought that the resource was useful, ranging from 39.6 percent to 56.9 percent (see Table A4a in Appendix A). Among females who contacted any off-campus resource, more undergraduates felt the off-campus resources were useful (49.4%) compared to their graduate and professional counterparts (16.9%). Caution is advised when making this comparison as the number of graduate and professional students is quite small (9 or less victims).

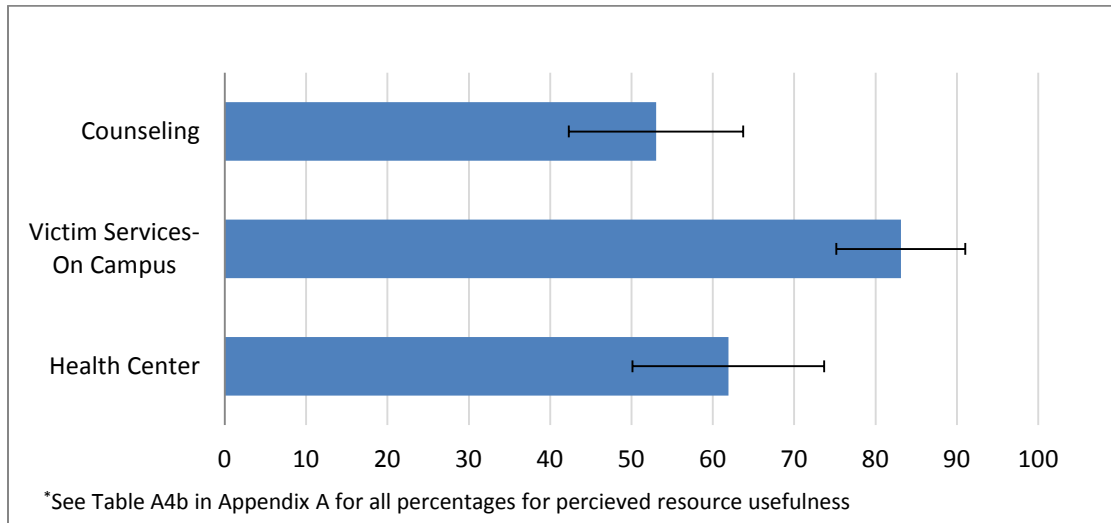
³⁸ Note that for males and students identifying as TGQN, undergraduates and graduates and professionals were combined due to small cell sizes.

Figure 5.2-2. Forcible Penetration: Percent of Victims Who Perceived the Resource as Useful



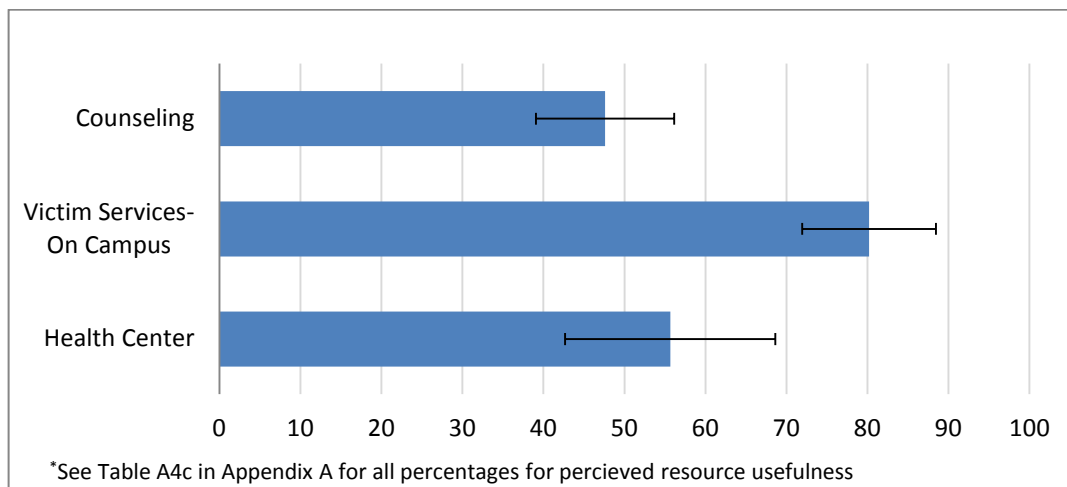
Penetration While Incapacitated. Similar to the victims of forcible penetration, a majority of victims of penetration while incapacitated who contacted an on-campus resource felt that the resource had been ‘very’ or ‘extremely’ useful in helping them. This was also the case for the three most contacted on-campus resources (Figure 5.2-3). However, of those who contacted any off-campus resource, a minority of victims (39.9%) felt the resource had been useful in helping them, with a range of 6.8 percent (local police) to 70.2 percent (victim services). (Figure 5.2-3) (see Table A4b in Appendix A).

Figure 5.2-3. Penetration While Incapacitated: Percent of Victims Who Perceived the Resource as Useful



Forcible Sexual Touching. Just over 60 percent (62.9%) of the victims who contacted an on-campus resource felt that it had been useful in helping them. For each of type of resource, including the top three most commonly contacted, a large percentage of the victims felt that resource was useful (ranging from 47.6% to 80.2%) (Figure 5.2-4). For off-campus resources contacted, only for victim services did a majority report the service being useful (91.3%) (see Table A4c in Appendix A).

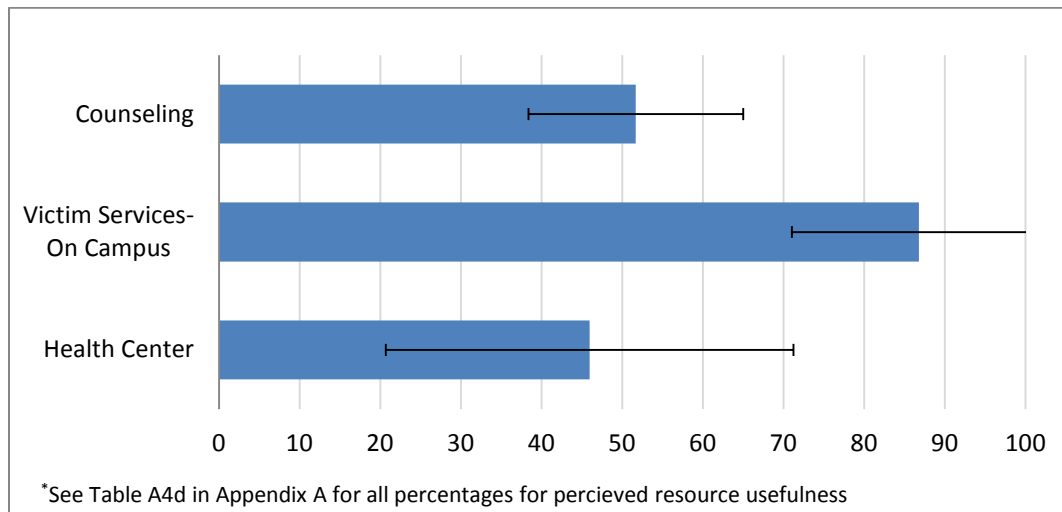
Figure 5.2-4. Forcible Sexual Touching: Percent of Victims Who Perceived the Resource as Useful



Sexual Touching While Incapacitated. Similar to forcible sexual touching, 62.2 percent of the victims who contacted an on-campus resource felt that it had been useful in helping them. For each of type of resource, a large percentage of the victims felt that resource was useful (ranging from

43.6% to 86.8%) (Figure 5.2-5). The positive assessment also is evident for the off-campus resources that victims had contacted (see Table A4d in Appendix A).

Figure 5.2-5. Penetration While Incapacitated: Percent of Victims Who Perceived the Resource as Useful

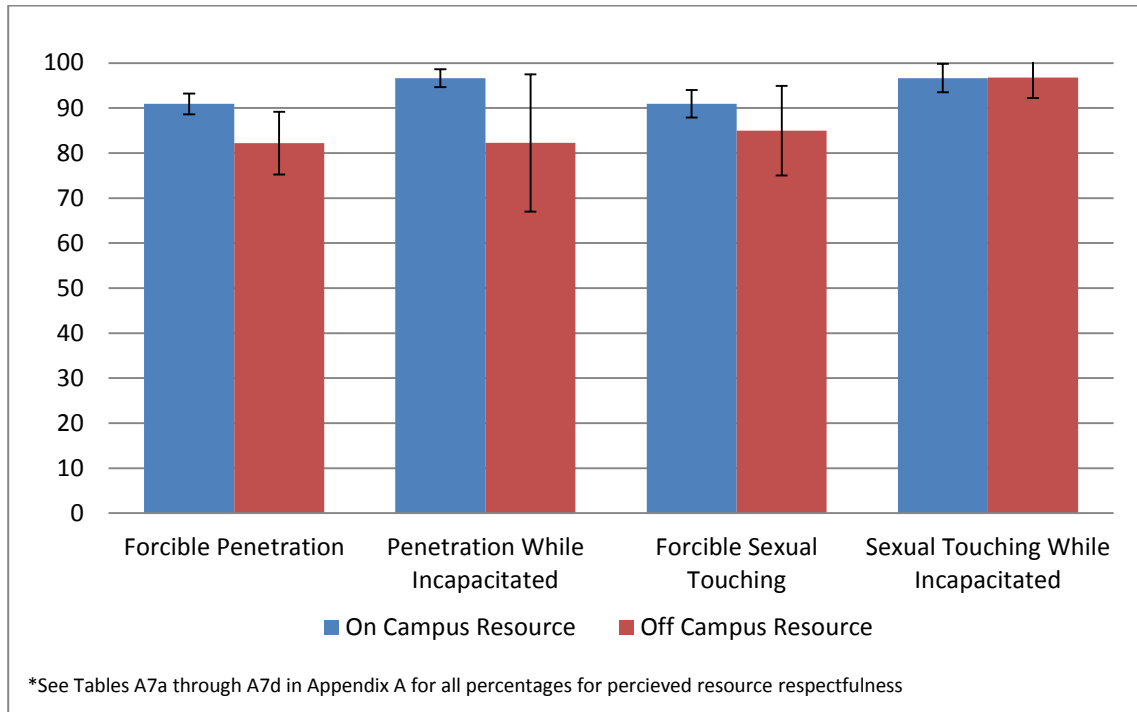


5.3 Respecting Victims

Overall, a large majority of the nonconsensual sexual contact victims who contacted at least one on- or off-campus resource during the current school year believed that the it was ‘good’, ‘very good’ or ‘excellent’ in respecting them³⁹ (Figure 5.3-1, “Total”; see Tables A6a through A6d in Appendix A). Across the four types of nonconsensual sexual contact, a range of victims from 90.9 (forcible penetration) to 96.6 percent (penetration while incapacitated) who contacted an on-campus resource felt respected. Similarly, a large percentage of victims who contacted an off-campus resource felt that the resource had respected them, ranging from 82.2 percent (forcible penetration) to 96.8 percent (sexual touching while incapacitated).

³⁹ Note that due to the relatively small number of victims in either the male student or TGQN student groups, the overall total is largely comprised of the female undergraduate and graduate and professional students.

Figure 5.3-1. Percent of Victims Who Felt the Resource was Respectful



Within on-campus resources contacted, the percentage of victims of forcible penetration who rated resources as respectful was 90.9 percent, ranging from 70.6 percent (campus police) to 94.9 percent (victim services). Similarly, victims of penetration while incapacitated rated the on-campus resources that they contacted as respectful, ranging from 78.5 percent (student affairs) to 100 percent (victim services and residential life).

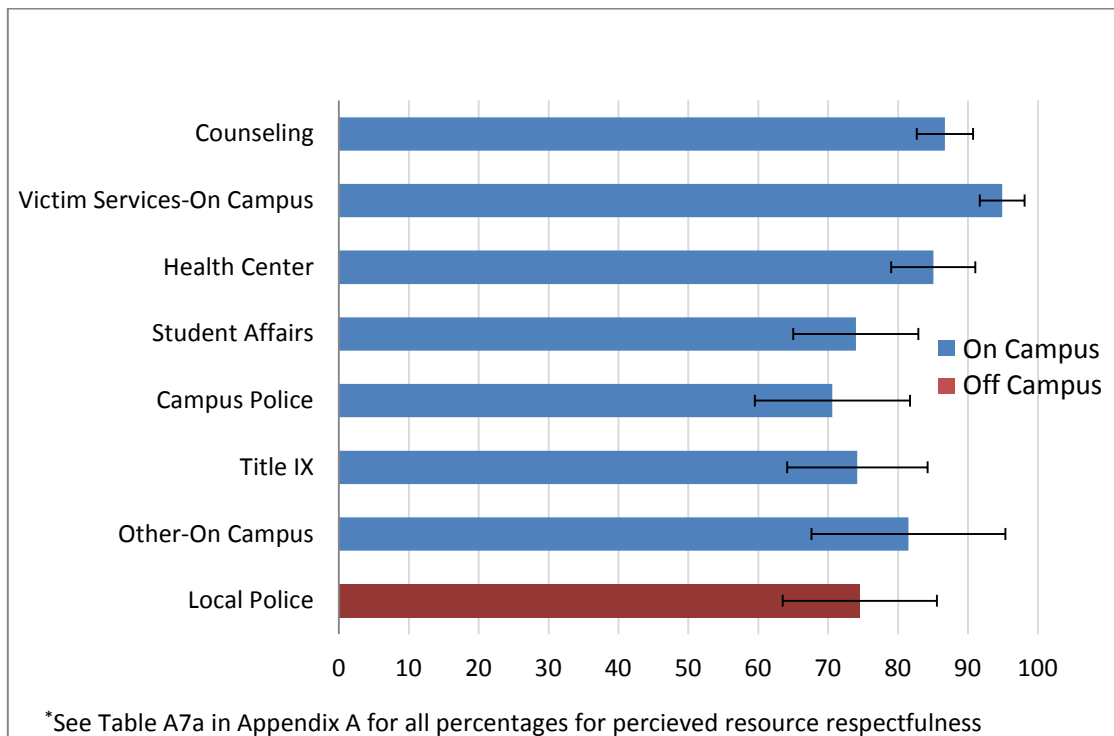
Among the three most contacted resources on campus (counseling, victim services and health center), over 85 percent of the victims who contacted at least one thought the resource was respectful to them. Commonly contacted off-campus resources were assessed similarly, with a majority of students feeling the resource was respectful (see Tables A7a through A7d in Appendix A).

Forcible Penetration. Among those who contacted either an on- or off-campus resource, in each of the three gender identify groups (female, male, or those identifying as TGQN),⁴⁰ a large majority of victims felt that the resource was ‘good’, ‘very good’ or ‘excellent’ in respecting them (Figure 5.3-2). A similar positive assessment was evident among the specific off-campus resources,

⁴⁰ Undergraduate and graduate and professional students were combined due to small number of victims in these categories who had contacted on- or off-campus resources and answered the question about respect.

with a majority of victims feeling that they had been respected. For example, close to three-fourths of the victims (74.5%) perceived the local police as respecting them (see Table A7a in Appendix A).

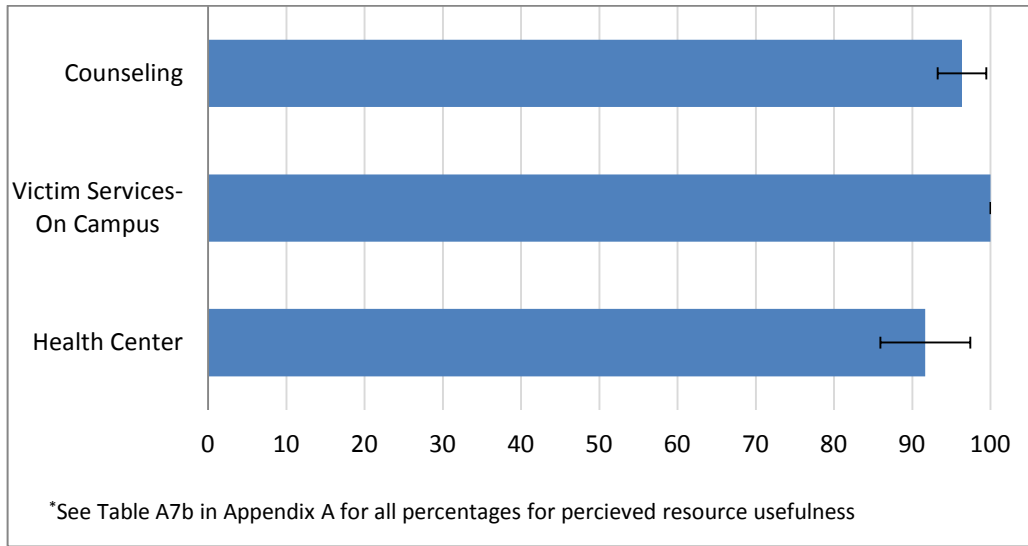
Figure 5.3-2. Forcible Penetration: Percent of Victims Who Felt the Resource was Respectful



Penetration When Incapacitated. Similar to the forcible penetration victims, within each of three student groups (female, male, or those identifying as TGQN)⁴¹ a majority of victims felt that the on- or off-campus resource they had contacted respected them (Figure 5.3-3) (see Table A7b in Appendix A).

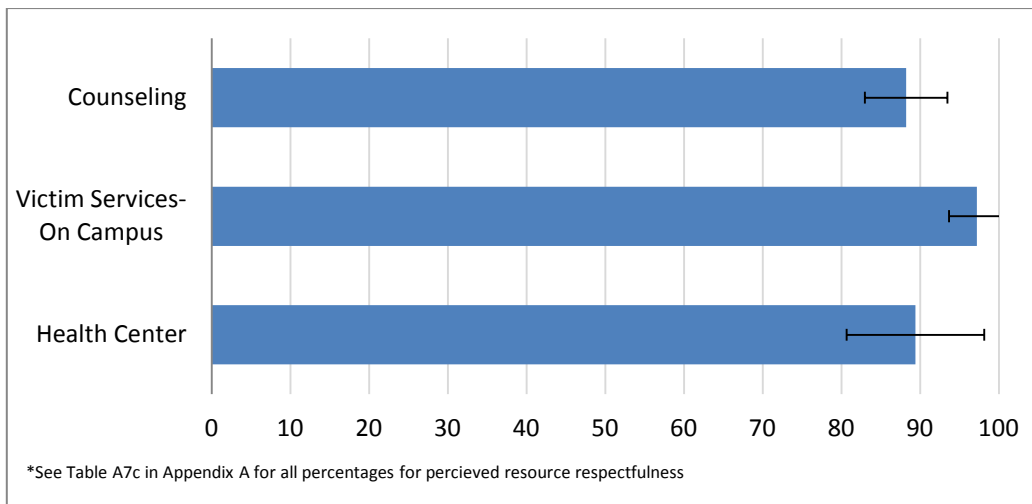
⁴¹ Undergraduate and graduate and professional students were combined due to small number of victims in these categories who had contacted on- or off-campus resources and answered the question about respect.

Figure 5.3-3. Penetration While Incapacitated: Percent of Victims Who Felt the Resource was Respectful



Forcible Sexual Touching. Within the three student groups (females, males, or those identifying as TGQN),⁴² a majority of victims felt that the on- or off-campus resource they had contacted respected them (Figure 5.3-4) (see Table A7c in Appendix A).

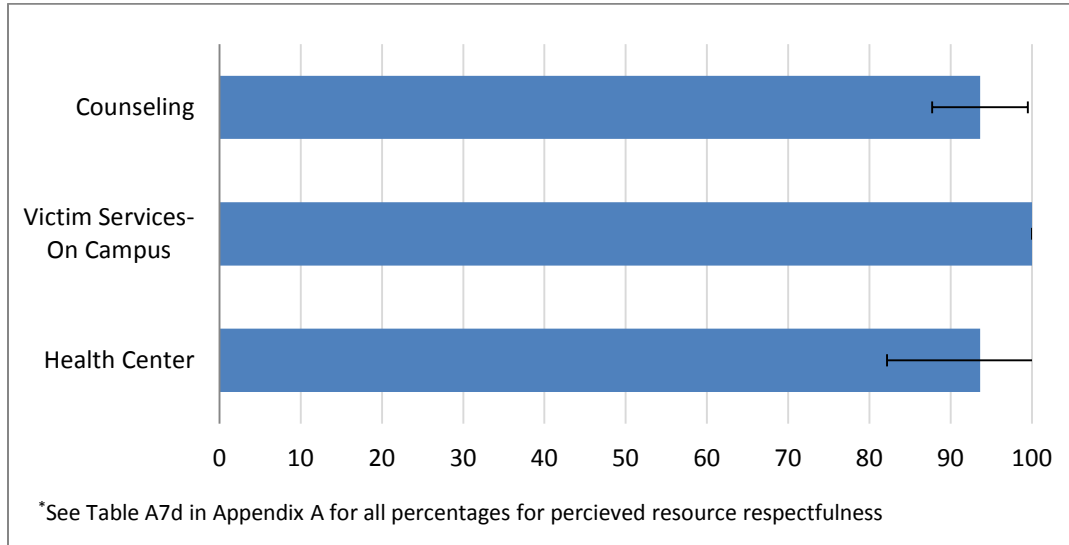
Figure 5.3-4. Forcible Sexual Touching: Percent of Victims Who Felt the Resource was Respectful



⁴² Undergraduate and graduate and professional students were combined due to small number of victims in these categories who had contacted on- or off-campus resources and answered the question about respect.

Sexual Touching While Incapacitated. Similar to victims of forcible sexual touching, in each of the three student groups (females, males, or those identifying as TGQN),⁴³ a majority of victims felt that the on- or off-campus resource they had contacted respected them (Figure 5.3-5) (see Table A7d in Appendix A).

Figure 5.3-5. Sexual Touching While Incapacitated: Percent of Victims Who Felt the Resource was Respectful



5.4 Helping the Victims Understand Options Going Forward

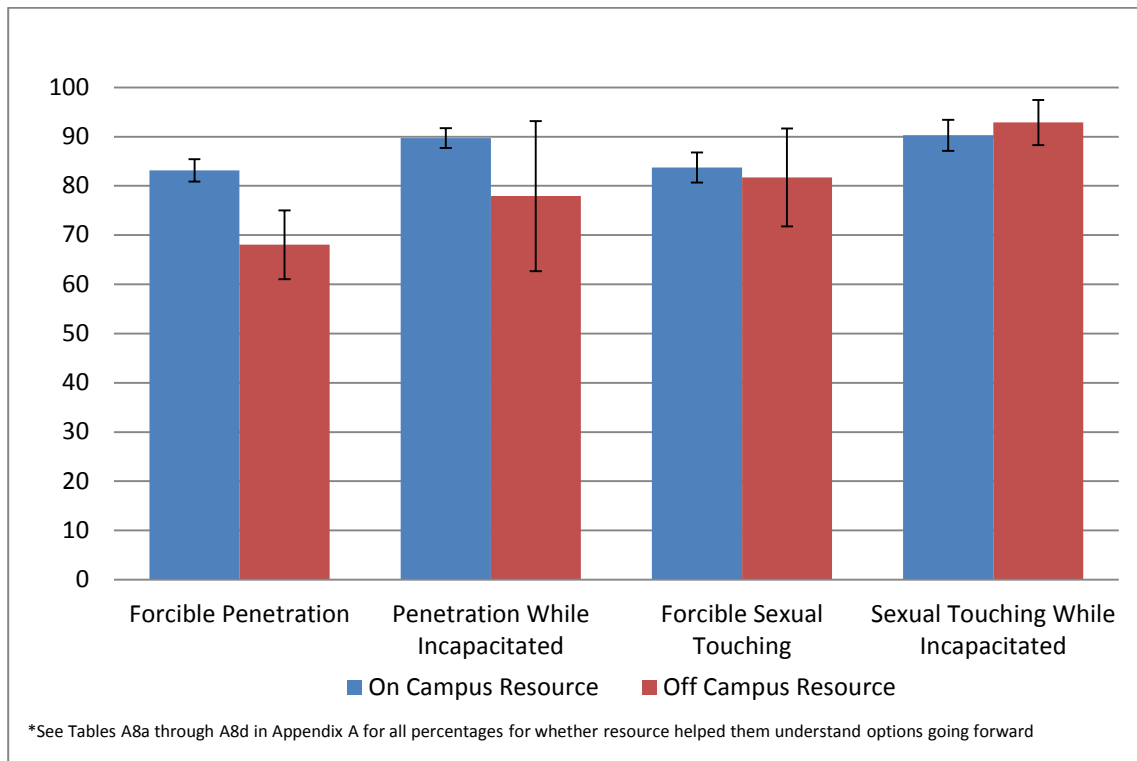
Overall, all the nonconsensual sexual contact victims who contacted at least one resource since the beginning of the current school year felt that the resource was ‘good’, ‘very good’ or ‘excellent’ in helping them to understand their options going forward.⁴⁴ Those who felt this way for on-campus resources contacted ranged from 83.2 percent (forcible penetration) to 90.3 percent (sexual touching while incapacitated) (Figure 5.4-1). Similarly, those who had contacted an off-campus resource had a positive assessment, ranging from 68.0 percent (forcible penetration) to 92.9 percent (sexual touching while incapacitated). For example, over 80 percent of the victims of forcible penetration felt that the on-campus resource had helped them to understand their options going forward. A majority thought the off-campus resources had done so as well (68.0%). Victims of penetration

⁴³ Undergraduate and graduate and professional students were combined due to small numbers of victims in these categories who had contacted on- or off-campus resources and answered the question about respect.

⁴⁴ Note that due to the relatively small number of victims in either the male student or TGQN student groups, the overall total is largely comprised of the female undergraduate and graduate and professional students.

while incapacitated had a similar assessment of both the on- and off-campus resources that had been contacted.

Figure 5.4-1. Percent of Victims Who Felt the Resource Helped Them Understand Their Options Going Forward

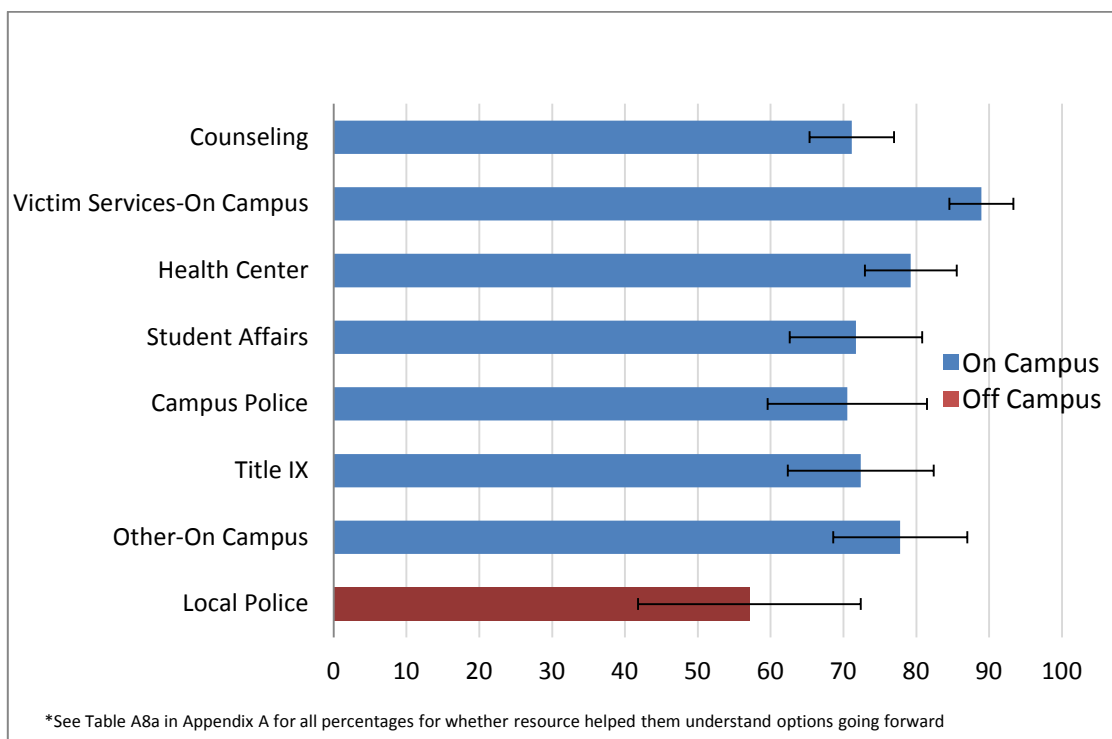


The most commonly contacted on-campus resources did a ‘good’, ‘very good’, or ‘excellent’ job of helping students understand their options going forward. This is also true for the commonly contacted off-campus resources (see Tables A8a through A8d in Appendix A).

Forcible Penetration. Among the three student groups—females, males and those identifying as TGQN⁴⁵—a large percentage who contacted any on- and off-campus resource thought the resource was ‘good’, ‘very good’ or ‘excellent’ in helping them to understand their options going forward. For example, of the three most commonly contacted on-campus resources—counseling, victims’ services, and health center— between 71.1 percent and 88.9 percent of the victims thought the resource was helpful (Figure 5.4-2). A similar positive assessment of contacted off-campus resources also was evident (see Table A8a in Appendix A).

⁴⁵ Undergraduate and graduate and professional students were combined due to small number of victims in these categories who had contacted on- or off-campus resources and answered the question about respect.

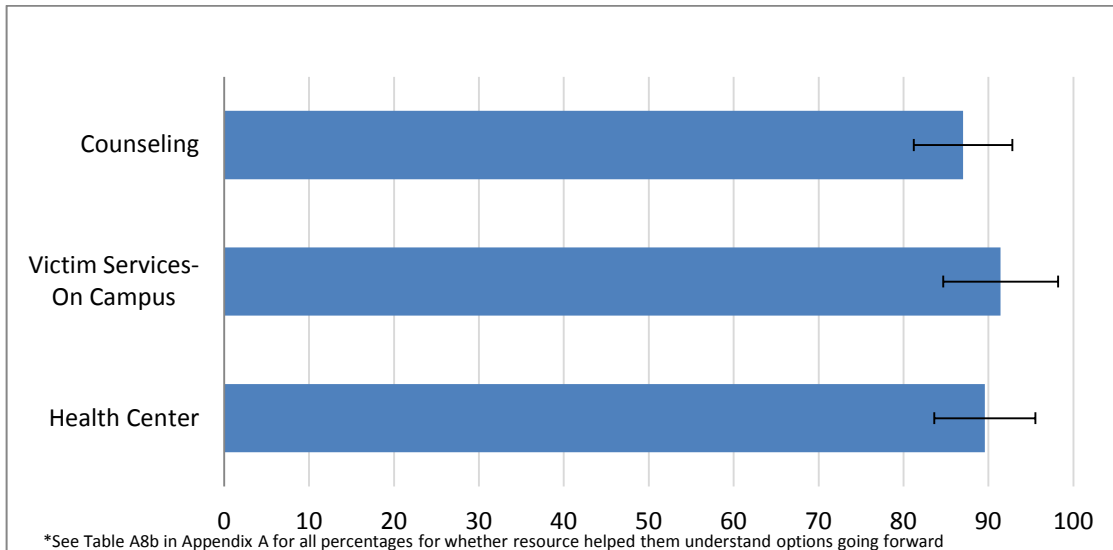
Figure 5.4-2. Forcible Penetration: Percent of Victims Who Felt that the Resource Helped Them Understand Their Options Going Forward



Penetration While Incapacitated. Among the three student groups—females, males and those identifying as TGQN⁴⁶—a large percentage who contacted on- and off-campus resources thought the resource was ‘good’, ‘very good’ or ‘excellent’ in helping them to understand their options going forward. For example, of the three commonly contacted on-campus resources—counseling, victims’ services, and health center—the percent of victims who believed that the resource was helpful in terms of understanding options ranged from 87 percent to 91.4 percent (Figure 5.4-3). Off-campus resources also were thought to be helpful by a large majority of victims (see Table A8b in Appendix A).

⁴⁶ Undergraduate and graduate and professional students were combined due to small number of victims in these categories who had contacted on- or off-campus resources and answered the question about respect.

Figure 5.4-3. Penetration While Incapacitated: Percent of Victims Who Felt that the Resource Helped Them Understand Their Options Going Forward



Forcible Sexual Touching and Sexual Touching While Incapacitated. The small number of these types of victims in the male student groups or students identifying as TGQN groups do not allow for any comparison across student groups. Overall, a very large percent of females who experienced forcible sexual touching thought that either the on- or off-campus resource helped them to understand their options, 82.7 percent and 80.4%, respectively. Female victims of sexual touching while incapacitated also rated the contacted resources favorably, whether on-campus (88.8%) or off-campus (92.9%) (see Tables A8c and A8d in Appendix A).

Figure 5.4-4. Forcible Sexual Touching: Percent of Victims Who Felt that the Resource Helped Them Understand Their Options Going Forward

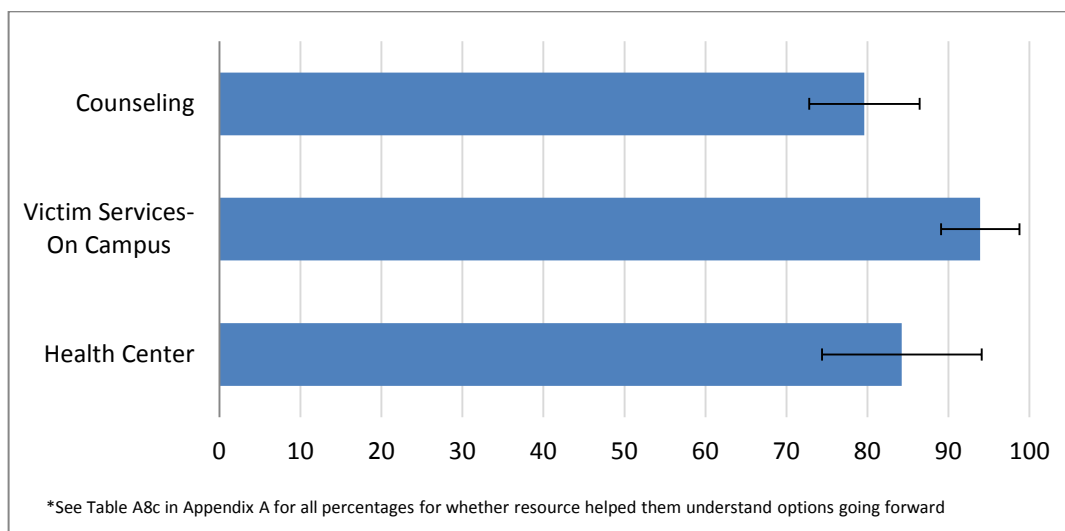
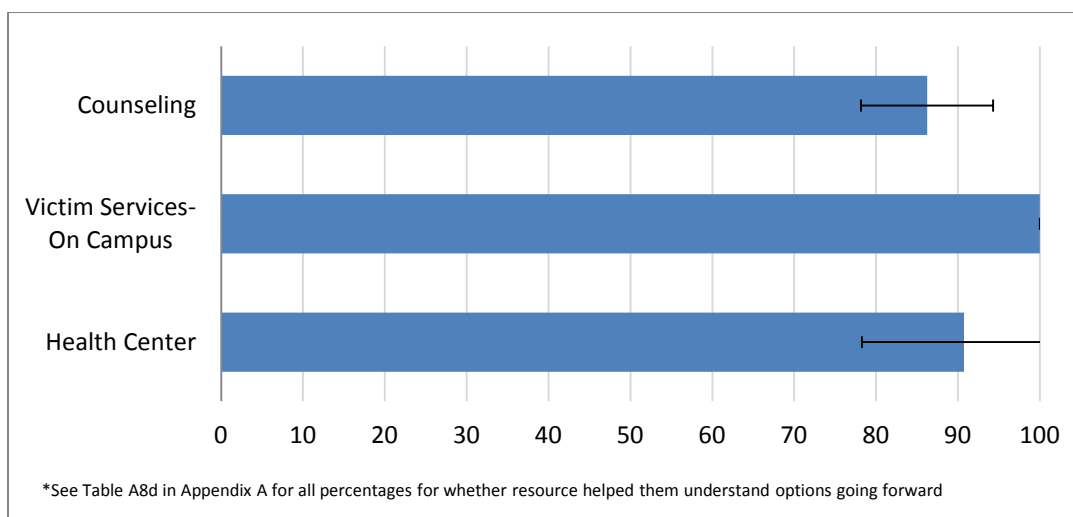


Figure 5.4-5. Sexual Touching While Incapacitated: Percent of Victims Who Felt that the Resource Helped Them Understand Their Options Going Forward

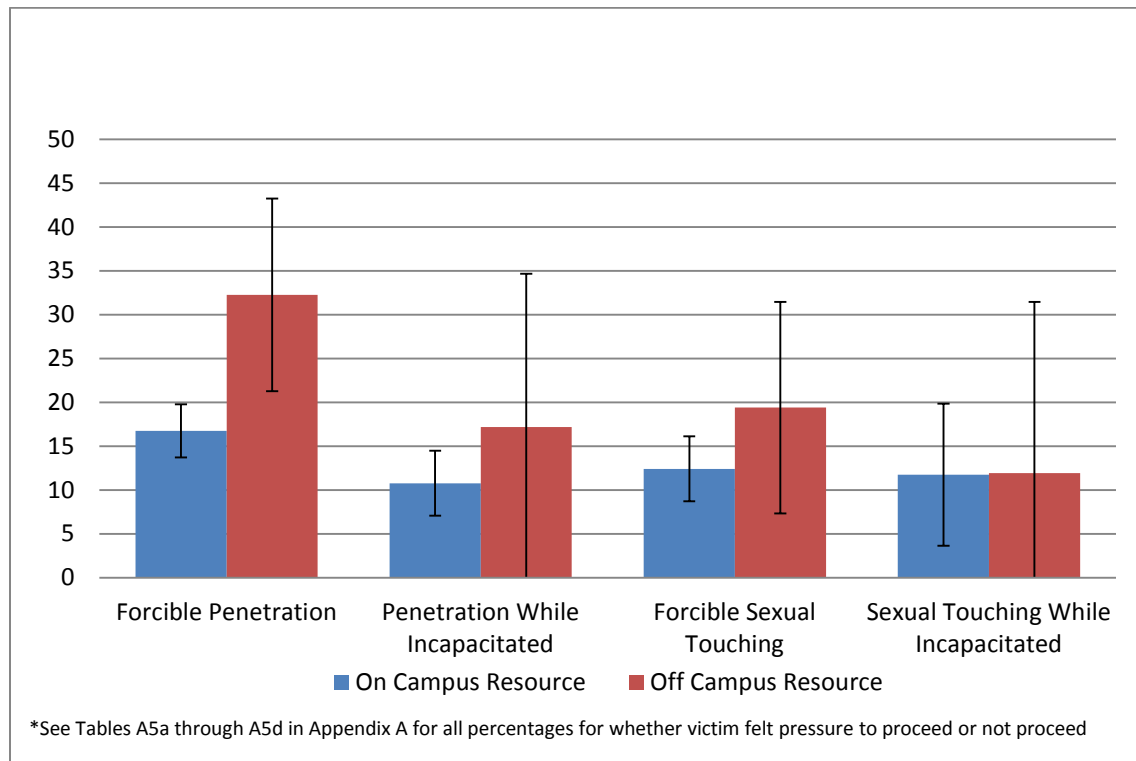


5.5 Pressure to Proceed or Not Proceed with Further Reporting or Adjudication

For forcible penetration, a larger percentage of victims felt pressured to proceed or not proceed by personnel at off-campus resources when compared to on-campus resources (32.3% versus 16.8%).⁴⁷ For all the other three types of nonconsensual sexual contact victims, the percentage of victims who felt pressure by on-campus resources was comparable to the percentage who felt pressure by off-campus resources (Figure 5.5-1, “Total”; see Table A5a through A5d in Appendix A).

⁴⁷ Note that due to the relatively small number of victims in three gender-enrollment status groups that these groups were collapsed across enrollment status; there were three gender groups. Both male student and those identifying as TGQN groups had a relatively small number of victims. The overall total for each type of nonconsensual sexual contact is largely comprised of the combined groups of female undergraduate students and graduate and professional students.

Figure 5.5-1. Percent of Victims Who Felt Pressure to Proceed or Not to Proceed with Further Reporting or Adjudication



Among all victims who experienced either type of penetration and contacted at least one on-campus resource, 20 percent or more of the victims felt pressure to proceed or not to proceed with further reporting or adjudication by student affairs, Title IX, residence life, and campus police. For example, of the forcible penetration victims who contacted an on-campus resource, 34.4 percent of the students felt pressure to proceed or not to proceed with further reporting or adjudication by student affairs, followed by 32.5 percent by Title IX, and 29.7 percent by residence life.

Of all the victims who contacted at least one off-campus resource, the resource that had the largest percentage of victims of either type of penetration who felt pressure to proceed or not to proceed were local police. For example, 44.2 percent of the forcible penetration victims felt that the local police had pressured them either to further report or not report (see Tables A5a through A5d in Appendix A).

Noteworthy is that the three most contacted on-campus resources among victims of nonconsensual penetration (counseling, victim services and health services) had among the smallest percentage of students who felt pressure to proceed or not to proceed with further reporting or adjudication (Figures 5.5-2 through 5.5-5). Among these victims, the most contacted off-campus

resource was the local police; they had among the largest percentage of victims who felt pressure to proceed or not to proceed with further reporting or adjudication.⁴⁸

Figure 5.5-2. Forcible Penetration: Percent of Victims Who Felt Pressure to Proceed or Not to Proceed with Further Reporting or Adjudication

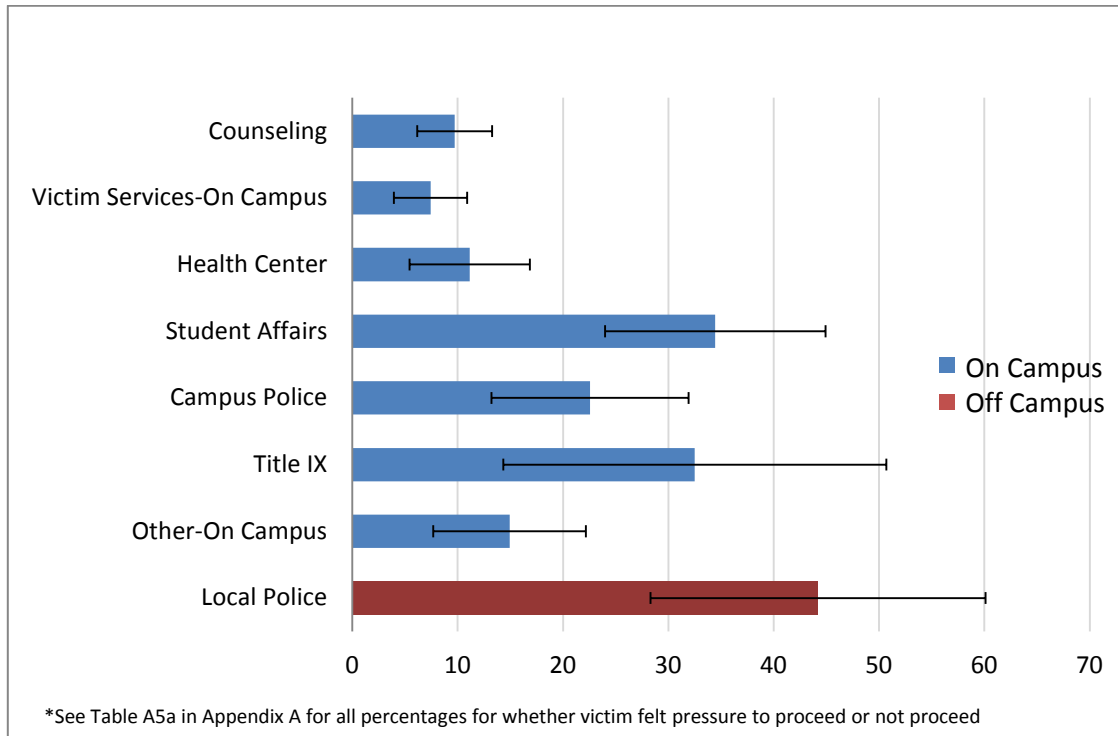
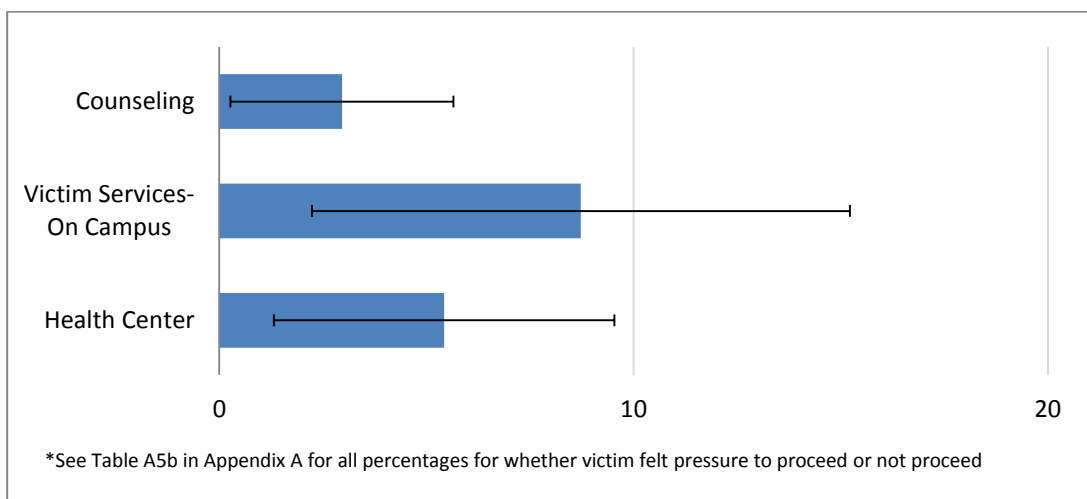


Figure 5.5-3. Penetration While Incapacitated: Percent of Victims Who Felt Pressure to Proceed or Not to Proceed with Further Reporting or Adjudication



⁴⁸ Resources that were contacted by very few students are not included in the figures. See Tables A5a through A5d for all percentages for whether the victim felt pressure to proceed or not proceed with further reporting or adjudication.

Figure 5.5-4. Forcible Sexual Touching: Percent of Victims Who Felt Pressure to Proceed or Not to Proceed with Further Reporting or Adjudication

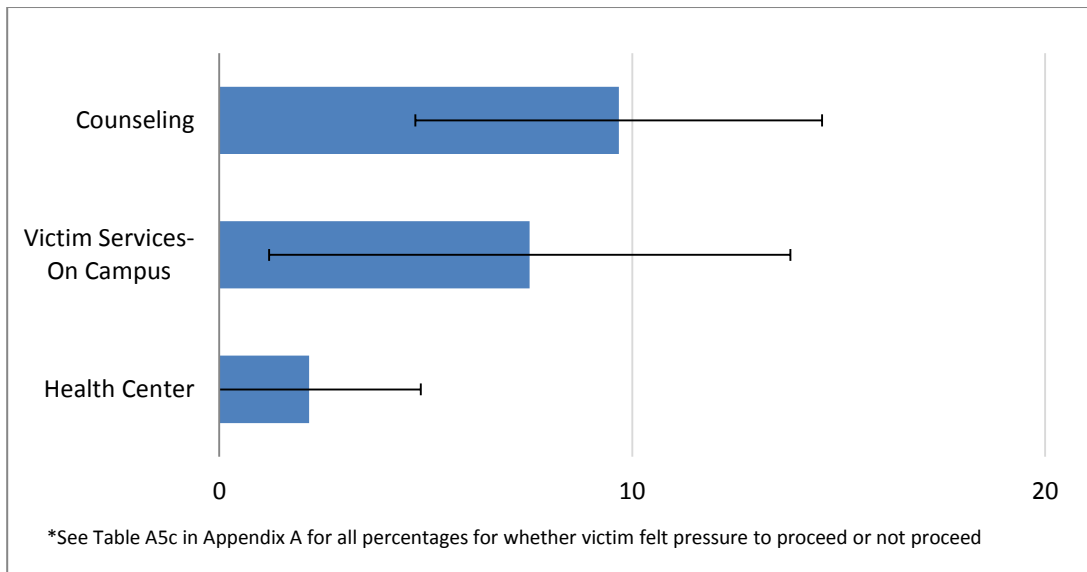
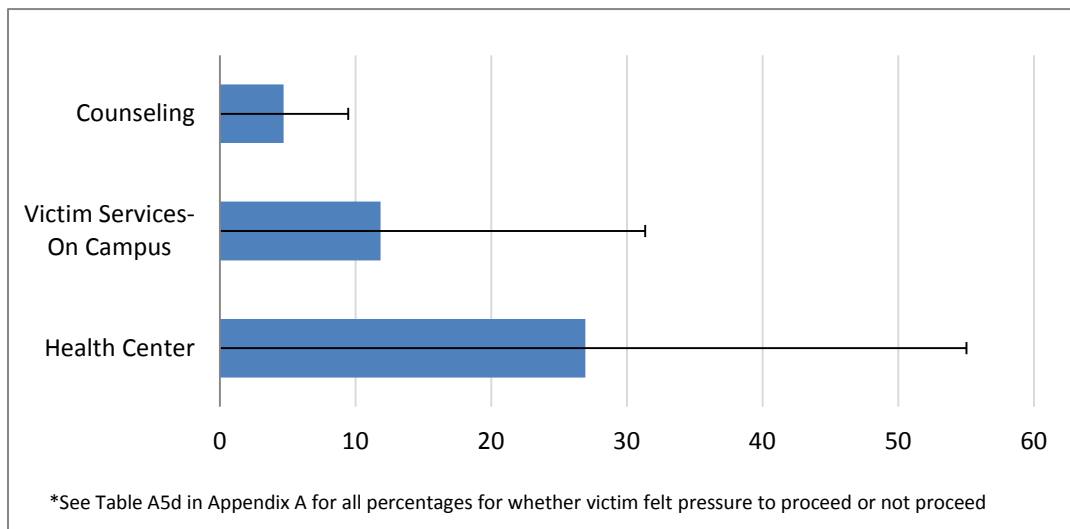


Figure 5.5-5. Sexual Touching While Incapacitated: Percent of Victims Who Felt Pressure to Proceed or Not to Proceed with Further Reporting or Adjudication

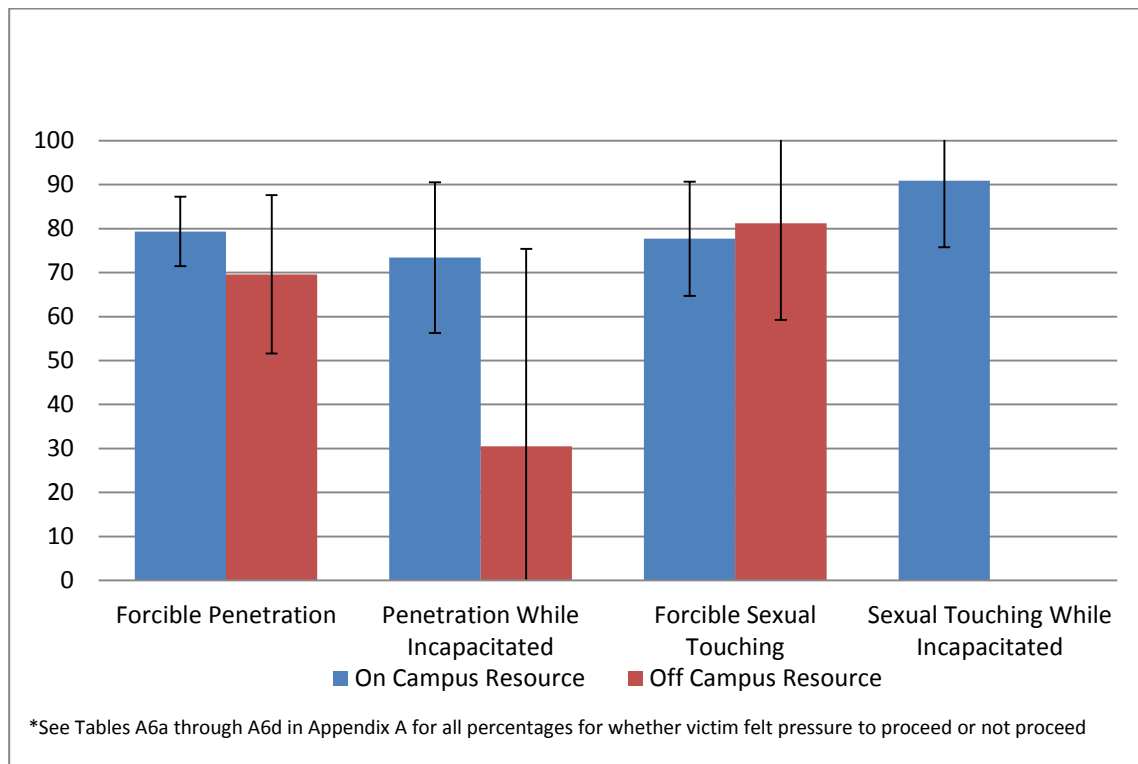


5.6 Type of Pressure Felt

Those students who indicated they felt pressure were next asked what type of pressure they felt, whether to proceed or to not proceed with further reporting or adjudication. Overall, of the on-campus resources contacted by the victims of nonconsensual penetration, a majority of students

who reported feeling any pressure from the resource they contacted felt pressure to proceed with further reporting or adjudication compared to not proceeding (Figure 5.6-1; Tables A6a and A6b).⁴⁹ A similar finding is evident among the off-campus resources contacted by victims of forcible penetration.

Figure 5.6-1. Percent of Victims Who Felt Pressure to Proceed with Further Reporting or Adjudication



Of the three most on-campus resources (counseling, victim services and health services) contacted by victims of either type of penetration, over three-fourths of the students felt pressure to proceed with further actions. For example, of the forcible penetration victims, 95 percent felt the health center pressured them to proceed further, 92 percent and 86 percent felt like this about counseling and victims services, respectively (Figure 5.6-2). For victims of penetration while incapacitated, between 77.9 percent (counseling) to 100 percent (health center) felt pressure to proceed further (Figure 5.6-3). The victims of forcible sexual touching who felt pressure to proceed

⁴⁹ Note that due to the relatively small number of victims in three gender-enrollment status groups that these groups were collapsed across enrollment status; there were three gender groups. Both male student and those identifying as TGQN groups had a relatively small number of victims. The overall total for each type of nonconsensual sexual contact is largely comprised of the combined groups of female undergraduate students and graduate and professional students.

among the most contacted resources ranged from 68.0 percent (counseling) to 100 percent (health center) (Figure 5.6-2).

Of the most contacted off-campus resource, local police, a majority of victims of forcible penetration (62.9%) felt pressure to proceed further (see Tables A6a through A6d in Appendix A).

Figure 5.6-2. Forcible Penetration: Percent of Victims Who Felt Pressure to Proceed with Further Reporting or Adjudication

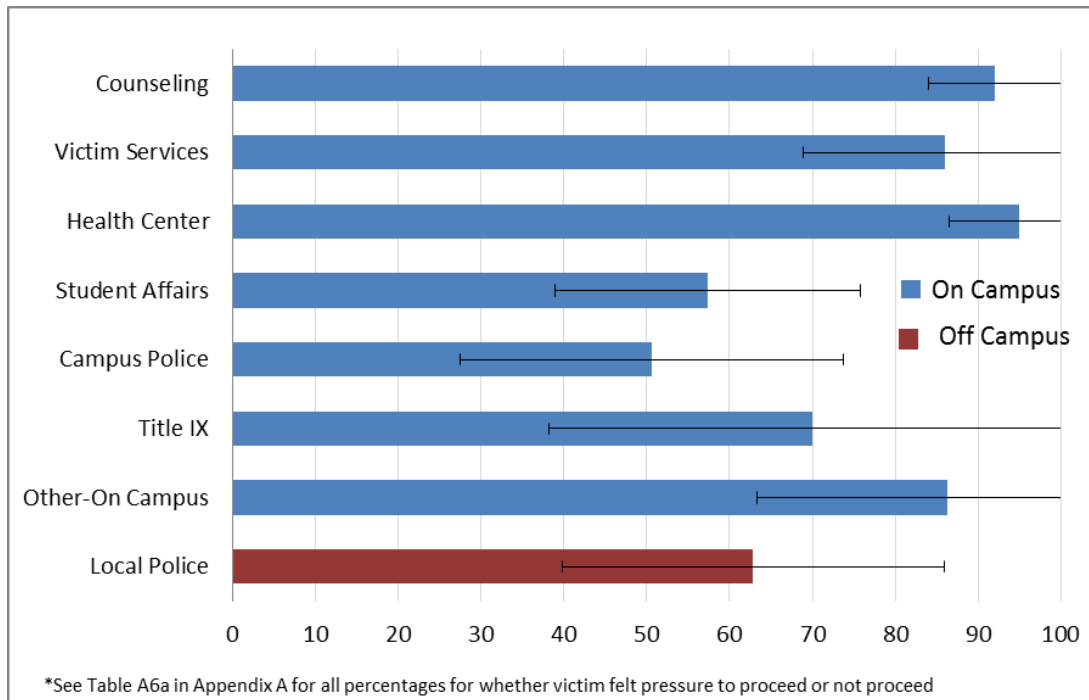


Figure 5.6-3. Penetration While Incapacitated: Percent of Victims Who Felt Pressure to Proceed with Further Reporting or Adjudication

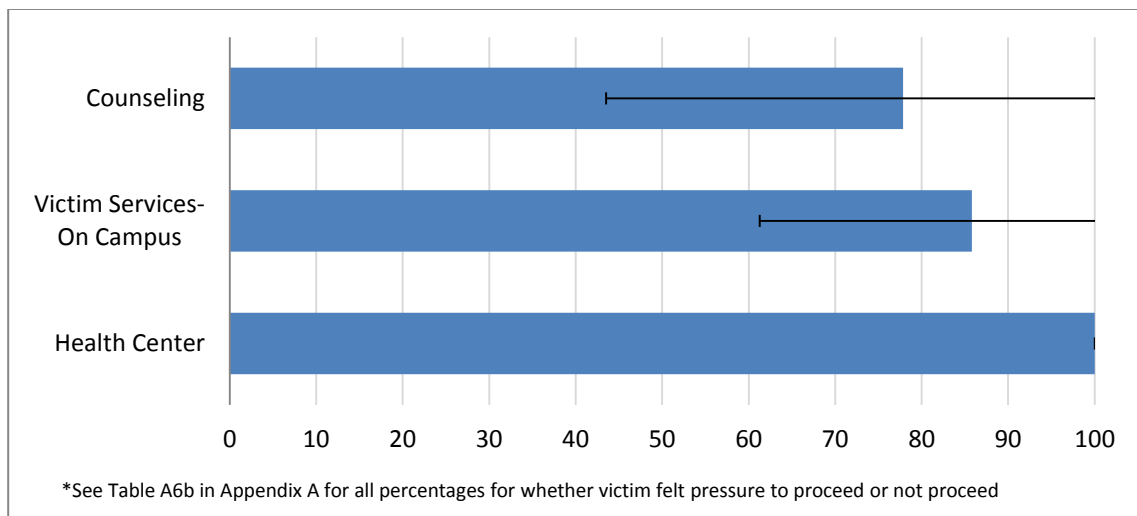
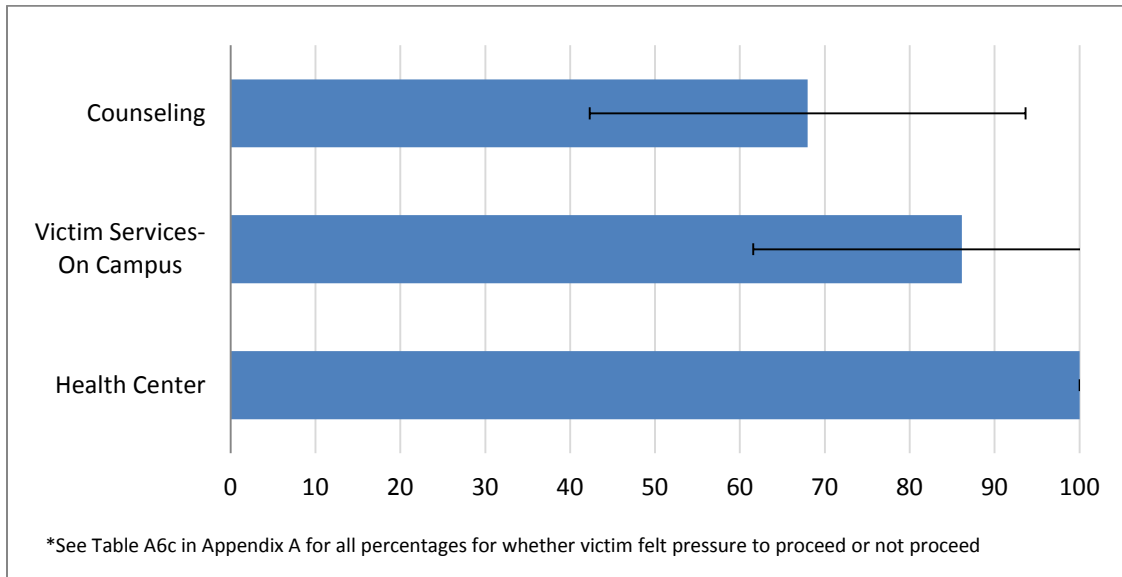


Figure 5.6-4. Forcible Sexual Touching: Percent of Victims Who Felt Pressure to Proceed Further Reporting or Adjudication



Reasons Why Victims of Nonconsensual Sexual Contact by Force or Incapacitation Do Not Ever Contact Anyone at the School

6

As previously discussed, past research has reported that many college students do not contact any resources in the aftermath of their experience. Students provided a range of reasons, some more so than others, as to why they do not seek help and supportive resources. This section describes the reasons victims of nonconsensual sexual contact by force or incapacitation did not contact anyone at the school in the aftermath of their experience.

6.1 AAU Survey Questions

Students who experienced nonconsensual sexual contact were asked if they have ever contacted any of the following listed resources about their experience(s) (GA16⁵⁰). Those students who did not mark any resources, were then asked the reasons why they did not contact anyone at the school (GA17)⁵¹ and were instructed to mark all the reasons listed why they did not contact anyone at the school. Students could mark all that apply of the 10 reasons and ‘other’ reason they were given.

For ease of interpretation, these reasons were categorized into five broad themes: (1) lack of knowledge, (2) disclosure-related, (3) social-related, (4) incident-related, and (5) other⁵².

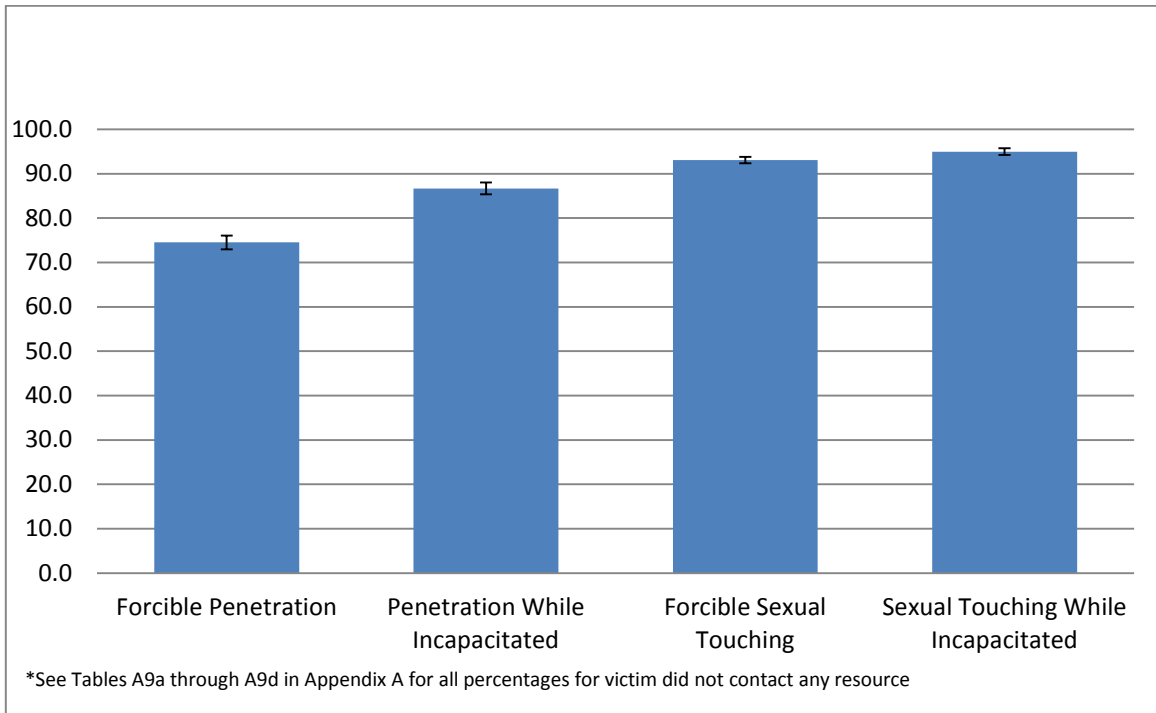
The analysis of contacting any resource, as well as satisfaction with the resource, was restricted to contacts that were made during the current school year. For the analysis below, victims who did not contact a resource since enrolling at the IHE are included. This increases the eligible sample that can be considered and allows more detailed analysis of the reasons for not reporting.

⁵⁰ The list of resources does not include friend, family member, faculty or instructor, or someone else. Telling a person is a separate question (see for example, GA18). See the initial report, Cantor, et al, (2015) for the frequency victims contact other people, outside of the resources listed.

⁵¹ This question reflects all victimizations that have occurred since entering college.

⁵² See Table 9a-g for how the different reasons were categorized into these five broad themes.

Figure 6.1-1. Nonconsensual Sexual Contact: Percent of Victims Who Did Not Contact Any Resource Since Entering College



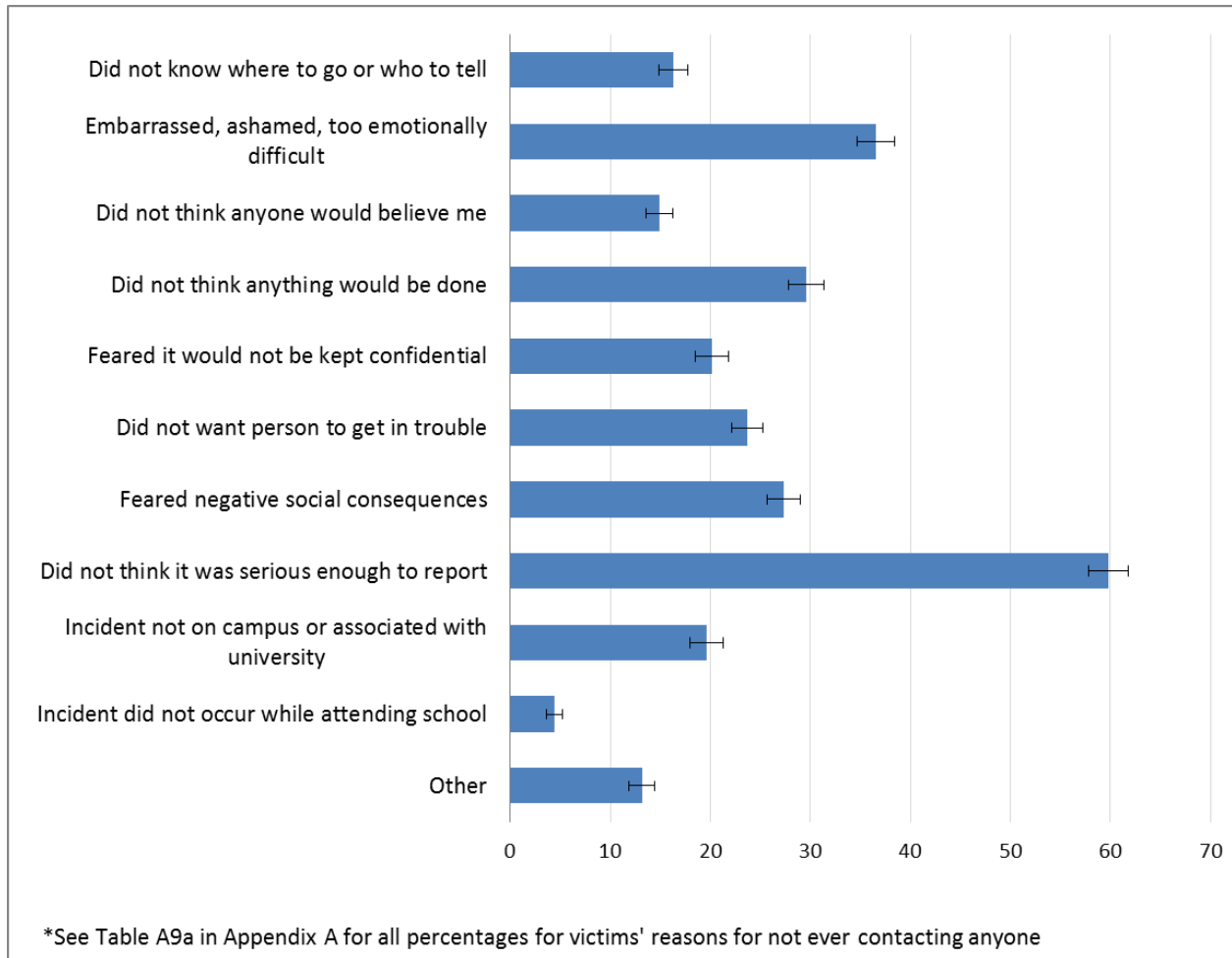
6.2 Results by Type of Incident

6.2.1 Forcible Penetration

Over all of the victims, close to three-fourths (74.5%) did not ever contact anyone at the school after their experience (Figure 6.1-1).

As for the reasons why no one was ever contacted, an incident-related reason was the most commonly given reason that victims: “I did not think it was serious enough to report” (59.8%). The second most frequently given reason was a disclosure-related one in which the student felt embarrassed, ashamed, or that it would be too emotionally difficult (36.6%). Another disclosure-related reason was also given often: “I did not think anything would be done” (29.6%). Social-related reasons (“I did not want the person to get into trouble” and “I feared negative social consequences”) were given by between 24 percent and 27 percent of the victims, respectively. Lack of knowledge was given by relatively few victims, 16.3 percent (Figure 6.2-1; Table A9a in Appendix A).

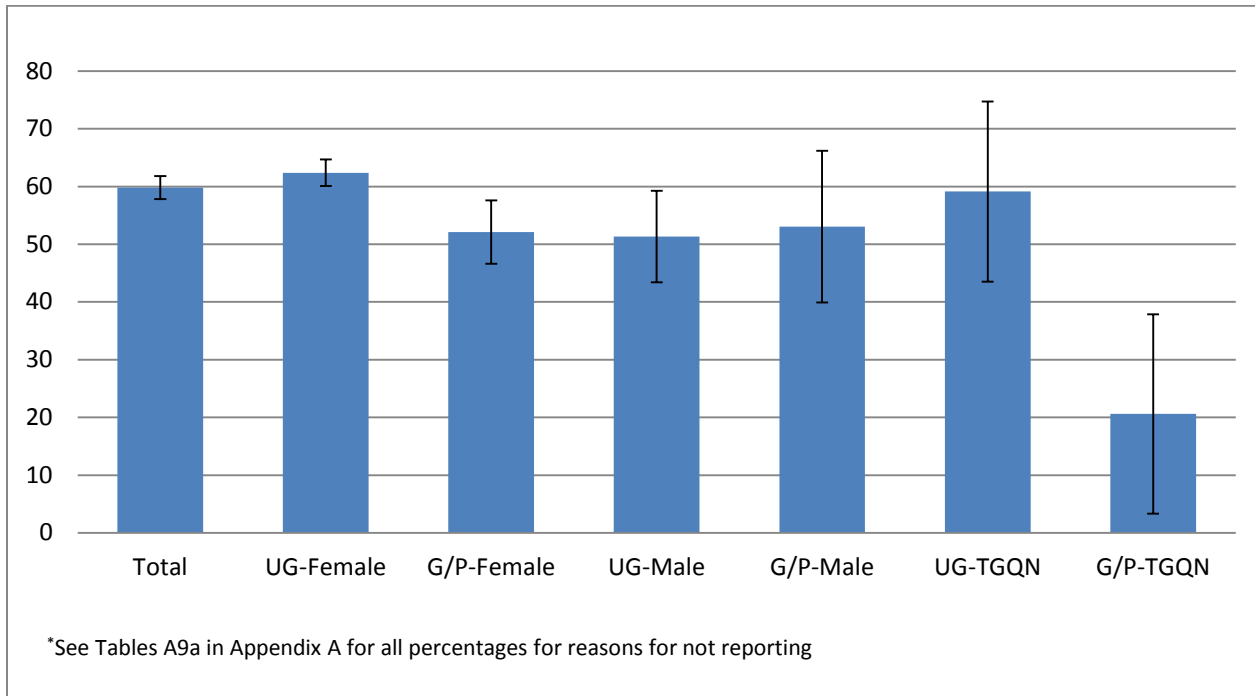
Figure 6.2-1. Forcible Penetration: Victims' Reasons for Not Ever Contacting Anyone at the School



Significant differences in the percentages of undergraduates who ever contacted anyone at the school were evident (Table A9a in Appendix A). The percentages of female and male undergraduates were each greater than the percentage of undergraduates identifying as TGQN who did not contact any resource (75.4%, 78.6% and 56.5%, respectively).

Across all the student groups except one, an incident-based reason for not ever contacting anyone at the school was given by a majority of the victims. Between 51.3 percent (male undergraduates) and 62.4 percent (female undergraduates) of the victims selected: “I did not think it was serious enough to report”. This reason was not given by a majority of graduate and professional students identifying as TGQN; 20.6 percent of these students gave this reason (Figure 6.2-2).

Figure 6.2-2. Forcible Penetration: Percent of Victims Who Did Not Think Victimization was Serious Enough to Report



A significantly larger percentage of female undergraduates and undergraduates identifying at TGQN gave the “not serious enough to report” reason than their graduate counterparts (62.4% compared to 52.1%; 59.1% compared to 20.6%, respectfully). Female undergraduates also more frequently gave this reason compared to their male counterparts (62.4% compared to 51.3%).

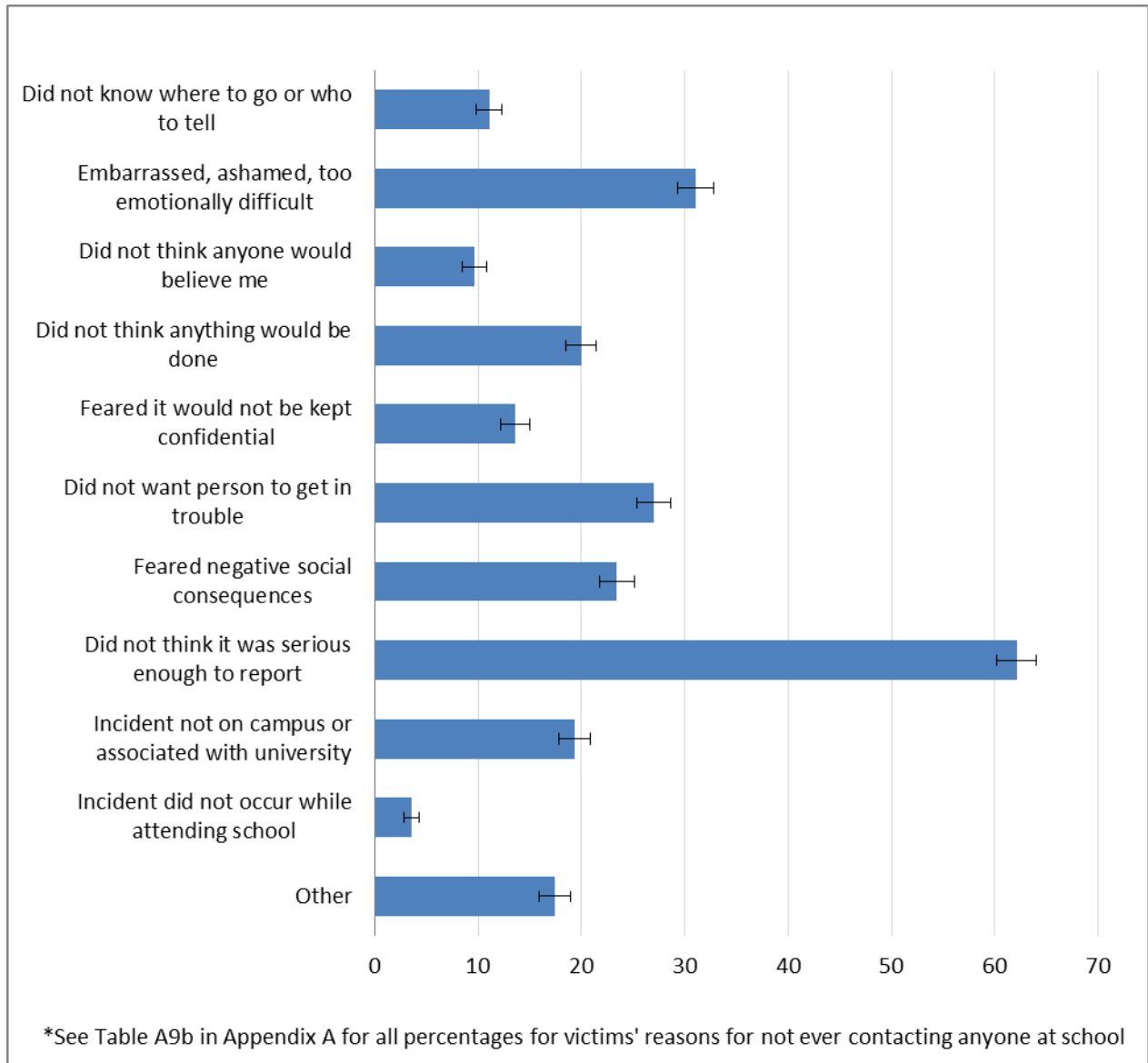
6.2.2 Penetration While Incapacitated

Overall, a larger percentage of victims of penetration while incapacitated never contacted anyone at the school compared to forcible penetration victims (86.7% compared to 74.5%) (Figure 6.1-1 above). This is also true when comparing gender-enrollment status groups; in each student group, the percentage of victims of penetration while incapacitated who did not contact any resource was larger than the percentage of forcible penetration victims who did not contact (Tables A9a and A9b in Appendix A).

Only one reason, an incident-based one, was given by a majority of the victims as to why they never contacted anyone at the school; 62.1 percent of the students marked “I did not think it was serious enough to report.” The second most commonly given reason was related to disclosure;

31.1 percent of the students felt embarrassed, ashamed or it would be too emotionally difficult. The two social-related reasons were the next most frequently given reasons (27% and 23.4%, respectively) (Figure 6.2-3).

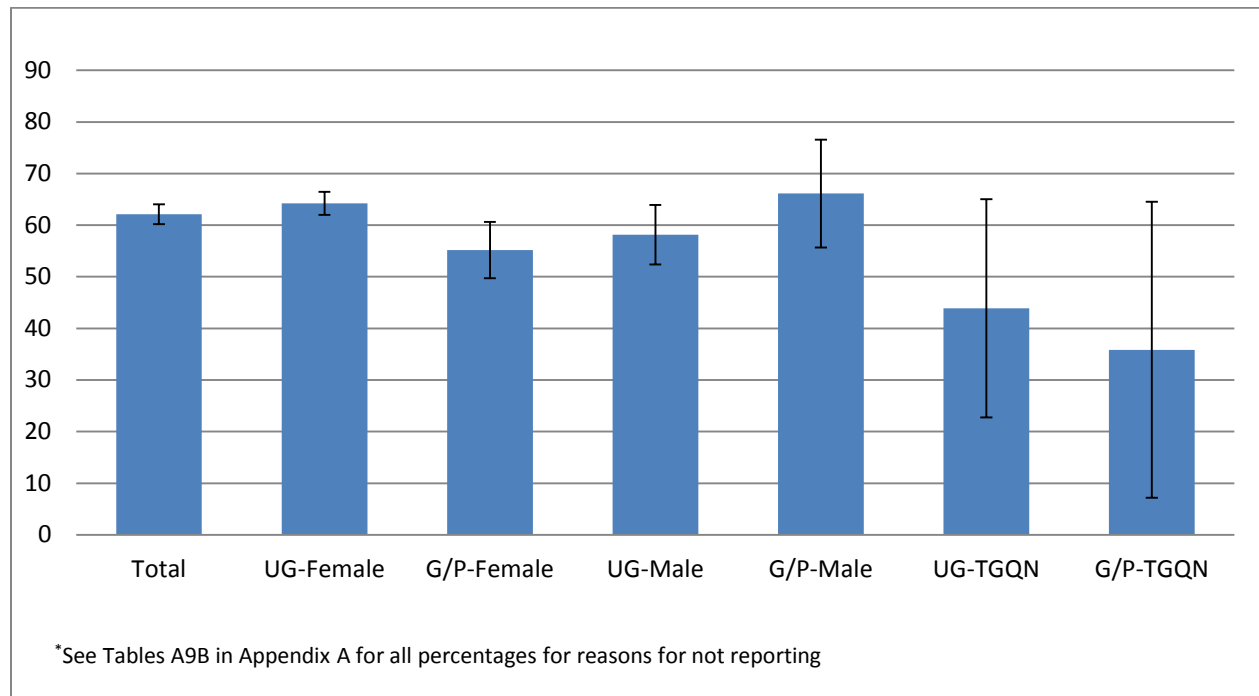
Figure 6.2-3. Penetration While Incapacitated: Victims' Reasons for Not Ever Contacting Anyone at the School



Significant differences were found across the student groups in their no contacting behavior. Males—both undergraduates and graduates and professional—had the highest rates of not contacting any resource in the aftermath of their experience (91.8% and 91.9%, respectively). The percentage of male undergraduates who did not contact any resource is significantly larger than

female undergraduates and undergraduates identifying as TGQN (91.8% compared to 85.0% and 71.6%). Male graduates and professional students had a higher rate of not contacting any resource about their experience compared to their female counterparts (91.9% versus 83.0%).

Figure 6.2-4. Penetration While Incapacitated: Percent of Victims Who Did Not Think Victimization was Serious Enough to Report



Across all the student groups except two, an incident-based reason for not ever contacting anyone at the school was given by a majority of the victims. Between 55.2 percent (female graduates and professionals) and 66 percent (male graduate and professional students) of the victims selected: “I did not think it was serious enough to report”. Less than majority of students identifying as TGQN gave this reason: 43.9 percent of undergraduates and 35.8 percent of graduates and professionals gave this reason (Figure 6.2-4).

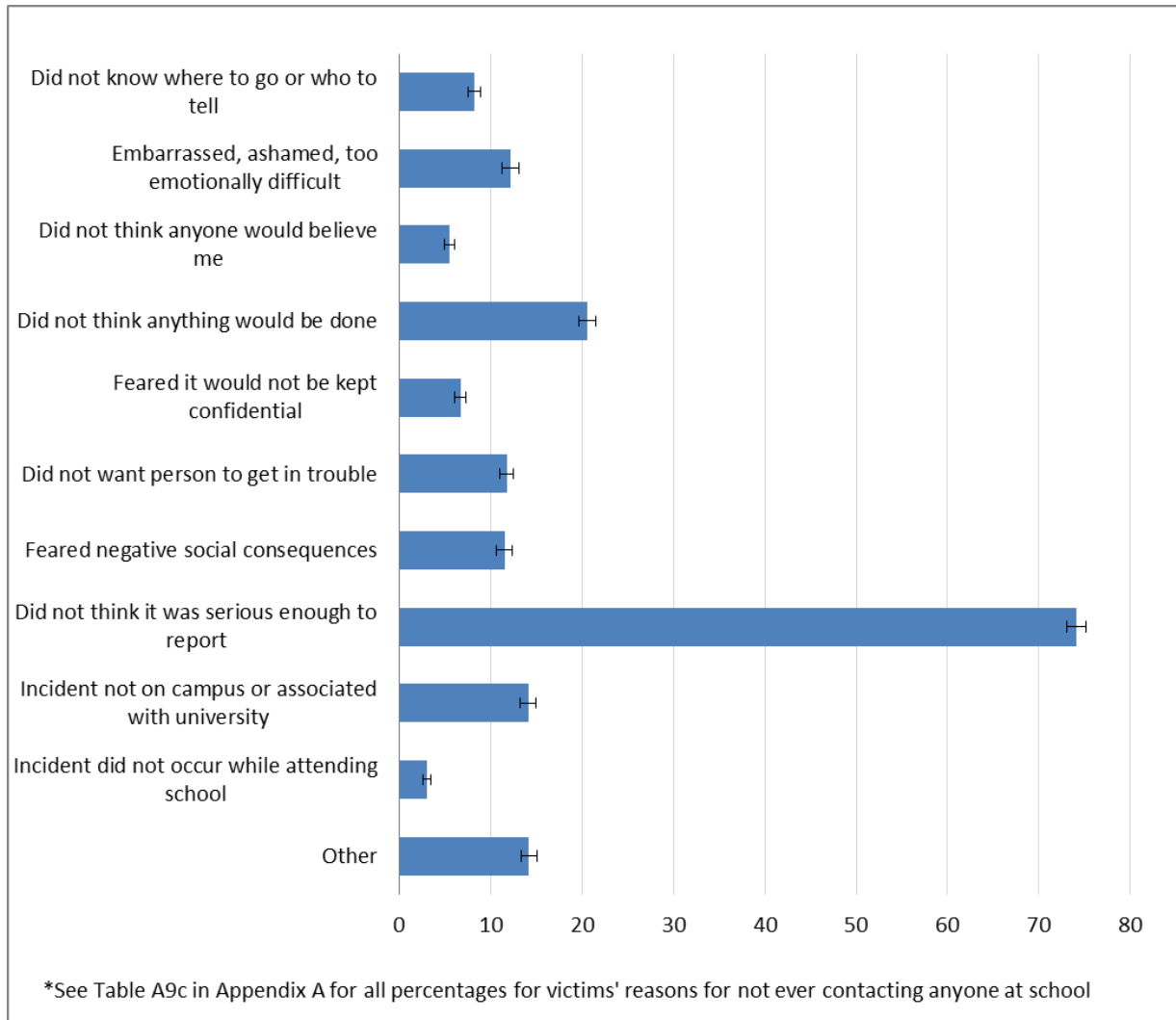
A significantly larger percentage of female undergraduates gave this reason compared to their male counterparts (64.2% compared to 55.2%).

6.2.3 Forcible Sexual Touching

Over 90 percent of the victims (93.1%) did not ever contact anyone at the school after their experience (Figure 6.1-1); similarly, in each student group, 90 percent or more of the students did not contact any resource (ranging from 89.5% to 97.3%).

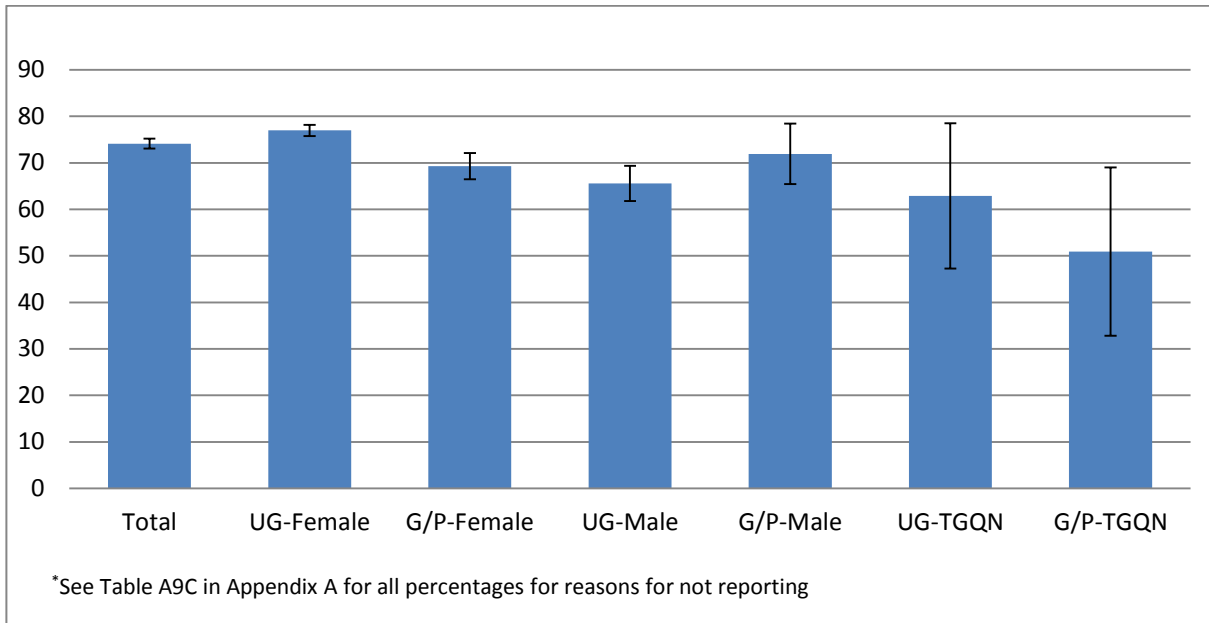
Similar to the large percentage of nonconsensual penetration victims who gave an incident-related reason for not ever contacting anyone at the school, the most commonly given reason by forcible sexual touching victims (74.1%) was that they did not think the incident was serious enough to report. The second most frequently given reason by these victims was not thinking anything would be done (20.6%) (Figure 6.2-5).

Figure 6.2-5. Forcible Sexual Touching: Victims' Reasons for Not Ever Contacting Anyone at the School



Both gender and enrollment status differences were found. A significantly larger percentage of the male undergraduates did not contact any resource compared to their female counterparts (96.1% compared to 93.0%). A similar pattern is found among the graduate and professional students: males were more likely to have not contacted compared to females (96.3% versus 89.5%). Unlike the undergraduates, a larger percentage of those graduate and professional students identifying as TGQN did not contact any resource compared to their female counterparts (97.3% versus 93.0%).

Figure 6.2-6. Forcible Sexual Touching: Percent of Victims Who Did Not Think Victimization was Serious Enough to Report



The most frequently given reason by a majority of the victims in each gender-enrollment status group was an incident-based one: “I did not think the incident was serious enough to report.” From 50.9 percent (TGQN graduate and professional students) to 77.0 percent (female undergraduates) gave this reason as to why they never contacted anyone at the school after the incident (Figure 6.2-6).

Among females, a significantly larger percent of undergraduates gave the ‘not serious enough’ reason compared to graduates and professionals (77% compared to 69.3%). Female undergraduates also more frequently gave this reason than their male counterparts (77% compared to 65.6%).

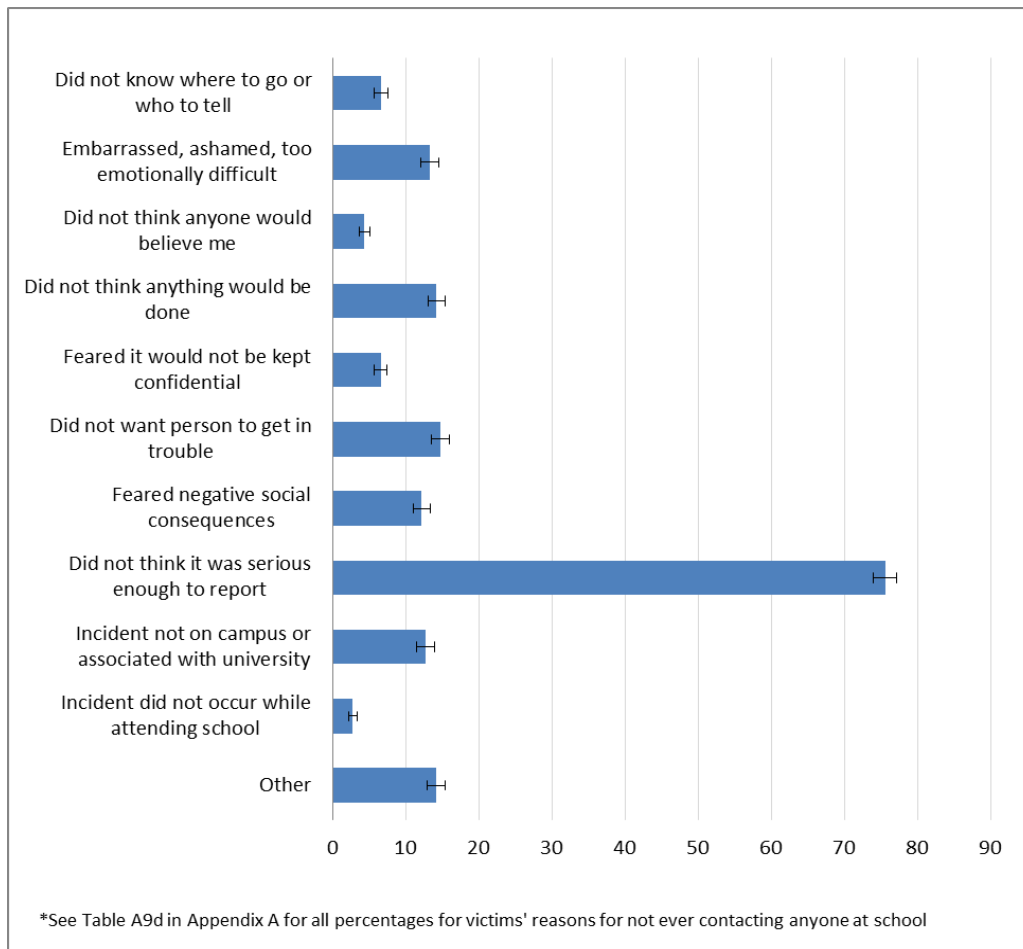
6.2.4 Sexual Touching While Incapacitated

Ninety-five percent of the victims did not ever contact anyone at the school in the aftermath of their experience (Figure 6.1-1). The only two student groups in which less than 80 percent did not contact any resource were students identifying as TGQN: 79.4 percent of the undergraduates and 65.5 percent of the graduate and professional students did not contact any resource.

Similar to the reasons given by the other types of nonconsensual sexual contact victims, a majority of sexual touching while incapacitated victims thought the incident was “not serious

enough to report”; 75.6% percent of the victims gave this reason. Other types of reasons were given by a much smaller percentage of the victims, less than 15 percent of the victims (Figure 6.2-7).

Figure 6.2-7. Sexual Touching While Incapacitated: Victims' Reasons for Not Ever Contacting Anyone at the School

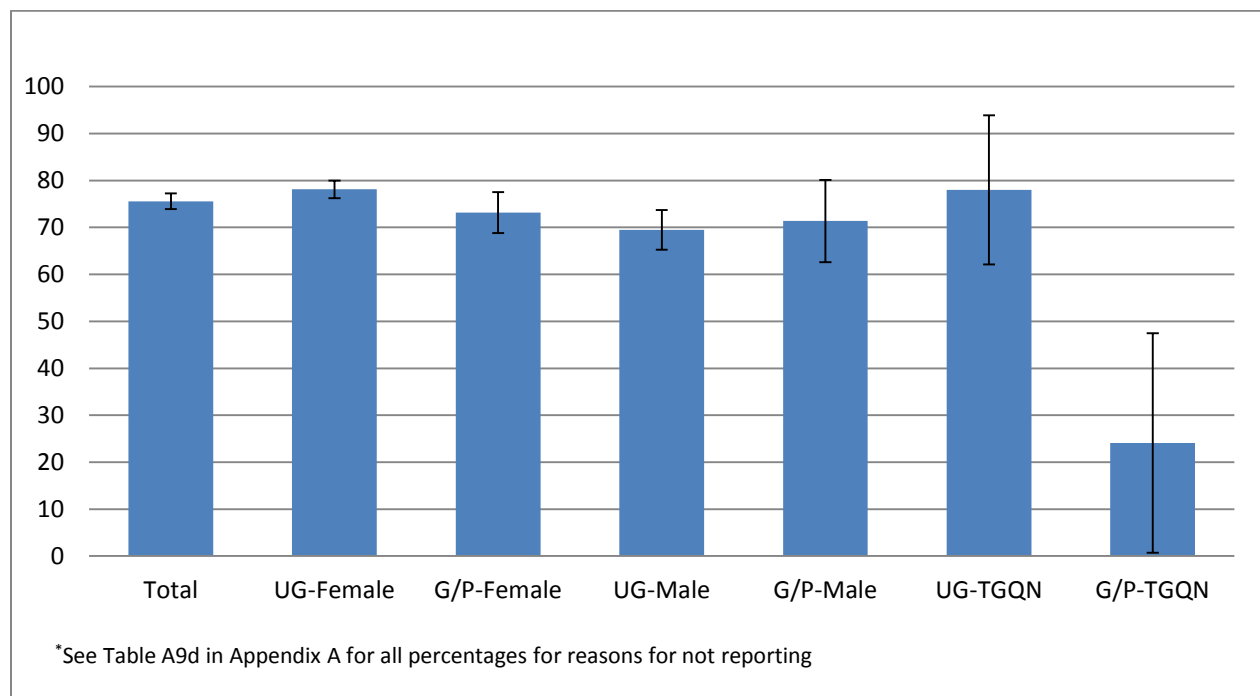


Among the student groups, significant differences were found for both gender and enrollment status in the percentages of students who did not contact any resource after their experience. For example, a larger percentage of female undergraduates did not contact any resource compared to undergraduates identifying as TGQN (95.8% compared to 79.4%).

Male graduate and professional students had a higher rate of not contacting any resource compared to their female counterparts and those identifying as TGQN (97.2%, 90.5%, and 65.5%, respectively).

In all but one of the student groups, the most frequently given reason for not ever contacting anyone at their university was that “I did not think it was serious enough to report.” The percentage of students who gave this response ranged from 69.5 percent (male undergraduates) to 78.1 percent (female undergraduates). Only 24.1 percent of the graduate and professional students identifying as TGQN gave the “not serious enough” reason; other reasons, as well as the two social-related reasons were close to 23 percent each (Figure 6.2-8) (Table A9d in Appendix A).

Figure 6.2-8. Sexual Touching While Incapacitated: Percent of Students Who Did Not Think Victimization was Serious Enough to Report



Among females, a significantly larger percent of undergraduates gave the “not serious enough” reason compared to graduates and professionals (78.1% compared to 73.2%). Undergraduates identifying as TGQN more frequently gave this incident-based reason compared to their graduate and professional counterparts (78% compared to 24.1%). A larger percentage of female graduate and professional students gave the “not serious enough to report” reason compared to their TGQN counterparts (73.2% compared to 24.1%).

6.3 “Not Serious Enough to Report” and Other Reasons for Not Ever Contacting Anyone at the School

Across every type of nonconsensual sexual contact, the majority of students indicated that one reason they did not contact any resource regarding their victimization experience was that they did not think it was serious enough to report. This finding has been reported elsewhere, for instance, in the CSA study, Krebs and colleagues (2007) found that 55.6 percent of the forcible sexual assault victims and 65.5 percent of the incapacitated sexual assault victims endorsed “Do not think it was serious enough to report” as the reason for not reporting their incident to law enforcement (see also Fisher et al. 2003; Fisher et al., 2010a). Also notable, the ‘not serious enough’ reason was selected by the largest number of sexual violence victims in both the CSA study (Krebs et al., 2007) and Fisher et al.’s National College Women Sexual Victimization study (2010a).

Since the block of response options students could choose from to indicate their reasons for not ever contacting anyone at the school was ‘mark all that apply,’ this allows for an examination of relationships among these reasons, providing further insight for researchers and policy makers regarding the lack of reporting of nonconsensual sexual contact that is well documented in the literature. Given that “not serious enough” was the most commonly reported reason, it is most important to understand more about the nuance and context surrounding this reason for not ever contacting anyone at the school.

Table 6-1 below shows bivariate odds ratios between the “not serious enough” response and other reasons for not reporting. Across all four types of nonconsensual sexual contact examined in this survey, the only other reason that was consistently and positively related to the “not serious enough” reason was that the victim “didn’t want the offender to get into trouble.” The strongest bivariate association between these reasons is for penetration while incapacitated (OR 2.16; 95% CI 1.77, 2.63), although the bivariate association is still fairly strong for what are considered each other form of nonconsensual sexual contact (forcible penetration OR 2.05; 95% CI 1.68, 2.50; forcible sexual touching OR 1.95; 95% CI 1.56, 2.43; sexual touching while incapacitated OR 1.64; 95% CI 1.25, 2.14). This association could be interpreted in two ways. First, if the victim did not deem the incident to be very serious or traumatic, they were less likely to want the offender to get into trouble. Conversely, if the victim did not want the offender to get into trouble (e.g., based on their relationship), they may have altered their perception of the seriousness of the incident. While explanations for this consistent association are currently speculative, this provides insight into the

reasoning behind the decision to not contact anyone at the school in the wake of a victimization experience, and indicates such reasons are interrelated and therefore complex.

The next most consistent reason for not ever contacting anyone at the school that is associated with the “not serious enough to report” reason is feeling too embarrassed or ashamed, or that contacting would be too emotionally difficult. This reason was significantly and negatively associated with “not serious enough” for all four types of nonconsensual sexual contact. It is important to use caution when interpreting bivariate associations, but this suggests that when victims felt that the incident wasn’t serious enough to report, they were less likely to feel embarrassed or ashamed about the incident, or that it would be too emotionally difficult to report. This seems to match the multivariate results suggesting that victims who experienced psychological or behavioral consequences (e.g., emotional distress) as a result of their experience are more likely to contact someone about their victimization.

Table 6-1. Nonconsensual Sexual Contact: Bivariate Associations Between “Not Serious Enough to Report” and Other Reasons for Not Ever Contacting Anyone at the School

Reasons	Forcible penetration			Penetration while incapacitated			Forcible sexual touching			Sexual touching while incapacitated		
	OR	95% Lower bound	95% Upper bound	OR	95% Lower bound	95% Upper bound	OR	95% Lower bound	95% Upper bound	OR	95% Lower bound	95% Upper bound
Lack of Knowledge												
Didn't Know Where to Go or Who to Tell	1.03	.82	1.29	.83	.63	1.09	.79*	.64	.98	.71*	.51	1.00
Disclosure-Related												
Embarrassed, Ashamed or Too Emotionally Difficult	.66*	.56	.78	.68*	.57	.81	.76*	.65	.88	.54*	.43	.67
Didn't Think Anyone Would Believe Me	.79*	.64	.97	.65*	.51	.83	.79*	.63	.99	1.07	.70	1.63
Didn't Think Anything Would Be Done	.92	.78	1.09	.95	.78	1.15	.85*	.74	.97	.91	.73	1.14
Feared it Would Not Be Kept Confidential	.98	.81	1.18	.93	.74	1.17	.68*	.55	.85	.93	.68	1.29
Social-Related												
Didn't Want the Offender to Get Into Trouble	2.05*	1.68	2.50	2.16*	1.77	2.63	1.95*	1.56	2.43	1.64*	1.25	2.14
Feared Negative Social Consequences	.97	.82	1.15	1.08	.89	1.30	1.02	.87	1.20	1.05	.81	1.36
Incident-related												
Incident Was Not On Campus or Associated With the University	.81*	.66	.99	.93	.75	1.15	.77*	.65	.91	.61*	.48	.77
Incident Did Not Occur While Attending School	.74	.49	1.12	.68	.44	1.04	.62*	.46	.84	.54*	.34	.88

* Significant at p<.05.

Utilizing Support and Helping Resources in the Aftermath of Stalking Victimization

7

To this point, the analyses have examined nonconsensual sexual contact by force or incapacitation. In this section, we turn attention to the utilization of support and helping resources for victims of stalking. While stalking does not generally involve physical contact (although it can), it is related to fear of both physical and sexual victimization. However, there are very few published articles on the topic of support and help-seeking behaviors for stalking victims in general, with an even smaller number of studies focusing on college students in particular (Reyns and Englebrecht, 2014). Within this small body of research, not much is known about the support and helping resources available on and off campus for college student stalking victims.

In the National College Women Sexual Victimization study, Fisher and her colleagues (2002) reported that 16.9 percent of the stalking incidents were reported to the police. Of those stalking incidents that were reported to the police, on-campus stalking was most often reported to campus police and security (86.7%), whereas stalking that occurred off campus was most often reported to the municipal, local or city police or the emergency number 911 (71.4%). Those stalking incidents that occurred both on and off campus were most often reported to the municipal, local or city police or the emergency number 911 (62.5%), followed by the campus police or security (33.1%). Fewer victims reported their stalking victimization to their resident hall advisors (3.2%) or to a college professor or university officials (3.5%). In one study done at a midsize, urban, public university located in southeastern United States, Buhi and colleagues (2009) reported that just over half of the stalking victims (52.6%) sought help, that is, had “any communication that was directed toward obtaining support, advice, assistance or resources” (p. 421). Of all the stalking victims, only 3.8 percent reported their stalking to the police. Among the undergraduate and graduate women who sought help, a larger percentage sought assistance from the residence hall advisor (12.2%) compared to the police (7.3%). Supportive of these findings, Jutras, Edwards, and Sylaka (2013) also noted that college women who were stalked rarely reported to the police compared to the general population, with many college stalking victims commonly disclosing to their friends. Although past research has consistently reported that contacting the police among stalking victims is low, Cass and Mallicoat (2015) had participants read scenarios of legally defined stalking and then rate their likelihood of contacting the police. They found no significant difference between male and female college students. That is, females were no more likely to judge that the victim would contact the police than male participants.

Underlying the provision of support and help services for stalking victims are four interrelated policy concerns: (1) do victims contact resources to address their personal needs in the aftermath of their victimization?, (2) which resources do victims most often contact?, and (3) of those who contacted a specific resource, how useful do they feel that resource was in helping them deal with their stalking experience? A fourth question asks about which reasons do victims give for not ever contacting anyone at their school in the aftermath of the incident.

To answer the first three questions, students were asked a series of questions concerning whether they had ever contacted any resource listed (e.g., office, agency, center, police) about their experiences (E8). Each school submitted a list of resources unique to their campus that listed up to 10 on and off-campus resources that students could contact in the aftermath of their victimization. Resources that were the same across campuses were coded as such (e.g., Title IX, campus police, student affairs). For the resources that were specific to each campus (e.g., SAFE Line, Wise of the Upper Valley, U Matter, We Care, The Share), a search of each school's website was done to get information about their specific resources. Using this information, specific resources were coded into broader categories for either on-campus resources (e.g., victim services, counseling, health center) or off-campus resources (e.g., health services, victim services). This was done so that the specific school resources would be comparable across the 27 schools. To answer the fourth question, reasons victims gave were coded into broader categories (e.g., lack of knowledge, disclosure related, social related, and incident related) and specific responses were analyzed.

7.1 AAU Measure of Stalking

Stalking has been defined by three elements:

1. Behavior that is unwanted/unwelcomed;
2. Behavior that causes fear or safety concerns for target or target believes that they or someone close to them would be harmed or killed as a result of pursuit behaviors; and
3. Behavior that occurs on two or more occasions (repeated) by the same perpetrator.

These behaviors have been described as unwanted communication, including verbal, written, or implied threats, or a combination thereof. It can be a single tactic (e.g., unwanted phone calls two or

more times) or multiple tactics one or more times each (e.g., unwanted phone calls one time and sent unwanted texts/emails one time for two times) (Black et al., 2011; Catalano, 2012).

The element that distinguishes stalking from harassment is fear. According to the National Crime Victimization Survey's definition, stalking is when the individual fears for their safety or that of a family member as a result of the course of conduct, or have experienced additional threatening behaviors that would cause a reasonable person to feel fear (Catalano, 2012, pp. 6-7). The National Intimate Partner Sexual Violence Survey uses a similar fear criterion: felt very fearful, or believed that they or someone close to them would be harmed or killed as a result of the perpetrator's behavior (Black et al., 2011, p. 29).

The AAU survey measure of stalking was based on these definitions. Respondents were asked the following questions (see Section E of survey in Appendix F. Underlining the phrase 'afraid for your personal safety' was included in each of the three questions that were administered to the students.

Since you have been a student at [UNIVERSITY],...

- **E1.** Has someone made unwanted phone calls, sent emails, voice, text or instant messages, or posted messages, pictures or videos on social networking sites in a way that made you afraid for your personal safety?
- **E2.** Has someone showed up somewhere or waited for you when you did not want that person to be there in a way that made you afraid for your personal safety?
- **E3.** Has someone spied on, watched or followed you, either in person or using devices or software in a way that made you afraid for your personal safety?

To be defined as stalking, the above behaviors, or some combination of these behaviors, had to occur more than once and by the same person. For example, if the respondent said 'yes' to E1 above, a follow-up was immediately asked:

E1a. Did the same person do this to you more than once since you have been a student at [UNIVERSITY]?

This question was asked after each of the three stalking behavior questions listed above (E1 to E3).

Those students who contacted at least one resource were asked when they most recently had contacted each of the resources that they had selected (E9[A-J]). Only those victimizations and contacts that had happened during the current school year, that is, since Fall of 2014 until the time the survey was administered in the Spring 2015 were included in the analyses in this section.

For each resource students had contacted during the school year, they were asked to assess the usefulness of the resource in helping the student deal with the experiences. This was done for up to 10 resources marked as having been contacted. For each resource contacted, students were asked to think about the most recent time that they had contacted this resource and assess how useful the resource was in helping them deal with these experiences.

Those students who did not mark any resources, were then asked the reasons why they did not contact anyone at the university (E11)⁵³ and instructed to mark all the reasons listed why they did not contact anyone at the school. Students could mark all that apply of the 10 reasons and ‘other’ reason they were given.

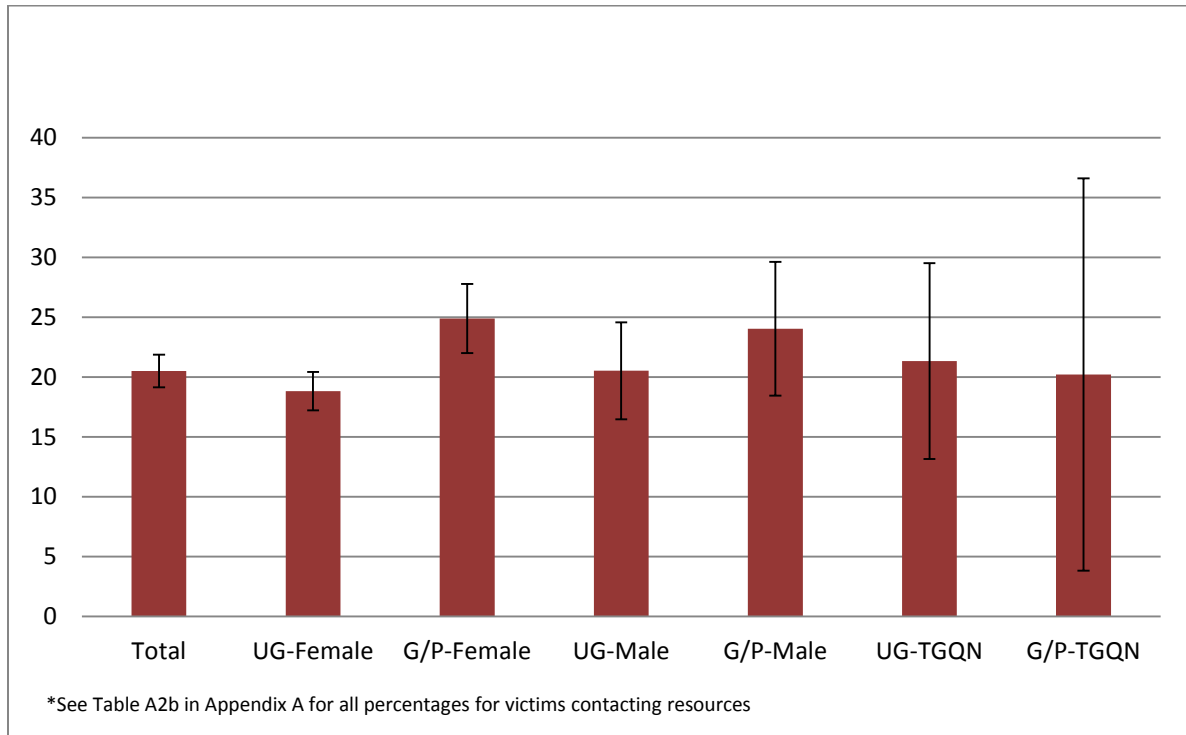
7.2 Number of Resources Victims Contacted During the Current School Year⁵⁴

Just over 20 percent of all the stalking victims contacted at least one resource (20.5%) (see Figure 7.2-1; Total⁵⁴; see Tables A2b in Appendix A). Of these victims, over two-thirds (67.4%) contacted one resource (Figure 7.2-2; Total⁵⁴; see Table A2b in Appendix A).

⁵³ Note that the analyses of the reasons for not ever contacting anyone at the school include stalking incidents that students experienced since entering college or university.

⁵⁴ Here, only victims who contacted a resource during the current school year, or from the Fall of 2014 to present, are included. Present refers to the administration of the survey in Spring 2015. Since this series of questions is asking about specific resources, this restriction was implemented since it is not known how long these specific resources have existed. The denominator is all victims who were victimized during the current school year (Fall 2014 to present).

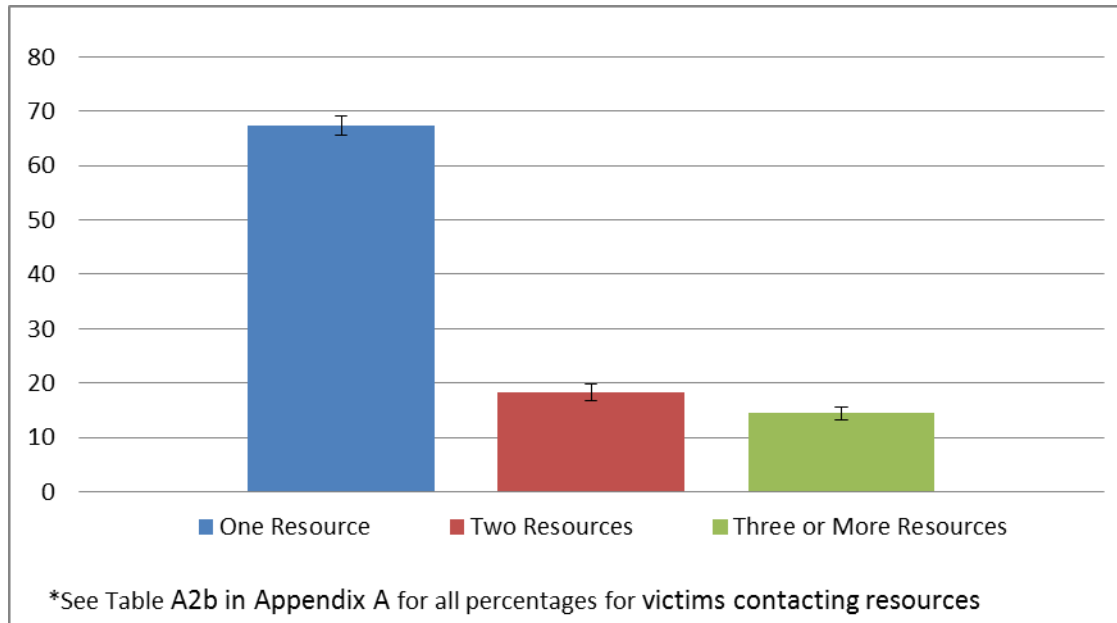
Figure 7.2-1. Stalking: Percent of Victims Contacting Any Resource in the Current School Year



Across all the student groups, a range from 18.8 percent (female undergraduates) to 24.9 percent (female graduates or professionals) of the stalking victims contacted at least one resource (Figure 7.2-1; see Table A2b in Appendix A). Across all of the student groups, female undergraduates were less likely to contact any resource compared to their female graduate and professional student counterparts (18.8% compared to 24.9%).

A majority of the stalking victims across all of the student groups contacted one resource, with male undergraduate and graduate and professional students having the largest percentage who did so (81.2% and 76.1%, respectively) (see Table A2b in Appendix A). The only exception was those students identifying as TGQN. For these victims, a majority of both undergraduate and graduate and professional stalking victims contacted two or more resources (53.9% and 56.6%, respectively).

Figure 7.2-2. Stalking: Percent of Victims Contacting One, Two, or Three or More Resources in the Current School Year



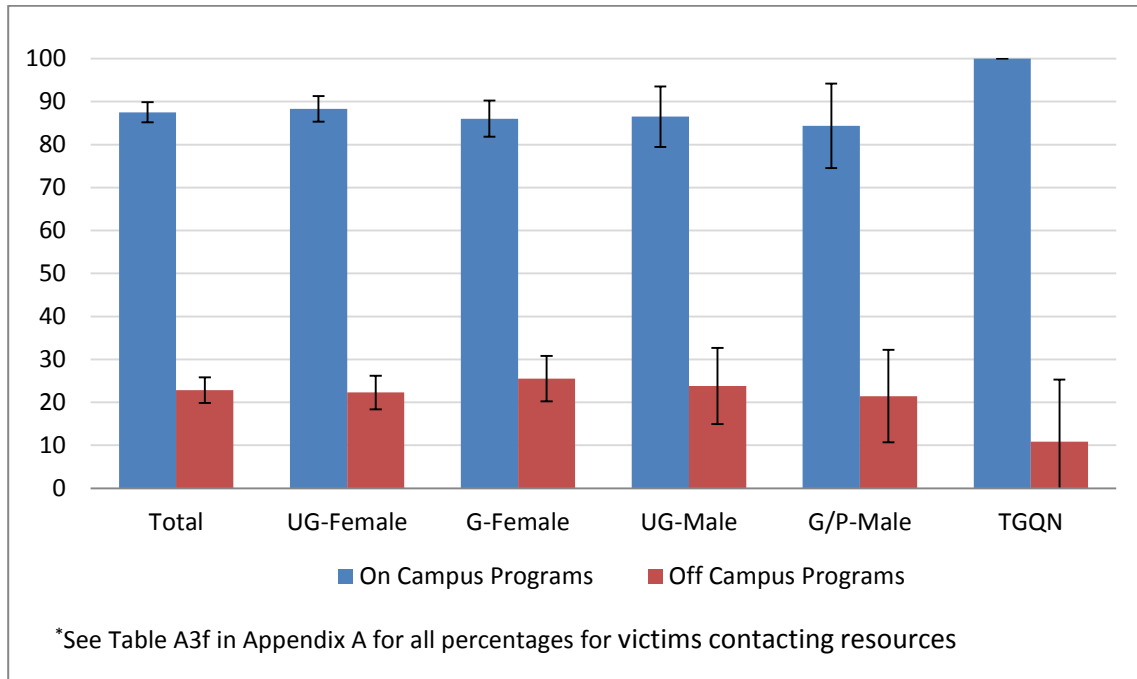
7.3 Types of Resources Contacted By Victims During Current School Year

Of all the stalking victims who contacted at least one resource, close to four times as many contacted on-campus resources compared to the percentage who contacted off-campus ones (87.5% and 22.9%, respectively) (Figure 7.3-1).

Across the student groups, a large majority of the victims who contacted at least one resource, over 84 percent, contacted at least one on-campus resource (see Table A3f in Appendix A). There is no statistical difference in the percentage of undergraduates who contacted an on-campus resource compared to their graduate counterparts. This is also the case across the three genders.

As for off-campus resources, over a quarter of victims in each student group contacted at least one off-campus resource. There was no statistical difference across these groups. Within each student group, the local police were the most commonly contacted off-campus resource, with three-fourths of the victims contacting police (Figure 7.3-1).

Figure 7.3-1. Stalking: Of Those Contacting Any Resource, Percent of Victims Contacting On Campus Versus Off Campus Resources



The on-campus resources that were contacted by the largest percentage of all stalking victims were: counseling (31.9%), campus police (31.0%) and victim services (22.3%) (Figure 7.3-2). This did not differ across the gender and enrollment groups, with one exception. Students identifying as TGQN commonly contacted victim services (51%) and counseling (41.8%). Fewer victims contacted student affairs (29.1%) and the health center (28.8%) (see Tables A3f in Appendix A).

Off-campus local police were contacted by the largest percentage of stalking victims who contacted any off-campus resource, 83.2 percent, compared to the next largest percentage of stalking victims (15.2%), who contacted victim services off campus (Figure 7.3-3; see Table A3f in Appendix A).

Similar to the findings that a larger percentage of nonconsensual sexual contact victims contacted local police compared to campus police, 83.2 percent of the stalking victims who contacted an off-campus resource contacted the local police compared to 31 percent of victims who contacted any on-campus resource contacting campus police. Again, be mindful that a larger number of stalking victims (n=1,351) contacted campus police compared to the number who contacted the local police (n = 946).

Figure 7.3-2. Stalking: Percent of Victims Contacting Any On Campus Resource Who Contacted Various Resources

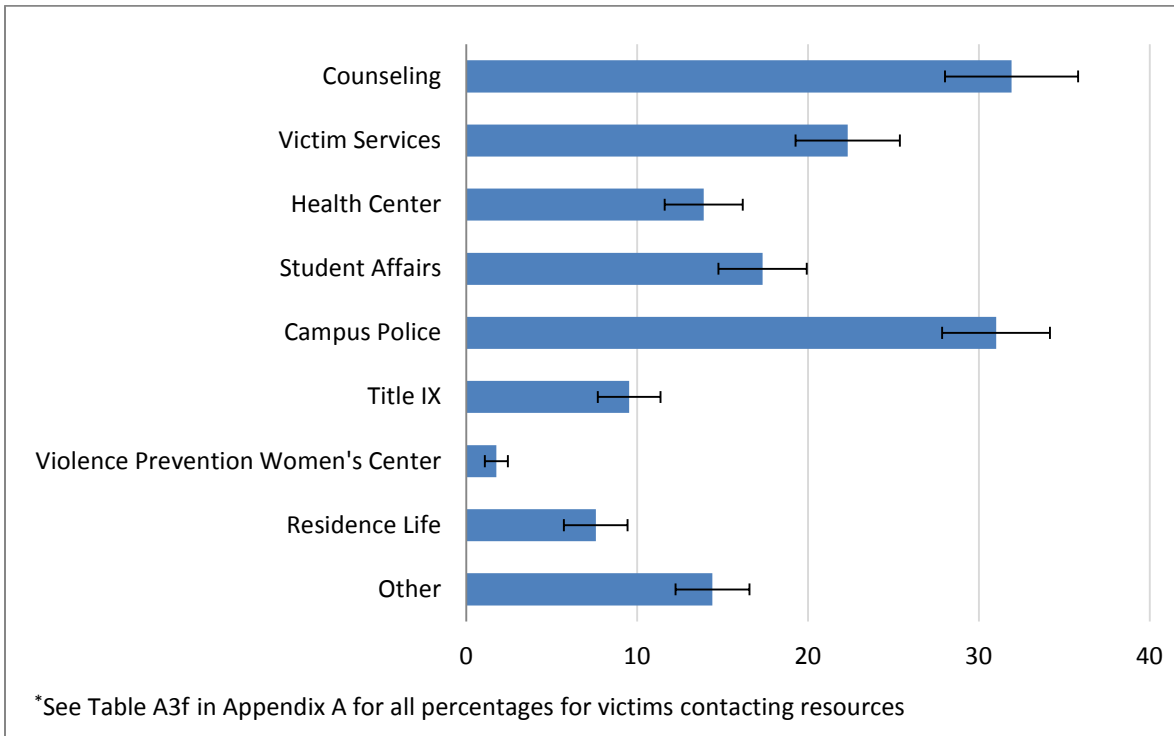
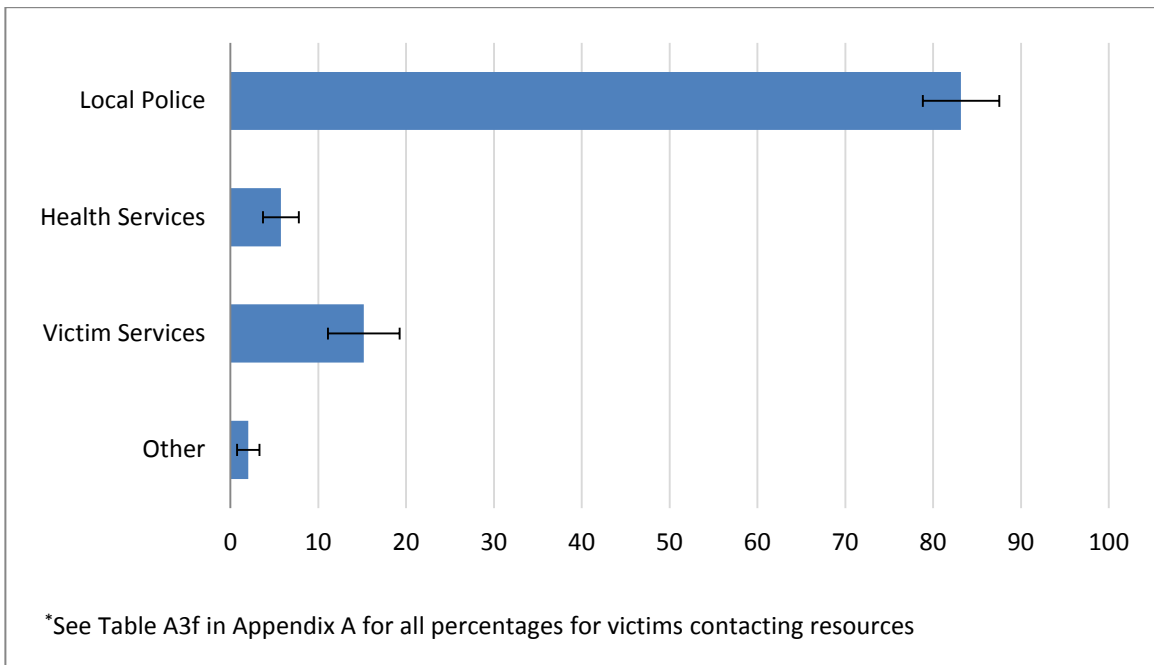


Figure 7.3-3. Stalking: Percent of Victims Contacting Any Off Campus Resource Who Contacted Various Resources



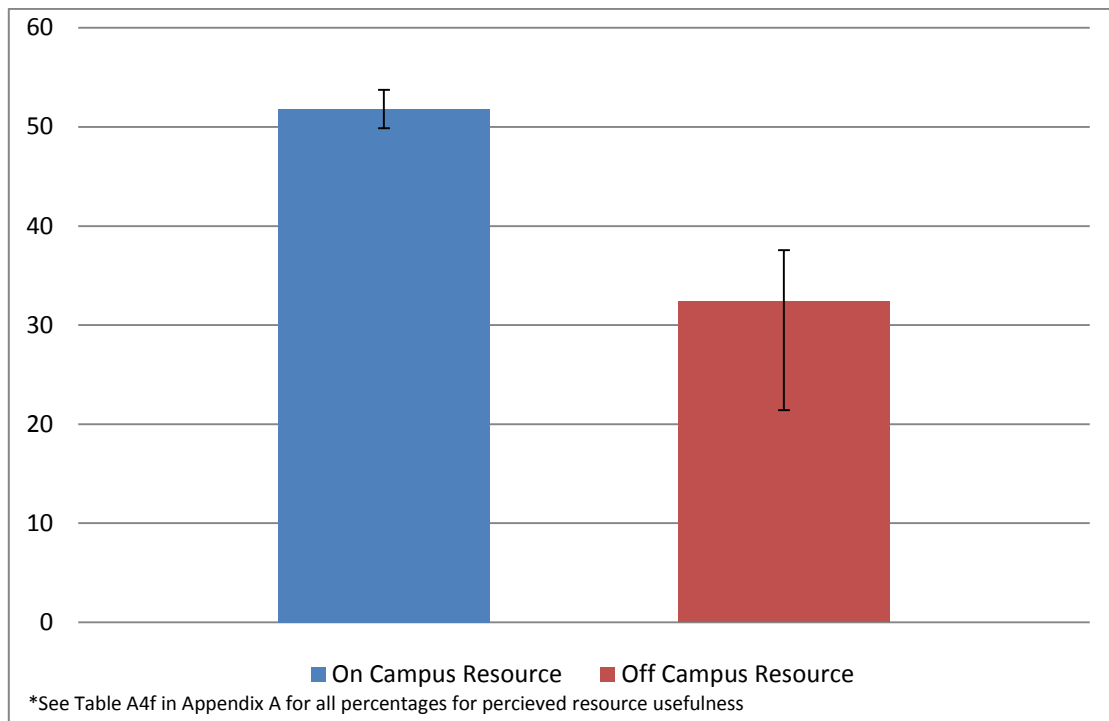
7.4 Usefulness of Resource in Helping Victims

A majority of all the stalking victims who contacted at least one on-campus resource felt the resource they had contacted was ‘very’ or ‘extremely’ useful in helping to deal with this experience (Figure 7.4-1; see Table A2b in Appendix A). Of those who contacted an on-campus resource, a larger percentage felt the resource was useful compared to those who had contacted off-campus resources (51.8% compared to 32.4%).

For five out of nine of the on-campus resources contacted, less than a majority of the victims felt that specific resource was useful. Additionally, none of the on-campus resources had a usefulness rating higher than 60 percent, ranging from 58.3 percent (victim services) to 31.8 percent (Title IX).

For each off-campus resource contacted, less than a majority of the victims felt that specific resource was helpful. Off-campus resource ratings of usefulness ranged from 29.3 percent (local police) to 44.5 percent (other).

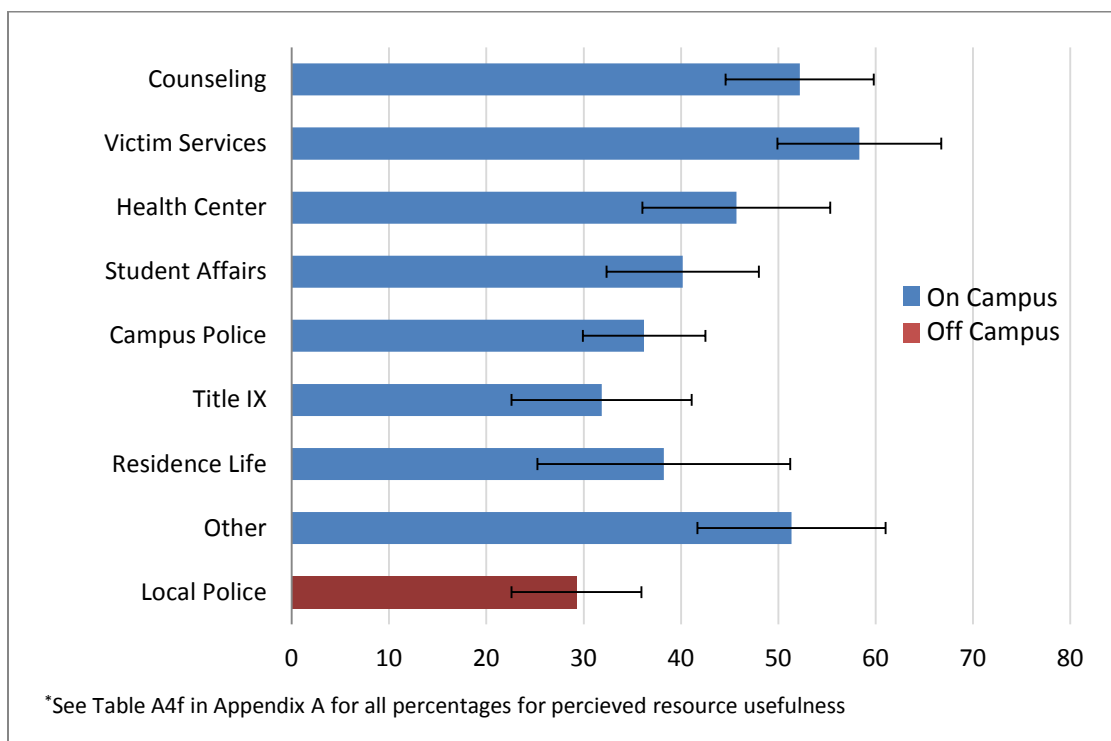
Figure 7.4-1. Stalking: Percent of Victims Who Felt The Resource was Useful



Among the three most contacted on-campus resources, 52.2 percent felt counseling was useful, 36.2 percent felt campus police were useful, and 58.3 percent thought victim services were useful in helping the victim deal with the stalking experiences (see Figure 7.4-2; see Table A4f in Appendix A).

Of the off-campus resources that were contacted by the largest percentage of all stalking victims, 29.3 percent of the students thought that the local police were useful (see Figure 7.4-2; see Table A4f in Appendix A).

Figure 7.4-2. Stalking: Percent of Victims Who Felt the Resource Was Useful



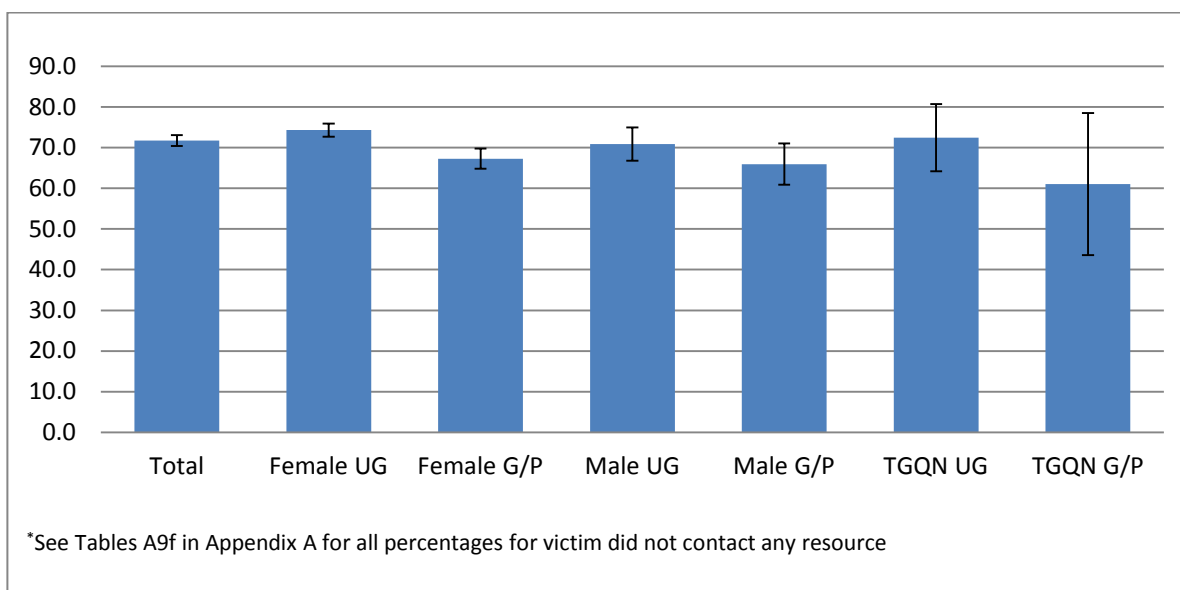
7.5 Reasons for Not Ever Contacting Anyone at the School

As previously discussed, past research has reported that many college students do not contact anyone at the university, including campus police, in the aftermath of their stalking incident. Students gave a range of reasons as to why they do not seek help and supportive resources, with some reasons given by more students than other reasons.

7.5.1 Most Common Reasons

Over 70 percent (71.8%; Figure 7.5-1) of all the victims did not contact any resource after they had been stalked. Only one reason, an incident-based one, was given by a majority of the stalking victims as why they did not contact anyone at the school; “I did not think it was serious enough to report.” The second most common reason 33.3 percent of the victims was: “I did not think anything would be done.”

Figure 7.5-1. Stalking: Percent of Victims Who Did not Contact Any Resource

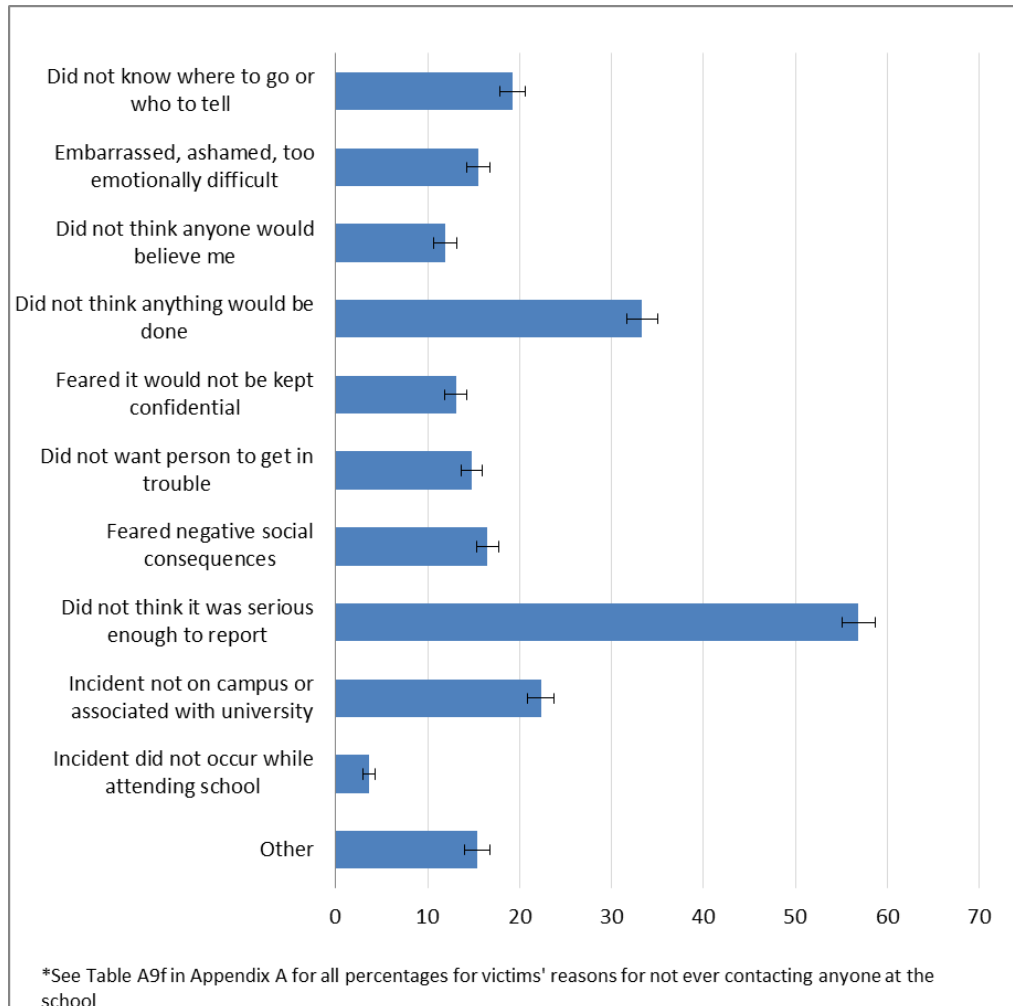


Despite a large percentage of stalking victims in each student group not contacting any resource after their experience, there were no significant differences in these rates between the six student groups. Stalking victims who did not contact any resource ranged from 61.1 percent (graduate and professional identifying as TGQN) to 74.3 percent (female undergraduates).

An incident-related reason, “I did not think it was serious enough to report” was the most frequently given reason for not ever contacting anyone at the school for four of the student groups (both female and male undergraduates and graduates and professionals) (ranging from 46% for male graduate and professional students to 63.3% for female undergraduates). Less than a majority of the students identifying as TGQN gave this incident-based response: 41.3 percent of the undergraduates and 32.2 percent of the graduate and professional students. (Figure 7.5-3; see Table A9e in Appendix A).

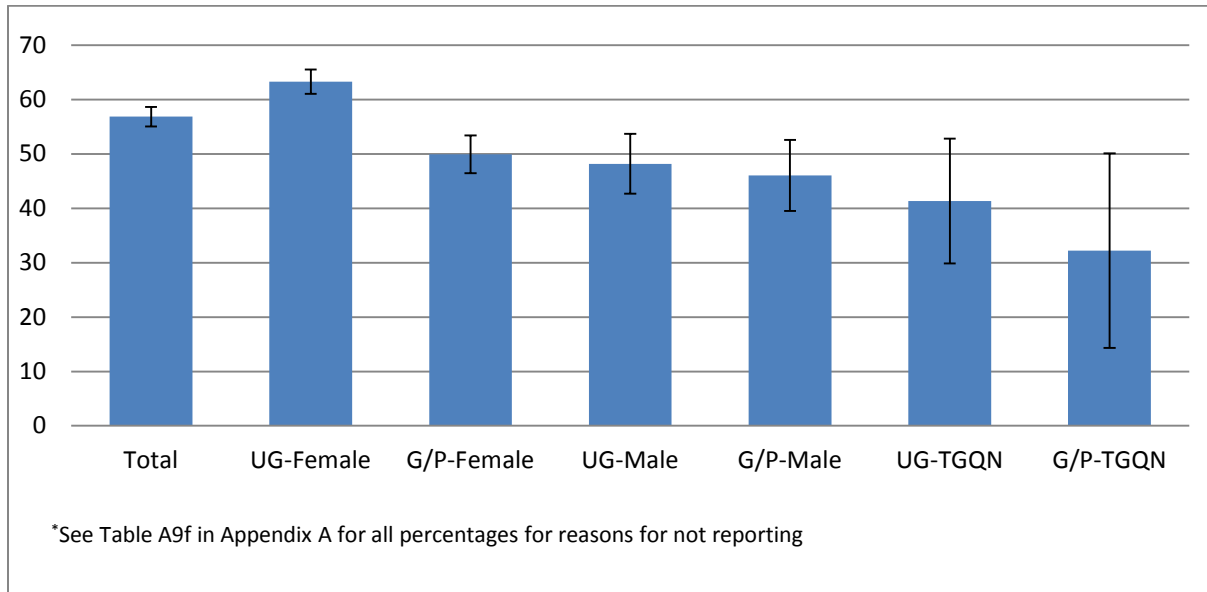
The largest percentage of victims, 49.2 percent of TGQN undergraduates gave the disclosure-related reason, “did not think anything would be done”. This percentage of victims is significantly larger than each of the other students groups.

Figure 7.5-2. Stalking: Victims' Reasons for Not Ever Contacting Anyone at the School



A significantly larger percentage of female undergraduates gave the incident-related reason “not serious enough to report” compared the other student groups. For example, 63.3 percent of the female undergraduates gave this incident-related reason compared to 49.9 percent of their male counterparts and 41.3 percent of their TGQN counterparts. (Figure 7.5-3) (see Table A9f in Appendix A).

Figure 7.5-3. Stalking: Percent of Students Who Did Not Think Victimization was Serious Enough to Report



7.5.2 “Not Serious Enough to Report” and Other Reasons for Not Ever Contacting Anyone at the School

Consistent with the findings for nonconsensual contact, the most frequently cited reason for not ever contacting anyone at the school about a sexual victimization experience was that it was “not serious enough to report.” Once again, a strong association was found between the “not serious enough to report” reason and “didn’t want the offender to get into trouble.” As shown in Table 7-1, this relationship is particularly strong for stalking (OR 3.23; 95% CI 2.94, 3.56). Here, one other reason, “feared negative social consequences,” is significantly and positively related to “not serious enough to report” (OR 1.30; 95% CI 1.20, 1.40). This suggests that victims considered the possible social repercussions of reporting in relation to the severity or consequences of their stalking experience. While “negative social consequences” could be a variety of things, this may include repercussions from the perpetrator or their friends.

Table 7-1. Stalking: Bivariate Associations Between “Not Serious Enough to Report” and Other Reasons for Not Ever Contacting Anyone at the School

Reasons	Odds ratio	95% Lower bound	95% Upper bound
Lack of Knowledge			
Didn't Know Where to Go or Who to Tell	.56*	.52	.61
Disclosure-Related			
Embarrassed, Ashamed or Too Emotionally Difficult	.65*	.60	.71
Didn't Think Anyone Would Believe Me	.52*	.46	.59
Didn't Think Anything Would Be Done	.97	.92	1.03
Feared it Would Not Be Kept Confidential	.84*	.78	.91
Social-Related			
Didn't Want the Offender to Get Into Trouble	3.23*	2.94	3.56
Feared Negative Social Consequences	1.30*	1.20	1.40
Incident-Related			
Incident Was Not On Campus or Associated With the University	.98	.91	1.05
Incident Did Not Occur While Attending School	.41*	.38	.46

* Significant at $p < .05$.

Utilizing Support and Helping Resources in the Aftermath of Sexual Harassment

8

Michele Paludi's *Ivory Tower: The Sexual Harassment Of Women on Campus* (1991) was among the first comprehensive overview of theory, research questions, and substantive findings on sexual harassment. Almost 15 years after her landmark book, the American Association of University Women (AAUW) Educational Foundation's report *Sexual Harassment on Campus* came to a similar conclusion that Paludi and her contributors did: "sexual harassment has long been an unfortunate part of the educational experience, affecting students' emotional well-being and their ability to succeed academically" (Hill and Silva, 2005, p. 7; see also AAUW, 1993; 2001). The AAUW estimated that two-thirds of students ages 18 to 24 years old (62%) experience some type of sexual harassment while at college, often during their first year (Hill and Silva, 2005). Research has shown that for women college students, sexual harassment is a widespread problem, with many studies reporting that a majority of women have been sexually harassed by faculty, staff and/or their peers (see Morgan and Gruber, 2011). Studies of college women also have reported that a larger percentage of graduate students experience sexual harassment compared to undergraduates (Cortina, Swan, Fitzgerald, and Waldo (1998). Similar to research on workplace harassment, studies of college women showed some women are at greater risk than others, with lesbian and bisexual women reporting higher rates of sexual harassment (see Morgan and Gruber, 2011). Two and half decades of studies have provided estimates of the extent of sexual harassment primarily among college women and documented its adverse psychological outcomes (e.g., PTSD symptoms, distress, avoidance, numbing, embarrassment and/or anger), physical-health related outcomes (e.g., physical injuries such as broken bones, bruises, scratches, sexually transmitted disease), and the negative toll it has on academic performance and achievement (Jordan et al., 2014; Próspero, 2007; Sabina and Ho, 2014).

Despite these laudable efforts, there is no body of research that has looked at either the type of help or supportive resources that college students who experience sexual harassment contact or why the victims do not contact any resources on or off campus. What little research exists that has examined either of these two topics suggests that, among women, by far the most infrequent response is to seek institutional/organizational resources (e.g., notify a supervisor, bring a formal complaint, or file a lawsuit) (Fitzgerald, Swan and Fischer, 1995). When women (not necessarily college women) who have experienced sexual harassment have been asked why they do not report the harasser, studies have reported that the most commonly given reason is fear across a number of

outcomes—fear of retaliation, fear of not being believed, fear of hurting one’s career, or fear of being shamed or humiliated. Among the additional reasons given is that many also thought that nothing can or will be done, or they were reluctant to cause a problem for the harasser (see Fitzgerald et al., 1995).

There are ample opportunities for sexual harassment to occur on campus ranging from those related to class, living, and work situations. By federal law all Title IX IHE’s must designate a Title IX representative to contact to report sexual harassment. To date, little is known about the frequency by which sexual harassment victims contact this on-campus resource.

Underlying the provision of support and help services for harassment victims are three interrelated policy concerns: (1) do victims who contact resources address their personal needs in the aftermath of their victimization, (2) which resources do victims most often contact, and (3) of those who contacted a specific resource, how useful do they feel that resource was in helping them deal with their harassment experience?

8.1 AAU Measure of Harassment

The AAU survey measure of sexual harassment asked about specific types of behaviors that met the EEOC definition of creating a ‘hostile or offensive work or academic environment’.⁵⁵ To measure these behaviors, the survey used portions of the Leskinen and Cortina (2014) scale representing each of the major dimensions they describe: (1) sexist remarks, (2) sexually crude/offensive behavior, (3) infantilization, (4) work/family policing, and (5) gender policing.

⁵⁵ http://www.eeoc.gov/laws/types/sexual_harassment.cfm

Harassment can include “sexual harassment” or unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature. Harassment does not have to be of a sexual nature, however, and can include offensive remarks about a person’s sex. Although the law doesn’t prohibit simple teasing, offhand comments, or isolated incidents that are not very serious, harassment is illegal when it is so frequent or severe that it creates a hostile or offensive work environment or when it results in an adverse employment decision (such as the victim being fired or demoted).

The measures used on the AAU survey cover five different behaviors (see Section D of survey in Appendix F, D1 to D5). Each question began with an introduction listing out the EEOC criteria:

- These next questions ask about situations in which a student at [University], or someone employed by or otherwise associated with [University] said or did something that
 - Interfered with your academic or professional performance;
 - Limited your ability to participate in an academic program, or
 - Created an intimidating, hostile or offensive social, academic or work environment.

The question then asked about one of five specific types of behavior that may have been committed by a student or someone employed by or otherwise associated with the university:⁵⁶

- **D1.** Sexual remarks or told jokes or stories that were insulting or offensive to you;
- **D2.** Inappropriate or offensive comments about your or someone else’s body, appearance or sexual activities;
- **D3.** Said crude or gross sexual things to you or tried to get you to talk about sexual matters when you didn’t want to;
- **D4.** Emailed, texted, tweeted, phoned, or instant messaged offensive sexual remarks, jokes, stories, pictures, or videos to you that you didn’t want; and
- **D5.** Continued to ask you to go out, get dinner, have drinks or have sex even though you said, “No”.

Identical to the series of questions about formal support and help asked of the stalking victims, a series of questions were asked of harassment victims about which resources, if any, that they had contacted. Those students who contacted at least one resource were asked when they most recently had contacted each of the resources that they had selected (D11 [A-J]). For each resource students had contacted during the current school year, students were asked about how useful the specific resource was in helping them with the experience (D12 [A-J]). Students were asked these questions for up to 10 resources that they had contacted.

⁵⁶ In the methodology report for the AAU Campus Climate Survey, Cantor, Townsend and Sun (2016) indicated that estimates of harassment were higher than other surveys due to the incorporation of a broader set of behaviors. Additionally, these analyses of the harassment data suggested that respondents did not always incorporate the portion of the harassment question related to “hostile work environment,” with some respondents relying on the legal criteria for some items and not others, which also may have contributed to inflated estimates of harassment victimization.

Those students who did not mark any resources, were then asked the reasons why they did not contact anyone at the university (D13) and instructed to mark all the reasons listed why they did not contact anyone at the school. Students could mark all that apply of the 10 reasons and ‘other’ reason they were given.⁵⁷

8.2 Number of Resources Victims Contacted During the Current School Year⁵⁸

Of all the harassment victims, only 5.8 percent contacted at least one resource during the current school year (Figure 8-1). Of those who contacted any resource, most of the victims, almost two-thirds (65.8%), contacted only one resource during this time. This is also true within each student group; from 62.9 percent (graduate and professional students identifying as TGQN to 70.6 percent (male graduate and professional students) contacted only one resource during this time (Figure 8.2-2; see Table A2a in Appendix A).

There was only one significant difference in contacting any resource within gender. Among females, a significantly larger percentage of undergraduates contacted any resources compared to the percentage of graduate and professional students (7.1% compared to 6.2%).

Regardless of enrollment status, students identifying as TGQN were significantly more likely to have contacted any resource during the school year compared to their female and male counterparts. For example, 12.7 percent of the undergraduate students identifying as TGQN contacted any resource in the current school year compared to their female (7.1%) and male counterparts (4.1%). Also, both female undergraduate students and graduates and professional students were more likely to contact any resource in the current school year compared to their male counterparts (7.1% and 6.2% compared to 4.1% and 3.3%).

⁵⁷ While the discussion of resource contacting only considered resources contacted in the current year, this section concerns all sexual harassment incidents that students experienced since entering college or university.

⁵⁸ Here, only victims who contacted a resource during the current school year, or from the Fall of 2014 to present, are included. Present refers to the administration of the survey in Spring 2015. Since this series of questions is asking about specific resources, this restriction was implemented since it is not known how long these specific resources have existed. The denominator is all victims who were victimized during the current school year (Fall 2014 to present).

Figure 8.2-1. Harassment: Percent of Students Contacting Any Resource in the Current School Year

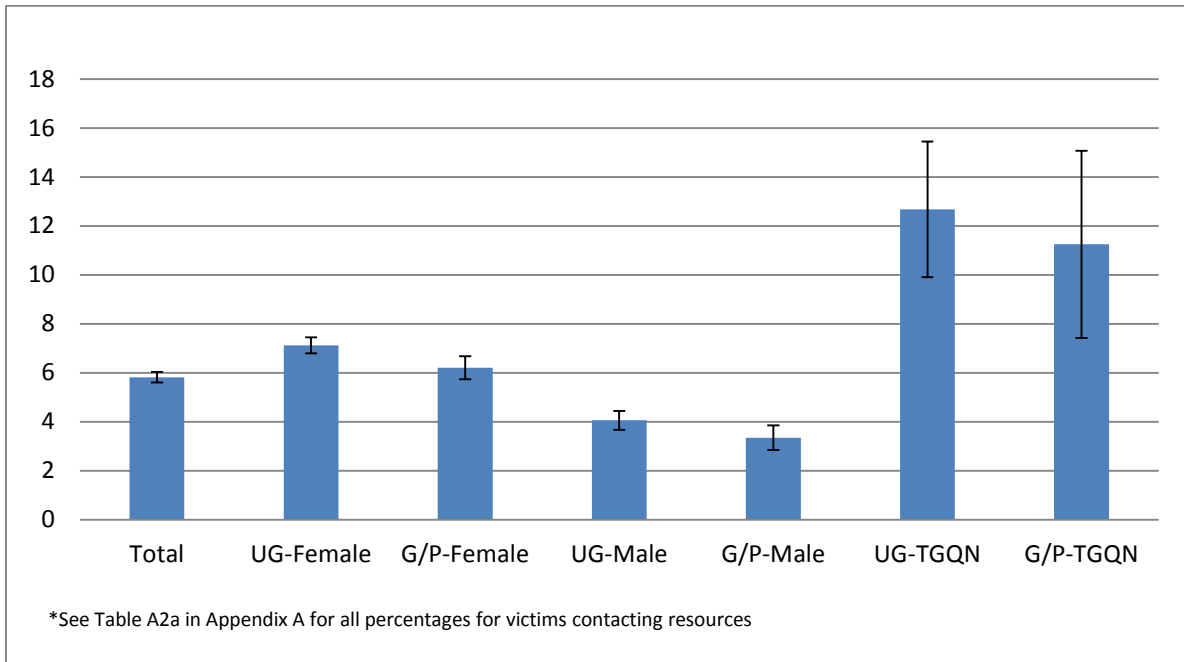
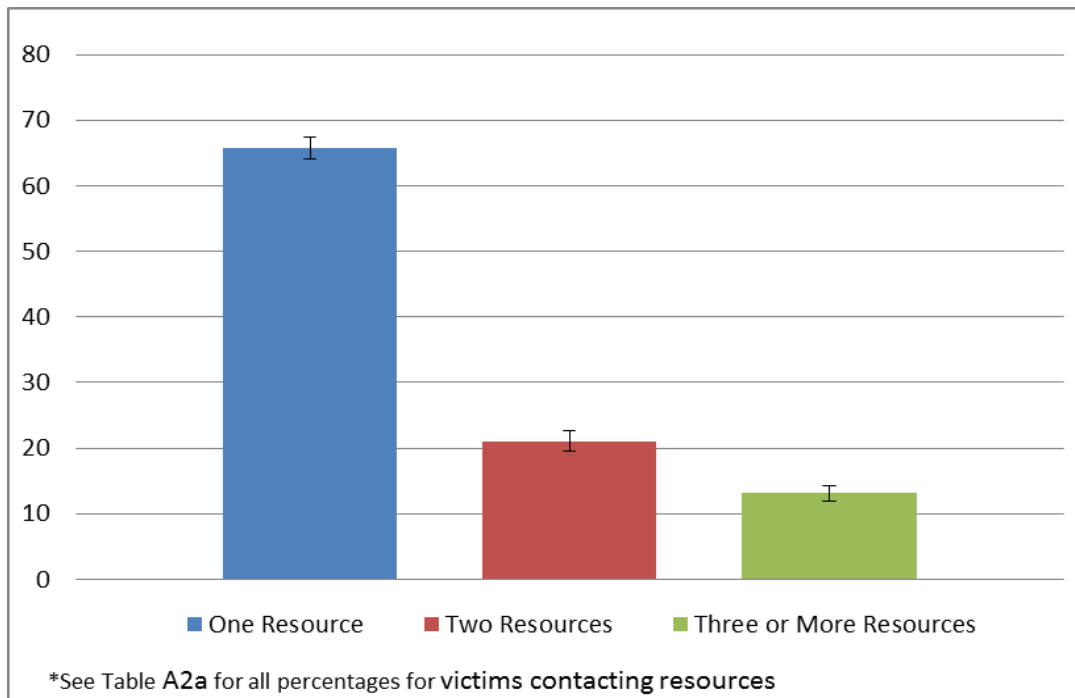


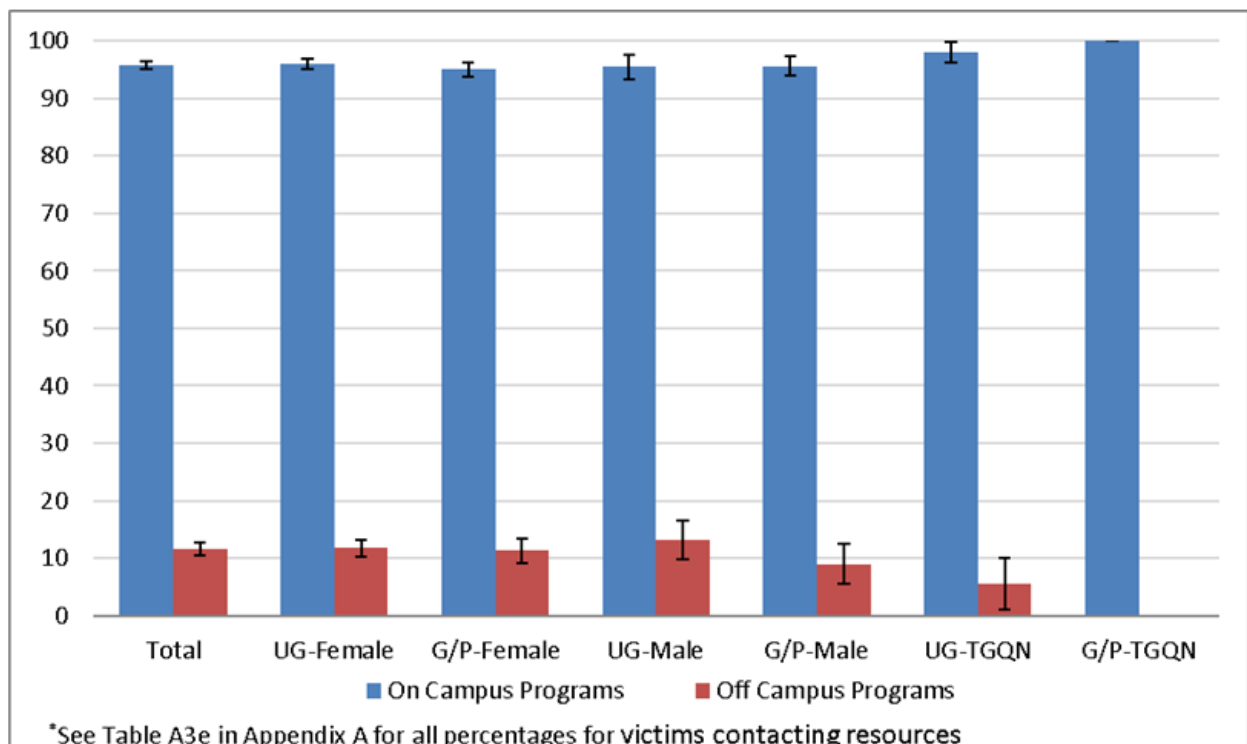
Figure 8.2-2. Harassment: Percent of Victims Contacting One, Two, or Three or More Resources in the Current School Year



8.3 Types of Resources Contacted By Victims During Current School Year

The percentage of harassment victims who contacted at least one on-campus resource was almost eight times larger than the percentage who contacted at least one off-campus resource (95.8% compared to 11.6%) (Figure 8.3-1; see Table A3e in Appendix A). This pattern of a larger percentage of victims contacting an on-campus resource compared to those who contacted an off-campus one did not vary significantly across the gender-enrollment groups. (Figure 8.3-1).

Figure 8.3-1. Harassment: Of Those Contacting Any Resource, Percent of Victims Contacting On Campus Versus Off Campus Resources



Among the female victims of sexual harassment, a significantly larger percent of undergraduates contacted on-campus counseling compared to their graduate and professional counterparts (43.6% compared to 33.2%). Also, female undergraduates were significantly more likely to contact on-campus counseling compared to their male counterparts (43.6% compared to 36%).

Similar to the police contacting findings reported for nonconsensual sexual contact victims and stalking victims, a larger percentage of victims who contacted any off-campus resource contacted the local police compared to the victims who contacted any on-campus resource that contacted campus

police (83.2% compared to 31%). However, more victims contacted the campus police (n=2,761) compared to the local police (n=1,236).

Of the on-campus resources contacted by harassment victims, the three resources contacted by the largest percentages of victims were: counseling (40.0%), health center (27.6%), and victim services (18.6%) (Figure 8.3-2). Of the off-campus resources contacted, the resource contacted by the largest percentage of victims was local police (59.3%) (Figure 8.3-3). Off-campus victim services were contacted by about half as many harassment victims as those who contacted the local police (27.7%) (see Table A3e in Appendix A). Health services was contacted by fewer harassment victims (17.5%).

Figure 8.3-2. Harassment: Percent of Victims Who Contacted Any On Campus Resource Who Contacted Various Resources

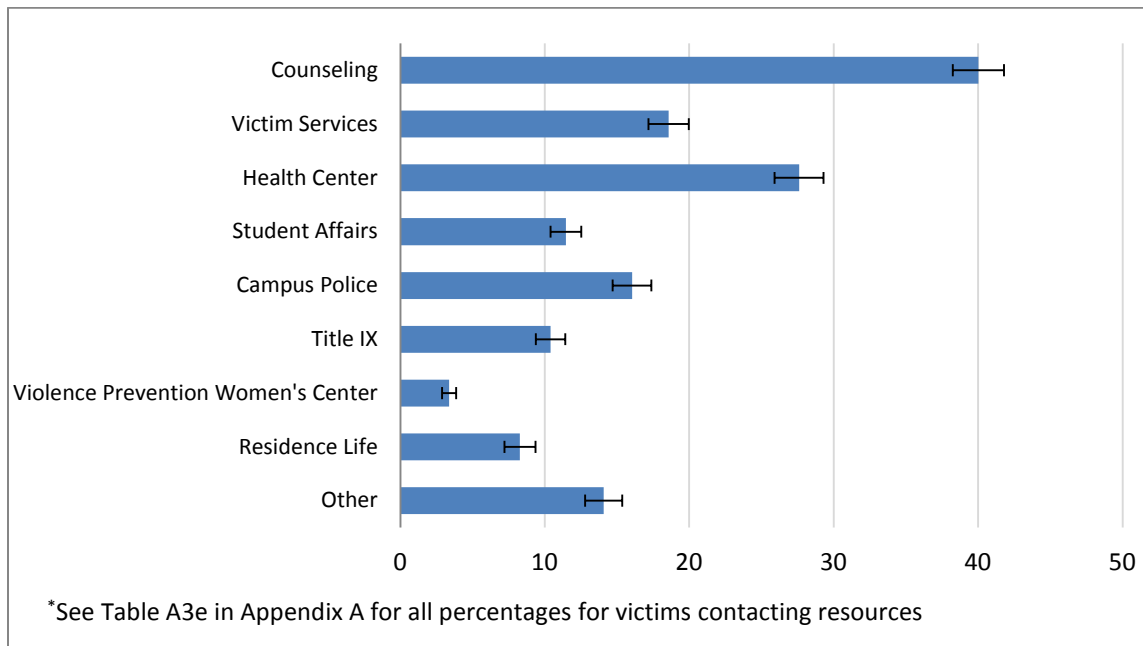
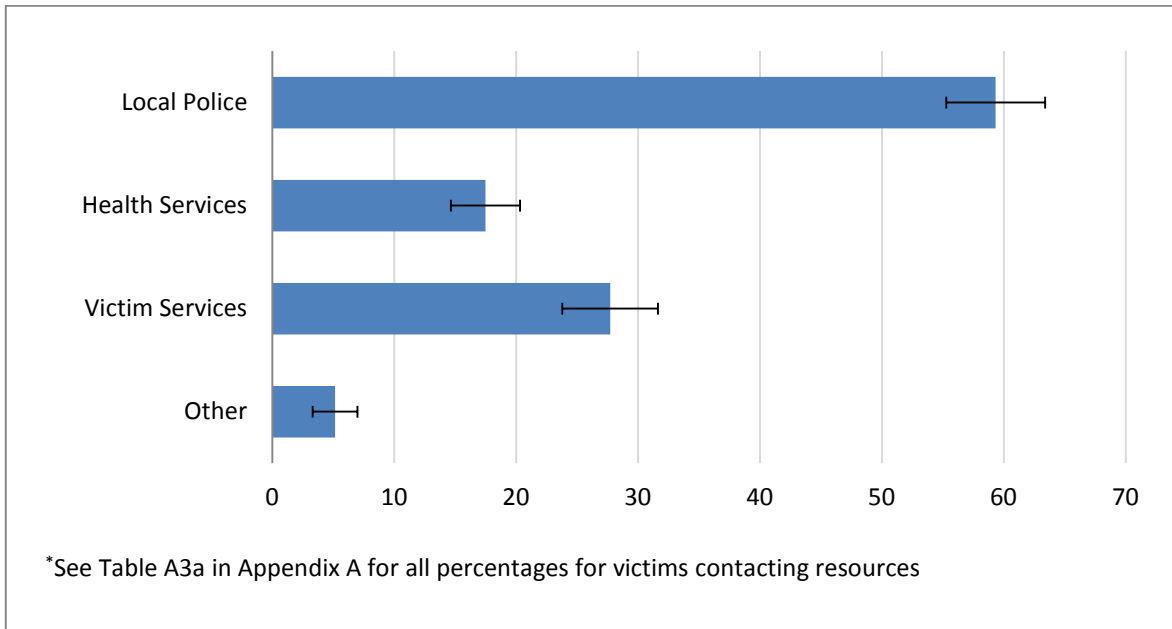


Figure 8.3-3. Harassment: Percent of Victims Contacting Any Off Campus Resource Who Contacted Various Resources

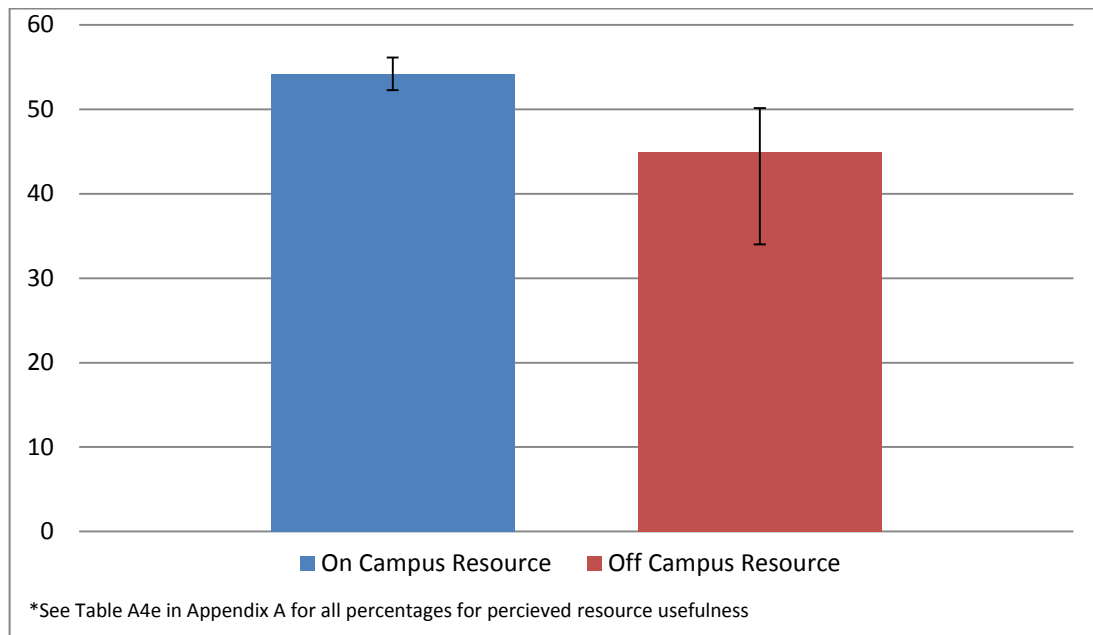


8.4 Usefulness of Resource in Helping Victims

Just over half (54.2%) of the harassment victims who contacted any on-campus resource felt the resource was useful in helping them with their harassment experience. Of all the on-campus resources contacted during the current school year, around half the victims thought the resource was useful (Figure 8.4-1; see Table A4e in Appendix A). For example, 61.3 percent of the harassment victims rated violence prevention women’s centers as being useful.

Notably, Title IX received the smallest percentage of harassment victims, 39.7 percent, who felt that it was useful. Other on-campus resources for which slightly less than a majority of the victims thought the resource was useful in helping them with their harassment experience include counseling (45.6%), student affairs (40.5%), campus police (40.2%), and other (46.5%).

Figure 8.4-1. Harassment: Percent of Victims Who Felt The Resource was Useful



Of the victims contacting off-campus resources, less than a majority of all the harassment victims (45.0%) felt that the resource they contacted was useful in helping them with their experience (ranging from 38.6% to 57.1%).

Across the student groups, in three of the five student groups, a majority of victims felt that the on-campus resources they contacted were useful.⁵⁹ Overall, a significantly larger percentage of female undergraduates who had contact any on-campus resource felt it was useful compared to their graduate and professional student counterparts (59.3% compared to 50.7%). Female undergraduates also were significantly more likely to have felt that the on-campus resources were useful compared to their male counterparts (59.3% compared to 46.3%; see Table A4e in Appendix A).

As for those who contacted an off-campus resource, the majority of victims in only one student group, female undergraduates, felt the resource was useful. Similar to the usefulness rating of the on-campus resources, a significantly larger percent of female undergraduates who had contacted any off-campus resources felt that these resources were useful compared to their graduate counterparts (54.4% compared to 33.4%). Also, female undergraduates were significantly more likely to have felt that the off-campus resources were useful compared to their male counterparts (54.4% compared to 34.1%).

⁵⁹ Note that undergraduate students and graduate and professional students were combined into one student group for those identifying as TGQN.

Of the three most contacted on-campus resources, two of three resources were rated by a majority of victims as useful in helping them with their harassment experience: 65.3 percent for victim services and 50.9 percent for health center. Less than a majority of the victims, 45.6 percent, felt counseling had been useful (Figure 8.4-2).

Of the most contacted off-campus resource, a minority of the victims, 38.6 percent, felt the police were useful. The second most contacted off-campus resource, victim services, had a larger percentage of victims, 57.1 percent, who felt that they were useful (Figure 8.4-2).

Figure 8.4-2. Harassment: Percent of Victims Who Perceived the On Campus Resource as Useful

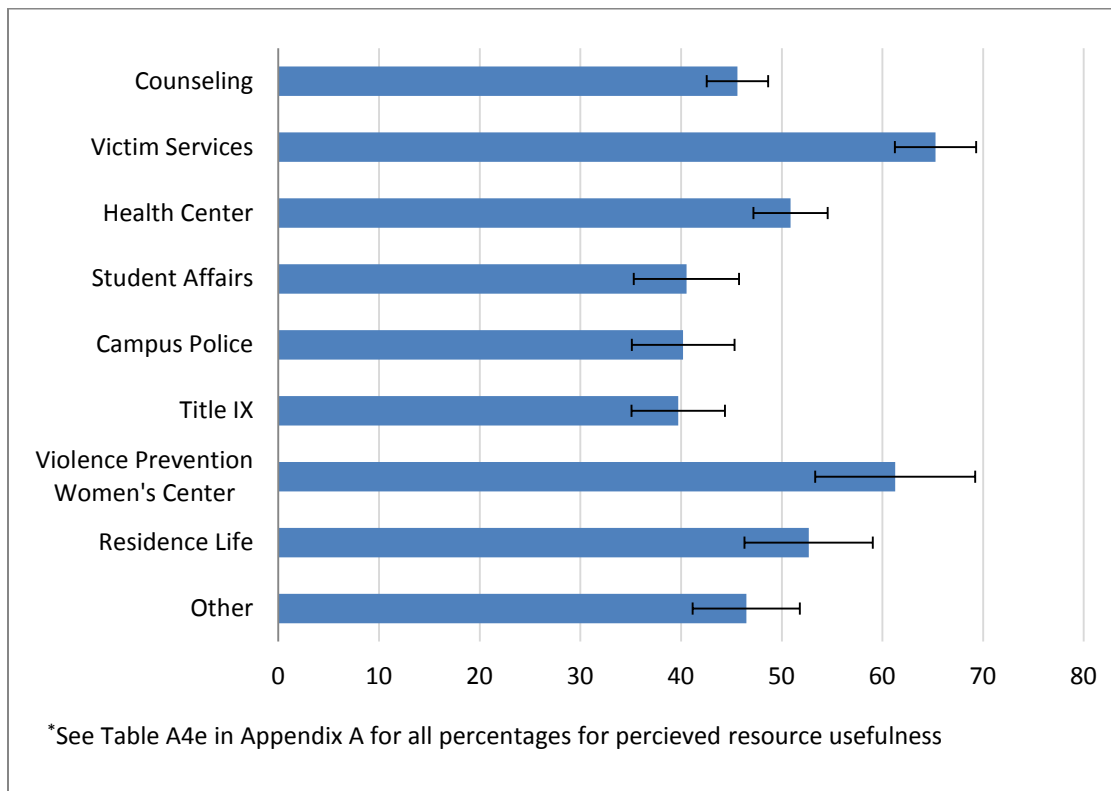
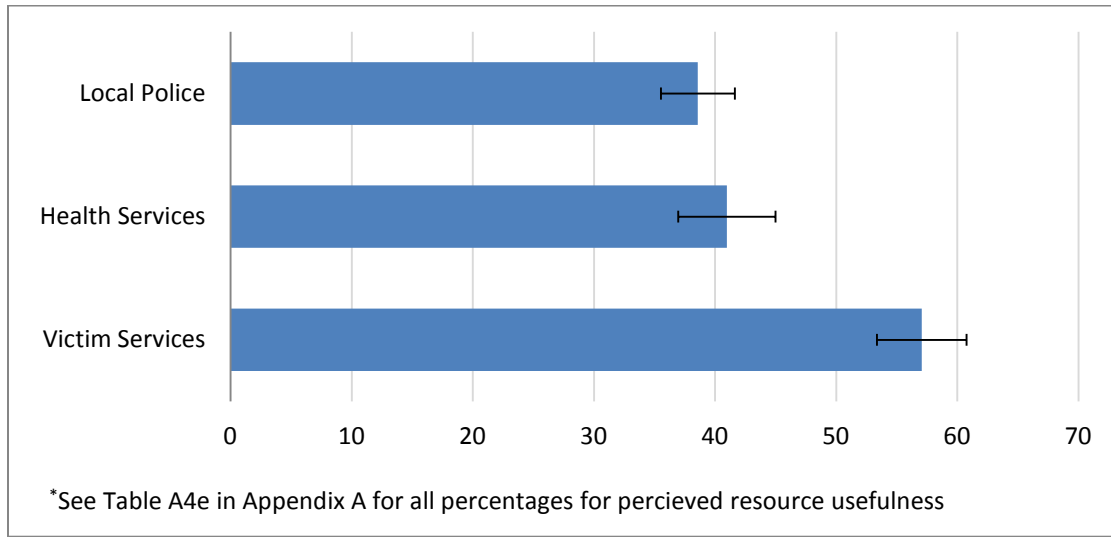


Figure 8.4-3. Harassment: Percent of Victims Who Perceived the Off Campus Resource as Useful



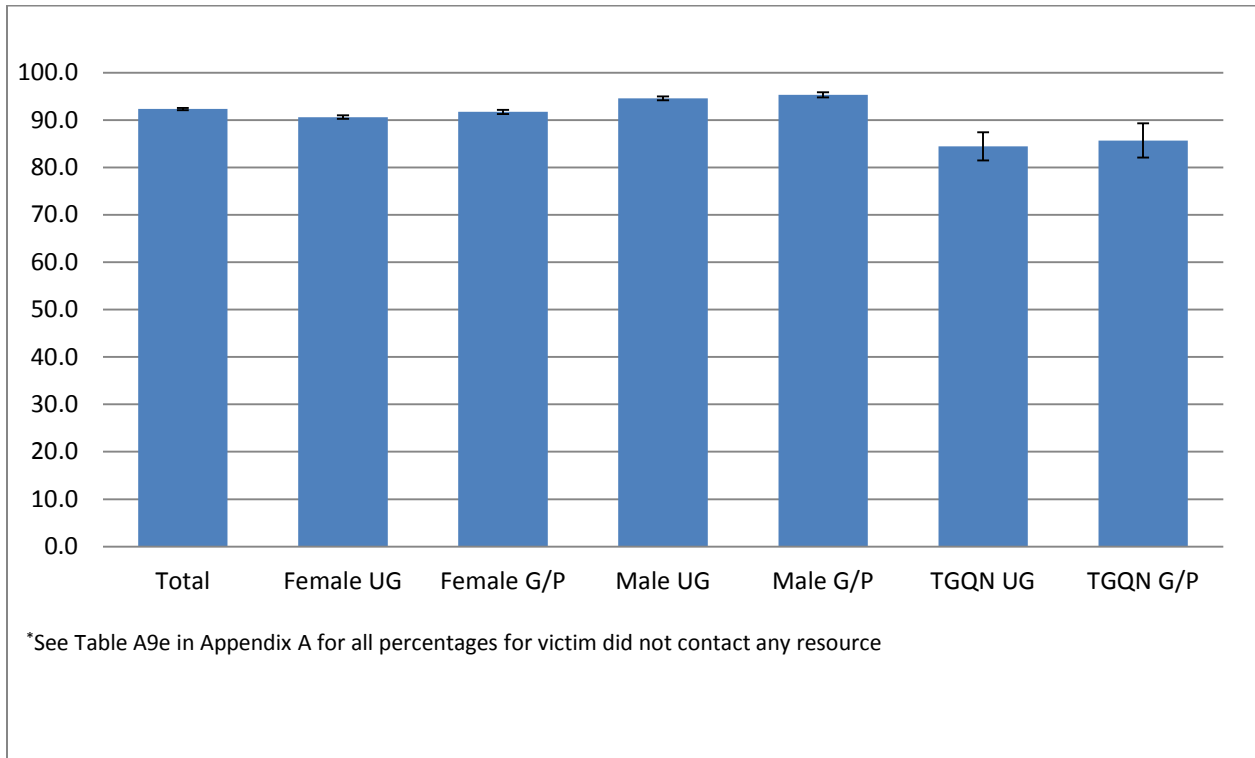
8.5 Reasons for Not Ever Contacting Anyone at the School

As previously discussed, little is known about the frequency with which college students who experienced sexual harassment contact these on- or off-campus resources. Women more generally have provided a range of reasons as to why they do not seek help or supportive resources, with many stating that different types of fear underline their reservations to contact resources.

8.5.1 Most Common Reasons

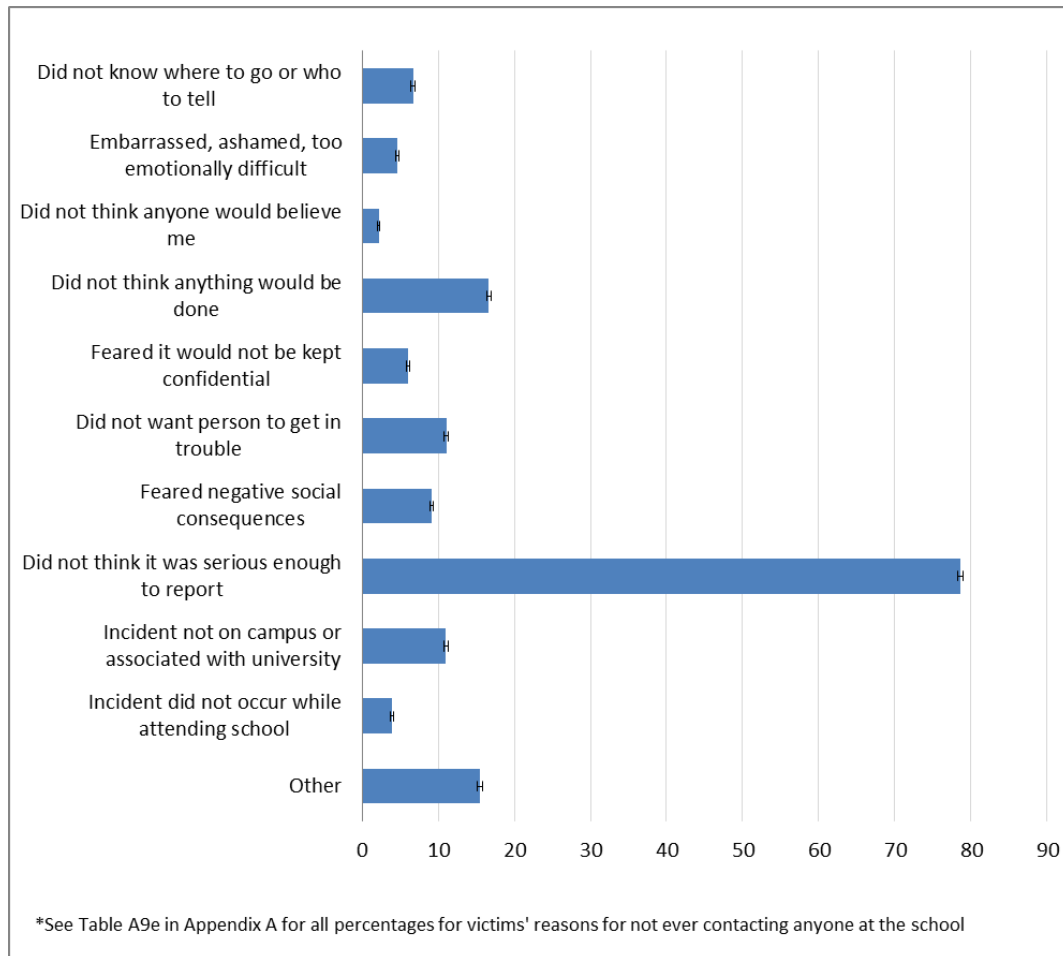
A large percentage (92.3%) of all the victims of sexual harassment did not ever contact any resource after their experience (Figure 8.5-1). The largest percentage of victims, over three-fourths (78.7%), gave the incident-based reason “not serious enough to report” as the reason for not ever contacting anyone at the school.

Figure 8.5-1. Harassment: Percent of Victims Who Did not Contact Any Resource



Statistically significant differences exist across gender and enrollment status. Males were the most likely to have not contacted any resource about being sexually harassed. A larger percent of male undergraduates did not ever contact anyone compared to their female and TGQN counterparts (94.6%, 90.6% and 84.5%, respectively). Similarly, male graduate and professional students showed the same pattern; a significantly larger percentage of them did not contact any resource compared to their female and TGQN graduate and professional students (95.3%, 91.7%, and 85.7%, respectively). A significantly larger percentage of females, regardless of enrollment status, did not ever contact anyone at school compared to their respective TGQN counterparts (see Table A9e in Appendix A).

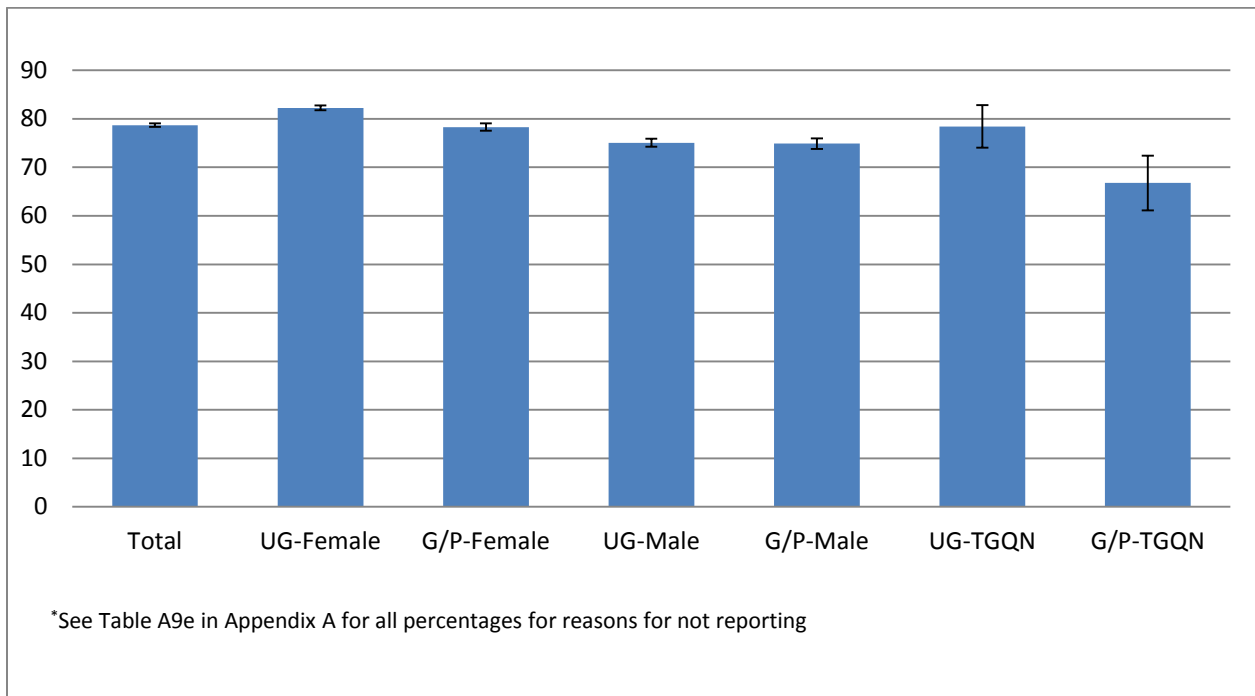
Figure 8.5-2. Harassment: Victims' Reasons for Not Ever Contacting Anyone at the School



The most common reason for not ever contacting anyone at the school was that the incident was not serious enough (Figure 8.5-2). Similarly, this was the most common reason for each student group, ranging from 66.8% for TGQN graduate and professional students to 82.3% for female undergraduates (Figure 8.5-3; see Table A9e in Appendix A). A significantly larger percentage of female undergraduates gave this incident-based response compared to their graduate and professional counterparts (82.2% compared to 78.3%), male counterparts (75.1%) and TGQN counterparts (78.4%). Female graduate and professional students more frequently gave this reason compared to their male counterparts (78.3% compared to 74.9%) and TGQN counterparts (66.8%).

A significantly larger percentage of students identifying as TGQN gave the disclosure-related reason of “I did not think anything would be done” than their female and male counterparts. For example, 42.6 percent of undergraduates identifying as TGQN gave this reason compared to their female (18.8%) and male (10.8%) counterparts (see Table A9e in Appendix A).

Figure 8.5-3. Harassment: Percent of Students Who Did Not Think Victimization was Serious Enough to Report



8.5.2 “Not Serious Enough to Report” and Other Reasons for Not Ever Contacting Anyone at the School

Much like the findings for nonconsensual sexual contact and stalking, the most frequently cited reason for not ever contacting anyone at the school about harassment was that the incident was “not serious enough to report.” Once again, a strong association was found between the “not serious enough to report” reason and “didn’t want the offender to get into trouble.” As shown in Table 8-1, this relationship is significant for harassment (OR 2.25; 95% CI 1.82, 2.78). Only one other reason, that the “Incident was not on campus or associated with the university,” was significantly correlated with the “not serious enough to report” reason (OR 0.66; 95% CI 0.56, 0.78). This relationship was negative, indicating that if the incident occurred on campus or was associated with the university, victims were more likely to also use the reason that the incident was not serious enough to report.

Table 8-1. Harassment: Bivariate Associations Between “Not Serious Enough to Report” and Other Reasons for Not Ever Contacting Anyone at the School

Reasons	Odds ratio	95% Lower bound	95% Upper bound
Lack of Knowledge			
Didn't Know Where to Go or Who to Tell	.93	.77	1.11
Disclosure-Related			
Embarrassed, Ashamed or Too Emotionally Difficult	.88	.72	1.06
Didn't Think Anyone Would Believe Me	.79	.62	1.00
Didn't Think Anything Would Be Done	.98	.84	1.14
Feared it Would Not Be Kept Confidential	.87	.71	1.06
Social-Related			
Didn't Want the Offender to Get Into Trouble	2.25*	1.82	2.78
Feared Negative Social Consequences	1.06	.89	1.25
Incident-related			
Incident Was Not On Campus or Associated With the University	.66*	.56	.78
Incident Did Not Occur While Attending School	.92	.62	1.37

* Significant at $p < .05$.

Utilizing Support and Helping Resources in the Aftermath of Intimate Partner Violence

9

Intimate partner violence (IPV) affects a substantial number of college students who have ever been in a romantic or intimate relationship (Daigle, Scherer, Fisher, and Azimi, 2016). Many victims experience negative consequences including physical injury, worsened physical health, sexually transmitted diseases, and urinary tract infections (Próspero and Vohra-Gupta, 2008; Sabrina and Straus, 2008). Mental health consequences are well documented, and among the most common are depression and posttraumatic stress disorder (Próspero and Vohra-Gupta, 2008).

Research suggests that many intimate partner violence victims do not reach out for support from formal agencies, such as police and/or social service providers but rather seek family and friends to confide in about their experience (Posick, Agnich, Policastro, and Hatfield, 2016). Studies of college students also have revealed that only a fraction of those who are victimized by a partner seek help or support from other sources. Próspero and Vohra-Gupta (2008) reported that while 86 percent of their college student sample reported having experienced some form of IPV (e.g., psychological, physical, sexual), only 14 percent of the victims sought help from mental health professionals (e.g., psychologist, psychiatrist, therapist, social worker) to address their emotional problems and use of alcohol or drugs related to IPV. Amar and Gennaro (2005) reported that only three percent of their sample of college students who had experienced IPV received services from a mental health provider, even though one third met the criteria for a mental health diagnosis. Similarly, Sylaska and Edwards (2015) reported that, among their college student sample involved in a same-sex relationship, eight percent disclosed to at least one formal support. Of the formal support sought, counselors/therapists were the most common recipients, with six percent of the victims disclosing their IPV experience to them. Other types of support were less common among the same-sex IPV victims: three percent reported to law enforcement, one percent disclosed to a campus faculty/staff and one percent told a medical doctor.

9.1 AAU Measure of Intimate Partner Violence

Intimate Partner Violence (IPV) was measured with three items asked of students who have been in a “partnered relationship” since entering college (A13). Only students who said ‘yes’ to the following question were asked about IPV:

- *Since you have been a student at [UNIVERSITY], have you been in any partnered relationships? Partnered relationships include:*
 - *Causal relationship or hook-up;*
 - *Steady or serious relationship; and*
 - *Marriage, civil union, domestic partnership or cohabitation.*

The series of IPV questions were then prefaced by the following statement (see Section F of survey in Appendix F):

- *Earlier in the survey you indicated that you have been in a partnered relationship at least part of the time since you have been a student at [UNIVERSITY]. People treat their partner in many different ways. The next section asks you questions about your relationship with your partner(s). Recall that partnered relationship includes:*
 - *Causal relationship or hook-ups;*
 - *Steady or serious relationship; and*
 - *Marriage, civil union, domestic partnership or cohabitation.*

The items describing IPV were based on those from the National Intimate Partner Sexual Violence Survey (NISVS), which covers five types of IPV. These include sexual violence, stalking, physical violence, psychological aggression, and control of reproductive/sexual health. Sexual violence and stalking are covered in other parts of the questionnaire (see Sections G and E, respectively). The IPV section was intended to include physical violence and psychological aggression. It was decided not to include control of reproductive/sexual health because it seemed less relevant to a college-age population.

The three IPV items are listed below (see F1 to F3). The first item is intended to cover coercive control, one dimension of psychological aggression:⁶⁰

- **F1.** *Since you have been a student at [UNIVERSITY], has a partner controlled or tried to control you? Examples could be someone:*
 - *Kept you from going to classes or pursuing you educational goals;*
 - *Did not allow you to see or talk with friends or family;*
 - *Made decisions for you such as, where you go or what you wear or eat; and*
 - *Threatened to “out” you to others.*
- **F2.** *Since you have been a student at [UNIVERSITY], has a partner threatened to physically harm you, someone you love, or themselves?*
- **F3.** *Since you have been a student at [UNIVERSITY], has a partner used any kind of physical force against you? Examples could be when someone:*
 - *Bent your fingers or bit you;*
 - *Choked, slapped, punched, or kicked you;*
 - *Hit you with something other than a fist; and*
 - *Attacked you with a weapon, or otherwise physically hurt or injured you.*

Those students who did not mark any resources, were then asked the reasons why they did not contact anyone at the university (F11) and instructed to mark all the reasons listed why they did not contact anyone at the school. Students could mark all that apply of the 10 reasons and ‘other’ reason they were given.⁶¹

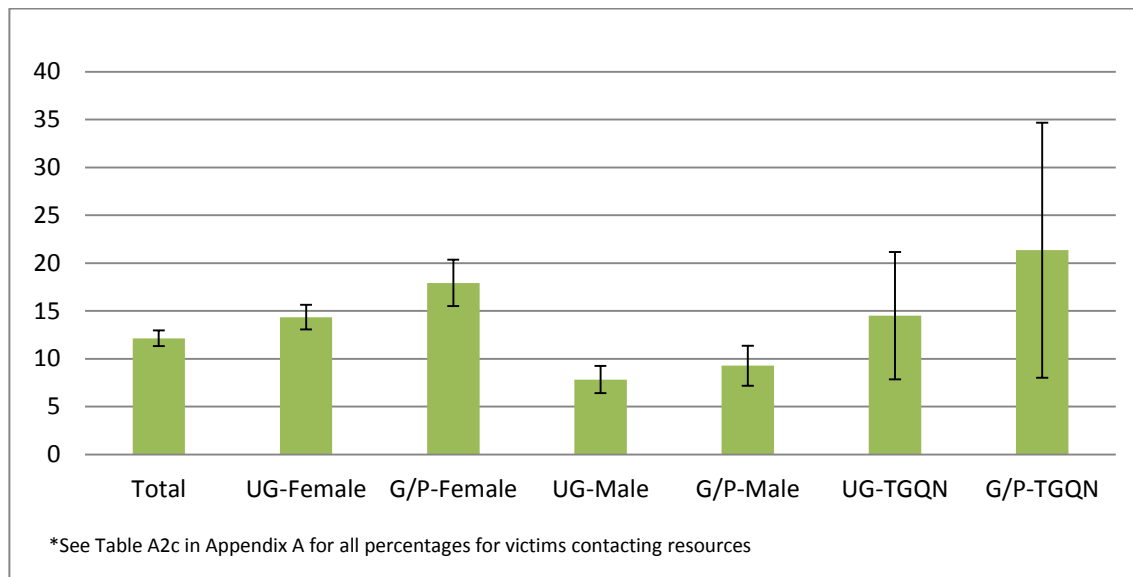
⁶⁰ The NISVS also includes items on expressive aggression (e.g., calling partner names, insulted, humiliated or made fun of the partner). For the sake of space, the it was decided that this type of violence was not as relevant for the college age population and was not covered in the survey.

⁶¹ While the discussion of resource contacting only considered resources contacted in the current year, this section concerns all intimate partner violence incidents that students experienced since entering college or university.

9.2 Number of Resources Victims Contacted During the Current School Year⁶²

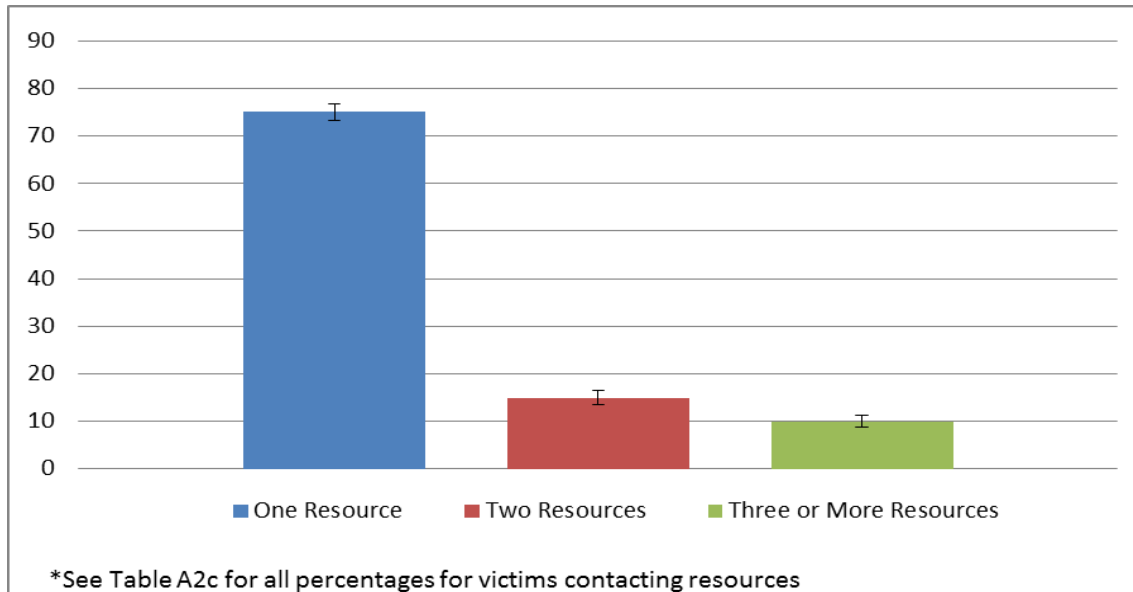
Among all the victims of IPV, 12.2 percent contacted at least one resource during the current school year, with 75.1 percent contacting just one resource and 25 percent having contacted two or more (Figures 9.2-1 and 9.2-2).

Figure 9.2-1. Intimate Partner Violence: Percent of Students Contacting Any Resource in the Current School Year



⁶² Here, only victims who contacted a resource during the current school year, or from the Fall of 2014 to present, are included. Present refers to the administration of the survey in Spring 2015. Since this series of questions is asking about specific resources, this restriction was implemented since it is not known how long these specific resources have existed. The denominator is all victims who were victimized during the current school year (Fall 2014 to present).

Figure 9.2-2. Intimate Partner Violence: Percent of Victims Contacting One, Two, or Three or More Resources in the Current School Year



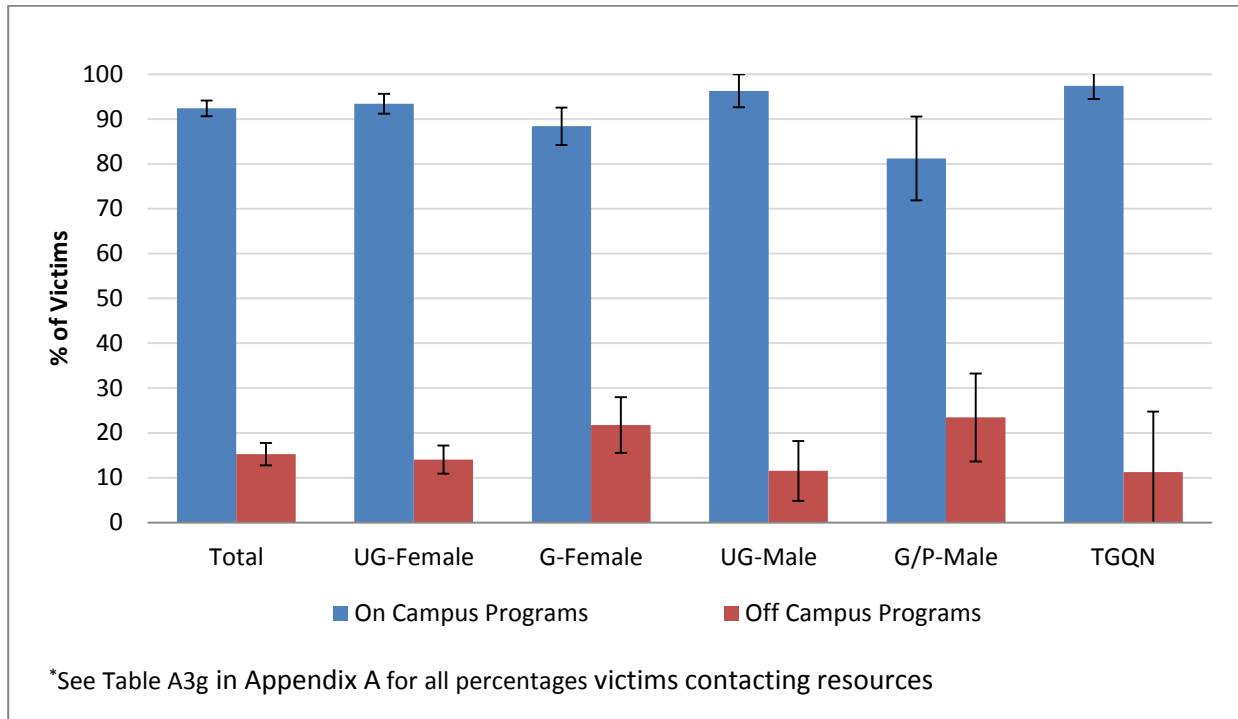
Differences between and within student groups were found. A significantly smaller percentage of female undergraduates contacted any resource during the current school year compared to their graduate and professional counterparts (14.4% compared to 17.9%). More female undergraduates contacted a resource compared to their male counterparts (14.4% compared to 7.8%). This relationship also was found among graduate and professional students, with the percentage of female students who contacted a resource being significantly greater than their male counterparts (17.9% compared to 9.3%) (Figure 9.2-1; see Table A2c in Appendix A).

9.3 Types of Resources Victims Contacted During the Current School Year

Among all the IPV victims,⁶³ the percentage of students who contacted at least one on-campus resource was six times as large as the percentage who contacted at least one off-campus resource during the school year (92.4% compared to 15.3%) (Figure 9.3-1).

⁶³ Note that for students identifying as TGQN, undergraduates and graduates and professionals were combined due to small cell sizes.

Figure 9.3-1. Intimate Partner Violence: Of Those Contacting Any Resource, Percent of Victims Contacting On Campus Versus Off Campus Resources



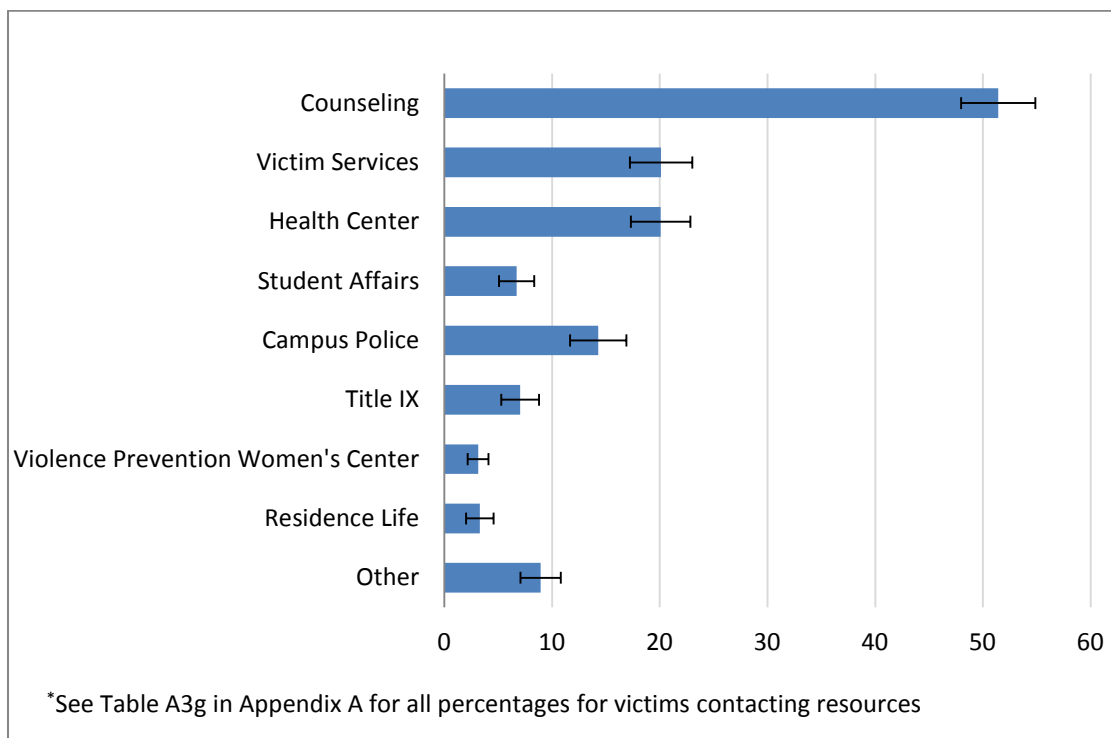
Some differences were found within gender-enrollment groups for contacting an on-campus resource. A significantly larger percentage of the female undergraduates contacted an on-campus resource compared to female graduate and professional students (93.4% compared to 88.4%). Among male IPV victims, it was also true that the percentage of undergraduates who contacted an on-campus resource was significantly greater than the percentage of graduates and professionals who did (96.3% compared to 81.2%) (Figure 9.3-1) (see Table A3g in Appendix A).

Similar to the policing findings reported for nonconsensual sexual contact victims, stalking victims and harassment victims, 64.8 percent of the intimate partner violence victims who contacted an off-campus resource contacted local police compared to 14.3 percent of those who had contacted any on-campus resource that contacted campus police. Although the percentage who contacted the local police is bigger than the percentage who contacted the campus police, the number of victims who contacted the local police (n=452) is smaller than the number who contacted the campus police (n=602).

Of the IPV victims who contacted an on-campus resource, the most commonly contacted one was counseling. Just over half, 51.4 percent, of all the victims contacted counseling, followed by 20.1 percent having contacted victim services and health services, respectively (Figure 9.3-2).

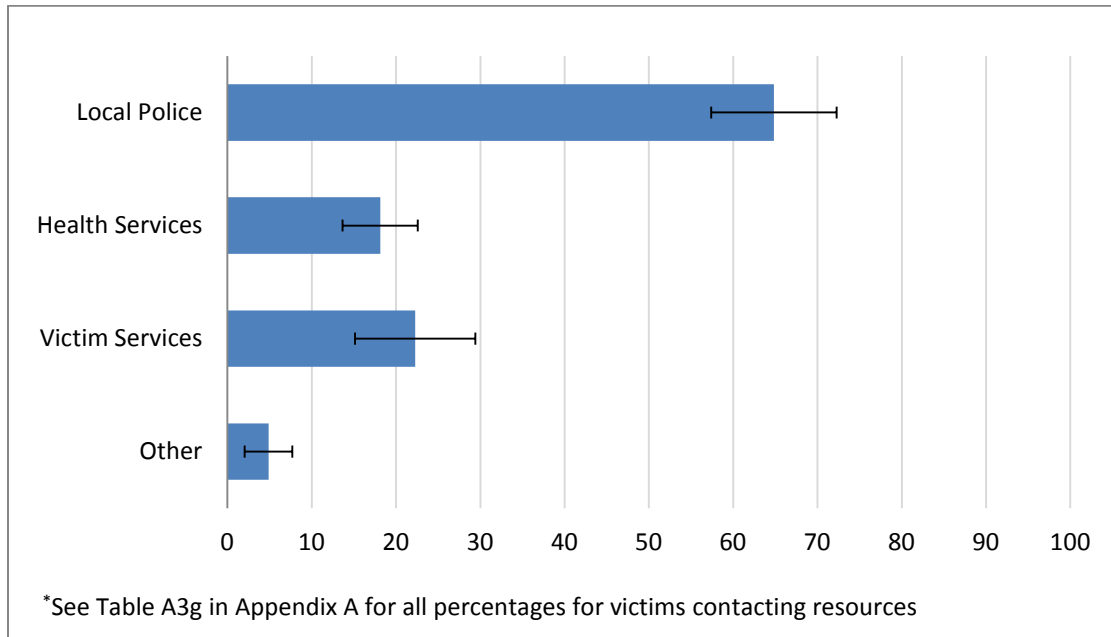
Across the student groups, in addition to these three most contacted on-campus resources by all the IPV victims, campus police, residence life and other were among the top three mentioned by a specific student group. For example, 16.8 percent of female graduate or professional students and 20.6 percent of the male undergraduates contacted campus police.

Figure 9.3-2. Intimate Partner Violence: Percent of Victims Contacting Any On Campus Resource Who Contacted Various Resources



Of those who contacted an off-campus resource, 65.8 percent of the victims contacted the local police (Figure 9.3-3). Just over a fifth, 22.3 percent, contacted victim services, followed by 18.1 percent who contacted health services. Within each student group, the off-campus resource contacted by a very large percentage of the victims was the local police, ranging from 45.3 percent to 73.8 percent.

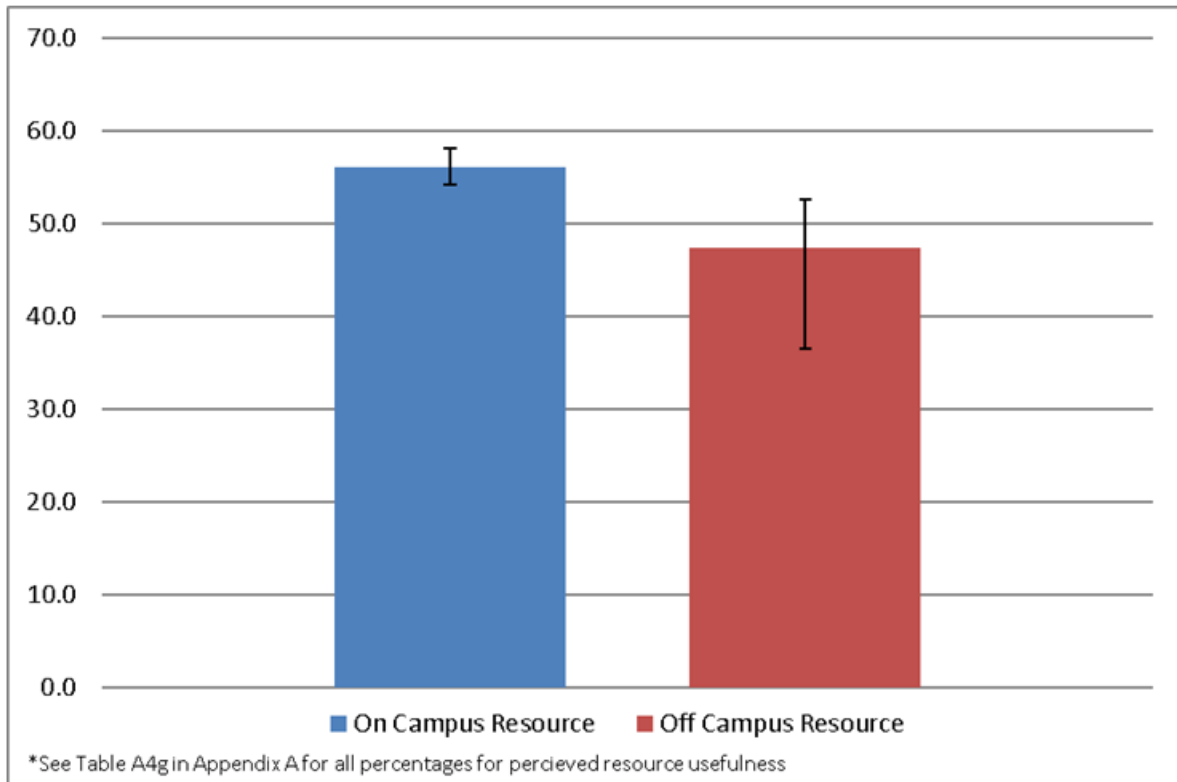
Figure 9.3-3. Intimate Partner Violence: Percent of Victims Contacting Any Off Campus Resource Who Contacted Various Resources



9.4 Usefulness of Resource in Helping Victims

A majority of all the IPV victims, 56.2 percent, felt the on-campus resource that they had contacted was ‘very’ or ‘extremely’ useful in helping them deal with their experience (Figure 9.4-1; see Table A4g in Appendix A). Of all the on-campus resources contacted during the current school year, between 36.7 percent (Title IX) and 62.4 percent (victim services) felt the on-campus resource that they had contacted was ‘very’ or ‘extremely’ useful in helping them deal with their experience (see Figure 9.4-2; see Table A4g in Appendix A). The three resources where less than a majority considered the resource useful were student affairs (42.2%), campus police (40.7%), and Title IX (36.7%).

Figure 9.4-1. Intimate Partner Violence: Percent of Victims Who Felt The Resource was Useful



Just under a majority of victims contacting any off-campus resource felt the off-campus resource they contacted was useful (47.5%) (Figure 9.4-1). Victims' ratings of the off-campus resource as being useful in helping them with their IPV experience ranged from 41.7 percent (local police) to 62.6 percent (other), with a majority of students rating three of four as being useful (health center, victim services and other).

Across all the student groups, a majority felt the on-campus resource that they contacted was useful in helping them. Between 49.8 percent (male graduate and professional students) and 60.3 percent (victims identifying as TGQN) thought the on-campus resource they contacted was useful (see Table A4g in Appendix A).

Nearly the same pattern of a majority of victims feeling that the resource was useful is found among the students who contacted an off-campus resource. Across all the student groups, nearly half felt that the off-campus resource had been useful in helping them with the experience. Notably, a much smaller proportion of victims identifying as TGQN reported that the off-campus resource they contacted was useful (26.0%), although there is a high margin of error for this estimate.

Figure 9.4-2. Intimate Partner Violence: Percent of Victims Who Perceived the On Campus Resource as Useful

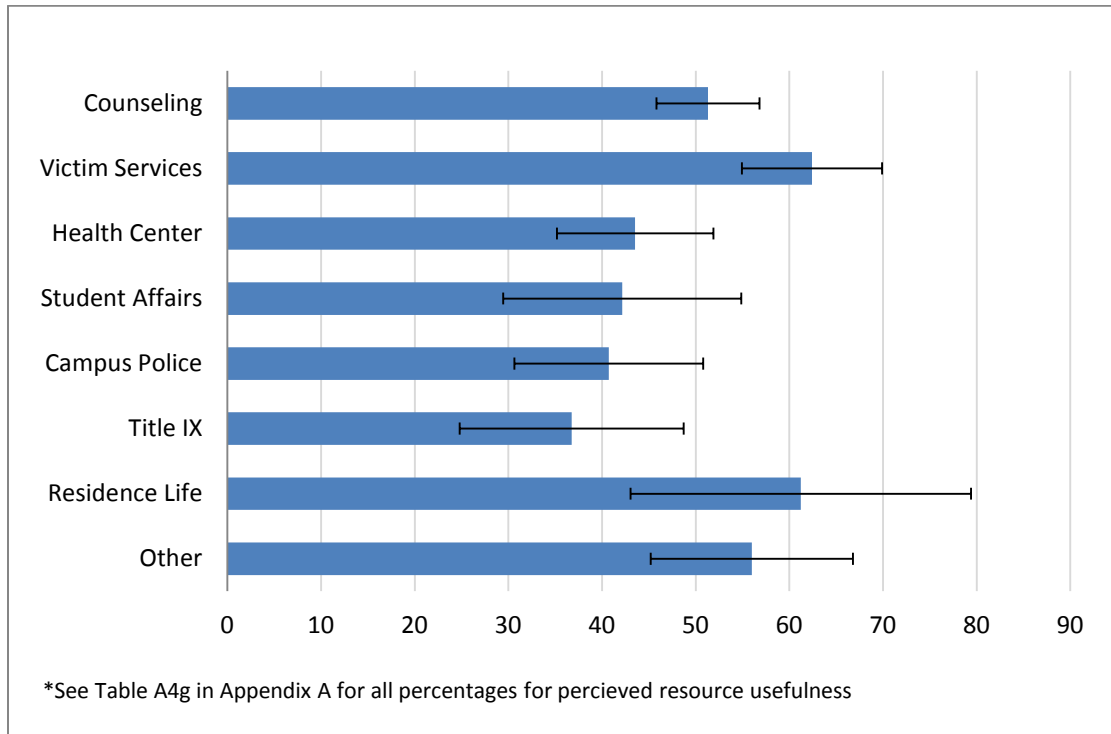
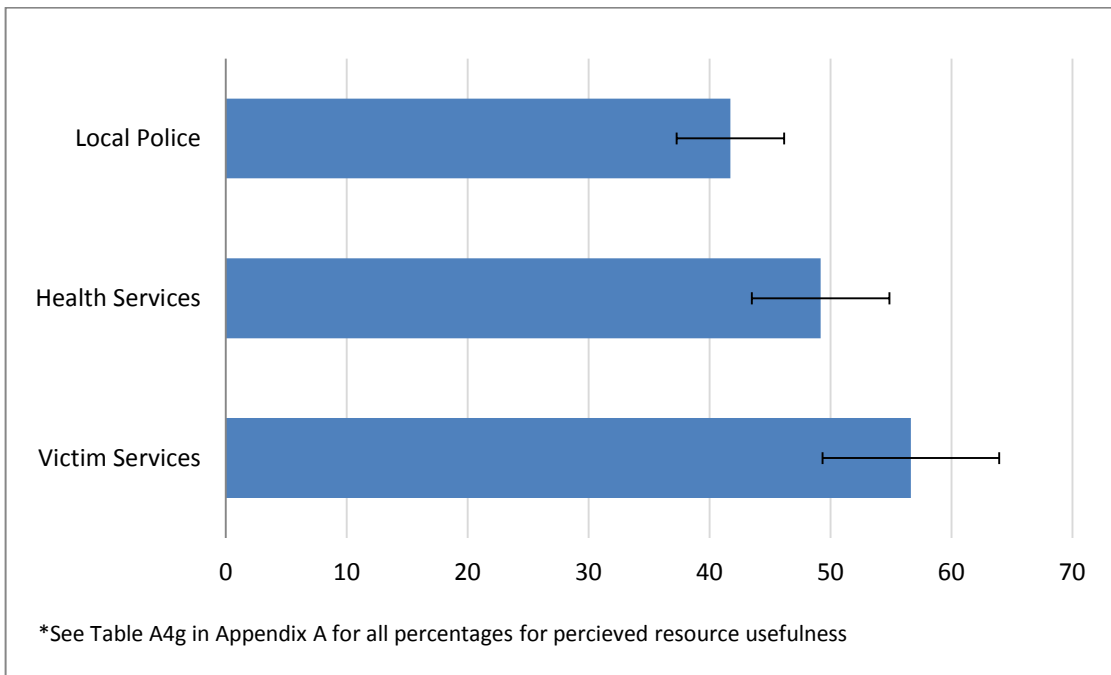


Figure 9.4-3. Intimate Partner Violence: Percent of Victims Who Perceived the Off Campus Resource as Useful



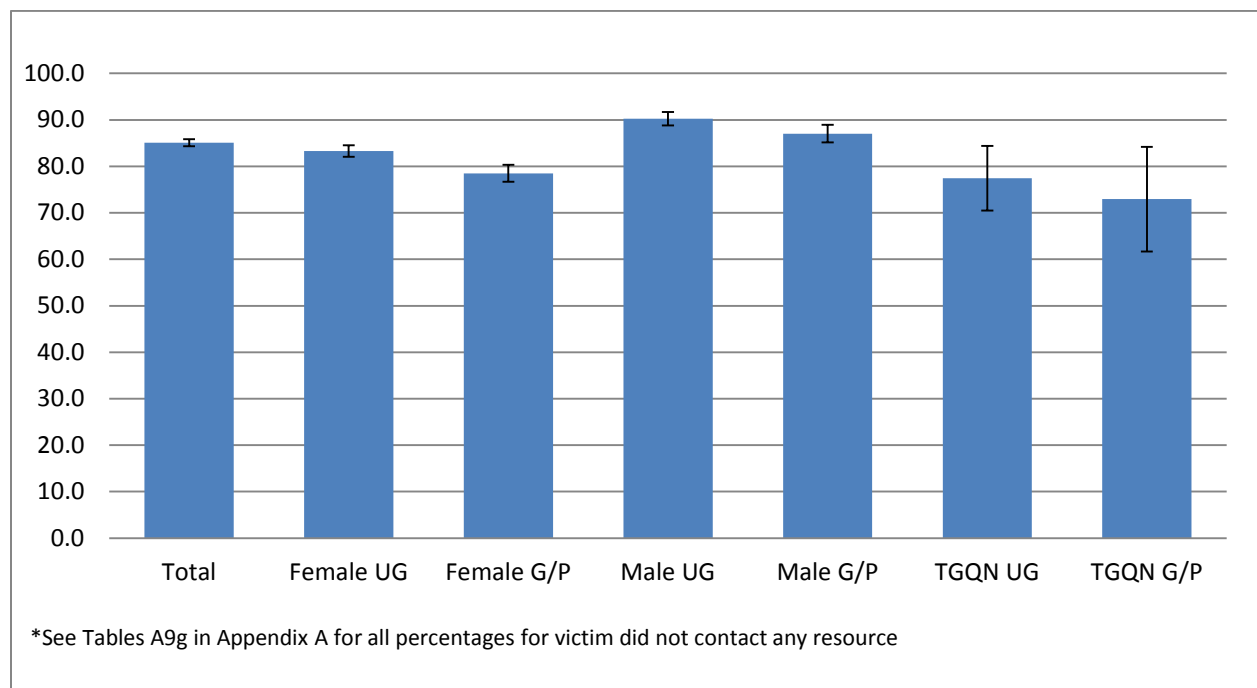
9.5 Reasons for Not Ever Contacting Anyone at the School

There are a number of reasons that college students give as to why they did not contact any resource in the aftermath of their victimization. As previously discussed, Próspero and Vohra-Gupta (2008) reported that college student victims of IPV cited embarrassment, thinking services would not help, and that others would perceive them as ‘crazy’ as their reasons for not seeking mental health services.

9.5.1 Most Common Reasons

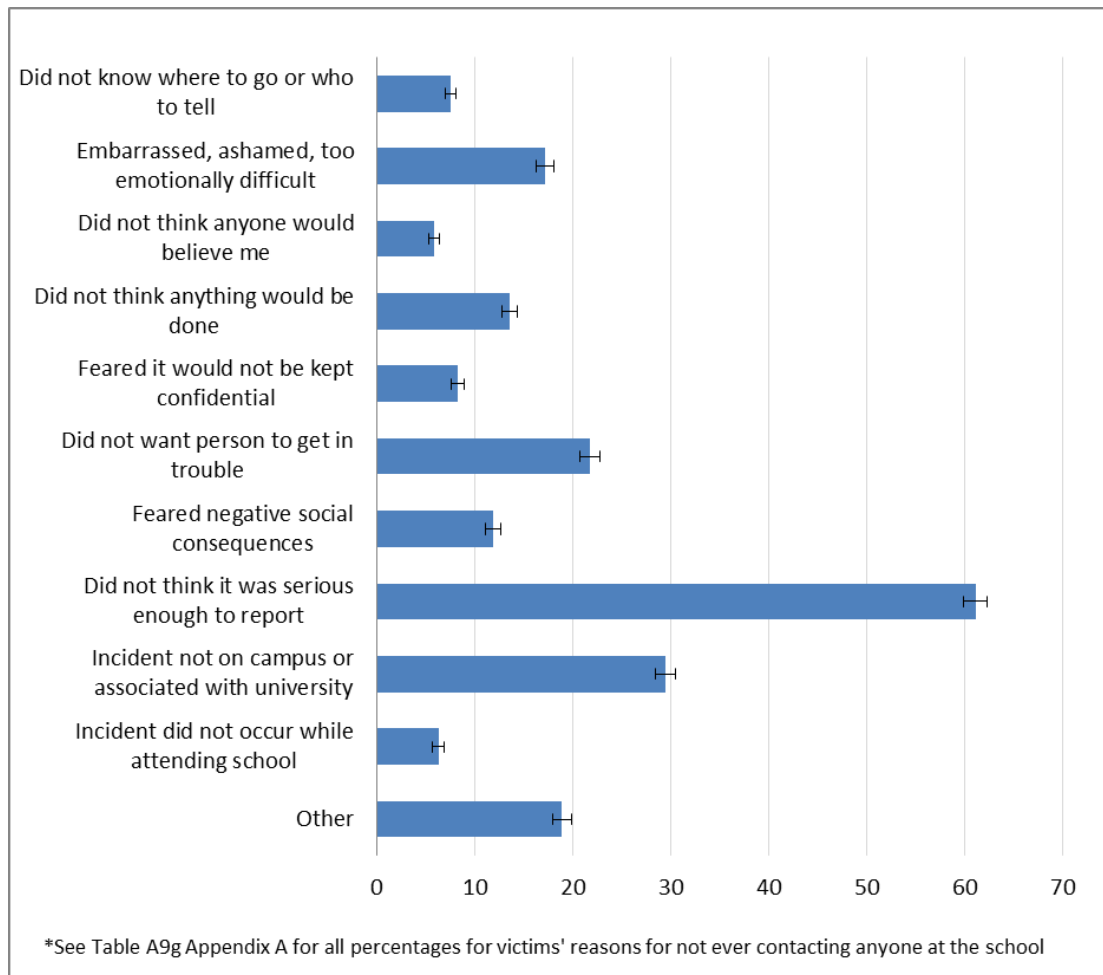
Two incident-based reasons were given by the most students as the reasons why they did not ever contact anyone at the school after experiencing IPV. The most frequently given reason is “I did not think the incident was not serious enough to report;” a majority of the IPV victims, 61.1 percent gave this reason (Figure 9.5-2). The second most commonly given reason was the “Incident was not on campus or associated with the school;” 29.5 percent of all the IPV victims gave this reason (see Table A9g in Appendix A).

Figure 9.5-1. Intimate Partner Violence: Percent of Victims Who Did not Contact Any Resource



Statistically significant differences were found between the rates of not contacting any resource for some of the student groups (Figure 9.5-1). Among all the groups, males were less likely to have ever contacted anyone compared to female and TGQN victims of IPV. For example, a significantly larger percentage of male undergraduates and graduate and professional students did not contact any resource compared to their female and TGQN counterparts (90.3%, 83.3%, 77.4%, respectively for undergraduates and 87.0%, 78.5% and 72.9%, respectively for graduate and professional students).

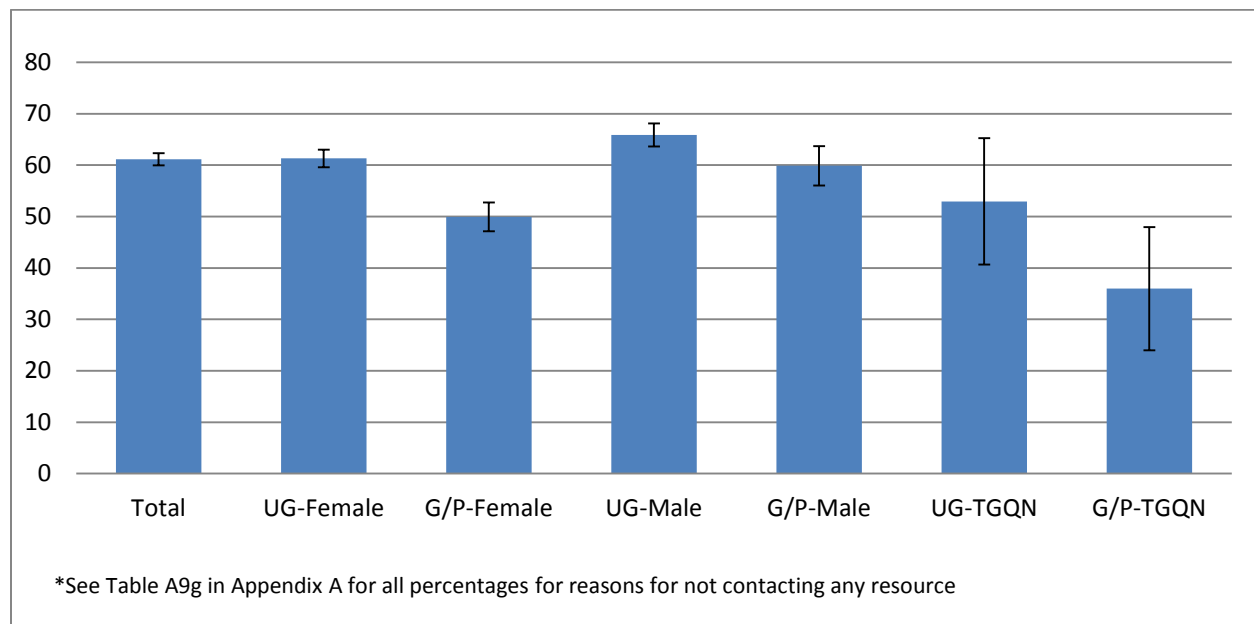
Figure 9.5-2. Intimate Partner Violence: Victims' Reasons for Not Ever Contacting Anyone at the School



As to the reasons for not ever contacting anyone at the school after the incident, the most commonly given reason across the student groups was “I did not think it was serious enough to report,” which ranged from 36 percent of the TGQN graduate and professional IPV victims to 65.9 percent of the male undergraduate IPV victims.

Female undergraduates were significantly more likely to give this reason compared to their graduate and professional counterparts (61.3% compared to 49.9%). This was also the case for males—a significantly larger percent of undergraduates (65.9%) gave this reason compared to graduate and professional students (59.9%). A larger percentage of male graduate and professional students gave this incident-based reasons compared to their TGQN counterparts (59.9% compared to 36%) (Figure 9.5-3).

Figure 9.5-3. Intimate Partner Violence: Percent of Students Who Did Not Think Victimization was Serious Enough to Report



9.5.2 “Not Serious Enough to Report” and Other Reasons for Not Ever Contacting Anyone at the School

Much like the findings for nonconsensual contact, stalking, and harassment, the most frequently cited reason for not ever contacting anyone at the school about intimate partner violence was that the incident was “Not serious enough to report.” Once again, a strong association was found between the “Not serious enough to report” reason and “Didn’t want the offender to get into trouble.” As shown in Table 9-1, this relationship is significant (OR 1.69; 95% CI 1.49, 1.90). Here, the other associated reasons have a negative relationship with “not serious enough to report.” These reasons are “Embarrassed, ashamed or too emotionally difficult” (OR 0.69; 95% CI 0.61, 0.79),

“Incident was not on campus or associated with the university” (OR 0.61; 95% CI 0.56, 0.68), and “Incident did not occur while attending school” (OR 0.51; 95% CI 0.42, 0.62).

Table 9-1. Intimate Partner Violence: Bivariate Associations Between “Not Serious Enough to Report” and Other Reasons for Not Ever Contacting Anyone at the School

Reasons	Odds ratio	95% Lower bound	95% Upper bound
Lack of Knowledge			
Didn't Know Where to Go or Who to Tell	.70*	.59	.83
Disclosure-Related			
Embarrassed, Ashamed or Too Emotionally Difficult	.69*	.61	.79
Didn't Think Anyone Would Believe Me	.92	.76	1.12
Didn't Think Anything Would Be Done	1.05	.92	1.20
Feared it Would Not Be Kept Confidential	.84	.71	1.00
Social-Related			
Didn't Want the Offender to Get Into Trouble	1.69*	1.49	1.90
Feared Negative Social Consequences	1.03	.89	1.19
Incident-Related			
Incident Was Not On Campus or Associated With the University	.61*	.56	.68
Incident Did Not Occur While Attending School	.51*	.42	.62

* Significant at $p < .05$.

References

- Amar, A.F., and Gennaro, S. (2005). Dating violence in college women: Associated physical injury, healthcare usage, and mental health symptoms. *Nursing Research*, 54(4), 235-242.
- Amstadter, A.B., McCauley, J.L., Ruggiero, K.J., Resnick, H.S., and Kilpatrick, D.G. (2015). Service utilization and help seeking in a national sample of female rape victims. *Psychiatric Services*, 59(12), 1450-1457.
- Amstadter, A.B., Zinzow, H.M., McCauley, J.L., Strachan, M., Ruggiero, K.J., Resnick, H.S., and Kilpatrick, D.G. (2010). Prevalence and correlates of service utilization and help seeking in a national college sample of female rape victims. *Journal of Anxiety Disorders*, 24(8), 900-902.
- Black, M.C., Basile, K.C., Breiding, M.J., Smith, S.G., Walters, M.L., Merrick, M.T., and Stevens, M. R. (2011). National Intimate Partner and Sexual Violence Survey (NISVS): 2010 Summary Report. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.
- Buhi, E.R., Clayton, H., and Surrency, H.H. (2009). Stalking victimization among college women and subsequent help-seeking behaviors. *Journal of American College Health*, 57(4), 419-426.
- Cantor, D., Fisher, B., Chibnall, S., Townsend, R., Lee, H., Bruce, C., and Thomas, C. (2015). *Report on the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct*. Rockville, MD: Westat. https://www.aau.edu/uploadedFiles/AAU_Publications/AAU_Reports/Sexual_Assault_Campus_Survey/AAU_Campus_Climate_Survey_12_14_15.pdf.
- Cantor, D., Townsend, R., and Sun, H. (2016). *Methodology Report for the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct*. Rockville, MD: Westat. https://www.aau.edu/uploadedFiles/AAU_Publications/AAU_Reports/Sexual_Assault_Campus_Survey/.
- Cass, A.I., and Mallicoat, S.L. (2015). College student perceptions of victim action: Will targets of stalking report to police? *American Journal of Criminal Justice*, 40(2), 250-269.
- Catalano, S. (2012). Bureau of Justice Statistics Special Report: Stalking Victims in the United States—Revised. Research Report. Washington, DC: Bureau of Justice Statistics, U.S. Department of Justice.
- Cortina, L.M., Swan, S., Fitzgerald, L.F., and Waldo, C. (1998). Sexual harassment and assault. *Psychology of Women Quarterly*, 22(3), 419-441.
- Daigle, L.E., Scherer, H., Fisher, B.S., and Azimi, A. (2016). Intimate Partner Violence Among College Students: Measurement, Risk Factors, Consequences, and Responses. In C.A. Cuevas and C.M. Rennison (Eds), *The Wiley Handbook on the Psychology of Violence*. (pp. 373-395). Chichester, West Sussex: John Wiley and Sons.

- Fedina, L., Holmes, J.L., and Backes, B.L. (2016). Campus sexual assault a systematic review of prevalence research from 2000 to 2015. *Trauma, Violence, and Abuse*, 1524838016631129.
- Fisher, B.S., Cullen, F.T., and Turner, M.G. (2000). *The Sexual Victimization of College Women*. Research Report. Washington, DC: Bureau of Justice Statistics, U.S. Department of Justice.
- Fisher, B.S., Cullen, F.T., and Turner, M.G. (2002). Being pursued: Stalking victimization in a national study of college women. *Criminology and Public Policy*, 1(2), 257-308.
- Fisher, B.S., Daigle, L.E., and Cullen, F.T. (2010a). *Unsafe in the Ivory Tower: The Sexual Victimization of College Women*. Thousand Oaks, CA: Sage Publications, Inc.
- Fisher, B.S., Daigle, L.E., and Cullen, F.T. (2010b). What distinguishes single from recurrent sexual victims? The role of lifestyle-routine activities and first-incident characteristics. *Justice Quarterly*, 27(1), 102-129.
- Fisher, B.S., Daigle, L.E., Cullen, F.T., and Turner, M.G. (2003). Reporting sexual victimization to the police and others: Results from a national-level study of college women. *Criminal Justice and Behavior: An International Journal*. 30(1), 6-38.
- Fisher, B.S., Peterson, S., Cantor, D., Townsend, R., and Sun, H. (2016). *Characteristics of Nonconsensual Sexual Contact Incidents: Penetration and Sexual Touching by Force or While Incapacitated*. Rockville, MD: Westat.
- Fitzgerald, L.F., Swan, S., and Fischer, K. (1995). Why didn't she just report him? The psychological and legal implications of women's responses to sexual harassment. *Journal of Social Issues*, 51(1), 117-138.
- Hill, C., and Silva, E. (2005). *Drawing the Line: Sexual Harassment on Campus*. Research Report. Washington, DC: American Association of University Women Educational Foundation.
- Jordan, C.E., Combs, J.L., and Smith, G.T. (2014). An exploration of sexual victimization and academic performance among college women. *Trauma, Violence, and Abuse*, 15(3): 191-200.
- Jutras, S.E., Edwards, K., and Sylaska, K. (2013). *Correlates of help-seeking following stalking victimization: A study of college women*. Unpublished master's thesis, University of New Hampshire, Durham, New Hampshire.
- Karjane, H.M., Fisher, B.S., and Cullen, F.T. (2001). *Campus sexual assault: How America's institutions of higher education respond*. Washington, DC: US Department of Justice, National Institute of Justice.
- Karjane, H.M., Fisher, B.S., and Cullen, F.T. (2005). *Sexual assault on campus: What colleges and universities are doing about it*. Washington, DC: U.S. Department of Justice.
- Kilpatrick, D.G., Resnick, H.S., Ruggiero, K.J., Conoscenti, L.M., and McCauley, J. (2007). *Drug-facilitated, Incapacitated, and forcible rape: A national study*. Charleston, SC: Medical University of South Carolina, National Crime Victims Research and Treatment Center.

- Koss, M.P. (1988). Hidden rape: Incidence, prevalence, and descriptive characteristics of sexual aggression reported by a national sample of postsecondary students. In A.W. Burgess (Ed.), *Rape and sexual assault* (Vol. 2) (pp. 3-25). New York: Garland Publishing Co.
- Krebs, C., Lindquist, C., Berzofsky, M., Shook-Sa, B., Peterson, K., and Planty, M., et al. (2016). *Campus climate survey validation study. Final technical report*. Washington, DC: Bureau of Justice Statistics, U.S. Department of Justice.
- Krebs, C.P., Lindquist, C.H., Warner, T.D., Fisher, B.S., and Martin, S.L. (2007). *The campus sexual assault (CSA) study: Final report*. Washington, DC: National Institute of Justice, U.S. Department of Justice.
- Leskinen, E., and Cortina, L. (2014). Dimensions of disrespect: Mapping and measuring gender harassment in organizations. *Psychology of Women Quarterly*, 38, 107-123.
- Lindquist, C.H., Barrick, K., Krebs, C., Crosby, C.M., Lockard, A.J., and Sanders-Phillips, K. (2013). The context and consequences of sexual assault among undergraduate women at historically black colleges and universities (HBCUs). *Journal of Interpersonal Violence*, 28(12), 2437-2461.
- Mengo, C., and Black, B.M. (2015). Violence victimization on a college campus impact on GPA and school dropout. *Journal of College Student Retention: Research, Theory and Practice*, 1521025115584750.
- Morgan, P., and Gruber, J. (2011). Sexual harassment: Violence against women at work and in schools. In C.M. Renzetti (Ed.), *Sourcebook on violence against women*. (pp. 75-92). Thousand Oaks, CA: SAGE.
- Nasta, A., Shah, B., Brahmanandam, S., Richman, K., Wittels, K., Allsworth, J., and Boardman, L. (2005). Sexual victimization: incidence, knowledge and resource use among a population of college women. *Journal of Pediatric and Adolescent Gynecology*, 18(2), 91-96.
- Orchowski, L.M., Meyer, D.H., and Gidycz, C.A. (2009). College women's likelihood to report unwanted sexual experiences to campus agencies: trends and correlates. *Journal of Aggression, Maltreatment and Trauma*, 18(8), 839-858.
- Paludi, M.A. (1990). *Ivory power: Sexual harassment on campus*. Albany, NY: State University of New York Press.
- Posick, C., Agnich, L.E., Policastro, C., and Hatfield, H. (2016). Who seeks counseling for intimate partner violence? The role of emotional distress. *Criminal Justice Review*, 0734016816635249.
- Próspero, M. (2007). Mental health symptoms among male victims of partner violence. *American Journal of Men's Health*. 1(17), 269-277.
- Próspero, M., and Vohra-Gupta, S. (2008). The use of mental health services among victims of partner violence on college campuses. *Journal of Aggression, Maltreatment and Trauma*, 16(4), 376-390.

- Rennison, C.M., and Addington, L.A. (2014). Violence against college women a review to identify limitations in defining the problem and inform future research. *Trauma, Violence, and Abuse*, 15(3), 159-169.
- Reyns, B.W., and Englebrecht, C.M. (2014). Informal and formal help-seeking decisions of stalking victims in the United States. *Criminal Justice and Behavior*, 41(10), 1178-1194.
- Sabina, C., and Ho, L.Y. (2014). Campus and college victim responses to sexual assault and dating violence disclosure, service utilization, and service provision. *Trauma, Violence, and Abuse*, 15(3), 201-226.
- Sabina, C., and Straus, M.A. (2008). Polyvictimization by dating partners and mental health among US college students. *Violence and Victims*, 23(6), 667-682.
- Sylaska, K.M., and Edwards, K.M. (2015). Disclosure experiences of sexual minority college student victims of intimate partner violence. *American Journal of Community Psychology*, 55(3-4), 326-335.
- Tamborra, T.L., and Narchet, F.M. (2011). A university sexual misconduct policy: Prioritizing student victims' voices. *Crime Prevention and Community Safety*, 13(1), 16-33.
- Walsh, W.A., Banyard, V.L., Moynihan, M.M., Ward, S., and Cohn, E.S. (2010). Disclosure and service use on a college campus after an unwanted sexual experience. *Journal of Trauma and Dissociation*, 11(2), 134-151.
- Ward, D., and Mann, J.L. (2011). *The Handbook for Campus Safety and Security Reporting*. Washington, DC: U.S. Department of Education, Office of Postsecondary Education.
- Wolitzky-Taylor, K.B., Resnick, H.S., Amstadter, A.B., McCauley, J.L., Ruggiero, K.J., and Kilpatrick, D.G. (2011a). Reporting rape in a national sample of college women. *Journal of American College Health*, 59(7), 582-587.
- Wolitzky-Taylor, K.B., Resnick, H.S., McCauley, J.L., Amstadter, A.B., Kilpatrick, D.G., and Ruggiero, K.J. (2011b). Is reporting of rape on the rise? A comparison of women with reported versus unreported rape experiences in the national women's study-replication. *Journal of Interpersonal Violence*, 26(4), 807-832.

Appendix A

AAU Analysis Report Tables

This page is intentionally blank

Appendix A AAU Analysis Report Tables

Table A1a. Number of Resources Contacted in the Current School Year: Penetration, Physical Force

				Female				Male				TGQN			
				Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
				%	se	%	se	%	se	%	se	%	se	%	se
TOTAL															
				N	%	se									
Penetration															
Physical force															
Any Resource Contacted	3234	27.2	1.1	27.9	1.3	36.6	3.4	15.9	2.7	23.7	5.4	45.5	7.4	31.2	14.5
One Resource	1972	61.0	2.1	57.7	2.5	62.4	4.9	85.8	6.4	90.1	5.1	48.2	10.5	44.1	26.0
Two Resources	672	20.8	1.8	21.8	2.0	23.2	4.3	10.1	6.0	9.9	5.1	28.6	10.1	--	--
Three or More Resources	589	18.2	1.5	20.5	1.9	14.4	3.5	4.1	2.6	--	--	23.2	9.2	55.9	26.0

Table A1b. Number of Resources Contacted in the Current School Year: Penetration, Incapacitation

				Female				Male				TGQN			
				Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
				%	se	%	se	N	%	se	%	se	N	%	se
TOTAL															
				N	%	se									
Penetration															
Incapacitation															
Any Resource Contacted	1351	13.5	0.9	14.0	1.0	21.0	2.9	9.5	2.5	1.5	1.3	26.5	8.3	3.3	2.5
One Resource	896	66.3	3.1	64.5	3.6	55.0	7.5	80.2	10.7	s	s	100.0	0.0	s	s
Two Resources	238	17.6	2.6	16.6	2.9	25.7	6.4	19.8	10.7	s	s	--	--	s	s
Three or More Resources	217	16.1	2.3	18.8	2.8	19.3	5.8	--	--	s	s	--	--	s	s

s = cell suppressed

Table A1c. Number of Resources Contacted in the Current School Year: Sexual Touching, Physical Force

				Female				Male				TGQN			
				Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
				%	se	%	se	%	se	%	se	%	se	%	se
TOTAL															
N % se															
Sexual Touching															
Physical force															
Any Resource Contacted	1573	5.4	0.3	5.4	0.3	9.7	1.1	3.0	0.7	2.9	1.5	9.2	3.7	4.8	4.4
One Resource	1138	72.4	2.5	72.4	3.0	65.9	5.8	86.5	6.5	89.3	8.6	53.0	20.3	s	s
Two Resources	289	18.3	2.1	17.8	2.5	24.0	5.3	7.2	5.0	10.7	8.6	42.5	20.7	s	s
Three or More Resources	146	9.3	1.7	9.8	2.1	10.1	3.8	6.3	4.2	--	--	4.5	3.5	s	s

s = cell suppressed

Table A1d. Number of Resources Contacted in the Current School Year: Sexual Touching, Incapacitation

				Female				Male				TGQN				
				Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional		
				%	se	%	se	%	se	%	se	N	%	se	%	se
TOTAL																
N % se																
Sexual Touching																
Incapacitation																
Any Resource Contacted	546	3.8	0.4	3.3	0.4	7.1	1.5	3.2	1.0	3.9	2.0	20.8	8.6	15.7	13.2	
One Resource	435	79.6	3.9	80.0	4.8	79.3	8.8	100.0	0.0	s	s	36.7	24.1	s	s	
Two Resources	75	13.8	3.3	13.8	3.8	4.1	3.5	--	--	s	s	63.3	24.1	s	s	
Three or More Resources	36	6.6	2.4	6.2	3.4	16.6	8.3	--	--	s	s	--	--	s	s	

s = cell suppressed

Table A2a. Number of Resources Contacted in the Current School Year: Harassment

				Female				Male				TGQN			
				Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
				%	se	%	se	%	se	%	se	%	se	%	se
TOTAL															
N % se															
Harassment															
Any Resource Contacted	17969	5.8	0.1	7.1	0.2	6.2	0.2	4.1	0.2	3.3	0.3	12.7	1.4	11.3	1.9
One Resource	11823	65.8	0.9	64.5	1.1	70.5	1.8	66.4	2.4	70.6	3.7	58.8	5.5	62.9	9.9
Two Resources	3791	21.1	0.8	21.0	0.9	18.6	1.6	21.7	2.2	19.9	3.3	31.7	5.3	21.0	7.9
Three Resources	2355	13.1	0.6	14.5	0.8	10.9	1.2	11.9	1.6	9.4	2.3	9.5	3.2	16.1	8.9

Table A2b. Number of Resources Contacted in the Current School Year: Stalking

				Female				Male				TGQN			
				Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
				%	se	%	se	%	se	%	se	%	se	%	se
TOTAL															
N % se															
Stalking															
Any Resource Contacted	4977	20.5	0.7	18.8	0.8	24.9	1.5	20.5	2.1	24.0	2.9	21.3	4.2	20.2	8.4
One Resource	3353	67.4	1.5	64.7	2.0	60.0	3.3	81.2	3.9	76.1	5.5	46.0	11.0	43.4	22.1
Two Resources	908	18.2	1.2	18.7	1.7	24.7	2.6	10.0	2.4	16.3	4.6	33.7	10.2	13.0	11.7
Three Resources	717	14.4	1.2	16.6	1.6	15.3	2.3	8.8	3.0	7.6	3.5	20.2	9.8	43.6	25.7

Table A2c. Number of Resources Contacted in the Current School Year: Intimate Partner Violence

				Female				Male				TGQN						
				Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional				
				%	se	%	se	%	se	%	se	%	se	%	se			
TOTAL																		
				N	%	se												
Intimate Partner Violence																		
Any Resource Contacted				4562	12.2	0.4	14.4	0.7	17.9	1.2	7.8	0.7	9.3	1.1	14.5	3.4	21.4	6.8
One Resource				3425	75.1	1.6	72.2	2.2	74.3	3.4	79.6	3.9	84.9	4.3	79.4	10.2	65.5	20.7
Two Resources				683	15.0	1.2	16.4	1.8	19.1	3.1	9.5	2.3	12.7	4.2	3.4	3.1	30.4	21.4
Three Resources				454	10.0	1.1	11.5	1.5	6.6	1.8	10.8	3.4	2.4	1.1	17.2	9.9	4.1	3.9

Table A3a. Resources Contacted in the Current School Year: Penetration, Physical Force

	TOTAL			Female				Male				TGQN	
	N	%	se	Undergraduate %	Undergraduate se	Graduate or Professional %	Graduate or Professional se	Undergraduate %	Undergraduate se	Graduate or Professional %	Graduate or Professional se	%	se
Penetration													
<i>Physical force</i>													
<i>On Campus Resources</i>	3079	95.2	0.8	96.6	0.7	83.7	5.4	99.0	0.7	93.1	4.2	95.4	3.2
Counseling	1557	50.6	1.9	52.0	2.2	39.8	5.4	57.3	9.0	24.7	11.3	52.6	10.1
Victim Services	1068	34.7	2.0	35.2	2.2	34.0	5.1	32.6	8.4	15.4	8.8	43.1	10.4
Health Center	768	24.9	1.7	25.1	2.0	35.1	5.7	12.4	5.2	8.5	4.3	33.2	9.7
Student Affairs	374	12.2	1.2	13.2	1.4	10.7	3.5	--	--	27.8	12.5	12.6	6.0
Campus Police	315	10.2	1.1	11.7	1.4	14.8	4.3	1.7	1.5	--	--	--	--
Title IX	323	10.5	1.2	11.5	1.5	9.0	2.8	--	--	11.8	9.9	15.7	8.0
Violence Prevention Women's Center	97	3.1	0.5	3.4	0.5	2.7	1.4	--	--	--	--	7.6	5.6
Residence Life	105	3.4	0.7	3.8	0.8	--	--	4.3	2.7	6.8	5.8	--	--
Other	286	9.3	1.0	9.6	1.2	11.1	3.2	4.1	1.8	5.0	4.3	12.4	4.3
<i>Off Campus Resources</i>	411	12.7	1.3	12.8	1.5	22.9	5.5	1.0	0.7	16.8	7.0	5.4	3.3
Local Police	257	62.5	3.5	62.3	4.3	65.7	8.3	s	s	57.1	19.1	s	s
Health Services	68	16.5	1.9	15.0	2.5	12.9	3.3	s	s	42.9	19.1	s	s
Victim Services	107	26.1	2.7	27.1	3.5	28.6	7.3	s	s	--	--	s	s
Other	23	5.5	1.4	6.6	2.0	3.0	2.3	s	s	--	--	s	s

s = cell suppressed

Table A3b. Resources Contacted in the Current School Year: Penetration, Incapacitation

	TOTAL			Female				Male		TGQN	
	N	%	se	Undergraduate %	se	Graduate or Professional %	se	%	se	%	se
Penetration											
Incapacitation											
<i>On Campus Resources</i>	1324	98.0	0.5	98.7	0.5	90.3	2.7	100.0	0.0	100.0	0.0
Counseling	671	50.7	2.7	52.7	3.1	40.9	8.2	45.5	14.3	51.2	15.4
Victim Services	437	33.0	2.5	33.2	3.1	35.9	7.6	29.4	12.1	33.1	15.3
Health Center	348	26.3	2.9	26.4	3.2	30.7	6.9	25.3	12.4	11.2	6.5
Student Affairs	141	10.6	2.0	9.3	1.9	24.2	7.3	10.0	9.2	--	--
Campus Police	51	3.8	0.9	4.8	1.3	2.2	1.8	--	--	--	--
Title IX	146	11.0	1.9	12.8	2.4	14.4	5.8	--	--	--	--
Violence Prevention Women's Center	65	4.9	0.9	4.4	1.1	7.8	3.9	6.7	4.4	--	--
Residence Life	29	2.2	0.9	2.7	1.1	1.4	1.2	--	--	--	--
Other	108	8.2	1.6	9.3	2.0	8.4	3.5	2.4	2.1	--	--
<i>Off Campus Resources</i>	105	7.7	1.4	7.3	1.8	21.1	4.9	--	--	4.5	3.3
Local Police	34	32.8	4.3	37.1	7.7	24.0	10.4	s	s	s	s
Health Services	36	34.1	2.4	34.4	4.6	35.3	8.2	s	s	s	s
Victim Services	44	42.4	2.6	44.4	5.8	34.4	7.6	s	s	s	s
Other	10	9.4	0.6	7.7	2.5	14.1	6.3	s	s	s	s

s = cell suppressed

Table A3c. Resources Contacted in the Current School Year: Sexual Touching, Physical Force

	TOTAL			Female				Male		TGQN	
	N	%	se	Undergraduate		Graduate or Professional		%	se	%	se
				%	se	%	se				
Sexual Touching											
Physical force											
<i>On Campus Resources</i>	1454	92.5	1.5	93.8	1.8	84.7	3.6	92.5	5.2	100.0	0.0
Counseling	559	38.4	2.3	39.1	2.7	35.8	6.1	29.7	9.2	63.1	16.9
Victim Services	434	29.8	2.3	30.8	2.7	22.1	5.4	37.9	11.9	14.7	12.8
Health Center	296	20.4	2.2	19.7	2.5	17.7	5.2	20.9	9.7	49.2	18.7
Student Affairs	110	7.5	1.4	7.5	1.7	11.4	4.5	4.5	3.7	--	--
Campus Police	235	16.1	2.0	18.0	2.4	14.1	4.5	8.7	5.3	--	--
Title IX	108	7.4	1.3	6.6	1.6	13.1	3.4	6.4	4.0	4.1	3.2
Violence Prevention Women's Center	23	1.6	0.7	2.1	0.9	--	--	--	--	--	--
Residence Life	86	5.9	1.4	6.1	1.7	5.4	2.3	6.5	4.7	--	--
Other	159	10.9	1.2	8.3	1.4	29.0	5.8	4.1	1.6	15.7	10.2
<i>Off Campus Resources</i>	191	12.1	1.9	11.2	2.2	20.9	4.4	8.7	5.2	s	s
Local Police	110	57.7	4.3	58.7	6.5	69.8	7.9	s	s	s	s
Health Services	36	18.9	3.6	13.4	3.3	18.7	5.0	s	s	s	s
Victim Services	38	19.7	5.0	26.1	6.8	7.7	6.6	s	s	s	s
Other	13	6.6	2.7	6.0	4.2	3.8	3.0	s	s	s	s

s = cell suppressed

Table A3d. Resources Contacted in the Current School Year: Sexual Touching, Incapacitation

				Female				Male		TGQN	
	N	TOTAL %	se	Undergraduate %	se	Graduate or Professional %	se	%	se	%	se
Sexual Touching											
Incapacitation											
<i>On Campus Resources</i>	512	93.8	2.3	90.9	3.6	94.7	2.7	100.0	0.0	100.0	0.0
Counseling	274	53.5	5.2	52.5	5.7	81.7	9.1	27.4	10.0	84.1	11.7
Victim Services	84	16.4	3.2	21.3	4.8	7.4	6.5	14.1	9.2	--	--
Health Center	90	17.5	4.0	14.8	4.2	9.6	5.9	21.3	12.7	37.9	19.8
Student Affairs	57	11.2	4.0	9.6	4.1	11.0	4.0	20.5	13.4	--	--
Campus Police	24	4.8	1.7	3.1	2.0	7.9	7.0	4.5	3.9	12.8	11.3
Title IX	35	6.9	2.5	7.3	3.5	3.5	2.7	10.3	6.5	--	--
Violence Prevention Women's Center	9	1.8	0.9	0.6	0.5	4.3	3.7	4.5	3.9	--	--
Residence Life	23	4.5	2.2	4.2	2.3	--	--	9.8	8.4	--	--
Other	26	5.0	2.3	5.9	3.4	--	--	1.5	1.1	13.8	9.5
<i>Off Campus Resources</i>	57	10.4	2.8	14.7	4.2	12.3	6.6	s	s	s	s
Local Police	16	28.1	0.9	23.6	1.2	s	s	s	s	s	s
Health Services	23	40.2	8.3	39.7	9.8	s	s	s	s	s	s
Victim Services	21	36.6	9.4	33.5	11.0	s	s	s	s	s	s
Other	6	10.8	0.3	12.5	0.6	s	s	s	s	s	s

s = cell suppressed

Table A3e. Resources Contacted in the Current School Year: Harassment

	TOTAL			Female				Male				TGQN			
	N	%	se	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
				%	se	%	se	%	se	%	se	%	se	%	se
Harassment															
<i>On Campus Resources</i>	17217	95.8	0.4	96.0	0.5	95.0	0.7	95.4	1.1	95.6	0.9	98.0	0.9	100.0	0.0
Counseling	6891	40.0	0.9	43.8	1.2	33.2	1.9	36.0	2.4	26.6	3.6	48.3	6.1	42.7	9.5
Victim Services	3196	18.6	0.7	21.9	1.0	15.4	1.4	12.5	1.6	11.9	2.6	20.6	4.6	22.2	9.4
Health Center	4752	27.6	0.9	27.9	1.1	21.9	1.6	29.9	2.4	30.2	4.0	28.0	5.4	17.1	8.6
Student Affairs	1974	11.5	0.5	9.9	0.7	16.0	1.6	10.7	1.5	18.4	3.4	16.4	4.5	8.7	4.3
Campus Police	2761	16.0	0.7	16.2	0.9	13.5	1.4	18.6	2.0	17.6	2.9	2.8	1.4	10.5	6.8
Title IX	1790	10.4	0.5	9.3	0.6	16.3	1.6	8.6	1.3	13.5	2.5	11.7	3.7	17.3	6.9
Violence Prevention Women's Center	580	3.4	0.2	4.4	0.4	2.4	0.5	1.9	0.5	1.1	0.7	1.7	1.1	5.8	3.5
Residence Life	1425	8.3	0.6	9.0	0.7	2.2	0.6	10.4	1.5	6.2	2.0	8.0	3.0	7.6	6.5
Other	2423	14.1	0.7	13.3	0.8	17.2	1.6	13.5	1.9	13.5	2.7	20.1	4.4	21.2	7.0
<i>Off Campus Resources</i>	2083	11.6	0.6	11.7	0.7	11.3	1.1	13.2	1.8	9.0	1.8	5.5	2.3	--	--
Local Police	1236	59.3	2.1	59.3	2.8	45.1	5.0	72.3	6.0	33.1	9.2	39.2	24.2	s	s
Health Services	364	17.5	1.4	15.4	2.0	28.8	3.5	8.7	2.6	62.3	9.4	24.0	11.8	s	s
Victim Services	577	27.7	2.0	30.9	2.6	28.7	4.7	22.1	6.0	19.0	11.7	5.3	4.1	s	s
Other	107	5.1	0.9	3.0	0.7	6.4	2.7	6.5	3.0	14.4	11.7	36.8	18.4	s	s

s = cell suppressed

Table A3f. Resources Contacted in the Current School Year: Stalking

	TOTAL			Female				Male				TGQN	
				N	%	se	Undergraduate	Graduate or Professional	Undergraduate	Graduate or Professional	%	se	
Stalking													
<i>On Campus Resources</i>	4356	87.5	1.2	88.3	1.5	86.0	2.1	86.5	3.6	84.4	5.0	100.0	0.0
Counseling	1390	31.9	2.0	35.8	3.1	26.4	2.8	27.2	5.0	26.4	6.3	41.8	10.2
Victim Services	972	22.3	1.6	26.1	2.1	15.5	2.5	15.5	4.7	19.3	5.6	51.0	10.0
Health Center	605	13.9	1.2	13.5	1.5	16.2	2.3	12.0	3.4	9.9	4.4	28.8	10.6
Student Affairs	755	17.3	1.3	15.5	1.6	28.6	3.9	8.3	2.3	19.9	6.1	29.1	9.8
Campus Police	1351	31.0	1.6	32.3	2.1	31.3	3.1	31.6	5.4	29.1	6.8	6.8	3.8
Title IX	415	9.5	0.9	10.3	1.3	14.3	2.7	5.0	2.1	6.6	3.2	2.3	1.2
Violence Prevention Women's Center	77	1.8	0.3	2.8	0.6	1.7	0.8	--	--	--	--	--	--
Residence Life	330	7.6	0.9	8.1	1.2	1.6	0.7	12.9	3.8	3.3	2.1	13.6	7.6
Other	628	14.4	1.1	13.7	1.7	17.0	2.6	10.6	3.0	17.8	5.1	25.8	8.5
<i>Off Campus Resources</i>	1138	22.9	1.5	22.3	2.0	25.5	2.7	23.8	4.5	21.4	5.5	10.9	7.4
Local Police	946	83.2	2.2	87.2	2.5	79.7	3.8	74.1	8.2	86.6	8.0	s	s
Health Services	65	5.7	1.0	4.8	1.4	8.3	1.6	2.9	2.7	13.4	8.0	s	s
Victim Services	173	15.2	2.1	14.2	2.7	16.6	3.7	23.0	8.2	--	--	s	s
Other	23	2.0	0.7	2.9	1.2	2.8	1.3	--	--	--	--	s	s

s = cell suppressed

Table A3g. Resources Contacted in the Current School Year: Intimate Partner Violence

	TOTAL			Female				Male				TGQN	
	N	%	se	Undergraduate %	se	Graduate or Professional %	se	Undergraduate %	se	Graduate or Professional %	se	%	se
IPV/DV													
<i>On Campus Resources</i>	4215	92.4	0.9	93.4	1.1	88.4	2.1	96.3	1.9	81.2	4.8	97.4	1.5
Counseling	2167	51.4	1.8	53.0	2.6	49.4	3.7	42.8	4.8	67.7	5.7	52.1	10.5
Victim Services	848	20.1	1.5	23.6	2.2	14.1	2.6	17.4	3.7	7.5	2.3	31.4	10.5
Health Center	846	20.1	1.4	18.6	1.9	22.4	3.6	24.3	4.2	17.8	5.0	13.1	5.0
Student Affairs	283	6.7	0.8	7.9	1.2	6.8	2.3	3.2	1.3	5.6	2.9	12.5	7.3
Campus Police	602	14.3	1.3	12.9	1.6	16.8	3.0	20.6	4.4	6.8	3.6	3.5	2.1
Title IX	297	7.0	0.9	7.8	1.2	5.1	1.5	6.5	2.7	7.6	3.3	3.7	2.5
Violence Prevention Women's Center	132	3.1	0.5	4.0	0.7	3.5	1.4	1.5	0.9	6.4	5.4	4.3	3.7
Residence Life	139	3.3	0.7	3.5	0.8	0.4	0.4	4.7	1.7	14.6	10.1	9.9	7.1
Other	376	8.9	1.0	9.7	1.4	12.4	2.4	5.1	1.6	2.9	1.8	21.2	10.3
<i>Off Campus Resources</i>	698	15.3	1.3	14.0	1.6	21.7	3.2	11.5	3.4	23.4	5.0	11.3	6.9
Local Police	452	64.8	3.8	69.9	5.0	59.8	7.2	45.3	15.3	73.8	7.4	s	s
Health Services	126	18.1	2.3	10.7	2.4	23.3	6.7	30.5	10.9	26.2	7.4	s	s
Victim Services	155	22.3	3.6	24.0	4.9	17.5	5.1	43.2	15.4	--	--	s	s
Other	34	4.9	1.4	6.2	2.5	3.1	1.5	5.4	5.0	--	--	s	s

s = cell suppressed

Table A4a. Proportion of Respondents Who Felt the Resource They Contacted in the Current School Year Was Useful: Penetration, Physical Force

	TOTAL			Female				Male		TGQN		
				N	%	se	Undergraduate %	se	Graduate or Professional %	se	%	se
Penetration												
Physical force												
<i>On Campus Resources</i>	1913	62.1	2.1	65.2	2.3	59.2	5.7	45.8	7.8	60.5	9.9	
Counseling	763	49.0	3.4	47.5	4.0	50.8	8.8	55.6	12.3	54.1	15.4	
Victim Services	739	69.0	3.2	72.8	3.3	51.6	9.2	54.8	13.8	72.1	14.0	
Health Center	415	54.1	4.2	53.9	4.9	65.8	9.4	29.0	16.1	51.4	17.8	
Student Affairs	166	44.5	5.4	52.7	5.9	24.8	14.0	s	s	--	--	
Campus Police	144	45.7	6.1	51.8	6.6	14.2	12.0	s	s	s	s	
Title IX	155	48.1	5.8	55.8	6.0	26.1	11.5	s	s	6.3	5.5	
Violence Prevention Women's Center	58	59.7	9.1	65.9	8.8	s	s	s	s	s	s	
Residence Life	43	41.1	9.8	35.8	10.0	s	s	s	s	s	s	
Other	163	56.9	5.7	56.3	6.9	49.9	15.6	52.0	19.3	82.5	9.8	
<i>Off Campus Resources</i>	166	40.3	5.4	49.4	6.3	16.9	7.7	14.5	9.9	s	s	
Local Police	103	39.6	7.6	48.9	8.6	16.8	11.0	s	s	s	s	
Health Services	29	42.5	7.7	51.1	9.7	28.7	12.5	28.1	17.2	s	s	
Victim Services	49	46.0	9.9	57.9	12.1	7.7	5.7	s	s	s	s	
Other	13	56.9	16.1	64.1	17.5	s	s	s	s	s	s	

The responses "Very" and "Extremely" were combined to indicate a "Useful" resource, whereas "Not at all," "A little," and "Somewhat" indicated a "Not Useful" resource.

s = cell suppressed

Table A4b. Proportion of Respondents Who Felt the Resource They Contacted in the Current School Year Was Useful: Penetration, Incapacitation

				Female		Male		TGQN	
				%	se	%	se	%	se
TOTAL									
	N	%	se	%	se	%	se	%	se
Penetration									
Incapacitation									
<i>On Campus Resources</i>	876	66.2	3.5	64.6	3.6	74.3	12.8	78.8	13.6
Counseling	355	53.0	5.5	53.5	5.5	45.8	21.9	s	s
Victim Services	363	83.1	4.1	80.4	4.6	100.0	0.0	s	s
Health Center	216	61.9	6.0	56.1	6.3	100.0	0.0	s	s
Student Affairs	54	38.4	10.4	30.0	8.4	s	s	s	s
Campus Police	35	69.4	11.3	69.4	11.3	s	s	s	s
Title IX	94	64.9	8.9	64.9	8.9	s	s	s	s
Violence Prevention Women's Center	31	48.8	11.3	46.5	11.7	s	s	s	s
Residence Life	14	47.3	20.4	47.3	20.4	s	s	s	s
Other	62	57.4	9.9	60.4	10.2	s	s	s	s
<i>Off Campus Resources</i>	42	39.9	8.6	39.0	8.7	s	s	s	s
Local Police	2	6.8	6.1	6.8	6.1	s	s	s	s
Health Services	12	33.6	11.9	33.6	11.9	s	s	s	s
Victim Services	31	70.2	14.9	69.1	15.3	s	s	s	s
Other	6	61.0	17.3	61.0	17.3	s	s	s	s

The responses "Very" and "Extremely" were combined to indicate a "Useful" resource, whereas "Not at all," "A little," and "Somewhat" indicated a "Not Useful" resource.

s = cell suppressed

Table A4c. Proportion of Respondents Who Felt the Resource They Contacted in the Current School Year Was Useful: Sexual Touching, Physical Force

				Female		Male		TGQN	
	N	TOTAL %	se	%	se	%	se	%	se
Sexual Touching									
Physical force									
<i>On Campus Resources</i>	922	62.9	2.8	63.6	2.9	57.3	10.9	59.6	17.3
Counseling	266	47.6	4.4	48.7	4.6	64.2	15.6	--	--
Victim Services	348	80.2	4.2	80.7	4.4	74.5	15.8	s	s
Health Center	170	55.7	6.6	54.6	7.0	s	s	91.1	7.8
Student Affairs	49	45.1	10.5	47.8	10.8	s	s	s	s
Campus Police	133	56.8	8.5	56.6	8.8	s	s	s	s
Title IX	68	60.4	8.8	62.4	9.2	s	s	s	s
Violence Prevention Women's Center	15	63.3	19.9	63.3	19.9	s	s	s	s
Residence Life	66	77.4	9.5	86.2	7.3	s	s	s	s
Other	97	60.9	7.5	63.3	7.9	s	s	s	s
<i>Off Campus Resources</i>	92	48.2	8.2	49.9	8.6	s	s	s	s
Local Police	42	38.2	11.3	38.2	11.3	s	s	s	s
Health Services	9	25.0	10.7	34.0	11.8	s	s	s	s
Victim Services	39	91.3	7.8	91.3	7.8	s	s	s	s
Other	13	100.0	0.0	s	s	s	s	s	s

The responses "Very" and "Extremely" were combined to indicate a "Useful" resource, whereas "Not at all," "A little," and "Somewhat" indicated a "Not Useful" resource.

s = cell suppressed

Table A4d. Proportion of Respondents Who Felt the Resource They Contacted in the Current School Year Was Useful: Sexual Touching, Incapacitation

				Female		Male		TGQN	
				%	se	%	se	%	se
TOTAL									
Sexual Touching									
<i>Incapacitation</i>									
<i>On Campus Resources</i>									
	N	%	se	%	se	%	se	%	se
Counseling	319	62.2	5.2	67.9	5.2	51.5	14.1	41.0	21.2
Victim Services	141	51.7	6.8	56.6	7.1	44.0	19.0	29.9	23.6
Health Center	73	86.8	8.0	91.5	7.4	s	s	s	s
Student Affairs	41	46.0	12.9	63.2	14.6	s	s	s	s
Campus Police	38	66.0	16.5	45.6	18.0	s	s	s	s
Title IX	21	86.1	11.7	s	s	s	s	s	s
Violence Prevention Women's Center	19	55.1	20.1	58.2	25.8	s	s	s	s
Residence Life	s	s	s	s	s	s	s	s	s
Other	10	43.6	24.6	s	s	s	s	s	s
	17	65.5	19.8	s	s	s	s	s	s
<i>Off Campus Resources</i>									
Local Police	35	62.1	14.7	62.1	14.7				
Health Services	s	s	s	s	s	s	s	s	s
Victim Services	15	63.9	16.1	63.9	16.1	s	s	s	s
Other	19	91.9	6.6	91.9	6.6	s	s	s	s
	s	s	s	s	s	s	s	s	s

The responses "Very" and "Extremely" were combined to indicate a "Useful" resource, whereas "Not at all," "A little," and "Somewhat" indicated a "Not Useful" resource.

s = cell suppressed

Table A4e. Proportion of Respondents Who Felt the Resource They Contacted in the Current School Year Was Useful: Harassment

	TOTAL			Female				Male				TGQN	
	N	%	se	Undergraduate %	se	Graduate or Professional %	se	Undergraduate %	se	Graduate or Professional %	se	%	se
Harassment													
<i>On Campus Resources</i>	9335	54.2	1.0	59.3	1.2	50.7	2.1	46.3	2.6	38.9	4.1	52.8	5.1
Counseling	3143	45.6	1.6	46.1	2.0	51.3	3.5	40.0	4.1	40.3	7.5	54.6	7.2
Victim Services	2086	65.3	2.1	69.7	2.4	55.1	5.3	56.9	6.7	29.8	9.0	75.7	8.1
Health Center	2418	50.9	1.9	50.2	2.2	53.2	4.0	55.0	4.6	42.4	8.2	42.1	11.1
Student Affairs	800	40.5	2.7	48.2	3.5	26.6	4.5	45.1	7.5	28.7	9.1	10.4	6.7
Campus Police	1110	40.2	2.6	45.4	3.3	45.8	5.7	25.7	5.3	35.5	8.5	58.9	19.5
Title IX	711	39.7	2.4	48.0	3.3	36.1	4.9	26.0	6.4	31.9	8.8	24.0	10.4
Violence Prevention Women's Center	355	61.3	4.1	64.1	4.4	51.0	11.8	49.5	13.7	44.9	31.1	78.6	16.4
Residence Life	750	52.7	3.2	54.1	3.5	45.9	13.9	51.6	7.5	30.0	15.3	69.0	17.6
Other	1126	46.5	2.7	50.8	3.4	40.5	5.3	44.3	7.7	28.4	9.0	44.1	10.1
<i>Off Campus Resources</i>													
Local Police	937	45.0	2.6	54.4	3.3	33.4	4.8	34.1	6.9	16.9	5.2	16.9	10.2
Health Services	477	38.6	3.7	44.8	4.5	28.5	7.4	33.5	8.1	--	--	s	s
Victim Services	149	41.0	4.8	59.0	7.0	19.2	4.5	17.7	7.6	27.2	8.6	35.1	18.2
Other	330	57.1	5.0	64.9	5.2	41.2	10.6	49.8	15.8	s	s	s	s
Other	40	37.0	8.4	74.5	10.4	61.5	24.2	--	--	s	s	s	s

The responses "Very" and "Extremely" were combined to indicate a "Useful" resource, whereas "Not at all," "A little," and "Somewhat" indicated a "Not Useful" resource.

s = cell suppressed

Table A4f. Proportion of Respondents Who Felt the Resource They Contacted in the Current School Year Was Useful: Stalking

	TOTAL			Female				Male		TGQN	
	N	%	se	Undergraduate		Graduate or Professional		%	se	%	se
				%	se	%	se				
Stalking											
<i>On Campus Resources</i>	2257	51.8	1.9	59.1	2.5	54.4	3.6	36.0	4.1	48.5	10.2
Counseling	726	52.2	3.9	53.7	5.4	54.1	6.2	45.3	8.5	61.7	15.2
Victim Services	567	58.3	4.3	66.2	4.7	67.6	8.2	25.7	9.1	63.9	13.9
Health Center	277	45.7	4.9	37.5	6.0	55.7	7.8	53.7	12.7	49.1	23.4
Student Affairs	303	40.2	4.0	43.7	5.5	39.1	7.6	43.6	10.9	--	--
Campus Police	489	36.2	3.2	42.7	4.4	46.7	5.7	16.2	4.9	--	--
Title IX	132	31.8	4.7	35.6	6.4	27.5	8.3	24.9	11.9	s	s
Violence Prevention Women's Center	42	54.4	10.1	44.1	11.0	100.0	0.0	s	s	s	s
Residence Life	126	38.2	6.6	54.0	7.9	50.9	22.5	14.6	9.8	s	s
Other	322	51.4	4.9	57.0	7.2	46.1	8.5	42.7	10.9	58.4	17.0
<i>Off Campus Resources</i>	368	32.4	3.1	37.1	4.4	44.7	5.9	15.4	5.5	s	s
Local Police	277	29.3	3.4	34.2	4.8	38.4	6.9	13.4	5.9	s	s
Health Services	29	43.8	10.2	49.1	15.0	39.2	10.9	40.9	26.8	s	s
Victim Services	69	39.7	8.8	48.1	11.5	53.1	14.8	16.1	14.0	s	s
Other	10	44.5	17.4	33.5	19.2	s	s	s	s	s	s

The responses "Very" and "Extremely" were combined to indicate a "Useful" resource, whereas "Not at all," "A little," and "Somewhat" indicated a "Not Useful" resource.

s = cell suppressed

Table A4g. Proportion of Respondents Who Felt the Resource They Contacted in the Current School Year Was Useful: Intimate Partner Violence

	TOTAL			Female				Male				TGQN	
				N	%	se	Undergraduate	Graduate or Professional	Undergraduate	Graduate or Professional	%	se	
				%	se	%	se	%	se	%	se	%	se
IPV													
<i>On Campus Resources</i>	2368	56.2	1.9	58.4	2.6	56.4	4.1	51.6	4.9	49.8	6.5	60.3	10.0
Counseling	1112	51.3	2.8	47.2	3.9	60.9	5.3	55.7	7.4	49.1	8.2	69.9	10.6
Victim Services	529	62.4	3.8	67.4	4.5	49.7	9.8	49.2	12.5	20.3	10.0	92.8	6.5
Health Center	368	43.5	4.3	43.1	5.7	66.1	8.4	30.0	8.5	58.5	16.5	10.5	9.3
Student Affairs	119	42.2	6.5	55.5	7.8	27.2	13.9	10.8	9.1	s	s	s	s
Campus Police	245	40.7	5.1	39.9	6.1	35.9	8.5	42.9	12.5	54.9	25.8	s	s
Title IX	109	36.7	6.1	49.1	8.0	40.7	15.3	--	--	24.3	12.8	s	s
Violence Prevention Women's Center	73	55.0	9.4	63.3	9.7	66.8	18.5	s	s	s	s	s	s
Residence Life	85	61.2	9.3	56.3	12.2	s	s	80.3	15.9	s	s	s	s
Other	211	56.0	5.5	59.4	7.2	33.1	9.9	76.4	13.4	s	s	s	s
<i>Off Campus Resources</i>	331	47.5	4.5	47.5	6.2	52.6	8.4	41.4	15.9	50.0	12.3	26.0	19.9
Local Police	189	41.7	5.7	48.9	7.7	41.1	11.4	9.5	8.6	43.8	16.2	s	s
Health Services	62	49.2	7.9	37.5	11.3	49.3	17.3	51.7	20.2	67.4	10.3	s	s
Victim Services	88	56.6	10.3	47.0	12.9	82.6	9.4	59.2	24.6	s	s	s	s
Other	21	62.6	15.6	68.2	18.2	s	s	s	s	s	s	s	s

The responses "Very" and "Extremely" were combined to indicate a "Useful" resource, whereas "Not at all," "A little," and "Somewhat" indicated a "Not Useful" resource.

s = cell suppressed

Table A5a. Percent of Victims Who Felt Pressured by the Resource they Contacted to Proceed or Not Proceed with Further Reporting or Adjudication: Penetration, Physical Force

				Female		Male		TGQN	
TOTAL				%	se	%	se	%	se
	N	%	se						
Penetration									
Physical force									
<i>On Campus Resources</i>									
	498	16.8	1.5	16.9	1.7	9.7	3.7	29.6	9.4
Counseling	141	9.7	1.8	11.2	2.1	--	--	6.6	6.1
Victim Services	78	7.4	1.8	8.1	2.1	2.8	2.0	4.8	4.3
Health Center	86	11.1	2.9	12.6	3.2	--	--	--	--
Student Affairs	120	34.4	5.3	29.6	5.3	s	s	82.8	14.7
Campus Police	70	22.6	4.8	21.4	4.7	s	s	s	s
Title IX	42	32.5	9.3	27.0	8.8	s	s	s	s
Violence Prevention Women's Center	20	20.8	8.8	12.9	6.1	s	s	s	s
Residence Life	29	29.7	10.8	29.1	12.1	s	s	s	s
Other	38	14.9	3.7	13.9	3.9	26.8	18.7	17.5	9.8
<i>Off Campus Resources</i>									
	127	32.3	5.6	29.2	5.9	70.3	11.6	s	s
Local Police	106	44.2	8.1	40.7	8.5	s	s	s	s
Health Services	6	9.6	3.5	2.6	1.8	45.9	13.3	s	s
Victim Services	11	10.6	5.0	9.5	4.9	s	s	s	s
Other	9	38.1	16.9	38.1	16.9	s	s	s	s

s = cell suppressed

Table A5b. Percent of Victims Who Felt Pressured by the Resource they Contacted to Proceed or Not Proceed with Further Reporting or Adjudication: Penetration, Incapacitation

				Female		Male		TGQN	
TOTAL				%	se	%	se	%	se
	N	%	se						
Penetration									
Incapacitation									
<i>On Campus Resources</i>									
	132	10.8	1.9	12.3	2.1	--	--	6.4	5.4
Counseling	17	3.0	1.4	3.3	1.5	--	--	--	--
Victim Services	37	8.7	3.3	10.2	3.8	--	--	--	--
Health Center	19	5.4	2.1	5.5	2.3	--	--	s	s
Student Affairs	32	25.8	8.0	25.8	8.0	s	s	s	s
Campus Police	12	23.4	10.0	23.4	10.0	s	s	s	s
Title IX	1	2.8	2.0	2.8	2.0	s	s	s	s
Violence Prevention Women's Center	12	19.3	9.1	23.4	10.5	s	s	s	s
Residence Life	6	24.9	19.6	24.9	19.6	s	s	s	s
Other	15	15.3	8.3	16.2	8.8	s	s	s	s
<i>Off Campus Resources</i>									
	16	17.2	8.9	17.5	9.1	s	s	s	s
Local Police	14	79.7	18.1	79.7	18.1	s	s	s	s
Health Services	1	6.1	4.2	6.1	4.2	s	s	s	s
Victim Services	--	--	--	--	--	s	s	s	s
Other	--	--	--	--	--	s	s	s	s

s = cell suppressed

Table A5c. Percent of Victims Who Felt Pressured by the Resource they Contacted to Proceed or Not Proceed with Further Reporting or Adjudication: Sexual Touching, Physical Force

				Female		Male		TGQN	
TOTAL				%	se	%	se	%	se
	N	%	se						
Sexual Touching									
Physical force									
<i>On Campus Resources</i>									
	181	12.4	1.9	10.9	1.9	24.8	8.8	15.7	10.2
Counseling	55	9.7	2.5	7.5	2.3	27.7	14.6	18.4	15.4
Victim Services	33	7.5	3.2	6.1	3.0	20.4	17.3	s	s
Health Center	7	2.2	1.4	2.6	1.7	--	--	--	--
Student Affairs	44	41.3	10.3	37.8	10.5	s	s	s	s
Campus Police	37	15.2	5.3	14.5	5.5	s	s	s	s
Title IX	5	12.0	5.1	8.9	4.6	s	s	s	s
Violence Prevention Women's Center	--	--	--	--	--	s	s	s	s
Residence Life	9	10.8	6.6	9.7	7.1	s	s	s	s
Other	9	5.4	3.2	2.7	2.3	s	s	s	s
<i>Off Campus Resources</i>									
	31	19.4	6.2	20.0	6.4	s	s	s	s
Local Police	19	21.8	8.6	21.8	8.6	s	s	s	s
Health Services	s	s	s	--	--	s	s	s	s
Victim Services	11	29.9	15.8	29.9	15.8	s	s	s	s
Other	--	--	--	s	s	s	s	s	s

s = cell suppressed

Table A5d. Percent of Victims Who Felt Pressured by the Resource they Contacted to Proceed or Not Proceed with Further Reporting or Adjudication: Sexual Touching, Incapacitation

				Female		Male		TGQN	
				%	se	%	se	%	se
TOTAL									
	N	%	se	%	se	%	se	%	se
Sexual Touching									
Incapacitation									
<i>On Campus Resources</i>									
Counseling	11	4.7	2.4	1.1	0.8	15.4	13.3	30.1	26.7
Victim Services	10	11.8	10.0	--	--	s	s	s	s
Health Center	24	26.9	14.3	15.0	10.1	s	s	s	s
Student Affairs	3	8.7	7.7	8.7	7.7	s	s	s	s
Campus Police	s	s	s	s	s	s	s	s	s
Title IX	--	--	--	--	--	s	s	s	s
Violence Prevention Women's Center	s	s	s	s	s	s	s	s	s
Residence Life	--	--	--	s	s	s	s	s	s
Other	9	58.7	19.1	s	s	s	s	s	s
<i>Off Campus Resources</i>									
Local Police	s	s	s	s	s	s	s	s	s
Health Services	--	--	--	--	--	s	s	s	s
Victim Services	4	20.9	16.9	20.9	16.9	s	s	s	s
Other	s	s	s	s	s	s	s	s	s

s = cell suppressed

Table A6a. Percent of Victims Who Felt Pressure From the Resource They Contacted to Proceed with Further Reporting or Adjudication: Penetration, Physical Force

				Female		Male		TGQN		
				%	se	%	se	%	se	
TOTAL										
				N	%	se	%	se	%	se
Penetration										
Physical force										
<i>On Campus Resources</i>										
	391	79.4	4.0	81.4	4.1	46.5	21.2	79.5	16.0	
Counseling	130	92.0	4.1	91.7	4.2	s	s	s	s	
Victim Services	67	86.0	8.7	84.9	9.4	s	s	s	s	
Health Center	81	95.0	4.3	95.0	4.3	s	s	s	s	
Student Affairs	66	57.4	9.4	69.1	9.1	s	s	s	s	
Campus Police	36	50.6	11.8	54.2	12.3	s	s	s	s	
Title IX	30	69.9	16.2	60.2	19.8	s	s	s	s	
Violence Prevention Women's Center	13	62.5	21.9	s	s	s	s	s	s	
Residence Life	25	86.4	11.8	83.1	14.9	s	s	s	s	
Other	30	86.4	11.8	83.1	14.9	s	s	s	s	
<i>Off Campus Resources</i>										
	102	69.6	9.2	77.7	8.7	35.8	17.9	s	s	
Local Police	97	62.9	11.8	73.5	10.7	s	s	s	s	
Health Services	s	s	s	s	s	s	s	s	s	
Victim Services	11	100.0	0.0	s	s	s	s	s	s	
Other	s	s	s	s	s	s	s	s	s	

s = cell suppressed

Table A6b. Percent of Victims Who Felt Pressure From the Resource They Contacted to Proceed with Further Reporting or Adjudication: Penetration, Incapacitation

				Female		Male		TGQN		
				%	se	%	se	%	se	
TOTAL										
				N	%	se	%	se	%	se
Penetration										
Incapacitation										
<i>On Campus Resources</i>										
	92	73.4	8.7	72.4	9.5	78.5	17.2	s	s	
Counseling	14	77.9	17.5	77.9	17.5	s	s	s	s	
Victim Services	32	85.8	12.5	85.8	12.5	s	s	s	s	
Health Center	19	100.0	0.0	100.0	0.0	s	s	s	s	
Student Affairs	11	42.9	17.1	42.9	17.1	s	s	s	s	
Campus Police	12	100.0	0.0	100.0	0.0	s	s	s	s	
Title IX	s	s	s	s	s	s	s	s	s	
Violence Prevention Women's Center	12	100.0	0.0	s	s	s	s	s	s	
Residence Life	6	100.0	0.0	s	s	s	s	s	s	
Other	6	36.9	24.0	36.9	24.0	s	s	s	s	
<i>Off Campus Resources</i>										
Local Police	s	s	s	s	s	s	s	s	s	
Health Services	s	s	s	s	s	s	s	s	s	
Victim Services	s	s	s	s	s	s	s	s	s	
Other	s	s	s	s	s	s	s	s	s	

s = cell suppressed

Table A6c. Percent of Victims Who Felt Pressure From the Resource They Contacted to Proceed with Further Reporting or Adjudication: Sexual Touching, Physical Force

				Female		Male		TGQN		
				%	se	%	se	%	se	
TOTAL										
N										
Sexual Touching										
Physical force										
<i>On Campus Resources</i>										
	141	77.7	6.6	84.0	7.0	62.1	18.0	s	s	
Counseling	38	68.0	13.1	83.9	13.2	s	s	s	s	
Victim Services	19	86.1	12.5	80.5	17.3	s	s	s	s	
Health Center	s	s	s	s	s	s	s	s	s	
Student Affairs	41	92.9	6.1	91.7	7.1	s	s	s	s	
Campus Police	21	55.4	18.1	63.4	19.6	s	s	s	s	
Title IX	s	s	s	s	s	s	s	s	s	
Violence Prevention Women's Center	s	s	s	s	s	s	s	s	s	
Residence Life	s	s	s	s	s	s	s	s	s	
Other	s	s	s	s	s	s	s	s	s	
<i>Off Campus Resources</i>										
	21	81.2	11.2	81.2	11.2					
Local Police	10	32.7	17.6	32.7	17.6	s	s	s	s	
Health Services	s	s	s	s	s	s	s	s	s	
Victim Services	s	s	s	s	s	s	s	s	s	
Other	s	s	s	s	s	s	s	s	s	

s = cell suppressed

Table A6d. Percent of Victims Who Felt Pressure From the Resource They Contacted to Proceed with Further Reporting or Adjudication: Sexual Touching, Incapacitation

				Female		Male		TGQN		
TOTAL				%	se	%	se	%	se	
	N	%	se							
Sexual Touching										
Incapacitation										
<i>On Campus Resources</i>										
	47	90.9	7.7	100.0	0.0	s	s	s	s	
Counseling	s	s	s	s	s	s	s	s	s	
Victim Services	s	s	s	s	s	s	s	s	s	
Health Center	s	s	s	s	s	s	s	s	s	
Student Affairs	s	s	s	s	s	s	s	s	s	
Campus Police	s	s	s	s	s	s	s	s	s	
Title IX	s	s	s	s	s	s	s	s	s	
Violence Prevention Women's Center	s	s	s	s	s	s	s	s	s	
Residence Life	s	s	s	s	s	s	s	s	s	
Other	s	s	s	s	s	s	s	--	--	
<i>Off Campus Resources</i>										
	s	s	s	s	s	s	s	s	s	
Local Police	s	s	s	s	s	s	s	s	s	
Health Services	s	s	s	s	s	s	s	s	s	
Victim Services	s	s	s	s	s	s	s	s	s	
Other	s	s	s	s	s	s	s	s	s	

s = cell suppressed

Table A7a. Proportion of Students Who Reported That the Resource They Contacted Respected Them: Penetration, Physical Force

				Female		Male		TGQN		
				%	se	%	se	%	se	
TOTAL										
N										
%										
se										
Penetration										
<i>Physical force</i>										
<i>On Campus Resources</i>										
	2791	90.9	1.2	91.8	1.2	88.2	4.4	81.8	8.5	
Counseling	1352	86.7	2.1	86.0	2.3	94.1	3.7	82.4	11.1	
Victim Services	1008	94.9	1.6	94.3	1.9	100.0	0.0	95.3	4.2	
Health Center	653	85.0	3.1	87.3	3.0	62.2	18.8	72.3	16.1	
Student Affairs	277	74.0	4.6	76.6	4.6	s	s	17.2	14.7	
Campus Police	222	70.6	5.7	71.7	5.7	s	s	s	s	
Title IX	239	74.2	5.1	78.4	4.7	s	s	51.8	28.1	
Violence Prevention Women's Center	77	79.7	8.7	87.8	5.8	s	s	s	s	
Residence Life	85	81.5	7.1	77.8	8.3	s	s	s	s	
Other	240	83.9	3.6	85.4	3.8	52.0	19.3	89.8	8.2	
<i>Off Campus Resources</i>										
	338	82.2	3.6	85.2	3.4	39.2	14.5	s	s	
Local Police	195	74.5	5.6	78.8	5.3	s	s	s	s	
Health Services	62	91.8	3.0	96.3	2.5	75.9	11.8	s	s	
Victim Services	105	97.8	1.9	97.7	1.9	s	s	s	s	
Other	19	82.4	13.8	82.4	13.8	s	s	s	s	

The responses "Good," "Very Good" and "Excellent" were combined to indicate a "Respectful" resource, whereas "Poor" and "Fair" indicated a "Not Respectful" resource.

s = cell suppressed

Table A7b. Proportion of Students Who Reported That the Resource They Contacted Respected Them: Penetration, Incapacitation

				Female		Male		TGQN	
	N	TOTAL %	se	%	se	%	se	%	se
Penetration									
Incapacitation									
<i>On Campus Resources</i>	1279	96.6	1.0	96.0	1.2	100.0	0.0	100.0	0.0
Counseling	646	96.4	1.6	95.8	1.8	100.0	0.0	s	s
Victim Services	437	100.0	0.0	100.0	0.0	100.0	0.0	s	s
Health Center	323	91.7	2.9	90.4	3.3	100.0	0.0	s	s
Student Affairs	110	78.5	7.6	75.5	8.1	s	s	s	s
Campus Police	48	95.0	4.1	95.0	4.1	s	s	s	s
Title IX	119	81.5	7.4	81.5	7.4	s	s	s	s
Violence Prevention Women's Center	54	82.9	9.6	79.3	11.1	s	s	s	s
Residence Life	29	100.0	0.0	100.0	0.0	s	s	s	s
Other	107	98.7	0.9	98.6	1.0	s	s	s	s
<i>Off Campus Resources</i>	86	82.2	7.8	82.0	7.9	s	s	s	s
Local Police	24	68.5	20.0	68.5	20.0	s	s	s	s
Health Services	26	73.1	12.3	73.1	12.3	s	s	s	s
Victim Services	43	96.4	2.6	96.3	2.7	s	s	s	s
Other	8	80.5	14.0	80.5	14.0	s	s	s	s

The responses "Good," "Very Good" and "Excellent" were combined to indicate a "Respectful" resource, whereas "Poor" and "Fair" indicated a "Not Respectful" resource.

s = cell suppressed

Table A7c. Proportion of Students Who Reported That the Resource They Contacted Respected Them: Sexual Touching, Physical Force

				Female		Male		TGQN	
				%	se	%	se	%	se
TOTAL									
N				%	se	%	se	%	se
Sexual Touching									
Physical force									
<i>On Campus Resources</i>									
Counseling	493	88.2	2.7	88.9	2.8	84.1	13.1	81.6	15.4
Victim Services	431	97.2	1.8	96.8	2.1	100.0	0.0	s	s
Health Center	274	89.4	4.5	87.4	5.2	s	s	100.0	0.0
Student Affairs	80	73.3	8.3	77.6	7.8	s	s	s	s
Campus Police	201	82.9	5.2	83.5	5.4	s	s	s	s
Title IX	108	95.8	2.4	95.4	2.6	s	s	s	s
Violence Prevention Women's Center	23	100.0	0.0	100.0	0.0	s	s	s	s
Residence Life	74	86.4	7.8	96.2	3.3	s	s	s	s
Other	145	91.3	3.7	95.0	3.0	s	s	s	s
<i>Off Campus Resources</i>									
Local Police	96	83.8	6.4	83.8	6.4	s	s	s	s
Health Services	25	70.1	15.3	89.3	5.4	s	s	s	s
Victim Services	43	100.0	0.0	100.0	0.0	s	s	s	s
Other	7	57.3	25.6	s	s	s	s	s	s

Table A7d. Proportion of Students Who Reported That the Resource They Contacted Respected Them: Sexual Touching, Incapacitation

				Female		Male		TGQN	
				%	se	%	se	%	se
TOTAL									
				%	se	%	se	%	se
Sexual Touching									
Incapacitation									
<i>On Campus Resources</i>									
	N	%	se	%	se	%	se	%	se
	495	96.6	1.6	96.6	2.0	100.0	0.0	89.2	9.2
Counseling	256	93.6	3.0	93.9	3.5	100.0	0.0	87.2	11.2
Victim Services	84	100.0	0.0	100.0	0.0	s	s	s	s
Health Center	84	93.6	5.8	88.8	9.8	s	s	s	s
Student Affairs	51	88.2	8.0	81.2	11.9	s	s	s	s
Campus Police	24	100.0	0.0	s	s	s	s	s	s
Title IX	35	100.0	0.0	100.0	0.0	s	s	s	s
Violence Prevention Women's Center	9	100.0	0.0	s	s	s	s	s	s
Residence Life	23	100.0	0.0	s	s	s	s	s	s
Other	21	81.6	14.9	s	s	s	s	s	s
<i>Off Campus Resources</i>									
Local Police	s	s	s	s	s	s	s	s	s
Health Services	21	91.9	5.7	91.9	5.7	s	s	s	s
Victim Services	21	100.0	0.0	100.0	0.0	s	s	s	s
Other	s	s	s	s	s	s	s	s	s

The responses "Good," "Very Good" and "Excellent" were combined to indicate a "Respectful" resource, whereas "Poor" and "Fair" indicated a "Not Respectful" resource.

s = cell suppressed

Table A8a. Proportion of Students who Felt the Resource They Contacted Helped Them Understand Their Options Going Forward: Penetration, Physical Force

				Female		Male		TGQN	
				%	se	%	se	%	se
TOTAL									
N									
%									
se									
Penetration									
<i>Physical force</i>									
<i>On Campus Resources</i>									
	2520	83.2	1.5	85.0	1.6	69.6	6.9	83.2	6.7
Counseling	1089	71.1	3.0	70.8	3.2	68.5	10.3	82.7	8.6
Victim Services	953	88.9	2.2	89.6	2.4	79.2	12.1	95.3	4.2
Health Center	584	79.2	3.2	83.7	3.0	42.6	17.6	50.6	17.9
Student Affairs	268	71.7	4.6	73.1	4.7	s	s	35.9	21.2
Campus Police	215	70.5	5.6	71.6	5.6	s	s	s	s
Title IX	234	72.4	5.1	73.3	5.1	s	s	92.0	7.6
Violence Prevention Women's Center	65	70.9	9.4	80.6	7.5	s	s	--	--
Residence Life	84	80.0	7.8	76.0	9.1	s	s	s	s
Other	223	77.8	4.7	75.6	5.2	100.0	0.0	89.8	8.2
<i>Off Campus Resources</i>									
Local Police	149	57.1	7.8	60.3	8.1	s	s	--	--
Health Services	47	70.0	6.3	72.4	7.2	46.2	14.1	s	s
Victim Services	97	90.9	5.2	90.8	5.2	s	s	s	s
Other	19	82.4	13.8	82.4	13.8	s	s	s	s

The responses "Good," "Very Good" and "Excellent" were combined to indicate a "Helpful" resource, whereas "Poor" and "Fair" indicated a "Not Helpful" resource.

s = cell suppressed

Table A8b. Proportion of Students who Felt the Resource They Contacted Helped Them Understand Their Options Going Forward: Penetration, Incapacitation

				Female		Male		TGQN	
	N	TOTAL %	se	%	se	%	se	%	se
Penetration									
Incapacitation									
<i>On Campus Resources</i>	1176	89.7	1.7	88.6	2.0	96.3	3.3	93.6	5.4
Counseling	576	87.0	3.0	85.9	3.3	92.0	7.4	s	s
Victim Services	400	91.4	3.5	90.1	3.9	100.0	0.0	s	s
Health Center	312	89.6	3.0	88.7	3.4	100.0	0.0	s	s
Student Affairs	115	81.8	6.9	79.3	7.5	s	s	s	s
Campus Police	46	91.2	5.2	91.2	5.2	s	s	s	s
Title IX	131	94.3	4.3	94.3	4.3	s	s	s	s
Violence Prevention Women's Center	51	78.3	8.9	73.7	10.4	s	s	s	s
Residence Life	11	38.0	18.9	38.0	18.9	s	s	s	s
Other	90	83.4	5.8	82.6	6.1	s	s	s	s
<i>Off Campus Resources</i>	82	77.9	7.9	77.6	8.0	s	s	s	s
Local Police	24	68.5	20.0	68.5	20.0	s	s	s	s
Health Services	29	80.7	7.2	80.7	7.2	s	s	s	s
Victim Services	43	96.4	2.6	96.3	2.7	s	s	s	s
Other	6	61.0	17.3	61.0	17.3	s	s	s	s

The responses "Good," "Very Good" and "Excellent" were combined to indicate a "Helpful" resource, whereas "Poor" and "Fair" indicated a "Not Helpful" resource.

s = cell suppressed

Table A8c. Proportion of Students who Felt the Resource They Contacted Helped Them Understand Their Options Going Forward: Sexual Touching, Physical Force

				Female		Male		TGQN		
				%	se	%	se	%	se	
TOTAL										
N										
%										
se										
Sexual Touching										
Physical force										
<i>On Campus Resources</i>										
	1226	83.7	2.4	82.7	2.7	91.0	5.0	88.4	9.5	
Counseling	445	79.6	3.5	79.2	3.7	84.1	13.1	81.6	15.4	
Victim Services	417	93.9	2.5	93.0	2.8	100.0	0.0	s	s	
Health Center	252	84.2	5.0	81.2	5.8	s	s	100.0	0.0	
Student Affairs	86	78.8	7.4	77.6	7.8	s	s	s	s	
Campus Police	161	67.7	9.4	66.9	10.1	s	s	s	s	
Title IX	102	90.6	5.0	89.7	5.5	s	s	s	s	
Violence Prevention Women's Center	23	100.0	0.0	100.0	0.0	s	s	s	s	
Residence Life	78	91.1	4.5	92.4	4.6	s	s	s	s	
Other	125	82.3	5.2	85.5	5.0	s	s	s	s	
<i>Off Campus Resources</i>										
	155	81.7	4.9	80.4	5.2	s	s	s	s	
Local Police	87	75.2	7.9	75.2	7.9	s	s	s	s	
Health Services	30	82.8	6.4	76.6	7.4	s	s	s	s	
Victim Services	37	100.0	0.0	100.0	0.0	s	s	s	s	
Other	s	s	s	s	s	s	s	s	s	

The responses "Good," "Very Good" and "Excellent" were combined to indicate a "Helpful" resource, whereas "Poor" and "Fair" indicated a "Not Helpful" resource.

s = cell suppressed

Table A8d. Proportion of Students who Felt the Resource They Contacted Helped Them Understand Their Options Going Forward: Sexual Touching, Incapacitation

				Female		Male		TGQN	
				%	se	%	se	%	se
TOTAL									
	N	%	se						
Sexual Touching									
Incapacitation									
<i>On Campus Resources</i>									
	455	90.3	2.9	88.8	3.7	95.8	3.9	89.2	9.2
Counseling	229	86.2	4.1	86.3	4.7	84.6	13.3	87.2	11.2
Victim Services	84	100.0	0.0	100.0	0.0	s	s	s	s
Health Center	81	90.8	6.4	83.7	10.4	s	s	s	s
Student Affairs	40	70.4	16.0	52.8	18.8	s	s	s	s
Campus Police	24	100.0	0.0	100.0	0.0	s	s	s	s
Title IX	25	71.0	20.9	58.2	25.8	s	s	s	s
Violence Prevention Women's Center	9	100.0	0.0	s	s	s	s	s	s
Residence Life	23	100.0	0.0	s	s	s	s	s	s
Other	17	65.5	19.8	s	s	s	s	s	s
<i>Off Campus Resources</i>									
	53	92.9	4.2	92.9	4.2	s	s	s	s
Local Police	s	s	s	s	s	s	s	s	s
Health Services	23	100.0	0.0	100.0	0.0	s	s	s	s
Victim Services	19	91.9	6.6	91.9	6.6	s	s	s	s
Other	s	s	s	s	s	s	s	s	s

The responses "Good," "Very Good" and "Excellent" were combined to indicate a "Helpful" resource, whereas "Poor" and "Fair" indicated a "Not Helpful" resource.

s = cell suppressed

Table A9a. Reasons for Not Ever Contacting Anyone at the School: Penetration, Physical Force

	TOTAL			Female				Male				TGQN			
				Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	N	%	se	%	se	%	se	%	se	%	se	%	se	%	se
Penetration															
<i>Physical force</i>															
Did Not Contact Any Resource	16,814	74.5	0.8	75.4	0.9	69.1	2.4	78.6	2.7	71.2	5.0	56.5	5.9	72.4	11.9
Lack of Knowledge															
I Did Not Know Where to Go or Who to Tell	2,675	16.3	0.7	16.4	0.8	18.4	2.5	13.0	2.6	15.0	5.0	18.1	5.2	18.3	9.8
Disclosure-Related															
Embarrassed, Ashamed, Too Emotionally Difficult	6,013	36.6	1.0	37.2	1.1	41.5	2.7	27.6	3.4	28.7	5.8	39.9	7.9	35.4	12.8
I Did Not Think Anyone Would Believe Me	2,455	14.9	0.7	14.9	0.8	16.3	2.0	14.4	2.7	10.6	3.9	18.4	6.1	15.3	7.1
I Did Not Think Anything Would Be Done	4,861	29.6	0.9	30.3	1.0	34.3	2.8	20.0	3.1	17.6	4.5	40.5	8.0	25.5	10.2
I Feared It Would Not Be Kept Confidential	3,317	20.2	0.8	20.6	0.9	24.0	2.4	16.1	2.9	6.9	2.7	21.6	6.4	16.9	7.9
Social-Related															
I Did Not Want the Person to Get in Trouble	3,901	23.7	0.8	24.2	0.9	24.0	2.2	19.6	3.0	22.1	5.1	27.8	7.1	16.5	8.8
I Feared Negative Social Consequences	4,496	27.3	0.9	27.4	1.0	29.9	2.4	25.2	3.3	21.7	5.0	29.7	7.1	18.0	8.5
Incident-Related															
I Did Not Think it Was Serious Enough to Report	9834	59.8	1.0	62.4	1.2	52.1	2.8	51.3	4.0	53.0	6.7	59.1	8.0	20.6	8.8
Incident Was Not On Campus or Associated With the School	3234	19.7	0.8	18.9	1.0	33.0	2.5	9.9	2.5	24.5	5.9	24.7	7.0	26.3	10.4
Incident Did Not Occur While Attending School	722	4.4	0.4	4.2	0.5	7.5	2.1	2.6	1.0	5.2	2.8	4.4	2.3	9.1	8.0
Other Reason	2167	13.2	0.7	11.1	0.7	11.5	1.5	23.4	3.4	38.2	6.3	18.6	6.0	38.2	17.0

Table A9b. Reasons for Not Ever Contacting Anyone at the School: Penetration, Incapacitation

	TOTAL			Female				Male				TGQN				
				N	%	se	Undergraduate %	Undergraduate se	Graduate or Professional %	Graduate or Professional se	Undergraduate %	Undergraduate se	Graduate or Professional %	Graduate or Professional se	Undergraduate %	Undergraduate se
Penetration																
Incapacitation																
Did Not Contact Any Resource	15,307	86.7	0.7	86.0	0.8	83.0	1.7	91.8	1.7	91.9	2.4	71.6	7.7	82.3	10.0	
Lack of Knowledge																
I Did Not Know Where to Go or Who to Tell	1,690	11.1	0.6	11.2	0.7	16.9	2.5	8.6	1.7	6.8	2.9	7.1	5.1	--	--	
Disclosure-Related																
Embarrassed, Ashamed, Too Emotionally Difficult	4,744	31.1	0.9	33.3	1.1	36.7	2.5	20.4	2.3	22.4	4.4	45.6	11.2	19.0	12.4	
I Did Not Think Anyone Would Believe Me	1,471	9.6	0.6	9.2	0.7	9.1	1.6	11.4	1.8	7.5	2.3	21.4	9.5	13.8	9.6	
I Did Not Think Anything Would Be Done	3,049	20.0	0.8	21.3	0.9	23.1	2.1	14.1	2.0	11.6	3.2	37.7	10.5	15.4	10.9	
I Feared It Would Not Be Kept Confidential	2,075	13.6	0.7	14.6	0.9	14.7	1.7	10.2	1.8	6.6	2.2	26.6	10.2	2.9	2.1	
Social-Related																
I Did Not Want the Person to Get in Trouble	4,116	27.0	0.8	28.3	1.0	27.1	2.6	23.3	2.4	21.7	4.1	23.6	9.5	7.2	4.7	
I Feared Negative Social Consequences	3,578	23.4	0.9	24.5	1.0	24.1	2.2	18.8	2.4	20.6	4.6	40.7	10.9	21.9	12.5	
Incident-Related																
I Did Not Think it Was Serious Enough to Report	9,484	62.1	1.0	64.2	1.1	55.2	2.8	58.1	2.9	66.1	5.3	43.9	10.8	35.8	14.6	
Incident Was Not On Campus or Associated With the School	2,952	19.3	0.8	19.0	0.9	34.2	2.7	11.5	1.9	18.2	3.8	33.3	10.8	34.4	14.8	
Incident Did Not Occur While Attending School	543	3.6	0.4	3.7	0.5	3.3	0.8	3.1	0.9	2.8	2.0	10.0	6.1	--	--	
Other Reason	2,661	17.4	0.8	16.4	0.8	15.5	1.8	22.9	2.5	15.2	3.6	14.0	7.0	41.7	15.0	

Table A9c. Reasons for Not Ever Contacting Anyone at the School: Sexual Touching, Physical Force

				Female				Male				TGQN			
				Undergraduate	Graduate or	Undergraduate	Graduate or	Undergraduate	Graduate or	Undergraduate	Graduate or	Undergraduate	Graduate or		
				%	Professional	%	Professional	%	Professional	%	Professional	%	Professional		
				se	%	se	%	se	%	se	%	se	%		
				%	se	%	se	%	se	%	se	%	se		
				%	se	%	se	%	se	%	se	%	se		
				%	se	%	se	%	se	%	se	%	se		
Sexual Touching															
<i>Physical force</i>															
Did Not Contact Any Resource	40,538	93.1	0.4	93.0	0.5	89.5	0.9	96.1	0.7	96.3	1.2	90.5	2.9	97.3	2.5
Lack of Knowledge															
I Did Not Know Where to Go or Who to Tell	3,302	8.2	0.3	8.0	0.4	12.0	1.3	6.1	1.0	6.1	1.5	11.9	3.1	11.2	5.7
Disclosure-Related															
Embarrassed, Ashamed, Too Emotionally Difficult	4,908	12.2	0.4	11.6	0.4	14.8	1.0	11.5	1.3	15.6	4.8	16.3	4.2	24.8	8.6
I Did Not Think Anyone Would Believe Me	2,200	5.4	0.3	5.1	0.3	5.9	0.7	5.7	0.8	4.6	1.6	16.3	4.1	14.9	7.9
I Did Not Think Anything Would Be Done	8,304	20.6	0.5	21.3	0.6	25.7	1.4	10.2	1.2	17.9	2.5	41.7	7.8	48.6	9.3
I Feared It Would Not Be Kept Confidential	2,697	6.7	0.3	6.0	0.3	11.7	1.2	5.0	0.9	5.2	1.2	16.6	4.1	19.5	6.8
Social-Related															
I Did Not Want the Person to Get in Trouble	4,751	11.8	0.4	11.1	0.5	13.6	1.1	12.6	1.3	12.6	2.3	17.5	4.2	17.1	7.8
I Feared Negative Social Consequences	4,635	11.5	0.4	10.8	0.4	16.0	1.1	9.4	1.1	13.0	4.9	19.5	4.4	31.5	9.1
Incident-Related															
I Did Not Think it Was Serious Enough to Report	29,930	74.1	0.5	77.0	0.6	69.3	1.4	65.6	1.9	71.9	3.3	62.9	8.0	50.9	9.2
Incident Was Not On Campus or Associated With the School	5,687	14.1	0.5	13.3	0.5	23.6	1.5	9.1	1.3	14.0	2.5	23.6	6.9	27.1	9.0
Incident Did Not Occur While Attending School	1,207	3.0	0.2	2.7	0.2	4.0	0.6	2.6	0.7	3.7	1.2	9.6	6.5	13.5	6.2
Other Reason	5,725	14.2	0.5	12.5	0.5	11.2	0.9	26.0	1.9	14.9	2.5	9.8	3.2	4.9	3.0

Table A9d. Reasons for Not Ever Contacting Anyone at the School: Sexual Touching, Incapacitation

				Female				Male				TGQN			
	N	TOTAL %	se	Undergraduate %	Undergraduate se	Graduate or Professional %	Graduate or Professional se	Undergraduate %	Undergraduate se	Graduate or Professional %	Graduate or Professional se	Undergraduate %	Undergraduate se	Graduate or Professional %	Graduate or Professional se
Sexual Touching															
Incapacitation															
Did Not Contact Any Resource	18,314	95.0	0.4	95.8	0.4	90.5	1.5	95.2	1.2	97.2	1.3	79.4	7.1	65.5	14.3
Lack of Knowledge															
I Did Not Know Where to Go or Who to Tell	1,211	6.6	0.5	7.4	0.6	5.5	1.1	4.7	1.0	6.4	2.6	8.5	4.4	--	--
Disclosure-Related															
Embarrassed, Ashamed, Too Emotionally Difficult	2,423	13.3	0.6	13.0	0.7	20.8	2.1	11.0	1.5	14.0	3.1	9.0	4.3	11.6	9.8
I Did Not Think Anyone Would Believe Me	799	4.4	0.4	3.9	0.4	5.2	1.3	5.1	1.0	6.1	2.4	4.5	3.2	19.8	12.5
I Did Not Think Anything Would Be Done	2,602	14.3	0.6	15.3	0.7	17.2	2.0	8.8	1.3	16.6	3.7	18.8	5.8	--	--
I Feared It Would Not Be Kept Confidential	1,211	6.6	0.4	6.4	0.5	7.7	1.2	6.2	1.1	11.8	3.1	5.6	2.8	--	--
Social-Related															
I Did Not Want the Person to Get in Trouble	2,688	14.7	0.6	13.5	0.7	16.3	1.8	16.9	1.7	16.8	3.6	30.8	8.0	22.7	13.0
I Feared Negative Social Consequences	2,231	12.2	0.6	11.5	0.7	15.5	1.6	12.7	1.5	14.6	3.3	7.3	3.3	22.7	13.0
Incident-Related															
I Did Not Think it Was Serious Enough to Report	13,793	75.6	0.8	78.1	1.0	73.2	2.2	69.5	2.2	71.4	4.5	78.0	8.1	24.1	11.9
Incident Was Not On Campus or Associated With the School	2,328	12.8	0.6	11.8	0.8	25.2	2.3	10.5	1.6	13.7	3.4	14.5	5.6	--	--
Incident Did Not Occur While Attending School	500	2.7	0.3	2.9	0.4	6.0	1.2	1.1	0.6	1.6	1.0	--	--	--	--
Other Reason	2,586	14.2	0.6	12.0	0.7	12.7	1.5	22.2	1.9	12.2	2.8	16.2	7.1	23.0	13.1

Table A9e. Reasons for Not Ever Contacting Anyone at the School: Harassment

	TOTAL			Female				Male				TGQN				
				N	%	se	Undergraduate %	Undergraduate se	Graduate or Professional %	Graduate or Professional se	Undergraduate %	Undergraduate se	Graduate or Professional %	Graduate or Professional se	Undergraduate %	Undergraduate se
Harassment																
Did Not Contact Any Resource	353,364	92.3	0.1	90.6	0.2	91.7	0.2	94.6	0.2	95.3	0.3	84.5	1.5	85.7	1.8	
Lack of Knowledge																
I Did Not Know Where to Go or Who to Tell	23,600	6.7	0.1	7.8	0.2	8.0	0.3	4.9	0.2	5.1	0.3	8.5	1.2	10.9	1.8	
Disclosure-Related																
Embarrassed, Ashamed, Too Emotionally Difficult	16,450	4.7	0.1	6.2	0.2	5.4	0.2	2.5	0.2	2.7	0.2	12.5	1.4	7.1	1.4	
I Did Not Think Anyone Would Believe Me	7,708	2.2	0.1	2.5	0.1	2.6	0.2	1.4	0.1	1.9	0.2	6.7	1.0	7.3	1.5	
I Did Not Think Anything Would Be Done	58,821	16.6	0.2	18.8	0.2	22.8	0.4	10.8	0.3	13.5	0.5	42.6	2.5	37.2	2.8	
I Feared It Would Not Be Kept Confidential	21,192	6.0	0.1	6.1	0.1	11.0	0.3	3.3	0.2	5.9	0.3	11.6	1.4	20.2	2.4	
Social-Related																
I Did Not Want the Person to Get in Trouble	39,026	11.0	0.1	10.5	0.2	14.4	0.3	9.3	0.3	13.6	0.4	9.3	1.2	16.8	2.3	
I Feared Negative Social Consequences	32,242	9.1	0.1	9.4	0.2	15.0	0.3	5.6	0.2	9.0	0.4	18.4	2.1	24.0	2.5	
Incident-Related																
I Did Not Think it Was Serious Enough to Report	278,031	78.7	0.2	82.3	0.3	78.3	0.4	75.1	0.4	74.9	0.6	78.4	2.2	66.8	2.9	
Incident Was Not On Campus or Associated With the School	38,953	11.0	0.1	13.1	0.2	11.3	0.3	8.4	0.3	9.5	0.4	12.5	2.2	11.5	1.9	
Incident Did Not Occur While Attending School	13,855	3.9	0.1	4.0	0.1	3.9	0.2	3.8	0.2	4.2	0.3	2.8	0.6	2.7	0.9	
Other Reason	54,620	15.5	0.2	12.8	0.2	13.0	0.3	19.7	0.4	17.8	0.5	12.9	1.4	18.5	2.4	

Table A9f. Reasons for Not Ever Contacting Anyone at the School: Stalking

	TOTAL			Female				Male				TGQN				
				N	%	se	Undergraduate %	Undergraduate se	Graduate or Professional %	Graduate or Professional se	Undergraduate %	Undergraduate se	Graduate or Professional %	Graduate or Professional se	Undergraduate %	Undergraduate se
Stalking																
Did Not Contact Any Resource	21,940	71.8	0.7	74.3	0.8	67.3	1.3	70.9	2.1	66.0	2.6	72.5	4.2	61.1	8.9	
Lack of Knowledge																
I Did Not Know Where to Go or Who to Tell	4,226	19.3	0.7	20.6	0.9	20.2	1.6	13.5	1.9	19.9	2.9	21.5	4.5	4.7	2.9	
Disclosure-Related																
Embarrassed, Ashamed, Too Emotionally Difficult	3,412	15.6	0.6	15.9	0.8	15.4	1.4	15.0	2.0	11.7	2.1	26.1	4.8	9.1	4.6	
I Did Not Think Anyone Would Believe Me	2,608	11.9	0.6	11.4	0.8	8.7	0.9	13.4	2.2	17.7	2.8	21.0	4.5	15.7	8.1	
I Did Not Think Anything Would Be Done	7,315	33.3	0.8	34.0	1.1	33.2	1.7	30.7	2.5	30.9	3.2	49.2	5.8	20.1	6.7	
I Feared It Would Not Be Kept Confidential	2,864	13.1	0.6	12.2	0.7	15.3	1.3	13.2	1.8	13.2	2.4	17.7	4.3	5.1	3.0	
Social-Related																
I Did Not Want the Person to Get in Trouble	3,248	14.8	0.6	15.7	0.8	15.8	1.2	11.6	1.6	12.3	2.2	14.8	3.7	14.9	6.6	
I Feared Negative Social Consequences	3,616	16.5	0.6	15.8	0.8	17.3	1.2	15.2	1.8	22.3	3.1	23.4	4.8	5.2	3.1	
Incident-Related																
I Did Not Think it Was Serious Enough to Report	12,476	56.9	0.9	63.3	1.1	49.9	1.8	48.2	2.8	46.0	3.3	41.3	5.9	32.2	9.1	
Incident Was Not On Campus or Associated With the School	4,894	22.3	0.8	20.2	1.0	30.4	1.5	17.9	2.1	25.6	2.9	37.4	5.9	33.3	9.3	
Incident Did Not Occur While Attending School	786	3.6	0.3	3.3	0.5	5.2	0.7	2.4	0.9	3.8	1.1	4.4	2.0	6.5	5.7	
Other Reason	3,388	15.4	0.7	13.6	0.9	14.9	1.2	21.2	2.4	18.8	2.6	12.5	3.2	23.6	8.3	

Table A9g. Reasons for Not Ever Contacting Anyone at the School: Intimate Partner Violence

	TOTAL			Female				Male				TGQN					
				N	%	se	Undergraduate %	se	Graduate or Professional %	se	Undergraduate %	se	Graduate or Professional %	se	Undergraduate %	se	Graduate or Professional %
Intimate Partner Violence																	
Did Not Contact Any Resource	49,906	85.1	0.4	83.3	0.6	78.5	0.9	90.3	0.7	87.0	1.0	77.4	3.6	72.9	5.8		
Lack of Knowledge																	
I Did Not Know Where to Go or Who to Tell	3,759	7.5	0.3	9.6	0.5	8.3	0.8	5.2	0.5	4.9	0.7	9.5	2.7	3.9	2.1		
Disclosure-Related																	
Embarrassed, Ashamed, Too Emotionally Difficult	8,564	17.2	0.4	20.6	0.7	22.1	1.1	11.9	0.8	10.8	1.0	36.7	6.6	16.3	4.3		
I Did Not Think Anyone Would Believe Me	2,926	5.9	0.3	6.9	0.4	5.3	0.6	5.2	0.5	3.4	0.6	11.5	3.1	6.4	3.4		
I Did Not Think Anything Would Be Done	6,773	13.6	0.4	16.2	0.6	15.7	0.9	10.4	0.7	7.8	0.8	27.2	4.6	23.0	5.6		
I Feared It Would Not Be Kept Confidential	4,115	8.2	0.3	9.9	0.5	11.1	0.9	5.7	0.6	4.2	0.6	22.4	6.9	3.8	2.6		
Social-Related																	
I Did Not Want the Person to Get in Trouble	10,848	21.7	0.5	24.7	0.7	21.0	1.1	18.3	1.0	20.2	1.3	22.1	4.0	14.1	4.3		
I Feared Negative Social Consequences	5,925	11.9	0.4	13.9	0.6	13.9	0.9	9.5	0.7	7.8	0.8	18.6	3.8	6.1	3.2		
Incident-Related																	
I Did Not Think it Was Serious Enough to Report	30,508	61.1	0.6	61.3	0.9	49.9	1.4	65.9	1.1	59.9	2.0	52.9	6.3	36.0	6.1		
Incident Was Not On Campus or Associated With the School	14,701	29.5	0.5	29.8	0.8	46.7	1.4	21.1	1.0	35.4	1.9	25.1	4.4	32.3	6.7		
Incident Did Not Occur While Attending School	3,143	6.3	0.3	5.5	0.4	7.9	0.8	5.7	0.6	9.8	1.1	5.2	1.9	3.7	2.5		
Other Reason	9,440	18.9	0.5	16.4	0.6	15.5	1.1	23.0	1.1	20.0	1.3	23.9	6.9	27.2	6.2		

Appendix B

Variable Coding for Multivariate Models

This page is intentionally blank

Appendix B

Variable Coding for Multivariate Models

Contacting Behavior	
Forcible Penetration: Contacting any resource (0=No/1=Yes)	From the list of resources GA16_A through GA16_J, whether victim contacted any resource in response to a completed or attempted forcible penetration incident that they experienced since entering college
Forcible Penetration: Contacting a Clery resource (0=No/1=Yes)	Of those who contacted any resource, this indicates whether they contacted a Clery reporting resource or not. A list of Clery resources were provided by each school with the exception of two schools. Victims from those schools were recorded as missing.
Penetration While Incapacitated: Contacting any resource (0=No/1=Yes)	From the list of resources GA16_A through GA16_J, whether victim contacted any resource in response to an incident of penetration while incapacitated that they experienced since entering college
Penetration While Incapacitated: Contacting a Clery resource (0=No/1=Yes)	Of those who contacted any resource, this indicates whether they contacted a Clery reporting resource or not. A list of Clery resources were provided by each school with the exception of two schools. Victims from those schools were recorded as missing.
Victim Characteristics	
Enrollment Status	Dummy coded into enrollment categories of Freshman, Sophomore, Junior, and Senior with Graduate and Professional Students as the reference group
Freshman (0=No/1=Yes)	Whether student indicated their class year in school was Freshman
Sophomore (0=No/1=Yes)	Whether student indicated their class year in school was Sophomore
Junior (0=No/1=Yes)	Whether student indicated their class year in school was Junior
Senior (0=No/1=Yes)	Whether student indicated their class year in school was Senior
Graduate and Professional Students (Reference)	Whether student indicated their affiliation with the university was as a graduate or professional student
Gender Identity	Dummy coded into gender identity categories of Male and TGQN with Female as the reference group
Male (0=No/1=Yes)	Whether student identified as Male
TGQN (0=No/1=Yes)	Whether student identified as TGQN
Female (Reference)	Whether student identified as Female
Race/Ethnicity	Dummy coded into mutually exclusive race categories of Hispanic, Black, Asian, and Other (American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander) with White (Non-Hispanic) as the reference group
Asian (0=No/1=Yes)	Whether student identified as Asian
Black (0=No/1=Yes)	Whether student identified as Black
Hispanic (0=No/1=Yes)	Whether student identified as Hispanic
Other (0=No/1=Yes)	Whether student identified as American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander
White Non-Hispanic (Reference)	Whether student identified as White Non-Hispanic

Victim Characteristics	
Sexual Orientation	Dummy coded into sexual orientation categories of Gay or Lesbian, Other (Bisexual, Asexual, Questioning, Not Listed), and Decline to State with Heterosexual as the reference group
Gay or Lesbian (0=No/1=Yes)	Whether student identified as Gay or Lesbian
Other (0=No/1=Yes)	Whether student identified as Bisexual, Asexual, Questioning, or Not Listed
Decline to State (0=No/1=Yes)	Whether student identified as Decline to State
Heterosexual (Reference)	Whether student identified as Heterosexual
Disability (0=No/1=Yes)	Whether student has a disability registered with the University's Disability Services or Office on Disabilities
Living Situation	From a university-specific list of possible living situations, determinations were made as to whether the living situation could be most accurately described as On campus, Greek housing (On or Off Campus), or Other with living Off campus as the reference group. If the location was not clear from the description provided by the university, more information was obtained through an internet search for the university or other housing locations
On Campus (0=No/1=Yes)	Whether student reported living in an on campus residence
Greek Housing (0=No/1=Yes)	Whether student reported living in Greek housing
Other (0=No/1=Yes)	Whether student reported living in other housing
Off Campus (Reference)	Whether student reported living in an off campus residence
Incident Characteristics	
Occurred During an Academic Break (0=No/1=Yes)	Dummy coded from items GA11a and GA11b from the Detailed Incident Form to reflect whether 'Some' or 'All' of the incidents (if more than one) occurred during an academic break or recess.
Location	Dummy coded from items GA13a and GA13b from the Detailed Incident Form to reflect whether the incident occurred On Campus or at Greek Housing (either On or Off campus), with Off Campus as the reference category. 'On Campus' includes all options from GA13a other than 'Fraternity or Sorority house'. 'Greek Housing' includes both the on-campus Fraternity or Sorority house and off-campus Fraternity or Sorority house options. 'Off Campus' includes locations such as restaurant, bars or clubs or other social venues.
On Campus (0=No/1=Yes)	Whether the student reported the incident occurred on campus
Greek Housing (0=No/1=Yes)	Whether the student reported that the incident occurred in either on campus or off campus Greek housing
Off Campus (Reference)	Whether the student reported that the incident occurred off campus
Drug and Alcohol Use (Both Victim and Offender Using Drugs or Alcohol as Reference)	Dummy coded from items GA5, GA6, GA7 and GA8 from the Detailed Incident Form to reflect which parties, if any, had used alcohol or drugs just prior to the incident/incidents. The categories include whether only the victim was using drugs or alcohol, whether the only the offender was using drugs or alcohol, or whether neither party was using drugs or alcohol. The reference category is whether both parties were using drugs or alcohol just prior to the incident.
Victim Only (0=No/1=Yes)	Whether the victim was the only party (to his/her knowledge) using alcohol or drugs just prior to the incident
Offender Only (0=No/1=Yes)	Whether the victim reported that the offender was the only party (to his/her knowledge) using alcohol or drugs just prior to the incident
Neither (0=No/1=Yes)	Whether the victim reported that neither they nor the offender (to his/her knowledge) were using alcohol or drugs just prior to the incident
Both Victim and Offender (Reference)	Whether the victim reported that both the victim and the offender (to his/her knowledge) were using alcohol or drugs just prior to the incident

Incident Characteristics	
Victim Certain or Suspected Being Drugged (0=No/1=Yes)	Dummy coded from item GA9 from the Detailed Incident Form to reflect whether the victim was certain or suspected, but not certain that they had been given alcohol or another drug without knowledge or consent. The reference category, 'No', includes both a 'No' and 'Don't Know' response.
Consciousness	Dummy coded from item GA10 from the Detailed Incident Form to reflect whether the victim reported being passed out for all or parts of the incident/incidents. Dummy categories are 'Yes' and 'Not Sure' with 'No' as the reference category.
Passed Out (0=No/1=Yes)	Whether the victim reported being passed out for all or part of the incident
Not sure (0=No/1=Yes)	Whether the victim reported being not sure whether they passed out for part of the incident
Not Passed Out (Reference)	Whether the victim reported that they did not pass out during the incident
Offender Characteristics	
Offender Associated with University (0=No/1=Yes)	Dummy coded from item GA3 from the Detailed Incident Form to reflect whether the victim reported that the offender was associated with the University in some way. This was coded 'Yes' if the student reported that the offender(s) was a Student, Faculty or Instructor, Coach or trainer, Other staff or administrator, or Other person affiliated with a university program.
Victim-Offender Relationship	From item GA4 from the Detailed Incident Form to reflect the relationship with the perpetrator. 'Involved or intimate with at the time', 'Involved or intimate with in the past', 'Friend or Acquaintance', and 'Stranger' were kept the same, while 'Teacher or advisor' and co-worker, boss or supervisor' were combined into a single response category. 'Don't know' and 'Other' were also combined into a single response category. Since these variables are part of a 'Mark all that apply' response option, they are not mutually exclusive and cannot be interpreted in the same manner as a dummy variable. Here, for example, the alternative to 'Friend or acquaintance' is 'Not a friend or acquaintance.'
Involved or intimate at the time (0=No/1=Yes)	Whether the victim reported that the offender was someone that they were involved or intimate with at the time of the incident
Involved or intimate in the past (0=No/1=Yes)	Whether the victim reported that the offender was someone that they were involved or intimate with in the past
Friend or acquaintance (0=No/1=Yes)	Whether the victim reported that the offender was someone that they considered a friend or acquaintance
Stranger (0=No/1=Yes)	Whether the victim reported that the offender was a stranger
Teacher or co-worker (0=No/1=Yes)	Whether the victim reported that the offender was a teacher, advisor, co-worker, boss or supervisor
Don't Know/Other (0=No/1=Yes)	Whether the victim reported that they didn't know their relationship to the offender or that there was another type of relationship with the offender.

Consequences Characteristics	
Victim Experienced any Psychological or Behavioral Consequences as a Result of the Incident (0=No/1=Yes)	Dummy coded from item GA15 from the Detailed Incident Form to reflect whether the victim reported experiencing at least one of the following: <ul style="list-style-type: none"> ■ 'Fearfulness or being concerned for safety' ■ 'Loss of interest in daily activities, or feelings of helplessness and hopelessness' ■ 'Nightmares or trouble sleeping' ■ 'Feeling numb or detached' ■ 'Headaches or stomach aches' ■ 'Eating problems or disorders' ■ 'Increased drug or alcohol use'
Victim Experienced Difficulty Concentrating on Studies, Assignments, or Exams as a Result of the Incident (0=No/1=Yes)	Dummy coded from item GA15 from the Detailed Incident Form to reflect whether the victim reported experiencing 'Difficulty concentrating on studies, assignments or exams'
Victim Experienced any Physical Health Consequence as a Result of the Incident (0=No/1=Yes)	Dummy coded from item GA14 from the Detailed Incident Form to reflect whether the victim reported experiencing 'Physically injury,' 'Contracting a sexually transmitted disease,' or 'Became Pregnant' as a result of the incident.
Count of Non-educational Psychological or Behavioral Consequences Reported by the Victim (Severity)	A count variable summing the number of times a student said 'Yes' to the non-educational items from GA15 (n=7).
Knowledge of Sexual Assault and Sexual Misconduct Reporting	
Victim's Knowledge About Sexual Assault Resources	This variable is an average of the items C2a through C2d from the 'Resources' section of the questionnaire asking students how knowledgeable ('Not at all,' 'A little,' 'Somewhat,' 'Very,' 'Extremely') they are about: <ul style="list-style-type: none"> ■ 'how sexual assault and sexual misconduct are defined,' ■ 'where to get help if you or a friend experienced sexual assault or sexual misconduct,' ■ 'where to make a report of sexual assault or sexual misconduct,' and ■ 'what happens when a student reports an incident of sexual assault or sexual misconduct'? Exploratory principal components factor analysis indicated these items load onto a single factor (KMO=.784; 68.7% of variance explained; Loadings range from .769 to .870), and form a scale with good internal consistency (Cronbach's alpha=.847).

Appendix C

Forcible Penetration: Multivariate Model Results

This page is intentionally blank

Appendix C

Forcible Penetration: Multivariate Model Results

	Any contact			Contacted CA		
	OR	95% Lower bound	95% Upper bound	OR	95% Lower bound	95% Upper bound
Victim Characteristics						
Enrollment Status (Graduate Reference)						
Freshman	0.48*	0.28	0.82	0.83	0.34	2.00
Sophomore	0.50*	0.32	0.76	0.56	0.30	1.03
Junior	0.51*	0.34	0.76	0.67	0.39	1.15
Senior	0.75	0.51	1.10	0.63*	0.40	0.99
Gender Identity (Female Reference)						
Male	0.82	0.49	1.38	0.80	0.37	1.71
TGQN	1.00	0.53	1.91	1.19	0.33	4.28
Race/Ethnicity (White Reference)						
Hispanic	1.24	0.82	1.88	1.62	0.79	3.31
Black	1.43	0.86	2.40	1.42	0.65	3.11
Asian	1.30	0.93	1.82	1.74	0.98	3.11
Other	1.06	0.70	1.60	1.36	0.72	2.60
Sexual Orientation (Heterosexual Reference)						
Gay/Lesbian	0.91	0.52	1.60	0.91	0.37	2.21
Other	0.83	0.60	1.14	0.76	0.50	1.18
Decline to State	0.73	0.34	1.61	2.05	0.40	10.58
Disability (0=No/1=Yes)	1.41	0.87	2.28	1.37	0.82	2.30
Living Situation (Off Campus Reference)						
Live On Campus	1.26	0.94	1.68	2.52*	1.68	3.79
Live in Greek Housing	0.49*	0.30	0.80	1.11	0.40	3.10
Other	0.98	0.54	1.80	3.59*	1.08	11.92
Incident Characteristics						
Occurred During an Academic Break (0=No/1=Yes)	0.81	0.62	1.06	0.68	0.45	1.02
Location (On Campus Reference)						
Occurred Off Campus	0.78*	0.61	0.99	1.22	0.82	1.81
Occurred in Greek Housing	1.14	0.72	1.83	1.01	0.55	1.86
Drug and Alcohol Use (Both Victim and Offender Using Drugs or Alcohol as Reference)						
Only the Victim Using Drugs or Alcohol	1.39	0.90	2.14	0.87	0.51	1.50
Only the Perpetrator Using Drugs or Alcohol	0.75	0.53	1.05	1.26	0.83	1.93
Neither Victim Nor Offender Using Drugs or Alcohol	0.97	0.73	1.30	0.91	0.59	1.41

	Any contact			Contacted CA		
	OR	95% Lower bound	95% Upper bound	OR	95% Lower bound	95% Upper bound
Incident Characteristics						
Victim Certain or Suspected Being Drugged (0=No/1=Yes)	0.94	0.69	1.29	0.89	0.56	1.39
Consciousness (Not Passed Out Reference)						
Victim Passed Out During All or Part of Incident	1.08	0.81	1.45	1.31	0.81	2.14
Victim Not Sure if Passed Out During All or Part of Incident	1.39	0.88	2.19	1.12	0.63	1.97
Offender Characteristics						
Offender Associated with University (0=No/1=Yes)	0.96	0.72	1.26	0.85	0.54	1.34
Victim-Offender Relationship						
Victim Had Been Involved or Intimate With Offender at the Time of the Incident	1.38*	1.01	1.90	0.84	0.55	1.28
Victim Had Been Involved or Was Intimate With Offender in the Past	0.85	0.63	1.16	0.76	0.49	1.17
Friend or Acquaintance	0.82	0.62	1.08	1.06	0.71	1.57
Stranger	1.20	0.92	1.57	0.90	0.60	1.35
Teacher, Advisor, Co-worker, Boss, or Supervisor	1.05	0.50	2.20	2.64*	1.10	6.32
Don't Know or Other	0.66	0.31	1.39	1.56	0.60	4.02
Psychological, Behavioral, and Physical Consequences						
Victim Experienced Any Non-Educational Psychological or Behavioral Consequences as a Result of the Incident	3.90*	2.29	6.64	0.40	0.10	1.63
Victim Experienced Difficulty Concentrating on Studies, Assignments, or Exams as a Result of the Incident	1.86*	1.36	2.53	1.25	0.71	2.18
Victim Experienced Any Physical Health Consequence as a Result of the Incident	1.53*	1.20	1.95	1.25	0.87	1.81
Count of Non-Educational Psychological or Behavioral Consequences Reported by the Victim	1.35*	1.26	1.43	0.98	0.87	1.09

	Any contact			Contacted CA		
	OR	95% Lower bound	95% Upper bound	OR	95% Lower bound	95% Upper bound
Victim's Knowledge						
Victim's Knowledge About Sexual Assault and Sexual Assault Resources	1.78*	1.60	1.97	1.74*	1.47	2.05
Model Fit Statistics						
Cox and Snell	Coeff.			Coeff.		
	0.268			0.158		
Nagelkerke R ²	0.396			0.214		
McFadden's	0.276			0.128		

*Significant effects ($p < .05$).

Appendix D

Penetration While Incapacitated: Multivariate Model Results

This page is intentionally blank

Appendix D

Penetration While Incapacitated: Multivariate Model Results

	Any contact			Contacted CA		
	OR	95% Lower bound	95% Upper bound	OR	95% Lower bound	95% Upper bound
Victim Characteristics						
Enrollment Status (Graduate Reference)						
Freshman	0.58	0.30	1.11	0.26*	0.08	0.91
Sophomore	0.52*	0.32	0.87	0.56	0.21	1.46
Junior	0.74	0.50	1.12	0.68	0.31	1.51
Senior	0.69	0.46	1.02	0.97	0.46	2.05
Gender Identity (Female Reference)						
Male	0.76	0.43	1.37	2.02	0.74	5.52
TGQN	1.60	0.45	5.69	1.72	0.24	12.22
Race/Ethnicity (White Reference)						
Hispanic	0.85	0.47	1.54	0.74	0.31	1.79
Black	0.69	0.31	1.57	0.28*	0.08	0.99
Asian	1.29	0.80	2.09	0.57	0.25	1.33
Other	0.66	0.37	1.16	1.26	0.46	3.43
Sexual Orientation (Heterosexual Reference)						
Gay/Lesbian	0.98	0.40	2.37	0.15*	0.03	0.72
Other	1.33	0.94	1.87	1.14	0.62	2.11
Decline to State	2.15	0.76	6.11	0.72	0.05	10.28
Disability (0=No/1=Yes)						
	0.70	0.40	1.25	0.69	0.32	1.46
Living Situation (Off Campus Reference)						
Live On Campus	1.22	0.80	1.87	1.89*	1.03	3.48
Live in Greek Housing	1.01	0.51	1.99	0.98	0.20	4.86
Other	1.13	0.57	2.24	0.47	0.17	1.30

	Any contact			Contacted CA		
	OR	95% Lower bound	95% Upper bound	OR	95% Lower bound	95% Upper bound
Incident Characteristics						
Occurred During an Academic Break (0=No/1=Yes)	0.92	0.63	1.35	1.77	0.97	3.23
Location (On Campus Reference)						
Occurred Off Campus	0.81	0.58	1.12	0.97	0.54	1.73
Occurred in Greek Housing	0.83	0.52	1.33	2.22	0.94	5.23
Drug and Alcohol Use (Both Victim and Offender Using Drugs or Alcohol as Reference)						
Only the Victim Using Drugs or Alcohol	0.68	0.33	1.40	0.27*	0.09	0.76
Only the Perpetrator Using Drugs or Alcohol	1.01	0.45	2.27	0.17*	0.03	0.85
Neither Victim Nor Offender Using Drugs or Alcohol	0.76	0.35	1.66	1.56	0.37	6.57
Victim Certain or Suspected Being Drugged (0=No/1=Yes)	1.73*	1.23	2.43	0.85	0.50	1.45
Consciousness (Not Passed Out Reference)						
Victim Passed Out During All or Part of Incident	0.91	0.64	1.28	0.57	0.31	1.02
Victim Not Sure if Passed Out During All or Part of Incident	1.12	0.79	1.59	0.61	0.33	1.14
Offender Characteristics						
Offender Associated with University (0=No/1=Yes)	0.79	0.53	1.18	0.77	0.40	1.47
Victim-Offender Relationship						
Victim Had Been Involved or Intimate With Offender at the Time of the Incident	0.88	0.60	1.29	0.97	0.47	2.03
Victim Had Been Involved or Was Intimate With Offender in the Past	0.74	0.50	1.10	1.05	0.50	2.23
Friend or Acquaintance	0.76	0.53	1.09	1.33	0.71	2.48
Stranger	1.25	0.91	1.73	0.91	0.49	1.67
Teacher, Advisor, Co-worker, Boss, or Supervisor	0.82	0.42	1.60	0.36	0.11	1.19
Don't Know or Other	1.38	0.53	3.54	1.15	0.28	4.64

	Any contact			Contacted CA		
	OR	95% Lower bound	95% Upper bound	OR	95% Lower bound	95% Upper bound
Psychological, Behavioral, and Physical Consequences						
Victim Experienced Any Non-Educational Psychological or Behavioral Consequences as a Result of the Incident	1.48	0.85	2.60	1.90	0.61	5.90
Victim Experienced Difficulty Concentrating on Studies, Assignments, or Exams as a Result of the Incident	2.64*	1.86	3.74	0.62	0.29	1.33
Victim Experienced Any Physical Health Consequence as a Result of the Incident	1.62*	1.04	2.52	1.48	0.72	3.06
Count of Non-Educational Psychological or Behavioral Consequences Reported by the Victim	1.43*	1.31	1.56	1.10	0.92	1.31
Victim's Knowledge						
Victim's Knowledge About Sexual Assault and Sexual Assault Resources	1.83*	1.60	2.10	1.76*	1.42	2.18
Model Fit Statistics	<u>Coeff.</u>			<u>Coeff.</u>		
Cox and Snell	0.196			0.175		
Nagelkerke R ²	0.364			0.236		
McFadden	0.282			0.13		

* Significant effects (p<.05).

Appendix E

Emails Sent to Campuses Requesting Campus Security Authority (CA) Designations

This page is intentionally blank

Appendix E

Emails Sent to Campuses Requesting Campus Security Authority (CA) Designations

Email Template Number One:

Good morning [University Coordinator name],

My name is Vanessa Nittoli, and I am part of the team working on the AAU Campus Climate Survey. We are conducting analyses related to student reporting of incidents of assault or misconduct to campus and municipal organizations. As part of this analysis, we are trying to compare the survey numbers with Clery statistics. Several of the participating universities have brought this up as an issue that is important for interpreting both the survey numbers and the Clery statistics.

For this purpose, we are hoping that you can let us know which of the organizations you listed on the survey are a “Campus Security Authority” or CSA? As a reminder, a CSA is an organization that has been designated by your university to report incidents of assault/misconduct as part of the Clery Act.

If you are able to help, please designate “Yes” or “No” in the table provided and email back to me. If at all possible, please return the list in the next two weeks. Please let me know if you have any questions.

As the new semester is starting we know you are especially busy. But we believe the data you provide will add value to the analyses that we are doing.

Speaking for the analysis team, we greatly appreciate your time.

Best,

Vanessa
Vanessa Nittoli | Westat
1600 Research Blvd. | RW 2631 | Rockville, MD 20850
Work: 301-610-8833 | Cell: 240-687-1124
VanessaNittoli@westat.com

Email Template Number Two:

Good morning [University Coordinator name],

My name is Vanessa Nittoli, and I am part of the team working on the AAU Campus Climate Survey. We are conducting analyses related to student reporting of incidents of assault or misconduct to campus and municipal organizations. As part of this analysis, we are trying to compare the survey numbers with Clery statistics. Several of the participating universities have brought this up as an issue that is important for interpreting both the survey numbers and the Clery statistics.

For this purpose, we are hoping that you can let us know which of the organizations listed on the survey are a “Campus Security Authority” or CSA? As a reminder a CSA is an organization that has been designated by your university to report incidents of assault/misconduct as part of the Clery Act. I have attached separate lists of organizations that were listed for your school’s campuses on the survey.

If you are able to help, please designate “Yes” or “No” in the table provided and email back to me. If at all possible, please return the list in the next two weeks. If you prefer to give me contact information for the liaisons at each of the satellite campuses I can reach out to them directly. Please let me know if you have any questions.

As the new semester is starting we know you are especially busy. But we believe the data you provide will add value to the analyses that we are doing.

Speaking for the analysis team, we greatly appreciate your time.

Best,

Vanessa
Vanessa Nittoli | Westat
1600 Research Blvd. | RW 2631 | Rockville, MD 20850
Work: 301-610-8833 | Cell: 240-687-1124
VanessaNittoli@westat.com

Appendix F

AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct

This page is intentionally blank

Appendix F

AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct

SECTION A - BACKGROUND

First, we'd like to ask you a few questions about your background.

- A1. How old are you?**
[DROP DOWN LIST]
Under 18
18-29, by single year
30+

[IF AGE =Under 18]

"We are sorry but the survey can only be completed by students who are at least 18 years old. Thank you for your interest in our study. We appreciate your time."

[EXIT SURVEY]

- A2. Which of the following best describes your current student affiliation with [University]?**
Undergraduate [CONTINUE]
Graduate [GO TO A4]
Professional [GO TO A4]
[IF BLANK THEN GO TO A5]

- A3. What is your class year in school? Answer on the basis of the number of credits you have earned.**
Freshman [GO TO A5]
Sophomore [GO TO A5]
Junior [GO TO A5]
Senior [GO TO A5]
[IF BLANK THEN GO TO A5]

A4. What year are you in your program? Answer on the basis of the number of years enrolled in the graduate or professional academic program.

- 1st year
 - 2nd year
 - 3rd year
 - 4th year
 - 5th year
 - 6th year or higher
-

A5. In which school at [University] are you enrolled? If you are enrolled in more than one choose the school that you consider your primary affiliation (ex. most credits, college of main advisor).

[UNIVERSITY SPECIFIC LIST]

A6. In what year did you first enroll as a student at [University]?

[DROP DOWN LIST]

- Prior to 1997
 - 1997 – 2015 by single year
-

A7. Do you take all of your courses on-line?

- Yes
 - No
-

A8. Are you Hispanic or Latino?

- Yes
 - No
-

A9. Select one or more of the following races that best describes you: (Mark all that apply)

- American Indian or Alaska Native
 - Asian
 - Black or African American
 - Native Hawaiian or Other Pacific Islander
 - White
-

A10. Are you a US citizen or permanent resident?

Yes

No

A11.⁶⁴ Which best describes your gender identity?

Woman

Man

Transgender woman

Transgender man

Genderqueer or gender non-conforming

Questioning

Not listed

Decline to state

A12.⁶⁵ Do you consider yourself to be:

Heterosexual or straight

Gay or lesbian

Bisexual

Asexual

Questioning

Not listed

Decline to state

A13. Since you have been a student at [University], have you been in any partnered relationships? Partnered relationships include:

- **casual relationship or hook-up**
- **steady or serious relationship**
- **marriage, civil union, domestic partnership or cohabitation**

Yes

No

⁶⁴ Modified from The UO Sexual Violence and Institutional Behavior Campus Survey (2014).

⁶⁵ Modified from Best practices for asking questions about sexual orientation on surveys. Williams Institute, 2009.

- A14. Are you currently ...**
Never married
Not married but living with a partner
Married
Divorced or separated
Other
-

- A15. Do you have a disability registered with [University]’s Disability Services or Office on Disabilities?**
Yes
No
-

- A16. Since you have been a student at [University], have you been a member of or participated in any of the following? (Mark all that apply):**
[UNIVERSITY SPECIFIC LIST]
-

- A17. Which of the following best describes your living situation?**
[UNIVERSITY SPECIFIC LIST]
-

SECTION B – PERCEPTIONS OF RISK⁶⁶

“Sexual assault” and “sexual misconduct” refer to a range of behaviors that are nonconsensual or unwanted. These behaviors could include remarks about physical appearance or persistent sexual advances. They also could include threats of force to get someone to engage in sexual behavior such as nonconsensual or unwanted touching, sexual penetration, oral sex, anal sex or attempts to engage in these behaviors. These behaviors could be initiated by someone known or unknown, including someone you are in or have been in a relationship with.

These next questions ask about your perceptions related to the risks of experiencing sexual assault or sexual misconduct.

B1. How problematic is sexual assault or sexual misconduct at [University]

Not at all
A little
Somewhat
Very
Extremely

B2. How likely do you think it is that you will experience sexual assault or sexual misconduct on campus?

Not at all
A little
Somewhat
Very
Extremely

B3. How likely do you think it is that you will experience sexual assault or sexual misconduct during off-campus university sponsored events?

Not at all
A little
Somewhat
Very
Extremely

⁶⁶ Adapted from Fisher, B. S., & Sloan III, J. J. (2003). Unraveling the fear of victimization among college women: Is the “shadow of sexual assault hypothesis” supported?. *Justice Quarterly*, 20(3), 633-659.

SECTION C - RESOURCES

The next questions ask about the services and resources offered by the university for those affected by sexual assault and sexual misconduct.

- C1.⁶⁷ Are you aware of the services provided by the following? (Mark all that apply)**
[UNIVERSITY SPECIFIC LIST]
None of the Above
-

How knowledgeable are you about each of the following:

- C2a. How knowledgeable are you about how sexual assault and sexual misconduct are defined at [University]?**
Not at all
A little
Somewhat
Very
Extremely
-

- C2b.⁶⁸ How knowledgeable are you about where to get help at [University] if you or a friend experienced sexual assault or sexual misconduct?**
Not at all
A little
Somewhat
Very
Extremely
-

- C2c.⁶⁹ How knowledgeable are you about where to make a report of sexual assault or sexual misconduct at [University]?**
Not at all
A little
Somewhat
Very
Extremely
-

⁶⁷ Modified from McMahon, S., Stepleton, K., & Cusano, J. (2014). Awareness of Campus Services Scale.

⁶⁸ Modified from Rankin & Associates Consulting. (2008). Carleton College Climate Assessment Project: Carleton Final Report. Retrieved from: https://apps.carleton.edu/governance/diversity/campus_climate_survey/results/

⁶⁹ Ibid.

C2d. How knowledgeable are you about what happens when a student reports an incident of sexual assault or sexual misconduct at [University]?

Not at all

A little

Somewhat

Very

Extremely

SECTION D - HARASSMENT 7071

These next questions ask about situations in which a student at [University], or someone employed by or otherwise associated with [University] said or did something that

- interfered with your academic or professional performance,
- limited your ability to participate in an academic program, or
- created an intimidating, hostile or offensive social, academic or work environment

D1. Since you have been a student at [University], has a student, or someone employed by or otherwise associated with [University] made sexual remarks or told jokes or stories that were insulting or offensive to you?

Yes

Never experienced

These questions ask about situations in which someone said or did something that

- interfered with your academic or professional performance,
- limited your ability to participate in an academic program, or
- created an intimidating, hostile or offensive social, academic or work environment

D2. Since you have been a student at [University], has a student, or someone employed by or otherwise associated with [University] made inappropriate or offensive comments about your or someone else's body, appearance or sexual activities?

Yes

Never experienced

These questions ask about situations in which someone said or did something that

- interfered with your academic or professional performance,
 - limited your ability to participate in an academic program, or
 - created an intimidating, hostile or offensive social, academic or work environment
-

⁷⁰ Modified from Leskinen, E.A., & Cortina, L.M. (2014) Dimensions of disrespect: Mapping and measuring gender harassment in organizations. *Psychology of Women Quarterly*, 38(1), 107-123.

⁷¹ Modified from The UO Sexual Violence and Institutional Behavior Campus Survey (2014).

D3. Since you have been a student at [University], has a student, or someone employed by or otherwise associated with [University] said crude or gross sexual things to you or tried to get you to talk about sexual matters when you didn't want to?

Yes

Never experienced

These questions ask about situations in which someone said or did something that

- interfered with your academic or professional performance,
 - limited your ability to participate in an academic program, or
 - created an intimidating, hostile or offensive social, academic or work environment
-

D4. Since you have been a student at [University], has a student, or someone employed by or otherwise associated with [University] emailed, texted, tweeted, phoned, or instant messaged offensive sexual remarks, jokes, stories, pictures or videos to you that you didn't want?

Yes

Never experienced

These questions ask about situations where someone said or did something that

- interfered with your academic or professional performance,
- limited your ability to participate in an academic program, or
- created an intimidating, hostile or offensive social, academic or work environment

D5. Since you have been a student at [University], has a student, or someone employed by or otherwise associated with [University] continued to ask you to go out, get dinner, have drinks or have sex even though you said, "No"?

Yes

Never experienced

BOX D1

IF YES TO ANY QUESTION D1 – D5, CONTINUE
ELSE GO TO E1

You said that the following happened to you since you've been a student at [University]:

- [IF D1 = YES] Someone made sexual remarks or jokes that were insulting or offensive
- [IF D2 = YES] Someone made inappropriate offensive comments about your or someone else's body, appearance or sexual activities
- [IF D3 = YES] Someone said crude or gross sexual things to you or made unwelcomed attempts to get you to talk about sexual matters
- [IF D4 = YES] Someone emailed, texted, tweeted, phoned, or instant messaged offensive sexual remarks, jokes, stories, pictures or videos to you
- [IF D5 = YES] Someone continued to ask you to go out, get dinner, have drinks or have sex even though you said, "No"

D6. How many different people behaved this way?

- 1 person
 - 2 persons
 - 3 or more persons
-

D7. How (was the person/were the persons) who behaved (this way/these ways) associated with [University]? (Mark all that apply)

- Student
 - Faculty or instructor
 - Coach or trainer
 - Other staff or administrator
 - Other person affiliated with a university program (ex. internship, study abroad)
 - The person was not affiliated with [University]
 - Don't know association with [University]
-

D8. At the time of (this event/these events), what (was the person's/were these persons') relationship to you? (Mark all that apply)

- At the time, it was someone I was involved or intimate with
 - Someone I had been involved or was intimate with
 - Teacher or advisor
 - Co-worker, boss or supervisor
 - Friend or acquaintance
 - Stranger
 - Other
 - Don't know
-

D9. Since the beginning of the fall 2014 term, how many times has someone behaved this way?

- 0 times
 - 1 time
 - 2 times
 - 3-5 times
 - 6-9 times
 - 10 or more times
-

D10. Since you have been a student at [University] have you contacted any of the following about (this experience/any of these experiences)? (Mark all that apply)

[UNIVERSITY SPECIFIC LIST]

None of the above **[GO TO D13]**

[IF NO PROGRAM MARKED GO TO D13]

BOX D2

IF D10= NONE OF THE ABOVE OR NO PROGRAM MARKED THEN GO TO D13
ELSE ADMINISTER ITEMS D11 AND D12 FOR EACH PROGRAM MARKED IN D10
(UP TO 10)

D11 [A-J]. When did you most recently contact [Program] about (this experience/these experiences)?

- Fall of 2014 – present
 - Fall of 2013 – Summer of 2014
 - Fall of 2012 – Summer of 2013
 - Prior to Fall of 2012
-

D12[A-J]. Thinking about the most recent time you contacted them, how useful was [Program] in helping you deal with (this experience/these experiences)?

- Not at all
 - A little
 - Somewhat
 - Very
 - Extremely
-

BOX D3

IF MORE PROGRAMS MARKED IN D10 THEN RETURN TO BOX D2
ELSE GO TO D14

D13. [IF NO PROGRAMS CONTACTED] Were any of the following reasons why you did not contact anyone at [University]? (Mark all that apply)

- Did not know where to go or who to tell
 - Felt embarrassed, ashamed or that it would be too emotionally difficult
 - I did not think anyone would believe me
 - I did not think it was serious enough to report
 - I did not want the person to get into trouble
 - I feared negative social consequences
 - I did not think anything would be done
 - I feared it would not be kept confidential
 - Incident was not on campus or associated with the school
 - Incident did not occur while attending school
 - Other
-

D14. Did you (also) tell any of the following persons about this? (Mark all that apply)

- Friend
 - Family member
 - Faculty or instructor
 - Someone else
 - I didn't tell anyone (else)
-

SECTION E – STALKING⁷²⁷³⁷⁴

The next questions ask about instances where someone behaved in a way that made you afraid for your personal safety.

E1. Since you have been a student at [University], has someone made unwanted phone calls, sent emails, voice, text or instant messages, or posted messages, pictures or videos on social networking sites in a way that made you afraid for your personal safety?

Yes

No [GO TO E2]

[IF BLANK GO TO E2]

E1a. Did the same person do this to you more than once since you have been a student at [University]?

Yes

No

Don't know

E2. Since you have been a student at [University], has someone showed up somewhere or waited for you when you did not want that person to be there in a way that made you afraid for your personal safety?

Yes

No [GO TO E3]

[IF BLANK THEN GO TO E3]

⁷² Modified from Black, M.C., Basile, K.C., Breiding, M.J., Smith, S.G., Walters, M.L., Merrick, M.T., Chen, J., & Stevens, M.R. (2011). *The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 summary report*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

⁷³ Modified from Catalano, S. (2012). Stalking victims in the United States--revised. (NCJ 224527). Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics.

⁷⁴ Modified from Tjaden, P., & Thoennes, N. (1998). Staking in America: Findings from the National Violence Against Women Survey. (NCJ 172837). Washington, D.C.: U.S. Department of Justice, National Institute of Justice and U.S. Department of Health and Human Services, Centers for Disease Control and Prevention.

E2a. Did the same person do this to you more than once since you have been a student at [University]?

Yes

No

Don't Know

E3. Since you have been a student at [University], has someone spied on, watched or followed you, either in person or using devices or software in a way that made you afraid for your personal safety?

Yes

No [GO TO BOX E1]

[IF BLANK THEN GO TO BOX E1]

E3a. Did the same person do this to you more than once since you have been a student at [University]?

Yes

No

Don't know

BOX E1

IF REPORTED "SAME PERSON DID THIS MORE THAN ONCE" TO ANY OF THE THREE TACTICS (E1a=yes or E2a=yes or E3a=yes), THEN GO TO E5

IF YES TO TWO OR MORE ITEMS E1-E3, AND NO TO ALL ITEMS E1a & E2a & E3a, THEN GO TO E4

IF 'NO' TO ALL ITEMS E1-E3, OR

IF 'YES' TO EXACTLY 1 ITEM E1-E3 AND 'NO' OR BLANK TO ALL ITEMS E1a & E2a & E3a THEN GO TO BOX F0

You said that the following happened to you since you've been a student at [University]:

- [IF E1 = YES] Someone made unwanted phone calls, sent emails, voice, text or instant messages, or posted messages, pictures or videos on social networking sites in a way that made you afraid for your personal safety
- [IF E2 = YES] Someone showed up somewhere or waited for you when you did not want that person to be there in a way that made you afraid for your personal safety
- [IF E3 = YES] Someone spied on, watched or followed you either in person or using devices or software in a way that made you afraid for your personal safety

E4. Did the same person do more than one of these to you since you have been a student at [University]?

Yes [GO TO E5]

No [GO TO F1]

Don't Know [GO TO F1]

You said that the following happened to you since you've been a student at [University]:

- [IF E1 = YES] Someone made unwanted phone calls, sent emails, voice, text or instant messages, or posted messages, pictures or videos on social networking sites in a way that made you afraid for your personal safety
- [IF E2 = YES] Someone showed up somewhere or waited for you when you did not want that person to be there in a way that made you afraid for your personal safety
- [IF E3 = YES] Someone spied on, watched or followed you either in person or using devices or software in a way that made you afraid for your personal safety

E5. How (is the person/are the persons) who did these things to you associated with [University]? (Mark all that apply)

Student

Faculty or instructor

Coach or trainer

Other staff or administrator

Other person affiliated with a university program (ex. internship, study abroad)

The person was not affiliated with [University]

Don't know association with [University]

E6. At the time of these events, what (was the person's/were the persons') relationship to you? (Mark all that apply)

At the time, it was someone I was involved or intimate with

Someone I had been involved or was intimate with

Teacher or advisor

Co-worker, boss or supervisor

Friend or acquaintance

Stranger

Other

Don't know

E7. Since the beginning of the fall 2014 term, how many times have you had any of these experiences?

0 times

1 time

2 times

3-5 times

6-9 times

10 or more times

E8. Since you have been a student at [UNIVERSITY], have you contacted any of the following about any of these experiences? (Mark all that apply)

[UNIVERSITY SPECIFIC LIST]

None of the above **[GO TO E11]**

[IF NO PROGRAM MARKED GO TO E11]

BOX E2

IF E8= NONE OF THE ABOVE OR NO PROGRAM MARKED THEN GO TO E11

ELSE ADMINISTER ITEMS E9 AND E10 FOR EACH PROGRAM MARKED IN E8 (UP TO 10)

E9[A-J]. When did you most recently contact [Program] about these experiences?

Fall of 2014 – present

Fall of 2013 – Summer of 2014

Fall of 2012 – Summer of 2013

Prior to Fall of 2012

E10[A-J.] Thinking about the most recent time you contacted them, how useful was [Program] in helping you deal with these experiences?

Not at all

A little

Somewhat

Very

Extremely

BOX E3

IF MORE PROGRAMS MARKED THEN RETURN TO BOX E2
ELSE SKIP TO E12

E11. Were any of the following reasons why you did not contact anyone at [University]? (Mark all that apply)

Did not know where to go or who to tell

Felt embarrassed, ashamed or that it would be too emotionally difficult

I did not think anyone would believe me

I did not think it was serious enough to report

I did not want the person to get into trouble

I feared negative social consequences

I did not think anything would be done

I feared it would not be kept confidential

Incident was not on campus or associated with the school

Incident did not occur while attending school

Other

E12. Did you (also) tell any of the following persons about this? (Mark all that apply)

Friend

Family member

Faculty or instructor

Someone else

I didn't tell anyone (else)

SECTION F – IPV/DV⁷⁵

BOX F0

IF A13 = YES (PRIOR RELATIONSHIP) GO TO F1
ELSE SKIP TO G1

Earlier in the survey you indicated that you have been in a partnered relationship at least part of the time since you have been a student at [University]. People treat their partner in many different ways. The next section asks you questions about your relationship with your partner(s). Recall that partnered relationships include:

- casual relationship or hook-up
- steady or serious relationship
- marriage, civil union, domestic partnership or cohabitation

F1. Since you have been a student at [University], has a partner controlled or tried to control you? Examples could be when someone:

- kept you from going to classes or pursuing your educational goals
- did not allow you to see or talk with friends or family
- made decisions for you such as, where you go or what you wear or eat
- threatened to “out” you to others

Yes
No

F2. Since you have been a student at [University], has a partner threatened to physically harm you, someone you love, or themselves?

Yes
No

⁷⁵Modified from Black, M.C., Basile, K.C., Breiding, M.J., Smith, S.G., Walters, M.L., Merrick, M.T., Chen, J., & Stevens, M.R. (2011). *The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 summary report*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

F3. Since you have been a student at [University], has a partner used any kind of physical force against you? Examples could be when someone

- bent your fingers or bit you
- choked, slapped, punched or kicked you
- hit you with something other than a fist
- attacked you with a weapon, or otherwise physically hurt or injured you

Yes

No

BOX F1

IF F1=YES OR F2=YES OR F3=YES, THEN GO TO F4
ELSE GO TO G1

You said that the following happened to you since you've been a student at [University]:

- **[IF F1 = YES]** A partner controlled or tried to control you
- **[IF F2 = YES]** A partner threatened to physically harm you or someone you love
- **[IF F3 = YES]** A partner used physical force against you

F4. How many different partners treated you this way?

1 partner

2 partners

3 or more partners

F5. Were you physically injured as a result of (this incident/any of these incidents)?

Yes

No **[GO TO F7]**

[IF BLANK THEN GO TO F7]

F6. Did you ever seek medical attention as a result of (this incident/any of these incidents)?

Yes

No

F7. Since the beginning of the fall 2014 term, how many times have you (had this experience/had any of these experiences)?

- 0 times
 - 1 time
 - 2 times
 - 3-5 times
 - 6-9 times
 - 10 or more times
-

F8. Since you have been a student at [University], have you contacted any of the following about (this experience/any of these experiences)? (Mark all that apply)

[UNIVERSITY SPECIFIC LIST]

None of the above **[GO TO F11]**

[IF NO PROGRAM MARKED GO TO F11]

BOX F2

IF F8= NONE OF THE ABOVE OR NO PROGRAM MARKED THEN GO TO F11
ELSE ADMINISTER ITEMS F9 AND F10 FOR EACH PROGRAM MARKED IN F8 (UP TO 10)

F9[A-J]. When did you most recently contact [Program] about (this experience/these experiences)?

- Fall of 2014 – present
 - Fall of 2013 – Summer of 2014
 - Fall of 2012 – Summer of 2013
 - Prior to Fall of 2012
-

F10[A-J]. Thinking about the most recent time you contacted them, how useful was [Program] in helping you deal with (this experience/these experiences)?

- Not at all
 - A little
 - Somewhat
 - Very
 - Extremely
-

BOX F3

IF F8= NO PROGRAM MARKED THEN CONTINUE TO F11
ELSE SKIP TO F12

F11. [IF NO PROGRAMS CONTACTED] Were any of the following reasons why you did not contact anyone at [University]? (Mark all that apply)

Did not know where to go or who to tell

Felt embarrassed, ashamed or that it would be too emotionally difficult

I did not think anyone would believe me

I did not think it was serious enough to report

I did not want the person to get into trouble

I feared negative social consequences

I did not think anything would be done

I feared it would not be kept confidential

Incident was not on campus or associated with the school

Incident did not occur while attending school

Other

F12. Did you (also) tell any of the following persons about this? (Mark all that apply)

Friend

Family member

Faculty or instructor

Someone else

I didn't tell anyone (else)

SECTION G – SV SCREENER⁷⁶⁷⁷

This next section asks about nonconsensual or unwanted sexual contact you may have experienced while attending [University]. The person with whom you had the nonconsensual or unwanted contact could have been someone you know, such as someone you are currently or were in a relationship with, a co-worker, a professor, or a family member. Or it could be someone you do not know.

The following questions separately ask about contact that occurred because of physical force, incapacitation due to alcohol or drugs, and other types of pressure.

The first few questions ask about incidents that involved force or threats of force against you. Force could include someone holding you down with his or her body weight, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

G1. Since you have been attending [University], has someone used physical force or threats of physical force to do the following with you:

- **Sexual penetration. When one person puts a penis, fingers, or object inside someone else’s vagina or anus, or**
- **Oral sex. When someone’s mouth or tongue makes contact with someone else’s genitals**

Yes [**GO TO Attachment 1**]

No

⁷⁶ Modified from Krebs., C.P., Lindquist, C.H., Warner, T.D., Fisher, B.S., & Martin, S.L. (2007). The Campus Sexual Assault (CSA) Study Final Report. Retrieved from: <https://www.ncjrs.gov/pdffiles1/nij/grants/221153.pdf>.

⁷⁷ Modified from Koss, M. P., Abbey, A., Campbell, R., Cook, S., Norris, J., Testa, M., & White, J. (2007). Revising the SES: A collaborative process to improve assessment of sexual aggression and victimization. *Psychology of Women Quarterly* 31(4), 357-370.

G2. Since you have been attending [University], has someone used physical force or threats of physical force in an unsuccessful attempt to do any of the following with you:

- **Sexual penetration. When one person puts a penis, finger, or object inside someone else's vagina or anus**
- **Oral sex. When someone's mouth or tongue makes contact with someone else's genitals**

Yes [\[GO TO Attachment 1\]](#)

No

G3. Since you have been attending [University], has someone used physical force or threats of physical force to do any of the following with you:

- kissing
- touching someone's breast, chest, crotch, groin or buttocks
- grabbing, groping or rubbing against the other in a sexual way, even if the touching is over the other's clothes

Yes [\[GO TO Attachment 1\]](#)

No

The next questions ask about incidents when you were unable to consent or stop what was happening because you were passed out, asleep, or incapacitated due to drugs or alcohol. Please include incidents even if you are not sure what happened.

G4. Since you have been attending [University], has any of the following happened to you while you were unable to consent or stop what was happening because you were passed out, asleep or incapacitated due to drugs or alcohol:

Sexual penetration. When one person puts a penis, finger, or object inside someone else's vagina or anus

Oral sex. When someone's mouth or tongue makes contact with someone else's genitals

Yes [\[GO TO Attachment 1\]](#)

No

- G5. Since you have been attending [University], has any of the following happened to you while you were unable to consent or stop what was happening because you were passed out, asleep or incapacitated due to drugs or alcohol:**
- kissing
 - touching someone's breast, chest, crotch, groin, or buttocks
 - grabbing, groping or rubbing against the other in a sexual way, even if the touching is over the other's clothes
- Yes [\[GO TO Attachment 1\]](#)
No
-

The next questions ask about incidents when someone coerced you by threatening serious non-physical harm or promising rewards.

- G6. Since you have been a student at [University], has someone had contact with you involving penetration or oral sex by threatening serious non-physical harm or promising rewards such that you felt you must comply? Examples include:**
- Threatening to give you bad grades or cause trouble for you at work
 - Promising good grades or a promotion at work
 - Threatening to share damaging information about you with your family, friends or authority figures
 - Threatening to post damaging information about you online
- Yes [\[GO TO Attachment 1\]](#)
No
-

- G7. Since you have been a student at [University], has someone had contact with you involving kissing or other sexual touching by threatening serious non-physical harm or promising rewards such that you felt you must comply? Examples include:**
- Threatening to give you bad grades or cause trouble for you at work
 - Promise good grades or a promotion at work
 - Threatening to share damaging information about you with your family, friends or authority figures
 - Threatening to post damaging information about you online
- Yes [\[GO TO Attachment 1\]](#)
No
-

The next questions ask about incidents that occurred without your active, ongoing voluntary agreement.

G8.⁷⁸ Since you have been a student at [University], has someone had contact with you involving penetration or oral sex without your active, ongoing voluntary agreement?

Examples include someone:

- **initiating sexual activity despite your refusal**
- **ignoring your cues to stop or slow down**
- **went ahead without checking in or while you were still deciding**
- **otherwise failed to obtain your consent**

Yes **[GO TO Attachment 1]**

No

G9.⁷⁹ Since you have been a student at [University], has someone kissed or sexually touched you without your active, ongoing voluntary agreement? Examples include:

- **initiating sexual activity despite your refusal**
- **ignoring your cues to stop or slow down**
- **went ahead without checking in or while you were still deciding**
- **otherwise failed to obtain your consent**

Yes **[GO TO Attachment 1]**

No

BOX G1

ONCE THE ENTIRE G SECTION (G1-G9) HAS BEEN ANSWERED THEN DO

IF ANY OF G1-G9 = YES THEN GO TO ATTACHMENT 2

ELSE GO TO BOX H0

⁷⁸ Incorporate affirmative consent as a tactic from the AAU and COFHE schools affirmative consent policies.

⁷⁹ Ibid.

SECTION H - SEXUAL MISCONDUCT PREVENTION TRAINING⁸⁰

BOX H0

ADMINISTER SECTION H ONLY IF A6=2014 or 2015

ELSE SKIP TO I1.

H1. Think back to the orientation when you first came to [University]. Did that orientation include a training or information session about sexual assault or sexual misconduct?

Yes

No **[GO TO I1]**

I didn't attend orientation **[GO TO I1]**

I don't remember **[GO TO I1]**

[IF BLANK THEN [IF BLANK THEN GO TO I1]

H2. Overall, how useful was this session?

Not at all

A little

Somewhat

Very

Extremely

⁸⁰Modified from White House Task Force to Protect Students From Sexual Assault. (2014). Not Alone: The first report of the White House Task Force to Protect Students from sexual assault. Retrieved from <https://www.notalone.gov/assets/ovw-climate-survey.pdf>.

SECTION I - PERCEPTIONS OF RESPONSES TO REPORTING^{81, 82}

The following are statements about what might happen if someone were to report a sexual assault or sexual misconduct to an official at [University]. Please use the scale provided to indicate how likely you think each scenario is.

- 11. If someone were to report a sexual assault or sexual misconduct to an official at [University], how likely is it that students would support the person making the report?**

Not at all
A little
Somewhat
Very
Extremely

- 12. If someone were to report a sexual assault or sexual misconduct to an official at [University], how likely is it that the alleged offender(s) or their associates would retaliate against the person making the report?**

Not at all
A little
Somewhat
Very
Extremely

- 13. If someone were to report a sexual assault or sexual misconduct to an official at [University], how likely is it that campus officials would take the report seriously?**

Not at all
A little
Somewhat
Very
Extremely

⁸¹ Modified from White House Task Force to Protect Students From Sexual Assault. (2014). Not Alone: The first report of the White House Task Force to Protect Students from sexual assault. Retrieved from <https://www.notalone.gov/assets/ovw-climate-survey.pdf>.

⁸² Modified from McMahon, S. (2014). #iSPEAK: Rutgers Campus Climate Survey. New Brunswick, NJ: Center on Violence Against Women and Children, School of Social Work, Rutgers, the State University of New Jersey. Retrieved from http://socialwork.rutgers.edu/Libraries/VAWC/new_doc_to_upload_for_ispeak.sflb.ashx.

14. If someone were to report a sexual assault or sexual misconduct to an official at [University], how likely is it that campus officials would protect the safety of the person making the report?

- Not at all
 - A little
 - Somewhat
 - Very
 - Extremely
-

15. If someone were to report a sexual assault or sexual misconduct to an official at [University], how likely is it that campus officials would conduct a fair investigation?

- Not at all
 - A little
 - Somewhat
 - Very
 - Extremely
-

16. If someone were to report a sexual assault or sexual misconduct to an official at [University], how likely is it that campus officials would take action against the offender(s)?

- Not at all
 - A little
 - Somewhat
 - Very
 - Extremely
-

17. If someone were to report a sexual assault or sexual misconduct to an official at [University], how likely is it that campus officials would take action to address factors that may have led to the sexual assault or sexual misconduct?

- Not at all
 - A little
 - Somewhat
 - Very
 - Extremely
-

SECTION J – BYSTANDER BEHAVIOR^{83, 84}

The next questions are about situations you may have seen or been in since you have been a student at [University]

J1. Since you have been a student at [University] have you suspected that a friend had been sexually assaulted.

Yes [CONTINUE]

No [GO TO J3]

[IF BLANK GO TO J3]

J2. Thinking about the last time this happened, what did you do?

Did nothing because I wasn't sure what to do

Did nothing for another reason

Spoke to my friend or someone else to seek help

Took action in another way

J3 Since you have been a student at [University] have you seen a drunk person heading off for what looked like a sexual encounter?

Yes [CONTINUE]

No [GO TO J5]

[IF BLANK THEN GO TO J5]

J4. Thinking about the last time this happened, what did you do?

Did nothing because I wasn't sure what to do

Did nothing for another reason

Directly intervened to stop it

Spoke to someone else to seek help

Took action in another way

⁸³ Modified from Banyard, V.L., Moynihan, M. M., Cares, A.C., & Warner, R. (2014). How do we know if it works?: Measuring outcomes in bystander-focused abuse prevention on campuses. *Psychology of Violence, 4*(1), 101-115.

⁸⁴ McMahon, S. (2014). #iSPEAK: Rutgers Campus Climate Survey. New Brunswick, NJ: Center on Violence Against Women and Children, School of Social Work, Rutgers, the State University of New Jersey. Retrieved from http://socialwork.rutgers.edu/Libraries/VAWC/new_doc_to_upload_for_ispeak.sflb.ashx

- J5. Since you have been a student at [University] have you seen or heard someone was acting in a sexually violent or harassing way?**
Yes [CONTINUE]
No [GO TO K1]
[IF BLANK THEN GO TO K1]
-

- J6. Thinking about the last time this happened, what did you do?**
Did nothing because I wasn't sure what to do
Did nothing for another reason
Directly intervened to stop it
Spoke to someone else to seek help
Took action in another way
-

SECTION K - DEBRIEFING ITEM

The next question asks for your opinion about this survey.

K1. How difficult were the questions to understand?

- Not at all
 - A little
 - Somewhat
 - Very
 - Extremely
-

ATTACHMENT 1 – SECTION G1: IMMEDIATE FOLLOWUPS

BOX G1_1

IF G[X]=Yes THEN CONTINUE TO G[X]a

ELSE SKIP TO NEXT ITEM IN SECTION G

G[X]a.⁸⁵ Since you have been a student at [University], how many times has this happened?

1. 1 time
2. 2 times
3. 3 times
4. 4 or more times

BOX G1_2

ADMINISTER G1B AND G1C FOR EACH INCIDENT REPORTED IN G1A, UP TO 4 TIMES
IF G1A IS BLANK THEN ADMINISTER G1B AND G1C ONCE

You said that the following occurred (1/2/3/4 or more) time(s):

- **[INCIDENT SUMMARY]**

G[X]b. When did (this/the (second/third/fourth) most recent) incident (of this type) occur?

1. Since the beginning of the fall 2014 term **[GO TO NEXT BOX]**
2. Prior to the fall 2014 term **[GO TO G1c]**
[IF BLANK GO TO BOX G1_2]

G[X]c. [IF G1b = 2] In what school year did it occur?

1. Fall 2013 to Summer 2014
2. Fall 2012 to Summer 2013
3. Fall 2011 to Summer 2012
4. Prior to Fall of 2011
5. It occurred before I was a student at [University] **[GO TO BOX G1_2]**
[IF BLANK GO TO BOX G1_2]

⁸⁵ Modified from Koss, M. P., Abbey, A., Campbell, R., Cook, S., Norris, J., Testa, M., & White, J. (2007). Revising the SES: A collaborative process to improve assessment of sexual aggression and victimization. *Psychology of Women Quarterly*, 31(4), 357-370.

BOX G1_3

IF TIME PERIOD REPORTED IN G[X]B AND G[X]C IS THE SAME AS TIME PERIOD REPORTED IN PREVIOUS G ITEM FOLLOW-UP, THEN GO TO G[X]D

ELSE RETURN TO G[X]B FOR NEXT INCIDENT REPORTED IN G[X]A

IF NO MORE INCIDENTS THEN GO TO NEXT G ITEM

G[X]d. Was this part of (the other incident/any of the other incidents) you reported as occurring (during the) (Time period) (school year)?

1. Yes [GO TO G2e]
 2. No [GO TO NEXT BOX]
- [IF BLANK THEN GO TO NEXT BOX]
-

G[X]e. [IF G[X]d = Yes] Was it part of any of the following incidents you reported earlier?
[LIST PRIOR ANSWERS THAT OCCURRED DURING SAME TIME PERIOD]

1. [IF G[X] TIME PERIOD = G1 TIME PERIOD] Penetration or oral sex involving physical force or threats of physical force
 2. [IF G[X] TIME PERIOD = G2 TIME PERIOD] Attempted but not successful penetration or oral sex involving physical force or threats of physical force
 3. [IF G[X] TIME PERIOD = G3 TIME PERIOD] Sexual touching involving physical force or threats of physical force
 4. [IF G[X] TIME PERIOD = G4 TIME PERIOD] Penetration or oral sex when you were unable to consent or unable to stop what was happening
 5. [IF G[X] TIME PERIOD = G5 TIME PERIOD] Sexual touching when you were unable to consent or unable to stop what was happening
 6. [IF G[X] TIME PERIOD = G6 TIME PERIOD] Penetration or oral sex when you were coerced by threats of serious non-physical harm or promised rewards
 7. [IF G[X] TIME PERIOD = G7 TIME PERIOD] Sexual touching when you were coerced by threats of serious non-physical harm or promised rewards
 8. [IF G[X] TIME PERIOD = G8 TIME PERIOD] Penetration or oral sex without your active ongoing consent

 9. None of the above
-

BOX G1_4

IF G[X]A = '4 or more times' AND ALL G[X]C='since fall 2014' THEN CONTINUE TO G[X]F

ELSE RETURN TO G[X]B FOR NEXT INCIDENT REPORTED IN G[X]A

IF NO MORE INCIDENTS THEN GO TO NEXT G ITEM

G2f. You said that this happened other times as well. Did any of these other incidents also occur since the beginning for the fall 2014 term?

Yes

No

Section GA – Detailed Incident Form (DIF) for G1-G5**BOX GA0**

IF ALL ITEMS G1 – G5 = ‘NO’ THEN SKIP TO BOX GC0
ELSE CONTINUE TO BOX GA1

BOX GA1

Section GA administered UP TO 2 TIMES based on incidents reported in items G1-G5

The FIRST DIF will reference the MOST SERIOUS TYPE of incident reported
The SECOND DIF will reference the SECOND MOST SERIOUS TYPE of incident reported

The following are the 4 INCIDENT TYPES reported in G1-G5, (listed from most serious to least serious):

GA Type 1: G1 and/or G2 (Forcible rape and/or Attempted forcible rape)

GA Type 2: G4 (Rape by incapacitation)

GA Type 3: G3 (Forcible sexual touching)

GA Type 4: G5 (Sexual touching by incapacitation)

You said that the following happened to you since you have been a student at [University]:

- [SUMMARY OF REFERENCE INCIDENT(S)]

The next questions ask about what happened (when/during any of the times) this happened to you since you have been a student at [University].

GA1. (In total, across all of these incidents) (How/how) many people did this to you?

1 person [GO TO GA2a]

2 persons [SKIP TO GA2b]

3 or more persons [SKIP TO GA2b]

[IF BLANK SKIP TO GA2b]

⁸⁶ Modified from Black, M.C., Basile, K.C., Breiding, M.J., Smith, S.G., Walters, M.L., Merrick, M.T., Chen, J., & Stevens, M.R. (2011). *The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 summary report*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

⁸⁷ Modified from the 2012-2013 National Crime Victimization Survey (NCVS)

GA2a. [IF 1 PERSON] Was the person that did this to you ...

- Male
- Female
- Other gender identity
- Don't know

[FOR ANY RESPONSE OR IF BLANK SKIP TO GA3]

GA2b.⁸⁸ [IF >1 PERSON] Were any of the people that did this to you...

Male	Yes	No	Don't Know
Female	Yes	No	Don't Know
Other gender identity	Yes	No	Don't Know

GA2c. What type of nonconsensual or unwanted behavior occurred during (this incident/any of these incidents)? (Mark all that apply)

- Penis, fingers or objects inside someone's vagina or anus
 - Mouth or tongue makes contact with another's genitals
 - Kissed
 - Touched breast, chest, crotch, groin or buttocks
 - Grabbed, groped or rubbed in a sexual way
 - Other
-

GA3. How (is the person/ are the persons) who did this to you associated with [University]? (Mark all that apply)

- Student
 - Faculty or instructor
 - Coach or trainer
 - Other staff or administrator
 - Other person affiliated with a university program (ex. internship, study abroad)
 - The person was not affiliated with [University]
 - Don't know association with [University]
-

⁸⁸ Modified from Koss, M. P., Abbey, A., Campbell, R., Cook, S., Norris, J., Testa, M., & White, J. (2007). Revising the SES: A collaborative process to improve assessment of sexual aggression and victimization. *Psychology of Women Quarterly*, 31(4), 357-370.

GA4. At the time of (this event/ these events), what (was the person's /were these persons') relationship to you? (Mark all that apply)

At the time, it was someone I was involved or intimate with

Someone I had been involved or was intimate with

Teacher or advisor

Co-worker, boss or supervisor

Friend or acquaintance

Stranger

Other

Don't know

GA5. Just prior to (the incident/any of these incidents), (was/were) (the person/any of the persons) who did this to you drinking alcohol?

Yes

No

Don't know

GA6. Just prior to (the incident/any of these incidents), (was/were) (the person/any of the persons) who did this to you using drugs?

Yes

No

Don't know

GA7. Just prior to (the incident/any of these incidents) were you drinking alcohol? Keep in mind that you are in no way responsible for what occurred, even if you had been drinking?

Yes

No

GA8. Just prior to (the incident/any of these incidents) did you voluntarily take any drugs? Keep in mind that you are in no way responsible for what occurred, even if you had been on drugs.

Yes

No

GA9. Just prior to (the incident/any of these incidents), had you been given alcohol or another drug without your knowledge or consent?

Yes, I am certain

I suspect, but I am not certain

No

Don't know

BOX GA2

IF GA7='YES' or GA8='YES' or GA9 = 'YES' or 'I SUSPECT', THEN CONTINUE TO GA10.

OTHERWISE SKIP TO BOX GA3

GA10. Were you passed out for all or parts of (this incident/any of these incidents)?

Yes

No

Not sure

BOX GA3

IF MORE THAN ONE INCIDENT IN G[X]A OR IF DK NUMBER OF TIMES THEN SKIP TO GA11b

OTHERWISE CONTINUE TO GA11a

GA11a. [IF G[X]A=1 TIME] Did this incident occur during an academic break or recess?

Yes

No

GA11b. [IF G[X]A>1 TIME] How many of these incidents occurred during an academic break or recess?

None

Some

All

GA12. Did (this incident/any of these incidents) occur on campus or on university affiliated off-campus property?
Yes [CONTINUE TO GA13a]
No [SKIP TO GA13b]
[IF BLANK THEN SKIP TO GA13b]

GA13a. [IF GA12=Yes] Where did (this incident/these incidents) occur? (Mark all that apply)
University residence hall/dorm
Fraternity or Sorority house
Other space used by a single-sex student social organization
Other residential housing
Non-residential building
Other property (ex. outdoors)
[FOR ANY RESPONSE OR IF BLANK SKIP TO GA14]

GA13b. [IF GA12=No] Where did this (incident/these incidents) occur? (Mark all that apply)
Private residence
Fraternity or Sorority house
Other space used by a single-sex student social organization
Restaurant, bar or club
Other social venue
Outdoor or recreational space
Some other place

GA14. Did any of the following happen to you from (this experience/any of these experiences)? (Mark all that apply)
Physically injured, [CONTINUE TO GA14a]
Contracted a sexually transmitted disease [SKIP TO GA15]
Became pregnant [SKIP TO GA15]
None of the above [SKIP TO GA15]
[IF BLANK THEN SKIP TO GA15]

GA14a. What sort of injury or injuries did you sustain (Mark all that apply)

- Bruises, black-eye, cuts, scratches or swelling
 - Chipped or knocked out teeth
 - Broken bones
 - Internal injury from the sexual contact (ex., vaginal or anal tearing)
 - Other injuries
-

GA15. Did you experience any of the following as a result of (the incident/any of the incidents)? (Mark all that apply)

- Difficulty concentrating on studies, assignments or exams
 - Fearfulness or being concerned about safety
 - Loss of interest in daily activities, or feelings of helplessness and hopelessness
 - Nightmares or trouble sleeping
 - Feeling numb or detached
 - Headaches or stomach aches
 - Eating problems or disorders
 - Increased drug or alcohol use
 - None of the above
-

GA16. Have you ever contacted any of the following about (this experience/these experiences)? (Mark all that apply)

- [UNIVERSITY SPECIFIC LIST]
 - None of the above **[GO TO GA17]**
 - [IF NO PROGRAMS MARKED GO TO GA17]**
-

BOX GA4

IF NO PROGRAM MARKED, GO TO GA17
ELSE ASK GA16a-GA16f FOR THE FIRST 4 PROGRAMS SELECTED IN GA16

GA16a. When did you most recently contact [Program] about this experience?

- Fall of 2014 – present **[CONTINUE TO GA16b]**
 - Fall of 2013 – Summer of 2014 **[SKIP TO BOX GA4B]**
 - Fall of 2012 – Summer of 2013 **[SKIP TO BOX GA4B]**
 - Prior to Fall 2012 **[SKIP TO BOX GA4B]**
 - [IF BLANK THEN CONTINUE TO GA16b]**
-

GA16b. How useful was [Program] in helping you?

- Not at all
 - A little
 - Somewhat
 - Very
 - Extremely
-

GA16c. At any time did you feel pressure from [Program] on whether or not to proceed with further reporting or adjudication?

- Yes
 - No [SKIP TO GA16e]
 - [IF BLANK THEN SKIP TO GA16e]
-

GA16d. [IF GA16C=Yes] What type of pressure?

- To proceed with further reporting or adjudication
 - To not proceed with further reporting or adjudication
-

How would you rate [Program] on the following criteria?

GA16e. Respecting you

- Excellent
 - Very good
 - Good
 - Fair
 - Poor
-

GA16f. Helping you understand your options going forward

- Excellent
 - Very good
 - Good
 - Fair
 - Poor
-

BOX GA5

IF GA16 = NO PROGRAMS MARKED, THEN CONTINUE
IF MORE PROGRAMS MARKED THEN RETURN TO BOX GA4
ELSE SKIP TO GA18

GA17. [IF NO PROGRAMS CONTACTED] Were any of the following reasons why you did not contact anyone at [University]? (Mark all that apply)

- Did not know where to go or who to tell
 - Felt embarrassed, ashamed or that it would be too emotionally difficult
 - I did not think anyone would believe me
 - I did not think it was serious enough to report
 - I did not want the person to get into trouble
 - I feared negative social consequences
 - I did not think anything would be done
 - I feared it would not be kept confidential
 - Incident was not on campus or associated with the school
 - Incident did not occur while attending school
 - Other
-

GA18. Which of the following persons, if any, did you (also) tell about this? (Mark all that apply)

- Friend
 - Family member
 - Faculty or instructor
 - Someone else
 - I didn't tell anyone (else)
-

BOX GA6

IF THIS IS THE FIRST DIF FOR SECTION GA AND THERE IS ANOTHER INCIDENT THEN RETURN TO BOX GA1

ELSE GO TO BOX GC0

Section GC – Detailed Incident Form (DIF) for G6-G9

BOX GC0

IF ALL ITEMS G6 – G9 = ‘NO’ THEN SKIP TO BOX H1
ELSE CONTINUE TO BOX GC1

BOX GC1

Section GC is administered UP TO 2 TIMES based on incidents reported in items G6-G9

The FIRST DIF will reference the MOST SERIOUS TYPE of incident reported

The SECOND DIF will reference the SECOND MOST SERIOUS TYPE of incident reported

The following are the 2 INCIDENT TYPES reported in G6-G9, (listed from most serious to least serious):

GC Type 1: G6 and/or G7 (Sex and/or Sexual touching by Coercion)

GC Type 2: G8 and/or G9 (Sex and/or Sexual touching without Affirmative Consent)

**You said that the following happened to you since you have been a student at [University]
[SUMMARY OF REFERENCE INCIDENT(S)]**

The next questions ask about what happened (when/during any of the times) this happened to you since you have been a student at [University].

GC1. (In total, across all of these incidents) (H/h)ow many people did this to you?

1 person [GO TO GC2a]

2 persons [GO TO GC2b]

3 or more persons [GO TO GC2b]

[IF BLANK THEN GO TO GC2b]

GC2a. [IF 1 PERSON] Was the person that did this to you ...

Male

Female

Other gender identity

Don't know

[FOR ANY RESPONSE OR IF BLANK THEN SKIP TO GC2c]

GC2b. [If >1 PERSON] Were any of the people that did this to you...

Male	Yes No	Don't Know
Female	Yes No	Don't Know
Other gender identity	Yes No	Don't Know

GC2c. What type of nonconsensual or unwanted behavior occurred during (this incident/any of these incidents)? (Mark all that apply)

Penis, fingers or objects inside someone's vagina or anus
Mouth or tongue makes contact with another's genitals
Kissed
Touched breast/chest, crotch/groin or buttocks,
Grabbed, groped or rubbed in a sexual way
Other

GC3. How (is the person/ are the persons) who did this to you associated with [University]? (Mark all that apply)

Student
Faculty or instructor
Coach or trainer
Other staff or administrator
Other person affiliated with a university program (ex., internship, study abroad)
The person was not affiliated with [University]
Don't know association with [University]

GC4. At the time of (this event/ these events), what (was the person's/were these persons') relationship to you? (Mark all that apply)

At the time, it was someone I was involved or intimate with
Someone I had been involved or was intimate with
Teacher or advisor
Co-worker, boss, or supervisor
Friend or acquaintance
Stranger
Other
Don't know

BOX GC2

IF REFERENCE INCIDENT FOR THIS DIF IS G8 OR G9, THEN GO TO G5

IF THIS IS THE FIRST DIF FOR SECTION GC AND THERE IS ANOTHER INCIDENT THEN RETURN TO BOX GC1

ELSE GO TO BOX H0

**GC5. Did the person(s) do any of the following during (this incident/any of these incidents)?
(Mark all that apply)**

Initiated sexual activity without checking in with you first or while you were still deciding

Initiated sexual activity despite your refusal

During consensual activity, ignored your verbal cues to stop or slow down

During consensual activity, ignored your nonverbal cues to stop or slow down

Otherwise failed to obtain your active ongoing voluntary agreement

None of the above
