

The Actual and Perceived Barriers of Sexual Victimization of
Undergraduate Women at Cal Poly, San Luis Obispo

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POLS 590

Thesis Project

ABSTRACT

The intent of the study is to acquire a more accurate number of sexual assaults specifically on the California Polytechnic State University, San Luis Obispo (Cal Poly) campus than what is currently being reported within the guidelines of the Clery Act and to find the barriers that keep Cal Poly students from reporting sexual assaults to law enforcement and campus administrators. Quantitative and qualitative data was collected from students and campus personnel to determine if both groups perceive the same barriers to reporting sexual violence and their concerns about underreporting of sexual assaults. This data may give the university administrators an opportunity to evaluate their institutional programs and practices which may lead to more effective policies to remove barriers to reporting sexual assaults at Cal Poly and on other college campuses. Given the complexity of the problem of sexual violence, this study will also use an adaptive management approach to understand and assess how colleges and universities may implement policies on sexual violence.

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INTRODUCTION

College women face the highest rates of stalking and non-fatal intimate partner violence (Fisher, Cullen, Turner, 1999). In a national representative survey conducted by the National Institute of Justice, 20 to 25 percent of students will experience rape or attempted rape, making them at a higher risk for sexual assault than their non-college bound peers (National Institute of Justice, 2005; Payne, 2008, pg. 224, Katz, 2010 & CDC, 2004). These statistics are now being used by the Centers for Disease Control and Prevention (CDC) and the American Association of University Professors (AAUP) as part of college programs targeted to lower sexual violence on campuses (CDC, 2004 & AAUP, 2012). In addition, this data is providing widespread attention to the “epidemic” of sexual assault on college campuses (Katz, 2010).

The impact of sexual assault on college women is troubling. College students who have been sexually assaulted rarely perform at their prior academic levels, are sometimes unable to carry a normal course load, and frequently miss classes (Kirkland, 1994). They regularly drop courses, leave school, and often have a decline in academic performance and social withdrawal (Kirkland, 1994). Long-term outcomes may include increased risk for depression, substance abuse, self-harm, eating disorders, post-traumatic stress, personality disorders, and suicide (Kirkland, 1994).

Sexual assault victims are consistently devalued and stigmatized (Valenti, 2010, pg. 152). In turn, they often blame themselves because sexual consent among college-aged students is presumed unless there is sufficient evidence to the contrary (Schulhofer, 1998, pg. 274). Moreover, sexual assault victims often are seen as undeserving of sympathy. These perceptions of unworthiness are especially common when victims suffer no observable physical injury or are judged as contemptible based on their behavior, appearance, or other factors (Katz, 2010). Given

this larger sociocultural context, victims of sexual assault often trivialize their own experiences, blame themselves, or both. Women are often afraid to report a sexual assault citing reasons in a recent survey at SUNY Geneseo; “it was my fault, I drank too much,” “the police said there was no proof because no one else saw it happen,” or “my friends didn’t believe me, so why would anyone else,” (Katz, 2010). This type of response is the reason why an estimated 95% of sexual violence goes unreported, rendering sexual assault the most underreported crime on college campuses (Fisher, Cullen, & Turner, 2000). This context of minimization and blame challenges institutions in developing and enacting effective, responsive policies and procedures to address sexual assault (Katz, 2010).

This study will begin with a review of literature pertaining to sexual assaults on college campuses in general, including the magnitude of the problem, how various campuses report sexual assaults and mandated reporting as it pertains to the Clery Act. The study then explores the reasons why women do not report sexual violence at California Polytechnic State University, San Luis Obispo, (Cal Poly). Quantitative and qualitative data was collected from students and campus personnel to determine if both groups perceive the same barriers to reporting sexual violence and their concerns about underreporting of sexual assaults. This data may give the university administrators an opportunity to evaluate their institutional programs and practices which may lead to more effective policies to remove barriers to reporting sexual assaults at Cal Poly and on other college campuses. The intent of the study is to acquire a more accurate number of sexual assaults on the Cal Poly campus than what is currently being reported within the guidelines of the Clery Act and to find the barriers that keep students from reporting sexual assaults to law enforcement and campus administrators.

LITERATURE REVIEW

Congress has maintained an interest in campus crime issues, passing legislation that requires higher educational institutions to address the rights of victims of sexual victimization and to collect and publish crime statistics. The Clery Act (20 U.S.C.A. § 1092) passed in 1990, mandates that colleges and universities that receive federal aid must inform students and employees about crime statistics that occur on campus property (Clery Center for Security on Campus, 2012).

Although the legislation encourages the development of sexual violence policies and prevention programs, it does not require or specify any particular practices that an institution of higher learning should implement. In November 2009, *The Chronicle of Higher Education* ran a front page article describing campus-based sexual violence prevention programs. Despite the proliferation of such programs on campuses across the country, very little was known about their effectiveness in reducing the incidence of sexual assault on campus (Fogg, 2009).

UPD Reporting at Cal Poly & the Clery Act

The University police department (UPD) discussed their reporting responsibilities for the Clery Act as part of their focus group interview. UPD stated they have an obligation as a law enforcement agency and as an agency on a college campus. Campus police first determine if a crime took place in their jurisdiction (Cal Poly) and then determine the elements of the crime. If a crime occurred outside of Cal Poly, they assist the student or person assaulted with reporting the crime to the proper authorities (Sheriff, City Police department, etc...). UPD stated their biggest concern is for the victim. They don't want to make the victim feel like they are being re-victimized or place blame. UPD receives training from the District Attorney's office and SAFER on how to work with victims of sexual assault. If a sexual assault is reported to the police, the

victim has the option to tell the police nothing, tell the police everything but not press charges, make an anonymous report and/or request medical treatment. In most cases, UPD finds out from other on-campus entities that are required to report if someone has been assaulted on campus, such as residential advisors in University Housing or SAFER volunteers. If this is the case, the victim is allowed to remain anonymous and only the incident is reported as part of the Clery Act. The information that is actually documented on the Clery Act only pertains to crimes that happen on campus owned properties. If a student is assaulted off-campus, the crime is not included in a Clery Act report. This can give students a false sense of security as most sexual assaults that happen to students statistically occur off campus. Of victims of completed rape 33.7% were victimized on campus and 66.3% were victimized off campus (Fisher, Cullen, & Turner, 2000). On the Cal Poly campus, if a student reports a sexual assault to a non-mandated reporting entity such as Health & Counseling Services, the assault will not automatically be reported to the UPD and therefore never appears as a statistic as part of the Clery Act.

College administrators are now faced with a new piece of legislation, passed in February 2013, called The SaVE Act, an extension of the Violence Against Women's Act that will require all Title V¹ schools to provide victims of violence with contact information for legal assistance and for counseling and health services (Clery Center for Security on Campus, 2012). Officials handling disciplinary proceedings will be required to receive annual trainings, and campus crime reports would be expanded to include reports of stalking and domestic violence (Clery Center for Security on Campus, 2012). College or university administrators (who may not be well trained in the area of sexual violence) are now faced with having to choose from an existing array of sexual

¹ Title V schools receive grants from State and local educational agencies (SEAs and LEAs) that is designed to increase the academic achievement of and improve the quality of education for all students (US Department of Education, 2002).

assault prevention programs or to develop their own program. In making this decision, they will need to consider the effectiveness of the program, in particular, whether the program has been shown to be beneficial, and, more specifically, the domains in which beneficial changes have been documented.

Definition of sexual violence

The Centers for Disease Control and Prevention (CDC) defines sexual violence as any sexual act that is perpetrated against someone's will (Basile & Saltzman, 2002). Under the CDC, the National Center for Injury Prevention Control created the “National Intimate Partner and Sexual Violence Survey,” (NISVS), which measures sexual violence as the following:

- Rape is defined as any completed or attempted unwanted vaginal, oral, or anal penetration through the use of physical force (such as being pinned or held down, or by the use of violence) or threats to physically harm and includes times when the victim was drunk, high, drugged, or passed out and unable to consent. Rape is separated into three types, completed forced penetration, attempted forced penetration, and completed alcohol or drug facilitated penetration.
- Being made to penetrate someone else includes times when the victim was made to, or there was an attempt to make them, sexually penetrate someone without the victim's consent because the victim was physically forced (such as being pinned or held down, or by the use of violence) or threatened with physical harm, or when the victim was drunk, high, drugged, or passed out and unable to consent.
- Sexual coercion is defined as unwanted sexual penetration that occurs after a person is pressured in a nonphysical way. In NISVS, sexual coercion refers to unwanted vaginal, oral, or anal sex after being pressured in ways that included being worn down by someone who repeatedly asked for sex or showed they were unhappy; feeling pressured by being lied to, being told promises that were untrue, having someone threaten to end a relationship or spread rumors; and sexual pressure due to someone using their influence or authority.
- Unwanted sexual contact is defined as unwanted sexual experiences involving touch but not sexual penetration, such as being kissed in a sexual way, or having sexual body parts fondled or grabbed.
- Non-contact unwanted sexual experiences are those unwanted experiences that do not involve any touching or penetration, including someone exposing their sexual body parts, flashing, or masturbating in front of the victim, someone making a victim show his or her

body parts, someone making a victim look at or participate in sexual photos or movies, or someone harassing the victim in a public place in a way that made the victim feel unsafe.

- Stalking, includes the use of newer technologies such as text messages, emails, monitoring devices (e.g., cameras and GPS, or global positioning system devices), by perpetrators known and unknown to the victim.

Barriers to reporting sexual assault on college campuses

In the study of sexual violence on college campuses, there are three main barriers to reporting when it comes to the sexual victimization of undergraduate women. They are in the forms of social/psychological, structural and policy implementation.

SOCIAL/PSYCHOLOGICAL BARRIERS

Social and psychological barriers deter students from reporting sexual assaults.

Warrant #1- **Social stigmas**: don't want parents to find out; were under influence of drugs or alcohol; lack of proof (afraid family/friend/police will not believe them); blamed for allowing it to happen; want to forget it happened

Warrant #2 – Not all campus personnel are trained on sexual violence and are may not effectively respond to students

Warrant #3 – Even when sexual assaults are reported to campus personnel, they may not fit the criteria to be reported by the Clery Act

Underreporting

Despite the high prevalence of campus sexual assault, most students do not report their experiences to campus officials (Karjane, Fisher & Cullen, 2005). One National Institute of Justice (NIJ) report concluded that less than 5% of attempted or completed rapes are reported to any campus authority or police which is far below the rate of the general population, where about 40% of all sexual attacks are reported to police. (Karjane, Fisher & Cullen, 2005). The ACHA report by Carr (2005) found that 22% of rapes and 18% of other sexual assaults were reported to any one authority (potentially including local police). Underreporting is partly explained by

common individual -level factors. For example, victims are commonly embarrassed, worried about their privacy, and afraid that they will be punished for under-age drinking (Karjane, Fisher & Cullen, 2005). Sexual assault victims give a number of other reasons for not reporting their victimizations specifically to law enforcement officials. Some students indicated that they did not see the incidents as harmful or important enough to bring in the authorities or it was not clear that a crime was committed (Fisher, Cullen, & Turner, 2000). Other reasons, however, suggested that there were barriers to reporting. Such answers included not wanting family or other people to know about the incident, lack of proof the incident happened, the victim was under the influence of drugs or alcohol, fear of reprisal by the assailant, and fear of being treated with hostility by the police or campus administration (Fisher, Cullen, & Turner, 2000). In addition studies have found that woman may not want to report a sexual assault because they know their perpetrator. The National Institute of Justice notes that 35.5% of completed rapes (and 43.5% of attempted rapes) are committed by a classmate, while 34.2% of completed rapes (and 24.2% of attempted rapes) are committed by a friend (National Institute of Justice, 2005). A 2005 report conducted by the National Institute of Justice, on sexual assault on college campuses, sums up the scope of the problem:

“Counter to widespread stranger rape myths, in the vast majority of these crimes—between 80 and 90 percent—victim and assailant know each other. In fact, the more intimate the relationship, the more likely it is for rape to be completed rather than attempted. Half of all student victims do not label the incident ‘rape.’ This is particularly true when no weapon was used, no sign of physical injury is evident, and alcohol was involved—factors commonly associated with campus acquaintance rape. Given the extent of non-stranger rape on campus, it is no surprise that the majority of victimized women do not define their experience as a rape. These reasons also help explain why campus sexual assault is not well reported” (National Institute of Justice, 2005).

A 2011 *Chicago Tribune* investigation of six mid-western universities tracked 171 alleged campus sex crimes reported by students and investigated by police over the previous five

years; twelve of the accused perpetrators were arrested, of whom four were convicted (Lighty, T.; St. Clair, S.; Cohen, J., 2011). A Center for Public Integrity investigation found that in 2006, 77% of two and four year universities that are required to comply by the Clery Act reported zero sexual offenses (Lombardi & Jones, 2009). Since 2010, Cal Poly has reported 2 rapes on campus and 1 rape in a residential community (dorm room). With a total of 17,680 undergraduate students enrolled at Cal Poly as of fall 2012, this is clearly inaccurate, even after taking into consideration student underreporting (Cal Poly UPD & Cal Poly Fact Book 2012).

Failure to report sexual victimization may have untoward consequences. At the most basic level, the failure to report precludes assailants' arrests, which in turn may limit the deterrent and incapacitative effects of the criminal justice system (Skogan, 1976). Not reporting also restricts the likelihood that victims will have access to victim-assistance services provided by the criminal justice system. Such victims, for example, cannot be compensated for their loss or referred to support programs (Frazier&Burnett, 1994). Even those students who seek resources may not have their assaults formally reported. Students from universities such as Swarthmore College in Pennsylvania feel that their campuses purposefully discourage students from reporting their crimes to local law enforcement and from going through formal judicial proceedings (Nesterak, 2013). In filing their complaint with the Department of Education, students say they struggled not only with understanding their rights under Title IX² and Clery but also how to illustrate how their university's pervasive culture of sexual assault constituted a violation under those laws (Nesterak, 2013). While the Clery Act's central purpose is to ensure colleges are documenting and reporting crime on and near their campuses, it can also be extended to ensure that survivors of sexual assault are not discouraged or hindered from

² Title IX of the 1972 Education Amendments requires colleges and universities receiving federal funding to combat gender-based violence and harassment, and respond to survivors' needs in order to ensure that all students have equal access to education (Know Your IX, 2007).

reporting their assaults. As one student interviewed stated, “we’re coming together and we’re framing the bigger problem so more schools are likely to connect with us because they’re able to see that what’s happening in our school has been happening at their school as well. What survivors are going to find out is that they’re a lot less alone than they ever even imagined (Nesterak, 2013).

Students at Cal Poly who report a sexual assault to campus personnel are given the option to report the assault to the University Police department, but they are often encouraged to first seek care from health & counseling services. State employees such as the Dean of Students, staff or police, are mandated to report an assault, however, health and counseling providers are considered exempt from making a report. When I met with an employee of SAFER, I was told that the University is worried that if a student feels forced to report a sexual assault, they may not seek out the care that they need. By referring that student to health & counseling services, the student will at minimum be provided with mental health services by a licensed health care provider. In addition, health & counseling services does not track reports of sexual assaults, therefore, the University is reliant on official estimates that do not include many incidents of sexual victimization that will result in inaccurate data being used for planning and policy decisions. The unintended consequence is that the perpetrator gets away with the crime and may continue to victimize more women.

STRUCTURAL BARRIERS

Structural barriers on college campuses deter students from reporting sexual assaults.

Warrant #1- Campus personnel are not required to collaborate with one another (police/SAFER/counseling services/faculty) when a sexual assault is reported

Warrant #2 – Not all campus personnel (i.e., counseling services) are mandated reporters

Warrant #3 – Law enforcement and campus sexual abuse advocates play different roles; one exists to enforce laws, the other to offer services to the victim.

Lack of collaboration

Structural barriers such as lack of collaboration between campus agencies hinder reporting of sexual assaults. At most universities, police, health and counseling, and campus personnel do not or are unable to collaborate with one another (Payne, 2008). Campus representatives have noted that they work with the police in three different ways in campus sexual assault cases: (1) they train campus police officers about sexual assault, (2) they work with the police to educate students about sexual assault cases, and (3) they communicate with the police on ongoing investigations (Payne, 2008). Efforts to train campus police officers about sexual assaults to students are important because campus police officers are trained in regional academies about police strategies used in an entire locality, and the law enforcement needs of college campuses are generally different, as they are there to meet the needs and problems of a campus community (Payne, 2008). Further complicating the collaborative investigations is the fact the campus police officers and campus sexual abuse advocates have different roles. Campus police officers exist to enforce the law, while campus sexual abuse advocates exist to offer services to the victims. These different roles make it difficult sometimes for the two groups to work together (Payne, 2008). One campus representative described this conflict in the following statement:

A victim may come forward and she may lie about something that occurred because she thinks she may get in trouble. It's hard to then believe that an assault actually occurred. This is where advocates and police sometimes have trouble. This is where we have tension, because they're investigating cases trying to find out did it happen or not; we're advocates, we basically believe that things occurred. We have to work very hard to recognize we're in different roles; when you are able to do that and acknowledge your different roles, it eases the relationship. If not, you're constantly butting heads (Payne, 2008).

Lack of understanding about the law and its meaning potentially hinders understanding about sexual assault. Studies have found that closer coordination with trained law-enforcement officials increases the likelihood that incidents will be more fully investigated and adjudicated (AAUP, 2012).

Sexual Assault Response System

Community-based and campus-based sexual assault centers are notably different in their protocols and reporting structures. According to Payne (2008), community-based centers collaborated with local police and government agencies, public health and mental care facilities, and local advocacy groups and civic organizations, while campus-based centers collaborated with all these groups plus campus judiciary systems and law enforcement, faculty and staff, and student organizations, including women's centers, residential life, Greek life, and athletic departments. While community members who report their sexual violence may be interviewed by police and seek services from a counselor; students who report sexual violence may be interviewed by campus police, the Dean of Student Affairs, a campus judiciary team if the perpetrator is also a student, residential life if the crime occurred in a dorm room and / or fraternal affairs if the victim or perpetrator belong to a sorority or fraternity. Appendix 1, Figure 1 shows the various agencies that a student may come in contact with in comparison to someone who is not a student.

Lack of accurate data

Another structural barrier is determining an accurate number of sexual assaults that occur on college campuses each year. Sexual assault data, including prevalence, is collected by the following sources: law enforcement, victimization surveys, service providers, victim compensation offices, and mental health/physical health agencies (Wagner, 2008). All the above data sources are limited in their ability to provide accurate data on prevalence. Law enforcement estimates are based solely on victims who file a police report.

Burden of proof

Serious efforts to understand campus sexual assault and to respond to victims at both the individual and institutional level must acknowledge that sexual assault is routinely minimized and victims blamed (Katz, 2010). When students were interviewed by the Center for Public Integrity in a 2006 student survey on sexual assault on college campuses and about barriers to reporting sexual assault, they described campus procedures as “intimidating, unsympathetic, or unlikely to result in punishment for the accused students” (Lombardi, 2009). As a result of complaints brought on by students and faculty, Harvard changed their “burden of proof” standard, which required “clear and convincing” evidence to find a defendant guilty, and replaced it with new guidelines that required the university to follow the lower “preponderance of evidence” standard, which can find a defendant guilty with a simple majority of the evidence pointing to that verdict (Garlock, 2011). Due to a concerted effort to improve their responses to rape victims, Harvard has shown a concomitant decrease in underreporting (Lombardi, 2009). Harvard officials said the university has been active in recent years in trying to address the issue, including creating a centralized office with victim-support services and resources to help students learn about sexual assault prevention and response (Rocheleau, 2014). In 2012, 38

sexual assault cases were reported at Harvard, up from 19 in 2008 (Rocheleau, 2014). A spokesperson for Harvard stated, “We firmly believe that more robust reporting of sexual assaults by victims is an important component of our efforts to prevent these crimes and ensure that victims get the support that they need” (Rocheleau, 2014). In short, if women feel there is a policy in place to support them after a sexual assault, they are more likely to report it.

POLICY IMPLEMENTATION BARRIERS

Policy implementation barriers on college campuses deter students from reporting sexual assaults.

Warrant #1- Little to no monitoring to see if campus policies are reducing sexual assaults and/or increased reporting

Warrant #2 – One policy will not work the same for all college campuses

Warrant #3 – No procedure in place based on systematic analysis of alternative approaches.

A more well-rounded way to obtain information on sexual assaults may be to conduct a student survey. For example, in 2000 a National Institute of Justice funded study on the sexual victimization of college women addressed the problem of previous prevalence study limitations (NIJ, 2000). The study used a randomly selected nationally representative sample of college women, assessed a wide range of victimization, obtained greater detailed information on victimization incidents, examined variables associated with risk, and measured victimization through survey and incident report methodology (NIJ, 2000). If each university were to conduct a survey on sexual assault with their students, they may have more information on what types of sexual assaults are occurring, where, when, and why there were not reported to campus personnel. This would allow campus personnel to address the limitations and barriers to

reporting on their respective campuses and in turn introduce and implement policies and procedures that address their student populations.

METHODOLOGY

The study will explore and generate themes about female student perceptions of barriers to sexual victimization at California Polytechnic State University, SLO (Cal Poly) by using a convergent parallel design. Using a mixed methods approach (Creswell & Plano Clark, 2007), the study will begin with a quantitative phase (survey) with a qualitative follow-up phase building on and facilitating to answer the research question, “What are the actual and perceived barriers of sexual victimization of undergraduate women at Cal Poly, San Luis Obispo?”

To begin the study, an anonymous online survey using SurveyGizmo was sent to the Deans’ office at all Colleges at Cal Poly to be distributed to all undergraduate students utilizing their email listservs. The College of Agriculture and Environmental Sciences, Orfalea College of Business, and College of Engineering emailed the survey to their entire undergraduate student body. The three Colleges combined have a total of 11,008 students (Institutional Planning & Analysis, 2013). The College of Science & Math and College of Liberal Arts emailed the survey to the administrative staff in each department and gave them the option to email the survey to their undergraduate students. The two Colleges have a population of 5,198 students (Institutional Planning & Analysis, 2013). The number of students who received the survey is unknown. The College of Architectural and Environmental Design with a student population of 1,453, declined to distribute the survey (Institutional Planning & Analysis, 2013). The student numbers in each college on the Cal Poly campus are based on information found in the Fact Book 2012 that is put together by the on-campus Institutional Planning & Analysis research group. The Fact Book 2013 had not been published at the time this study was completed, so the aggregate student

numbers provided may be slightly lower or higher for each college for the 2013-14 academic year.

A total sample of 1,127 responses was collected, with an estimated response rate of 10.2%. Of the responses collected, 1,123 were retained for analysis (four were removed because it was clear that all four were completed by the same person), which is a retention rate of 99.5% of the total surveyed. Students who participated in the survey were given the opportunity to click on a link at the bottom which opened up to a second survey with the option to leave their email address to win a \$25 Target gift card. Four gift cards were distributed after the survey closed using a randomizer function in Excel.

The survey was comprised of twelve closed-ended questions and one open-ended question that took approximately 5-7 minutes to answer. The first three questions were demographic in nature. The next eight series of questions pertained to barriers to reporting sexual assaults which students were given the opportunity to answer “Yes, definitely, Yes, possibly, No, Don’t know. The survey then asked students if they thought the barriers that might keep female students from reporting sexual assault were the following: concerns about confidentiality, fear of not being believed, fear of retaliation, shame or guilt about people finding out, and other reasons where they could provide their own explanation. The final question was open-ended and gave students the opportunity to provide suggestions as to how Cal Poly can further reduce the threat of sexual assault and make Cal Poly a safer campus.

The second phase included interviews with four focus groups comprised of Cal Poly police officers, health and counseling service providers, SAFER³ volunteers and University Housing staff. These groups were chosen because one or more are the most likely to be contacted

³ SAFER is a volunteer program under the direction of Student Life and Leadership that provides sexual assault and relationship violence prevention crisis resources and education programs.

if a sexual assault is reported. The first focus group included two staff members from University Housing which took place on January 31, 2014 and lasted 50 minutes. The second focus group was comprised of two Cal Poly police officers which took place on February 6, 2014 and lasted 55 minutes. The third focus group that was interviewed for 45 minutes on February 20, 2014 was comprised of two staff counselors from Cal Poly Health and Counseling Services who work with students who have been sexually assaulted. The fourth and final focus group on February 25, 2014 lasted one hour and included two volunteers from SAFER. All focus groups were asked questions pertaining to given copies of the results of the student survey to read and discuss any perceived barriers of sexual victimization to college women.

The rationale for using both quantitative and qualitative data is to use the information in the student survey and evaluate the responses from the focus groups to see if they recognize the same barriers to sexual victimization at Cal Poly, SLO. The reason for following up with qualitative research in the second phase is to find out if there is collaboration between these groups and if so, how they collaborate. The study will also explore their policies and procedures on sexual violence, how they evaluate the effectiveness, and what types of steps or alternative approaches they take when they find a policy is not effective. Finally, the study will take the information provided by the student survey to use as a trigger for discussion to determine if the barriers that victims of sexual assault are also perceived by the focus groups. The study focuses on women as per the literature, they are the majority who are sexually assaulted. According to a study conducted in 2003 by the US Department of Justice, 9 of every 10 rape victims were female (Bureau of Statistics, 2003).

Variables

As stated in the literature review, there are many barriers and gaps in campus policies that prevent undergraduate women from reporting sexual assault. This research will aim to further investigate the relationship between educational, structural and policy implementation barriers that hinder the reporting of sexual assaults. This study will explore the reasons why women do not report sexual assaults with psychological and structural barriers to reporting. In addition, an analysis of the information provided by the interviews in the focus groups will be used to determine any correlations between the student surveys and the information provided by the focus groups.

Hypothesis:

Hypothesis to be explored as follows:

H₁: Cal Poly students view the threat of sexual assault to women outside the Cal Poly Campus to be higher than to women on the Cal Poly campus.

Statistical / Data Considerations

Data from the student survey was collected, recoded, managed, and stored using statistical software program SPSS, version 20. Using this software, descriptive statistics were used to summarize the collection of data for all variables and will include measures of central tendency (mean, minimum, maximum, mode, and median) and measures of dispersion to evaluate normal and abnormal distribution. The observations were shown graphically. Inferential statistics was used to determine, with statistical accuracy, conclusions about the strength and direction of correlations between the variables. Data from the open ended question “Do you have any suggestions as to how we could further reduce the threat of sexual assault and make Cal Poly a safer campus,” were re-coded separately by the researcher and an associate at separate locations. If a student provided information that fit into more than one category, then the first answer provided was used. The answers were transformed into ten categorical variables

(lighting, education/awareness, additional health/outreach services, more enforcement, transportation, self-defense classes, more security / blue lights on campus, other, status quo, and don't know). Chi-square tests will be considered significant at the .05 level to determine associations between categorical variables. These statistical tests are most appropriate due to each variable type and their ability to allow for acceptance or rejection of the null hypotheses by determining the existence and strength of any relationship between variables.

Data Management

To protect privacy and insure anonymity, a link to an anonymous online survey (Appendix 3) through SurveyGizmo was sent to undergraduate students currently enrolled at Cal Poly by email through the University listservs. Students were provided with a consent form to read, sign and print out for their own records. Their answers are completely anonymous and there are no records that associate a particular individual with a particular set of responses. Students were not required to participate and were given the option to discontinue their participation at any time without penalty, or omit any items on the survey they preferred not to answer. There are some risks for psychological harm (e.g., stress, guilt, depression, loss of self-esteem, confusion, embarrassment). The participants were informed prior to opening the survey of the potential stress and emotional risks and were provided with contact information to the on-campus Health and Counseling Center. Participants were also advised to complete the survey in a confidential area.

In addition, focus groups were provided with the results of the survey and were interviewed in person in small groups. The interviews were transcribed by hand and on a laptop computer. The information provided will be kept confidential and no record will be made public (except what is required by law), that associates a particular individual with a particular set of

responses. There is some small risk of emotional stress based on the findings of the survey and all participants in the focus groups will also be given a consent form to review and sign that stated that there would be no records that associated a particular individual with a particular set of responses. In addition, focus group participants were given the option to discontinue their participation at any time without penalty, or not answer any of the questions that they preferred not to answer. Contact information to the Cal Poly Employee Assistance Program was provided in the event that any of the questions caused emotional stress to focus group participants.

Data Formats

Data will be stored in the following formats: Microsoft Excel, PowerPoint, Microsoft Word, SPSS, and Acrobat PDF. The format of the electronic data will be specific to the format used by the particular software in which it was created. Before data is stored, it will be stripped of all institutional and individual identifiers to ensure confidentiality. Data files of interviews will be stored on a password-protected secure server during the study and for two years after, and destroyed subsequently. All other data will be stored on a password protected server and on the Cal Poly protected server called “The Briefcase.” This includes all aforementioned data levels: raw data, prepared data, and analyzed data, as well as the metadata associated with each data stream. Of these, all analyzed data presented in POLS 590, will be made publicly accessible on Cal Poly’s Digital Commons data repository.

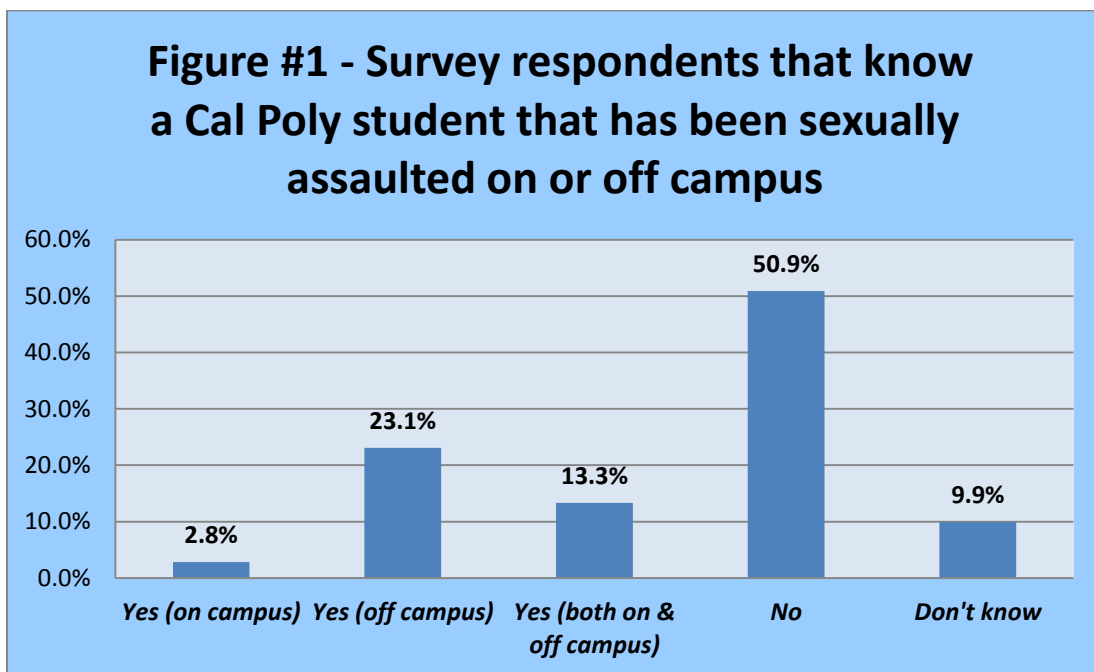
ANALYSIS

Descriptive Statistics

The majority of the respondents are 18-20 years of age (54.1%) with (41.8%) age 21-24. More females participated in the survey (65.2%) compared to males, (34.6%). Fourth year undergraduates or more were the greatest number of participants, (34.6%), compared to third

year undergraduate students (25.7%), second year undergraduate students (17.9%), first year undergraduate students (16.2%) and graduate students (5.7%).

According to Table #1, Figure #1 below, 2.8% of Cal Poly students know of a Cal Poly student who has been sexually assaulted on-campus, 23.1% know a Cal Poly student who has been sexually assaulted off-campus, 13.3% know of both, 50.9% do not know a Cal Poly student who has been sexually assaulted, and 9.9% don't know. This attests that approximately 40% of the students surveyed know of a Cal Poly student that was assaulted on and/or off campus with the majority off-campus. This shows a need for reporting as well as university policies and procedures that will address sexual assaults that occur specifically to students off campus.



Note: values represent valid percentages.

In addition, when students were asked how serious of a threat sexual assault is to women on-campus and off the Cal Poly campus, the majority of students felt that the threat of sexual assault is higher to women off-campus. See Table #2 below:

Table 2. How students view the threat of sexual assault to women on and off the Cal Poly campus					
	<i>Not at all serious</i>	<i>Not very serious</i>	<i>Somewhat serious</i>	<i>Very Serious</i>	<i>Total</i>
On-Campus	3.3%	29.8%	46.4%	20.5%	100.0%
Off-Campus	1.6%	22.3%	53.4%	22.7%	100.0%

Table #2 - Notes: values represent valid percentages.

Overall, 66.9% of students surveyed view the threat of sexual assault to women as somewhat serious or very serious on-campus. Off-campus, 76.1% of students view the threat of sexual assault to women to be somewhat serious or very serious. This supports the hypothesis that students' view the threat of sexual assault to women to be higher off the Cal Poly campus than on the Cal Poly campus which correlates with the studies in the literature that off-campus sexual victimization is much more common among college women than on-campus victimization.

Figure #2 below shows a gender comparison of how serious of a threat students' perceive sexual violence to be to women on and off-campus. Females stated that the threat of sexual assault to women on-campus is somewhat to very serious 71.7% compared to males 58%. Chi-square analysis indicates that there is a statistically significant probability of a relationship between gender and the threat of sexual assault on campus. (Chi-square = 21.224, df=1 and P=.000.)

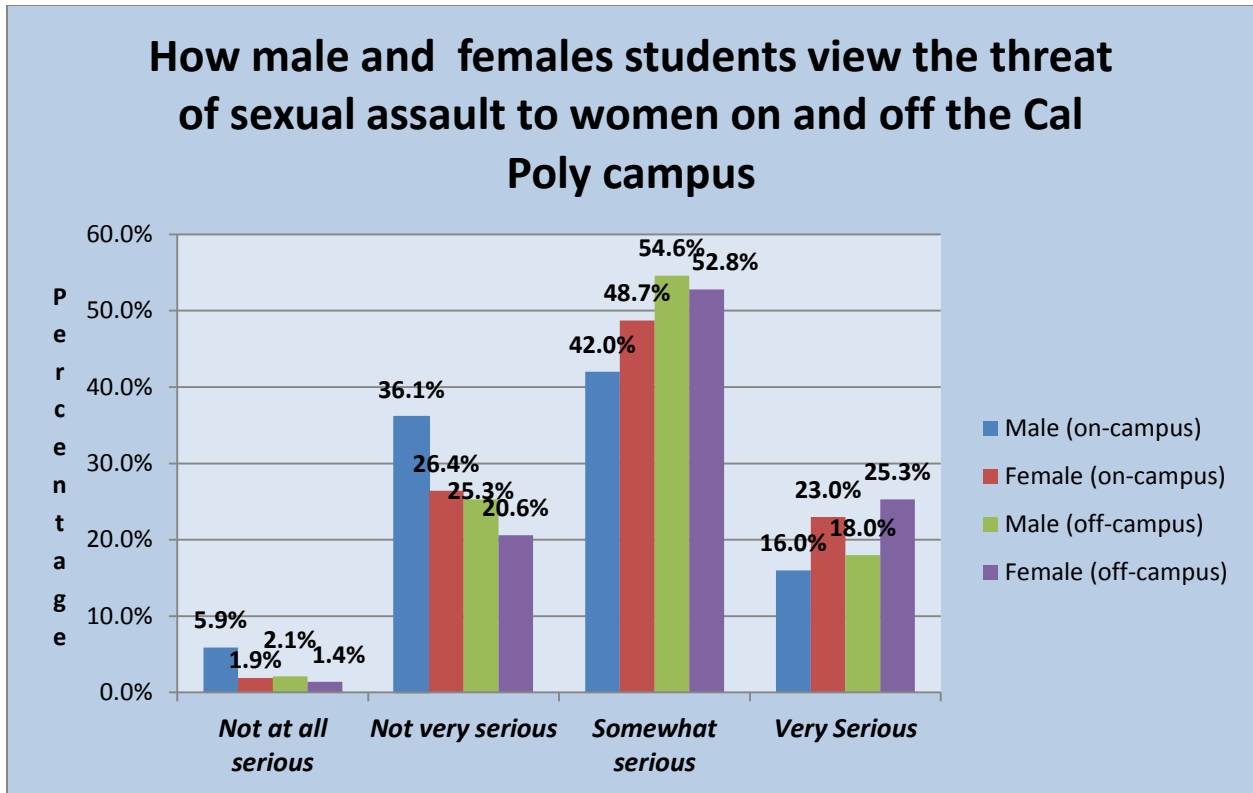


Figure #2 - Note: values represent valid percentages.

Overall both female and male students felt that the threat of sexual assault to women off-campus was higher. Females stated that the threat of sexual assault to women off-campus is somewhat to very serious 78.1% compared to males 72.6% however, a higher percentage of males, 54.6% compared to 52.8% females felt the threat of sexual assault to women was somewhat serious. This also demonstrates that female students, and to an even greater extent male students, believe that stranger rape is a more serious threat than sexual assault by an acquaintance. Chi-square analysis indicates there is a statistically small significant probability that there is a relationship between gender and the threat of sexual assault off campus. (Chi-square = 3.996, df=1 and P=.046.) This testing shows that there are different views between male and female perceptions of sexual assault. This is an important implication that was not considered in the original hypothesis, but was found during testing for relationship between variables. This is important

because it speaks to how students think about sexual assault or how we may educate them to think about sexual assault.

Students were asked about barriers that might keep female students from reporting a sexual assault. The majority of those surveyed, 40% stated “shame or guilt about people finding out,” 10.33% chose “fear of retaliation,” 6.67% stated “concerns about confidentiality,” 3% chose “fear of not being believed” and the remaining 40% selected “other.” Of those that chose “other” the majority, 85.5% stated that all of the reasons provided are barriers to reporting, while a few students felt the victim might be worried about being portrayed as a slut who deserved to be sexually assaulted.

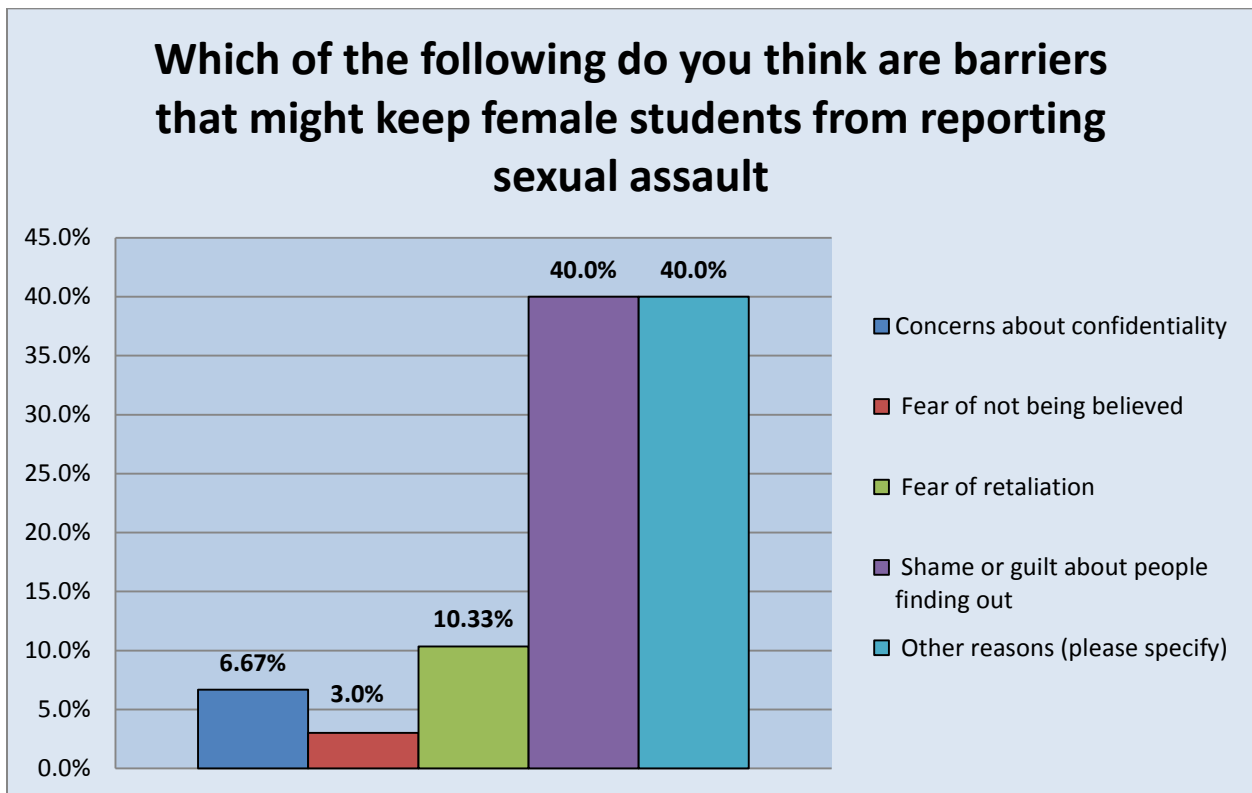


Figure #3 - Note: values represent valid percentages.

Focus groups were also asked what they perceive are the barriers that keep female students from reporting a sexual assault. One staff member of University Housing stated that she believes there are blurred lines when it comes to consent. A student may not say no or may not

remember saying no and blame herself for the assault. Another reason may be that the student knows the perpetrator and is afraid of getting that person in trouble with the police or the University. The UPD stated that they have found students are afraid of the justice system. They are worried that the police or district attorney's office will make them do something that they do not want to do. One officer stated that students often buy into the cultural belief that is perpetuated by the media that they should be partying and having sex, so why report a sexual assault? Another common reason is that students do not feel that they will be believed. Staff from Health & Counseling Services stated that shame is the number one reason why students do not report a sexual assault. Both staff members stated this starts with questions from their friends and peers who are usually the first people they go to for support. Victims often feel like they are at fault because they are asked by their peers "why didn't you fight back" or "are you sure you said no." These types of questions leave no accountability by the perpetrator. In addition, parents often pressure their students not to report a sexual assault out of fear that their name will be dragged through the mud or that it will be more beneficial to just move forward and forget about the past. The second most common reason that students do not report a sexual assault is that they do not know or are not ready to emotionally accept what has happened to them. Student volunteers at SAFER stated the number one reason sexual assault victims tell them they do not want to report a sexual assault is that they are afraid of their peers finding out and talking about the assault. One SAFER volunteer stated that the UPD sends a text/email alert, then the Mustang Newspaper starts to investigate, and next thing you know everyone is talking about it, even if the student's name is not used, students on campus find out who reported an assault. In addition, sexual assault victims are afraid of getting their perpetrator in trouble as they almost always

know the person who sexually assaulted them. Many sexual assault victims also blame themselves because they did not fight back hard enough or they had too much to drink.

Just over a third of the students surveyed provided suggestions on how university personnel can further reduce the threat of sexual assault and make Cal Poly a safer campus.

Figure #3 shows the responses based on the ten categories: lighting, education/awareness, additional health/outreach services, more enforcement, transportation, self-defense classes, more security / blue lights on campus, other, status quo and don't know.

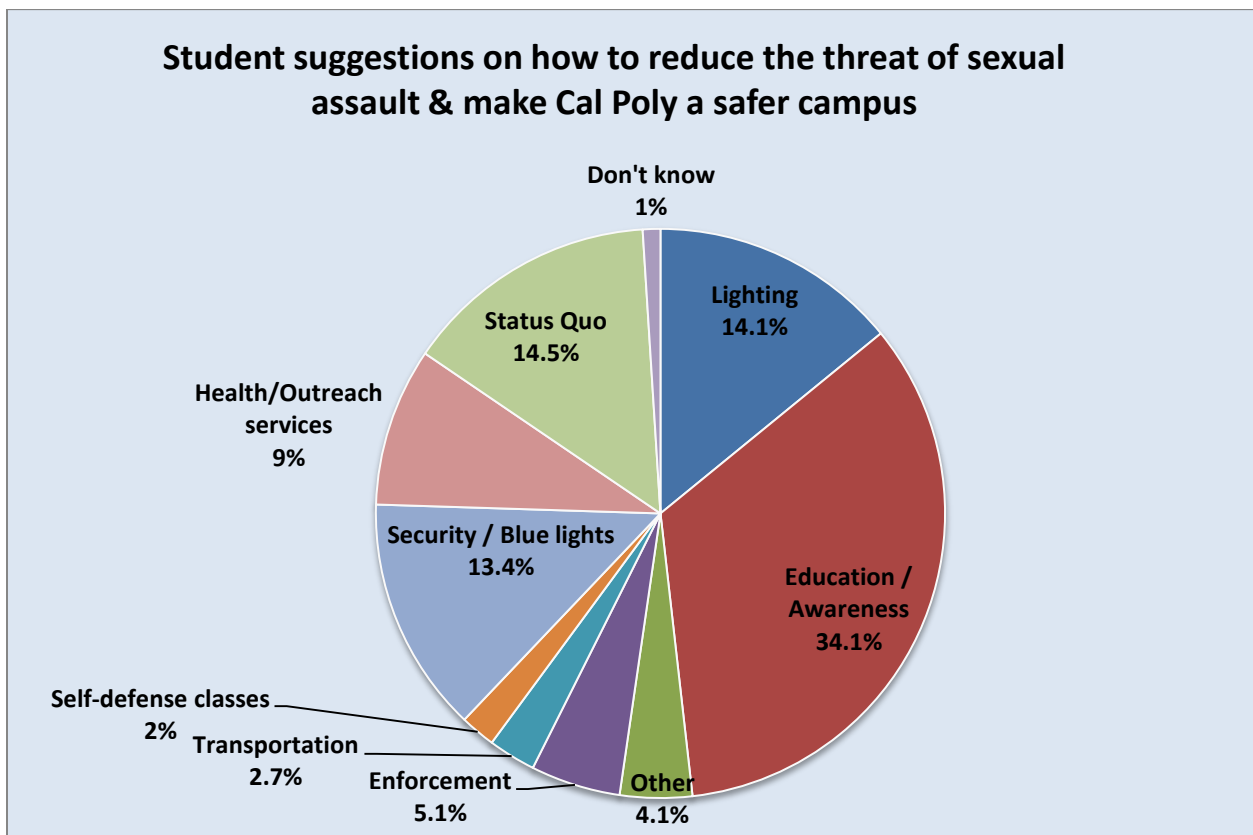


Figure #4 - Note: values represent valid percentages.

The majority of students surveyed, 34.1% feel that more education and awareness is necessary in order to reduce the threat of sexual assault and make Cal Poly a safer campus. A few student suggestions on education and awareness at Cal Poly have been included below:

- Mandatory workshops on consent and less victim blaming

- Require all students to take a gender violence / gender studies course as part of the GE requirements
- Focus on benefits of building healthy relationship rather than just the fear factors of violence
- Educate men and women about sexual assaults and how it effects the victim
- Education on how to stay safe while out / more prevention rather than waiting to respond after an assault occurs
- Have a clear definition of sexual assault and the penalties for it
- More awareness campaigns to the same degree as alcohol awareness
- More education through SAFER about how women can protect themselves
- Give real examples of assault / rape cases

Focus group participants were given the full list of suggestions by students and had the opportunity to state if they were surprised by any of the input provided and whether or not they felt the suggestions could be incorporated into their policies and procedures. The focus group comprised of university housing staff agreed that education and awareness is the most important avenue to reduce the threat of sexual assault and make Cal Poly a safer campus. They felt that bringing educational seminars to the common rooms where the students reside on campus is the best way to get the most student attendance versus having them attend a workshop elsewhere on campus. They also felt the alcohol awareness campaign “Aware, Awake, Alive” has been very successful and offering a similar campaign on sexual assault would be beneficial. One focus group member stated that their job is very difficult because they have the responsibility to provide seminars and guidance on academic success, alcohol and drug prevention, mental health issues, sexual violence, etc... The member felt it would be helpful to partner with other organizations and experts from on or off campus who could focus on sexual assault and have the workshops in the housing areas. In addition, both agreed that the workshops they currently hold on campus are optional and it can be difficult to convince students to attend and those who do attend the workshops are usually more educated about the issues that are being presented. They

also stated that it should be mandatory that students participate in certain workshops as part of their housing contract.

The University police officers felt that education and awareness is also important. One officer stated that alcohol is one of the main factors that can lead to a sexual assaults and a number of other crimes and unsafe activities. They felt that more education and enforcement related to alcohol may filter down to have an impact on lowering the number of sexual assaults. In their experience, most sexual assaults to students occur off campus and the best way they can help those students from becoming victimized it to educate them on making safer choices such as limiting or not drinking alcohol and by watching out for their friends. They also felt that incorporating more education on the consequences with the law and campus administration when a sexual assault occurs may lower the number of sexual assaults.

Staff from Health & Counseling Services stated that educating students that participate as social hosts for on and off campus parties that they are responsible for what happens to students and non-students that attend their parties. They also identified the culture, climate and language that are used by students and staff on campus often perpetuates stereotypes. Often certain language that is used when discussing sexual assault, such a “boys will be boys,” can normalize or downplay sexual assault.

SAFER volunteer stated that educating students and campus personnel on sexual assault is their main focus at Cal Poly. Most of their presentations emphasize what is considered to be sexual consent and the definitions of sexual assault. They are also working on campaigns such as bystander intervention that encourages students to keep their peers safe and intervene when they feel someone is being taken advantage of. They also work with Greek life to become SAFER certified and other students on campus to enroll in multiple-week workshops on sexual assault.

In addition, they partnered with the Recreational Parks and Tourism Administration department to put together a “Sex on Deck” workshop that discussed healthy sexuality as they feel students get tired of only hearing the negative aspects of sex. The SAFER volunteers would like to have more male students involved but find many are worried about being blamed or put down because of their gender.

The second most common response from students, (30% total) on how to reduce the threat of sexual violence at Cal Poly is a combination of security/blue lights, transportation and enforcement. One of the most common responses on the student survey is that the university needs to add more blue lights on campus. Other students stated they wanted more of a police presence, more escort vans to drive students home at night and more lighting around campus at night. When this was reviewed by the UPD, I was told that in the last two years the blue lights have only been used twice and both times were for non-emergencies. They do not recall the blue lights ever being used to report or to help someone who was in danger of an assault. SAFER volunteers and University Housing staff both stated that more lighting will not lower the number of sexual assaults because most are perpetrated by someone they are dating or consider to be a friend or acquaintance. Members from Health & Counseling Services stated that they are not surprised that students provide answers such as more lighting to lower the threat of sexual assaults. One staff member stated that “this is an indication of the perception of sexual assault versus the reality. Having the University provide more lighting is an easy answer for a not easy question.” These survey results demonstrate that when students are given the opportunity to consider how to lower the threat of sexual assault, they are thinking of the threat of violence from a stranger instead of the threat of sexual assault from an acquaintance, which is statistically much more likely to occur.

The third highest percentage 14.5% (status quo), do not feel that anything more needs to be done or needs to be done to reduce the threat of sexual violence and make Cal Poly a safer campus. One student that participated in the survey stated that “compared to other universities, Cal Poly is a safe place.” Another student wrote, “Cal Poly is doing all that it can to prevent sexual assaults.” The UPD stated that they are doing the best they can with a shortage in staffing. Another limitation is that the majority of sexual assaults happen off campus which is outside of their jurisdiction and most sexual assaults are never reported to any law enforcement which does not allow them the opportunity to conduct an investigation or make an arrest. One officer stated that ultimately students need to make responsible choices, for example, by choosing not getting intoxicated. The University Housing group stated that they believe most sexual assaults go unreported. One staff person stated that many students do not know the definition of sexual assault and may believe a sexual assault only involves penetration, which is not necessarily the case. Staff at Health & Counseling Services stated that they also believe most sexual assaults go unreported and in their estimation, Cal Poly falls within the national average of one in four women that will be sexually assaulted. They do not believe that Cal Poly is any safer than any other campus when it comes to sexual assault. SAFER volunteers stated they receive an average of 23 reports of sexual assault per quarter (excluding summer), however, they believe hundreds of sexual assaults go unreported by Cal Poly students every year.

Collaboration / Policies & Procedures

In addition to barriers to reporting focus group participants were also asked how they coordinate with other entities on campus, how they evaluate their policies and whether or not they have assessments in place to analyze their policies on sexual assault. The UPD states that they coordinate heavily with SAFER for training and providing support to victims of sexual

assault. Any time they speak to someone who has been assaulted, they always notify and require someone from SAFER to be with them to provide support and resources. They also support SAFER activities such as participating in the annual “Run to Remember” and their “Start by Believing” campaign. They also work with University Housing to provide presentations during fall orientations. They review their policies on sexual assault on an annual basis, mainly to verify that they are in compliance with federal/ state laws and new government policies. They are looking into have a free smartphone app for Cal Poly students that if triggered will allow them to use GPS to immediately locate the phone and come to the aide of the student(s). University Housing conducts informal assessments of their alcohol and sexual assault programs each year to try and find new ways to get more students to participate. Health & Counseling Services coordinates with other offices on campus to give presentations and seminars on sexual violence. In addition, they provide support by assisting students with a withdrawal from one or more courses if they need to take time off from Cal Poly or work with University Housing to move a student to a new residence if they so desire. Since Health & Counseling Services is not a mandated reporter they do not track the number of sexual assaults that are reported to their office. They do not currently have an assessment policy in place that is directly related to sexual violence, although they do assess the quality of their services on an annual basis. In addition, they will make adjustments as necessary to the number of services provided based on student demand. SAFER volunteers track the number of sexual assaults that are reported to their office. They are mandated reporters and share the number of sexual assaults with the UPD. One SAFER volunteer felt that it was not worth reporting a sexual assault to UPD, especially if the victim knew their perpetrator. The volunteer felt that unless someone witnessed the crime, there is nothing the UPD or campus personnel are going to be able to do to persecute the perpetrator.

The volunteer stated that it seems that whenever someone reports a sexual assault, everyone on campus finds out and the student ends up dropping out. The volunteer felt it would be better for the victim to receive counseling and continue to move forward. The downside is that the perpetrator gets away with the crime and may continue to sexually assault more women.

DISCUSSION

This study explored both student and campus personnel perceptions to barriers to sexual victimization at Cal Poly. The findings concluded that 39.2% of students know of a Cal Poly student that has been sexually assaulted on and/or off campus. In addition, 66.9% of the students surveyed view the threat of sexual assault to women as somewhat serious or serious on campus while 76.1% view the threat of sexual assault to women as somewhat serious or serious off campus. This suggests a need for reporting that includes statistics of sexual assaults that occur to students off campus as well as university policies and procedures that address sexual violence to students off campus.

For the most part, Cal Poly students and campus personnel do perceive the same barriers to reporting. Students and focus group participants agreed that “shame” is one of the main reasons that undergraduate women do not report sexual assaults. This demonstrates a need for students and campus administration to receive more education and training on not blaming the victim for being sexually assaulted. No one wants to be sexually assaulted and by questioning a victim about what they were wearing or how much they had to drink insinuates that the person was deserved to be victimized. Victim-blaming attitudes marginalize the victim/survivor and make it harder to come forward and report an assault (Center for Relationship Abuse Awareness, 2013). If the survivor believes that their friends or campus personnel blame her for the abuse, she will not feel safe or comfortable coming forward and reporting the crime (Center for

Relationship Abuse Awareness, 2013). By engaging in victim-blaming attitudes, perpetrators may be allowed to get away with sexual assault by avoiding accountability for their actions (Center for Relationship Abuse Awareness, 2013).

When asked about methods to reduce the threat of sexual assault on campus, students and Cal Poly personnel did not provide similar answers. Overall, 34.1% of students surveyed felt that more education and awareness is required, 30% stated that adding more blue lights/transportation and security is necessary and 14.5% do not believe anything more needs to be done to reduce the threat of sexual assault at Cal Poly. When students were given the opportunity to consider how to lower the threat of sexual assault, their responses reveal that they are more concerned about the threat of sexual assault from a stranger instead of the threat of sexual assault from a friend or an acquaintance. One reason may be that students want to distance themselves from an unpleasant occurrence and thereby confirm their own sense of control over risk.

Lastly, SAFER receives almost 70 reports of sexual assault per academic year and University Housing receives a few each year as well, yet there are only 3 incidents listed on the UPD website for the past 3 years. When the UPD was asked about this discrepancy, they stated that Cal Poly “can expect to see a 400% increase on their website by the end of the 2013-14 academic year.” Even with a 400% increase in reporting to the Clery Act there is an obvious disconnect between what is being reported as part of the Clery Act and what is being reported by SAFER and University Housing staff.

Current body of knowledge

The existing research on campus sexual assault is extensive and includes contributing measures and policies and procedures that can be utilized by campus personnel to remove barriers and increase reporting of sexual assaults. The significance of the problem is clear.

However, despite the attempts of campus personnel, sexual assault rates have not decreased on college campuses since the creation of the Clery Act in 1990 (Adams-Curtis & Forbes, 2004). According to a 2002 study by the US Department of Justice, the rate of sexual violence against women age 12 and older fell 64% and has remained stable, while rates continue to climb for women in college (Bureau of Justice Statistics, 2003). The literature and this study show this can be attributed to a lack of research, assessment and implementation of policies that focus on measures to reduce sexual assault on college campuses, enhance collaboration between campus personnel and create a set of policies and procedures that will decrease the barriers to reporting sexual assaults at Cal Poly. There also seems to be a deficiency of information concerning the role of policy assessments in decreasing sexual assault rates of Cal Poly students.

Suggestions for change

Below are some suggestions for change based on input by focus group members:

- Educate students on the prevalence of sexual assaults, specifically in regards to the likelihood of the perpetrator being a friend / acquaintance versus a stranger
- Provide all definitions of sexual assault
- Prevention efforts should reach all students, not just first year students
- Prevention efforts must be relevant to all student populations including marginalized communities
- Prevention efforts must be continuous, not just one event or one time per year
- Prevention programs must include many approaches including social media, presentations, guest speakers, in class seminars, flyers, etc...
- Presentations should be given by guest speakers that have been sexually assaulted when they were college students

In addition all focus groups discussed sexual assault victims and lack of reporting due to responses they received from their peers such as “why didn’t you fight back” or “are you sure you said, ‘no’?” This indicates a need to educate students on healthy responses and resources they provide to a friend or peer that has been sexually assaulted.

Adaptive Management

The growing awareness of the complexities and uncertainties in sexual violence prevention programs has put into question the existing standards in this field. Increasingly more flexible, integrated, and adaptive policies need to be promoted by campus personnel. In this context, the understanding of how to effect policy change is becoming more important. An important overall goal is less about maintaining an optimal condition of a resource and more about building up management capacity to cope with change and unpredictability. To achieve that, campus personnel should view their actions and policies as experiments and involve and collaborate with stakeholders, such as students, police, health and counseling services, SAFER volunteers and other campus personnel. This allows the system to react and its managers to respond to changing conditions (Walters & Holling, 1990).

One possible way to achieve this is to use an adaptive management approach. Adaptive management has a dual and interconnected purpose: to promote learning, or advance scientific understanding and to adjust policies on the basis of this information in an iterative process (Nie & Schultz, 2012). Adaptive management is designed to proceed in spite of, and at the same time reduce, the inherent uncertainty of management (Nie, & Schultz, 2012). It is a systematic, iterative, incremental approach that requires continuous monitoring, evaluation, and adjustment of management actions (Holling, 1978), (*Appendix 2, Figure 2*). Adaptive management also requires identification of clear and measurable management objectives to measure progress

toward those objectives and indicate when a change in management direction is necessary (Ministry of Forests and Range, 2012).

Successfully implementing adaptive management involves overcoming the tendency in more traditional resource management to focus on temporal rather than spatial variation in policy treatments (Arvai, et al., 2006, pg. 220). These shifts are accompanied by relatively little or no attention to monitoring and comparison across both spatial and temporal scales (Arvai, et al., 2006, pg. 220). Subsequently, future changes in management occur only with the arrival of additional crises (Arvai, et al., 2006, pg. 220).

While adaptive management requires spatial diversity to long-lived objectives, most lending and planning strategies are biased towards implementation of fairly specific and sometimes fad-driven management options (Arvai, et al., 2006, pg. 220). In the case of sexual violence on college campuses, this tendency is demonstrated in students participating in sexual awareness activities such as “Take Back the Night⁴,” or “Walk a Mile in her Shoes⁵.”

While these programs may help to increase awareness of sexual violence, they do not provide clear direction for incorporating the learning that can occur over [time], as policies adopted today reveal diverse results in differing areas (Arvai, Bridge, Dolsak, Franzese, Koontz, Luginbuhl, Robbins, Richards, Smith-Korfmacher, Sohngen, Tansey, & Thompson, 2006, pg.220). For example, the American Association of University Professors (AAUP) has developed a manual of policies and procedures on sexual violence that universities may want to incorporate into their own policies and procedures on sexual assault:

- All members of the campus community—faculty members, administrators, staff members, and students—share responsibility for addressing the problem of campus sexual

⁴ Take Back the Night (TBTN) is a charitable 501(c)3 foundation that holds vigils on college campuses to give women the opportunity to speak out nationally and publicly about date rape.

⁵ Walk a Mile in Her Shoes® is a Venture Humanity, Inc. project that promotes violence prevention and community projects.

assault and should be represented in the policy-development process. Once policies and procedures are in place, the institution must make them widely available.

- Policies and procedures must be clear, readable, and accurate; information must be widely disseminated and readily accessible to all members of the campus community; and materials must include descriptive (operational) definitions of sexual assault, rape, and other forms of sexual violence, explaining why these actions violate acceptable standards of conduct and, in some cases, constitute criminal offenses (AAUP, 2012).
- Guidelines for reporting an incident of sexual assault should be clear and explicit and include names, titles, and contact information. They should state when and where to report an incident, file a complaint, or press a charge. The policy should encourage victims to report the incident to campus authorities and to off-campus police, and should generally indicate what each procedure entails and what purpose the reporting will serve. Procedural options following the report of an incident should likewise be clear and explicit. The policy should include an official statement prohibiting retaliation against individuals who report incidents of assault and specify the disciplinary actions that will follow threats and attempts to retaliate.

The reporting of sexual assault is essential for accurate record keeping and may result in reducing repeat offenses. Given the widespread underreporting of sexual assault, reporting should be facilitated as much as possible—for example, by providing for direct reporting by name, confidential reporting, and anonymous reporting (AAUP, 2012). Some campuses provide for third-party reporting; others have developed systems for centrally collating reported incidents from all sources without double-counting (AAUP, 2012). Mental health and religious counselors are explicitly exempted from Clery reporting requirements, but the legislation encourages institutions to establish a confidential or anonymous reporting procedure to which counselors may refer their clients (AAUP, 2012).

The stark fact is that most sexual assaults go unreported, which means that the attackers almost uniformly go unpunished because many victims of sexual assault believe that no reporting or disciplinary process will produce justice. Not one university has created a system whereby they can adapt policies based on a systematic analysis of alternative approaches. Most college and universities do not have modalities that have been systematically evaluated and there

is no research that shows what prevention programs, if any, are effective in lowering sexual assaults to women on college campuses (AAUP, 2012).

Limitations of this study

There are some limitations with this study:

- 1) Sample size - not all undergraduate students were given the opportunity to participate in the survey. Not everyone who received an email to the survey participated.
- 2) Women who have been sexually assaulted may be less likely to complete the survey.
- 3) There is a small possibility that someone could take the survey more than one time.

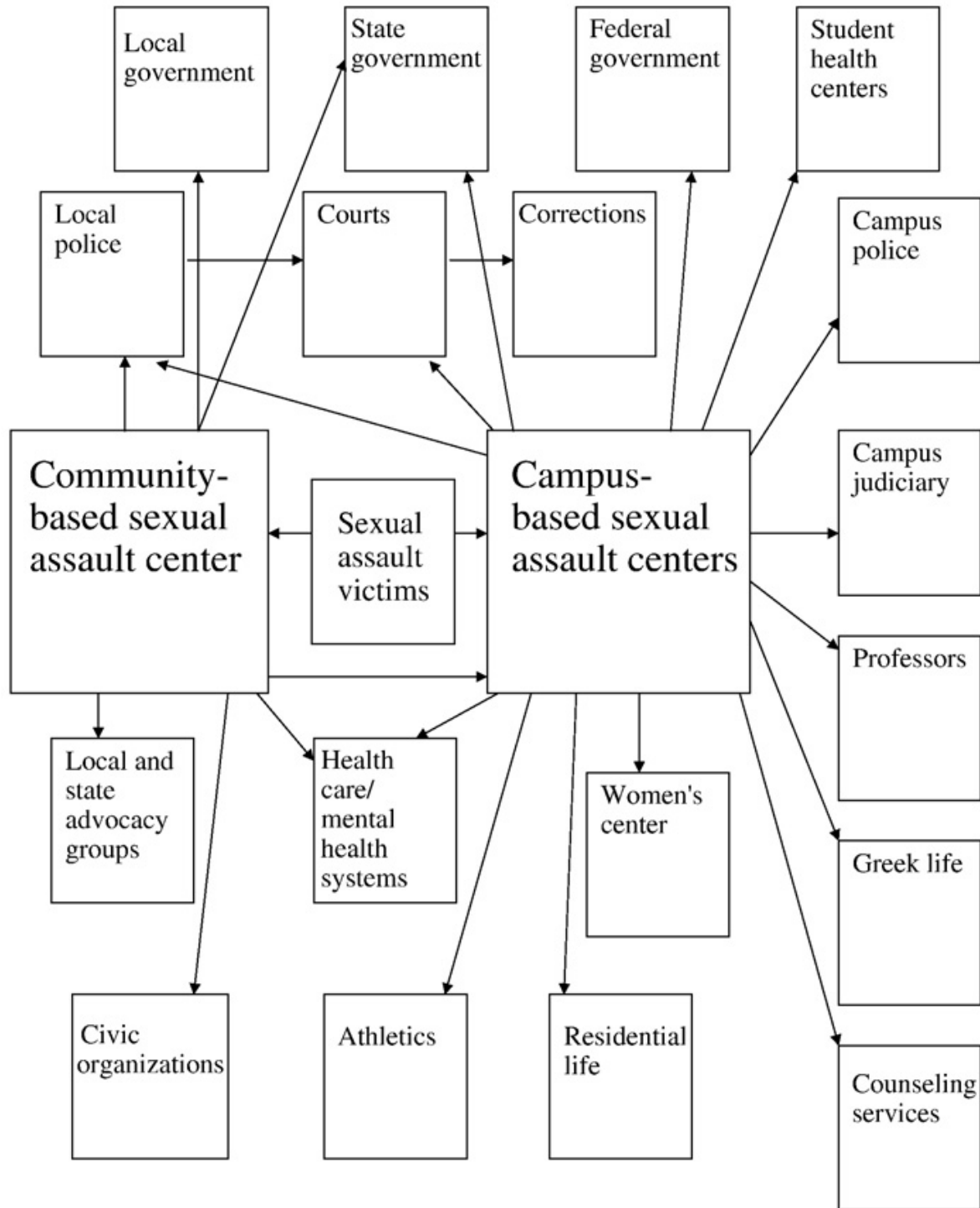
Suggestions for future research

Campus administrators would benefit from exploring the effectiveness of sexual assault procedures used by other institutions of higher education. A next step may be for campus personnel including University Housing, UPD, Health & Counseling Services, SAFER volunteers and student committees to create a list policies and procedures to reduce barriers to reporting sexual assaults, set up time lines to review them, and assess if they are working based on an increase in reporting. In addition, the information provided as part of the Clery Act needs to be more consistent with what is being reported by SAFER and University Housing. Finally, more education needs to be provided to students and campus personnel on what constitutes victim blaming. One recent example is a newscast that reported two sexual assaults of Cal Poly female students, one on campus and one off campus. The reported concluded that, “the victims were unharmed” (Slaughter, 2014). Obviously if the women were sexually assaulted, they were

harmed, but many people still do not seem to understand the emotional and psychological consequences of sexual assault (Slaughter, 2014).

Appendix 1

Figure #1- Sexual assault response system, (Payne, 2008, pg. 225).



APPENDIX #2



Figure 2

Ministry of Forests and Range. (2012). *Defining adaptive management*. British Columbia: Ministry of Forests, Lands and Natural Resource Operations. Retrieved from <http://www.gov.bc.ca/for/>

APPENDIX #3

Student Survey Questions:

1. Which best describes your age?
 - a. 18-20
 - b. 21-24
 - c. Over 24

2. Which of the following best describes your class status?
 - a. 1st year undergraduate student
 - b. 2nd year undergraduate student
 - c. 3rd year undergraduate student
 - d. 4th year undergraduate student or more
 - e. Graduate student

3. What is your gender?
 - a. Male
 - b. Female
 - c. Transgender
 - d. Other

***The following questions concern sexual experiences that you may have had that were unwanted. We know that these are personal questions, so we do not ask your name or other identifying information. Your information is completely anonymous. We hope that this helps you to feel comfortable answering each question honestly.**

4. Have you ever been in a sexual relationship in which you felt pressured because the other person criticized your sexuality or attractiveness?
 - a. Yes, definitely
 - b. Yes, possibly
 - c. No
 - d. Don't know

5. Have you ever been in a sexual relationship in which the other person threatened to end the relationship, tell lies or rumors about you, or verbally pressure you into doing things you didn't want to do?
 - a. Yes, definitely
 - b. Yes, possibly
 - c. No
 - d. Don't know

6. Do you feel like you have ever been taken advantage of because you were too drunk or out of it?
 - a. Yes, definitely
 - b. Yes, possibly
 - c. No
 - d. Don't know

7. Do you personally know of any Cal Poly students who have been sexually assaulted on or off campus?
 - a. Yes (on campus)
 - b. Yes (off campus)
 - c. Yes (both on and off campus)
 - d. No
 - e. Don't know

***The following questions ask your thoughts about sexual assault on college campuses:**

8. In your view, how serious of a threat is sexual assault to women on the Cal Poly Campus?
 - a. Not at all serious
 - b. Not very serious
 - c. Somewhat serious
 - d. Very serious

9. In your view, how serious of a threat is sexual assault to women in San Luis Obispo outside of the Cal Poly Campus?
 - a. Not at all serious
 - b. Not very serious
 - c. Somewhat serious
 - d. Very serious

10. Where do you think would be the most appropriate place for a woman to report a sexual assault on campus (check one)?
 - a. Campus Police
 - b. Health and Counseling Services
 - c. Student Life & Leadership
 - d. S.A.F.E.R.
 - e. All of the above/it doesn't matter where
 - f. Some other place (please specify)

11. Why do you think this would be the most appropriate place for a woman to report a sexual assault on campus? (specify)
12. Which of the following do you think are barriers that might keep female students from reporting sexual assault (check all that apply)?
 - a. Concerns about confidentiality
 - b. Fear of not being believed
 - c. Fear of retaliation
 - d. Shame or guilt about people finding out
 - e. Other reasons (please specify)
13. Do you have any suggestions as to how we could further reduce the threat of sexual assault and make Cal Poly a safer campus?
 - a. Yes (please specify)
 - b. No

Permission provided by Dr. Koss to use questions derived from a previous survey:

Koss, M.P. Abbey, A., Campbell, R., Cook, S., Norris, J., Testa, M., Ullman, S., West, C., & White, J. (2006). The Sexual Experiences Short Form Victimization (SES-SFV). Tucson, AZ: University of Arizona.

Version V 8/28/2012 V:\Dr Koss--SHARE\SES\06 11 08 SES-SFV.doc

Thank you for participating in this survey.

You have the option to be entered into a lottery to win a Target gift card by clicking on the link below. You will be asked to use your Cal Poly email account and your first name. This is a separate survey link and there is no way for your identity to be linked to your survey responses. There is no obligation to participate in the lottery. Lottery winners will be chosen at random at the close of the survey. Thank you!

Focus Group Questions:

University Police Department
Health & Counseling Services
SAFER Volunteers
University Housing

1. How do you determine a sexual assault has taken place?
2. How do you track the number of sexual assaults that occur to Cal Poly undergraduate female students each year?
3. Do you believe the numbers of sexual assaults found on the UPD website under the Clery Reporting Act are accurate?

4. Do you coordinate with other departments / campus personnel when reporting sexual assaults? If so, how?
5. If so, how do you keep from double-counting the number of sexual assaults?
6. How do you estimate the number of assaults that are not reported?
7. What do you believe are the barriers that keep undergraduate women from reporting sexual violence?
8. Do you currently have an assessment policy in place in regards to sexual violence?
9. If so, how often do you evaluate your policies?
10. Do you ever consider alternatives when evaluating and assessing your policies on sexual violence on campus?

Here are the results of a survey given to undergraduate students. After reading the information do you believe the policies in place to protect women against sexual violence are effective? Are you surprised by any of their answers / suggestions?

CITATIONS

Adams-Curtis, L. E., & Forbes, G. B. (2004). College women's experiences of sexual coercion:

A review of cultural, perpetrator, victim, and situational variables. *Trauma, Violence, & Abuse*, 5(2), 91–122. doi:10.1177/1524838003262331

American Association of University Professors (AAUP). (2012). *Campus sexual assault:*

Suggested policies and procedures. Washington, DC. Retrieved from

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