

Report on the AAU Campus Climate Survey on Sexual Assault and Misconduct

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Glossary of Terms

Hereinafter in this report, the following terms will be used when describing survey results:

Coercion refers to when someone threatened serious non-physical harm or promised rewards to make an individual do something they did not want to do (e.g., threatening to give the individual bad grades or cause trouble for the person at work; promising good grades or a promotion at work; threatening to share damaging information about the individual with his or her family, friends, or authority figures; or threatening to post damaging information about the person online).

Current school year refers to the academic year beginning with the Fall 2018 term.

Inability to consent or stop what was happening refers to when the student was unable to consent or stop what was happening because they were passed out, asleep, or incapacitated due to alcohol or drugs.

Intimate partner violence (IPV) refers to non-sexual violence among individuals who had been in a partnered relationship (i.e., marriage or civil union, domestic partnership or cohabitation, steady or serious relationship, or other ongoing relationship involving physical or sexual contact).

Offender and **perpetrator** are used interchangeably in this report to denote an individual who victimized a respondent with any of the forms of sexual assault or misconduct studied.

Oral sex occurs when someone's mouth or tongue makes contact with someone else's genitals.

Partnered relationship refers to a marriage or civil union, domestic partnership or cohabitation, steady or serious relationship, or other ongoing relationship involving physical or sexual contact that the student has been in since entering school.

Physical force refers to the use of force or threats of physical force against an individual. Physical force could include someone using their body weight to hold the person down, pinning their arms, hitting or kicking them, or using or threatening to use a weapon against them.

Sexual harassment refers to behaviors with sexual connotations that interfered with an individual's academic or professional performance, limited the individual's ability to participate in an academic program, or created an intimidating, hostile, or offensive social, academic, or work environment.

Sexual penetration occurs when one person puts a penis, fingers, or object inside someone else's vagina or anus.

Sexual touching refers to kissing; touching someone's breast, chest, crotch, groin, or buttocks; or grabbing, groping, or rubbing against another person in a sexual way, even if the touching is over the other person's clothes.

Since entering school refers to the period that starts when the student was first enrolled at the school and ends at the time of taking the survey.

Stalking refers to repeated (two or more occasions) visual or physical proximity, nonconsensual communication, or verbal, written, or implied threats by an individual that leads to fear for personal safety or substantial emotional distress.

TGQN, TGQN students, and TGQN respondents in this report are used interchangeably and denote students who listed their gender identity as one of the following categories:

Transgender woman,
Transgender man,
Nonbinary/genderqueer,
Gender questioning, or
Gender not listed.

Victim in this report denotes a student who experienced any of the different types of sexual assault or misconduct asked about in the survey.

Without voluntary agreement refers to sexual contact that occurs without the individual's active, ongoing voluntary agreement (e.g., initiating sexual activity despite the person's refusal; ignoring cues to stop or slow down, went ahead without checking in or while the person was still deciding; otherwise failed to obtain the person's consent).

Executive Summary

This report represents the second iteration of a major effort by the Association of American Universities (AAU) to examine the prevalence of, and assess the campus climate regarding, sexual assault and misconduct at colleges and universities. The goal of these surveys is to gather as much information about the issue as possible to help inform member schools as they create policies and strategies to combat sexual assault and misconduct on their campuses. In 2015, AAU and 27 of its member schools designed and implemented a survey on sexual assault, other misconduct, and the campus climate. The resulting study continues to be widely cited in both the popular and scientific literature. In 2018, AAU assembled 33 schools to participate in a similar effort in the spring of 2019 as a follow-up to the 2015 survey. For those who participated in the 2015 AAU survey and others who had implemented the AAU survey on their own, the 2019 survey provided a means to track trends for key types of victimization and climate outcomes.

This year's survey was the largest of its kind, with 181,752 students out of a total student sample size of 830,936 completing the survey. That represents a significant increase over the 150,072 respondents to the 2015 survey. It also represented a broad mix of students and institutions:

- 108,221 undergraduate respondents and 73,531 graduate and professional respondents;
- 95,975 respondents from private institutions and 85,777 respondents from public institutions;
- One of the largest sample sizes of self-identified transgender, non-binary, and other TGQN students ever studied, with 1.7 percent of respondents selecting a TGQN category and 0.6 percent selecting “decline to state” for their gender category.

The survey found significant levels of sexual misconduct on campus, disparities in the prevalence of sexual misconduct among different categories of students, and changes from the 2015 results in student knowledge about sexual misconduct. Some of the findings include:

- The overall rate of nonconsensual sexual contact by physical force or inability to consent since the student enrolled at the school was 13.0 percent, with the rates for women, TGQN and undergraduate students¹ being significantly higher than for men and graduate/professional students.
- For the schools that participated in both the 2015 and 2019 surveys, the rate of nonconsensual sexual contact by physical force or inability to consent increased from 2015

¹ TGQN students are those who listed as their gender identity as Transgender women, Transgender man, Nonbinary or genderqueer, Gender questioning or Gender not listed.

to 2019 by 3 percentage points for undergraduate women, 2.4 percentage points for graduate and professional women, and 1.4 percentage points for undergraduate men. The change for TGQN and graduate professional men was not statistically significant (Figures E-3 and E-4).

- For schools that participated in both the 2015 and 2019 surveys, there were significant increases in student reports of their knowledge about school definitions and procedures related to sexual assault and other sexual misconduct. The largest change was for knowledge of the definition of sexual assault and other sexual misconduct, where there were increases of 11.5 percentage points for undergraduate women and 12.4 percentage points for undergraduate men.
- Undergraduate TGQN and female students reported having the highest rates of other forms of sexual misconduct. Among undergraduate TGQN students, 65.1 percent reported experiencing harassing behavior since first enrolling at the school, 21.5 percent with partners reported intimate partner violence (IPV) and 15.2 percent stalking. Among undergraduate women 59.2, 14.1 and 10.0 percent experienced harassing behavior, IPV and stalking, respectively.
- While 65.6 percent of students reported it was “very” or “extremely” likely that school officials would take a report of a sexual assault seriously, significantly fewer of those reporting an experience with nonconsensual sexual contact by physical force or inability to consent had this same opinion (45.0%).

The remainder of this executive summary provides an overview of the design and other selected findings from the study, including rates of sexual harassment, intimate partner violence, stalking, bystander intervention and the characteristics of these different forms of sexual assault and misconduct.

Survey Background

In May 2018, AAU contracted with Westat, a research firm based in Rockville, Maryland, to plan for and implement the 2019 survey. Westat collaborated with a team of university researchers and administrators to refine core items from the 2015 survey where necessary and identify new items that should be added to the survey. The survey was administered during the spring 2019 semester at 33 schools, including 32 AAU member universities. Twenty-one of these schools also participated in the 2015 AAU survey collaboration with Westat. This report provides selected results addressing five questions in the campus context:

- How extensive is nonconsensual sexual contact?
- How extensive are sexual harassment, stalking, and intimate partner violence (IPV)?
- What are students’ experiences with campus programs and resources?

- What are students' perceptions and experiences related to sexual assault and other sexual misconduct?
- Have the prevalence, knowledge, and perceptions of risk for sexual assault or misconduct changed since 2015?

What Did the Survey Cover?

As in 2015, the 2019 survey was designed to provide separate estimates for incidents involving two types of nonconsensual sexual contact (penetration and sexual touching) and four tactics (perpetrator's use of physical force; victim's inability to consent to sexual contact or stop what was happening; coercion of the victim; or contact which continued without active, ongoing, voluntary agreement from the victim). The survey also was designed to provide estimates for incidents of sexual harassment, stalking, and IPV. Providing this level of detail provides campus administrators with the ability to tailor policies by these very different types of sexual assault and misconduct.

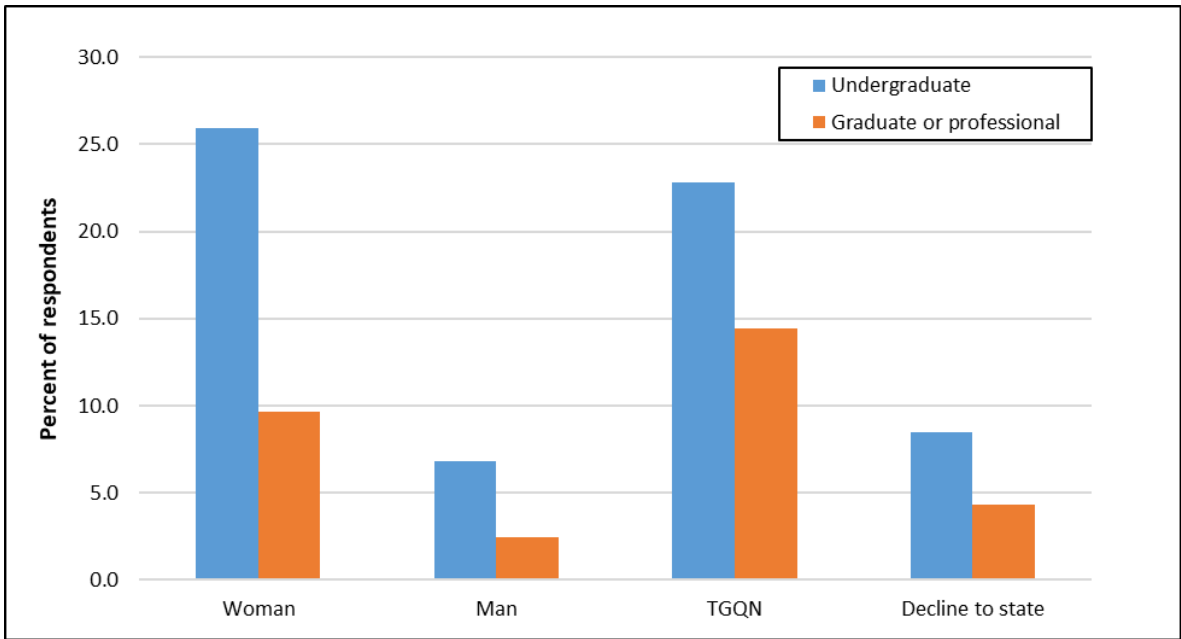
The survey also asked about student perceptions and knowledge about issues related to sexual assault and other sexual misconduct. Respondents were asked questions about: their knowledge of rules and regulations surrounding sexual assault and other sexual misconduct; their opinions on how problematic this is at their school; how they think school officials would react to reports of incidents; and their experiences witnessing instances of sexual assault and other sexual misconduct.

Selected Findings

Nonconsensual sexual contact (NCSC)

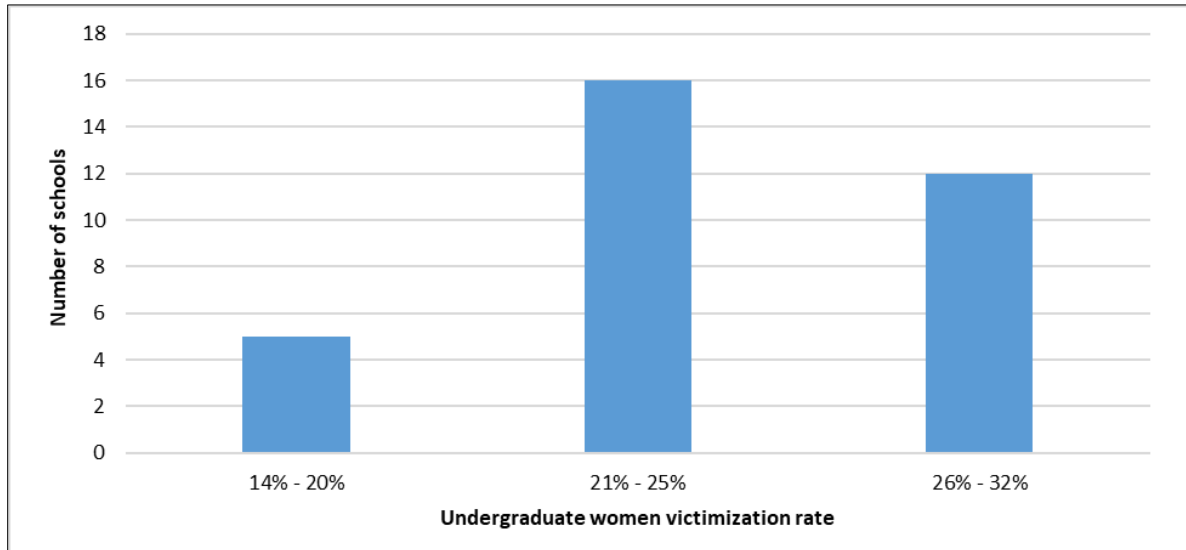
- The overall rate of nonconsensual sexual contact by physical force or inability to consent since the student enrolled at the school was 13 percent.
- The prevalence rate of nonconsensual sexual contact by force or inability to consent varied significantly by gender and affiliation (Figure E1).
 - The estimate for women undergraduates is nearly three times higher than for women graduate and professional students (25.9% vs. 9.7%).
 - Similarly, undergraduate men are twice as likely to report sexual contact by physical force or inability to consent as men graduate/professional students (6.8% vs. 2.5%).
 - Among TGQN students, 22.8 percent of undergraduates and 14.5 percent of graduate and professional students reported this type of victimization.

Figure E-1. Percent reporting nonconsensual sexual contact involving physical force or inability to consent or stop what was happening since enrolling in the school by gender and affiliation



- The rate of nonconsensual sexual contact by physical force or inability to consent for undergraduate women ranged from 14 to 32 percent across the 33 schools (Figure E-2). Many of the differences in prevalence rates across schools are not statistically significant. Nonetheless, there is a wide range of prevalence rates across schools. These rates fall within the range of other surveys that have used similar criteria to define nonconsensual sexual contact.

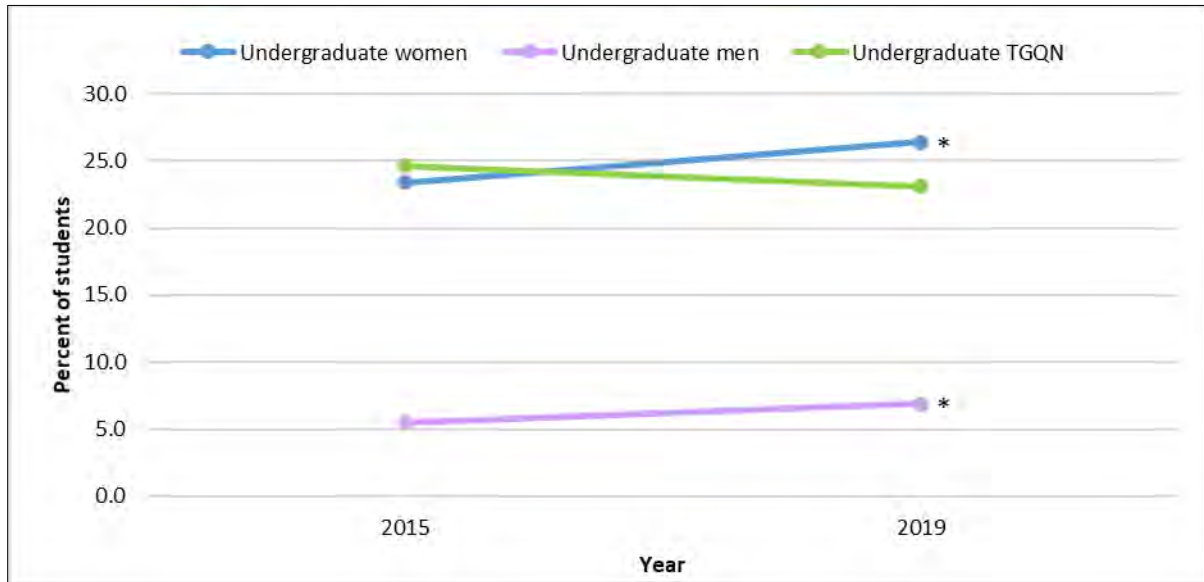
Figure E-2. Distribution across schools of the percent of undergraduate women reporting nonconsensual sexual contact involving physical force or inability to consent since entering school



Change in NCSC by physical force or inability to consent between the 2015 and 2019 AAU surveys

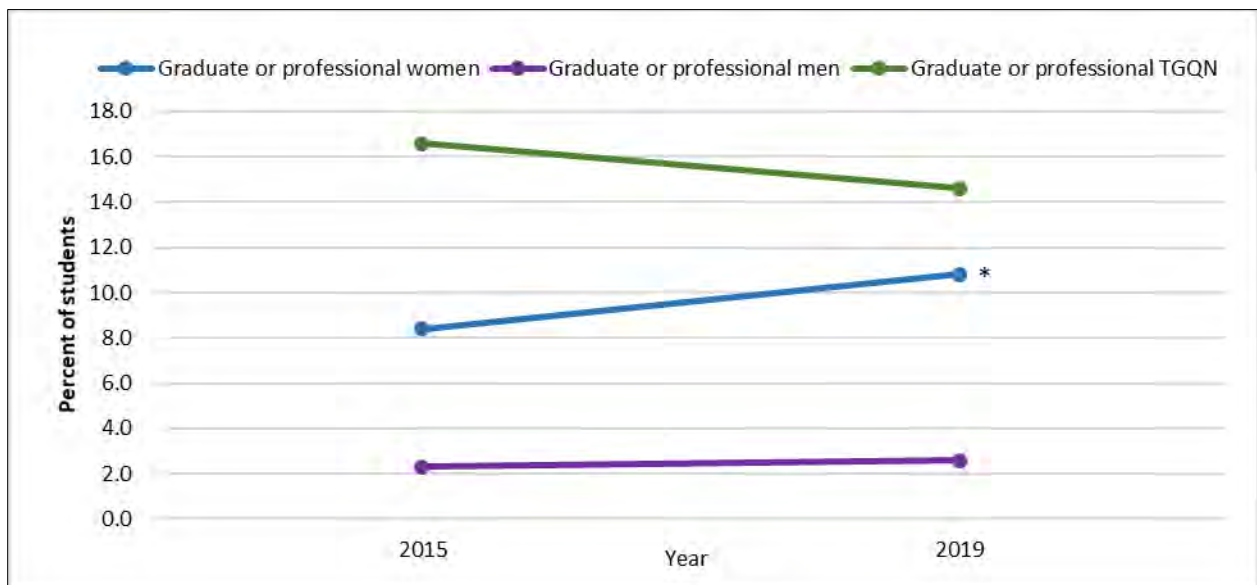
- For the 21 schools that participated in both the 2015 and 2019 surveys, the rate of nonconsensual sexual contact by physical force or inability to consent increased from 2015 to 2019 by 3.0 percentage points (to 26.4 percent) for undergraduate women, 2.4 percentage points for graduate and professional women (to 10.8 percent), and 1.4 percentage points for undergraduate men (to 6.9 percent). The changes for TGQN students were not statistically significant (which were 23.1 percent in 2019 and 14.6 percent in 2019 for undergraduate and graduate/professional students, respectively) (Figures E-3 and E-4).
- The aggregate rate of change between 2015 and 2019 masks variation across the 21 schools. Many of the 21 schools did not experience a statistically significant change between 2015 and 2019. However, there were several schools that changed very dramatically (e.g., by 50.0% to 75.0% of the 2015 rate).

Figure E-3. Percent of undergraduates reporting nonconsensual sexual contact by physical force or inability to consent since enrolling in school by gender and year for 21 schools that participated in both AAU surveys



*Significant at $p < .05$, two-tailed test.

Figure E-4. Percent of graduate/professional students reporting nonconsensual sexual contact by physical force or inability to consent since enrolling in school by gender and year for 21 schools that participated in both AAU surveys



*Significant at $p < .05$, two-tailed test.

Characteristics of In NCSC by physical force or inability to consent

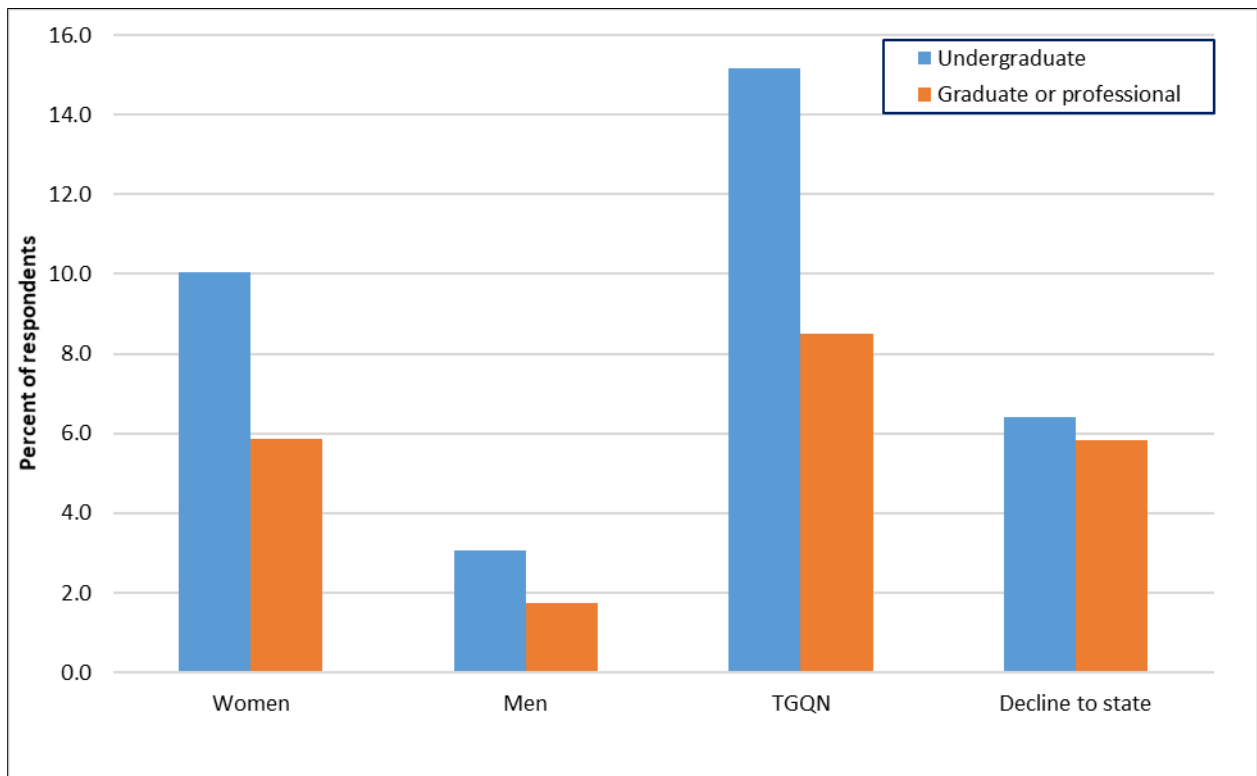
- Approximately half the incidents of nonconsensual penetration by physical force or inability to consent involve physical force and half involve inability to consent. For example, among undergraduate women, 7.3 percent experienced penetration by just physical force and 5.4 percent by inability to consent.
- Undergraduate women are more likely to report nonconsensual sexual contact by physical force or inability to consent occurred since the beginning of the Fall 2018 term in their first year at school (16.1%) when compared to later years (13.8% in the second year, 11.5% in the third year, and 11.3% in the fourth year or higher).
- For incidents of penetration, approximately 92 percent of both women and TGQN students reported at least one type of behavioral or emotional consequence. Seventy-nine percent of men reported these types of consequences.
- Slightly less than a third of the women who reported nonconsensual penetration by physical force or inability to consent made contact with a program or resource (29.5%), as did 17.8 percent of men, and 42.9 percent of TGQN students.
- Women who reported nonconsensual penetration by physical force or inability to consent made contact with a program or resource for 29.5 percent of the incidents, TGQN students 42.9 percent, and men 17.8 percent. The most important reason women gave for not contacting a program was she could handle it herself (20.0%); the victim did not think the incident was serious enough to merit seeking help (16.8%); or that the victim felt embarrassed, ashamed or that it would be too emotionally difficult to seek assistance (15.9%).

Sexual harassment, IPV, and stalking

- Among all students, 41.8 percent reported experiencing at least one sexually harassing behavior since enrollment. Overall, 18.9 percent of students reported sexually harassing behavior that either “interfered with their academic or professional performance”, “limited their ability to participate in an academic program” or “created an intimidating, hostile or offensive social, academic or work environment”.
- Graduate and professional students were the most likely to be subject to sexually harassing behavior by a faculty member or instructor.
 - Among graduate and professional women who were sexually harassed, 24.0 percent of incidents were by a faculty member or instructor. This compares to 5.5 percent for undergraduate women.
 - Similarly for graduate and professional men, 18.2 percent were by a faculty member or instructor compared to 4.3 percent of undergraduate men.

- The prevalence rate of intimate partner violence was 10.1 percent among all students who had been in a partnered relationship since entering college. The range across schools was from 6 percent to 14 percent.
- Among all students, 5.8 percent reported experiencing stalking (Figure E-5).
 - Among the perpetrators, about one-third (31.1%) was someone the person recognized, 25.0 percent was a friend, and 32.9 percent was a previous partner.

Figure E-5. Percent reporting stalking since enrolling in the school by gender and affiliation



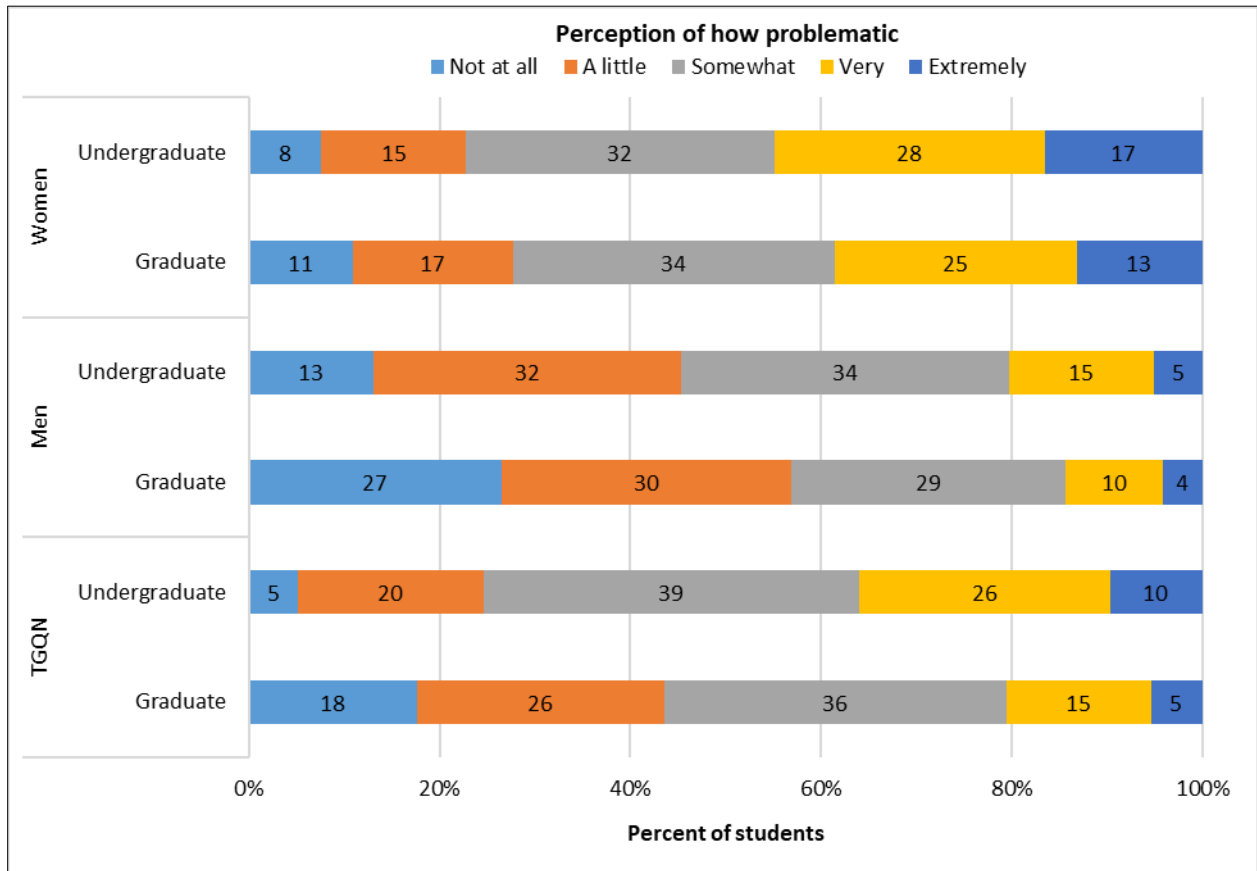
Contacts with programs and resources

- The most common type of program or resource contacted after a victimization was counseling (46.8% of victims contacting a program or resource). Campus police (11.2%) and local police (9.4%) were contacted less often.
- Students provided mixed reviews of program or service usefulness. For 35.0 percent of respondents who contacted a program or resource, students felt it was “not at all” or “a little” useful, while 40.7 percent felt the program was “very” or “extremely” useful.

Perceptions and experiences related to sexual assault and misconduct

- Overall, 65.6 percent of students reported it was “very” or “extremely” likely school officials would take a report of a sexual assault seriously. However, if the student reported nonconsensual sexual contact by physical force or inability to consent, this drops by 20 percentage points (45.0%).
- About a third of students felt they were “very” or “extremely” knowledgeable about the definition of sexual assault (37.1%), where to get help (37.1%), and how to report it (31.5%).
- Students were asked if they had witnessed various situations related to sexual assault and misconduct against others. The most common situation respondents reported they observed was someone making sexual comments that made others feel uncomfortable or offended (26.0%), followed by witnessing a situation they believe could have led to sexual assault (15.0%), witnessing someone behaving in a controlling or abusive manner (13.0%), and witnessing sexually harassing behavior (7.0%).
- Overall, 24.8 percent of students reported that sexual assault and sexual misconduct was either “very” or “extremely” problematic at their school, with significant variation among different student groups. TGQN students and women were most likely to report this. For example, among undergraduates, 44.8, 36.0, and 20.2 percent of TGQN students, women, and men, respectively, reported it was very or extremely problematic (Figure E-6).

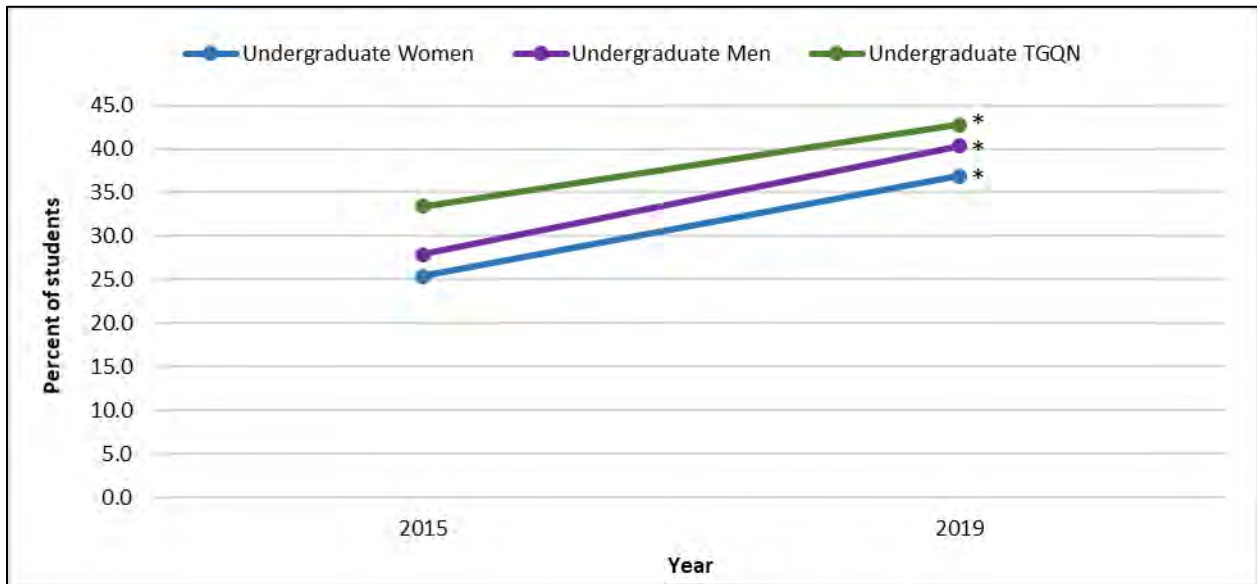
Figure E-6. Perceptions of how problematic sexual assault and other sexual misconduct is at the school by gender and affiliation



Change in knowledge between the 2015 and 2019 AAU surveys

- There were significant increases from 2015 to 2019 in student reports of their knowledge about school definitions and procedures related to sexual assault and sexual misconduct. The largest change was for knowledge of the definition (Figure E-7), where there were increases of 11.5 percentage points to 36.9 percent for undergraduate women and 12.4 percentage points to 40.3 percent for undergraduate men.

Figure E-7. Percent of undergraduate students that reported they were “very” or “extremely” knowledgeable of how sexual assault and sexual misconduct are defined at the school by gender and school year



*Significant at $p < .05$, two-tailed test.

Differences across Schools and Implications for the Broader Public

The majority of the estimates discussed in this report varied significantly across the 33 schools. School characteristics—such as size, type (public/private), the number of crimes reported in the school’s Clery Act statistics, or climate/community measures—were not highly different across participating institutions. Some of the differences this survey found between schools are due to sampling error. The non-response bias analysis indicates that some of the differences between schools may be due to different levels of non-response. However, there is little evidence that non-response bias can explain the high rates of victimization found in either the 2015 or 2019 surveys (Cantor, Townsend, & Sun, 2016).

The variation across schools emphasizes the importance of not generalizing from these 33 schools to a larger population (e.g. national). The schools participating in the survey were not randomly selected, and the rates discussed in this report should not be seen as representing student populations beyond this group of schools. Furthermore, the prevalence rates discussed in this report should not be interpreted as an indication that attending one of these four-year schools is extraordinarily dangerous. There have been very few studies using similar methodologies that have compared the sexual assault rates of college students to sexual assault rates among adults of similar age who are not in college or graduate school. Of the few studies that have been conducted, researchers have concluded that, if anything, college students have lower rates of sexual assault than those not in college (Coker et al, 2016b; Axinn, et al. 2017;

Sinozich & Langton, 2014). While this does not minimize either the seriousness of the problem of sexual assault and misconduct while attending a four-year school or its consequences for students' well-being, it does provide a wider perspective on its correlate.

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1. Introduction

This report summarizes key findings from the 2019 Association of American Universities (AAU) Campus Climate Survey on Sexual Assault and Misconduct. In 2015, AAU and 27 member colleges and universities designed and implemented a survey on sexual assault, other sexual misconduct, and campus climate. The primary goal was to inform the school policies that would prevent and respond to sexual assault and sexual misconduct on their campuses. In 2018, AAU assembled 33 schools to participate in a similar effort that was administered in the spring of 2019. The primary goal was the same as in 2015—to inform policies to prevent and respond to sexual assault and other sexual misconduct. For those who participated in the 2015 AAU survey, the 2019 survey provides a means to track trends for different types of victimization and campus climate outcomes. There were also several schools who did not participate in 2015 but implemented the AAU survey on their own. These schools can also track these trends.

AAU contracted with Westat, a research firm based in Rockville, Maryland, to plan for and implement the 2019 survey. Westat collaborated with a team of university researchers and administrators to refine core items from the 2015 survey, and to identify additional survey items. The survey was administered during the spring 2019 semester at 33 schools, 32 of which are AAU member colleges and universities. Twenty-one of these schools had participated in the 2015 AAU survey collaboration with Westat, and several had administered the AAU survey on their own. The 2019 survey assessed the incidence, prevalence, and characteristics of incidents of sexual assault and other forms of sexual misconduct. It also assessed the overall campus climate with respect to student perceptions of risk, knowledge of resources available to victims, and perceived reactions to an incident of sexual assault or misconduct. This report provides selected results addressing five questions in the context of students on university campuses:

- How extensive is nonconsensual sexual contact?
- How extensive are sexual harassment, stalking, and intimate partner violence?
- What are students' experiences with campus programs and resources?
- What are students' perceptions and experiences related to sexual assault and other sexual misconduct?
- Have prevalence, knowledge, and perception of risk changed since 2015?

The 2015 AAU study was one of the first to produce statistically reliable and comparable estimates across a large number of colleges and universities. As in 2015, the 2019 survey was designed to provide

separate estimates for incidents involving two types of nonconsensual sexual contact (penetration and sexual touching) and four tactics or methods by which that conduct is perpetrated:

- Physical force or threats of physical force;
- Inability to consent or stop what was happening;
- Coercion; and
- Lack of active, ongoing voluntary agreement by the victim.

The survey also measured the prevalence of sexual harassment, stalking, and intimate partner violence (IPV). Providing this level of detail will provide campus administrators with the ability to tailor policies to help address these very different types of sexual assault and sexual misconduct. About 21 of the schools participating in 2019 also participated in 2015, which allows the 2019 survey to measure changes over this four-year period.

2. Methodology

This section provides an overview of the process for refining the 2015 AAU survey for implementation in 2019, including survey administration procedures, response rates, and methods used to weight the data. The appendices provide additional detail on various aspects of the methodology, including: a more detailed description of the development of the survey ([Appendix 1](#)), protections for human subjects ([Appendix 2](#)), results by individual completion status codes ([Appendix 3](#)), an analysis of non-response bias ([Appendix 4](#)), the questionnaire ([Appendix 5](#)), a comparison of the 2015 and 2019 questionnaires ([Appendix 6](#)), and aggregate survey results ([Appendix 7](#)).

Survey development. Content development for the 2015 AAU survey and refinement for the 2019 survey were joint collaborations between Westat and the AAU Survey Design Team (SDT). The Westat team was co-chaired by Co-Principal Investigators Dr. David Cantor, Senior Statistical Fellow at Westat and research professor at the Joint Program for Survey Methodology and Dr. Bonnie Fisher, Professor, School of Criminal Justice, University of Cincinnati. The SDT was co-chaired by Dr. Lily Svensen, Director, Office of Institutional Research, Yale University and Dr. Christina Morell, Associate Provost for Institutional Assessment and Studies, University of Virginia. The SDT also had representation from a multi-disciplinary team of university professors and administrators from participating schools with expertise in survey design and issues related to sexual assault and misconduct on campus (Table A1-1, [Appendix 1](#)). During the survey refinement period, Westat and the SDT met weekly and sometimes twice

weekly to review progress and discuss survey revisions. Westat's Co-Principal Investigators, Drs. Cantor and Fisher, and the SDT's co-chairs, Drs. Morell and Svensen, established meeting agendas.

Westat and the SDT revised the 2015 AAU survey based on multiple sources of information, including: comments from schools whose students completed the 2015 survey, analysis of 2015 survey data, comments from SDT members, and comments from schools whose students would be asked to complete the 2019 survey. When making changes, some priority was given to maintaining items on student perceptions and measures of nonconsensual sexual contact. The SDT revised items to reflect changes in definitions since 2015, such as the definition of stalking, which was updated to reflect definitions established by the U.S. Department of Justice. Items from the 2015 survey were changed if they were found to need improvement, like the sequence of items on sexual harassment, which the SDT adjusted to reflect recommendations made after analyses of 2015 survey data. Finally, items were either removed or changed to reduce the burden on the respondents. For example, in 2015 students were asked to fill out as many as four detailed incident forms if they experienced multiple incidents of sexual assault or sexual misconduct. The 2019 survey changed these criteria to reduce the burden on respondents.

The draft survey was circulated to participating schools for comment. The SDT reviewed all comments from schools and finalized changes to survey items. The survey was finalized after conducting a series of one-on-one interviews with college students (cognitive interviews) to test question accuracy and pilot testing with college students from schools that did not administer the 2019 survey.

Survey content and mode of administration. The survey is composed of 12 sections (A-J). Each respondent was asked a core set of 54 questions in each of the following sections: background (A), campus climate (BB), perceptions of risk (B), knowledge of resources (C), sexual harassment (D), stalking (E), intimate partner violence (F), sexual assault/other sexual misconduct (G), opinions of program services (HH), sexual misconduct prevention training (H), perceptions of responses to reporting (I), and bystander behavior (J). Questions regarding sexual misconduct prevention training (H) were asked of students who first enrolled at the school in 2018 or 2019.

Respondents who reported they had been in a partnered relationship since enrolling at the school were asked questions about IPV (F). For sexual harassment, stalking, and IPV (D-F), follow-up questions were asked for each type of sexual misconduct. These follow-up questions collected information across all reported incidents for each form of victimization. For example, if someone was a victim of IPV by two different partners, the follow-up questions asked for summary information about both partners. For sexual assault/other sexual misconduct (G), follow-up questions were asked about the items that covered sexual

assault (G1-G5), coercion (G6, G7), and lack of voluntary agreement (G8, G9) which included a detailed incident form (DIF) ([Appendix 5](#)).

The survey was administered online. The use of merge fields (a tool by which respondents received questions customized to their campuses) throughout the instrument allowed for frequent referencing of the respondent’s school within questions and framing language to personalize the experience for students. Response options for five questions included university-specific responses: school of affiliation (A5), student organizations (A16), living situation (A17), services and resources (C1), and resources related to sexual assault and sexual misconduct (D10, E8, F8, GA16). Schools were also provided the option to add additional questions or modules to the survey instrument.²

Each web survey page of the online survey included links to general and school-specific frequently asked questions and resources ([Appendix 2](#)). All web survey pages also included a Help Desk number to assist students who needed technical assistance or additional resources.

Sample and incentives. All undergraduate, graduate, and professional students 18 years and older enrolled in one of the 33 participating schools were invited to complete the AAU survey. The total sample size was 830,956. To encourage participation, many schools offered students a variety of incentives, which ranged from \$5 to \$20. Table 1 provides detailed information about incentive plans. Students were notified of their eligibility for an incentive in the invitation and reminder emails.

Table 1. Incentive Plans Offered at the 33 Schools Participating in the AAU survey

| # Schools | Incentive plan | Alternative to incentive |
|-----------|---|--|
| 12 | Sample of students eligible to receive Amazon gift card | Drawing to win cash or a gift card |
| 7 | Sample of students eligible to receive Amazon gift card | No drawing |
| 6 | All students eligible to receive Amazon gift card | No drawing |
| 4 | No incentive plan | Drawing to win cash, gift card, or other prize |
| 2 | No incentive plan | Donation to selected charity, dinner, or event |
| 2 | No incentive plan | No alternative to incentive |

Fielding the survey. Data collection began February 1, 2019 and continued over a 14-week period. Seventeen schools launched the survey in February (including six that launched on February 1), nine schools launched in March, and seven schools launched in April. The last launch date was April 10, and

² These data were provided separately to the particular school and are not covered in this report.

the last group of surveys closed on May 10. The average field period for the survey was 30 days (the range was 14 days to 49 days). A total of 181,752 students from the 33 participating schools completed the survey.

Survey procedures. Invitations to participate in the survey were sent to students' school email addresses—21 by the school and 12 by a Westat email account—on the school's launch date. Each email included a unique link to the student's online survey and was signed by a high-ranking official at the university (e.g., president, provost, etc.). The school or Westat sent reminder emails, also signed by the official, to prompt completion of the survey before the deadline. Each school determined the number and timing of reminder messages sent to students, which ranged from three to eight emails during the survey's field period.

Response rates. A completed survey was defined by two criteria:

1. It took the student at least five minutes to complete the survey. This criterion was applied to students who went through the entire survey and for whom it was possible to measure the amount of time to complete.³
2. The student answered at least one question in each of the following sections: sexual harassment (D), stalking (E), and nonconsensual sexual contact (G).

The first criterion excluded students who went through the survey so quickly that they could not possibly have read and answered the questions.⁴ The second criterion recorded as “complete” respondents who did not click the “submit” button, but who answered questions in the sections of the survey on victimization.⁵

The final response rate was 21.9 percent (Table 2). This rate varied by gender (17.5% men, 26.1% women) and affiliation status (20.4% undergraduates, 24.5% graduate and professional students). The difference between the incentive and the non-incentive conditions was approximately 9.1 percentage points (27.6% incentive, 18.5% non-incentive). Private schools had a response rate of 30.8 percent, and public schools had a response rate of 16.5 percent.

³ Timing data were not available for students who did not click the “submit” button at the end of the survey.

⁴ When testing the survey, we asked testers to go through the survey as quickly as possible (e.g., skimming the questions and not reading the introduction or instructions). Based on these findings, five minutes was chosen as a cutoff point, below which the survey was not counted as a complete.

⁵ This criterion could not be used for intimate partner violence (F) because of the skip pattern embedded in this section (i.e., student had to be in a partnered relationship at some point since being enrolled at the school).

Table 2. Response Rates by Gender, Affiliation Status, and Public/Private¹

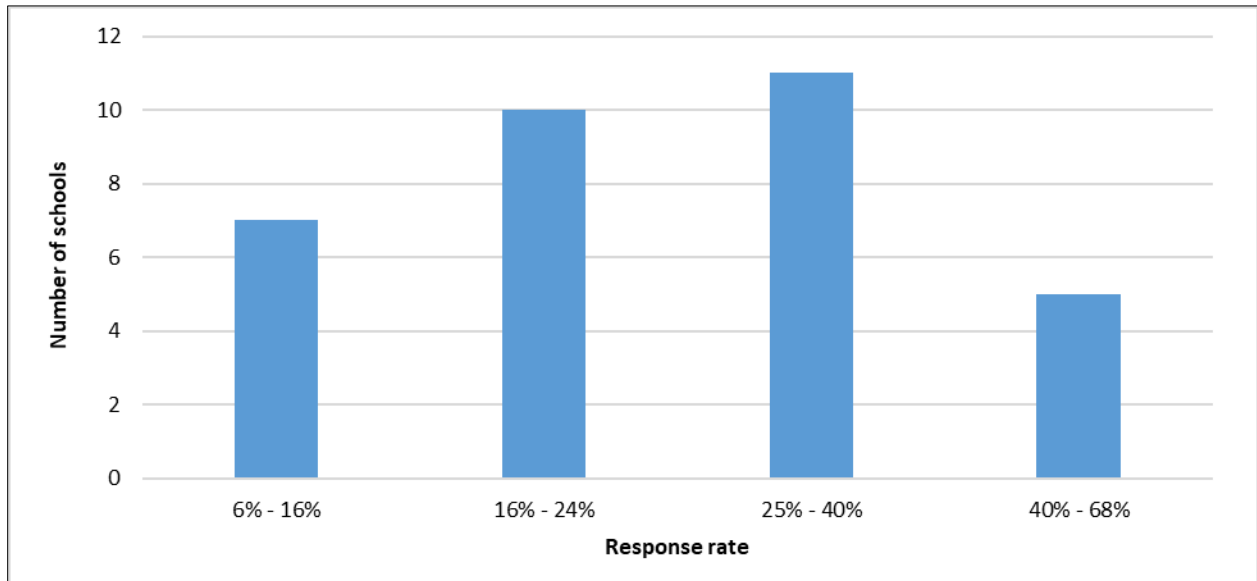
| | Completes | Sample | Response Rate |
|--|------------------|----------------|----------------------|
| Total | 181,752 | 830,956 | 21.9% |
| Men | 70,940 | 405,908 | 17.5% |
| Women | 110,812 | 425,048 | 26.1% |
| Undergraduates | 108,221 | 530,395 | 20.4% |
| Graduate and Professional | 73,531 | 300,561 | 24.5% |
| Undergraduate Men | 39,605 | 257,458 | 15.4% |
| Graduate and Professional Men | 31,335 | 148,450 | 21.1% |
| Undergraduate Women | 68,616 | 272,937 | 25.1% |
| Graduate and Professional Women | 42,196 | 152,111 | 27.7% |
| Gift Card² | 25,735 | 93,134 | 27.6% |
| Prize Drawing or Nothing | 53,226 | 287,551 | 18.5% |
| Private | 95,975 | 311,595 | 30.8% |
| Public | 85,777 | 519,361 | 16.5% |

¹The response rates use total counts from administrative data available from participating schools as the denominator, which only has 'man' and 'woman' as gender categories. For purposes of the response rate calculation, those who identified themselves in another category were imputed to one of these two categories.

²Excludes schools that only provided an incentive or only had a prize drawing

Relative to the 2015 survey, the response rate for the 2019 survey is higher by 2.6 percentage points. However, when comparing response rates for the 21 schools that were in both the 2015 and 2019 surveys, the response rate was down very slightly (i.e., the response rate for the 21 schools was 19.7% in 2015 and 19.4% in 2019). For the 2019 survey, response rates across the schools (Figure 1) ranges from a low of 6 percent to a high of 68.0 percent. The response rate is only an indirect indicator of data quality non-response bias (Groves & Peytcheva, 2008). Non-response bias occurs when non-respondents are different on a particular outcome than the respondents. For example, if non-respondents are more likely to be victimized, then there will be a negative bias in the estimates (i.e., the estimated victimization rate will be too low). If non-respondents are less likely to be victimized, then estimates are too high. It is important to emphasize that non-response bias may affect the estimates of certain outcomes but not others. For example, it might affect estimates of stalking but not harassment. It all depends how the reasons for the non-response relate to the outcome.

Figure 1. Distribution of response rate for the 33 schools



[Appendix 4](#) provides several analyses to assess the bias in the estimates presented in this report. Analysis of the 2015 data found some evidence that the non-response is in a positive direction—that is the published estimates were too high, although not by a large amount (Cantor, Fisher, Chibnall, Townsend, Lee, Bruce et al., 2017; Cantor, Townsend, & Sun, 2016). The analysis in [Appendix 4](#) confirms this conclusion and elaborates on evidence garnered by administering the survey a second time.

Differences between institutions in prevalence and other figures in this report may not only reflect differences in students’ experiences, but the extent to which the estimates are subject to bias due to non-response.

Description of the weighting procedures. The results presented in this report use university-specific weights. In this section, the procedure to create these weights for each university is described.

The initial step was to create a base-weight for each respondent. A census (the survey was sent to all eligible students) was conducted in all schools and a base weight of one was assigned to each respondent. The base weight was adjusted to reflect non-response. This adjustment consisted of a statistical raking procedure that adjusted the base weight to the demographic data available on the frame (Deming & Stephen, 1940). This adjusts for non-response and ensures the weighted estimates align with the population totals. For all schools, the variables used in the statistical raking procedure are as shown in Table 3.

Table 3. Variables Used in the Statistical Raking Procedure

| Variable | Description | Variable Value |
|-------------------------|---|---|
| Gender | Two-category gender variable (woman/man). The frame data only had two categories (woman and man), whereas the survey data had eight categories. To make the frame and the survey data compatible, the survey responses to a non-woman/man category were imputed to a woman or man category. Transgender woman/man cases are coded as woman/man, respectively. | 1: Woman 2: Man |
| Age Group | Student's age was grouped into four categories, 18-20, 21-23, 24-26, and 27+. | 1: 18-20 2: 21-23 3: 24-26 4: 27+ |
| Year in School | This is a combined variable of student affiliation (undergraduate/graduate/professional) and year of study or year in program. The survey had separate questions on year of study for undergraduates (freshman, sophomore, junior, senior) and graduate/professional students (1 st , 2 nd , ...,5+). | 1: First-year undergraduate 2: Second-year undergraduate 3: Third-year undergraduate 4: Fourth-year or higher undergraduate 5: Graduate/professional years 1 & 2 6: Graduate/professional years 3 & 4 7: Graduate/professional years 5+ |
| Race/Ethnicity | This variable has 5 categories, Hispanic, White, Black, Other race, and Nonresident alien. The frame race/ethnicity categories are grouped this way, and the survey race/ethnicity variables were coded to conform to this categorization. | 1: Hispanic 2: White 3: Black 4: Other race 5: Nonresident alien |
| Incentive status | This variable was used in the statistical raking procedure for schools that used an incentivized sample. | 1: Offered a gift card for completion 2: Not offered a gift card for completion |

For the 25 schools that had two incentive groups (e.g., Amazon card and a drawing; Amazon card and no drawing), incentive status was used as an additional statistical raking variable.

Missing values in the demographic variables in the survey data were imputed using a hot-deck procedure that randomly allocated responses in the same proportion as those answered within each imputation class. On the average, 1.0 percent of survey respondents had to be imputed in this way.

The statistical raking procedure adjusts the base weight so that the sum of adjusted weights of the survey respondents for a subgroup is equal to the frame total for that subgroup. Subgroups are defined by each variable used in the statistical raking procedure. Algebraically, this can be expressed as

$$\sum_{k=1}^n I_{gk} w_k = N_g$$

where n is the respondent sample size, I_{gk} is an indicator variable having one if respondent k belongs to subgroup g , 0 otherwise, w_k is the adjusted weight for respondent k , and N_g is the frame count of subgroup g .

For example, the weighted total for all survey women respondents is equal to the total count of women in the frame. The same is true for subgroups defined by each variable listed in the above table.

The weights developed for each school are used when presenting the aggregate results below. This provides population estimates for all the students who attend the 33 schools. Schools with larger student enrollments will contribute more to the aggregate estimates. Throughout the report selected estimates are also presented by the size and other characteristics of the schools. For the convenience of the reader the remaining tables can be found after the reference list.

Table 4 provides both the weighted and unweighted distribution of respondents in the study. The weighted estimates provide the totals for the student population attending the 33 schools that completed the survey. Approximately 63.8 percent of the students were undergraduates. Among undergraduates, 12.1 percent of participants were in their first year, 14.5 percent were in their second year, 16.3 percent were in their third year, and 21.0 percent were in their fourth year or higher.⁶ Approximately 32.3 percent of all participating students (undergraduate and graduate/professional) were first enrolled in 2018 or 2019. With respect to demographic characteristics, there are slightly more women than men, with almost 2 percent (1.7%) reporting some other gender. Approximately 16.9 percent of the sample identified as non-heterosexual. The largest group among non-heterosexuals consists of students who identify as bisexual (6.0%).

Defining major subgroups. Many results discussed in this report display the rates by student gender and affiliation because the rates vary greatly by both characteristics. For gender, respondents were asked to choose among eight response options that best described how they identified themselves.⁷ Using responses to this question, students were classified into one of four groups: 1) woman; 2) man; 3) transgender woman, transgender man, nonbinary or genderqueer, questioning, or not listed (TGQN); and 4) decline to state (those who specifically chose the option to decline to state their gender). Affiliation was divided into two groups: 1) undergraduate and 2) graduate/professional.

⁶ The question on the survey on year in school instructed students to base their answer on the number of credits they had earned.

⁷ These eight categories are: woman, man, trans woman, trans man, nonbinary or genderqueer, questioning, not listed, and decline to state.

The 2015 AAU survey found that women and TGQN students have significantly higher rates of victimization than cisgender men. However, very few campus surveys have produced statistically reliable estimates for TGQN students because they constitute a very small percentage of the campus population. The 2015 AAU survey was one of the first to provide estimates for this group for a scientifically selected sample of students. For the 2019 AAU survey, 1.7 percent of respondents selected a TGQN category, and 0.6 percent selected “decline to state.” While these are small percentages, the large number of responses to the AAU survey permits estimating rates for these two groups with statistical precision for many of the outcomes discussed in this report.

Estimates of statistical reliability. To provide an estimate of statistical precision each estimate is accompanied by a standard error. The standard errors were calculated using jackknife replication. This accounts for the weighting procedures and a finite correction factor (Wolter, 2007).

The standard errors can be used to construct a 95 percent confidence interval around the estimate by:

Estimate + 1.96 x standard error (high estimate)

Estimate – 1.96 x standard error (low estimate)

For example, it is estimated that 12.8 percent of undergraduate women were victims of nonconsensual sexual contact involving physical force or inability to consent (Table 5). The standard error for this estimate is 0.1. Using the formula above, the 95 percent confidence interval for the estimate is 12.6 to 13.0 percent.

The standard error can also be used to determine if two independent estimates are statistically different. This can be done using the formula:

$$Z \text{ statistic} = [(\text{Estimate } 1) - (\text{Estimate } 2)] / \text{Square root}(\text{Standard error}(1)^2 + \text{Standard error}(2)^2)$$

If the absolute value of Z is greater than 1.96, then the difference is significant at the 5 percent level using a two-tailed test. “Estimate 1” and “Estimate 2” are the two estimates being compared and “Standard error(1)” and “Standard error(2)” are the respective standard errors for each estimate.

For example, if one wanted to test if women are different from men on the item noted above, a Z statistic would be:

$$Z = (12.9 - 3.3) / \sqrt{.1^2 + .1^2} = 9.6 / \sqrt{.01 + .01} = 67.9$$

This is highly significant, since 67.9 is much larger than the critical value of 1.96.

Note that this only holds if the two estimates are independent. For example, different demographic or affiliation groups (e.g., men vs. women; undergraduates vs. graduates/professionals) are independent because a respondent can only be in one of the two comparison groups. Estimates with overlapping groups are not independent. For example, two different victimization rates (e.g., sexual harassment vs. IPV) for women are not independent. The same women who are part of the respondent pool contribute to both estimates.

The report includes a discussion of differences between the 2015 and 2019 surveys, which is restricted to the 21 schools that participated in both surveys. Since the surveys were conducted 4 years apart, a small percentage of students were eligible for both surveys.⁸ For this reason, the statistical tests assume the two samples are independent.

Different estimates are compared in the report. The discussion below will make a statement such as “undergraduate women have a higher rate than undergraduate men.” Unless otherwise indicated, the differences discussed are statistically significant at the 5 percent level using a two-tailed significance test. The sample sizes for this study are very large. The large sample size leads to observed differences being statistically significant even though the difference is not substantively important. For this reason much of the discussion below focuses on differences that are substantively important or those that may be of particular interest, rather than all of those that are statistically significant.

3. How Extensive is Nonconsensual Sexual Contact?

The AAU survey measured four different kinds of nonconsensual sexual contact, which reflect the different definitions that are used by colleges and universities, as well as what has been used in published studies on campus sexual assault. For example, the National College Women’s Sexual Violence survey measured sexual contact by physical force and non-physical coercion. The Campus Climate Validation

⁸ Approximately 10 percent of the students enrolled in 2014. These are the students who had an opportunity to take the first AAU survey.

Study (CCVS) measured sexual assault that occurred because of physical force and an inability to consent. Some of the studies include instances of both completed and attempted sexual assault (e.g., Fisher, Cullen, & Turner, 2000), while others only include completed acts (Krebs et al. 2016; Krebs & Lindquist, 2014). The AAU survey was designed to provide the flexibility to estimate rates across a range of definitions. In the remainder of this section, estimates are presented for each type of nonconsensual sexual contact measured on the survey.

3.1 Nonconsensual Sexual Contact by Physical Force or Inability to Consent or Stop What Was Happening

This section describes the prevalence and characteristics of incidents that occurred as a result of either physical force, the inability to consent, or stop what was happening (referred to as “inability to consent”). This type of victimization meets the legal definition in many jurisdictions of a rape or sexual assault. To be counted as a victim of this type of incident, the respondent had to answer “yes” to one of five different questions that ask about two different types of sexual contact—penetration and sexual touching. The survey defined these behaviors as follows:

- Penetration:
 - Putting a penis, finger, or object inside someone else’s vagina or anus
 - When someone’s mouth or tongue makes contact with someone else’s genitals
- Sexual touching:
 - 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

The type of nonconsensual sexual contact reported below was the result of the perpetrator using “physical force” (G1-G3) or when the respondent “was unable to consent” (G4, G5).

Physical force was defined on the survey as follows:

“... 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.”

The inability to consent or stop what was happening was defined with the following introduction:

“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.”

If the student reported both penetration and sexual touching in the same incident the penetration was counted in the estimates described below. This hierarchy rule conforms to the counting rules established by the FBI’s Uniform Crime Reporting Program and used by schools in disclosing their annual crime statistics required under the Clery Act (U.S. Department of Justice, 2013).⁹

The definition of the estimates of nonconsensual sexual contact presented below are identical to those used in the 2015 AAU survey. Two questions used to measure these types of victimizations were changed for the 2019 survey. First, the introductory text of this series of questions was modified to emphasize that the behaviors described could be performed on the victim or the victim could be forced to perform the behaviors on someone else. While the 2015 wording includes both types of acts, the revision makes this more transparent. Second, a sentence was added to emphasize that the perpetrator could be anyone, whether or not the person was associated with the school. The changes to the introduction are shown in italics below:

This next section asks about nonconsensual or unwanted sexual contact you may have experienced while attending [University].

The sexual behavior may have been performed on you or you may have been made to perform the sexual behaviors on another person. 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.

⁹Clery Act Hierarchy Rule: 34 CFR 668.469(c)(9)

Please consider anyone who did this, whether or not the person was associated with [University].

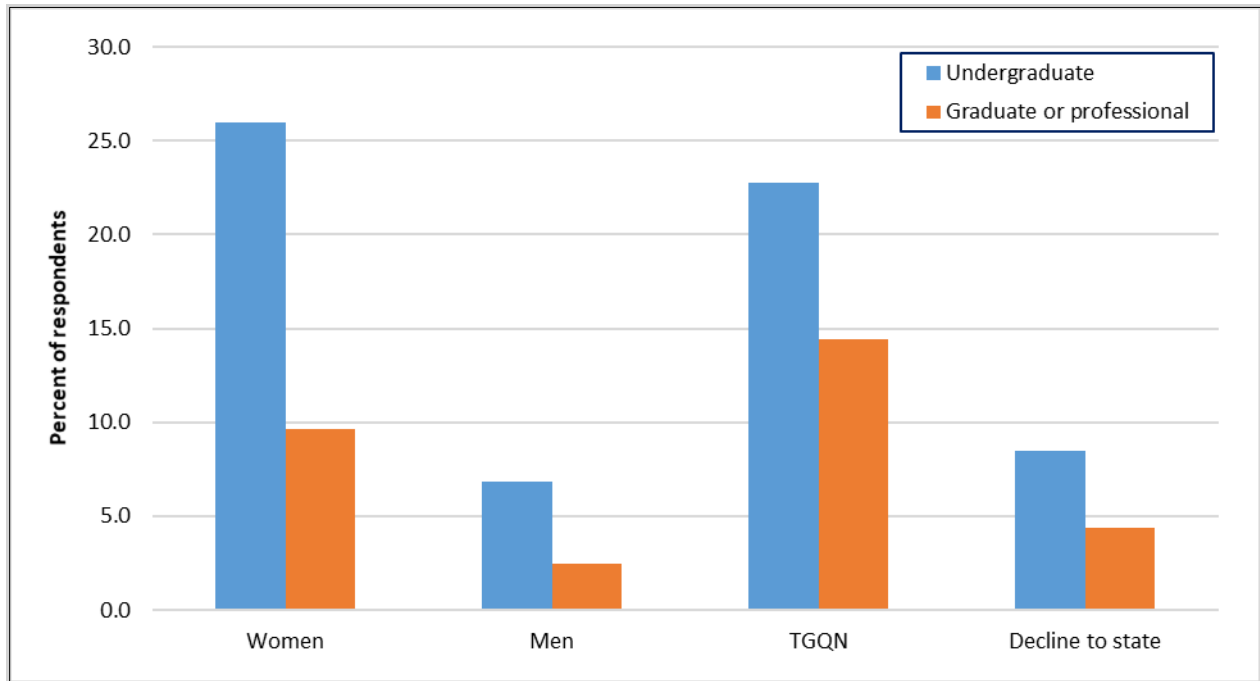
The following questions separately ask about contact that occurred because of physical force, incapacitation due to alcohol and/or drugs, and other types of pressure.

Prevalence of nonconsensual sexual contact by physical force or inability to consent

Overall, 13.0 percent of students across the 33 schools reported experiencing nonconsensual penetration, attempted penetration, sexual touching by force, or inability to consent since they have been enrolled in their respective school. However, this overall rate masks very large differences by gender. The rates for women (20.4%) and TGQN students (20.3%) are approximately the same but are four times higher than for men (5.1%) and those students declining to state their gender (6.6%) (Table 32).

In addition to variation by gender, the prevalence rates are also very different by affiliation status for incidents occurring since entering the school (Figure 2). Undergraduates have much higher rates than graduate/professional students. For example, the estimate for women undergraduates is between two and three times higher at 25.9 percent than women graduate and professional students, at 9.7 percent (Tables 5–12). Similarly, men undergraduates are two times more likely to report this type of victimization than male graduate and professional students (6.8% vs. 2.5%). The pattern of higher rates for undergraduate students also holds for those identifying as TGQN and for those who declined to provide their gender.

Figure 2. Percent reporting nonconsensual sexual contact involving physical force or inability to consent or stop what was happening since enrolling in the school by gender and affiliation



Acts involving penetration or attempted penetration by physical force or inability to consent meet the legal definitions for rape in many jurisdictions. Women (10.0%) and TGQN students (10.7%) had the highest rates of acts involving penetration, or attempted penetration, by physical force or inability to consent (Table 32). Undergraduates had significantly higher rates than graduate/professional students. For example, undergraduate women had a prevalence rate of 12.8 percent compared to 4.6 percent of women graduate/professional students. This pattern holds for men and TGQN students as well (Tables 5–12).

Slightly over half of the acts involving penetration that occurred since the respondent entered the school also involve physical force. Among undergraduate women, 7.3 percent reported penetration by physical force and 5.4 percent reported penetration related to an inability to consent. Instances of physical force and inability to consent together were reported by 2.5 percent of undergraduate women. A similar pattern is evident for the other gender affiliation groups.

There are similar patterns by gender, affiliation and tactic for sexual touching. Women (15.3%) and TGQN students (14.8%) have the highest rates of sexual touching (Table 32). Undergraduates have significantly higher rates than graduate/professional students. For example, among women, 19.6 percent of undergraduates reported sexual touching compared to 6.9 percent of graduates/professionals.

One pattern associated with sexual assault is that it can occur multiple times against the same person (Fisher, Daigle, & Cullen, 2010). Analysis of the 2015 survey found a high proportion of individuals were victims of more than one incident (Kaasa, Fisher, Cantor, & Townsend, 2016). The 2019 survey also found that a relatively high percentage of students reported being a victim more than one time of nonconsensual sexual contact by physical force or inability to consent (Table 13). Among undergraduate women, 9.5 percent reported being a victim once, while 16.4 percent reported at least two incidents since enrolling at the school. TGQN students report a similar pattern. Finally, of interest, about as many of the graduate/professional women experience one victimization as those who experience two or more.

Year in school may also affect risk. Students who are relatively new to school may experience higher risk because they are not familiar with situations that may lead to an incident of sexual assault or misconduct. For undergraduate women, the prevalence rates decline by year in school (Tables 14–16). Among first year students, 16.1 percent of undergraduate women reported sexual contact by physical force or inability to consent in the current academic year. This percentage steadily declines by year in school to 11.3 percent for fourth year (or higher) students. This pattern does not consistently hold for men. The estimates for those identifying as TGQN students or those who declined to state their gender are unstable because of small sample sizes.

The above discussion provides the average of rates across the 33 different schools. A unique feature of the AAU survey is that the design supports generating statistically reliable estimates for each of the 33 colleges and universities. Prior studies have either sampled from a small number of universities or drawn a national sample that could not reliably compare experiences across specific campuses (Krebs et al., 2007; Koss, Gidycz, & Wisniewski, 1987; Washington Post-Kaiser Family Foundation Survey, 2015; Fisher et al., 2000). The AAU survey is not nationally representative, but the sample represents public and private institutions of varying sizes.

Comparison of rates across institutions can be affected by differences in response rate and some caution should be used when comparing specific schools. The non-response bias analysis discussed in [Appendix 4](#) provides evidence that schools with lower response rates are more likely to show evidence that estimates of nonconsensual sexual contact are biased in a positive direction (i.e., estimates from the sample are likely higher than those of the student population).

Figure 3 provides the distribution of the school prevalence rates for nonconsensual sexual contact involving physical force or inability to consent for undergraduate women at the 33 schools. The rates range from 14.0 percent to 32.0 percent. Figure 4 provides the rates for each of the 33 schools, along with the overall rate across all 33 schools. The lines around each estimate are the confidence intervals for the estimate. One indication of whether two estimates are statistically different is whether the confidence intervals overlap or if they overlap with the overall rate (vertical line). About a third of the schools overlap with the overall mean, and most are within 5 percentage points of the overall average.

Figure 3. Distribution across schools of the percent of undergraduate women reporting nonconsensual sexual contact involving physical force or inability to consent since entering school

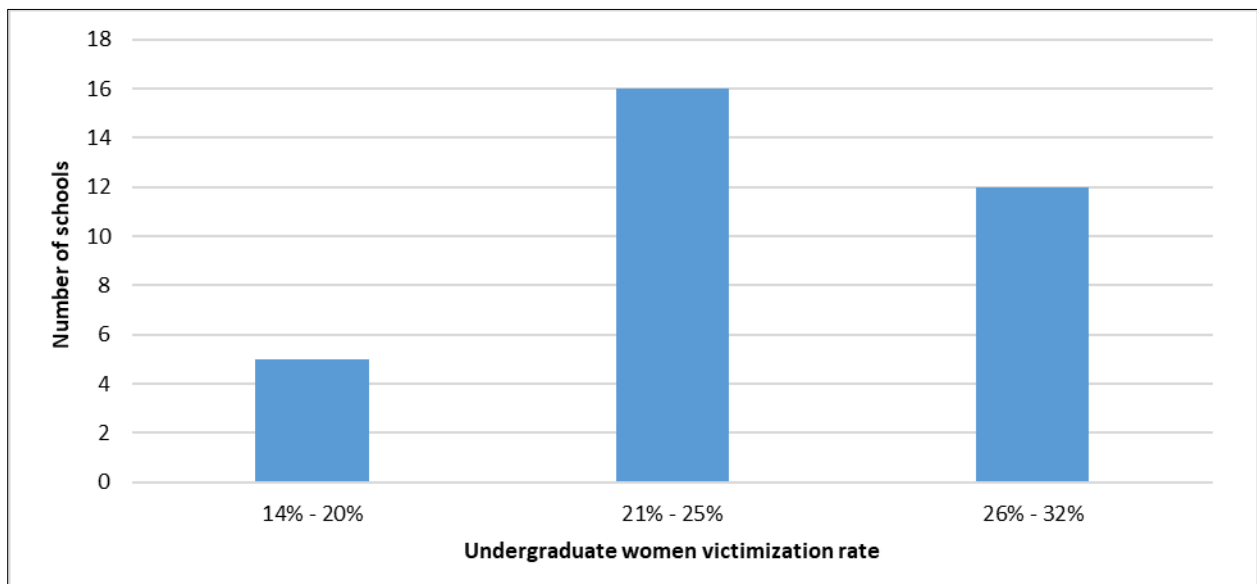
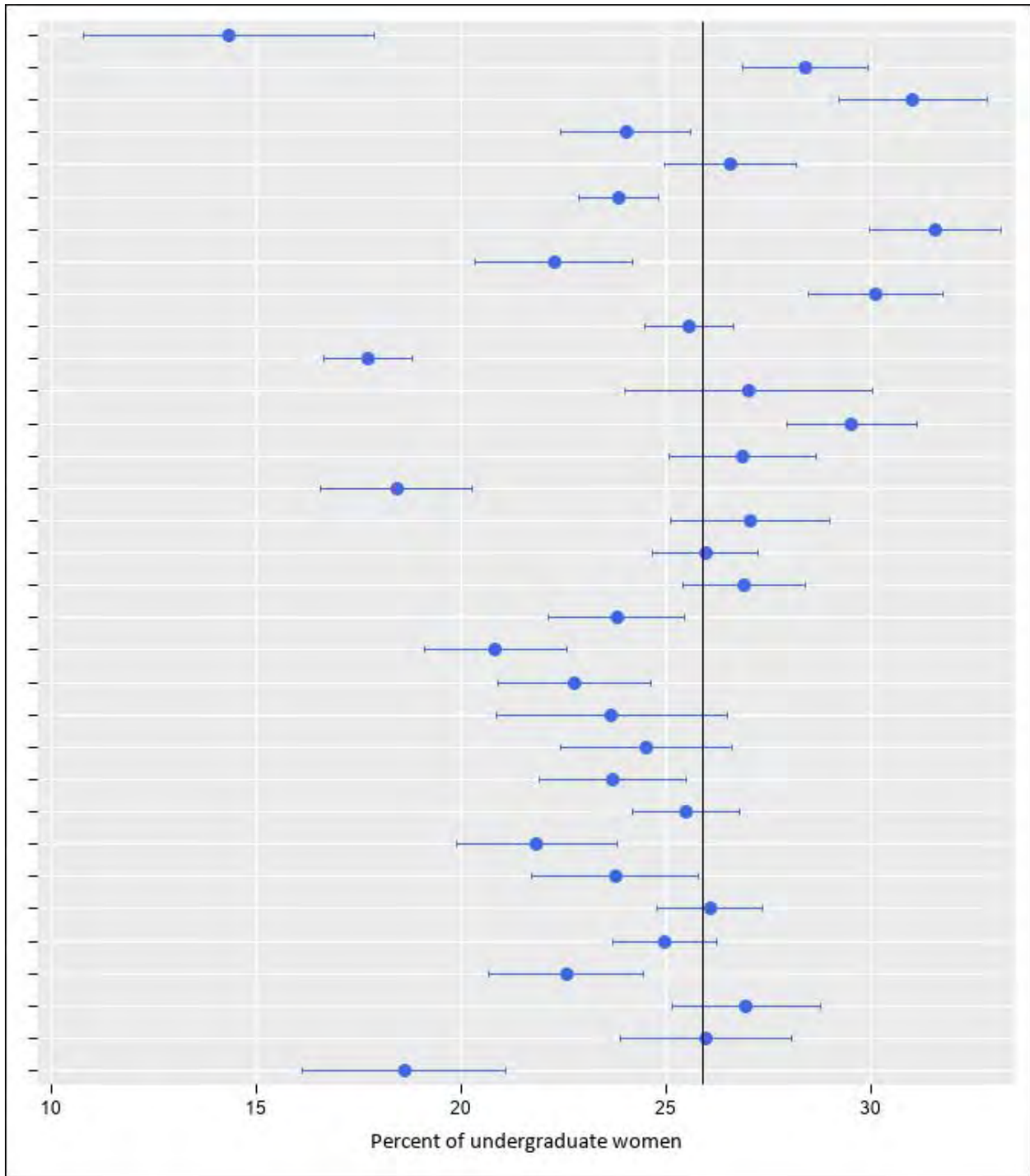


Figure 4. Percent and 95 percent confidence interval for undergraduate women reporting nonconsensual sexual contact involving physical force or inability to consent since entering college by school



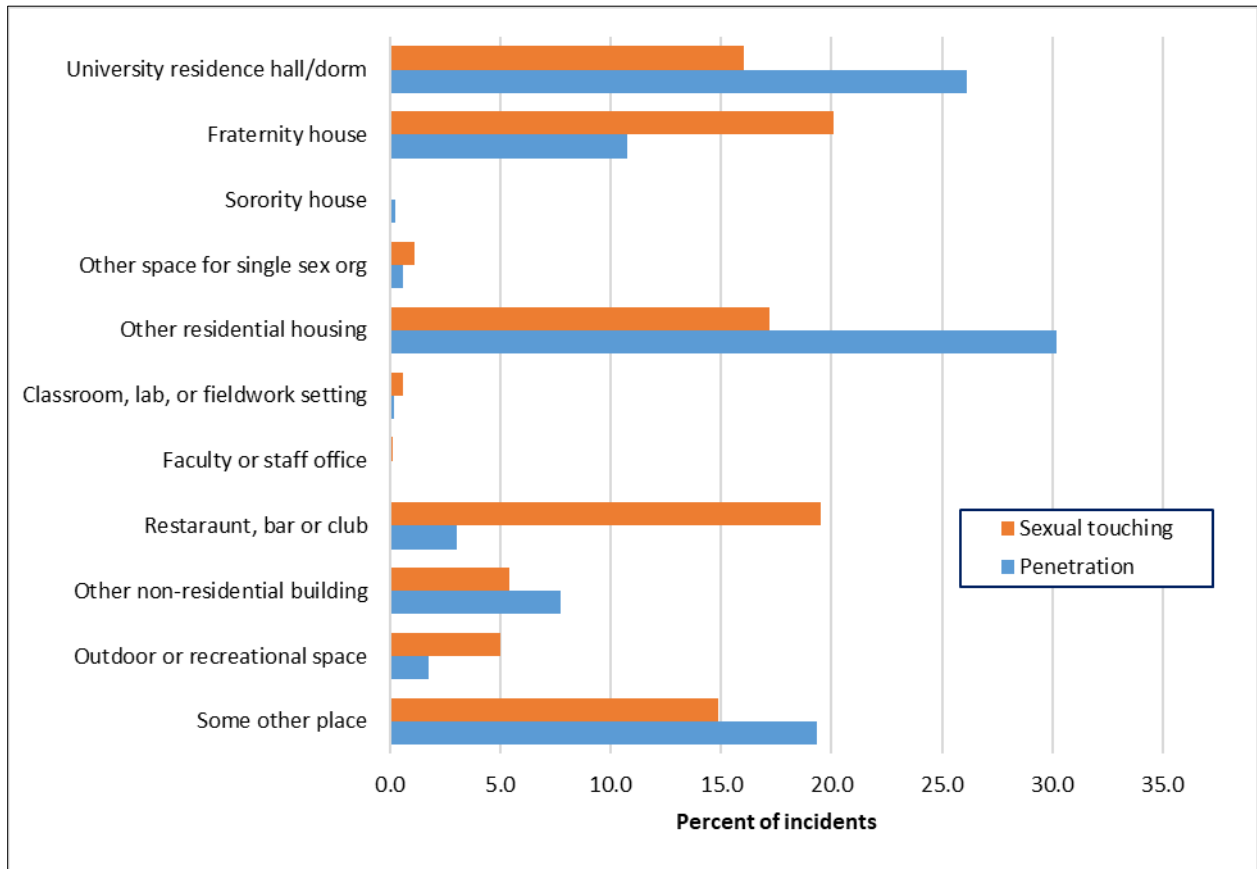
Characteristics of nonconsensual sexual contact by physical force or inability to consent

Students who reported an incident of nonconsensual sexual contact were asked for details about the incident (GA). Students who reported more than one incident were asked to first report on the incident that “impacted or affected them the most.” Students were asked to report on up to four incidents using this criterion. This process differs from the procedure used in 2015.¹⁰

Location of the incident. When asked where incidents involving penetration occurred (Table 17), women reported the primary locations were the university residence hall/dorm (26.1%), another residential housing (30.2%), some other place not specified (19.3%), and a fraternity house (10.7%) (Figure 5). This pattern is very similar across all gender categories. However, it is somewhat different for incidents involving sexual touching. Among undergraduate women, fewer incidents occurred in residence halls (16.0%) and other residential housing (17.2%), and more incidents occurred in fraternities (20.1%) and restaurants/bars (19.5%).

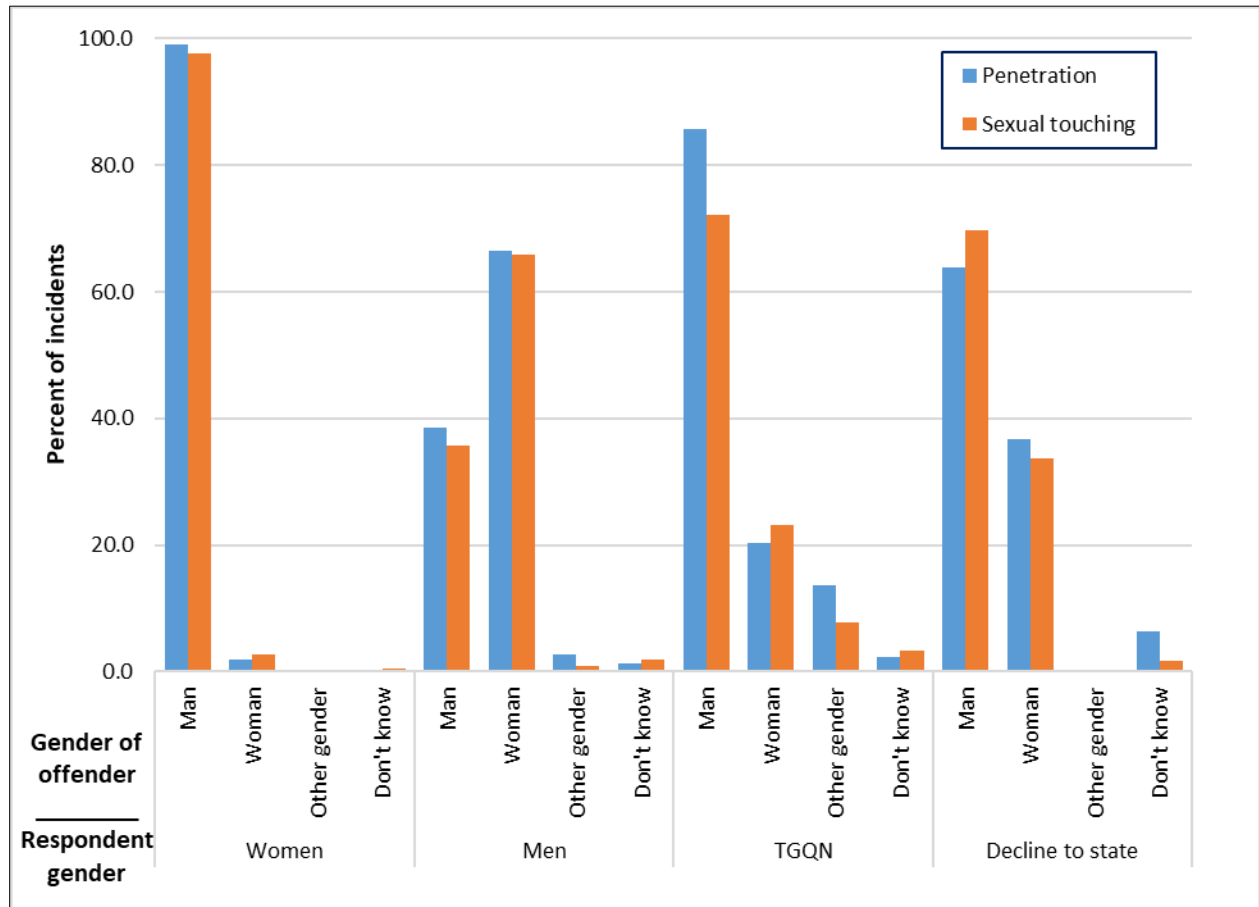
¹⁰In 2015 students were asked to report on a particular type of incident, rather than asking the student to select the incidents themselves. In 2015, if more than one incident occurred of a certain type, the respondent was asked to summarize across incidents. In 2019 the student reported for up to a total of four incidents.

Figure 5. Location of nonconsensual sexual contact incidents experienced by women, by type of sexual contact



Characteristics of the offender. Students were asked several different questions about the offender (Table 18). For both penetration and sexual contact, most reports identified one person as responsible for the behavior. For example, for men, 85 and 86.8 percent of the incidents of penetration and touching, respectively, involved one individual. This pattern is similar for other gender categories. The gender identity of the offender differed by the gender of the victim. Virtually all women who responded to the questions (99.1% for penetration, 97.8% for sexual touching) reported a man was the offender (Figure 6). For men, about two-thirds of offenders were women (66.4%) and one-third (38.6%) were men. The most common offender for TGQN students was a man (85.6% penetration, 72.2% for sexual touching).

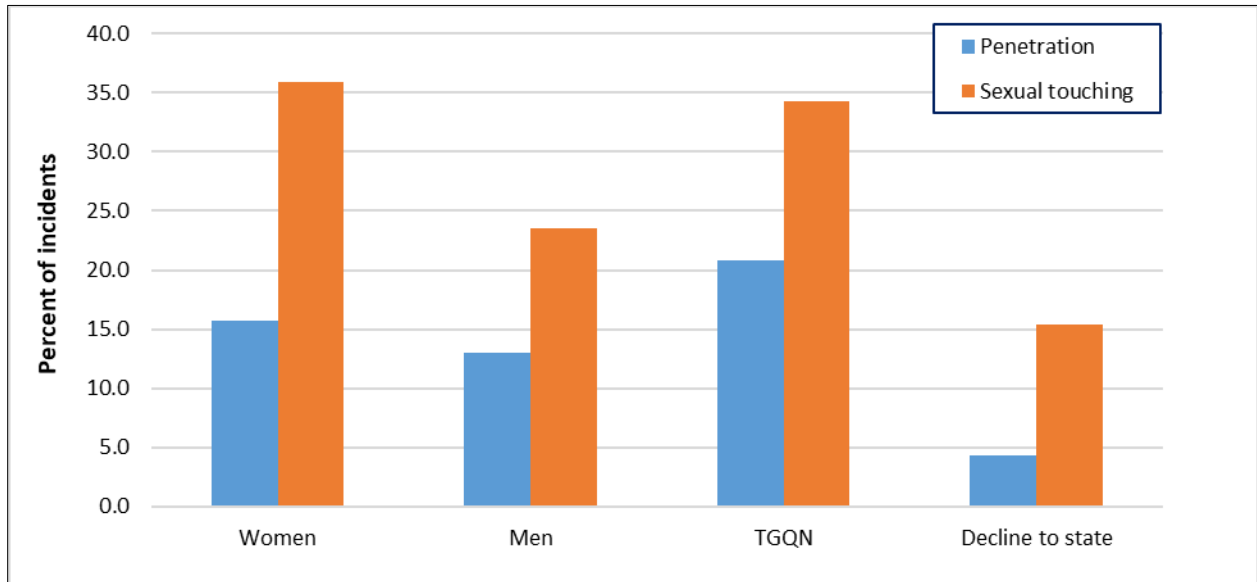
Figure 6. Offender gender for nonconsensual sexual contact by physical force or inability to consent by gender of victim and type of sexual contact



When asked how the offender was associated with the university, the vast majority of offenders were identified as students. For example, 73.3 percent of women reported the offender was a student. The next most common category were individuals who were not associated with the school (25.6% for women). The other common category was the respondent was not sure what the association to the school was for the offender.

The relationship between the victim and offender did differ somewhat by the type of behavior (Table 18). Victims of sexual touching were more likely to not know or recognize the person (Figure 7). Women reported that 15.8 percent of incidents involving penetration were with someone she did not know or recognize compared to 35.9 percent of sexual touching incidents. Conversely, 29.3 percent of women reported an intimate partner was the offender in penetration, compared to 9.9 percent of sexual touching incidents. Similarly, women reported 15.7 percent of incidents of penetration involved a former intimate partner, compared to 6.2 percent of touching incidents.

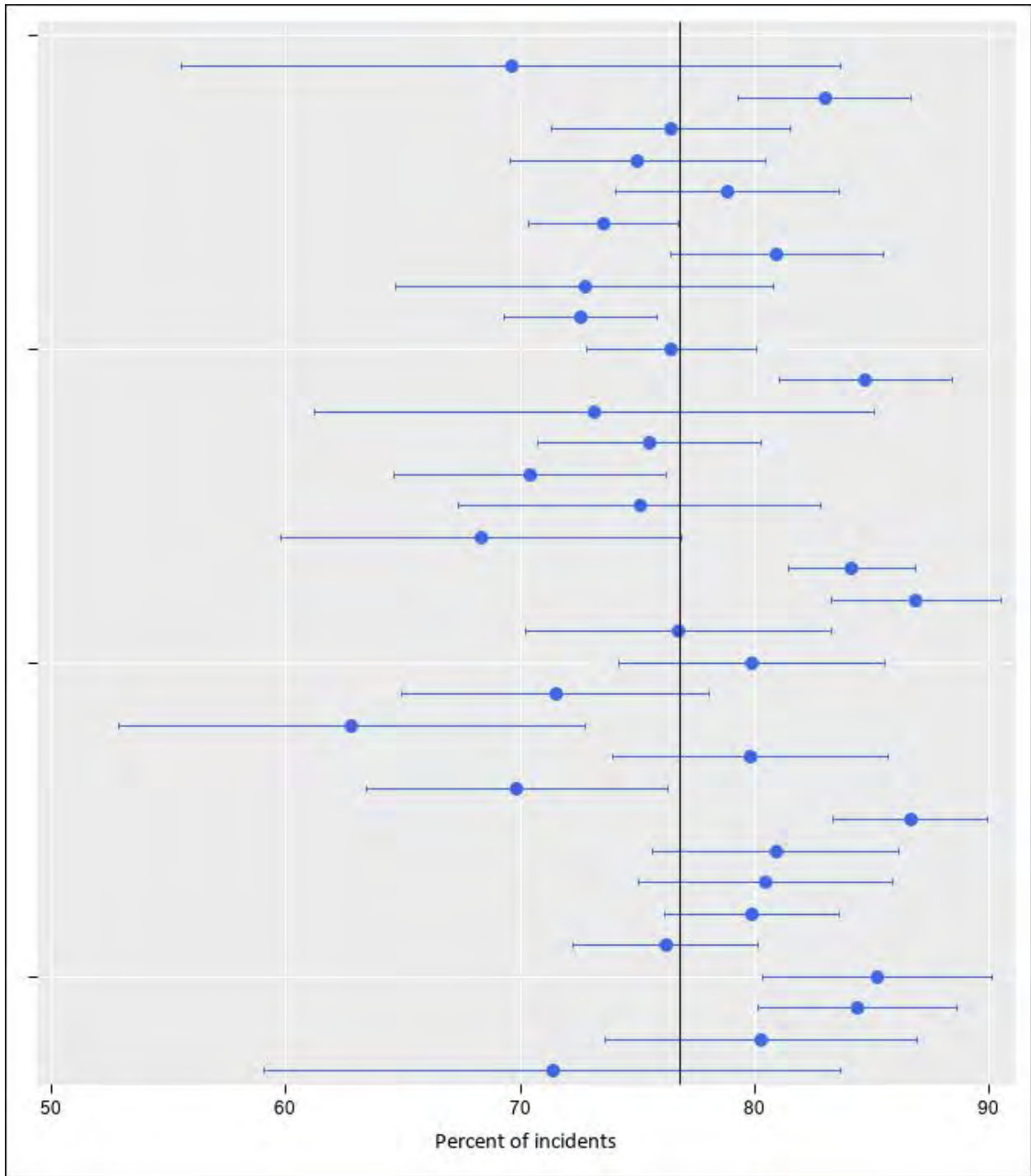
Figure 7. Percent of incidents of nonconsensual sexual contact by physical force or inability to consent that victim did not know the offender by gender of victim and type of sexual contact



Substance use. An important risk factor associated with sexual assault is the use of substances such as alcohol or drugs (Table 19). With respect to the offender, for penetration and sexual touching incidents, 65.0 percent of victims of penetration and 66.7 percent of victims of sexual touching incidents with women involved the offender drinking alcohol before the incident. Many other victims did not know if the offender was using substances at the time the incident occurred.

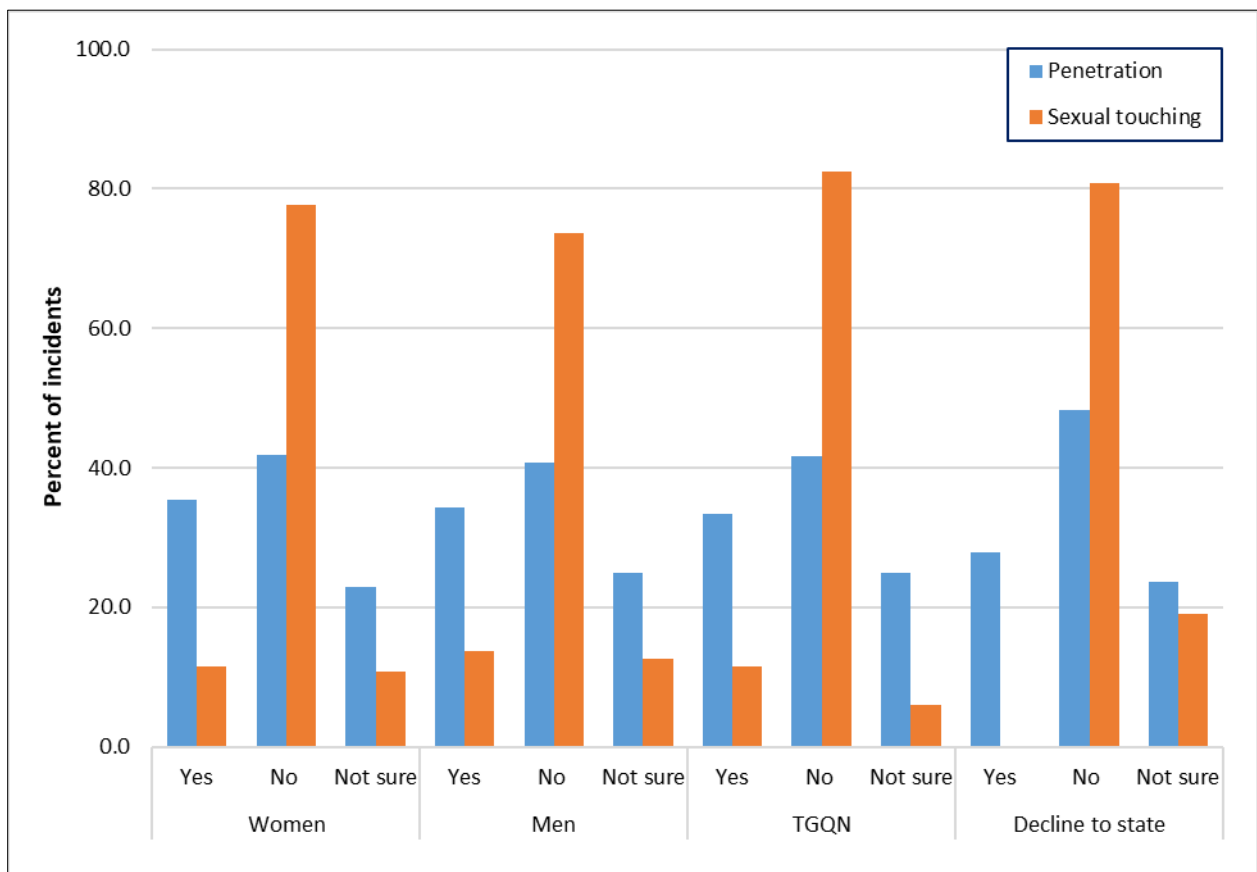
Most of the victims reported they had been drinking alcohol before the incident occurred. For example, for men 80.1 percent of the penetration incidents and 74.6 percent of the sexual touching incidents occurred when the victim had consumed alcohol. The pattern is similar for women and TGQN students. There was some variation in alcohol use by the victim across the 33 schools (Figure 8). For incidents involving penetration among women, the range across schools was from a low of 67.0 percent to a high of 90.0 percent, although for many schools the confidence intervals around these estimates are wide.

Figure 8. Percent and 95 percent confidence interval for undergraduate women reporting alcohol use for nonconsensual sexual contact involving physical force or inability to consent by school



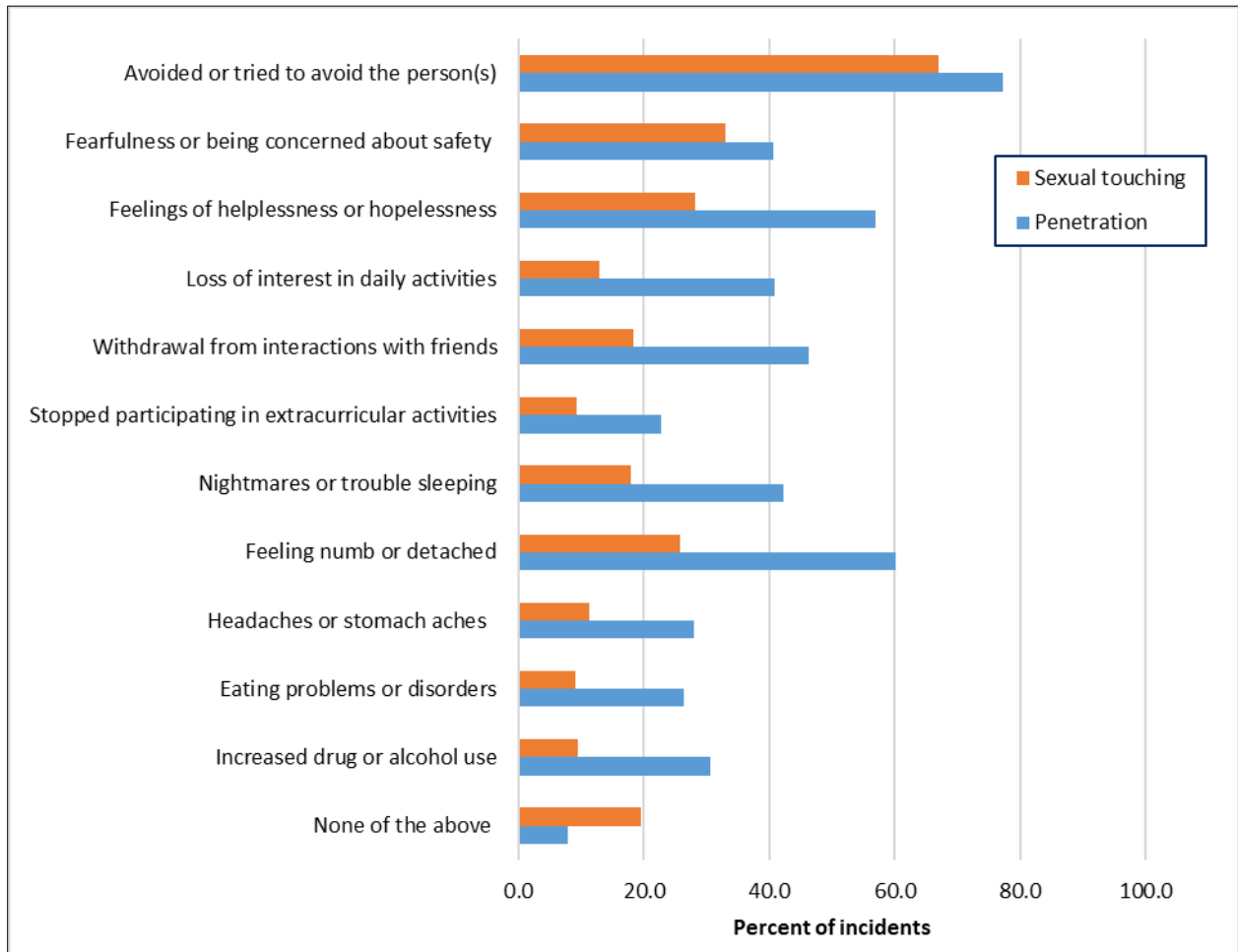
One possible contributor to the inability to consent are substances being given to the victim without their knowledge or consent (Kilpatrick, Resnick, Ruggiero, Conoscenti, & McCauley, 2007; Krebs, Lindquist, Warner, Fisher, & Martin, 2009; Swan et al., 2017). Some victims of penetration were either certain that, or suspected that, a substance was given to them without their knowledge or consent. For example, 3.7 percent of women reported this occurred in penetration incidents, and another 11.8 percent suspected it but were not certain it occurred. When a substance was used by the victim, victims were more likely to be passed out or asleep when penetration occurred (Figure 9). For example, among women who reported using a substance (either knowingly or unknowingly), 35.3 percent of the incidents involving penetration occurred when the victim was passed out or asleep for at least part of the incident. This compares to 11.5 percent for sexual touching incidents. Many victims of penetration were not sure if they were passed out or asleep (22.9% for women).

Figure 9. Percent of incidents of nonconsensual sexual contact by physical force or inability to consent that victim was passed out or asleep by gender and type of sexual contact



Behavioral, emotional, academic, professional, and physical consequences. A high proportion of victims of nonconsensual sexual contact by force or inability to consent experienced either a behavioral, emotional, academic, or physical consequence (Table 20). Almost all victims reported either a behavioral or emotional consequence (Figure 10 for women). On average, women reported 4.6 behavioral or emotional consequences, TGQN students reported 6.1, and men reported 3.0. For incidents of penetration, 92.2 percent of both women and TGQN students reported at least one type of behavioral or emotional consequence compared to 79.6 percent of men. Several direct reactions were very common, such as avoiding or trying to avoid the person (77.4% women, 76.1% TGQN students, and 68.1% men) and fearfulness or concern for their safety (40.6% women, 59.4% TGQN students, and 20.4% men). Many victims also reported other consequences that affect their well-being, such as loss of interest in daily activities (40.9% women, 60.1% TGQN students, and 29.2% men), withdrawal from interactions with friends (46.4% women, 61.4% TGQN, and 29.2% men), nightmares or trouble sleeping (42.2% women, 55.8% TGQN students, and 21.5% men), and feeling numb or detached (60.2% women, 72.9% TGQN students, and 38.5% men).

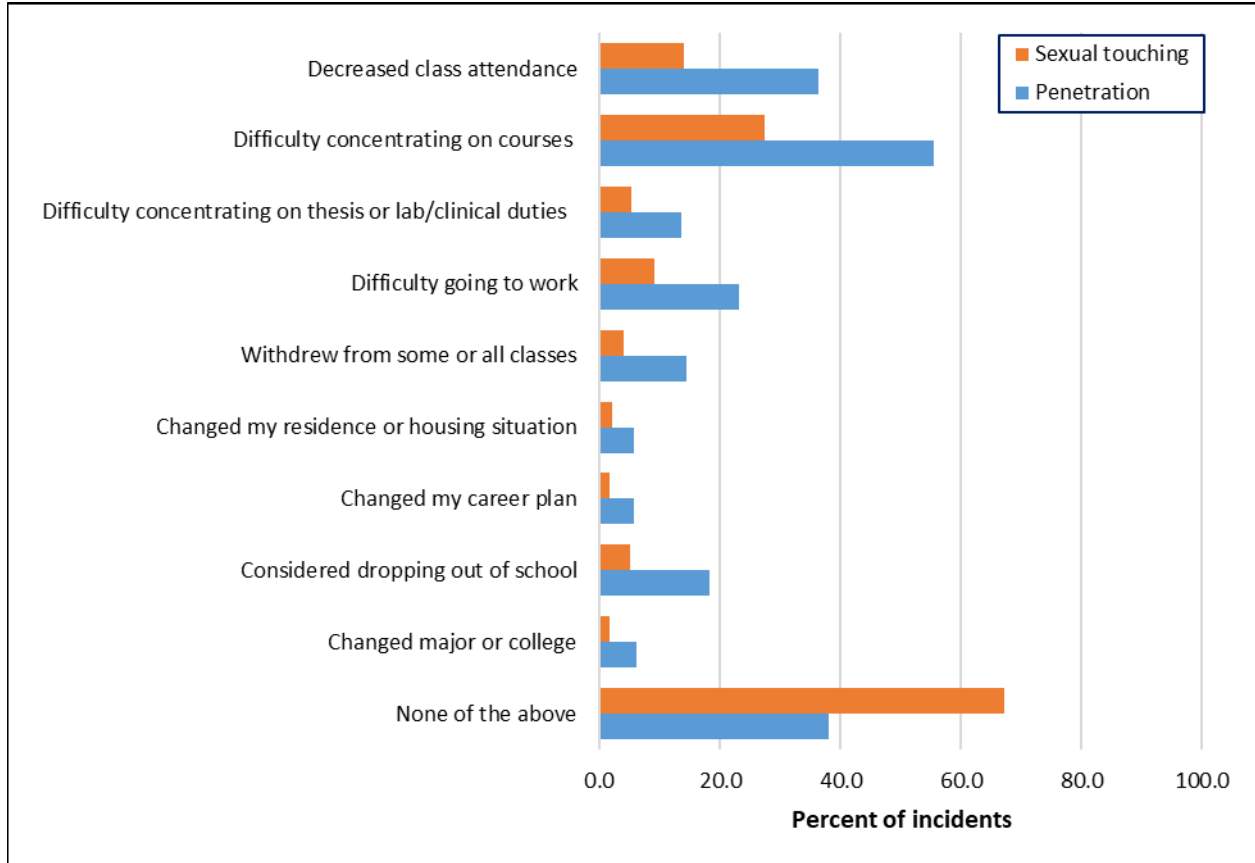
Figure 10. Behavioral and emotional consequences of nonconsensual sexual contact by physical force or inability to consent for women by type of sexual contact



Academic and professional consequences were also very prevalent. For incidents involving penetration, 62.0 percent of women, 75.7 percent of TGQN students, and 48.2 percent of men reported at least one academic or professional consequence. The most common reactions reported by those reporting at least one consequence were decreased class attendance (36.3% women, 54.1% TGQN students, and 28.0% men), difficulty concentrating on studies, assignments, and exams (55.5% women, 68.7% TGQN students, and 38.2% men), and difficulty going to work (23.2% women, 39.0% TGQN students, and 17.7% men) (Figure 11 for women). On average, women reported 1.7 academic or professional consequences resulting from nonconsensual penetration, TGQN students reported 2.7, and men reported 1.2 such consequences.

The prevalence of academic and professional consequences for sexual touching was significantly lower, although a significant number were affected in some way (32.8% women, 57.2% TGQN students, and 27.5% men). Between 5 and 20 percent reported one of the other academic or professional consequences for women, men and TGQN students.

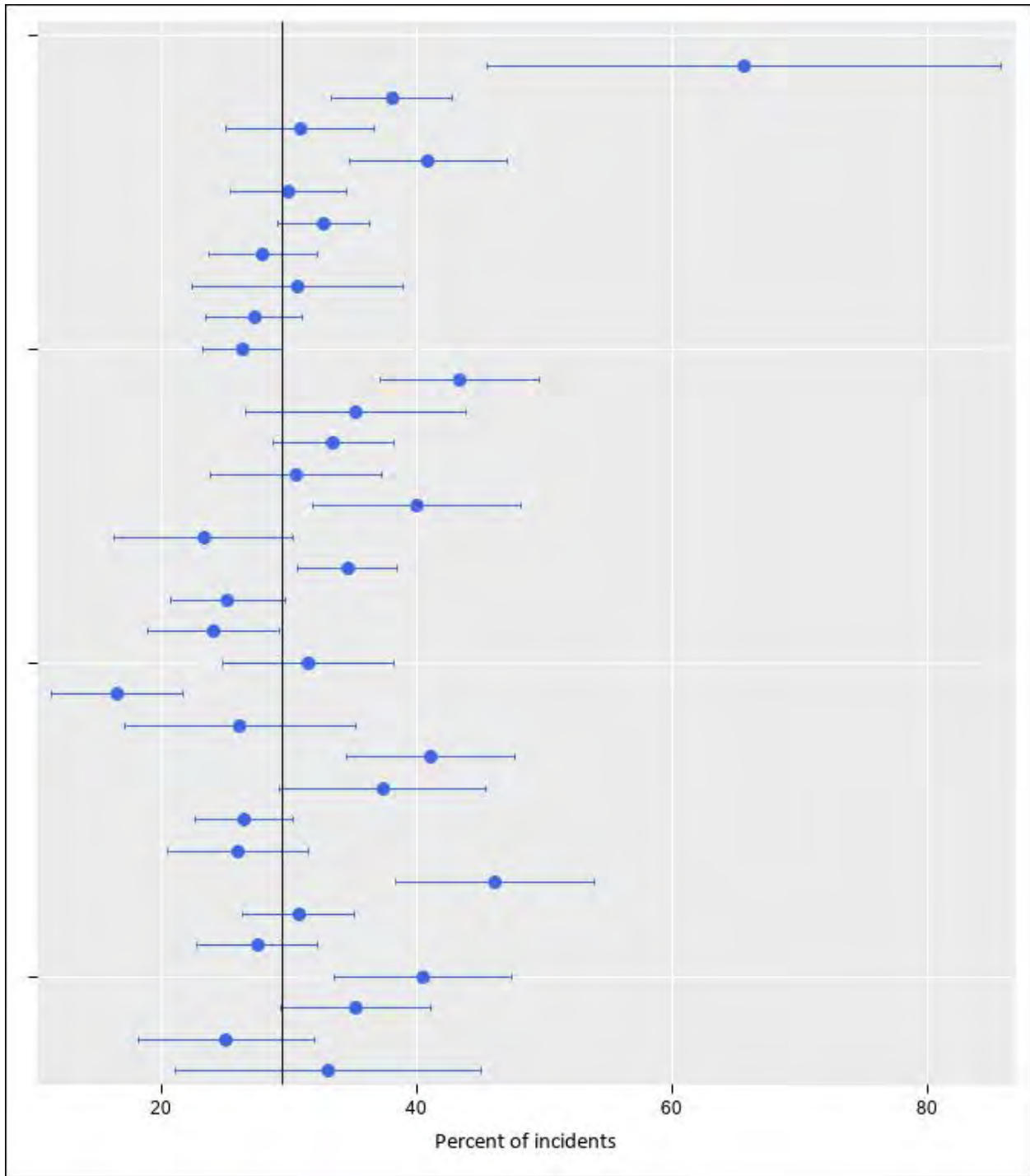
Figure 11. Academic and professional consequences of nonconsensual sexual contact by physical force or inability to consent for women by type of sexual contact



The survey requested information on physical consequences such as physical injuries, contracting sexually transmitted diseases or infections, or becoming pregnant. Physical injuries from penetration were reported by 15.1 percent of women, 18.9 percent of TGQN students, and 7.6 percent of men. Contracting sexually transmitted diseases was reported for 4.6 percent of women, 6.1 percent of men, and 11.7 percent of TGQN students.

Contacting a program or resource about the incident. When students reported an incident on the survey, they were presented with a list of programs and resources available at the school. The student could mark one or more programs or resources they used. For incidents involving penetration, women contacted a program for 29.5 percent of incidents, TGQN students for 42.9 percent of incidents, and men for 17.8 percent of incidents (Table 21). These proportions are lower by about half for incidents of sexual touching. The proportion of incidents involving penetration in which the victim contacted a program across the 33 schools varies from 16.5 to 65.6 percent (Figure 12).

Figure 12. Percent and 95 percent confidence intervals for the percent of incidents a program or resource was contacted by women for nonconsensual penetration by physical force or inability to consent by school



Among violent victimizations, rape and sexual assault are among the most under-reported to official authorities (Fisher, Daigle, Cullen, & Turner, 2003). The reasons respondents gave for not contacting official sources or victim assistance programs are complex. To get a better understanding of the reasons why official authorities or assistance programs were not contacted, the survey included a series of questions about this. The first question asked for reasons the victim did not report, allowing for more than one response. Across the genders (Table 21), the most common responses for penetration was that they could handle it themselves (48.8% women, 60.4% men, 40.1% TGQN students), the incident was not serious enough to contact a program or resource (47.4% women, 42.5% men, 42.0% TGQN students), and because the person felt embarrassed, ashamed, or that it would be too emotionally difficult to report (41.7% women, 27.9% men, 36.0% TGQN students). Other prevalent reasons given were, the victim did not think the resources could help them (21.9% women, 19.6% men, 36.3% TGQN students) and the victim did not want to get the perpetrator in trouble (24.5% women, 22.7% men, 26.0% TGQN students).

The pattern for why victims did not report incidents of sexual touching is similar for penetration, with a few notable exceptions. Relative to penetration incidents, there was a higher percentage of those that reported sexual touching was not serious enough to contact a program or resource. For example, for women, 62.4 percent reported it was not serious enough for sexual touching compared to 47.4 percent for penetration. Fewer victims of sexual touching reported feeling embarrassed, ashamed, or that reporting the incident would be too emotionally difficult. For example, 18.2 percent of women who reported sexual touching reported this reason, compared to 41.7 percent of women who reported penetration. Fewer victims of sexual touching also reported that they did not want to get the person in trouble (13.4% for sexual touching vs. 24.5% for penetration).

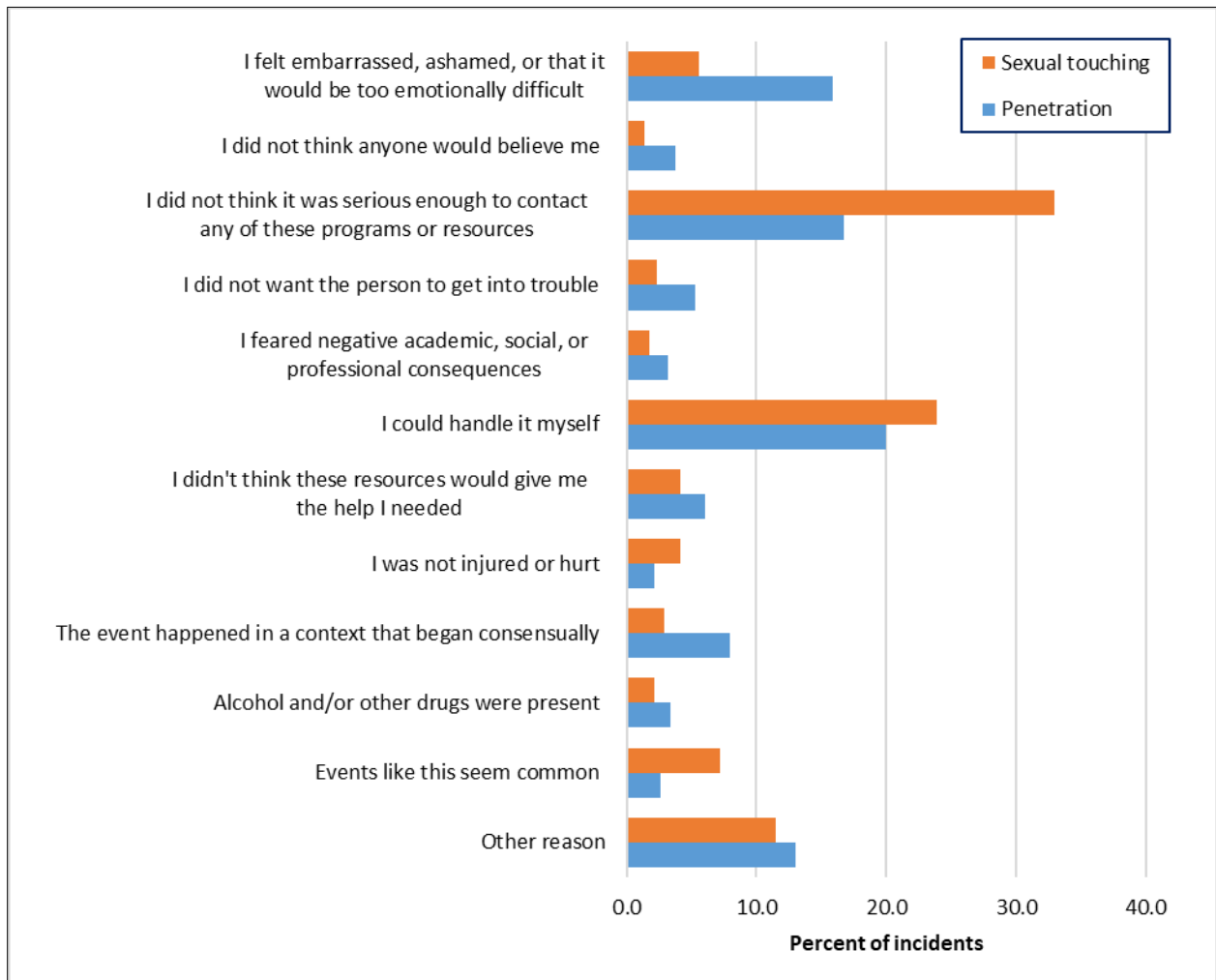
A reason students commonly gave for not contacting a program or resource was that the incident was “not serious enough.” This reason was found in other campus climate surveys, including the 2015 AAU Campus Climate Survey (Cantor et al., 2017). The meaning of this response is somewhat ambiguous. It may mean the student did not believe the incident was serious enough to be considered a violation of the school’s code of conduct or a crime, or it could mean that the perceived consequences of contacting a program are greater than the consequences of the incident itself. For example, many sexual assault victims do not report incidents to law enforcement because they do not want to go through an investigation (Fisher et al., 2003; Krebs et al., 2007). To get a more detailed picture of the reason for this response, students who reported that they did not contact a program or resource because the incident was “not serious enough” or for an “other reason” were asked if there were better descriptors of why they did not contact a resource or program.

The most common reason given for why an incident was “not serious enough” or “other” for sexual penetration was that the student was not injured (69.8% women, 59.4% TGQN students, and 67.9% men). This is consistent with information that found relatively few victims reported a physical injury, although virtually all victims of penetration and most victims of sexual touching reported behavioral, emotional, academic, or professional consequences of the incident. The other most common reasons reported relate to the circumstances of the incident. For example, 54.0 percent of women who reported penetration did not contact a program or resource because alcohol was involved, 49.9 percent because the event began consensually, and 45.1 percent because “events like this seem common.” A significant percentage reported they did not contact a program or resource because “my body showed involuntary arousal” (18.2% women, 27.4% men, 30.9% TGQN students). Generally, the reason an incident was not reported for the three genders are consistent. One exception is the response “because of the person’s gender, I thought it would be minimized or misunderstood” (4.8% women, 7.6% TGQN students, and 31.3% men).

The patterns presented for why an incident was not reported above hold for sexual touching as well. The reason “I was not hurt” had a higher percentage for sexual touching across all genders. For example, women gave this response for 69.8 percent of incidents involving penetration and 83.2 percent for sexual touching. Women were also less likely to not contact a program or resource if an incident involving sexual touching began consensually (49.9% penetration, 22.9% sexual touching) or if alcohol was involved (54.0% penetration, 39.7% sexual touching).

To get an overall assessment of the reasons a victim did not contact a program or use a resource on campus, respondents who selected more than one response were presented with all of their responses and to designate the most important reason to them. For women (Figure 13), the most common response following incidents involving penetration was that she “could handle it herself” (20.0%). The next most common responses were that it was not serious enough (16.8%), the woman was embarrassed, ashamed, or felt it would be too emotionally difficult to report (15.9%). Some other reasons include that the event started consensually (8.0%), she did not think the resource would provide the help needed (6.0%), and she did not want to get the person in trouble (5.2%).

Figure 13. Most important reason women provided for not contacting a program or resource following nonconsensual sexual contact by physical force or inability to consent by type of sexual contact



Telling another person about the incident. A large percentage of victims told someone else about the incident (Table 22). Overall, 85.9 percent of women, 78.6 percent of men, and 83.1 percent of TGQN students who had experienced nonconsensual penetration told at least one other person. On average, women told 1.8 other persons, men told 1.3 persons, and TGQN students told 2.3 persons about nonconsensual penetration. Telling a friend was the most common (81.8% women, 73.2% men, 76.2% TGQN students), followed closely by a family member (26.7% women, 16.4% men, 24.6% TGQN students), or a romantic or sexual partner (24.8% women, 19.8% men, 40.5% TGQN students). Telling a therapist or counselor was also very common for women (25.1%) and TGQN students (41.9%), but much less so for men (13.7%). The pattern for sexual touching was similar, with the vast majority of victims telling someone else (86.8% women, 79.0% men, 85.2% TGQN students). When compared with incidents involving penetration, fewer victims of sexual touching told a therapist, counselor, or physician.

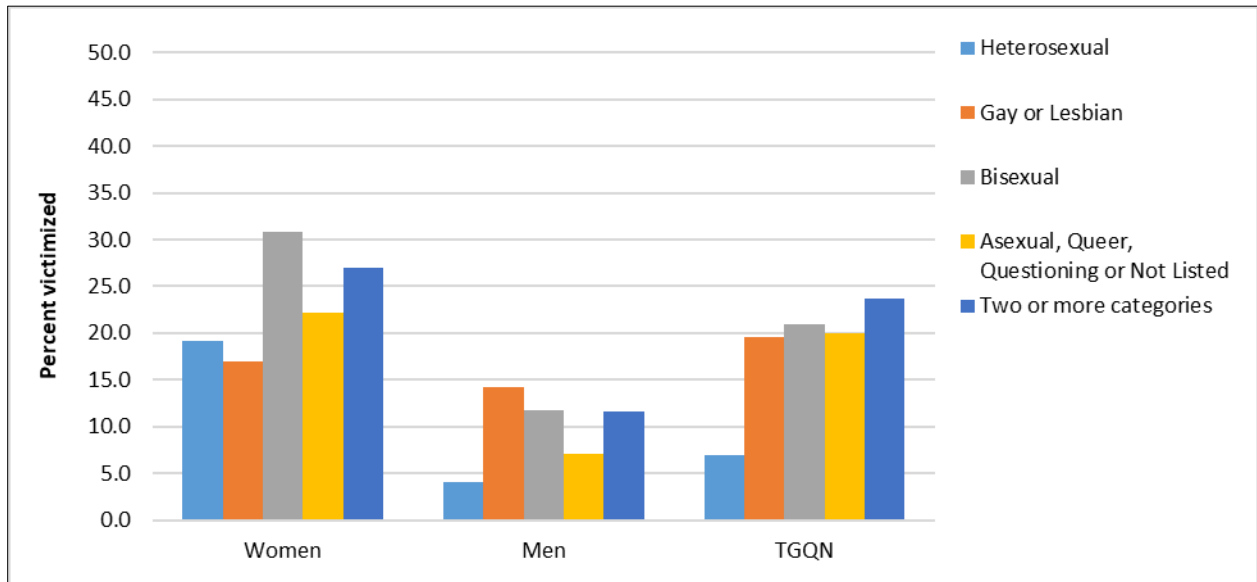
Personal and school characteristics associated with nonconsensual sexual contact by physical force or inability to consent

In addition to the victim's gender and affiliation, there are several other personal and school characteristics that are associated with the occurrence of nonconsensual sexual contact by physical force or inability to consent.

Student characteristics. Rates were estimated by sexual orientation, ethnicity, race, disability, and marital status (Table 23). Hispanic students have slightly higher rates than Non-Hispanic students (14.9% vs. 12.8%). With respect to race, Asian students have the lowest rates (6.9%) compared to Whites (14.7%), African Americans (12.7%), and those reporting more than one race (14.5%). The survey collected detailed information on disability. Those who did not report any disability had the lowest rate of nonconsensual sexual contact by physical force or inability to consent (9.4%). Those who reported a single disability also had elevated rates, the highest rate being those reporting a chronic mental health condition (depression, PTSD, anxiety disorder, etc.) (26.3%). Those reporting two or more disabilities had a rate of 25.0 percent. Marital status is also highly correlated with risk; those who are currently married have the lowest rates (2.6%), while those who are divorced or separated have the next lowest (8.0%). The highest rates are for those who are never married (14.4%).

Perhaps the widest variation by student characteristic is sexual orientation (Figure 14). All categories representing non-heterosexual orientations are higher than heterosexual. Among all students, bisexual students have the highest rate (25.6%), followed by those selecting more than one category (22.2%), asexual, queer, questioning or not listed (18.5%), and gay or lesbian (15.1%). These percentages are all higher than for heterosexuals (11.5%). This pattern holds for women. For TGQN students, the rates range from 19.5 percent for gay or lesbian sexual orientation to 23.8 percent for those selecting more than one category. TGQN students who chose heterosexual as their sexual orientation have rates that are not statistically different from heterosexual men (6.9% vs. 4.1%) and have much lower rates than heterosexual women (19.1%). This result is consistent with multivariate analysis of the 2015 AAU survey (Cantor, Fisher, Townsend, Peterson, 2017a) which found that non-heterosexual orientation had a higher positive correlation with being a victim of this type of incident than identifying in a gender minority category.

Figure 14. Percent experiencing nonconsensual sexual contact involving physical force or inability to consent by gender and sexual orientation



School characteristics. To better understand variations by the type of school, rates of sexual contact involving physical force or inability to consent were calculated by several school characteristics (Table 24). Similar analyses have been conducted for other national surveys on campus sexual assault. These prior studies did not find institutional characteristics to be significantly related to victimization (Koss et al., 1987; Washington Post-Kaiser Family Foundation Survey, 2015). The results reported here are consistent with prior research. There generally are not large differences in rates of nonconsensual sexual contact by physical force or inability to consent across school characteristics. There is an increase in victimization rates for undergraduate women when comparing the smallest schools (23.9%) to the largest schools (27.0%). The percent of undergraduate women is also positively related to the prevalence for undergraduate women. Schools with the lowest percentage of women have a rate of 24.6 percent compared to those with the highest rate of 27.9 percent. The schools with the highest percentage of students living on campus have the lowest rates of victimization (23.9% high vs. 26.5% low).

Several measures of the campus environment, as reported by students, are also related to prevalence rates. Composite measures were developed using the attitudinal and knowledge questions that were asked of all students on the survey.¹¹ One measure uses these two questions:

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

¹¹The composite measures in this table were created by factor analyzing all of the measures, extracting four factors and using the factor scores to create a composite for set of questions.

B2. How likely do you think it is that you will experience sexual assault or sexual misconduct in the future while enrolled at [University]?

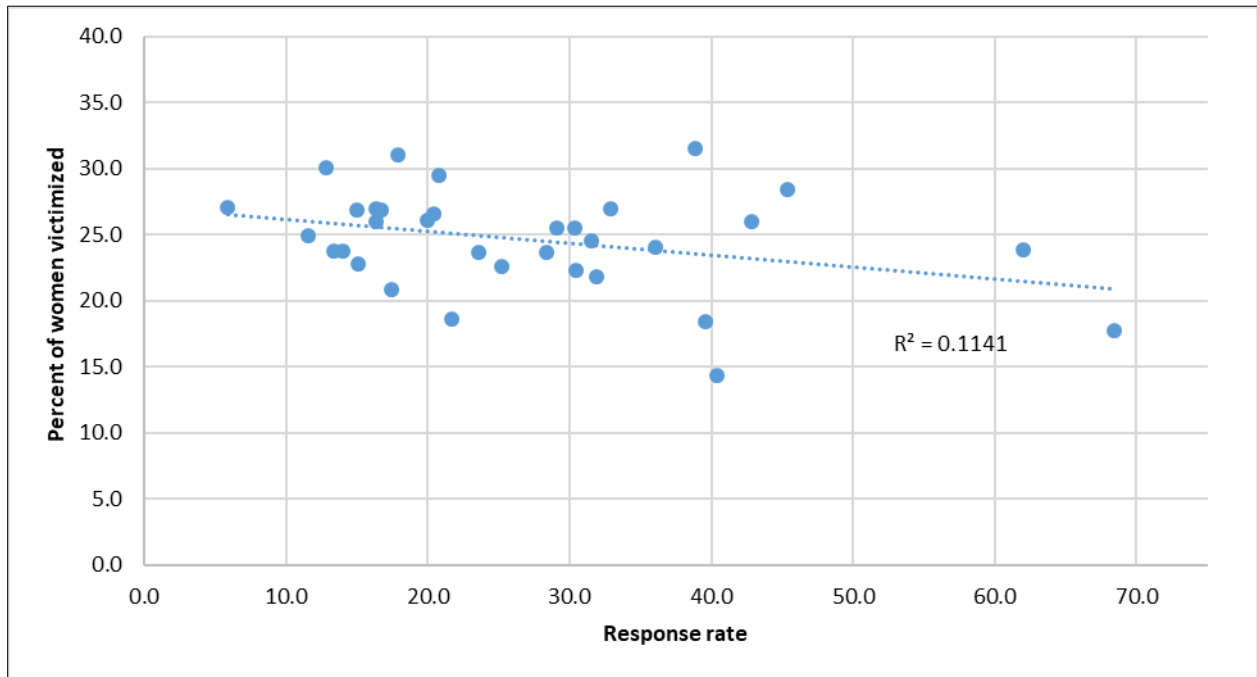
Respondents chose from a 5-point scale ranging from “not at all” to “extremely.” Campuses with the highest percentage on this composite measure had higher rates of victimization for undergraduate women (23.4% vs. 26.8%). A second measure was constructed using two items asking if campus officials would take a report of sexual assault seriously and if they would conduct a fair investigation (survey item I1 and I2). Prevalence rates for undergraduate women are lowest for those schools where students were more likely to give positive responses to these two items (27.8% vs. 24.5%).

Another characteristic examined was the rate of official crimes included in the school’s Clery Act report. The crimes included were murder, rape, robbery, aggravated assault, and burglary. The total number of crimes in the report was divided by the total number of students at the school. Interestingly, there was no relationship between official crime statistics and the prevalence rates from the survey.

For most school characteristics, these patterns are consistent for graduate/professional women. The relationships for the other groups generally do not show these patterns and/or have too few respondents to produce reliable prevalence rates.

As noted in the methodology section, response rates vary across the schools, which could affect the level of reporting for a particular school. [Appendix 4](#) provides a full discussion of our assessment of the potential for non-response bias in the results. Data by response rate is presented here to provide information on how rates vary across schools. There is a small negative relationship by response rate: As response rates increase, prevalence rates decrease. Figure 15 provides a scatterplot of the 33 schools with the response rate on the vertical axis and the undergraduate prevalence rate for women on the horizontal axis. In 2015, this relationship was opposite. The change in direction is likely because six 2015 schools with low response rates and low victimization rates were “replaced” in the 2019 survey by 11 schools with low victimization rates and high response rates.

Figure 15. Scatterplot of school rates of nonconsensual sexual contact by physical force or inability to consent for undergraduate women by the school response rate



3.2 Nonconsensual Sexual Contact by Coercion or Without Voluntary Agreement

The survey measured two other types of nonconsensual sexual contact. Coercion refers to sexual contact elicited through threats of serious non-physical harm or through promising rewards. The second refers to nonconsensual sexual contact without ongoing consent from each partner.

Nonconsensual sexual contact by coercion. Coercion was defined for respondents as:

“...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.”

If a respondent reported that the incident was part of a previously reported incident involving physical force or inability to consent, the event was not counted as coercion (G6 and G7).¹²

The rates for coercion were the lowest among the forms of nonconsensual sexual contact in this survey. For the time period since students entered their respective schools, nonconsensual contact involving coercion was reported by less than 1 percent of the women and men (Tables 25–27), with women and men being almost equally likely to report this type of tactic (0.5% for women; 0.3% for men). Those identifying as TGQN were the most likely to report this type of tactic (1.6%). Notably, the TGQN students reported a higher prevalence rate for penetration (1.2%) than sexual touching (0.7%) through coercion.

Nonconsensual sexual contact that occurred without voluntary agreement. A fourth form of nonconsensual sexual contact measured on the survey consisted of incidents that occurred without active, ongoing voluntary agreement (without voluntary agreement, hereinafter referred to as WVA).¹³ Survey questions related to this form of nonconsensual contact were developed to capture school regulations that make it a violation if both partners in a sexual encounter do not explicitly consent or if a partner proceeds with sexual contact without maintaining or confirming consent. To develop the questions, the SDT team for the 2015 AAU survey reviewed policies on voluntary agreement from schools affiliated with AAU and the Consortium on Financing Higher Education. These were defined as incidents that occur as follows:

“...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.”

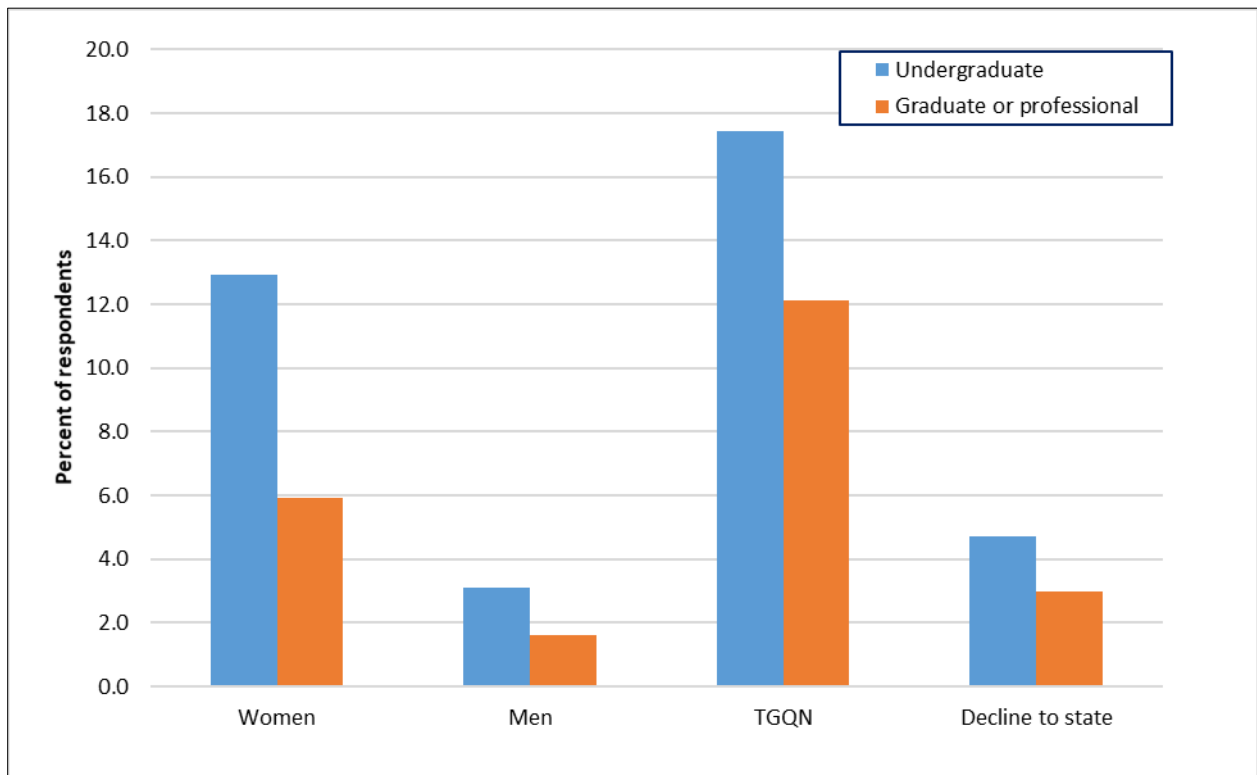
¹²With the exception of the change in the introduction to this section of the survey (see discussion at the beginning of section 3.3), the questions and methods used to measure these incidents are the same as used in the 2015 AAU survey.

¹³In 2015 this tactic was referred to “absence of affirmative consent.” As noted below, the methods used to measure this tactic are the same for the 2015 and 2019 surveys.

The questions used to collect these data are survey items G8 and G9. If this type of incident occurred as part of a previously reported incident involving physical force, inability to consent, or coercion, the event was not counted in the prevalence rate.

The percentage of students reporting that this type of tactic occurred since they entered school differed by gender and affiliation status (Tables 25–27). Women and TGQN students were the most likely to be victimized in this way (10.6% women, 15.9% TGQN students), while men had much lower rates (2.5%) (Figure 16). Undergraduates were also more likely to report this than graduate/professional students. For example, among women, 12.9 percent of undergraduates and 5.9 percent graduate/professional students experienced this type of victimization.

Figure 16. Percent reporting nonconsensual sexual contact without active, ongoing voluntary agreement since enrolling in the school by gender and affiliation

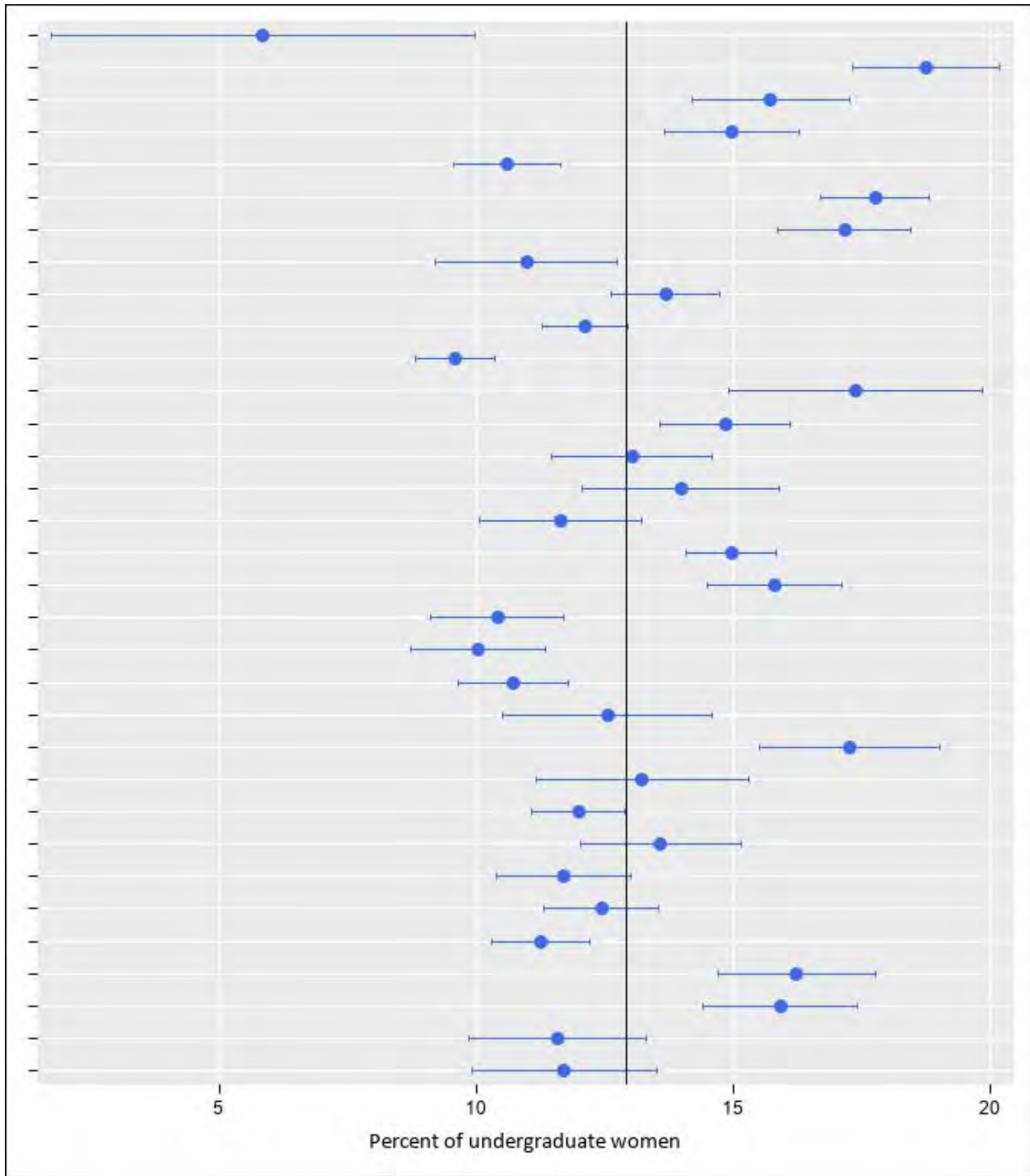


As noted in section 3.1, the risk of some types of assault is highest for newer students. Those students who are relatively new to school may experience higher risk because they are not as familiar with situations that may lead to an incident of sexual assault or misconduct (Cranney, 2015; Krebs et al., 2007). This was the pattern observed for tactics involving physical force and inability to consent, but the pattern is not as clear for WVA. For undergraduate women, the current year prevalence rates drop

somewhat by year in school (Table 29). The rate for first year undergraduate women was 7.0 percent which drops to 5.6 percent in the fourth or higher years. There is not a clear pattern for other gender and affiliation groups.

There is wide variation in the rate of WVA across the 33 schools (Figure 17). For undergraduate women, the rate ranges from 5.8 to 18.7 percent.

Figure 17. Percent and 95 percent confidence intervals for undergraduate women experiencing nonconsensual sexual contact without active, ongoing voluntary agreement by school



3.3 What is Total Experience of Nonconsensual Sexual Contact?

To assess the overall risk of nonconsensual sexual contact, prevalence measures were estimated by combining the two behaviors that constitute sexual contact (penetration and sexual touching) and the four tactics discussed above (physical force or threat thereof; inability to consent or stop what was happening; coercion; WVA). Estimates are provided that combine these behaviors and tactics in different ways.

The first combination includes rates of nonconsensual sexual contact for tactics that are generally considered criminal. This includes two of the four tactics for behaviors that are widely used to legally define rape (penetration) and sexual battery (sexual touching). To narrow the definition further, estimates were made just for those events that were completed; this excludes attempts at forcible penetration that were not completed.

With a few exceptions, data presented to this point represent students' experience since enrollment. This mixes students who have been at the school for different periods of time and are at risk of sexual assault or other sexual misconduct on campus for different periods of time. To largely standardize the time period and get an overall picture of the risk for a student's entire stay on campus, estimates were made for undergraduate students in their fourth year or higher since enrollment. This provides the prevalence for the period while attending a college or university, which for many is a 4-year period.¹⁴

Results indicate that 20.6 percent of students in their fourth year or higher experienced sexual contact involving penetration *or* sexual touching involving physical force or inability to consent since entering the school (Table 33). Women (31.5%) and TGQN students (28.7%) are, by far, the most likely to experience this type of victimization. Based on these estimates, men are victims much less often than women or those identifying as TGQN students (8.4%). Women and TGQN students reported being a victim of nonconsensual penetration involving physical force or inability to consent 15.4 percent and 13.7 percent, respectively, since first enrolling at the school. This compares to men with a rate of 3.5 percent.

While these estimates exclude attempted, but not completed, sexual contact, attempted acts are also part of the legal definition of rape and sexual battery. They also have been included in several different studies on victimization of college students (Koss et al., 1987). The AAU survey measured attempts at forcible penetration, which when included increase estimates by approximately 1 percentage point.

¹⁴The exception are those that transferred to the college or university after their first year.

The survey measured two additional tactics: coercion and lack of active ongoing voluntary agreement. If these are included in an overall prevalence rate, the estimate for undergraduate students in at least their fourth year increases to 26.4 percent since first enrolling at the school. The gender groups with the highest risk were women (39.4%) and TGQN students (40.2%). Approximately half of these were victims of nonconsensual penetration (22.3% of women in fourth year or higher and 24.8% of TGQN students in fourth year or higher) involving one of the four tactics (physical force or threat of physical force; inability to consent; coercion; and WVA). As with other measures, there is a wide range of rates across the schools. For undergraduate women in their fourth year or higher in school, the range across schools goes from a low of 23 percent to a high of 49 percent (Figures 18 and 19).

Figure 18. Distribution across schools of the percent of undergraduate women in 4+ year of study reporting nonconsensual sexual contact involving physical force, inability to consent, coercion, or without active, ongoing voluntary agreement since entering school

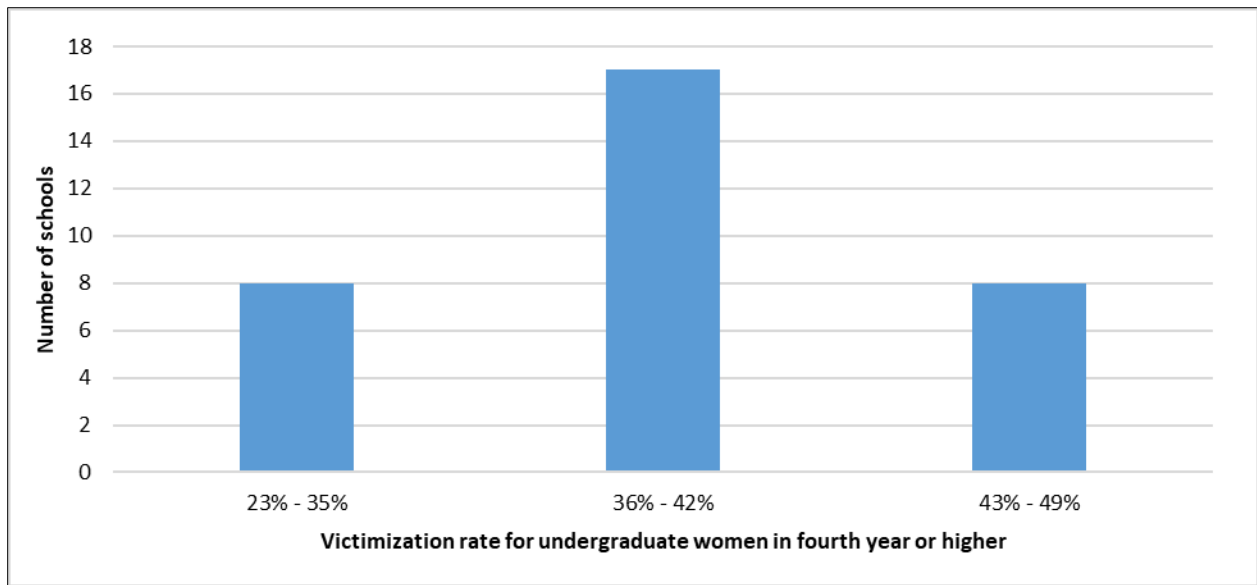
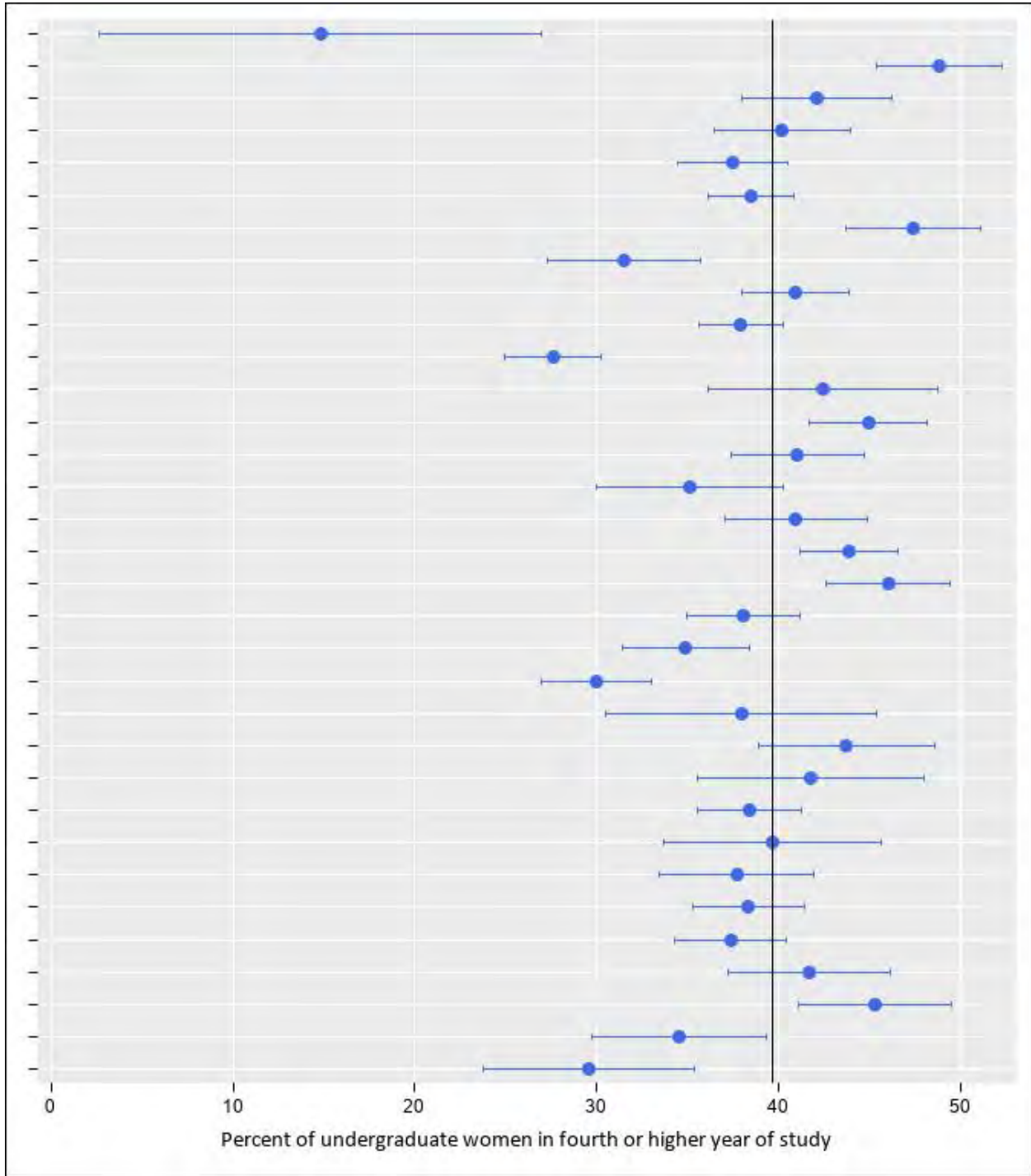
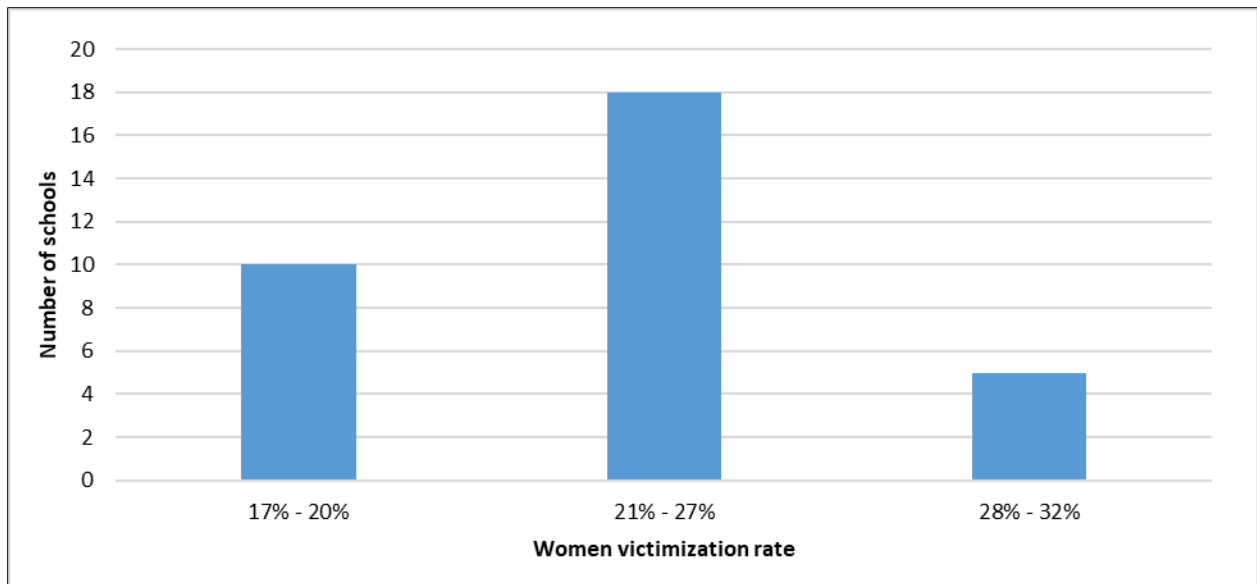


Figure 19. Percent and 95 percent confidence interval for undergraduate women in 4+ year of study reporting nonconsensual sexual contact involving physical force, inability to consent, coercion, or without active, ongoing voluntary agreement since entering college by school



Another perspective is to characterize the experience of everyone who was enrolled at the institution at the time of the survey. This shifts the focus from undergraduate students in their fourth year or higher to all undergraduate and graduate students and provides prevalence rates for victims of nonconsensual sexual contact currently attending the school (Table 32). Across all schools, the rate for undergraduate women ranges from a low of 17 percent to a high of 32 percent (Figure 20).

Figure 20. Distribution across schools of the percent of undergraduate women in 4+ year of study reporting nonconsensual sexual contact involving physical force, inability to consent, coercion, or without active, ongoing voluntary agreement since entering school



Section 6 compares rates of nonconsensual sexual contact found in the 2019 survey to those found for the 2015 survey. It is useful to place these results within the context of other recent surveys on sexual assault and misconduct. There are many differences in methodology among the different campus climate surveys, including the composition of the sample, the mode of survey administration, the response rate, the definitions of nonconsensual activity, and perhaps most importantly is the wording of the questions (Fisher, 2009). Nonetheless, the detailed questions on the AAU survey enabled the study team to make selected comparisons.

The most comparable effort of this type was the CCVS a study sponsored by the Bureau of Justice Statistics to develop guidelines for conducting campus climate surveys that collect data on sexual victimization (Krebs et al., 2016). The response rate was 54 percent for women and 40 percent for men. The comparable rates for AAU were 26.1 and 17.5 percent, respectively. The CCVS included nine schools, both public and private, 2- and 4-year institutions, and ranged in enrollment size. Unlike the

CCVS, the AAU study included only four-year schools. The two samples also differed somewhat with respect to their mix of institutions surveyed (public vs. private; small vs. large). The definitions used for victimization were similar, as they were based on the same sources. The behaviors surveyed include both penetration and sexual touching. The CCVS concentrated on the two tactics of physical force and inability to consent. The CCVS did not include attempted penetration. The definitions of force were very similar between the two surveys. The definition of inability to consent was not identical, but close. Both relied on not being able to give consent and included the same conditions (passed out, asleep, or incapacitated). Another important similarity was the study was conducted in 2015, around the same time as the 2015 AAU survey.

The CCVS estimate for undergraduate women being a victim of nonconsensual contact since enrolled (20.5%) is somewhat below the AAU estimate (24.9%), although it is well within the same range. The range of rates across schools were very similar. For estimates of nonconsensual sexual contact by force or inability to consent, the AAU rates ranged from 14.0 percent to 32.0 percent, compared to a range of 13.0 percent to 37.0 percent for the CCVS.

4. How Extensive is Sexual Harassment, Stalking, and Intimate Partner Violence?

Students were asked about their experiences related to three other forms of sexual misconduct: 1) sexual harassment, 2) stalking, and 3) IPV. These were included on the survey because they represent serious forms of sexual misconduct and because they are the subject of federal investigations into civil rights violations.

4.1 Prevalence and Characteristics of Sexual Harassment

Sexual harassment is defined as a series of behaviors that created any of the following consequences for victims:

- interfered with the victim's academic or professional performance;
- limited the victim's ability to participate in an academic program; or
- created an intimidating, hostile, or offensive social, academic, or work environment.

This definition is consistent with many campus policies. It is also consistent with the U.S. Equal Employment Opportunity Commission and the U.S. Department of Education’s definitions of “hostile environment.”¹⁵

The survey first asked the student about harassing behaviors. These behaviors were taken from several different scales measuring harassment. Specifically, the respondent was asked if

“... a student, or someone employed by or otherwise associated with [University] did the following:

- made sexual remarks or told jokes or stories that were insulting or offensive to you?
- made inappropriate or offensive comments about your or someone else’s body, appearance, or sexual activities?
- said crude or gross sexual things to you or tried to get you to talk about sexual matters when you did not want to?
- used social or on-line media to send offensive sexual remarks, jokes, stories, pictures, or videos to you or about you that you did not want?
- continued to ask you to go out, get dinner, have drinks, or have sex even though you said, “No?”

Respondents who answered “yes” to one or more of these items were then asked whether these harassing behaviors led to any of the following consequences:

- 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

This approach is different from the one taken in the 2015 Campus Climate Survey. In 2015, students were asked, in the same question, about harassing behaviors that had an impact on their academic or professional environment. As noted above, in 2019 students were first asked about experiencing harassing behavior. They were then asked a follow-up question that determined if the experience impacted their academic or professional environment. The change was made in 2019 based on evaluation of the 2015 data (Cantor, Townsend, & Sun, 2016).

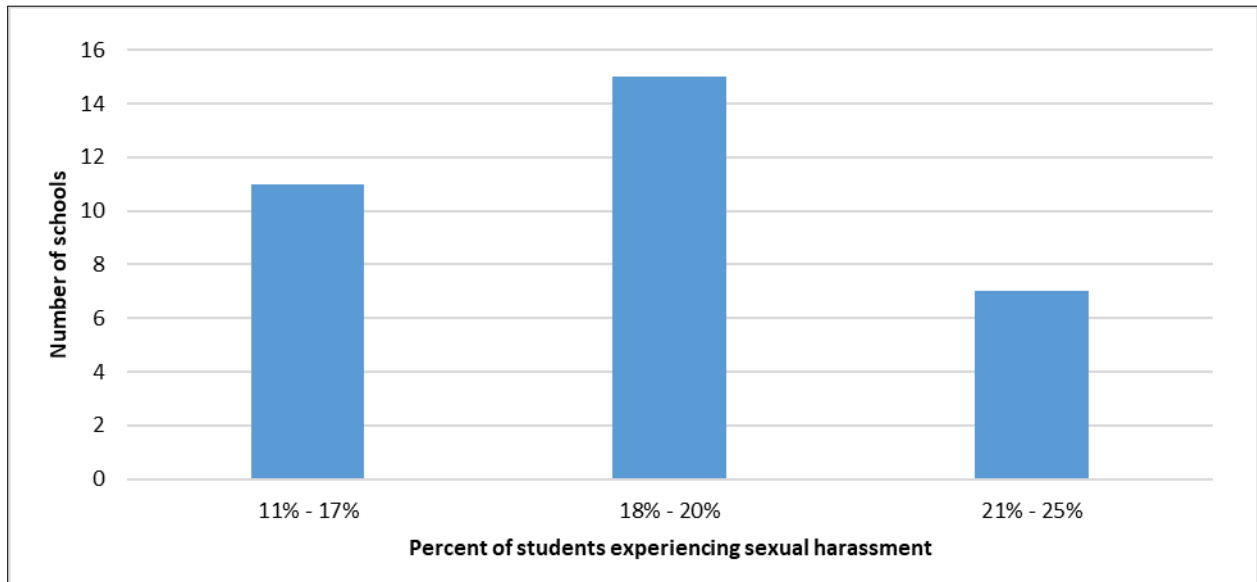
¹⁵For the EEOC definition, see http://www.eeoc.gov/laws/types/sexual_harassment.cfm. For the U.S. Department of Education definition, see http://www2.ed.gov/about/offices/list/ocr/docs/ocrshpam.html#_t1a.

Overall, 41.8 percent of students indicated that they had experienced at least one type of sexually harassing behavior since enrolling in school (Table 36). The two most common behaviors were “heard insulting or offensive remarks or jokes” (27.0%) and “heard inappropriate or offensive comments about someone’s body, appearance or sexual activities” (33.7%). Sixteen percent report having crude or gross sexual things said to them or feeling pressured to talk about sexual matters. Respondents reported social or online media were used to send them offensive materials (8.2%). Other forms of harassment included being repeatedly asked to “go out” (e.g. have dinner, drinks, or sex) by a perpetrator even though the student had previously said no (11.2%). More than half of undergraduate women (59.2%) and TGQN students (65.1%) reported experiencing at least one harassing behavior. Undergraduate men report a somewhat higher prevalence of harassing behavior than graduate/professional male students. For example, 36.2 percent of undergraduate men reported at least one sexually harassing behavior, compared to 23.0 percent of graduate/professional men.

To be considered sexual harassment, respondents must have experienced at least one of the aforementioned behaviors and reported that the behavior interfered with their academic or professional performance, limited their ability to participate in an academic program, or created an intimidating, hostile, or offensive environment. Among those that reported at least one harassing behavior, 45.3 percent of students reported it met one of these three conditions. Most of these reported that the behavior created an intimidating, hostile, or offensive social, academic or work environment (41.1%). Many fewer report one of the other two conditions.

Among all students, 18.9 percent met the definition of sexual harassment by both experiencing harassing behavior and feeling it created a hostile environment, as defined above. The range of sexual harassment across the schools goes from a low of 11.0 percent to a high of 25.0 percent (Figure 21). Undergraduate TGQN students and women reported the highest levels of harassment (46.3% TGQN students, 31.3% women). Undergraduate students had higher rates of harassment than graduate/professional students. For example, among women, 31.3 percent reported on the survey they were sexually harassed compared to 19.9 percent of graduate/professional students. A similar pattern prevailed for men and TGQN students.

Figure 21. Distribution across schools of the percent of students experiencing sexual harassment



Students were asked how the harasser(s) were associated with the university (Figure 22). The vast majority identified their harasser as another student (88.8% of all those experiencing harassing behavior). Graduate/professional students were less likely to report the harasser as a student and more likely to report the harasser to be in an authority position at the school. For example, among women, 5.5 percent of undergraduates reported the person was a faculty member compared to 24.0 percent of graduate/professional students (Figure 23). A similar pattern holds for men and TGQN students.

Figure 22. Affiliation with university of perpetrators of harassing behavior

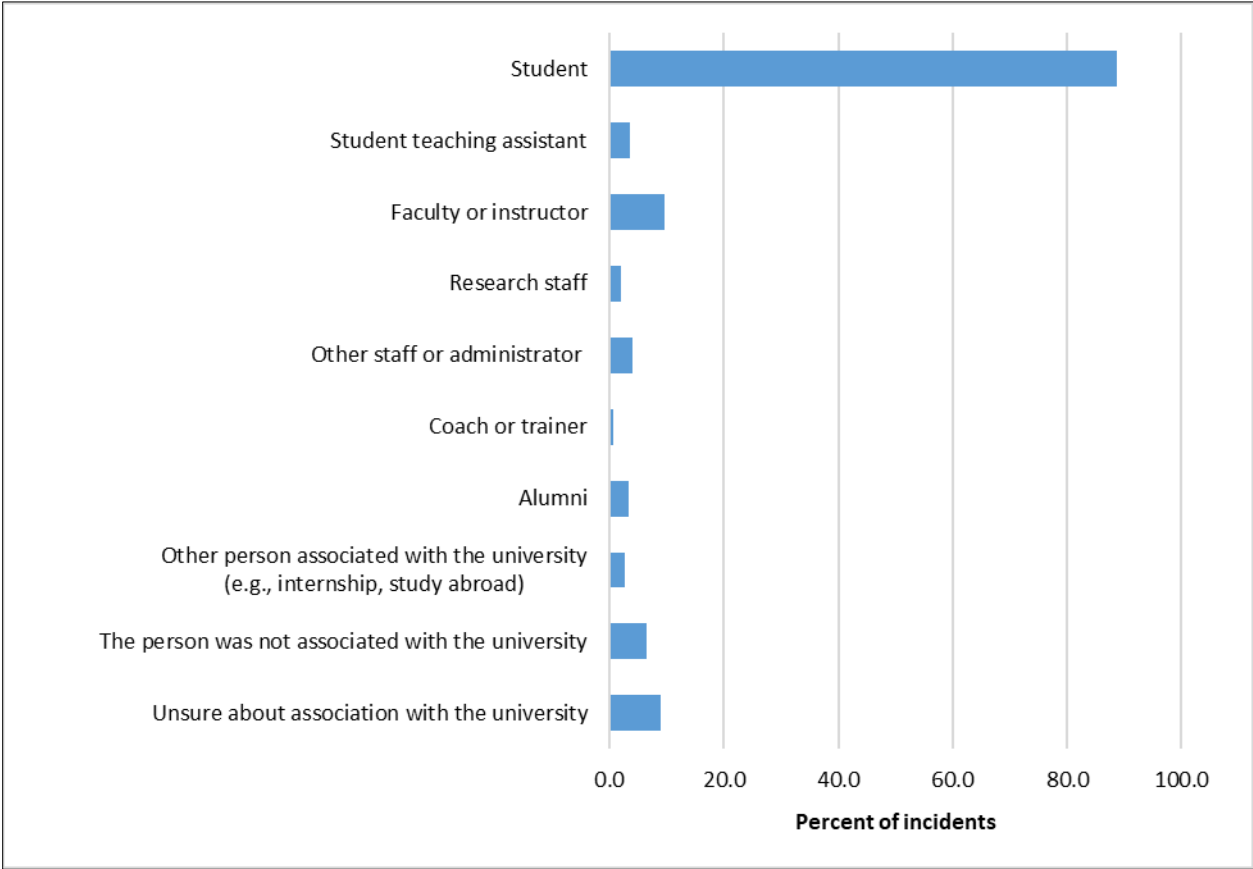
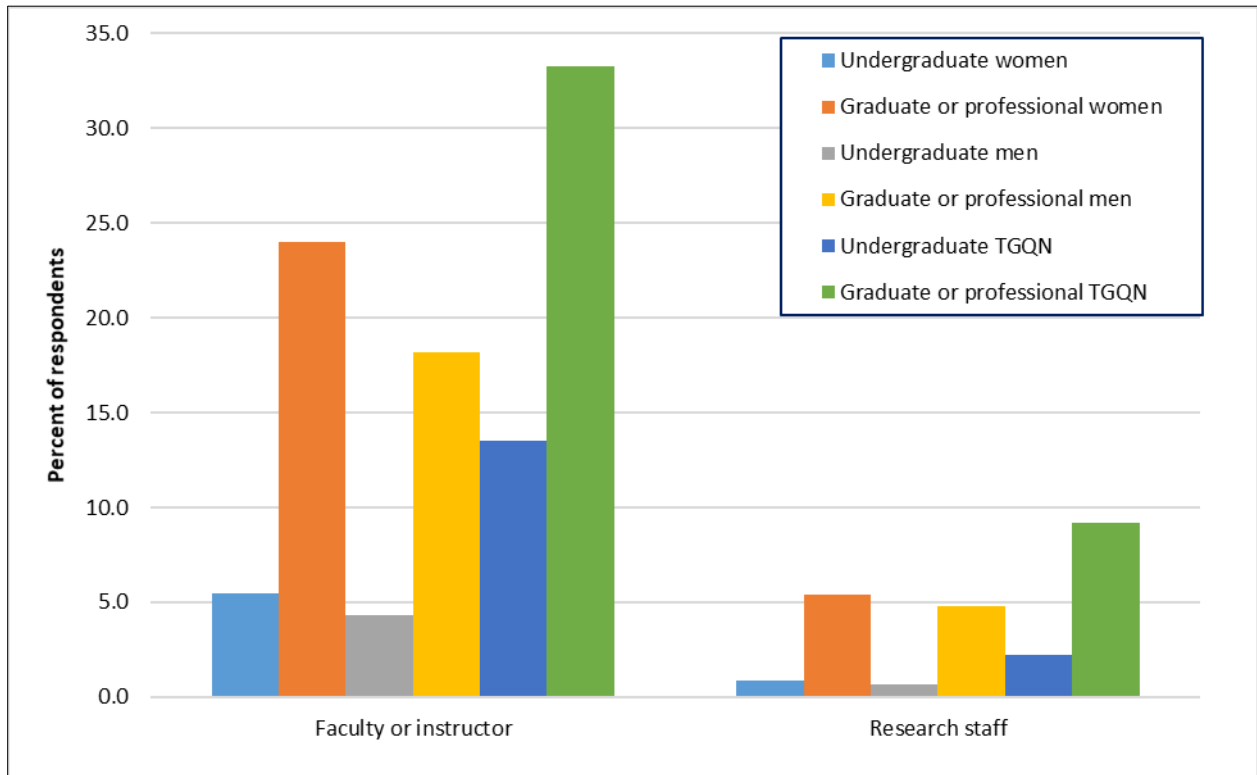


Figure 23. Percent of perpetrators that are faculty, instructors, or research staff by gender and affiliation of victim



Students generally reported the harasser was someone with whom they often interact. Thirty-eight percent of the students identified a friend as the harasser, 34.9 percent identified a classmate, and 39.6 percent identified someone the student recognized but who was not an acquaintance. Graduate/professional students were more likely to identify a co-worker, boss/supervisor, or teacher when compared to undergraduate students. For example, among women, 4.8 percent of undergraduates identified a teacher as the harasser compared to 16.5 percent of graduate/professional students. Similarly, among TGQN students, 9.7 percent of undergraduates identified a co-worker as the harasser compared to 19.9 percent of graduate/professional students.

4.2 Prevalence and Characteristics of Intimate Partner Violence

IPV refers to non-sexual violence among intimate partners. The section of the survey used to measure IPV was administered to students who reported they had been in a partnered relationship since entering the school. “Partnered relationship” was defined as including (survey item A13):

- marriage or civil union
- domestic partnership or cohabitation
- steady or serious relationship
- other ongoing relationship involving physical or sexual contact

The section of the survey on IPV (Section E) included a series of items asking about different forms of non-sexual violence. To be classified as a victim, respondents had to report that a partner had done one of the following:

“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
 - threatened to physically harm you, someone you love, or him or herself
 - used any kind of physical force against you or otherwise physically hurt or injured 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.”

The questions asking about IPV did not change between the 2015 and 2019 survey. The question asking whether the student had a partner since enrolling did change. This may affect the percentage of

students who were asked these questions between the two surveys. The measures between the two surveys, therefore, may not be comparable.

The overall rate of IPV since enrolling in school was 10.1 percent across all of the schools (Table 38). The variation by gender and affiliation status (Figure 24) is similar to the other forms of victimization discussed above. However, undergraduate TGQN students have particularly elevated rates of IPV—at 21.5 percent, it is considerably higher than the 14.1 percent reported by undergraduate women, the next highest rate. Overall, undergraduates have higher rates of IPV than graduate/professional students. For example, among men, the rate for undergraduates is 10.1 percent compared to 5.9 percent for graduate/professional students. The distribution of the rate of IPV for all students across 33 schools ranges from 6 to 14 percent (Figure 25).

Figure 24. Percent reporting IPV since enrolling in the school by gender and affiliation

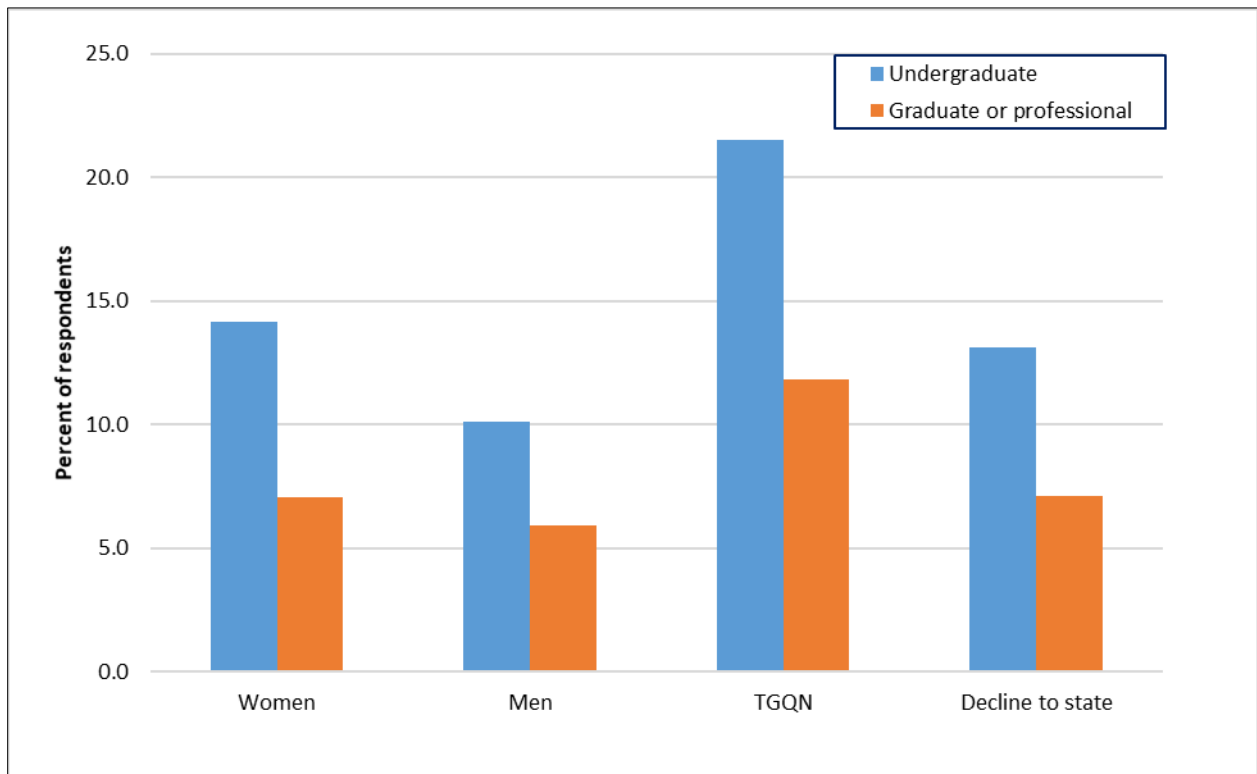
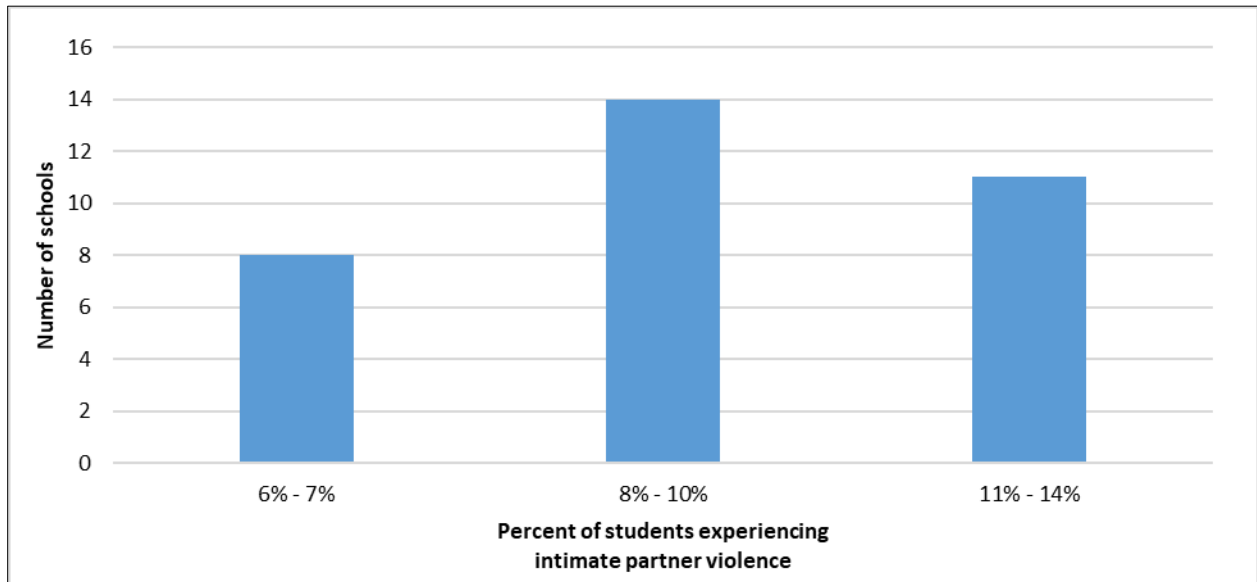


Figure 25. Distribution across schools of the percent of students experiencing IPV since entering school



The high rate of IPV for TGQN students is also reflected in the number of partners that are reported as offenders. On average, 90.0 percent of the IPV victims reported 1 partner. This average is similar for both men and women. However, among undergraduate TGQN students, 78.5 percent report a single partner, 16.2 percent report two partners, and 5.3 percent report three or more partners.

4.3 Prevalence and Characteristics of Stalking

The 2019 survey changed the definition and questions used to measure stalking. Since 2015, the criterion of “causing substantial emotional distress,” which is a factor that constitutes stalking, was added to a number of stalking laws around the country and therefore added to the 2019 survey. This change also led to modifying the way the 2019 survey asked questions related to stalking.

Survey items on stalking were based on definitions and behaviors used in the National Intimate Partner and Sexual Violence Survey, the National Crime Victimization Survey, and the National Violence Against Women Survey (Black et al., 2011; Bureau of Justice Statistics, 2017; Tjaden & Thoennes, 1998). To be considered stalking, the behavior had to occur more than once and had to be committed by the same person or persons, and these behaviors had to make the victim either afraid for their personal safety or cause substantial emotional distress.

To measure stalking behavior, respondents were first asked if someone:

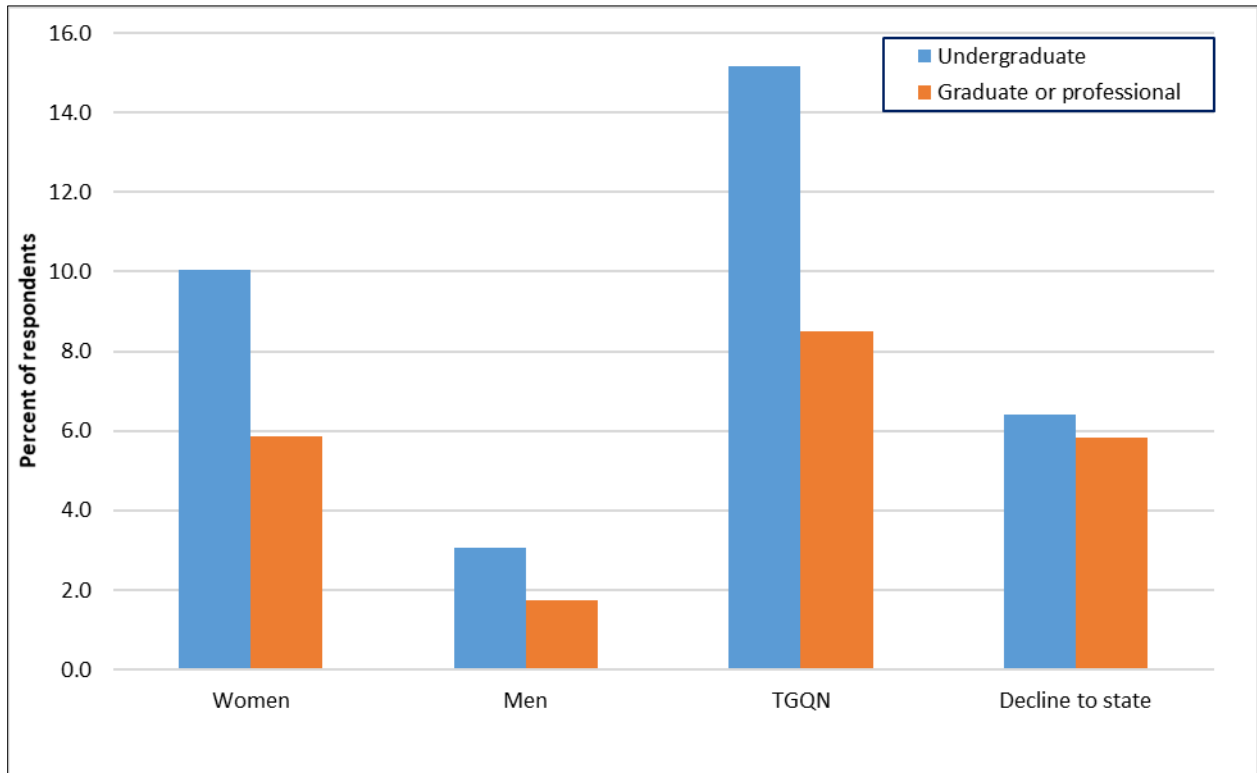
- “made unwanted phone calls; sent emails, voice, text, or instant messages to you; or posted unwanted messages, pictures, or videos on social media to or about you or elsewhere online
- showed up somewhere uninvited or waited for you when you did not want that person to be there
- spied on, watched, or followed you in person, or monitored your activities or tracked your location using devices or software on your phone or computer.”

Respondents who reported that they had experienced one or more of these behaviors were then asked if one person had done any of these things more than once. Those who answered “yes” were then asked if these behaviors made them afraid for their personal safety or caused them substantial emotional distress.

The sequence of the stalking questions was changed relative to the 2015 survey. In 2015, each question included the criterion that the particular behavior made the respondent: “afraid for your personal safety.” In 2019, the definition of stalking changed by adding an additional criterion of causing “substantial emotional distress.” As noted previously, this change reflects alterations in the definition of stalking since the 2015 survey was developed. Since 2015, the criterion of “causing substantial emotional harm” (a factor that must be present to constitute stalking) has been added to a number of stalking laws around the country and was added to the 2019 survey.

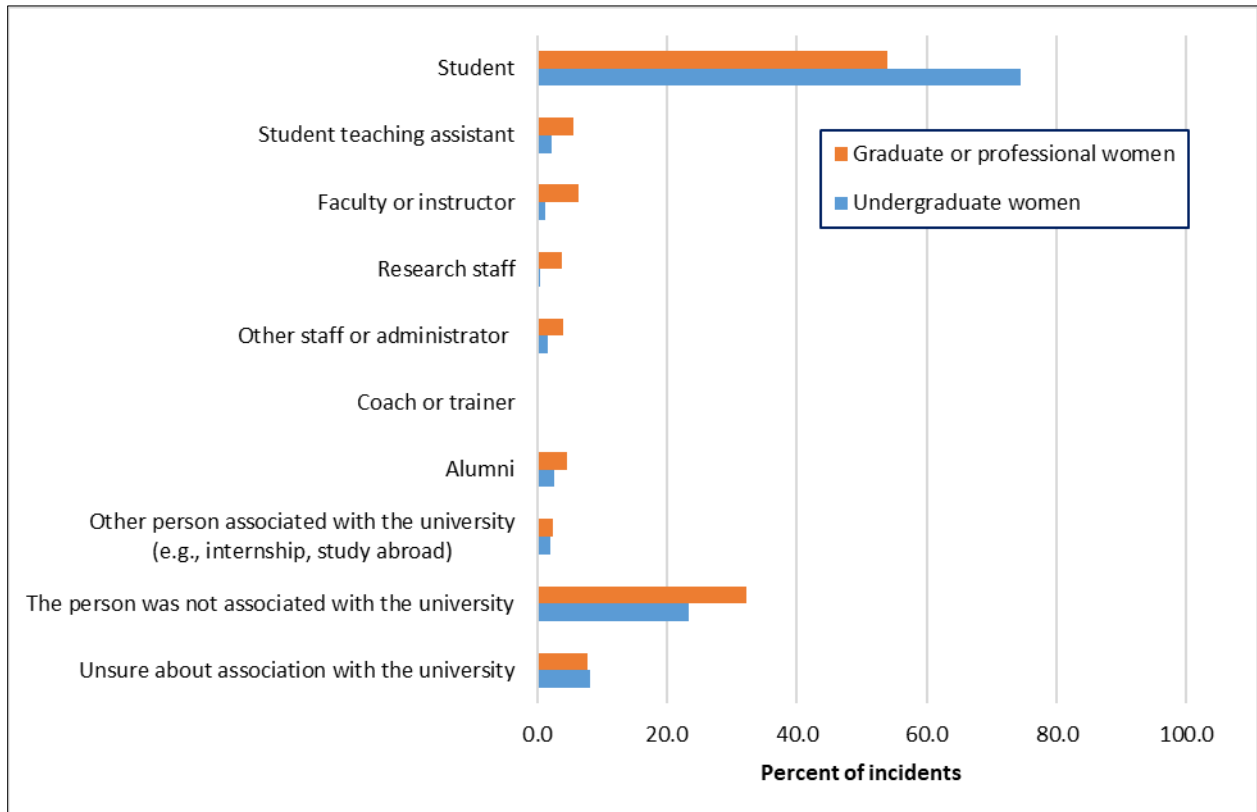
Overall, 5.8 percent of students experienced stalking since enrolling in school (Table 40). The prevalence rates for stalking differed by gender and affiliation status (Figure 26), with TGQN students reporting the highest rates. Undergraduate TGQN students reported a prevalence rate for stalking of 15.2 percent, while TGQN graduate/professional students reported a rate of 8.5 percent. Among women, 10.0 percent of undergraduates and 5.9 percent of graduates/professionals reported being stalked. Men reported the lowest rates of stalking (3.1% undergraduates, 1.8% graduates/professionals).

Figure 26. Percent reporting stalking since enrolling in the school by gender and affiliation



The most common type of perpetrator was a student (69.8%). There were fewer student perpetrators for graduate/professional students than undergraduates (Figure 27). For example, among men who were stalking victims, 76.6 percent of the undergraduates reported a student as the perpetrator compared to 54.0 percent for graduate/professional students. As with harassment, graduate/professional students tended to report more teaching assistants and faculty as perpetrators. Among women graduate/professional students, 6.5 percent reported a faculty member, compared to 1.3 percent of undergraduate women.

Figure 27. Affiliation with university of perpetrators of stalking

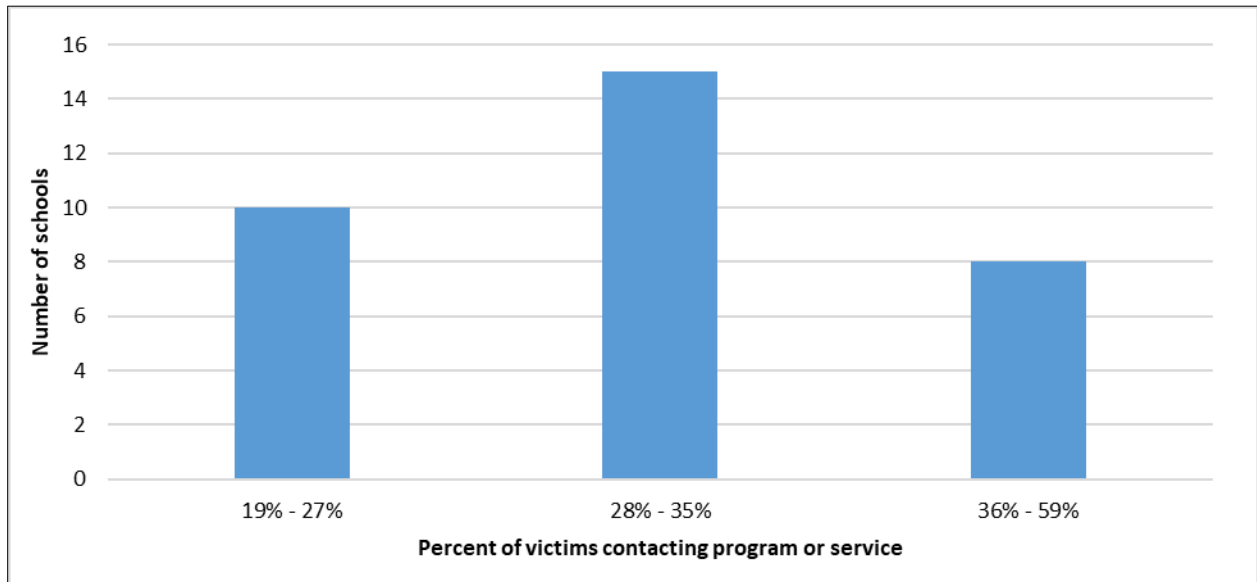


Among those who were stalked, 31.1 percent of the perpetrators were someone who the victim recognized, but who was not a friend, 18.4 percent reported a classmate, 25.0 percent reported a friend, and 32.9 percent reported that the perpetrator was a previous partner.

4.4 Contacting Programs, Resources and Others about Harassing Behavior, Intimate Partner Violence and Stalking

Students were more likely to contact a program or resource if they were a victim of stalking (28.6%) than victims of harassment (12.2%) or IPV (19.1%) (Table 43). The pattern across genders was similar among the three different types of victimization. TGQN students were generally more likely to make contact. For example, for stalking, 32.9 percent of TGQN students contacted an agency while 28.3 percent of women and 29.2 percent of men made contact. The rate of contact varied across schools. For stalking, this rate ranged from 19 percent to 59 percent (Figure 28).

Figure 28. Distribution across schools of the percent of victims of stalking that contacted a program or resource



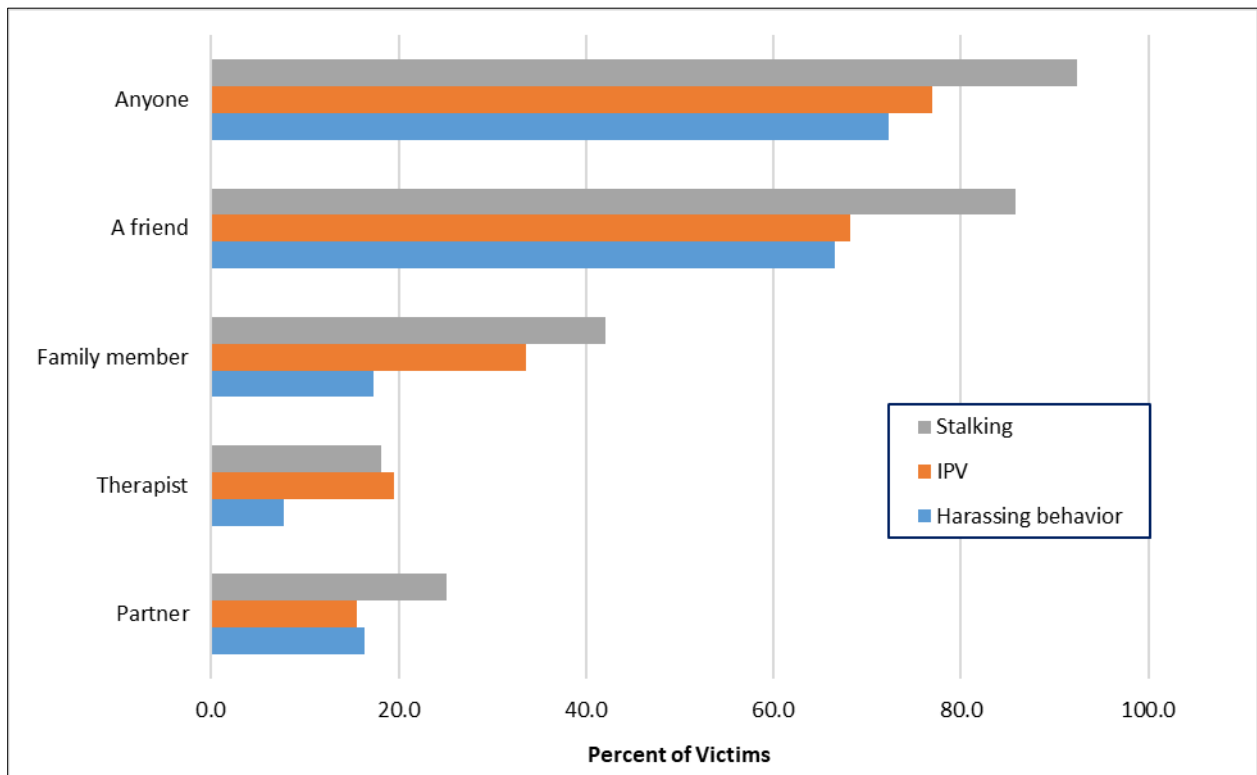
One of the most common reasons for not contacting a program was that the stalking, harassment, or IPV was “not serious enough,” a reason cited by 67.2 percent of those reporting sexual harassment and 50.4 percent of stalking victims. A significant number of IPV victims also reported this as a reason (45.9%), but it was not the most commonly reported one. For IPV victims, the most common reason a victim did not report the incident was that the victim “could handle it myself” (58.1%).

Those who reported they did not contact a program or resource because “it was not serious enough” or who selected “other” for their rationale were asked for more detail on their reasons. Among those who initially reported “not serious enough” or “other,” the vast majority reported they were not injured or hurt (75.5% harassing behavior, 71.9% IPV, and 74.9% stalking). The other reasons selected were very similar across these three different types of victimization, with the exception of the reason “events like this seem common.” Almost half of the victims of sexually harassing behavior (47.8%) reported this compared to 27.6 percent for victims of IPV and 35.0 percent of stalking victims.

A large majority of the victims of these three types of behaviors told other people. However, there are several key differences in whom the victim told across the three types of victimization (Figure 29). About three-quarters of the victims of sexually harassing behavior (72.3%) and IPV (77.0%) told at least one other person, while 92.4 percent of stalking victims told someone else. Stalking victims were more likely to tell a friend (85.9%) than the victims of other two types of behavior (66.6% sexually harassing behavior; 68.2% IPV). They were also more likely to tell a family member (42.1% stalking, 33.6% IPV,

and 17.4% sexually harassing behavior). Both stalking and IPV victims were more likely to tell a therapist or counselor (18.1% stalking, 19.6% IPV) than were victims of sexually harassing behavior (7.8%).

Figure 29. Percent of victims of stalking, IPV, and sexually harassing behavior telling another person by type of person told and type of victimization



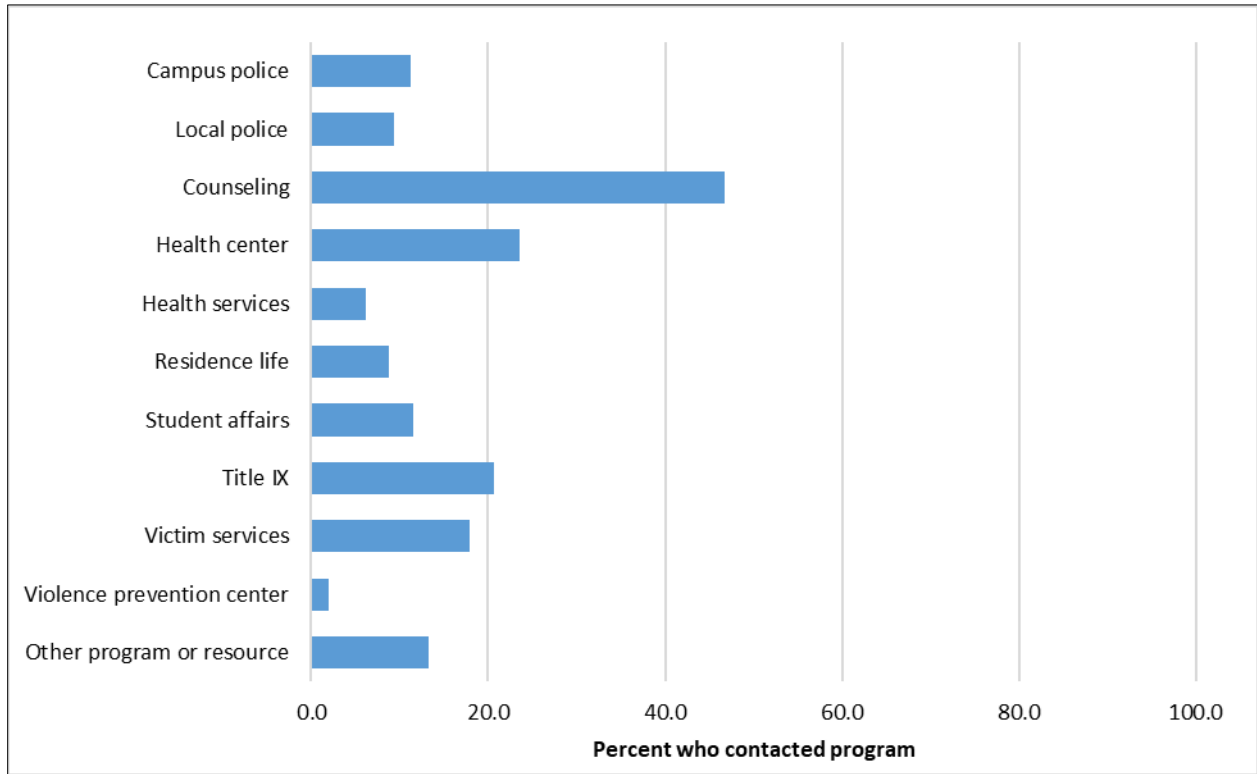
5. Experiences with Programs and Resources

When students were asked if they had contacted a program or resource after an incident, they were presented with a list of campus-specific programs and resources and asked to select which they used. To summarize across campuses, each campus list was classified into one of 10 different categories. The designated classification was determined using the name of the program (e.g., campus health center, campus counseling center) and a review of campus website information on the program or resource to determine what type of services each provides.

Overall, 15.0 percent of victims contacted at least one program or resource (Table 44). These contacts could have occurred for any of the four types of victimization (nonconsensual sexual contact,

sexual harassment, IPV, and stalking). The program or resource most frequently contacted was counseling services (46.8% of victims contacting a program or resource) (Figure 30). This was followed by campus health centers (23.6%), the school’s Title IX office (20.6%), and the campus victim services office (17.9%). Campus police were contacted by 11.2 percent of those contacting a program or resource, while 9.4 percent contacted the local municipal police.

Figure 30. Percent victims who contacted a program by type of program



Those who contacted a program or resource were asked how useful the program was in helping them, as well as if they felt pressure from the program/service on whether or not to file a formal complaint regarding their experience (Table 45). For approximately 40 percent of the contacts, the student felt the program was very or extremely useful. For approximately 35 percent of the contacts, the student felt it was not at all or a little useful. For a vast majority of the contacts (84.0%), the student did not feel pressured to either file or not file a complaint. For approximately an equal percentage of contacts, the student felt pressure to file (9.1%) and not file a complaint (6.9%).

6. Perceptions and Experiences Related to Sexual Assault and Other Misconduct

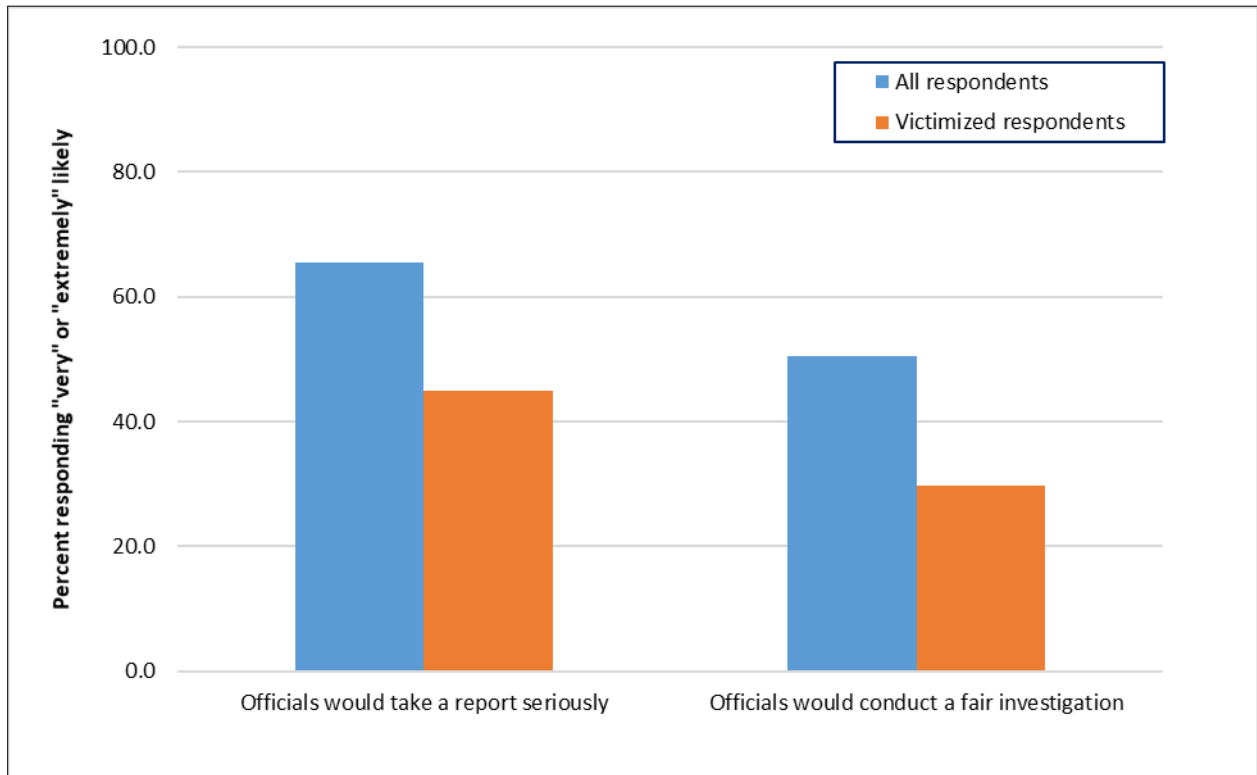
Students were asked about: their experiences with the campus community; their perceptions of how campus officials would respond to a report of sexual assault or other sexual misconduct; whether they had witnessed and responded to various incidents while enrolled at the school; if they perceive sexual assault or other sexual misconduct is a problem on campus; their perception of the likelihood that they would be sexually victimized; and their knowledge and perceptions about sexual assault at the school.

6.1 Perceptions of Responses to Sexual Assault and Other Misconduct

Students were asked about their opinions on how officials would react if they received a report of sexual assault (Table 46). Overall, 65.6 percent of students reported it was either “very” or “extremely” likely the official would take the report seriously, although there was significant variation by gender. TGQN students and women were less likely to believe it would be “very” or “extremely” likely. For example, among undergraduates, 74.2 percent of men reported it was “very” or “extremely” likely, whereas only 43.6 percent of TGQN students and 53.0 percent of women felt the same way. Fewer students thought it was “very” or “extremely” likely officials would conduct a fair investigation (50.5% of all students). The same pattern emerges across the gender groups. For example, TGQN students and women were less likely to report “very” or “extremely” likely than men. Among undergraduates, 27.4 percent of TGQN students and 40.0 percent of women provided one of these responses compared to 56.4 percent of men.

Victims are significantly less likely than the overall student population to have confidence in campus official reactions. Overall, 45.0 percent of those who reported nonconsensual sexual contact by force or inability to consent thought it was “very” or “extremely” likely campus officials would take a report seriously. This is 20 percentage points below the overall total for students (Figure 31). Similarly, only 29.6 percent of victims thought it was “very” or “extremely” likely campus officials would conduct a fair investigation into the report. This is also 20 percentage points below the total for the entire student body.

Figure 31. Percent of students who reported “very” or “extremely” likely that officials will take report seriously and will conduct a fair investigation by victimization status



6.2 Bystander Behavior

The 2013 Campus Sexual Violence Elimination Act required programs related to bystander behavior to be implemented on campus (Coker, Bush et al., 2016; Kettrey & Marx, 2019). The programs are not uniform across campuses, but are based on the idea that students can provide support and even intervene when situations arise related to sexual assault and other sexual misconduct. The survey included a section which asked students if they had observed situations where sexual assault or other sexual misconduct had occurred and how they reacted. The four situations included:

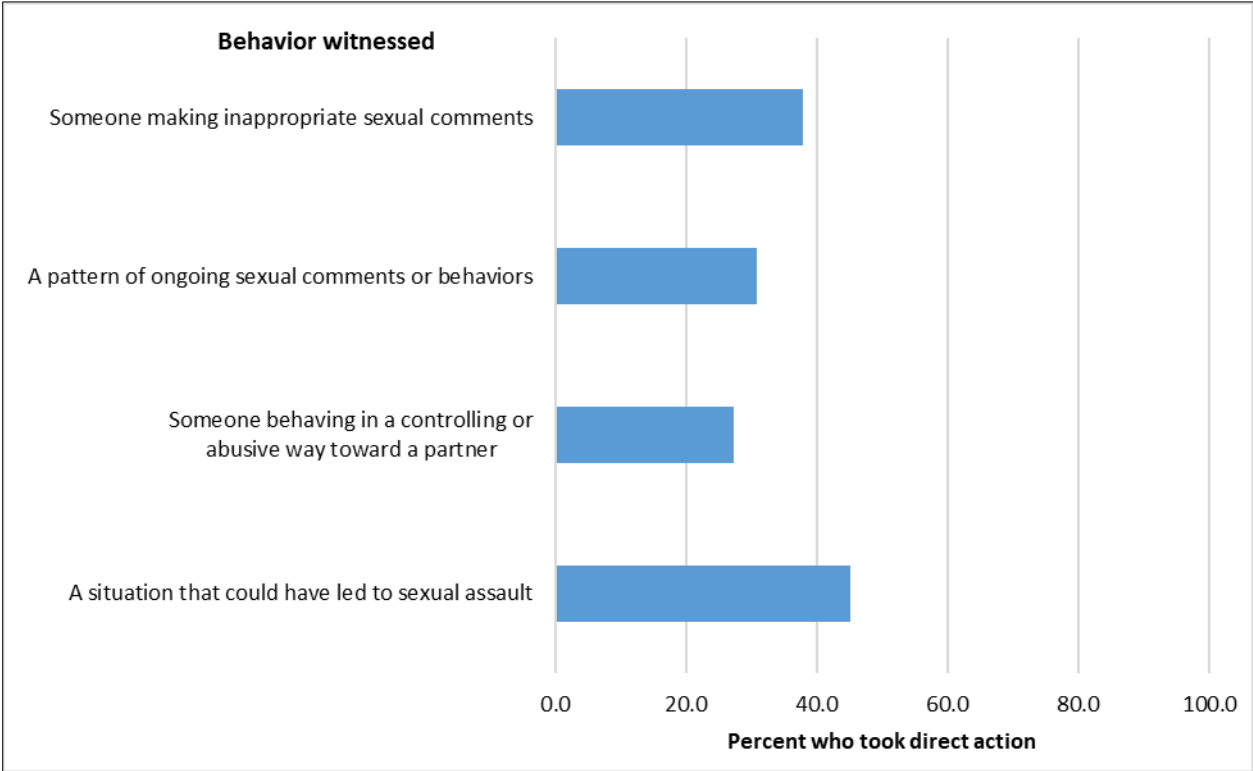
- J1 Did the student notice someone acting in a way they believed was making others feel uncomfortable or offended?
- J2 Did the student witness a pattern of sexual comments or behaviors that made them concerned that a fellow student was experiencing sexual harassment?

- J3 Did the student witness someone behaving in a controlling or abusive way towards a dating or sexual partner?
- J4 Did the student witness a situation that they believed could have led to a sexual assault?

Overall, the most common situation that respondents observed was someone making others feel uncomfortable or offended (25.7%), followed by witnessing a situation that could lead to sexual assault (14.8%), witnessing someone behaving in a controlling or abusive manner (12.6%), and witnessing harassing behavior (6.8%) (Table 47). The prevalence of observing these behaviors is highest for TGQN students and women. For example, among undergraduates, 47.3 percent of TGQN students, 36.5 percent of women, and 23.9 percent of men observed a situation where someone made another person feel uncomfortable or offended. Undergraduates observe these behaviors more than graduate/professional students; with respect to witnessing a situation that could have led to a sexual assault, among women 22.9 percent of undergraduates observed this situation compared to 8.2 percent of graduate/professional students.

The actions taken among those that witnessed each situation differed somewhat. Figure 32 summarizes the extent to which direct action was taken across the four different scenarios described above. “Direct” was defined as either “directly intervened or interrupted the situation in the moment” or “confronted or expressed concern to the person engaging in the behavior.” Those witnessing a situation leading to a sexual assault were most likely to directly intervene (45.1%), followed by those noticing someone acting in a way they believed was making others feel uncomfortable or offended (37.8%). Undergraduates reported they directly intervened at slightly higher rates than graduate/professionals. For example, 48.1 percent of undergraduate men directly intervened in situations leading to a sexual assault compared to 37.5 percent of graduate/professional men.

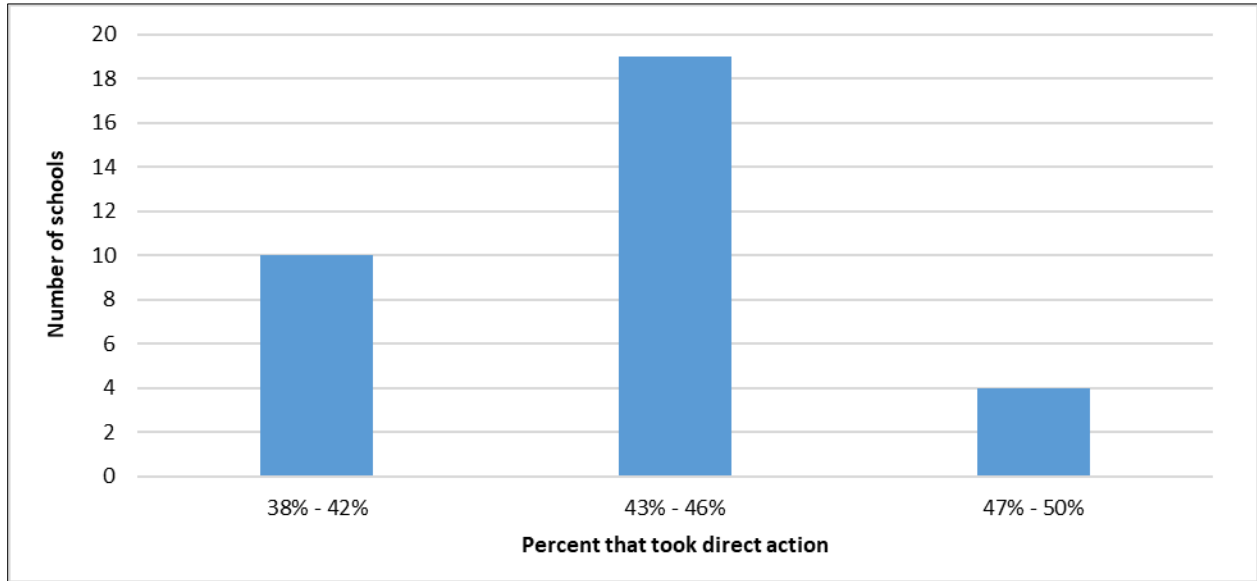
Figure 32. Percent of students who took direct action by type of action witnessed



NOTE: Direct action means the student “directly intervened or interrupted the situation in the moment” or “confronted or expressed concern to the person engaging in the behavior”.

The extent direct action was taken differs across schools, with a low of 38 percent to a high of 50 percent (Figure 33).

Figure 33. Distribution across schools of the percent of students that took direct action



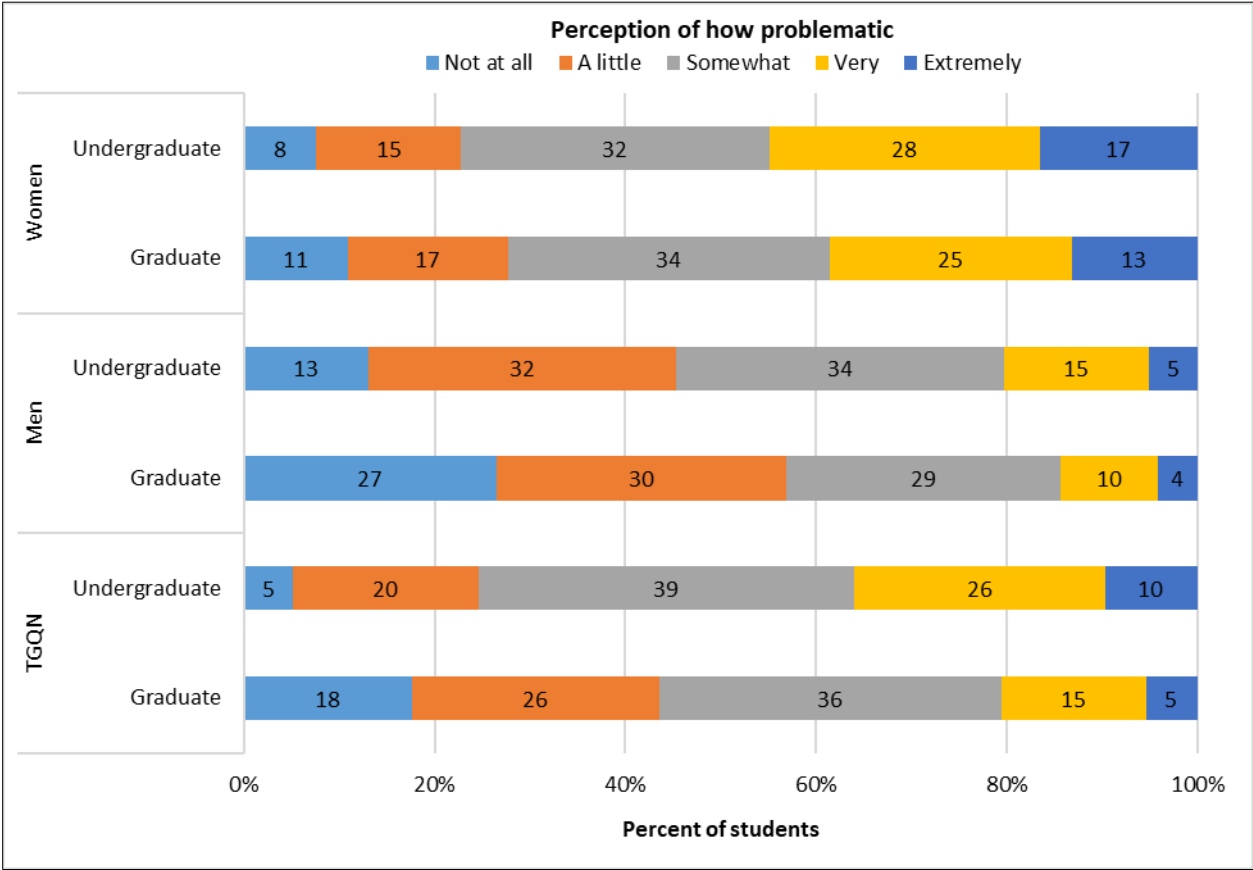
NOTE: Direct action means the student 'directly intervened or interrupted the situation in the moment' or 'confronted or expressed concern to the person engaging in the behavior'

6.3 Student Feelings, Knowledge, and Training Related to Sexual Assault and Misconduct at the School

Students were asked a series of questions about how problematic sexual assault and misconduct was at their school, how knowledgeable they were about certain aspects of the school's policies, and whether they had received any training related to sexual assault and misconduct.

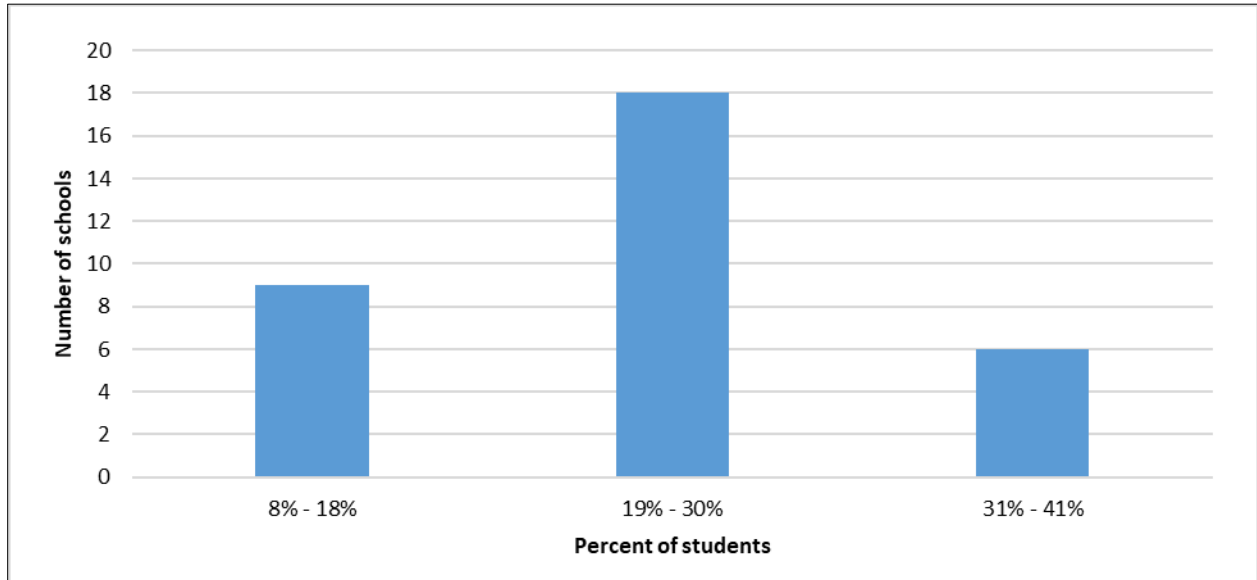
Perceptions about sexual assault as a problem and the likelihood of victimization (Table 48). Students were asked how problematic sexual assault and sexual misconduct was at the school. Overall, 24.8 percent reported it was either "very" or "extremely problematic," although there is significant variation across the gender and affiliation groups (Figure 34). Those students with the highest risks of victimization—TGQN students and women—were the most likely to report this as very or extremely problematic. For example, among undergraduates, 44.8, 36.0, and 20.2 percent of TGQN students, women, and men, respectively, reported it was very or extremely problematic.

Figure 34. Perceptions of how problematic sexual assault and other sexual misconduct is at the school by gender and affiliation



The proportion of students who thought it was “very” or “extremely” problematic ranged from a low of 8 percent to a high of 41.0 percent across the 33 schools (Figure 35).

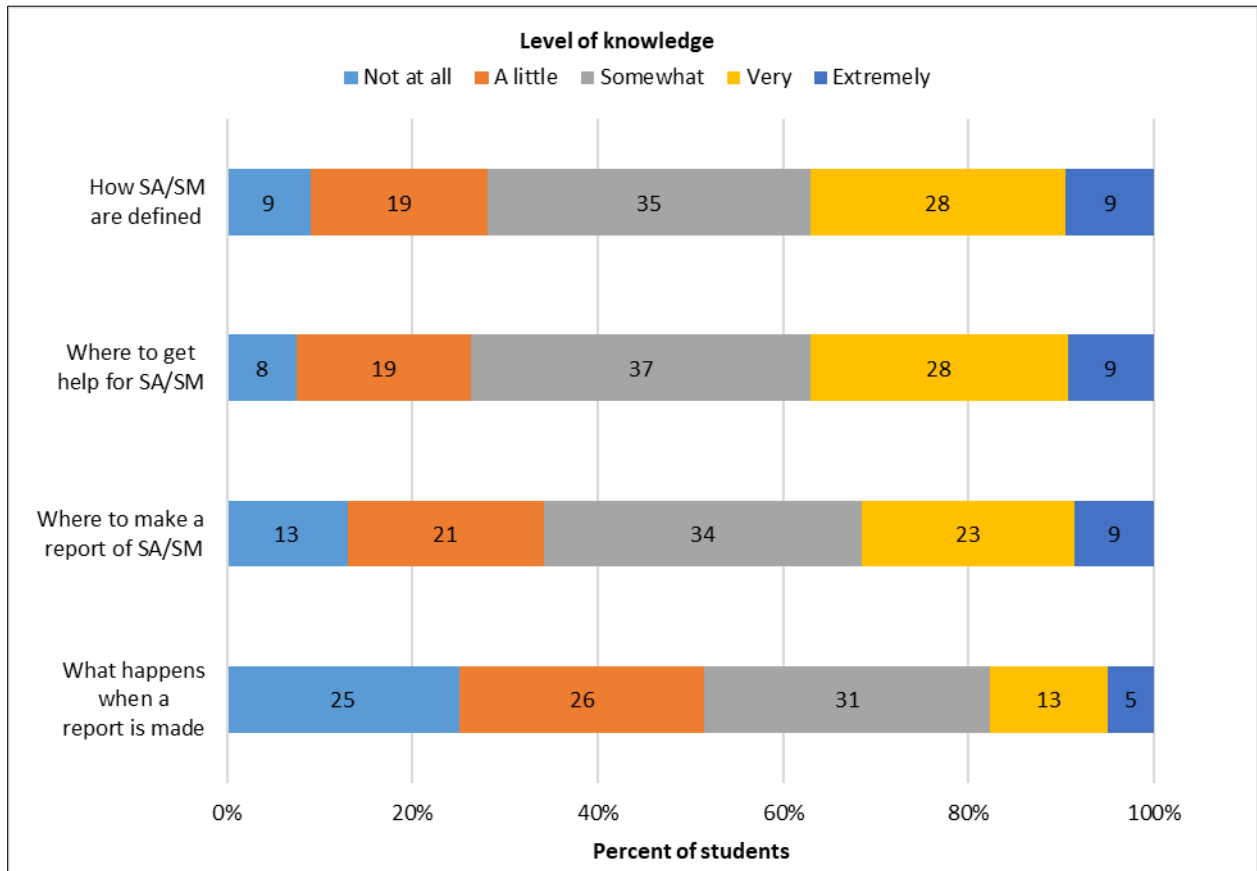
Figure 35. Distribution across schools of the percent of students reporting sexual assault and misconduct are very or extremely problematic



A relatively small percentage of students thought it was “very” or “extremely” likely they will experience sexual assault or misconduct in the future (6.7%). Undergraduate women (14.4%) and undergraduate TGQN students (18.4%) expressed the highest concern about likelihood of future assault or misconduct.

Student knowledge about policies and procedures. Students were about the definition of sexual assault and other sexual misconduct, where to get help if it occurs, how to report it to the school and what happens when it is reported (Table 49; Figure 36).

Figure 36. How knowledgeable are students about the definition of sexual assault, where to get help, where to make a report and what happens when a report is made



About a third of the students felt “very” or “extremely” knowledgeable about the definition (37.1%), where to get help (37.1%), and how to report it (31.5%). Somewhat fewer felt they were “very” or “extremely” knowledgeable about what happens if an incident is reported (17.7%). Unlike many other topics discussed above, there is not a great deal of variation in either of these measures across gender and affiliation.

Participation in training modules or information sessions on sexual assault and other sexual misconduct. A very high percentage of the students reported that they had participated in a training or information session. These questions were asked separately for incoming and continuing students. Around 80.0 percent of both incoming and returning students reported taking training course (80.5% for incoming, 79.4% for returning students). Around 90.0 percent of the students who received a training or information session reported these covered how sexual assault and sexual misconduct is defined, how to prevent it, and where to seek help if someone experienced it. For example, among incoming students, 94.2 percent reported the session covered the definition, 88.9 percent reported it addressed prevention,

and 88.6 percent indicated it included information on where to seek help. When asked about additional training modules on how to *prevent* sexual assault or other sexual misconduct, a lower percentage reported participating (61.7%).

7. Change between 2015 and 2019 Surveys

Of the 33 schools that participated in the 2019 survey, 21 had previously participated in the 2015 version. Since 2015, schools have been using the data from the 2015 survey to identify key issues on their respective campuses and to institute policies and procedures to address them. The 4-year time period between surveys gives time for schools to institute policies, and assess the prevalence of key outcomes with students who were largely not at the school in 2015.¹⁶

In this section, comparisons are made for the 21 schools that participated in both 2015 and 2019 for the outcomes that were measured in the same way on both iterations of the survey. These include the measures of nonconsensual sexual contact (Section 3) and selected measures of student perceptions and knowledge (Section 6). Many changes presented for the aggregate across the 21 schools are statistically significant.¹⁷ The sample sizes for most of these comparisons are large because they are based on all undergraduates or all graduate/professional students. Because of the large sample sizes, relatively small changes, which may not be substantively meaningful, will be significant.

The response rate for the 21 schools in the two years was virtually the same (19.7% of all students in 2015 and 19.4% in 2019). The estimates incorporate the same non-response adjustment for each year. This should reduce the chances that changes between years are due to non-response bias. The discussions below and in [Appendix 4](#), explore how differences in response rates for particular schools between the two surveys may have affected the estimates of change.

7.1 Change in the Prevalence of Nonconsensual Sexual Contact

Tables 51 to 54 display the percentage of students who reported experiencing nonconsensual sexual contact for the three different combinations of tactics: 1) physical force or inability to consent,

¹⁶About 10.0 percent of students in the 2019 survey reported they first enrolled in 2014 or earlier.

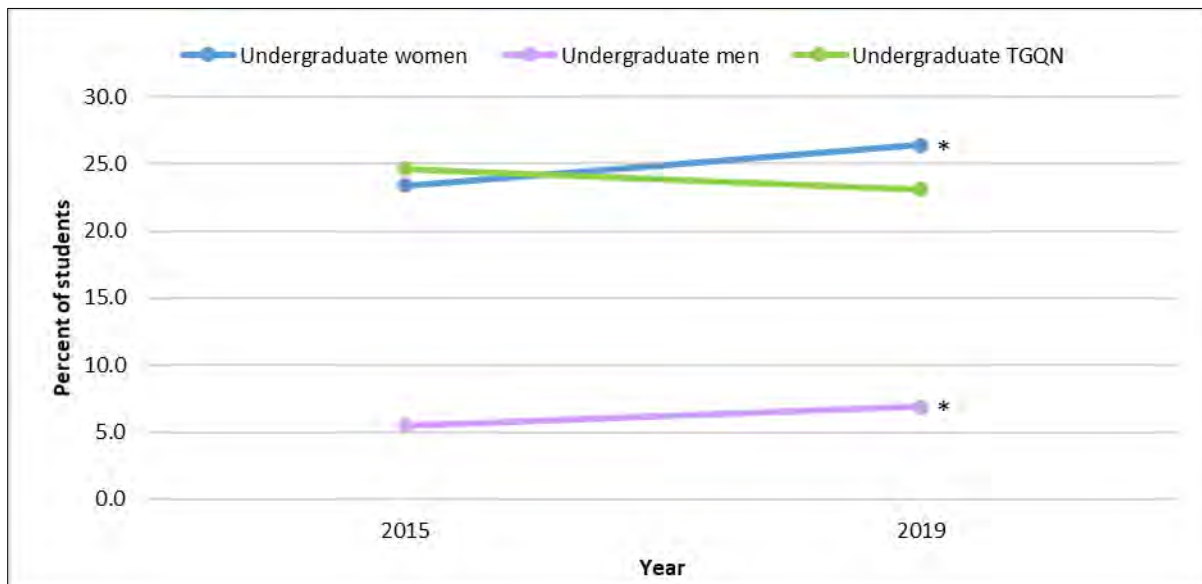
¹⁷The significance tests assume the two surveys are independent samples. The two surveys are spaced four years apart. Most, but not all, of the student population has turned over between surveys. For example, approximately 10.0 percent of the 2019 respondents first enrolled in 2014 or earlier. Theoretically these students were eligible to take the survey in both 2015 and 2019.

2) coercion, and 3) without active, ongoing voluntary agreement. The measures described below are for experiences since the student was first enrolled at the school. The tables provide the rates broken out by gender, gender and affiliation and for undergraduates in their fourth or higher year of school.

For both women and men, there was an increase in the rates. For nonconsensual sexual contact by physical force and inability to consent (including attempted penetration), there was an increase of 3 percentage points for undergraduate women and 2.4 points for graduate/professional women (Tables 52 and 53; Figures 37 and 38). There was also an increase of 1.4 points for undergraduate men. The change for graduate/professional men was 0.3 percentage points, which is not statistically significant.

For TGQN students there was no statistically significant change. Nominally, the rate decreased for both TGQN undergraduates (-1.5 points) and TGQN graduate/professional students (-2.0 points).¹⁸ The change in rates for men and women was similar for penetration and sexual touching. For example, among undergraduate women, rates of penetration increased by 2 percentage points (11.0% to 13.0%), as did rates of sexual touching (18.0% vs. 20.0%).

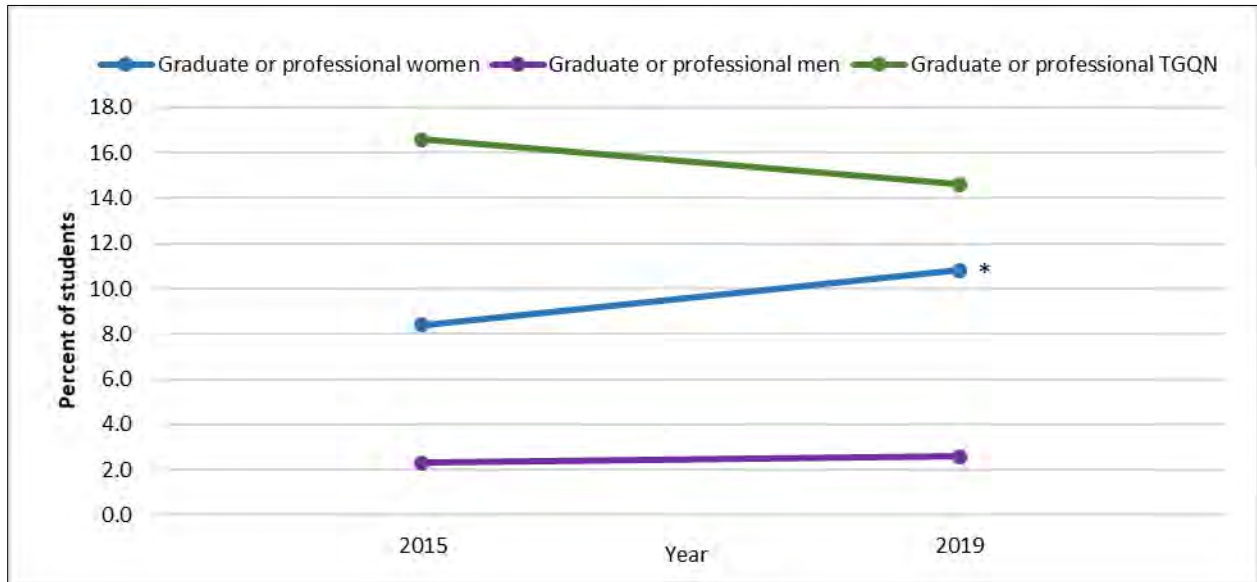
Figure 37. Percent of undergraduates reporting nonconsensual sexual contact by physical force or inability to consent since enrolling in school by gender and year of survey for 21 schools that participated in both AAU surveys



*Significant at $p < .05$, two-tailed test.

¹⁸Note that this decrease is similar in magnitude as the increase in rates for women and undergraduate men, which is statistically different (e.g., 1.4 for undergraduate men vs. -1.5 for undergraduate TGQN students). The TGQN differences are not statistically significant partly because the sample size for these groups is much smaller than for men and women.

Figure 38. Percent of graduate and professional students reporting nonconsensual sexual contact by physical force or inability to consent since enrolling in school by gender and year of survey for 21 schools that participated in both AAU surveys



*Significant at $p < .05$, two-tailed test.

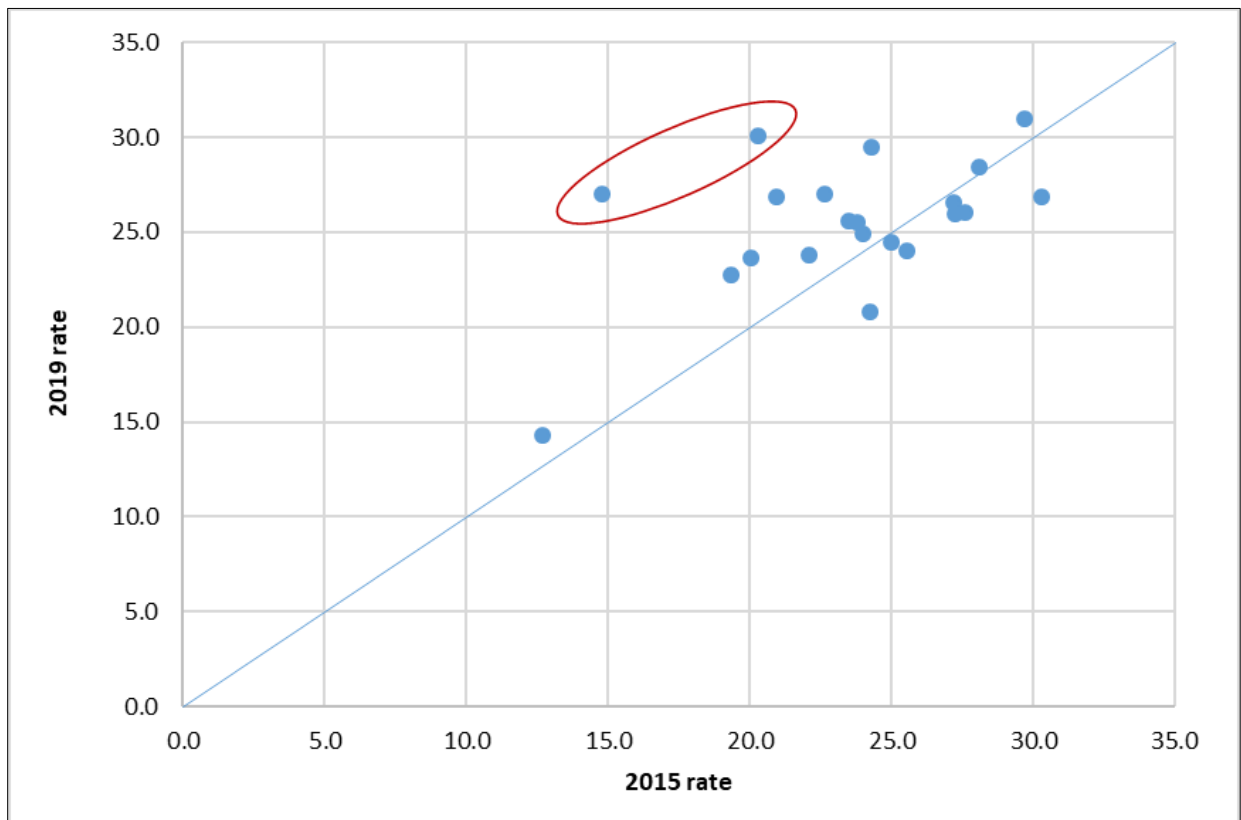
There are at least several explanations that may account for the observed changes in the prevalence rates. Taken at face value, these represent changes in the risk of assault for each of these groups. Recent trends for other sexual assault surveys, such as ones conducted by the military, have shown increases in rates as well (McDermott, 2019). The non-significant change for TGQN students is counter to this trend and may reflect the heightened attention these students have received during this time period. It is worthwhile to note that the change in rates for the four-years-enrolled-or-higher (“seniors”) undergraduate women is almost twice as large as for all undergraduates (Table 54). The rate for undergraduate women who had been enrolled at least four years increased by 6.1 percentage points (27.2% vs. 33.3%) compared to 3.0 points for all undergraduates. For men, rates increased by 2.5 points for four-years-enrolled-or-higher undergraduates (from 6.5% to 9.0%) compared to an increase of 1.4 points for all undergraduate men. There was no difference between these two groups for TGQN students (a decrease of 1.5% for four-years-enrolled-or-higher undergraduates versus a decrease of 1.2% for all TGQN undergraduates). The fact that students who entered later in the post-2015 time period did not experience the same increase in risk may be indicative of factors that reduced rates for these later cohorts.

There may also be non-substantive reasons for the change. One possibility is that the increased awareness of this issue over this time period, partly spurred by the #MeToo movement, may have increased participation in the survey by individuals who have been victimized. This is a form of non-

response bias and suggests that changes over time exhibit some effects of non-response bias for schools with the lowest response rates ([Appendix 4](#)).

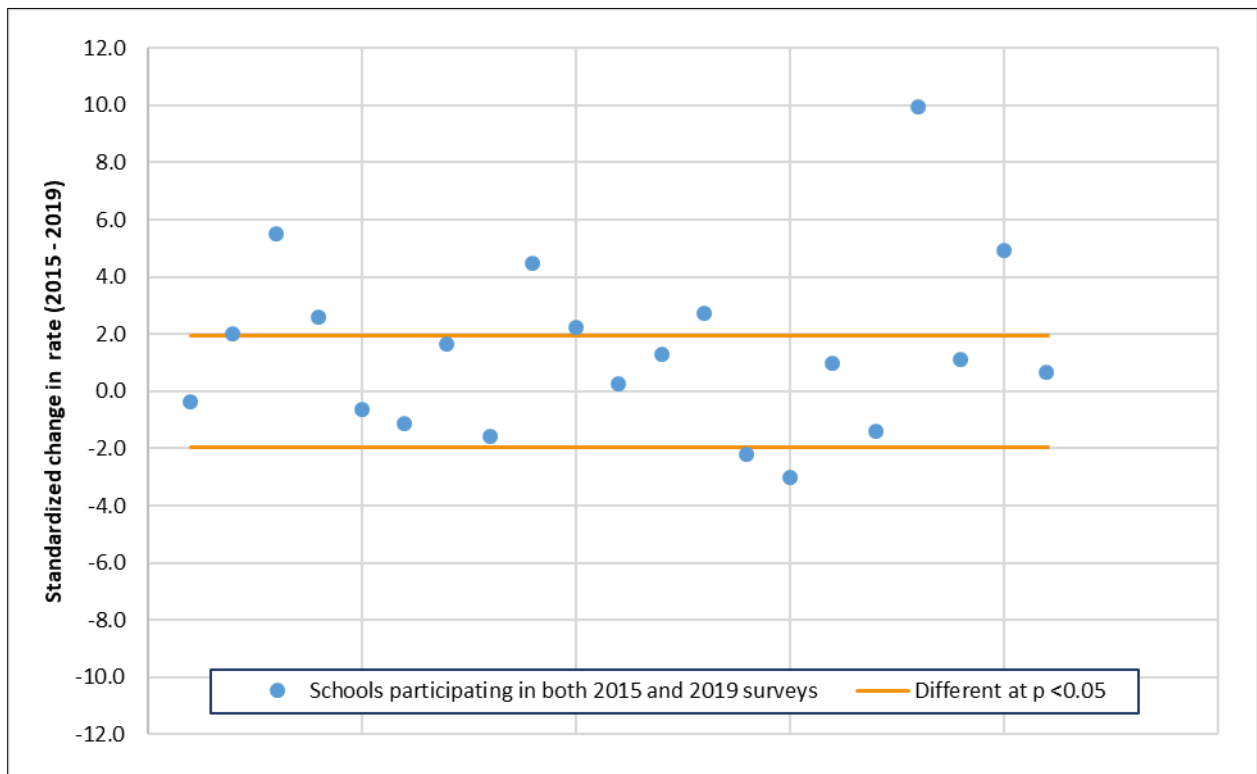
Regardless of the reason for the change, it is important to note that there is quite a bit of variability in the size of the changes across the 21 schools that participated in both surveys. The aggregate changes discussed above mask this variability. Figure 39 shows the change in the prevalence rates of nonconsensual sexual contact by physical force or inability to consent for undergraduate women for the 21 schools. The horizontal axis is the 2015 rate and the vertical axis is the 2019 rate. The diagonal line represents no change in rates between surveys. Most schools remained close to their initial rate. There are a few schools that have very large changes—two schools, in particular, changed by 50.0 to 75.0 percent (circled).

Figure 39. Scatterplot of percent reporting nonconsensual sexual contact by physical force or inability to consent since enrolling in school for undergraduate women for 2015 by 2019 for 21 schools that participated in both surveys.



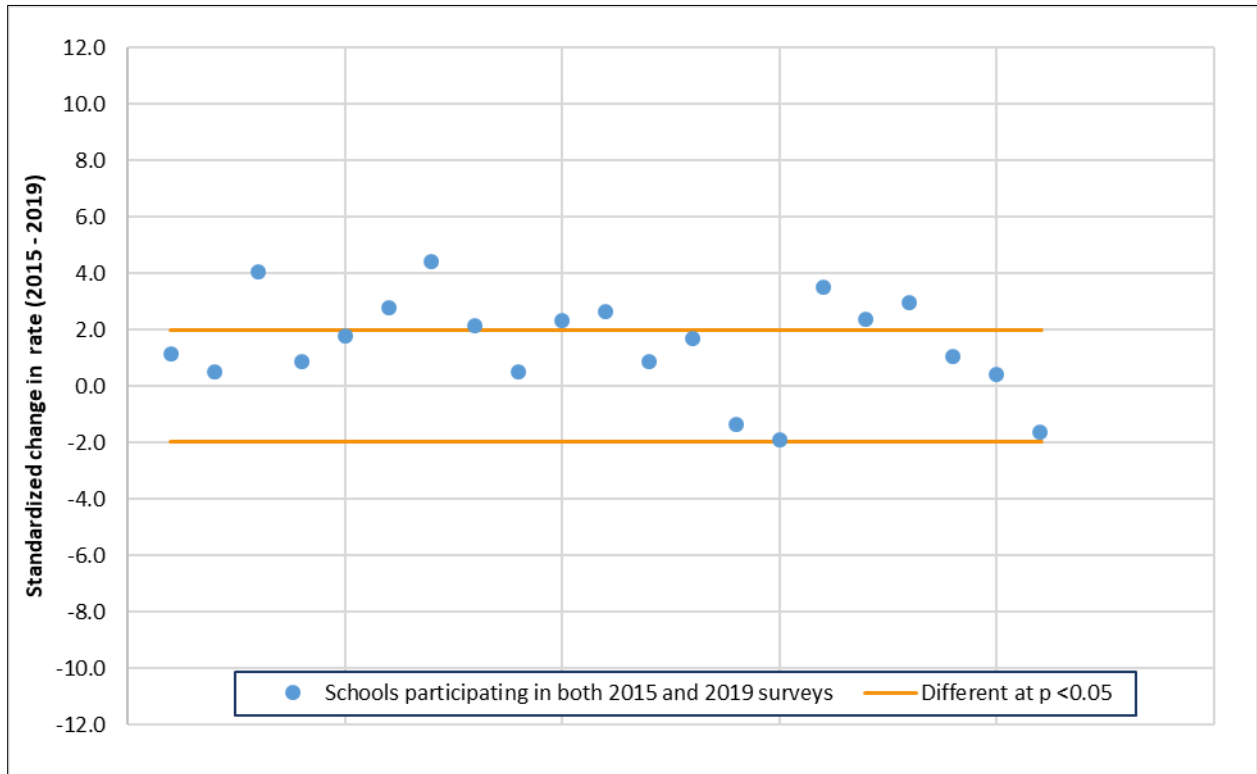
Figures 40-42 plot the changes once they are standardized by the standard error of the change. The horizontal lines above and below the “0” line indicate the boundary of statistically significant changes. Again, there are a few changes that are very large, with many either not being statistically significant or just outside the horizontal lines. The two schools with large changes account for almost half of the change in the aggregate rates, as illustrated in Figure 43, which compare the change in the aggregate rates of nonconsensual sexual contact by physical force or inability to consent for undergraduate women with and without these two schools. With all 21 schools, there is a 3-point difference in the rate for undergraduate women between surveys. Without these two schools, the change drops to 1.2 percentage points (24.7% in 2015 vs 25.9% in 2019).

Figure 40. Standardized change scores of percent reporting nonconsensual sexual contact by physical force or inability to consent since enrolling in school for undergraduate women for 21 schools that participated in both 2015 and 2019 surveys



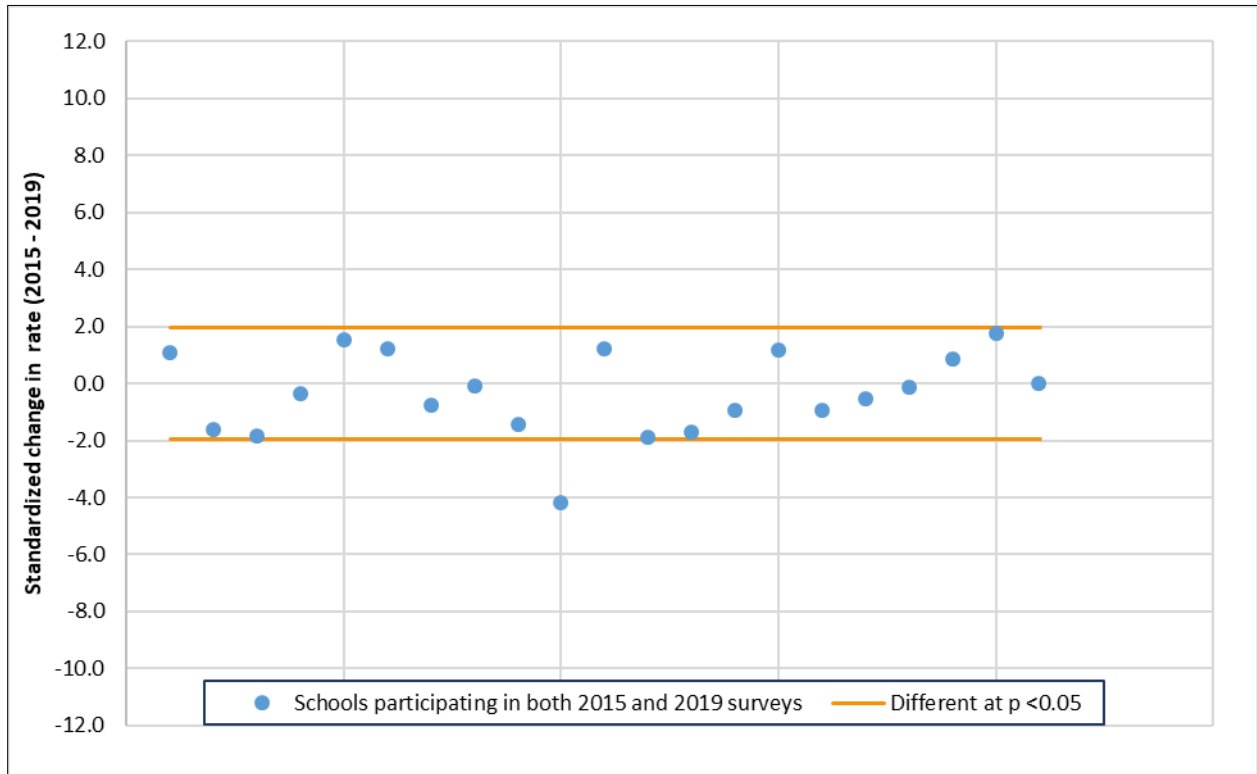
Note: Standardized change score = (difference)/(standard error of the difference)

Figure 41. Standardized change scores of percent reporting nonconsensual sexual contact by physical force or inability to consent since enrolling in school for undergraduate men for 21 schools that participated in both 2015 and 2019 surveys



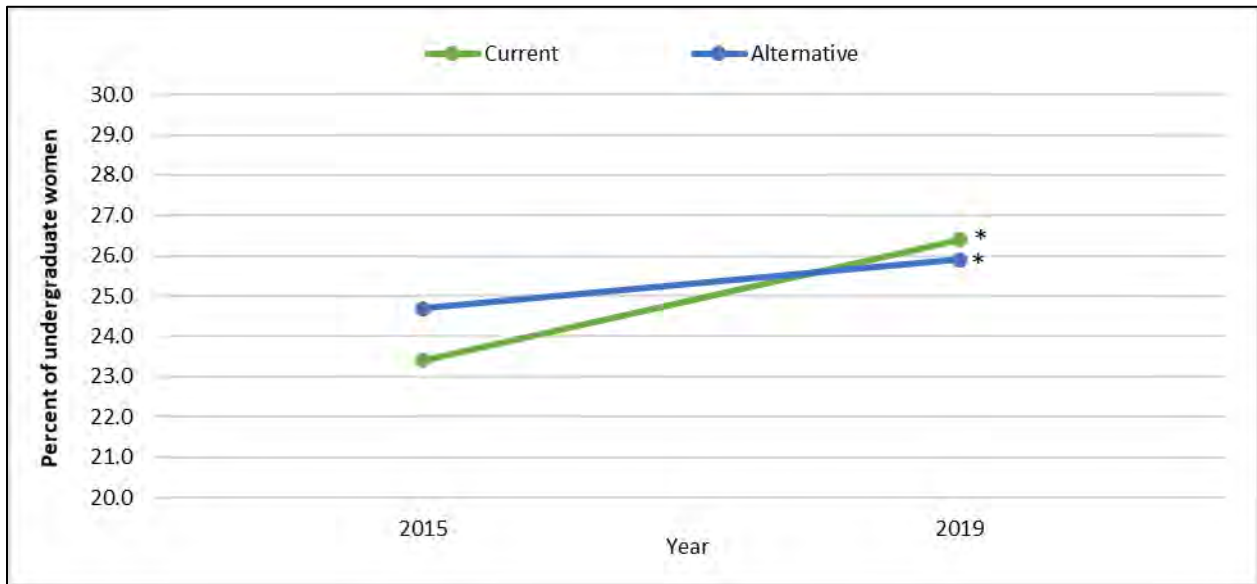
Note: Standardized change score = (difference)/(standard error of the difference).

Figure 42. Standardized change scores of percent reporting nonconsensual sexual contact by physical force or inability to consent since enrolling in school for undergraduate TGQN students for 21 schools that participated in both 2015 and 2019 surveys



Note: Standardized change score = (difference)/(standard error of the difference).

Figure 43. Percent of undergraduate women reporting nonconsensual sexual contact by physical force or inability to consent since enrolling in school by year of survey and whether two outlier schools are included



*Significant at $p < .05$, two-tailed test.

Note: Current includes all 21 schools. Alternative excludes two schools that have the highest rates of change.

In summary, the rates of victimization increased for undergraduate men and all women, but did not change for TGQN students. Students who were enrolled early in the time period covered by the survey accounted for most of the increase. The change also varied significantly across schools, with several schools accounting for a disproportionate amount of the change. More research is needed to assess the reasons for the change. [Appendix 4](#) discusses the role non-response may have played in these changes.

7.2 Changes in Perceptions of Risk and Knowledge of Resources

Both the 2015 and 2019 surveys asked common questions on student perceptions and knowledge about issues related to sexual assault and misconduct.

How problematic is sexual assault or other sexual misconduct?¹⁹ The percentage of students who believe sexual assault and sexual misconduct is problematic at their school increased between 2015 and 2019 (Table 55). For women, the percent who reported it was “very” or “extremely” problematic went up 8.7 points for undergraduates (28.0% to 36.7%) and 4.4 points for graduate/professional students

¹⁹2015 wording did not include ‘other’ in the question.

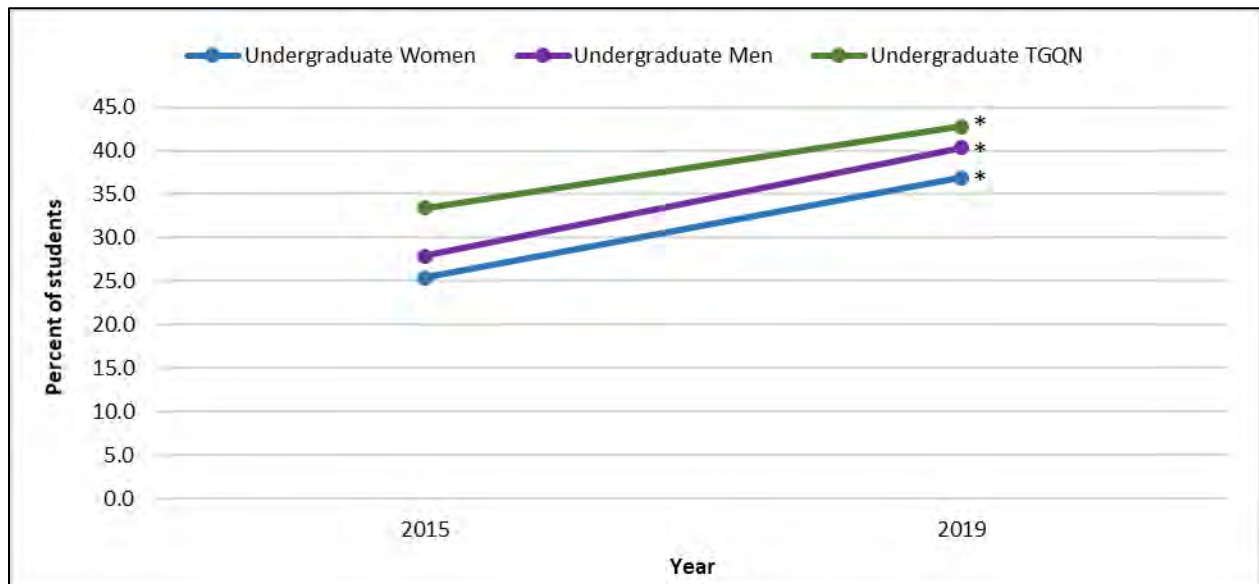
(19.0% vs 23.4%). There were also increases for men. TGQN students did not exhibit a statistically significant change.

Student knowledge about school definitions and procedures. As discussed above, almost all students have gone through trainings to educate them about campus rules and regulations related to sexual assault and sexual misconduct. Several questions about specific issues related to these topics were asked on both the 2015 and 2019 surveys. Generally speaking, the trend is that more students are knowledgeable about the topic, as indicated by increases from 2015 to 2019 in self-reported knowledge about the definitions of sexual assault and misconduct, where to get help, where to report, and what happens when a report is made (Table 55; Figure 44). For example, students were asked

“How knowledgeable are you about how sexual assault and (other)²⁰ sexual misconduct are defined at [University]”

There was an increase of 11.5 percentage points among undergraduate women who reported “very” or “extremely” knowledgeable (25.4% vs. 36.9%). Similar increases occurred across the other gender affiliation groups.

Figure 44. Percent of undergraduate students that reported they were “very” or “extremely” knowledgeable of how sexual assault and sexual misconduct are defined at the school by gender and school year



*Significant at p<.05, two-tailed test.

²⁰Ibid.

Similar increases, although not quite as large, occurred for knowledge related to where to get help at the school if the student or a friend experienced sexual assault or sexual misconduct. Among undergraduate women, the percentage who reported they were “very” or “extremely” knowledgeable increased 2.9 percentage points (35.2% vs. 38.1%) and 9.4 points for graduate/professional students (21.9% vs. 31.3%).

Similar changes are found for the other two knowledge questions, which ask about where to make a report and what happens when a report is made.

Reactions by university officials. Students were asked two questions on how university officials will react when a report of sexual assault or other sexual misconduct is made. There were small changes, in different directions, across the gender affiliation groups for these questions. For how likely respondents think it is that a school official will take a report seriously, there was a decrease of 4.4 points among undergraduate women who reported this was “very” or “extremely” likely (57.9% vs. 53.5%). Other groups changed by about the same amount but in the other direction (e.g., larger shares of men and graduate/professional TGQN students thought it was “very” or “extremely” likely that a school official would take report seriously). A similar pattern occurs for the question which asked how likely campus officials would conduct a fair investigation.

8. Conclusions

The 2019 AAU Survey on Sexual Assault and Misconduct collected data for 33 four-year schools. The results described in this report provide a comprehensive picture of the prevalence of sexual assault and misconduct on participating school campuses, as well as incident characteristics (e.g., how many times, who did it, where did it happen, consequences, contacts with school resources and programs). The results also provide information on student perceptions and knowledge around topics related to sexual assault and misconduct. Finally, the results describe the extent of change in prevalence of nonconsensual sexual contact and selected perceptions of students for the 21 schools that participated in both the 2015 and 2019 AAU surveys.

Here we present selected highlights from the report.

Nonconsensual Sexual Contact

- The overall rate of nonconsensual sexual contact by physical force or inability to consent since the student enrolled at the school was 13.0 percent.
- The prevalence rate of nonconsensual sexual contact by force or inability to consent varied significantly by gender and affiliation. The estimate for women undergraduates is nearly three times higher than for women graduate and professional students (25.9% vs. 9.7%). Similarly, undergraduate men are twice as likely to report sexual contact by physical force or inability to consent as men graduate/professional students (6.8% vs. 2.5%). Among TGQN students, 22.8 percent of undergraduates and 14.5 percent of graduate and professional students reported this type of victimization.
- The rate of nonconsensual sexual contact by physical force or inability to consent for undergraduate women ranged from 14.0 to 32.0 percent across the 33 schools. Many of the differences in prevalence rates across schools are not statistically significant. Nonetheless, there is a wide range of prevalence rates across schools. These rates fall within the range of other surveys that have used similar criteria to define nonconsensual sexual contact.
- Approximately half the incidents of nonconsensual penetration by physical force or inability to consent involve physical force and half involve inability to consent.
- Undergraduate women are more likely to report nonconsensual sexual contact by physical force or inability to consent occurred since the beginning of the Fall 2018 term in their first year at school (16.1%) when compared to later years (13.8% in the second year, 11.5% in the third year, and 11.3% in the fourth year or higher).
- In 35.3 percent of incidents involving penetration among women who had consumed alcohol, the victim was passed out or asleep for at least part of the incident.
- For incidents of penetration, 92.0 percent of both women and TGQN students reported at least one type of behavioral or emotional consequence. Seventy-nine percent of men reported these types of consequences.
- Women who reported nonconsensual penetration by physical force or inability to consent made contact with a program or resource for 29.5 percent of the incidents, TGQN students 42.9 percent, and men 17.8 percent. The most important reason women gave for not contacting a program was she could handle it herself (20.0%); the victim did not think the incident was serious enough to merit seeking help (16.8%); or that the victim felt embarrassed, ashamed or that it would be too emotionally difficult to seek assistance (15.9%).
- When asked for more information on why the victims of penetration did not think the incident was “serious enough” to report, most reported because they had not been injured (69.8% women, 59.4% TGQN students, and 67.9% men). This is consistent with information that found relatively few victims reported a physical injury, although virtually all victims of penetration and most victims of sexual touching reported behavioral, emotional, academic, or professional consequences of the incident.

- The percentage of students reporting nonconsensual sexual contact without active, ongoing voluntary agreement was highest for women (10.6%) and TGQN students (15.9%) than men (2.5%).

Sexual Harassment, Intimate Partner Violence and Stalking

- Among all students, 41.8 percent of students reported experiencing at least one sexually harassing behavior since enrollment. Overall, 18.9 percent of students reported sexually harassing behavior that either “interfered with their academic or professional performance,” “limited their ability to participate in an academic program,” or “created an intimidating, hostile or offensive social, academic, or work environment.”
- Graduate and professional students were the most likely to be subject to sexually harassing behavior by a faculty member or instructor. Among graduate/professional women who were sexually harassed, 24.0 percent of incidents were by a faculty member or instructor. This compares to 5.5 percent for undergraduate women.
- The prevalence rate of intimate partner violence was 10.1 percent among all students who had been in a partnered relationship since entering college. The range across schools was from 6.0 percent to 14.0 percent.
- Among all students, 5.8 percent reported experiencing stalking. Among the perpetrators, about one-third (31.1%) was someone the person recognized, 25.0 percent was a friend, and 32.9 percent was a previous partner.

Contacts with Programs and Resources

- The most common type of program or resource contacted after a victimization was counseling (46.8% of victims contacting a program or resource). Campus police (11.2%) and local police (9.4%) were contacted less often.
- Students provided mixed reviews of how useful the program or service was. For 35.0 percent of respondents who contacted a program or resource, students felt it was “not at all” or “a little” useful, while 40.7 percent felt the program was “very” or “extremely” useful.

Perceptions and Experiences Related to Sexual Assault and Misconduct

- Overall, 65.6 percent of students reported it was “very” or “extremely” likely school officials would take a report of a sexual assault seriously. However, if the student reported nonconsensual sexual contact by physical force or inability to consent, this drops by 20 percentage points (45.0%).
- About a third of students felt they were “very” or “extremely” knowledgeable about the definition of sexual assault (37.1%), where to get help (37.1%), and how to report it (31.5%).

Change between the 2015 and 2019 AAU surveys

- For the 21 schools that participated in the 2015 and 2019 surveys, the rate of nonconsensual sexual contact by physical force or inability to consent went up in 2019 by 3.0 percentage points (to 26.4 percent) for undergraduate women, 2.4 points for graduate and professional women (to 10.8 percent), and 1.4 points for undergraduate men (to 6.9 percent). The changes for TGQN students were not statistically significant (which were 23.1 percent in 2019 and 14.6 percent in 2019 for undergraduate and graduate/professional students, respectively).
- The aggregate rate of change between 2015 and 2019 masks variation across the 21 schools. Many of the schools did not experience a statistically significant change between 2015 and 2019, but several schools experienced a dramatic change (50 percent to 75 percent of the 2015 rate).
- There were significant increases from 2015 to 2019 in student reports of their knowledge about school definitions and procedures related to sexual assault and sexual misconduct. The largest change was for knowledge of the definition, where there were increases of 11.5 percentage points to 36.9 percent for undergraduate women and 12.4 percentage points to 40.3 percent for undergraduate men.

Differences across Schools and Implications for the Broader Public

The majority of the estimates discussed in this report varied significantly across the 33 schools. School characteristics—such as size, public or private, the number of crimes reported in the school’s Clery Act statistics, or climate/community measures—did not explain many of the differences. Some of the differences between schools are due to sampling error, as illustrated in several figures in the report (e.g., Figure 4). The non-response bias analysis also indicates that some of the differences may be due to different levels of non-response ([Appendix 4](#)). However, there is little evidence that non-response can explain the high rates of victimization found in either the 2015 or 2019 surveys.

The variation across schools emphasizes the importance of not generalizing from these 33 schools to a larger population (e.g., national). The schools participating in the survey were not randomly selected and the aggregate rates discussed in this report should not be seen as representing student populations beyond this group of schools.

Furthermore, the prevalence rates discussed in this report should not be interpreted as an indication that attending a 4-year school is extraordinarily dangerous. There have been very few studies using similar methodologies that have compared the sexual assault rates of college students to similar age adults who are not in college. Of the few studies that have been conducted, the conclusion is that college students have lower rates than those not in college (Coker, Follingstad, et al., 2016; Axinn, Bardos, & West, 2017; Sinozich & Langton, 2014). This does not minimize the seriousness of the problem of sexual

assault and misconduct while attending a 4-year school or its consequences on students' well-being. However, it does provide a broader perspective on its correlations and consequences.

Comparing Estimates from the AAU Survey to Clery Crime Statistics Data

The data from this survey differ from the Clery data that is collected by schools. As with other campus surveys, the AAU data suggest higher rates of sexual assault and misconduct. There are a number of possible reasons for these differences, including:

- The Clery data are based on incidents that are reported to individuals who are campus security authorities (CSA) or local law enforcement as having occurred on or near the campus (e.g., the so-called “Clery Geography” which includes the defined campus, non-campus building or property, public property).²¹ The AAU survey is based on self-reports of incidents that occurred even if it was not reported to a CSA or local police. As discussed in this report, as well as in the 2015 report, a relatively small percentage of incidents are reported to a CSA or law enforcement.
- Most of the data included in this report are based on retrospective self-reports for the time period since the student has been enrolled in school. The Clery data are from records that are kept by the CSA's and generally cover a calendar year.
- Most of the AAU data in this report reflect the percentage of students who have been victimized, while the Clery data reflect the number of incidents reported without a total student population against which to gauge the prevalence of incidents on an annual basis.

The AAU survey is structured to address several of these differences (e.g., time period, counting incidents, whether a program was contacted). Nonetheless, even after accounting for these differences, the AAU estimates are considerably higher than Clery data. Some of the discrepancy may be due to different definitions in the two sources. The AAU survey is grounded in both legal definitions (e.g., sexual assault, sexual harassment, stalking) and school policies (e.g., without active ongoing consent). Whereas the Clery data are based on federal definitions. The difference may also stem from what happens when a victim contacts a program or agency about an incident. The person receiving the report may not be a CSA or may not be obligated to report it to a CSA.

There may be other reasons why the incident is not recorded in the Clery data. There is very little research that has investigated how reports of sexual assault and misconduct to agencies or programs are recorded (or not) in official Clery data (exceptions are Krebs, et al., 2016; Schell and Morral, 2016). More studies have examined the correspondence between victim reports to the police and recording in official

²¹<https://www.justice.gov/archives/ovw/page/file/910306/download>

crime statistics in the general population (Black, 1970; Biderman and Lynch, 1991; Schneider, 1978; Block and Block, 1980). These studies generally show that incidents reported to officials do not, in many cases, end up in the official records. Studies that do similar in-depth assessment of the reporting process at colleges and universities would provide a better understanding of the prevalence of sexual assault and misconduct among college students.

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Appendix 1. Instrument Development

A1.1 Survey Design Teams and Instrument Development

As mentioned earlier in the report, the 2019 *Campus Climate Survey* is a revised version of the survey administered in 2015.²² The process of refining the 2015 *Campus Climate Survey* for administration in 2019 was a collaboration between the Westat and AAU Survey Design Teams (SDT). The Westat team was co-chaired by Co-Principal Investigators, Dr. David Cantor, Senior Statistical Fellow at Westat and research professor at the Joint Program for Survey Methodology, University of Maryland, and Dr. Bonnie Fisher, Professor, School of Criminal Justice, University of Cincinnati. The AAU SDT was co-chaired by Dr. Christina Morell, Associate Provost for Institutional Assessment and Studies, University of Virginia, and Dr. Lily Svensen, Director, Office of Institutional Research, Yale University. They were joined by a multi-disciplinary group of college and university professors and administrators from participating schools with expertise in survey design and methodology and issues related to sexual assault and misconduct on campus. Members of the AAU SDT are presented in Table A1-1.

During meetings, AAU SDT members discussed at length conceptual and methodological issues underlying the measurement of sexual victimization and other misconduct, and campus community constructs. Team members began the refinement process by systematically reviewing 2015 survey content and associated data to identify items that could be added, removed, or improved. Participating schools were asked to comment on the 2015 survey. Survey revisions were prioritized based on factors such as alignment of items with relevant definitions (e.g., stalking, sexual harassment). The team carefully considered other factors or survey item elements, such as extensiveness of proposed changes (e.g., slight modifications to response categories), appropriateness of response option categories (e.g., ability of respondents to distinguish instructors from teaching assistants as perpetrators of sexual assault or other misconduct, as opposed to a combined category), and comprehensiveness of survey items and response options (e.g., expand list of options for perpetrator's association with the school). Team members made final decisions on all proposed changes, while continuing to be mindful of respondent burden (maintaining the time of survey completion to between 15 and 20 minutes). Overall, the SDT retained the survey structure and many items that were developed for the 2015 *Campus Climate Survey*. See [Appendix 6](#) for a comparison of 2015 and 2019 surveys.

²²For additional information on the 2015 *Campus Climate Survey*, including survey development processes, please see <https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/AAU-Campus-Climate-Survey-FINAL-10-20-17.pdf>.

Table A1-1. The AAU Survey Design Team

| AAU Survey Design Team Members | |
|---------------------------------------|--|
| Kellie Brennan | The Ohio State University Compliance Director and Title IX/Clery Coordinator |
| Brian Cook | Stanford University Director of Assessment and Program Evaluation |
| Robert Coulter | University of Pittsburgh Postdoctoral Scholar, University of Pittsburgh School of Medicine Department of Behavioral and Community Health Sciences—Graduate School of Public Health Center for LGBT Health Research—Graduate School of Public Health Division of Adolescent and Young Adult Medicine, Children’s Hospital of Pittsburgh of UPMC |
| Marne K. Einarson | Cornell University Assistant Director, Office Institutional Research and Planning |
| Karen Heimer | University of Iowa Professor, Department of Sociology |
| Marlena Holden | University of Wisconsin-Madison Interim Director, Marketing and Prevention Services |
| Nicole Merhill | Harvard University Title IX Officer |
| Christina Morell | University of Virginia Associate Provost, Institutional Assessment and Studies |
| Jagruti (Jag) Patel | Massachusetts Institute of Technology Senior Director, Special Projects |
| Audrey Pettifor | University of North Carolina-Chapel Hill Professor, Department of Epidemiology; Faculty Fellow, Carolina Population Center |
| Nora Cate Schaeffer | University of Wisconsin-Madison Sewell Bascom Professor of Sociology Faculty Director, University of Wisconsin Survey Center |
| Liam Schwartz | Harvard University Assistant Provost, Institutional Research |
| Lara Stemple | University of California-Los Angeles Assistant Dean, Graduate Studies and International Student Programs Director, Health and Human Rights Law Project |
| Lily Svensen | Yale University Director, Office of Institutional Research |
| Madelyn Wessel | Cornell University University Counsel and Secretary of the Corporation |
| Min Xie | University of Maryland-College Park Associate Professor, Department of Criminology and Criminal Justice, Director of Graduate Studies |

The SDT met regularly (weekly or twice weekly) from June 2018 through October 2018 to discuss and make final decisions on survey content. Meetings lasted, on average, two hours. Some team members communicated outside of formal team meetings to provide technical expertise on survey design, review survey drafts and provide feedback, and resolve issues raised during meetings. SDT members regularly consulted with experts on their campuses for particular issues, such as asking about gender, bystander behavior, and disability.

The SDT also sought feedback from the participating schools. It released the first draft of the survey to schools in August 2018. The SDT requested feedback on the second draft of the survey in October 2018. All comments the SDT received on drafts of the survey were reviewed and adjudicated by the team in preparation for survey finalization, which occurred in November 2018.

A1.2 Student Input

The team received feedback from students in three ways:

- First, Westat conducted 19 in-person cognitive interviews with students currently attending colleges or universities. Interviews were conducted at two different locations in Maryland.
- Second, students from several SDT members' schools conducted survey pretesting. Pretesting methods used varied by school and included focus group style discussions with student groups, and a self-administered web instrument with text-boxes for feedback on survey questions.
- Third, the final web instrument was pretested with students at a school that did not participate in the survey. Students were asked to provide feedback on functionality and navigability of the web-based platform, as well as survey content.

The feedback from these activities included a wide range of comments on both the content and wording of the questions. For example, the cognitive interviews pointed to response categories that were unclear or misunderstood. The SDT modified these categories to clarify meaning, and to use language more familiar to the student population.

Another example comes from feedback from the students and student groups at design team schools, which helped the SDT revise the methods for asking about respondent gender identity.

A1.3 Survey Content and Sources

Survey topics in the 2019 *Campus Climate Survey* cover domains outlined by AAU in response to requests of Presidents/Chancellors from member colleges and universities during the development of the 2015 survey. These topics were split into several basic categories— 1) direct personal experience with sexual assault and other misconduct, 2) campus community, 3) school resources, and 4) student characteristics. This section describes the items. For

additional information on processes for making decisions on operationalization of the constructs, please see the *2015 Report on the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct*.²³

Personal Experience: Nonconsensual Sexual Contact

Students were asked about nonconsensual sexual contact that occurred as a result of four types of tactics: 1) physical force, 2) inability to consent or stop what was happening, 3) coercion, and 4) without active, ongoing voluntary agreement. Survey items were designed to: 1) estimate the prevalence and incidence of nonconsensual sexual contact experienced by students (undergraduate, graduate/professional) enrolled at each participating school, and 2) identify characteristics of these experiences (e.g., location, offender characteristics). The term “incidence” refers to the number of times a particular type of sexual assault or other misconduct occurred over a period of time. Among those that reported an incident of nonconsensual sexual contact, the students were asked about details for up to four incidents.

Sexual contact includes two behaviors—penetration and sexual touching. Penetration refers to sexual penetration of someone’s vagina or anus by a finger, penis, or object; and oral sex by a mouth or tongue on someone’s genitals. Sexual touching includes kissing; touching someone’s breast, chest, crotch, groin, or buttocks; or grabbing, groping, or rubbing against the other in a sexual way, even if the touching is over the other’s clothes.

Tactics Involving Physical Force and Inability to Consent or Stop What Was Happening

Five survey items were used to separate the different types of sexual contact for these two tactics. Physical force/attempted physical force includes someone being held down with the offender’s body weight, arms being pinned down, being hit or kicked, or the use or threat of use of a weapon against the victim. The inability to consent or stop what was happening refers to the occurrence of an incident because the victim was passed out, asleep, or incapacitated due to drugs or alcohol.

²³<https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/AAU-Campus-Climate-Survey-FINAL-10-20-17.pdf>.

These tactics were considered the most serious types of tactics and constitute the primary measures used on several other surveys (e.g., Krebs, Lindquist, Warner, Fisher, & Martin, 2009).²⁴ As noted above, the questions distinguished between different combinations of these tactics and the two types of sexual contact, including the following:

- Nonconsensual completed penetration that occurred as a result of physical force or threats of physical force,
- Nonconsensual unsuccessful attempts at penetration (not completed), involving physical force or threats of force,
- Nonconsensual completed penetration that occurred as a result of the victim's inability to consent or stop what was happening,
- Nonconsensual completed sexual touching that occurred as a result of physical force,
- Nonconsensual completed sexual touching that occurred as a result of the victim's inability to consent or stop what was happening.

The type of behavior and tactic are included in the same question, based on an approach advocated by Krebs et al. (2009).²⁵ The approach has been successfully used in prior research on sexual victimization among college students (e.g., Krebs et al., 2009).²⁶ The survey included five questions to screen for nonconsensual or unwanted sexual contact. Each screen question provided definitions and examples of each sexual contact type and tactic.

Coercion and Without Active, Ongoing Voluntary Agreement

Coercion was intended to capture nonconsensual sexual contact involving threats of serious non-physical harm or promising rewards such that the student felt she or he must comply. This tactic was intended to capture behaviors that were violations of the student's personal or civil rights. It complemented the items asked in another section of the survey on sexual harassment by focusing on nonconsensual sexual contact as opposed to verbal or other harassing behaviors.

²⁴Krebs, C.P., Lindquist, C.H., Warner, T.D., Fisher, B.S., & Martin, S.L. (2009). College Women's Experiences with Physically Forced, Alcohol- or Other Drug-Enabled, and Drug-Facilitated Sexual Assault Before and Since Entering College. *Journal of American College Health, 57*(6), 639-647.

²⁵Ibid

²⁶Ibid

Incidents that occur without the student's active, voluntary agreement is the fourth tactic on which students reported in the survey. This tactic was included in the survey to estimate the prevalence and incidence of nonconsensual penetration and sexual touching among students at the participating schools, given that many college and university websites include a definition related to voluntary agreement (e.g., in the student code of conduct).

Collecting Details About the Incidents

The incidence (number of times) and prevalence of sexual assault and other misconduct were measured through the survey. The survey also included questions about when the incidents occurred: 1) since the student was enrolled at the school, and 2) during the current academic year (2018-2019).

To measure the timing and incidence of each type of nonconsensual sexual contact, students answered a series of follow-up questions on the number of incidents and the year in which an incident occurred. Affirmative responses to the initial screening items also followed with questions about the occurrence of a specific combination of behavior and tactic, beginning with the number of times each type of incident occurred. For each incident the respondent identified the year it occurred and whether the incident had already been reported in response to an earlier question. The latter question was used to obtain unduplicated counts of events in which the respondent reported more than one tactic. This structure allowed analysts to form prevalence and incidence rates for incidents that occurred since the student enrolled in the school, as well as for incidents that occurred during the current academic year.

After counting all incidents reported during the screening, more details were collected about each type of incident. The Detailed Incident Form (DIF) was administered up to four times for incidents that impacted or affected the respondent the most, relative to penetration or sexual touching involving 1) physical force or threats of physical force, 2) inability to consent or stop what was happening, 3) coercion, and 4) absence of active, voluntary agreement.

Students responded to a range of additional follow-up questions about an incident to understand the context of sexual assault. The content of the follow-up questions used in the DIF include: time of occurrence (school year; during an academic break or recess); location of incident (on or off campus, specific location); perpetrator characteristics (number of offenders, gender of offender(s), type of nonconsensual or unwanted behavior and tactic, offender affiliation with school, relationship to victim); context prior to the incident (respondent's voluntary consumption of alcohol or drugs, respondent's use of alcohol or drugs without his or

her knowledge or consent, offender’s use of alcohol or drugs); disclosure to other persons; use of programs or resources; reasons for not using programs or resources; and outcomes (e.g., physical injuries, pregnancy, academic consequences, and psychosomatic symptoms).

Personal Experience: Sexual Harassment, Intimate Partner Violence, and Stalking

The measures of other misconduct collected were sexual harassment, intimate partner violence, and stalking.

To meet the legal definition of harassment there are two criteria. First, as per the U.S. Equal Employment Opportunity Commission (EEOC)²⁷ and U.S. Department of Education,²⁸ the behavior has to create a “hostile or offensive work or academic environment.” The series of questions on sexual harassment include portions of Leskinen and Kortina’s (2014)²⁹ scale representing each of the major dimensions, with a few additional behaviors that are not covered by the scale. Questions on sexual harassment include the following behaviors:

- Made sexual remarks or told sexual jokes or sexual stories that were insulting or offensive to the victim;
- Made inappropriate or offensive comments about the victim or someone else’s body, appearance, or sexual activities;
- Said crude or gross sexual things to the victim or tried to get the victim to talk about sexual matters when she or he did not want to;
- Used social or online media to send offensive sexual remarks, jokes, stories, pictures, or videos to the victim or about the victim that she or he did not want; and
- Continued to ask the victim to go out, get dinner, have drinks, or have sex even though the victim said “no.”

A second question is how to use these items when operationalizing the EEOC concept of “hostile work environment.” According to legal definitions, to meet this standard, the behavior has to be either “frequent or severe.” Most prior studies do this by asking whether a behavior

²⁷http://www.eeoc.gov/laws/types/sexual_harassment.cfm

²⁸http://www2.ed.gov/about/offices/list/ocr/docs/ocrshpam.html#_t1a

²⁹Leskinen, E.A., & Cortina, L.M. (2014) Dimensions of disrespect: Mapping and measuring gender harassment in organizations. *Psychology of Women Quarterly*, 38(1), 107-123.

occurred a specific number of times (e.g., 2014 MIT Community Attitudes on Sexual Assault Survey).³⁰ Other campus climate surveys do not measure frequency and it is not clear how one can determine the threshold for a “hostile work environment.”

For the AAU survey, respondents who reported that they had experienced one or more of the aforementioned sexually harassing behaviors were asked if the experience(s) interfered with their academic or professional performances; limited their ability to participate in an academic program; or created an intimidating, hostile, or offensive social, academic, or work environment. The experience of a sexually harassing behavior that affected the victim in at least one of these ways parallels EEOC’s definition regarding a “hostile environment,” and the U.S. Department of Education’s guidelines related to student protection from harassment.³¹

The question wording for intimate partner violence is a combination of the wording used in the University of New Hampshire 2012 survey, as cited in the White House Task Force report (White House Task Force to Protect Students From Sexual Assault, 2014),³² and the National Intimate Partner and Sexual Violence Survey (NISVS) conducted by the Centers for Disease Control and Prevention (Black et al., 2011).³³ Only those individuals who were in a partnered relationship since enrolling at the school were prompted to respond to a series of questions about intimate partner violence. To make this determination, the team developed a definition of a partnered relationship to capture various forms of ongoing relationships involving physical or sexual contact in which college students are likely to engage, including steady or serious relationships and marriage, civil union, domestic partnerships, or cohabitations. This question was asked in the demographic section of the survey.

³⁰<https://chancellor.mit.edu/sites/default/files/pdf/MITCommunityAttitudesonSexualAssault-Survey.pdf>

³¹A federal law, *Title IX of the Education Amendments of 1972 (Title IX)*, prohibits discrimination on the basis of sex, including sexual harassment, in education programs and activities. All public and private education institutions that receive any federal funds *must* comply with *Title IX*. *Title IX* protects students from harassment connected to any of the academic, educational, extracurricular, athletic, and other programs or activities of schools, regardless of the location. *Title IX* protects students, both men and women, from sexual harassment by any school employee, another student, or a non-employee third party.

³²White 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/report.pdf>

³³Black, M.C., et al. (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.

Fear is the criterion that distinguishes sexual harassment from stalking (Catalano, 2012; Logan, 2010).^{34 35} For the *Campus Climate Survey*, stalking was defined as repetitive behavior that caused fear or substantial emotional distress in a reasonable person. Three repeated pursuit behaviors associated with stalking are used in the survey, including:

- Made unwanted phone calls, sent emails, voice, text, or instant messages, or posted messages, pictures, or videos on social media, or elsewhere online;
- Showed up somewhere uninvited or waited for the victim when she or he did not want that person to be there; and
- Spied on, watched, or followed the victim in person, or monitored the victim's activities or tracked his/her location using devices or software on a phone or computer.

Within the past decade, the use of new technologies (e.g., smartphone), related to the third tactic listed above, has emerged as a tactic for stalking. For example, Black et al. (2011)³⁶ found that this tactic was the third most frequently occurring stalking behavior in the NISVS (39% for women and 31% for men reported experiencing behavior related to this tactic). It was also the third most frequently occurring behavior stalking victims reported experiencing in the National Crime Victimization Survey (34.4%; Catalano, 2012).³⁷

The same or a very similar set of follow-up questions were asked for sexual harassment, intimate partner violence, and stalking. Respondents were asked questions about:

- Offender characteristics, including gender, number of offenders or if the same offender committed the behavior more than once, number of incidents, association with the school, and relationship to the victim;
- Disclosure of information about the incident and to whom; and
- Contact with campus-sponsored programs about the incident.

³⁴Catalano, 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.

³⁵Logan, T. (2010). *Research on partner stalking: Putting the pieces together*. Lexington, KY: University of Kentucky, Department of Behavioral Science & Center on Drug and Alcohol Research.

³⁶Black, M.C., et al. (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.

³⁷Catalano, 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.

Respondents who contacted a program about the incident identified the time period (e.g., Fall of 2017-Summer of 2018) of the most recent contact, while victims who did not contact any programs following the incident were asked to provide reasons for not contacting them.

Student Perceptions and Knowledge

Topics and questions on perceptions of the campus community were drawn from five existing surveys that measured this construct—the Rutgers Campus Climate Survey (McMahon, 2018),³⁸ the MIT Community Attitudes on Sexual Assault Survey (Massachusetts Institute of Technology, 2014),³⁹ the University of Oregon Sexual Violence and Institutional Behavior Campus Survey (Freyd, Rosenthal, & Smith, 2014),⁴⁰ the White House Task Force report (White House Task Force to Protect Students From Sexual Assault, 2014),⁴¹ and the Campus Sexual Assault Study (Krebs et al., 2017).⁴² Topics included campus community members' attitudes toward each other, the school's efforts to inform students about sexual assault and other misconduct, perception of community safety, knowledge and use of police and resources, perceptions of leadership, policies and reporting, prevention training, and bystander intervention. Survey items on perception of the campus community in relation to sexual assault and other misconduct include the following constructs:

- Perception regarding risk;
- Knowledge and perceptions about resources;
- Prevention trainings for students;
- Perceptions of responses by school officials to incident reporting;

³⁸McMahon, S. (2018). #iSPEAK: Rutgers Campus Climate Survey. Retrieved from <https://socialwork.rutgers.edu/file/4402/download>

³⁹Massachusetts Institute of Technology (2014). MIT Community Attitudes on Sexual Assault Survey. Retrieved from <https://web.mit.edu/surveys/casatips/sources.html>

⁴⁰Freyd, J.J., Rosenthal, M., & Smith, C.P. (2014). The UO Sexual Violence and Institutional Behavior Campus Survey. Retrieved from <https://dynamic.uoregon.edu/jjf/campus/UO2014campussurveycontent.pdf>

⁴¹White 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/report.pdf>

⁴²Krebs, C., Lindquist, C., Planty, M., Langton, L., Berzofsky, M.E., Asefnia, N. et al. (2017). Sensitivity of sexual victimization estimates to definitional and measurement decisions. *Journal of Interpersonal Violence*.

- Bystander behavior; and
- Students' experiences within the campus community (e.g., connection to the campus community, ease of seeking advice from faculty or staff, concern about student well-being).

Two types of questions on risk perceptions were administered. One asked about the likelihood of being a victim of sexual assault or other misconduct in the future while enrolled in school. The second asked students how problematic they thought sexual assault and other misconduct were at the school.

Students were asked about their awareness of the services and resources the school offered to those who were affected by sexual assault and other misconduct. Additional questions gauge students' knowledge of the definition of sexual assault and other misconduct at the school; where to get help at the school if the student or a friend experienced sexual assault or other misconduct; where to make a report of sexual assault or other misconduct at the school; and what happens when a student reports an incident of sexual assault or other misconduct at the school.

All students were asked if they completed training modules or information sessions related to sexual assault or other misconduct as an incoming student or since arriving at the school, and the topics the modules/sessions covered.

Additionally, all students were asked their perceptions of how school officials would respond after reports of sexual assault or other misconduct. Specifically, students were asked to assess the likelihood of officials taking the report seriously and conducting a fair investigation.

The original questions used in the 2015 survey measuring bystander behaviors and interventions were adapted from Banyard et al.'s (2005, 2014)^{43 44} work and Rutgers' Campus Climate Survey (McMahon, 2018).⁴⁵ A working group of the SDT reviewed the items that were used in 2015. The items were adapted based on their experience with analysis of the 2015

⁴³Banyard, V. L., Plante, E. G., & Moynihan, M. M. (2005). *Rape prevention through bystander education: Bringing a broader community perspective to sexual violence prevention*. U.S. Department of Justice.

⁴⁴Banyard, 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.

⁴⁵McMahon, S. (2018). #iSPEAK: Rutgers Campus Climate Survey. Retrieved from <https://socialwork.rutgers.edu/file/4402/download>

survey and the use of bystander trainings on their campuses. The final set of questions was the result of extensive discussions by the working group and the SDT, and consultation with those designing the training programs on campuses.

The questions ask respondents if they had ever experienced four specific situations since being a student at the school (e.g., witnessed a situation that the respondent believed could have led to a sexual assault). If they had experienced the situation, they were asked what specific action, if any, they took. Examples of possible actions taken include doing nothing because the student was not sure what to do, and seeking help from a friend.

School Resources

Students who were victims of behavior associated with sexual harassment, stalking, intimate partner violence, and/or nonconsensual or unwanted sexual contact and who contacted a school program about the incident were asked to respond to questions about their experiences with the programs. For each program contacted, respondents reported: 1) the degree to which the program was useful in helping them, and 2) whether they felt pressure to report or file a complaint.

Student Characteristics

Questions asking about the students' demographics are posed at the beginning of the survey. Background information collected included age, current student affiliation (undergraduate, graduate, professional), class or program year, race, Hispanic or Latino origin, resident status, gender identity, sexual orientation, relationship status, and identification as a student with a disability. Some of the information was used in the weighting procedure, such as age and class year in school. Other demographic information was used to assess incidence and prevalence of sexual assault and other misconduct among students in a particular school for a particular demographic group (e.g., affiliation, gender identity, sexual orientation). A question about involvement in partnered relationships (marriage or civil union, domestic partnership or cohabitation, steady or serious relationship, or other ongoing relationship involving physical or sexual contact) since enrolling at the school was used to identify relevant students for intimate partner violence estimates.

SDT members had multiple rounds of discussions about the wording of survey items related to sexual orientation and gender identity. They also solicited feedback from students to

gain perspective on the most appropriate terms. Response options used in the survey take into consideration existing research on gender and sexual identity and suggestions from the SDT.

A1.4 The Instrument: The Campus Climate Survey on Sexual Assault and Misconduct

Survey Flow and Logic

The survey has a core set of 54 questions that are asked of every respondent. Additional questions are administered if respondents report being victimized. Respondents who reported experiencing behaviors associated sexual harassment, stalking, and intimate partner violence (sections D, E, and F, respectively) completed approximately 10 follow-up questions for each type of misconduct. These follow-up questions asked for information across all reported incidents for each form of victimization. For example, if someone was a victim of intimate partner violence by two different partners, the follow-up questions ask for information across both partners.

There is more complicated logic for the items covering incidents involving physical force and the inability to consent or stop what was happening (G1-G5), coercion (G6, G7), and those occurring without active, ongoing voluntary agreement (G8, G9). Across these items, there are two types of follow-up questions. First, there are follow-ups to each affirmative response to questions G1 – G9 (Attachment 1). The purpose of these follow-ups is to count and date each of the incidents that occurred. This is done by following each affirmative response to an individual screen item (G1 – G9) with questions that ask for the number of times (Attachment 1: G[X]a⁴⁶) and the school year in which the incident occurred (Attachment 1: G[X]b – G[X]c). To finalize the count, there are additional follow-up questions that ask if the incident is part of another incident that was already reported. If it had already been reported, the respondent is asked to indicate which other incident was involved (Attachment 1: G[X]d, G[X]e). Respondents that experienced four or more incidents that occurred during the current school year reported whether or not any of the other incidents also occurred since the beginning of the current school year (Attachment 1: G2f).

After G1 – G9 were completed, a second type of follow up was used to collect details on the victimization that was reported (DIF; Attachment 2). If a respondent responded

⁴⁶“X” goes from 1 to 9. For example, G[1]a is the follow-up to question G1; G[2]a is the follow-up to question G2, etc.

affirmatively to at least one item in G1 – G9, a series of approximately 18 items were administered to collect the details (Attachment 2; Items GA). These follow-ups are administered separately for up to four incidents reported in items G1 – G9. Respondents completed the first DIF in reference to the incident that impacted or affected them the most, followed by additional DIFs for up to three other incidents that also impacted or affected them. For example, if a respondent reports a penetration by physical force (G1) and sexual touching by physical force (G3), these items were administered twice, once for each type. This differs from the DIF used on the 2015 survey. Because of this difference, one should not directly compare the results for this section from the two surveys.

Appendix 2. Human Subjects Protections and Safeguards

A2.1 IRB Review Options and Process Overview

In October 2018, Westat submitted its Institutional Review Board (IRB) package (including the instrument and study protocols) to both the Westat IRB, for a full review, and the 33 participating schools, who used the materials to develop their own IRB packages. Full approval was obtained in October 2018. In December 2018, Westat programmed and tested the instrument, and the first group of schools launched the survey on February 1, 2019.⁴⁷

Among participating IHEs, 13 elected to rely on Westat’s IRB as the IRB of record, and 13 chose to use their own IRB. Seven schools determined their involvement in the study did not constitute human subjects research and, consequently, elected not to seek IRB approval or review. For these schools Westat was the only IRB involved in the study process and students were fully covered by Westat’s IRB protections.

When appropriate, an Institutional Review Board Authorization Agreement (IAA) was executed between the school and Westat, to formalize which IRB would review the study.

A2.2 Respondent Emotional Protections

Given the sensitive nature of the survey topic, there was some risk of emotional distress for survey participants, as well as concerns about confidentiality and data security. Consequently, a number of human subject protections and security protocols were considered and put in place for survey participants.

A2.3 NIH Certificate of Confidentiality

The AAU Survey is protected by a Federal Certificate of Confidentiality (CoC) CC-AA-15-45. This certificate, issued by the National Institute on Alcohol Abuse and Alcoholism, National Institutes of Health (NIH), allows “researchers to refuse to disclose identifiable research information in response to legal demands,”⁴⁸ such as court orders and subpoenas, for identifying information or identifying characteristics of a research participant. This is an

⁴⁷To accommodate differences in schools’ academic calendars, schools chose the field period (generally 3 weeks) during which they wanted their survey to be open, with the earliest available launch date of February 1, 2019.

⁴⁸From What is a Certificate of Confidentiality? NIH Certificates of Confidentiality (CoC) Kiosk
<http://grants.nih.gov/grants/policy/coc/index.htm>.

important legal tool and the study team is very pleased to have secured this protection for study participants.

NIH issued the certificate to Westat on April 8, 2015 for the 2015 AAU Survey and extended the protections for respondents completing the 2019 AAU Survey.

A2.4 Informed Consent

The first safeguard against participant distress was the process of informed consent. Functioning as a gateway to the survey, the consent form provided details about the survey, set expectations for the types of questions to be asked, and allowed students to make an informed decision whether participation was right for them. Students who felt they would become distressed taking such a survey could choose not to participate (and could not enter the survey), and students who consented to participate were prepared for the sensitive topics. The consent form emphasized that respondents could skip any question they did not want to answer, and that they could discontinue the survey at any time if they felt uncomfortable or simply wished to stop. In addition, all consent forms concluded with contact information for a responsible IRB and research representative. See A2.9 for the consent form template.

Shortly after the launch of the 2015 *Campus Climate Survey*, institutional representatives indicated that students who reported that there was no warning about the sensitive content of the survey had not seen or read the portion of the survey consent form that described the sensitive nature of the survey. To respond to these concerns, this portion of schools' consent form highlights this information, partly by using the phrase "TRIGGER WARNING" prior to a description of language used in the survey (see example below).

TRIGGER WARNING: Some of the language used in this survey is explicit and some people may find it uncomfortable, but it is important that we ask the questions in this way so that you are clear what we mean. Information on how to get help, if you need it, appears on the top of each page and at the end of the survey.

A2.5 Distress Protocols

Prior studies on sexual assault and other misconduct show that most individuals do not find participation in such research to be harmful and, in many cases, consider their participation

beneficial (Wager, 2012; Yeater, Miller, Rinehart, & Nason, 2012).⁴⁹ ⁵⁰ However, data collection for the AAU Survey included several safeguards to minimize risk related to emotional distress.

A2.6 Campus-specific Resources

Campus-specific resource lists with contact information on national, campus, and community-specific resources were offered to all students and accessible both inside and outside the survey. Examples of such resources include counseling and medical centers and 24-hour crisis phone lines. A link to these resources was available on each survey screen starting with the initial landing page.

Although we anticipated that most participants would access these resources through the web survey, we also developed a protocol for Help Desk staff to use if they received distress calls or questions about sexual assault resources.

A2.7 Help Desk

To further encourage participants to complete the survey and minimize distress, Help Desk staff were available by phone and email throughout data collection to answer technical questions about the survey and how to complete it, and to provide resource lists to respondents who call and need additional support or referrals for services. Help Desk contact information was provided in all email communication and was available on all screens of the online survey, as well as on the survey landing page. Help Desk staff were trained in both project and customer service procedures, including distress protocols. While Help Desk staff did not provide counseling or other crisis intervention services, staff were prepared to offer respondents the same resource information included in the online survey for their specific campus. In the event that a caller expressed elevated distress or a threat to themselves or others, the staff were trained to directly connect these students with counseling services from the resource list. Data collection closed without the need to initiate the distress protocol.

⁴⁹Wager, N. M. (2012). Respondents' experiences of completing a retrospective, web-based sexual trauma survey: Does a history of victimization equate with a risk for harm? *Violence and Victims*, 27(6), 991-1004.

⁵⁰Yeater, E., Miller, G., Rinehart, J. & Nason, E. (2012). Trauma and sex surveys meet minimal risk standards: Implications for institutional review boards. *Psychological Science*, 23(7), 780-787.

In all cases, Help Desk staff were trained to be sensitive to callers and respond to them politely and thoughtfully, regardless of the circumstances of their call.

Association of American Universities
Campus Climate Survey
on Sexual Assault and Misconduct

Menu | FAQs | Support Resources | Help Desk: (888) 793-8324

What is your class year in school? Answer on the basis of the number of credits you have earned.

1st year
 2nd year
 3rd year
 4th year or higher

← Back | Save & Exit | Forward →

As shown in this screenshot above, each page of the survey included links to general and school-specific frequently asked questions (see A2.10) and resources in the upper right corner. It also included the Help Desk number for easy access to those students who needed it for either technical assistance or additional resources.

A2.8 Data Security and Protecting Confidentiality

All survey data were collected via a secure web site hosted at Westat. The respondent's email address was encrypted and stored in a database. Upon final submission of the survey, the respondent's email address and PIN number (used to create the unique survey link) was automatically deleted from the database, removing any linkage between the survey responses and the respondent. For any respondents who completed some of the survey but did not formally submit it, these variables were deleted manually at the end of the data collection period.

Roster file data were not included in the survey data file so that if someone were to somehow obtain the survey data, they could not associate any data with a particular individual.

All necessary steps to mask the identity of survey respondents have been taken for the data analysis and reporting. The analysis included only quantitative components. Results are tabular, as well as more formal statistical models. Results were reviewed to ensure an acceptable risk of disclosure, including suppression of demographic characteristics and other potentially identifying information in situations in which cell sizes are small.

All data pertaining to this project have been stored in a secure manner in a physical and electronic form that can only be accessed by study personnel. All electronic data have been stored on network server directories. Access to the network project directory has been controlled through the use of directory and file access rights based upon user account ID and the associated user group definition. Paper data are stored in locked files cabinets.

Datasets will be provided to AAU and to participating schools. These project partners will own their respective datasets and the reports summarizing findings that Westat will also deliver. The individual datasets have been reviewed for potential disclosure risks. Where appropriate, variables were altered (e.g., categories collapsed) to eliminate potential disclosure risks before delivering the final files.

Three years after completion of the study, all data and files related to this study will be permanently destroyed.

A2.9 Informed Consent Form⁵¹

[INSTITUTION NAME] is asking all students to answer a climate survey on sexual assault and misconduct. The survey is sponsored by [INSTITUTION NAME] in collaboration with the Association of American Universities (AAU). The results will be used to guide policies to encourage a healthy, safe and nondiscriminatory environment at [INSTITUTION NAME].

This survey includes sections that ask about your knowledge and beliefs about social situations, perceptions related to sexual misconduct at [INSTITUTION NAME] and your knowledge of resources available at [INSTITUTION NAME]. This survey also asks about your personal experience with sexual misconduct, such as harassment, sexual assault and other forms of violence.

TRIGGER WARNING: Some of the language used in this survey is explicit and some people may find it uncomfortable, but it is important that we ask the questions in this way so that you are clear what we mean. Information on how to get help, if you need it, appears on the bottom of each page and at the end of the survey.

[This survey includes some open-ended questions which allow you to write a unique response. Open-ended questions will not be reviewed by the data collector. They will be sent “as is” to your institution’s research team for review in July 2019.]

This survey should take most students approximately 20 minutes to complete. It may take up to 30 minutes for some individuals. You do NOT have to participate in this survey, and if you do choose to participate, you may skip any question you are not comfortable answering and may exit the survey at any time. There will be no consequences to you personally or your student status if you choose not to complete the survey.

[To thank you for your participation, every student who completes the survey will be offered a \$XX Amazon gift card (Amazon.com).]

We will protect the confidentiality of your answers. When you complete the survey, the link between your survey responses and your name, email, and IP address will be broken so that your survey responses will never be connected to these identifiers (name, email, and IP address). The results will be presented in summary form so no individual can be identified. However, if we learn about child abuse or you threaten to harm yourself or others, we are obligated to report it to the authorities.

[INSTITUTION NAME] may combine your survey responses with basic administrative data about you provided by your school (e.g., academic data, transfer status). All the data will be kept

⁵¹Westat developed a consent form template that participating schools could customize (e.g., schools could revise the highlighted text so that it was applicable to its students).

confidential and no personal identifiers, such as e-mail addresses or name, will be linked to your survey responses.]

This research is covered by a Certificate of Confidentiality from the National Institutes of Health. The researchers with this Certificate may not disclose or use information that may identify you in any federal, state, or local civil, criminal, administrative, legislative, or other action, suit, or proceeding, or be used as evidence, for example, if there is a court subpoena, unless you have consented for this use. Information protected by this Certificate cannot be disclosed to anyone else who is not connected with the research except, if there is a federal, state, or local law that requires disclosure (such as to report child abuse or communicable diseases but not for federal, state, or local civil, criminal, administrative, legislative, or other proceedings); if you have consented to the disclosure, including for your medical treatment; or if it is used for other scientific research, as allowed by federal regulations protecting research subjects.

The Certificate of Confidentiality will not be used to prevent disclosure as required by federal, state, or local law of child abuse or a threat to harm yourself or others.

If you have any questions about this study please call the Help Desk at 855-793-5324.

If you have questions about your rights and welfare as a research participant, please call the Westat Human Subjects Protections office at 1-888-920-7631. If no one is available to take your call, please leave a message with your full name, the name of the research study that you are calling about the Campus Climate Survey on Sexual Assault and Misconduct, and a phone number beginning with the area code. Someone will return your call as soon as possible.

A2.10 Frequently Asked Questions⁵²

Why am I being asked to complete this survey?

Your university has asked all students to answer a climate survey on sexual assault and sexual misconduct. The results will be used to guide school policies to encourage a healthy, safe and nondiscriminatory environment on campus. This survey is an important tool for your university to assess current programs and to shape future policies. Their goal is to develop programs and services that minimize sexual assault and misconduct, as well as respond to these events when they do occur.

Who is eligible to participate in the survey?

Your university determined who would be participating in this survey, and in most cases all students are eligible to participate in this survey. In order for someone to participate, he or she must have received an email invitation to complete the survey, and must click on the unique link included in the email invitation in order to access the survey.

Who is Westat?

Your school has collaborated with Westat to administer this survey. Westat is a private research organization. If you received an email from Westat, it is because your school provided Westat with student email addresses so that we could send these emails to you. Westat will not use your email address for any other purposes, release your email address to any others, or keep your email address after the survey period closes.

What kinds of questions are in the survey?

This survey includes sections that ask about your knowledge and beliefs about social situations, perceptions related to sexual misconduct at your college and your knowledge of resources available at your college. The survey also asks about your personal experience with sexual misconduct, such as harassment, sexual assault and other forms of violence.

[This survey includes some open-ended questions which allow you to write a unique response. Open-ended questions will not be reviewed by the data collector. They will be sent “as is” to your institution’s research team for review in July 2019.]

What will [University] do with the results?

The results will be used to better understand the climate at [university], the extent of sexual assault and misconduct among students and the use of programs and services currently being offered. This information will be used to make recommendations for changes to the policies and procedures related to preventing and handling sexual assault and misconduct at [university].

⁵²The frequently asked questions listed were included in all surveys. Each school could develop additional school-specific questions that would be viewed by students at that school. Schools could also revise the highlighted text so that it was applicable to its students.

Where can I see the results of this study?

Your school will receive a report of the results in September 2019. At that point your school may choose to publish the report or otherwise make results available to students and the community.

Why are you asking about these sensitive topics?

In order to understand the climate at your school, the survey needs to ask direct questions about topics that some may find sensitive. It is only by directly collecting this information from you that your school will be able to help prevent negative experiences and effectively respond when they do happen.

Why is the language on the survey so explicit?

Some of the language used in this survey is explicit and some people may find it uncomfortable, but it is important that we ask the questions in this way so that you are clear what we mean.

Information on how to get help, if you need it, appears on the top of each page and at the end of the survey.

Isn't this survey only for women?

No, this survey is for everyone, regardless of gender identity or experiences. The survey will be used to shape policies that affect everyone on campus, so it is very important that you provide your experiences and viewpoint.

I've never experienced sexual assault or sexual misconduct, so why should I take part?

If only victims of sexual assault and sexual misconduct participate in the survey, we will have a very lopsided view of your campus. To get a complete picture of your college, we need to hear from as many students as possible.

How long will the survey take?

This survey should take most people approximately 20 minutes to complete. It may take up to 30 minutes for some individuals depending on their responses.

Am I required to participate?

You do NOT have to participate in this survey. If you do choose to participate, you may skip any question you are not comfortable answering and may exit the survey at any time.

What will happen if I don't participate?

There are no consequences if choose not to participate in the survey. Information on who completed the survey (and who did not) will not be provided to your school or any others. However, if you choose not to participate, your perspective and experiences might not be reflected in the survey results.

Will my answers be confidential?

When you complete the survey, the link between your survey responses and your email and IP addresses will be broken so that no one will be able to connect your email or IP address with your survey responses. Information on who completed the survey will not be provided to your school or any others. The results will be presented in summary form so no individual can be identified. However, if we learn about child abuse or about a threat of harm to yourself or others, we are obligated to report it to the authorities.

We have obtained a Certificate of Confidentiality (CoC) issued by the National Institutes of Health (NIH). The CoC is issued to protect the investigators on this study from being forced to tell anyone about your participation in this study, even under a subpoena.

Even when a CoC is in place, you and your family members must still continue to actively protect your own privacy. If you voluntarily give your written consent for an insurer, employer, or lawyer to receive information about your participation in the research, then we may not use the CoC to withhold this information.

Why are you asking me about my race and ethnicity? Do I have to answer?

We are asking these questions so that we can describe the sample of students who completed the survey, and also so that we can describe how climate and actual experiences differ by race and ethnicity. This will help your school target resources to those that need it the most. You do not have to answer any question on the survey if you do not want to.

Why are you asking if I'm a US Citizen? Do I have to answer?

We are asking these questions so that we can describe the sample of students who completed the survey, and also so that we can describe how climate and actual experiences differ by citizenship status. This will help your school target resources to those that need it the most. You do not have to answer any question on the survey if you do not want to.

Do I have to answer all of the questions?

You do not have to answer all of the questions on the survey if you do not want to. Even if you choose not to answer every question, we encourage you to go through all of the items in the survey and click “submit” at the end of the survey so that the responses you do provide can be recorded.

If I skip a question can I go back to it later?

Yes. You can navigate through the survey items using the “previous” and “next” buttons on the survey pages.

If I close the browser will my answers be saved? Can I go back to the survey later to complete it?

Answers are saved by clicking the navigation buttons on the bottom of each screen (previous, next, and save). You do not have to click “save” on each screen, as long as you navigate to the next question by clicking “next”. When you click one of these buttons, the answers on the current screen will be saved and you can close the browser and come back to the survey later to complete it.

However, if you close the browser without clicking one of those buttons on the current screen, your answer on the current screen will not be saved. You may return and complete the survey at any time before the survey closes.

I still have questions.

If you have any questions about the study, you can call the Westat Help Desk at 1 855-793-5324.

If you have questions about your rights and welfare as a research participant, please call the Westat Human Subjects Protections office at 1-888-920-7631. Please leave a message with your full name, the name of the research study that you are calling about (Campus Climate Survey), and a phone number beginning with the area code. Someone will return your call as soon as possible. **[IF**

UNIVERSITY IS IRB OF RECORD, REPLACE WITH UNIVERSITY IRB LANGUAGE AND CONTACT INFORMATION]

A2.11 Email Invitations and Reminders⁵³

Pre-Notification Email

To be sent from a university email account by schools that are having Westat send all survey invitation and reminder emails

Subject: Campus Climate Survey to Launch Next Week

Text of email:

To [INSTITUTION] Student,

Next week, [INSTITUTION] will launch a campus climate survey on sexual assault and sexual misconduct. This survey is an important tool for us to assess our current programs to encourage a healthy, safe and nondiscriminatory environment at [INSTITUTION] and to shape future policies.

You will receive an email from “2019 Campus Climate Survey” inviting you to participate in the survey and providing you with a unique URL to access your survey. This email account is external to [INSTITUTION] and hosted by Westat, a social science research firm that we partnered with to administer the survey. Westat will not use your email address for any other purposes and will treat your survey responses as confidential.

Your participation in this survey is completely voluntary. I know your time is valuable, but your response is important. I hope you will find a few minutes to respond before the due date.

Thank you,

[SIGNATURE]

⁵³Westat sent pre-notification, invitation, and reminder messages to schools that elected for the study team to send them. The highlighted text was revised so that it was applicable to each school. Some schools sent their own messages to students inviting and reminding them to complete a survey.

Email Communications to Incentivized Students

1st Contact: Email Invitation Sent by a School Official

Subject: Invitation to take part in a Campus Climate Survey

Text of email:

From: [SENDER_1]

To: [INSTITUTION] Student

I'm writing to ask you to respond to a climate survey on sexual assault and sexual misconduct. The results will be used to guide policies to encourage a healthy, safe and nondiscriminatory environment at [INSTITUTION]. It is important to hear from you, even if you believe these issues do not directly affect you.

I know your time is valuable, but I hope you can find a few minutes to respond before the survey closes on [DATE]. As a small token of appreciation, **you will receive a [\$5 Amazon gift card]** once you complete the survey.

Share your perspective by clicking on the link below:

[LINK]

Your individual responses will be treated as confidential. Your participation in this survey is completely voluntary and will not affect any aspect of your experience at [INSTITUTION]. However, your response is important to getting an accurate picture of the experiences and opinions of all students.

Westat, a social science research firm, is administering the survey for us. If you have any questions about the survey or have difficulty accessing it, please send an e-mail to CampusClimateHelp@westat.com or call 1 (XXX) XXX-XXXX.

Thank you,

[SIGNATURE]

2nd and 3rd Contact: Email Reminder Sent by a Second School Official

Subject: Reminder to complete the Campus Climate Survey

Text of email:

From: [SENDER_2]

To: [INSTITUTION] Student

[SENDER] recently sent you an individualized link to participate in a climate survey. If you have filled out the survey, thank you! This message has gone to all students on campus because no identifying information is linked with the survey and we are unable to identify whether you have completed the survey.

If you have not had a chance to take the survey yet, please do so as soon as possible by clicking on the link below. Your participation in this confidential survey is voluntary, but the more people who participate, the better the information we will have to promote a healthier campus.

The closing date for the survey is [DATE], so it is important to hear from you as soon as possible. As a small token of appreciation, you will receive a **[\$5 Amazon gift card]** when you complete the survey.

[LINK]

Westat, a social science research firm, is administering the survey for us. If you have any questions about the survey or have difficulty accessing it, please send an e-mail to CampusClimateHelp@westat.com or call 1 (XXX) XXX-XXXX.

Thank you,

[SIGNATURE]

4th Contact: Email Reminder Sent by the Original School Official

Subject: Reminder to complete the Campus Climate Survey

Text of email:

From: [SENDER_1]

To: [INSTITUTION] Student

Several weeks ago, I sent you an individualized link to participate in a climate survey. Thank you to those of you who have already submitted the survey! This message has gone to all students on campus because no identifying information is linked with the survey and we are unable to identify whether you have completed the survey.

The closing date for the survey is [DATE], so it is important to hear from you as soon as possible. As a small token of appreciation, you will receive a **[\$5 Amazon gift card]** when you complete the survey.

[LINK]

Westat, a social science research firm, is administering the survey for us. If you have any questions about the survey or have difficulty accessing it, please send an e-mail to CampusClimateHelp@westat.com or call 1 (XXX) XXX-XXXX.

Thank you,

[SIGNATURE]

Email Communications to Non-incentivized Students

1st Contact: Email Invitation Sent by a School Official

Subject: Invitation to take part in a Campus Climate Survey

Text of email:

From: [SENDER_1]

To: [INSTITUTION] Student

I'm writing to ask you to respond to a climate survey on sexual assault and sexual misconduct. The results will be used to guide policies to encourage a healthy, safe and nondiscriminatory environment at [INSTITUTION]. It is important to hear from you, even if you believe these issues do not directly affect you.

I know your time is valuable, but I hope you can find a few minutes to respond before the survey closes on [DATE].

Share your perspective by clicking on the link below:

[LINK]

Your individual responses will be treated as confidential. Your participation in this survey is completely voluntary and will not affect any aspect of your experience at [INSTITUTION]. However, your response is important to getting an accurate picture of the experiences and opinions of all students.

Westat, a social science research firm, is administering the survey for us. If you have any questions about the survey or have difficulty accessing it, please send an e-mail to CampusClimateHelp@westat.com or call 1 (XXX) XXX-XXXX.

Thank you,

[SIGNATURE]

2nd and 3rd Contact: Email Reminder Sent by a Second School Official

Subject: Reminder to complete the Campus Climate Survey

Text of email:

From: [SENDER_2]

To: [INSTITUTION] Student

[SENDER_1] recently sent you an individualized link to participate in a climate survey. If you have filled out the survey, thank you! This message has gone to all students on campus because no identifying information is linked with the survey and we are unable to identify whether you have completed the survey.

If you have not had a chance to take the survey yet, please do so as soon as possible by clicking on the link below. Your participation in this confidential survey is voluntary, but the more people who participate, the better the information we will have to promote a healthier campus.

The closing date for the survey is [DATE], so it is important to hear from you as soon as possible.

[LINK]

Westat, a social science research firm, is administering the survey for us. If you have any questions about the survey or have difficulty accessing it, please send an e-mail to CampusClimateHelp@westat.com or call 1 (XXX) XXX-XXXX.

Thank you,

[SIGNATURE]

4th Contact: Email Reminder Sent by the Original School Official

Subject: Reminder to complete the Campus Climate Survey

Text of email:

From: [SENDER_1]

To: [INSTITUTION] Student

Several weeks ago, I sent you an individualized link to participate in a climate survey. Thank you to those of you who have already submitted the survey! This message has gone to all students on campus because no identifying information is linked with the survey and we are unable to identify whether you have completed the survey.

The closing date for the survey is [DATE], so it is important to hear from you as soon as possible.

[LINK]

Westat, a social science research firm, is administering the survey for us. If you have any questions about the survey or have difficulty accessing it, please send an e-mail to CampusClimateHelp@westat.com or call 1 (XXX) XXX-XXXX.

Thank you,

[SIGNATURE]

Email Communications to Sweepstakes Respondents

1st Contact: Email Invitation Sent by a School Official

Subject: Invitation to take part in a Campus Climate Survey

Text of email:

From: [SENDER_1]

To: [INSTITUTION] Student

I'm writing to ask you to respond to a climate survey on sexual assault and sexual misconduct. The results will be used to guide policies to encourage a healthy, safe and nondiscriminatory environment at [INSTITUTION]. It is important to hear from you, even if you believe these issues do not directly affect you.

I know your time is valuable, but I hope you can find a few minutes to respond before the survey closes on [DATE]. **By going to the website at the link below, you will be entered into a sweepstakes to win [PRIZE].** We hope you will decide to complete the survey, but you are eligible for the sweepstakes whether or not you finish the survey.

Share your perspective by clicking on the link below:

[LINK]

Your individual responses will be treated as confidential. Your participation in this survey is completely voluntary and will not affect any aspect of your experience at [INSTITUTION]. However, your response is important to getting an accurate picture of the experiences and opinions of all students.

Westat, a social science research firm, is administering the survey for us. If you have any questions about the survey or have difficulty accessing it, please send an e-mail to CampusClimateHelp@westat.com or call 1 (XXX) XXX-XXXX.

Thank you,

[SIGNATURE]

2nd and 3rd Contact: Email Reminder Sent by a Second School Official

Subject: Reminder to complete the Campus Climate Survey

Text of email:

From: [SENDER_2]

To: [INSTITUTION] Student

[SENDER] recently sent you an individualized link to participate in a climate survey. If you have filled out the survey, thank you! This message has gone to all students on campus because no identifying information is linked with the survey and we are unable to identify whether you have completed the survey.

If you have not had a chance to take the survey yet, please do so as soon as possible by clicking on the link below. Your participation in this confidential survey is voluntary, but the more people who participate, the better the information we will have to promote a healthier campus.

The closing date for the survey is [DATE], so it is important to hear from you as soon as possible.

By going to the website at the link below, you will be entered into a sweepstakes to win [PRIZE]. We hope you will decide to complete the survey, but you are eligible for the sweepstakes whether or not you finish the survey.

[LINK]

Westat, a social science research firm, is administering the survey for us. If you have any questions about the survey or have difficulty accessing it, please send an e-mail to CampusClimateHelp@westat.com or call 1 (XXX) XXX-XXXX.

Thank you,

[SIGNATURE]

4th Contact: Email Reminder Sent by the Original School Official

Subject: Reminder to complete the Campus Climate Survey

Text of email:

From: [SENDER_1]

To: [INSTITUTION] Student

Several weeks ago, I sent you an individualized link to participate in a climate survey. Thank you to those of you who have already submitted the survey! This message has gone to all students on campus because no identifying information is linked with the survey and we are unable to identify whether you have completed the survey.

The closing date for the survey is [DATE], so it is important to hear from you as soon as possible.

By going to the website at the link below, you will be entered into a sweepstakes to win [PRIZE]. We hope you will decide to complete the survey, but you are eligible for the sweepstakes whether or not you finish the survey:

[LINK]

Westat, a social science research firm, is administering the survey for us. If you have any questions about the survey or have difficulty accessing it, please send an e-mail to CampusClimateHelp@westat.com or call 1 (XXX) XXX-XXXX.

Thank you,

[SIGNATURE]

Appendix 3. Results by Individual Status Code

A3.1 Definition of Completed Survey

We define a completed survey with two criteria: 1) the respondent answered at least one of the questions in each of the following victimization sections: sexual harassment (Section D), stalking (Section E), and sexual assault/other misconduct (Section G); and 2) the respondent took at least five minutes to fill out the survey.

When calculating response rates, we take the following response statuses into consideration:

- **Status 1:** Respondents who did not click on the link to access the Web survey
- **Status 2:** Respondents who clicked on the link to access the Web survey, but did not start the survey
- **Status 3:** Respondents who started the survey, but did not complete the victimization sections, and did not submit the survey
- **Status 4:** Respondents who completed and submitted the survey in less than five minutes
- **Status 5:** Respondents who submitted the survey, completed the survey in five or more minutes or started/submitted the survey on different days, but did not complete the victimization sections
- **Status 6:** Respondents who started the survey, completed the victimization sections, but did not submit the survey
- **Status 7:** Respondents who started the survey, completed the victimization sections, and submitted the survey

Based on the definition on completed survey, cases of Status 6 and 7 are considered as completed, whereas cases of Status 1 to 5 are considered as not completed. Therefore, the response rate is calculated as,

$$\text{Response Rate} = \frac{n_1 + n_2}{N}$$

Where N is the total number of students that received the survey invitation (for those schools that conducted a census, N represents the total number of registered undergraduate and graduate/professional students; for those few schools that did not conduct a census, N represents the total number of registered undergraduate and graduate/professional students that were sampled); n_1 represents the number of students who started the survey, completed the victimization sections, but did not submit the survey; n_2 represents the number of students who started the survey, completed the victimization sections, and submitted the survey.

Table A3-1. Frequency of Survey Response Status for the *Campus Climate Survey*

| | Status Description | n | % |
|---|--|----------|---------------|
| 1 | Did not click on link | 593,846 | 71.5 |
| 2 | Clicked on link, but did not start | 23,983 | 2.9 |
| 3 | Started, did not submit, did not have enough responses | 27,501 | 3.3 |
| 4 | Submitted, completed in <5 minutes | 3,114 | 0.4 |
| 5 | Submitted, completed \geq 5 minutes or could not measure duration, did not did not have enough responses | 545 | 0.1 |
| 6 | Started, not submitted, completed minimum responses | 10,717 | 1.3 |
| 7 | Started, submitted, completed minimum responses | 171,035 | 20.6 |
| | Total | | 100.0% |

A3.2 Drop-out Rates

Students who consented to participate, then entered the survey but did not complete the victimization sections were not counted as a complete for the survey. Similarly, data for those students who completed the survey in less than five minutes were eliminated.

Approximately 14.6 percent of individuals that started the survey did not complete it using the criteria described above ($31,160 / 212,912 = 14.6\%$). Once starting section G (sexual violence), 9 percent of respondents were dropped from the analysis dataset. Of those that did not complete the survey, 50 percent did not answer the first question in the Sexual Harassment section and 91 percent did not answer the first question in the first sexual violence section.

Table A3-2. Survey Drop-out Rate for the *Campus Climate Survey*: Percent Non-Missing Responses for Initial Item in Each Section for Respondents That Started the Survey^{1,2}

| Section | Not Complete | Complete | Total |
|---|---------------------|-----------------|--------------|
| Section A – Background | 98% | 100% | 100% |
| Section BB – General Perceptions of Campus | 77% | 100% | 97% |
| Section B – Perceptions of Risk | 64% | 99% | 94% |
| Section C – Knowledge of Resources | 57% | 100% | 94% |
| Section D – Sexual Harassment | 50% | 100% | 93% |
| Section E – Stalking | 30% | 100% | 90% |
| Section G – SV Screener | 9% | 100% | 87% |
| Section I – Perceptions of Responses to Reporting | 9% | 96% | 83% |
| Section J – Bystander Behavior | 8% | 95% | 82% |
| Submitted | 3,659 | 171,035 | 174,694 |
| Total Started | 31,160 | 181,752 | 212,912 |

¹ Initial questions used by section are: A2, BB1, B1, C2a, D1, E1, G1, H1, I1, J1. Sections F and HH are not included because not all respondents were routed to these sections. Although all respondents answered questions in Section H, they began with H1 or H2 depending on when they enrolled at the school.

² See text for definition of a completed survey.

Appendix 4. Non-response Bias Analysis

This appendix assesses non-response bias (NRB) for the 2019 AAU survey. As with any survey that does not achieve a 100 percent response rate, an important question to address is the potential of NRB. NRB occurs when responders to the survey are different from those that do not respond. If the difference is large enough, then the estimates from the survey will be biased in a particular direction. It may be that non-respondents are primarily non-victims (e.g., not interested in responding; Taylor, 2015), in which case the NRB is positive indicating the survey estimates are too high. It may that non-respondents are disproportionately victims (e.g., fear re-telling incident; Freyd, 2015), which results in a negative bias indicating the survey estimates are too low. Both or neither of these possibilities may also be true.

The response rate has traditionally been used as an indicator of NRB. All other things being equal, a higher level of non-response increases the chances that the estimates will be subject to NRB. However, statisticians and survey methodologists have generally recognized that the response rate is, at best, only an indirect indicator of NRB (Groves and Petchyva, 2007). It is generally difficult to characterize non-respondents by a single characteristic, such as victimization. There are many reasons why a student may not respond to a survey, and many of these reasons may not be correlated with victimization or attitudes related to victimization. For example, some students will not respond to any surveys regardless of topic. Even for those who would consider doing the survey, the reasons for non-response may not be correlated with victimization. For example, the student may have just finished filling out several other surveys and did not want to do another, the survey request may fall during a particularly busy period (e.g., right before finals), the email request may get caught by a spam filter, the survey may not offer a large enough incentive, or the respondent may put off doing the survey and gets too busy to follow up. While it is possible that these non-response mechanisms are correlated with victimization or perceptions measured on the AAU survey, they are not directly related.

Even if NRB affects the estimates, it is important to consider the magnitude of the NRB. Analysis of the 2015 AAU found some evidence of a positive bias due to non-response (Cantor et al, 2016, 2017). But for most applications there was evidence that the bias was not substantively meaningful. For example, when comparing estimates of nonconsensual sexual contact by force or inability to consent on the 2015 AAU survey to a survey of 9 schools, which had a 54 percent response rate,⁵⁴ the estimates were largely comparable. The average prevalence for penetration by force or inability to consent across the schools were within

⁵⁴Compared to a 19 percent response rate for the 2015 AAU survey.

2 percentage points (12% vs. 10%) and the range of the estimates for the 9 schools fell within the range of the 27 AAU schools (Cantor, et al. 2016).

The NRB presented in this appendix uses several different strategies. One is a level-of-effort (LOE) analysis. The second strategy compares the response rates and changes in outcomes between 2015 and 2019. This strategy focusses on the possible bias in the change estimates between the two surveys.

It is important to note that the estimates provided in this report, as well as those for individual schools, compensate for non-response by adjusting the base weights using the raking procedure described above. The analyses described below assess bias once these weights are applied.

A4.1 Level of Effort Analysis

The level of effort analysis (LOE) compared early vs. late responders, as well as comparing samples that were provided an incentive to those that did not get an incentive.

We used the following 10 key outcome variables for these analyses:

Table A4.1. Ten key variables used in Level of Effort and Incentive analysis

| Variable Number | Variable Name | Variable Description |
|-----------------|---|---|
| 1 | Penetration by Physical Force or Inability to Consent | Indicates whether respondent experienced penetration by physical force or inability to consent or stop what was happening since entering college |
| 2 | Sexual Touching by Physical Force or Inability to Consent | Indicates whether respondent experienced sexual touching by physical force or inability to consent or stop what was happening since entering college |
| 3 | Penetration or Sexual Touching without Active Ongoing Voluntary Agreement | Indicates whether respondent experienced penetration or sexual touching without active, ongoing voluntary agreement since entering college |
| 4 | Harassment | Indicates whether respondent experienced sexual harassment that interfered with their academic or professional performance; limited their ability to participate in an academic program; or created an intimidating, hostile, or offensive social, academic, or work environment since entering college |
| 5 | Stalking | Indicates whether respondent experienced at least one incident of stalking by the same person more than once that made them afraid for their personal safety or caused them substantial emotional distress since entering college |

Table A4.1. Ten key variables used in Level of Effort and Incentive analysis—continued

| Variable Number | Variable Name | Variable Description |
|-----------------|------------------------------------|---|
| 6 | Intimate Partner Violence | Indicates whether respondent in a partnered relationship experienced intimate partner violence since entering college |
| 7 | Knowledge of Resources | Indicates whether respondent is 'very' or 'extremely' knowledgeable about on-campus resources for sexual assault and other sexual misconduct |
| 8 | Perceptions of Response to Reports | Indicates whether respondent feels it is 'very' or 'extremely' likely that campus officials will do both of the following in response to a report of sexual assault or other sexual misconduct: take the report seriously and conduct a fair investigation |
| 9 | Bystander Behavior | Indicates whether respondent took some sort of action after noticing someone making inappropriate sexual comments about someone else's appearance, sharing unwanted sexual images, or otherwise acting in a sexual way that they believed was making others feel uncomfortable or offended. |
| 10 | Perception of Problem | Indicates whether sexual assault or other sexual misconduct is perceived as very or extremely problematic at the school |

A4.1.1 Comparison of Early and Late Responders

One method to assess non-response bias is to compare respondents who require less effort to collect a completed survey to those that require more effort. One way to operationalize this for a web survey is to split the completed interviews by when the survey was completed during the field period. The assumption is that those who respond late resemble those that do not respond at all. The extent there is a difference between these two groups is an indication of NRB. While this is a standard method to evaluate non-response bias, the assumption that those requiring more effort to gain cooperation resemble the non-respondents does not always hold.⁵⁵ This is discussed in more detail later in this section.

For this analysis, early responders are defined as the first 62.5 percent of respondents who completed the survey. The late responders are the 37.5 percent of respondents who submitted later.

Weighted estimates are compared for the 10 measures in Table A4.1 at the total population and subgroup levels. The subgroups are defined by the categories of the auxiliary

⁵⁵Lin, I-F., and Schaeffer, N.C. (1995). Using survey participants to estimate the impact of nonparticipation. *Public Opinion Quarterly* 59 (2), 236–58; Olson, K. (2006). Survey participation, non-response bias, measurement error bias and total bias. *Public Opinion Quarterly*, 70 (5), 737-758.

variables used in weighting. There are altogether 13 categories of subgroups (2 genders, 4 Age-groups, 2 categories of Year in School, 5 for Race/Ethnicity). Comparisons are also made at finer subgroups defined by crossing the gender and school affiliation (four subgroups: male undergraduate, male graduate/professional, female undergraduate and female graduate/professional). There were 180 comparisons overall, which corresponds to the sum of 10 population-level comparisons, 130 (= 10 key variables × 13 categories) subgroup-level comparisons, and 40 (= 10 key variables × 4 finer subgroups) finer subgroup-level comparisons.

Subgroup-level comparisons for the same auxiliary variable were made using the Benjamini-Hochberg multiple testing procedure (Benjamini and Hochberg, 1995).⁵⁶ For example, one t-test was performed to compare the estimate of Penetration by Physical Force or Inability to Consent for men. Another t-test was carried out for women in the same way. These two comparisons were made using the Benjamini-Hochberg procedure with an overall significance level of $\alpha=0.05$. Population-level comparisons were made individually with a 0.05 alpha-value. Ten (90%) out of 10 population-level comparisons are individually significant—the only insignificant case is Bystander Intervention.

One issue with these comparisons is they do not fully control for differences that are adjusted in the survey weights (e.g., gender and affiliation status). While this analysis uses the weights, it does not control within early and late responder groups. For example, there may be more males who responded later, and comparing the early and late responder groups does not control for this difference. It is more instructive to examine the subgroup differences, which are specific to some of the characteristics that were used in the weighting. Ninety-three (72%) out of 130 subgroup comparisons are significant, and 26 (65%) out of 40 finer subgroup comparisons are significant.

It is useful to concentrate on the subgroup estimates, as they are used throughout the report and they disaggregate by important variables used in the weighting. Table A4.2 provides the differences for each of these outcomes for the early vs. late responders for the four primary subgroups defined by gender and affiliation status. For example, for male undergraduates the rate for Sexual Touching by Physical Force or Inability to Consent for late responders is 4.49 and for early responders 5.58. This difference is statistically significant at the 5 percent significance level for multiple comparisons with a p-value of <.01 percent.

⁵⁶Benjamini, Y.; Hochberg, Y. (1995). Controlling the false discovery rate: a practical and powerful approach to multiple testing. *Journal of the Royal Statistical Society, Series B*. 57(1): 289–300.

Table A4.2. Comparison of early and later responders by gender and school affiliation for 10 key variables (estimates in percent)

| Outcome ¹ | Gender | Affiliation Status ² | Late Responders | StdErr ³ | Early Responders | StdErr ³ | Difference | P-value ⁴ |
|----------------------|--------|---------------------------------|-----------------|---------------------|------------------|---------------------|------------|----------------------|
| 1 | M | UnderGr | 2.69 | 0.16 | 3.33 | 0.13 | -0.64 | 0.20* |
| 1 | M | Grad/Prof | 0.97 | 0.11 | 1.03 | 0.07 | -0.06 | 62.03 |
| 1 | F | UnderGr | 11.97 | 0.21 | 13.16 | 0.16 | -1.19 | 0.00* |
| 1 | F | Grad/Prof | 4.41 | 0.15 | 4.77 | 0.14 | -0.36 | 7.45 |
| 2 | M | UnderGr | 4.49 | 0.18 | 5.58 | 0.15 | -1.09 | 0.00* |
| 2 | M | Grad/Prof | 1.48 | 0.11 | 2.25 | 0.10 | -0.77 | 0.00* |
| 2 | F | UnderGr | 19.03 | 0.27 | 19.74 | 0.18 | -0.71 | 4.19* |
| 2 | F | Grad/Prof | 6.46 | 0.17 | 7.27 | 0.17 | -0.81 | 0.04* |
| 3 | M | UnderGr | 3.11 | 0.15 | 3.55 | 0.13 | -0.44 | 1.08* |
| 3 | M | Grad/Prof | 1.56 | 0.13 | 1.84 | 0.11 | -0.28 | 11.72 |
| 3 | F | UnderGr | 12.20 | 0.25 | 13.39 | 0.15 | -1.19 | 0.01* |
| 3 | F | Grad/Prof | 5.33 | 0.16 | 6.44 | 0.17 | -1.11 | 0.00* |
| 4 | M | UnderGr | 9.96 | 0.23 | 11.26 | 0.22 | -1.30 | 0.01* |
| 4 | M | Grad/Prof | 7.32 | 0.25 | 8.41 | 0.20 | -1.09 | 0.15* |
| 4 | F | UnderGr | 29.74 | 0.38 | 32.57 | 0.22 | -2.83 | 0.00* |
| 4 | F | Grad/Prof | 18.26 | 0.36 | 21.44 | 0.22 | -3.18 | 0.00* |
| 5 | M | UnderGr | 11.90 | 0.57 | 12.71 | 0.47 | -0.81 | 23.74 |
| 5 | M | Grad/Prof | 12.09 | 0.89 | 14.13 | 0.62 | -2.04 | 7.15 |
| 5 | F | UnderGr | 27.92 | 0.49 | 28.77 | 0.34 | -0.85 | 15.17 |
| 5 | F | Grad/Prof | 26.28 | 0.82 | 30.73 | 0.67 | -4.45 | 0.01* |
| 6 | M | UnderGr | 10.15 | 0.32 | 10.47 | 0.30 | -0.32 | 46.83 |
| 6 | M | Grad/Prof | 5.60 | 0.26 | 6.25 | 0.21 | -0.65 | 5.36 |
| 6 | F | UnderGr | 14.46 | 0.32 | 14.18 | 0.21 | 0.28 | 48.28 |
| 6 | F | Grad/Prof | 6.94 | 0.23 | 7.26 | 0.19 | -0.32 | 26.04 |
| 7 | M | UnderGr | 38.25 | 0.41 | 40.41 | 0.31 | -2.16 | 0.01* |
| 7 | M | Grad/Prof | 32.37 | 0.45 | 33.97 | 0.36 | -1.60 | 0.79* |
| 7 | F | UnderGr | 38.10 | 0.31 | 40.06 | 0.28 | -1.96 | 0.00* |
| 7 | F | Grad/Prof | 29.68 | 0.36 | 33.66 | 0.32 | -3.98 | 0.00* |
| 8 | M | UnderGr | 53.51 | 0.42 | 51.43 | 0.39 | 2.08 | 0.03* |
| 8 | M | Grad/Prof | 61.49 | 0.45 | 58.66 | 0.34 | 2.83 | 0.00* |
| 8 | F | UnderGr | 37.73 | 0.34 | 35.14 | 0.23 | 2.59 | 0.00* |
| 8 | F | Grad/Prof | 48.14 | 0.43 | 44.10 | 0.33 | 4.04 | 0.00* |
| 9 | M | UnderGr | 63.40 | 0.99 | 63.12 | 0.67 | 0.28 | 81.60 |
| 9 | M | Grad/Prof | 55.93 | 1.35 | 59.26 | 1.17 | -3.33 | 9.07 |
| 9 | F | UnderGr | 69.40 | 0.53 | 69.94 | 0.40 | -0.54 | 41.05 |
| 9 | F | Grad/Prof | 67.06 | 0.89 | 66.65 | 0.70 | 0.41 | 70.95 |
| 10 | M | UnderGr | 20.10 | 0.34 | 21.07 | 0.25 | -0.97 | 2.57* |
| 10 | M | Grad/Prof | 13.74 | 0.29 | 15.27 | 0.30 | -1.53 | 0.15* |
| 10 | F | UnderGr | 34.84 | 0.33 | 36.72 | 0.25 | -1.88 | 0.00* |
| 10 | F | Grad/Prof | 18.98 | 0.31 | 21.97 | 0.25 | -2.99 | 0.00* |

¹ See Table A4.1 for definitions of outcomes

² UnderGr = Undergraduate; Grad/Prof = Graduate or Professional Student

³ StdErr = Standard Error for the proportion

⁴ A significant result is asterisked (*).

Sixty-five percent of the differences in Table A4.2 are statistically significant. These results indicate there is strong evidence of non-response bias, since the number of significant differences is much more than what was expected by chance. Table A4.3 summarizes the significance of each comparison by providing the direction of the bias (+ for positive bias and – for negative bias) when the difference was found to be statistically significant. These differences are described below after the table.

Table A4.3. Direction of non-response bias according to analysis of early and late responders for 10 outcome measures, by gender and affiliation status

| | Male | | Female | |
|--|------|-----|--------|----|
| | U | G/P | U | GP |
| 1. Penetration by Physical Force or Inability to Consent | + | | + | |
| 2. Sexual Touching by Physical Force or Inability to Consent | + | + | + | + |
| 3. Penetration or Sexual Touching without Ongoing Consent | + | | + | + |
| 4. Harassment | + | + | + | + |
| 5. Stalking | | | | + |
| 6. Intimate Partner Violence | | | | |
| 7. Knowledge of Resources | + | + | + | + |
| 8. Perceptions of Response to Reports | - | - | - | - |
| 9. Bystander Behavior | | | | |
| 10. Perception of Problem | + | + | + | + |

U = Undergraduate; G/P = Graduate or Professional

Of the six measures of sexual assault and sexual misconduct,⁵⁷ 14 out of the 24 possible comparisons are significant. The measures that are significant as summarized below.

Penetration by Physical Force or Inability to Consent. There are two significant differences. The differences for undergraduate males and undergraduate females are negative, indicating the survey estimates are too high.

Sexual Touching by Physical Force or Inability to Consent. There are four significant differences. The differences for all of the gender/affiliation status groups are negative, indicating the survey estimates are too high.

⁵⁷Six outcome measures of sexual assault and sexual misconduct include Penetration by Physical Force or Inability to Consent, Sexual Touching by Physical Force or Inability to Consent, Penetration or Sexual Touching without Ongoing Consent, Harassment, Stalking, and Intimate Partner Violence.

Penetration or Sexual Touching without Ongoing Consent. There three significant differences. The differences for undergraduate males, undergraduate and graduate/professional females are negative, indicating the survey estimates are too high.

Harassment. There four significant differences. The differences for all of the gender/affiliation status groups are negative, indicating the survey estimates are too high.

Stalking. There is one significant difference. The difference for graduate/professional females is negative, indicating the survey estimate is too high.

Of the four measures of campus climate, 12 out of the 16 are significant at the 5 percent level. The measures that are significant are summarized below.

Knowledge of Resources. There are four significant differences. The differences for all of the gender/affiliation status groups are negative, indicating the survey estimates are too high.

Perceptions of Response to Reports. There are four significant differences. The differences for all of the gender/affiliation status groups are positive, indicating the survey estimates are too low.

Perception of Problem. There are four significant differences. The differences for all of the gender/affiliation status groups are negative, indicating the survey estimates are too high.

Overall, this analysis indicates there is strong evidence for possible non-response bias in most of the above estimates, provided the assumption that late responders are similar to the non-respondents for the variables used in comparisons. The estimates that are affected are for:

- Penetration by Physical Force or Inability to Consent
- Sexual Touching by Physical Force or Inability to Consent
- Penetration or Sexual Touching without Ongoing Consent
- Harassment
- Stalking
- Knowledge of Resources

- Perceptions of Response to Reports
- Perception of Problem

The direction of the possible bias is positive for the victimization measures. This means the survey estimates may be higher than the true value. For the climate measures, the direction of the bias depends on the particular measure. Survey estimates of student knowledge about campus resources and perception of the problem may be higher due to non-response. This analysis indicates that Perceptions of Response to Reports is biased downward—meaning the survey estimate may be lower because of non-response.

The number of significant differences can be misleading given that the sample size is so large that a small difference can easily be statistically significant. Another way to assess the magnitude of the bias is to examine the size of the differences. We computed an effect size (ES) by taking the percentage difference relative to the estimate for the early responders, which is defined as follows:

$$ES = 100 \times |Late - Early|/Early$$

where ES is the effect size, Late is the estimate for the late responders, Early is the estimate for the early responders.

The effect size for the significant effects (differences) for the victimization measures ranges from 3.6 percent of the early responses to 34.2 percent. For the measures of nonconsensual sexual contact, this represents differences of between .4 to 1.2 percentage points. For example, 13.4 percent of late responders of undergraduate females reported sexual touching by physical force or inability to consent. This compares to 12.2 percent for the early responder group for a difference of 1.2 percentage points and an ES of 8.9 percent. The percentage differences for the other victimization measures (harassment, stalking, IPV) range from 8.7 percent to 14.8 percent. This represents differences between 1 and 4 percentage points. The larger ES is for a group with a very low rate (Graduate/Professional Males). The early responders have a rate of 2.2 compared to late responders of 1.5. Similarly, the ES that are close to 20 percent are all for groups with relatively low rates (e.g., 5 percent or less), where a small percentage point change results in a relatively larger ES.

This analysis extrapolates from the survey respondents to the non-respondents by assuming that the late responders approximate the non-responders. But with a 21.9 percent response rate, it is not clear how well the late responders represent the other 78.1 percent of individuals who did not respond. One relatively simple way to think about this is that there are four possibilities related to this assumption:

Scenario 1—Large positive bias: On average, most of the non-responders have much lower victimization rates and much more positive attitudes than the late responders to the survey. For example, the rate for undergraduate women of nonconsensual penetration by force or inability to consent was estimated as 12.8 percent (Table 5). If the 78 percent of non-responders actually have a rate of 3.0 percent, then the actual rate of victimization would be 5.2 percent.⁵⁸ This is a bias of approximately 7.8 percentage points, or an effect size of almost 60 percent.

Scenario 2—Small positive bias: On average, the non-responders resemble the late responders. While they exhibit a positive bias, it is relatively small. For example, for nonconsensual penetration by force or incapacitation, if the 78 percent of non-responders actually have the same rate as the late responders (11.97%), then the actual rate of victimization would be 12.1 percent. This is a bias of approximately .7 percentage points or an effect size of 5 percent.

Scenario 3—No bias: On average, the non-responders have slightly higher victimization rates and more negative attitudes than the late responders to the survey. For example, for nonconsensual penetration by force or incapacitation, if the 78 percent of non-responders actually have rate slightly higher than the late responders (12.8%), then the actual rate of victimization would be 12.8 percent and there would be no bias.

Scenario 4—Negative bias: On average, the non-responders have higher victimization rates and more negative attitudes than the late responders to the survey. For example, for nonconsensual penetration by force or incapacitation, if the 78 percent of non-responders actually have a rate much higher than the late responders (20%), then the actual rate of victimization would be 18.4 percent and there would be a negative bias of 7 percentage points or an effect size of 43 percent.

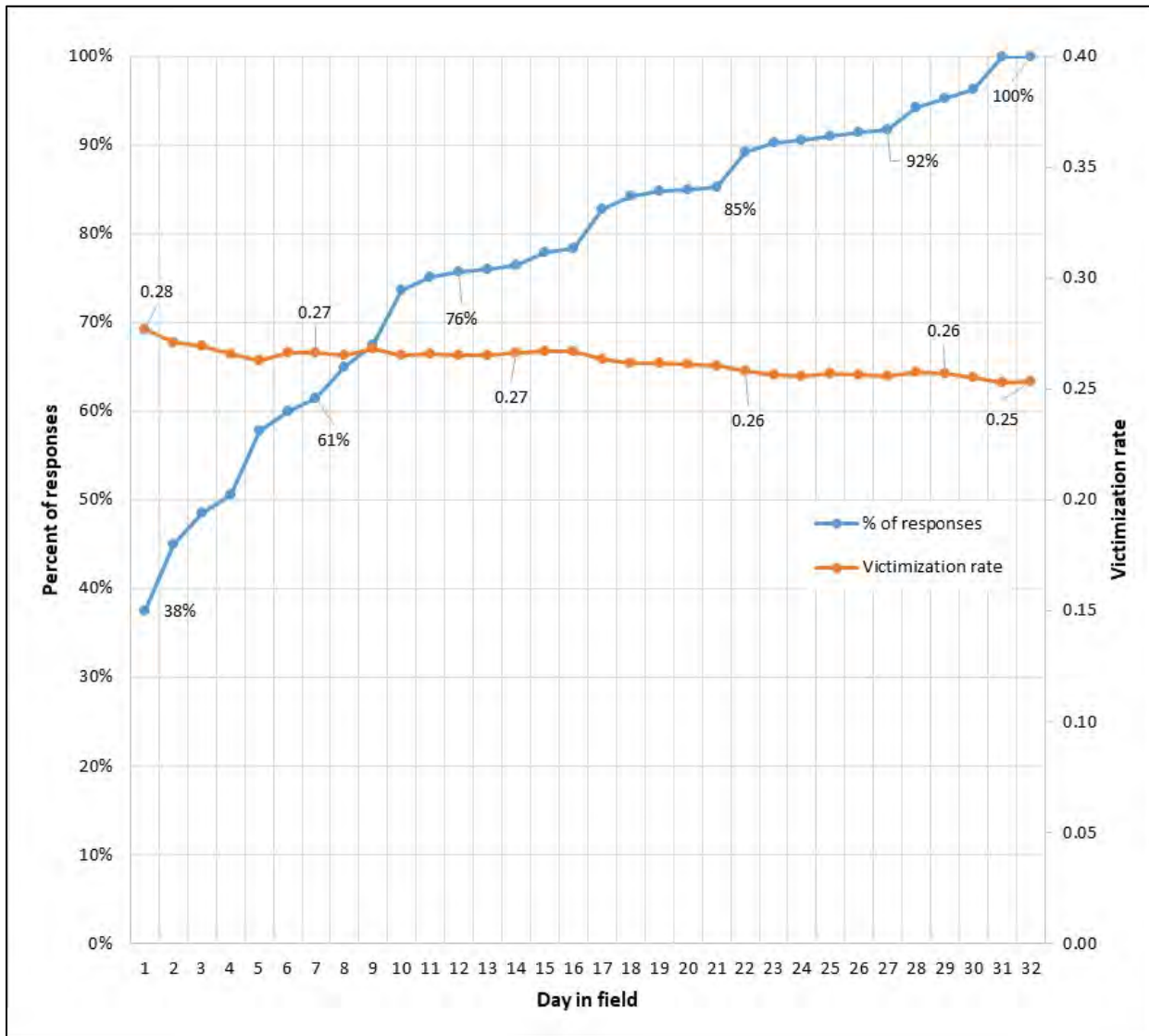
Without directly observing the non-respondents, it is impossible to test each of the above scenarios precisely. However, it is possible to examine the plausibility of these hypotheses by looking at the patterns of response for those schools that had response rates significantly higher than the average school. While the overall response rate for the 33 schools was

⁵⁸This and the similar calculations described below assume the rates for early and late responders each make up around 10 percent of the total population. This reflects their actual distribution among responders.

21.9 percent, this rate varied considerably. The overall rate ranged from 6 percent to 68 percent. The rate for undergraduate women was highest (8% to 80%) and lowest for men (e.g., undergraduate men ranged from 4% to 64%). For schools with higher response rates it is possible to examine victimization rates further out on the overall distribution of students. For example, for a school with a 60 percent response rate, the extrapolation from late responders to non-responders involves 40 percent of the students rather than 78 percent.

For those schools that exhibited a positive NRB for their victimization measures and had a significantly higher response rate than the average (e.g., 40% or higher), the pattern is very consistent with the second scenario of a small positive bias. Figure A4-1 provides the response curves for undergraduate women for a school with a 53 percent response rate for this group. The blue line represents the cumulative percent of responses by the day of the field period. For example by day twenty-two, 85 percent of the responses had been submitted. The orange line represents the cumulative rate of nonconsensual penetration by force or inability to consent. By day 22, this rate was 26 percent. There is a gradual decrease in the rate of victimization over the field period, indicating late responders are less likely to report a victimization. Defining early responders as in the analysis above, the rate decreases from 27 percent for the first 61 percent of responses to 25 percent—a drop of 2 percentage points. This result is consistent with the scenario above of a small positive bias. The difference with the analysis of the aggregate across the 33 schools is that there is a much smaller proportion of the sample that is left out of the analysis (47% vs. 78% for aggregate sample).

Figure A4-1. Cumulative daily responses and rates of nonconsensual sexual contact by physical force or inability to consent for Undergraduate females for school with a 53 percent response rate



What does the pattern look like for a 20 percent response rate for this school? This school achieved a 20 percent response rate on the first day, when 38 percent of the responses were submitted. The victimization rate for this day was 28 percent, which is 3 percentage points higher than the final rate of 25 percent after the remaining 63 percent of the students responded. This also consistent with the scenario of a small positive bias.

The schools with the highest response rates either exhibited no NRB or a small negative bias. Figure A4-2 provides the curves for the school with an 80 percent response rate for

undergraduate females. The difference between the first day and final day is negative (-2%). The pattern for a school that had a 68 percent response rate for this group showed no difference between the first day of the survey and the final day (Figure A4-3).

Figure A4.2 Cumulative daily responses and rates of nonconsensual sexual contact by physical force or inability to consent for Undergraduate females for school with an 80 percent response rate

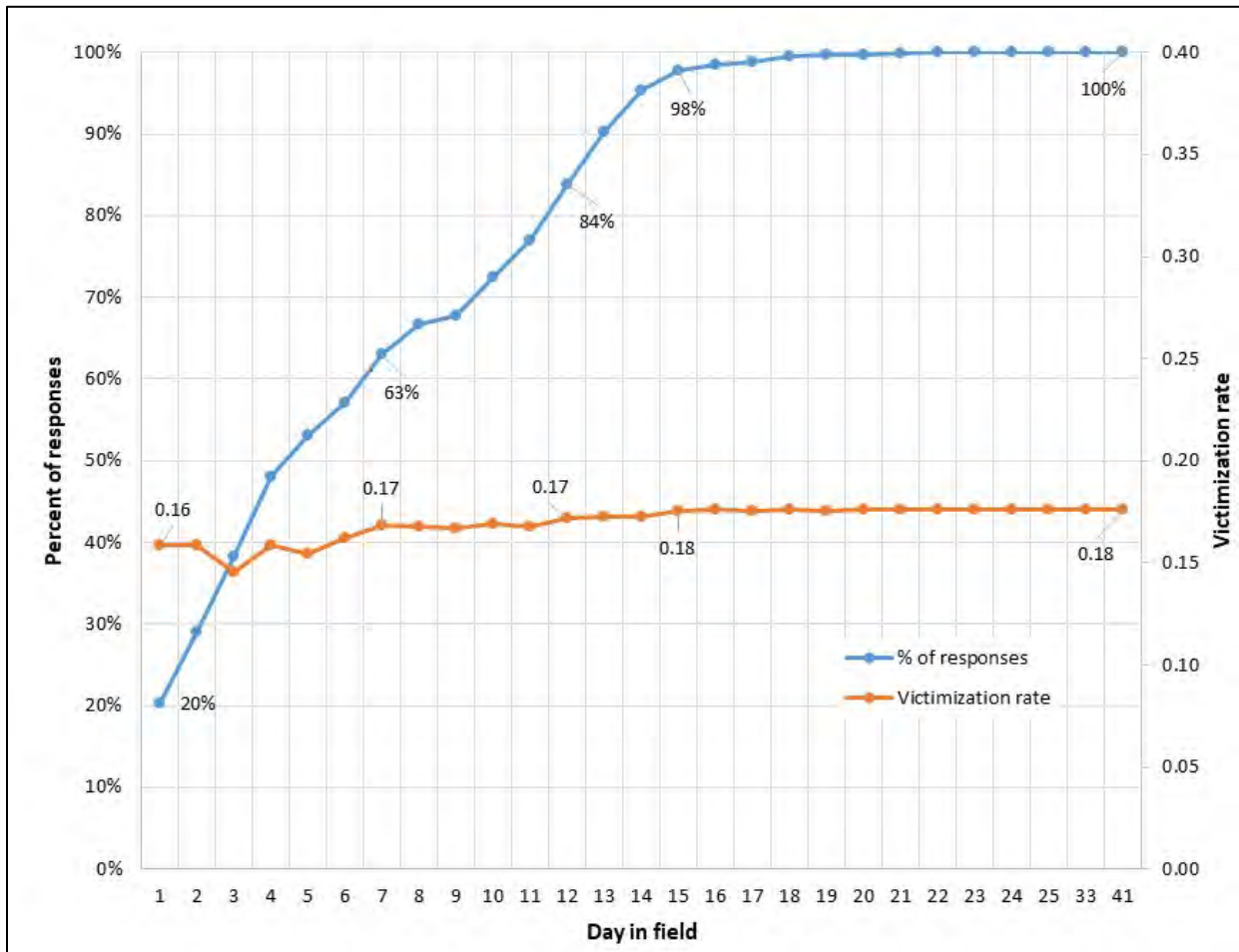
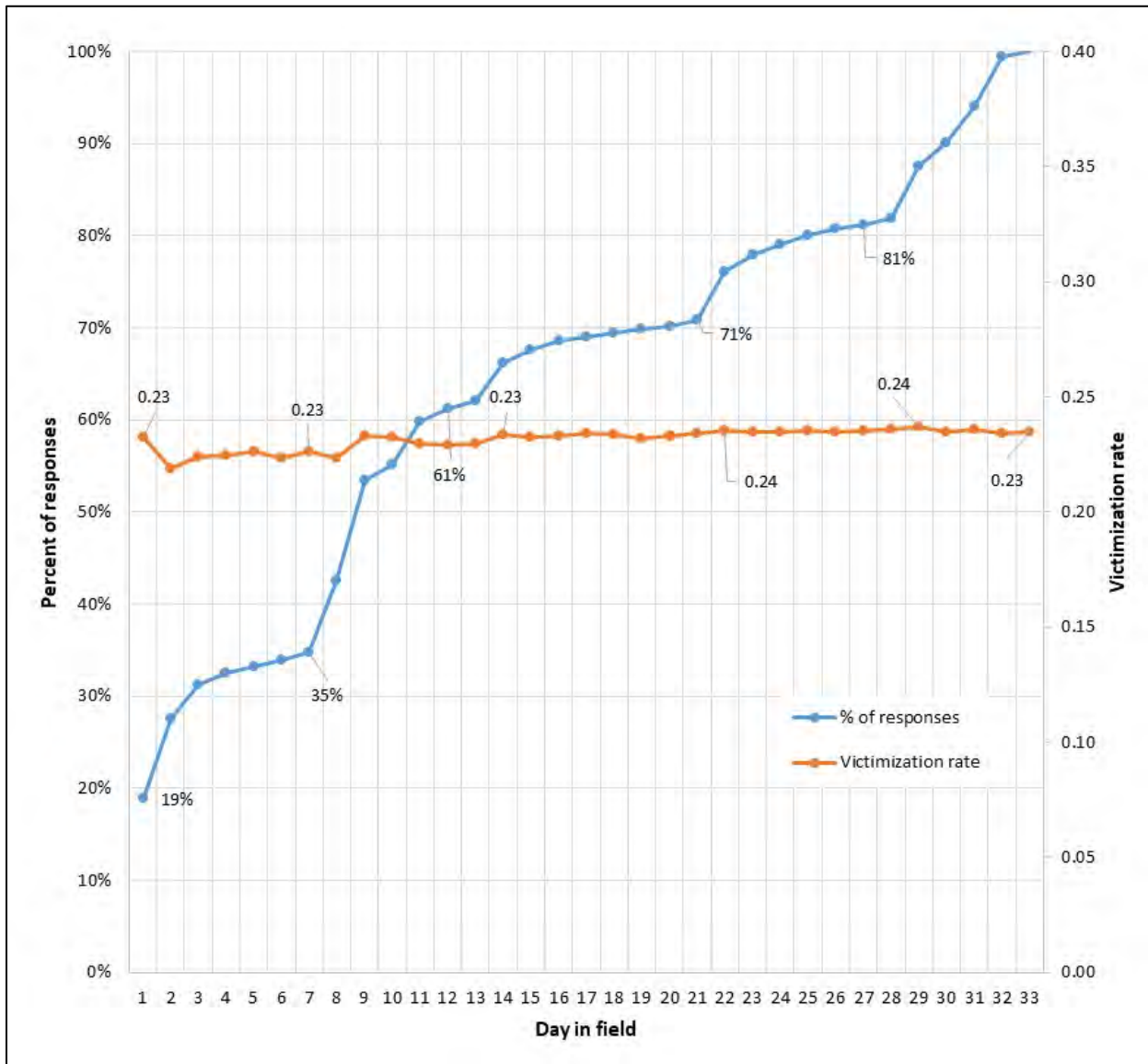


Figure A4-3 Cumulative daily responses and rates of nonconsensual sexual contact by physical force or inability to consent for Undergraduate females for school with a 68 percent response rate



The pattern of high response rate schools having no or even negative bias, at least for undergraduate females, may indicate the non-responders are a mix of both those who are not interested in the topic (low salience) and those who avoid the survey because they do not want to provide information about their experiences.

This discussion over simplifies the dynamics of the process that occurs when a request to complete the survey is sent out. Campuses have unique methods on how the survey was promoted which might affect students in different ways. There is also likely to be a difference

by gender on how students react to a survey on this topic. Furthermore, these analyses are limited by the absence of data for a large proportion of the non-respondents. The discussion above picked out several schools that had high response rates—one of which had only 20 percent of the sample that was not surveyed. Several of the schools had somewhat larger pool of non-respondents (50%). There remains a portion of the non-respondent pool that we do not have any data. Nonetheless, the patterns are consistent with the overall conclusion that the NRB for the survey is positive, but substantively small.

A4.1.2 Comparison by the Incentive Status

One limitation the analysis of early/late responders is reliance on the assumption that late responders resemble the non-respondents. As noted above, this assumption does not always hold and can vary by the outcome that is being examined. An alternative approach is to compare outcomes by the different incentive groups. If there is non-response bias, then there should be a difference in the outcomes between the incentivized and non-incentivized groups. For example, the incentive program may have been more successful at convincing non-victims to participate. That is, the non-victims may have needed additional motivation to participate beyond the appeals made in the e-mails and advance publicity. If this is true, then the incentivized group should have a lower victimization rate than the non-incentivized group. Alternatively, the incentive may have been more successful at motivating victims who normally would not participate because of not being willing to share their personal experiences. If this is true, then the incentivized group should have a higher victimization rate than the non-incentivized group. If response propensity is not related to being a victim, then there shouldn't be any difference between the incentivized and non-incentivized groups in the victimization rates.

A total of 18 schools randomly assigned students to an incentive. However, four of these schools assigned the incentives to subgroups to improve response rates for particular students. The analysis described below uses the remaining 14 schools. For these schools, the incentivized sample, which received a \$5 gift card for participating in the survey, responded at a higher rate than those that were not offered an incentive by 9 percentage points (27.6% vs. 18.5%).

As with the early/late analysis, the analysis first subgroups defined by the variables used in the weighting. The total number of comparisons is 180. Overall weighted estimates of six key variables (Penetration by Physical Force or Inability to Consent, Penetration or Sexual Touching without Ongoing Consent, Intimate Partner Violence, Knowledge of Resources, Perceptions of

Response to Reports, and Perception of Problem) are significantly different between the two incentive groups. Forty-seven comparisons (36.2%) out of 130 subgroup comparisons are significant, and thirteen (32.5%) out of 40 finer subgroup comparisons are significant (see Table A4.4). Many of these differences are concentrated in certain outcomes.

Those in the incentivized group with a higher response rate have a lower victimization rate than those in the non-incentivized group with a lower response rate.

Focusing on the subgroups estimates, Table A4.4 provides the differences for each of these outcomes for the four primary subgroups defined by gender and affiliation. For example, for undergraduate females the rate of Penetration by Physical Force or Inability to Consent is 12.09 percent for the incentivized group and 14.06 percent for the non-incentivized group, and the difference is significant with a p-value < 0.01 percent.

As noted above, 32.5 percent of the differences in Table A4.4 are statistically significant. These results indicate there is evidence of non-response bias, since the number of significant differences is more than what was expected by chance.

Table A4.4. Comparison of incentivized and non-incentivized groups by gender and school affiliation for 10 key variables (estimates in percent)

| Outcome ¹ | Gender | Affiliation Status ² | Incentive | StdErr ³ | Non-Incentive | StdErr ³ | Difference | P-value ⁴ |
|----------------------|--------|---------------------------------|-----------|---------------------|---------------|---------------------|------------|----------------------|
| 1 | M | UnderGr | 3.13 | 0.22 | 3.52 | 0.19 | -0.39 | 19.40 |
| 1 | M | Grad/Prof | 0.87 | 0.11 | 1.08 | 0.09 | -0.21 | 13.03 |
| 1 | F | UnderGr | 12.09 | 0.32 | 14.06 | 0.18 | -1.97 | 0.00* |
| 1 | F | Grad/Prof | 4.85 | 0.24 | 5.36 | 0.18 | -0.51 | 7.66 |
| 2 | M | UnderGr | 5.15 | 0.28 | 5.65 | 0.22 | -0.50 | 17.66 |
| 2 | M | Grad/Prof | 2.64 | 0.20 | 2.19 | 0.14 | 0.45 | 7.40 |
| 2 | F | UnderGr | 20.39 | 0.29 | 21.11 | 0.27 | -0.72 | 6.36 |
| 2 | F | Grad/Prof | 7.87 | 0.34 | 7.47 | 0.20 | 0.40 | 31.75 |
| 3 | M | UnderGr | 3.47 | 0.20 | 3.67 | 0.17 | -0.20 | 46.69 |
| 3 | M | Grad/Prof | 1.60 | 0.18 | 1.87 | 0.15 | -0.27 | 26.79 |
| 3 | F | UnderGr | 12.76 | 0.34 | 14.19 | 0.23 | -1.43 | 0.07* |
| 3 | F | Grad/Prof | 6.29 | 0.36 | 6.42 | 0.21 | -0.13 | 74.65 |
| 4 | M | UnderGr | 11.61 | 0.41 | 11.74 | 0.29 | -0.13 | 80.31 |
| 4 | M | Grad/Prof | 8.40 | 0.35 | 8.03 | 0.27 | 0.37 | 40.31 |
| 4 | F | UnderGr | 31.87 | 0.44 | 32.93 | 0.31 | -1.06 | 5.51 |
| 4 | F | Grad/Prof | 20.40 | 0.50 | 20.82 | 0.30 | -0.42 | 47.72 |

Table A4.4. Comparison of incentivized and non-incentivized groups by gender and school affiliation for 10 key variables (estimates in percent)—continued

| Outcome ¹ | Gender | Affiliation Status ² | Incentive | StdErr ³ | Non-Incentive | StdErr ³ | Difference | p-value ⁴ |
|----------------------|--------|---------------------------------|-----------|---------------------|---------------|---------------------|------------|----------------------|
| 5 | M | UnderGr | 16.27 | 1.36 | 15.91 | 0.64 | 0.36 | 80.84 |
| 5 | M | Grad/Prof | 17.86 | 1.89 | 15.90 | 1.11 | 1.96 | 38.38 |
| 5 | F | UnderGr | 32.36 | 0.92 | 31.79 | 0.48 | 0.57 | 60.19 |
| 5 | F | Grad/Prof | 34.48 | 1.56 | 32.93 | 0.99 | 1.55 | 40.27 |
| 6 | M | UnderGr | 9.18 | 0.38 | 10.59 | 0.35 | -1.41 | 0.50* |
| 6 | M | Grad/Prof | 6.36 | 0.47 | 6.21 | 0.29 | 0.15 | 78.03 |
| 6 | F | UnderGr | 13.47 | 0.41 | 14.62 | 0.28 | -1.15 | 2.47* |
| 6 | F | Grad/Prof | 7.55 | 0.40 | 7.74 | 0.28 | -0.19 | 68.56 |
| 7 | M | UnderGr | 41.05 | 0.69 | 38.07 | 0.45 | 2.98 | 0.04* |
| 7 | M | Grad/Prof | 33.19 | 0.57 | 30.63 | 0.54 | 2.56 | 0.17* |
| 7 | F | UnderGr | 42.83 | 0.50 | 38.08 | 0.35 | 4.75 | 0.00* |
| 7 | F | Grad/Prof | 33.53 | 0.57 | 29.37 | 0.42 | 4.16 | 0.00* |
| 8 | M | UnderGr | 53.30 | 0.62 | 50.15 | 0.53 | 3.15 | 0.00* |
| 8 | M | Grad/Prof | 58.64 | 0.87 | 57.75 | 0.50 | 0.89 | 38.86 |
| 8 | F | UnderGr | 36.30 | 0.45 | 33.30 | 0.37 | 3.00 | 0.00* |
| 8 | F | Grad/Prof | 44.45 | 0.65 | 44.31 | 0.49 | 0.14 | 86.17 |
| 9 | M | UnderGr | 63.65 | 1.07 | 63.54 | 0.92 | 0.11 | 93.65 |
| 9 | M | Grad/Prof | 56.20 | 1.98 | 58.99 | 1.31 | -2.79 | 24.96 |
| 9 | F | UnderGr | 71.65 | 0.71 | 69.97 | 0.58 | 1.68 | 7.98 |
| 9 | F | Grad/Prof | 65.05 | 1.40 | 66.84 | 0.90 | -1.79 | 25.23 |
| 10 | M | UnderGr | 24.98 | 0.51 | 20.88 | 0.35 | 4.10 | 0.00* |
| 10 | M | Grad/Prof | 16.75 | 0.52 | 15.13 | 0.36 | 1.62 | 1.66* |
| 10 | F | UnderGr | 42.65 | 0.50 | 37.12 | 0.31 | 5.53 | 0.00* |
| 10 | F | Grad/Prof | 22.89 | 0.54 | 22.08 | 0.35 | 0.81 | 20.48 |

¹ See Table A4.1 for definitions of outcomes

² UnderGr = Undergraduate; Grad/Prof = Graduate or Professional Student

³ StdErr = Standard Error for the proportion

⁴ A significant result is asterisked (*).

Table A4.5 summarizes the significance of each comparison by providing the direction of the bias when the difference was found to be statistically significant. These differences are described below after the table.

Table A4.5. Direction of non-response bias according to analysis of incentive groups for 10 outcome measures, by gender and affiliation status

| | Male | | Female | |
|--|------|-----|--------|----|
| | U | G/P | U | GP |
| 1. Penetration by Physical Force or Inability to Consent | | | + | |
| 2. Sexual Touching by Physical Force or Inability to Consent | | | | |
| 3. Penetration or Sexual Touching without Ongoing Consent | | | + | |
| 4. Harassment | | | | |
| 5. Stalking | | | | |
| 6. Intimate Partner Violence | + | | + | |
| 7. Knowledge of Resources | - | - | - | - |
| 8. Perceptions of Response to Reports | - | | - | |
| 9. Bystander Behavior | | | | |
| 10. Perception of Problem | - | - | - | |

U = Undergraduate; G/P = Graduate or Professional.

Of the six measures of sexual assault and misconduct,⁵⁹ four out of the 24 possible comparisons are significant. The measures that are significant are as summarized below.

Penetration by Physical Force or Inability to Consent. There is one significant difference. The difference for undergraduate females is negative, indicating the survey estimates is too high.

Penetration or Sexual Touching without Ongoing Consent. There is one significant difference. The difference for undergraduate females is negative, indicating the survey estimates is too high.

Intimate Partner Violence. There is two significant difference. The differences for undergraduate males and females are negative, indicating the survey estimates are too high.

Of the four measures of campus climate, nine out of the 16 are significant at the 5 percent level. The measures that are significant are summarized below.

Knowledge of Resources. There are four significant differences. The differences for all of the gender/affiliation status groups are positive, indicating the survey estimates are too low.

⁵⁹Six outcome measures of sexual assault and sexual misconduct include Penetration by Physical Force or Inability to Consent, Sexual Touching by Physical Force or Inability to Consent, Penetration or Sexual Touching without Ongoing Consent, Harassment, Stalking, and Intimate Partner Violence.

Perceptions of Response to Reports. There are two significant differences. The differences for undergraduate and graduate/professional males are positive, indicating the survey estimates are too low.

Perception of Problem. There are three significant differences. The differences for undergraduate and graduate/professional males and undergraduate females are positive, indicating the survey estimates are too low.

Overall, this analysis indicates there is evidence for non-response bias in selected estimates. The estimates that are affected are for

- Penetration by Physical Force or Inability to Consent
- Penetration or Sexual Touching without Ongoing Consent
- Intimate Partner Violence
- Knowledge of Resources
- Perceptions of Response to Reports
- Perception of Problem

The direction of the possible bias is positive for the victimization measures. This means the survey estimates may be higher than the true value. For the climate measures, the direction of the bias is negative indicating that survey estimates may be lower due to non-response.

The effect size for the differences that were found significant were computed. For the two victimization measures that were significant, the ES is 14.0 percent (undergraduate women, penetration by force or inability to consent) and 10.1 percent (undergraduate women, nonconsensual sexual contact without active ongoing voluntary agreement). This represents a difference of 2.0 and 1.4 percentage points for the rates. Nine of the 16 comparisons for the perception items were significant. The differences ranged from 1.6 to 5.5 percentage points, with ES ranging from 6.4 percent to 19.6 percent. The direction of these were generally negative. This suggests that the estimates in the report for these were a bit too low. For example, the estimate for the students who said they were very or extremely knowledgeable about on-campus resources for sexual assault and other sexual misconduct was too low.

The major limitation of the analysis by incentive groups is that it compares two groups that differ in response rates by 9 percentage points. The incentive group had a rate of 27 percent and does not represent other 63 percent of students who did not complete the survey.

A4.1.3 Summary of Early/late responders and Incentive Groups

The two LOE analyses provide different views of the possible non-response bias. The early/late response analysis revealed many more significant differences (9 out of 10 outcomes, 93 subgroups out of 130, and 26 out of 40 finer subgroups of the 10 outcomes analyzed crossing all of the gender/affiliation status groups). The incentive analysis revealed fewer differences (6 out of 10 outcomes, 47 out of 130 subgroups, and 13 out of 40 finer subgroups).

The commonality between the two is that they suggest a positive bias in the victimization measures. This suggests that if there is non-response bias, it would tend to inflate the survey estimates. Both analyses suggest any NRB is relatively small, generally between 1 and 3 percentage points, depending on the measure. The assumptions that underlie the two analyses are different. The early/late analysis relies on the assumption that the late responders resemble the non-responders. Further analysis discussed above indicates this assumption either holds or overestimates the bias for high response rate schools. The incentive analysis does not make as strong an assumption as for the early vs. late responders analysis. Respondents were randomly assigned to the two incentive groups. The difference between the two groups is the response rate. A key assumption is that receiving the incentive does not affect the measurement of the outcomes. For example, one hypothesis might be that those completing the survey because they are getting an incentive may not take the response task as seriously and may introduce measurement error into the estimates. However, there is very little, if any, empirical support for this effect of incentives. The other limitation of the incentive analysis is the relatively low response rate tested for the incentive group (27%). This analysis was not able to assess the effect of raising the response rate to a higher level.

A4.2 Response Rate and Estimates of Change

There are 21 schools that participated in both the 2015 and 2019 survey. As noted above, a low response rate increases the chances that NRB may affect the results. With more than one administration of the survey, to the same campus, estimates of change may be affected by not only changes in the underlying phenomena (e.g., risk and perceptions sexual assault and

misconduct), but also fluctuations in the group of students who respond to the survey. One hypothesis is that since 2015 the #MeToo movement has increased the visibility and consciousness among students related to sexual assault and misconduct. One logical manifestation is that there is an increase in response by students in 2019 who are concerned about this topic. Schools with low response rates may be more subject to this effect because of the larger pool of individuals who do not participate in the survey.

NRB for estimates of change are a function of not only the specific point estimates at each survey, but also whether the sample changes across surveys. One very simple possibility, for example, is that even if the estimates in 2015 and 2019 each exhibit NRB, the difference between the two (i.e. the estimates of change) may not exhibit NRB. The bias at each time point may cancel each other out. However if there are changes in the bias, for example if more students respond who are part of the #MeToo movement respond in 2019, then the bias in the two will not cancel each other out. This is a very simplistic example. But it illustrates that NRB for estimates of change are not simply a function of the NRB of each point estimate.

A4.2.1 Estimates of Change for Nonconsensual Sexual Contact by Force or Inability to Consent

Following up on the above hypothesis related to the #MeToo movement, there is evidence of NRB if a low response rate is associated with large increases in victimization rates (see caveats on this logic in section A.4.2.3). To look at potential NRB for estimates of change for nonconsensual sexual contact, the standardized change was predicted in a linear regression using the average response rate between 2015 and 2019 (Table A4.6). The standardized change was computed by dividing the difference in nonconsensual victimization rates between 2019 and 2015 by the standard error of the difference. This converts the change to a z-statistic. A value of 2 or greater is statistically significant ($p < .05$, two-tailed test). For the regression, the response rate was divided into terciles with approximately equal number of schools in each group: 1) 6 percent to 17 percent, 2) 18 percent to 24 percent and 3) 25 percent or greater. The reference group in the regression is the third (high) category. A positive coefficient for one of the first two categories translates to larger changes relative to the third category. A negative coefficient means the opposite.

Table A4.6. Unstandardized regression coefficients for response rate when predicting the standardized change for selected measures of nonconsensual sexual contact by force or inability to consent for 21 schools in both the 2015 and 2019 AAU surveys

| | Unstandardized Coefficients by response rate | | | R ² |
|--|--|-----------|------------|----------------|
| | 6% - 17% | 18% - 24% | 25% - 68%+ | |
| <i>Nonconsensual sexual contact by force or inability to consent</i> | | | | |
| <u>Women</u> | | | | |
| Undergraduate | 3.08 ⁺ | 0.48 | - | 0.21 |
| Graduate and Professional | 1.02 | 1.05 | - | 0.10 |
| <u>Men</u> | | | | |
| Undergraduate | -0.36 | -0.62 | - | 0.04 |
| Graduate and Professional | -0.15 | -0.62 | - | 0.04 |
| <u>TGQN</u> | -0.51 | -0.80 | - | 0.09 |
| <i>Nonconsensual sexual penetration by force or inability to consent</i> | | | | |
| <u>Women</u> | | | | |
| Undergraduate | 2.88 [*] | 0.83 | - | 0.33 |
| Graduate and Professional | 1.36 [*] | 0.72 | - | 0.30 |
| <u>Men</u> | | | | |
| Undergraduate | -0.63 | -0.72 | - | 0.03 |
| Graduate and Professional | 0.11 | -0.43 | - | 0.09 |
| <u>TGQN</u> | 0.82 | 0.62 | - | 0.08 |
| <i>Nonconsensual sexual touching by force or inability to consent</i> | | | | |
| <u>Women</u> | | | | |
| Undergraduate | 2.06 | -0.14 | - | 0.16 |
| Graduate and Professional | 0.73 | 1.06 | - | 0.07 |
| <u>Men</u> | | | | |
| Undergraduate | -0.10 | -0.14 | - | 0.00 |
| Graduate and Professional | -0.65 | -0.69 | - | 0.05 |
| <u>TGQN</u> | -0.28 | -0.56 | - | 0.05 |

x reference group

+ p<.10 two-tailed test; *p<.05 two-tailed test

The hypothesized pattern occurs for penetration among undergraduate and graduate women. For these groups, the coefficients for the lowest response rate group are significantly positive. The pattern for sexual touching among undergraduate women is also consistent, with a coefficient above 2, but it is not statistically significant ($p < .14$). For the equation for penetration among undergraduate women, 33 percent of the variance is explained by response rates.

With only 21 schools, the correlations may hide outliers and other unusual patterns. Figures A4-4 to A4-13 show the plot of the average response rate for each of the 21 schools against standardized measures of change. For undergraduate women for penetration, there is one extreme outlier, with a standardized change of 7.3 for the school with the lowest response rate (6%). There are three others that have a z-statistic of slightly less than 4. However, there are many schools with low response rates (i.e., 17% or less) that either exhibit only moderate change ($z=2$) or do not exhibit statistically significant change. The pattern for sexual touching is similar, with an extreme outlier for the school with the lowest response rate ($z = 8$). The insignificant coefficient in the regression for sexual touching may be due to two schools with low response rates that had significant decreases.

The patterns for the other gender and type of victimization groups do not show any relationship between response rate and the size of the change.

Figure A4-4. Standardized change in school rates of penetration by physical force or inability to consent for undergraduate women by average response rate for 21 schools in both AAU surveys

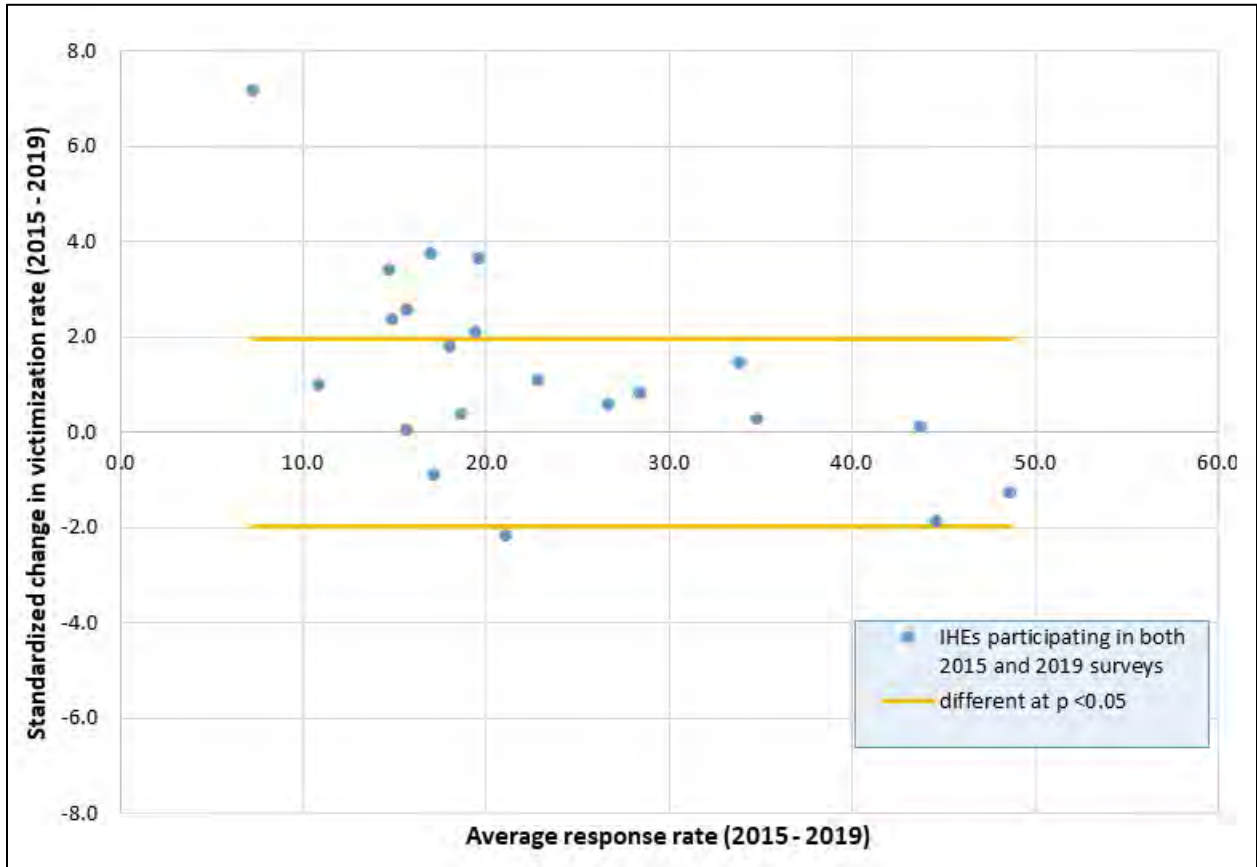


Figure A4-5. Standardized change in school rates of penetration by physical force or inability to consent for graduate/professional women by average response rate for 21 schools in both AAU surveys

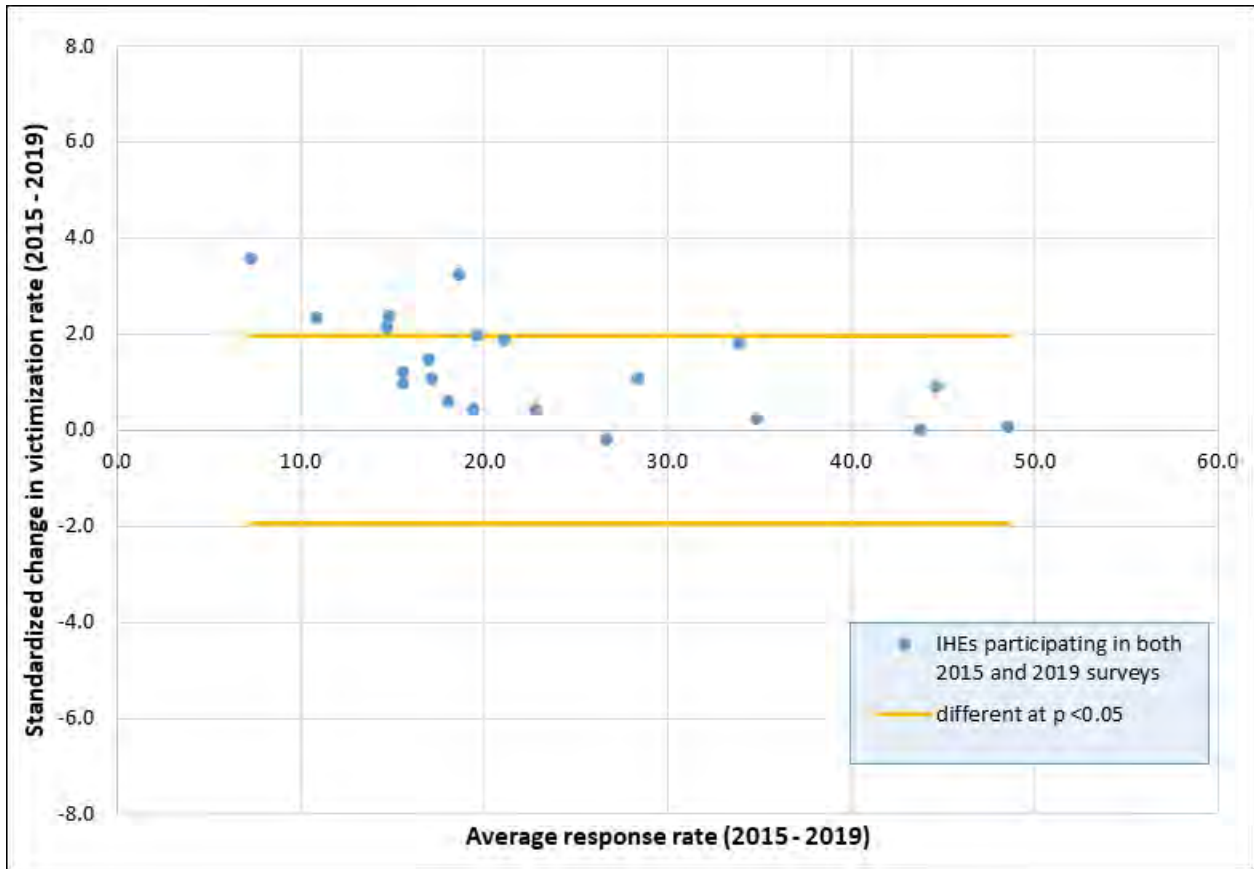


Figure A4-6. Standardized change in school rates of penetration by physical force or inability to consent for undergraduate men by average response rate for 21 schools in both AAU surveys

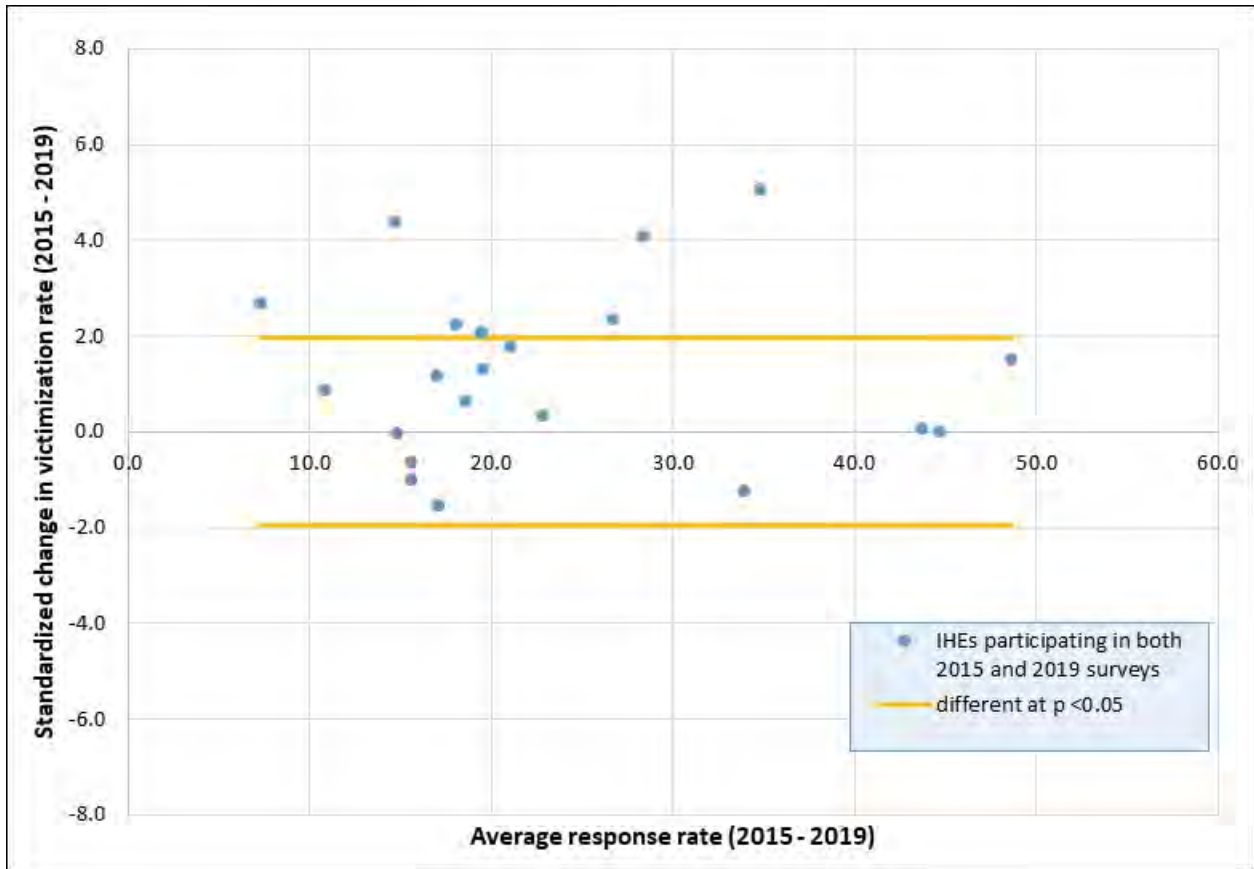


Figure A4-7. Standardized change in school rates of penetration by physical force or inability to consent for graduate/professional men by average response rate for 21 schools in both AAU surveys

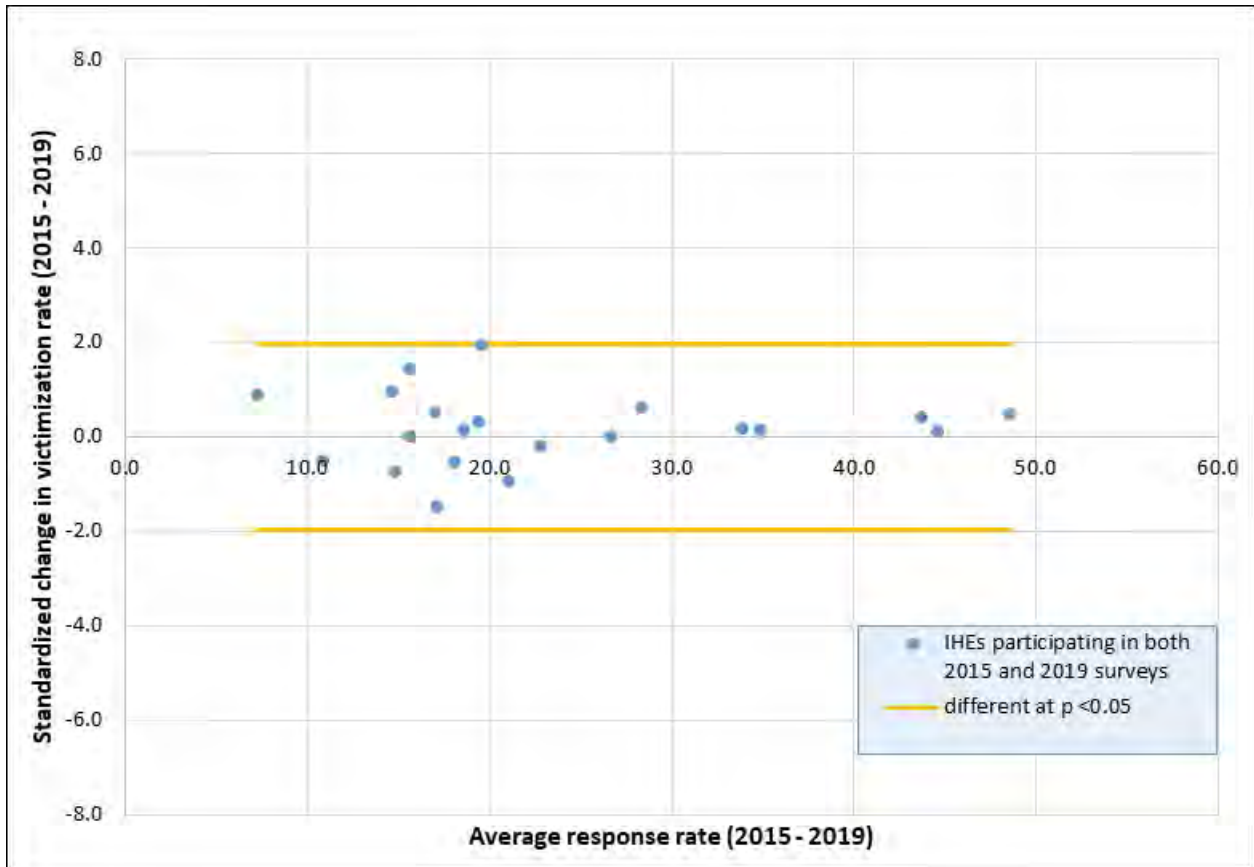


Figure A4-8. Standardized change in school rates of penetration by physical force or inability to consent for TGQN students by average response rate for 21 schools in both AAU surveys

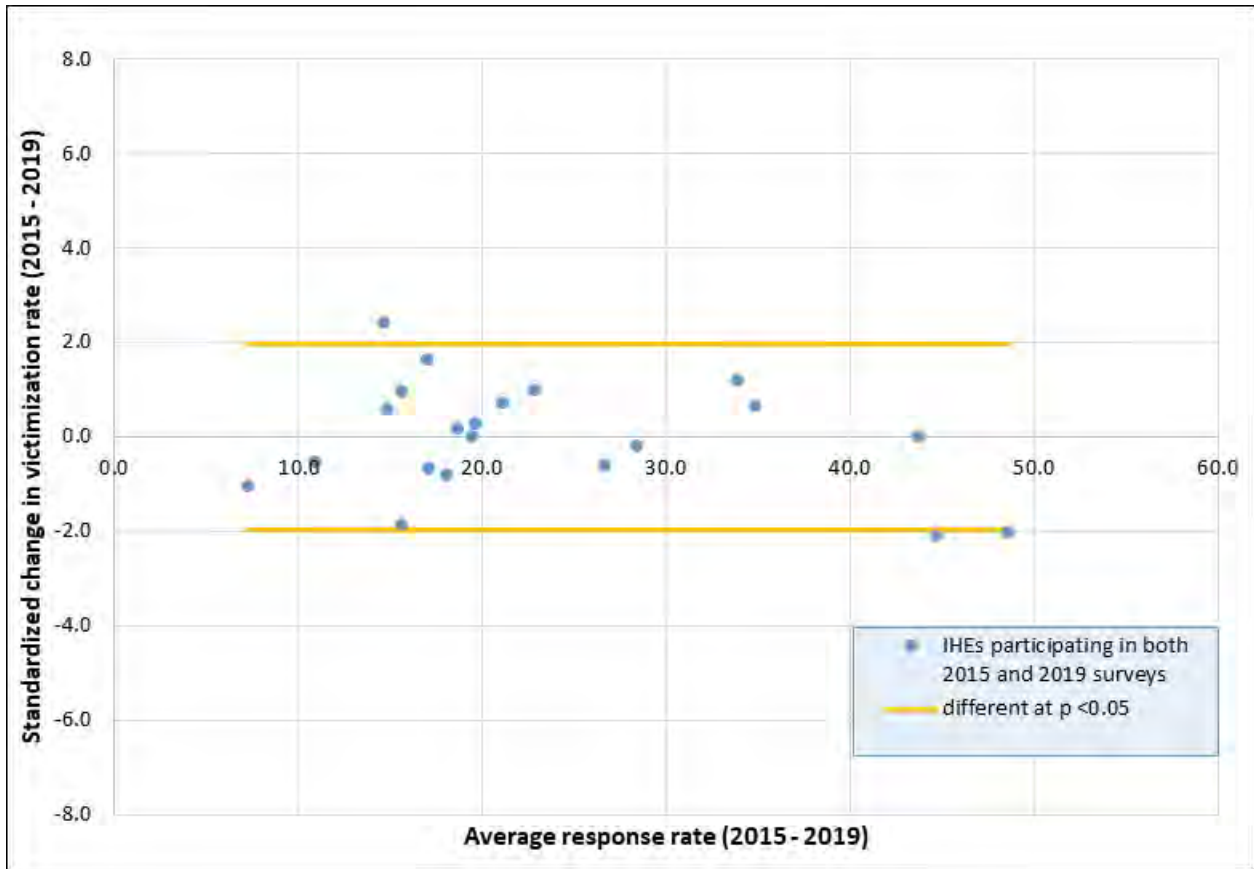


Figure A4-9. Standardized change in school rates of sexual touching by physical force or inability to consent for undergraduate women by average response rate for 21 schools in both AAU surveys

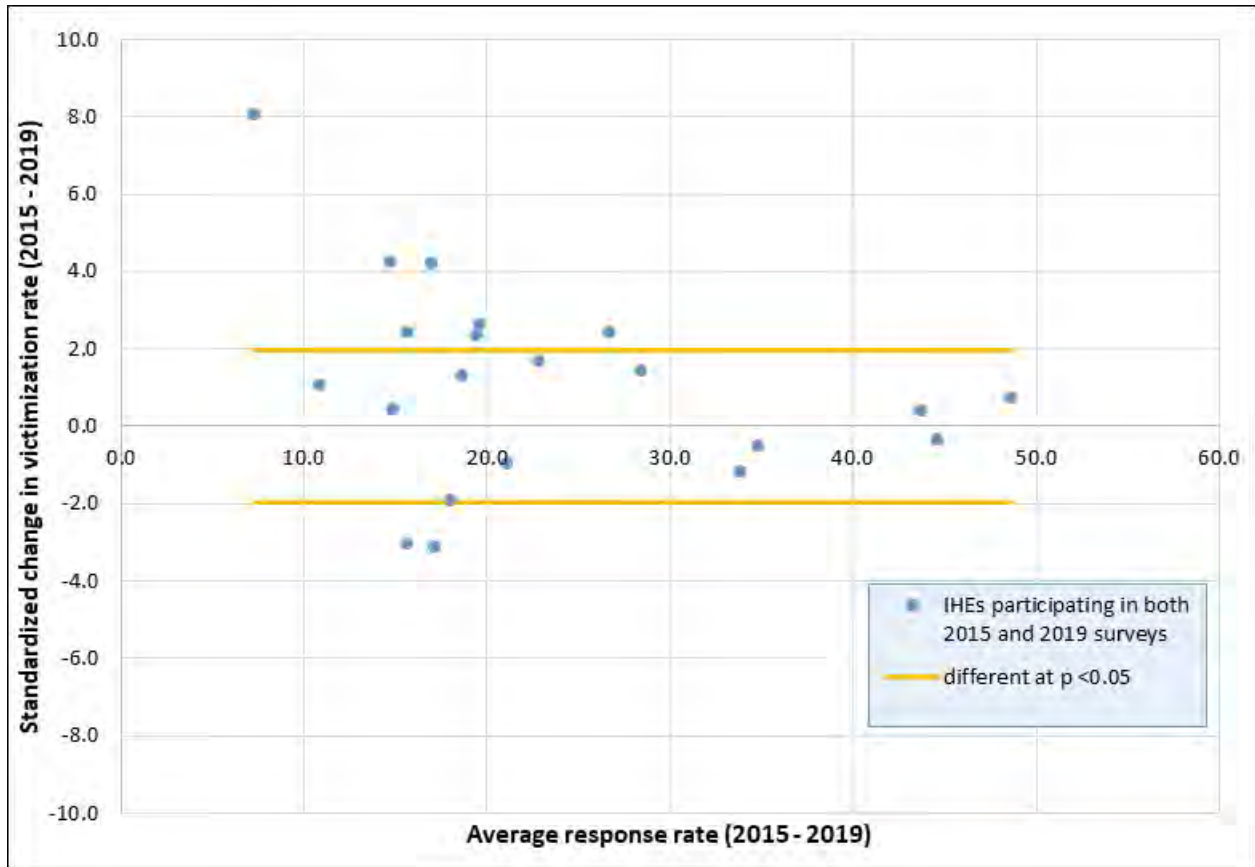


Figure A4-10. Standardized change in school rates of sexual touching by physical force or inability to consent for graduate/professional women by average response rate for 21 schools in both AAU surveys

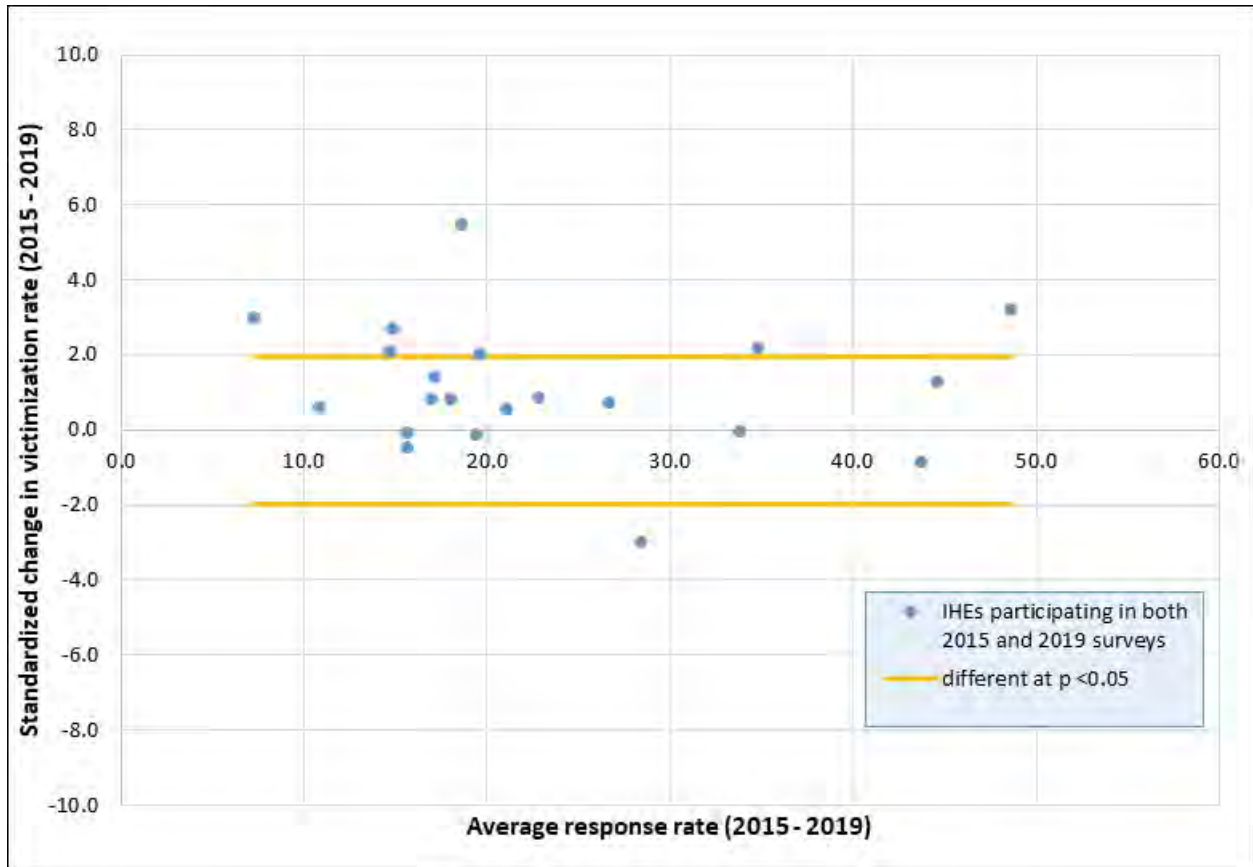


Figure A4-11. Standardized change in school rates of sexual touching by physical force or inability to consent for undergraduate men by average response rate for 21 schools in both AAU surveys

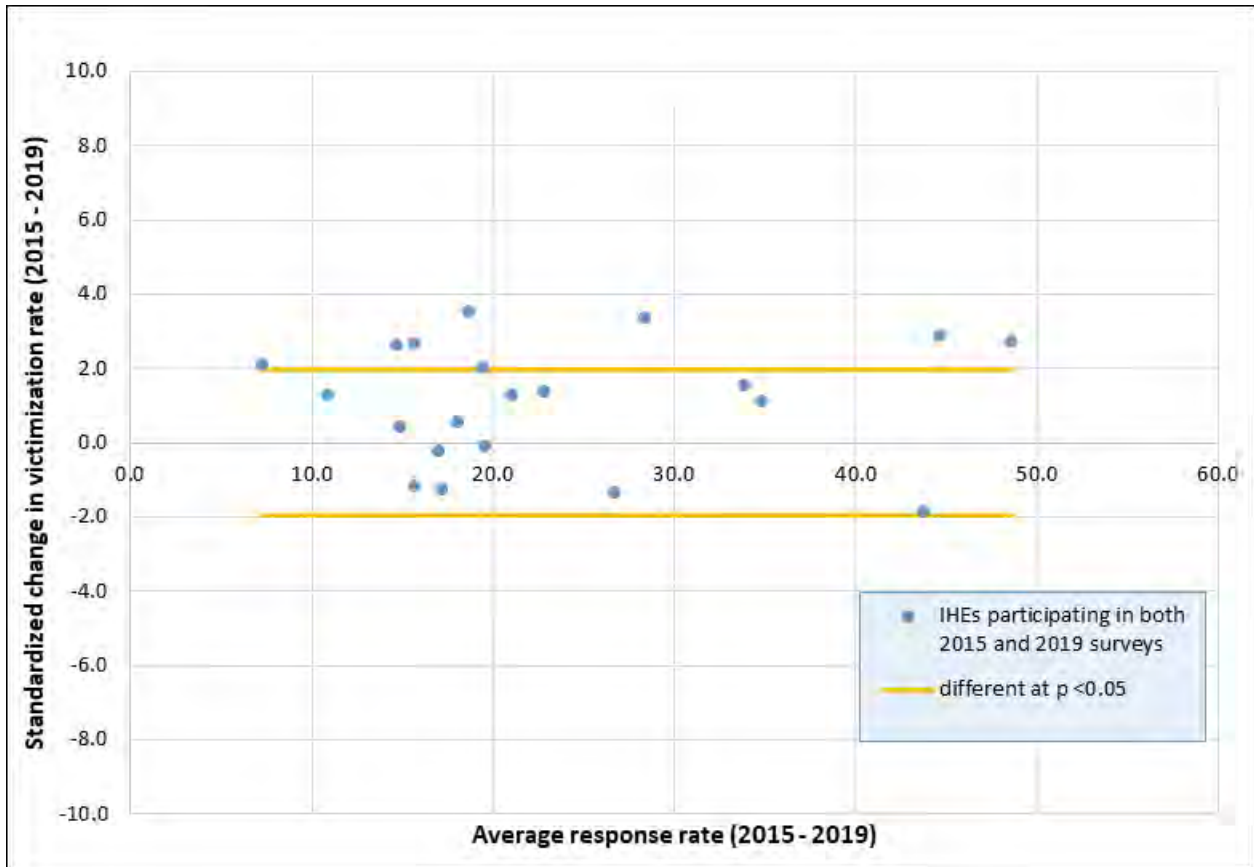


Figure A4-12. Standardized change in school rates of sexual touching by physical force or inability to consent for graduate/professional men by average response rate for 21 schools in both AAU surveys

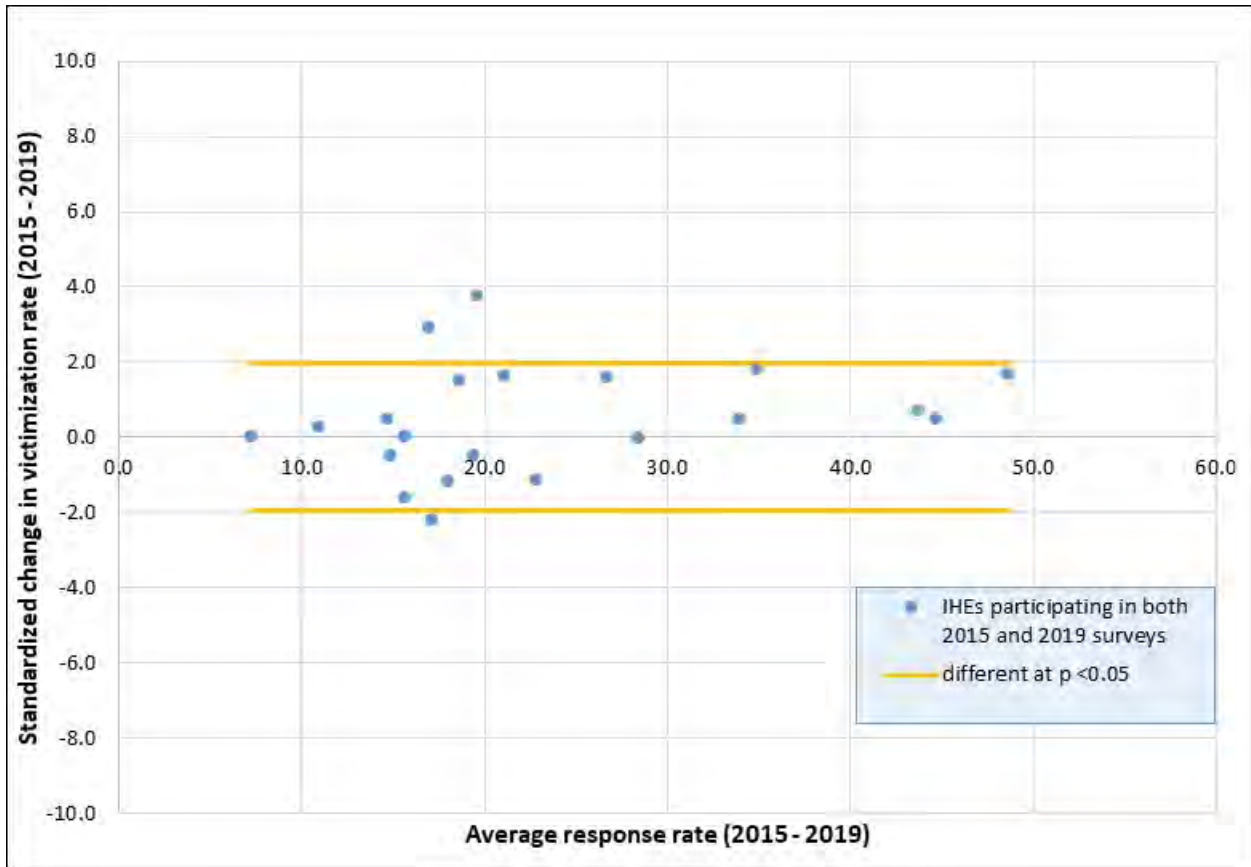
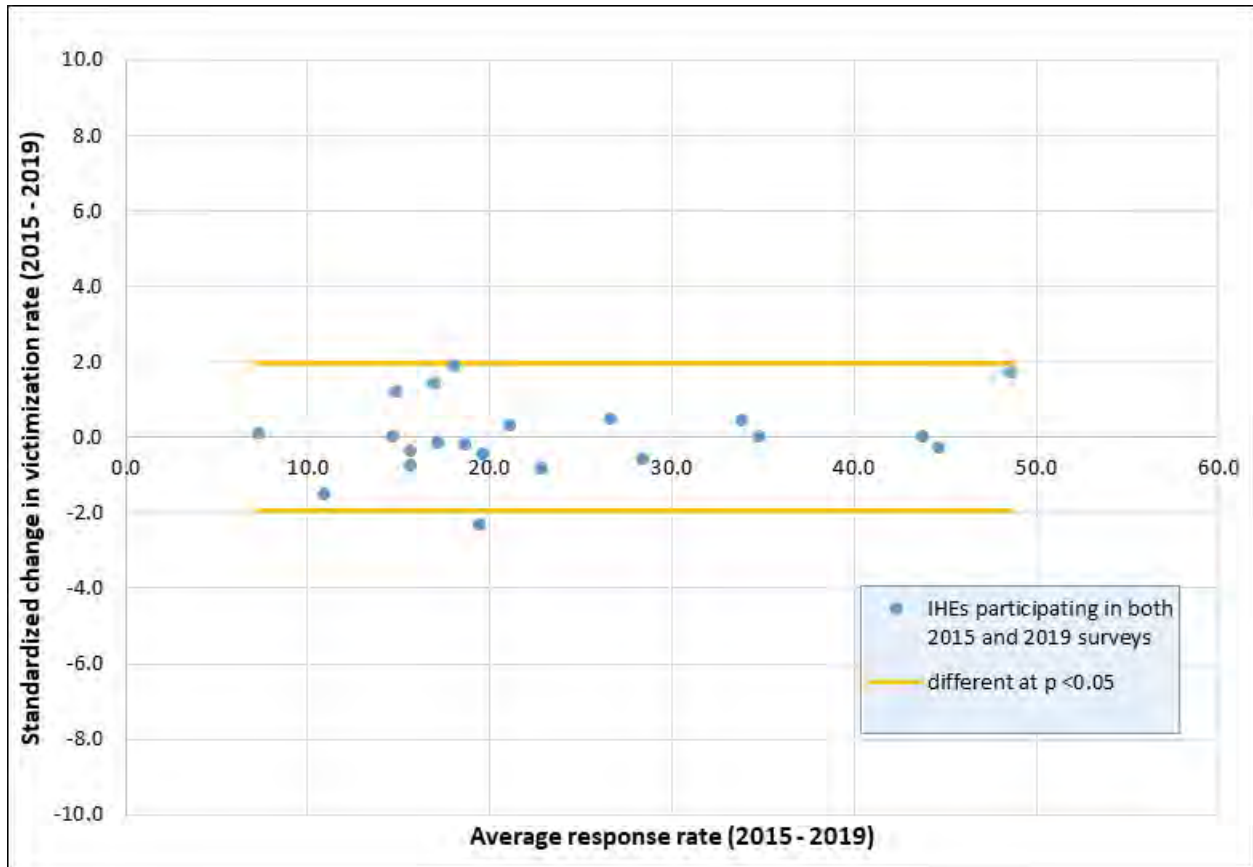


Figure A4-13. Standardized change in school rates of sexual touching by physical force or inability to consent for TGQN students by average response rate for 21 schools in both AAU surveys



A4.2.2 Estimates of Change for Opinions and Knowledge Measures

This section examines NRB for the other measures for which estimates of change were provided in the report. These questions include: 1) Do students believe sexual assault and sexual misconduct is problematic at their school, 2) knowledge about the definition of sexual assault and specific processes associated with campus procedures related to sexual assault and 3) opinions on how campus officials will react to a report of sexual assault.

Many schools exhibited change in these measures. For example, students generally reported a greater level of knowledge of the definition of sexual assault and misconduct at their school. This is distinctly different than the measures of victimization, which did not change a great deal for most schools. The change in opinion and knowledge measures likely reflects the increased efforts schools have been making with orienting students on issues associated with sexual assault and misconduct. Similarly, increased concerns related to the #MeToo movement

may increase the general opinion that sexual assault and misconduct is problematic at the school.

In addition to real changes in opinions and knowledge, NRB may affect this trend. There is a correlation between victimization and several of the opinion and knowledge measures. For example, those reporting a victimization are also more likely to report that sexual assault and misconduct is problematic at the school. A significant increase in victimization between the 2015 and 2019 surveys due to NRB, therefore, might also be reflected in a positive change in the percentage of those reporting that sexual assault and misconduct is problematic. On the other hand those who report a victimization are less likely to believe they will be treated fairly and less likely school officials will take it seriously. This might result in either no change or a drop in these measures between surveys. There is not as strong or consistent relationship between knowledge about definitions and procedures related to sexual assault and misconduct and whether someone reports a victimization. We would not expect, therefore, big changes in self-reported victimization to affect observed trends in the knowledge questions.

To examine the above possibilities, regressions were estimated which predicted standardized changes in these measures with the response rate (Table A4.7). There are no significant coefficients for opinions of how problematic sexual assault and other sexual misconduct is at the university. Review of the figure for this outcome for undergraduate women (Figure A4-14) does show that a number of schools with low response rates found a large significant increase in this measure. However, there are several schools with response rates at 17 percent or below that either do not display a significant change or significantly decrease. Furthermore there are a number of schools that have significant increases in this measure and have high response rates. If there is any effect of NRB, it is not clearly correlated with response rate.

Table A4.7. Unstandardized regression coefficients for response rate when predicting the standardized change for selected measures of opinions and knowledge related to sexual assault and sexual misconduct for 21 schools in both the 2015 and 2019 AAU surveys

| | Unstandardized coefficients for response rate | | | R2 |
|---|---|--------------------|------------------------|------|
| | 6% - 17% | 18% - 24% | 25% - 68% ^X | |
| <i>How problematic is sexual assault or (other)[#] sexual misconduct at this university?</i> | | | | |
| <u>Women</u> | | | | |
| Undergraduate | 8.18 | 4.03 | - | 0.12 |
| Graduate and Professional | -0.84 | -1.60 | - | 0.01 |
| <u>Men</u> | | | | |
| Undergraduate | 1.88 | -0.12 | - | 0.04 |
| Graduate and Professional | -0.69 | -1.26 | - | 0.02 |
| <u>TGQN</u> | 1.33 | 1.23 | - | 0.10 |
| <i>How knowledgeable are you about how sexual assault or (other)[#] sexual misconduct are defined at this university?</i> | | | | |
| <u>Women</u> | | | | |
| Undergraduate | 1.63 | -4.52 | - | 0.15 |
| Graduate and Professional | -5.68 | -1.30 | - | 0.10 |
| <u>Men</u> | | | | |
| Undergraduate | 0.74 | -2.77 | - | 0.09 |
| Graduate and Professional | -4.50 | -1.65 | - | 0.10 |
| <u>TGQN</u> | -0.24 | -1.54 | - | 0.13 |
| <i>How knowledgeable are you about where to get help for sexual assault or (other)[#] sexual misconduct at this university?</i> | | | | |
| <u>Women</u> | | | | |
| Undergraduate | 0.31 | -1.45 | - | 0.02 |
| Graduate and Professional | -5.45 ⁺ | -2.88 | - | 0.14 |
| <u>Men</u> | | | | |
| Undergraduate | 0.86 | -0.72 | - | 0.03 |
| Graduate and Professional | -3.39 | -2.68 | - | 0.07 |
| <u>TGQN</u> | -1.44 [*] | -0.65 | - | 0.21 |
| <i>How knowledgeable are you about where to make a report for sexual assault or (other)[#] sexual misconduct at this university?</i> | | | | |
| <u>Women</u> | | | | |
| Undergraduate | -1.80 | -3.64 | - | 0.12 |
| Graduate and Professional | -4.09 | -3.08 | - | 0.12 |
| <u>Men</u> | | | | |
| Undergraduate | -0.97 | -3.16 | - | 0.12 |
| Graduate and Professional | -2.69 | -2.99 | - | 0.08 |
| <u>TGQN</u> | -1.77 ⁺ | -1.88 [*] | - | 0.25 |

Table A4.7. Unstandardized regression coefficients for response rate when predicting the standardized change for selected measures of opinions and knowledge related to sexual assault and sexual misconduct for 21 schools in both the 2015 and 2019 AAU surveys—continued

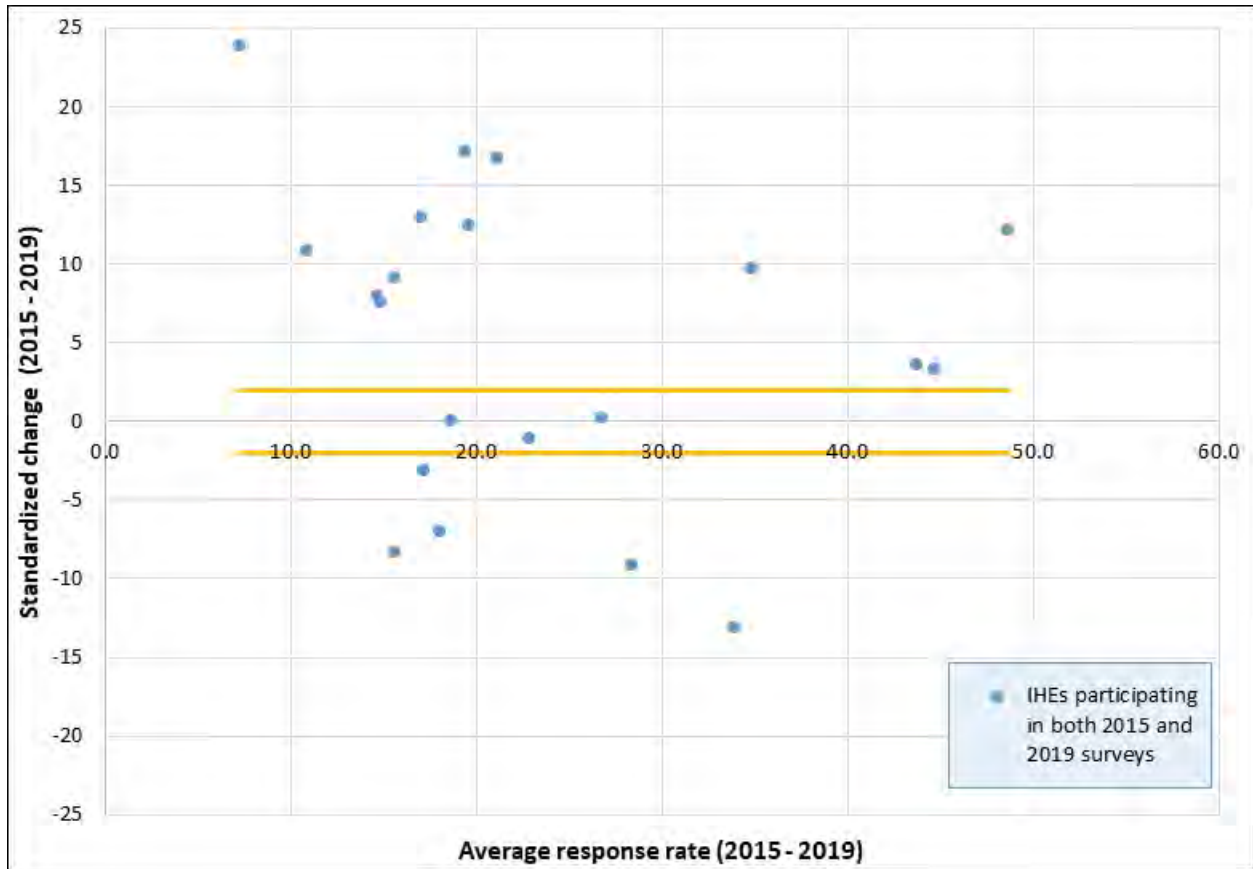
| | Unstandardized coefficients for response rate | | | R2 |
|---|---|--------------------|------------------------|------|
| | 6% - 17% | 18% - 24% | 25% - 68% ^x | |
| <i>How knowledgeable are you about what happens when someone makes report about sexual assault or (other)[#] sexual misconduct at this university?</i> | | | | |
| <u>Women</u> | | | | |
| Undergraduate | 0.36 | -1.13 | - | 0.03 |
| Graduate and Professional | -3.11 | -0.91 | - | 0.07 |
| <u>Men</u> | | | | |
| Undergraduate | 0.20 | -1.48 | - | 0.04 |
| Graduate and Professional | -2.07 | -0.96 | - | 0.03 |
| <u>TGQN</u> | -0.62 | -1.51 ⁺ | - | 0.20 |
| <i>How likely is it that campus officials will take a report seriously?</i> | | | | |
| <u>Women</u> | | | | |
| Undergraduate | -7.88 [*] | -9.12 [*] | - | 0.40 |
| Graduate and Professional | -2.43 | -3.79 ⁺ | - | 0.19 |
| <u>Men</u> | | | | |
| Undergraduate | -4.92 [*] | -6.41 [*] | - | 0.35 |
| Graduate and Professional | -1.86 | -2.29 | - | 0.13 |
| <u>TGQN</u> | -0.68 | -1.25 | - | 0.12 |
| <i>How likely is it that campus officials will conduct a fair investigation?</i> | | | | |
| <u>Women</u> | | | | |
| Undergraduate | -8.79 [*] | -9.75 [*] | - | 0.36 |
| Graduate and Professional | -2.48 | -3.06 ⁺ | - | 0.17 |
| <u>Men</u> | | | | |
| Undergraduate | -5.37 [*] | -5.77 [*] | - | 0.30 |
| Graduate and Professional | -2.80 | -2.53 | - | 0.16 |
| <u>TGQN</u> | -1.06 | -0.76 | - | 0.14 |

[#] "other" did not appear in the 2015 survey

^x reference group

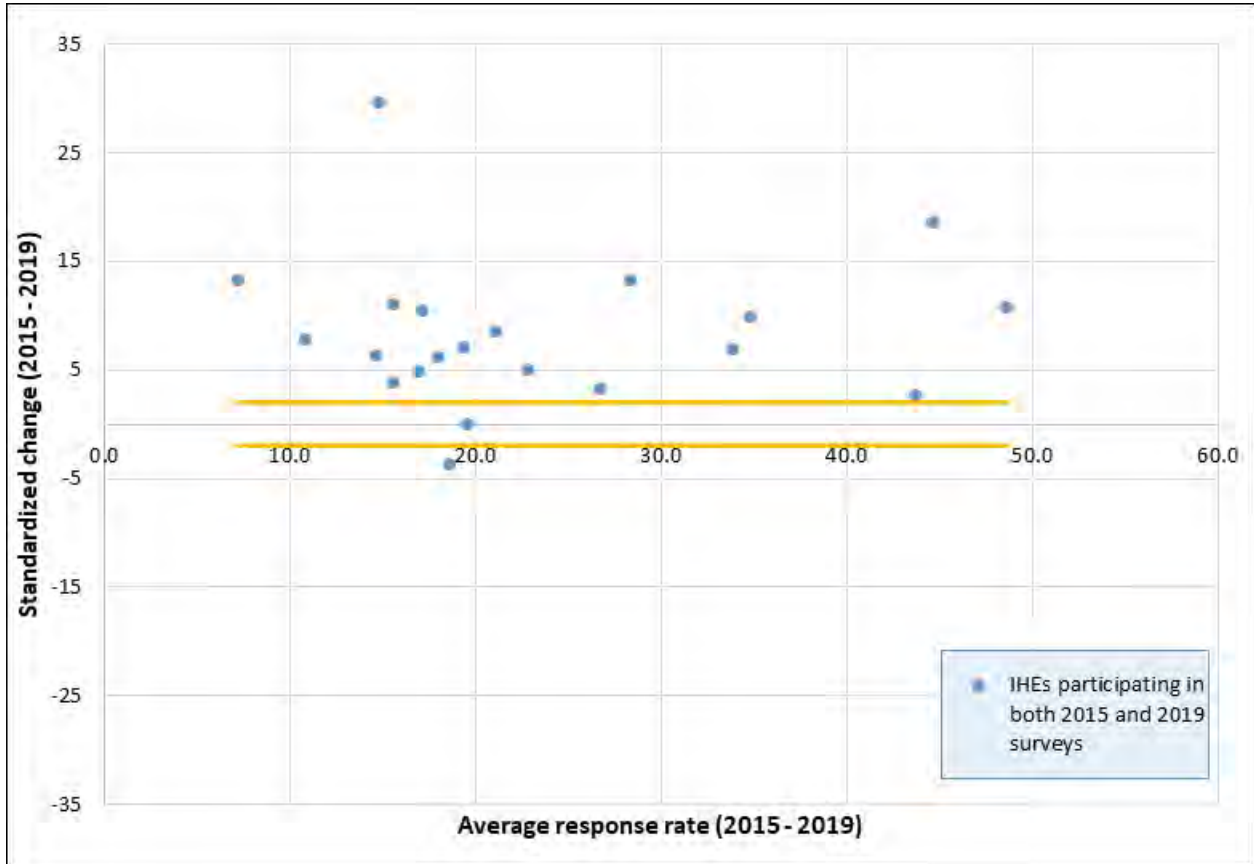
⁺ p<.10 two-tailed test; ^{*}p<.05 two-tailed test

Figure A4-14. Standardized change in percent responding “very or extremely” to “how problematic is sexual assault or other sexual misconduct at this university?” for undergraduate women for 21 schools in both AAU surveys by average response rate



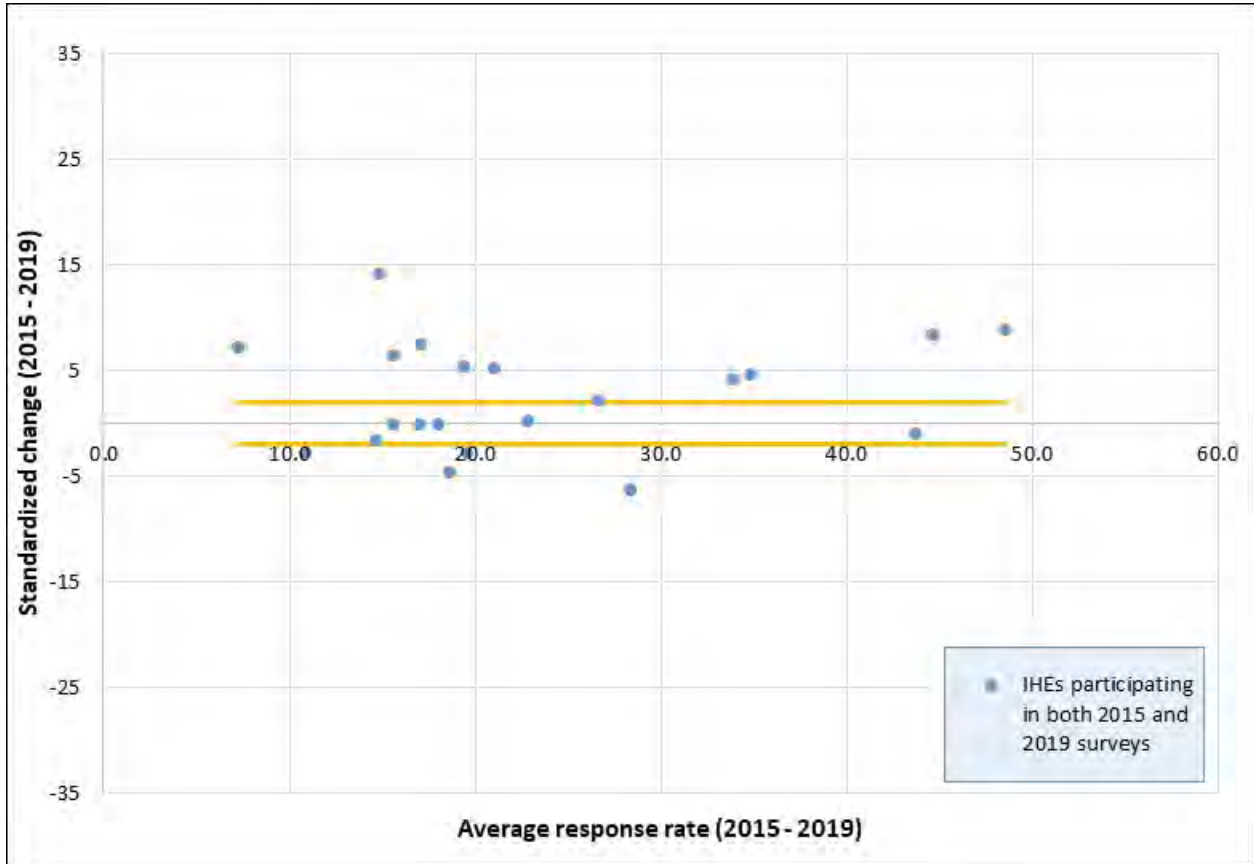
As expected, for the four knowledge measures, the response rate and change are not highly correlated. There are only a few coefficients that are statistically significant at either $p < .05$ or $p < .10$ level. Review of the figures for undergraduate women (Figures A4-15—A4-18) show that most schools are displaying significant positive changes across all levels of the response rate.

Figure A4-15. Standardized change in percent responding “very or extremely” to “how knowledgeable are you about how sexual assault or (other)# sexual misconduct are defined at this university?” for undergraduate women for 21 schools in both AAU surveys by average response rate



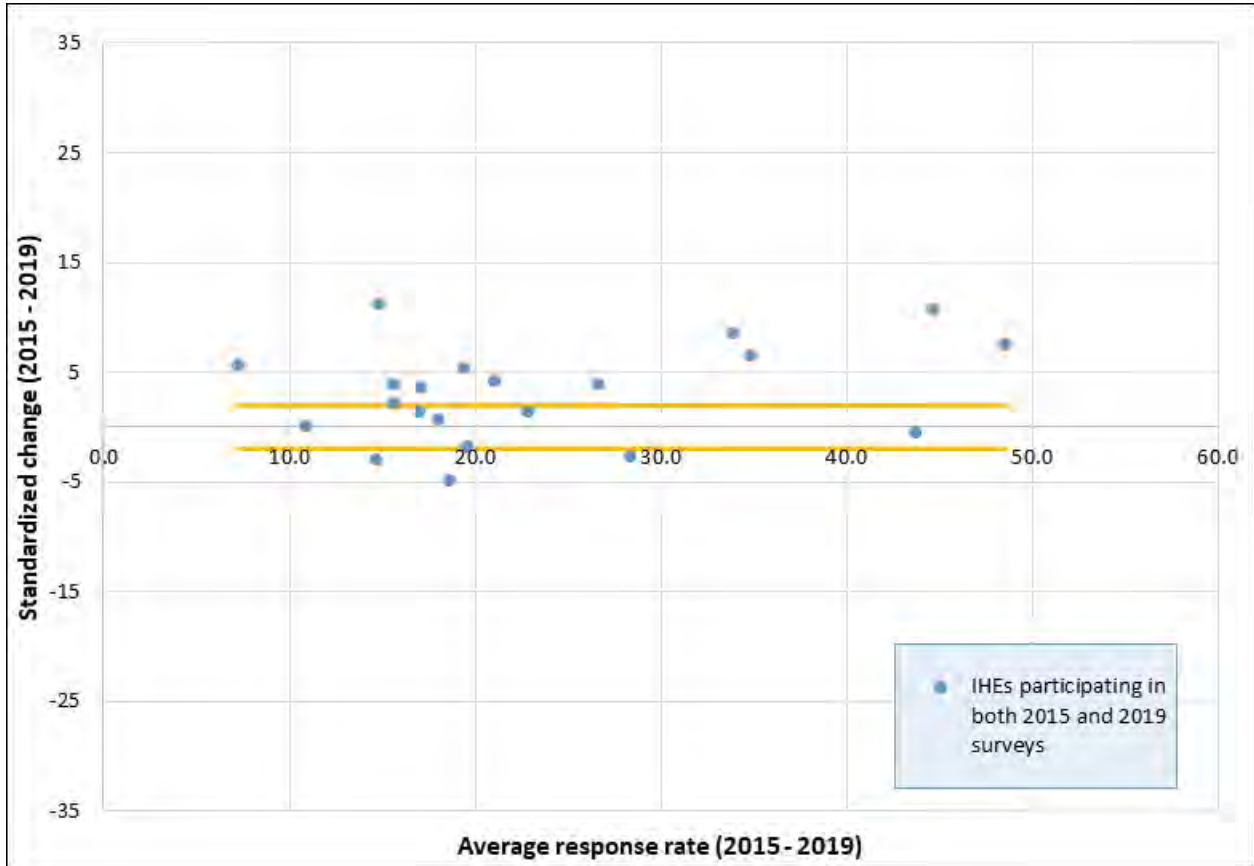
“other” did not appear in the 2015 survey

Figure A4-16. Standardized change in percent responding “very or extremely” to “how knowledgeable are you about where to get help for sexual assault or (other) #sexual misconduct at this university?” for undergraduate women for 21 schools in both AAU surveys by average response rate



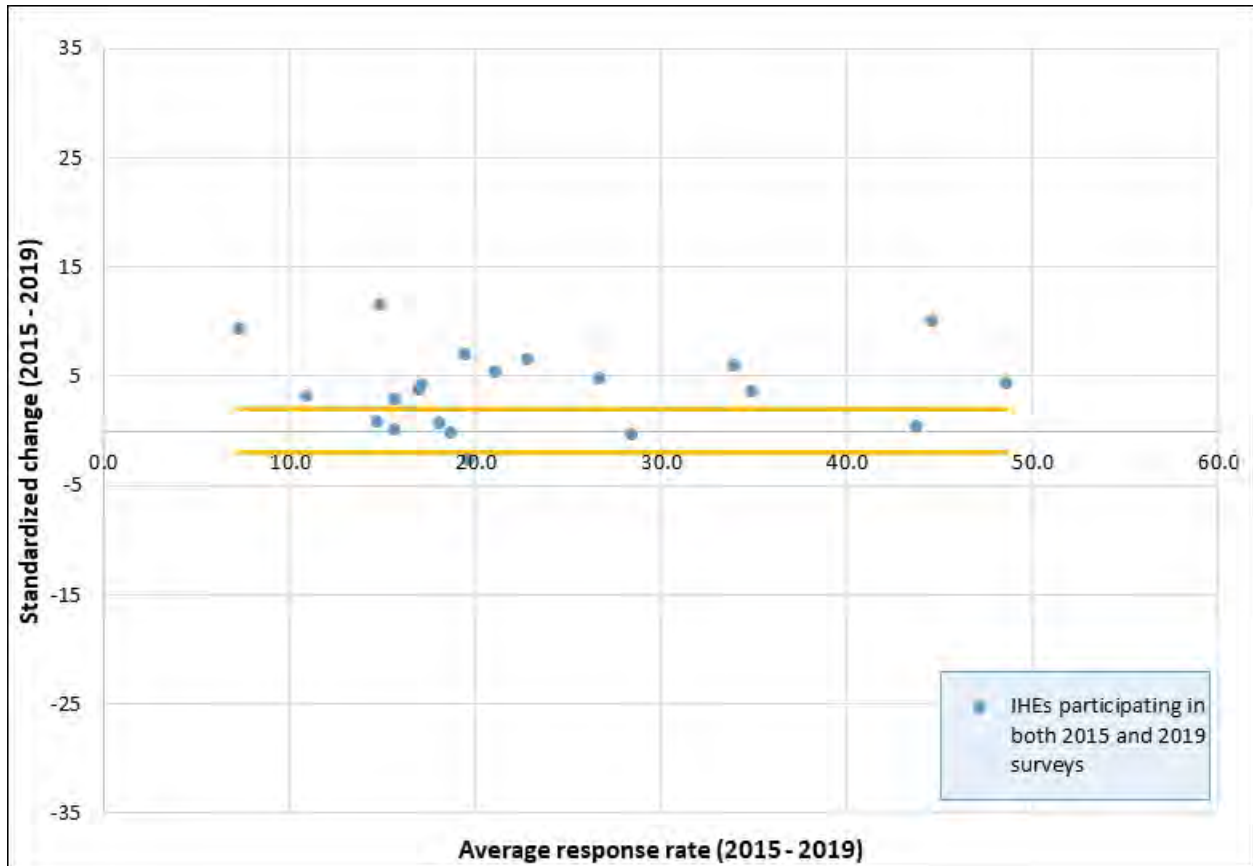
"other" did not appear in the 2015 survey

Figure A4-17. Standardized change in percent responding “very or extremely” to “how knowledgeable are you about where to make a report for sexual assault or (other)# sexual misconduct at this university?” for undergraduate women for 21 schools in both AAU surveys by average response rate



“other” did not appear in the 2015 survey

Figure A4-18. Standardized change in percent responding “very or extremely” to “how knowledgeable are you about what happens when someone makes a report about sexual assault or (other)# sexual misconduct at this university?” for undergraduate women for 21 schools in both AAU surveys by average response rate



“other” did not appear in the 2015 survey

For the two measures related to how campus official will react to a report of sexual assault (FiguresA4-19 and A4-20), there are several coefficients that are statistically significant for undergraduate and graduate women. The direction is in the expected direction. Schools with lower response rates tend to have either no change or drops in the percentage of students that believe that campus officials will take the report seriously or will conduct a fair investigation. The percent of variance explained by the response rate is between 17 to 36 percent for equations with significant effects.

Figure A4-19. Standardized change in percent responding “very or extremely” to “how likely is it that campus officials will take a report seriously?” for undergraduate women for 21 schools in both AAU surveys by average response rate

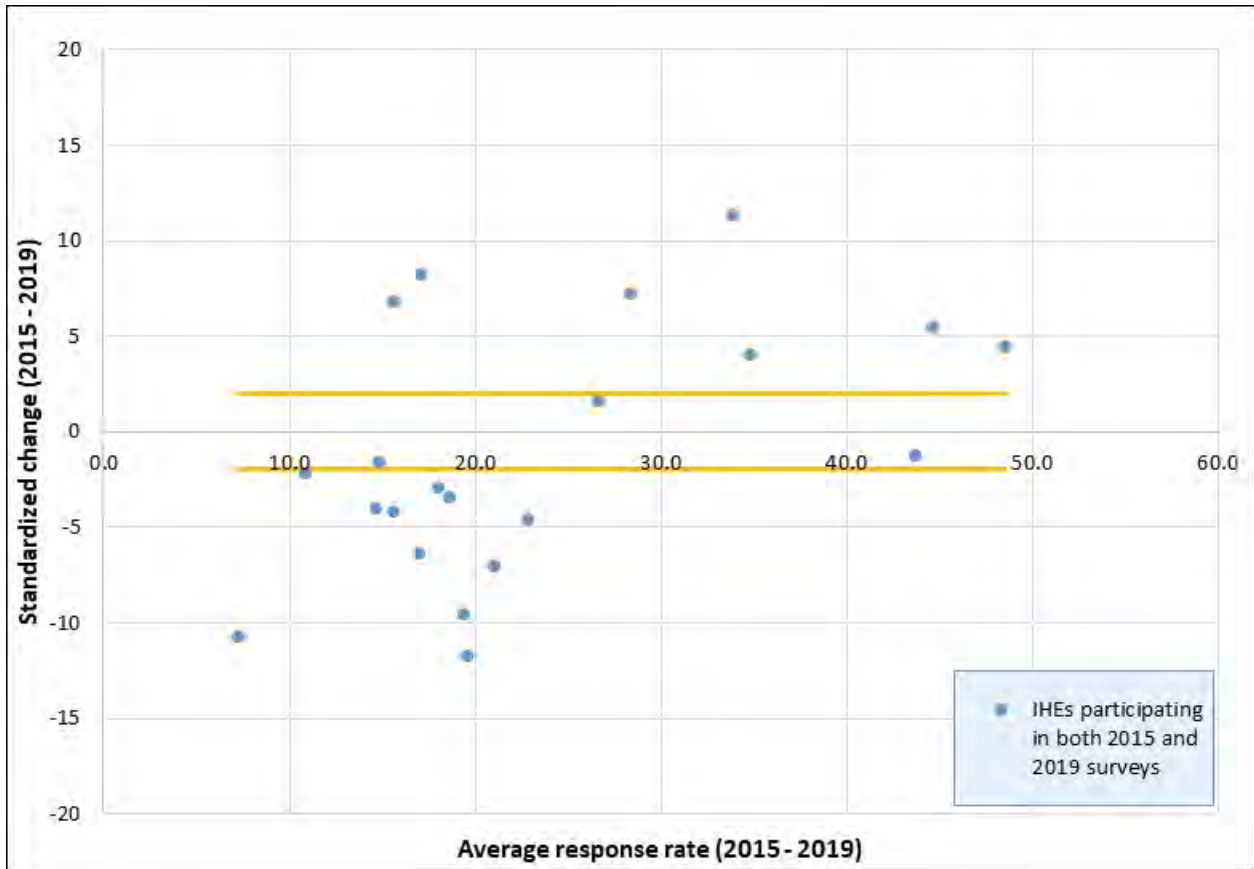
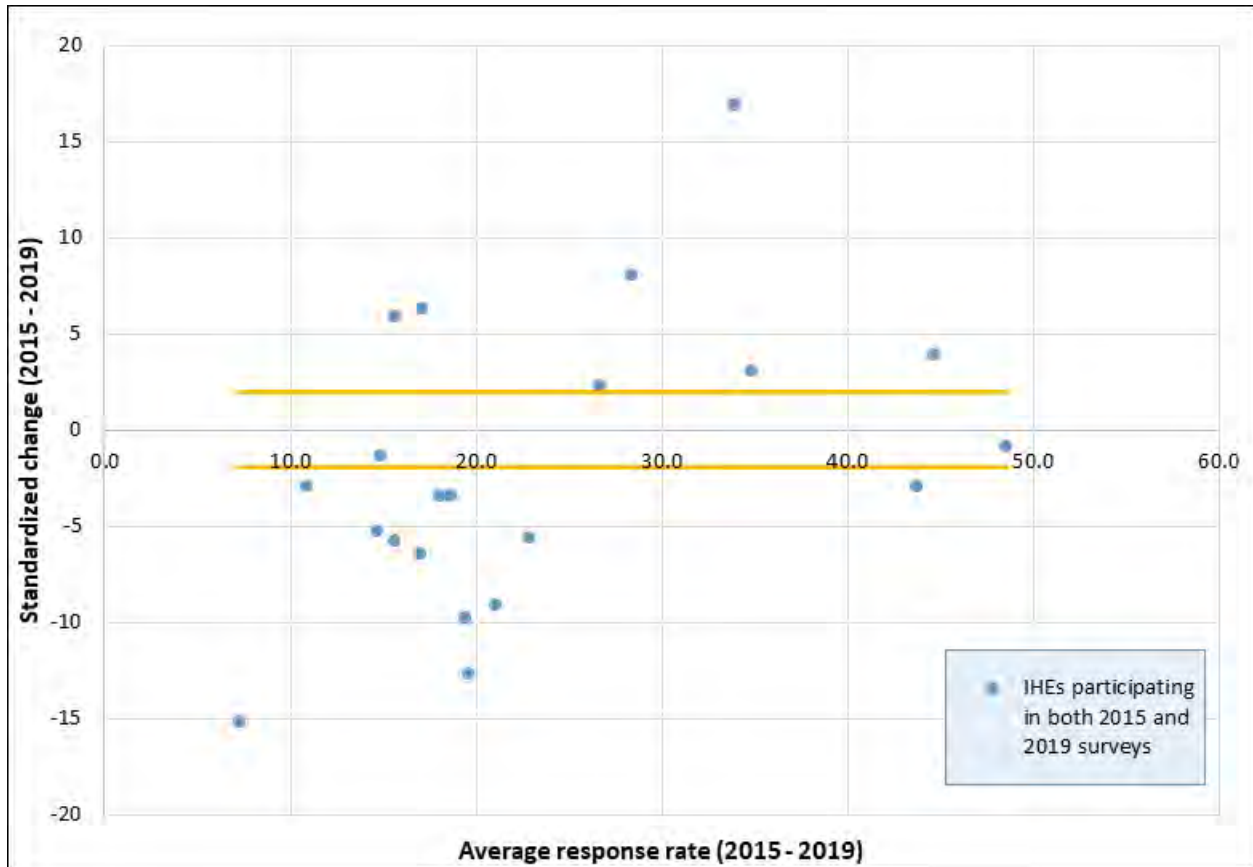


Figure A4-20. Standardized change in percent responding “very or extremely” to “how likely is it that campus officials will conduct a fair investigation?” for undergraduate women for 21 schools in both AAU surveys, by average response rate



A4.2.3 Summary and Limitations of Nonresponse Bias Analysis for Estimates of Change

In summary, there is some evidence of NRB for estimates of change for schools with the lowest response rates for measures of nonconsensual sexual contact by force or inability to consent among women. This is most evident for penetration and to a lesser extent for sexual touching. The primary evidence of this are the very large changes for one school that had the lowest response rate (6%) and three schools that had moderate increases and a response rate at 17 percent or below. However there are a number of schools with response rates at 17 percent or below that do not exhibit large changes.

There is also some evidence of NRB for opinions among women on how campus officials will react to a report of sexual assault (i.e., take it seriously or conduct a fair investigation). Large increases or decreases between 2015 and 2019 for schools with the lowest response rates displayed large drops, which may be exaggerated by NRB.

It is important to note that this analysis is very limited. It is based on a correlation with response rate, which as has already been noted above, is not a direct indicator of NRB. The analysis does not have a direct measure of these variables for non-respondents, such as external data on the non-respondents. In addition, the correlation is also not extremely high. The percent of variance explained ranged from 17 percent to 40 percent. There are a number of schools that have low response rates but do not exhibit a significant change in rates. Similarly, there are a number of schools with high response rates that did display significant changes.

A second caveat is that this analysis is based on only 21 schools, which were not selected at random. A sample this small can be overly influenced by a few observations. Related to this, the make-up of the sample does influence the results. The overall correlation between response rate and victimization rates shifted from positive to negative between 2015 and 2019. Some of the 2015 schools with high victimization rates and high response rates did not participate in 2019. The schools that participated in 2019, but not 2015, tended to have low victimization rates and high response rates. Shifts like this point to some caution to generalizing these results beyond this particular group of schools. There may be some other school characteristic that is related to both response rate and victimization rate, which when controlled, would explain the relationship between response rate and the change estimates.

Nonetheless, the distinct pattern for estimates for women and its correlation with response rate, is suggestive that non-response may have played a role in these particular circumstances. There are several schools, in particular, that had large changes and very low response rates. These estimates of change may have been most affected by NRB. Similarly, NRB may have played a substantively important role in the large drops for schools with very low response rates in the percentage of students who did not believe school officials take reports of sexual assault seriously or will conduct a fair investigation.

This reinforces the discussion in section 7.1 that the change in rates for nonconsensual sexual contact for most of the schools was relatively small. The size of the change for undergraduate women for nonconsensual sexual contact was 3 percentage points, but as noted in section 7.1, this is cut in half once taking out the two schools with large changes. The NRB for

the change estimates for women, in particular penetration, suggests that even the small change in rates noted above may slightly overestimate the amount of change for the aggregate of all 33 schools. Conversely, the aggregate estimates may have underestimated the positive change in the percentage women who believe campus officials will take a report of sexual assault seriously or conduct a fair investigation.

Appendix 5. Survey Instrument

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

18-39, by single year

40+

[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.

1st year [GO TO A5]

2nd year [GO TO A5]

3rd year [GO TO A5]

4th year or higher [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 (e.g. 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 2014
 - 2014 – 2019 by single year
-

A6a. [IF A2 = Graduate OR Professional] Did you first enroll as an undergraduate student?

Yes [GO TO A6b]

No [SKIP TO A7]

A6b. What year did you enroll as a graduate or professional student?

[DROP DOWN LIST]

- Prior to 2014
 - 2014 – 2019 by single year
-

A7. Are you in a program in which you take all of your courses online?

- 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 [GO TO A10]
 - Asian [GO TO A9A]
 - Black or African American [GO TO A10]
 - Native Hawaiian or Other Pacific Islander [GO TO A10]
 - White [GO TO A10]
 - Other [GO TO A10]
 - [IF BLANK GO TO A10]
-

A9a. Please select one or more of the following that best represents your background:

- Asian Indian
 - Chinese
 - Filipino
 - Japanese
 - Korean
 - Vietnamese
 - Other Asian
-

A10. Are you a US citizen or permanent resident?

- Yes
 - No
-

A11.⁶⁰ Which best describes your gender identity?

- Woman
 - Man
 - Trans woman (male-to-female)
 - Trans man (female-to-male)
 - Nonbinary or genderqueer
 - Questioning
 - Not listed. I describe myself as (specify)
 - Decline to state
-

⁶⁰Modified from Freyd, J.J., Rosenthal, M., & Smith, C.P. (2014). The UO Sexual Violence and Institutional Behavior Campus Survey. Retrieved from <https://dynamic.uoregon.edu/jjf/campus/UO2014campussurveycontent.pdf>

A12.⁶¹ Do you consider yourself to be (Mark all that apply)

- Heterosexual or straight
 - Gay or lesbian
 - Bisexual
 - Asexual
 - Queer
 - Questioning
 - Not listed. I consider myself (specify)
 - Decline to state
-

A13. Since you have been a student at [University], have you been in any of these partnered relationships? (Mark all that apply):

- Marriage or civil union
 - Domestic partnership or cohabitation
 - Steady or serious relationship
 - Other ongoing relationship involving physical or sexual contact
 - None of the above
-

A14. Are you currently ...

- Never married
 - Not married but living with a partner
 - Married
 - Divorced or separated
 - Other
-

A15a. Do you identify as a student with any of the following? (Mark all that apply)

- Learning disability
 - ADHD
 - Autism Spectrum Disorder
 - Mobility-related disability (e.g., spinal cord injury, muscular dystrophy, etc.)
 - Sensory disability (e.g., hard of hearing, low vision, etc.)
 - Chronic mental health condition (e.g., depression, PTSD, anxiety disorder, etc.)
 - Chronic medical condition (e.g., cystic fibrosis, diabetes, chronic pain, etc.)
 - Other disability or chronic condition
 - None of the above **[SKIP TO A16]**
-

⁶¹Williams Institute (2009). Best practices for asking questions about sexual orientation on surveys. Retrieved from <https://williamsinstitute.law.ucla.edu/wp-content/uploads/SMART-FINAL-Nov-2009.pdf>

A15. [IF A15a=ANY] Have you registered with [University]’s office of student accessibility and disability services?

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]

None of the above

A17. Which of the following best describes your living situation?

[UNIVERSITY SPECIFIC LIST]

SECTION BB – GENERAL PERCEPTIONS OF CAMPUS

This section was designed to help contextualize respondents' campus experience and allow for comparisons within and across participating institutions. They are based on the collective efficacy framework (Sampson, Raudenbush, & Earls, 1997)⁶² by focusing on social cohesion and trust. The items were adapted from the Rutgers Campus Climate Survey (McMahon, 2018),⁶³ the We Speak: Attitudes on Sexual Misconduct at Princeton survey (Princeton University, 2017),⁶⁴ and the Campus Climate Validation Study (Krebs, et al., 2016).⁶⁵

The next few questions are about how you experience the campus community at [University].

BB1. How connected do you feel to the campus community at [University] as a whole?

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

BB2. How comfortable are you seeking advice from faculty or staff at [University], even about something personal?

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

⁶²Modified from Sampson, R. J., Raudenbush, S. W., & Earls, F. (1997). Neighborhoods and violent crime: A multilevel study of collective efficacy. *Science*, 277, 918-924.

⁶³Modified from McMahon, S. (2018). #iSPEAK: Rutgers Campus Climate Survey. Retrieved from <https://socialwork.rutgers.edu/file/4402/download>

⁶⁴Modified from Princeton University (2017). We Speak: Attitudes on Sexual Misconduct at Princeton. Retrieved from <https://sexualmisconduct.princeton.edu/sites/sexualmisconduct/files/wespeak2017.pdf>

⁶⁵Modified from Krebs, C, Lindquist, C., Berzofsky, M., Shook-Sa, B., Peterson, K., Planty, M., Langton, L., & Stroop, J. (2016). *Campus climate survey validation study final technical report*. Bureau of Justice Statistics, U.S. Department of Justice, R&DP-2015:04, NCJ 249545.

BB3. How concerned are students at [University] about each other's well-being?

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

BB4. How concerned are faculty or staff at [University] about your well-being?

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

BB5. How concerned are University Officials at [University] about your well-being?

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

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 other 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 in the future while enrolled at [University]?

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

⁶⁶Modified 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 – KNOWLEDGE OF RESOURCES

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

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

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

⁶⁷Modified from McMahon, S. (2018). #ISPEAK: Rutgers Campus Climate Survey. Retrieved from <https://socialwork.rutgers.edu/file/4402/download>

⁶⁸Modified from Rankin & Associates Consulting (2008). Carleton College Climate Assessment Project: Carleton final report. Retrieved from: https://apps.carleton.edu/governance/diversity/assets/Carleton_Final_Report_Narrative.pdf

⁶⁹Ibid

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

Not at all

A little

Somewhat

Very

Extremely

SECTION D - SEXUAL HARASSMENT^{70 71}

These next questions ask about behaviors you may have experienced while a student at [University].

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 sexual jokes or sexual stories that were insulting or offensive to you?

Yes
No

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
No

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
No

D4. Since you have been a student at [University], has a student, or someone employed by or otherwise associated with [University] used social or on-line media to do any of the following that you didn't want:

- send offensive sexual remarks, jokes, stories, pictures or videos to you
- communicate offensive sexual remarks, jokes, stories, pictures or videos about you

Yes
No

⁷⁰Modified 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.

⁷¹Modified from Freyd, J.J., Rosenthal, M., & Smith, C.P. (2014). The UO Sexual Violence and Institutional Behavior Campus Survey. Retrieved from <https://dynamic.uoregon.edu/jif/campus/UO2014campussurveycontent.pdf>

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

No

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 told sexual jokes or stories 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 used social or any other form of on-line media to communicate offensive sexual remarks, jokes, stories, pictures or videos to you or about you
- **[IF D5 = YES]** Someone continued to ask you to go out, get dinner, have drinks or have sex even though you said, “No”

D5a. Did (this/any of these) experience(s) affect you in any of the following ways? (Mark all that apply)

Interfered with your academic or professional performance

Limited your ability to participate in an academic program

Created an intimidating, hostile or offensive social, academic or work environment

None of the above

D6. How many different people behaved this way?

1 person **[GO TO D6a]**

2 persons **[SKIP TO D6b]**

3 or more persons **[SKIP TO D6b]**

[IF BLANK SKIP TO D6b]

D6a. [IF 1 PERSON] Was the person that did this to you...

Man

Woman

Other gender identity

Don’t Know

[FOR ANY RESPONSE OR IF BLANK SKIP TO D7]

D6b. [IF >1 PERSON] Were any of the people that did this to you...

| | | |
|-----------------------|-----|----|
| Man | Yes | No |
| Woman | Yes | No |
| Other gender identity | Yes | No |
| Don't Know | Yes | No |

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

- Student
 - Student teaching assistant
 - Faculty or instructor
 - Research staff
 - Other staff or administrator
 - Coach or trainer
 - Alumni
 - Other person associated with [University] (e.g., internship, study abroad)
 - The person was not associated with [University]
 - Unsure about 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)

- Someone I was involved or intimate with at the time
 - Someone I previously had been involved or intimate with
 - Teacher
 - Advisor
 - Someone I was teaching or advising
 - Live-in residential staff
 - Coach or trainer
 - Boss or supervisor
 - Co-worker
 - Friend
 - Classmate
 - Someone I know or recognize, but was not a friend
 - Did not know or recognize this person
-

D9. Since the beginning of the Fall 2018 term, how many times has someone behaved this way?

[DROP DOWN LIST]

0-19

20+

D10. Since you have been a student at [University], have you contacted any of the following about this experience? (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 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 2018 – present

Fall of 2017 – Summer of 2018

Fall of 2016 – Summer of 2017

Prior to Fall of 2016

BOX D3

IF MORE PROGRAMS MARKED IN D11 THEN RETURN TO BOX D2
ELSE SKIP TO D14

D13. [IF NO PROGRAMS CONTACTED] Why did you decide not to contact any of these programs or resources? (Mark all that apply)

I did not know where to go or who to tell

I 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 contact any of these programs or resources

I did not want the person to get into trouble

I feared negative academic, social or professional consequences

I feared it would not be kept confidential

I could handle it myself

I feared retaliation

I didn't think these resources would give me the help I needed

Incident occurred while school was not in session

Other

BOX D4

IF D13= 'NOT SERIOUS ENOUGH' OR 'OTHER' THEN CONTINUE
ELSE SKIP TO D14

D13a. You said you did not contact any of these programs or resources (because it was not serious enough/for an 'other' reason/because it was not serious enough and for an 'other' reason). Please review the list below and mark any of the reasons that may better describe why you didn't contact any of these programs or resources (Mark all that apply).

I was not injured or hurt

The reaction by others suggested that it wasn't serious enough to contact any of these programs or services

I contacted other programs or services that I felt were appropriate

I had trouble reaching the program or service

I was too busy

The event happened in a context that began consensually

Because of the person's gender, I thought it would be minimized or misunderstood

I might be counter-accused

Alcohol and/or other drugs were present

Events like this seem common

My body showed involuntary arousal

Other: [Text Box]

D14. Which of the following persons, if any, did you (also) tell about this? (Mark all that apply)

Friend

Family member

Faculty member or instructor

Resident advisor (RA), or other live-in residential staff

Other administrative staff

Spiritual or religious advisor, leader, or clergy

Therapist or counselor

Sexual or romantic partner

Program or resource outside the University (e.g., a hotline)

Physician

Someone else

I didn't tell anyone (else)

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

E1. Since you have been a student at [University], has someone made unwanted phone calls, sent emails, voice, text or instant messages to you, or posted unwanted messages, pictures or videos on social media to or about you or elsewhere online?

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 uninvited or waited for you when you did not want that person to be there?

Yes

No [GO TO E3]

[IF BLANK THEN GO TO E3]

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

⁷²Modified from Black, M.C., Basile, K.C., Breiding, M.J., Smith, S.G., Walters, M.L., Merrick, M.T. et al. (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.

⁷³Modified 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.

⁷⁴Modified from Tjaden, P., & Thoennes, N. (1998). *Stalking 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.

E3. Since you have been a student at [University], has someone spied on, watched or followed you in person, or monitored your activities or tracked your location using devices or software on your phone or computer?

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 E4a

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 to you, or posted unwanted messages, pictures or videos on social media to or about you or elsewhere online
- **[IF E2 = YES]** Someone showed up somewhere uninvited or waited for you when you did not want that person to be there
- **[IF E3 = YES]** Someone spied on, watched or followed you either in person, or monitored your activities or tracked your location using devices or software on your phone or computer

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

Yes **[GO TO E4a]**

No **[GO TO BOX F0]**

Don't Know **[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
- **[IF E2 = YES]** Someone showed up somewhere uninvited or waited for you when you did not want that person to be there
- **[IF E3 = YES]** Someone spied on, watched or followed you either in person or using devices or software

E4a. Did any of these unwanted contacts or behaviors make you fear for your safety or the safety of someone close to you?

Yes
No

E4b. Did any of these unwanted contacts or behaviors cause you substantial emotional distress?

Yes
No

E4d. Were any of the people that did this to you...

| | | |
|-----------------------|-----|----|
| Man | Yes | No |
| Woman | Yes | No |
| Other gender identity | Yes | No |
| Don't Know | Yes | No |

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

Student
Student teaching assistant
Faculty or instructor
Research staff
Other staff or administrator
Coach or trainer
Alumni
Other person associated with [University] (e.g., internship, study abroad)
The person was not associated with [University]
Unsure about 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)

- Someone I was involved or intimate with at the time
 - Someone I previously had been involved or intimate with
 - Teacher
 - Advisor
 - Someone I was teaching or advising
 - Live-in residential staff
 - Coach or trainer
 - Boss or supervisor
 - Co-worker
 - Friend
 - Classmate
 - Someone I know or recognize, but was not a friend
 - Did not know or recognize this person
-

E7. Since the beginning of the Fall 2018 term, how many times have you had any of these experiences?

[DROP DOWN LIST]

- 0-19
 - 20+
-

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 E9 FOR EACH PROGRAM MARKED IN E8 (UP TO 10)

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

- Fall of 2018 – present
- Fall of 2017 – Summer of 2018
- Fall of 2016 – Summer of 2017
- Prior to Fall of 2016

BOX E3

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

E11. Why did you decide not to contact any of these programs or resources? (Mark all that apply)

I did not know where to go or who to tell

I 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 contact any of these programs or resources

I did not want the person to get into trouble

I feared negative academic, social or professional consequences

I feared it would not be kept confidential

I could handle it myself

I feared retaliation

I didn't think these resources would give me the help I needed

Incident occurred while school was not in session

Other

BOX E4

IF E11= 'NOT SERIOUS ENOUGH' OR 'OTHER' THEN CONTINUE
ELSE SKIP TO E12

E11a. You said you did not contact any of these programs or resources (because it was not serious enough/for an 'other' reason/because it was not serious enough and for an 'other' reason). Please review the list below and mark any of the reasons that may better describe why you didn't contact any of these programs or resources (Mark all that apply).

I was not injured or hurt

The reaction by others suggested that it wasn't serious enough to contact any of these programs or services

I contacted other programs or services that I felt were appropriate

I had trouble reaching the program or service

I was too busy

The event happened in a context that began consensually

Because of the person's gender, I thought it would be minimized or misunderstood

I might be counter-accused

Alcohol and/or other drugs were present

Events like this seem common

My body showed involuntary arousal

Other: [Text Box]

E12. Which of the following persons, if any, did you (also) tell about this? (Mark all that apply)

Friend

Family member

Faculty member or instructor

Resident advisor (RA), or other live-in residential staff

Other administrative staff

Spiritual or religious advisor, leader, or clergy

Therapist or counselor

Sexual or romantic partner

Program or resource outside the University (e.g., a hotline)

Physician

Someone else

I didn't tell anyone (else)

SECTION F – INTIMATE PARTNER VIOLENCE (IPV)⁷⁵

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]. Recall that a partnered relationship can be any of the following:

- Marriage or civil union
- Domestic partnership or cohabitation
- Steady or serious relationship
- Other ongoing relationship involving physical or sexual contact

People treat their partners in many different ways. The next section asks you questions about your relationship(s) with your partner(s).

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 him/herself?

Yes

No

⁷⁵Modified from Black, M.C., Basile, K.C., Breiding, M.J., Smith, S.G., Walters, M.L., Merrick, M.T. et al. (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 or otherwise physically hurt or injured 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

Yes

No

BOX F1

IF F1=YES OR F2=YES OR F3=YES, THEN GO TO F4
ELSE SKIP 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 [GO TO F4a]

2 partners [SKIP TO F4b]

3 or more partners [SKIP TO F4b]

[IF BLANK SKIP TO F4b]

F4a. [IF 1 PERSON] Was the person that did this to you...

Man

Woman

Other gender identity

Don't Know

[FOR ANY RESPONSE OR IF BLANK SKIP TO F5]

F4b. [IF >1 PERSON] Were any of the people that did this to you...

| | | |
|-----------------------|-----|----|
| Man | Yes | No |
| Woman | Yes | No |
| Other gender identity | Yes | No |
| Don't Know | Yes | No |

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]

F7. Since the beginning of the Fall 2018 term, how many times have you (had this experience/had any of these experiences)?

[DROP DOWN LIST]

0-19

20+

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 F9 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 2018 – present

Fall of 2017 – Summer of 2018

Fall of 2016 – Summer of 2017

Prior to Fall of 2016

BOX F3

IF MORE PROGRAMS MARKED IN F8 THEN RETURN TO BOX F2
ELSE SKIP TO F12

F11. Why did you decide not to contact any of these programs or resources? (Mark all that apply)

- I did not know where to go or who to tell
- I 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 contact any of these programs or resources
- I did not want the person to get into trouble
- I feared negative academic, social or professional consequences
- I feared it would not be kept confidential
- I could handle it myself
- I feared retaliation
- I didn't think these resources would give me the help I needed
- Incident occurred while school was not in session
- Other

BOX F4

IF F10= 'NOT SERIOUS ENOUGH' OR 'OTHER' THEN CONTINUE
ELSE SKIP TO F12

F11a. You said you did not contact any of these programs or resources (because it was not serious enough/for an 'other' reason/because it was not serious enough and for an 'other' reason). Please review the list below and mark any of the reasons that may better describe why you didn't contact any of these programs or resources (Mark all that apply).

- I was not injured or hurt
- The reaction by others suggested that it wasn't serious enough to contact any of these programs or services
- I contacted other programs or services that I felt were appropriate
- I had trouble reaching the program or service
- I was too busy
- The event happened in a context that began consensually
- Because of the person's gender, I thought it would be minimized or misunderstood
- I might be counter-accused
- Alcohol and/or other drugs were present
- Events like this seem common
- My body showed involuntary arousal
- Other: [Text Box]

F12. Which of the following persons, if any, did you (also) tell about this? (Mark all that apply)

Friend

Family member

Faculty member or instructor

Resident advisor (RA), or other live-in residential staff

Other administrative staff

Spiritual or religious advisor, leader, or clergy

Therapist or counselor

Sexual or romantic partner

Program or resource outside the University (e.g., a hotline)

Physician

Someone else

I didn't tell anyone (else)

This next section asks about nonconsensual or unwanted sexual contact you may have experienced while attending [University].

The sexual behavior may have been performed on you or you may have been made to perform the sexual behaviors on another person. 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.

Please consider anyone who did this, whether or not the person was associated with (University).

The following questions separately ask about contact that occurred because of physical force, incapacitation due to alcohol and/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 using their body weight to hold you down, 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

⁷⁶Modified 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>.

⁷⁷Modified from Koss, M.P., Abbey, A., Campbell, R., Cook, S., Norris, J., Testa, M., Ullman, S., West, C. & 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 HH0

⁷⁸Incorporate active, ongoing voluntary agreement as a tactic from the AAU and COFHE schools voluntary agreement policies.

⁷⁹Ibid

SECTION HH – OPINIONS OF PROGRAM SERVICES

BOX HH0

IF RESPONDENT MARKED ANY PROGRAM IN ITEMS (D10, E8, F8, or GA16) THEN CONTINUE
ELSE SKIP TO BOX H0

ADMINISTER QUESTIONS HH1& HH2 FOR EACH PROGRAM A-J MARKED IN (D10, E8, F8, GA16), UP TO 10 TIMES

QUESTIONS ARE ASKED FOR EACH PROGRAM MARKED, REGARDLESS OF INCIDENT TYPE OR NUMBER OF CONTACTS. FOR EXAMPLE:

--- If someone marks 'Program A' in D11 and 'Program A' in GA16, they will receive questions HH1& HH2 only once (for 'Program A')

--- If someone marks 'Program A' and 'Program C' in D10, and 'Program C' in F8, then they will receive questions HH1& HH2 twice: once for 'Program A' and once for 'Program C'.

Earlier you said that you have contacted the following as a result of an incident:

[LIST programs contacted]

The following ask you about your experience with (this/each of these) program(s)

You said that you contacted [PROGRAM] ...

HH1. How useful was [Program] in helping you?

Not at all

A little

Somewhat

Very

Extremely

HH2. At any time did you feel pressure from [PROGRAM] on whether or not to report or file a complaint?

No, I did not feel pressure to proceed with reporting or filing a complaint

Yes, I felt pressure to proceed with reporting or filing a complaint

Yes, I felt pressure NOT to report or file a complaint

BOX HH1

IF MORE PROGRAMS SELECTED IN (D10, E8, F8, or GA16) THEN RETURN TO BOX HH0
ELSE CONTINUE TO BOX H1

SECTION H – SEXUAL MISCONDUCT PREVENTION TRAINING⁸⁰

BOX H0

IF A6=2018 or 2019 THEN GO TO H1
IF A6 < 2018 THEN GO TO H2

H1. As an incoming student at [University], did you complete any training modules or information sessions about sexual assault or other sexual misconduct?

Yes [GO TO H1a]

No [GO TO I1]

[IF BLANK THEN SKIP TO I1]

H1a. [IF H1 = YES] What topics did these training modules or information sessions include? (Mark all that apply)

How sexual assault or other sexual misconduct is defined on campus

How to prevent sexual assault or other sexual misconduct

Additional training programs on how to prevent sexual assault or other sexual misconduct

Where to seek help should you or someone else experience sexual assault or other sexual misconduct

[IF ANY RESPONSE OR IF BLANK THEN SKIP TO I1]

H2. Since arriving at [University], have you completed any training modules or information sessions about sexual assault or other sexual misconduct?

Yes [GO TO H2a]

No [GO TO I1]

[IF BLANK THEN CONTINUE TO I1]

H2a. [IF H2 = YES] What topics did these training modules or information sessions include? (Mark all that apply)

How sexual assault or other sexual misconduct is defined on campus

How to prevent sexual assault or other sexual misconduct

Additional training programs on how to prevent sexual assault or other sexual misconduct

Where to seek help should you or someone else experience sexual assault or other sexual misconduct

[IF ANY RESPONSE OR IF BLANK THEN SKIP TO I1]

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.justice.gov/archives/ovw/page/file/905942/download>

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 other 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 other 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

12. If someone were to report a sexual assault or other 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

⁸¹Modified 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.justice.gov/archives/ovw/page/file/905942/download>

⁸²Modified from McMahon, S. (2018). #iSPEAK: Rutgers Campus Climate Survey. Retrieved from <https://socialwork.rutgers.edu/file/4402/download>

SECTION J – BYSTANDER BEHAVIOR^{83 84}

The next questions are about situations you may have seen since you have been a student at [University].

J1. Since you have been a student at [University], have you noticed someone at [University] making inappropriate sexual comments about someone else's appearance, sharing unwanted sexual images, or otherwise acting in a sexual way that you believed was making others feel uncomfortable or offended?

Yes [CONTINUE]

No [GO TO J2]

[IF BLANK THEN GO TO J2]

J1a. Thinking about the last time this happened, what did you do? (Mark all that apply)

Directly intervened or interrupted the situation in the moment

Checked in with the person who seemed impacted by the behavior

Confronted or expressed concern to the person engaging in the behavior

Sought help from either person's friends

Sought help from someone else

Expressed concern to school administrators or another person in a position of authority

Did nothing because the person impacted appeared to be handling the situation

Did nothing because I wasn't sure what to do

Did nothing for another reason

Other: [Text Box]

J2. Since you have been a student at [University], have you witnessed a pattern of ongoing sexual comments or behaviors that made you concerned that a fellow student at [University] was experiencing sexual harassment?

Yes [CONTINUE]

No [GO TO J3]

[IF BLANK THEN GO TO J3]

⁸³Modified 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.

⁸⁴Modified from McMahon, S. (2018). #iSPEAK: Rutgers Campus Climate Survey. Retrieved from <https://socialwork.rutgers.edu/file/4402/download>

J2a. Thinking about the last time this happened, what did you do? (Mark all that apply)

- Directly intervened or interrupted the situation in the moment
 - Checked in with the person who seemed impacted by the behavior
 - Confronted or expressed concern to the person engaging in the behavior
 - Sought help from either person's friends
 - Sought help from someone else
 - Expressed concern to school administrators or another person in a position of authority
 - Did nothing because the person impacted appeared to be handling the situation
 - Did nothing because I wasn't sure what to do
 - Did nothing for another reason
 - Other: [Text Box]
-

J3. Since you have been a student at [University], have you witnessed someone at [University] behaving in a controlling or abusive way towards a dating or sexual partner?

- Yes [CONTINUE]
 - No [GO TO J4]
 - [IF BLANK GO TO J4]
-

J3a. Thinking about the last time this happened, what did you do? (Mark all that apply)

- Directly intervened or interrupted the situation in the moment
 - Checked in with the person who seemed impacted by the behavior
 - Confronted or expressed concern to the person engaging in the behavior
 - Sought help from either person's friends
 - Sought help from someone else
 - Expressed concern to school administrators or another person in a position of authority
 - Did nothing because the person impacted appeared to be handling the situation
 - Did nothing because I wasn't sure what to do
 - Did nothing for another reason
 - Other: [Text Box]
-

J4. Since you have been a student at [University], have you witnessed a situation that you believed could have led to a sexual assault?

- Yes [CONTINUE]
 - No
-

J4a. Thinking about the last time this happened, what did you do? (Mark all that apply)

Directly intervened or interrupted the situation in the moment

Checked in with the person who seemed impacted by the behavior

Confronted or expressed concern to the person engaging in the behavior

Sought help from either person's friends

Sought help from someone else

Expressed concern to school administrators or another person in a position of authority.

Did nothing because the person impacted appeared to be handling the situation

Did nothing because I wasn't sure what to do

Did nothing for another reason

Other: [Text Box]

SURVEY COMPLETION SCREEN

You have completed the survey, but your data have not yet been submitted. We greatly appreciate your willingness to share your personal experiences and opinions about some very private and sensitive issues. Thank you.

If you or someone you know needs support services related to an experience of sexual assault or other sexual misconduct, click on the “Support Resources” link at the top and bottom of this page for information on how to access support services.

Please click on the “Submit” button to submit your completed survey now.

[SUBMIT BUTTON]

[PREVIOUS PAGE BUTTON]

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. 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 2018 term [GO TO NEXT BOX]
2. Prior to the Fall 2018 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 2017 to Summer 2018
2. Fall 2016 to Summer 2017
3. Fall 2015 to Summer 2016
4. Prior to Fall of 2015
5. It occurred before I was a student at [University][GO TO BOX G1_2]
[IF BLANK GO TO BOX G1_2]

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 BOX G1_2]
[IF BLANK THEN GO TO BOX G1_2]
-

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]B='since Fall 2018' 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 2018 term?

- Yes
No

**ATTACHMENT 2 – SECTION GA: SUMMARY DETAILED INCIDENT
FORM^{85 86}**

BOX GA0

IF ALL ITEMS G1 – G9 = 'NO' OR BLANK THEN SKIP TO BOX H0
ELSE CONTINUE TO BOX GA1

BOX GA1

Section GA is administered up to 4 TIMES based on incidents reported in items G1 – G9
Respondents who reported at least 1 incident in G1 – G9 will be asked to complete 1 DIF.
Respondents who reported more than 1 incident will be given the option to complete up to 4 DIFs (see the end of section GA for this request).

A DIF will be in reference to 1 single incident

The incident referenced by a DIF will be selected by the respondent, based on how much the experience impacted or affected the respondent.

- The FIRST DIF will reference the incident which IMPACTED OR AFFECTED the respondent THE MOST
- The SECOND DIF will reference the incident which IMPACTED OR AFFECTED the respondent THE SECOND MOST
- ...up to 4 incidents

BOX GA1.5

Count number of eligible incidents for each item in section G:

DO FOR X = 1 – 9 AND Y = 1 – 4

if G[X]=YES then do

G[X]count = G[X] a

if G[X]a=BLANK then G[X]count=1

if G[X]c_[Y] = 5 OR G[X]e_[Y] = (1 to 8) then G[X]count - 1

Dynamic text

if sum (G1count-G9count) =1 then:

“...what happened during the incident you reported...”

if sum (G1count-G9count) >1 AND first incident then:

“...what happened during one of the incidents you reported...”

if sum if sum (G1count-G9count) >1 AND 2nd-4th incident then:

“...what happened during another one of the incidents you reported...”

⁸⁵Modified from Black, M.C., Basile, K.C., Breiding, M.J., Smith, S.G., Walters, M.L., Merrick, M.T. et al. (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.

⁸⁶Modified from Bureau of Justice Statistics (2017). National Crime Victimization Survey, 2016: Technical documentation. Retrieved from <https://www.bjs.gov/content/pub/pdf/ncvstd16.pdf>

The following questions ask about what happened during (the/(another) one of the) incident(s) you reported earlier. Sometimes it is difficult to report on these details, but the information you provide will help us understand the context and consequences of the incident.

Please remember that you can skip any question if you do not want to answer.

[IF FIRST INCIDENT]: You said that the following happened to you since you have been a student at [University]:

- [IF G1count > 0] Penetration or oral sex involving physical force or threats of physical force ([G1count] incidents)
- [IF G2count > 0] Attempted but not successful penetration or oral sex involving physical force or threats of physical force ([G2count] incidents)
- [IF G3count > 0] Sexual touching involving physical force or threats of physical force ([G3count] incidents)
- [IF G4count > 0] Penetration or oral sex when you were unable to consent or unable to stop what was happening ([G4count] incidents)
- [IF G5count > 0] Sexual touching when you were unable to consent or unable to stop what was happening ([G5count] incidents)
- [IF G6count > 0] Penetration or oral sex when you were coerced by threats of serious non-physical harm or promised rewards ([G6count] incidents)
- [IF G7count > 0] Sexual touching when you were coerced by threats of serious non-physical harm or promised rewards ([G7count] incidents)
- [IF G8count > 0] Penetration or oral sex without your active ongoing consent ([G8count] incidents)
- [IF G9count > 0] Sexual touching without your active ongoing consent ([G9count] incidents)

[IF ONE INCIDENT]: Please answer the following questions about what happened during this experience and how it impacted or affected you.

[IF FIRST INCIDENT OF 2 OR MORE]: The following questions ask you about what happened during one of these experiences. While all such experiences are of great concern, please answer the following questions about the experience that has *impacted or affected you the most*.

[IF SECOND, THIRD OR FOURTH INCIDENT] You reported that [XX] other incidents involving sexual contact occurred. The following questions ask you about what happened during the incident that had the NEXT greatest impact on you. Please remember that you can skip any question if you do not want to answer.

GA1. How many people did this to you (during this incident)?

- 1 person [GO TO GA2a]
 - 2 persons [SKIP TO GA2b]
 - 3 or more persons [SKIP TO GA2b]
 - [IF BLANK SKIP TO GA2b]
-

GA2a. [IF 1 PERSON] Was the person that did this to you ...

- Man
 - Woman
 - Other gender identity
 - Don't know
 - [FOR ANY RESPONSE OR IF BLANK SKIP TO GA2c]
-

GA2b. [IF >1 PERSON] Were any of the people that did this to you...

- | | | |
|-----------------------|-----|----|
| Man | Yes | No |
| Woman | Yes | No |
| Other gender identity | Yes | No |
| Don't Know | Yes | No |
-

**GA2c. What type of nonconsensual or unwanted behavior occurred during this incident?
(Mark all that apply)**

- Penis, finger(s) or object(s) was inside someone's vagina or anus
 - Mouth or tongue made contact with another's genitals
 - Kissed
 - Touched breast, chest, crotch, groin or buttocks
 - Grabbed, groped or rubbed in a sexual way
 - Other
-

GA2d. How did the person do this? (Mark all that apply)

- The person(s) used physical force or threats physical of force
 - The person(s) did this when I was unable to consent or stop what was happening because I was passed out, asleep, or incapacitated due to drugs or alcohol
 - The person(s) threatened serious non-physical harm or promised rewards
 - The person(s) did this without my active, ongoing, voluntary agreement
-

GA3. How (is the person/ are the persons) who did this to you associated with [University]? (Mark all that apply)

- Student
 - Student teaching assistant
 - Faculty or instructor
 - Research staff
 - Other staff or administrator
 - Coach or trainer
 - Alumni
 - Other person associated with [University] (e.g., internship, study abroad)
 - The person was not associated with [University]
 - Unsure about association with [University]
-

GA4. At the time of this event, what (was the person's /were these persons') relationship to you? (Mark all that apply)

- Someone I was involved or intimate with at the time
 - Someone I previously had been involved or intimate with
 - Teacher
 - Advisor
 - Someone I was teaching or advising
 - Live-in residential staff
 - Coach or trainer
 - Boss or supervisor
 - Co-worker
 - Friend
 - Classmate
 - Someone I know or recognize, but was not a friend
 - Did not know or recognize this person
-

GA5. Before the incident, (was/were) (the person/any of the persons) who did this to you drinking alcohol?

- Yes
 - No
 - Don't know
-

GA6. Before the incident, (was/were) (the person/any of the persons) who did this to you using drugs?

- Yes
- No
- Don't Know

GA7. Before the incident were you drinking alcohol? Keep in mind that your use of alcohol in no way absolves a person who acted against your will.

Yes

No

GA8. Before the incident did you voluntarily take any drugs? Keep in mind your use of drugs in no way absolves a person who acted against your will.

Yes

No

GA9. Before the incident, 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 GA11a

GA10. Were you passed out or asleep for all or parts of this incident?

Yes

No

Not sure

GA11a. Did this incident occur during an academic break or recess?

Yes

No

GA12a. Where did this incident occur?

- University residence hall/dorm
 - Fraternity house
 - Sorority house
 - Other space used by a single-sex student social organization
 - Other residential housing
 - Classroom, lab or fieldwork setting
 - Faculty or staff office
 - Restaurant, bar or club
 - Other non-residential building
 - Outdoor or recreational space
 - Some other place
-

GA12b. Did this incident occur:

- On a (University) campus location
 - On a (University) affiliated off-campus location
 - Some other place
-

GA13a. Did you experience any of the following as a result of the incident? (Mark all that apply)

- Avoided or tried to avoid the person(s)
 - Fearfulness or being concerned about safety
 - Feelings of helplessness or hopelessness
 - Loss of interest in daily activities
 - Withdrawal from interactions with friends
 - Stopped participating in extracurricular activities
 - 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
-

GA13b. Did you experience any of the following on your academic or professional life? (Mark all that apply)

- Decreased class attendance
 - Difficulty concentrating on course projects, assignments, or exams
 - Difficulty concentrating on thesis/dissertation research or lab/clinical duties
 - Difficulty going to work
 - Withdrew from some or all classes
 - Changed my residence or housing situation
 - Changed my career plan
 - Considered dropping out of school
 - Changed major or college
 - None of the above
-

GA14. Did any of the following happen to you from this experience? (Mark all that apply)

- Physically injured [CONTINUE TO GA15]
 - Contracted a sexually transmitted disease or infection [SKIP TO GA15]
 - Became pregnant [SKIP TO GA15]
 - None of the above [SKIP TO GA15]
 - [IF BLANK THEN SKIP TO GA15]
-

GA15. [IF A15a = ANY] You said that you have:

- (List of conditions marked in A15a)

Did this incident have any of the following effects on you? (Mark all that apply):

- It led to my developing (at least one of these/this) condition(s)
 - It exacerbated or made worse (at least one of these/this) condition
 - It had no effect (on any of these/on this) condition(s)
-

GA16. Have you ever contacted any of the following about this experience? (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, SKIP TO GA17
ELSE ASK GA16a FOR THE FIRST 4 PROGRAMS SELECTED IN GA16

GA16a. When did you most recently contact [Program] about this experience?

- Fall of 2018 – present
- Fall of 2017 – Summer of 2018
- Fall of 2016 – Summer of 2017
- Prior to Fall 2016

BOX GA5

IF MORE PROGRAMS MARKED THEN RETURN TO BOX GA4
ELSE SKIP TO GA18

GA17. Why did you decide not to contact any of these programs or resources? (Mark all that apply)

- I did not know where to go or who to tell
- I 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 contact any of these programs or resources
- I did not want the person to get into trouble
- I feared negative academic, social or professional consequences
- I feared it would not be kept confidential
- I could handle it myself
- I feared retaliation
- I didn't think these resources would give me the help I needed
- Incident occurred while school was not in session
- Other

BOX GA6

IF GA17= 'NOT SERIOUS ENOUGH' OR 'OTHER' THEN CONTINUE
ELSE IF MORE THAN ONE RESPONSE MARKED THEN SKIP TO GA17b
ELSE SKIP TO GA18

GA17a. You said you did not contact any of these programs or resources (because it was not serious enough/for an ‘other’ reason/because it was not serious enough and for an ‘other’ reason). Please review the list below and mark any of the reasons that may better describe why you didn’t contact any of these programs or resources (Mark all that apply).

I was not injured or hurt

The reaction by others suggested that it wasn’t serious enough to contact any of these programs or services

I contacted other programs or services that I felt were appropriate

I had trouble reaching the program or service

I was too busy

The event happened in a context that began consensually

Because of the person’s gender, I thought it would be minimized or misunderstood

I might be counter-accused

Alcohol and/or other drugs were present

Events like this seem common

My body showed involuntary arousal

Other: [Text Box]

BOX GA7

IF MORE THAN ONE RESPONSE MARKED ACROSS GA17 AND GA17a THEN CONTINUE ELSE SKIP TO GA18

GA17b. What was the most important reason why you did not contact these programs or resources at (University)?

[LIST OF ALL OPTIONS MARKED IN GA17 AND GA17a]

GA18. Which of the following persons, if any, did you (also) tell about this? (Mark all that apply)

Friend

Family member

Faculty member or instructor

Resident advisor (RA), or other live-in residential staff

Other administrative staff

Spiritual or religious advisor, leader, or clergy

Therapist or counselor

Sexual or romantic partner

Program or resource outside the University (e.g., a hotline)

Physician

Someone else

I didn’t tell anyone (else)

BOX GA8

IF THIS IS THE FIRST, SECOND, OR THIRD DIF AND THERE IS ANOTHER INCIDENT THEN CONTINUE TO GA19

ELSE SKIP TO BOX HH0

GA19. You told us that you experienced [sum of (G1count-G9count) - # of completed DIFs] other incidents involving sexual contact since you have been a student at [University]. Would you like to tell us about the details involved in another incident?

Please keep in mind that this is completely voluntary. If you don't want to answer any more questions about specific incidents, select "no".

Yes, I would like to answer questions about another incident [RETURN TO BOX GA1]
No, continue with the rest of the survey [CONTINUE TO BOX HH0]
[IF BLANK THEN CONTINUE TO BOX HH0]

Appendix 6. Comparison of 2015 and 2019 Surveys

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~~39, by single year

~~30+~~40+

[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. — [IF A2=UNDERGRAD]— What is your class year in school? Answer on the basis of the number of credits you have earned.

~~Freshman~~1st year [GO TO A5]

~~Sophomore~~2nd year [GO TO A5]

~~Junior~~3rd year [GO TO A5]

~~Senior~~4th year or higher [GO TO A5]

[IF BLANK THEN GO TO A5]

~~A4.~~ [IF A2=GRAD OR PROFESSIONAL] 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.e.g. 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~~2014

~~1997 – 2015~~2014 – 2019 by single year

A6a. [IF A2 = Graduate OR Professional] Did you first enroll as an undergraduate student?

Yes [GO TO A6b]

No [SKIP TO A7. ~~Do~~]

A6b. What year did you enroll as a graduate or professional student?

[DROP DOWN LIST]

Prior to 2014

2014 – 2019 by single year

A7. Are you in a program in which you take all of your courses ~~on-line~~online?

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 [\[GO TO A10\]](#)

Asian [\[GO TO A9A\]](#)

Black or African American [\[GO TO A10\]](#)

Native Hawaiian or Other Pacific Islander [\[GO TO A10\]](#)

White [\[GO TO A10\]](#)

Other [\[GO TO A10\]](#)

[\[IF BLANK GO TO A10\]](#)

A9a. Please select one or more of the following that best represents your background:

Asian Indian

Chinese

Filipino

Japanese

Korean

Vietnamese

Other Asian

A10. Are you a US citizen or permanent resident?

Yes

No

A11. Which best describes your gender identity?

Woman

Man

~~Transgender~~ [Trans woman \(male-to-female\)](#)

~~Transgender~~ [Trans man \(female-to-male\)](#)

~~Genderqueer or gender non-conforming~~

[Nonbinary or genderqueer](#)

Questioning

Not listed

Decline to state

A12. Do you consider yourself to be: (Mark all that apply)

Heterosexual or straight

Gay or lesbian

Bisexual

Asexual

Queer

Questioning

Not listed

Decline to state

A13. Since you have been a student at [University], have you been in any of these partnered relationships? ~~Partnered relationships include:~~ (Mark all that apply):

- ~~casual relationship~~ Marriage or ~~hook-up~~
- ~~steady or serious relationship~~ marriage, civil union, ~~domestic~~
- Domestic partnership or cohabitation
- Steady or serious relationship
- Other ongoing relationship involving physical or sexual contact
- None of the above

~~Yes~~

No

A14. Are you currently ...

Never married

Not married but living with a partner

Married

Divorced or separated

Other

A15

A15a. Do you ~~have~~ identify as a student with any of the following? (Mark all that apply)

Learning disability

ADHD

Autism Spectrum Disorder

Mobility-related disability (e.g., spinal cord injury, muscular dystrophy, etc.)

Sensory disability (e.g., hard of hearing, low vision, etc.)

Chronic mental health condition (e.g., depression, PTSD, anxiety disorder, etc.)

Chronic medical condition (e.g., cystic fibrosis, diabetes, chronic pain, etc.)

Other disability or chronic condition

None of the above [SKIP TO A16]

A15. ~~[IF A15a=ANY] Have you registered with [University]'s Disability Services or Office on Disabilities?~~ office of student accessibility and disability services?

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]

None of the above

A17. Which of the following best describes your living situation?

[UNIVERSITY SPECIFIC LIST]

SECTION BB – GENERAL PERCEPTIONS OF CAMPUS

The next few questions are about how you experience the campus community at [University].

BB1. How connected do you feel to the campus community at [University] as a whole?

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

BB2. How comfortable are you seeking advice from faculty or staff at [University], even about something personal?

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

BB3. How concerned are students at [University] about each other's well-being?

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

BB4. How concerned are faculty or staff at [University] about your well-being?

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

BB5. How concerned are University Officials at [University] about your well-being?

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

SECTION B – PERCEPTIONS OF RISK

“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 other 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?~~ in the future while enrolled at [University]?

- 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~~

SECTION C -- KNOWLEDGE OF RESOURCES

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

C1. Are you aware of the services and resources 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 other sexual misconduct are defined at [University]?

Not at all,

A little,

Somewhat,

Very,

Extremely

C2b.- How knowledgeable are you about where to get help at [University] if you or a friend experienced sexual assault or other sexual misconduct?

Not at all,

A little,

Somewhat,

Very,

Extremely

C2c. How knowledgeable are you about where to make a report of sexual assault or other sexual misconduct at [University]?

Not at all,

A little,

Somewhat,

Very,

Extremely

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

Not at all,

A little,

Somewhat,

Very,

Extremely

SECTION D - SEXUAL HARASSMENT

These next questions ask about ~~situations in which~~ behaviors you may have experienced while 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 sexual jokes or sexual stories that were insulting or offensive to you?

Yes

~~Never experienced~~ No

~~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~~ No

~~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~~

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~~ No

~~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, used social or instant messaged~~ offensive sexual remarks, jokes, stories, pictures or videos on-line media to you do any of the following that you didn't want?:

- send offensive sexual remarks, jokes, stories, pictures or videos to you
- communicate offensive sexual remarks, jokes, stories, pictures or videos about you

Yes

~~Never experienced~~ No

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~~ No

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 told sexual jokes or stories 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, used social or instant messaged~~ any other form of on-line media to communicate offensive sexual remarks, jokes, stories, pictures or videos to you or about you
- **[IF D5 = YES]** Someone continued to ask you to go out, get dinner, have drinks or have sex even though you said, "No"

D5a. Did (this/any of these) experience(s) affect you in any of the following ways? (Mark all that apply)

Interfered with your academic or professional performance

Limited your ability to participate in an academic program

Created an intimidating, hostile or offensive social, academic or work environment

None of the above

D6. How many different people behaved this way?

1 person [GO TO D6a]

2 persons [SKIP TO D6b]

3 or more persons [SKIP TO D6b]

[IF BLANK SKIP TO D6b]

D6a. [IF 1 PERSON] Was the person that did this to you...

Man

Woman

Other gender identity

Don't Know

[FOR ANY RESPONSE OR IF BLANK SKIP TO D7]

D6b. [IF >1 PERSON] Were any of the people that did this to you...

| | | |
|------------|------------|-----------|
| <u>Man</u> | <u>Yes</u> | <u>No</u> |
|------------|------------|-----------|

| | | |
|--------------|------------|-----------|
| <u>Woman</u> | <u>Yes</u> | <u>No</u> |
|--------------|------------|-----------|

| | | |
|------------------------------|------------|-----------|
| <u>Other gender identity</u> | <u>Yes</u> | <u>No</u> |
|------------------------------|------------|-----------|

| | | |
|-------------------|------------|-----------|
| <u>Don't Know</u> | <u>Yes</u> | <u>No</u> |
|-------------------|------------|-----------|

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

Student

Student teaching assistant

Faculty or instructor

Research staff

~~Coach or trainer~~

Other staff or administrator

~~Coach or trainer~~

Alumni

Other person affiliated/associated with a university program (ex. [University] (e.g., internship, study abroad)

The person was not affiliated/associated with [University]

~~Don't know~~ Unsure about 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~~ Someone I was involved or intimate with ~~at the time~~

Someone I previously had been involved or ~~was~~ intimate with

Teacher

Advisor

Someone I was teaching or ~~advisor~~ advising

Live-in residential staff

Coach or trainer

~~Boss~~ Co-worker, boss or supervisor

Co-worker

Friend or acquaintance

Stranger

Other

~~Don't~~ Classmate

Someone I know or recognize, but was not a friend

Did not know or recognize this person

D9. Since the beginning of the ~~fall 2014~~ Fall 2018 term, how many times has someone behaved this way?

[DROP DOWN LIST]

~~0 times~~ 19

1 time

2 times

3-5 times

6-9 times

10 or more times

20+

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]

D11. ~~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. 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 D2

~~REPEAT 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
TIMES)~~

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

~~Fall of 2018 – present~~

~~Fall of 2017 – Summer of 2018~~

~~Fall of 2016 – Summer of 2017~~

~~Prior to Fall of 2016~~

BOX D3

~~IF NO MORE PROGRAMS MARKED IN D11 THEN RETURN TO BOX D2
ELSE SKIP TO D14~~

~~D13. [IF NO PROGRAMS CONTACTED] Were Why did you decide not to contact any of the
following reasons why you did not contact anyone at [University]? these
programs or resources? (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/contact any of these programs or
resources~~

~~I did not want the person to get into trouble~~

~~I feared negative academic, social or professional consequences~~

~~I did not think anything would be done~~

~~I feared it would not be kept confidential~~

~~I could handle it myself~~

~~I feared retaliation~~

~~I didn't think these resources would give me the help I needed~~

~~Incident occurred while school was not on campus or associated with the school in
session~~

~~Other Incident did not occur while attending school~~

~~Other~~

BOX D4

IF D13= 'NOT SERIOUS ENOUGH' OR 'OTHER' THEN CONTINUE
ELSE SKIP TO D14. Did

D13a. You said you ~~(also) tell~~ did not contact any of these programs or resources (because it was not serious enough/for an 'other' reason/because it was not serious enough and for an 'other' reason). Please review the list below and mark any of the reasons that may better describe why you didn't contact any of these programs or resources (Mark all that apply).

I was not injured or hurt

The reaction by others suggested that it wasn't serious enough to contact any of these programs or services

I contacted other programs or services that I felt were appropriate

I had trouble reaching the program or service

I was too busy

The event happened in a context that began consensually

Because of the person's gender, I thought it would be minimized or misunderstood

I might be counter-accused

Alcohol and/or other drugs were present

Events like this seem common

My body showed involuntary arousal

Other:

D14. Which of the following persons, if any, did you (also) tell about this? (Mark all that apply)

Friend

Family member

Faculty member or instructor

Resident advisor (RA), or other live-in residential staff

Other administrative staff

Spiritual or religious advisor, leader, or clergy

Therapist or counselor

Sexual or romantic partner

Program or resource outside the University (e.g., a hotline)

Physician

Someone else

I didn't tell anyone (else)

SECTION E - STALKING

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

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

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 uninvited 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]

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 monitored your activities or tracked your location using devices or software ~~in a way that made you afraid for your personal safety?~~ on your phone or computer?

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~~E4a

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 to you, or posted unwanted messages, pictures or videos on social ~~networking sites in a way that made you afraid for your personal safety~~media to or about you or elsewhere online
- **[IF E2 = YES]** Someone showed up somewhere uninvited or waited for you when you did not want that person to be there ~~in a way that made you afraid for~~
- **[IF E3 = YES]** Someone spied on, watched or followed you either in person, or monitored your activities or tracked your personal safetylocation using devices or software on your phone or computer
- ~~**[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~~E4a]**

No **[GO TO ~~F1~~BOX F0]**

Don't Know **[GO TO ~~F1~~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 uninvited or waited for you when you did not want that person to be there
- **[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

E4a. Did any of these unwanted contacts or behaviors make you fear for your personal safety or the safety of someone close to you?

- ~~[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~~

Yes

No

E4b. Did any of these unwanted contacts or behaviors cause you substantial emotional distress?

Yes

No

E4d. Were any of the people that did this to you...

| | | |
|------------------------------|------------|-----------|
| <u>Man</u> | <u>Yes</u> | <u>No</u> |
| <u>Woman</u> | <u>Yes</u> | <u>No</u> |
| <u>Other gender identity</u> | <u>Yes</u> | <u>No</u> |
| <u>Don't Know</u> | <u>Yes</u> | <u>No</u> |

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

Student

Student teaching assistant

Faculty or instructor

Research staff

~~Coach or trainer~~

Other staff or administrator

Coach or trainer

Alumni

Other person ~~affiliated~~ associated with a university program (ex. [University] (e.g., internship, study abroad)

The person was not ~~affiliated~~ associated with [University]

~~Don't know~~ Unsure about 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~~ Someone I was involved or intimate with at the time

Someone I ~~previously had been~~ involved or ~~was~~ intimate with

Teacher

Advisor

Someone I was teaching or ~~advisor~~ advising

Live-in residential staff

Coach or trainer

Boss ~~Co-worker, boss~~ or supervisor

Co-worker

Friend or acquaintance

Stranger

Other

~~Don't~~ Classmate

Someone I know or recognize, but was not a friend

Did not know or recognize this person

E7. Since the beginning of the ~~fall 2014~~ Fall 2018 term, how many times have you had any of these experiences?

[DROP DOWN LIST]

0 times 19

1 time

2 times

3-5 times

6-9 times

10 or more times 20+

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 CONTINUE ADMINISTER E9 FOR EACH PROGRAM MARKED IN E8 (UP TO E910)

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

- Fall of ~~2014~~2018 – present
- Fall of ~~2013~~2017 – Summer of ~~2014~~2018
- Fall of ~~2012~~2016 – Summer of ~~2013~~2017
- Prior to Fall of ~~2012~~2016

~~E10. 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

REPEAT E9 AND E10 FOR EACH PROGRAM MARKER IN E8 (UP TO 10 TIMES)

IF NO MORE PROGRAMS MARKED THEN RETURN TO BOX E2
ELSE SKIP TO E12

E11. ~~Were any of the following reasons why you~~ Why did you decide not to contact anyone at [University]? ~~any of these programs or resources?~~ (Mark all that apply)

- ~~Did~~ did not know where to go or who to tell
- ~~Felt~~ felt embarrassed, ashamed or that it would be too emotionally difficult
- ~~I did not think anyone would believe me~~
- I did not think anyone would believe me
- ~~I did not think~~ it was serious enough to report ~~contact any of these programs or resources~~
- I did not want the person to get into trouble
- I feared negative academic, social or professional consequences
- ~~I did not think anything would be done~~
- I feared it would not be kept confidential
- I could handle it myself
- I feared retaliation
- I didn't think these resources would give me the help I needed
- Incident occurred while school was not on campus or associated with the school in session
- Other
- ~~Incident did not occur while attending school~~
- Other

E12. Did you (also) tell any of E4

IF E11= 'NOT SERIOUS ENOUGH' OR 'OTHER' THEN CONTINUE
ELSE SKIP TO E12

E11a. You said you did not contact any of these programs or resources (because it was not serious enough/for an 'other' reason/because it was not serious enough and for an 'other' reason). Please review the list below and mark any of the reasons that may better describe why you didn't contact any of these programs or resources (Mark all that apply).

I was not injured or hurt

The reaction by others suggested that it wasn't serious enough to contact any of these programs or services

I contacted other programs or services that I felt were appropriate

I had trouble reaching the program or service

I was too busy

The event happened in a context that began consensually

Because of the person's gender, I thought it would be minimized or misunderstood

I might be counter-accused

Alcohol and/or other drugs were present

Events like this seem common

My body showed involuntary arousal

Other:

E12. Which of the following persons-, if any, did you (also) tell about this? (Mark all that apply)

Friend

Family member

~~Friend~~

~~Family member~~

Faculty member or instructor

~~Someone else~~

~~I didn't tell anyone (else)~~

Resident advisor (RA), or other live-in residential staff

Other administrative staff

Spiritual or religious advisor, leader, or clergy

Therapist or counselor

Sexual or romantic partner

Program or resource outside the University (e.g., a hotline)

Physician

Someone else

I didn't tell anyone (else)

SECTION F - INTIMATE PARTNER VIOLENCE (IPV/DV)

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~~ Recall that a partnered relationship can be any of the following:

- ~~— casual relationship~~ Marriage or hook up
- ~~— steady or serious relationship~~
- ~~— marriage, civil union, domestic~~
- ~~— Domestic partnership or cohabitation~~
- ~~— Steady or serious relationship~~
- ~~— Other ongoing relationship involving physical or sexual contact~~

People treat their partners in many different ways. The next section asks you questions about your relationship(s) with your partner(s).

- 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~~ him/herself?

-Yes
No

F3. Since you have been a student at [University], has a partner used any kind of physical force against you? or otherwise physically hurt or injured 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~~ SKIP 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 [GO TO F4a]
- 2 partners [SKIP TO F4b]
- 3 or more partners [SKIP TO F4b]
- [IF BLANK SKIP TO F4b]

F4a. [IF 1 PERSON] Was the person that did this to you...

- Man
- Woman
- Other gender identity
- Don't Know
- [FOR ANY RESPONSE OR IF BLANK SKIP TO F5]

F4b. [IF >1 PERSON] Were any of the people that did this to you...

| | | |
|------------------------------|------------|-----------|
| <u>Man</u> | <u>Yes</u> | <u>No</u> |
| <u>Woman</u> | <u>Yes</u> | <u>No</u> |
| <u>Other gender identity</u> | <u>Yes</u> | <u>No</u> |
| <u>Don't Know</u> | <u>Yes</u> | <u>No</u> |

- 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~~ Fall 2018 term, how many times have you (had this experience/had any of these experiences)?
[DROP DOWN LIST]
~~0 times~~ 19
1 time
2 times
3-5 times
6-9 times
10 or more times
20+

-
- 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 CONTINUE ADMINISTER F9 FOR EACH PROGRAM MARKED IN F8 (UP TO BOX F310)

- F9. ~~[A-J].~~ [A-J]. When did you most recently contact ~~[PROGRAM]~~ Program about (this experience/these experiences)?
Fall of ~~2014~~ 2018 – present
Fall of ~~2013~~ 2017 – Summer of ~~2014~~ 2018
Fall of ~~2012~~ 2016 – Summer of ~~2013~~ 2017
Prior to Fall of ~~2012~~ 2016

F10. ~~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

REPEAT F9 AND F10 FOR EACH PROGRAM MARKED IN F8 (UP TO 10 TIMES)

IN NO IF MORE PROGRAMS MARKED IN F8 THEN RETURN TO BOX F2
ELSE SKIP TO F12

F11. ~~IF NO PROGRAMS CONTACTED~~ Were any of the following reasons why you Why did you decide not to contact anyone at [University]? any of these programs or resources? (Mark all that apply)

~~Did~~ did not know where to go or who to tell

~~Felt~~ 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~~ report contact any of these programs or resources

I did not want the person to get into trouble

I feared negative academic, social or professional consequences

I feared it would not be kept confidential

~~I did not~~ could handle it myself

I feared retaliation

I didn't think anything would be done

~~I feared it~~ these resources would not be kept confidential give me the help I needed

~~Incident was not on campus or associated with the school~~

~~Incident did not occur~~ occurred while attending school was not in session

Other

Other

BOX F4

IF F10= 'NOT SERIOUS ENOUGH' OR 'OTHER' THEN CONTINUE

ELSE SKIP TO F12. ~~Did~~

F11a. You said you (also) tell did not contact any of these programs or resources (because it was not serious enough/for an 'other' reason/because it was not serious enough and for an 'other' reason). Please review the following persons about this? list below and mark any of the reasons that may better describe why you didn't contact any of these programs or resources (Mark all that apply).

I was not injured or hurt

The reaction by others suggested that it wasn't serious enough to contact any of these programs or services

I contacted other programs or services that I felt were appropriate

I had trouble reaching the program or service

I was too busy

The event happened in a context that began consensually

Because of the person's gender, I thought it would be minimized or misunderstood

I might be counter-accused

Alcohol and/or other drugs were present

Events like this seem common

My body showed involuntary arousal

Other:

F12. Which of the following persons, if any, did you (also) tell about this? (Mark all that apply)

Friend

Family member

~~Friend~~

~~Family member~~

Faculty member or instructor

Resident advisor (RA), or other live-in residential staff

Other administrative staff

Spiritual or religious advisor, leader, or clergy

Therapist or counselor

Sexual or romantic partner

Program or resource outside the University (e.g., a hotline)

Physician

Someone else

I didn't tell anyone (else)

~~Someone else~~

~~I didn't tell anyone (else)~~

SECTION G – SV SCREENER

This next section asks about nonconsensual or unwanted sexual contact you may have experienced while attending [University].

The sexual behavior may have been performed on you or you may have been made to perform the sexual behaviors on another person. 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.

Please consider anyone who did this, whether or not the person was associated with (University).

The following questions separately ask about contact that occurred because of physical force, incapacitation due to alcohol and/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 using their body weight to hold you down, 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

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.- 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.- 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

| |
|---|
| <p>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<u>HH0</u></p> |
|---|

SECTION HH – OPINIONS OF PROGRAM SERVICES

BOX HH0

IF RESPONDENT MARKED ANY PROGRAM IN ITEMS (D10, E8, F8, or GA16) THEN CONTINUE
ELSE SKIP TO BOX H0

ADMINISTER QUESTIONS HH1& HH2 FOR EACH PROGRAM A-I MARKED IN (D10, E8, F8, GA16), UP TO 10 TIMES

QUESTIONS ARE ASKED FOR EACH PROGRAM MARKED, REGARDLESS OF INCIDENT TYPE OR NUMBER OF CONTACTS. FOR EXAMPLE:

--- If someone marks 'Program A' in D11 and 'Program A' in GA16, they will receive questions HH1& HH2 only once (for 'Program A')

--- If someone marks 'Program A' and 'Program C' in D10, and 'Program C' in F8, then they will receive questions HH1& HH2 twice: once for 'Program A' and once for 'Program C'.

Earlier you said that you have contacted the following as a result of an incident:

[LIST programs contacted]

The following ask you about your experience with (this/each of these) program(s)

You said that you contacted [PROGRAM] ...

HH1. How useful was [Program] in helping you?

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

HH2. At any time did you feel pressure from [PROGRAM] on whether or not to report or file a complaint?

- No, I did not feel pressure to proceed with reporting or filing a complaint
- Yes, I felt pressure to proceed with reporting or filing a complaint
- Yes, I felt pressure NOT to report or file a complaint

BOX HH1

IF MORE PROGRAMS SELECTED IN (D10, E8, F8, or GA16) THEN RETURN TO BOX HH0
ELSE CONTINUE TO BOX H1

SECTION H – SEXUAL MISCONDUCT PREVENTION TRAINING

BOX H0

~~ADMINISTER SECTION H ONLY IF A6=2014~~2018 or 2015

~~ELSE SKIP~~2019 THEN GO TO I1.

~~Think back to the orientation when you first came to~~
IF A6 < 2018 THEN GO TO H2

H1. As an incoming student at [University], did that orientation include a), did you complete any training modules or information sessions~~about sexual assault or other sexual misconduct?~~

Yes [GO TO H1a]

No [GO TO I1]

~~I didn't attend orientation~~ [GO TO I1]

~~I don't remember~~ [GO TO I1]

[IF BLANK THEN SKIP TO I1]

H1a. [IF H1 = YES] What topics did these training modules or information sessions include?
(Mark all that apply)

How sexual assault or other sexual misconduct is defined on campus

How to prevent sexual assault or other sexual misconduct

Additional training programs on how to prevent sexual assault or other sexual misconduct

Where to seek help should you or someone else experience sexual assault or other sexual misconduct

[IF ANY RESPONSE OR IF BLANK THEN SKIP TO I1]

H2. Since arriving at [University], have you completed any training modules or information sessions about sexual assault or other sexual misconduct?

Yes [GO TO H2a]

No [GO TO I1]

[IF BLANK THEN CONTINUE TO I1]

~~H2. Overall, how useful was this session?~~

H2a. [IF H2 = YES] What topics did these training modules or information sessions include?
(Mark all that apply)

H2. Overall, how useful was this session?

How sexual assault or other sexual misconduct is defined on campus

How to prevent sexual assault or other sexual misconduct

Additional training programs on how to prevent sexual assault or other sexual misconduct

Where to seek help should you or someone else experience sexual assault or other sexual misconduct

[IF ANY RESPONSE OR IF BLANK THEN SKIP TO I1]

~~Not at all, A little, Somewhat, Very, Extremely~~

SECTION I - PERCEPTIONS OF RESPONSES TO REPORTING

The following are statements about what might happen if someone were to report a sexual assault or other 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, other, 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~~

14

12. ~~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 other 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

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~~ noticed someone at [University] making inappropriate sexual comments about someone else's appearance, sharing unwanted sexual images, or otherwise acting in a sexual way that a friend had been sexually assaulted. you believed was making others feel uncomfortable or offended?

Yes [CONTINUE]

~~No [GO TO J3]~~

No [GO TO J2]

[IF BLANK THEN GO TO J3][2]

J1a. Thinking about the last time this happened, what did you do? J2. Thinking about the last time this happened, what did you do?

(Mark all that apply)

Directly intervened or interrupted the situation in the moment

Checked in with the person who seemed impacted by the behavior

Confronted or expressed concern to the person engaging in the behavior

Sought help from either person's friends

Sought help from someone else

Expressed concern to school administrators or another person in a position of authority

Did nothing because the person impacted appeared to be handling the situation

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 Other

J2. ~~J3~~ Since you have been a student at [University], have you ~~seen~~ witnessed a drunk person heading off for what looked like a pattern of ongoing sexual encounter comments or behaviors that made you concerned that a fellow student at [University] was experiencing sexual harassment?

Yes [CONTINUE]

~~No [GO TO J3]~~ Yes [CONTINUE]

~~No [GO TO J5]~~

[IF BLANK THEN GO TO J5][3]

~~J4. Thinking about the last time this happened, what did you do?~~

J2a. Thinking about the last time this happened, what did you do? (Mark all that apply)

- Directly intervened or interrupted the situation in the moment
- Checked in with the person who seemed impacted by the behavior
- Confronted or expressed concern to the person engaging in the behavior
- Sought help from either person's friends
- Sought help from someone else
- Expressed concern to school administrators or another person in a position of authority
- Did nothing because the person impacted appeared to be handling the situation
- Did nothing because I wasn't sure what to do
- Did nothing for another reason
- Other

- ~~J3. Directly intervened to stop it~~
- ~~Spoke to someone else to seek help~~
- ~~Took action in another way~~

J5. Since you have been a student at [University], have you ~~seen or heard~~ witnessed someone ~~was acting~~ at [University] behaving in a sexually violent ~~controlling or abusive way towards a dating or harassing way?~~ sexual partner?

Yes [CONTINUE]

No [GO TO K1][4]

[IF BLANK THEN GO TO K1][4]

J6. —

J3a. Thinking about the last time this happened, what did you do? (Mark all that apply)

- Directly intervened or interrupted the situation in the moment
- Checked in with the person who seemed impacted by the behavior
- Confronted or expressed concern to the person engaging in the behavior
- Sought help from either person's friends
- Sought help from someone else
- Expressed concern to school administrators or another person in a position of authority
- Did nothing because the person impacted appeared to be handling the situation
- Did nothing because I wasn't sure what to do
- ~~Did nothing for another reason~~ Did nothing for another reason
- Other

J4. Since you have been a student at [University], have you witnessed a situation that you believed could have led to a sexual assault?

Yes [CONTINUE]

No

J4a. Thinking about the last time this happened, what did you do? (Mark all that apply)

Directly intervened to stop it or interrupted the situation in the moment

~~Spoke~~ Checked in with the person who seemed impacted by the behavior

Confronted or expressed concern to the person engaging in the behavior

Sought help from either person's friends

Sought help from someone else

Expressed concern to seek help school administrators or another person in a position of authority.

~~Took action in another way~~

Did nothing because the person impacted appeared to be handling the situation

Did nothing because I wasn't sure what to do

Did nothing for your opinion about this another reason

Other

SECTION K – DEBRIEFING ITEM

The next question asks

K1. ~~How difficult were the questions to understand?~~

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

SURVEY COMPLETION SCREEN

You have completed the survey, but your data have not yet been submitted. We greatly appreciate your willingness to share your personal experiences and opinions about some very private and sensitive issues. Thank you.

If you or someone you know needs support services related to an experience of sexual assault or other sexual misconduct, click on the "Support Resources" link at the top and bottom of this page for information on how to access support services.

Please click on the "Submit" button to submit your completed survey now.

[SUBMIT BUTTON]

[PREVIOUS PAGE BUTTON]

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. 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~~Fall 2018 term [GO TO NEXT BOX]
2. Prior to the ~~fall 2014~~Fall 2018 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~~2017 to Summer ~~2014~~2018
2. Fall ~~2012~~2016 to Summer ~~2013~~2017
3. Fall ~~2011~~2015 to Summer ~~2012~~2016
4. Prior to Fall of ~~2011~~2015
5. It occurred before I was a student at [University][GO TO BOX G1_2]
[IF BLANK GO TO BOX G1_2]

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~~time period) (school year)?

1. Yes [GO TO G2e]
 2. No [GO TO ~~NEXT-BOX~~ G1_2]
[IF BLANK THEN GO TO ~~NEXT-BOX~~ G1_2]
-

G[X]e. [IF G3d 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]CB = '~~fall 2014~~Fall 2018' 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~~Fall 2018 term?

- Yes
No

ATTACHMENT 2 – ~~SECTIONS~~SECTION GA & GG: SUMMARY DETAILED INCIDENT FORMS
FORM

Section GA – Detailed Incident Form (DIF) for G1-G5

BOX GA0

IF ALL ITEMS G1 – ~~G5~~G9 = 'NO' OR BLANK THEN SKIP TO BOX ~~GG0~~H0
ELSE CONTINUE TO BOX GA1

BOX GA1

Section GA is administered ~~UP TO 2~~up to 4 TIMES -based on incidents reported in items G1-
G5 – G9

Respondents who reported at least 1 incident in G1 – G9 will be asked to complete 1 DIF.
Respondents who reported more than 1 incident will be given the option to complete up to
4 DIFs (see the end of section GA for this request).

A DIF will be in reference to 1 single incident

The incident referenced by a DIF will be selected by the respondent, based on how much
the experience impacted or affected the respondent.

- The FIRST DIF will reference the incident which IMPACTED OR AFFECTED
the respondent THE MOST-SERIOUS TYPE of incident reported
- The SECOND DIF will reference the incident which IMPACTED OR AFFECTED
the respondent THE SECOND MOST-SERIOUS-TYPE
- ...up to 4 incidents

BOX GA1.5

Count number of incident reportedeligible incidents for each item in section G:

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)

INTRO_GA

DO FOR X = 1 - 9 AND Y = 1 - 4

if G[X]=YES then do

G[X]count = G[X] a

if G[X]a=BLANK then G[X]count=1

if G[X]c [Y] = 5 OR G[X]e [Y] = (1 to 8) then G[X]count - 1

Dynamic text

if sum (G1count-G9count) =1 then:

"...what happened during the incident you reported..."

if sum (G1count-G9count) >1 AND first incident then:

"...what happened during one of the incidents you reported..."

if sum if sum (G1count-G9count) >1 AND 2nd-4th incident then:

"...what happened during another one of the incidents you reported..."

The following questions ask about what happened during (the/(another) one of the) incident(s) you reported earlier. Sometimes it is difficult to report on these details, but the information you provide will help us understand the context and consequences of the incident.

Please remember that you can skip any question if you do not want to answer.

[IF FIRST INCIDENT]: You said that the following happened to you since you have been a student at [University]:

- ~~[SUMMARY OF REFERENCE INCIDENT(S)]~~
- The next [IF G1count > 0] Penetration or oral sex involving physical force or threats of physical force ([G1count] incidents)
- [IF G2count > 0] Attempted but not successful penetration or oral sex involving physical force or threats of physical force ([G2count] incidents)
- [IF G3count > 0] Sexual touching involving physical force or threats of physical force ([G3count] incidents)
- [IF G4count > 0] Penetration or oral sex when you were unable to consent or unable to stop what was happening ([G4count] incidents)
- [IF G5count > 0] Sexual touching when you were unable to consent or unable to stop what was happening ([G5count] incidents)
- [IF G6count > 0] Penetration or oral sex when you were coerced by threats of serious non-physical harm or promised rewards ([G6count] incidents)
- [IF G7count > 0] Sexual touching when you were coerced by threats of serious non-physical harm or promised rewards ([G7count] incidents)
- [IF G8count > 0] Penetration or oral sex without your active ongoing consent ([G8count] incidents)
- [IF G9count > 0] Sexual touching without your active ongoing consent ([G9count] incidents)

[IF ONE INCIDENT]: Please answer the following questions ~~ask~~ about what happened (when/during any of the times) this experience and how it impacted or affected you.

[IF FIRST INCIDENT OF 2 OR MORE]: The following questions ask you about what happened to you since you have been a student at [University]. during one of these experiences. While all such experiences are of great concern, please answer the following questions about the experience that has impacted or affected you the most.

GA1. (In total, across all of these incidents) (

[IF SECOND, THIRD OR FOURTH INCIDENT] You reported that [XX] other incidents involving sexual contact occurred. The following questions ask you about what happened during the incident that had the NEXT greatest impact on you. Please remember that you can skip any question if you do not want to answer.

GA1. How/~~how~~ many people did this to you? (during this incident)?

- 1 person [GO TO GA2a]
- 2 persons [SKIP TO GA2b]
- 3 or more persons [SKIP TO GA2b]
- [IF BLANK SKIP TO GA2b]

GA2a. [IF 1 PERSON] Was the person that did this to you ...

- ~~Male~~
- ~~Female~~ Man
- Woman
- Other gender identity
- Don't know
- [FOR ANY RESPONSE OR IF BLANK SKIP TO GA3GA2c]

GA2b. [IF >1 PERSON] Were any of the people that did this to you...

| | | | |
|--------------------------------|-----|----|-----------------------|
| Male <u>Man</u> | Yes | No | Don't Know |
| Female <u>Woman</u> | Yes | No | Don't Know |
| Other gender identity | Yes | No | Don't Know |
| <u>Don't Know</u> | Yes | No | |

GA2c. What type of nonconsensual or unwanted behavior occurred during (this incident/~~any of these incidents~~)? (Mark all that apply)

- Penis, ~~fingers~~ finger(s) or ~~objects~~ object(s) was inside someone's vagina or anus
- Mouth or tongue ~~makes~~ made contact with another's genitals
- Kissed
- Touched breast, chest, crotch, groin or buttocks
- Grabbed, groped or rubbed in a sexual way
- Other

GA2d. How did the person do this? (Mark all that apply)

The person(s) used physical force or threats physical of force

The person(s) did this when I was unable to consent or stop what was happening because I was passed out, asleep, or incapacitated due to drugs or alcohol

The person(s) threatened serious non-physical harm or promised rewards

The person(s) did this without my active, ongoing, voluntary agreement

GA3. How (is the person/ are the persons) who did this to you associated with [University]? (Mark all that apply)

Student

Student teaching assistant

Faculty or instructor

Research staff

~~Coach or trainer~~

Other staff or administrator

Coach or trainer

Alumni

Other person ~~affiliated~~associated with a university program (ex. [University] (e.g., internship, study abroad)

The person was not ~~affiliated~~associated with [University]

~~Don't know~~ Unsure about association with [University]

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~~ Someone I was involved or intimate with at the time

Someone I previously had been involved or ~~was~~ intimate with _

Teacher ~~or advisor~~

Advisor

Someone I was teaching or advising

Live-in residential staff

Coach or trainer

~~Boss~~ ~~Co-worker~~, boss or supervisor _

Co-worker

Friend ~~or acquaintance~~ _

Stranger

~~Other~~

~~Don't~~ Classmate

Someone I know or recognize, but was not a friend

Did not know or recognize this person

GA5. ~~Just prior to~~ (Before 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?~~

GA6. ~~Before~~ ~~GA7. Just prior to~~ (the incident, (was/were) (the person/any of the persons) who did this to you using drugs?

- Yes
- No
- Don't Know

GA7. ~~these incidents~~ Before the incident were you drinking alcohol? Keep in mind that you are your use of alcohol in no way responsible for what occurred, even if you had been drinking? absolves a person who acted against your will.

- Yes
- No

GA8. ~~Just prior to~~ (Before the incident/~~any of these incidents~~) did you voluntarily take any drugs? Keep in mind that you are your use of drugs in no way responsible for what occurred, even if you had been on drugs absolves a person who acted against your will.

- Yes
- No

GA9. ~~Just prior to~~ (Before 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~~GA11a

GA10. Were you passed out or asleep 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 (~~

~~GA12a. Where 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~~ house
- 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)

- Classroom, lab or fieldwork setting
- Faculty or staff office
- Private residence
- Fraternity or Sorority house
- ~~Other space used by a single-sex student social organization~~
- Restaurant, bar or club
- ~~Other social venue~~ non-residential building
- 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

GA12b. Did this incident occur:

- On a (University) campus location
- On a (University) affiliated off-campus location
- Some other place

GA13a. (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~~

Avoided or tried to avoid the person(s)

Fearfulness or being concerned about safety

Feelings of helplessness or hopelessness

~~Loss of interest in daily activities, or feelings of helplessness and hopelessness~~

Withdrawal from interactions with friends

Stopped participating in extracurricular activities

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

GA13b. Did you experience any of the following on your academic or professional life? (Mark all that apply)

Decreased class attendance

Difficulty concentrating on course projects, assignments, or exams

Difficulty concentrating on thesis/dissertation research or lab/clinical duties

Difficulty going to work

Withdrew from some or all classes

Changed my residence or housing situation

Changed my career plan

Considered dropping out of school

Changed major or college

None of the above

GA14. Did any of the following happen to you from this experience? (Mark all that apply)

Physically injured [CONTINUE TO GA15]

Contracted a sexually transmitted disease or infection [SKIP TO GA15]

Became pregnant [SKIP TO GA15]

None of the above [SKIP TO GA15]

[IF BLANK THEN SKIP TO GA15]

GA15. [IF A15a = ANY] You said that you have:

- (List of conditions marked in A15a)

Did this incident have any of the following effects on you? (Mark all that apply):

It led to my developing (at least one of these/this) condition(s)

It exacerbated or made worse (at least one of these/this) condition

It had no effect (on any of these/on this) condition(s)

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 SKIP TO GA17

ELSE ASK GA16a-GA16f FOR THE FIRST 4 PROGRAMS SELECTED in IN GA16

GA16a. When did you most recently contact [PROGRAM/program] about this experience?

Fall of ~~2014~~2018 – present [CONTINUE TO GA16b]

Fall of ~~2013~~2017 – Summer of 2014 [SKIP TO BOX GA4B]2018

Fall of ~~2012~~2016 – Summer of 2013 [SKIP TO BOX GA4B]2017

Prior to Fall ~~2012~~ [SKIP TO BOX GA4B]2016

[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 GA16c]

[IF BLANK THEN SKIP TO GA16c]

GA16d. 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 MORE PROGRAMS MARKED, THEN CONTINUE RETURN TO BOX GA4
ELSE SKIP TO GA18

GA17. ~~[IF NO PROGRAMS CONTACTED]~~ **Were any of the following reasons why** Why did you ~~did~~ decide not to contact anyone at [University]? any of these programs or resources? (Mark all that apply)

~~Did~~ I did not know where to go or who to tell

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

~~I did not think anyone would believe me~~ I did not think anyone would believe me

I did not think it was serious enough to ~~report~~ contact any of these programs or resources

I did not want the person to get into trouble

I feared negative academic, social or professional consequences—

I feared it would not be kept confidential

~~I did not~~ could handle it myself

I feared retaliation

I didn't think anything these resources would be done give me the help I needed

~~I feared it would not be kept confidential~~

Incident occurred while school was not in session

Other

BOX GA6

IF GA17 = 'NOT SERIOUS ENOUGH' OR 'OTHER' THEN CONTINUE
ELSE IF MORE THAN ONE RESPONSE MARKED THEN SKIP TO GA17b
ELSE SKIP TO GA18

GA17a. You said you did not contact any of these programs or resources (because it was not on campus or associated with the school serious enough/for an 'other' reason/because it was not serious enough and for an 'other' reason). Please review the list below and mark any of the reasons that may better describe why you didn't contact any of these programs or resources (Mark all that apply).

~~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~~

I was not injured or hurt

The reaction by others suggested that it wasn't serious enough to contact any of these programs or services

I contacted other programs or services that I felt were appropriate

I had trouble reaching the program or service

I was too busy

The event happened in a context that began consensually

Because of the person's gender, I thought it would be minimized or misunderstood

I might be counter-accused

Alcohol and/or other drugs were present

Events like this seem common

My body showed involuntary arousal

Other

BOX GA7

IF MORE THAN ONE RESPONSE MARKED ACROSS GA17 AND GA17a THEN CONTINUE ELSE SKIP TO GA18

GA17b. What was the most important reason why you did not contact these programs or resources at (University)?

[LIST OF ALL OPTIONS MARKED IN GA17 AND GA17a]

GA18. Which of the following persons, if any, did you (also) tell about this? (Mark all that apply)

Friend

Family member

Faculty member or instructor

Resident advisor (RA), or other live-in residential staff

Other administrative staff

Spiritual or religious advisor, leader, or clergy

Therapist or counselor

Sexual or romantic partner

Program or resource outside the University (e.g., a hotline)

Physician

Someone else

I didn't tell anyone (else)

~~Someone else~~

~~I didn't tell anyone (else)~~

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 ~~GC1GA8~~

IF THIS IS THE FIRST, SECOND, OR THIRD DIF AND THERE IS ANOTHER INCIDENT THEN CONTINUE TO GA19

ELSE SKIP TO BOX ~~GC1HH0~~

Section GC is administered UP TO 2 TIMES based on

GA19. You told us that you experienced [sum of (G1count-G9count) - # of completed DIFs] other 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)

INTRO_GC

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 involving sexual contact since you have been a student at [University]. Would you like to tell us about the details involved in another incident?

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]

Please keep in mind that this is completely voluntary. If you don't want to answer any more questions about specific incidents, select "no".

Yes, I would like to answer questions about another incident [RETURN TO BOX GA1]

No, continue with the rest of the survey [CONTINUE TO BOX HH0]

~~[IF BLANK THEN GO CONTINUE TO GC2b BOX HH0]~~

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
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~~

Appendix 7. Aggregate Survey Results

Table 4. Characteristics of Respondents That Completed the Survey

| Characteristic Category | Weighted | | Un-weighted | |
|--|----------|------|-------------|------|
| | Number | % | Number | % |
| <i>How old are you?</i> | | | | |
| 18 years old | 59,889 | 7.2 | 14,788 | 8.1 |
| 19 years old | 117,267 | 14.1 | 26,909 | 14.8 |
| 20 years old | 116,595 | 14.0 | 25,271 | 13.9 |
| 21 years old | 123,759 | 14.9 | 23,551 | 13.0 |
| 22 years old | 88,720 | 10.7 | 16,381 | 9.0 |
| 23 years old | 48,065 | 5.8 | 10,303 | 5.7 |
| 24 years old | 40,499 | 4.9 | 9,358 | 5.2 |
| 25 years or older | 235,355 | 28.4 | 55,016 | 30.3 |
| <i>Which of the following best describes your current student affiliation with [University]?</i> | | | | |
| Undergraduate | 530,397 | 63.8 | 108,221 | 59.5 |
| Graduate or professional | 300,569 | 36.2 | 73,531 | 40.5 |
| <i>What is your class year in school?</i> | | | | |
| Undergraduate | | | | |
| 1st year | 100,230 | 12.1 | 25,393 | 14.0 |
| 2nd year | 120,507 | 14.5 | 26,582 | 14.6 |
| 3rd year | 134,910 | 16.3 | 27,804 | 15.3 |
| 4th year or higher | 173,964 | 21.0 | 28,284 | 15.6 |
| Graduate or professional | | | | |
| 1st year | 120,485 | 14.5 | 29,167 | 16.1 |
| 2nd year | 85,480 | 10.3 | 20,311 | 11.2 |
| 3rd year | 39,872 | 4.8 | 10,221 | 5.6 |
| 4th year or higher | 54,282 | 6.5 | 13,725 | 7.6 |
| <i>In what year did you first enroll as a student at [University]?</i> | | | | |
| 2014 or earlier | 83,128 | 10.0 | 18,003 | 9.9 |
| 2015 | 128,824 | 15.5 | 25,261 | 13.9 |
| 2016 | 150,629 | 18.1 | 32,230 | 17.8 |
| 2017 | 199,384 | 24.0 | 44,226 | 24.4 |
| 2018 or 2019 | 268,226 | 32.3 | 61,855 | 34.1 |

Table 4. Characteristics of Respondents That Completed the Survey (continued)

| Characteristic Category | Weighted | | Un-weighted | |
|--|----------|------|-------------|------|
| | Number | % | Number | % |
| <i>Are you Hispanic or Latino?</i> | | | | |
| Yes | 91,487 | 11.0 | 18,499 | 10.2 |
| No | 738,480 | 89.0 | 163,019 | 89.8 |
| <i>Which race(s) best describes you?</i> | | | | |
| White only | 534,698 | 64.8 | 112,928 | 62.6 |
| Black only | 45,291 | 5.5 | 8,535 | 4.7 |
| Asian only | 158,264 | 19.2 | 38,873 | 21.6 |
| Other or multi-racial | 86,493 | 10.5 | 20,009 | 11.1 |
| <i>Which best describes your gender identity?</i> | | | | |
| Woman | 415,133 | 50.0 | 108,179 | 59.5 |
| Man | 396,733 | 47.8 | 69,350 | 38.2 |
| Trans woman | 713 | 0.1 | 190 | 0.1 |
| Trans man | 2,214 | 0.3 | 352 | 0.2 |
| Nonbinary or genderqueer | 7,206 | 0.9 | 1,655 | 0.9 |
| Questioning | 2,024 | 0.2 | 518 | 0.3 |
| Not listed | 1,396 | 0.2 | 295 | 0.2 |
| Decline to state | 5,191 | 0.6 | 1,130 | 0.6 |
| <i>Do you consider yourself to be:</i> | | | | |
| Heterosexual or straight | 675,481 | 81.7 | 145,807 | 80.6 |
| Gay or lesbian | 32,014 | 3.9 | 6,517 | 3.6 |
| Bisexual | 49,527 | 6.0 | 11,636 | 6.4 |
| Asexual | 4,016 | 0.5 | 945 | 0.5 |
| Queer | 8,084 | 1.0 | 2,131 | 1.2 |
| Questioning | 5,692 | 0.7 | 1,472 | 0.8 |
| Not listed | 3,918 | 0.5 | 757 | 0.4 |
| Two or more categories | 35,269 | 4.3 | 8,658 | 4.8 |
| Decline to state | 13,265 | 1.6 | 3,027 | 1.7 |
| <i>Since you have been a student at [University], have you been in a partnered relationship?</i> | | | | |
| Yes | 546,539 | 65.9 | 120,265 | 66.3 |
| No | 282,464 | 34.1 | 61,041 | 33.7 |

Table 4. Characteristics of Respondents That Completed the Survey (continued)

| Characteristic Category | Weighted | | Un-weighted | |
|--|----------|------|-------------|------|
| | Number | % | Number | % |
| <i>Do you identify as a student with any of the following?</i> | | | | |
| Learning disability | 5,517 | 0.7 | 1,110 | 0.6 |
| Attention-Deficit/Hyperactivity Disorder (ADHD) | 22,976 | 2.9 | 4,235 | 2.4 |
| Autism Spectrum Disorder | 2,012 | 0.3 | 364 | 0.2 |
| Mobility-related disability (e.g., spinal cord injury) | 1,141 | 0.1 | 227 | 0.1 |
| Sensory disability (e.g., hard of hearing, low vision) | 5,054 | 0.6 | 1,049 | 0.6 |
| Chronic mental health condition (e.g., depression) | 105,402 | 13.3 | 24,276 | 14.0 |
| Chronic medical condition (e.g., cystic fibrosis, diabetes) | 14,436 | 1.8 | 3,403 | 2.0 |
| Other disability or chronic condition | 6,004 | 0.8 | 1,237 | 0.7 |
| Identifies as a student with two or more disabilities | 51,789 | 6.5 | 11,000 | 6.3 |
| None of the above | 580,221 | 73.0 | 126,557 | 73.0 |

Table 5. Percent of Women Undergraduate Students Who Experienced Penetration or Sexual Touching Involving Physical Force and/or Inability to Consent or Stop What Was Happening, by Time Period^{1,2}

| Survey Item Response | Current School Year | | Since Entering College | |
|---|---------------------|--------|------------------------|--------|
| | % | StdErr | % | StdErr |
| Total involving physical force or inability to consent or stop what was happening | 12.8 | 0.1 | 25.9 | 0.2 |
| Penetration | 4.7 | 0.1 | 12.8 | 0.1 |
| Physical force only | 2.6 | 0.1 | 7.3 | 0.1 |
| Completed | 1.5 | 0.1 | 4.9 | 0.1 |
| Attempted | 1.3 | 0.0 | 3.5 | 0.1 |
| Inability to consent or stop what was happening only | 1.9 | 0.1 | 5.4 | 0.1 |
| Both physical force and inability to consent or stop what was happening | 0.8 | 0.0 | 2.5 | 0.1 |
| Sexual touching | 10.0 | 0.1 | 19.6 | 0.1 |
| Physical force only | 7.4 | 0.1 | 14.8 | 0.1 |
| Inability to consent or stop what was happening only | 3.0 | 0.1 | 6.4 | 0.1 |
| Both physical force and inability to consent or stop what was happening | 0.8 | 0.0 | 1.7 | 0.0 |

¹Per 100 students.

²Physical force: Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

Table 6. Percent of Graduate/Professional Women Who Experienced Penetration or Sexual Touching Involving Physical Force and/or Inability to Consent or Stop What Was Happening, by Time Period^{1,2}

| Survey Item Response | Current School Year | | Since Entering College | |
|---|---------------------|--------|------------------------|--------|
| | % | StdErr | % | StdErr |
| Total involving physical force or inability to consent or stop what was happening | 3.3 | 0.1 | 9.7 | 0.1 |
| Penetration | 1.2 | 0.0 | 4.6 | 0.1 |
| Physical force only | 0.7 | 0.0 | 2.5 | 0.1 |
| Completed | 0.4 | 0.0 | 1.7 | 0.1 |
| Attempted | 0.3 | 0.0 | 1.1 | 0.1 |
| Inability to consent or stop what was happening only | 0.5 | 0.0 | 2.1 | 0.1 |
| Both physical force and inability to consent or stop what was happening | 0.1 | 0.0 | 0.7 | 0.0 |
| Sexual touching | 2.5 | 0.1 | 6.9 | 0.1 |
| Physical force only | 1.9 | 0.1 | 5.2 | 0.1 |
| Inability to consent or stop what was happening only | 0.7 | 0.0 | 2.1 | 0.1 |
| Both physical force and inability to consent or stop what was happening | 0.1 | 0.0 | 0.4 | 0.0 |

¹Per 100 students.

²Physical force: Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

Table 7. Percent of Undergraduate Men Who Experienced Penetration or Sexual Touching Involving Physical Force and/or Inability to Consent or Stop What Was Happening, by Time Period^{1,2}

| Survey Item Response | Current School Year | | Since Entering College | |
|---|---------------------|--------|------------------------|--------|
| | % | StdErr | % | StdErr |
| Total involving physical force or inability to consent or stop what was happening | 3.5 | 0.1 | 6.8 | 0.1 |
| Penetration | 1.2 | 0.1 | 2.9 | 0.1 |
| Physical force only | 0.6 | 0.0 | 1.3 | 0.1 |
| Completed | 0.3 | 0.0 | 0.7 | 0.0 |
| Attempted | 0.3 | 0.0 | 0.7 | 0.1 |
| Inability to consent or stop what was happening only | 0.7 | 0.0 | 1.7 | 0.1 |
| Both physical force and inability to consent or stop what was happening | 0.1 | 0.0 | 0.3 | 0.0 |
| Sexual touching | 2.6 | 0.1 | 5.0 | 0.1 |
| Physical force only | 1.7 | 0.1 | 3.3 | 0.1 |
| Inability to consent or stop what was happening only | 1.0 | 0.1 | 1.9 | 0.1 |
| Both physical force and inability to consent or stop what was happening | 0.2 | 0.0 | 0.3 | 0.0 |

¹Per 100 students.

²Physical force: Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

Table 8. Percent of Graduate/Professional Men Who Experienced Penetration or Sexual Touching Involving Physical Force and/or Inability to Consent or Stop What Was Happening, by Time Period^{1,2}

| Survey Item Response | Current School Year | | Since Entering College | |
|---|---------------------|--------|------------------------|--------|
| | % | StdErr | % | StdErr |
| Total involving physical force or inability to consent or stop what was happening | 1.0 | 0.1 | 2.5 | 0.1 |
| Penetration | 0.3 | 0.0 | 0.9 | 0.1 |
| Physical force only | 0.2 | 0.0 | 0.5 | 0.1 |
| Completed | 0.1 | 0.0 | 0.3 | 0.0 |
| Attempted | 0.1 | 0.0 | 0.3 | 0.0 |
| Inability to consent or stop what was happening only | 0.1 | 0.0 | 0.4 | 0.0 |
| Both physical force and inability to consent or stop what was happening | 0.1 | 0.0 | 0.1 | 0.0 |
| Sexual touching | 0.7 | 0.0 | 1.8 | 0.1 |
| Physical force only | 0.5 | 0.0 | 1.3 | 0.1 |
| Inability to consent or stop what was happening only | 0.2 | 0.0 | 0.5 | 0.0 |
| Both physical force and inability to consent or stop what was happening | 0.0 | 0.0 | 0.1 | 0.0 |

¹Per 100 students.

²Physical force: Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

Table 9. Percent of Undergraduate TGQN Students Who Experienced Penetration or Sexual Touching Involving Physical Force and/or Inability to Consent or Stop What Was Happening, by Time Period^{1,2,3}

| Survey Item Response | Current School Year | | Since Entering College | |
|---|---------------------|--------|------------------------|--------|
| | % | StdErr | % | StdErr |
| Total involving physical force or inability to consent or stop what was happening | 11.1 | 0.8 | 22.8 | 1.0 |
| Penetration | 4.9 | 0.5 | 12.0 | 0.7 |
| Physical force only | 3.4 | 0.4 | 8.2 | 0.5 |
| Completed | 2.6 | 0.4 | 6.6 | 0.4 |
| Attempted | 1.3 | 0.3 | 3.7 | 0.4 |
| Inability to consent or stop what was happening only | 1.7 | 0.3 | 5.3 | 0.5 |
| Both physical force and inability to consent or stop what was happening | 1.0 | 0.3 | 2.4 | 0.3 |
| Sexual touching | 7.8 | 0.7 | 16.7 | 0.9 |
| Physical force only | 5.4 | 0.5 | 11.6 | 0.6 |
| Inability to consent or stop what was happening only | 2.6 | 0.5 | 6.6 | 0.6 |
| Both physical force and inability to consent or stop what was happening | 0.5 | 0.2 | 1.3 | 0.3 |

¹Per 100 students.

²TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

³Physical force: Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

Table 10. Percent of Graduate/Professional TGQN Students Who Experienced Penetration or Sexual Touching Involving Physical Force and/or Inability to Consent or Stop What Was Happening, by Time Period^{1,2,3}

| Survey Item Response | Current School Year | | Since Entering College | |
|---|---------------------|--------|------------------------|--------|
| | % | StdErr | % | StdErr |
| Total involving physical force or inability to consent or stop what was happening | 6.7 | 0.8 | 14.5 | 1.0 |
| Penetration | 3.3 | 0.6 | 7.6 | 0.8 |
| Physical force only | 2.3 | 0.5 | 4.9 | 0.6 |
| Completed | 2.0 | 0.4 | 3.9 | 0.6 |
| Attempted | 1.2 | 0.4 | 2.1 | 0.5 |
| Inability to consent or stop what was happening only | 1.4 | 0.4 | 3.0 | 0.5 |
| Both physical force and inability to consent or stop what was happening | 0.5 | 0.3 | 1.3 | 0.4 |
| Sexual touching | 4.3 | 0.6 | 10.4 | 1.0 |
| Physical force only | 2.7 | 0.5 | 7.5 | 0.8 |
| Inability to consent or stop what was happening only | 1.5 | 0.4 | 3.5 | 0.5 |
| Both physical force and inability to consent or stop what was happening | 0.4 | 0.2 | 0.6 | 0.2 |

¹Per 100 students.

²TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

³Physical force: Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

Table 11. Percent of Undergraduate Students Declining to State Their Gender Who Experienced Penetration or Sexual Touching Involving Physical Force and/or Inability to Consent or Stop What Was Happening, by Time Period^{1,2}

| Survey Item Response | Current School Year | | Since Entering College | |
|---|---------------------|--------|------------------------|--------|
| | % | StdErr | % | StdErr |
| Total involving physical force or inability to consent or stop what was happening | 3.8 | 0.8 | 8.5 | 1.3 |
| Penetration | 1.0 | 0.4 | 2.6 | 0.6 |
| Physical force only | 0.5 | 0.2 | 0.9 | 0.3 |
| Completed | S | S | 0.7 | 0.3 |
| Attempted | S | S | 0.4 | 0.2 |
| Inability to consent or stop what was happening only | 0.8 | 0.3 | 1.8 | 0.5 |
| Both physical force and inability to consent or stop what was happening | 0.0 | 0.0 | S | S |
| Sexual touching | 3.5 | 0.8 | 7.2 | 1.2 |
| Physical force only | 2.0 | 0.6 | 4.2 | 1.0 |
| Inability to consent or stop what was happening only | 1.5 | 0.5 | 3.0 | 0.7 |
| Both physical force and inability to consent or stop what was happening | 0.0 | 0.0 | S | S |

¹Per 100 students.

²Physical force: Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

Table 12. Percent of Graduate/Professional Students Declining to State Their Gender Who Experienced Penetration or Sexual Touching Involving Physical Force and/or Inability to Consent or Stop What Was Happening, by Time Period^{1,2}

| Survey Item Response | Current School Year | | Since Entering College | |
|---|---------------------|--------|------------------------|--------|
| | % | StdErr | % | StdErr |
| Total involving physical force or inability to consent or stop what was happening | 1.7 | 0.5 | 4.4 | 0.7 |
| Penetration | 0.6 | 0.3 | 1.7 | 0.4 |
| Physical force only | 0.4 | 0.2 | 1.3 | 0.4 |
| Completed | S | S | 0.9 | 0.3 |
| Attempted | S | S | 0.9 | 0.3 |
| Inability to consent or stop what was happening only | S | S | 0.7 | 0.3 |
| Both physical force and inability to consent or stop what was happening | S | S | S | S |
| Sexual touching | 1.5 | 0.5 | 3.8 | 0.7 |
| Physical force only | 1.2 | 0.4 | 2.7 | 0.6 |
| Inability to consent or stop what was happening only | S | S | 1.1 | 0.3 |
| Both physical force and inability to consent or stop what was happening | 0.0 | 0.0 | S | S |

¹Per 100 students.

²Physical force: Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

Table 13. Number of Times Students Experienced Penetration or Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening, by Gender and Student Affiliation^{1,2}

| Survey Item Response | Woman | | | | Man | | | | TGQN ³ | | | | Decline to State | | | |
|--|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Since enrolling at the school - Penetration or sexual touching | | | | | | | | | | | | | | | | |
| Number of times | | | | | | | | | | | | | | | | |
| 0 times | 74.1 | 0.2 | 90.3 | 0.1 | 93.2 | 0.1 | 97.5 | 0.1 | 77.2 | 1.0 | 85.5 | 1.0 | 91.5 | 1.3 | 95.6 | 0.7 |
| 1 time | 9.5 | 0.1 | 4.4 | 0.1 | 3.4 | 0.1 | 1.3 | 0.1 | 8.2 | 0.6 | 6.3 | 0.7 | 3.8 | 0.8 | 1.2 | 0.4 |
| 2 times | 6.0 | 0.1 | 2.3 | 0.1 | 1.5 | 0.1 | 0.5 | 0.0 | 4.8 | 0.5 | 2.6 | 0.5 | 1.9 | 0.5 | 1.1 | 0.4 |
| 3 times | 3.6 | 0.1 | 1.0 | 0.1 | 0.7 | 0.1 | 0.2 | 0.0 | 2.4 | 0.3 | 0.9 | 0.2 | 1.7 | 0.6 | 0.6 | 0.3 |
| 4 or more times | 6.8 | 0.1 | 2.0 | 0.1 | 1.2 | 0.1 | 0.5 | 0.0 | 7.4 | 0.5 | 4.6 | 0.6 | 1.1 | 0.4 | 1.4 | 0.4 |
| Since enrolling at the school - Penetration | | | | | | | | | | | | | | | | |
| Number of times | | | | | | | | | | | | | | | | |
| 0 times | 87.2 | 0.1 | 95.4 | 0.1 | 97.1 | 0.1 | 99.1 | 0.1 | 88.0 | 0.7 | 92.4 | 0.8 | 97.4 | 0.6 | 98.3 | 0.4 |
| 1 time | 7.0 | 0.1 | 2.8 | 0.1 | 1.8 | 0.1 | 0.5 | 0.0 | 5.2 | 0.5 | 3.6 | 0.6 | 1.6 | 0.4 | 0.8 | 0.3 |
| 2 times | 3.1 | 0.1 | 1.0 | 0.1 | 0.6 | 0.0 | 0.1 | 0.0 | 1.9 | 0.3 | 1.0 | 0.3 | 0.5 | 0.2 | S | S |
| 3 times | 1.2 | 0.0 | 0.3 | 0.0 | 0.2 | 0.0 | 0.1 | 0.0 | 1.4 | 0.3 | 0.8 | 0.3 | S | S | S | S |
| 4 or more times | 1.5 | 0.0 | 0.5 | 0.0 | 0.3 | 0.0 | 0.2 | 0.0 | 3.6 | 0.4 | 2.2 | 0.5 | S | S | 0.5 | 0.2 |

¹Per 100 students.

²Physical force: Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

³TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

Table 14. Percentage of Students Who Experienced Penetration or Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening For Class Year and Different Time Periods, by Gender and Student Affiliation^{1,2}

| Survey Item Response | Total | | Woman | | | | Man | | | | TGQN ³ | | | | Decline to State | | | |
|---|-------|--------|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Class/program year for incidents that occurred since the beginning of the Fall 2018 term</i> | | | | | | | | | | | | | | | | | | |
| 1st year | 6.0 | 0.1 | 16.1 | 0.3 | 3.8 | 0.2 | 3.7 | 0.2 | 1.0 | 0.1 | 8.3 | 1.4 | 6.4 | 1.3 | 2.0 | 0.9 | 2.0 | 1.1 |
| 2nd year | 6.3 | 0.1 | 13.8 | 0.2 | 3.8 | 0.2 | 3.5 | 0.2 | 1.0 | 0.1 | 12.5 | 1.9 | 8.9 | 1.9 | 4.8 | 2.3 | 2.2 | 1.0 |
| 3rd year | 6.5 | 0.1 | 11.5 | 0.3 | 2.4 | 0.2 | 3.6 | 0.2 | 1.3 | 0.2 | 12.9 | 1.5 | 5.7 | 1.6 | 3.8 | 1.8 | S | S |
| 4th year or higher | 6.0 | 0.1 | 11.3 | 0.3 | 1.8 | 0.2 | 3.2 | 0.2 | 0.8 | 0.1 | 10.2 | 1.4 | 4.8 | 1.5 | 4.2 | 1.3 | S | S |
| <i>Class/program year for incidents that occurred since entering college</i> | | | | | | | | | | | | | | | | | | |
| 1st year | 7.3 | 0.1 | 16.5 | 0.3 | 7.3 | 0.2 | 3.8 | 0.2 | 1.9 | 0.1 | 8.7 | 1.4 | 11.2 | 1.6 | 2.0 | 0.9 | 3.1 | 1.3 |
| 2nd year | 11.3 | 0.1 | 22.7 | 0.3 | 10.5 | 0.3 | 5.5 | 0.3 | 2.2 | 0.1 | 19.9 | 2.3 | 18.2 | 2.5 | 6.8 | 2.5 | 3.9 | 1.2 |
| 3rd year | 15.8 | 0.2 | 27.2 | 0.3 | 12.7 | 0.4 | 7.6 | 0.2 | 3.5 | 0.3 | 25.5 | 2.1 | 14.0 | 2.5 | 11.0 | 2.5 | 2.6 | 1.2 |
| 4th year or higher | 18.1 | 0.2 | 32.8 | 0.4 | 11.9 | 0.4 | 8.9 | 0.3 | 3.1 | 0.2 | 28.9 | 2.3 | 14.3 | 2.2 | 10.1 | 2.4 | 7.9 | 2.1 |

¹Per 100 students.

²**Physical force:** Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

³TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

Table 15. Percentage of Students Who Experienced Penetration Involving Physical Force or Inability to Consent or Stop What Was Happening For Class Year and Different Time Periods, by Gender and Student Affiliation^{1,2}

| Survey Item Response | Total | | Woman | | | | Man | | | | TGQN ³ | | | | Decline to State | | | |
|---|-------|--------|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Class/program year for incidents that occurred since the beginning of the Fall 2018 term</i> | | | | | | | | | | | | | | | | | | |
| 1st year | 2.1 | 0.1 | 5.7 | 0.2 | 1.3 | 0.1 | 1.3 | 0.1 | 0.4 | 0.1 | 4.7 | 1.1 | 3.4 | 0.9 | - | - | S | S |
| 2nd year | 2.3 | 0.1 | 5.1 | 0.1 | 1.5 | 0.1 | 1.2 | 0.1 | 0.3 | 0.1 | 6.2 | 1.4 | 4.0 | 1.3 | S | S | 1.7 | 0.9 |
| 3rd year | 2.4 | 0.1 | 4.3 | 0.2 | 0.8 | 0.1 | 1.2 | 0.1 | 0.4 | 0.1 | 6.4 | 1.1 | 4.3 | 1.5 | S | S | - | - |
| 4th year or higher | 2.2 | 0.1 | 4.2 | 0.2 | 0.7 | 0.1 | 1.3 | 0.1 | 0.2 | 0.1 | 3.2 | 0.7 | 1.6 | 1.0 | 1.5 | 0.7 | - | - |
| <i>Class/program year for incidents that occurred since entering college</i> | | | | | | | | | | | | | | | | | | |
| 1st year | 2.8 | 0.1 | 5.8 | 0.2 | 3.4 | 0.2 | 1.3 | 0.1 | 0.8 | 0.1 | 4.9 | 1.1 | 7.1 | 1.3 | - | - | S | S |
| 2nd year | 5.0 | 0.1 | 10.0 | 0.2 | 5.1 | 0.2 | 2.2 | 0.2 | 0.9 | 0.1 | 10.1 | 1.6 | 10.1 | 1.9 | 2.7 | 1.4 | 2.1 | 0.9 |
| 3rd year | 7.7 | 0.1 | 13.9 | 0.3 | 6.2 | 0.3 | 3.2 | 0.2 | 1.2 | 0.2 | 14.0 | 1.8 | 8.3 | 1.8 | 1.6 | 0.7 | S | S |
| 4th year or higher | 9.4 | 0.1 | 18.0 | 0.3 | 5.6 | 0.3 | 4.2 | 0.2 | 1.1 | 0.1 | 14.9 | 1.7 | 4.7 | 1.3 | 4.2 | 1.2 | 3.3 | 1.4 |

¹Per 100 students.

²**Physical force:** Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

³TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

Table 16. Percentage of Students Who Experienced Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening For Class Year, by Gender and Student Affiliation^{1,2}

| Survey Item Response | Total | | Woman | | | | Man | | | | TGQN ³ | | | | Decline to State | | | |
|---|-------|--------|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Class/program year for incidents that occurred since the beginning of the Fall 2018 term</i> | | | | | | | | | | | | | | | | | | |
| 1st year | 4.7 | 0.1 | 12.8 | 0.3 | 3.0 | 0.1 | 2.8 | 0.2 | 0.7 | 0.1 | 5.2 | 1.0 | 3.6 | 1.1 | 2.0 | 0.9 | 2.0 | 1.1 |
| 2nd year | 4.8 | 0.1 | 10.8 | 0.3 | 2.7 | 0.2 | 2.6 | 0.2 | 0.7 | 0.1 | 7.3 | 1.6 | 6.4 | 1.3 | 4.3 | 2.2 | 1.5 | 0.8 |
| 3rd year | 5.0 | 0.1 | 8.9 | 0.2 | 1.9 | 0.2 | 2.8 | 0.2 | 1.0 | 0.2 | 9.6 | 1.4 | 3.4 | 1.2 | 3.4 | 1.7 | S | S |
| 4th year or higher | 4.6 | 0.1 | 8.6 | 0.2 | 1.4 | 0.1 | 2.4 | 0.2 | 0.6 | 0.1 | 8.0 | 1.3 | 3.1 | 1.3 | 3.7 | 1.3 | S | S |
| <i>Class/program year for incidents that occurred since entering college</i> | | | | | | | | | | | | | | | | | | |
| 1st year | 5.6 | 0.1 | 13.2 | 0.3 | 5.3 | 0.2 | 2.8 | 0.2 | 1.3 | 0.1 | 5.8 | 1.1 | 7.3 | 1.5 | 2.0 | 0.9 | 2.8 | 1.2 |
| 2nd year | 8.5 | 0.1 | 17.5 | 0.3 | 7.4 | 0.2 | 4.1 | 0.2 | 1.6 | 0.1 | 13.9 | 1.9 | 13.5 | 2.1 | 5.3 | 2.4 | 3.2 | 1.1 |
| 3rd year | 11.9 | 0.2 | 20.6 | 0.3 | 9.2 | 0.4 | 5.5 | 0.2 | 2.8 | 0.2 | 19.1 | 1.8 | 9.9 | 2.2 | 9.9 | 2.5 | 2.6 | 1.2 |
| 4th year or higher | 13.1 | 0.2 | 24.0 | 0.3 | 8.4 | 0.3 | 6.3 | 0.2 | 2.3 | 0.2 | 21.5 | 1.8 | 10.9 | 2.1 | 8.4 | 2.2 | 6.9 | 2.0 |

¹Per 100 students.

²**Physical force:** Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

³TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

Table 17. Incidents Occurring During an Academic Break and Location for Victimizations of Penetration or Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening, by Gender, Type of Sexual Contact, and Tactic^{1,2,3,4}

| Survey Item Response | Woman | | | | Man | | | | TGQN ⁵ | | | | Decline to State | | | |
|---|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|
| | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Did the incident occur during an academic break or recess?</i> | | | | | | | | | | | | | | | | |
| Yes | 17.1 | 0.5 | 11.5 | 0.5 | 17.7 | 1.5 | 12.9 | 1.1 | 26.8 | 3.0 | 14.9 | 2.4 | 20.7 | 8.1 | S | S |
| No | 82.9 | 0.5 | 88.5 | 0.5 | 82.3 | 1.5 | 87.1 | 1.1 | 73.2 | 3.0 | 85.1 | 2.4 | 79.3 | 8.1 | 94.2 | 5.4 |
| <i>Did it occur on campus or affiliated property?</i> | | | | | | | | | | | | | | | | |
| Yes | 54.5 | 0.7 | 58.9 | 0.8 | 48.1 | 1.9 | 52.3 | 1.6 | 53.0 | 3.0 | 50.6 | 4.3 | 36.7 | 9.9 | 45.1 | 12.8 |
| No | 45.5 | 0.7 | 41.1 | 0.8 | 51.9 | 1.9 | 47.7 | 1.6 | 47.0 | 3.0 | 49.4 | 4.3 | 63.3 | 9.9 | 54.9 | 12.8 |
| <i>Where did this incident occur?</i> | | | | | | | | | | | | | | | | |
| University residence hall/dorm | 26.1 | 0.5 | 16.0 | 0.4 | 30.5 | 1.6 | 22.1 | 1.3 | 25.3 | 2.7 | 20.9 | 2.8 | 22.0 | 9.2 | 19.8 | 9.7 |
| Fraternity house | 10.7 | 0.3 | 20.1 | 0.4 | 6.4 | 1.0 | 9.6 | 0.9 | 6.7 | 1.8 | 12.6 | 2.7 | S | S | S | S |
| Sorority house | 0.3 | 0.1 | 0.1 | 0.0 | 0.8 | 0.3 | 0.7 | 0.2 | S | S | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Other space used by a single-sex student social organization | 0.6 | 0.1 | 1.1 | 0.1 | 0.3 | 0.1 | 0.9 | 0.3 | 0.8 | 0.4 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Other residential housing | 30.2 | 0.6 | 17.2 | 0.6 | 30.6 | 1.6 | 20.7 | 1.5 | 29.3 | 3.2 | 21.2 | 3.9 | 19.9 | 10.3 | 30.6 | 12.9 |
| Classroom, lab, or fieldwork setting | 0.2 | 0.1 | 0.6 | 0.1 | 1.0 | 0.5 | 0.9 | 0.3 | 2.0 | 1.0 | S | S | 0.0 | 0.0 | 0.0 | 0.0 |
| Faculty or staff office | 0.1 | 0.0 | 0.1 | 0.0 | 0.4 | 0.2 | S | S | 1.7 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Restaurant, bar, or club | 3.1 | 0.2 | 19.5 | 0.5 | 2.3 | 0.5 | 17.5 | 1.3 | 2.3 | 0.7 | 13.4 | 3.1 | S | S | S | S |
| Other non-residential building | 7.7 | 0.4 | 5.4 | 0.3 | 5.5 | 0.9 | 4.0 | 0.7 | 4.3 | 1.2 | 5.6 | 1.9 | 15.9 | 8.1 | 0.0 | 0.0 |

Table 17. Incidents Occurring During an Academic Break and Location for Victimizations of Penetration or Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening, by Gender, Type of Sexual Contact, and Tactic^{1,2,3,4} (continued)

| Survey Item Response | Woman | | | | Man | | | | TGQN ⁵ | | | | Decline to State | | | |
|-------------------------------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|
| | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Outdoor or recreational space | 1.7 | 0.2 | 5.0 | 0.3 | 1.3 | 0.4 | 4.3 | 0.6 | 3.3 | 1.2 | 4.0 | 1.8 | S | S | S | S |
| Some other place | 19.3 | 0.5 | 14.9 | 0.5 | 20.8 | 1.6 | 19.3 | 1.4 | 23.5 | 2.5 | 22.0 | 3.4 | 30.4 | 10.0 | 28.4 | 9.8 |

¹Respondents were asked to report on these characteristics for up to four incidents that impacted or affected them the most.

²Estimates are for victimizations reported since entering college.

³Per 100 victimizations.

⁴**Physical force:** Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

⁵TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

Table 18. Characteristics of Offenders For Victimizations of Penetration or Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening, by Gender, Type of Sexual Contact, and Tactic^{1,2,3,4}

| Survey Item Response | Woman | | | | Man | | | | TGQN ⁵ | | | | Decline to State | | | |
|--|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|
| | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>How many people did this to you (during this incident)?</i> | | | | | | | | | | | | | | | | |
| 1 person | 81.8 | 0.5 | 83.8 | 0.6 | 85.0 | 1.3 | 86.8 | 1.2 | 73.8 | 3.1 | 89.9 | 2.3 | 87.3 | 7.3 | 94.1 | 4.3 |
| 2 persons | 9.7 | 0.3 | 9.6 | 0.5 | 8.2 | 1.1 | 8.5 | 1.0 | 11.6 | 2.4 | 8.4 | 2.1 | S | S | S | S |
| 3 or more persons | 8.5 | 0.3 | 6.6 | 0.4 | 6.8 | 1.0 | 4.8 | 0.8 | 14.6 | 2.9 | 1.7 | 0.9 | 0.0 | 0.0 | S | S |
| <i>Were any of the people that did this to you...</i> | | | | | | | | | | | | | | | | |
| Man | 99.1 | 0.1 | 97.8 | 0.2 | 38.6 | 1.6 | 35.8 | 1.6 | 85.6 | 2.2 | 72.2 | 5.0 | 63.8 | 11.5 | 69.8 | 11.6 |
| Woman | 1.8 | 0.1 | 2.7 | 0.2 | 66.4 | 1.6 | 65.8 | 1.5 | 20.2 | 2.8 | 23.1 | 4.2 | 36.8 | 14.0 | 33.8 | 11.6 |
| Other gender identity | 0.2 | 0.0 | 0.2 | 0.0 | 2.6 | 0.6 | 0.9 | 0.3 | 13.6 | 2.9 | 7.7 | 2.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| Don't know | 0.2 | 0.0 | 0.5 | 0.1 | 1.3 | 0.5 | 1.8 | 0.4 | 2.4 | 1.1 | 3.3 | 1.2 | S | S | S | S |
| <i>How (is the person/are the persons) who did this to you associated with [University]?⁶</i> | | | | | | | | | | | | | | | | |
| Student | 73.3 | 0.5 | 78.3 | 0.6 | 74.0 | 1.6 | 81.3 | 1.3 | 61.4 | 2.7 | 73.1 | 3.6 | 69.0 | 9.4 | 67.2 | 11.7 |
| Student teaching assistant | 1.0 | 0.1 | 0.9 | 0.2 | 1.8 | 0.6 | 2.3 | 0.5 | 3.9 | 1.7 | 1.4 | 0.7 | 0.0 | 0.0 | 0.0 | 0.0 |
| Faculty or instructor | 0.3 | 0.1 | 0.5 | 0.1 | 2.3 | 0.7 | 0.6 | 0.2 | 5.0 | 1.9 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Research staff | 0.5 | 0.1 | 0.5 | 0.1 | 1.0 | 0.4 | 0.7 | 0.2 | 4.3 | 1.8 | S | S | 0.0 | 0.0 | 0.0 | 0.0 |
| Other staff or administrator | 0.4 | 0.1 | 0.4 | 0.1 | 1.6 | 0.5 | 0.7 | 0.3 | 3.2 | 1.6 | 0.0 | 0.0 | 0.0 | 0.0 | S | S |
| Coach or trainer | S | S | 0.1 | 0.0 | 0.7 | 0.4 | S | S | 2.2 | 0.9 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Alumni | 3.2 | 0.2 | 2.2 | 0.2 | 2.7 | 0.7 | 1.3 | 0.4 | 10.2 | 2.3 | S | S | 0.0 | 0.0 | S | S |

Table 18. Characteristics of Offenders For Victimizations of Penetration or Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening, by Gender, Type of Sexual Contact, and Tactic^{1,2,3,4} (continued)

| Survey Item Response | Woman | | | | Man | | | | TGQN ⁵ | | | | Decline to State | | | |
|--|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|
| | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Other person associated with [University] (e.g., internship, study abroad) | 1.4 | 0.1 | 1.0 | 0.1 | 1.2 | 0.5 | 0.5 | 0.2 | 2.8 | 0.9 | 3.4 | 1.5 | 0.0 | 0.0 | 0.0 | 0.0 |
| The person was not associated with [University] | 25.6 | 0.5 | 14.6 | 0.5 | 20.6 | 1.5 | 12.5 | 1.3 | 32.1 | 3.3 | 20.4 | 3.3 | 36.4 | 10.0 | S | S |
| Unsure about association with [University] | 6.4 | 0.3 | 12.3 | 0.5 | 7.1 | 1.1 | 9.4 | 1.1 | 13.3 | 2.4 | 10.0 | 2.6 | S | S | 15.6 | 7.9 |
| <i>At the time of this event, what (was the person's/were the persons') relationship to you?⁶</i> | | | | | | | | | | | | | | | | |
| Someone I was involved or intimate with at the time | 29.3 | 0.6 | 9.9 | 0.4 | 27.6 | 1.7 | 11.8 | 1.0 | 39.7 | 3.5 | 12.7 | 2.5 | 21.3 | 8.2 | S | S |
| Someone I previously <u>had been</u> involved or intimate with | 15.7 | 0.4 | 6.2 | 0.3 | 19.4 | 1.5 | 10.6 | 1.1 | 24.3 | 2.7 | 7.5 | 1.7 | 9.6 | 5.0 | 0.0 | 0.0 |
| Teacher | 0.2 | 0.1 | 0.2 | 0.1 | 1.7 | 0.6 | 0.7 | 0.3 | 3.8 | 1.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Advisor | 0.2 | 0.0 | 0.1 | 0.0 | 0.8 | 0.4 | S | S | 2.9 | 1.6 | S | S | 0.0 | 0.0 | 0.0 | 0.0 |
| Someone I was teaching or advising | S | S | 0.1 | 0.0 | 0.8 | 0.4 | 0.2 | 0.1 | 3.2 | 1.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Live-in residential staff | 0.3 | 0.1 | 0.1 | 0.0 | 1.0 | 0.5 | 0.4 | 0.1 | 2.7 | 1.6 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Coach or trainer | 0.1 | 0.0 | 0.1 | 0.0 | 0.5 | 0.4 | 0.0 | 0.0 | 2.1 | 1.6 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Boss or supervisor | 0.5 | 0.1 | 0.5 | 0.1 | 1.1 | 0.5 | 0.5 | 0.3 | 2.9 | 1.6 | S | S | 0.0 | 0.0 | 0.0 | 0.0 |
| Co-worker | 2.2 | 0.2 | 2.3 | 0.2 | 3.0 | 0.7 | 2.9 | 0.6 | 4.2 | 1.9 | 2.3 | 1.3 | 0.0 | 0.0 | S | S |
| Friend | 32.3 | 0.6 | 27.5 | 0.7 | 33.3 | 1.8 | 34.0 | 1.5 | 28.6 | 2.7 | 36.1 | 4.2 | 32.6 | 10.3 | 37.0 | 12.6 |
| Classmate | 9.0 | 0.3 | 10.3 | 0.4 | 9.9 | 1.0 | 13.1 | 1.1 | 14.2 | 2.5 | 9.5 | 1.8 | 20.9 | 10.8 | 12.3 | 7.0 |

Table 18. Characteristics of Offenders For Victimitizations of Penetration or Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening, by Gender, Type of Sexual Contact, and Tactic^{1,2,3,4} (continued)

| Survey Item Response | Woman | | | | Man | | | | TGQN ⁵ | | | | Decline to State | | | |
|---|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|
| | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Someone I know or recognize, but was not a friend | 30.8 | 0.6 | 28.4 | 0.7 | 25.2 | 1.4 | 27.3 | 1.9 | 23.8 | 2.6 | 17.3 | 3.6 | 31.2 | 12.5 | 40.0 | 10.5 |
| Did not know or recognize this person | 15.8 | 0.4 | 35.9 | 0.7 | 13.0 | 1.2 | 23.5 | 1.5 | 20.8 | 2.9 | 34.3 | 4.6 | S | S | 15.4 | 7.6 |

¹Respondents were asked to report on these characteristics for up to four incidents that impacted or affected them the most.

²Estimates are for victimizations reported since entering college.

³Per 100 victimizations.

⁴Physical force: Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

⁵TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

⁶Respondents could select multiple options.

Table 19. Substance Use for Victimizations of Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening, by Gender, Type of Sexual Contact, and Tactic^{1,2,3,4}

| Survey Item Response | Woman | | | | Man | | | | TGQN ⁵ | | | | Decline to State | | | |
|--|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|
| | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Before the incident, (was/were) (the person/any of the persons) who did this to you drinking alcohol?</i> | | | | | | | | | | | | | | | | |
| Yes | 65.0 | 0.6 | 66.7 | 0.7 | 63.3 | 1.7 | 68.3 | 1.5 | 48.1 | 2.9 | 63.0 | 4.2 | 63.2 | 10.0 | 64.2 | 10.9 |
| No | 20.3 | 0.5 | 13.8 | 0.5 | 18.5 | 1.5 | 15.2 | 1.2 | 28.4 | 2.6 | 14.1 | 2.7 | 15.6 | 8.0 | S | S |
| Don't know | 14.7 | 0.4 | 19.5 | 0.5 | 18.3 | 1.3 | 16.4 | 1.4 | 23.6 | 2.6 | 22.9 | 3.9 | 21.2 | 8.7 | 34.1 | 10.9 |
| <i>Before the incident, (was/were) (the person/any of the persons) who did this to you using drugs?</i> | | | | | | | | | | | | | | | | |
| Yes | 12.0 | 0.4 | 6.8 | 0.4 | 13.1 | 1.4 | 8.5 | 1.0 | 19.8 | 2.5 | 8.0 | 2.3 | 24.7 | 9.3 | S | S |
| No | 45.6 | 0.6 | 35.5 | 0.7 | 53.5 | 1.9 | 46.0 | 1.8 | 40.4 | 2.8 | 37.0 | 4.3 | 36.3 | 10.5 | 33.5 | 11.1 |
| Don't know | 42.3 | 0.6 | 57.8 | 0.7 | 33.4 | 1.6 | 45.6 | 1.8 | 39.8 | 3.2 | 55.0 | 4.2 | 39.0 | 10.7 | 56.1 | 11.4 |
| <i>Before the incident, were you drinking alcohol?</i> | | | | | | | | | | | | | | | | |
| Yes | 76.8 | 0.5 | 72.1 | 0.7 | 80.1 | 1.4 | 74.6 | 1.5 | 59.2 | 3.2 | 69.5 | 4.1 | 84.4 | 8.0 | 79.7 | 8.9 |
| No | 23.2 | 0.5 | 27.9 | 0.7 | 19.9 | 1.4 | 25.4 | 1.5 | 40.8 | 3.2 | 30.5 | 4.1 | 15.6 | 8.0 | 20.3 | 8.9 |
| <i>Before the incident, did you voluntarily take any drugs?</i> | | | | | | | | | | | | | | | | |
| Yes | 9.5 | 0.4 | 6.0 | 0.4 | 19.1 | 1.6 | 12.3 | 1.1 | 22.6 | 2.9 | 11.5 | 2.4 | 27.6 | 7.9 | 40.4 | 11.8 |
| No | 90.5 | 0.4 | 94.0 | 0.4 | 80.9 | 1.6 | 87.7 | 1.1 | 77.4 | 2.9 | 88.5 | 2.4 | 72.4 | 7.9 | 59.6 | 11.8 |

Table 19. Substance Use for Victimizations of Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening, by Gender, Type of Sexual Contact, and Tactic^{1,2,3,4} (continued)

| Survey Item Response | Woman | | | | Man | | | | TGQN ⁵ | | | | Decline to State | | | |
|---|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|
| | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Before the incident, had you been given alcohol or another drug without your knowledge or consent?</i> | | | | | | | | | | | | | | | | |
| Yes, I am certain | 3.7 | 0.2 | 1.8 | 0.2 | 5.1 | 1.0 | 1.1 | 0.3 | 4.5 | 1.3 | 1.8 | 0.9 | 0.0 | 0.0 | S | S |
| I suspect, but I am not certain | 11.8 | 0.4 | 4.3 | 0.3 | 8.0 | 0.8 | 3.8 | 0.7 | 12.7 | 2.6 | 4.4 | 1.9 | 20.7 | 7.8 | 0.0 | 0.0 |
| No | 72.3 | 0.6 | 87.2 | 0.5 | 80.3 | 1.3 | 90.5 | 0.9 | 74.3 | 3.2 | 86.0 | 3.2 | 53.4 | 12.1 | 80.0 | 11.2 |
| Don't know | 12.2 | 0.4 | 6.7 | 0.4 | 6.6 | 0.9 | 4.6 | 0.7 | 8.5 | 2.3 | 7.8 | 2.0 | 25.9 | 10.8 | S | S |
| <i>For victims who voluntarily or involuntarily used substances before the incident: Were you passed out or asleep for all or parts of this incident?</i> | | | | | | | | | | | | | | | | |
| Yes | 35.3 | 0.7 | 11.5 | 0.5 | 34.3 | 1.7 | 13.7 | 1.5 | 33.4 | 4.0 | 11.5 | 2.9 | 27.9 | 9.8 | 0.0 | 0.0 |
| No | 41.8 | 0.7 | 77.8 | 0.7 | 40.8 | 2.0 | 73.7 | 1.9 | 41.7 | 4.2 | 82.6 | 3.1 | 48.4 | 13.9 | 80.9 | 12.0 |
| Not sure | 22.9 | 0.6 | 10.8 | 0.5 | 24.9 | 1.9 | 12.6 | 1.3 | 24.9 | 3.1 | 5.9 | 1.8 | 23.7 | 8.0 | S | S |

¹Respondents were asked to report on these characteristics for up to four incidents that impacted or affected them the most.

²Estimates are for victimizations reported since entering college.

³Per 100 victimizations.

⁴**Physical force:** Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

⁵TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

Table 20. Emotional, Academic/Professional, or Physical Consequences for Victimizations of Penetration or Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening, by Gender, Type of Sexual Contact, and Tactic^{1,2,3,4}

| Survey Item Response | Woman | | | | Man | | | | TGQN ⁵ | | | | Decline to State | | | |
|--|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|
| | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Did you experience any of the following consequences as a result of the incident?⁶</i> | | | | | | | | | | | | | | | | |
| Emotional | | | | | | | | | | | | | | | | |
| Avoided or tried to avoid the person(s) | 77.4 | 0.5 | 67.0 | 0.6 | 68.1 | 1.8 | 57.2 | 1.7 | 76.1 | 2.2 | 63.4 | 3.8 | 64.8 | 10.5 | 63.3 | 12.6 |
| Fearfulness or being concerned about safety | 40.6 | 0.5 | 33.0 | 0.7 | 20.4 | 1.5 | 15.8 | 1.3 | 59.4 | 3.0 | 41.1 | 4.1 | 33.1 | 11.6 | S | S |
| Feelings of helplessness or hopelessness | 56.9 | 0.6 | 28.1 | 0.5 | 32.3 | 1.7 | 18.7 | 1.5 | 69.0 | 3.0 | 44.0 | 5.0 | 38.7 | 10.4 | S | S |
| Loss of interest in daily activities | 40.9 | 0.7 | 12.9 | 0.4 | 29.2 | 1.9 | 12.3 | 1.3 | 60.1 | 2.9 | 23.0 | 3.5 | 33.6 | 10.2 | S | S |
| Withdrawal from interactions with friends | 46.4 | 0.6 | 18.4 | 0.6 | 29.2 | 1.8 | 16.8 | 1.3 | 61.4 | 3.1 | 35.9 | 4.7 | 39.5 | 12.4 | S | S |
| Stopped participating in extracurricular activities | 22.7 | 0.5 | 9.2 | 0.4 | 15.8 | 1.4 | 7.3 | 0.9 | 33.5 | 3.0 | 21.0 | 3.7 | 23.3 | 10.7 | - | - |
| Nightmares or trouble sleeping | 42.2 | 0.6 | 17.9 | 0.5 | 21.5 | 1.5 | 9.4 | 1.0 | 55.8 | 3.1 | 27.2 | 3.8 | 42.0 | 10.9 | - | - |
| Feeling numb or detached | 60.2 | 0.6 | 25.8 | 0.5 | 38.5 | 1.8 | 17.3 | 1.4 | 72.9 | 3.0 | 44.0 | 4.2 | 53.4 | 10.2 | S | S |
| Headaches or stomach aches | 28.0 | 0.6 | 11.3 | 0.4 | 14.2 | 1.3 | 6.4 | 0.8 | 42.9 | 2.9 | 19.2 | 2.9 | 31.8 | 10.3 | S | S |
| Eating problems or disorders | 26.4 | 0.5 | 9.1 | 0.4 | 15.5 | 1.4 | 4.8 | 0.8 | 43.2 | 3.2 | 13.5 | 2.6 | 16.3 | 7.2 | - | - |
| Increased drug or alcohol use | 30.6 | 0.5 | 9.4 | 0.4 | 24.0 | 1.7 | 9.3 | 1.0 | 47.6 | 3.0 | 21.1 | 3.3 | 25.6 | 8.2 | S | S |
| None of the above | 7.8 | 0.3 | 19.5 | 0.5 | 20.4 | 1.7 | 33.5 | 1.7 | 7.9 | 1.6 | 17.0 | 3.0 | 8.1 | 4.0 | 36.7 | 12.6 |

Table 20. Emotional, Academic/Professional, or Physical Consequences for Victimizations of Penetration or Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening, by Gender, Type of Sexual Contact, and Tactic^{1,2,3,4} (continued)

| Survey Item Response | Woman | | | | Man | | | | TGQN ⁵ | | | | Decline to State | | | |
|---|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|
| | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Academic or professional | | | | | | | | | | | | | | | | |
| Decreased class attendance | 36.3 | 0.7 | 14.0 | 0.6 | 28.0 | 1.9 | 11.7 | 1.0 | 54.1 | 3.0 | 29.8 | 3.7 | 64.7 | 9.9 | S | S |
| Difficulty concentrating on studies, assignments, or exams | 55.5 | 0.6 | 27.4 | 0.7 | 38.2 | 2.1 | 21.8 | 1.7 | 68.7 | 3.0 | 48.5 | 4.5 | 57.7 | 10.1 | S | S |
| Difficulty concentrating on thesis/dissertation research or lab/clinical duties | 13.6 | 0.4 | 5.3 | 0.3 | 11.5 | 1.2 | 4.5 | 0.6 | 18.6 | 2.6 | 13.1 | 2.6 | 11.6 | 6.5 | S | S |
| Difficulty going to work | 23.2 | 0.6 | 9.0 | 0.4 | 17.7 | 1.4 | 8.3 | 1.0 | 39.0 | 3.2 | 21.4 | 3.8 | 27.5 | 11.9 | S | S |
| Withdrew from some or all classes | 14.5 | 0.4 | 4.0 | 0.3 | 9.8 | 1.3 | 4.4 | 0.8 | 27.4 | 2.8 | 9.6 | 2.5 | S | S | - | - |
| Changed my residence or housing situation | 5.8 | 0.3 | 2.1 | 0.2 | 4.6 | 0.9 | 2.5 | 0.6 | 13.8 | 2.5 | 5.9 | 1.7 | S | S | - | - |
| Changed my career plan | 5.8 | 0.3 | 1.5 | 0.2 | 5.5 | 1.0 | 1.9 | 0.4 | 11.4 | 2.3 | 4.4 | 1.6 | 15.6 | 9.9 | - | - |
| Considered dropping out of school | 18.3 | 0.5 | 5.0 | 0.3 | 13.9 | 1.5 | 4.2 | 0.7 | 34.9 | 3.1 | 16.7 | 3.3 | S | S | - | - |
| Changed major or college | 6.1 | 0.3 | 1.6 | 0.2 | 4.5 | 0.8 | 1.9 | 0.5 | 9.7 | 2.2 | 5.8 | 2.0 | 20.2 | 10.0 | - | - |
| None of the above | 38.0 | 0.6 | 67.2 | 0.6 | 51.8 | 2.1 | 72.5 | 1.8 | 24.3 | 2.6 | 42.8 | 5.0 | 31.1 | 9.3 | 90.1 | 5.7 |

Table 20. Emotional, Academic/Professional, or Physical Consequences for Victimizations of Penetration or Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening, by Gender, Type of Sexual Contact, and Tactic^{1,2,3,4} (continued)

| Survey Item Response | Woman | | | | Man | | | | TGQN ⁵ | | | | Decline to State | | | |
|--|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|
| | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Did you experience any of the following consequences as a result of the incident?⁶</i> | | | | | | | | | | | | | | | | |
| Physically injured | 15.1 | 0.5 | 3.1 | 0.3 | 7.6 | 1.0 | 1.8 | 0.4 | 18.9 | 2.6 | 4.2 | 1.6 | S | S | - | - |
| Contracted a sexually transmitted disease or infection | 4.6 | 0.2 | 0.5 | 0.1 | 6.1 | 0.9 | 0.7 | 0.3 | 11.7 | 2.4 | S | S | - | - | - | - |
| Became pregnant | 0.6 | 0.1 | 0.1 | 0.0 | 1.2 | 0.5 | 0.3 | 0.2 | 4.5 | 1.9 | - | - | - | - | - | - |
| None of the above | 81.1 | 0.5 | 96.4 | 0.3 | 87.1 | 1.1 | 97.2 | 0.6 | 72.2 | 3.2 | 94.9 | 1.8 | 91.4 | 5.9 | 100.0 | 0.0 |
| At least one emotional, academic/professional, or physical consequence | 92.8 | 0.3 | 80.9 | 0.5 | 81.3 | 1.6 | 67.8 | 1.6 | 94.4 | 1.3 | 84.5 | 2.9 | 91.9 | 4.0 | 58.7 | 11.6 |

¹Respondents were asked to report on these characteristics for up to four incidents that impacted or affected them the most.

²Estimates are for victimizations reported since entering college.

³Per 100 victimizations.

⁴Physical force: Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

⁵TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

⁶Respondents could select multiple options.

Table 21. Percent of Victimitizations With Penetration or Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening When a Program or Resource Was Contacted and Victims' Reasons for Not Contacting a Program or Resource, by Gender, Type of Sexual Contact, and Tactic^{1,2,3}

| Survey Item Response | Woman | | | | Man | | | |
|---|---|--------|---|--------|---|--------|---|--------|
| | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Have you ever contacted a program or resource about this experience/these experiences?⁵</i> | | | | | | | | |
| Yes | 29.5 | 0.6 | 12.3 | 0.5 | 17.8 | 1.3 | 9.9 | 1.0 |
| No | 70.5 | 0.6 | 87.7 | 0.5 | 82.2 | 1.3 | 90.1 | 1.0 |
| <i>Why did you decide not contact any programs or resources?⁶</i> | | | | | | | | |
| I did not know where to go or who to tell | 12.4 | 0.5 | 8.7 | 0.4 | 8.6 | 1.0 | 10.0 | 1.3 |
| I felt embarrassed, ashamed, or that it would be too emotionally difficult | 41.7 | 0.8 | 18.2 | 0.6 | 27.9 | 2.2 | 18.3 | 1.5 |
| I did not think anyone would believe me | 16.3 | 0.6 | 7.2 | 0.4 | 14.8 | 1.4 | 8.0 | 1.0 |
| I did not think it was serious enough to contact programs or resources | 47.4 | 0.7 | 62.4 | 0.7 | 42.5 | 2.1 | 51.3 | 1.8 |
| I did not want the person to get into trouble | 24.5 | 0.7 | 13.4 | 0.6 | 22.7 | 1.7 | 20.0 | 1.4 |
| I feared negative academic, social, or professional consequences | 15.8 | 0.6 | 8.8 | 0.4 | 10.3 | 1.2 | 8.5 | 1.1 |
| I feared it would not be kept confidential | 17.2 | 0.6 | 8.4 | 0.4 | 15.1 | 1.7 | 7.6 | 0.9 |
| I could handle it myself | 48.8 | 0.6 | 51.3 | 0.7 | 60.4 | 1.9 | 55.3 | 1.8 |
| I feared retaliation | 11.4 | 0.5 | 6.1 | 0.4 | 10.9 | 1.3 | 5.8 | 0.8 |
| I did not think the resources would give me the help I needed | 21.9 | 0.6 | 13.0 | 0.5 | 19.6 | 1.7 | 11.2 | 1.2 |

Table 21. Percent of Victimitizations With Penetration or Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening When a Program or Resource Was Contacted and Victims' Reasons for Not Contacting a Program or Resource, by Gender, Type of Sexual Contact, and Tactic^{1,2,3} (continued)

| Survey Item Response | Woman | | | | Man | | | |
|--|---|--------|---|--------|---|--------|---|--------|
| | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Incident occurred while school was not in session | 8.0 | 0.4 | 5.0 | 0.4 | 6.1 | 0.9 | 4.1 | 0.8 |
| Other reason | 9.0 | 0.4 | 8.5 | 0.4 | 9.3 | 1.3 | 12.3 | 1.1 |
| <i>You said you did not contact any of these programs or resources (because it was not serious enough/for an 'other' reason). Please review the list below and mark any of the reasons that may better describe why you didn't contact any of these programs or resources.⁷</i> | | | | | | | | |
| I was not injured or hurt | 69.8 | 0.8 | 83.2 | 0.7 | 67.9 | 2.9 | 79.2 | 1.7 |
| The reaction by others suggested that it wasn't serious enough to contact any of these programs or services | 24.8 | 0.9 | 26.4 | 0.7 | 17.4 | 2.0 | 26.0 | 2.1 |
| I contacted other programs or services that I felt were appropriate | 2.9 | 0.3 | 1.9 | 0.2 | 2.8 | 0.7 | 2.2 | 0.8 |
| I had trouble reaching the program or service | 1.0 | 0.2 | 0.5 | 0.2 | 1.1 | 0.6 | S | S |
| I was too busy | 22.5 | 0.7 | 18.8 | 0.7 | 23.5 | 2.6 | 19.6 | 1.7 |
| The event happened in a context that began consensually | 49.9 | 0.9 | 22.9 | 0.7 | 42.2 | 3.2 | 23.4 | 2.1 |
| Because of the person's gender, I thought it would be minimized or misunderstood | 4.8 | 0.4 | 5.0 | 0.3 | 31.3 | 2.6 | 28.7 | 2.0 |
| I might be counter-accused | 7.8 | 0.5 | 4.0 | 0.3 | 13.7 | 1.9 | 11.4 | 1.8 |

Table 21. Percent of Victimitizations With Penetration or Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening When a Program or Resource Was Contacted and Victims' Reasons for Not Contacting a Program or Resource, by Gender, Type of Sexual Contact, and Tactic^{1,2,3} (continued)

| Survey Item Response | Woman | | | | Man | | | |
|--|---|--------|---|--------|---|--------|---|--------|
| | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Alcohol and/or other drugs were present | 54.0 | 1.0 | 39.7 | 0.9 | 48.6 | 2.9 | 37.5 | 2.2 |
| Events like this seem common | 45.1 | 1.0 | 55.5 | 0.9 | 31.0 | 2.8 | 35.1 | 2.0 |
| My body showed involuntary arousal | 18.2 | 0.7 | 4.7 | 0.4 | 27.4 | 2.7 | 14.1 | 1.7 |
| Other reason | 11.7 | 0.6 | 10.1 | 0.5 | 15.0 | 2.6 | 17.3 | 1.7 |
| <i>What was the most important reason why you did not contact these programs or resources at (University)?⁸</i> | | | | | | | | |
| I felt embarrassed, ashamed, or that it would be too emotionally difficult | 15.9 | 0.5 | 5.5 | 0.3 | 9.2 | 1.2 | 7.4 | 1.1 |
| I did not think anyone would believe me | 3.8 | 0.3 | 1.4 | 0.2 | 5.8 | 1.1 | 2.1 | 0.5 |
| I did not think it was serious enough to contact programs or resources | 16.8 | 0.6 | 33.1 | 0.7 | 12.9 | 1.3 | 24.9 | 1.5 |
| I did not want the person to get into trouble | 5.2 | 0.4 | 2.4 | 0.2 | 1.9 | 0.4 | 3.2 | 0.6 |
| I feared negative academic, social, or professional consequences | 3.1 | 0.3 | 1.8 | 0.2 | 1.8 | 0.5 | 2.3 | 0.6 |
| I could handle it myself | 20.0 | 0.6 | 23.9 | 0.7 | 35.5 | 2.0 | 32.5 | 1.5 |
| I did not think the resources would give me the help I needed | 6.0 | 0.3 | 4.2 | 0.3 | 4.7 | 0.7 | 3.3 | 0.6 |
| I was not injured or hurt | 2.2 | 0.2 | 4.2 | 0.3 | 3.0 | 0.7 | 4.0 | 0.7 |
| The event happened in a context that began consensually | 8.0 | 0.4 | 2.9 | 0.2 | 6.6 | 1.2 | 1.7 | 0.5 |
| Alcohol and/or other drugs were present | 3.4 | 0.2 | 2.1 | 0.2 | 1.5 | 0.5 | 0.6 | 0.3 |
| Events like this seem common | 2.6 | 0.2 | 7.1 | 0.4 | 0.9 | 0.3 | 2.0 | 0.6 |
| Other reason | 12.9 | 0.5 | 11.4 | 0.5 | 16.2 | 1.3 | 16.1 | 1.4 |

Table 21. Percent of Victimitizations With Penetration or Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening When a Program or Resource Was Contacted and Victims' Reasons for Not Contacting a Program or Resource, by Gender, Type of Sexual Contact, and Tactic^{1,2,3} (continued)

| Survey Item Response | TGQN ⁴ | | | | Decline to State | | | |
|---|---|--------|---|--------|---|--------|---|--------|
| | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Have you ever contacted a program or resource about this experience/these experiences?⁵</i> | | | | | | | | |
| Yes | 42.9 | 3.0 | 20.8 | 3.2 | S | S | 0.0 | 0.0 |
| No | 57.1 | 3.0 | 79.2 | 3.2 | 95.7 | 4.1 | 100.0 | 0.0 |
| <i>Why did you decide not contact any programs or resources?⁶</i> | | | | | | | | |
| I did not know where to go or who to tell | 13.6 | 2.6 | 16.4 | 3.7 | 31.1 | 10.9 | 0.0 | 0.0 |
| I felt embarrassed, ashamed, or that it would be too emotionally difficult | 36.0 | 3.4 | 37.2 | 5.0 | 27.8 | 12.9 | S | S |
| I did not think anyone would believe me | 19.0 | 3.2 | 23.6 | 5.1 | 29.8 | 8.7 | S | S |
| I did not think it was serious enough to contact programs or resources | 42.0 | 4.9 | 58.0 | 5.4 | 29.9 | 11.9 | 59.4 | 11.3 |
| I did not want the person to get into trouble | 26.0 | 3.6 | 23.1 | 4.9 | 24.3 | 10.8 | 21.0 | 10.0 |
| I feared negative academic, social, or professional consequences | 17.6 | 3.6 | 8.9 | 3.2 | 23.0 | 8.7 | S | S |
| I feared it would not be kept confidential | 22.8 | 3.8 | 12.4 | 3.3 | 29.0 | 10.0 | S | S |
| I could handle it myself | 40.1 | 3.8 | 43.0 | 4.8 | 45.5 | 10.7 | 55.8 | 12.1 |
| I feared retaliation | 17.6 | 3.3 | 10.5 | 3.2 | 22.8 | 8.3 | S | S |
| I did not think the resources would give me the help I needed | 36.3 | 4.4 | 26.4 | 5.0 | 42.6 | 11.8 | 10.0 | 5.7 |

Table 21. Percent of Victimitizations With Penetration or Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening When a Program or Resource Was Contacted and Victims' Reasons for Not Contacting a Program or Resource, by Gender, Type of Sexual Contact, and Tactic^{1,2,3} (continued)

| Survey Item Response | TGQN ⁴ | | | | Decline to State | | | |
|--|---|--------|---|--------|---|--------|---|--------|
| | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Incident occurred while school was not in session | 10.3 | 2.7 | 3.6 | 1.4 | S | S | 0.0 | 0.0 |
| Other reason | 14.8 | 3.0 | 10.3 | 2.6 | 23.4 | 12.2 | S | S |
| <i>You said you did not contact any of these programs or resources (because it was not serious enough/for an 'other' reason). Please review the list below and mark any of the reasons that may better describe why you didn't contact any of these programs or resources.⁷</i> | | | | | | | | |
| I was not injured or hurt | 59.4 | 5.8 | 77.3 | 5.8 | 57.4 | 18.1 | 96.4 | 3.4 |
| The reaction by others suggested that it wasn't serious enough to contact any of these programs or services | 17.2 | 3.4 | 29.3 | 5.2 | S | S | S | S |
| I contacted other programs or services that I felt were appropriate | 7.1 | 2.7 | S | S | 0.0 | 0.0 | 0.0 | 0.0 |
| I had trouble reaching the program or service | 0.0 | 0.0 | 2.9 | 1.6 | 0.0 | 0.0 | 0.0 | 0.0 |
| I was too busy | 35.0 | 6.0 | 23.8 | 5.4 | 0.0 | 0.0 | S | S |
| The event happened in a context that began consensually | 55.4 | 5.0 | 28.2 | 5.0 | 43.1 | 18.6 | 0.0 | 0.0 |
| Because of the person's gender, I thought it would be minimized or misunderstood | 7.6 | 2.9 | 15.2 | 3.9 | S | S | S | S |
| I might be counter-accused | 9.2 | 3.4 | 3.4 | 1.9 | S | S | 0.0 | 0.0 |

Table 21. Percent of Victimitizations With Penetration or Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening When a Program or Resource Was Contacted and Victims' Reasons for Not Contacting a Program or Resource, by Gender, Type of Sexual Contact, and Tactic^{1,2,3} (continued)

| Survey Item Response | TGQN ⁴ | | | | Decline to State | | | |
|--|---|--------|---|--------|---|--------|---|--------|
| | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Alcohol and/or other drugs were present | 40.4 | 4.5 | 40.4 | 5.3 | 35.7 | 17.8 | 39.0 | 15.7 |
| Events like this seem common | 57.9 | 5.7 | 46.9 | 5.8 | 45.1 | 21.3 | 52.8 | 16.5 |
| My body showed involuntary arousal | 30.9 | 6.1 | 10.2 | 3.5 | S | S | 0.0 | 0.0 |
| Other reason | 30.8 | 5.1 | 12.4 | 3.3 | 47.5 | 21.1 | 14.9 | 9.3 |
| <i>What was the most important reason why you did not contact these programs or resources at (University)?⁸</i> | | | | | | | | |
| I felt embarrassed, ashamed, or that it would be too emotionally difficult | 10.3 | 2.3 | 6.7 | 2.4 | S | S | S | S |
| I did not think anyone would believe me | S | S | 8.8 | 4.9 | S | S | 0.0 | 0.0 |
| I did not think it was serious enough to contact programs or resources | 13.2 | 2.4 | 22.0 | 4.1 | S | S | 41.4 | 12.1 |
| I did not want the person to get into trouble | 7.6 | 2.6 | 2.1 | 1.1 | S | S | 0.0 | 0.0 |
| I feared negative academic, social, or professional consequences | 2.7 | 1.6 | 2.2 | 1.2 | 0.0 | 0.0 | 0.0 | 0.0 |
| I could handle it myself | 12.6 | 2.8 | 20.4 | 4.0 | 27.1 | 10.3 | 23.6 | 9.5 |
| I did not think the resources would give me the help I needed | 14.6 | 3.5 | 4.9 | 1.7 | 12.5 | 7.0 | S | S |
| I was not injured or hurt | 3.2 | 1.4 | 7.7 | 2.5 | 0.0 | 0.0 | S | S |
| The event happened in a context that began consensually | 8.7 | 2.0 | 5.3 | 2.6 | S | S | 0.0 | 0.0 |
| Alcohol and/or other drugs were present | S | S | 0.0 | 0.0 | 0.0 | 0.0 | S | S |

Table 21. Percent of Victimitizations With Penetration or Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening When a Program or Resource Was Contacted and Victims' Reasons for Not Contacting a Program or Resource, by Gender, Type of Sexual Contact, and Tactic^{1,2,3} (continued)

| Survey Item Response | TGQN ⁴ | | | | Decline to State | | | |
|------------------------------|---|--------|---|--------|---|--------|---|--------|
| | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Events like this seem common | 4.2 | 1.9 | 2.8 | 1.5 | 0.0 | 0.0 | 0.0 | 0.0 |
| Other reason | 20.1 | 3.4 | 17.0 | 3.5 | 25.1 | 10.9 | 0.0 | 0.0 |

¹Respondents were asked to report on these characteristics for up to four incidents that impacted or affected them the most.

²Estimates are for victimizations reported since entering college.

³**Physical force:** Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

⁴TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

⁵Per 100 victimizations.

⁶Per 100 victimizations where a program or resource was not contacted. Respondents could select multiple reasons.

⁷Per 100 victimizations with victims who did not think the incident was serious enough to contact any program/resource or had an 'other' reason they did not contact a program/resource. Respondents could select multiple reasons.

⁸Per 100 victimizations in which victims provided at least one reason for not contacting a program or resource, including those who did not think the incident was serious enough to contact a program or resource or provided at least one 'other' reason they did not contact a program/resource. Respondents could select multiple reasons.

Table 22. Percent of Victimitizations of Penetration or Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening Who Told Others, by Gender, Type of Sexual Contact, and Tactic^{1,2,3,4}

| Survey Item Response | Woman | | | | Man | | | | TGQN ⁵ | | | | Decline to State | | | |
|--|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|
| | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Which of the following persons, if any, did you (also) tell about this?⁶</i> | | | | | | | | | | | | | | | | |
| Friend | 81.8 | 0.5 | 83.4 | 0.5 | 73.2 | 1.6 | 73.3 | 1.6 | 76.2 | 2.4 | 82.1 | 2.9 | 65.5 | 12.3 | 56.1 | 11.7 |
| Family member | 26.7 | 0.6 | 20.1 | 0.6 | 16.4 | 1.4 | 12.6 | 1.1 | 24.6 | 2.6 | 21.6 | 3.8 | 28.3 | 15.0 | S | S |
| Faculty member or instructor | 6.0 | 0.3 | 2.6 | 0.2 | 2.0 | 0.5 | 2.0 | 0.4 | 10.7 | 2.3 | 1.1 | 0.6 | S | S | - | - |
| Resident advisor (RA), or other live-in residential staff | 3.2 | 0.2 | 1.9 | 0.2 | 1.8 | 0.5 | 1.8 | 0.4 | 4.9 | 1.3 | 3.6 | 1.5 | - | - | - | - |
| Other administrative staff | 2.6 | 0.2 | 1.2 | 0.1 | 0.9 | 0.3 | 0.9 | 0.2 | 6.1 | 1.6 | 2.9 | 1.2 | - | - | - | - |
| Spiritual or religious advisor, leader, or clergy | 2.4 | 0.3 | 0.9 | 0.1 | 1.8 | 0.9 | 1.6 | 0.5 | 3.9 | 1.2 | S | S | - | - | S | S |
| Therapist or counselor | 25.1 | 0.5 | 10.5 | 0.4 | 13.7 | 1.4 | 5.9 | 0.7 | 41.9 | 3.1 | 18.5 | 3.5 | S | S | S | S |
| Sexual or romantic partner | 24.8 | 0.5 | 19.4 | 0.5 | 19.8 | 1.5 | 10.7 | 1.0 | 40.5 | 3.5 | 31.8 | 4.8 | S | S | 23.0 | 11.0 |
| Program or resource outside the university (e.g., a hotline) | 3.2 | 0.2 | 0.9 | 0.1 | 1.3 | 0.4 | 0.4 | 0.2 | 5.3 | 1.3 | 3.4 | 1.7 | - | - | - | - |
| Physician | 9.1 | 0.4 | 1.3 | 0.2 | 3.6 | 0.7 | 0.6 | 0.3 | 13.2 | 2.0 | 3.3 | 1.7 | - | - | S | S |
| Someone else | 2.5 | 0.2 | 2.5 | 0.2 | 2.6 | 0.5 | 3.7 | 0.6 | 6.4 | 1.4 | 2.4 | 0.9 | 17.4 | 8.2 | S | S |

Table 22. Percent of Victimitizations of Penetration or Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening Who Told Others, by Gender, Type of Sexual Contact, and Tactic^{1,2,3,4} (continued)

| Survey Item Response | Woman | | | | Man | | | | TGQN ⁵ | | | | Decline to State | | | |
|--------------------------------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|---|--------|
| | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | | Penetration with physical force or inability to consent | | Sexual touching with physical force or inability to consent | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| I didn't tell anyone (else) | 14.1 | 0.4 | 13.2 | 0.4 | 21.4 | 1.5 | 21.0 | 1.5 | 16.9 | 2.3 | 14.8 | 2.8 | 23.6 | 10.1 | 37.5 | 11.4 |
| Told at least one other person | 85.9 | 0.4 | 86.8 | 0.4 | 78.6 | 1.5 | 79.0 | 1.5 | 83.1 | 2.3 | 85.2 | 2.8 | 76.4 | 10.1 | 62.5 | 11.4 |

¹Respondents were asked to report on these characteristics for up to four incidents that impacted or affected them the most.

²Estimates are for victimizations reported since entering college.

³Per 100 victimizations.

⁴Physical force: Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

⁵TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

⁶Respondents could select multiple options.

Table 23. Percentage of Students Who Experienced Penetration or Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening, by Victim Characteristics and Gender^{1,2,3}

| Survey Item Response | Total | | Woman | | Man | | TGQN ⁴ | | Decline to State | |
|---|-------|--------|-------|--------|------|--------|-------------------|--------|------------------|--------|
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Sexual orientation</i> | | | | | | | | | | |
| Heterosexual | 11.5 | 0.1 | 19.1 | 0.1 | 4.1 | 0.1 | 6.9 | 1.6 | 5.8 | 2.1 |
| Gay or lesbian | 15.1 | 0.4 | 17.0 | 0.9 | 14.3 | 0.5 | 19.5 | 2.9 | S | S |
| Bisexual | 25.6 | 0.4 | 30.9 | 0.6 | 11.8 | 0.8 | 20.9 | 1.8 | 11.3 | 4.4 |
| Asexual, queer, questioning, not listed | 18.5 | 0.6 | 22.2 | 0.8 | 7.1 | 1.0 | 20.0 | 1.4 | 8.8 | 3.0 |
| Two or more categories | 22.2 | 0.4 | 27.0 | 0.6 | 11.6 | 0.8 | 23.8 | 1.4 | 14.0 | 4.5 |
| Decline to state | 8.1 | 0.5 | 12.9 | 0.8 | 4.8 | 0.7 | 15.2 | 6.3 | 4.9 | 0.8 |
| <i>Ethnicity</i> | | | | | | | | | | |
| Hispanic or Latino | 14.9 | 0.3 | 22.6 | 0.5 | 6.2 | 0.3 | 25.4 | 2.7 | 9.0 | 2.9 |
| Not Hispanic or Latino | 12.8 | 0.1 | 20.2 | 0.1 | 5.0 | 0.1 | 19.6 | 0.8 | 6.4 | 0.8 |
| <i>Race</i> | | | | | | | | | | |
| White | 14.7 | 0.1 | 22.9 | 0.2 | 5.8 | 0.1 | 20.1 | 1.0 | 8.5 | 1.4 |
| Black or African American | 12.7 | 0.4 | 17.4 | 0.6 | 5.7 | 0.6 | 13.8 | 3.4 | 6.7 | 3.8 |
| Asian | 6.9 | 0.1 | 11.9 | 0.2 | 2.3 | 0.1 | 13.2 | 1.5 | 4.6 | 1.8 |
| American Indian or Alaska Native | 18.7 | 2.0 | 24.8 | 2.8 | 9.4 | 2.2 | 37.8 | 11.4 | S | S |
| Native Hawaiian or Other Pacific Islander | 11.9 | 2.4 | 20.6 | 4.2 | 2.9 | 1.5 | - | - | - | - |
| Other or multi-racial | 14.5 | 0.3 | 21.8 | 0.4 | 6.7 | 0.3 | 27.3 | 2.5 | 5.2 | 0.9 |
| <i>Disability</i> | | | | | | | | | | |
| ADHD | 15.2 | 0.5 | 28.1 | 1.0 | 8.4 | 0.6 | 8.9 | 2.4 | S | S |
| Chronic mental health condition | 26.3 | 0.3 | 33.0 | 0.3 | 10.0 | 0.4 | 25.5 | 1.4 | 11.9 | 3.1 |
| Chronic medical condition | 12.6 | 0.6 | 17.9 | 0.8 | 4.0 | 0.6 | 12.1 | 6.8 | 13.6 | 6.6 |
| Other disability ⁵ | 13.5 | 0.6 | 20.7 | 0.9 | 7.5 | 0.7 | 17.7 | 4.6 | 6.5 | 2.7 |
| Two or more disabilities | 25.0 | 0.4 | 32.7 | 0.5 | 11.2 | 0.6 | 28.5 | 1.6 | 9.3 | 3.0 |
| No disability | 9.4 | 0.1 | 15.5 | 0.1 | 4.0 | 0.1 | 10.0 | 1.1 | 4.7 | 0.8 |

Table 23. Percentage of Students Who Experienced Penetration or Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening, by Victim Characteristics and Gender^{1,2,3} (continued)

| Survey Item Response | Total | | Woman | | Man | | TGQN ⁴ | | Decline to State | |
|---------------------------------------|-------|--------|-------|--------|-----|--------|-------------------|--------|------------------|--------|
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Marital status</i> | | | | | | | | | | |
| Never married | 14.4 | 0.1 | 22.4 | 0.1 | 5.8 | 0.1 | 20.0 | 1.0 | 7.4 | 0.9 |
| Not married but living with a partner | 11.6 | 0.3 | 16.8 | 0.4 | 4.4 | 0.3 | 21.0 | 2.2 | 5.9 | 2.5 |
| Married | 2.6 | 0.1 | 4.7 | 0.2 | 0.9 | 0.1 | 10.6 | 2.1 | 2.4 | 0.9 |
| Divorced or separated | 8.0 | 0.7 | 10.2 | 0.9 | 2.1 | 0.7 | 39.1 | 6.3 | S | S |
| Other | 13.3 | 0.5 | 20.7 | 0.8 | 5.5 | 0.7 | 31.5 | 5.4 | 6.7 | 2.7 |

¹Estimates are for victimizations reported since entering college.

²Per 100 students.

³Physical force: Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

⁴TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

⁵Respondents identified as having a learning disability, Autism Spectrum Disorder, a mobility-related disability (e.g., spinal cord injury), a sensory disability (e.g., low vision), or other disability or chronic condition.

Table 24. Percent of Students Who Experienced Penetration or Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening, by Characteristics of the School, Gender, and Student Affiliation^{1,2}

| Survey Item Response | Woman | | | | Man | | | | TGQN ³ | | | | Decline to State | | | |
|---|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Total enrollment</i> | | | | | | | | | | | | | | | | |
| 2,000 to 24,999 | 23.9 | 0.3 | 7.8 | 0.2 | 7.4 | 0.2 | 2.1 | 0.1 | 21.4 | 1.2 | 14.6 | 1.6 | 8.7 | 2.4 | 3.9 | 1.0 |
| 25,000 to 33,999 | 26.4 | 0.3 | 9.1 | 0.2 | 6.9 | 0.3 | 2.6 | 0.2 | 26.5 | 2.4 | 12.2 | 1.9 | 13.7 | 3.4 | 3.0 | 1.1 |
| 34,000 to 46,999 | 26.0 | 0.3 | 9.9 | 0.3 | 6.5 | 0.3 | 2.4 | 0.2 | 22.4 | 2.1 | 14.3 | 2.6 | 6.0 | 1.9 | 6.0 | 2.0 |
| 47,000 or more | 27.0 | 0.4 | 14.0 | 0.5 | 6.7 | 0.3 | 2.8 | 0.3 | 21.1 | 2.3 | 18.1 | 3.5 | 6.4 | 1.9 | 5.1 | 2.4 |
| <i>School type</i> | | | | | | | | | | | | | | | | |
| Public | 26.2 | 0.2 | 12.5 | 0.2 | 6.4 | 0.2 | 2.9 | 0.2 | 22.6 | 1.3 | 15.9 | 1.8 | 7.6 | 1.4 | 4.0 | 1.3 |
| Private | 25.1 | 0.3 | 7.4 | 0.2 | 8.0 | 0.2 | 2.1 | 0.1 | 23.2 | 1.5 | 13.0 | 1.3 | 11.3 | 2.5 | 4.6 | 0.9 |
| <i>Percent of women enrolled</i> | | | | | | | | | | | | | | | | |
| 36% to 49% | 24.6 | 0.3 | 8.7 | 0.2 | 6.0 | 0.3 | 1.9 | 0.2 | 18.8 | 1.8 | 13.6 | 1.7 | 5.1 | 1.7 | 3.5 | 1.2 |
| 50% to 53% | 25.7 | 0.2 | 9.8 | 0.2 | 6.9 | 0.2 | 2.5 | 0.1 | 25.8 | 1.4 | 15.3 | 1.5 | 9.0 | 1.7 | 3.9 | 1.1 |
| 54% or more | 27.9 | 0.3 | 10.4 | 0.3 | 7.9 | 0.3 | 3.1 | 0.2 | 20.1 | 2.3 | 14.1 | 2.5 | 14.4 | 4.6 | 6.7 | 2.1 |
| <i>Campus crime level⁴</i> | | | | | | | | | | | | | | | | |
| Low | 26.6 | 0.4 | 8.5 | 0.3 | 6.8 | 0.3 | 2.3 | 0.2 | 28.0 | 2.3 | 10.9 | 2.2 | 8.0 | 2.3 | 5.3 | 2.1 |
| Medium | 25.8 | 0.2 | 11.4 | 0.2 | 6.5 | 0.2 | 2.5 | 0.1 | 21.0 | 1.4 | 15.8 | 1.7 | 7.9 | 1.6 | 4.5 | 1.3 |
| High | 25.9 | 0.3 | 8.1 | 0.2 | 8.0 | 0.3 | 2.4 | 0.1 | 22.6 | 1.4 | 14.2 | 1.6 | 11.9 | 3.2 | 3.7 | 1.0 |
| <i>Percent of students living on campus</i> | | | | | | | | | | | | | | | | |
| 19% to 23% | 26.5 | 0.4 | 13.8 | 0.4 | 7.0 | 0.3 | 2.7 | 0.3 | 18.1 | 2.0 | 17.9 | 3.5 | 7.7 | 1.9 | 5.5 | 2.4 |
| 24% to 53% | 26.2 | 0.2 | 9.4 | 0.2 | 6.4 | 0.2 | 2.5 | 0.1 | 26.6 | 1.5 | 14.1 | 1.7 | 7.4 | 1.7 | 4.7 | 1.2 |
| 54% or more | 23.9 | 0.3 | 7.7 | 0.2 | 7.5 | 0.3 | 2.1 | 0.1 | 20.7 | 1.4 | 13.3 | 1.5 | 13.7 | 3.5 | 3.7 | 1.0 |

Table 24. Percent of Students Who Experienced Penetration or Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening, by Characteristics of the School, Gender, and Student Affiliation^{1,2} (continued)

| Survey Item Response | Woman | | | | Man | | | | TGQN ³ | | | | Decline to State | | | |
|---|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Student knowledge of campus definitions and resources</i> | | | | | | | | | | | | | | | | |
| Lower 25% of schools | 26.3 | 0.4 | 7.6 | 0.2 | 8.3 | 0.4 | 2.3 | 0.2 | 20.1 | 2.4 | 14.7 | 2.5 | 7.2 | 2.2 | 6.5 | 1.9 |
| Middle 50% of schools | 26.5 | 0.2 | 11.9 | 0.3 | 6.2 | 0.2 | 2.7 | 0.2 | 23.4 | 1.4 | 16.7 | 1.7 | 7.7 | 1.5 | 4.5 | 1.2 |
| Upper 25% of schools | 24.4 | 0.3 | 8.3 | 0.3 | 7.5 | 0.3 | 2.2 | 0.1 | 23.1 | 1.7 | 11.6 | 1.6 | 11.7 | 2.9 | 2.8 | 0.9 |
| <i>Positive perceptions of campus climate</i> | | | | | | | | | | | | | | | | |
| Lower 25% of schools | 24.4 | 0.4 | 8.0 | 0.2 | 7.6 | 0.3 | 2.2 | 0.1 | 21.9 | 2.0 | 13.1 | 1.8 | 13.1 | 3.7 | 4.5 | 1.3 |
| Middle 50% of schools | 25.7 | 0.2 | 11.4 | 0.2 | 5.9 | 0.1 | 2.6 | 0.1 | 23.2 | 1.4 | 15.6 | 1.7 | 7.6 | 1.6 | 4.0 | 1.2 |
| Upper 25% of schools | 27.4 | 0.3 | 9.0 | 0.3 | 8.2 | 0.3 | 2.4 | 0.2 | 22.5 | 2.1 | 14.0 | 1.9 | 7.4 | 2.1 | 4.6 | 1.4 |
| <i>Opinions on whether Officials will take seriously and/or take action on a report of sexual assault or other misconduct</i> | | | | | | | | | | | | | | | | |
| Lower 25% of schools | 27.8 | 0.4 | 8.1 | 0.3 | 9.2 | 0.3 | 2.5 | 0.1 | 22.6 | 2.2 | 11.7 | 1.7 | 14.5 | 3.7 | 4.0 | 1.5 |
| Middle 50% of schools | 26.2 | 0.2 | 11.1 | 0.2 | 6.8 | 0.2 | 2.5 | 0.2 | 22.0 | 1.5 | 16.2 | 1.7 | 8.6 | 1.6 | 5.8 | 1.3 |
| Upper 25% of schools | 24.5 | 0.3 | 9.4 | 0.3 | 5.8 | 0.2 | 2.3 | 0.2 | 24.3 | 1.9 | 14.4 | 2.4 | 5.8 | 2.2 | 2.4 | 1.0 |
| <i>Students perceive sexual assault and sexual misconduct as a problem</i> | | | | | | | | | | | | | | | | |
| Lower 25% of schools | 23.4 | 0.3 | 7.4 | 0.2 | 6.8 | 0.3 | 1.9 | 0.1 | 23.3 | 2.1 | 11.2 | 1.7 | 10.9 | 2.5 | 3.2 | 1.1 |
| Middle 50% of schools | 26.3 | 0.2 | 9.4 | 0.2 | 7.0 | 0.2 | 2.5 | 0.2 | 21.2 | 1.4 | 15.4 | 1.9 | 7.3 | 1.6 | 4.4 | 1.2 |
| Upper 25% of schools | 26.8 | 0.3 | 12.9 | 0.3 | 6.7 | 0.2 | 3.0 | 0.2 | 25.3 | 2.0 | 16.9 | 2.2 | 8.8 | 2.6 | 5.8 | 1.8 |

Table 24. Percent of Students Who Experienced Penetration or Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening, by Characteristics of the School, Gender, and Student Affiliation^{1,2} (continued)

| Survey Item Response | Woman | | | | Man | | | | TGQN ³ | | | | Decline to State | | | |
|--|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Campus Climate Survey response rate</i> | | | | | | | | | | | | | | | | |
| 6% to 14% | 26.4 | 0.4 | 13.9 | 0.5 | 7.0 | 0.3 | 3.1 | 0.3 | 18.3 | 2.4 | 16.9 | 3.2 | 6.7 | 2.0 | 5.1 | 2.3 |
| 15% to 19% | 26.1 | 0.3 | 9.2 | 0.3 | 6.3 | 0.2 | 2.3 | 0.2 | 23.4 | 2.0 | 12.8 | 2.5 | 7.1 | 2.2 | 4.1 | 1.7 |
| 20% to 29% | 25.9 | 0.3 | 9.0 | 0.3 | 6.7 | 0.2 | 2.4 | 0.2 | 25.1 | 1.8 | 13.5 | 2.2 | 10.3 | 2.6 | 3.0 | 1.2 |
| 30% or more | 24.9 | 0.3 | 8.0 | 0.2 | 7.6 | 0.2 | 2.3 | 0.1 | 25.7 | 1.1 | 14.7 | 1.5 | 14.0 | 2.7 | 5.3 | 1.1 |

¹Estimates are for victimizations reported since entering college.

²Per 100 students.

³TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

³The 2015 survey did not include 'other' in the question.

⁴Levels of crime are based on crimes reported in annual security reports as required through the Clery Act.

Table 25. Percent of Women Who Experienced Penetration or Sexual Touching Involving Coercion or Without Voluntary Agreement for Different Time Periods, by Tactic and Student Affiliation^{1,2}

| Survey Item Response | Total | | Undergraduate | | Graduate or Professional | |
|-------------------------------|-------|--------|---------------|--------|--------------------------|--------|
| | % | StdErr | % | StdErr | % | StdErr |
| <i>Current school year</i> | | | | | | |
| Coercion | 0.2 | 0.0 | 0.2 | 0.0 | 0.1 | 0.0 |
| Penetration | 0.1 | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 |
| Sexual touching | 0.1 | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 |
| Without voluntary agreement | 4.9 | 0.1 | 6.3 | 0.1 | 2.3 | 0.1 |
| Penetration | 2.0 | 0.0 | 2.6 | 0.1 | 0.9 | 0.0 |
| Sexual touching | 3.5 | 0.1 | 4.5 | 0.1 | 1.6 | 0.1 |
| <i>Since entering college</i> | | | | | | |
| Coercion | 0.5 | 0.0 | 0.6 | 0.0 | 0.3 | 0.0 |
| Penetration | 0.3 | 0.0 | 0.4 | 0.0 | 0.2 | 0.0 |
| Sexual touching | 0.3 | 0.0 | 0.3 | 0.0 | 0.2 | 0.0 |
| Without voluntary agreement | 10.6 | 0.1 | 12.9 | 0.1 | 5.9 | 0.1 |
| Penetration | 4.9 | 0.1 | 6.0 | 0.1 | 2.8 | 0.1 |
| Sexual touching | 7.5 | 0.1 | 9.2 | 0.1 | 4.1 | 0.1 |

¹Per 100 students.

²Coercion: Incidents when someone coerced you by threatening serious non-physical harm or promising rewards. 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; or threatening to post damaging information about you online.

Without voluntary agreement: Incidents that occurred 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.

Table 26. Percent of Men Who Experienced Penetration or Sexual Touching Involving Coercion or Without Voluntary Agreement for Different Time Periods, by Tactic and Student Affiliation^{1,2}

| Survey Item Response | Total | | Undergraduate | | Graduate or Professional | |
|-------------------------------|-------|--------|---------------|--------|--------------------------|--------|
| | % | StdErr | % | StdErr | % | StdErr |
| <i>Current school year</i> | | | | | | |
| Coercion | 0.1 | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 |
| Penetration | 0.1 | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 |
| Sexual touching | 0.1 | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 |
| Without voluntary agreement | 1.2 | 0.1 | 1.6 | 0.1 | 0.6 | 0.0 |
| Penetration | 0.4 | 0.0 | 0.5 | 0.0 | 0.2 | 0.0 |
| Sexual touching | 0.9 | 0.0 | 1.2 | 0.1 | 0.5 | 0.0 |
| <i>Since entering college</i> | | | | | | |
| Coercion | 0.3 | 0.0 | 0.3 | 0.0 | 0.2 | 0.0 |
| Penetration | 0.2 | 0.0 | 0.2 | 0.0 | 0.1 | 0.0 |
| Sexual touching | 0.1 | 0.0 | 0.2 | 0.0 | 0.1 | 0.0 |
| Without voluntary agreement | 2.5 | 0.1 | 3.1 | 0.1 | 1.6 | 0.1 |
| Penetration | 0.9 | 0.0 | 1.1 | 0.1 | 0.5 | 0.0 |
| Sexual touching | 1.9 | 0.1 | 2.4 | 0.1 | 1.2 | 0.1 |

¹Per 100 students.

²Coercion: Incidents when someone coerced you by threatening serious non-physical harm or promising rewards. 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; or threatening to post damaging information about you online.

Without voluntary agreement: Incidents that occurred 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.

Table 27. Percent of TGQN Students Who Experienced Penetration or Sexual Touching Involving Coercion or Without Voluntary Agreement for Different Time Periods, by Tactic and Student Affiliation^{1,2,3}

| Survey Item Response | Total | | Undergraduate | | Graduate or Professional | |
|-------------------------------|-------|--------|---------------|--------|--------------------------|--------|
| | % | StdErr | % | StdErr | % | StdErr |
| <i>Current school year</i> | | | | | | |
| Coercion | 0.5 | 0.1 | 0.5 | 0.1 | 0.7 | 0.3 |
| Penetration | 0.4 | 0.1 | 0.3 | 0.1 | 0.5 | 0.3 |
| Sexual touching | 0.3 | 0.1 | 0.3 | 0.1 | 0.3 | 0.2 |
| Without voluntary agreement | 6.4 | 0.5 | 7.0 | 0.6 | 4.9 | 0.7 |
| Penetration | 3.3 | 0.3 | 3.5 | 0.4 | 2.7 | 0.5 |
| Sexual touching | 4.4 | 0.4 | 5.2 | 0.6 | 2.5 | 0.6 |
| <i>Since entering college</i> | | | | | | |
| Coercion | 1.6 | 0.2 | 1.7 | 0.3 | 1.5 | 0.4 |
| Penetration | 1.2 | 0.2 | 1.1 | 0.3 | 1.4 | 0.4 |
| Sexual touching | 0.7 | 0.1 | 0.8 | 0.2 | 0.4 | 0.2 |
| Without voluntary agreement | 15.9 | 0.8 | 17.4 | 1.0 | 12.1 | 1.1 |
| Penetration | 9.0 | 0.6 | 10.2 | 0.8 | 6.1 | 0.7 |
| Sexual touching | 10.7 | 0.7 | 11.9 | 0.9 | 8.0 | 1.0 |

¹Per 100 students.

²Coercion: Incidents when someone coerced you by threatening serious non-physical harm or promising rewards. 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; or threatening to post damaging information about you online.

³Without voluntary agreement: Incidents that occurred 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.

³TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

Table 28. Percent of Students Declining to State Their Gender Who Experienced Penetration or Sexual Touching Involving Coercion or Without Voluntary Agreement for Different Time Periods, by Tactic and Student Affiliation^{1,2}

| Survey Item Response | Total | | Undergraduate | | Graduate or Professional | |
|-------------------------------|-------|--------|---------------|--------|--------------------------|--------|
| | % | StdErr | % | StdErr | % | StdErr |
| <i>Current school year</i> | | | | | | |
| Coercion | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Penetration | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Sexual touching | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Without voluntary agreement | 1.9 | 0.4 | 1.6 | 0.6 | 2.2 | 0.7 |
| Penetration | 0.5 | 0.2 | S | S | 0.9 | 0.5 |
| Sexual touching | 1.4 | 0.4 | 1.4 | 0.6 | 1.3 | 0.6 |
| <i>Since entering college</i> | | | | | | |
| Coercion | 0.8 | 0.4 | 1.5 | 0.8 | - | - |
| Penetration | S | S | S | S | - | - |
| Sexual touching | 0.8 | 0.4 | 1.5 | 0.8 | - | - |
| Without voluntary agreement | 3.9 | 0.6 | 4.7 | 1.0 | 3.0 | 0.8 |
| Penetration | 1.4 | 0.3 | 1.5 | 0.5 | 1.3 | 0.5 |
| Sexual touching | 2.6 | 0.5 | 3.3 | 0.8 | 1.7 | 0.6 |

¹Per 100 students.

²Coercion: Incidents when someone coerced you by threatening serious non-physical harm or promising rewards. 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; or threatening to post damaging information about you online.

Without voluntary agreement: Incidents that occurred 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.

Table 29. Percent of Students Who Experienced Penetration or Sexual Touching Without Voluntary Agreement for Different Time Periods, by Student Affiliation, Year in School, and Gender^{1,2}

| Survey Item Response | Total | | Woman | | | | Man | | | | TGQN ³ | | | | Decline to State | | | |
|---------------------------|-------|--------|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Current year | | | | | | | | | | | | | | | | | | |
| 1st year | 2.8 | 0.1 | 7.0 | 0.2 | 2.4 | 0.1 | 1.3 | 0.1 | 0.6 | 0.1 | 5.0 | 1.0 | 5.7 | 1.2 | - | - | 3.0 | 1.1 |
| 2nd year | 3.3 | 0.1 | 6.8 | 0.2 | 2.5 | 0.1 | 1.7 | 0.1 | 0.5 | 0.1 | 7.2 | 1.4 | 6.7 | 1.6 | 3.2 | 1.9 | S | S |
| 3rd year | 3.4 | 0.1 | 6.2 | 0.2 | 2.1 | 0.2 | 1.3 | 0.1 | 0.8 | 0.2 | 6.6 | 1.0 | 3.7 | 1.6 | 2.6 | 1.5 | - | - |
| 4th year or higher | 3.2 | 0.1 | 5.6 | 0.2 | 1.9 | 0.1 | 1.8 | 0.1 | 0.6 | 0.1 | 7.9 | 1.1 | 1.6 | 0.8 | S | S | 3.6 | 2.0 |
| Since entering the school | | | | | | | | | | | | | | | | | | |
| 1st year | 3.5 | 0.1 | 7.2 | 0.2 | 4.1 | 0.2 | 1.4 | 0.1 | 1.0 | 0.1 | 5.2 | 1.0 | 7.8 | 1.5 | - | - | 3.8 | 1.2 |
| 2nd year | 5.8 | 0.1 | 11.0 | 0.2 | 6.0 | 0.2 | 2.8 | 0.2 | 1.3 | 0.2 | 10.9 | 1.5 | 15.7 | 2.1 | 6.0 | 2.4 | S | S |
| 3rd year | 8.2 | 0.1 | 14.1 | 0.3 | 8.0 | 0.4 | 3.2 | 0.2 | 2.3 | 0.3 | 18.2 | 1.4 | 13.1 | 3.0 | 6.6 | 2.3 | - | - |
| 4th year or higher | 9.8 | 0.1 | 16.7 | 0.3 | 8.9 | 0.4 | 4.3 | 0.2 | 2.7 | 0.2 | 26.1 | 2.3 | 13.4 | 2.3 | 4.7 | 1.6 | 5.6 | 2.2 |

¹Per 100 students.

²Without voluntary agreement: Incidents that occurred 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.

³TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

Table 30. Percentage of Students Who Experienced Penetration or Sexual Touching Without Voluntary Agreement, by Victim Characteristics and Gender^{1,2,3}

| Survey Item Response | Total | | Woman | | Man | | TGQN ⁴ | | Decline to State | |
|---|-------|--------|-------|--------|-----|--------|-------------------|--------|------------------|--------|
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Sexual orientation</i> | | | | | | | | | | |
| Heterosexual | 5.5 | 0.1 | 9.2 | 0.1 | 1.8 | 0.1 | 4.4 | 1.6 | 3.9 | 1.3 |
| Gay or lesbian | 8.1 | 0.4 | 7.2 | 0.6 | 7.7 | 0.5 | 19.9 | 3.6 | 7.2 | 4.2 |
| Bisexual | 15.4 | 0.4 | 18.6 | 0.4 | 6.6 | 0.5 | 13.5 | 1.7 | 19.8 | 6.5 |
| Asexual, queer, questioning, not listed | 12.5 | 0.5 | 14.1 | 0.6 | 5.2 | 0.8 | 15.2 | 1.3 | 5.3 | 2.1 |
| Two or more categories | 15.9 | 0.4 | 19.0 | 0.5 | 8.0 | 0.6 | 19.4 | 1.2 | 8.3 | 3.7 |
| Decline to state | 4.7 | 0.4 | 8.5 | 0.7 | 2.5 | 0.5 | 4.0 | 2.3 | 2.2 | 0.6 |
| <i>Ethnicity</i> | | | | | | | | | | |
| Hispanic or Latino | 6.8 | 0.2 | 10.3 | 0.3 | 2.8 | 0.2 | 15.2 | 2.0 | 3.8 | 1.8 |
| Not Hispanic or Latino | 6.8 | 0.1 | 10.6 | 0.1 | 2.5 | 0.1 | 16.0 | 0.8 | 3.8 | 0.7 |
| <i>Race</i> | | | | | | | | | | |
| American Indian or Alaska Native | 8.3 | 1.3 | 11.1 | 2.1 | 5.9 | 1.8 | S | S | - | - |
| Asian | 3.4 | 0.1 | 5.9 | 0.2 | 1.1 | 0.1 | 8.8 | 1.3 | 2.5 | 1.1 |
| Black or African American | 6.7 | 0.3 | 9.1 | 0.4 | 3.0 | 0.4 | 12.6 | 3.1 | S | S |
| Native Hawaiian or Other Pacific Islander | 5.3 | 1.5 | 9.8 | 2.8 | S | S | - | - | - | - |
| White | 7.7 | 0.1 | 11.8 | 0.1 | 2.9 | 0.1 | 17.0 | 1.1 | 5.9 | 1.2 |
| Other or multi-racial | 7.7 | 0.2 | 11.6 | 0.3 | 3.3 | 0.2 | 17.5 | 1.7 | 2.2 | 0.7 |

Table 30. Percentage of Students Who Experienced Penetration or Sexual Touching Without Voluntary Agreement, by Victim Characteristics and Gender^{1,2,3} (continued)

| Survey Item Response | Total | | Woman | | Man | | TGQN ⁴ | | Decline to State | |
|---------------------------------------|-------|--------|-------|--------|-----|--------|-------------------|--------|------------------|--------|
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Disability</i> | | | | | | | | | | |
| ADHD | 6.5 | 0.3 | 12.9 | 0.8 | 2.9 | 0.4 | 7.4 | 2.4 | S | S |
| Chronic mental health condition | 13.9 | 0.3 | 16.9 | 0.3 | 5.8 | 0.3 | 20.1 | 1.3 | 7.4 | 2.1 |
| Chronic medical condition | 7.8 | 0.5 | 11.1 | 0.6 | 2.6 | 0.6 | 7.2 | 3.1 | S | S |
| Other disability ⁵ | 6.7 | 0.4 | 10.1 | 0.7 | 3.8 | 0.6 | 11.2 | 3.3 | S | S |
| Two or more disabilities | 14.3 | 0.3 | 18.6 | 0.4 | 5.6 | 0.5 | 20.1 | 1.7 | 6.8 | 2.9 |
| No disability | 4.8 | 0.1 | 7.8 | 0.1 | 2.0 | 0.1 | 8.8 | 1.0 | 2.7 | 0.7 |
| <i>Marital status</i> | | | | | | | | | | |
| Never married | 7.5 | 0.1 | 11.6 | 0.1 | 2.8 | 0.1 | 15.8 | 0.9 | 5.0 | 0.8 |
| Not married but living with a partner | 6.0 | 0.2 | 8.2 | 0.3 | 2.5 | 0.3 | 17.3 | 2.4 | S | S |
| Married | 1.7 | 0.1 | 2.8 | 0.2 | 0.7 | 0.1 | 11.4 | 2.4 | 2.0 | 1.1 |
| Divorced or separated | 4.4 | 0.5 | 6.2 | 0.7 | 1.7 | 0.6 | 8.3 | 3.2 | - | - |
| Other | 6.0 | 0.4 | 9.4 | 0.6 | 2.0 | 0.3 | 24.4 | 6.7 | S | S |

¹Estimates are for victimizations reported since entering college.

²Per 100 students.

³Physical force: Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

⁴TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

⁵Respondents identified as having a learning disability, Autism Spectrum Disorder, a mobility-related disability (e.g., spinal cord injury), a sensory disability (e.g., low vision), or other disability or chronic condition.

Table 31. Percent of Students Who Experienced Penetration or Sexual Touching Without Voluntary Agreement, by Characteristics of the School, Gender, and Student Affiliation^{1,2}

| Survey Item Response | Woman | | | | Man | | | | TGQN ³ | | | | Decline to State | | | |
|---|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Total enrollment</i> | | | | | | | | | | | | | | | | |
| 2,000 to 24,999 | 14.1 | 0.2 | 5.6 | 0.2 | 3.8 | 0.2 | 1.4 | 0.1 | 19.2 | 1.3 | 14.0 | 1.8 | 4.2 | 1.6 | 1.6 | 0.7 |
| 25,000 to 33,999 | 12.8 | 0.2 | 5.7 | 0.2 | 3.0 | 0.2 | 2.0 | 0.2 | 18.3 | 1.9 | 10.6 | 1.9 | 6.4 | 2.5 | 3.6 | 1.4 |
| 34,000 to 46,999 | 13.0 | 0.3 | 5.1 | 0.3 | 2.9 | 0.2 | 1.3 | 0.2 | 14.6 | 1.7 | 7.5 | 1.8 | 3.4 | 1.6 | 1.9 | 1.0 |
| 47,000 or more | 12.1 | 0.3 | 7.9 | 0.4 | 3.0 | 0.2 | 1.9 | 0.2 | 17.7 | 2.9 | 16.0 | 3.2 | 4.8 | 1.7 | 6.8 | 3.6 |
| <i>School type</i> | | | | | | | | | | | | | | | | |
| Public | 12.3 | 0.2 | 7.0 | 0.2 | 2.9 | 0.1 | 1.8 | 0.2 | 16.3 | 1.4 | 12.4 | 1.9 | 4.9 | 1.2 | 3.4 | 1.5 |
| Private | 14.7 | 0.2 | 5.0 | 0.1 | 3.8 | 0.1 | 1.5 | 0.1 | 19.9 | 1.4 | 11.8 | 1.3 | 4.2 | 1.1 | 2.7 | 0.7 |
| <i>Percent of women enrolled</i> | | | | | | | | | | | | | | | | |
| 36% to 49% | 13.2 | 0.3 | 6.1 | 0.2 | 3.0 | 0.2 | 1.5 | 0.1 | 18.2 | 2.3 | 11.9 | 1.6 | 3.7 | 1.5 | 1.7 | 0.8 |
| 50% to 53% | 12.4 | 0.2 | 5.4 | 0.2 | 3.1 | 0.1 | 1.5 | 0.1 | 17.8 | 1.3 | 11.6 | 1.6 | 5.2 | 1.4 | 1.7 | 0.7 |
| 54% or more | 13.8 | 0.2 | 6.7 | 0.3 | 3.4 | 0.2 | 2.0 | 0.2 | 14.6 | 1.9 | 13.5 | 2.5 | 4.8 | 2.4 | 7.8 | 2.9 |
| <i>Campus crime level⁴</i> | | | | | | | | | | | | | | | | |
| Low | 12.8 | 0.3 | 4.8 | 0.2 | 2.6 | 0.2 | 1.3 | 0.2 | 20.5 | 2.4 | 5.8 | 2.0 | 4.1 | 2.4 | 3.1 | 1.3 |
| Medium | 12.2 | 0.2 | 6.4 | 0.2 | 2.9 | 0.2 | 1.6 | 0.1 | 15.3 | 1.4 | 13.2 | 1.9 | 4.7 | 1.2 | 4.0 | 1.4 |
| High | 15.7 | 0.2 | 5.9 | 0.2 | 4.5 | 0.2 | 1.9 | 0.1 | 20.1 | 1.4 | 13.4 | 1.6 | 5.5 | 1.7 | 1.6 | 0.7 |
| <i>Percent of students living on campus</i> | | | | | | | | | | | | | | | | |
| 19% to 23% | 11.8 | 0.3 | 7.9 | 0.4 | 3.1 | 0.2 | 1.6 | 0.2 | 15.4 | 2.4 | 15.4 | 3.2 | 4.1 | 1.5 | 7.4 | 3.2 |
| 24% to 53% | 13.1 | 0.2 | 5.4 | 0.2 | 2.8 | 0.1 | 1.6 | 0.1 | 17.6 | 1.4 | 9.4 | 1.5 | 4.7 | 1.6 | 1.0 | 0.5 |
| 54% or more | 14.2 | 0.2 | 5.4 | 0.2 | 3.7 | 0.2 | 1.6 | 0.1 | 19.4 | 1.5 | 14.1 | 1.8 | 5.6 | 1.7 | 2.9 | 1.0 |

Table 31. Percent of Students Who Experienced Penetration or Sexual Touching Without Voluntary Agreement, by Characteristics of the School, Gender, and Student Affiliation^{1,2} (continued)

| Survey Item Response | Woman | | | | Man | | | | TGQN ³ | | | | Decline to State | | | |
|---|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Student knowledge of campus definitions and resources</i> | | | | | | | | | | | | | | | | |
| Lower 25% of schools | 13.4 | 0.3 | 4.5 | 0.2 | 3.5 | 0.2 | 1.3 | 0.1 | 14.0 | 2.0 | 12.7 | 2.6 | S | S | 3.0 | 1.2 |
| Middle 50% of schools | 12.7 | 0.2 | 7.1 | 0.2 | 2.9 | 0.2 | 1.9 | 0.1 | 18.1 | 1.6 | 12.3 | 1.7 | 5.3 | 1.3 | 3.4 | 1.5 |
| Upper 25% of schools | 13.2 | 0.2 | 5.4 | 0.2 | 3.5 | 0.2 | 1.5 | 0.1 | 18.0 | 1.4 | 11.6 | 1.5 | 5.8 | 2.0 | 2.5 | 0.9 |
| <i>Positive perceptions of campus climate</i> | | | | | | | | | | | | | | | | |
| Lower 25% of schools | 12.3 | 0.3 | 5.2 | 0.2 | 3.4 | 0.2 | 1.5 | 0.1 | 14.9 | 1.6 | 12.8 | 1.7 | 3.5 | 1.5 | 4.4 | 1.4 |
| Middle 50% of schools | 12.6 | 0.2 | 6.7 | 0.2 | 2.7 | 0.1 | 1.7 | 0.1 | 15.7 | 1.4 | 13.0 | 2.0 | 5.6 | 1.4 | 3.1 | 1.5 |
| Upper 25% of schools | 13.9 | 0.3 | 5.7 | 0.2 | 3.7 | 0.2 | 1.6 | 0.2 | 23.7 | 2.7 | 9.9 | 1.6 | 3.5 | 1.6 | 1.7 | 0.8 |
| <i>Opinions on whether Officials will take seriously and/or take action on a report of sexual assault or other misconduct</i> | | | | | | | | | | | | | | | | |
| Lower 25% of schools | 15.0 | 0.3 | 5.2 | 0.2 | 4.2 | 0.2 | 1.8 | 0.1 | 18.9 | 2.1 | 11.0 | 1.8 | 3.9 | 1.5 | 3.9 | 1.3 |
| Middle 50% of schools | 12.8 | 0.2 | 6.8 | 0.2 | 3.1 | 0.2 | 1.7 | 0.1 | 18.3 | 1.7 | 12.5 | 1.8 | 3.9 | 1.0 | 4.1 | 1.4 |
| Upper 25% of schools | 12.0 | 0.2 | 5.4 | 0.2 | 2.7 | 0.2 | 1.4 | 0.1 | 15.0 | 1.5 | 12.8 | 2.2 | 6.4 | 2.1 | - | - |
| <i>Students perceive sexual assault and sexual misconduct as a problem</i> | | | | | | | | | | | | | | | | |
| Lower 25% of schools | 12.9 | 0.3 | 5.1 | 0.2 | 3.3 | 0.2 | 1.5 | 0.1 | 19.2 | 2.0 | 13.7 | 1.9 | 3.9 | 1.4 | 2.9 | 1.1 |
| Middle 50% of schools | 12.6 | 0.2 | 5.6 | 0.2 | 3.1 | 0.2 | 1.5 | 0.1 | 17.6 | 1.5 | 9.6 | 1.7 | 4.6 | 1.5 | 2.0 | 0.7 |
| Upper 25% of schools | 13.3 | 0.2 | 7.5 | 0.3 | 3.2 | 0.2 | 1.9 | 0.2 | 15.4 | 1.7 | 13.5 | 2.1 | 5.6 | 1.8 | 4.8 | 2.3 |

Table 31. Percent of Students Who Experienced Penetration or Sexual Touching Without Voluntary Agreement, by Characteristics of the School, Gender, and Student Affiliation^{1,2} (continued)

| Survey Item Response | Woman | | | | Man | | | | TGQN ³ | | | | Decline to State | | | |
|--|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Campus Climate Survey response rate</i> | | | | | | | | | | | | | | | | |
| 6% to 14% | 11.8 | 0.3 | 7.7 | 0.5 | 3.0 | 0.2 | 2.0 | 0.3 | 13.8 | 2.4 | 18.0 | 3.2 | 3.5 | 1.5 | 8.6 | 3.6 |
| 15% to 19% | 13.4 | 0.3 | 5.0 | 0.2 | 2.7 | 0.2 | 1.4 | 0.2 | 17.0 | 1.9 | 8.1 | 2.7 | 3.7 | 2.1 | S | S |
| 20% to 29% | 12.8 | 0.3 | 5.5 | 0.2 | 3.3 | 0.2 | 1.6 | 0.1 | 19.1 | 1.7 | 11.5 | 1.9 | 7.0 | 2.4 | S | S |
| 30% or more | 14.6 | 0.2 | 5.8 | 0.2 | 3.8 | 0.2 | 1.6 | 0.1 | 21.6 | 1.6 | 11.5 | 1.3 | 6.7 | 1.8 | 2.7 | 0.9 |

¹Estimates are for victimizations reported since entering college.

²Per 100 students.

³TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

³The 2015 survey did not include 'other' in the question.

⁴Levels of crime are based on crimes reported in annual security reports as required through the Clery Act.

Table 32. Percent of Students Who Experienced Penetration or Sexual Touching Involving Physical Force, Inability to Consent or Stop What Was Happening, Coercion, or Without Voluntary Agreement Since Enrolling at the School, by Tactic and Gender^{1,2}

| Survey Item Response | Total | | Woman | | Man | | TGQN ³ | | Decline to State | |
|---|-------|--------|-------|--------|-----|--------|-------------------|--------|------------------|--------|
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Completed using physical force or the victim was unable to consent or stop what was happening | 12.5 | 0.1 | 19.6 | 0.1 | 4.9 | 0.1 | 19.9 | 0.8 | 6.4 | 0.7 |
| Penetration | 5.3 | 0.1 | 8.6 | 0.1 | 1.8 | 0.1 | 9.7 | 0.5 | 1.9 | 0.4 |
| Sexual touching | 9.7 | 0.1 | 15.3 | 0.1 | 3.7 | 0.1 | 14.8 | 0.7 | 5.6 | 0.7 |
| Completed using physical force or the victim was unable to consent or stop what was happening; attempted penetration using physical force | 13.0 | 0.1 | 20.4 | 0.1 | 5.1 | 0.1 | 20.3 | 0.8 | 6.6 | 0.7 |
| Penetration | 6.2 | 0.1 | 10.0 | 0.1 | 2.2 | 0.1 | 10.7 | 0.6 | 2.2 | 0.4 |
| Sexual touching | 9.7 | 0.1 | 15.3 | 0.1 | 3.7 | 0.1 | 14.8 | 0.7 | 5.6 | 0.7 |
| Completed using physical force, or the victim was unable to consent or stop what was happening, or coercion; attempted penetration using physical force | 13.2 | 0.1 | 20.6 | 0.1 | 5.3 | 0.1 | 20.9 | 0.8 | 7.1 | 0.8 |
| Penetration | 6.4 | 0.1 | 10.1 | 0.1 | 2.3 | 0.1 | 11.3 | 0.6 | 2.5 | 0.4 |
| Sexual touching | 9.8 | 0.1 | 15.4 | 0.1 | 3.8 | 0.1 | 15.1 | 0.7 | 6.1 | 0.7 |

Table 32. Percent of Students Who Experienced Penetration or Sexual Touching Involving Physical Force, Inability to Consent or Stop What Was Happening, Coercion, or Without Voluntary Agreement Since Enrolling at the School, by Tactic and Gender^{1,2} (continued)

| Survey Item Response | Total | | Woman | | Man | | TGQN ³ | | Decline to State | |
|---|-------|--------|-------|--------|-----|--------|-------------------|--------|------------------|--------|
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Completed using physical force, or the victim was unable to consent or stop what was happening, or coercion, or without voluntary agreement; attempted penetration using physical force | 16.5 | 0.1 | 25.3 | 0.1 | 6.9 | 0.1 | 28.5 | 0.9 | 9.0 | 0.9 |
| Penetration | 8.1 | 0.1 | 13.0 | 0.1 | 2.9 | 0.1 | 16.8 | 0.8 | 3.4 | 0.5 |
| Sexual touching | 12.6 | 0.1 | 19.5 | 0.1 | 5.2 | 0.1 | 21.3 | 0.8 | 7.5 | 0.8 |

¹Per 100 students.

²Physical force: Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

Coercion: Incidents when someone coerced you by threatening serious non-physical harm or promising rewards. 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; or threatening to post damaging information about you online.

Without voluntary agreement: Incidents that occurred 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.

³TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

Table 33. Percent of Undergraduates in Their Fourth Year or Higher Who Experienced Penetration or Sexual Touching Involving Physical Force, Inability to Consent or Stop What Was Happening, Coercion, and Without Voluntary Agreement Since Enrolling at the School, by Tactic and Gender^{1,2}

| Survey Item Response | Total | | Woman | | Man | | TGQN ³ | | Decline to State | |
|---|-------|--------|-------|--------|-----|--------|-------------------|--------|------------------|--------|
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Completed using physical force or the victim was unable to consent or stop what was happening | 20.6 | 0.2 | 31.5 | 0.4 | 8.4 | 0.3 | 28.7 | 2.3 | 10.1 | 2.4 |
| Penetration | 9.8 | 0.2 | 15.4 | 0.3 | 3.5 | 0.2 | 13.7 | 1.5 | 4.2 | 1.2 |
| Sexual touching | 15.6 | 0.2 | 24.0 | 0.3 | 6.3 | 0.2 | 21.5 | 1.8 | 8.4 | 2.2 |
| Completed using physical force or the victim was unable to consent or stop what was happening; attempted penetration using physical force | 21.5 | 0.2 | 32.8 | 0.4 | 8.9 | 0.3 | 28.9 | 2.3 | 10.1 | 2.4 |
| Penetration | 11.4 | 0.2 | 18.0 | 0.3 | 4.2 | 0.2 | 14.9 | 1.7 | 4.2 | 1.2 |
| Sexual touching | 15.6 | 0.2 | 24.0 | 0.3 | 6.3 | 0.2 | 21.5 | 1.8 | 8.4 | 2.2 |
| Completed using physical force, or the victim was unable to consent or stop what was happening, or coercion; attempted penetration using physical force | 21.7 | 0.2 | 33.0 | 0.4 | 9.1 | 0.3 | 28.9 | 2.3 | 12.5 | 2.6 |
| Penetration | 11.6 | 0.2 | 18.1 | 0.3 | 4.4 | 0.2 | 14.9 | 1.7 | 5.6 | 1.6 |
| Sexual touching | 15.8 | 0.2 | 24.1 | 0.3 | 6.4 | 0.3 | 21.5 | 1.8 | 10.8 | 2.5 |

Table 33. Percent of Undergraduates in Their Fourth Year or Higher Who Experienced Penetration or Sexual Touching Involving Physical Force, Inability to Consent or Stop What Was Happening, Coercion, and Without Voluntary Agreement Since Enrolling at the School, by Tactic and Gender^{1,2} (continued)

| Survey Item Response | Total | | Woman | | Man | | TGQN ³ | | Decline to State | |
|---|-------|--------|-------|--------|------|--------|-------------------|--------|------------------|--------|
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Completed using physical force, or the victim was unable to consent or stop what was happening, or coercion, or without voluntary agreement; attempted penetration using physical force | 26.4 | 0.2 | 39.4 | 0.4 | 11.7 | 0.3 | 40.2 | 2.7 | 14.1 | 2.7 |
| Penetration | 14.5 | 0.2 | 22.3 | 0.4 | 5.5 | 0.2 | 24.8 | 2.3 | 6.0 | 1.6 |
| Sexual touching | 19.9 | 0.2 | 29.9 | 0.4 | 8.6 | 0.3 | 30.7 | 2.3 | 12.5 | 2.7 |

¹Per 100 students.

²Physical force: Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

Coercion: Incidents when someone coerced you by threatening serious non-physical harm or promising rewards. 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; or threatening to post damaging information about you online.

Without voluntary agreement: Incidents that occurred 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.

³TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

Table 34. Percent of Undergraduates Who Experienced Penetration or Sexual Touching Involving Physical Force, Inability to Consent or Stop What Was Happening, Coercion, and Without Voluntary Agreement Since Enrolling at the School, by Tactic and Gender^{1,2}

| Survey Item Response | Total | | Woman | | Man | | TGQN ³ | | Decline to State | |
|---|-------|--------|-------|--------|-----|--------|-------------------|--------|------------------|--------|
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Completed using physical force or the victim was unable to consent or stop what was happening | 16.3 | 0.1 | 24.9 | 0.2 | 6.5 | 0.1 | 22.3 | 1.0 | 8.2 | 1.3 |
| Penetration | 7.0 | 0.1 | 10.9 | 0.1 | 2.5 | 0.1 | 10.9 | 0.6 | 2.4 | 0.6 |
| Sexual touching | 12.8 | 0.1 | 19.6 | 0.1 | 5.0 | 0.1 | 16.7 | 0.9 | 7.2 | 1.2 |
| Completed using physical force or the victim was unable to consent or stop what was happening; attempted penetration using physical force | 17.0 | 0.1 | 25.9 | 0.2 | 6.8 | 0.1 | 22.8 | 1.0 | 8.5 | 1.3 |
| Penetration | 8.2 | 0.1 | 12.8 | 0.1 | 2.9 | 0.1 | 12.0 | 0.7 | 2.6 | 0.6 |
| Sexual touching | 12.8 | 0.1 | 19.6 | 0.1 | 5.0 | 0.1 | 16.7 | 0.9 | 7.2 | 1.2 |
| Completed using physical force, or the victim was unable to consent or stop what was happening, or coercion; attempted penetration using physical force | 17.2 | 0.1 | 26.1 | 0.2 | 7.0 | 0.1 | 23.2 | 1.0 | 9.4 | 1.3 |
| Penetration | 8.3 | 0.1 | 12.9 | 0.1 | 3.1 | 0.1 | 12.5 | 0.7 | 3.2 | 0.7 |
| Sexual touching | 12.9 | 0.1 | 19.7 | 0.1 | 5.0 | 0.1 | 16.9 | 0.8 | 8.1 | 1.3 |

Table 34. Percent of Undergraduates Who Experienced Penetration or Sexual Touching Involving Physical Force, Inability to Consent or Stop What Was Happening, Coercion, and Without Voluntary Agreement Since Enrolling at the School, by Tactic and Gender^{1,2} (continued)

| Survey Item Response | Total | | Woman | | Man | | TGQN ³ | | Decline to State | |
|---|-------|--------|-------|--------|-----|--------|-------------------|--------|------------------|--------|
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Completed using physical force, or the victim was unable to consent or stop what was happening, or coercion, or without voluntary agreement; attempted penetration using physical force | 21.1 | 0.1 | 31.6 | 0.2 | 8.9 | 0.2 | 31.6 | 1.2 | 11.2 | 1.4 |
| Penetration | 10.5 | 0.1 | 16.2 | 0.2 | 3.8 | 0.1 | 18.7 | 1.0 | 3.9 | 0.8 |
| Sexual touching | 16.2 | 0.1 | 24.5 | 0.2 | 6.7 | 0.1 | 23.8 | 1.1 | 9.7 | 1.4 |

¹Per 100 students.

²**Physical force:** Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

Coercion: Incidents when someone coerced you by threatening serious non-physical harm or promising rewards. 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; or threatening to post damaging information about you online.

Without voluntary agreement: Incidents that occurred 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.

³TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

Table 35. Percent of Graduate/Professional Students Who Experienced Penetration or Sexual Touching Involving Physical Force, Inability to Consent or Stop What Was Happening, Coercion, and Without Voluntary Agreement Since Enrolling at the School, by Tactic and Gender^{1,2}

| Survey Item Response | Total | | Woman | | Man | | TGQN ³ | | Decline to State | |
|---|-------|--------|-------|--------|-----|--------|-------------------|--------|------------------|--------|
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Completed using physical force or the victim was unable to consent or stop what was happening | 5.7 | 0.1 | 9.3 | 0.1 | 2.3 | 0.1 | 14.2 | 1.0 | 4.3 | 0.7 |
| Penetration | 2.3 | 0.1 | 4.0 | 0.1 | 0.8 | 0.0 | 6.8 | 0.8 | 1.3 | 0.4 |
| Sexual touching | 4.3 | 0.1 | 6.9 | 0.1 | 1.8 | 0.1 | 10.4 | 1.0 | 3.8 | 0.7 |
| Completed using physical force or the victim was unable to consent or stop what was happening; attempted penetration using physical force | 6.0 | 0.1 | 9.7 | 0.1 | 2.5 | 0.1 | 14.5 | 1.0 | 4.4 | 0.7 |
| Penetration | 2.7 | 0.1 | 4.6 | 0.1 | 0.9 | 0.1 | 7.6 | 0.8 | 1.7 | 0.4 |
| Sexual touching | 4.3 | 0.1 | 6.9 | 0.1 | 1.8 | 0.1 | 10.4 | 1.0 | 3.8 | 0.7 |
| Completed using physical force, or the victim was unable to consent or stop what was happening, or coercion; attempted penetration using physical force | 6.1 | 0.1 | 9.8 | 0.1 | 2.5 | 0.1 | 15.3 | 1.1 | 4.4 | 0.7 |
| Penetration | 2.8 | 0.1 | 4.7 | 0.1 | 1.0 | 0.1 | 8.4 | 0.9 | 1.7 | 0.4 |
| Sexual touching | 4.4 | 0.1 | 7.0 | 0.1 | 1.9 | 0.1 | 10.7 | 1.0 | 3.8 | 0.7 |

Table 35. Percent of Graduate/Professional Students Who Experienced Penetration or Sexual Touching Involving Physical Force, Inability to Consent or Stop What Was Happening, Coercion, and Without Voluntary Agreement Since Enrolling at the School, by Tactic and Gender^{1,2} (continued)

| Survey Item Response | Total | | Woman | | Man | | TGQN ³ | | Decline to State | |
|---|-------|--------|-------|--------|-----|--------|-------------------|--------|------------------|--------|
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Completed using physical force, or the victim was unable to consent or stop what was happening, or coercion, or without voluntary agreement; attempted penetration using physical force | 8.3 | 0.1 | 13.1 | 0.2 | 3.6 | 0.1 | 21.2 | 1.2 | 6.5 | 1.0 |
| Penetration | 4.0 | 0.1 | 6.6 | 0.1 | 1.4 | 0.1 | 12.2 | 1.0 | 2.7 | 0.6 |
| Sexual touching | 6.2 | 0.1 | 9.6 | 0.1 | 2.8 | 0.1 | 15.4 | 1.2 | 5.1 | 0.9 |

¹Per 100 students.

²**Physical force:** Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

Coercion: Incidents when someone coerced you by threatening serious non-physical harm or promising rewards. 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; or threatening to post damaging information about you online.

Without voluntary agreement: Incidents that occurred 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.

³TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

Table 36. Percent of Students Who Experienced Different Types of Harassing Behavior, by Gender and Student Affiliation¹

| Survey Item Response | Total | | Woman | | | | Man | | | |
|--|-------|--------|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|
| | | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Since you have been a student at [University], has a student, or someone employed by or otherwise associated with [University]:³</i> | | | | | | | | | | |
| Made sexual remarks, or told sexual jokes or sexual stories that were insulting or offensive to you? | 27.0 | 0.1 | 42.0 | 0.2 | 26.1 | 0.2 | 18.3 | 0.2 | 13.0 | 0.2 |
| Made inappropriate or offensive comments about your or someone's else's body, appearance, or sexual activities? | 33.7 | 0.1 | 48.2 | 0.2 | 27.8 | 0.2 | 29.6 | 0.2 | 18.2 | 0.2 |
| Said crude or gross sexual things to you or tried to get you to talk about sexual matters when you didn't want to? | 16.0 | 0.1 | 25.2 | 0.2 | 12.0 | 0.2 | 12.5 | 0.2 | 7.6 | 0.1 |
| Used social or on-line media to send offensive sexual remarks, jokes, stories, pictures, or videos <u>to you</u> ; or communicate offensive sexual remarks, jokes, stories, pictures, or videos <u>about you</u> ? | 8.2 | 0.1 | 14.2 | 0.1 | 4.6 | 0.1 | 6.5 | 0.1 | 3.0 | 0.1 |
| Continued to ask you to go out, get dinner, have drinks, or have sex even though you said, "No?" | 11.2 | 0.1 | 22.3 | 0.1 | 9.0 | 0.1 | 5.5 | 0.1 | 2.1 | 0.1 |
| At least one of the above | 41.8 | 0.1 | 59.2 | 0.2 | 36.6 | 0.2 | 36.2 | 0.3 | 23.0 | 0.3 |
| <i>Did (this/any of these) experience(s) affect you in any of the following ways?⁴</i> | | | | | | | | | | |
| Interfered with your academic or professional performance | 15.2 | 0.1 | 18.2 | 0.2 | 19.5 | 0.3 | 7.7 | 0.2 | 10.5 | 0.4 |
| Limited your ability to participate in an academic program | 7.7 | 0.1 | 8.2 | 0.1 | 11.7 | 0.2 | 3.8 | 0.2 | 6.0 | 0.3 |
| Created an intimidating, hostile, or offensive social, academic, or work environment | 41.1 | 0.2 | 48.2 | 0.3 | 50.1 | 0.4 | 24.7 | 0.4 | 29.2 | 0.6 |
| At least one of the above | 45.3 | 0.2 | 53.0 | 0.2 | 54.6 | 0.4 | 27.9 | 0.4 | 33.0 | 0.6 |

Table 36. Percent of Students Who Experienced Different Types of Harassing Behavior, by Gender and Student Affiliation¹ (continued)

| Survey Item Response | Total | | Woman | | | | Man | | | |
|---|-------|--------|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|
| | | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Students experiencing harassing behavior that interfered, limited their ability to participate, or created intimidating, hostile, or offensive environment ⁴ | 18.9 | 0.1 | 31.3 | 0.2 | 19.9 | 0.2 | 10.1 | 0.2 | 7.6 | 0.2 |
| Percent of students reporting harassing behavior | | | | | | | | | | |
| <i>How many different people behaved this way?</i> | | | | | | | | | | |
| 1 person | 36.7 | 0.2 | 32.7 | 0.2 | 42.1 | 0.4 | 39.1 | 0.4 | 43.7 | 0.5 |
| 2 persons | 29.9 | 0.2 | 33.0 | 0.3 | 31.6 | 0.3 | 24.7 | 0.4 | 26.1 | 0.5 |
| 3 or more persons | 33.4 | 0.2 | 34.3 | 0.3 | 26.3 | 0.3 | 36.3 | 0.4 | 30.3 | 0.6 |
| <i>Since the beginning of the Fall 2018 term, how many times has someone behaved this way?</i> | | | | | | | | | | |
| 0 times | 26.3 | 0.2 | 22.3 | 0.2 | 34.8 | 0.4 | 24.8 | 0.4 | 36.0 | 0.6 |
| 1 time | 24.2 | 0.2 | 23.7 | 0.2 | 23.9 | 0.3 | 25.7 | 0.4 | 24.8 | 0.6 |
| 2 times | 18.5 | 0.2 | 19.8 | 0.2 | 16.9 | 0.3 | 18.0 | 0.4 | 16.1 | 0.5 |
| 3-5 times | 22.9 | 0.1 | 25.7 | 0.2 | 18.9 | 0.3 | 22.2 | 0.3 | 17.2 | 0.4 |
| 6-9 times | 3.3 | 0.1 | 3.9 | 0.1 | 2.3 | 0.1 | 3.0 | 0.1 | 2.2 | 0.2 |
| 10 or more times | 4.9 | 0.1 | 4.7 | 0.1 | 3.2 | 0.1 | 6.3 | 0.2 | 3.8 | 0.3 |
| <i>How (was the person/were the persons) who behaved (this way/these ways) associated with [University]?⁴</i> | | | | | | | | | | |
| Student | 88.8 | 0.1 | 93.1 | 0.1 | 75.8 | 0.4 | 92.6 | 0.2 | 78.8 | 0.5 |
| Student teaching assistant | 3.6 | 0.1 | 2.8 | 0.1 | 5.9 | 0.2 | 2.0 | 0.1 | 6.6 | 0.4 |
| Faculty or instructor | 9.6 | 0.1 | 5.5 | 0.1 | 24.0 | 0.3 | 4.3 | 0.2 | 18.2 | 0.5 |
| Research staff | 2.0 | 0.1 | 0.9 | 0.0 | 5.4 | 0.2 | 0.7 | 0.1 | 4.8 | 0.3 |

Table 36. Percent of Students Who Experienced Different Types of Harassing Behavior, by Gender and Student Affiliation¹ (continued)

| Survey Item Response | Total | | Woman | | | | Man | | | |
|---|-------|--------|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|
| | | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Other staff or administrator | 4.0 | 0.1 | 3.0 | 0.1 | 7.2 | 0.2 | 2.3 | 0.1 | 6.6 | 0.3 |
| Coach or trainer | 0.6 | 0.0 | 0.6 | 0.0 | 0.5 | 0.1 | 0.6 | 0.1 | 0.4 | 0.1 |
| Alumni | 3.3 | 0.1 | 3.3 | 0.1 | 3.5 | 0.2 | 3.0 | 0.1 | 2.9 | 0.2 |
| Other person associated with [University] (e.g., internship, study abroad) | 2.7 | 0.1 | 2.9 | 0.1 | 3.7 | 0.2 | 1.6 | 0.1 | 2.9 | 0.2 |
| The person was not associated with [University] | 6.6 | 0.1 | 8.6 | 0.2 | 4.9 | 0.2 | 4.9 | 0.2 | 3.4 | 0.3 |
| Unsure about association with [University] | 8.8 | 0.1 | 9.7 | 0.2 | 7.8 | 0.2 | 7.4 | 0.3 | 8.6 | 0.4 |
| <i>At the time of (this event/these events), what (was the person's/were the persons') relationship to you?⁴</i> | | | | | | | | | | |
| Someone I was involved or intimate with at the time | 8.7 | 0.1 | 11.9 | 0.2 | 5.5 | 0.2 | 6.5 | 0.3 | 3.1 | 0.2 |
| Someone I previously <u>had been</u> involved or intimate with | 9.6 | 0.1 | 12.7 | 0.2 | 6.6 | 0.2 | 7.9 | 0.3 | 3.8 | 0.3 |
| Teacher | 7.2 | 0.1 | 4.8 | 0.1 | 16.5 | 0.3 | 3.5 | 0.2 | 11.8 | 0.4 |
| Advisor | 1.7 | 0.0 | 0.7 | 0.0 | 4.6 | 0.2 | 0.6 | 0.1 | 4.2 | 0.3 |
| Someone I was teaching or advising | 1.0 | 0.0 | 0.4 | 0.0 | 2.4 | 0.1 | 0.5 | 0.1 | 2.4 | 0.2 |
| Live-in residential staff | 0.7 | 0.0 | 0.8 | 0.0 | 0.3 | 0.1 | 0.8 | 0.1 | 0.5 | 0.1 |
| Coach or trainer | 0.5 | 0.0 | 0.5 | 0.0 | 0.5 | 0.1 | 0.4 | 0.1 | 0.4 | 0.1 |
| Boss or supervisor | 2.6 | 0.1 | 1.9 | 0.1 | 5.4 | 0.2 | 1.4 | 0.1 | 4.4 | 0.3 |
| Co-worker | 7.8 | 0.1 | 5.2 | 0.1 | 15.5 | 0.3 | 4.5 | 0.2 | 15.8 | 0.5 |
| Friend | 38.0 | 0.2 | 36.8 | 0.3 | 23.9 | 0.4 | 50.5 | 0.5 | 35.6 | 0.6 |
| Classmate | 34.9 | 0.2 | 30.7 | 0.3 | 45.0 | 0.4 | 31.3 | 0.4 | 46.3 | 0.6 |
| Someone I know or recognize, but was not a friend | 39.6 | 0.2 | 46.6 | 0.3 | 29.9 | 0.4 | 37.5 | 0.5 | 25.4 | 0.6 |
| Did not know or recognize this person | 22.1 | 0.2 | 29.0 | 0.2 | 13.5 | 0.3 | 17.9 | 0.4 | 11.1 | 0.4 |

Table 36. Percent of Students Who Experienced Different Types of Harassing Behavior, by Gender and Student Affiliation¹ (continued)

| Survey Item Response | TGQN ² | | | | Decline to State | | | |
|--|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Since you have been a student at [University], has a student, or someone employed by or otherwise associated with [University]:³</i> | | | | | | | | |
| Made sexual remarks, or told sexual jokes or sexual stories that were insulting or offensive to you? | 49.4 | 1.4 | 39.2 | 1.4 | 26.3 | 2.2 | 20.8 | 1.6 |
| Made inappropriate or offensive comments about your or someone's else's body, appearance, or sexual activities? | 56.1 | 1.3 | 43.3 | 1.5 | 28.4 | 2.2 | 25.5 | 1.9 |
| Said crude or gross sexual things to you or tried to get you to talk about sexual matters when you didn't want to? | 30.4 | 1.3 | 20.6 | 1.0 | 17.5 | 1.7 | 11.8 | 1.4 |
| Used social or on-line media to send offensive sexual remarks, jokes, stories, pictures, or videos <u>to you</u> ; or communicate offensive sexual remarks, jokes, stories, pictures, or videos <u>about you</u> ? | 14.7 | 0.9 | 8.3 | 0.9 | 7.1 | 1.2 | 4.7 | 0.8 |
| Continued to ask you to go out, get dinner, have drinks, or have sex even though you said, "No?" | 18.3 | 1.0 | 11.2 | 0.9 | 8.9 | 1.3 | 4.5 | 0.7 |
| At least one of the above | 65.1 | 1.3 | 53.4 | 1.6 | 36.3 | 2.5 | 31.4 | 2.2 |
| <i>Did (this/any of these) experience(s) affect you in any of the following ways?⁴</i> | | | | | | | | |
| Interfered with your academic or professional performance | 26.1 | 1.5 | 28.0 | 2.0 | 20.8 | 3.0 | 28.3 | 3.3 |
| Limited your ability to participate in an academic program | 17.3 | 1.3 | 20.9 | 1.8 | 15.4 | 2.7 | 20.2 | 3.2 |
| Created an intimidating, hostile, or offensive social, academic, or work environment | 66.8 | 1.6 | 64.3 | 1.9 | 56.2 | 3.6 | 49.3 | 3.9 |
| At least one of the above | 71.1 | 1.5 | 69.9 | 1.9 | 60.1 | 3.4 | 53.4 | 4.0 |
| Students experiencing harassing behavior that interfered, limited their ability to participate, or created intimidating, hostile, or offensive environment ⁴ | 46.3 | 1.4 | 37.2 | 1.5 | 21.8 | 1.9 | 16.7 | 1.5 |
| Percent of students reporting harassing behavior <i>How many different people behaved this way?</i> | | | | | | | | |
| 1 person | 26.8 | 1.2 | 32.6 | 2.0 | 31.0 | 3.6 | 40.3 | 3.7 |
| 2 persons | 31.4 | 1.4 | 30.8 | 1.9 | 28.7 | 3.4 | 24.2 | 4.1 |
| 3 or more persons | 41.8 | 1.4 | 36.7 | 2.1 | 40.3 | 3.3 | 35.4 | 3.8 |

Table 36. Percent of Students Who Experienced Different Types of Harassing Behavior, by Gender and Student Affiliation¹ (continued)

| Survey Item Response | TGQN ² | | | | Decline to State | | | |
|---|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Since the beginning of the Fall 2018 term, how many times has someone behaved this way?</i> | | | | | | | | |
| 0 times | 22.5 | 1.4 | 31.6 | 1.9 | 29.8 | 4.2 | 32.2 | 3.5 |
| 1 time | 19.8 | 1.3 | 21.8 | 1.7 | 21.9 | 3.5 | 23.1 | 3.1 |
| 2 times | 18.0 | 1.2 | 18.6 | 1.7 | 14.2 | 2.6 | 16.3 | 3.3 |
| 3-5 times | 25.7 | 1.4 | 20.7 | 1.5 | 19.6 | 3.1 | 22.0 | 2.9 |
| 6-9 times | 4.8 | 0.6 | 3.1 | 0.7 | 3.1 | 1.4 | 1.7 | 0.6 |
| 10 or more times | 9.1 | 0.8 | 4.2 | 0.8 | 11.4 | 3.2 | 4.8 | 1.6 |
| <i>How (was the person/were the persons) who behaved (this way/these ways) associated with [University]?⁴</i> | | | | | | | | |
| Student | 90.6 | 0.9 | 78.4 | 1.7 | 83.1 | 3.7 | 73.3 | 3.2 |
| Student teaching assistant | 6.0 | 0.6 | 12.7 | 1.5 | 7.9 | 3.0 | 8.4 | 2.0 |
| Faculty or instructor | 13.5 | 1.1 | 33.3 | 1.9 | 11.5 | 2.5 | 30.5 | 3.5 |
| Research staff | 2.2 | 0.5 | 9.2 | 1.2 | S | S | 4.8 | 1.5 |
| Other staff or administrator | 7.4 | 0.7 | 10.0 | 1.6 | 7.8 | 2.1 | 8.7 | 2.2 |
| Coach or trainer | 2.0 | 0.4 | 1.0 | 0.5 | - | - | 1.8 | 1.1 |
| Alumni | 6.8 | 0.9 | 3.7 | 0.8 | 8.6 | 2.2 | 3.7 | 1.5 |
| Other person associated with [University] (e.g., internship, study abroad) | 5.1 | 0.7 | 4.4 | 1.0 | 4.9 | 2.2 | 6.8 | 1.7 |
| The person was not associated with [University] | 8.7 | 1.0 | 4.4 | 0.9 | 2.0 | 0.7 | 4.6 | 1.2 |
| Unsure about association with [University] | 14.4 | 1.0 | 9.7 | 1.3 | 17.4 | 3.5 | 14.2 | 2.1 |
| <i>At the time of (this event/these events), what (was the person's/were the persons') relationship to you?⁴</i> | | | | | | | | |
| Someone I was involved or intimate with at the time | 12.1 | 1.0 | 6.4 | 1.0 | 7.2 | 1.8 | 2.9 | 1.1 |
| Someone I previously <u>had been</u> involved or intimate with | 12.1 | 1.0 | 4.8 | 0.8 | 5.9 | 1.7 | 3.8 | 1.3 |
| Teacher | 10.8 | 1.0 | 23.6 | 1.8 | 13.1 | 3.2 | 21.3 | 3.2 |
| Advisor | 2.2 | 0.4 | 6.1 | 1.0 | S | S | 7.4 | 1.8 |
| Someone I was teaching or advising | 1.7 | 0.4 | 4.1 | 1.0 | S | S | 3.4 | 1.3 |
| Live-in residential staff | 2.8 | 0.5 | 1.6 | 0.5 | S | S | S | S |
| Coach or trainer | 1.4 | 0.3 | 1.3 | 0.6 | - | - | S | S |
| Boss or supervisor | 5.6 | 0.9 | 8.9 | 1.3 | 6.5 | 2.0 | 5.2 | 1.5 |

Table 36. Percent of Students Who Experienced Different Types of Harassing Behavior, by Gender and Student Affiliation¹ (continued)

| Survey Item Response | TGQN ² | | | | Decline to State | | | |
|---|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Co-worker | 9.7 | 0.9 | 19.9 | 1.6 | 10.4 | 2.5 | 19.5 | 2.9 |
| Friend | 32.1 | 1.2 | 24.5 | 1.8 | 30.8 | 3.3 | 21.7 | 3.2 |
| Classmate | 38.3 | 1.3 | 49.1 | 2.0 | 40.9 | 4.4 | 48.3 | 4.0 |
| Someone I know or recognize, but was not a friend | 47.4 | 1.6 | 34.4 | 1.9 | 43.6 | 3.7 | 33.3 | 3.7 |
| Did not know or recognize this person | 32.1 | 1.3 | 16.0 | 1.6 | 20.6 | 2.8 | 15.2 | 2.3 |

¹Estimates are for victimizations reported since entering college.

²TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

³Per 100 students.

⁴Per 100 students reporting harassing behavior. Respondents could select multiple options.

Table 37. Percent of Students Who Experienced Harassing Behavior, by Characteristics of the School, Gender, and Student Affiliation^{1,2}

| Survey Item Response | Woman | | | | Man | | | | TGQN ³ | | | | Decline to State | | | |
|---|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Total enrollment</i> | | | | | | | | | | | | | | | | |
| 2,000 to 24,999 | 61.3 | 0.3 | 36.6 | 0.4 | 42.5 | 0.4 | 22.5 | 0.3 | 68.0 | 1.6 | 53.9 | 2.4 | 43.1 | 4.2 | 31.3 | 2.5 |
| 25,000 to 33,999 | 58.7 | 0.4 | 35.1 | 0.4 | 36.2 | 0.4 | 23.6 | 0.4 | 66.9 | 2.3 | 56.1 | 3.0 | 42.2 | 4.4 | 33.8 | 3.9 |
| 34,000 to 46,999 | 59.8 | 0.4 | 35.9 | 0.5 | 34.9 | 0.5 | 23.2 | 0.7 | 64.7 | 2.7 | 51.3 | 3.6 | 32.3 | 4.3 | 28.0 | 4.4 |
| 47,000 or more | 57.6 | 0.5 | 40.4 | 0.7 | 32.6 | 0.6 | 22.9 | 0.8 | 60.9 | 2.9 | 50.3 | 4.8 | 31.6 | 4.4 | 33.2 | 6.8 |
| <i>School type</i> | | | | | | | | | | | | | | | | |
| Public | 58.1 | 0.2 | 40.2 | 0.4 | 33.8 | 0.3 | 24.3 | 0.5 | 62.9 | 1.8 | 54.1 | 2.5 | 34.1 | 3.0 | 30.9 | 3.7 |
| Private | 62.1 | 0.3 | 33.8 | 0.3 | 42.5 | 0.5 | 22.0 | 0.3 | 69.8 | 1.3 | 52.8 | 2.0 | 43.7 | 3.7 | 31.8 | 2.4 |
| <i>Percent of women enrolled</i> | | | | | | | | | | | | | | | | |
| 36% to 49% | 59.5 | 0.4 | 38.4 | 0.4 | 34.0 | 0.5 | 21.9 | 0.4 | 62.9 | 2.4 | 48.1 | 2.9 | 31.2 | 4.9 | 32.3 | 3.9 |
| 50% to 53% | 58.6 | 0.3 | 35.5 | 0.3 | 36.1 | 0.4 | 23.2 | 0.4 | 66.8 | 1.5 | 58.2 | 2.2 | 38.8 | 3.2 | 31.2 | 2.7 |
| 54% or more | 60.1 | 0.4 | 36.8 | 0.5 | 39.8 | 0.6 | 24.2 | 0.6 | 63.7 | 2.8 | 51.9 | 3.6 | 37.5 | 5.3 | 30.5 | 4.8 |
| <i>Campus crime level⁴</i> | | | | | | | | | | | | | | | | |
| Low | 59.8 | 0.4 | 33.7 | 0.5 | 35.2 | 0.6 | 21.2 | 0.5 | 65.2 | 2.8 | 57.3 | 4.3 | 35.0 | 4.3 | 30.5 | 4.4 |
| Medium | 57.7 | 0.3 | 37.7 | 0.4 | 34.0 | 0.3 | 23.3 | 0.4 | 63.3 | 1.8 | 52.3 | 2.5 | 34.4 | 3.3 | 29.8 | 3.4 |
| High | 63.9 | 0.3 | 37.0 | 0.3 | 45.4 | 0.5 | 23.6 | 0.3 | 70.3 | 1.7 | 53.3 | 2.3 | 48.8 | 4.6 | 33.9 | 2.8 |
| <i>Percent of students living on campus</i> | | | | | | | | | | | | | | | | |
| 19% to 23% | 57.1 | 0.4 | 41.9 | 0.6 | 33.1 | 0.6 | 23.3 | 0.7 | 61.7 | 2.7 | 54.9 | 4.2 | 35.0 | 4.8 | 35.4 | 6.0 |
| 24% to 53% | 59.8 | 0.3 | 34.9 | 0.3 | 36.1 | 0.4 | 22.7 | 0.4 | 65.5 | 2.1 | 54.2 | 2.3 | 35.4 | 2.9 | 29.6 | 3.4 |
| 54% or more | 60.7 | 0.3 | 35.4 | 0.4 | 41.2 | 0.5 | 22.7 | 0.3 | 68.5 | 1.5 | 50.8 | 2.6 | 42.2 | 4.6 | 31.0 | 2.7 |

Table 37. Percent of Students Who Experienced Harassing Behavior, by Characteristics of the School, Gender, and Student Affiliation^{1,2} (continued)

| Survey Item Response | Woman | | | | Man | | | | TGQN ³ | | | | Decline to State | | | |
|---|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Student knowledge of campus definitions and resources</i> | | | | | | | | | | | | | | | | |
| Lower 25% of schools | 61.2 | 0.5 | 32.7 | 0.4 | 40.8 | 0.7 | 21.4 | 0.4 | 66.8 | 2.7 | 60.3 | 3.6 | 41.4 | 5.1 | 32.1 | 3.7 |
| Middle 50% of schools | 58.3 | 0.3 | 39.3 | 0.4 | 33.4 | 0.3 | 23.4 | 0.5 | 63.8 | 1.8 | 52.3 | 2.6 | 32.8 | 3.0 | 32.0 | 3.5 |
| Upper 25% of schools | 60.1 | 0.3 | 36.2 | 0.4 | 40.0 | 0.5 | 23.6 | 0.3 | 67.3 | 1.8 | 51.8 | 2.3 | 44.0 | 4.9 | 30.3 | 3.4 |
| <i>Positive perceptions of campus climate</i> | | | | | | | | | | | | | | | | |
| Lower 25% of schools | 58.4 | 0.4 | 34.4 | 0.4 | 37.8 | 0.5 | 22.5 | 0.4 | 67.5 | 2.2 | 56.6 | 2.7 | 50.5 | 4.6 | 31.9 | 3.8 |
| Middle 50% of schools | 57.9 | 0.3 | 38.5 | 0.4 | 34.0 | 0.3 | 23.8 | 0.4 | 63.5 | 1.8 | 55.4 | 2.5 | 33.8 | 2.7 | 31.5 | 3.0 |
| Upper 25% of schools | 62.1 | 0.3 | 36.4 | 0.4 | 39.4 | 0.7 | 22.4 | 0.5 | 66.8 | 2.8 | 46.3 | 3.3 | 32.7 | 5.6 | 30.9 | 3.3 |
| <i>Opinions on whether Officials will take seriously and/or take action on a report of sexual assault or other misconduct</i> | | | | | | | | | | | | | | | | |
| Lower 25% of schools | 63.3 | 0.4 | 33.8 | 0.4 | 42.9 | 0.6 | 22.7 | 0.4 | 69.7 | 2.5 | 52.2 | 2.8 | 49.1 | 5.4 | 31.7 | 3.6 |
| Middle 50% of schools | 58.6 | 0.3 | 40.1 | 0.4 | 34.9 | 0.3 | 23.8 | 0.4 | 64.6 | 1.7 | 53.3 | 2.6 | 34.9 | 3.2 | 33.6 | 3.3 |
| Upper 25% of schools | 57.8 | 0.3 | 34.8 | 0.4 | 34.9 | 0.5 | 22.0 | 0.5 | 63.4 | 2.2 | 54.8 | 3.1 | 33.6 | 3.6 | 27.3 | 3.5 |
| <i>Students perceive sexual assault and sexual misconduct as a problem</i> | | | | | | | | | | | | | | | | |
| Lower 25% of schools | 58.9 | 0.4 | 32.9 | 0.4 | 38.0 | 0.5 | 21.2 | 0.3 | 66.5 | 1.9 | 54.1 | 2.6 | 41.6 | 4.0 | 31.6 | 3.7 |
| Middle 50% of schools | 58.7 | 0.2 | 35.8 | 0.4 | 35.1 | 0.4 | 22.0 | 0.4 | 64.1 | 2.0 | 52.8 | 2.9 | 34.1 | 3.9 | 32.1 | 2.9 |
| Upper 25% of schools | 60.0 | 0.3 | 42.7 | 0.5 | 36.9 | 0.4 | 26.7 | 0.6 | 65.8 | 2.8 | 53.4 | 3.0 | 36.8 | 3.6 | 30.0 | 4.6 |

Table 37. Percent of Students Who Experienced Harassing Behavior, by Characteristics of the School, Gender, and Student Affiliation^{1,2} (continued)

| Survey Item Response | Woman | | | | Man | | | | TGQN ³ | | | | Decline to State | | | |
|--|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Campus Climate Survey response rate</i> | | | | | | | | | | | | | | | | |
| 6% to 14% | 57.6 | 0.5 | 40.0 | 0.7 | 33.0 | 0.6 | 24.6 | 0.9 | 60.8 | 2.9 | 54.5 | 4.3 | 33.5 | 4.8 | 25.9 | 6.6 |
| 15% to 19% | 59.0 | 0.4 | 34.3 | 0.5 | 34.2 | 0.6 | 21.2 | 0.6 | 63.4 | 2.4 | 53.2 | 3.8 | 32.8 | 4.2 | 30.9 | 4.2 |
| 20% to 29% | 59.3 | 0.3 | 33.0 | 0.4 | 37.6 | 0.4 | 21.4 | 0.4 | 68.4 | 2.1 | 52.8 | 3.1 | 42.2 | 4.1 | 34.2 | 4.1 |
| 30% or more | 62.4 | 0.3 | 39.5 | 0.4 | 43.7 | 0.4 | 24.7 | 0.3 | 70.6 | 1.6 | 53.3 | 2.5 | 43.8 | 4.1 | 32.6 | 2.4 |

¹Estimates are for victimizations reported since entering college.

²Per 100 students who experienced harassing behavior that interfered with their academic or professional performance, limited their ability to participate in an academic program, or created an intimidating, hostile, or offensive environment.

³TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

⁴Levels of crime are based on crimes reported in annual security reports as required through the Clery Act.

Table 38. Percent of Students in a Partnered Relationship Who Experienced Intimate Partner Violence, by Type and Characteristics of Intimate Partner Violence, Gender, and Student Affiliation^{1,2}

| Survey Item Response | Total | | Woman | | | | Man | | | |
|---|-------|--------|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|
| | | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Since you have been a student at [University], has a partner:</i> | | | | | | | | | | |
| Controlled or tried to control you? | 6.9 | 0.1 | 10.0 | 0.2 | 4.7 | 0.1 | 6.6 | 0.2 | 3.8 | 0.1 |
| Threatened to physically harm you, someone you love, or him/herself? | 4.7 | 0.1 | 6.7 | 0.1 | 3.5 | 0.1 | 4.5 | 0.1 | 2.5 | 0.1 |
| Used any kind of physical force against you or otherwise physically hurt or injured you? | 3.3 | 0.1 | 4.3 | 0.1 | 2.4 | 0.1 | 3.6 | 0.1 | 2.0 | 0.1 |
| Controlled or tried to control, threatened physical harm, or used physical force or physically hurt or injured | 10.1 | 0.1 | 14.1 | 0.2 | 7.0 | 0.2 | 10.1 | 0.2 | 5.9 | 0.2 |
| <i>How many different partners treated you this way?</i> | | | | | | | | | | |
| 1 partner | 90.0 | 0.3 | 89.6 | 0.4 | 90.3 | 0.6 | 91.1 | 0.6 | 92.5 | 0.9 |
| 2 partners | 8.3 | 0.3 | 8.9 | 0.4 | 8.3 | 0.6 | 7.4 | 0.6 | 5.6 | 0.7 |
| 3 or more partners | 1.7 | 0.1 | 1.5 | 0.2 | 1.4 | 0.3 | 1.5 | 0.3 | 1.9 | 0.5 |
| <i>Since the beginning of the Fall 2018 term, how many times have you (had this experience/had any of these experiences)?</i> | | | | | | | | | | |
| 0 times | 40.8 | 0.6 | 41.5 | 0.7 | 48.8 | 1.2 | 37.6 | 1.2 | 36.0 | 1.4 |
| 1 time | 21.6 | 0.4 | 21.4 | 0.6 | 19.0 | 0.8 | 23.9 | 1.0 | 20.8 | 1.3 |
| 2 times | 12.0 | 0.3 | 12.0 | 0.4 | 11.7 | 0.8 | 11.5 | 0.8 | 13.6 | 1.1 |
| 3-5 times | 15.6 | 0.3 | 15.1 | 0.4 | 12.4 | 0.8 | 17.0 | 0.9 | 18.2 | 1.3 |
| 6-9 times | 2.7 | 0.2 | 3.2 | 0.3 | 1.7 | 0.3 | 2.3 | 0.4 | 2.5 | 0.4 |
| 10 or more times | 7.4 | 0.3 | 6.8 | 0.4 | 6.4 | 0.5 | 7.6 | 0.8 | 8.8 | 0.8 |

Table 38. Percent of Students in a Partnered Relationship Who Experienced Intimate Partner Violence, by Type and Characteristics of Intimate Partner Violence, Gender, and Student Affiliation^{1,2} (continued)

| Survey Item Response | TGQN ³ | | | | Decline to State | | | |
|---|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Since you have been a student at [University], has a partner:</i> | | | | | | | | |
| Controlled or tried to control you? | 15.3 | 1.0 | 8.1 | 1.0 | 5.8 | 2.0 | 4.7 | 1.0 |
| Threatened to physically harm you, someone you love, or him/herself? | 12.6 | 0.9 | 5.4 | 0.8 | 5.8 | 1.7 | 3.6 | 1.0 |
| Used any kind of physical force against you or otherwise physically hurt or injured you? | 7.0 | 0.6 | 5.7 | 0.8 | 7.1 | 3.0 | 3.0 | 0.9 |
| Controlled or tried to control, threatened physical harm, or used physical force or physically hurt or injured | 21.5 | 1.3 | 11.8 | 1.1 | 13.1 | 3.2 | 7.1 | 1.2 |
| <i>How many different partners treated you this way?</i> | | | | | | | | |
| 1 partner | 78.5 | 2.0 | 77.2 | 4.7 | 75.2 | 18.0 | 88.4 | 8.8 |
| 2 partners | 16.2 | 1.9 | 7.7 | 3.3 | 24.8 | 18.0 | S | S |
| 3 or more partners | 5.3 | 1.4 | 15.1 | 3.8 | - | - | S | S |
| <i>Since the beginning of the Fall 2018 term, how many times have you (had this experience/had any of these experiences)?</i> | | | | | | | | |
| 0 times | 42.9 | 3.0 | 37.4 | 5.6 | 43.2 | 14.4 | 30.3 | 8.1 |
| 1 time | 19.8 | 2.2 | 17.3 | 4.7 | S | S | 22.7 | 7.8 |
| 2 times | 10.0 | 1.6 | 9.9 | 2.7 | S | S | 27.3 | 12.0 |
| 3-5 times | 16.6 | 1.9 | 10.0 | 3.0 | S | S | S | S |
| 6-9 times | 1.9 | 0.7 | 5.7 | 2.5 | S | S | S | S |
| 10 or more times | 8.8 | 2.0 | 19.6 | 4.5 | S | S | S | S |

¹Unless otherwise specified, estimates are for victimizations reported since entering college.

²Per 100 students who reported they have been in a partnered relationship since enrolling in the college.

³TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

Table 39. Percent of Students Who Experienced Intimate Partner Violence, by Characteristics of the School, Gender, and Student Affiliation^{1,2}

| Survey Item Response | Woman | | | | Man | | | | TGQN ³ | | | | Decline to State | | | |
|---|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Total enrollment</i> | | | | | | | | | | | | | | | | |
| 2,000 to 24,999 | 11.2 | 0.3 | 6.2 | 0.2 | 8.7 | 0.4 | 5.2 | 0.2 | 21.0 | 1.8 | 14.3 | 2.0 | 13.9 | 5.2 | 4.1 | 1.3 |
| 25,000 to 33,999 | 14.8 | 0.4 | 6.7 | 0.3 | 9.9 | 0.5 | 5.7 | 0.3 | 22.1 | 2.8 | 10.1 | 1.7 | 5.7 | 2.1 | 9.9 | 2.8 |
| 34,000 to 46,999 | 13.6 | 0.3 | 7.0 | 0.4 | 10.8 | 0.4 | 7.0 | 0.4 | 25.1 | 2.6 | 9.7 | 2.3 | 9.1 | 4.2 | 3.3 | 1.6 |
| 47,000 or more | 15.9 | 0.4 | 9.3 | 0.5 | 10.8 | 0.4 | 6.5 | 0.6 | 18.1 | 2.6 | 12.7 | 3.8 | 19.6 | 7.9 | 15.8 | 6.0 |
| <i>School type</i> | | | | | | | | | | | | | | | | |
| Public | 14.9 | 0.2 | 8.4 | 0.2 | 10.6 | 0.3 | 6.6 | 0.3 | 21.2 | 1.8 | 11.2 | 1.9 | 13.8 | 4.0 | 9.3 | 2.7 |
| Private | 12.0 | 0.2 | 5.8 | 0.2 | 8.7 | 0.3 | 5.4 | 0.2 | 22.0 | 1.9 | 12.4 | 1.4 | 10.6 | 3.2 | 5.5 | 1.1 |
| <i>Percent of women enrolled</i> | | | | | | | | | | | | | | | | |
| 36% to 49% | 13.7 | 0.4 | 6.2 | 0.3 | 9.7 | 0.5 | 5.4 | 0.2 | 18.2 | 1.8 | 10.8 | 1.7 | 20.7 | 8.2 | 6.1 | 2.0 |
| 50% to 53% | 14.4 | 0.3 | 7.2 | 0.2 | 10.3 | 0.3 | 6.1 | 0.2 | 23.7 | 2.0 | 11.6 | 1.7 | 10.8 | 3.7 | 5.4 | 1.7 |
| 54% or more | 14.0 | 0.3 | 7.7 | 0.3 | 10.3 | 0.5 | 6.3 | 0.4 | 19.9 | 2.7 | 13.8 | 3.1 | 5.6 | 2.7 | 11.8 | 4.0 |
| <i>Campus crime level⁴</i> | | | | | | | | | | | | | | | | |
| Low | 14.5 | 0.4 | 6.8 | 0.3 | 10.1 | 0.5 | 5.8 | 0.4 | 25.0 | 3.1 | 6.8 | 2.2 | 6.5 | 3.1 | 10.0 | 3.9 |
| Medium | 14.5 | 0.3 | 7.8 | 0.2 | 10.4 | 0.3 | 6.2 | 0.3 | 20.5 | 1.8 | 12.1 | 1.8 | 15.3 | 4.3 | 7.9 | 2.2 |
| High | 12.5 | 0.3 | 6.1 | 0.2 | 9.2 | 0.4 | 5.6 | 0.2 | 20.8 | 1.6 | 13.8 | 1.9 | 10.3 | 3.6 | 4.5 | 1.5 |
| <i>Percent of students living on campus</i> | | | | | | | | | | | | | | | | |
| 19% to 23% | 15.7 | 0.4 | 10.2 | 0.5 | 11.0 | 0.5 | 6.8 | 0.5 | 20.6 | 2.5 | 14.3 | 3.7 | 18.3 | 6.4 | 11.8 | 4.9 |
| 24% to 53% | 13.9 | 0.3 | 6.5 | 0.2 | 10.1 | 0.3 | 6.1 | 0.2 | 23.1 | 1.8 | 10.2 | 1.6 | 10.6 | 4.7 | 8.0 | 2.0 |
| 54% or more | 11.7 | 0.3 | 6.0 | 0.2 | 8.6 | 0.4 | 5.4 | 0.2 | 19.4 | 2.0 | 12.4 | 1.9 | 7.3 | 2.8 | 4.5 | 1.2 |

Table 39. Percent of Students Who Experienced Intimate Partner Violence, by Characteristics of the School, Gender, and Student Affiliation^{1,2} (continued)

| Survey Item Response | Woman | | | | Man | | | | TGQN ³ | | | | Decline to State | | | |
|---|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Student knowledge of campus definitions and resources</i> | | | | | | | | | | | | | | | | |
| Lower 25% of schools | 14.0 | 0.5 | 6.6 | 0.3 | 10.6 | 0.5 | 6.1 | 0.3 | 24.0 | 3.1 | 16.6 | 2.8 | 13.4 | 5.9 | 5.9 | 1.9 |
| Middle 50% of schools | 15.1 | 0.3 | 8.1 | 0.2 | 10.5 | 0.3 | 6.2 | 0.3 | 20.3 | 1.8 | 10.3 | 1.9 | 12.8 | 4.6 | 11.5 | 2.7 |
| Upper 25% of schools | 11.7 | 0.3 | 6.1 | 0.2 | 9.0 | 0.4 | 5.5 | 0.3 | 22.8 | 1.9 | 11.4 | 1.8 | 13.9 | 4.5 | 3.3 | 1.1 |
| <i>Positive perceptions of campus climate</i> | | | | | | | | | | | | | | | | |
| Lower 25% of schools | 13.9 | 0.4 | 6.6 | 0.2 | 10.3 | 0.5 | 5.4 | 0.3 | 21.8 | 2.5 | 12.3 | 1.6 | 9.9 | 3.5 | 7.4 | 1.9 |
| Middle 50% of schools | 14.4 | 0.3 | 7.4 | 0.2 | 10.4 | 0.3 | 6.4 | 0.3 | 20.7 | 1.8 | 11.6 | 2.0 | 8.9 | 3.7 | 10.3 | 2.7 |
| Upper 25% of schools | 13.7 | 0.4 | 7.0 | 0.3 | 9.4 | 0.5 | 5.7 | 0.3 | 23.2 | 2.5 | 11.7 | 2.4 | 25.6 | 9.9 | 2.7 | 1.1 |
| <i>Opinions on whether Officials will take seriously and/or take action on a report of sexual assault or other misconduct</i> | | | | | | | | | | | | | | | | |
| Lower 25% of schools | 13.5 | 0.3 | 6.2 | 0.3 | 9.4 | 0.5 | 5.8 | 0.3 | 22.3 | 2.6 | 12.7 | 2.0 | 17.1 | 7.4 | 4.1 | 1.4 |
| Middle 50% of schools | 14.7 | 0.3 | 7.9 | 0.2 | 10.5 | 0.4 | 6.0 | 0.3 | 21.3 | 2.0 | 11.1 | 1.7 | 14.7 | 4.4 | 11.9 | 2.3 |
| Upper 25% of schools | 13.5 | 0.4 | 6.7 | 0.3 | 10.0 | 0.4 | 5.9 | 0.4 | 21.3 | 1.8 | 12.2 | 2.3 | 9.0 | 6.2 | 2.7 | 1.5 |
| <i>Students perceive sexual assault and sexual misconduct as a problem</i> | | | | | | | | | | | | | | | | |
| Lower 25% of schools | 13.1 | 0.3 | 5.8 | 0.2 | 9.1 | 0.5 | 5.1 | 0.2 | 21.2 | 2.3 | 13.4 | 2.0 | 7.2 | 2.4 | 9.3 | 2.3 |
| Middle 50% of schools | 14.7 | 0.3 | 7.4 | 0.2 | 10.2 | 0.4 | 6.1 | 0.2 | 22.0 | 1.7 | 10.3 | 1.7 | 15.8 | 4.9 | 2.9 | 1.0 |
| Upper 25% of schools | 13.8 | 0.3 | 8.0 | 0.3 | 10.4 | 0.3 | 6.6 | 0.4 | 21.0 | 2.5 | 12.0 | 2.5 | 12.2 | 7.3 | 10.3 | 3.3 |

Table 39. Percent of Students Who Experienced Intimate Partner Violence, by Characteristics of the School, Gender, and Student Affiliation^{1,2} (continued)

| Survey Item Response | Woman | | | | Man | | | | TGQN ³ | | | | Decline to State | | | |
|--|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Campus Climate Survey response rate</i> | | | | | | | | | | | | | | | | |
| 6% to 14% | 15.8 | 0.4 | 9.9 | 0.5 | 11.1 | 0.4 | 7.0 | 0.6 | 17.3 | 2.6 | 13.7 | 3.3 | 18.9 | 7.7 | 12.2 | 4.8 |
| 15% to 19% | 14.0 | 0.4 | 6.4 | 0.3 | 9.6 | 0.4 | 6.0 | 0.4 | 21.3 | 2.2 | 8.2 | 2.2 | 10.3 | 4.3 | 7.2 | 3.0 |
| 20% to 29% | 14.0 | 0.3 | 6.8 | 0.3 | 10.6 | 0.4 | 6.1 | 0.3 | 25.2 | 2.5 | 14.4 | 2.4 | 6.3 | 2.7 | 3.7 | 1.7 |
| 30% or more | 10.9 | 0.3 | 6.0 | 0.2 | 8.4 | 0.3 | 5.2 | 0.2 | 23.2 | 1.6 | 10.9 | 1.8 | 12.5 | 3.8 | 6.4 | 1.4 |

¹Estimates are for victimizations reported since entering college.

²Per 100 students who reported they have been in a partnered relationship since enrolling in the school.

³TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

⁴Levels of crime are based on crimes reported in annual security reports as required through the Clery Act.

Table 40. Percent of Students Who Experienced Different Types of Behaviors Associated with Stalking, by Characteristics of Stalking, Gender, and Student Affiliation¹

| Survey Item Response | Total | | Woman | | | | Man | | | |
|--|-------|--------|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|
| | | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Since you have been a student at [University], has someone...³</i> | | | | | | | | | | |
| Made unwanted phone calls, sent emails, voice, text, or instant messages to you, or posted unwanted messages, pictures, or videos on social media to or about you or elsewhere online? | 9.1 | 0.1 | 14.9 | 0.1 | 8.2 | 0.1 | 6.0 | 0.1 | 3.7 | 0.1 |
| Showed up somewhere uninvited or waited for you when you did not want that person to be there? | 8.5 | 0.1 | 13.5 | 0.1 | 6.4 | 0.1 | 7.7 | 0.1 | 2.5 | 0.1 |
| Spied on, watched, or followed you in person, or monitored your activities or tracked your location using devices or software on your phone or computer? | 3.8 | 0.0 | 5.9 | 0.1 | 2.6 | 0.1 | 3.4 | 0.1 | 1.3 | 0.1 |
| At least one of the above | 15.8 | 0.1 | 24.7 | 0.2 | 12.9 | 0.2 | 13.1 | 0.2 | 6.0 | 0.1 |
| <i>Did the same person do this to you more than once since you have been a student at [University]?⁴</i> | | | | | | | | | | |
| Yes | 55.5 | 0.3 | 57.1 | 0.4 | 61.1 | 0.8 | 50.0 | 0.9 | 49.6 | 1.3 |
| No | 30.5 | 0.3 | 30.8 | 0.4 | 28.0 | 0.7 | 32.2 | 0.8 | 30.7 | 1.2 |
| Don't know | 14.0 | 0.2 | 12.1 | 0.2 | 10.9 | 0.4 | 17.8 | 0.8 | 19.7 | 0.9 |
| <i>Among those for whom the same person did this more than once since being a student at [University]...⁵</i> | | | | | | | | | | |
| Did any of these unwanted contacts or behaviors make you fear for your safety or the safety of someone close to you? | 46.3 | 0.4 | 52.5 | 0.5 | 54.7 | 0.9 | 26.3 | 1.0 | 34.7 | 1.7 |
| Did any of these unwanted contacts or behaviors cause you substantial emotional distress? | 57.1 | 0.4 | 61.0 | 0.5 | 65.8 | 0.7 | 40.1 | 1.0 | 52.1 | 1.8 |
| At least one of the above | 65.9 | 0.3 | 71.2 | 0.4 | 74.7 | 0.7 | 46.7 | 1.1 | 58.6 | 1.7 |
| Students who experienced these behaviors by the same person more than once and feared for their safety or experienced substantial emotional distress ³ | 5.8 | 0.1 | 10.0 | 0.1 | 5.9 | 0.1 | 3.1 | 0.1 | 1.8 | 0.1 |

Table 40. Percent of Students Who Experienced Different Types of Behaviors Associated with Stalking, by Characteristics of Stalking, Gender, and Student Affiliation¹ (continued)

| Survey Item Response | Total | | Woman | | | | Man | | | |
|---|-------|--------|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|
| | | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Since the beginning of the Fall 2018 term, how many times have you had any of these experiences?⁶</i> | | | | | | | | | | |
| 0 times | 29.6 | 0.4 | 27.8 | 0.6 | 40.9 | 1.0 | 24.0 | 1.4 | 34.0 | 2.3 |
| 1 time | 14.4 | 0.4 | 15.4 | 0.5 | 12.4 | 0.8 | 15.2 | 1.1 | 12.1 | 1.4 |
| 2 times | 17.3 | 0.4 | 17.9 | 0.6 | 14.4 | 0.7 | 18.2 | 1.5 | 16.1 | 1.9 |
| 3-5 times | 25.5 | 0.5 | 26.7 | 0.6 | 21.2 | 0.9 | 28.3 | 1.7 | 20.6 | 1.8 |
| 6-9 times | 4.9 | 0.2 | 4.6 | 0.3 | 4.3 | 0.5 | 5.0 | 0.7 | 5.8 | 1.3 |
| 10 or more times | 8.3 | 0.3 | 7.6 | 0.4 | 6.9 | 0.6 | 9.3 | 0.9 | 11.4 | 1.6 |
| <i>How (is the person/are the persons) who did these things to you associated with [University]?⁶</i> | | | | | | | | | | |
| Student | 69.8 | 0.5 | 74.5 | 0.6 | 53.8 | 1.1 | 76.6 | 1.3 | 54.0 | 2.8 |
| Student teaching assistant | 3.1 | 0.2 | 2.2 | 0.2 | 5.5 | 0.6 | 2.2 | 0.6 | 6.9 | 1.2 |
| Faculty or instructor | 3.2 | 0.2 | 1.3 | 0.2 | 6.5 | 0.6 | 3.4 | 0.5 | 9.1 | 1.3 |
| Research staff | 1.6 | 0.1 | 0.5 | 0.1 | 3.9 | 0.3 | 1.9 | 0.5 | 3.2 | 0.8 |
| Other staff or administrator | 2.6 | 0.2 | 1.7 | 0.2 | 4.0 | 0.4 | 2.6 | 0.4 | 6.0 | 1.2 |
| Coach or trainer | 0.2 | 0.1 | 0.1 | 0.0 | 0.2 | 0.1 | 0.3 | 0.1 | S | S |
| Alumni | 3.6 | 0.2 | 2.7 | 0.2 | 4.7 | 0.5 | 4.2 | 0.7 | 4.3 | 1.1 |
| Other person associated with [University] (e.g., internship, study abroad) | 2.3 | 0.2 | 2.1 | 0.2 | 2.4 | 0.3 | 1.8 | 0.5 | 3.1 | 0.9 |
| The person was not associated with [University] | 25.0 | 0.4 | 23.3 | 0.6 | 32.3 | 1.1 | 20.2 | 1.4 | 26.5 | 2.1 |
| Unsure about association with [University] | 8.7 | 0.3 | 8.1 | 0.4 | 7.7 | 0.6 | 9.3 | 1.2 | 11.9 | 1.8 |

Table 40. Percent of Students Who Experienced Different Types of Behaviors Associated with Stalking, by Characteristics of Stalking, Gender, and Student Affiliation¹ (continued)

| Survey Item Response | Total | | Woman | | | | Man | | | |
|--|-------|--------|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|
| | | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>At the time of these events, what (was the person's/were the persons') relationship to you?⁶</i> | | | | | | | | | | |
| Someone I was involved or intimate with at the time | 13.6 | 0.4 | 13.8 | 0.4 | 10.6 | 0.7 | 17.0 | 1.2 | 11.9 | 1.4 |
| Someone I previously <u>had been</u> involved or intimate with | 32.9 | 0.5 | 32.9 | 0.6 | 30.4 | 0.9 | 37.5 | 1.7 | 27.7 | 2.1 |
| Teacher | 2.2 | 0.1 | 1.3 | 0.1 | 3.2 | 0.3 | 2.1 | 0.4 | 5.6 | 1.3 |
| Advisor | 1.3 | 0.1 | 0.5 | 0.1 | 2.5 | 0.3 | 1.2 | 0.3 | 4.3 | 1.0 |
| Someone I was teaching or advising | 1.0 | 0.1 | 0.4 | 0.1 | 2.3 | 0.3 | 0.7 | 0.3 | 3.7 | 1.1 |
| Live-in residential staff | 0.7 | 0.1 | 0.4 | 0.1 | 0.5 | 0.2 | 0.9 | 0.2 | S | S |
| Coach or trainer | 0.4 | 0.1 | 0.1 | 0.0 | 0.4 | 0.1 | 0.6 | 0.2 | 0.7 | 0.4 |
| Boss or supervisor | 1.6 | 0.1 | 0.9 | 0.1 | 2.7 | 0.4 | 1.7 | 0.4 | 2.9 | 0.7 |
| Co-worker | 4.6 | 0.2 | 3.4 | 0.2 | 9.9 | 0.6 | 2.4 | 0.5 | 5.7 | 1.0 |
| Friend | 25.0 | 0.4 | 27.2 | 0.5 | 18.4 | 0.9 | 27.3 | 1.5 | 18.1 | 2.0 |
| Classmate | 18.4 | 0.4 | 17.2 | 0.5 | 22.8 | 0.8 | 16.6 | 1.5 | 21.7 | 1.8 |
| Someone I know or recognize, but was not a friend | 31.1 | 0.5 | 32.6 | 0.6 | 27.1 | 0.9 | 30.6 | 1.5 | 26.2 | 2.0 |
| Did not know or recognize this person | 11.4 | 0.3 | 11.6 | 0.4 | 10.2 | 0.6 | 10.2 | 1.0 | 12.6 | 1.5 |

Table 40. Percent of Students Who Experienced Different Types of Behaviors Associated with Stalking, by Characteristics of Stalking, Gender, and Student Affiliation¹ (continued)

| Survey Item Response | TGQN ² | | | | Decline to State | | | |
|--|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Since you have been a student at [University], has someone...³</i> | | | | | | | | |
| Made unwanted phone calls, sent emails, voice, text, or instant messages to you, or posted unwanted messages, pictures, or videos on social media to or about you or elsewhere online? | 17.5 | 0.8 | 11.1 | 1.0 | 9.5 | 1.4 | 7.8 | 1.0 |
| Showed up somewhere uninvited or waited for you when you did not want that person to be there? | 15.9 | 1.0 | 10.4 | 1.0 | 10.9 | 1.4 | 5.5 | 0.9 |
| Spied on, watched, or followed you in person, or monitored your activities or tracked your location using devices or software on your phone or computer? | 8.4 | 0.6 | 6.9 | 0.7 | 3.7 | 0.8 | 3.9 | 0.8 |
| At least one of the above | 27.7 | 1.1 | 18.4 | 1.2 | 18.2 | 1.8 | 13.2 | 1.3 |
| <i>Did the same person do this to you more than once since you have been a student at [University]?⁴</i> | | | | | | | | |
| Yes | 65.3 | 1.9 | 56.0 | 3.7 | 52.2 | 5.1 | 61.2 | 5.3 |
| No | 20.8 | 1.7 | 32.0 | 3.8 | 23.2 | 4.5 | 14.0 | 3.8 |
| Don't know | 14.0 | 1.6 | 12.0 | 2.1 | 24.5 | 3.7 | 24.8 | 5.2 |
| <i>Among those for whom the same person did this more than once since being a student at [University]...⁵</i> | | | | | | | | |
| Did any of these unwanted contacts or behaviors make you fear for your safety or the safety of someone close to you? | 66.0 | 2.3 | 59.9 | 4.8 | 37.7 | 7.4 | 53.3 | 6.9 |
| Did any of these unwanted contacts or behaviors cause you substantial emotional distress? | 77.1 | 2.5 | 71.8 | 4.3 | 60.6 | 7.0 | 61.2 | 7.9 |
| At least one of the above | 83.8 | 1.9 | 82.3 | 4.1 | 67.4 | 6.9 | 72.2 | 6.8 |
| Students who experienced these behaviors by the same person more than once and feared for their safety or experienced substantial emotional distress ³ | 15.2 | 0.8 | 8.5 | 0.8 | 6.4 | 1.0 | 5.8 | 0.9 |

Table 40. Percent of Students Who Experienced Different Types of Behaviors Associated with Stalking, by Characteristics of Stalking, Gender, and Student Affiliation¹ (continued)

| Survey Item Response | TGQN ² | | | | Decline to State | | | |
|---|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Since the beginning of the Fall 2018 term, how many times have you had any of these experiences?⁶</i> | | | | | | | | |
| 0 times | 24.2 | 2.5 | 20.5 | 5.1 | 19.6 | 6.8 | 32.6 | 8.2 |
| 1 time | 10.4 | 1.7 | 4.3 | 1.7 | 11.8 | 5.6 | 12.2 | 7.5 |
| 2 times | 18.1 | 2.4 | 19.7 | 4.1 | 16.5 | 6.2 | 17.3 | 6.7 |
| 3-5 times | 23.7 | 2.4 | 25.7 | 5.1 | 25.2 | 7.5 | 17.2 | 6.8 |
| 6-9 times | 8.7 | 2.4 | 11.6 | 3.4 | 10.1 | 4.2 | S | S |
| 10 or more times | 15.0 | 2.2 | 18.3 | 4.7 | 16.7 | 8.6 | 18.8 | 7.0 |
| <i>How (is the person/are the persons) who did these things to you associated with [University]?⁶</i> | | | | | | | | |
| Student | 71.5 | 2.8 | 48.2 | 5.6 | 62.6 | 8.2 | 56.5 | 9.1 |
| Student teaching assistant | 3.4 | 1.2 | 10.7 | 3.8 | - | - | S | S |
| Faculty or instructor | 4.3 | 1.2 | 18.3 | 5.0 | 11.2 | 7.9 | 9.4 | 5.3 |
| Research staff | 1.9 | 0.9 | 12.6 | 3.8 | - | - | S | S |
| Other staff or administrator | 3.6 | 1.2 | 15.0 | 3.7 | S | S | 11.0 | 5.0 |
| Coach or trainer | 2.1 | 0.9 | 6.7 | 3.2 | - | - | - | - |
| Alumni | 9.9 | 2.0 | 8.3 | 3.2 | S | S | - | - |
| Other person associated with [University] (e.g., internship, study abroad) | 4.5 | 1.2 | 9.7 | 3.4 | S | S | S | S |
| The person was not associated with [University] | 30.9 | 3.0 | 40.4 | 5.2 | 28.3 | 8.1 | 34.0 | 9.5 |
| Unsure about association with [University] | 12.7 | 2.0 | 12.8 | 3.5 | 16.7 | 6.3 | S | S |

Table 40. Percent of Students Who Experienced Different Types of Behaviors Associated with Stalking, by Characteristics of Stalking, Gender, and Student Affiliation¹ (continued)

| Survey Item Response | TGQN ² | | | | Decline to State | | | |
|--|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>At the time of these events, what (was the person's/were the persons') relationship to you?⁶</i> | | | | | | | | |
| Someone I was involved or intimate with at the time | 13.9 | 2.1 | 20.4 | 4.6 | 10.7 | 4.7 | - | - |
| Someone I previously <u>had been</u> involved or intimate with | 35.6 | 3.0 | 37.6 | 5.2 | 22.1 | 7.1 | 24.5 | 7.7 |
| Teacher | 2.8 | 0.9 | 16.7 | 4.9 | S | S | S | S |
| Advisor | 2.3 | 1.0 | 11.7 | 4.3 | S | S | 11.8 | 5.7 |
| Someone I was teaching or advising | 1.9 | 0.9 | 7.4 | 3.2 | - | - | - | - |
| Live-in residential staff | 4.8 | 1.4 | 5.7 | 3.0 | - | - | - | - |
| Coach or trainer | 2.2 | 0.9 | 5.7 | 3.0 | - | - | - | - |
| Boss or supervisor | 3.1 | 1.1 | 8.4 | 3.3 | - | - | 9.0 | 5.2 |
| Co-worker | 3.7 | 1.4 | 13.2 | 3.6 | S | S | 11.4 | 6.0 |
| Friend | 23.7 | 2.6 | 20.9 | 4.0 | 17.2 | 6.7 | 15.0 | 6.9 |
| Classmate | 17.6 | 2.4 | 21.8 | 4.7 | 30.2 | 8.3 | 24.6 | 8.3 |
| Someone I know or recognize, but was not a friend | 37.9 | 3.3 | 27.4 | 4.5 | 26.6 | 7.4 | 34.5 | 9.8 |
| Did not know or recognize this person | 15.5 | 2.1 | 19.8 | 3.9 | 16.7 | 6.5 | 10.2 | 5.0 |

¹Estimates are for victimizations reported since entering college.

²TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

³Per 100 students.

⁴Per 100 students who reported any stalking behaviors.

⁵Per 100 students who reported the same person did any of the stalking behaviors more than once.

⁶Per 100 students who: 1) experienced stalking behaviors more than once by the same person and 2) experienced fear or emotional distress.

Table 41. Percent of Students Who Experienced Stalking, by Characteristics of the School, Gender, and Student Affiliation^{1,2}

| Survey Item Response | Woman | | | | Man | | | | TGQN ³ | | | | Decline to State | | | |
|---|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Total enrollment</i> | | | | | | | | | | | | | | | | |
| 2,000 to 24,999 | 8.9 | 0.2 | 5.6 | 0.2 | 3.1 | 0.1 | 1.6 | 0.1 | 13.5 | 1.4 | 7.4 | 1.1 | 8.2 | 2.2 | 4.4 | 1.2 |
| 25,000 to 33,999 | 10.3 | 0.2 | 5.3 | 0.2 | 3.6 | 0.2 | 1.9 | 0.2 | 16.6 | 1.8 | 10.5 | 1.8 | 8.3 | 2.7 | 10.9 | 2.4 |
| 34,000 to 46,999 | 10.0 | 0.2 | 6.1 | 0.3 | 3.1 | 0.2 | 1.9 | 0.2 | 17.7 | 1.9 | 9.1 | 2.1 | 5.1 | 1.9 | 4.2 | 2.0 |
| 47,000 or more | 10.7 | 0.3 | 7.2 | 0.4 | 2.6 | 0.2 | 1.7 | 0.2 | 13.0 | 2.0 | 6.6 | 2.0 | 5.1 | 1.7 | 4.4 | 2.7 |
| <i>School type</i> | | | | | | | | | | | | | | | | |
| Public | 10.3 | 0.1 | 7.0 | 0.2 | 3.0 | 0.1 | 1.9 | 0.1 | 16.1 | 1.2 | 8.7 | 1.3 | 5.8 | 1.2 | 6.3 | 1.7 |
| Private | 9.3 | 0.2 | 5.0 | 0.1 | 3.3 | 0.1 | 1.7 | 0.1 | 13.1 | 1.0 | 8.3 | 1.1 | 8.5 | 1.9 | 5.5 | 1.1 |
| <i>Percent of women enrolled</i> | | | | | | | | | | | | | | | | |
| 36% to 49% | 10.2 | 0.3 | 6.1 | 0.2 | 2.7 | 0.2 | 1.6 | 0.1 | 14.9 | 2.0 | 6.8 | 1.1 | 4.3 | 1.5 | 4.7 | 1.3 |
| 50% to 53% | 10.1 | 0.1 | 5.6 | 0.2 | 3.3 | 0.2 | 1.9 | 0.1 | 15.9 | 1.2 | 8.8 | 1.3 | 8.0 | 1.7 | 5.6 | 1.2 |
| 54% or more | 9.8 | 0.2 | 6.1 | 0.2 | 3.0 | 0.2 | 1.7 | 0.2 | 13.1 | 1.9 | 10.4 | 2.1 | 4.5 | 2.5 | 8.2 | 2.6 |
| <i>Campus crime level⁴</i> | | | | | | | | | | | | | | | | |
| Low | 10.6 | 0.2 | 5.3 | 0.2 | 3.5 | 0.2 | 1.9 | 0.2 | 20.5 | 2.2 | 9.4 | 2.4 | 6.2 | 2.4 | 10.0 | 3.0 |
| Medium | 10.0 | 0.2 | 6.3 | 0.2 | 2.8 | 0.1 | 1.7 | 0.1 | 13.9 | 1.2 | 7.5 | 1.3 | 6.0 | 1.3 | 3.4 | 1.2 |
| High | 9.6 | 0.2 | 5.6 | 0.2 | 3.3 | 0.2 | 1.8 | 0.1 | 13.3 | 1.2 | 9.4 | 1.3 | 8.9 | 2.8 | 6.8 | 1.4 |
| <i>Percent of students living on campus</i> | | | | | | | | | | | | | | | | |
| 19% to 23% | 11.0 | 0.2 | 7.9 | 0.4 | 3.2 | 0.2 | 1.7 | 0.2 | 13.3 | 1.6 | 7.6 | 1.8 | 5.7 | 1.7 | 6.5 | 2.6 |
| 24% to 53% | 9.7 | 0.2 | 5.5 | 0.2 | 2.9 | 0.1 | 1.8 | 0.1 | 18.0 | 1.5 | 9.0 | 1.3 | 6.2 | 1.6 | 6.7 | 1.6 |
| 54% or more | 9.3 | 0.2 | 5.2 | 0.2 | 3.2 | 0.1 | 1.7 | 0.1 | 12.4 | 1.1 | 8.9 | 1.5 | 9.0 | 2.7 | 4.6 | 1.0 |

**Table 41. Percent of Students Who Experienced Stalking, by Characteristics of the School, Gender, and Student Affiliation^{1,2}
(continued)**

| Survey Item Response | Woman | | | | Man | | | | TGQN ³ | | | | Decline to State | | | |
|---|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Student knowledge of campus definitions and resources</i> | | | | | | | | | | | | | | | | |
| Lower 25% of schools | 10.5 | 0.3 | 5.0 | 0.2 | 3.8 | 0.3 | 1.8 | 0.1 | 12.0 | 2.0 | 9.5 | 2.0 | 6.9 | 2.4 | 6.6 | 2.1 |
| Middle 50% of schools | 10.5 | 0.2 | 6.8 | 0.2 | 2.9 | 0.1 | 1.9 | 0.1 | 16.1 | 1.3 | 9.2 | 1.3 | 4.9 | 1.2 | 6.8 | 1.8 |
| Upper 25% of schools | 8.6 | 0.2 | 5.4 | 0.2 | 3.0 | 0.1 | 1.5 | 0.1 | 15.0 | 1.3 | 7.2 | 1.1 | 11.0 | 2.5 | 4.2 | 1.2 |
| <i>Positive perceptions of campus climate</i> | | | | | | | | | | | | | | | | |
| Lower 25% of schools | 9.8 | 0.3 | 4.9 | 0.2 | 3.3 | 0.2 | 1.6 | 0.1 | 14.2 | 1.5 | 9.0 | 1.6 | 10.1 | 2.6 | 6.9 | 1.8 |
| Middle 50% of schools | 9.9 | 0.1 | 6.5 | 0.2 | 2.8 | 0.1 | 1.9 | 0.1 | 16.4 | 1.3 | 7.8 | 1.3 | 5.6 | 1.3 | 6.0 | 1.7 |
| Upper 25% of schools | 10.4 | 0.3 | 6.1 | 0.2 | 3.5 | 0.2 | 1.7 | 0.1 | 13.1 | 1.6 | 9.1 | 1.5 | 6.0 | 2.4 | 4.8 | 1.5 |
| <i>Opinions on whether Officials will take seriously and/or take action on a report of sexual assault or other misconduct</i> | | | | | | | | | | | | | | | | |
| Lower 25% of schools | 10.2 | 0.3 | 5.2 | 0.2 | 3.8 | 0.2 | 1.8 | 0.1 | 12.4 | 1.5 | 10.1 | 1.8 | 9.5 | 3.0 | 6.7 | 1.8 |
| Middle 50% of schools | 10.5 | 0.2 | 6.7 | 0.2 | 3.2 | 0.2 | 1.8 | 0.1 | 15.0 | 1.2 | 7.4 | 1.1 | 5.4 | 1.2 | 6.1 | 1.6 |
| Upper 25% of schools | 9.2 | 0.2 | 5.5 | 0.2 | 2.5 | 0.1 | 1.7 | 0.2 | 17.0 | 1.6 | 8.5 | 1.8 | 6.9 | 2.2 | 4.4 | 1.5 |
| <i>Students perceive sexual assault and sexual misconduct as a problem</i> | | | | | | | | | | | | | | | | |
| Lower 25% of schools | 9.7 | 0.3 | 4.8 | 0.2 | 3.4 | 0.2 | 1.7 | 0.1 | 15.4 | 1.6 | 8.1 | 1.5 | 7.5 | 2.2 | 5.1 | 1.5 |
| Middle 50% of schools | 10.7 | 0.2 | 5.9 | 0.2 | 3.3 | 0.2 | 1.7 | 0.1 | 15.5 | 1.2 | 9.9 | 1.4 | 5.9 | 1.6 | 7.0 | 1.5 |
| Upper 25% of schools | 9.3 | 0.2 | 7.1 | 0.3 | 2.5 | 0.2 | 1.9 | 0.2 | 14.2 | 1.6 | 7.2 | 1.6 | 6.7 | 2.0 | 4.8 | 2.1 |

**Table 41. Percent of Students Who Experienced Stalking, by Characteristics of the School, Gender, and Student Affiliation^{1,2}
(continued)**

| Survey Item Response | Woman | | | | Man | | | | TGQN ³ | | | | Decline to State | | | |
|--|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Campus Climate Survey response rate</i> | | | | | | | | | | | | | | | | |
| 6% to 14% | 10.8 | 0.3 | 7.4 | 0.4 | 2.9 | 0.2 | 1.9 | 0.2 | 12.6 | 2.0 | 9.2 | 2.3 | 5.7 | 1.9 | S | S |
| 15% to 19% | 10.5 | 0.2 | 5.8 | 0.3 | 3.3 | 0.2 | 1.9 | 0.2 | 18.3 | 1.9 | 8.0 | 2.1 | 6.0 | 2.1 | 7.1 | 2.4 |
| 20% to 29% | 9.5 | 0.2 | 5.3 | 0.2 | 3.1 | 0.2 | 1.6 | 0.1 | 15.0 | 1.2 | 9.3 | 1.7 | 5.5 | 1.8 | 7.2 | 2.1 |
| 30% or more | 8.5 | 0.2 | 5.6 | 0.2 | 2.9 | 0.1 | 1.7 | 0.1 | 13.9 | 1.1 | 7.7 | 1.0 | 11.0 | 2.9 | 5.5 | 1.1 |

¹Estimates are for victimizations reported since entering college.

²Per 100 students who: 1) experienced stalking behaviors more than once by the same person and 2) experienced fear or emotional distress.

³TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

⁴Levels of crime are based on crimes reported in annual security reports as required through the Clery Act.

Table 42. Percent of Students Who Experienced Harassing Behavior, Intimate Partner Violence, or Stalking, by Victim Characteristics, Gender, and Student Affiliation^{1,2}

| Survey Item Response | Total | | Woman | | | | Man | | | |
|---|-------|--------|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|
| | | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Harassment</i> | | | | | | | | | | |
| <i>Sexual orientation</i> | | | | | | | | | | |
| Heterosexual | 38.6 | 0.1 | 56.8 | 0.2 | 34.3 | 0.3 | 33.3 | 0.3 | 20.8 | 0.3 |
| Gay or lesbian | 51.3 | 0.6 | 62.9 | 1.7 | 42.0 | 1.8 | 58.6 | 1.2 | 37.6 | 1.1 |
| Bisexual | 61.0 | 0.4 | 71.3 | 0.6 | 47.2 | 1.3 | 52.6 | 1.4 | 36.9 | 2.1 |
| Asexual, queer, questioning, not listed | 55.6 | 0.8 | 64.8 | 1.1 | 48.6 | 1.5 | 45.7 | 2.7 | 29.9 | 2.6 |
| Two or more categories | 62.3 | 0.5 | 69.8 | 0.7 | 55.2 | 1.0 | 59.4 | 1.6 | 44.8 | 1.6 |
| Decline to state | 36.7 | 1.0 | 53.3 | 2.0 | 38.5 | 1.7 | 35.4 | 2.8 | 22.3 | 2.0 |
| <i>Ethnicity</i> | | | | | | | | | | |
| Hispanic or Latino | 44.2 | 0.4 | 58.5 | 0.6 | 39.5 | 0.8 | 37.4 | 1.0 | 27.0 | 1.0 |
| Not Hispanic or Latino | 41.5 | 0.1 | 59.3 | 0.2 | 36.3 | 0.2 | 36.0 | 0.3 | 22.6 | 0.3 |
| <i>Disability</i> | | | | | | | | | | |
| ADHD | 44.6 | 0.9 | 62.5 | 1.4 | 43.1 | 1.8 | 40.7 | 1.5 | 31.7 | 1.6 |
| Chronic mental health condition | 60.5 | 0.3 | 72.1 | 0.4 | 49.1 | 0.7 | 51.2 | 1.0 | 36.6 | 1.0 |
| Chronic medical condition | 46.5 | 0.9 | 61.1 | 1.5 | 44.8 | 1.4 | 36.8 | 2.1 | 29.7 | 2.1 |
| Other disability ⁴ | 44.2 | 0.9 | 58.9 | 1.3 | 41.6 | 1.7 | 38.0 | 1.7 | 31.4 | 1.8 |
| Two or more disabilities | 59.1 | 0.5 | 71.8 | 0.6 | 52.1 | 0.9 | 46.6 | 1.2 | 39.5 | 1.6 |
| No disability | 36.3 | 0.1 | 53.2 | 0.2 | 31.7 | 0.2 | 33.2 | 0.3 | 20.3 | 0.3 |

Table 42. Percent of Students Who Experienced Harassing Behavior, Intimate Partner Violence, or Stalking, by Victim Characteristics, Gender, and Student Affiliation^{1,2} (continued)

| Survey Item Response | Total | | Woman | | | | Man | | | |
|---|-------|--------|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|
| | | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Race</i> | | | | | | | | | | |
| American Indian or Alaska Native | 43.2 | 2.1 | 47.2 | 4.4 | 46.3 | 4.2 | 42.3 | 4.1 | 29.0 | 5.6 |
| Asian | 28.9 | 0.2 | 48.7 | 0.5 | 25.7 | 0.4 | 29.4 | 0.6 | 13.6 | 0.4 |
| Black or African American | 41.9 | 0.5 | 53.3 | 0.8 | 29.7 | 0.9 | 41.3 | 1.5 | 26.9 | 1.4 |
| Native Hawaiian or Other Pacific Islander | 39.9 | 4.5 | 50.9 | 6.1 | 31.1 | 10.0 | 37.1 | 8.2 | 17.3 | 7.8 |
| White | 45.2 | 0.2 | 61.8 | 0.2 | 41.1 | 0.3 | 36.8 | 0.3 | 27.0 | 0.4 |
| Other or multi-racial | 44.8 | 0.4 | 60.8 | 0.6 | 41.7 | 0.8 | 39.5 | 0.8 | 27.1 | 0.9 |
| Intimate partner violence | | | | | | | | | | |
| <i>Sexual orientation</i> | | | | | | | | | | |
| Heterosexual | 9.1 | 0.1 | 12.7 | 0.2 | 6.5 | 0.2 | 9.4 | 0.2 | 5.5 | 0.2 |
| Gay or lesbian | 10.8 | 0.5 | 15.3 | 1.7 | 9.8 | 1.2 | 12.1 | 0.9 | 7.3 | 0.7 |
| Bisexual | 16.9 | 0.6 | 20.0 | 0.7 | 9.5 | 0.7 | 17.3 | 1.5 | 11.1 | 1.7 |
| Asexual, queer, questioning, not listed | 15.6 | 0.9 | 17.6 | 1.2 | 11.9 | 1.2 | 11.0 | 2.4 | 8.5 | 2.1 |
| Two or more categories | 17.2 | 0.6 | 21.2 | 0.9 | 9.9 | 0.7 | 19.4 | 1.9 | 10.1 | 1.3 |
| Decline to state | 9.5 | 0.8 | 15.2 | 2.3 | 6.7 | 1.2 | 11.9 | 3.6 | 6.0 | 1.5 |
| <i>Ethnicity</i> | | | | | | | | | | |
| Hispanic or Latino | 11.9 | 0.3 | 14.9 | 0.6 | 8.4 | 0.5 | 12.4 | 0.8 | 7.2 | 0.6 |
| Not Hispanic or Latino | 9.9 | 0.1 | 14.0 | 0.2 | 6.9 | 0.2 | 9.8 | 0.2 | 5.8 | 0.2 |

Table 42. Percent of Students Who Experienced Harassing Behavior, Intimate Partner Violence, or Stalking, by Victim Characteristics, Gender, and Student Affiliation^{1,2} (continued)

| Survey Item Response | Total | | Woman | | | | Man | | | |
|---|-------|--------|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|
| | | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Disability</i> | | | | | | | | | | |
| ADHD | 12.4 | 0.6 | 16.5 | 1.4 | 11.0 | 1.2 | 11.5 | 1.0 | 8.2 | 1.1 |
| Chronic mental health condition | 16.4 | 0.3 | 20.2 | 0.4 | 10.6 | 0.4 | 16.8 | 0.8 | 9.7 | 0.8 |
| Chronic medical condition | 9.3 | 0.7 | 11.6 | 1.3 | 7.2 | 0.8 | 11.2 | 2.5 | 6.6 | 1.4 |
| Other disability ⁴ | 12.8 | 0.6 | 15.3 | 1.2 | 11.9 | 1.5 | 11.4 | 1.5 | 9.8 | 1.6 |
| Two or more disabilities | 19.8 | 0.5 | 24.7 | 0.7 | 14.4 | 0.7 | 16.9 | 1.3 | 12.9 | 1.2 |
| No disability | 7.6 | 0.1 | 10.4 | 0.2 | 5.3 | 0.2 | 8.5 | 0.2 | 5.0 | 0.2 |
| <i>Race</i> | | | | | | | | | | |
| American Indian or Alaska Native | 13.4 | 2.0 | 17.1 | 4.2 | 16.2 | 3.2 | 9.1 | 3.3 | 6.3 | 3.7 |
| Asian | 6.7 | 0.2 | 10.5 | 0.5 | 4.6 | 0.3 | 8.0 | 0.6 | 4.4 | 0.3 |
| Black or African American | 9.9 | 0.5 | 15.0 | 1.1 | 8.0 | 0.7 | 9.2 | 1.2 | 3.7 | 0.6 |
| Native Hawaiian or Other Pacific Islander | 9.3 | 3.2 | 17.0 | 8.0 | S | S | S | S | S | S |
| White | 10.5 | 0.1 | 14.3 | 0.2 | 7.3 | 0.2 | 10.1 | 0.3 | 6.2 | 0.2 |
| Other or multi-racial | 12.4 | 0.3 | 16.1 | 0.6 | 9.2 | 0.5 | 12.3 | 0.7 | 8.2 | 0.6 |

Table 42. Percent of Students Who Experienced Harassing Behavior, Intimate Partner Violence, or Stalking, by Victim Characteristics, Gender, and Student Affiliation^{1,2} (continued)

| Survey Item Response | Total | | Woman | | | | Man | | | |
|---|-------|--------|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|
| | | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Stalking | | | | | | | | | | |
| <i>Sexual orientation</i> | | | | | | | | | | |
| Heterosexual | 4.8 | 0.1 | 8.8 | 0.1 | 5.3 | 0.1 | 2.3 | 0.1 | 1.5 | 0.1 |
| Gay or lesbian | 6.7 | 0.3 | 10.0 | 1.1 | 6.5 | 0.9 | 8.5 | 0.6 | 3.0 | 0.4 |
| Bisexual | 12.8 | 0.3 | 17.0 | 0.5 | 8.9 | 0.6 | 7.1 | 0.6 | 4.6 | 0.9 |
| Asexual, queer, questioning, not listed | 10.9 | 0.5 | 11.9 | 0.6 | 9.4 | 0.8 | 5.7 | 1.3 | 3.3 | 1.0 |
| Two or more categories | 11.8 | 0.4 | 15.2 | 0.7 | 10.2 | 0.7 | 8.0 | 1.0 | 5.3 | 1.0 |
| Decline to state | 5.9 | 0.5 | 7.9 | 1.0 | 6.1 | 0.8 | 5.6 | 1.2 | 2.4 | 0.5 |
| <i>Ethnicity</i> | | | | | | | | | | |
| Hispanic or Latino | 7.1 | 0.2 | 11.7 | 0.4 | 7.1 | 0.5 | 3.5 | 0.3 | 2.3 | 0.3 |
| Not Hispanic or Latino | 5.6 | 0.0 | 9.8 | 0.1 | 5.7 | 0.1 | 3.0 | 0.1 | 1.7 | 0.1 |
| <i>Disability</i> | | | | | | | | | | |
| ADHD | 5.7 | 0.4 | 12.1 | 0.9 | 7.6 | 1.1 | 2.9 | 0.5 | 2.8 | 0.7 |
| Chronic mental health condition | 12.1 | 0.2 | 16.3 | 0.4 | 9.6 | 0.4 | 7.1 | 0.6 | 3.5 | 0.4 |
| Chronic medical condition | 6.7 | 0.5 | 9.8 | 0.9 | 7.3 | 1.0 | 3.4 | 0.7 | 3.2 | 0.9 |
| Other disability ⁴ | 6.9 | 0.4 | 11.6 | 0.9 | 6.2 | 0.9 | 4.4 | 0.7 | 3.7 | 0.7 |
| Two or more disabilities | 14.8 | 0.3 | 20.6 | 0.6 | 13.1 | 0.7 | 9.1 | 0.8 | 4.5 | 0.7 |
| No disability | 3.8 | 0.1 | 6.8 | 0.1 | 4.4 | 0.1 | 2.1 | 0.1 | 1.4 | 0.1 |

Table 42. Percent of Students Who Experienced Harassing Behavior, Intimate Partner Violence, or Stalking, by Victim Characteristics, Gender, and Student Affiliation^{1,2} (continued)

| Survey Item Response | Total | | Woman | | | | Man | | | |
|---|-------|--------|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|
| | | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Race</i> | | | | | | | | | | |
| American Indian or Alaska Native | 8.6 | 1.1 | 13.1 | 2.4 | 9.4 | 2.6 | 5.4 | 2.0 | S | S |
| Asian | 3.7 | 0.1 | 7.7 | 0.2 | 4.2 | 0.2 | 1.9 | 0.2 | 1.4 | 0.1 |
| Black or African American | 5.7 | 0.3 | 8.0 | 0.5 | 4.3 | 0.4 | 4.9 | 0.7 | 2.0 | 0.5 |
| Native Hawaiian or Other Pacific Islander | 2.6 | 1.0 | S | S | S | S | - | - | S | S |
| White | 6.2 | 0.1 | 10.4 | 0.1 | 6.4 | 0.2 | 3.0 | 0.1 | 1.9 | 0.1 |
| Other or multi-racial | 7.3 | 0.2 | 12.1 | 0.4 | 8.1 | 0.5 | 4.1 | 0.3 | 2.1 | 0.2 |

Table 42. Percent of Students Who Experienced Harassing Behavior, Intimate Partner Violence, or Stalking, by Victim Characteristics, Gender, and Student Affiliation^{1,2} (continued)

| Survey Item Response | TGQN ³ | | | | Decline to State | | | |
|---|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Harassment | | | | | | | | |
| <i>Sexual orientation</i> | | | | | | | | |
| Heterosexual | 42.3 | 5.4 | 37.0 | 4.8 | 24.9 | 5.4 | 30.7 | 5.0 |
| Gay or lesbian | 67.2 | 4.6 | 49.5 | 6.1 | 80.4 | 11.7 | 49.5 | 13.7 |
| Bisexual | 67.1 | 2.9 | 52.1 | 6.3 | 45.9 | 8.7 | 20.7 | 10.9 |
| Asexual, queer, questioning, not listed | 62.9 | 2.0 | 55.3 | 2.4 | 29.5 | 7.4 | 65.5 | 8.6 |
| Two or more categories | 71.5 | 1.8 | 57.2 | 2.6 | 58.7 | 8.2 | 41.1 | 10.2 |
| Decline to state | 36.1 | 12.6 | 40.9 | 13.4 | 34.0 | 3.4 | 28.2 | 2.3 |
| <i>Ethnicity</i> | | | | | | | | |
| Hispanic or Latino | 67.1 | 3.6 | 43.2 | 4.5 | 51.5 | 9.8 | 45.7 | 8.2 |
| Not Hispanic or Latino | 64.8 | 1.3 | 54.6 | 1.7 | 34.5 | 2.6 | 29.6 | 2.2 |
| <i>Disability</i> | | | | | | | | |
| ADHD | 47.6 | 7.1 | 43.7 | 10.4 | 24.4 | 14.0 | 32.9 | 15.8 |
| Chronic mental health condition | 74.1 | 1.9 | 58.2 | 2.6 | 46.9 | 5.9 | 53.4 | 6.7 |
| Chronic medical condition | 63.4 | 13.2 | 56.6 | 13.4 | 40.2 | 20.3 | 41.8 | 11.7 |
| Other disability ⁴ | 59.0 | 8.6 | 60.0 | 8.1 | 37.7 | 9.4 | 45.2 | 10.6 |
| Two or more disabilities | 75.9 | 1.8 | 62.8 | 3.5 | 52.7 | 6.8 | 49.7 | 7.4 |
| No disability | 46.5 | 2.2 | 44.8 | 2.9 | 29.4 | 3.1 | 24.9 | 2.5 |

Table 42. Percent of Students Who Experienced Harassing Behavior, Intimate Partner Violence, or Stalking, by Victim Characteristics, Gender, and Student Affiliation^{1,2} (continued)

| Survey Item Response | TGQN ³ | | | | Decline to State | | | |
|---|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Race</i> | | | | | | | | |
| American Indian or Alaska Native | 39.2 | 14.0 | 86.2 | 9.0 | S | S | S | S |
| Asian | 57.3 | 4.1 | 44.4 | 4.8 | 32.3 | 6.3 | 23.4 | 3.8 |
| Black or African American | 63.3 | 7.2 | 62.3 | 9.6 | 63.7 | 18.6 | 43.4 | 16.9 |
| Native Hawaiian or Other Pacific Islander | 40.3 | 26.5 | S | S | S | S | - | - |
| White | 67.1 | 1.6 | 55.0 | 2.0 | 38.1 | 3.5 | 34.9 | 3.4 |
| Other or multi-racial | 64.4 | 2.7 | 48.2 | 3.8 | 38.9 | 4.8 | 28.8 | 3.4 |
| Intimate partner violence | | | | | | | | |
| <i>Sexual orientation</i> | | | | | | | | |
| Heterosexual | 16.3 | 4.6 | 6.9 | 3.2 | 11.3 | 5.8 | S | S |
| Gay or lesbian | 18.2 | 4.2 | 15.0 | 5.2 | - | - | S | S |
| Bisexual | 18.8 | 2.6 | 8.3 | 2.9 | 17.3 | 8.9 | S | S |
| Asexual, queer, questioning, not listed | 21.8 | 2.1 | 13.4 | 2.1 | 37.6 | 25.9 | S | S |
| Two or more categories | 24.5 | 2.1 | 11.6 | 1.8 | 28.2 | 15.0 | S | S |
| Decline to state | S | S | S | S | 8.5 | 2.9 | 8.0 | 1.7 |
| <i>Ethnicity</i> | | | | | | | | |
| Hispanic or Latino | 33.3 | 4.0 | 13.4 | 3.2 | 27.1 | 18.5 | S | S |
| Not Hispanic or Latino | 19.7 | 1.4 | 11.7 | 1.2 | 10.9 | 2.9 | 7.0 | 1.2 |

Table 42. Percent of Students Who Experienced Harassing Behavior, Intimate Partner Violence, or Stalking, by Victim Characteristics, Gender, and Student Affiliation^{1,2} (continued)

| Survey Item Response | TGQN ³ | | | | Decline to State | | | |
|---|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Disability</i> | | | | | | | | |
| ADHD | 23.0 | 6.8 | 23.3 | 10.5 | 52.2 | 30.2 | S | S |
| Chronic mental health condition | 18.6 | 1.9 | 13.0 | 2.3 | S | S | 12.2 | 4.5 |
| Chronic medical condition | S | S | - | - | S | S | S | S |
| Other disability ⁴ | 30.3 | 7.8 | 20.2 | 8.3 | 40.2 | 21.1 | S | S |
| Two or more disabilities | 28.3 | 2.9 | 16.1 | 2.7 | 17.8 | 7.8 | 14.2 | 7.1 |
| No disability | 14.6 | 2.2 | 6.5 | 1.6 | 4.9 | 2.1 | 5.0 | 1.2 |
| <i>Race</i> | | | | | | | | |
| American Indian or Alaska Native | S | S | S | S | - | - | - | - |
| Asian | 16.2 | 3.3 | 8.2 | 2.6 | S | S | - | - |
| Black or African American | 23.6 | 5.8 | 12.7 | 5.6 | - | - | S | S |
| Native Hawaiian or Other Pacific Islander | S | S | - | - | - | - | - | - |
| White | 19.5 | 1.4 | 11.7 | 1.6 | 8.0 | 2.6 | 7.8 | 2.4 |
| Other or multi-racial | 30.7 | 3.0 | 12.6 | 2.5 | 22.8 | 8.0 | 6.9 | 1.9 |

Table 42. Percent of Students Who Experienced Harassing Behavior, Intimate Partner Violence, or Stalking, by Victim Characteristics, Gender, and Student Affiliation^{1,2} (continued)

| Survey Item Response | TGQN ³ | | | | Decline to State | | | |
|---|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Stalking | | | | | | | | |
| <i>Sexual orientation</i> | | | | | | | | |
| Heterosexual | 3.6 | 1.9 | 2.8 | 1.6 | 4.7 | 1.9 | S | S |
| Gay or lesbian | 8.1 | 1.8 | 11.9 | 4.5 | - | - | S | S |
| Bisexual | 14.6 | 2.1 | 3.8 | 1.4 | S | S | S | S |
| Asexual, queer, questioning, not listed | 19.4 | 1.8 | 10.5 | 1.3 | 8.0 | 3.2 | S | S |
| Two or more categories | 16.1 | 1.3 | 8.1 | 1.3 | 8.7 | 3.9 | 12.9 | 6.4 |
| Decline to state | S | S | S | S | 6.4 | 1.5 | 6.8 | 1.3 |
| <i>Ethnicity</i> | | | | | | | | |
| Hispanic or Latino | 22.8 | 3.3 | 6.0 | 1.7 | 6.0 | 3.1 | S | S |
| Not Hispanic or Latino | 14.1 | 0.8 | 8.8 | 0.9 | 6.6 | 1.1 | 5.9 | 1.0 |
| <i>Disability</i> | | | | | | | | |
| ADHD | 2.8 | 1.5 | 10.3 | 5.0 | - | - | S | S |
| Chronic mental health condition | 16.5 | 1.7 | 11.2 | 2.1 | 13.0 | 4.0 | 9.5 | 3.7 |
| Chronic medical condition | - | - | S | S | S | S | S | S |
| Other disability ⁴ | 12.2 | 4.0 | 14.1 | 5.8 | 9.4 | 4.8 | - | - |
| Two or more disabilities | 23.2 | 1.7 | 11.0 | 2.1 | 10.5 | 4.0 | 17.9 | 6.5 |
| No disability | 7.5 | 1.3 | 4.2 | 1.0 | 3.2 | 0.9 | 3.2 | 0.8 |

Table 42. Percent of Students Who Experienced Harassing Behavior, Intimate Partner Violence, or Stalking, by Victim Characteristics, Gender, and Student Affiliation^{1,2} (continued)

| Survey Item Response | TGQN ³ | | | | Decline to State | | | |
|---|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Race</i> | | | | | | | | |
| American Indian or Alaska Native | S | S | 26.3 | 13.0 | - | - | - | - |
| Asian | 8.3 | 1.8 | 7.6 | 2.4 | 9.2 | 3.6 | 4.2 | 2.2 |
| Black or African American | 19.1 | 4.6 | 12.0 | 6.2 | S | S | S | S |
| Native Hawaiian or Other Pacific Islander | S | S | - | - | - | - | - | - |
| White | 14.9 | 0.9 | 7.6 | 0.9 | 6.7 | 1.5 | 7.4 | 2.3 |
| Other or multi-racial | 20.0 | 3.0 | 11.2 | 2.3 | 6.6 | 1.9 | 4.5 | 1.5 |

¹Estimates are for victimizations reported since entering college.

²Per 100 students.

³TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

⁴Respondents identified as having a learning disability, Autism Spectrum Disorder, a mobility-related disability (e.g., spinal cord injury), a sensory disability (e.g., low vision), or other disability or chronic condition.

Table 43. Percent of Victims of Harassing Behavior, Intimate Partner Violence, and Stalking Who Contacted a Program or Resource, Victims' Reasons for Not Contacting a Program or Resource, and Others the Victim Told¹

| Survey Item Response | Harassing Behavior | | Intimate Partner Violence | | Stalking | |
|--|--------------------|--------|---------------------------|--------|----------|--------|
| | % | StdErr | % | StdErr | % | StdErr |
| <i>Contacted a program or resource about this experience/these experiences²</i> | | | | | | |
| Woman | 14.1 | 0.2 | 21.3 | 0.5 | 28.3 | 0.6 |
| Man | 8.3 | 0.2 | 14.8 | 0.6 | 29.2 | 1.3 |
| TGQN ³ | 21.0 | 1.0 | 29.6 | 2.4 | 32.9 | 2.2 |
| Decline to state | 14.2 | 1.7 | 13.8 | 4.7 | 27.3 | 5.9 |
| <i>Why did you decide not contact any programs or resources?⁴</i> | | | | | | |
| I did not know where to go or who to tell | 5.5 | 0.1 | 7.7 | 0.3 | 13.3 | 0.4 |
| I felt embarrassed, ashamed, or that it would be too emotionally difficult | 6.5 | 0.1 | 18.2 | 0.4 | 19.2 | 0.6 |
| I did not think anyone would believe me | 3.5 | 0.1 | 6.3 | 0.3 | 10.3 | 0.4 |
| I did not think it was serious enough to contact any of these programs or resources | 67.2 | 0.2 | 45.9 | 0.4 | 50.4 | 0.5 |
| I did not want the person to get into trouble | 10.6 | 0.1 | 20.2 | 0.4 | 14.4 | 0.5 |
| I feared negative academic, social, or professional consequences | 8.9 | 0.1 | 7.0 | 0.3 | 14.3 | 0.4 |
| I feared it would not be kept confidential | 7.0 | 0.1 | 8.0 | 0.4 | 12.4 | 0.4 |
| I could handle it myself | 49.0 | 0.2 | 58.1 | 0.6 | 47.8 | 0.7 |
| I feared retaliation | 6.0 | 0.1 | 9.3 | 0.3 | 17.2 | 0.5 |
| I did not think the resources would give me the help I needed | 11.3 | 0.1 | 15.6 | 0.4 | 25.1 | 0.4 |
| Incident occurred while school was not in session | 4.2 | 0.1 | 8.7 | 0.3 | 6.3 | 0.4 |
| Other reason | 11.6 | 0.1 | 13.3 | 0.4 | 10.3 | 0.4 |

Table 43. Percent of Victims of Harassing Behavior, Intimate Partner Violence, and Stalking Who Contacted a Program or Resource, Victims' Reasons for Not Contacting a Program or Resource, and Others the Victim Told¹ (continued)

| Survey Item Response | Harassing Behavior | | Intimate Partner Violence | | Stalking | |
|--|--------------------|--------|---------------------------|--------|----------|--------|
| | % | StdErr | % | StdErr | % | StdErr |
| <i>You said you did not contact any of these programs or resources (because it was not serious enough/for an 'other' reason). Please review the list below and mark any of the reasons that may better describe why you didn't contact any of these programs or resources.⁵</i> | | | | | | |
| I was not injured or hurt | 75.5 | 0.2 | 71.9 | 0.7 | 74.9 | 0.7 |
| The reaction by others suggested that it wasn't serious enough to contact any of these programs or services | 31.3 | 0.2 | 13.1 | 0.5 | 22.5 | 0.7 |
| I contacted other programs or services that I felt were appropriate | 2.1 | 0.1 | 5.5 | 0.3 | 6.3 | 0.4 |
| I had trouble reaching the program or service | 0.3 | 0.0 | 0.7 | 0.1 | 1.0 | 0.1 |
| I was too busy | 20.0 | 0.2 | 18.5 | 0.6 | 26.9 | 0.8 |
| The event happened in a context that began consensually | 15.4 | 0.2 | 24.8 | 0.7 | 18.8 | 0.6 |
| Because of the person's gender, I thought it would be minimized or misunderstood | 6.3 | 0.1 | 10.7 | 0.5 | 9.4 | 0.5 |
| I might be counter-accused | 3.0 | 0.1 | 8.4 | 0.4 | 7.9 | 0.4 |
| Alcohol and/or other drugs were present | 13.6 | 0.1 | 8.7 | 0.3 | 7.3 | 0.4 |
| Events like this seem common | 47.8 | 0.2 | 27.6 | 0.7 | 35.0 | 0.8 |
| My body showed involuntary arousal | 1.7 | 0.1 | 2.7 | 0.3 | 1.7 | 0.2 |
| Other reason | 16.8 | 0.2 | 21.9 | 0.6 | 17.2 | 0.6 |

Table 43. Percent of Victims of Harassing Behavior, Intimate Partner Violence, and Stalking Who Contacted a Program or Resource, Victims' Reasons for Not Contacting a Program or Resource, and Others the Victim Told¹ (continued)

| Survey Item Response | Harassing Behavior | | Intimate Partner Violence | | Stalking | |
|--|--------------------|--------|---------------------------|--------|----------|--------|
| | % | StdErr | % | StdErr | % | StdErr |
| <i>Which of the following persons, if any, did you (also) tell about this?⁶</i> | | | | | | |
| Friend | 66.6 | 0.2 | 68.2 | 0.5 | 85.9 | 0.4 |
| Family member | 17.4 | 0.1 | 33.6 | 0.5 | 42.1 | 0.5 |
| Faculty member or instructor | 4.1 | 0.1 | 3.6 | 0.2 | 9.8 | 0.3 |
| Resident advisor (RA), or other live-in residential staff | 2.1 | 0.1 | 1.9 | 0.1 | 5.9 | 0.2 |
| Other administrative staff | 2.6 | 0.1 | 1.6 | 0.1 | 6.4 | 0.3 |
| Spiritual or religious advisor, leader, or clergy | 1.1 | 0.0 | 2.0 | 0.2 | 2.5 | 0.2 |
| Therapist or counselor | 7.8 | 0.1 | 19.6 | 0.4 | 18.1 | 0.4 |
| Sexual or romantic partner | 16.3 | 0.1 | 15.6 | 0.4 | 25.1 | 0.5 |
| Program or resource outside the university (e.g., a hotline) | 0.9 | 0.0 | 2.0 | 0.2 | 2.4 | 0.1 |
| Physician | 1.4 | 0.0 | 2.7 | 0.2 | 2.4 | 0.2 |
| Someone else | 4.0 | 0.1 | 3.8 | 0.2 | 6.2 | 0.3 |
| I didn't tell anyone (else) | 27.7 | 0.2 | 23.0 | 0.5 | 7.6 | 0.3 |
| Told at least one other person | 72.3 | 0.2 | 77.0 | 0.5 | 92.4 | 0.3 |

¹Estimates are for victimizations reported since entering college.

²Per 100 victimizations.

³TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

⁴Per 100 victimizations where a program or resource was not contacted. Respondents could select multiple reasons.

⁵Per 100 victimizations with victims who did not think the incident was serious enough to contact any program/resource or had an 'other' reason they did not contact a program/resource. Respondents could select multiple reasons.

⁶Per 100 victimizations. Respondents could select multiple options.

Table 44. Percent of Victims of Harassing Behavior, Intimate Partner Violence, Stalking Behavior, or Sexual Contact Involving Physical Force, Inability to Consent or Stop What Was Happening, Coercion, or Without Voluntary Agreement Who Contacted At Least One Program and Program That Was Contacted^{1,2,3}

| Survey Item Response | % | StdErr |
|---|------|--------|
| Contacted at least one program in university list | 15.0 | 0.1 |
| Campus police | 11.2 | 0.3 |
| Counseling | 46.8 | 0.4 |
| Health center | 23.6 | 0.4 |
| Health services | 6.2 | 0.2 |
| Local police | 9.4 | 0.3 |
| Residence life | 8.8 | 0.2 |
| Student affairs | 11.6 | 0.3 |
| Title IX | 20.6 | 0.4 |
| Victim services | 17.9 | 0.3 |
| Violence prevention women's center | 2.0 | 0.1 |
| Other | 13.3 | 0.3 |

¹Unless otherwise specified, estimates are for victimizations reported since entering college.

²Per 100 victims who contacted at least one program.

³Physical force: Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

Coercion: Incidents when someone coerced you by threatening serious non-physical harm or promising rewards. 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; or threatening to post damaging information about you online.

Without voluntary agreement: Incidents that occurred 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.

Table 45. Perception of Program Usefulness and Pressure to File a Complaint Among Victims Who Contacted at Least One Program^{1,2}

| <i>Survey Item Response</i> | <i>%</i> | <i>StdErr</i> |
|--|----------|---------------|
| <i>How useful was [Program] in helping you?</i> | | |
| Not at all | 18.0 | 0.4 |
| A little | 16.9 | 0.3 |
| Somewhat | 24.3 | 0.3 |
| Very | 24.2 | 0.4 |
| Extremely | 16.5 | 0.3 |
| <i>At any time did you feel pressure from any of the programs on whether or not to report or file a complaint?</i> | | |
| No, I did not feel pressure to proceed with reporting or filing a complaint | 84.0 | 0.3 |
| Yes, I felt pressure to proceed with reporting or filing a complaint | 9.1 | 0.3 |
| Yes, I felt pressure <u>NOT</u> to report or file a complaint | 6.9 | 0.3 |

¹Estimates are for victimizations of sexual harassment, stalking, intimate partner violence, or nonconsensual sexual contact since enrolling at the school.

²Per 100 contacts with a program.

Table 46. Perceptions of Responses to Reporting Sexual Assault or Other Sexual Misconduct to a Campus Official, by Gender and Student Affiliation¹

| Survey Item Response | Total | | Woman | | | | Man | | | | TGQN ² | | | | Decline to State | | | |
|--|-------|--------|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>If someone were to report a sexual assault or other sexual misconduct to an official at [University], how likely is it that...</i> | | | | | | | | | | | | | | | | | | |
| <i>Campus officials would take the report seriously? (All students)</i> | | | | | | | | | | | | | | | | | | |
| Not at all | 2.7 | 0.0 | 3.7 | 0.1 | 2.6 | 0.1 | 2.1 | 0.1 | 1.9 | 0.1 | 7.6 | 0.6 | 5.7 | 0.8 | 3.9 | 1.0 | 5.2 | 0.8 |
| A little | 8.1 | 0.1 | 12.0 | 0.1 | 8.6 | 0.1 | 5.5 | 0.1 | 4.2 | 0.1 | 15.4 | 0.9 | 13.5 | 1.0 | 7.1 | 1.3 | 7.0 | 1.1 |
| Somewhat | 23.6 | 0.1 | 31.2 | 0.2 | 26.3 | 0.2 | 18.3 | 0.2 | 15.6 | 0.2 | 33.5 | 1.2 | 30.8 | 1.6 | 24.1 | 2.4 | 20.8 | 1.7 |
| Very | 41.8 | 0.1 | 38.5 | 0.2 | 42.9 | 0.2 | 43.6 | 0.3 | 44.6 | 0.3 | 31.8 | 1.2 | 34.0 | 1.8 | 34.5 | 2.5 | 33.7 | 1.8 |
| Extremely | 23.8 | 0.1 | 14.5 | 0.1 | 19.6 | 0.2 | 30.6 | 0.3 | 33.7 | 0.3 | 11.8 | 0.8 | 16.0 | 1.3 | 30.4 | 2.3 | 33.4 | 1.9 |
| <i>Campus officials would conduct a fair investigation? (All students)</i> | | | | | | | | | | | | | | | | | | |
| Not at all | 4.6 | 0.1 | 5.5 | 0.1 | 3.9 | 0.1 | 4.3 | 0.1 | 3.5 | 0.1 | 13.5 | 0.8 | 10.4 | 1.0 | 11.8 | 1.6 | 10.2 | 1.1 |
| A little | 11.1 | 0.1 | 14.9 | 0.2 | 10.9 | 0.2 | 9.1 | 0.2 | 7.0 | 0.2 | 19.5 | 0.9 | 19.7 | 1.4 | 12.7 | 1.9 | 13.3 | 1.3 |
| Somewhat | 33.8 | 0.1 | 39.6 | 0.2 | 36.0 | 0.2 | 30.2 | 0.2 | 26.8 | 0.2 | 39.6 | 1.1 | 38.5 | 1.5 | 37.6 | 2.7 | 34.4 | 1.9 |
| Very | 35.7 | 0.1 | 31.0 | 0.2 | 36.1 | 0.2 | 38.3 | 0.3 | 41.1 | 0.3 | 21.0 | 1.1 | 22.7 | 1.4 | 24.4 | 2.4 | 25.2 | 1.8 |
| Extremely | 14.8 | 0.1 | 9.0 | 0.1 | 13.1 | 0.2 | 18.1 | 0.2 | 21.6 | 0.3 | 6.4 | 0.6 | 8.7 | 1.1 | 13.4 | 1.3 | 16.8 | 1.8 |
| <i>Campus officials would take the report seriously? (Students that experienced penetration or sexual touching involving physical force or inability to consent)</i> | | | | | | | | | | | | | | | | | | |
| Not at all | 6.5 | 0.2 | 6.6 | 0.2 | 6.4 | 0.4 | 4.9 | 0.5 | 5.8 | 0.9 | 12.7 | 1.7 | 16.3 | 3.4 | 20.3 | 7.9 | 21.6 | 8.0 |
| A little | 16.0 | 0.3 | 17.4 | 0.3 | 14.9 | 0.6 | 11.2 | 0.8 | 10.5 | 1.2 | 22.0 | 2.5 | 18.7 | 3.3 | 19.0 | 6.6 | 12.6 | 5.7 |
| Somewhat | 32.5 | 0.3 | 34.7 | 0.4 | 34.3 | 0.8 | 23.8 | 1.0 | 24.2 | 1.9 | 33.8 | 2.6 | 35.1 | 4.4 | 15.9 | 4.9 | 28.6 | 8.6 |
| Very | 32.1 | 0.3 | 30.8 | 0.4 | 33.6 | 0.8 | 36.0 | 1.2 | 40.6 | 2.1 | 22.9 | 2.3 | 22.0 | 3.7 | 33.8 | 8.0 | 17.5 | 7.5 |
| Extremely | 12.9 | 0.3 | 10.5 | 0.3 | 10.8 | 0.6 | 24.2 | 1.1 | 19.0 | 1.5 | 8.6 | 1.6 | 7.9 | 2.4 | 11.0 | 4.9 | 19.7 | 7.6 |

Table 46. Perceptions of Responses to Reporting Sexual Assault or Other Sexual Misconduct to a Campus Official, by Gender and Student Affiliation¹ (continued)

| Survey Item Response | Total | | Woman | | | | Man | | | | TGQN ² | | | | Decline to State | | | |
|---|-------|--------|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Campus officials would conduct a fair investigation?</i> (Students that experienced penetration or sexual touching involving physical force or inability to consent) | | | | | | | | | | | | | | | | | | |
| Not at all | 10.3 | 0.3 | 10.2 | 0.3 | 9.5 | 0.5 | 9.2 | 0.7 | 11.5 | 1.6 | 21.7 | 2.3 | 24.8 | 3.5 | 30.5 | 8.1 | 29.5 | 9.1 |
| A little | 20.1 | 0.3 | 21.5 | 0.4 | 19.1 | 0.7 | 15.7 | 0.9 | 15.1 | 1.3 | 23.6 | 2.3 | 18.7 | 3.6 | 23.0 | 6.4 | 25.0 | 8.5 |
| Somewhat | 39.9 | 0.3 | 40.6 | 0.4 | 42.3 | 1.0 | 36.3 | 1.2 | 36.5 | 1.8 | 35.6 | 2.3 | 41.4 | 4.7 | 33.5 | 6.7 | 30.5 | 8.5 |
| Very | 23.1 | 0.3 | 22.0 | 0.3 | 23.2 | 0.8 | 28.7 | 1.2 | 27.0 | 1.6 | 14.9 | 1.9 | 9.7 | 2.1 | 8.6 | 4.2 | S | S |
| Extremely | 6.5 | 0.2 | 5.7 | 0.2 | 5.9 | 0.4 | 10.1 | 0.8 | 9.9 | 1.3 | 4.2 | 1.1 | 5.4 | 2.3 | S | S | S | S |

¹Per 100 students.

²TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

Table 47. Bystander Behavior Upon Witnessing Sexual Assault or Other Sexual Misconduct, by Gender and Student Affiliation¹

| Survey Item Response | Total | | Woman | | | | Man | | | |
|--|-------|--------|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|
| | | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Since you have been a student at [University], have you noticed someone at [University] making inappropriate sexual comments about someone else's appearance, sharing unwanted sexual images, or otherwise acting in a sexual way that you believed was making others feel uncomfortable or offended?</i> | | | | | | | | | | |
| Yes | 25.7 | 0.1 | 36.5 | 0.2 | 19.9 | 0.2 | 23.9 | 0.3 | 13.9 | 0.2 |
| <i>If yes, thinking about the last time this happened, what did you do?</i> | | | | | | | | | | |
| Directly intervened or interrupted the situation in the moment | 23.1 | 0.2 | 23.8 | 0.3 | 19.5 | 0.4 | 24.5 | 0.4 | 20.4 | 0.7 |
| Checked in with the person who seemed impacted by the behavior | 46.8 | 0.2 | 52.7 | 0.3 | 48.3 | 0.5 | 39.5 | 0.6 | 36.8 | 0.8 |
| Confronted or expressed concern to the person engaging in the behavior | 25.6 | 0.2 | 24.5 | 0.3 | 21.6 | 0.5 | 29.9 | 0.6 | 24.1 | 0.8 |
| Sought help from either person's friends | 12.2 | 0.1 | 14.0 | 0.2 | 9.0 | 0.3 | 12.0 | 0.3 | 8.3 | 0.5 |
| Sought help from someone else | 7.7 | 0.1 | 8.1 | 0.1 | 7.5 | 0.3 | 7.5 | 0.3 | 5.8 | 0.4 |
| Expressed concern to school administrators or another person in a position of authority | 5.0 | 0.1 | 3.6 | 0.1 | 10.6 | 0.4 | 3.3 | 0.2 | 8.0 | 0.5 |
| Did nothing because the person impacted appeared to be handling the situation | 17.6 | 0.2 | 15.2 | 0.2 | 16.5 | 0.5 | 20.9 | 0.5 | 21.4 | 0.7 |
| Did nothing because I wasn't sure what to do | 20.4 | 0.2 | 21.3 | 0.2 | 20.6 | 0.5 | 17.7 | 0.4 | 22.5 | 0.6 |
| Did nothing for another reason | 12.9 | 0.2 | 10.1 | 0.2 | 13.8 | 0.4 | 14.9 | 0.4 | 17.8 | 0.6 |
| Other | 3.5 | 0.1 | 2.6 | 0.1 | 4.0 | 0.2 | 3.9 | 0.3 | 4.9 | 0.4 |
| No | 74.3 | 0.1 | 63.5 | 0.2 | 80.1 | 0.2 | 76.1 | 0.3 | 86.1 | 0.2 |

Table 47. Bystander Behavior Upon Witnessing Sexual Assault or Other Sexual Misconduct, by Gender and Student Affiliation¹ (continued)

| Survey Item Response | Total | | Woman | | | | Man | | | |
|--|-------|--------|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|
| | | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Since you have been a student at [University], have you witnessed a pattern of ongoing sexual comments or behaviors that made you concerned that a fellow student at [University] was experiencing sexual harassment?</i> | | | | | | | | | | |
| Yes | 6.8 | 0.1 | 9.4 | 0.1 | 5.8 | 0.1 | 6.1 | 0.1 | 3.7 | 0.1 |
| <i>If yes, thinking about the last time this happened, what did you do?</i> | | | | | | | | | | |
| Directly intervened or interrupted the situation in the moment | 19.9 | 0.3 | 21.8 | 0.5 | 16.1 | 0.9 | 20.6 | 0.8 | 14.1 | 0.9 |
| Checked in with the person who seemed impacted by the behavior | 63.9 | 0.4 | 67.6 | 0.7 | 66.8 | 0.9 | 58.3 | 1.1 | 57.1 | 1.6 |
| Confronted or expressed concern to the person engaging in the behavior | 20.4 | 0.4 | 21.5 | 0.5 | 15.8 | 0.7 | 22.4 | 1.1 | 17.3 | 1.2 |
| Sought help from either person's friends | 20.0 | 0.4 | 22.0 | 0.5 | 16.3 | 0.8 | 20.3 | 0.8 | 15.7 | 1.1 |
| Sought help from someone else | 11.8 | 0.4 | 11.2 | 0.4 | 11.6 | 0.7 | 12.2 | 0.8 | 11.9 | 1.1 |
| Expressed concern to school administrators or another person in a position of authority | 10.0 | 0.4 | 7.8 | 0.4 | 16.5 | 0.8 | 6.9 | 0.7 | 16.1 | 1.3 |
| Did nothing because the person impacted appeared to be handling the situation | 12.8 | 0.3 | 9.9 | 0.4 | 12.4 | 0.6 | 14.6 | 0.8 | 21.3 | 1.5 |
| Did nothing because I wasn't sure what to do | 13.5 | 0.4 | 13.6 | 0.4 | 14.1 | 0.7 | 12.9 | 0.8 | 14.4 | 1.0 |
| Did nothing for another reason | 9.1 | 0.3 | 7.3 | 0.4 | 11.6 | 0.7 | 8.6 | 0.7 | 13.6 | 1.0 |
| Other | 4.2 | 0.2 | 2.9 | 0.2 | 5.1 | 0.4 | 4.8 | 0.6 | 5.4 | 0.7 |
| No | 93.2 | 0.1 | 90.6 | 0.1 | 94.2 | 0.1 | 93.9 | 0.1 | 96.3 | 0.1 |

Table 47. Bystander Behavior Upon Witnessing Sexual Assault or Other Sexual Misconduct, by Gender and Student Affiliation¹ (continued)

| Survey Item Response | Total | | Woman | | | | Man | | | |
|---|-------|--------|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|
| | | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Since you have been a student at [University], have you witnessed someone at [University] behaving in a controlling or abusive way towards a dating or sexual partner?</i> | | | | | | | | | | |
| Yes | 12.6 | 0.1 | 20.0 | 0.2 | 7.3 | 0.1 | 12.3 | 0.2 | 4.4 | 0.1 |
| <i>If yes, thinking about the last time this happened, what did you do?</i> | | | | | | | | | | |
| Directly intervened or interrupted the situation in the moment | 13.5 | 0.3 | 13.8 | 0.3 | 11.7 | 0.7 | 14.4 | 0.6 | 11.0 | 0.9 |
| Checked in with the person who seemed impacted by the behavior | 61.6 | 0.3 | 67.3 | 0.4 | 64.8 | 0.8 | 52.7 | 0.8 | 50.8 | 1.5 |
| Confronted or expressed concern to the person engaging in the behavior | 20.5 | 0.3 | 21.8 | 0.4 | 15.1 | 0.8 | 21.3 | 0.7 | 16.8 | 1.0 |
| Sought help from either person's friends | 29.0 | 0.3 | 31.7 | 0.4 | 23.0 | 0.8 | 28.0 | 0.8 | 21.1 | 1.2 |
| Sought help from someone else | 10.7 | 0.2 | 11.7 | 0.3 | 10.4 | 0.6 | 9.6 | 0.5 | 8.2 | 0.7 |
| Expressed concern to school administrators or another person in a position of authority | 3.6 | 0.2 | 3.3 | 0.2 | 4.9 | 0.4 | 3.0 | 0.3 | 5.0 | 0.7 |
| Did nothing because the person impacted appeared to be handling the situation | 11.1 | 0.2 | 8.7 | 0.2 | 9.8 | 0.5 | 14.6 | 0.6 | 17.8 | 1.3 |
| Did nothing because I wasn't sure what to do | 14.4 | 0.3 | 13.2 | 0.3 | 14.8 | 0.6 | 15.4 | 0.7 | 17.6 | 1.0 |
| Did nothing for another reason | 11.7 | 0.2 | 9.7 | 0.3 | 11.2 | 0.6 | 13.7 | 0.5 | 15.9 | 1.0 |
| Other | 3.9 | 0.1 | 3.0 | 0.1 | 4.8 | 0.4 | 4.5 | 0.3 | 5.5 | 0.6 |
| No | 87.4 | 0.1 | 80.0 | 0.2 | 92.7 | 0.1 | 87.7 | 0.2 | 95.6 | 0.1 |

Table 47. Bystander Behavior Upon Witnessing Sexual Assault or Other Sexual Misconduct, by Gender and Student Affiliation¹ (continued)

| Survey Item Response | Total | | Woman | | | | Man | | | |
|--|-------|--------|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|
| | | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Since you have been a student at [University], have you witnessed a situation that you believed could have led to a sexual assault?</i> | | | | | | | | | | |
| Yes | 14.8 | 0.1 | 22.9 | 0.2 | 8.2 | 0.1 | 15.6 | 0.2 | 5.6 | 0.1 |
| <i>If yes, thinking about the last time this happened, what did you do?</i> | | | | | | | | | | |
| Directly intervened or interrupted the situation in the moment | 37.0 | 0.3 | 38.3 | 0.4 | 31.0 | 0.7 | 38.7 | 0.7 | 29.3 | 1.2 |
| Checked in with the person who seemed impacted by the behavior | 50.3 | 0.3 | 54.7 | 0.4 | 50.8 | 1.0 | 44.8 | 0.7 | 44.2 | 1.6 |
| Confronted or expressed concern to the person engaging in the behavior | 21.3 | 0.3 | 19.9 | 0.4 | 16.9 | 0.8 | 25.0 | 0.6 | 21.1 | 1.0 |
| Sought help from either person's friends | 27.5 | 0.3 | 29.9 | 0.4 | 25.0 | 0.7 | 26.2 | 0.6 | 22.2 | 1.1 |
| Sought help from someone else | 13.5 | 0.2 | 14.0 | 0.3 | 11.1 | 0.6 | 13.9 | 0.5 | 10.7 | 0.8 |
| Expressed concern to school administrators or another person in a position of authority | 3.0 | 0.1 | 2.6 | 0.1 | 4.8 | 0.4 | 2.8 | 0.2 | 3.6 | 0.5 |
| Did nothing because the person impacted appeared to be handling the situation | 10.8 | 0.2 | 8.4 | 0.3 | 10.3 | 0.5 | 13.1 | 0.5 | 19.1 | 1.1 |
| Did nothing because I wasn't sure what to do | 14.0 | 0.3 | 13.9 | 0.3 | 16.6 | 0.7 | 12.8 | 0.5 | 15.9 | 0.9 |
| Did nothing for another reason | 9.1 | 0.2 | 7.7 | 0.2 | 10.5 | 0.5 | 9.5 | 0.4 | 13.3 | 1.0 |
| Other | 3.4 | 0.1 | 2.8 | 0.1 | 3.8 | 0.4 | 3.4 | 0.3 | 5.9 | 0.7 |
| No | 85.2 | 0.1 | 77.1 | 0.2 | 91.8 | 0.1 | 84.4 | 0.2 | 94.4 | 0.1 |

Table 47. Bystander Behavior Upon Witnessing Sexual Assault or Other Sexual Misconduct, by Gender and Student Affiliation¹ (continued)

| Survey Item Response | TGQN ² | | | | Decline to State | | | |
|--|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Since you have been a student at [University], have you noticed someone at [University] making inappropriate sexual comments about someone else's appearance, sharing unwanted sexual images, or otherwise acting in a sexual way that you believed was making others feel uncomfortable or offended?</i> | | | | | | | | |
| Yes | 47.3 | 1.2 | 32.4 | 1.4 | 25.5 | 2.3 | 16.0 | 1.5 |
| <i>If yes, thinking about the last time this happened, what did you do?</i> | | | | | | | | |
| Directly intervened or interrupted the situation in the moment | 25.3 | 1.7 | 20.8 | 2.4 | 24.3 | 4.5 | 15.1 | 3.6 |
| Checked in with the person who seemed impacted by the behavior | 53.7 | 2.0 | 49.6 | 3.4 | 46.6 | 4.3 | 44.6 | 5.5 |
| Confronted or expressed concern to the person engaging in the behavior | 29.0 | 1.7 | 20.7 | 2.3 | 30.0 | 3.8 | 19.2 | 3.6 |
| Sought help from either person's friends | 14.6 | 1.3 | 5.5 | 1.2 | 11.2 | 2.9 | 13.1 | 4.4 |
| Sought help from someone else | 10.2 | 1.0 | 9.0 | 1.6 | 7.9 | 3.0 | 5.4 | 1.9 |
| Expressed concern to school administrators or another person in a position of authority | 7.9 | 1.0 | 12.5 | 2.4 | 5.6 | 2.5 | 8.0 | 2.4 |
| Did nothing because the person impacted appeared to be handling the situation | 17.9 | 1.5 | 14.3 | 2.0 | 16.6 | 3.1 | 14.7 | 3.8 |
| Did nothing because I wasn't sure what to do | 23.8 | 1.9 | 21.3 | 2.4 | 19.4 | 3.5 | 15.5 | 3.4 |
| Did nothing for another reason | 18.3 | 1.5 | 17.3 | 2.2 | 14.6 | 3.1 | 19.8 | 4.0 |
| Other | 4.2 | 0.7 | 4.9 | 1.3 | 7.4 | 2.9 | 8.0 | 2.9 |
| No | 52.7 | 1.2 | 67.6 | 1.4 | 74.5 | 2.3 | 84.0 | 1.5 |

Table 47. Bystander Behavior Upon Witnessing Sexual Assault or Other Sexual Misconduct, by Gender and Student Affiliation¹ (continued)

| Survey Item Response | TGQN ² | | | | Decline to State | | | |
|--|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Since you have been a student at [University], have you witnessed a pattern of ongoing sexual comments or behaviors that made you concerned that a fellow student at [University] was experiencing sexual harassment?</i> | | | | | | | | |
| Yes | 15.6 | 0.8 | 11.2 | 1.1 | 10.3 | 1.7 | 8.1 | 1.3 |
| <i>If yes, thinking about the last time this happened, what did you do?</i> | | | | | | | | |
| Directly intervened or interrupted the situation in the moment | 23.2 | 2.9 | 15.1 | 4.0 | 35.1 | 7.2 | 14.1 | 4.9 |
| Checked in with the person who seemed impacted by the behavior | 71.9 | 2.7 | 60.3 | 4.9 | 54.0 | 8.1 | 54.9 | 8.9 |
| Confronted or expressed concern to the person engaging in the behavior | 23.6 | 2.5 | 14.7 | 3.2 | 16.9 | 6.9 | 13.6 | 5.5 |
| Sought help from either person's friends | 23.8 | 2.9 | 16.5 | 4.2 | 19.6 | 6.9 | 10.0 | 4.4 |
| Sought help from someone else | 17.4 | 2.4 | 15.3 | 4.0 | 27.3 | 10.4 | 3.9 | 2.0 |
| Expressed concern to school administrators or another person in a position of authority | 13.2 | 2.2 | 21.5 | 4.4 | 13.1 | 6.9 | 5.4 | 2.3 |
| Did nothing because the person impacted appeared to be handling the situation | 10.3 | 1.9 | 12.1 | 3.7 | 16.6 | 4.7 | 12.4 | 4.9 |
| Did nothing because I wasn't sure what to do | 11.4 | 1.7 | 20.1 | 4.6 | 11.5 | 7.0 | 5.8 | 2.7 |
| Did nothing for another reason | 10.8 | 1.9 | 8.5 | 2.9 | 17.8 | 7.1 | 12.6 | 5.3 |
| Other | 6.1 | 1.6 | 7.1 | 2.6 | 12.7 | 6.8 | S | S |
| No | 84.4 | 0.8 | 88.8 | 1.1 | 89.7 | 1.7 | 91.9 | 1.3 |

Table 47. Bystander Behavior Upon Witnessing Sexual Assault or Other Sexual Misconduct, by Gender and Student Affiliation¹ (continued)

| Survey Item Response | TGQN ² | | | | Decline to State | | | |
|---|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Since you have been a student at [University], have you witnessed someone at [University] behaving in a controlling or abusive way towards a dating or sexual partner?</i> | | | | | | | | |
| Yes | 26.9 | 1.1 | 12.6 | 1.0 | 13.7 | 1.8 | 6.2 | 1.0 |
| <i>If yes, thinking about the last time this happened, what did you do?</i> | | | | | | | | |
| Directly intervened or interrupted the situation in the moment | 11.2 | 1.5 | 15.0 | 3.9 | 14.5 | 4.6 | 14.8 | 6.6 |
| Checked in with the person who seemed impacted by the behavior | 63.5 | 2.2 | 62.1 | 4.4 | 52.8 | 6.7 | 47.9 | 8.7 |
| Confronted or expressed concern to the person engaging in the behavior | 18.8 | 2.0 | 14.4 | 3.1 | 14.4 | 4.6 | 13.3 | 5.2 |
| Sought help from either person's friends | 29.7 | 2.2 | 28.4 | 4.5 | 24.9 | 5.7 | 27.2 | 7.1 |
| Sought help from someone else | 12.4 | 1.4 | 7.4 | 2.1 | 4.6 | 1.8 | S | S |
| Expressed concern to school administrators or another person in a position of authority | 6.0 | 1.3 | 9.9 | 2.9 | 8.9 | 5.0 | 5.8 | 3.0 |
| Did nothing because the person impacted appeared to be handling the situation | 10.2 | 1.6 | 8.6 | 2.4 | 10.9 | 3.4 | 11.9 | 5.2 |
| Did nothing because I wasn't sure what to do | 18.2 | 1.5 | 18.4 | 3.9 | 4.8 | 2.2 | 13.2 | 7.6 |
| Did nothing for another reason | 15.3 | 1.7 | 19.6 | 4.3 | 29.4 | 6.5 | 17.6 | 7.3 |
| Other | 5.9 | 1.2 | 5.3 | 1.5 | S | S | S | S |
| No | 73.1 | 1.1 | 87.4 | 1.0 | 86.3 | 1.8 | 93.8 | 1.0 |

Table 47. Bystander Behavior Upon Witnessing Sexual Assault or Other Sexual Misconduct, by Gender and Student Affiliation¹ (continued)

| Survey Item Response | TGQN ² | | | | Decline to State | | | |
|--|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Since you have been a student at [University], have you witnessed a situation that you believed could have led to a sexual assault?</i> | | | | | | | | |
| Yes | 21.4 | 1.1 | 10.9 | 1.0 | 15.6 | 1.8 | 6.2 | 1.1 |
| <i>If yes, thinking about the last time this happened, what did you do?</i> | | | | | | | | |
| Directly intervened or interrupted the situation in the moment | 36.5 | 2.5 | 33.9 | 4.5 | 36.3 | 5.7 | 21.6 | 7.4 |
| Checked in with the person who seemed impacted by the behavior | 46.0 | 2.1 | 47.2 | 4.8 | 42.2 | 7.4 | 29.8 | 8.2 |
| Confronted or expressed concern to the person engaging in the behavior | 18.6 | 1.8 | 16.8 | 4.4 | 21.5 | 6.8 | S | S |
| Sought help from either person's friends | 22.6 | 2.1 | 16.5 | 3.6 | 21.7 | 6.3 | 6.5 | 2.9 |
| Sought help from someone else | 13.6 | 1.5 | 12.6 | 3.5 | 12.0 | 5.4 | S | S |
| Expressed concern to school administrators or another person in a position of authority | 6.0 | 1.4 | 7.2 | 2.4 | S | S | S | S |
| Did nothing because the person impacted appeared to be handling the situation | 8.3 | 1.5 | 14.6 | 4.0 | 16.6 | 5.6 | 20.3 | 8.6 |
| Did nothing because I wasn't sure what to do | 16.5 | 1.9 | 20.3 | 4.5 | 9.7 | 3.4 | 26.1 | 9.5 |
| Did nothing for another reason | 13.5 | 2.1 | 18.2 | 3.5 | 21.4 | 5.7 | 23.8 | 6.7 |
| Other | 8.2 | 1.4 | 6.7 | 2.0 | 11.1 | 5.1 | 10.3 | 4.3 |
| No | 78.6 | 1.1 | 89.1 | 1.0 | 84.4 | 1.8 | 93.8 | 1.1 |

¹Per 100 students.

²TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

Table 48. Perceptions Related to the Risks of Experiencing Sexual Assault or Other Sexual Misconduct, by Gender and Student Affiliation¹

| Survey Item Response | Total | | Woman | | | | Man | | | | TGQN ² | | | | Decline to State | | | |
|--|-------|--------|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>How problematic is sexual assault or other sexual misconduct at [University]?</i> | | | | | | | | | | | | | | | | | | |
| Not at all | 13.7 | 0.1 | 5.1 | 0.1 | 17.6 | 0.2 | 13.1 | 0.2 | 26.5 | 0.3 | 7.6 | 0.8 | 10.9 | 1.1 | 21.6 | 1.8 | 28.5 | 2.1 |
| A little | 26.3 | 0.1 | 19.5 | 0.2 | 26.0 | 0.2 | 32.3 | 0.3 | 30.4 | 0.3 | 15.2 | 0.9 | 16.7 | 1.4 | 26.2 | 2.1 | 27.6 | 2.2 |
| Somewhat | 35.2 | 0.1 | 39.4 | 0.2 | 35.9 | 0.3 | 34.4 | 0.3 | 28.8 | 0.2 | 32.3 | 1.1 | 33.8 | 1.7 | 28.5 | 2.4 | 27.0 | 1.5 |
| Very | 18.2 | 0.1 | 26.3 | 0.2 | 15.2 | 0.2 | 15.2 | 0.2 | 10.2 | 0.2 | 28.3 | 1.1 | 25.4 | 1.1 | 15.5 | 1.9 | 10.3 | 1.2 |
| Extremely | 6.6 | 0.1 | 9.7 | 0.1 | 5.4 | 0.1 | 5.0 | 0.1 | 4.1 | 0.1 | 16.5 | 1.0 | 13.2 | 1.0 | 8.2 | 1.3 | 6.6 | 1.0 |
| <i>How likely do you think it is that you will experience sexual assault or other sexual misconduct <u>in the future</u> while enrolled at [University]?</i> | | | | | | | | | | | | | | | | | | |
| Not at all | 51.7 | 0.1 | 24.9 | 0.2 | 45.7 | 0.2 | 69.3 | 0.3 | 78.7 | 0.2 | 28.4 | 1.3 | 36.8 | 1.5 | 54.6 | 2.5 | 62.0 | 2.0 |
| A little | 27.6 | 0.1 | 34.3 | 0.2 | 35.7 | 0.2 | 22.0 | 0.2 | 16.8 | 0.2 | 29.8 | 1.3 | 34.4 | 1.5 | 24.0 | 1.7 | 20.9 | 1.9 |
| Somewhat | 14.1 | 0.1 | 26.5 | 0.2 | 13.9 | 0.2 | 6.4 | 0.1 | 3.5 | 0.1 | 23.4 | 0.9 | 19.3 | 1.1 | 14.4 | 1.7 | 11.3 | 1.2 |
| Very | 5.1 | 0.1 | 11.0 | 0.1 | 3.6 | 0.1 | 1.7 | 0.1 | 0.7 | 0.0 | 13.0 | 0.8 | 6.7 | 0.8 | 4.1 | 0.7 | 4.1 | 0.8 |
| Extremely | 1.6 | 0.0 | 3.4 | 0.1 | 1.1 | 0.0 | 0.5 | 0.0 | 0.3 | 0.0 | 5.4 | 0.6 | 2.8 | 0.5 | 2.9 | 0.8 | 1.7 | 0.5 |

¹Per 100 students.

²TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

Table 49. Knowledge and Perceptions About Resources Related to Sexual Assault and Other Sexual Misconduct, by Gender and Student Affiliation¹

| Survey Item Response | Total | | Woman | | | | Man | | | |
|--|-------|--------|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|
| | | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>How knowledgeable are you about how sexual assault and other sexual misconduct defined at [University]?</i> | | | | | | | | | | |
| Not at all | 9.0 | 0.1 | 8.3 | 0.1 | 12.5 | 0.1 | 7.3 | 0.1 | 9.7 | 0.2 |
| A little | 19.1 | 0.1 | 19.5 | 0.2 | 21.1 | 0.2 | 17.4 | 0.2 | 19.7 | 0.2 |
| Somewhat | 34.8 | 0.1 | 35.1 | 0.2 | 34.6 | 0.3 | 34.5 | 0.3 | 35.2 | 0.3 |
| Very | 27.6 | 0.1 | 27.0 | 0.2 | 24.6 | 0.2 | 30.1 | 0.3 | 27.8 | 0.3 |
| Extremely | 9.5 | 0.1 | 10.2 | 0.1 | 7.2 | 0.1 | 10.7 | 0.2 | 7.7 | 0.2 |
| <i>How knowledgeable are you about where to get help at [University] if you or a friend experienced sexual assault or other sexual misconduct?</i> | | | | | | | | | | |
| Not at all | 7.5 | 0.1 | 6.5 | 0.1 | 9.7 | 0.1 | 6.8 | 0.1 | 8.5 | 0.2 |
| A little | 18.8 | 0.1 | 18.2 | 0.2 | 21.5 | 0.2 | 17.4 | 0.2 | 20.0 | 0.2 |
| Somewhat | 36.6 | 0.1 | 36.0 | 0.2 | 36.9 | 0.2 | 36.4 | 0.3 | 38.4 | 0.3 |
| Very | 27.8 | 0.1 | 28.9 | 0.2 | 24.7 | 0.2 | 29.5 | 0.2 | 25.8 | 0.3 |
| Extremely | 9.3 | 0.1 | 10.4 | 0.1 | 7.2 | 0.1 | 9.9 | 0.1 | 7.3 | 0.2 |
| <i>How knowledgeable are you about where to make a report of sexual assault or other sexual misconduct at [University]?</i> | | | | | | | | | | |
| Not at all | 13.0 | 0.1 | 14.7 | 0.1 | 15.8 | 0.1 | 10.5 | 0.2 | 11.2 | 0.2 |
| A little | 21.2 | 0.1 | 22.1 | 0.2 | 22.3 | 0.2 | 20.0 | 0.2 | 20.7 | 0.3 |
| Somewhat | 34.3 | 0.1 | 33.6 | 0.2 | 34.4 | 0.2 | 34.4 | 0.3 | 35.9 | 0.3 |
| Very | 22.9 | 0.1 | 21.2 | 0.2 | 20.8 | 0.2 | 25.3 | 0.2 | 24.5 | 0.3 |
| Extremely | 8.6 | 0.1 | 8.4 | 0.1 | 6.8 | 0.1 | 9.9 | 0.1 | 7.8 | 0.2 |

Table 49. Knowledge and Perceptions About Resources Related to Sexual Assault and Other Sexual Misconduct, by Gender and Student Affiliation¹ (continued)

| Survey Item Response | Total | | Woman | | | | Man | | | |
|---|-------|--------|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|
| | | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>How knowledgeable are you about what happens when a student reports an incident of sexual assault or other sexual misconduct at [University]?</i> | | | | | | | | | | |
| Not at all | 25.1 | 0.1 | 27.3 | 0.2 | 28.9 | 0.2 | 22.4 | 0.2 | 21.9 | 0.2 |
| A little | 26.4 | 0.1 | 27.5 | 0.2 | 25.1 | 0.2 | 26.8 | 0.2 | 25.4 | 0.3 |
| Somewhat | 30.8 | 0.1 | 29.1 | 0.2 | 29.7 | 0.2 | 32.0 | 0.3 | 33.2 | 0.3 |
| Very | 12.7 | 0.1 | 11.1 | 0.1 | 12.3 | 0.2 | 13.3 | 0.2 | 14.9 | 0.3 |
| Extremely | 5.0 | 0.1 | 5.0 | 0.1 | 4.0 | 0.1 | 5.5 | 0.1 | 4.7 | 0.1 |
| <i>As an incoming student at [University], did you complete any training modules or information sessions about sexual assault or other sexual misconduct?</i> | | | | | | | | | | |
| Yes | 80.5 | 0.2 | 84.6 | 0.3 | 75.9 | 0.3 | 82.8 | 0.4 | 76.2 | 0.4 |
| <i>What topics did these training modules or information sessions include?³</i> | | | | | | | | | | |
| How sexual assault or other sexual misconduct is defined on campus | 94.2 | 0.1 | 92.0 | 0.2 | 94.2 | 0.2 | 95.3 | 0.2 | 96.1 | 0.2 |
| How to prevent sexual assault or other sexual misconduct | 88.9 | 0.1 | 88.9 | 0.3 | 80.0 | 0.4 | 94.7 | 0.2 | 89.3 | 0.3 |
| Additional training programs on how to prevent sexual assault or other sexual misconduct | 61.7 | 0.2 | 59.7 | 0.4 | 52.1 | 0.5 | 69.1 | 0.6 | 64.1 | 0.5 |
| Where to seek help should you or someone else experience sexual assault or other sexual misconduct | 88.6 | 0.2 | 86.0 | 0.3 | 88.7 | 0.3 | 89.3 | 0.4 | 91.6 | 0.3 |
| No | 19.5 | 0.2 | 15.4 | 0.3 | 24.1 | 0.3 | 17.2 | 0.4 | 23.8 | 0.4 |

Table 49. Knowledge and Perceptions About Resources Related to Sexual Assault and Other Sexual Misconduct, by Gender and Student Affiliation¹ (continued)

| Survey Item Response | Total | | Woman | | | | Man | | | |
|---|-------|--------|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|
| | | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Since arriving at [University], have you completed any training modules or information sessions about sexual assault or other sexual misconduct?</i> | | | | | | | | | | |
| Yes | 79.4 | 0.1 | 82.5 | 0.2 | 75.0 | 0.3 | 80.0 | 0.3 | 76.3 | 0.3 |
| <i>What topics did these training modules or information sessions include?³</i> | | | | | | | | | | |
| How sexual assault or other sexual misconduct is defined on campus | 91.1 | 0.1 | 88.0 | 0.2 | 91.3 | 0.2 | 93.0 | 0.2 | 94.1 | 0.2 |
| How to prevent sexual assault or other sexual misconduct | 85.1 | 0.1 | 84.6 | 0.2 | 72.5 | 0.3 | 92.1 | 0.2 | 84.8 | 0.3 |
| Additional training programs on how to prevent sexual assault or other sexual misconduct | 54.3 | 0.2 | 51.3 | 0.3 | 43.1 | 0.4 | 61.9 | 0.4 | 56.5 | 0.3 |
| Where to seek help should you or someone else experience sexual assault or other sexual misconduct | 84.8 | 0.1 | 82.8 | 0.2 | 84.2 | 0.3 | 85.8 | 0.3 | 87.7 | 0.3 |
| No | 20.6 | 0.1 | 17.5 | 0.2 | 25.0 | 0.3 | 20.0 | 0.3 | 23.7 | 0.3 |

Table 49. Knowledge and Perceptions About Resources Related to Sexual Assault and Other Sexual Misconduct, by Gender and Student Affiliation¹ (continued)

| Survey Item Response | TGQN ² | | | | Decline to State | | | |
|--|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>How knowledgeable are you about how sexual assault and other sexual misconduct defined at [University]?</i> | | | | | | | | |
| Not at all | 8.9 | 0.8 | 10.5 | 0.9 | 9.9 | 1.7 | 12.7 | 1.3 |
| A little | 14.7 | 0.7 | 15.8 | 1.2 | 14.8 | 1.6 | 18.0 | 1.5 |
| Somewhat | 33.5 | 1.1 | 32.7 | 1.6 | 28.1 | 2.0 | 30.5 | 2.2 |
| Very | 27.5 | 1.1 | 26.3 | 1.4 | 27.7 | 2.3 | 23.5 | 1.7 |
| Extremely | 15.4 | 0.9 | 14.8 | 1.2 | 19.5 | 1.8 | 15.3 | 1.7 |
| <i>How knowledgeable are you about where to get help at [University] if you or a friend experienced sexual assault or other sexual misconduct?</i> | | | | | | | | |
| Not at all | 7.0 | 0.6 | 7.0 | 1.0 | 10.1 | 1.9 | 13.4 | 1.8 |
| A little | 15.3 | 1.0 | 18.3 | 1.3 | 13.9 | 1.6 | 16.5 | 1.4 |
| Somewhat | 33.8 | 1.1 | 33.6 | 1.7 | 28.0 | 2.3 | 30.6 | 1.8 |
| Very | 28.4 | 1.0 | 27.4 | 1.6 | 26.9 | 2.3 | 27.2 | 1.6 |
| Extremely | 15.6 | 0.9 | 13.6 | 1.4 | 21.0 | 2.4 | 12.3 | 1.5 |
| <i>How knowledgeable are you about where to make a report of sexual assault or other sexual misconduct at [University]?</i> | | | | | | | | |
| Not at all | 13.4 | 0.8 | 11.4 | 1.2 | 13.3 | 1.5 | 15.5 | 1.7 |
| A little | 20.4 | 1.1 | 19.5 | 1.3 | 15.9 | 1.5 | 16.2 | 1.5 |
| Somewhat | 31.4 | 1.1 | 34.3 | 1.5 | 25.7 | 2.1 | 28.2 | 2.0 |
| Very | 21.7 | 1.0 | 22.3 | 1.3 | 24.6 | 2.2 | 25.2 | 1.8 |
| Extremely | 13.1 | 0.9 | 12.6 | 1.2 | 20.4 | 2.3 | 14.8 | 2.0 |

Table 49. Knowledge and Perceptions About Resources Related to Sexual Assault and Other Sexual Misconduct, by Gender and Student Affiliation¹ (continued)

| Survey Item Response | TGQN ² | | | | Decline to State | | | |
|---|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>How knowledgeable are you about what happens when a student reports an incident of sexual assault or other sexual misconduct at [University]?</i> | | | | | | | | |
| Not at all | 25.8 | 1.2 | 24.9 | 1.3 | 20.4 | 1.7 | 25.5 | 1.9 |
| A little | 24.9 | 1.1 | 21.3 | 1.2 | 22.9 | 1.8 | 22.6 | 1.6 |
| Somewhat | 28.1 | 1.2 | 31.9 | 1.5 | 26.5 | 2.0 | 27.2 | 1.8 |
| Very | 13.8 | 0.9 | 14.0 | 1.0 | 19.3 | 2.1 | 16.2 | 1.7 |
| Extremely | 7.4 | 0.7 | 7.9 | 1.0 | 10.9 | 1.6 | 8.6 | 1.3 |
| <i>As an incoming student at [University], did you complete any training modules or information sessions about sexual assault or other sexual misconduct?</i> | | | | | | | | |
| Yes | 82.8 | 1.9 | 80.7 | 2.1 | 86.2 | 2.5 | 80.6 | 2.9 |
| <i>What topics did these training modules or information sessions include?³</i> | | | | | | | | |
| How sexual assault or other sexual misconduct is defined on campus | 90.9 | 2.1 | 94.6 | 1.3 | 90.5 | 2.9 | 94.9 | 2.0 |
| How to prevent sexual assault or other sexual misconduct | 87.5 | 1.9 | 80.5 | 2.5 | 94.8 | 1.9 | 80.8 | 3.1 |
| Additional training programs on how to prevent sexual assault or other sexual misconduct | 51.6 | 2.7 | 50.7 | 3.2 | 65.8 | 3.9 | 54.5 | 5.4 |
| Where to seek help should you or someone else experience sexual assault or other sexual misconduct | 84.6 | 2.0 | 89.7 | 2.5 | 87.5 | 3.0 | 91.0 | 4.0 |
| No | 17.2 | 1.9 | 19.3 | 2.1 | 13.8 | 2.5 | 19.4 | 2.9 |

Table 49. Knowledge and Perceptions About Resources Related to Sexual Assault and Other Sexual Misconduct, by Gender and Student Affiliation¹ (continued)

| Survey Item Response | TGQN ² | | | | Decline to State | | | |
|---|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>Since arriving at [University], have you completed any training modules or information sessions about sexual assault or other sexual misconduct?</i> | | | | | | | | |
| Yes | 82.7 | 1.1 | 82.2 | 1.6 | 74.0 | 2.5 | 72.9 | 2.2 |
| <i>What topics did these training modules or information sessions include?³</i> | | | | | | | | |
| How sexual assault or other sexual misconduct is defined on campus | 88.0 | 0.9 | 93.3 | 1.0 | 93.4 | 1.3 | 94.4 | 1.5 |
| How to prevent sexual assault or other sexual misconduct | 84.9 | 1.1 | 77.9 | 1.6 | 87.6 | 2.2 | 77.6 | 2.2 |
| Additional training programs on how to prevent sexual assault or other sexual misconduct | 50.8 | 1.7 | 46.2 | 2.3 | 58.2 | 3.2 | 62.2 | 2.5 |
| Where to seek help should you or someone else experience sexual assault or other sexual misconduct | 85.5 | 1.0 | 87.0 | 1.7 | 83.6 | 3.0 | 86.0 | 1.9 |
| No | 17.3 | 1.1 | 17.8 | 1.6 | 26.0 | 2.5 | 27.1 | 2.2 |

¹Per 100 students.

²TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

³Respondents could select multiple options.

Table 50. Student Feelings About the Campus Community, by Gender and Student Affiliation¹

| Survey Item Response | Total | | Woman | | | | Man | | | | TGQN ² | | | | Decline to State | | | |
|---|-------|--------|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>How connected do you feel to the campus community at [University] as a whole?</i> | | | | | | | | | | | | | | | | | | |
| Not at all | 7.6 | 0.1 | 4.6 | 0.1 | 12.2 | 0.2 | 6.0 | 0.2 | 10.4 | 0.2 | 11.1 | 0.8 | 19.4 | 1.4 | 13.3 | 1.8 | 21.6 | 1.8 |
| A little | 22.3 | 0.1 | 16.2 | 0.1 | 33.2 | 0.3 | 17.5 | 0.2 | 30.2 | 0.3 | 25.1 | 0.9 | 39.0 | 1.6 | 22.7 | 2.1 | 34.2 | 2.1 |
| Somewhat | 40.6 | 0.1 | 40.1 | 0.2 | 39.6 | 0.2 | 41.2 | 0.3 | 41.5 | 0.3 | 42.2 | 1.2 | 31.2 | 1.7 | 43.9 | 2.7 | 31.3 | 1.9 |
| Very | 25.2 | 0.1 | 33.4 | 0.2 | 13.4 | 0.2 | 29.6 | 0.3 | 15.7 | 0.2 | 18.0 | 1.1 | 8.4 | 0.8 | 14.5 | 1.8 | 10.4 | 1.3 |
| Extremely | 4.4 | 0.1 | 5.7 | 0.1 | 1.7 | 0.1 | 5.7 | 0.1 | 2.3 | 0.1 | 3.6 | 0.5 | 2.1 | 0.5 | 5.6 | 1.0 | 2.5 | 0.8 |
| <i>How comfortable are you seeking advice from faculty or staff at [University], even about something personal?</i> | | | | | | | | | | | | | | | | | | |
| Not at all | 10.7 | 0.1 | 11.9 | 0.1 | 9.7 | 0.2 | 10.8 | 0.2 | 8.7 | 0.2 | 13.5 | 0.9 | 14.6 | 1.2 | 19.1 | 2.0 | 18.7 | 1.8 |
| A little | 24.7 | 0.1 | 27.6 | 0.2 | 24.7 | 0.2 | 23.2 | 0.2 | 21.5 | 0.3 | 29.1 | 1.0 | 24.6 | 1.3 | 24.0 | 2.3 | 23.4 | 1.6 |
| Somewhat | 36.4 | 0.1 | 37.0 | 0.2 | 35.9 | 0.2 | 36.4 | 0.3 | 35.9 | 0.3 | 36.8 | 1.2 | 38.1 | 1.8 | 32.3 | 2.0 | 31.4 | 2.2 |
| Very | 22.5 | 0.1 | 19.0 | 0.2 | 23.8 | 0.2 | 23.4 | 0.2 | 26.9 | 0.3 | 15.5 | 0.9 | 18.3 | 1.4 | 16.4 | 2.1 | 17.8 | 1.6 |
| Extremely | 5.7 | 0.1 | 4.5 | 0.1 | 5.9 | 0.1 | 6.1 | 0.1 | 7.0 | 0.2 | 5.0 | 0.5 | 4.5 | 0.7 | 8.3 | 1.2 | 8.5 | 1.2 |
| <i>How concerned are students at [University] about each other's well-being?</i> | | | | | | | | | | | | | | | | | | |
| Not at all | 4.0 | 0.1 | 3.5 | 0.1 | 3.4 | 0.1 | 4.7 | 0.1 | 3.8 | 0.1 | 6.6 | 0.6 | 5.8 | 0.7 | 12.5 | 1.4 | 10.8 | 1.3 |
| A little | 15.7 | 0.1 | 15.8 | 0.2 | 15.8 | 0.2 | 15.6 | 0.2 | 14.7 | 0.2 | 21.5 | 0.9 | 19.0 | 1.3 | 20.4 | 2.2 | 18.3 | 1.5 |
| Somewhat | 45.2 | 0.1 | 46.0 | 0.2 | 45.2 | 0.2 | 44.2 | 0.3 | 45.7 | 0.3 | 44.4 | 1.2 | 44.8 | 1.5 | 39.0 | 2.3 | 44.0 | 2.4 |
| Very | 30.9 | 0.1 | 30.7 | 0.2 | 31.9 | 0.2 | 30.6 | 0.3 | 31.9 | 0.3 | 23.0 | 0.9 | 25.0 | 1.2 | 22.2 | 1.7 | 22.2 | 1.5 |
| Extremely | 4.2 | 0.1 | 4.0 | 0.1 | 3.6 | 0.1 | 4.8 | 0.1 | 3.9 | 0.1 | 4.4 | 0.6 | 5.4 | 0.8 | 6.0 | 0.9 | 4.7 | 0.9 |

Table 50. Student Feelings About the Campus Community, by Gender and Student Affiliation¹ (continued)

| Survey Item Response | Total | | Woman | | | | Man | | | | TGQN ² | | | | Decline to State | | | |
|--|-------|--------|---------------|--------|--------------------------|--------|---------------|--------|--------------------------|--------|-------------------|--------|--------------------------|--------|------------------|--------|--------------------------|--------|
| | | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | | Undergraduate | | Graduate or Professional | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| <i>How concerned are faculty or staff at [University] about your well-being?</i> | | | | | | | | | | | | | | | | | | |
| Not at all | 5.1 | 0.1 | 4.9 | 0.1 | 4.7 | 0.1 | 5.2 | 0.1 | 5.0 | 0.1 | 6.5 | 0.6 | 9.5 | 1.0 | 8.7 | 1.2 | 14.6 | 1.6 |
| A little | 17.6 | 0.1 | 19.1 | 0.1 | 17.5 | 0.2 | 16.7 | 0.2 | 15.8 | 0.2 | 21.8 | 1.0 | 20.5 | 1.3 | 19.9 | 1.8 | 18.6 | 1.5 |
| Somewhat | 40.0 | 0.1 | 41.6 | 0.2 | 38.6 | 0.2 | 40.1 | 0.3 | 38.3 | 0.3 | 42.0 | 1.2 | 37.5 | 1.5 | 39.4 | 2.4 | 39.0 | 2.2 |
| Very | 31.9 | 0.1 | 29.9 | 0.2 | 33.8 | 0.2 | 32.0 | 0.3 | 34.6 | 0.3 | 25.6 | 1.0 | 27.0 | 1.5 | 25.5 | 1.9 | 22.3 | 1.6 |
| Extremely | 5.4 | 0.1 | 4.4 | 0.1 | 5.3 | 0.1 | 6.0 | 0.1 | 6.4 | 0.2 | 4.1 | 0.5 | 5.5 | 0.9 | 6.5 | 1.1 | 5.5 | 1.1 |
| <i>How concerned are University Officials at [University] about your well-being?</i> | | | | | | | | | | | | | | | | | | |
| Not at all | 12.8 | 0.1 | 13.3 | 0.1 | 12.8 | 0.2 | 12.7 | 0.2 | 10.3 | 0.2 | 28.7 | 1.0 | 26.1 | 1.4 | 27.9 | 2.4 | 27.8 | 2.0 |
| A little | 23.4 | 0.1 | 25.8 | 0.2 | 23.9 | 0.2 | 22.3 | 0.2 | 19.9 | 0.2 | 30.0 | 1.1 | 30.4 | 1.3 | 22.7 | 2.1 | 23.3 | 2.1 |
| Somewhat | 37.2 | 0.1 | 37.0 | 0.2 | 38.2 | 0.2 | 36.8 | 0.2 | 38.1 | 0.3 | 28.7 | 1.2 | 28.7 | 1.5 | 29.5 | 2.2 | 28.6 | 1.6 |
| Very | 22.5 | 0.1 | 20.6 | 0.1 | 21.8 | 0.2 | 23.4 | 0.2 | 26.4 | 0.2 | 10.1 | 0.6 | 12.6 | 1.3 | 14.2 | 1.5 | 16.0 | 1.5 |
| Extremely | 4.1 | 0.1 | 3.4 | 0.1 | 3.3 | 0.1 | 4.8 | 0.1 | 5.3 | 0.1 | 2.6 | 0.5 | 2.2 | 0.5 | 5.7 | 1.0 | 4.2 | 0.9 |

¹Per 100 students.

²TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

Table 51. Percent of Students Who Experienced Penetration or Sexual Touching Involving Physical Force, Inability to Consent or Stop What Was Happening, Coercion, or Without Voluntary Agreement Since Enrolling at the School, by Tactic and Gender: 2015 and 2019^{1,2}

| Survey Item Response | Woman | | | | Man | | | | TGQN ³ | | | | Decline to State | | | |
|---|-------|--------|------|--------|------|--------|------|--------|-------------------|--------|------|--------|------------------|--------|------|--------|
| | 2015 | | 2019 | | 2015 | | 2019 | | 2015 | | 2019 | | 2015 | | 2019 | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Completed using physical force or the victim was unable to consent or stop what was happening | 18.2 | 0.2 | 20.8 | 0.1 | 4.2 | 0.1 | 5.1 | 0.1 | 22.0 | 1.5 | 20.4 | 0.9 | 10.6 | 1.1 | 6.7 | 0.8 |
| Penetration | 7.4 | 0.1 | 9.1 | 0.1 | 1.5 | 0.1 | 1.9 | 0.1 | 10.0 | 1.0 | 9.8 | 0.6 | 3.5 | 0.7 | 2.1 | 0.5 |
| Sexual touching | 14.5 | 0.2 | 16.3 | 0.1 | 3.2 | 0.1 | 3.9 | 0.1 | 16.6 | 1.5 | 15.2 | 0.8 | 8.2 | 0.9 | 5.9 | 0.8 |
| Completed using physical force, or inability to consent or stop what was happening; attempted penetration using physical force | 19.0 | 0.2 | 21.7 | 0.1 | 4.4 | 0.1 | 5.4 | 0.1 | 22.3 | 1.5 | 20.8 | 0.9 | 10.6 | 1.1 | 6.8 | 0.8 |
| Penetration | 8.8 | 0.1 | 10.7 | 0.1 | 1.8 | 0.1 | 2.3 | 0.1 | 11.5 | 1.0 | 10.9 | 0.7 | 4.1 | 0.7 | 2.3 | 0.5 |
| Sexual touching | 14.5 | 0.2 | 16.3 | 0.1 | 3.2 | 0.1 | 3.9 | 0.1 | 16.6 | 1.5 | 15.2 | 0.8 | 8.2 | 0.9 | 5.9 | 0.8 |
| Completed using physical force, or the victim was unable to consent or stop what was happening, or coercion; attempted penetration using physical force | 19.2 | 0.2 | 21.8 | 0.1 | 4.5 | 0.1 | 5.6 | 0.1 | 23.0 | 1.6 | 21.2 | 0.9 | 10.6 | 1.1 | 7.5 | 0.9 |
| Penetration | 9.0 | 0.1 | 10.8 | 0.1 | 1.9 | 0.1 | 2.4 | 0.1 | 12.2 | 1.0 | 11.3 | 0.7 | 4.2 | 0.7 | 2.7 | 0.6 |
| Sexual touching | 14.6 | 0.2 | 16.4 | 0.1 | 3.3 | 0.1 | 4.0 | 0.1 | 17.1 | 1.6 | 15.5 | 0.8 | 8.3 | 0.9 | 6.6 | 0.9 |

Table 51. Percent of Students Who Experienced Penetration or Sexual Touching Involving Physical Force, Inability to Consent or Stop What Was Happening, Coercion, or Without Voluntary Agreement Since Enrolling at the School, by Tactic and Gender: 2015 and 2019^{1,2} (continued)

| Survey Item Response | Woman | | | | Man | | | | TGQN ³ | | | | Decline to State | | | |
|---|-------|--------|------|--------|------|--------|------|--------|-------------------|--------|------|--------|------------------|--------|------|--------|
| | 2015 | | 2019 | | 2015 | | 2019 | | 2015 | | 2019 | | 2015 | | 2019 | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Completed using physical force, or the victim was unable to consent or stop what was happening, or coercion, or without voluntary agreement; attempted penetration using physical force | 23.8 | 0.2 | 26.5 | 0.2 | 5.9 | 0.1 | 7.2 | 0.1 | 28.6 | 1.7 | 28.8 | 1.0 | 13.6 | 1.3 | 9.7 | 1.1 |
| Penetration | 11.5 | 0.2 | 13.7 | 0.1 | 2.4 | 0.1 | 3.0 | 0.1 | 16.5 | 1.3 | 16.7 | 0.9 | 5.9 | 0.9 | 3.8 | 0.7 |
| Sexual touching | 18.5 | 0.2 | 20.5 | 0.1 | 4.5 | 0.1 | 5.4 | 0.1 | 22.4 | 1.7 | 21.7 | 1.0 | 10.7 | 1.0 | 8.1 | 1.0 |

¹Per 100 students.

²Physical force: Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

Coercion: Incidents when someone coerced you by threatening serious non-physical harm or promising rewards. 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; or threatening to post damaging information about you online.

Without voluntary agreement: Incidents that occurred 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.

³TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

Table 52. Percent of Undergraduate Students Who Experienced Penetration or Sexual Touching Involving Physical Force, Inability to Consent or Stop What Was Happening, Coercion, or Without Voluntary Agreement Since Enrolling at the School, by Tactic and Gender: 2015 and 2019^{1,2}

| Survey Item Response | Woman | | | | Man | | | | TGQN ³ | | | | Decline to State | | | |
|---|-------|--------|------|--------|------|--------|------|--------|-------------------|--------|------|--------|------------------|--------|------|--------|
| | 2015 | | 2019 | | 2015 | | 2019 | | 2015 | | 2019 | | 2015 | | 2019 | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Completed using physical force or the victim was unable to consent or stop what was happening | 22.5 | 0.2 | 25.3 | 0.2 | 5.3 | 0.1 | 6.5 | 0.1 | 24.2 | 1.9 | 22.6 | 1.1 | 13.1 | 1.5 | 8.1 | 1.4 |
| Penetration | 9.2 | 0.2 | 11.1 | 0.2 | 1.9 | 0.1 | 2.5 | 0.1 | 10.3 | 1.0 | 11.0 | 0.8 | 4.7 | 1.0 | 2.3 | 0.7 |
| Sexual touching | 18.0 | 0.2 | 19.9 | 0.2 | 4.0 | 0.1 | 4.9 | 0.1 | 18.8 | 2.0 | 16.8 | 1.0 | 9.7 | 1.3 | 7.2 | 1.3 |
| Completed using physical force, or inability to consent or stop what was happening; attempted penetration using physical force | 23.4 | 0.2 | 26.4 | 0.2 | 5.5 | 0.1 | 6.9 | 0.2 | 24.6 | 1.9 | 23.1 | 1.1 | 13.1 | 1.5 | 8.3 | 1.3 |
| Penetration | 11.0 | 0.2 | 13.0 | 0.2 | 2.2 | 0.1 | 3.0 | 0.1 | 12.3 | 1.0 | 12.3 | 0.8 | 5.2 | 1.0 | 2.4 | 0.7 |
| Sexual touching | 18.0 | 0.2 | 19.9 | 0.2 | 4.0 | 0.1 | 4.9 | 0.1 | 18.8 | 2.0 | 16.8 | 1.0 | 9.7 | 1.3 | 7.2 | 1.3 |
| Completed using physical force, or the victim was unable to consent or stop what was happening, or coercion; attempted penetration using physical force | 23.6 | 0.2 | 26.5 | 0.2 | 5.6 | 0.1 | 7.1 | 0.2 | 24.9 | 2.0 | 23.6 | 1.1 | 13.1 | 1.5 | 9.4 | 1.4 |
| Penetration | 11.2 | 0.2 | 13.2 | 0.2 | 2.3 | 0.1 | 3.2 | 0.1 | 13.0 | 1.0 | 12.7 | 0.8 | 5.2 | 1.0 | 3.1 | 0.9 |
| Sexual touching | 18.1 | 0.2 | 20.1 | 0.2 | 4.1 | 0.1 | 5.0 | 0.1 | 19.0 | 2.0 | 17.1 | 1.0 | 9.8 | 1.3 | 8.4 | 1.4 |

Table 52. Percent of Undergraduate Students Who Experienced Penetration or Sexual Touching Involving Physical Force, Inability to Consent or Stop What Was Happening, Coercion, or Without Voluntary Agreement Since Enrolling at the School, by Tactic and Gender: 2015 and 2019^{1,2} (continued)

| Survey Item Response | Woman | | | | Man | | | | TGQN ³ | | | | Decline to State | | | |
|---|-------|--------|------|--------|------|--------|------|--------|-------------------|--------|------|--------|------------------|--------|------|--------|
| | 2015 | | 2019 | | 2015 | | 2019 | | 2015 | | 2019 | | 2015 | | 2019 | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Completed using physical force, or the victim was unable to consent or stop what was happening, or coercion, or without voluntary agreement; attempted penetration using physical force | 28.9 | 0.2 | 31.9 | 0.2 | 7.3 | 0.2 | 9.0 | 0.2 | 31.1 | 2.1 | 31.9 | 1.3 | 17.4 | 1.9 | 11.5 | 1.6 |
| Penetration | 14.2 | 0.2 | 16.4 | 0.2 | 2.9 | 0.1 | 3.9 | 0.1 | 17.8 | 1.7 | 18.8 | 1.2 | 7.9 | 1.3 | 4.0 | 0.9 |
| Sexual touching | 22.7 | 0.2 | 24.8 | 0.2 | 5.5 | 0.1 | 6.6 | 0.1 | 25.2 | 2.1 | 24.2 | 1.2 | 13.5 | 1.5 | 10.1 | 1.6 |

¹Per 100 students.

²Physical force: Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

Coercion: Incidents when someone coerced you by threatening serious non-physical harm or promising rewards. 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; or threatening to post damaging information about you online.

Without voluntary agreement: Incidents that occurred 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.

³TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

Table 53. Percent of Graduate and Professional Students Who Experienced Penetration or Sexual Touching Involving Physical Force, Inability to Consent or Stop What Was Happening, Coercion, or Without Voluntary Agreement Since Enrolling at the School, by Tactic and Gender: 2015 and 2019^{1,2}

| Survey Item Response | Woman | | | | Man | | | | TGQN ³ | | | | Decline to State | | | |
|---|-------|--------|------|--------|------|--------|------|--------|-------------------|--------|------|--------|------------------|--------|------|--------|
| | 2015 | | 2019 | | 2015 | | 2019 | | 2015 | | 2019 | | 2015 | | 2019 | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Completed using physical force or the victim was unable to consent or stop what was happening | 8.0 | 0.2 | 10.3 | 0.2 | 2.2 | 0.1 | 2.5 | 0.1 | 16.4 | 2.1 | 14.4 | 1.3 | 7.0 | 1.3 | 4.7 | 1.0 |
| Penetration | 3.0 | 0.1 | 4.5 | 0.1 | 0.8 | 0.1 | 0.8 | 0.1 | 9.2 | 1.6 | 6.4 | 1.0 | 1.7 | 0.6 | 1.8 | 0.6 |
| Sexual touching | 6.2 | 0.2 | 7.8 | 0.2 | 1.7 | 0.1 | 2.0 | 0.1 | 10.9 | 1.8 | 10.8 | 1.2 | 5.9 | 1.3 | 4.0 | 1.0 |
| Completed using physical force, or inability to consent or stop what was happening; attempted penetration using physical force | 8.4 | 0.2 | 10.8 | 0.2 | 2.3 | 0.1 | 2.6 | 0.1 | 16.6 | 2.1 | 14.6 | 1.3 | 7.0 | 1.3 | 4.8 | 1.0 |
| Penetration | 3.7 | 0.1 | 5.2 | 0.1 | 0.9 | 0.1 | 1.0 | 0.1 | 9.5 | 1.6 | 7.1 | 1.0 | 2.4 | 0.7 | 2.2 | 0.6 |
| Sexual touching | 6.2 | 0.2 | 7.8 | 0.2 | 1.7 | 0.1 | 2.0 | 0.1 | 10.9 | 1.8 | 10.8 | 1.2 | 5.9 | 1.3 | 4.0 | 1.0 |
| Completed using physical force, or the victim was unable to consent or stop what was happening, or coercion; attempted penetration using physical force | 8.6 | 0.2 | 10.9 | 0.2 | 2.4 | 0.1 | 2.7 | 0.1 | 18.1 | 2.2 | 15.0 | 1.3 | 7.0 | 1.3 | 4.8 | 1.0 |
| Penetration | 3.8 | 0.1 | 5.4 | 0.1 | 1.0 | 0.1 | 1.0 | 0.1 | 10.3 | 1.7 | 7.5 | 1.1 | 2.6 | 0.7 | 2.2 | 0.6 |
| Sexual touching | 6.3 | 0.2 | 7.8 | 0.2 | 1.8 | 0.1 | 2.1 | 0.1 | 12.4 | 1.9 | 11.0 | 1.2 | 5.9 | 1.3 | 4.0 | 1.0 |

Table 53. Percent of Graduate and Professional Students Who Experienced Penetration or Sexual Touching Involving Physical Force, Inability to Consent or Stop What Was Happening, Coercion, or Without Voluntary Agreement Since Enrolling at the School, by Tactic and Gender: 2015 and 2019^{1,2} (continued)

| Survey Item Response | Woman | | | | Man | | | | TGQN ³ | | | | Decline to State | | | |
|---|-------|--------|------|--------|------|--------|------|--------|-------------------|--------|------|--------|------------------|--------|------|--------|
| | 2015 | | 2019 | | 2015 | | 2019 | | 2015 | | 2019 | | 2015 | | 2019 | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Completed using physical force, or the victim was unable to consent or stop what was happening, or coercion, or without voluntary agreement; attempted penetration using physical force | 11.5 | 0.2 | 14.2 | 0.2 | 3.2 | 0.1 | 3.8 | 0.1 | 22.1 | 2.2 | 20.3 | 1.5 | 7.9 | 1.4 | 7.3 | 1.4 |
| Penetration | 5.3 | 0.2 | 7.3 | 0.2 | 1.4 | 0.1 | 1.4 | 0.1 | 13.4 | 2.0 | 11.4 | 1.2 | 2.9 | 0.7 | 3.5 | 0.9 |
| Sexual touching | 8.6 | 0.2 | 10.6 | 0.2 | 2.5 | 0.1 | 3.0 | 0.1 | 15.4 | 1.8 | 15.1 | 1.4 | 6.5 | 1.4 | 5.4 | 1.2 |

¹Per 100 students.

²Physical force: Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

Coercion: Incidents when someone coerced you by threatening serious non-physical harm or promising rewards. 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; or threatening to post damaging information about you online.

Without voluntary agreement: Incidents that occurred 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.

³TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

Table 54. Percent of Undergraduate Students in Their Fourth Year or Higher Who Experienced Penetration or Sexual Touching Involving Physical Force, Inability to Consent or Stop What Was Happening, Coercion, or Without Voluntary Agreement Since Enrolling at the School, by Tactic and Gender: 2015 and 2019^{1,2}

| Survey Item Response | Woman | | | | Man | | | | TGQN ³ | | | | Decline to State | | | |
|---|-------|--------|------|--------|------|--------|------|--------|-------------------|--------|------|--------|------------------|--------|------|--------|
| | 2015 | | 2019 | | 2015 | | 2019 | | 2015 | | 2019 | | 2015 | | 2019 | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Completed using physical force or the victim was unable to consent or stop what was happening | 26.2 | 0.4 | 32.1 | 0.5 | 6.3 | 0.2 | 8.5 | 0.3 | 30.0 | 3.4 | 29.7 | 2.5 | 11.9 | 2.5 | 8.8 | 2.3 |
| Penetration | 11.4 | 0.3 | 15.6 | 0.4 | 2.6 | 0.2 | 3.6 | 0.2 | 12.1 | 2.0 | 13.7 | 1.7 | 5.0 | 1.6 | 4.6 | 1.5 |
| Sexual touching | 20.5 | 0.4 | 24.4 | 0.4 | 4.6 | 0.2 | 6.3 | 0.3 | 23.3 | 3.8 | 22.5 | 2.1 | 9.3 | 2.2 | 6.9 | 2.1 |
| Completed using physical force, or inability to consent or stop what was happening; attempted penetration using physical force | 27.2 | 0.4 | 33.3 | 0.5 | 6.5 | 0.3 | 9.0 | 0.3 | 31.0 | 3.4 | 29.8 | 2.5 | 11.9 | 2.5 | 8.8 | 2.3 |
| Penetration | 13.5 | 0.4 | 18.2 | 0.4 | 2.9 | 0.2 | 4.3 | 0.3 | 14.7 | 2.2 | 14.7 | 1.8 | 5.7 | 1.7 | 4.6 | 1.5 |
| Sexual touching | 20.5 | 0.4 | 24.4 | 0.4 | 4.6 | 0.2 | 6.3 | 0.3 | 23.3 | 3.8 | 22.5 | 2.1 | 9.3 | 2.2 | 6.9 | 2.1 |
| Completed using physical force, or the victim was unable to consent or stop what was happening, or coercion; attempted penetration using physical force | 27.4 | 0.5 | 33.5 | 0.5 | 6.7 | 0.3 | 9.3 | 0.3 | 31.6 | 3.4 | 29.8 | 2.5 | 11.9 | 2.5 | 11.7 | 2.7 |
| Penetration | 13.8 | 0.4 | 18.3 | 0.4 | 3.0 | 0.2 | 4.6 | 0.3 | 15.4 | 2.2 | 14.7 | 1.8 | 5.7 | 1.7 | 6.4 | 1.9 |
| Sexual touching | 20.6 | 0.4 | 24.6 | 0.4 | 4.7 | 0.2 | 6.4 | 0.3 | 23.3 | 3.8 | 22.5 | 2.1 | 9.3 | 2.2 | 9.8 | 2.6 |

Table 54. Percent of Undergraduate Students in Their Fourth Year or Higher Who Experienced Penetration or Sexual Touching Involving Physical Force, Inability to Consent or Stop What Was Happening, Coercion, or Without Voluntary Agreement Since Enrolling at the School, by Tactic and Gender: 2015 and 2019^{1,2} (continued)

| Survey Item Response | Woman | | | | Man | | | | TGQN ³ | | | | Decline to State | | | |
|---|-------|--------|------|--------|------|--------|------|--------|-------------------|--------|------|--------|------------------|--------|------|--------|
| | 2015 | | 2019 | | 2015 | | 2019 | | 2015 | | 2019 | | 2015 | | 2019 | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Completed using physical force, or the victim was unable to consent or stop what was happening, or coercion, or without voluntary agreement; attempted penetration using physical force | 33.1 | 0.5 | 39.7 | 0.5 | 8.7 | 0.3 | 11.8 | 0.3 | 39.1 | 3.7 | 41.5 | 3.0 | 17.5 | 3.1 | 13.4 | 3.0 |
| Penetration | 17.2 | 0.4 | 22.4 | 0.4 | 3.7 | 0.2 | 5.6 | 0.3 | 22.8 | 3.2 | 25.1 | 2.6 | 9.3 | 2.6 | 6.8 | 2.0 |
| Sexual touching | 25.8 | 0.4 | 30.2 | 0.4 | 6.5 | 0.2 | 8.7 | 0.3 | 31.9 | 3.9 | 32.1 | 2.7 | 14.5 | 2.7 | 11.8 | 3.0 |

¹Per 100 students.

²Physical force: Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: 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.

Coercion: Incidents when someone coerced you by threatening serious non-physical harm or promising rewards. 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; or threatening to post damaging information about you online.

Without voluntary agreement: Incidents that occurred 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.

³TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

Table 55. Percent of Undergraduate and Graduate/Professional Students Who Reported ‘Very’ or ‘Extremely’ About their Perceptions of Risk and Knowledge of Resources, by Gender: 2015 and 2019¹

| Survey Item Response | Woman | | | | Man | | | | TGQN ² | | | | Decline to State | | | |
|--|-------|--------|------|--------|------|--------|------|--------|-------------------|--------|------|--------|------------------|--------|------|--------|
| | 2015 | | 2019 | | 2015 | | 2019 | | 2015 | | 2019 | | 2015 | | 2019 | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Undergraduate | | | | | | | | | | | | | | | | |
| How problematic is sexual assault or (other) ³ sexual misconduct at [University]? | 28.0 | 0.2 | 36.7 | 0.2 | 16.5 | 0.2 | 20.1 | 0.2 | 44.1 | 2.6 | 45.4 | 1.5 | 27.5 | 2.4 | 23.2 | 2.3 |
| How knowledgeable are you about how sexual assault and (other) ³ sexual misconduct are defined at [University]? | 25.4 | 0.2 | 36.9 | 0.2 | 27.9 | 0.3 | 40.3 | 0.3 | 33.4 | 2.0 | 42.8 | 1.5 | 35.5 | 2.8 | 47.0 | 2.8 |
| How knowledgeable are you about where to get help at [University] if you or a friend experienced sexual assault or (other) ³ sexual misconduct? | 35.2 | 0.2 | 38.1 | 0.2 | 31.7 | 0.3 | 38.5 | 0.3 | 43.2 | 2.2 | 42.0 | 1.5 | 37.6 | 2.5 | 48.6 | 2.7 |
| How knowledgeable are you about where to make a report of sexual assault or (other) ³ sexual misconduct at [University]? | 25.8 | 0.2 | 28.4 | 0.2 | 30.0 | 0.3 | 34.5 | 0.3 | 28.5 | 2.0 | 33.6 | 1.4 | 33.9 | 2.6 | 45.7 | 2.7 |
| How knowledgeable are you about what happens when a student reports an incident of sexual assault or (other) ³ sexual misconduct at [University]? | 11.5 | 0.2 | 15.2 | 0.1 | 13.2 | 0.2 | 18.0 | 0.3 | 15.0 | 1.1 | 19.7 | 1.0 | 22.0 | 2.7 | 29.8 | 2.7 |
| If someone were to report a sexual assault or other sexual misconduct to an official at [University], how likely is it that campus officials would take the report seriously? | 57.9 | 0.4 | 53.5 | 0.2 | 70.3 | 0.3 | 74.8 | 0.3 | 43.2 | 2.8 | 43.7 | 1.5 | 58.1 | 2.9 | 66.7 | 2.8 |
| If someone were to report a sexual assault or other sexual misconduct to an official at [University], how likely is it that campus officials would conduct a fair investigation? | 46.6 | 0.3 | 40.5 | 0.2 | 53.5 | 0.3 | 57.0 | 0.3 | 27.0 | 2.1 | 27.5 | 1.4 | 34.9 | 2.7 | 38.2 | 2.9 |

Table 55. Percent of Undergraduate and Graduate/Professional Students Who Reported ‘Very’ or ‘Extremely’ About their Perceptions of Risk and Knowledge of Resources, by Gender: 2015 and 2019¹ (continued)

| Survey Item Response | Woman | | | | Man | | | | TGQN ² | | | | Decline to State | | | |
|--|-------|--------|------|--------|------|--------|------|--------|-------------------|--------|------|--------|------------------|--------|------|--------|
| | 2015 | | 2019 | | 2015 | | 2019 | | 2015 | | 2019 | | 2015 | | 2019 | |
| | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr | % | StdErr |
| Graduate/professional | | | | | | | | | | | | | | | | |
| How problematic is sexual assault or (other) ³ sexual misconduct at [University]? | 19.0 | 0.2 | 23.4 | 0.3 | 13.7 | 0.3 | 16.4 | 0.3 | 39.6 | 2.7 | 41.6 | 1.7 | 34.7 | 2.5 | 17.4 | 1.9 |
| How knowledgeable are you about how sexual assault and (other) ³ sexual misconduct are defined at [University]? | 16.5 | 0.2 | 30.8 | 0.3 | 19.0 | 0.3 | 34.6 | 0.3 | 30.8 | 2.7 | 40.1 | 2.1 | 26.3 | 2.4 | 40.2 | 2.7 |
| How knowledgeable are you about where to get help at [University] if you or a friend experienced sexual assault or (other) ³ sexual misconduct? | 21.9 | 0.2 | 31.3 | 0.3 | 20.7 | 0.3 | 32.5 | 0.3 | 38.1 | 2.8 | 42.2 | 2.0 | 33.5 | 2.9 | 40.8 | 2.6 |
| How knowledgeable are you about where to make a report of sexual assault or (other) ³ sexual misconduct at [University]? | 19.2 | 0.2 | 27.0 | 0.3 | 22.7 | 0.4 | 31.8 | 0.4 | 31.8 | 2.3 | 35.8 | 1.9 | 37.8 | 2.9 | 43.2 | 2.6 |
| How knowledgeable are you about what happens when a student reports an incident of sexual assault or (other) ³ sexual misconduct at [University]? | 8.4 | 0.2 | 15.4 | 0.2 | 10.4 | 0.2 | 19.0 | 0.3 | 16.3 | 2.1 | 23.3 | 1.8 | 18.4 | 2.2 | 26.4 | 2.7 |
| If someone were to report a sexual assault or other sexual misconduct to an official at [University], how likely is it that campus officials would take the report seriously? | 59.4 | 0.3 | 60.2 | 0.3 | 70.5 | 0.4 | 76.7 | 0.3 | 37.5 | 2.3 | 48.6 | 2.0 | 52.5 | 3.6 | 67.2 | 2.2 |
| If someone were to report a sexual assault or other sexual misconduct to an official at [University], how likely is it that campus officials would conduct a fair investigation? | 46.7 | 0.4 | 47.0 | 0.3 | 54.4 | 0.4 | 60.4 | 0.4 | 27.4 | 2.2 | 30.0 | 1.8 | 34.4 | 2.8 | 41.7 | 2.8 |

Per 100 students.

²TGQN: Trans woman, trans man, nonbinary or genderqueer, questioning, not listed.

³The 2015 survey did not include 'other' in the question.