

Report on the 2024 Higher Education Sexual Misconduct and Awareness Survey

Aggregate Report

October 21, 2024

Authors

David Cantor, Westat
Bonnie Fisher, University of Cincinnati
Gail Thomas, Westat
Reanne Townsend, Westat
Randy Herbison, Westat
Kristin Madden, Westat
Edward Mann, Westat
Yevgeniy Kalmanovich, Westat
Molly Hershey-Arista, Westat
Lee Harding, Westat
Laura Collins, Westat

Prepared for:

Higher Education Sexual Misconduct and Awareness Survey Consortium

Prepared by:

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



Acknowledgments

The 10 schools participating in the Higher Education Sexual Misconduct and Awareness survey (HESMA) include the California Institute of Technology, Georgetown University, Harvard University, Iowa State University, Stanford University, University of Pennsylvania, University of Pittsburgh, University of Virginia, Washington University in St. Louis and Yale University.

The study could not have moved forward without the support of the presidents of these 10 schools.

The HESMA survey design was a collaboration with the members of a Survey Design Team (SDT) composed of representatives of the 10 participating schools. The SDT met on a regular basis to make decisions on the final design. The SDT included Joe Ramirez (California Institute of Technology), Ming Li, Scott Barge (Georgetown), Albert Zhao Wang, Drew Allen, Nicole Marie Merhill (Harvard), Matthew Pistilli, Toyia Younger, Karen Zunkel (Iowa State), Joann Mitchell, Stacey J. Lopez, Beth A. Winkelstein (University of Pennsylvania), Brian Cook, Tallie Caycen Wetzel (Stanford University), Amanda Brodish, Carrie Benson, Vanessa Love (University of Pittsburgh), Sarah Schultz Robinson, Christina Morell, Carrie Worcester, Corey Waters (University of Virginia), Lisa Wiland, Renée Racette (Washington University in St. Louis), and Lily Svensen, Yujia Li, Elizabeth Conklin (Yale University).

Most importantly, we would like to thank the students who completed the survey, without whom this study would not have been possible.

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 2023 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. When reporting results, this is abbreviated as “inability to consent”.
- **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.
- **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

The 2024 Higher Education Sexual Misconduct and Awareness (HESMA) survey provides information on the prevalence, knowledge, and perceptions surrounding sexual assault and misconduct for the 10 participating colleges and universities. The goal of the HESMA survey is to help inform administrators and staff at these schools as they create policies and strategies to address sexual assault and misconduct on their campuses. All 10 schools participated in the 2019 Association of American Universities (AAU) Campus Climate Survey on Sexual Assault and Sexual Misconduct (Cantor et al., 2020). To maintain the ability to track changes since 2019, the HESMA survey used essentially the same questionnaire as the 2019 AAU survey. As a result, the 2024 HESMA survey not only provides information on the prevalence, knowledge, and perceptions surrounding sexual assault and misconduct at the participating schools but also how each has changed since 2019.

Survey background

The survey was administered from February to May 2024. HESMA was a web survey conducted over a different 4- to 6-week period for each school within this 4-month period. The total sample was 180,323 undergraduate, graduate, or professional students in the 10 participating schools. This resulted in 42,133 completed surveys, yielding a 23.4 percent response rate.

What did the survey cover?

The survey was designed to provide separate estimates for incidents involving two types of nonconsensual sexual contact (i.e., penetration and sexual touching) and four tactics. The tactics included (1) use of physical force; (2) inability to consent or stop what was happening (hereafter referred to as "inability to consent"); (3) coercion of the victim; and (4) contact that continued without active, ongoing, voluntary agreement from the victim. The survey also was designed to provide estimates for incidents of sexual harassment, stalking, and intimate partner violence (IPV). The survey asked students about their knowledge and perceptions about issues related to sexual assault and other sexual misconduct. Respondents were asked 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. The survey also asked about student experiences with local programs and services.

Providing this level of detail offers campus administrators and staff the opportunity to tailor policies.

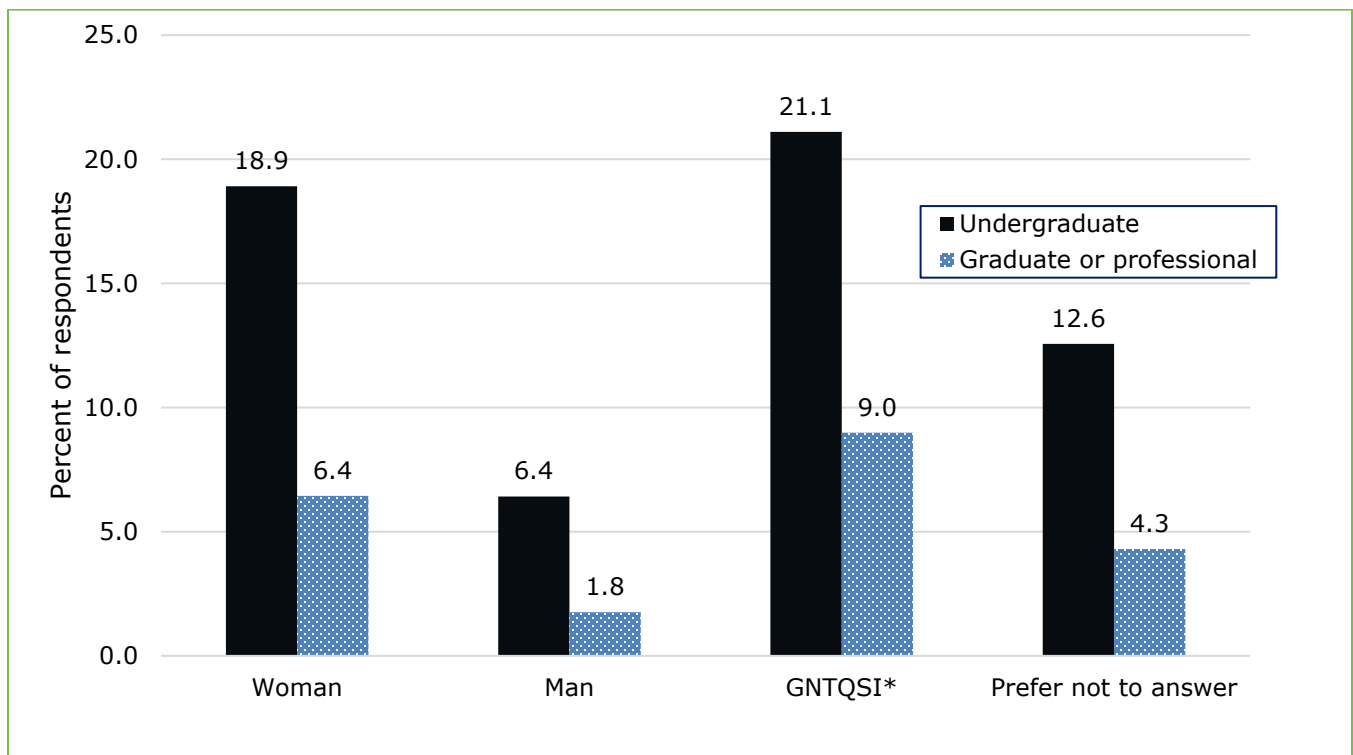
How extensive is nonconsensual sexual contact?

The discussion in this section focuses on nonconsensual sexual contact using physical force or inability to consent. This type of sexual misconduct involves behaviors and tactics that are specified in legal definitions, as well as Clery Act crime statistics requirements. For results related to the other two types of nonconsensual sexual contact, review Section 3.2 of the full report.

The analysis of nonconsensual sexual contact using physical force or inability to consent estimated separate rates for the period (1) since the student first enrolled in school and (2) for the current school year. With a few exceptions, the following rates are for the students’ experiences since they first enrolled in school (refer to Section 3.1 of the full report for estimates of rates for the current school year):

- The prevalence rate of nonconsensual sexual contact by physical force or inability to consent varied significantly by gender and affiliation (Figure E-1).
 - The estimate for undergraduate women is nearly three times higher than for graduate and professional women (18.9% vs. 6.4%).

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



* GNTQSI: Gender nonbinary, transgender, questioning, or self-identified

- Undergraduate men are three times as likely to report sexual contact by physical force or inability to consent as graduate and professional men (6.5% vs. 1.8%).
- Undergraduate gender nonbinary, transgender, questioning or self identified students are twice as likely to report sexual contact by physical force or inability to consent as graduate and professional undergraduate gender nonbinary, transgender, questioning or self identified students (21.1% vs. 9.0%).
- Across the 10 schools, the rate of nonconsensual sexual contact by physical force or inability to consent for undergraduate women ranged from 9.4 to 25.3 percent. Many of the differences in prevalence rates across schools are not statistically significant. Nonetheless, there is a wide range of prevalence rates across schools.

What are the characteristics, consequences, and reactions to nonconsensual sexual contact by physical force or inability to consent?

- More than half of the nonconsensual penetration by physical force or inability to consent involved physical force compared to the inability to consent. For example, among undergraduate women, 5.9 percent experienced penetration by physical force and 3.7 percent by inability to consent.
- The prevalence for the *current school year* for undergraduate women in their first year enrolled (10.7%) is significantly higher compared to later years (5.8% in the fourth year or higher).
- For women, the primary location of nonconsensual sexual contact by physical force or inability to consent was the university residence hall/dorm (40.2%), another residential housing (24.1%), some other unspecified place (16.3%), or a fraternity house (8.4%).
- For nonconsensual sexual contact by physical force or inability to consent,
 - Virtually all women were identified a man as the perpetrator (98.0% for penetration, 93.1% for sexual touching).
 - for gender nonbinary, transgender, questioning or self identified students, a large majority of the perpetrators were identified as a man (89.0% penetration, 72.7% for sexual touching).
 - About two-thirds of perpetrators against men were women (e.g., 66.3% for penetration) and one-third (e.g., 38.6% for penetration) were men.
- For incidents of penetration, a significant majority of victims reported at least one type of behavioral, emotional, academic, or professional consequence:
 - For behavioral or emotional consequences, 93.1 percent of women, 97.3 percent of gender nonbinary, transgender, questioning or self identified and 84.2 percent of men reported at least one consequence.
 - For academic and professional consequences 68.4 percent of women, 55.6 percent of men and 84.0 percent of gender nonbinary, transgender, questioning or self-identified students reported at least one consequence.
- Respondents who were victims of nonconsensual sexual contact by physical force or inability to consent were presented with a list of programs and resources specific to each school to which they could report, get help, or both:
 - Slightly more than a third of gender nonbinary, transgender, questioning or self identified students contacted a program or resource (38%).
 - Slightly less than a third of women contacted a program or resource (30%).
 - Significantly fewer men contacted a program or resource (15.4%).
- The three most important reasons women gave for not contacting a program were as follows:
 - She could handle it herself (52.3%).
 - The victim did not think the incident was serious enough to merit seeking help (47.2%).

- The victim felt embarrassed, ashamed, or that it would be too emotionally difficult to report (37.8%).

How extensive are sexual harassment, stalking, and IPV?

- Among all students, 37.9 percent reported experiencing at least one sexually harassing behavior since enrolling at the school.
- Among all students, 18.7 percent of students reported sexually harassing behavior that met at least one of the three criteria defining sexual harassment according to federal statutes. This includes “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.”
- The prevalence rate of sexual harassment varied substantially by gender and affiliation. The rates for each gender-affiliation group include the following:
 - 29.8 percent of undergraduate women
 - 18.9 percent of graduate or professional women
 - 10.7 percent of undergraduate men
 - 7.2 percent of graduate or professional men
 - 47.1 percent of undergraduate gender nonbinary, transgender, questioning or self identified students
 - 32.6 percent of graduate or professional gender nonbinary, transgender, questioning or self identified students
- The overall prevalence of IPV was 8.3 percent across all of the schools. The rates range from 6.2 to 11.6 percent.
 - Gender nonbinary, transgender, questioning or self identified students have elevated rates of IPV (23.2%) relative to other gender groups, including undergraduate women (12.0%).
 - Undergraduates have higher rates of IPV than graduate or professional students. For example, among men, the rate for undergraduates is 9.3 percent compared to 4.4 percent for graduate or professional men.
- Among all students, 5.8 percent reported experiencing stalking.
- The prevalence rates for stalking differed by gender and affiliation status:
 - Gender nonbinary, transgender, questioning or self identified students report the highest rates. Undergraduate gender nonbinary, transgender, questioning or self identified students had a prevalence rate of 16.9 percent.
 - Gender nonbinary, transgender, questioning or self identified graduate or professional students had a rate of 9.5 percent.
 - Among women, 9.5 percent of undergraduates and 5.5 percent of graduates or professionals reported being stalked.

- Men reported the lowest rates of stalking (3.2% undergraduates, 1.9% graduates or professionals).

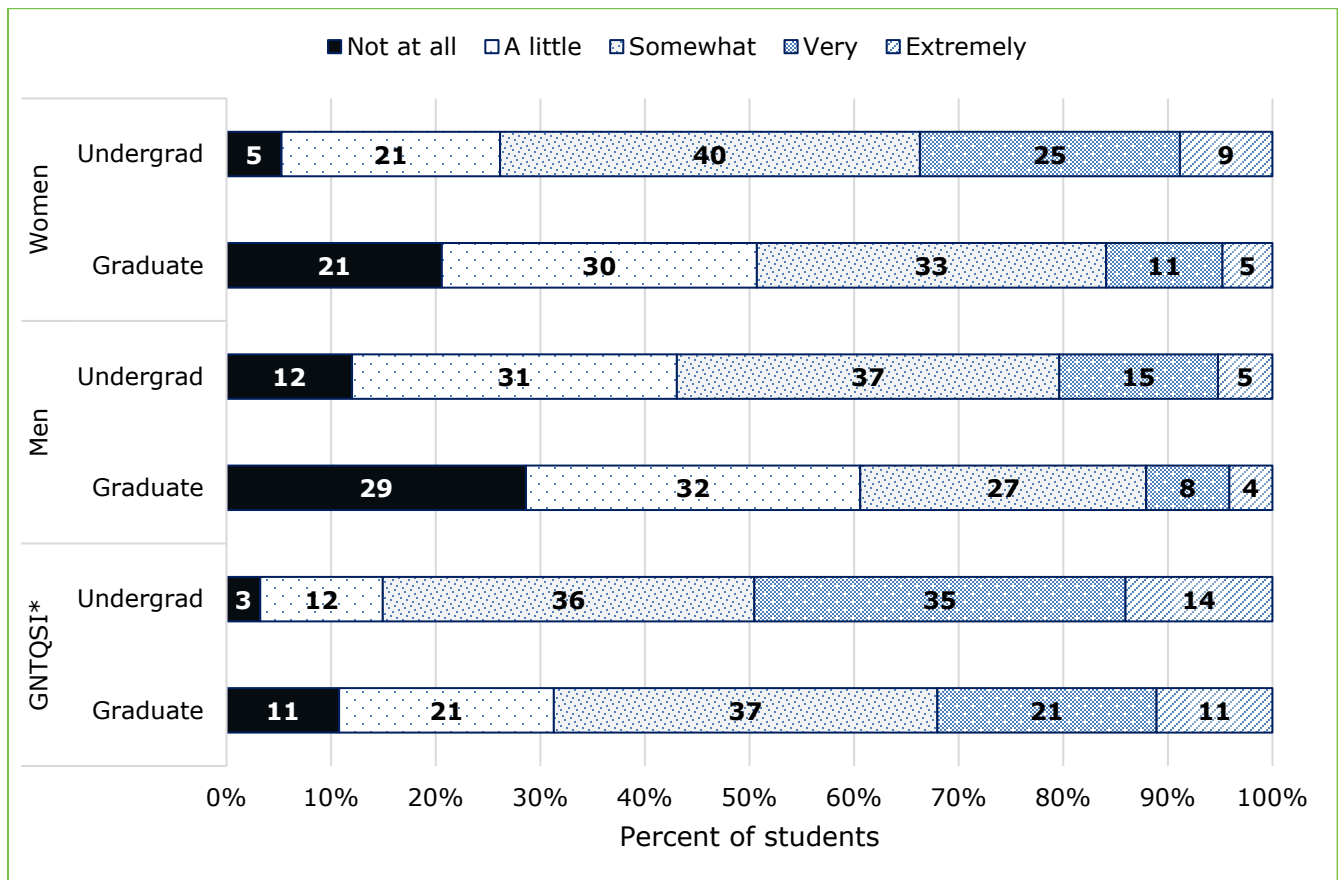
What are student experiences with campus and local programs?

- The most common type of program or resource contacted after victimization was counseling (54.8% of victims contacted a program or resource). Campus police (14.9%) and local police (7.1%) were contacted far less often.
- Students provided mixed reviews of the usefulness of the programs and services received. Of respondents who contacted a program or resource, 41 percent felt it was “not at all” or “a little” useful, while 33.3 percent felt the program was “very” or “extremely” useful.

What are students’ perceptions and knowledge related to sexual assault and other sexual misconduct?

- About a third of students felt they were “very” or “extremely” knowledgeable about the definition of sexual assault (29.2%), where to get help (30.5%), and how to report it (26.8%).
- Overall, 22.5 percent of students reported that sexual assault and sexual misconduct were either “very” or “extremely” problematic at their school. However, there was significant variation among different student groups (Figure E-2).

Figure E-2 | Perceptions of how problematic sexual assault and other sexual misconduct is at the school by gender and affiliation



* GNTQSI: gender nonbinary, transgender, questioning, or self-identified

- Among undergraduate gender nonbinary, transgender, questioning or self identified students 49.5 percent reported it was “very” or “extremely” problematic.
- Among graduate or professional gender nonbinary, transgender, questioning or self identified students 32.1 percent reported it was “very” or “extremely” problematic.
- Among women, 33.8 percent of undergraduates and 15.8 percent of graduate and professional students reported it as “very” or “extremely” problematic.
- Among men, 20.2 percent of undergraduates and 12.0 percent of graduate and professional students reported it as “very” or “extremely” problematic.
- Overall, 57.6 percent of students reported it was “very” or “extremely” likely school officials would take a report of a sexual assault seriously.

Has the prevalence of nonconsensual sexual contact changed between 2019 and 2024?

For the 10 schools, the rate of nonconsensual sexual contact by physical force or inability to consent since enrolling in school decreased from 2019 to 2024 (Figures E-3 and E-4). The statistically significant changes are as follows:

- The rate for undergraduate women decreased by 6.8 percentage points.
- The rate for graduate or professional women decreased by 2.3 percentage points.
- The rate for graduate or professional men decreased by 0.9 percentage points.
- The rate for gender nonbinary, transgender, questioning or self identified students also dropped by 4.7 percentage points and 3.4 percentage points for undergraduate and professional or graduate students respectively. However, these were not statistically significant, in part because of smaller sample sizes.

The rate of nonconsensual sexual contact by physical force or inability to consent *for the current school year* decreased from 2019 to 2024 as well. The statistically significant changes include the following:

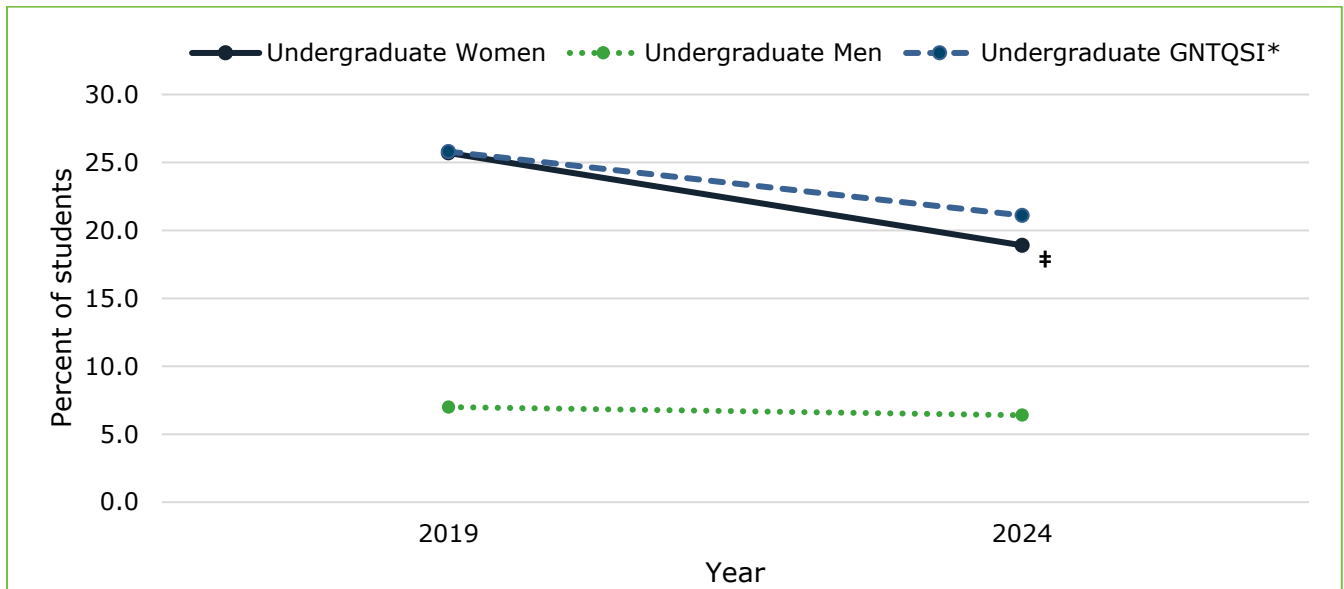
- The rate for undergraduate women decreased by 4.3 percentage points.
- The rate for undergraduate men decreased for men by 0.9 percentage points.
- The rate for graduate or professional women by 1.0 percentage point.
- The rate for graduate or professional men by 0.9 percentage points.
- The rate for gender nonbinary, transgender, questioning or self identified students also decreased by 2.8 percentage points and 1.9 percentage points for undergraduate and professional or graduate students respectively. However, these were not statistically significant, in part because of smaller sample sizes.

The drop in rates since enrolling in school partly reflects the effects of the pandemic in 2020–2021. During the pandemic, and for some time thereafter, many students were not taking classes on campus or not living in residence halls on campus. However, the drop in rates for the current school year is not directly linked to the pandemic, indicating there are other changes that have taken place on these campuses since 2019 that have affected the prevalence of nonconsensual sexual contact.

One caveat associated with the discussion of change between 2019 and 2024 is that the survey questions used to identify gender were changed in 2024. As a result, significantly more students were classified as gender nonbinary, transgender, questioning or self identified in 2024 relative to 2019.¹ The differences in the two measures may account for some of the change observed in the prevalence rates and opinions on campus climate discussed below for GNTQSI students.

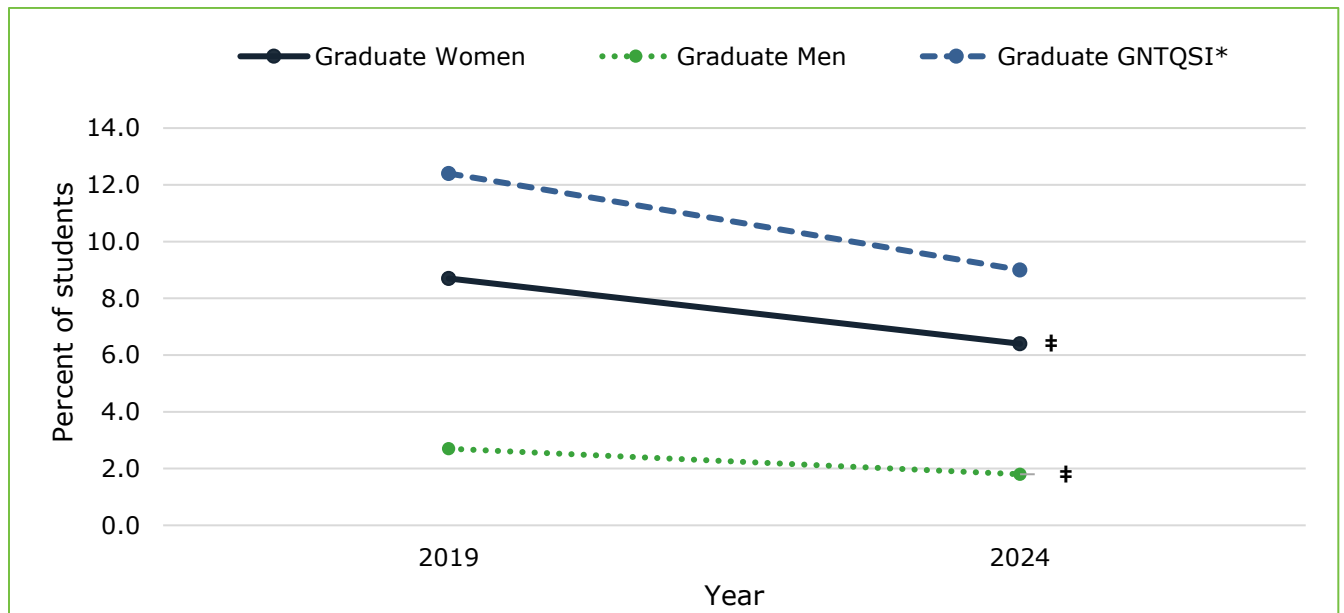
¹ For more details on the change, see Section 2 (Methodology) of the full report.

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 of survey



Significant at $p < .05$, two-tailed test. * GNTQSI: gender nonbinary, transgender, questioning, or self-identified

Figure E-4 | Percent of graduate or professional students reporting nonconsensual sexual contact by physical force or inability to consent since enrolling in school by gender and year of survey



Significant at $p < .05$, two-tailed test. * GNTQSI: gender nonbinary, transgender, questioning, or self-identified

Has the prevalence of sexual harassment, stalking, and IPV changed between 2019 and 2024?

The rates for sexual harassment, stalking, and IPV between 2019 and 2024 either decreased slightly or remained the same:

- For undergraduate women, the prevalence of sexual harassment decreased from 31.5 percent to 29.8 percent. For graduate and professional women, the rate decreased from 21.9 percent to 18.9 percent.
- For gender nonbinary, transgender, questioning or self identified students, there was a drop in sexual harassment for graduate and professional students from 40.3 percent to 32.6 percent.
- For both IPV and stalking, the rates were stable across the two time periods.

Has there been a change in perceptions and knowledge between 2019 and 2024?

The change between 2019 and 2024 in opinions of how problematic sexual assault and misconduct differs by affiliation and gender are as follows:

- There was no change for undergraduates (34.4% to 33.8%).
- There was a small decrease for graduate or professional students. For women, the rate went from 19.1 percent to 15.8 percent. For men, it went from 14.2 percent to 12.0 percent.
- There was a significant increase in the percentage of gender nonbinary, transgender, questioning or self identified students identifying this as problematic in 2024. For undergraduates, the rate went from 43.1 percent to 49.5 percent. For graduate and professional students, it went from 15.3 percent to 31.3 percent.

In 2024, there was a smaller percentage of students, when compared to 2019, who reported they know the definitions of sexual assault and misconduct, where to get help, where to report, and perceptions of what happens when a report is made:

- There was a decrease of 7.2 percentage points among undergraduate men who reported being “very” or “extremely” knowledgeable about how sexual assault and other sexual misconduct are defined at the school (41.3% in 2019 vs. 34.1% in 2024).
- Among graduate or professional women, the percentage who reported being “very” or “extremely” knowledgeable decreased by 6.6 percentage points (30.7% 2019 vs. 24.1% 2024) and by 3.9 points for graduate or professional men (31.4% 2019 vs. 27.5% 2024).
- There were large decreases in the percentage of students who said it was “very” or “extremely” likely the official would take a report seriously or conduct a fair investigation if a sexual assault or other sexual misconduct was reported. For example, for undergraduate gender nonbinary, transgender, questioning or self identified students, the percentage that said a campus official would take a report seriously dropped from 49.7 percent in 2019 to 34.0 percent in 2024.

What are the differences across schools and the implications for the broader public?

The majority of the estimates discussed in this report varied across the 10 schools. The variation across schools emphasizes the importance of not generalizing from these 10 schools to a larger population (e.g., all college students in the United States, college students enrolled at four-year colleges and universities). The schools participating in the survey were not randomly selected, and the rates discussed in this report should not be seen as representing college student populations beyond this group of schools.

There have been very few studies using similar methodologies that have compared the sexual assault rates of college students to adults of similar age who are not in college. Of the few studies that have been conducted, researchers have concluded that college students have lower rates of sexual assault than those not in college (Coker et al., 2016b; Axinn et al., 2017; Sinozich & Langton, 2014). This finding does not minimize either the seriousness of the problem of sexual assault and misconduct while attending a four-year school or its consequences for college students' psychological or physical well-being. These studies do highlight the fact that sexual assault and misconduct are prevalent among young people and have serious social and emotional consequences for those who have such experiences.

Contents

- Acknowledgments** **i**
- Glossary of Terms** **ii**
- Executive Summary** **iv**
- 1. Introduction** **1**
- 2. Methodology** **2**
- 3. How Extensive is Nonconsensual Sexual Contact?** **11**
 - 3.1 | Nonconsensual Sexual Contact by Physical Force or Inability to Consent or Stop
What Was Happening 11
 - 3.2 | Nonconsensual Sexual Contact by Coercion or Without Voluntary Agreement 27
 - 3.3 | What is Total Experience of Nonconsensual Sexual Contact? 30
- 4. How Extensive is Sexual Harassment, Stalking, and Intimate Partner Violence?** **34**
 - 4.1 | Prevalence and Characteristics of Sexual Harassment 34
 - 4.2 | Prevalence and Characteristics of Intimate Partner Violence 39
 - 4.3 | Prevalence and Characteristics of Stalking 42
 - 4.4 | Contacting Programs, Resources and Others about Harassing Behavior, Intimate
Partner Violence and Stalking 44
- 5. Experiences with Programs and Resources** **46**
- 6. Perceptions and Knowledge Related to Sexual Assault and Other Misconduct** **48**
 - 6.1 | Perceptions of Responses to Sexual Assault and Other Misconduct 48
 - 6.2 | Bystander Behavior 49
 - 6.3 | Student Feelings, Knowledge, and Training Related to Sexual Assault and
Misconduct at the School 52
- 7. Change between 2019 and 2024 Surveys** **55**
 - 7.1 | Change in the Prevalence of Nonconsensual Sexual Contact 55
 - 7.2 | Changes in Harassment, Intimate Partner Violence and Stalking 58
 - 7.3 | Changes in Perceptions of Risk and Knowledge of Resources 59
- 8. Conclusions** **61**
- References** **66**

Appendices

- Appendix 1. Instrument Development A1-1
- Appendix 2. Human Subjects Protections and Safeguards A2-1
- Appendix 3. Results by Individual Status Code A3-1
- Appendix 4. Nonresponse Bias Analysis A4-1
- Appendix 5. Survey Instrument..... A5-1
- Appendix 6. Comparison of 2015 and 2019 Surveys..... A6-1
- Appendix 7. Aggregate Survey Results..... A7-1

Text Tables

- Table 1 | Incentive Plans Offered at the 10 Schools Participating in the 2024
HESMA survey..... 5
- Table 2 | Response Rates by Gender, Affiliation Status 6
- Table 3 | Variables Used in the Statistical Raking Procedure 8

Appendix 3 and 4 Tables

- Table A3-1 | Frequency of survey response status A3-2
- Table A3-2 | Survey drop-out rate: Percent Non-Missing Responses for Initial Item in
Each Section for Respondents That Started the Survey A3-3
- Table A4-1 | Ten key variables used in the nonresponse bias analysis..... A4-1
- Table A4-2 | Comparison of early and later responders for finer subgroups (by gender
and school affiliation) for 10 key variables (estimates in percent) A4-5
- Table A4-3 | Direction of nonresponse bias according to analysis of early and late
responders for 10 outcome measures by gender and affiliation status..... A4-6
- Table A4-4 | Comparison of incentivized and non-incentivized groups by gender and
school affiliation for 10 key variables (estimates in percent)..... A4-9
- Table A4-5 | Direction of nonresponse bias according to analysis of incentive groups
for 10 outcome measures by gender and affiliation status.....A4-10

Appendix 7 Tables

- Table 4 | Characteristics of Respondents That Completed the Survey..... A7-2
- 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 A7-5
- 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 A7-6
- 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 A7-7
- 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 A7-8
- Table 9 | Percent of Undergraduate Gender Nonbinary, Transgender, Questioning or Self-Identified Students Who Experienced Penetration or Sexual Touching Involving Physical Force and/or Inability to Consent or Stop What Was Happening, by Time Period..... A7-9
- Table 10 | Percent of Graduate/Professional Gender Nonbinary, Transgender, Questioning or Self-Identified Students Who Experienced Penetration or Sexual Touching Involving Physical Force and/or Inability to Consent or Stop What Was Happening, by Time Period.....A7-10
- 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 PeriodA7-11
- 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 PeriodA7-12
- 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 AffiliationA7-13
- 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 AffiliationA7-16

Appendix 7 Tables

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 AffiliationA7-18

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.....A7-20

Table 17 | Incidents Occurring During an Academic Break and Location for Victimization 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.....A7-22

Table 18 | Characteristics of Offenders For Victimization 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.....A7-26

Table 19 | Substance Use for Victimization of Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening, by Gender, Type of Sexual Contact, and TacticA7-32

Table 20 | Emotional, Academic/Professional, or Physical Consequences for Victimization of Penetration or Sexual Touching Involving Physical Force or Inability to Consent or Stop What Was Happening, by Gender, Type of Sexual Contact, and TacticA7-35

Table 21 | Percent of Victimization 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 TacticA7-41

Table 22 | Percent of Victimization 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.....A7-50

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 GenderA7-53

Appendix 7 Tables

- 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 AffiliationA7-57
- 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 AffiliationA7-61
- 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 AffiliationA7-62
- Table 27 | Percent of Gender Nonbinary, Transgender, Questioning or Self-Identified Students Who Experienced Penetration or Sexual Touching Involving Coercion or Without Voluntary Agreement for Different Time Periods, by Tactic and Student AffiliationA7-63
- 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.....A7-64
- 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.....A7-65
- Table 30 | Percentage of Students Who Experienced Penetration or Sexual Touching Without Voluntary Agreement, by Victim Characteristics and GenderA7-67
- Table 31 | Percent of Students Who Experienced Penetration or Sexual Touching Without Voluntary Agreement, by Characteristics of the School, Gender, and Student AffiliationA7-71
- 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 GenderA7-75
- 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.....A7-77

Appendix 7 Tables

- 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 GenderA7-79
- 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.....A7-81
- Table 36 | Percent of Students Who Experienced Different Types of Harassing Behavior, by Gender and Student AffiliationA7-83
- Table 37 | Percent of Students Who Experienced Harassing Behavior, by Characteristics of the School, Gender, and Student AffiliationA7-90
- 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 AffiliationA7-94
- Table 39 | Percent of Students Who Experienced Intimate Partner Violence, by Characteristics of the School, Gender, and Student AffiliationA7-97
- Table 40 | Percent of Students Who Experienced Different Types of Behaviors Associated with Stalking, by Characteristics of Stalking, Gender, and Student AffiliationA7-101
- Table 41 | Percent of Students Who Experienced Stalking, by Characteristics of the School, Gender, and Student AffiliationA7-108
- Table 42 | Percent of Students Who Experienced Harassing Behavior, Intimate Partner Violence, or Stalking, by Victim Characteristics, Gender, and Student AffiliationA7-112
- Table 43 | Percent of Victims of Harassment, Intimate Partner Violence, and Stalking Who Contacted a Program or Resource, Victims’ Reasons for Not Contacting a Program or Resource, and Others the Victim ToldA7-122
- 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 ContactedA7-125

Appendix 7 Tables

- Table 45 | Perception of Program Usefulness and Pressure to File a Complaint Among Victims Who Contacted at Least One Program A7-126
- Table 46 | Perceptions of Responses to Reporting Sexual Assault or Other Sexual Misconduct to a Campus Official, by Gender and Student Affiliation A7-127
- Table 47 | Bystander Behavior Upon Witnessing Sexual Assault or Other Sexual Misconduct, by Gender and Student Affiliation A7-131
- Table 48 | Perceptions Related to the Risks of Experiencing Sexual Assault or Other Sexual Misconduct, by Gender and Student Affiliation A7-139
- Table 49 | Knowledge and Perceptions About Resources Related to Sexual Assault and Other Sexual Misconduct, by Gender and Student Affiliation A7-141
- Table 50 | Student Feelings About the Campus Community, by Gender and Student Affiliation A7-147
- 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: 2019 and 2024 A7-151
- 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: 2019 and 2024 A7-155
- Table 53 | Percent of Graduate/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: 2019 and 2024 A7-158
- 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: 2019 and 2024 A7-161
- Table 54a | 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 for Current School Year, by Tactic and Gender: 2019 and 2024 A7-164

Appendix 7 Tables

- Table 54b | Percent of Graduate/Professional Students Who Experienced Penetration or Sexual Touching Involving Physical Force, Inability to Consent or Stop What Was Happening, Coercion, or Without Voluntary Agreement for Current School Year, by Tactic and Gender: 2019 and 2024 A7-167
- Table 54c | Percent of Undergraduate and Graduate/Professional Students Experiencing Harassment, Intimate Partner Violence and Stalking Since Entering College, by Gender and School Year A7-170
- 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: 2019 and 2024 A7-173

Figures

- Figure E-1 | Percent reporting nonconsensual sexual contact involving physical force or inability to consent since enrolling in the school by gender and affiliation v
- Figure E-2 | Perceptions of how problematic sexual assault and other sexual misconduct is at the school by gender and affiliation ix
- 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 of survey xi
- Figure E-4 | Percent of graduate or professional students reporting nonconsensual sexual contact by physical force or inability to consent since enrolling in school by gender and year of survey xi
- Figure 1 | Distribution of response rate for the 10 schools 7
- Figure 2 | Percent reporting nonconsensual sexual contact involving physical force or inability to consent since enrolling in the school by gender and affiliation 13
- Figure 3 | Rate across schools of the percent of undergraduate women reporting nonconsensual sexual contact involving physical force or inability to consent since entering school 15
- Figure 4 | Location of nonconsensual sexual contact incidents experienced by women, by type of sexual contact 16
- Figure 5 | Offender gender for nonconsensual sexual contact by physical force or inability to consent by gender of victim and type of sexual contact 17

Figures

- Figure 6 | 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 18
- Figure 7 | 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 19
- Figure 8 | 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 20
- Figure 9 | Behavioral and emotional consequences of nonconsensual sexual contact by physical force or inability to consent for women by type of sexual contact 21
- Figure 10 | Academic and professional consequences of nonconsensual sexual contact by physical force or inability to consent for women by type of sexual contact 22
- Figure 11 | Percent and 95 percent confidence interval of incidents a program or resource was contacted by women for nonconsensual penetration by physical force or inability to consent by school 23
- Figure 12 | 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 25
- Figure 13 | Percent experiencing nonconsensual sexual contact involving physical force or inability to consent by gender and sexual orientation 27
- Figure 14 | Percent reporting nonconsensual sexual contact without active, ongoing voluntary agreement since enrolling in the school by gender and affiliation 29
- Figure 15 | Percent and 95 percent confidence intervals for undergraduate women experiencing nonconsensual sexual contact without active, ongoing voluntary agreement by school 30
- Figure 16 | 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 32

Figures

- Figure 17 | Distribution across schools of the percent of women reporting nonconsensual sexual contact involving physical force, inability to consent, coercion since entering school 33
- Figure 18 | Distribution across schools of the percent of students experiencing sexual harassment..... 36
- Figure 19 | Affiliation with university of perpetrators of harassing behavior..... 37
- Figure 20 | Percent of perpetrators that are faculty, instructors, or research staff by gender and affiliation of victim..... 37
- Figure 21 | Percent reporting IPV since enrolling in the school by gender and affiliation 40
- Figure 22 | Distribution across schools of the percent of students experiencing IPV since entering school..... 41
- Figure 23 | Percent reporting stalking since enrolling in the school by gender and affiliation 43
- Figure 24 | Affiliation with university of perpetrators of stalking..... 44
- Figure 25 | Distribution across schools of the percent of victims of stalking that contacted a program or resource..... 45
- Figure 26 | Percent of victims of stalking, IPV, and sexually harassing behavior telling another person by type of person told and type of victimization..... 46
- Figure 27 | Percent victims who contacted a program by type of program 47
- Figure 28 | Percent of students who reported “very” or “extremely” likely that officials will take report seriously and will conduct a fair investigation by victimization status 49
- Figure 29 | Percent of students who took direct action by type of action witnessed 50
- Figure 30 | Distribution across schools of the percent of students that took direct action 51
- Figure 31 | Perceptions of how problematic sexual assault and other sexual misconduct is at the school by gender and affiliation 52
- Figure 32 | Distribution across schools of the percent of students reporting sexual assault and misconduct are very or extremely problematic 53
- Figure 33 | 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..... 54

Figures

- Figure 34 | Percent of undergraduates reporting nonconsensual sexual contact by physical force or inability to consent since enrolling in school by gender and year of survey 56
- Figure 35 | Percent of graduate or professional students reporting nonconsensual sexual contact by physical force or inability to consent since enrolling in school by gender and year of survey..... 56
- Figure 36 | Scatterplot of percent reporting nonconsensual sexual contact by physical force or inability to consent since enrolling in school for undergraduate women for 2019 by 2024 58
- Figure 37 | 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 year of survey 60

1. Introduction

This report summarizes the results of the 2024 Higher Education Sexual Misconduct and Awareness (HESMA) survey. Administration of the 2024 HESMA survey and the reporting of its findings are occurring at a historically noteworthy time for assessing college campus climate on sexual assault and misconduct. In early 2020, an unforeseen and unprecedented pandemic upended the routines of everyone's daily life. American colleges and universities were notably affected, prompting a shift to remote and hybrid learning environments. This shift necessarily altered how and when students communicated and interacted, opening up new modes of virtual communication and interaction. This potentially decreased some types of misconduct while providing new opportunities for other types (e.g., cyberstalking, online harassment). In addition, there was a change in federal administrations overseeing Title IX regulations. Modifications in Title IX regulations influenced how school administrators handled the procedures for reporting and resolving sexual assault and misconduct cases. The 2024 HESMA survey provides a mechanism to track changes since 2019 in sexual assault and misconduct, student perceptions related to campus climate and student use of a variety of resources, ranging from Title IX to medical and mental health services to law enforcement available on campus and locally.

The survey had six goals intended to provide information to schools on their efforts to prevent and respond to sexual assault and other misconduct:

1. Estimate the prevalence of sexual assault and other misconduct.
2. Describe the circumstances, student responses and consequences associated with instances of sexual assault and other misconduct.
3. Assess student perceptions surrounding sexual assault and other misconduct.
4. Assess student knowledge of school resources and procedures when responding to instances of sexual assault and other misconduct.
5. Assess how bystanders react in different situations related to sexual assault and other misconduct.
6. Describe how the prevalence of nonconsensual sexual contact, and perceptions and knowledge of school policies and procedures have changed since the 2019 survey.

This report summarizes the survey's findings after aggregating the results across the 10 HESMA schools. These 10 schools also participated in the 2019 Association of American University Survey on Sexual Assault and Misconduct (Cantor, et al., 2020). As noted below, very few changes were made to the AAU survey when creating the HESMA survey. This facilitates addressing changes that occurred since 2019.

As in the previous two AAU surveys, the 2024 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.

2. Methodology

This section provides an overview of the process to refine the 2019 AAU survey for implementation in 2024, 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 nonresponse bias ([Appendix 4](#)), the questionnaire ([Appendix 5](#)), a comparison of the 2019 and 2024 questionnaires ([Appendix 6](#)), and aggregate survey results ([Appendix 7](#)).

Survey Development. The 2024 HESMA survey is based on the 2019 Association of American University’s (AAU) Campus Climate Survey on Sexual Assault and Misconduct. To create the HESMA questionnaire, the Survey Design Team (SDT) made a limited number of changes to the AAU survey Section A-Background, which is composed of items on demographic characteristics (see below). All other sections of the HESMA questionnaire replicated the 2019 AAU survey. Since all 10 HESMA schools administered the AAU survey in 2019, replicating the 2019 survey allowed schools to track changes, if any, since 2019.

The changes to Section A-Background include modification of four survey items: 1) race and ethnicity, 2) sexual orientation, 3) gender identity, and 4) identifying as a student with a disability. A copy of the 2024 HESMA instrument with changes made to the 2019 AAU survey is provided in [Appendix 6](#). The changes were initially developed as part of a review of the 2019 AAU instrument by a committee established by the AAU to update each section of the 2019 instrument. This committee was disbanded once AAU dropped out of planning the 2024 survey. The HESMA SDT reviewed the proposed changes and decided to implement changes to the four survey items noted above.

The changes made include:

Race and Ethnicity (Question A9). In asking about race and ethnicity, the 2019 survey followed an approach that has been used by the Integrated Postsecondary Education Data System (IPEDS) which follows the guidelines set out by the U.S. Office of Management and Budget. However, this format has been found to be problematic. Asking separate questions for Hispanic origin and race confuses many respondents. There is a directive from the White House for updating the standards. Changes to the 2019 AAU survey were made based on recommendations from the 2015 Census National Content Test (CNCT). The CNCT found that combining the Hispanic origin and race questions improved data quality and was more consistent with how respondents identified. When adapting these results for the HESMA survey, the SDT decided to combine the 2019 Hispanic or

Latino origin question and race question into one question, A9, for the 2024 HESMA survey. In addition, a separate category for Middle Eastern and North African (MENA) was added. The race and ethnicity response categories were put in alphabetical order so not to put emphasis on any particular group.

Gender Identity (Questions A11, A11a). Changes were made to the 2019 gender identity question based on reviewing the literature² and other campus climate surveys, including Stanford University's Institutional Surveys and Michigan State University's Know More@MSU Campus Survey. There was evidence from the Stanford survey that the approach used in 2019 may have under-enumerated the transgender population. Besides adding more categories to the gender identity item, the 2024 approach asks for identification as "transgender" in a separate question. Two questions allow respondents to first provide the specific gender group to which they identify. They then can answer the question about identifying as transgender or not in a separate question. Respondents also were allowed to select more than one gender category. Gender identity categories are in alphabetical order so not to put emphasis on any particular group.

Sexual orientation (Question A12). Changes were made to the categories based on reviewing the literature³ and other campus climate surveys, including Stanford University's Institutional Surveys and the Michigan State survey Know More@MSU Campus Survey. Sexual orientation categories are in alphabetical order to not put emphasis on any particular group.

Disability (A15a). A category was added for 'speech or language impairment' because this type of disability was not clearly covered in the 2019 survey disability question.

Accessibility and Disability Office (Question A15). Comments from schools that participated in the 2019 survey indicated that the name of the office where students registered their disability was different across schools. To address this issue, each school was asked to provide the name of their accessibility and disability office. The respective name was used in the wording of the question.

Interpretation of data that relies on the above questions should be done with caution when comparing the 2024 survey results to the 2019 survey results. Comparisons to the 2019 results may partly reflect the change in measurement (e.g., change in categories, change in ordering of the categories, addition of a question) rather than a change since the last survey was done in 2019.

Survey Content and Mode of Administration. The 2024 HESMA survey comprises 12 sections (A-J). A core set of 54 questions was asked of every respondent, in each of the following sections: Background (A), General Perceptions of Campus (BB), Perceptions of Risk (B), Knowledge of Resources (C), Sexual Harassment (D), Stalking (E), Intimate Partner Violence (F), Sexual Assault/Other Misconduct (G), Opinions of Program Services (HH), Sexual Misconduct Prevention Training (H), Perceptions of Responses to Reporting (I), and Bystander Behavior (J).

² National Academies of Sciences, Engineering, and Medicine 2022. Measuring Sex, Gender Identity, and Sexual Orientation. Washington, DC: The National Academies Press. <https://doi.org/10.17226/26424>; Puckett, J. A., Brown, N. C., Dunn, T., Mustanski, B., & Newcomb, M. E. (2020). Perspectives from transgender and gender diverse people on how to ask about gender. *LGBT Health*, 7(6), 305-311.

³ IBID

Respondents who had been in a partnered relationship since enrolling at the school were asked questions about Intimate Partner Violence (F). Additional questions were administered if respondents reported being victimized. For sexual harassment, stalking, and intimate partner violence (sections D, E, and F, respectively), follow-up questions were asked 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 asked for information for both partners. For nonconsensual or unwanted sexual contact since enrolling at the school (section G), follow-up questions (up to four) were asked for each incident. That is, respondents who reported that they experienced at least one incident were prompted to provide more detailed information in the Detailed Incident Form (DIF; Attachment 2) about the incident(s) that impacted or affected them the most. (For the complete survey, with annotations, see [Appendix 5](#).)

While the 2024 survey instrument was largely similar to the 2019 survey instrument, a few changes were made for the 2024 instrument (described above). When appropriate, this report compares results between 2019 and 2024 (see Section 7). [Appendix 6](#) provides a comparison of the 2019 and 2024 surveys.

The HESMA was a web survey. Each page of the web survey included links to general and school-specific frequently asked questions (FAQs) and resources (e.g., national rape crisis hotline number). (For FAQs and resources, see [Appendix 2](#).) Web survey pages also included the Help Desk number to assist students who needed either technical assistance or additional resources.

Sample and Incentives. For the purposes of this effort, eligible respondents were defined as anyone enrolled in a degree program at the university.⁴ Nine of the 10 schools chose to invite all eligible students to participate in the survey. The tenth school elected to administer the survey to a random sample of enrolled students. The total sample size across all 10 schools was 180,323.

To encourage participation, schools offered students a variety of incentives, most commonly a gift card (ranging from \$10 to \$25) for completing the survey. In addition, two schools also offered a chance to win one of 10 \$100 gift cards. In lieu of a direct incentive, one school held a competition between houses with an award of food for the undergraduate and graduate houses with the highest and second highest survey completion rates. Table 1 provides detailed information about incentive plans. Students were notified of their eligibility for an incentive in the invitation and reminder emails.

⁴ Universities wishing to include students enrolled only in online degree programs, agreed to include a variable on the survey to allow those students to be identified as online students for analysis purposes.

Table 1 | Incentive Plans Offered at the 10 Schools Participating in the 2024 HESMA survey

# Schools	Incentive plan	Alternative to incentive
2	Sample of students eligible to receive gift card	Drawing to win gift card
3	Sample of students eligible to receive gift card	No drawing
4	All students eligible to receive gift card	No drawing
1	No incentive plan	Competition between houses/residences for food-related gift

Fielding the Survey. Data collection began February 1, 2024, and continued over a 17-week period. Three schools launched the survey in February, two schools launched in March, and five schools launched in April. The last launch date was April 30, and the last survey closed on May 30. The average field period for the survey was 34 days (the range was 28 days to 49 days).

Survey Procedures. Invitations to participate in the survey were sent to students’ school email addresses—four sent by the school and six sent through 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 a prominent 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 12 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.⁵
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.⁶ 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.⁷

The statistical weights (see description of weighting below) are based on the surveys that are defined as complete. The above definition of a complete requires the respondent provide enough information to produce estimates for nonconsensual sexual contact (NCSC). This definition ensures that the weighted estimates of NCSC are fully representative of the campus population. If a less strict criteria were used to define a complete (e.g., answered up through section B), weighted

⁵ Timing data were not available for students who did not click the “submit” button at the end of the survey.

⁶ 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.

⁷ 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).

estimates of NCSC would not fully adjust for nonresponse to the NCSC items (e.g., estimates of total number of victims would be too low). [Appendix 3](#) provides data on how many respondents partially completed the survey by section of the survey.

The final response rate was 23.4 percent (Table 2). This rate varied by sex (17.2% male, 30.4% female) and affiliation status (21.8% undergraduates, 25.2% graduate or professional students). The difference between the incentive and the non-incentive conditions was 6.8 percentage points (20.8% incentive, 13.6% non-incentive).⁸

Table 2 | Response Rates by Gender, Affiliation Status¹

	Completes	Sample	Response Rate
Total	42,133	180,323	23.4%
Men	16,463	95,971	17.2%
Women	25,670	84,352	30.4%
Undergraduates	21,210	97,453	21.8%
Graduate or professional	20,923	82,870	25.2%
Undergraduate Men	8,023	51,150	15.7%
Graduate or professional Men	8,440	44,821	18.8%
Undergraduate Women	13,187	46,303	28.5%
Graduate or professional Women	12,483	38,049	32.8%
Gift Card²	5,680	27,369	20.8%
Prize Drawing or Nothing	10,695	78,569	13.6%

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

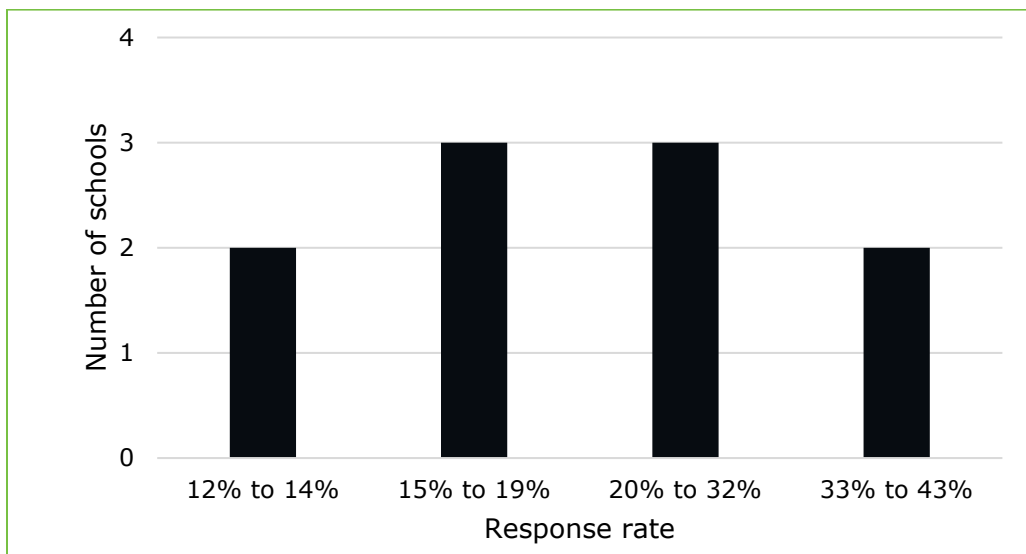
² Restricted to those schools that randomly assigned students to an incentive or no incentive condition.

Relative to the 2019 survey for the 10 HESMA schools, the response rate for the 2024 survey is lower by 7.6 percentage points. For the 2024 survey, response rates across the schools (Figure 1) range from a low of 12 percent to a high of 43 percent. The response rate is an indirect indicator of nonresponse bias (Groves & Peytcheva, 2008). Nonresponse 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. Nonresponse bias may affect the estimates of certain outcomes but not

⁸ These rates by incentive status are only for those schools that randomly assigned a sample of students to either receive or not receive an incentive. Not included are those schools that either did not provide an incentive at all or provided an incentive to all students.

others. For example, it might affect estimates of stalking but not harassment. It all depends how the reasons for the nonresponse relate to the outcome.

Figure 1 | Distribution of response rate for the 10 schools



[Appendix 4](#) provides several analyses to assess the bias in the estimates presented in this report. Analysis of the 2015 and 2019 data found some evidence that the nonresponse is in a positive direction—that is the published estimates were too high, although not by a large amount (Cantor, et al., 2017; Cantor, et al., 2016; Cantor, et al., 2020). The analysis in [Appendix 4](#) elaborates on evidence garnered from the HESMA survey.

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 nonresponse.

Description of the Weighting Procedures. Unless otherwise specified, all estimates in this report are weighted. The weights use those created for each of the schools and reflect the total population of students from the 10 HESMA schools. There are two reasons for weighting the data. One is so the estimates reflect the entire student population. The data can then be used to estimate total counts for important outcomes, such as victims of sexual misconduct. The second reason to weight is to adjust for non-response that might differ by major population groups. For example, if fewer older students responded relative to younger students, the weights scale responses so that the percentage of older students reflects their representation in the student population. In this section, the procedure Westat used to create these weights for each school 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 but one school. For those that used a census a base weight of one was assigned to each respondent. For the school that drew a sample of students, the baseweight is the inverse of the sampling fraction. The base weight was adjusted to reflect nonresponse. 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

nonresponse 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 schools that had both an incentive and non-incentive group, 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 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 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 10 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 in [Appendix 7](#).

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 10 schools. Approximately 50.3 percent of the respondents were undergraduates. Among undergraduates, 12.4 percent of participants were in their first year, 12.1 percent were in their second year, 13.1 percent were in their third year, and 12.7 percent were in their fourth year or higher.⁹ Approximately 11.7 percent of all respondents (undergraduate and graduate/professional) were first enrolled in 2019 or earlier. With respect to demographic characteristics, there are more women than men, with 4.6 percent reporting some other gender and 1.7 percent identifying as transgender. Approximately 27.2 percent of the sample identified as non-heterosexual. The largest group among non-heterosexuals consists of students who identify as bisexual (9.4%).

Defining Major Subgroups. Many results discussed in this report display the rates by student gender and affiliation. These are used as stratifiers because the rates vary greatly by both characteristics. For gender, respondents were asked to answer two questions, as described above in the section on survey development. For purposes of the analysis, gender includes 4 different categories: 1) **man** includes those who selected only man in the gender question (Q11) and did not identify as transgender (Q11a), 2) **woman** includes those who selected only woman in the gender question (Q11) and did not identify as transgender (Q11a), 3) **gender nonbinary, transgender, questioning or self identified** includes those who selected Gender nonconforming, Genderqueer, Nonbinary, Questioning, some other gender or Transgender in questions 11 and 11a 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.

The 2015 and 2019 surveys found that women and gender nonbinary, transgender, questioning or self identified students have significantly higher rates of victimization than men. However, very few campus surveys have produced statistically reliable estimates for the gender nonbinary,

⁹ The question on the survey on year in school instructed students to base their answer on the number of credits they had earned.

transgender, questioning or self identified group of students because they constitute a very small percentage of the campus population. The 2015 and 2019 AAU surveys were one of the few to provide estimates for this group for a scientifically selected sample of students. The change in measurement of gender identity in 2024 was motivated by indications that the questions used to identify gender nonbinary, transgender, questioning or self identified students on the prior AAU surveys resulted in under-enumerating those in this group. For the 2019 AAU survey, 1.7 percent of respondents selected the comparable category, and 0.6 percent selected "decline to state." In 2024, the percentage of students identifying in this group was almost 5 percent. Some caution should be used, therefore, when comparing results for this group between 2019 and 2024.

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:

$$\text{Estimate} + 1.96 \times \text{standard error (high estimate)}$$

$$\text{Estimate} - 1.96 \times \text{standard error (low estimate)}$$

For example, it is estimated that 7.9 percent of undergraduate women were victims of nonconsensual sexual contact involving physical force or inability to consent or stop what was happening during the current school year (Table 5). The standard error for this estimate is 0.3. Using the formula above, the 95 percent confidence interval for the estimate is 7.3 to 8.5 percent.

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

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

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 than men on the item noted above, a Z statistic would be:

$$Z = (7.9 - 2.6) / \text{square root}(.3^2 + .2^2) = 5.3 / \text{square root}(.09 + .04) = 14.7$$

This is highly significant, since 14.7 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 are part of the respondent pool for both estimates.

The report includes a discussion of differences between the 2019 and 2024 surveys. Since the surveys were conducted five years apart, a small percentage of students were eligible for both surveys. 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 large. The large sample size leads to statistically significant results 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 HESMA 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 Study 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 HESMA survey was designed to provide the flexibility to estimate rates across a range of behaviors and tactics. 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, or the inability to consent or stop what was happening (hereafter referred to “inability to consent”). This type of victimization meets the legal definition of a rape or sexual assault in many jurisdictions. 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) as a tactic.

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 was defined with the following introduction:

“The next questions ask about incidents when you were **unable** to consent 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).¹⁰

The definition of the estimates of nonconsensual sexual contact presented below are identical to those used in the 2015 and 2019 AAU survey.

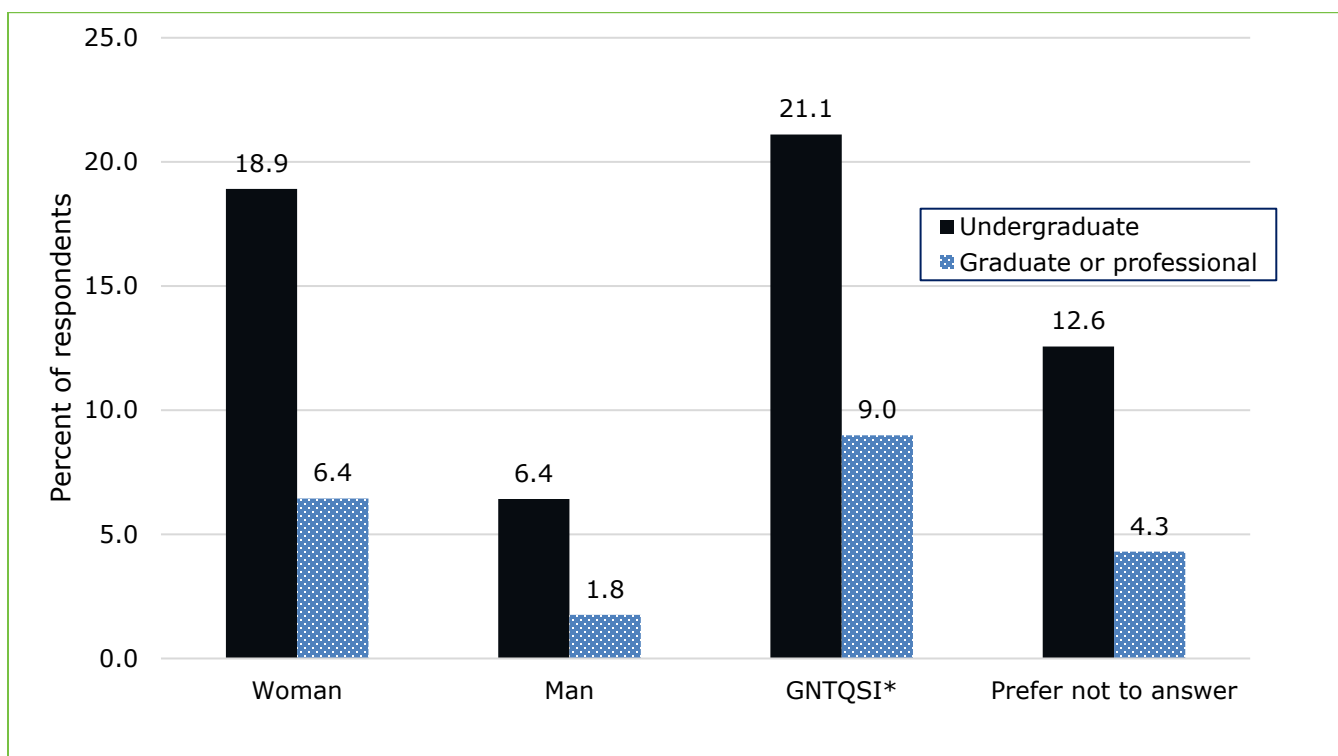
Prevalence of Nonconsensual Sexual Contact by Physical Force or Inability to Consent

Overall, 9.4 percent of students across the 10 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 (13.3%) and gender nonbinary, transgender, questioning or self identified students (16.3%) are approximately the same but are two to four times higher than for men (4.3%) and those students declining to state their gender (7.8%) (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 18.9 percent than women graduate or professional students, at 6.4 percent (Tables 5–12). Similarly, undergraduate men are three times more likely to report this type of victimization than graduate or professional men (6.5% vs. 1.8%). The pattern of higher rates for undergraduate students also holds for those identifying as gender nonbinary, transgender, questioning or self identified and for those who declined to provide their gender.

¹⁰ Clery Act Hierarchy Rule: 34 CFR 668.469(c)(9)

Figure 2 | Percent reporting nonconsensual sexual contact involving physical force or inability to consent since enrolling in the school by gender and affiliation



* GNTQSI: gender nonbinary, transgender, questioning or self identified

Acts involving penetration or attempted penetration by physical force or inability to consent meet the legal definitions for rape in many jurisdictions. Women (6.7%) and gender nonbinary, transgender, questioning or self identified students (9.8%) had the highest rates of acts involving penetration, or attempted penetration, by physical force or inability to consent (Figure 2; Table 32). Undergraduates had significantly higher rates than graduate or professional students. For example, undergraduate women had a prevalence rate of 9.5 percent compared to 3.1 percent of women graduate/professional students. This pattern holds for men and gender nonbinary, transgender, questioning or self identified students as well (Tables 5–12).

More than half of the acts involving penetration that occurred since the respondent entered the school also involve the tactic of physical force. Among undergraduate women, 5.9 percent reported penetration by physical force and 3.7 percent reported penetration related to an inability to consent. Instances of physical force and inability to consent together were reported by 1.6 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 (9.4%) and gender nonbinary, transgender, questioning or self identified students (11.4%) have the highest rates of sexual touching (Table 32). Undergraduates have significantly higher rates than graduate or professional students. For example, among women, 13.5 percent of undergraduates reported sexual touching compared to 4.3 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). The HESMA survey also found that a relatively high

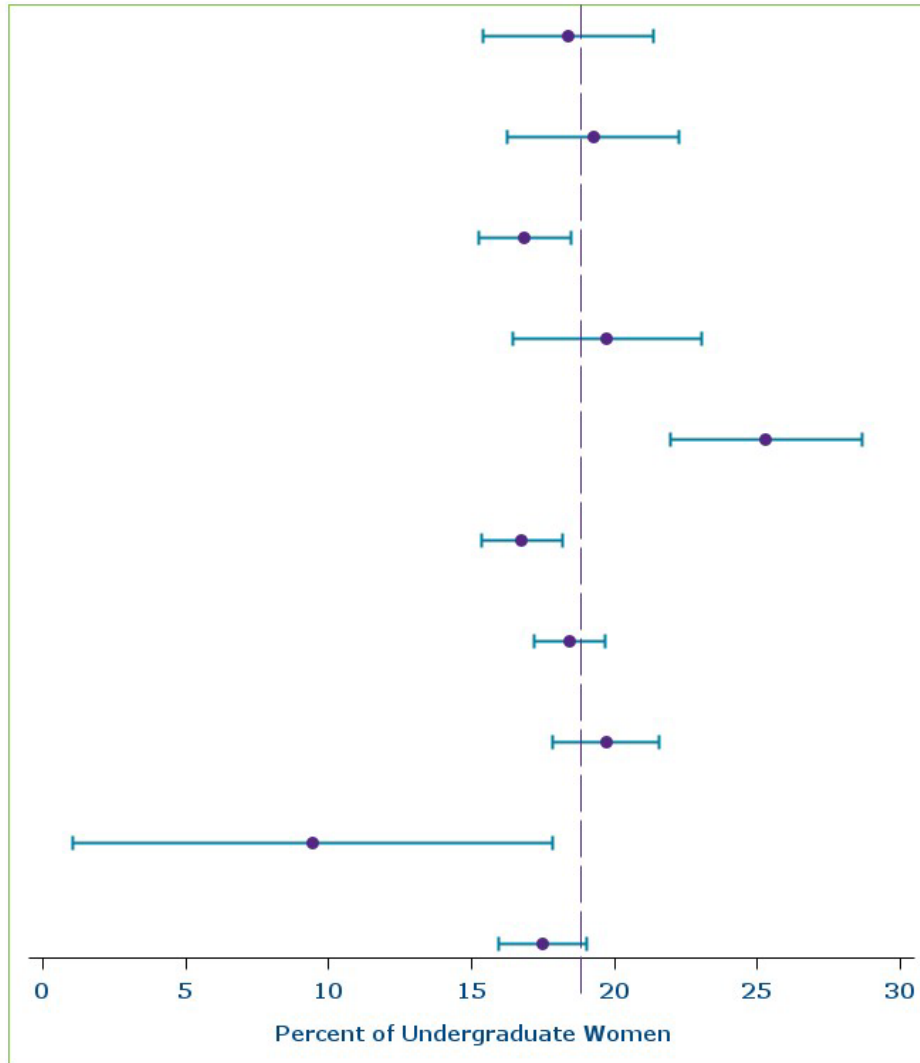
percentage of students reported being a victim more than one time of nonconsensual sexual contact by physical force or inability to consent (Table 13). Among undergraduate women, 8.6 percent reported being a victim once, while 10.4 percent reported at least two incidents since enrolling at the school. Gender nonbinary, transgender, questioning or self identified students report a similar pattern.

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 for incidents occurring during the current school year (i.e., fall of 2023 to spring of 2024) decline by year in school (Tables 14–16). Among first year students, 10.7 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 5.8 percent for fourth year (or higher) students. This pattern is not as clear for men. The estimates for those identifying as gender nonbinary, transgender, questioning or self identified 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 10 different schools. A unique feature of the HESMA survey is that the design supports generating statistically reliable estimates for each of the 10 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 HESMA survey is not nationally representative, but the sample does include both public and private institutions of varying sizes.

Figure 3 provides the school prevalence rates for nonconsensual sexual contact involving physical force or inability to consent for undergraduate women at each of the 10 schools, along with the overall rate across all 10 schools (vertical line). The lines around each estimate are the 95% confidence intervals for the estimate. One indication of whether two estimates are statistically different is whether the confidence intervals overlap. Six of the 10 schools overlap with the overall mean, and most are within 5 percentage points of the overall average.

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



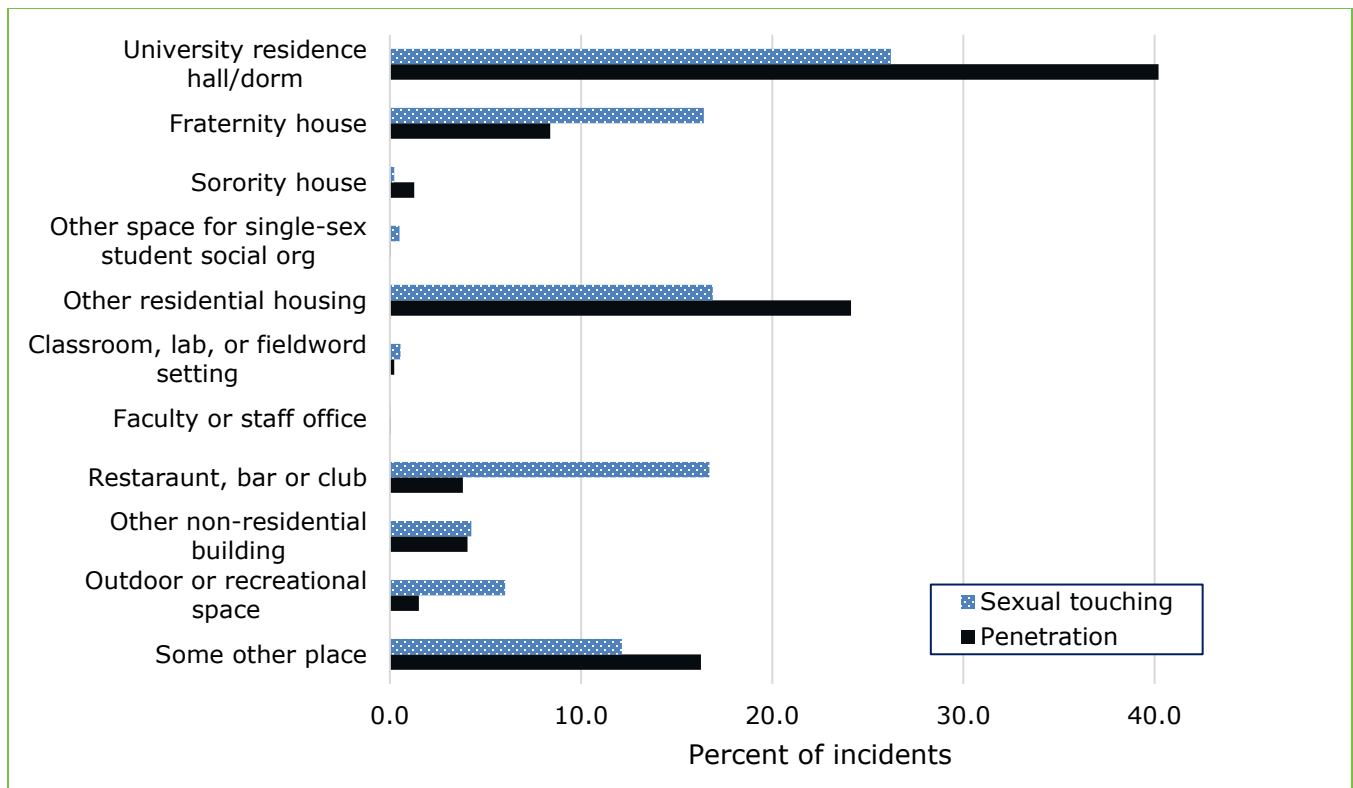
Characteristics of Nonconsensual Sexual Contact by Physical Force or Inability to Consent

Students who reported an incident of nonconsensual sexual contact were asked for details about the incident (Section GA in questionnaire). 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.

Location of the Incident. When asked where incidents involving penetration occurred (Table 17), women reported the primary locations were the university residence hall/dorm (40.2%), another residential housing (24.1%), some other place not specified (16.3%), and a fraternity house (8.4%) (Figure 4). This pattern is very similar across all gender categories. However, it is somewhat different for incidents involving sexual touching. Among undergraduate women, fewer

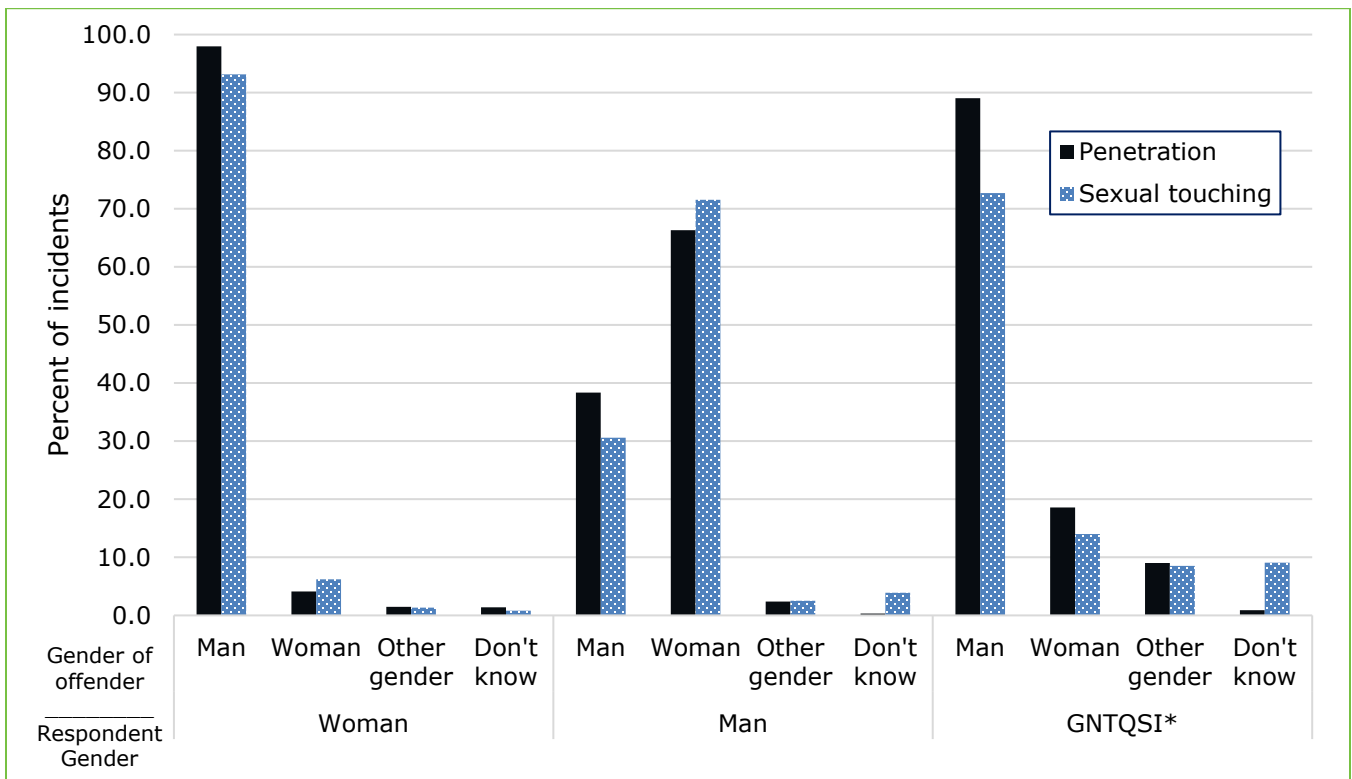
incidents occurred in residence halls (26.2%) and other residential housing (16.9%), and more incidents occurred in fraternities (16.4%) and restaurants/bars/club (16.7%).

Figure 4 | 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, 82.6 and 82.2 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 (98.0% for penetration, 93.1% for sexual touching) reported a man was the offender (Figure 5). Similarly, the most common offender for gender nonbinary, transgender, questioning or self identified students was a man (89.0% penetration, 72.7% for sexual touching). For men, about two-thirds of offenders were women (e.g., 66.3% for penetration) and one-third (e.g., 38.6% for penetration) were men.

Figure 5 | Offender gender for nonconsensual sexual contact by physical force or inability to consent by gender of victim and type of sexual contact

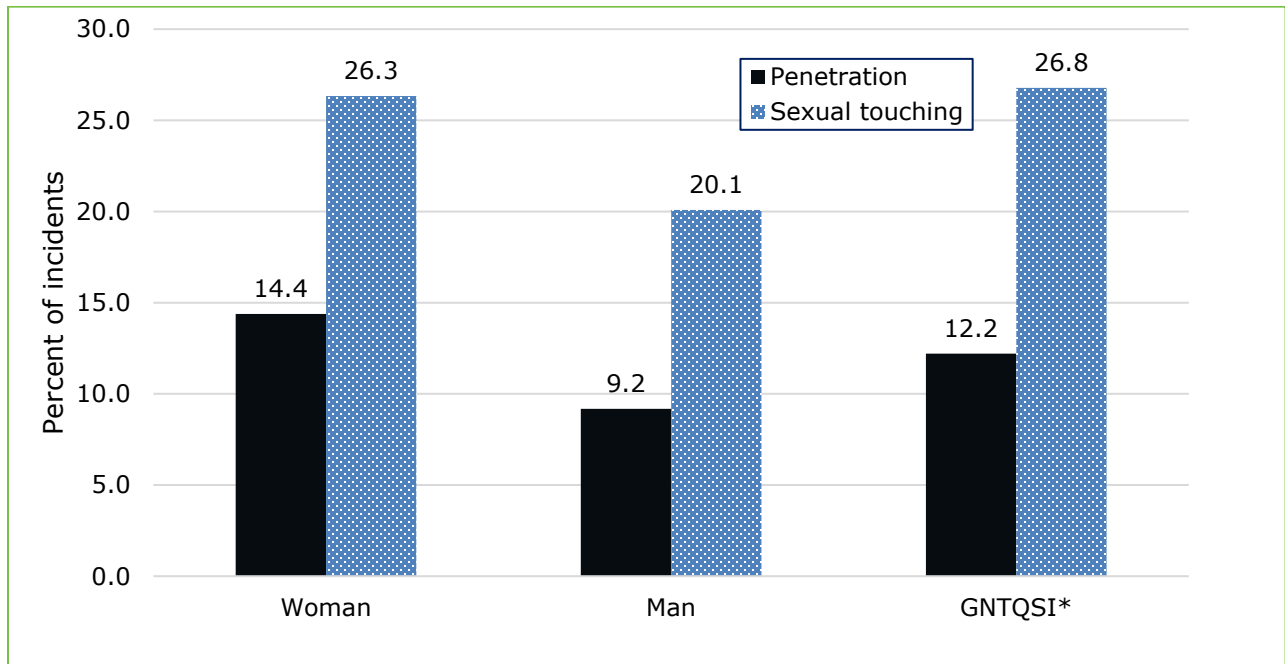


* GNTQSI: gender nonbinary, transgender, questioning or self identified

When asked how the offender was associated with the university, the vast majority of offenders were identified as students. For example, for incidents involving penetration 72.0 percent of women reported the offender was a student. The next most common category were individuals who were not associated with the school (26.1% for women).

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 6). women reported that 14.4 percent of incidents involving penetration were with someone she did not know or recognize compared to 26.6 percent of sexual touching incidents. Conversely, 38.1 percent of women reported an intimate partner was the offender in penetration, compared to 15.7 percent of sexual touching incidents. Similarly, women reported 14.0 percent of incidents of penetration involved a former intimate partner, compared to 7.1 percent of touching incidents.

Figure 6 | 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

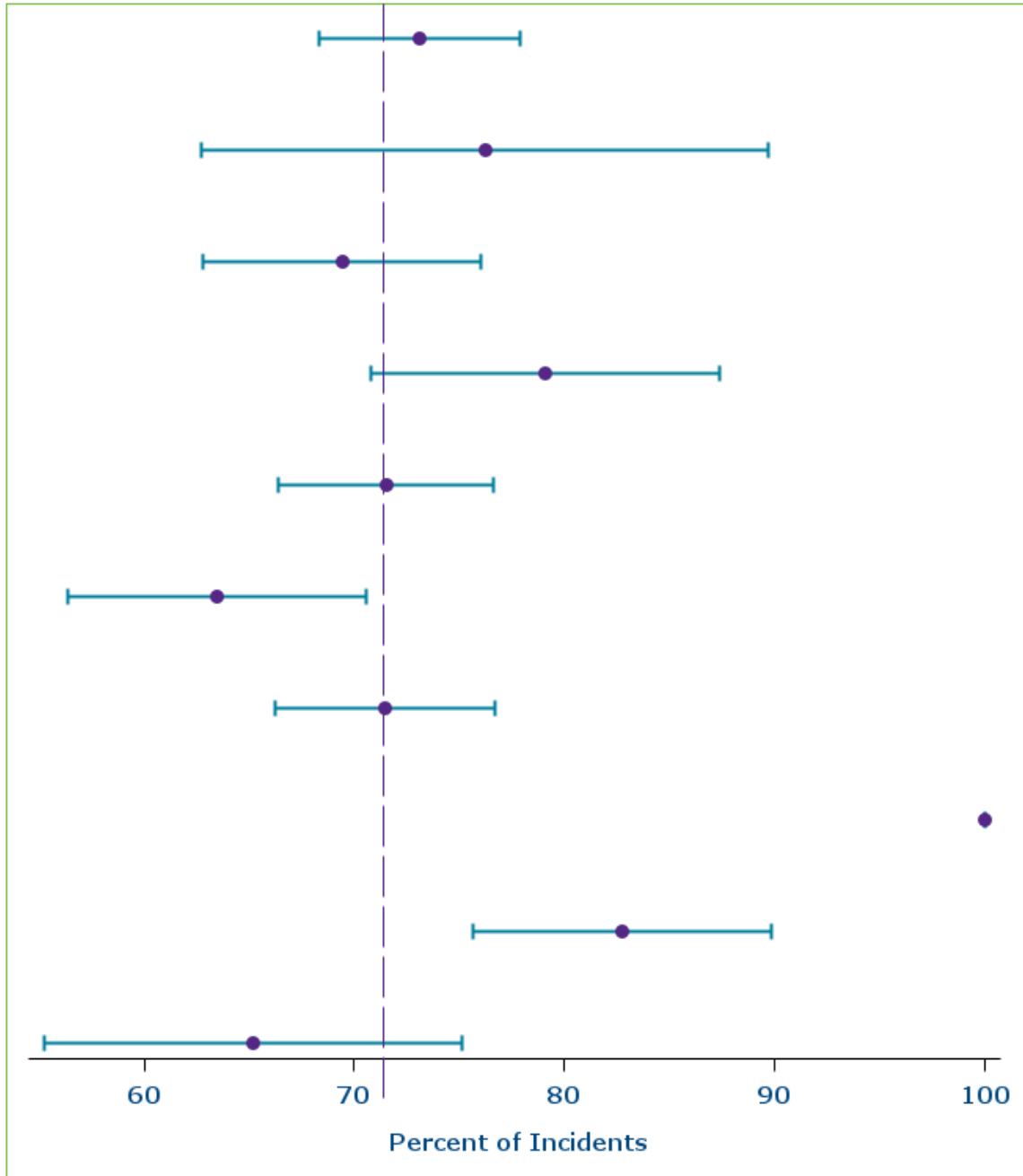


* GNTQSI: gender nonbinary, transgender, questioning or self identified

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, 57.2 percent of victims of penetration and 61.7 percent of victims of sexual touching incidents of women involved an offender who drank alcohol before the incident. Many other victims did not know if the offender was using substances at the time the incident occurred.

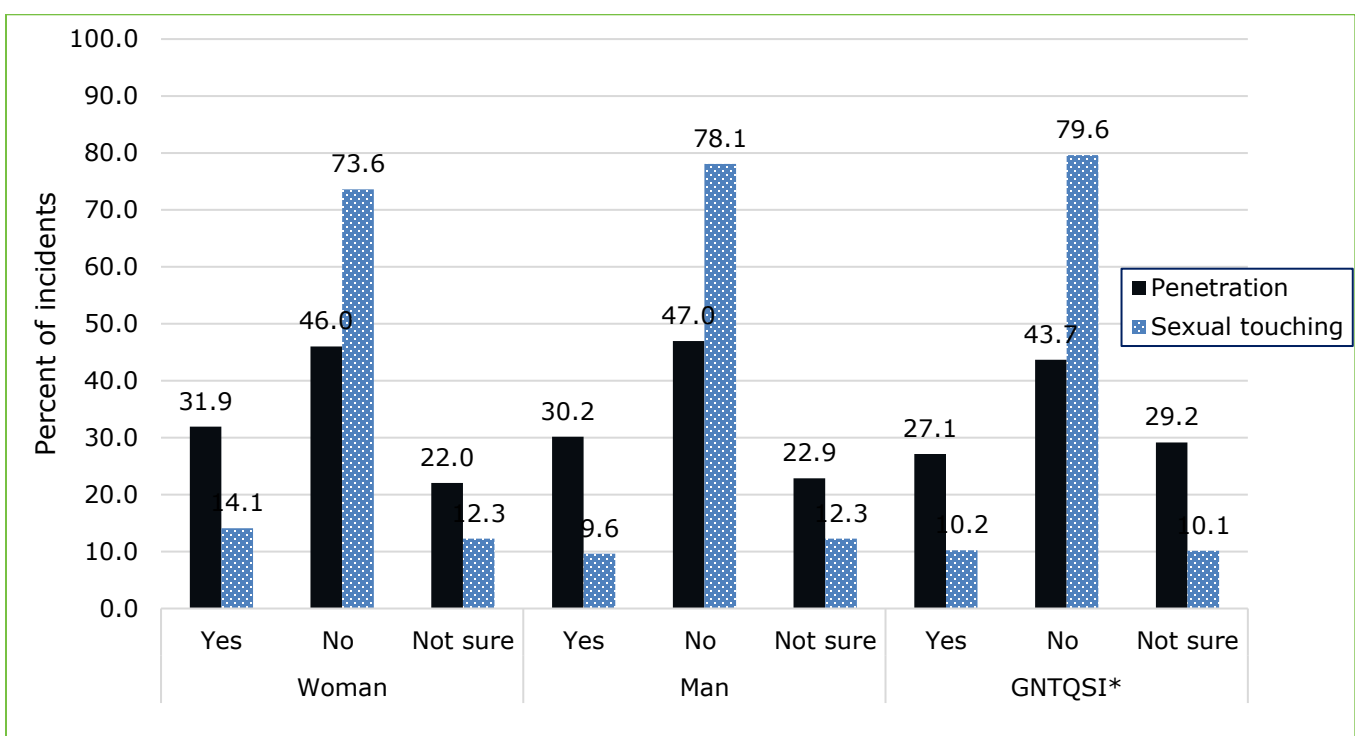
Most of the victims reported they had been drinking alcohol before the incident occurred. For example, for gender nonbinary, transgender, questioning or self identified students 59.9 percent of the penetration incidents and 59.8 percent of the sexual touching incidents occurred when the victim had consumed alcohol. The pattern is similar for women and men . There was some variation in alcohol use by the victim across the 10 schools (Figure 7). For incidents involving penetration among women, the range across schools was from a low of 63 percent to a high of 100 percent, although for many schools the confidence intervals around these estimates are wide.

Figure 7 | 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, 2.8 percent of women reported this occurred in penetration incidents, and another 9.9 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 8). For example, among women who reported using a substance (either knowingly or unknowingly), 31.9 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 14.1 percent for sexual touching incidents. Many victims of penetration were not sure if they were passed out or asleep (22.0% for women).

Figure 8 | 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

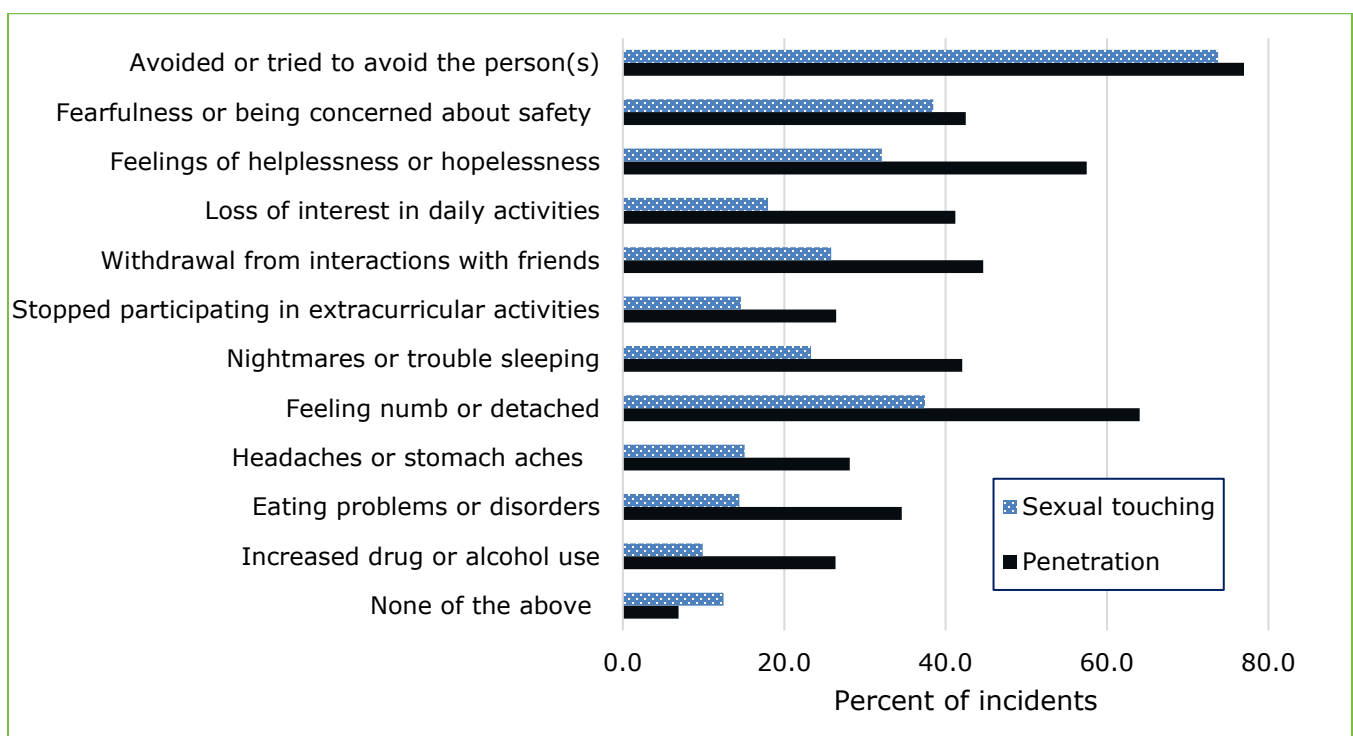


* GNTQSI: gender nonbinary, transgender, questioning or self identified

Behavioral, emotional, Academic, Professional, and Physical Consequences. A high proportion of victims of nonconsensual sexual contact by force or inability to consent experienced behavioral, emotional, academic, or physical consequences (Table 20). Almost all victims reported at least one of these consequences (Figure 9 for women). For incidents of penetration, 93.1 percent of women and 97.3 percent of gender nonbinary, transgender, questioning or self identified reported at least one type of consequence compared to 84.2 percent of men. Several direct reactions were very common, such as avoiding or trying to avoid the person (77.0% women, 86.2% gender nonbinary, transgender, questioning or self identified students, and 68.7% men)

and fearfulness or concern for their safety (42.5% women, 21.5% men and 49.9 % of gender nonbinary, transgender, questioning or self identified students). Many victims also reported other consequences that affect their well-being, such as loss of interest in daily activities (41.2% women, 61.1% gender nonbinary, transgender, questioning or self identified students, and 26.6% men), withdrawal from interactions with friends (44.6% women, 57.9% gender nonbinary, transgender, questioning or self identified , and 27.4% men), nightmares or trouble sleeping (42.1% women, 56.3% gender nonbinary, transgender, questioning or self identified students, and 25.5% men), and feeling numb or detached (64.0% women, 78.4% gender nonbinary, transgender, questioning or self identified students, and 42.7% men).

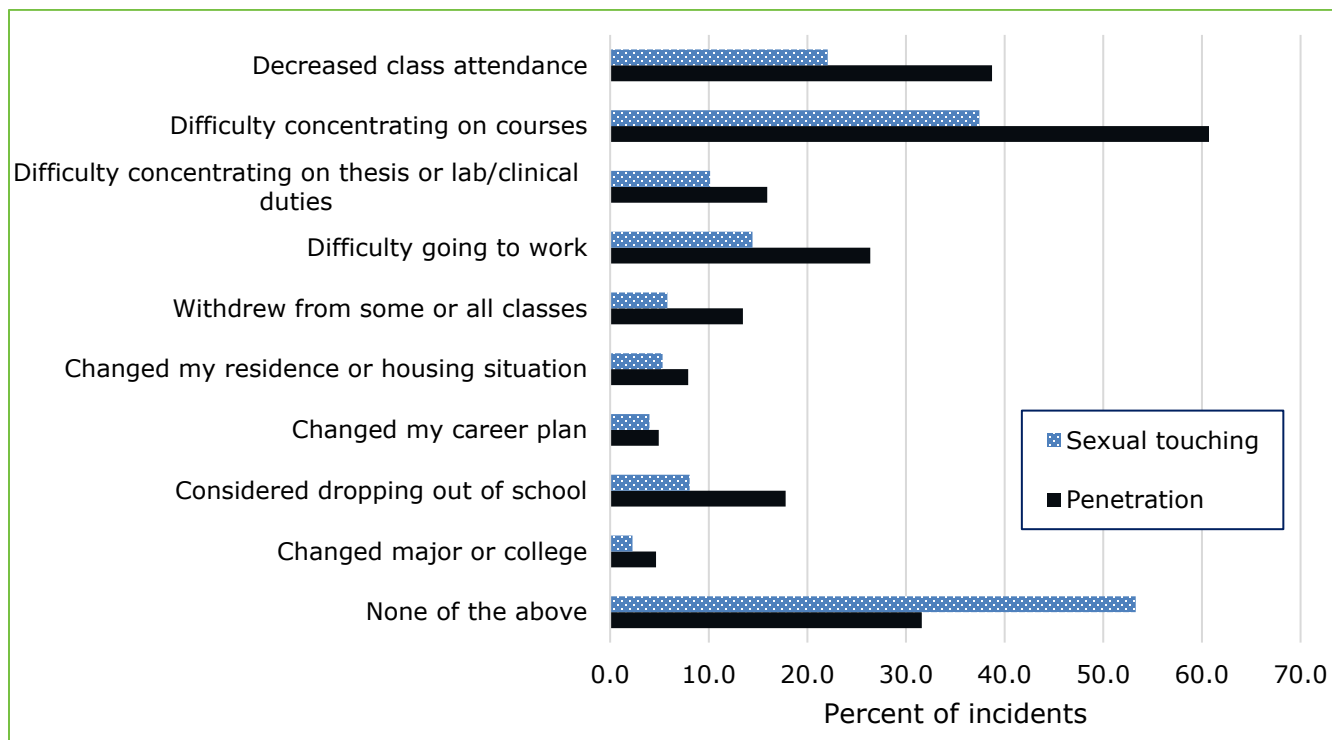
Figure 9 | Behavioral and emotional consequences of nonconsensual sexual contact by physical force or inability to consent for women by type of sexual contact



Academic and professional consequences were also very prevalent. For incidents involving penetration, 68.4 percent of women, 84.0 percent of gender nonbinary, transgender, questioning or self identified students, and 55.6 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 (38.7% women, 60.8% gender nonbinary, transgender, questioning or self identified students, and 27.1% men), difficulty concentrating on studies, assignments, and exams (60.7% women, 73.6% gender nonbinary, transgender, questioning or self identified students, and 27.1% men), and difficulty going to work (26.4% women, 37.3% gender nonbinary, transgender, questioning or self identified students, and 16.4% men) (Figure 10 for women).

The prevalence of academic and professional consequences for sexual touching was lower, although a significant number were affected in some way (52.7% women, 65.4% gender nonbinary, transgender, questioning or self identified students, and 31.4% men).

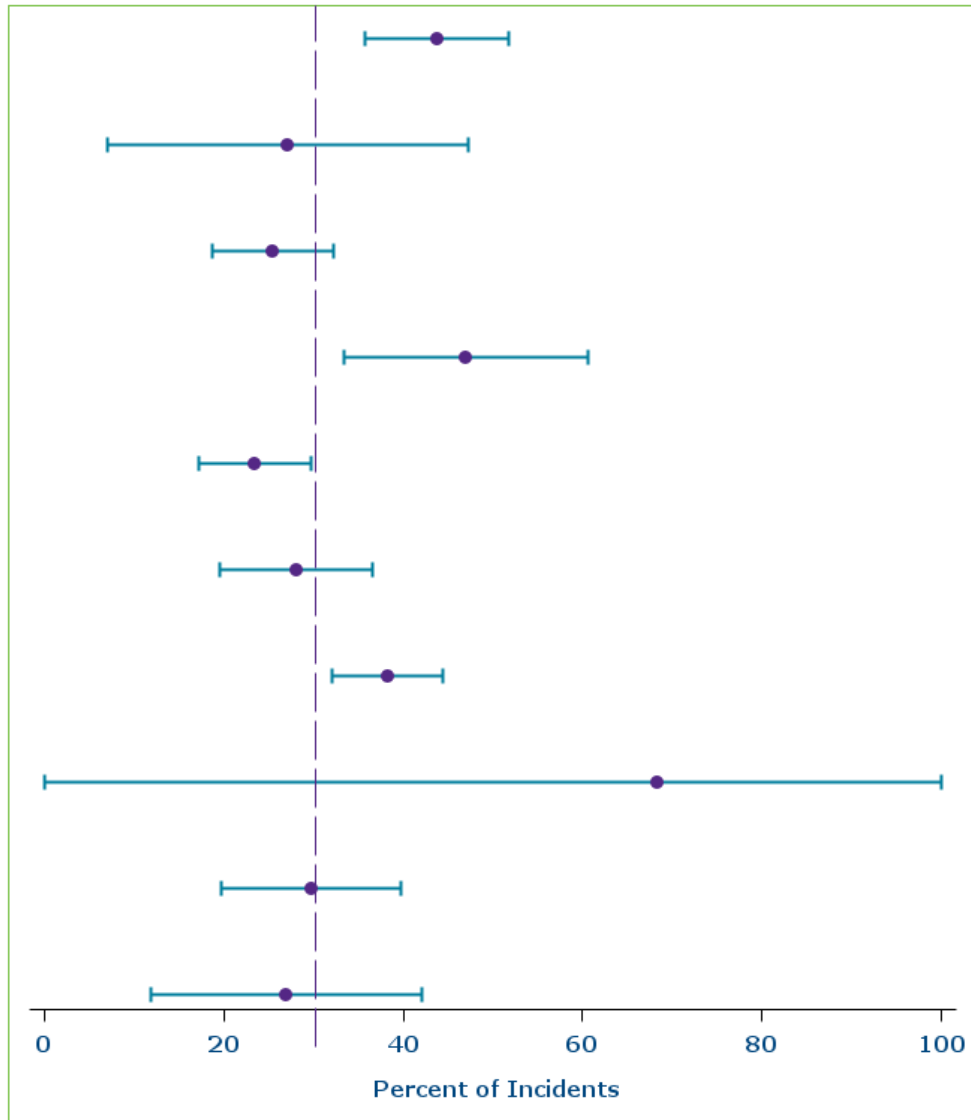
Figure 10 | Academic and professional consequences of nonconsensual sexual contact by physical force or inability to consent for women by type of sexual contact



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 16.0 percent of women, 20.4 percent of gender nonbinary, transgender, questioning or self identified students, and 6.3 percent of men. Contracting sexually transmitted diseases was reported for 5.0 percent of women, 5.4 percent of men, and 5.9 percent of gender nonbinary, transgender, questioning or self identified 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 30.2 percent of incidents, gender nonbinary, transgender, questioning or self identified students for 38.0 percent of incidents, and men for 15.4 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 10 schools varies from 23 to 68 percent (Figure 11).

Figure 11 | Percent and 95 percent confidence interval 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 have 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 are not contacted, the survey included a series of questions. 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 (52.3% women, 56.5% men, 47.2% gender nonbinary, transgender, questioning or self identified students), the incident was not serious enough to contact a program or resource (47.2% women, 42.8% men, 50.1% gender nonbinary, transgender, questioning or self identified students), and because the person felt embarrassed, ashamed, or that it would be too emotionally difficult to report (37.8% women,

30.5% men, 42.0% gender nonbinary, transgender, questioning or self identified students). Other prevalent reasons given were the victim did not think the resources could help them (24.6% women, 20.5% men, 37.1% gender nonbinary, transgender, questioning or self identified students) and the victim did not want to get the perpetrator in trouble (24.4% women, 20.7% men, 31.1% gender nonbinary, transgender, questioning or self identified 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, 50.6 percent reported it was not serious enough for sexual touching compared to 47.2 percent for penetration. Fewer victims of sexual touching reported feeling embarrassed, ashamed, or that reporting the incident would be too emotionally difficult. For example, 22.4 percent of women who reported sexual touching cited this reason, compared to 37.8 percent of women who reported penetration. Fewer victims of sexual touching also reported that they did not want to get the person in trouble (16.7% for sexual touching vs. 24.4% for penetration).

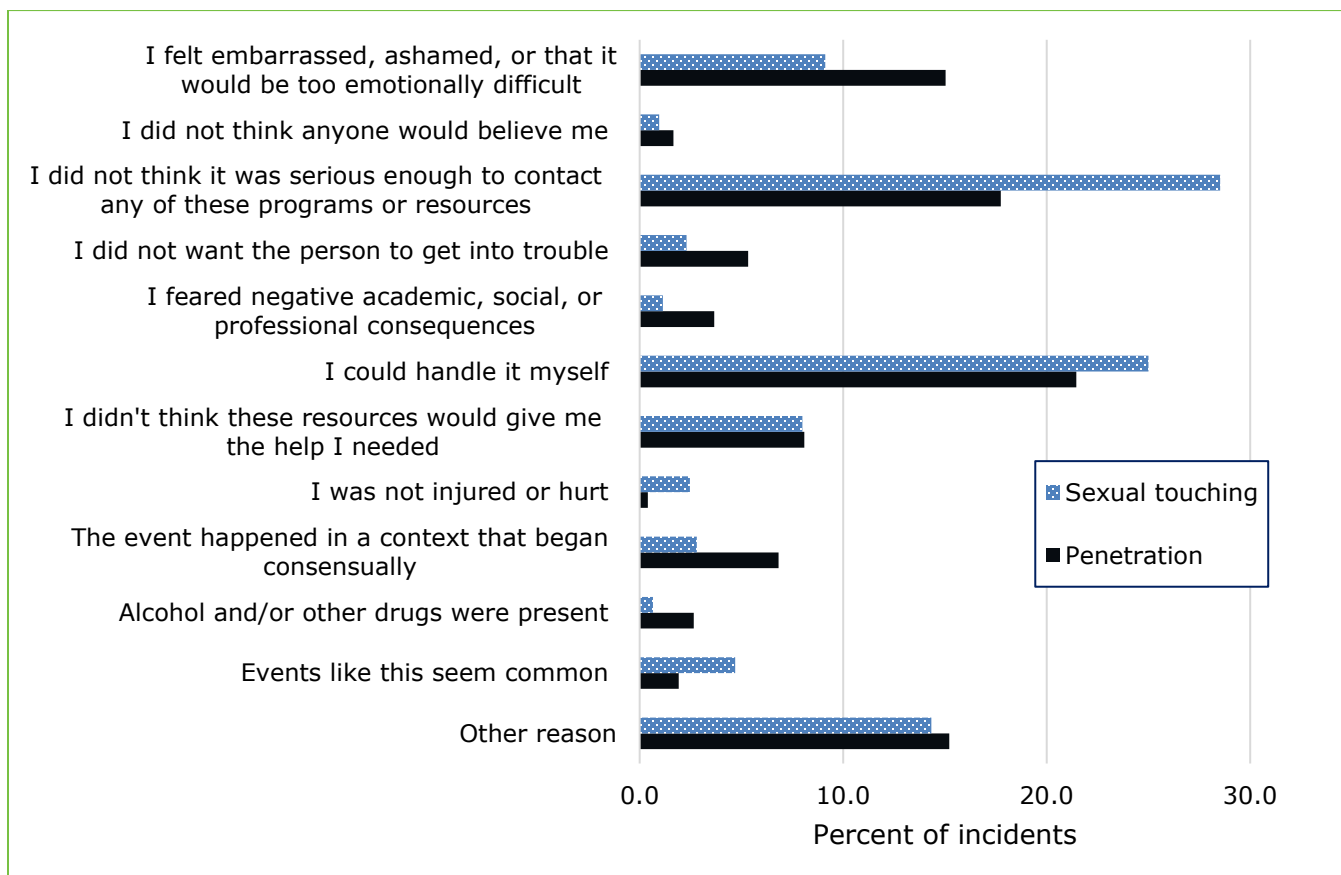
A reason commonly given for not contacting a program or resource was that the incident was “not serious enough.” This reason was found in other campus climate surveys, including the 2015 and 2019 AAU Campus Climate Survey (Cantor et al., 2017). The meaning of this response is somewhat ambiguous. It may 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 (69.7% women, 62.8% gender nonbinary, transgender, questioning or self identified students, and 73.3% 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, 56.2 percent of women who reported penetration did not contact a program or resource because alcohol was involved, 52.1 percent because the event began consensually, and 43.6 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” (12.6% women, 33.6% men, 33.8% gender nonbinary, transgender, questioning or self identified 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”. Men were much more likely to select this reason (4.8% women, 13.5% gender nonbinary, transgender, questioning or self identified students, and 36.4% 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 68.7 percent of incidents involving penetration and 77.6 percent for sexual touching. women were also less likely to not contact a program or resource if an incident involving sexual touching began consensually (52.1% penetration, 26.5% sexual touching) or if alcohol was involved (56.2% penetration, 37.7% 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 asked to designate the most important reason. For women (Figure 12) the most common response for incidents involving penetration was that she “could handle it herself” (21.5%). The next most common responses were that it was not serious enough (17.7%), the woman was embarrassed, ashamed, or felt it would be too emotionally difficult to report (15.0%). Some other reasons are the event started consensually (6.8%), she did not think the resource would provide the help needed (8.1%), and she did not want to get the person in trouble (5.7%).

Figure 12 | 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, 88.0 percent of women, 88.3 percent of men, and 87.6 percent of gender nonbinary, transgender, questioning or self identified students who had experienced nonconsensual penetration told at least one other person. Telling a friend was the

most common (83.1% women, 81.5% men, 84.1% gender nonbinary, transgender, questioning or self identified students), followed by a family member (29.4% women, 16.0% men, 24.2% gender nonbinary, transgender, questioning or self identified students), or a romantic or sexual partner (22.9% women, 20.9% men, 30.0% gender nonbinary, transgender, questioning or self identified students). Telling a therapist or counselor was also very common for women (27.5%), men (20.9%) and gender nonbinary, transgender, questioning or self identified students (39.3%). The pattern for sexual touching was similar, with the vast majority of victims telling someone else (87.1% women, 76.9% men, 88.2% gender nonbinary, transgender, questioning or self identified students). When compared with incidents involving penetration, fewer victims of sexual touching told a therapist, counselor, or physician.

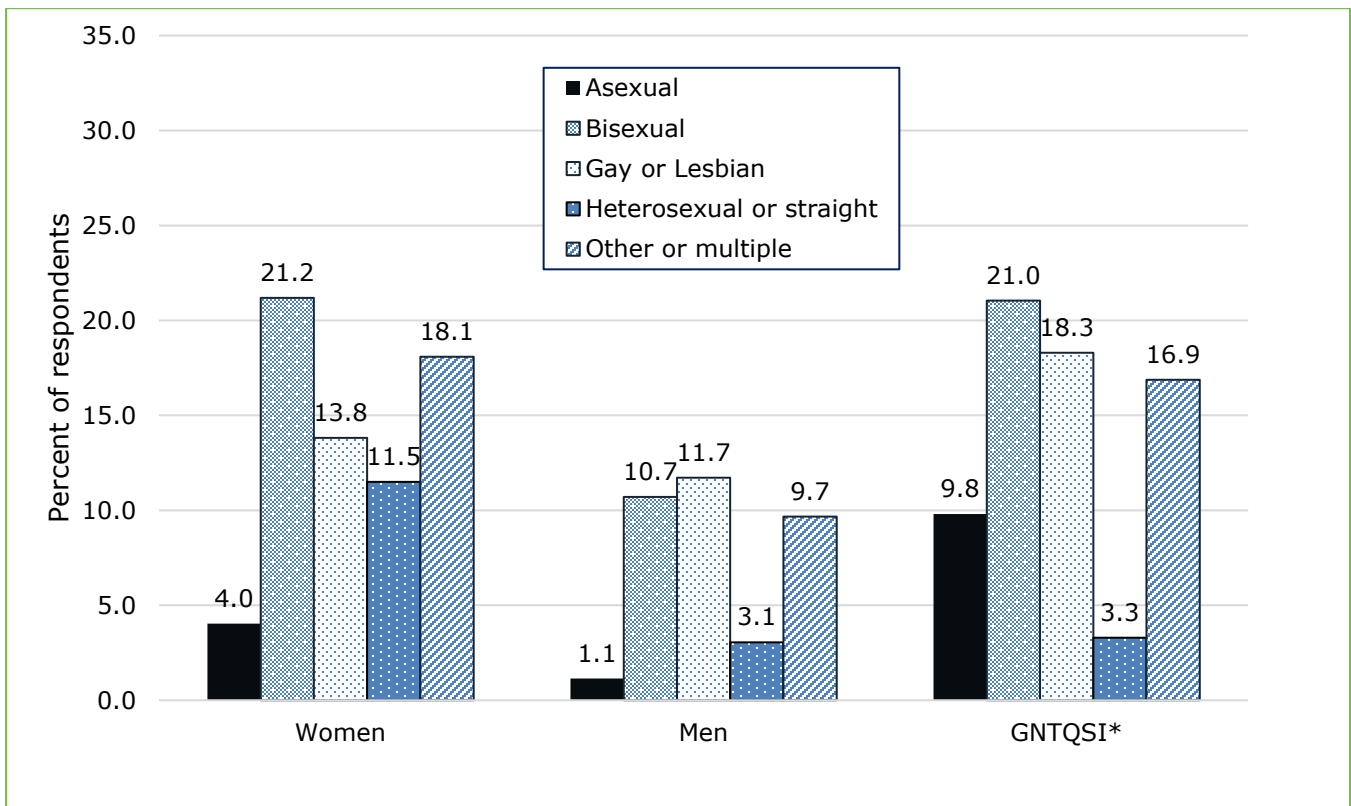
Personal Characteristics Associated with Nonconsensual Sexual Contact by Physical Force or Inability to Consent

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

Rates were estimated by sexual orientation, ethnicity, race, disability, and marital status (Table 23). With respect to race, Asian students have the lowest rates (6.1%) compared to whites (10.8%), blacks (9.7%), and those reporting another race or more than one race (11.1%). 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 (6.1%). 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.) (17.5%). Those reporting two or more disabilities had a rate of 19.8 percent. Marital status is also highly correlated with risk; those who are currently married have the lowest rates (1.7%), while those who are divorced or separated have the next lowest (7.1%). The highest rates are for those who are never married (10.5%).

Perhaps the widest variation by student characteristic is sexual orientation (Figure 13). All categories representing non-heterosexual orientations are higher than heterosexual (3.6%). Among all students, Gay or Lesbian students have the highest rate (19.0%), followed by those selecting more than one category (16.1%), followed by Bisexual (13.0%). Those reporting asexual, queer, questioning or not listed (7.2%) had the lowest rates among the non-heterosexual students. This pattern holds for women. For gender nonbinary, transgender, questioning or self identified students, the rates display a similar pattern except the rates for Asexual, Queer, Questioning, Not Listed have a lower rate than for women (3.3% vs. 11.5%).

Figure 13 | Percent experiencing nonconsensual sexual contact involving physical force or inability to consent by gender and sexual orientation



* GNTQSI: gender nonbinary, transgender, questioning or self identified

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).

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 gender nonbinary, transgender, questioning or self identified were the most likely to report this type of tactic (0.9%). Notably, the gender nonbinary, transgender, questioning or self identified students reported a higher prevalence rate for penetration (0.6%) than sexual touching (0.5%) 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 voluntary agreement (hereinafter referred to as WVA). 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 design 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:

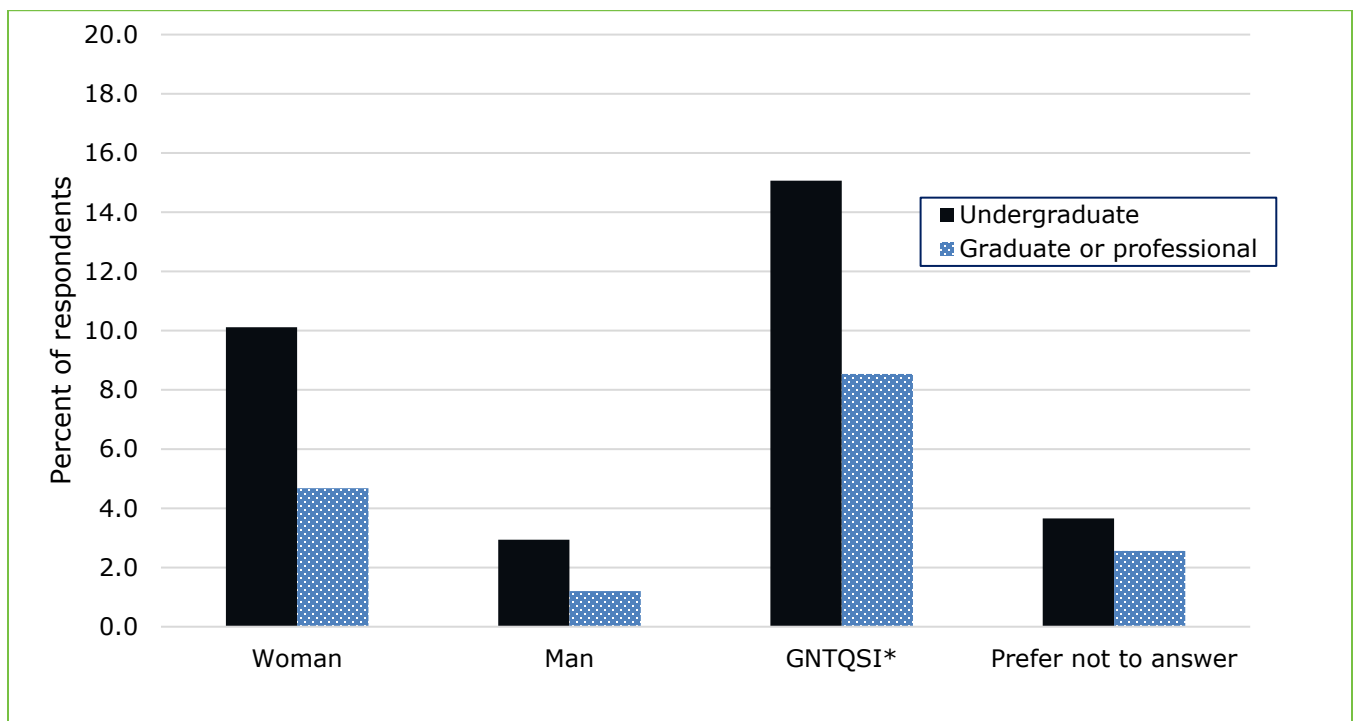
“...without your active, ongoing voluntary agreement. Examples include someone:

- 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.”

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 this type of tactic as occurring entering school differed by gender and affiliation status (Tables 25–28). Women and gender nonbinary, transgender, questioning or self identified students were the most likely to be victimized in this way (7.7% women, 12.5% gender nonbinary, transgender, questioning or self identified students), while men had much lower rates (2.1%) (Figure 14). Undergraduates were also more likely to report this than graduate or professional students. For example, among women, 10.1 percent of undergraduates and 4.7 percent graduate or professional students experienced this type of victimization.

Figure 14 | Percent reporting nonconsensual sexual contact without active, ongoing voluntary agreement since enrolling in the school by gender and affiliation

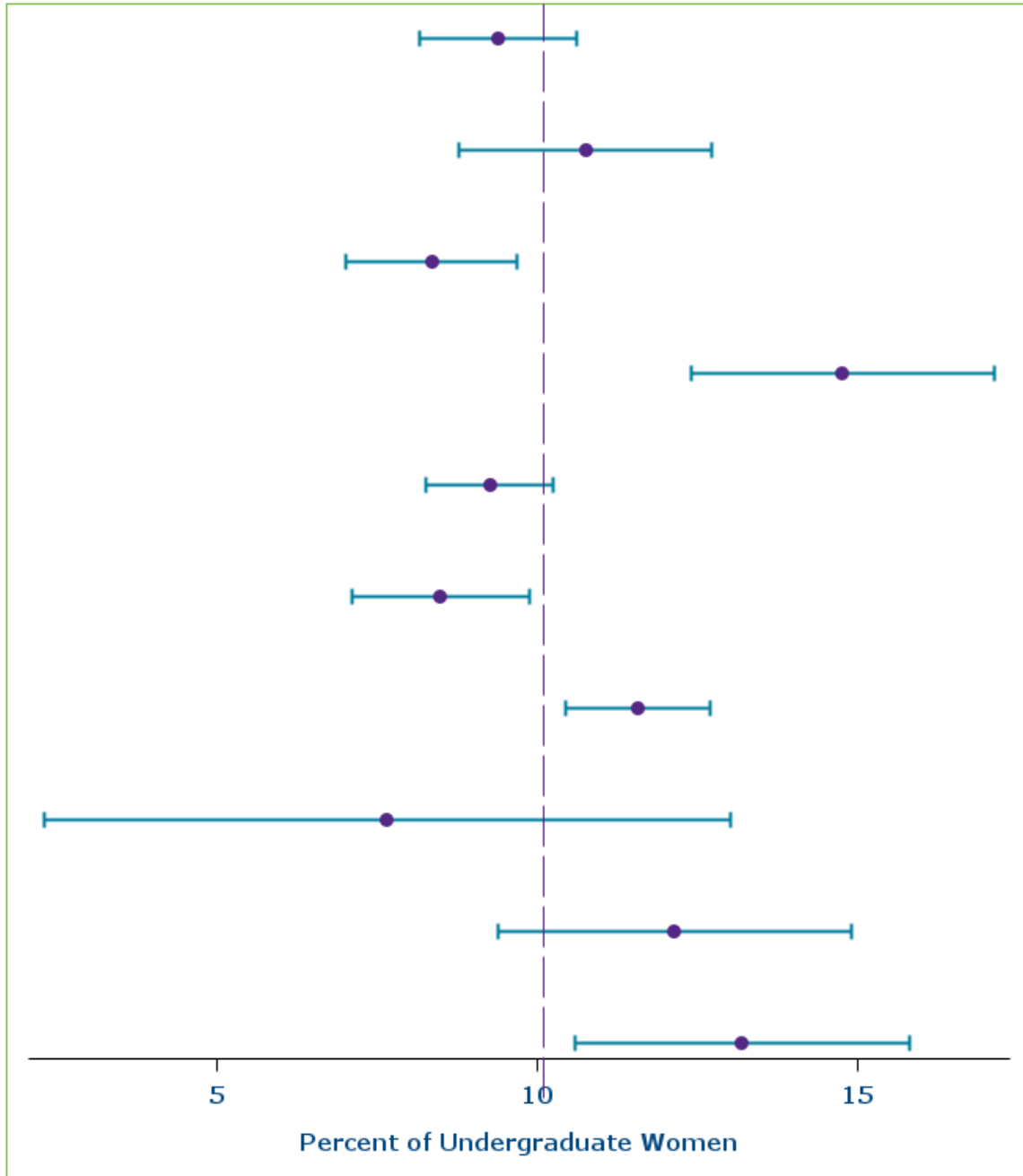


* GNTQSI: gender nonbinary, transgender, questioning or self identified

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 do not drop until the fourth or higher years for undergraduate women (Table 29). The rate for first year undergraduate women was 4.5 percent which drops to 3.4 percent in the fourth or higher years. There is not a clear pattern for other gender and affiliation groups.

There is some variation in the rate of WVA across the 10 schools (Figure 15). For undergraduate women, the rate ranges from 7 to 15 percent.

Figure 15 | 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 ; coercion; WVA). Estimates are provided that combine these behaviors and tactics in different ways.

The first combination 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 experience at the school, 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.¹¹

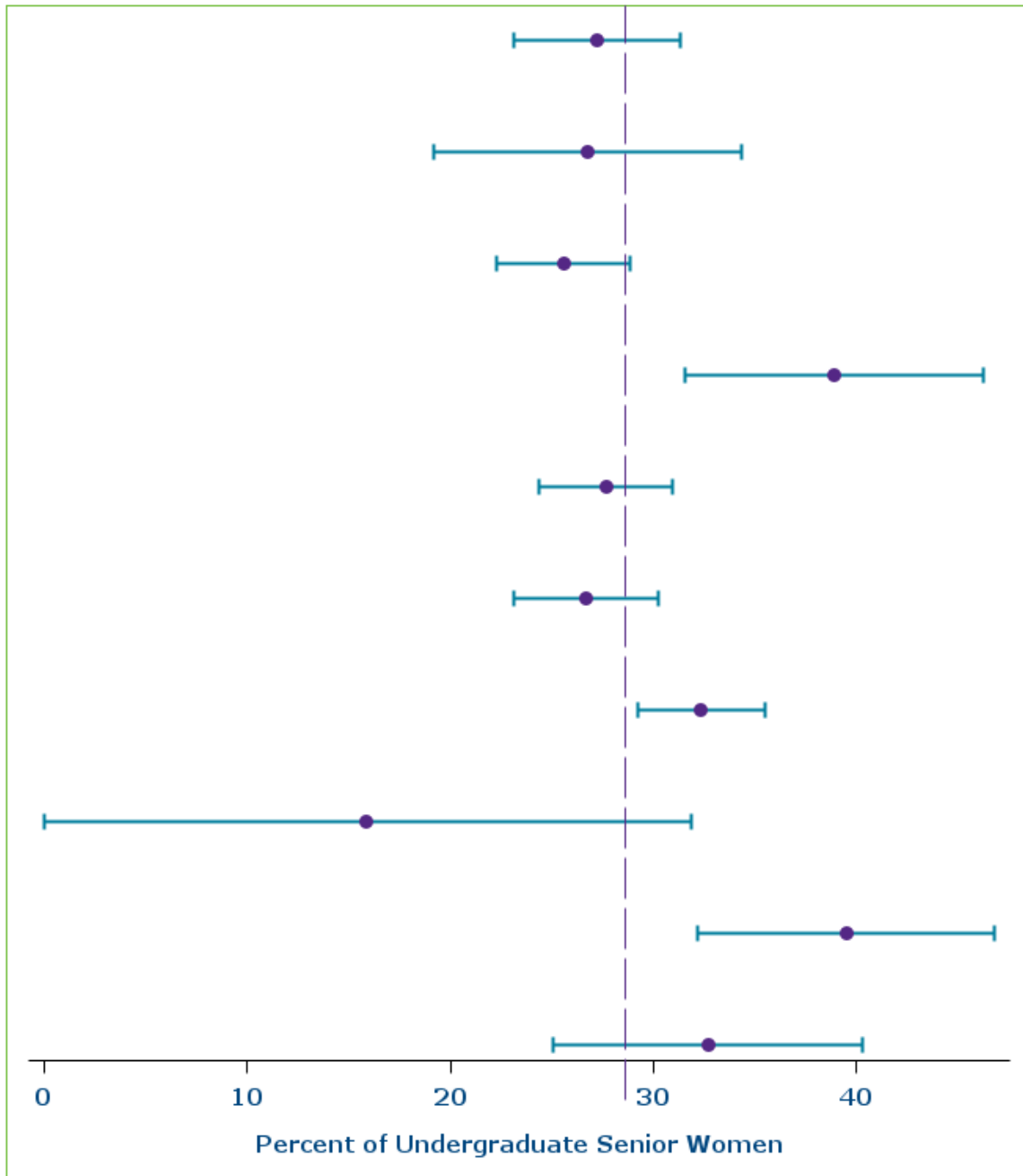
A total of 16.7 percent of students in their fourth year or higher experienced sexual contact involving penetration *or* sexual touching involving physical force or inability to consent since entering the school (Table 33). Women (21.6%) and gender nonbinary, transgender, questioning or self identified students (26.1%) are the most likely to experience this type of victimization. Based on these estimates, men are victims much less often than women or gender nonbinary, transgender, questioning or self identified students (9.3%). Women and gender nonbinary, transgender, questioning or self identified students reported being a victim of nonconsensual penetration involving physical force or inability to consent 10.9 percent and 17.9 percent, respectively, since first enrolling at the school. This compares to men with a rate of 3.9 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 HESMA survey measured attempts at forcible penetration, which when included increase estimates by less than 1 percentage point.

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 22.1 percent since first enrolling at the school. The gender groups with the highest risk were women (28.7%) and gender nonbinary, transgender, questioning or self identified students (36.7%). More than half of these were victims of nonconsensual penetration (16.3% of women in fourth year or higher and 26.2% of gender nonbinary, transgender, questioning or self identified students) 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 16 percent to a high of 39 percent (Figure 16).

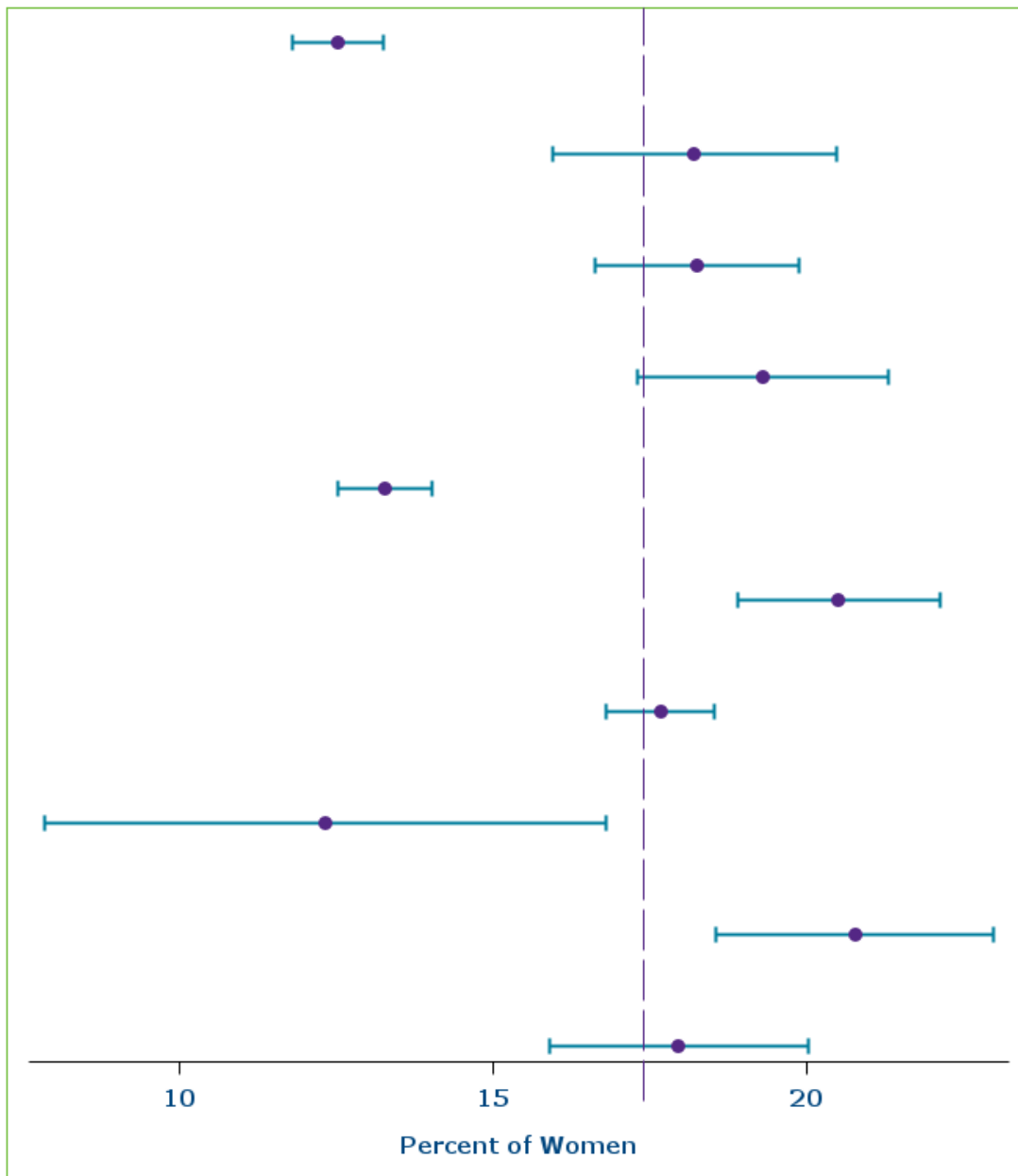
¹¹ The exception is those that transferred to the college or university after their first year.

Figure 16 | 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 12 percent to a high of 21 percent (Figure 17).

Figure 17 | Distribution across schools of the percent of women reporting nonconsensual sexual contact involving physical force, inability to consent, coercion since entering school



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) intimate partner violence (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.”¹²

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?”

¹² For 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.

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

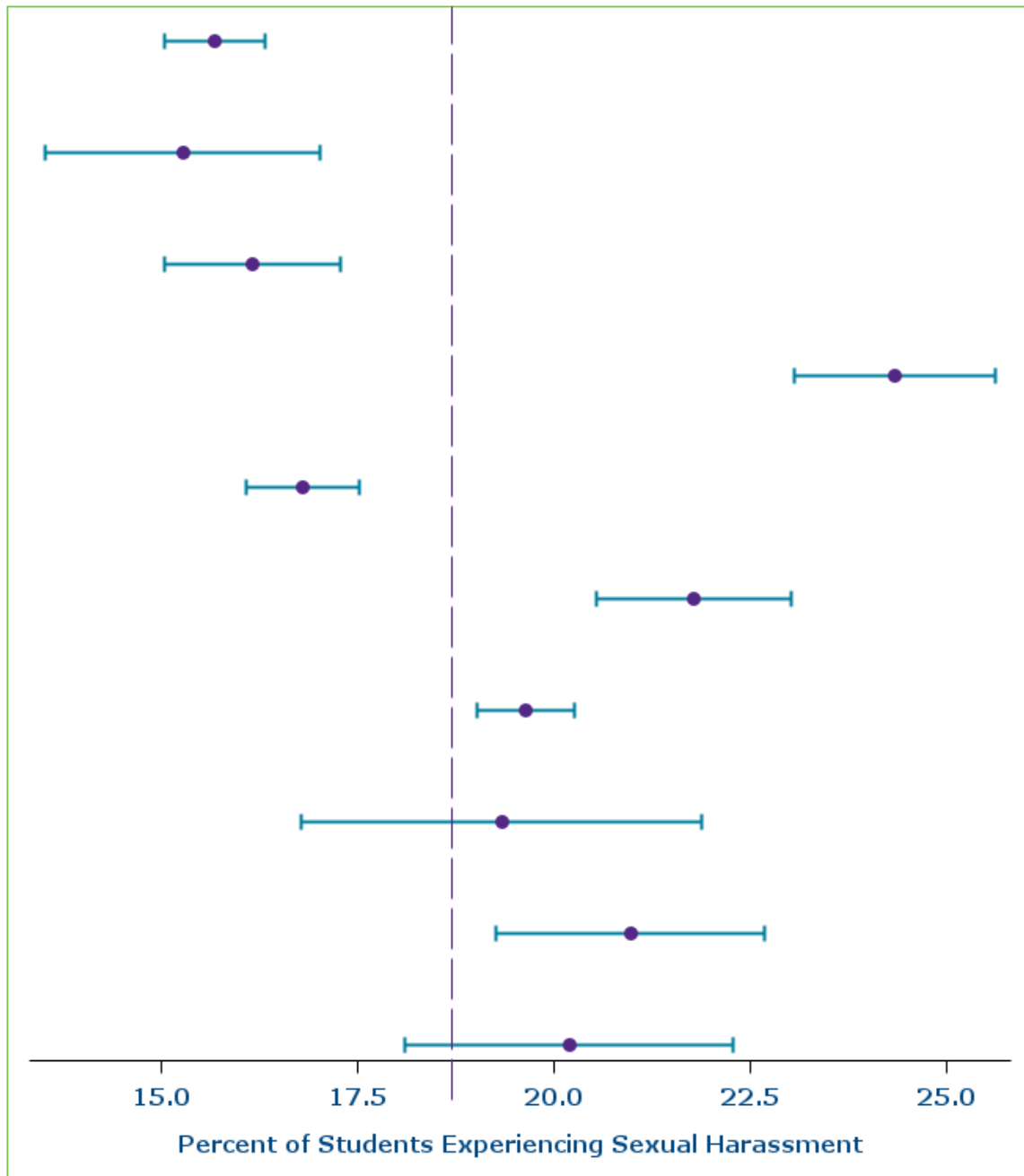
Overall, 37.9 percent of students indicated that they had experienced at least one type of sexually harassing behavior since enrolling in school (Table 36). The two most common behaviors were “Made inappropriate or offensive comments about your or someone’s else’s body, appearance, or sexual activities” (30.9%) and “Made sexual remarks or told sexual jokes or sexual stories that were insulting or offensive to you” (23.6%). Almost 15 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 almost seven percent of the time (6.9%). Other forms of harassment included being repeatedly asked to “go out” (e.g. have dinner, drinks, or sex) even though the student had previously said no (9.4%). More than half of undergraduate women (55.2%) and gender nonbinary, transgender, questioning or self identified students (63.7%) reported experiencing at least one harassing behavior. Undergraduate men report a somewhat lower, but still significant, prevalence (33.1%).

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, 49.5 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 (44.9%). Many fewer reported one of the other two conditions.

Among all students, 18.7 percent met the definition of sexual harassment by both experiencing harassing behavior and feeling it created a hostile environment, as defined above. Undergraduate gender nonbinary, transgender, questioning or self identified students and women reported the highest levels of harassment (47.1% gender nonbinary, transgender, questioning or self identified students, 29.8% women). Undergraduate students had higher rates of harassment than graduate/professional students. For example, among women, 29.8 percent of undergraduates reported on the survey they were sexually harassed compared to 18.9 percent of graduate/professional students. A similar pattern prevailed for men and women undergraduate students.

The range of sexual harassment across the schools goes from a low of 15 percent to a high of 24 percent (Figure 18).

Figure 18 | Distribution across schools of the percent of students experiencing sexual harassment



Students were asked how the harasser(s) were associated with the university (Figure 19). The vast majority identified their harasser as another student (88.4% 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 19.6 percent of graduate/professional students (Figure 20). A similar pattern holds for men and gender nonbinary, transgender, questioning or self identified students.

Figure 19 | Affiliation with university of perpetrators of harassing behavior

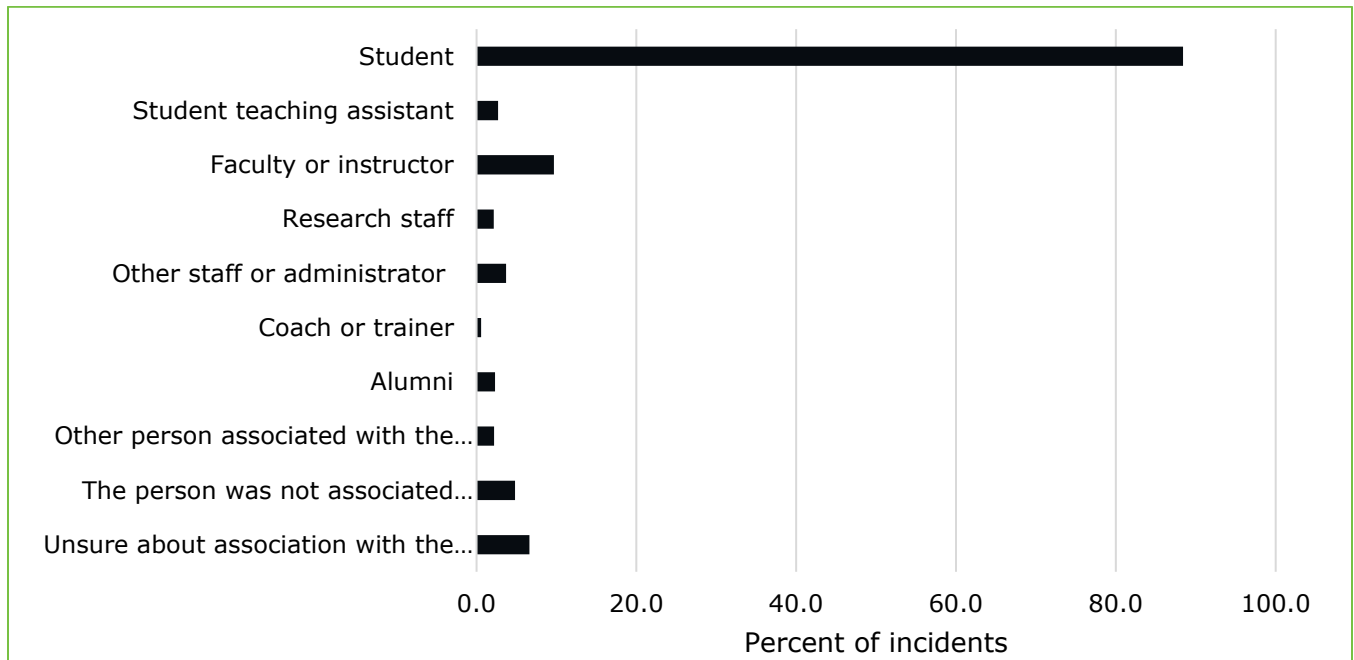
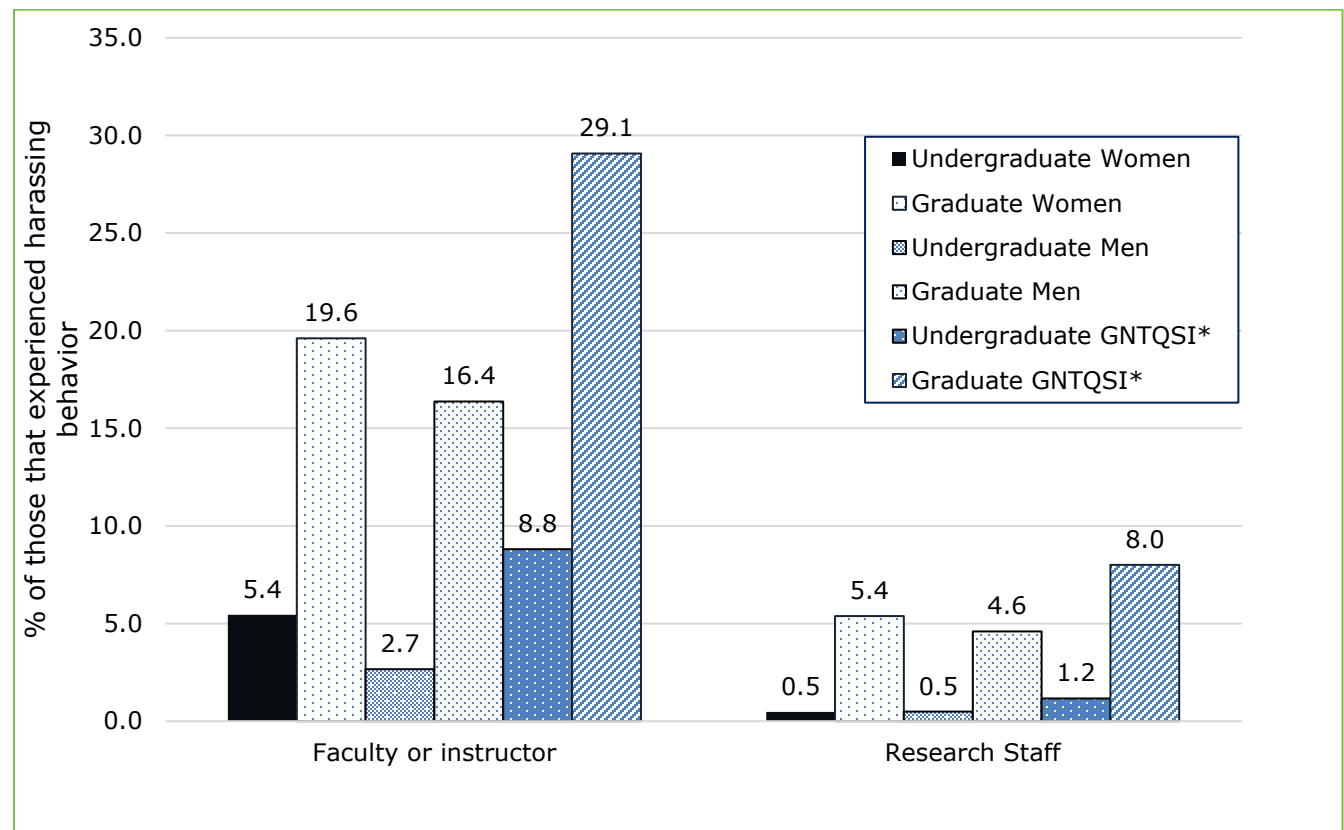


Figure 20 | Percent of perpetrators that are faculty, instructors, or research staff by gender and affiliation of victim



* GNTQSI: gender nonbinary, transgender, questioning or self identified

Students generally reported the harasser was someone with whom they often interact. About a third (36.7%) of the students identified a friend as the harasser, 34.1 percent identified a classmate, and 38.4 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, 4.5 percent of undergraduates identified a teacher as the harasser compared to 12.6 percent of graduate/professional students. Similarly, among gender nonbinary, transgender, questioning or self identified students, 6.8 percent of undergraduates identified a co-worker as the harasser compared to 19.1 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):

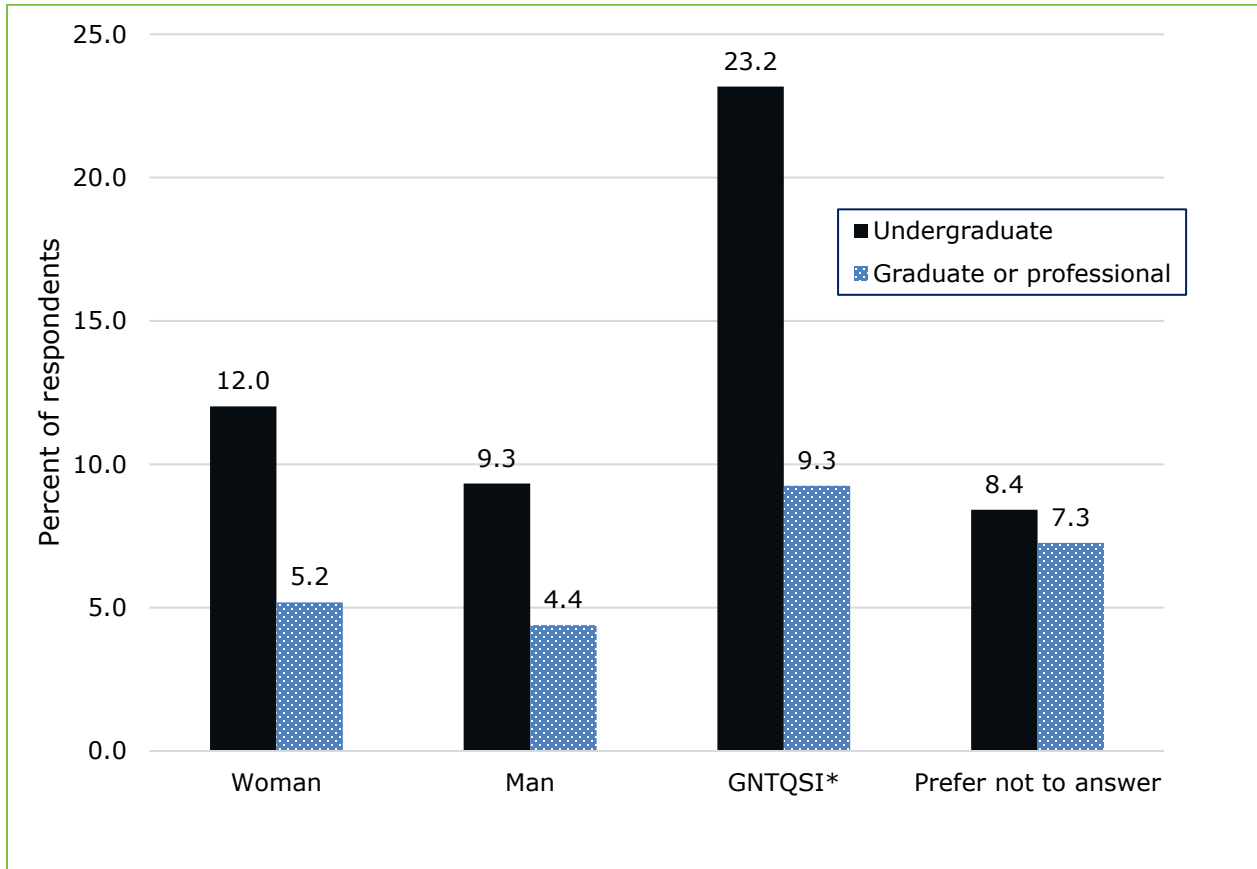
- marriage or civil union
- domestic partnership or cohabitation
- steady or serious relationship
- other ongoing relationship involving physical or sexual contact

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.”

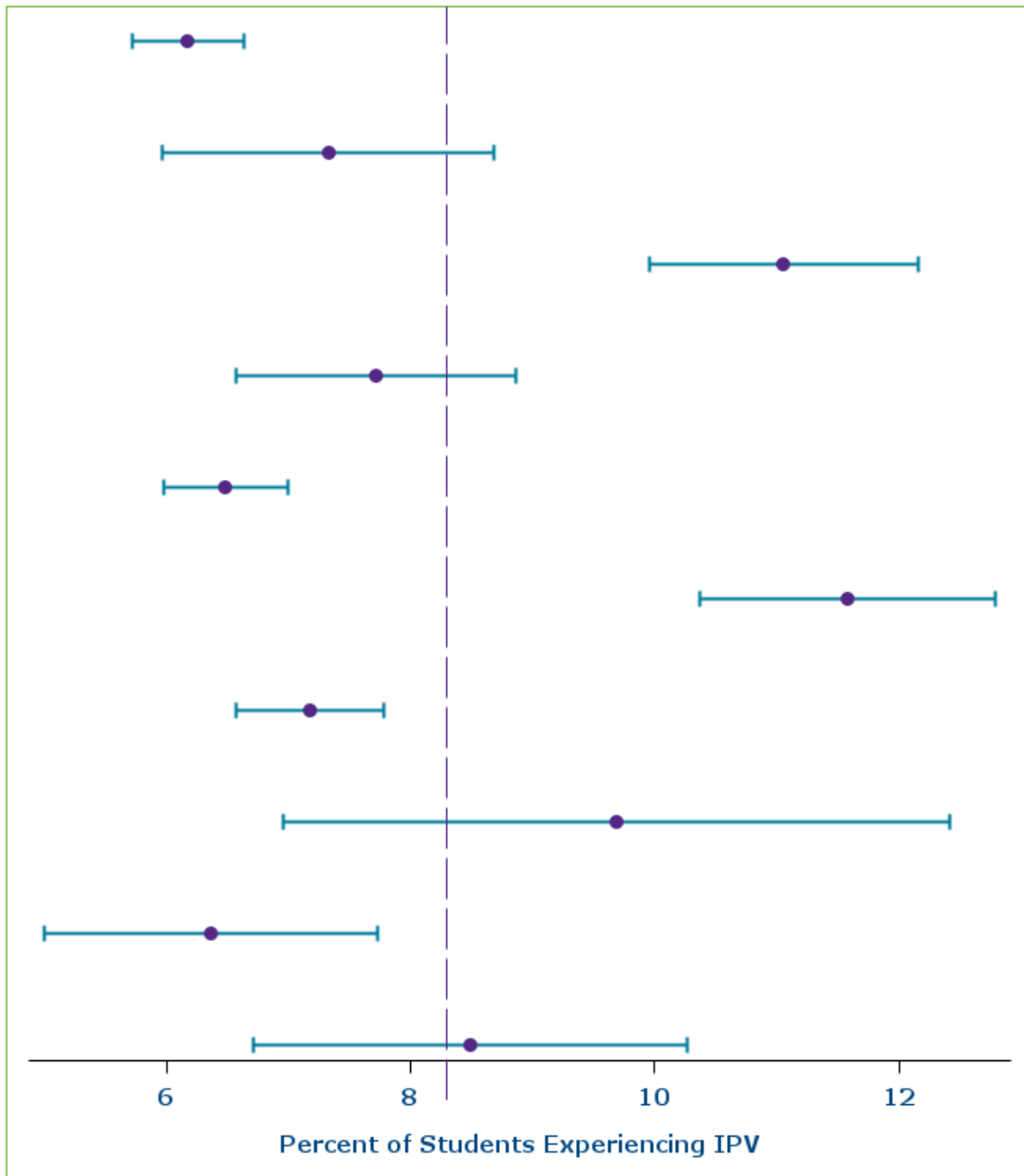
The overall rate of IPV since enrolling in school was 8.3 percent across all of the schools (Table 38). The variation by gender and affiliation status (Figure 21) is similar to the other forms of victimization discussed above. However, undergraduate gender nonbinary, transgender, questioning or self identified students have particularly elevated rates of IPV (23.2%), it is considerably higher than the 12.0 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 9.3 percent compared to 4.4 percent for graduate/professional students. The distribution of the rate of IPV for all students across 10 schools ranges from 6 to 12 percent (Figure 22).

Figure 21 | Percent reporting IPV since enrolling in the school by gender and affiliation



* GNTQSI: gender nonbinary, transgender, questioning or self identified

Figure 22 | Distribution across schools of the percent of students experiencing IPV since entering school



The high rate of IPV for gender nonbinary, transgender, questioning or self identified students is also reflected in the number of partners that are reported as offenders. Among the victims of IPV, 90.4 percent reported 1 partner. This is similar for both men and women. However, among undergraduate gender nonbinary, transgender, questioning or self identified students, 84.0 percent report a single partner, 7.7 percent report two partners, and 8.3 percent report three or more partners.

4.3 | Prevalence and Characteristics of 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.

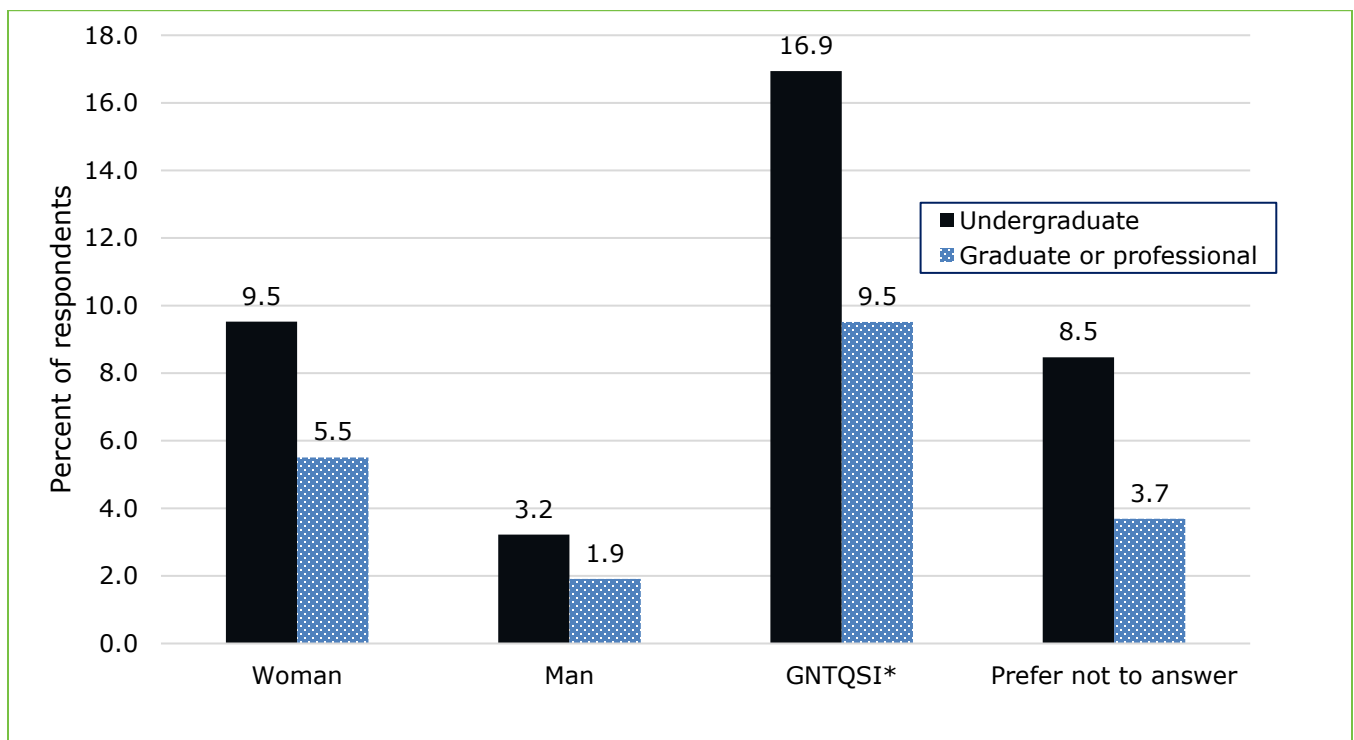
To measure stalking behavior, respondents were first asked if someone:

- “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. They were then asked if these behaviors made them afraid for their personal safety or caused them substantial emotional distress.

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 23), with gender nonbinary, transgender, questioning or self identified students reporting the highest rates. Undergraduate gender nonbinary, transgender, questioning or self identified students reported a prevalence rate for stalking of 16.9 percent, while gender nonbinary, transgender, questioning or self identified graduate/professional students reported a rate of 9.5 percent. Among women, 9.5 percent of undergraduates and 5.5 percent of graduates/professionals reported being stalked. Men reported the lowest rates of stalking (3.2% undergraduates, 1.9% graduates/professionals).

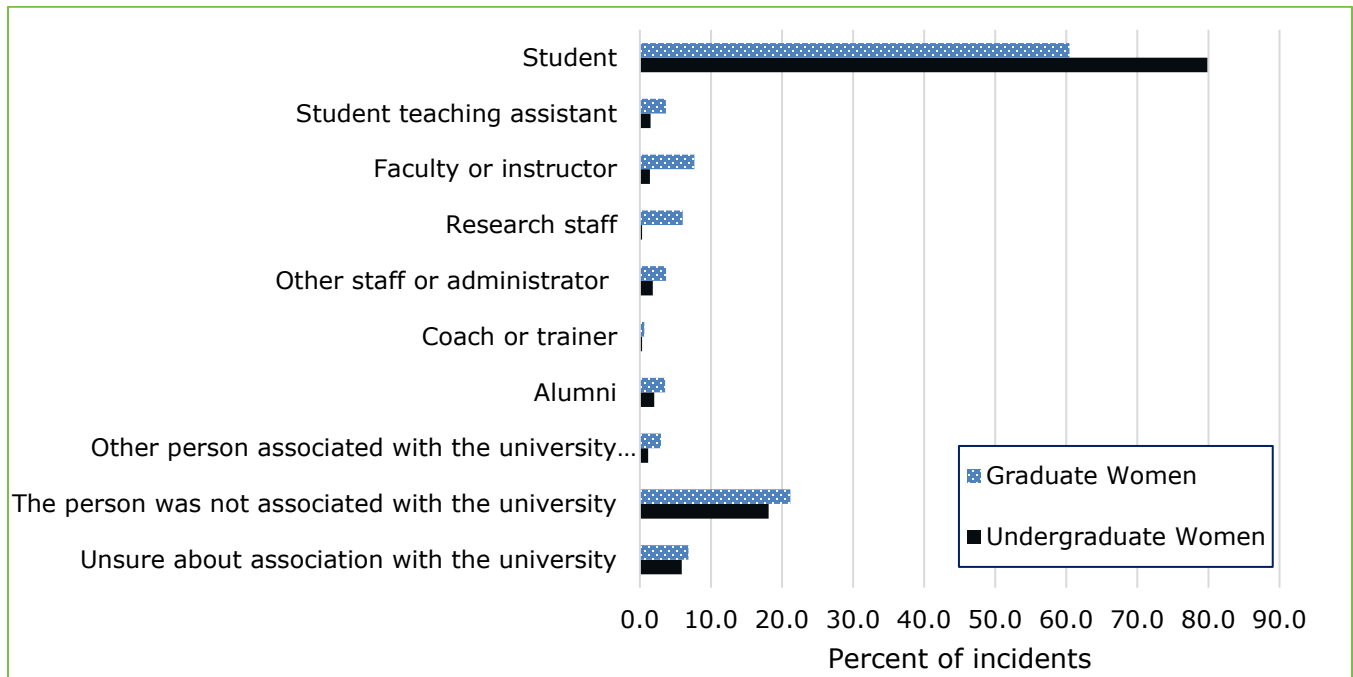
Figure 23 | Percent reporting stalking since enrolling in the school by gender and affiliation



* GNTQSI: gender nonbinary, transgender, questioning or self identified

The most common type of perpetrator was a student (73.3%). There were fewer student perpetrators for graduate/professional students than undergraduates (Figure 24). For example, among men who were stalking victims, 81.6 percent of the undergraduates reported a student as the perpetrator compared to 62.3 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, 7.7 percent reported a faculty member, compared to 1.4 percent of undergraduate women.

Figure 24 | Affiliation with university of perpetrators of stalking

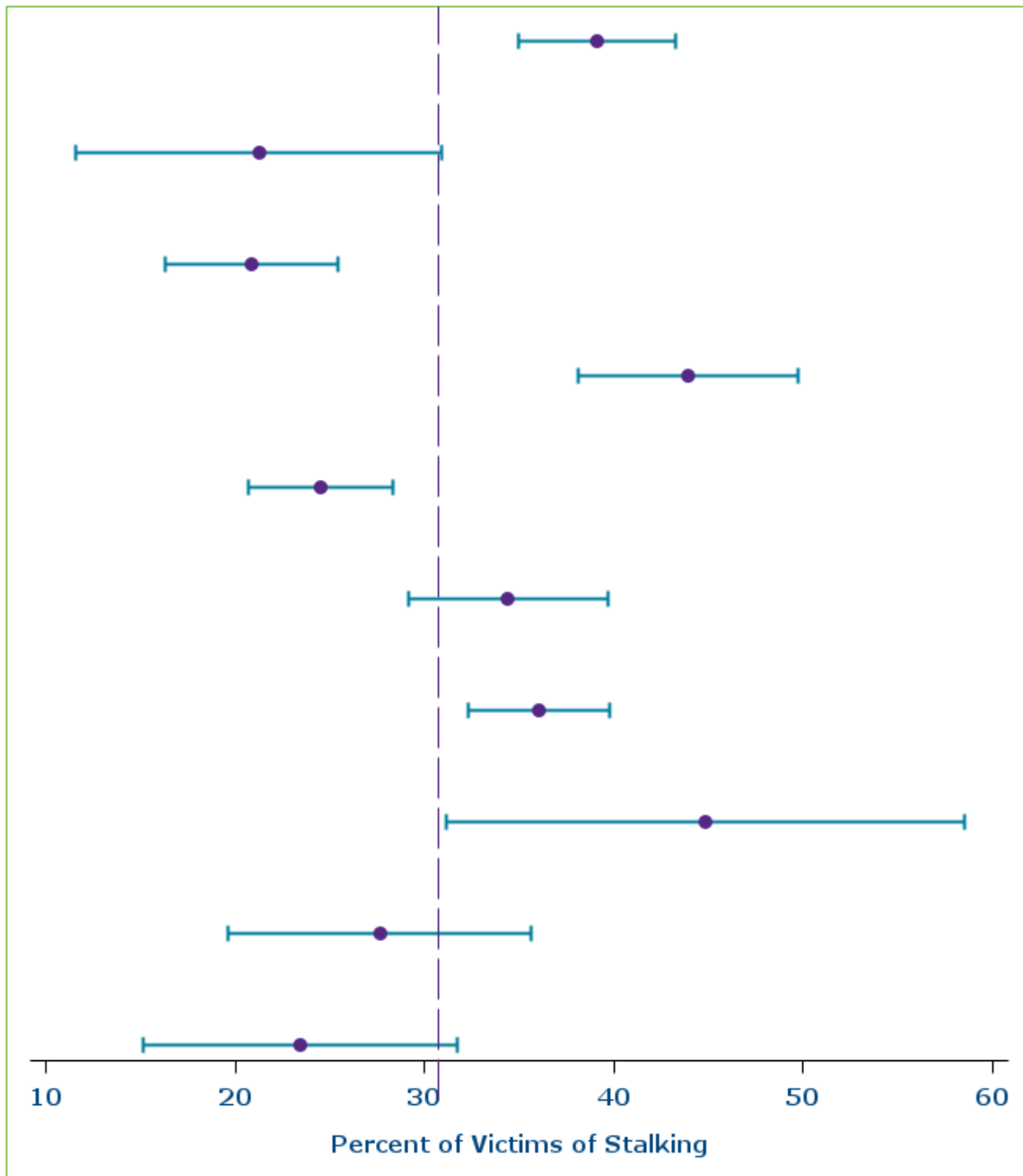


Among those who were stalked, 28.9 percent of the perpetrators were someone who the victim recognized, but who was not a friend, 22.5 percent reported a classmate, 25.9 percent reported a friend, and 27.6 percent reported that the perpetrator was a previous partner.

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 than victims of harassment or IPV (Table 43). The pattern across genders was similar among the three different types of victimization. Gender nonbinary, transgender, questioning or self identified students were generally more likely to make contact. For example, for stalking, 36.3 percent of gender nonbinary, transgender, questioning or self identified students contacted an agency while 29.7 percent of women and 29.8 percent of men made contact. The rate of contact varied across schools. For stalking, this rate ranged from 21 percent to 45 percent (Figure 25).

Figure 25 | Distribution across schools of the percent of victims of stalking that contacted a program or resource

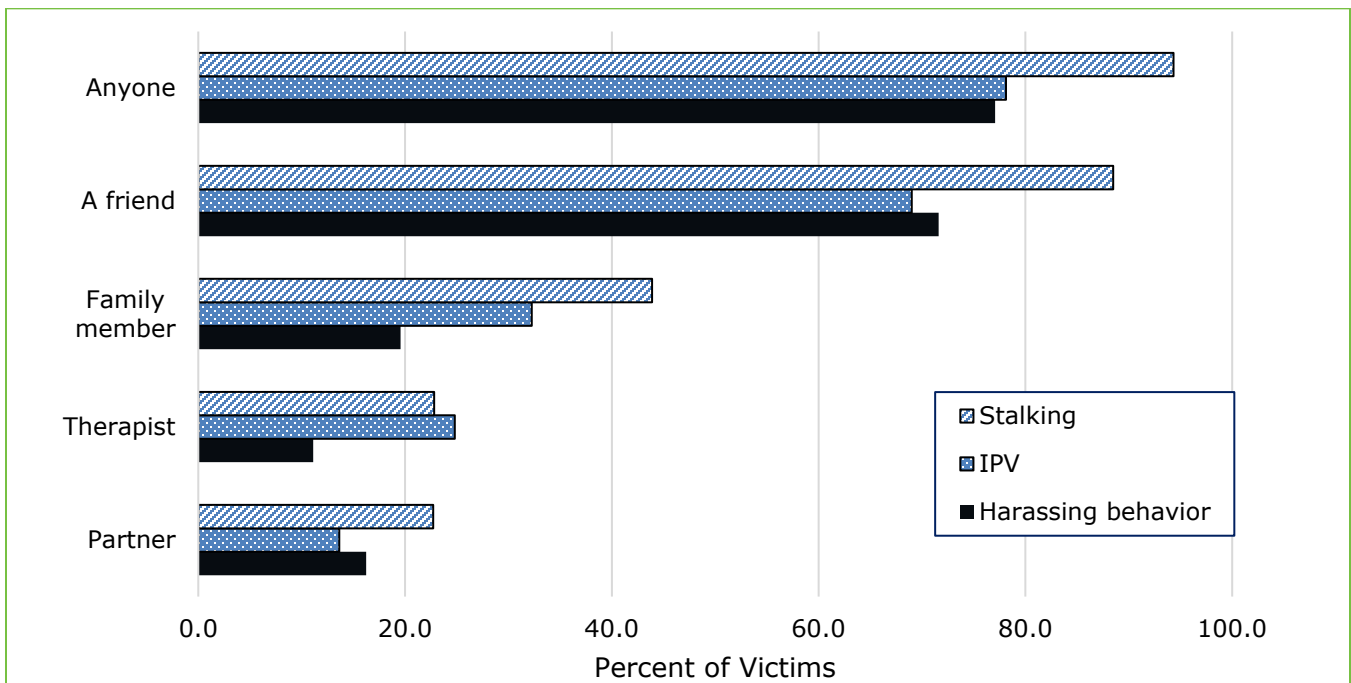


One of the most common reasons for not contacting a program was that the stalking, harassment, or IPV was “not serious enough,” a reason cited by 62.4 percent of those reporting sexual harassment and 48.8 percent of stalking victims. A significant number of IPV victims also reported this as a reason (45.0%), 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” (56.3%).

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,” a large majority reported they were not injured or hurt (74.7% harassing behavior, 73.8% IPV, and 73.0% 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 (43.7%) reported this compared to 29.4 percent for victims of IPV and 37.0 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 26). About three-quarters of the victims of sexually harassing behavior (77.1%) and IPV (78.1%) told at least one other person, while more of stalking victims (94.3%) told someone else. Stalking victims were more likely to tell a friend (85.5%) than the victims of other two types of behavior (71.6% sexually harassing behavior; 69.0% IPV). They were also more likely to tell a family member (43/9% stalking, 32.3% IPV, and 19.6% sexually harassing behavior). Both stalking and IPV victims were more likely to tell a therapist or counselor (22.8% stalking, 24.8% IPV) than were victims of sexually harassing behavior (11.1%).

Figure 26 | Percent of victims of stalking, IPV, and sexually harassing behavior telling another person by type of person told and type of victimization



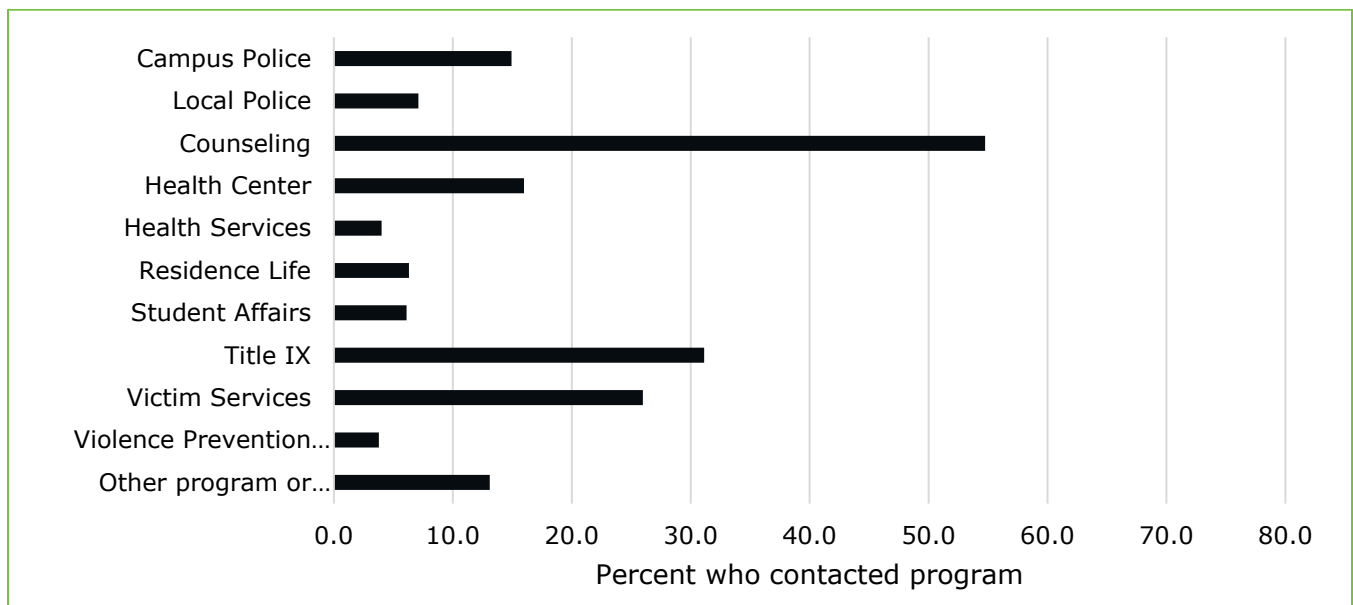
5. Experiences with Programs and Resources

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, 15.9 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 (54.8% of victims contacting a program or resource) (Figure 27). This was followed by the school’s Title IX office (31.1%), and the campus victim services office (26.0%). Campus police were contacted by 14.9 percent of those contacting a program or resource, while 7.1 percent contacted the local police.

Figure 27 | 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 thirty-three percent of the contacts, the student felt the program was very or extremely useful. For approximately 41 percent of the contacts, the student felt it was not at all or a little useful. For a large majority of the contacts (83.5%), 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 (8.6%) and not file a complaint (7.9%).

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

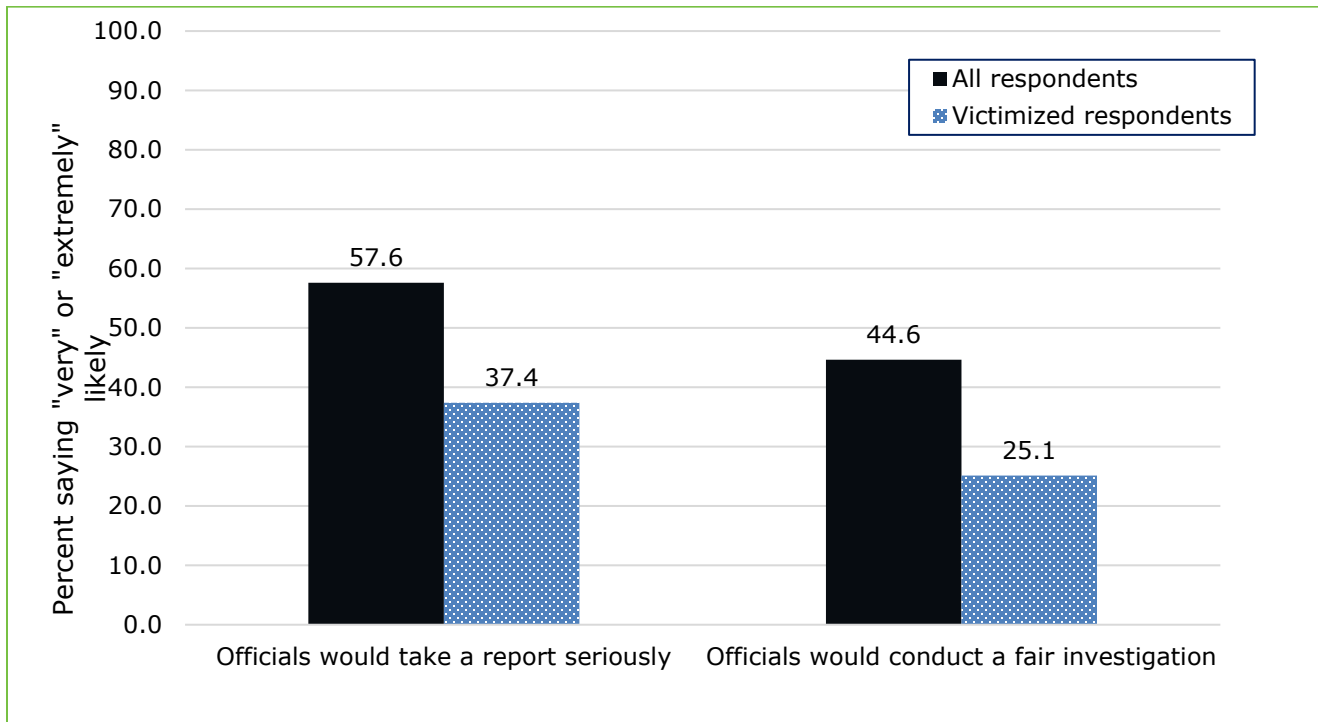
Students were asked about their perceptions of how campus officials would respond to a report of sexual assault or other sexual misconduct; whether they had witnessed and responded to various incidents while enrolled at the school; if they perceive sexual assault or other sexual misconduct is a problem 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, 57.6 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. Gender nonbinary, transgender, questioning or self identified students and women were less likely to believe it would be “very” or “extremely” likely. For example, among undergraduates, 67.6 percent of men reported it was “very” or “extremely” likely, whereas only 34.0 percent of gender nonbinary, transgender, questioning or self identified students and 45.4 percent of women felt the same way. Fewer students thought it was “very” or “extremely” likely officials would conduct a fair investigation (44.6% of all students). The same pattern emerges across the gender groups. For example, gender nonbinary, transgender, questioning or self identified students and women were less likely to report “very” or “extremely” likely than men. Among undergraduates, 30.5 percent of gender nonbinary, transgender, questioning or self identified students and 33.2 percent of women provided one of these responses compared to 54.1 percent of men.

Victims are significantly less likely than the overall student population to have confidence in campus official reactions. Overall, 37.4 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 28). Similarly, only 25.1 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 28 | 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, et al., 2016a; 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:

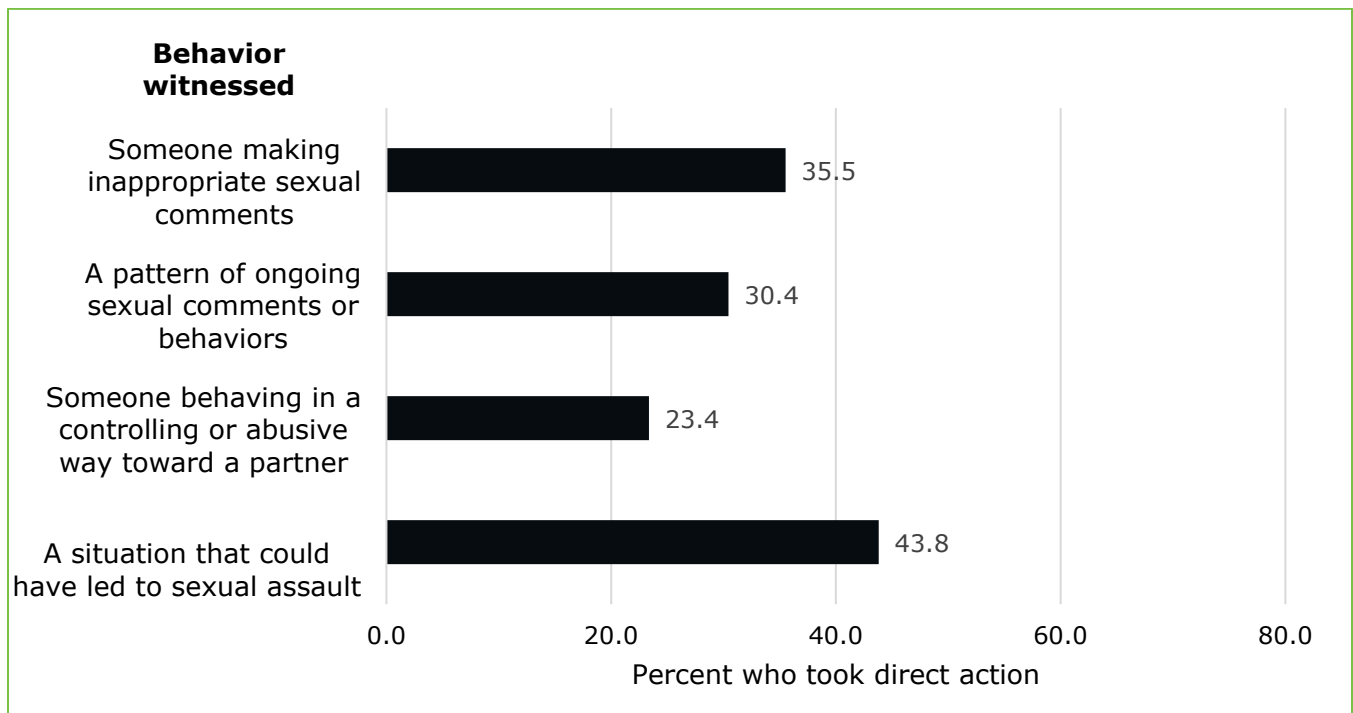
- J1 Did the student notice someone acting in a way they believed was making others feel uncomfortable or offended?
- J2 Did the student witness a pattern of sexual comments or behaviors that made them concerned that a fellow student was experiencing sexual harassment?
- J3 Did the student witness someone 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 (23.2%), followed by witnessing a situation that could lead to sexual assault (10.4%), witnessing someone behaving in a controlling or abusive manner (10.3%), and witnessing harassing behavior (6.5%) (Table 47). The prevalence of observing these behaviors is

highest for gender nonbinary, transgender, questioning or self identified students and women. For example, among undergraduates, 46.9 percent of gender nonbinary, transgender, questioning or self identified students, 34.4 percent of women, and 21.3 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 17.1 percent of undergraduates observed this situation compared to 6.4 percent of graduate/professional students.

The actions taken among those that witnessed each situation differed somewhat. Figure 29 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 (36.2%), followed by those noticing someone acting in a way they believed was making others feel uncomfortable or offended (21.5%) followed closely when the student was experiencing sexual harassment (19.9%). Undergraduates reported they directly intervened at slightly higher rates than graduate/professionals. For example, 37.4 percent of undergraduate women directly intervened in situations leading to a sexual assault compared to 28.6 percent of graduate/professional women.

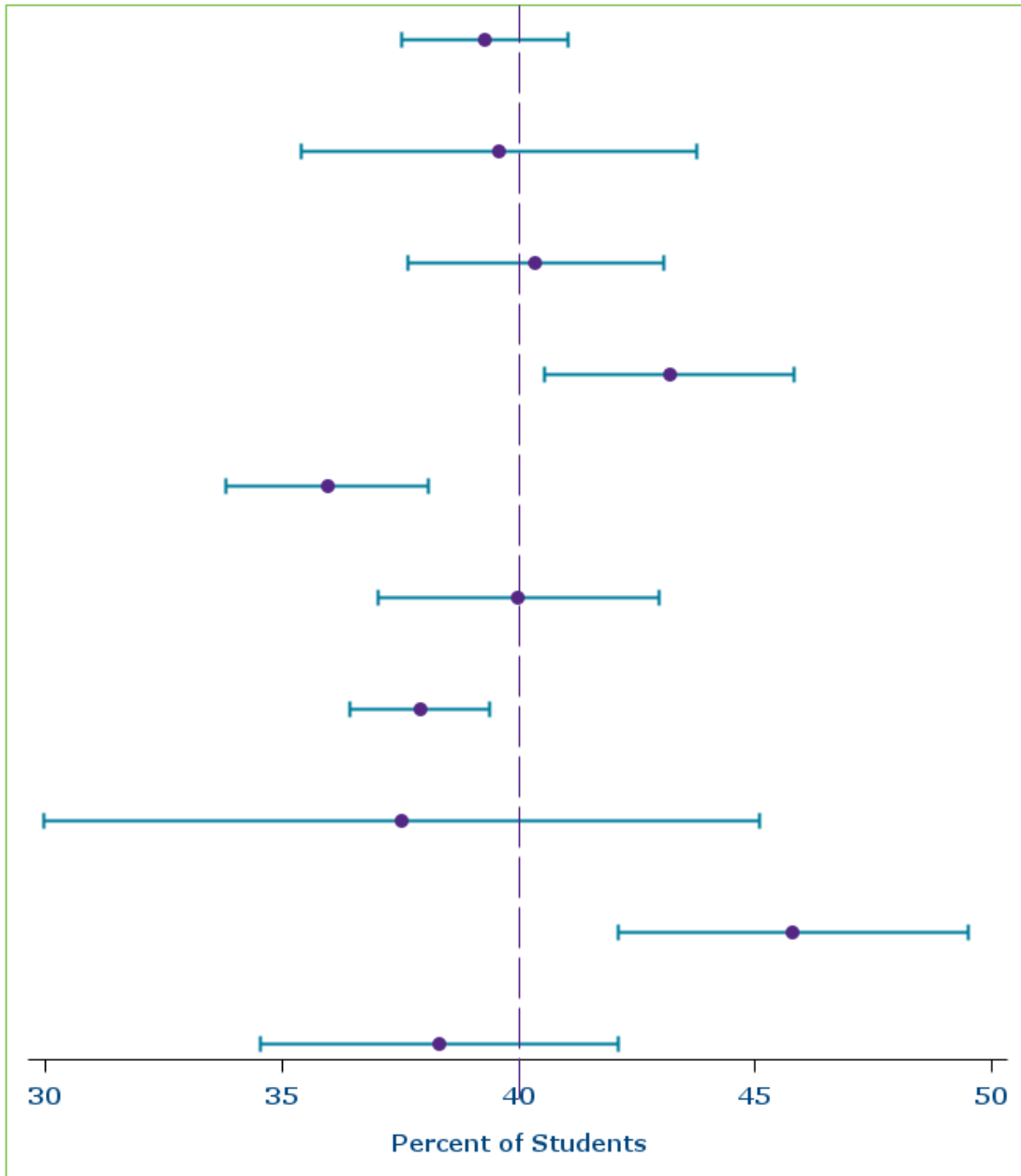
Figure 29 | Percent of students who took direct action by type of action witnessed



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 36 percent to a high of 46 percent (Figure 30).

Figure 30 | Distribution across schools of the percent of students that took direct action



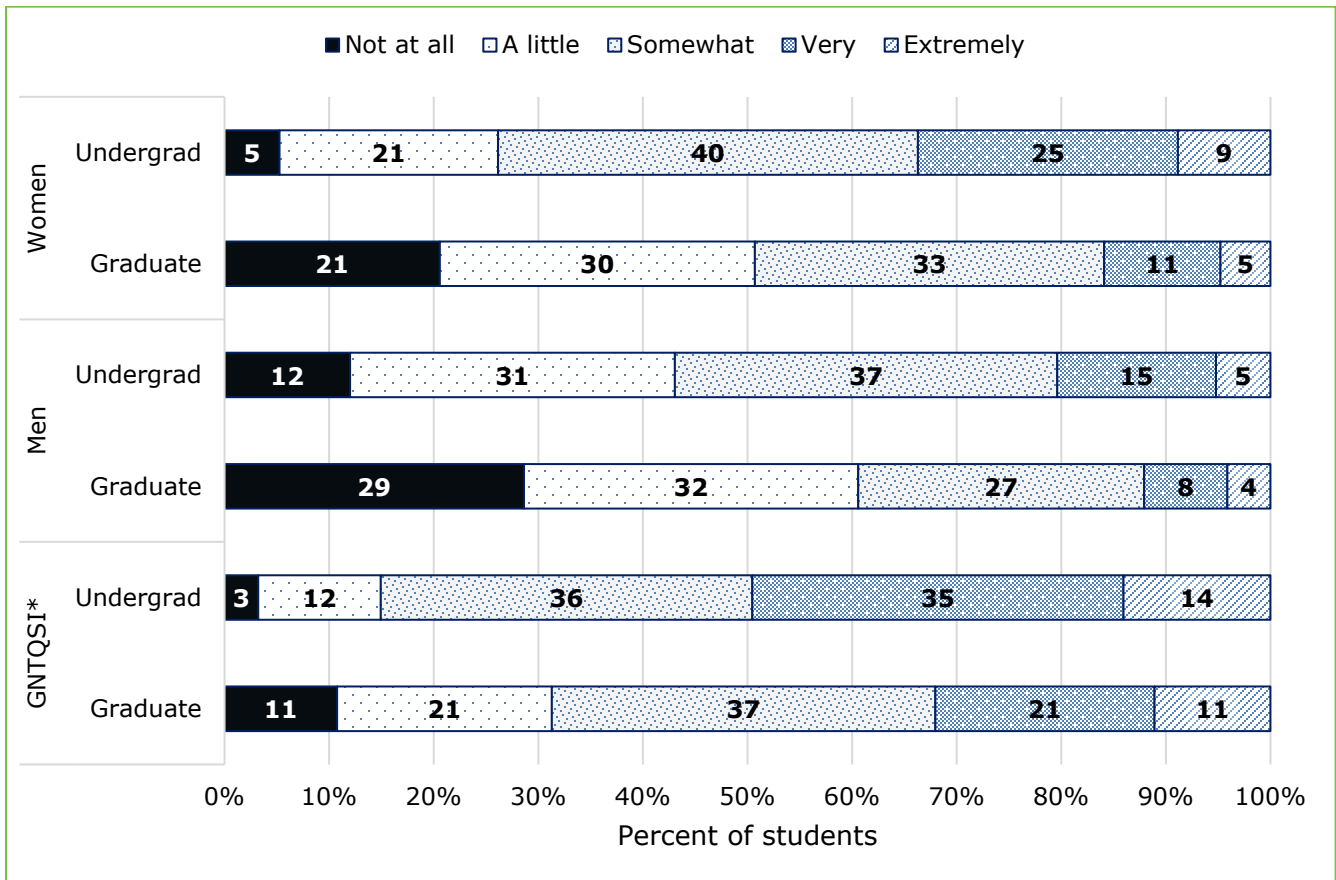
NOTE: Direct action means the student 'directly intervened or interrupted the situation in the moment' or 'confronted or expressed concern to the person engaging in the behavior'

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, 22.5 percent reported it was either “very” or “extremely problematic,” although there is significant variation across the gender and affiliation groups (Figure 31). Those students with the highest risks of victimization—gender nonbinary, transgender, questioning or self identified students and women—were the most likely to report this as very or extremely problematic. For example, among undergraduates, 49.5, 33.8, and 20.2 percent of gender nonbinary, transgender, questioning or self identified students, women, and men, respectively, reported it was very or extremely problematic.

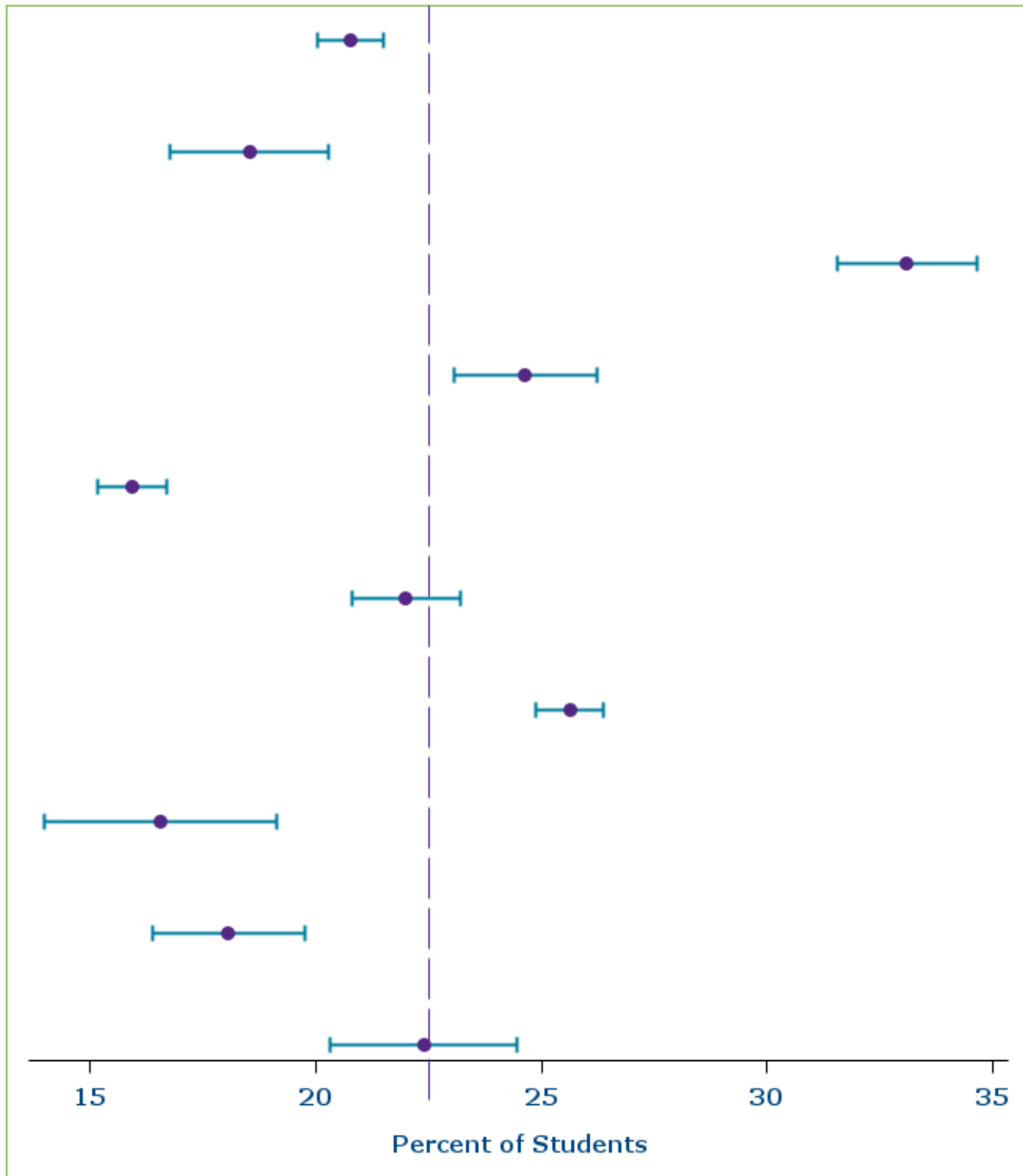
Figure 31 | Perceptions of how problematic sexual assault and other sexual misconduct is at the school by gender and affiliation



* GNTQSI: gender nonbinary, transgender, questioning or self identified

The proportion of students who thought it was “very” or “extremely” problematic ranged from a low of 16 percent to a high of 33 percent across the 10 schools (Figure 32).

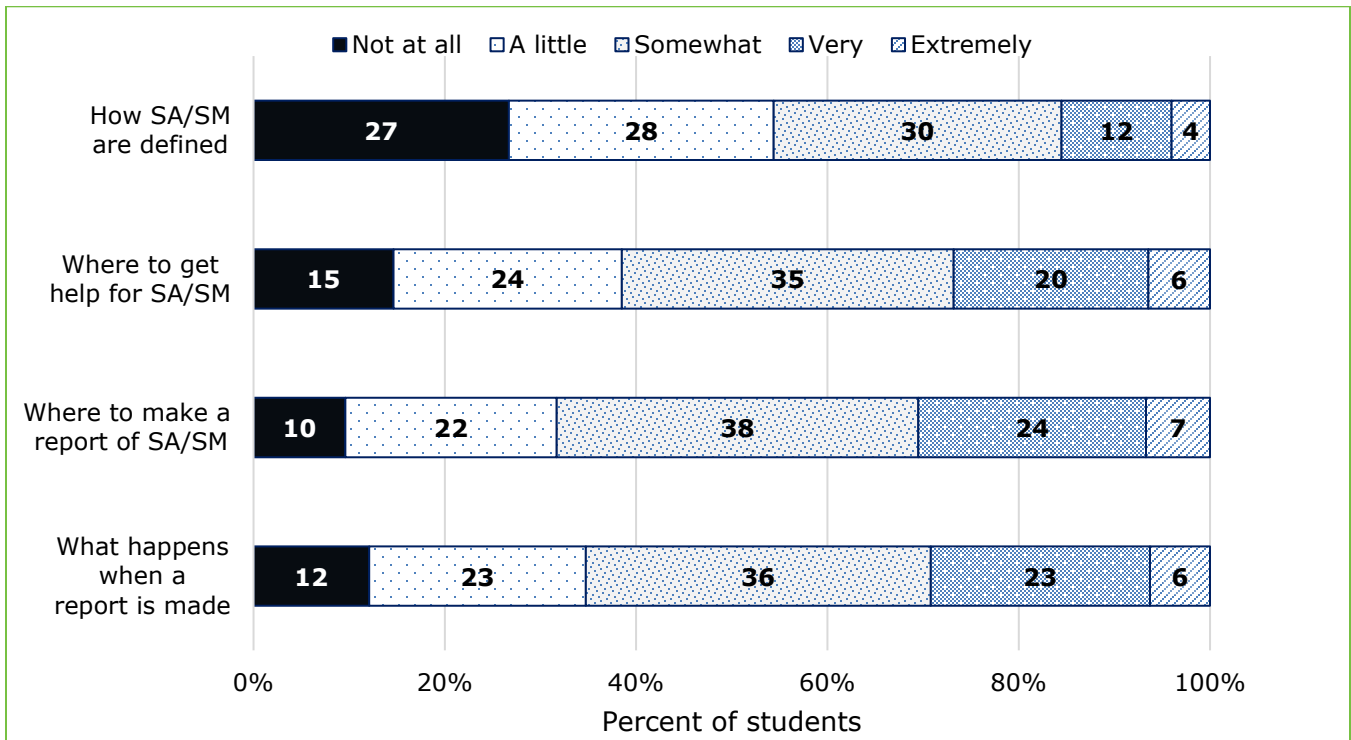
Figure 32 | Distribution across schools of the percent of students reporting sexual assault and misconduct are very or extremely problematic



A relatively small percentage of students thought it was “very” or “extremely” likely they will experience sexual assault or misconduct in the future (4.8%). Undergraduate women (10.1%) and undergraduate gender nonbinary, transgender, questioning or self identified students (15.9%) expressed the highest concern about likelihood of future assault or misconduct.

Student Knowledge About Policies and Procedures. Students were asked 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 33).

Figure 33 | 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



A little less than a third of the students felt “very” or “extremely” knowledgeable about the definition (29.2%), where to get help (30.5%), and how to report it (26.8%). Somewhat fewer felt they were “very” or “extremely” knowledgeable about what happens if an incident is reported (14.5%). 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 (78.3% for incoming, 79.0% 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, 92.0 percent reported the session covered the definition, 85.6 percent reported it addressed prevention, and 89.8 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 (60.3%).

7. Change between 2019 and 2024 Surveys

In this section comparisons are made between the 2024 and 2019 results. These comparisons include the measures of nonconsensual sexual contact (Section 3), harassment, stalking and intimate partner violence (section 4) and selected measures of student perceptions and knowledge (Section 6).¹³

There are several caveats when interpreting differences between the two years. The first is that the response rate for 2024 is significantly below that achieved in 2019. In 2019 the combined response rate for the HESMA schools was 31.0 percent compared to 23.4 percent in 2024. The estimates incorporate the same nonresponse adjustment for each year. This should reduce the chances that changes between years are due to nonresponse bias.¹⁴ Second, the questions used to measure gender identification were changed between the two surveys (see section 1). This resulted in significantly more students identifying as gender nonbinary, transgender, questioning or self identified than in 2024 survey. Changes between years, especially for this group of students, should be viewed with caution.

7.1 | Change in the Prevalence of Nonconsensual Sexual Contact

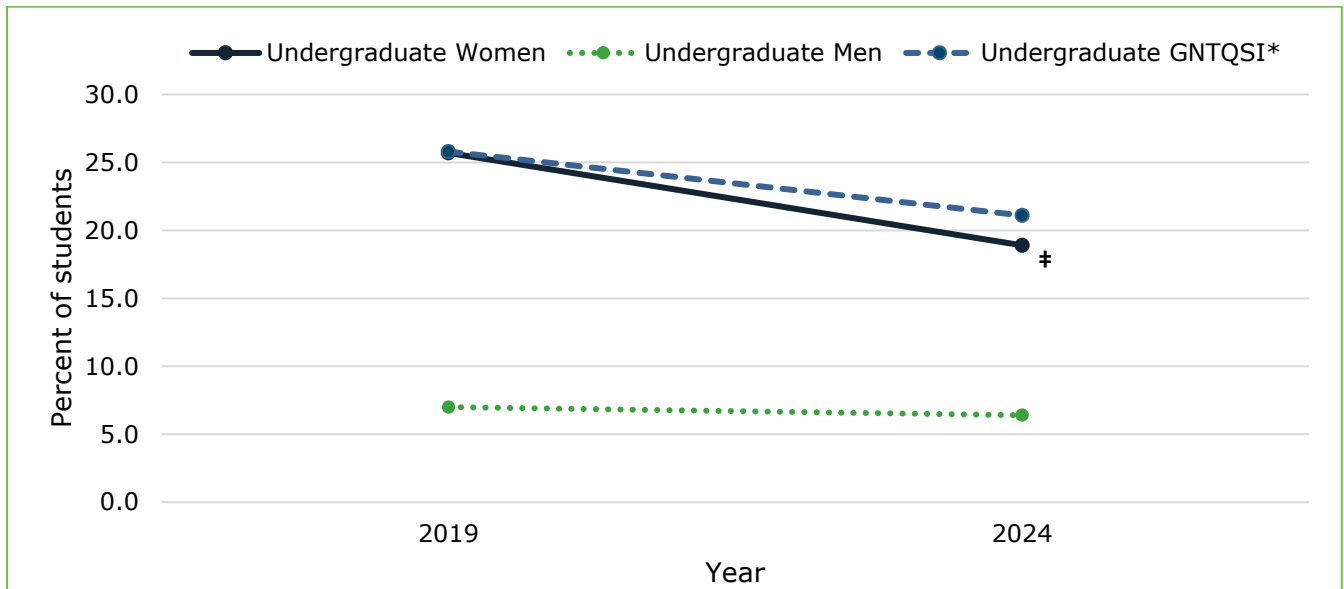
Tables 51 to 54 display the percentage of students who reported experiencing nonconsensual sexual contact for the three different combinations of tactics: 1) physical force or inability to consent, 2) coercion, and 3) without active, ongoing voluntary agreement. The measures described below are for experiences since the student was first enrolled at the school as well as for the current academic year. The tables provide the rates broken out by gender, gender and affiliation and for undergraduates in their fourth or higher year of school.

For the measures covering the time period since enrollment, the prevalence of nonconsensual contact decreased between 2019 and 2024. The rates dropped significantly for women, gender nonbinary, transgender, questioning or self identified students and, to a lesser extent, men students. For rates of penetration or sexual touching involving physical force, inability to consent, the rate for women decreased from 18.7 percent to 13.3 percent (Table 51). Similarly, this same rate for gender nonbinary, transgender, questioning or self identified students decreased from 21.2 percent to 16.6 percent. The rates for men dropped from 5.1 to 4.3. The pattern is similar when examining the rates by affiliation status (Tables 52 and 53; Figures 34 and 35).

¹³ The significance tests reported in this section assume the two surveys are independent samples. The two surveys are spaced five years apart. Most, but not all, of the student population has turned over between surveys. For example, approximately 11 percent of the 2024 respondents first enrolled in 2019 or earlier. Theoretically these students were eligible to take the survey in both 2019 and 2024.

¹⁴ [Appendix 4](#) provides analysis of nonresponse bias.

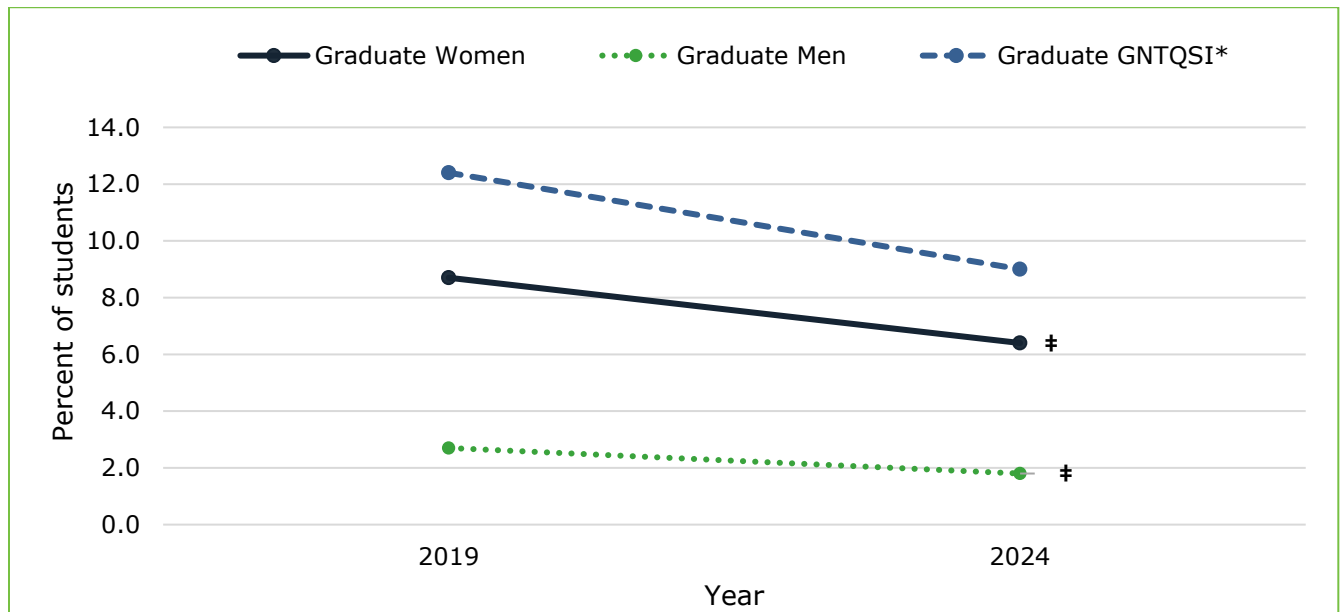
Figure 34 | Percent of undergraduates reporting nonconsensual sexual contact by physical force or inability to consent since enrolling in school by gender and year of survey



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

* GNTQSI: gender nonbinary, transgender, questioning or self identified

Figure 35 | Percent of graduate or professional students reporting nonconsensual sexual contact by physical force or inability to consent since enrolling in school by gender and year of survey



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

* GNTQSI: gender nonbinary, transgender, questioning or self identified

The pandemic, which occurred in 2020 and 2021, changed the living situations and activities of students and staff. At the beginning of the pandemic, classes were being held remotely, with many students living away from campus. This gradually changed until the percentage of students who were attending remotely returned to pre-pandemic levels sometime in 2022. This may account for at least some of the significant changes described above. With fewer students living at or around school, as well as fewer students going out, there were fewer academic and social situations that might lead to nonconsensual sexual contact.

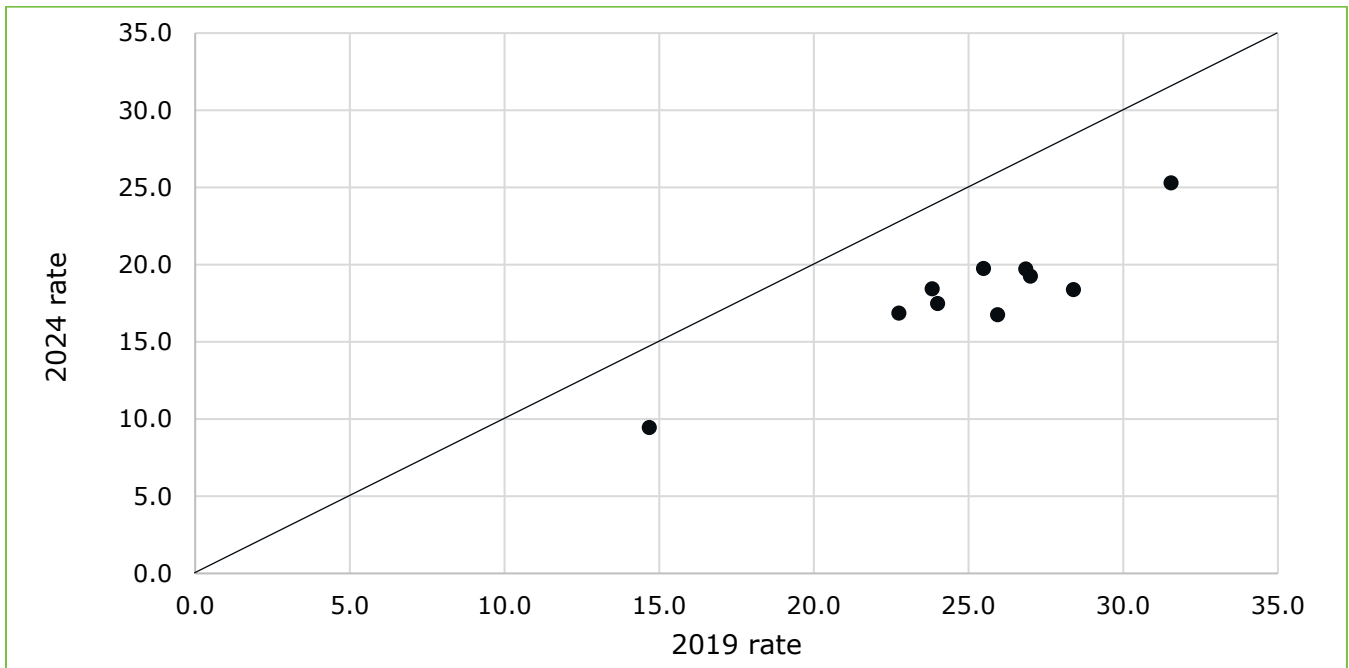
The effects of the pandemic are examined in two ways. First, comparisons are made for those students who have been enrolled for at least 4 years (Table 54) to those students in their first through third years. Those students enrolled for at least 4 years were in school in 2021 or earlier as the pandemic was occurring. For undergraduate women who are at least in their fourth year of school, the rates drop from 31.2 percent in 2019 to 22.7 percent in 2024. This 8.5 percentage point decline compares to a 6.1 point decline for students in their first three years of school (data not shown). Similarly, the rates for gender nonbinary, transgender, questioning or self identified students drops 7 percentage points (Table 54; 33.2 percent to 26.2 percent). This compares to the drop of 3.5 percent points for students in their first three years of school (data not shown). Both of these results suggest that the pandemic had some effect on the change observed between the surveys, although it does not account for all of it. Contrary to expectations, the rates for men remains the same between the two years for this group (8.9% for 2019 vs 9.4% for 2024).

A different perspective is to examine the changes between the surveys for the current academic year. These comparisons should not be directly affected by the pandemic. For undergraduate students (Table 54a) the rate drops for women (12.2% vs. 7.9%), for men (3.5% vs. 2.6%) and for gender nonbinary, transgender, questioning or self identified students (10.0% vs. 7.2%).¹⁵ A similar pattern occurs for graduate or professional students.

The prevalence rates dropped significantly for all 10 schools. Figure 36 shows the change in the prevalence rates since enrollment of nonconsensual sexual contact by physical force or inability to consent for undergraduate women for the 10 schools. The horizontal axis is the 2019 rate and the vertical axis is the 2024 rate. The diagonal line represents no change in rates between surveys. All of the schools are well below the diagonal line, indicating drops in the rates. This uniformity does not hold for all gender-affiliation groups, but the general trend is a decrease in these rates between 2019 and 2024.

¹⁵ The difference for Gender Nonbinary, Transgender, Questioning or Self-Identified students is not statistically significant at the 95 percent confidence level. This is primarily because of small sample size.

Figure 36 | Scatterplot of percent reporting nonconsensual sexual contact by physical force or inability to consent since enrolling in school for undergraduate women for 2019 by 2024



In summary, the rates of nonconsensual sexual contact generally decreased across the 10 HESMA participating schools. Some of the decrease may be related to the immediate effects of the pandemic. However, when looking at change for those who enrolled after the pandemic, as well as the current school year there is also a significant decrease in prevalence. This suggests that some of the change may be from either lingering effects of the pandemic or some other reason (e.g., changes in Title IX).

As noted above, some of the change might be attributed to methodological reasons. For example, the response rate for the HESMA schools dropped by approximately 8 points between 2019 and 2024 (31.0% vs. 23.1%). However, the analysis of nonresponse bias provided in [Appendix 4](#) suggests that lower response rates produce higher rates of nonconsensual sexual contact. This is the opposite of what is observed above – the period with the highest response rates (2019) has the highest prevalence rate. A second methodological caveat is the change in the measurement of gender identity between the two surveys. Approximately three times as many students identified themselves in the gender nonbinary, transgender, questioning or self identified group in 2024. This may have changed the composition of this group between the two surveys. However, this does not explain the changes in the other two gender categories.

7.2 | Changes in Harassment, Intimate Partner Violence and Stalking

Estimates of the three other types of misconduct for 2019 and 2024 are shown in Table 54c. These data represent the time period since the student enrolled at the school. There is not nearly as much change as non-consensual sexual contact. Harassment decreased over this time period for women by a two to three percentage points. For undergraduate woman, the prevalence rates decreased from 31.5 percent to 29.8 percent and for graduate or professional women from 21.9

percent to 18.9 percent. For gender nonbinary, transgender, questioning or self identified students, there is no change for undergraduates, but a significant drop for graduate or professional students (40.3% to 32.6%). For both IPV and for Stalking, the rates are stable across the two time periods. For example, for undergraduate women, the prevalence rate for Stalking is 9.7 percent for the 2018-2019 period and 9.5 percent for 2023-2024.

7.3 | Changes in Perceptions of Risk and Knowledge of Resources

Both the 2019 and 2024 surveys asked common questions on student perceptions and knowledge about issues related to sexual assault and misconduct.

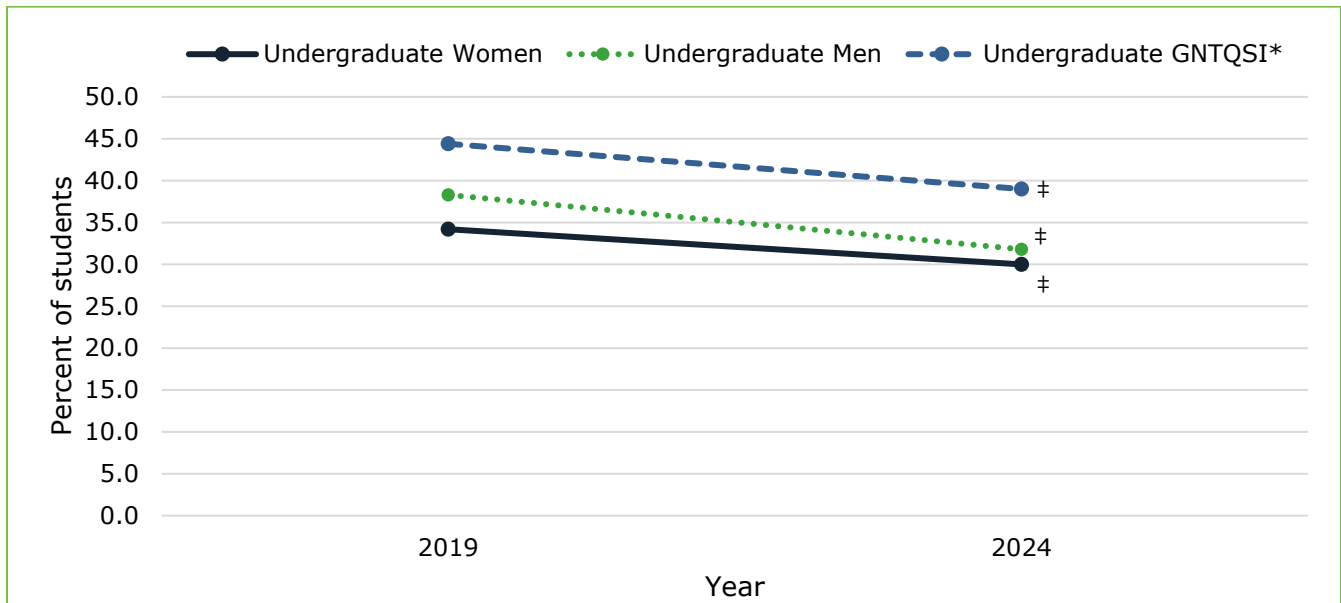
How Problematic is Sexual Assault or Other Sexual Misconduct? The amount and direction of change in the percentage of students who believe sexual assault and sexual misconduct is a problem was different, depending on the gender and affiliation status of the student (Table 55). For undergraduate women and men, the percent who reported it was “very” or “extremely” problematic stayed relatively constant. For undergraduate women the rates were 34.4 percent in 2019 and 33.8 percent for 2024. The same pattern occurs for undergraduate men (19.7 and 20.2). However, the rates for women and men graduate or professional students went down by 3.3 and 2.2 points, respectively. For undergraduate gender nonbinary, transgender, questioning or self identified students the rates went up from 43.1 percent to 49.5 percent. There was no significant change for graduate students who identified as gender nonbinary, transgender, questioning or self identified .

Student Knowledge About School Definitions and Procedures. As discussed above, almost all students go 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 2019 and 2024 surveys. Generally speaking, the trend is fewer students reporting they are knowledgeable in 2024 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 37). For example, students were asked

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

There was a decrease of 7.2 percentage points among undergraduate men who reported “very” or “extremely” knowledgeable (41.3% vs. 34.1%). Similar decreases occurred across the other gender affiliation groups.

Figure 37 | 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 year of survey



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

* GNTQSI: gender nonbinary, transgender, questioning or self identified

Similar decreases 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 graduate or professional women, the percentage who reported they were “very” or “extremely” knowledgeable decreased 6.6 percentage points (30.7% vs. 24.1%) and 3.9 points for graduate or professional men (31.4% vs. 27.5%).

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 large decreases in the percentage of students who said it was very or extremely likely the official would take action. For example, for undergraduate gender nonbinary, transgender, questioning or self identified students the percentage of students dropped from 49.7 percent to 34.0 percent. Somewhat smaller, but still significant decreases occurred for undergraduate women (54.6% vs. 45.4%) and graduate or professional women (62.7% vs. 53.4%). Men also exhibit this same pattern. A similar pattern, across all gender and affiliation statuses occurs for the likelihood that campus officials would conduct a fair investigation.

8. Conclusions

The 2024 HESMA survey collected data for 10 four year colleges and universities. The results described in this report provide (1) a comprehensive picture of the prevalence of sexual assault and misconduct among students at participating schools; (2) incident characteristics (e.g., how many times, who did it, where it happened, consequences, and contacts with school resources and programs); (3) information on students' perceptions and knowledge around topics related to sexual assault and misconduct; and (4) the extent of change since 2019 for different forms of sexual misconduct, and students' knowledge and perceptions on campus climate.

The HESMA was a web survey conducted between February and May 2024. The approximately 4- to 6-week survey period varied across the 10 schools within this time frame. A total of 42,133 completed surveys were collected, yielding a 23.4 percent response rate.

The remainder of this section provides very selective highlights of the results discussed in this report. Review the results in the body of the report for more detailed findings. The section concludes by providing some perspective on how these results relate to other data collected on sexual assault and misconduct at colleges and universities, as well as for young adults who are not attending college.

Nonconsensual Sexual Contact

The survey measured the prevalence of nonconsensual sexual contact by physical force or inability to consent for two time periods—since the student first enrolled at the school and since the beginning of the 2023–2024 school year. This type of sexual misconduct involves behaviors and tactics that meet common federal and state definitions of rape and sexual assault. The estimates described below refer to rates since the student was first enrolled:

- The prevalence rate of nonconsensual sexual contact by force or inability to consent varied significantly by gender and affiliation:
 - The rate for undergraduate women is three times higher than for graduate or professional women (18.9% vs. 6.4%).
 - The rate for gender nonbinary, transgender, questioning, or self-identified students is two times higher for undergraduates when compared to graduate and professional students (21.1% vs. 9.0%).
 - The rate for undergraduate men is three times higher than for graduate and professional men (6.5% vs. 1.8%).
- For incidents of nonconsensual sexual penetration by physical force or inability to consent, a significant majority of victims had at least one type of behavioral, emotional, academic, professional, or physical consequence:
 - For behavioral or emotional consequences, 93.1 percent of women, 84.2 percent of men, and 97.3 percent of gender nonbinary, transgender, questioning, or self-identified students reported at least one type of consequence.

- For academic and professional consequences, 68.4 percent of women, 55.6 percent of men, and 84.0 percent of gender nonbinary, transgender, questioning, or self-identified students reported at least one type of consequence.
- For physical consequences, 16.0 percent of women, 5.9 percent of men, and 20.4 percent of gender nonbinary, transgender, questioning, or self-identified students reported this consequence.

Sexual Harassment, Intimate Partner Violence, and Stalking

A significant number of students experienced sexual harassment:

- Among all students, 37.9 percent of students reported experiencing at least one sexually harassing behavior since first enrolling at the school.
- Overall, 18.7 percent of students reported sexually harassing behavior that met the federal standards defining sexual harassment. This includes 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.”
 - Undergraduate gender nonbinary, transgender, questioning, or self-identified students and women reported the highest levels of harassment (47.1% gender nonbinary, transgender, questioning, or self-identified students, 29.8% women)
 - Undergraduate students had higher rates of harassment than graduate or professional students. For example, among women, 29.8 percent of women undergraduates reported on the survey that they were sexually harassed, compared to 18.9 percent of graduate or professional students. A similar pattern prevailed for undergraduate men.
- The prevalence rate of IPV since enrolling in school was 8.3 percent across all schools.
- Among all students, 5.8 percent reported experiencing stalking since enrolling in school.

Contacting Programs, Resources, and Others

- Relatively few victims of nonconsensual penetration by physical force or inability to consent made contact with a program or resource after the incident:
 - Women who were victims made contact in 30.2 percent of the incidents. Gender nonbinary, transgender, questioning, or self-identified students made contact in 38 percent of the incidents. Men who were victims made contact in 15.4 percent of the incidents.
 - The three most important reasons women gave for not contacting a program were that she could handle it herself (21.5%); she did not think that the incident was serious enough to merit seeking help (17.7%); or she felt embarrassed or ashamed, or that it would be too emotionally difficult to seek assistance (15.0%). The patterns were similar for the other two gender identity groups.

- The most common type of program or resource contacted after victimization was counseling (52.8% of victims contacting a program or resource). Campus police (14.9%) and local police (7.1%) were contacted less often.
- Students who contacted a program or resource provided mixed reviews of how useful the program or resource was:
 - Approximately 41 percent felt it was “not at all” or “a little” useful.
 - Approximately 33 percent felt it was “very” or “extremely” useful.

Perceptions and Knowledge Related to Sexual Assault and Misconduct

- A majority of students believe that a school official will take a report of a sexual assault seriously:
 - Overall, 57.6 percent of students reported that it was “very” or “extremely” likely that school officials would take a report of a sexual assault seriously.
 - If the student reported nonconsensual sexual contact by physical force or inability to consent, this percentage drops by 20 points (37.5%).
- About a third of students felt that they were “very” or “extremely” knowledgeable about the definition of sexual assault (29.2%), where to get help (30.5%), and how to report it (26.8%).

Change Between the 2019 and 2024 Surveys

All 10 schools that participated in the HESMA survey also participated in the 2019 AAU survey. Because the 2024 HESMA survey essentially replicated the 2019 AAU survey, with a few exceptions, it is possible to compare results to assess change between 2019 and 2024:

- The rate of nonconsensual sexual contact by physical force or inability to consent since enrolling in school decreased between 2019 and 2024 by the following percentage points:
 - 5.4 percentage points for women (to 13.3 percent)
 - 0.8 percentage points for men (to 4.3 percent)
 - 4.6 percentage points for gender nonbinary, transgender, questioning, or self-identified students (to 16.6 percent)
- There were similar decreases in these rates for the current school year.
- The drop in rates since enrolling in school, in part, reflects the effects of the COVID-19 pandemic, which lasted into 2022. However, COVID-19 is not directly tied to the drop in rates for the current school year.
- There was either a small decrease or no change in the prevalence rates for sexual harassment, intimate partner violence, and stalking.
- There were significant decreases from 2019 to 2024 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 decreases of 7.2 percentage points to 34.1 percent for undergraduate women.
- Similar decreases occurred across other gender and affiliation groups.

Differences Across Schools and Implications for the Broader Public

The majority of the estimates presented in this report varied significantly across the 10 schools. The variation across schools emphasizes the importance of not generalizing from these 10 schools to a larger population (e.g., national, all college students). The schools participating in the survey were not randomly selected, and the rates discussed in this report should not be seen as representing college student populations beyond this group of schools and their respective students.

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 enrolled in college. 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). This does not minimize either the seriousness of the problem of sexual assault and misconduct while attending a 4-year school or its consequences for students' well-being. It does highlight the fact that sexual assault and misconduct are prevalent among young people and have serious social and emotional consequences for those who have had such experiences.

Comparing Estimates from the HESMA Survey to Clery Act Crime Data

The data from the HESMA survey differ from the data from the annual Clery crime statistics that are collected by schools. As with other campus surveys, the results from the HESMA survey suggest higher rates of sexual assault and misconduct. There are several possible reasons for these differences, including¹⁶ the following:

- 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, and public property).¹⁷ The HESMA survey is based on self-reports of incidents that occurred even if they were not reported to a CSA or local police or were outside of the "Clery Geography" boundaries. As discussed in this 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 or since the beginning of the current academic year (2023–2024). The Clery data are from records that are kept by the CSAs and cover a calendar year.

¹⁶ <https://www.clerycenter.org/faq>

¹⁷ <https://www.justice.gov/archives/ovw/page/file/910306/download>

The HESMA survey is structured to address several of these differences (e.g., time period, counting incidents, and whether a program was contacted). Nonetheless, even after accounting for these differences, the HESMA survey estimates are considerably higher than Clery data. Some of the discrepancies may be due to different definitions in the two sources. The HESMA survey is grounded in both legal definitions (e.g., sexual assault, sexual harassment, and stalking) and school policies (e.g., without active ongoing consent). However, the Clery data are based on federal definitions, such as those used by the FBI's National Incident Reporting System. The differences 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 & Morral, 2016).¹⁸ More studies have examined the correspondence between victim reports to the police and recording in official crime statistics in the general population (Black, 1970; Biderman & Lynch, 1991; Schneider, 1978; Block & Block, 1980). These studies generally show that incidents reported to officials do not, in many cases, end up in the official records. Studies that conduct similar in-depth assessments of the reporting process at colleges and universities would provide a better understanding of the prevalence of sexual assault and misconduct among college students.

¹⁸ See also [0618_Understanding-Clery-Statistics.pdf \(clerycenter.org\)](#). Last accessed September 26, 2024.

References

- Axinn, W.G., Bardos, M.E., & West, B.T. (2017). General population estimates of association between college experience and the odds of forced intercourse *Social Science Research*, 70, 131-143.
- Biderman, A.D., and Lynch, J.P. (1991). Understanding crime incidence statistics: Why the UCR diverges from the NCS. New York: Springer-Verlag.
- Black, D.J. (1970) Production of Crime Rates. *American Sociological Review* 35: 733-748
- Black, M.C., Basile, K.C., Breiding, M.J., Smith, S.G., Walters, M.L., Merrick, M.T., Chen, J., & Stevens, M.R. (2011). *The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 Summary Report*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.
- Block, R., and Block, C.R. (1980). Decisions and Data: The Transformation of Robbery Incidents into Official Robbery Statistics. *Journal of Criminal Law and Criminology*, 71: 622-636.
- Bureau of Justice Statistics. (2017). National Crime Victimization Survey, 2016: Technical documentation. Retrieved from <https://www.bjs.gov/content/pub/pdf/ncvstd16.pdf>
- Cantor, D., Fisher, B., Chibnall, S., Harps, S., Townsend, R., Thomas, G., Lee, Hyunshik, Kranz, V., Herbison, R., K. Madden (2020) *Report on the AAU Campus Climate Survey on Sexual Assault and Misconduct*. Retrieved from: [https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/Revised%20Aggregate%20report%20%20and%20appendices%201-7_\(01-16-2020_FINAL\).pdf](https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/Revised%20Aggregate%20report%20%20and%20appendices%201-7_(01-16-2020_FINAL).pdf)
- Cantor, D., Fisher, B., Chibnall, S., Townsend, R., Lee, H., Bruce, C., et al. (2017). Report on the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct. Retrieved from <https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/AAU-Campus-Climate-Survey-FINAL-10-20-17.pdf>
- Cantor, D., Fisher, B., Townsend, R. and Peterson, S. (2017a). Gender identity and sexual victimization: What does the AAU Survey on Sexual Assault and Misconduct reveal about gender minorities? Presentation at the 2017 annual meeting of the American Society of Criminology, Philadelphia, PA.
- Cantor, D., Townsend, R., & Sun, H. (2016). Methodology report for the AAU Survey Campus Climate Survey on Sexual Assault and Sexual Misconduct. Retrieved from https://www.aau.edu/sites/default/files/%40%20Files/Climate%20Survey/Methodology_Report_for_AAU_Climate_Survey_4-12-16.pdf
- Clement, S. (2015, June 12). How was sexual assault measured? *The Washington Post*. Retrieved from http://www.washingtonpost.com/local/education/how-was-sexual-assault-measured/2015/06/11/db542664-08ab-11e5-a7ad-b430fc1d3f5c_story.html
- Coker, A.L., Bush, H.M., Fisher, B.S., Swan, S.C., Williams, C.M., Clear, E.R., & DeGue, S. (2016a). Multi-college bystander intervention evaluation for violence prevention. *American Journal of Preventive Medicine*, 50(3), 295-302.

- Coker, A.L., Follingstad, D.R., Bush, H.M., & Fisher, B.S. (2016b). Sexual harassment, sexual, physical and psychological partner violence among young women: Are rates higher among those in college? *Journal of Interpersonal Violence, 31*(8), 1413-1429.
- Cranney, S. (2015). The relationship between sexual victimization and year in school in U.S. colleges: Investigating the parameters of the "Red Zone." *Journal of Interpersonal Violence, 30*(17): 3133-3145.
- Deming, W.E., & Stephen, F.F. (1940). On a least squares adjustment of a sampled frequency table. *Annals of Mathematical Statistics, 14*, 427-444.
- Fisher, B.S., Cullen, F.T., & Turner, M.G. (2000). *The sexual victimization of college women*. Washington, DC: U.S. Department of Justice, Office of Justice Programs.
- Fisher, B., Daigle, L.E., Cullen, F.T., & Turner, M.G. (2003). Reporting sexual victimization to the police and others: Results from a national-level study of college women. *Criminal Justice and Behavior, 30*(1), 6-38.
- Fisher, B.S., Daigle, L.E., & Cullen, F.T. (2010). What distinguishes single from recurrent sexual victims? The role of lifestyle-routine activities and first-incident characteristics. *Justice Quarterly 27*(1), 102-129.
- Fisher, B.S. (2009). The effects of survey question wording on rape estimates: Evidence from a quasi-experimental design. *Violence Against Women, 15*(2), 133-147.
- Freyd, J. (2015). *Examining denial tactics: Were victims overrepresented in the AAU Survey of sexual violence on college campuses?* Retrieved from http://www.huffingtonpost.com/jennifer-j-freyd/examining-denial-tactics-were-victims-overrepresented-in-the-aau-survey-of-sexual-violence-on-college-campuses_b_8216008.html
- Groves, R.M., & Peytcheva, E. (2008). The impact of nonresponse rates on nonresponse bias: A meta-analysis. *Public Opinion Quarterly, 72*(2), 167-189.
- Kaasa, S., Fisher, B.S., Cantor, D., & Townsend, R. (2016). *Recurring victimization in the AAU Climate Survey on Sexual Assault and Sexual Misconduct*. Retrieved from <https://www.aau.edu/sites/default/files/%40%20Files/Climate%20Survey/Recurring%20Victimization%20in%20the%20AAU%20Climate%20Survey%20on%20Sexual%20Assault%20and%20Sexual%20Misconduct.pdf>
- Kettrey, H.H., & Marx, R.A. (2019). The effects of bystander programs on the prevention of sexual assault across the college years: A systematic review and meta-analysis. *Journal of Youth and Adolescence, 48*(2), 212-227.
- Kilpatrick, D.G., Resnick, H.S., Ruggiero, K.J., Conoscenti, L.M., & McCauley, M.S. (2007). *Drug-facilitated, incapacitated, and forcible rape: A national study*. Washington, D.C.: U.S. Department of Justice.
- Koss, M.P., Gidycz, C.A., & Wisniewski, N. (1987). The scope of rape: Incidence and prevalence of sexual aggression and victimization in a national sample of higher education students. *Journal of Counseling and Clinical Psychology, 55*, 162-70.

- Krebs, C. & Lindquist, C. (2014). "Setting the Record Straight on "1 in 5".
<http://time.com/3633903/campus-rape-1-in-5-sexual-assault-setting-record-straight/>.
- 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.
- Krebs, 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.
- Krebs, C., Lindquist, C.H., Warner, T.D., Fisher, B.S., & Martin, S. (2007). *The campus sexual assault (CSA) study*. Report of project awarded by the National Institute of Justice, Award 2004-WG-BX-0010. <https://www.ncjrs.gov/pdffiles1/nij/grants/221153.pdf>.
- McDermott, J. (2019, July 3). Report of unwanted sexual contact up at Coast Guard Academy. *The Associated Press*. Retrieved from <https://www.apnews.com/e0d908503fa44a82ad9ef3169e64c9f5>
- Schell, T.L., and Morral, A.R. (2016). Integration of total survey error using official records of reported sexual assault. Pp. 71 – 75 in Morral, A.R., Gore, K.L. and T.L. Schell (eds) *Sexual assault and sexual harassment in the U.S. military. Volume 4. Investigations of potential bias in estimates from the 2014 RAND military workplace study*. RAND Corporation: Santa Monica, CA.
- Schneider, A.L., Griffith, W.R., Sumi, D.H., and Burcart, J.M. (1978). *Portland forward records check of crime victims*. National Institute of Law Enforcement and Criminal Justice, U.S. Department of Justice.
- Sinozich, S., and Langton, L. (2014). *Rape and sexual assault among college-age females, 1995 – 2013*. Special Report NCJ 248471. U.S. Department of Justice, Bureau of Justice Statistics, Washington DC.
- Swan, S.C., Lasky, N., Fisher, B. S., Woodbrown, V.D., Bonsu, J.E., Schramm, A.T., et al. (2017). Just a dare or unaware? Outcomes and motives of drugging ("drink spiking") on three college campuses. *Psychology of Violence*, 7, 253-264.
- Taylor, S. (2015). *The latest big sexual assault survey is (like others) more hype than science*. Retrieved from <https://www.washingtonpost.com/news/grade-point/wp/2015/09/23/the-latest-big-sexual-assault-survey-is-like-others-more-hype-than-science/>
- 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.
- U.S. Department of Justice (2013, June 20). *Uniform Crime Reporting (UCR) program: Summary reporting system (SRS) user manual*. Retrieved from <https://ucr.fbi.gov/nibrs/summary-reporting-system-srs-user-manual>
- Wolter, K.M. (2007). *Introduction to Variance Estimation*, 2nd Edition. New York: Springer.

Appendix 1. Instrument Development

A1.1 Survey Content and Sources

Survey topics in the 2024 HESMA cover domains originally outlined by the Association of American Universities in response to requests of Presidents/Chancellors from member colleges and universities during the development of the 2015 and 2019 surveys. 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 2015¹ and 2019 reports.²

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 enrolled in IHEs (undergraduate, graduate/professional) on each participating campus, 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.

¹ <https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/AAU-Campus-Climate-Survey-FINAL-10-20-17.pdf>

² [https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/Revised%20Aggregate%20report%20%20and%20appendices%201-7 \(01-16-2020 FINAL\).pdf](https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/Revised%20Aggregate%20report%20%20and%20appendices%201-7%20(01-16-2020%20FINAL).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).³ As noted above, the questions distinguished between different combinations of these tactics and the two types of sexual contact, including:

- 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).⁴ The approach has been successfully used in prior research on sexual victimization among college students (e.g., Krebs et al., 2009).⁵ 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.

Incidents that occur without the student's active, voluntary agreement is the fourth tactic on which students report 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 IHEs, 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

³ Krebs, 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.

⁴ Ibid

⁵ Ibid

occurred: (1) since the student was enrolled at the IHE, and (2) during the current academic year (2022-2023).

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 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, 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/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)⁶ and U.S. Department of Education,⁷ 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)⁸ scale representing each of

⁶ http://www.eeoc.gov/laws/types/sexual_harassment.cfm

⁷ http://www2.ed.gov/about/offices/list/ocr/docs/ocrshpam.html#_t1a

⁸ 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.

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 talk about sexual matters when she/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/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 occurred a specific number of times (e.g., 2014 MIT Community Attitudes on Sexual Assault Survey). 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 HESMA, 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.⁹

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),¹⁰ and the National Intimate Partner and Sexual Violence Survey (NISVS), conducted by the Centers for Disease Control and Prevention (Black et al., 2011).¹¹ 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

⁹ A 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.

¹⁰ White House Task Force to Protect Students From Sexual Assault. (2014). *Not Alone: The First Report of the White House Task Force to Protect Students From Sexual Assault*. Retrieved from <https://www.notalone.gov/assets/report.pdf>

¹¹ Black, 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.

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.

Fear is the criterion that distinguishes sexual harassment from stalking (Catalano, 2012; Logan, 2010).^{12 13} For HESMA, 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/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)¹⁴ 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 NCVS (34.4%; Catalano, 2012).¹⁵

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.

Respondents who contacted a program about the incident identified the time period (e.g., Fall of 2019-Summer of 2020) 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.

¹² 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.

¹³ Logan, 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.

¹⁴ Black, 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.

¹⁵ 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.

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),¹⁶ the MIT Community Attitudes on Sexual Assault Survey (Massachusetts Institute of Technology, 2014),¹⁷ the University of Oregon Sexual Violence and Institutional Behavior Campus Survey (Freyd, Rosenthal, & Smith, 2014),¹⁸ the White House Task Force report (White House Task Force to Protect Students From Sexual Assault, 2014),¹⁹ and the Campus Sexual Assault Study (Krebs et al., 2017).²⁰ 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;
- 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 IHE.

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 university; where to get help at the school if the student or a friend experienced sexual assault or other

¹⁶ McMahon, S. (2018). #iSPEAK: Rutgers Campus Climate Survey. Retrieved from <https://socialwork.rutgers.edu/file/4402/download>

¹⁷ Massachusetts Institute of Technology (2014). MIT Community Attitudes on Sexual Assault Survey. Retrieved from <https://web.mit.edu/surveys/casatips/sources.html>

¹⁸ 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>

¹⁹ White House Task Force to Protect Students From Sexual Assault. (2014). *Not Alone: The First Report of the White House Task Force to Protect Students From Sexual Assault*. Retrieved from <https://www.notalone.gov/assets/report.pdf>

²⁰ Krebs, 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*.

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)^{21 22} work and Rutgers' Campus Climate Survey (McMahon, 2018).²³ A working group of the 2019 Survey Design Team (SDT) reviewed the items that were used in 2015. The items were adapted based on their experience with analysis of the 2015 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, 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 IHE (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

²¹ Banyard, 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.

²² 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.

²³ McMahon, S. (2018). #iSPEAK: Rutgers Campus Climate Survey. Retrieved from <https://socialwork.rutgers.edu/file/4402/download>

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.

A1.2 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]a²⁴) 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 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

²⁴ “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.

also impacted or affected them. For example, if a respondent reports a penetration by force (G1) and sexual touching by force (G3), these items were administered twice, once for each type.

As with the other types of victimization, these follow-up questions ask for a summary across all incidents of each type. For example, if the individual was a victim of sexual touching involving physical force (G3) on two occasions, the items will ask for a summary across both incidents.

Appendix 2. Human Subjects Protections and Safeguards

A2.1 IRB Review Options and Process Overview

In October 2023, Westat submitted its initial Institutional Review Board (IRB) package (including the instrument and study protocols) to the Westat IRB and provided the package to the 10 participating schools for use in developing their own IRB materials. Full approval was obtained on December 1, 2023. Following approval, Westat began programming and testing the instrument, with the first school commencing data collection on February 1, 2024.²⁵

Among participating IHEs, seven schools elected to rely on Westat’s IRB as the IRB of record, and three 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, a SMART IRB Agreement was executed between the school and Westat, agreeing the school would rely on Westat's IRB for review and continuing oversight of its human subjects research.

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 Higher Education Sexual Misconduct and Awareness survey is protected by a Federal Certificate of Confidentiality (CoC) CC-OD-23-5323. This certificate, issued by the National Institutes of Health (NIH), Office of Extramural Research allows “the investigator and others who have access to research records to refuse to disclose identifying information on research participants in civil, criminal, administrative, legislative, or other proceedings, whether federal, state, or local.”²⁶ This is an important legal tool and we are very pleased to have secured this protection for our study participants.

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

²⁵To accommodate differences in schools’ academic calendars, schools chose the field period (generally 4 weeks) during which they wanted their survey to be open, with the earliest available launch date of February 1, 2024.

²⁶ From Guidance on Certificates of Confidentiality, [Certificates of Confidentiality - Privacy Protection for Research Subjects: OHRP Guidance \(2003\) | HHS.gov](#)

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 stop the interview 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.

The words “TRIGGER WARNING” were first added to the consent form in 2015 after 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 consent form that described the sensitive nature of the survey. To respond to these concerns, this portion of the consent form continues to call attention to this area of the form 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).^{27,28} However, data collection for the HESMA 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 in- 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

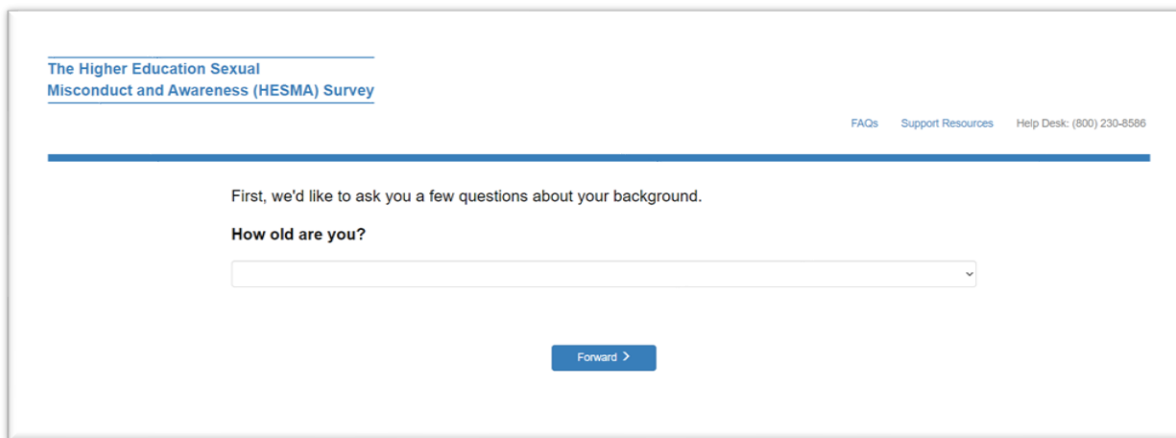
To further encourage participants to complete the survey and minimize distress, Help Desk staff were available by phone and email throughout data collection to answer technical questions about the survey and how to complete it, and to provide resource lists to respondents who call and need additional support or referrals for services. Help Desk contact information was provided in all email

²⁷ Wager, 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.

²⁸ Yeater, 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.

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.

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.



Source: Password-protected websites (<https://caltech.HESMASurvey2024.org>; <https://georgetown.HESMASurvey2024.org>; <https://harvard.HESMASurvey2024.org>; <https://iastate.HESMASurvey2024.org>; <https://stanford.HESMASurvey2024.org>; <https://upenn.HESMASurvey2024.org>; <https://pitt.HESMASurvey2024.org>; <https://uva.HESMASurvey2024.org>; <https://wustl.HESMASurvey2024.org>; <https://yale.HESMASurvey2024.org>). Websites active: February 1, 2024 – October 1, 2024.

As shown in this screenshot above, each page of the survey included links to general and school-specific frequently asked questions (FAQs) and student support resources. 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 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.

Informed Consent

Informed Consent²⁹

[INSTITUTION NAME] is asking all students to answer a climate survey on sexual misconduct and awareness. The survey is sponsored by [INSTITUTION NAME] in collaboration with Westat, an independent research company. 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 top 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. Please be aware these response boxes are not a place to report an incident or request direct assistance. Westat will not review responses to open-ended questions and therefore cannot take action on anything disclosed in an open-ended question. Open-ended questions will be sent “as is” to your institution’s research team for review in July 2024.]

This survey should take most students approximately 20 minutes to complete. It may take up to 30 minutes for some individuals. Participation is voluntary, 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.

[As a small token of appreciation for completing the survey, you will receive a \$XX gift card toward your choice of X retailers / these retailers / or X charities: (LIST).]

[As a token of appreciation, by clicking on the survey webpage, you will be entered to win one of XX \$XXX gift cards.]

Westat and [INSTITUTION NAME] 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.

²⁹ Westat 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).

[To supplement the information on the questionnaire, we will combine your survey responses with administrative data provided by your school (TO BE FILLED BY SCHOOL). All the data will be kept 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 800-230-8586.

If you have questions about your rights and welfare as a research participant, please call the Westat Human Subjects Protections Program office at 1-888-920-7631 and leave a message with your first name, the name of the research study that you are calling about (the Higher Education Sexual Misconduct and Awareness survey, or HESMA) and a phone number beginning with the area code. Someone will return your call as soon as possible.

Frequently Asked Questions (FAQs)

Frequently Asked Questions (FAQs)³⁰

Why am I being asked to complete this survey?

Your university has asked students to answer a climate survey on sexual misconduct and awareness. 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 social science research firm. 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. Please be aware these response boxes are not a place to report an incident or request direct assistance. Westat will not review responses to open-ended questions and therefore cannot take action on anything disclosed in an open-ended question. Open-ended questions will be sent "as is" to your institution's research team for review in July 2024.]

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

³⁰ Frequently asked questions (FAQs) were included on the survey websites of all schools. As with the consent form, Westat provided IRB-approved FAQs that schools could adopt or modify for their students.

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].

Where can I see the results of this study?

Your school will receive a report of the results in September 2024. 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.

Is this survey for everyone?

Yes, this survey is for everyone, regardless of gender identity, sexual orientation, 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 misconduct, so why should I take part?

If only victims of 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?

Participation is voluntary. 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 (back, forward, and save & exit). 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 Help Desk at 1 800-230-8586.

If you have questions about your rights and welfare as a research participant, please call the Westat Human Subjects Protections Program office at 1-888-920-7631 and leave a message with your first name, the name of the research study that you are calling about (Higher Education Sexual Misconduct and Awareness survey – or HESMA), 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]

Student Resource Information

Student Resource Information³¹

On-Campus Resources

To be identified by each school

Off-Campus Community Resources

To be identified by each school

National Resources

These services are available 24 hours a day, 7 days a week. Callers can connect free of charge to the phone hotlines and will be directed to local agencies in their area. Individuals can also connect with trained hotline staff online through a secure chat messaging system.

Phone Hotlines

National Sexual Assault Phone Hotline (RAINN).....1-800-656-HOPE(4673)

National Suicide Prevention Lifeline.....1-800-273-TALK(8255)
(Press 2 for Spanish)

New York City Anti-Violence Project Hotline (LGBTQ community)..... 212-714-1141
(hotline will assist LGBTQ community nationwide- not limited to New York City)

Websites, Text Lines, and Online Hotlines

Crisis Text Line..... text 741741

National Sexual Assault Online Hotline (RAINN):
<http://www.rainn.org/get-help/national-sexual-assault-online-hotline>
Website: <http://www.rainn.org/>

³¹ In addition to FAQs, survey websites for all schools included a readily-accessible list of support resources, ranging from campus and local resources to national organizations and hotlines. Westat provided a resource template which schools customized as appropriate. Student resource information was accessible from every page of the survey website.

Email Invitations and Reminders

Prenotification

To be sent from a university email account by schools

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 misconduct and awareness. 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 "2024MisconductAndAwareness@westat.com"] inviting you to participate in the survey and providing you with a unique URL to access your survey. This email account is (will come from (Office)/ 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,

Invitation - Incentivized

1st Contact: Email Invitation Sent by a School Official

Subject: Invitation to take part in the Higher Education Sexual Misconduct and Awareness Survey

Text of email:

TO PROTECT CONFIDENTIALITY, PLEASE DO NOT REPLY TO THIS EMAIL DIRECTLY; THIS ADDRESS IS NOT MONITORED. **If you have questions about the survey or have difficulty accessing it, please send an e-mail to** MisconductAndAwarenessHelp@westat.com **or call 1 800-230-8586.**

From: [SENDER_1]

To: [INSTITUTION] Student

I'm writing to ask you to respond to a climate survey on sexual misconduct and awareness. 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 [INCENTIVE]** at the end of 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.

Thank you,

[SIGNATURE]

Reminder 1-2

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

Subject: Reminder to complete the Higher Education Sexual Misconduct and Awareness Survey

Text of email:

TO PROTECT CONFIDENTIALITY, PLEASE DO NOT REPLY TO THIS EMAIL DIRECTLY; THIS ADDRESS IS NOT MONITORED. **If you have questions about the survey or have difficulty accessing it, please send an e-mail to** MisconductAndAwarenessHelp@westat.com **or call 1 800-230-8586.**

From: [SENDER_2]

To: [INSTITUTION] Student

[SENDER] recently sent you an individualized link to participate in a climate survey on sexual misconduct and awareness. 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 **[INCENTIVE] at the end of the survey.**

[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.

Thank you,

[SIGNATURE]

Use the link below to opt out of reminder emails for this survey

Click here to opt out

Reminder 3

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

Subject: Reminder to complete the Higher Education Sexual Misconduct and Awareness Survey

Text of email:

TO PROTECT CONFIDENTIALITY, PLEASE DO NOT REPLY TO THIS EMAIL DIRECTLY; THIS ADDRESS IS NOT MONITORED. **If you have questions about the survey or have difficulty accessing it, please send an e-mail to** MisconductAndAwarenessHelp@westat.com **or call 1 800-230-8586.**

From: [SENDER_1]

To: [INSTITUTION] Student

Several weeks ago, I sent you an individualized link to participate in a climate survey on sexual misconduct and awareness. 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 **[INCENTIVE] at the end of the survey.**

[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.

Thank you,

[SIGNATURE]

Use the link below to opt out of reminder emails for this survey

Click here to opt out

Invitation – Non-Incentivized

1st Contact: Email Invitation Sent by a School Official

Subject: Invitation to take part in the Higher Education Sexual Misconduct and Awareness Survey

Text of email:

TO PROTECT CONFIDENTIALITY, PLEASE DO NOT REPLY TO THIS EMAIL DIRECTLY; THIS ADDRESS IS NOT MONITORED. **If you have questions about the survey or have difficulty accessing it, please send an e-mail to** MisconductAndAwarenessHelp@westat.com **or call 1 800-230-8586.**

From: [SENDER_1]

To: [INSTITUTION] Student

I'm writing to ask you to respond to a climate survey on sexual misconduct and awareness. 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.

Thank you,

[SIGNATURE]

Reminder 1-2

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

Subject: Reminder to complete the Higher Education Sexual Misconduct and Awareness Survey

Text of email:

TO PROTECT CONFIDENTIALITY, PLEASE DO NOT REPLY TO THIS EMAIL DIRECTLY; THIS ADDRESS IS NOT MONITORED. **If you have questions about the survey or have difficulty accessing it, please send an e-mail to** MisconductAndAwarenessHelp@westat.com **or call 1 800-230-8586.**

From: [SENDER_2]

To: [INSTITUTION] Student

[SENDER_1] recently sent you an individualized link to participate in a climate survey on sexual misconduct and awareness. 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]

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.

Thank you,

[SIGNATURE]

Use the link below to opt out of reminder emails for this survey

Click here to opt out

Reminder 3

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

Subject: Reminder to complete the Higher Education Sexual Misconduct and Awareness Survey

Text of email:

TO PROTECT CONFIDENTIALITY, PLEASE DO NOT REPLY TO THIS EMAIL DIRECTLY; THIS ADDRESS IS NOT MONITORED. **If you have questions about the survey or have difficulty accessing it, please send an e-mail to** MisconductAndAwarenessHelp@westat.com **or call 1 800-230-8586.**

From: [SENDER_1]

To: [INSTITUTION] Student

Several weeks ago, I sent you an individualized link to participate in a climate survey on sexual misconduct and awareness. 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]

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.

Thank you,

[SIGNATURE]

Use the link below to opt out of reminder emails for this survey

Click here to opt out

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. See Chapter 2.5 of the main report for further discussion on how surveys were defined as complete.

When calculating response rates, we take the following response status 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

Status Description		n	%
1	Did not click on link	124,069	68.8%
2	Clicked on link, but did not start	7,273	4.0%
3	Started, did not submit, did not have enough responses	4,684	2.6%
4	Submitted, completed in <5 minutes	2,025	1.1%
5	Submitted, completed >= 5 minutes or could not measure duration, did not have enough responses	188	0.1%
6	Started, not submitted, completed minimum responses	1,451	0.8%
7	Started, submitted, completed minimum responses	40,682	22.6%
	Total	180,372	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 14.1 percent of individuals that started the survey did not complete it using the criteria described above ($(6,897 / 49,030) = 14.1$). Once starting section G (sexual violence), 27 percent of respondents were dropped from the analysis dataset. Of those that did not complete the survey, 47 percent did not answer the first question in the Sexual Harassment section and 73 percent did not answer the first question in the first sexual violence section.

Table A3-2 | Survey drop-out rate: 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	99%	100%	100%
Section BB – General Perceptions of Campus	75%	100%	96%
Section B – Perceptions of Risk	65%	99%	94%
Section C – Knowledge of Resources	59%	100%	94%
Section D – Sexual Harassment	53%	100%	93%
Section E – Stalking	36%	100%	91%
Section G – SV Screener	27%	100%	90%
Section I – Perceptions of Responses to Reporting	27%	97%	87%
Section J – Bystander Behavior	27%	97%	87%
Submitted	2,213	40,682	42,895
Total Started	6,897	42,133	49,030

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. Nonresponse Bias Analysis

Nonresponse bias is an issue that all surveys have to address. As described in the weighting section, nonresponse bias occurs when the survey variables are correlated with response propensities. For example, if those that do not respond have different rates of victimization as those that do respond, then the estimates of victimization will be biased because of nonresponse. The survey weights were obtained from the raking procedure that is intended to adjust for non-response (Section 2.6). This adjustment used characteristics that are related to both non-response and many of the survey outcomes. For example, the adjustment used gender, which is highly related to all types of victimization and response propensity. However, there is still the potential that the estimates are subject to nonresponse bias if there are other differences between respondents and non-respondents that the adjustment does not account for. For example, if women victims of assault are more likely to participate than women who are not victims, then there is potential for nonresponse bias even after the weight adjustment by gender.

To evaluate the possibility of bias in the fully weighted estimates, analysis was conducted that assessed bias for the 10 different outcome measures listed in the Table A4-1.

Table A4-1 | Ten key variables used in the nonresponse bias analysis

Variable Number	Variable Description	Name or Description Used in Discussion
1	Indicates whether respondent experienced penetration by physical force or inability to consent or stop what was happening since entering college	Penetration by Physical Force or Inability to Consent
2	Indicates whether respondent experienced sexual touching by physical force or inability to consent or stop what was happening since entering college	Sexual Touching by Physical Force or Inability to Consent
3	Indicates whether respondent experienced penetration or sexual touching without active, ongoing voluntary agreement since entering college	Penetration or Sexual Touching without Ongoing Consent
4	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	Harassment
5	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	Stalking
6	Indicates whether respondent in a partnered relationship experienced intimate partner violence since entering college	Intimate Partner Violence

Variable Number	Variable Description	Name or Description Used in Discussion
7	Indicates whether respondent is 'very' or 'extremely' knowledgeable about on-campus resources for sexual assault and other sexual misconduct	Knowledge of Resources
8	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	Perceptions of Response to Reports
9	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.	Bystander Behavior
10	Indicates whether sexual assault or other sexual misconduct is perceived as very or extremely problematic at the school	Perception of Problem

Two different analysis methods were used to test whether bias due to nonresponse exists for the 10 key outcomes listed above (see Table A4-1). These include:

- Comparison of early and late responders: Early responders are defined as the first 60 percent of respondents at the minimum, who submitted their survey. The late responders are the remaining respondents, who submitted later.³²
- Comparison by the incentive status: The key outcomes were compared for the students who received an incentive to those that did not.

Comparison of Early and Late Responders

One standard method of assessing nonresponse bias is to assume that the respondents that required the most effort to convince to complete the survey are similar to the nonrespondents. One way to operationalize this idea is to examine the outcomes by when the survey was submitted. Those students who required less time, and fewer reminders, to complete the survey represent a group that required less effort, while those that responded later are those that required more effort. This analysis assumes that those who responded later have more in common with the nonrespondents than those who responded early. If this assumption is true, then a difference in the outcome measures between the early and late responders would be an indication of nonresponse bias. For this purpose, 'early' responders were defined to include the first 60 percent of students who completed the survey. The 'late' responders are the remaining 40 percent that responded at the end of the field period.

³² Because the submission time was calculated in days instead of continuum of time, it usually not possible to divide the respondent sample by exactly a 60/40 split.

While this is one of standard methods to evaluate nonresponse bias, the assumption that those responded late resemble the nonrespondents does not always hold.³³

The analysis compared the weighted estimates of the 10 key survey outcome variables at the total population and subgroup levels. The subgroups are defined by the categories of the auxiliary variables used in weighting which include incentive status, gender, age, year in school³⁴ and race/ethnicity (see Table 2 in Section 2.6). There are 13 categories of subgroups in total (2 Incentive Statuses, 2 Genders, 4 Age Groups, 2 categories of Year in School, and 5 categories of Race/Ethnicity). Comparisons are also made of subgroups defined by cross-classifications of the gender and student affiliation categories (four finer subgroups: undergraduate men, graduate/professional men, undergraduate women, and graduate/professional women). There were 180 comparisons overall, which corresponds to the sum of 10 population-level comparisons, 130 (= 10 key variables times 13 categories) subgroup-level comparisons, and 40 (= 10 key variables times four 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).³⁵ 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.

Nine (90%) out of 10 population-level comparisons are individually significant at 5 percent – they are 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, Intimate Partner Violence, Knowledge of Resources, Perceptions of Response to Reports, Perception of Problem. 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 men 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. Sixty (46.15%) out of 130 subgroup comparisons are significant, and 10 (25%) 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 finer subgroups defined by gender and affiliation status. For example, for male undergraduate students the rate for

³³ Lin, 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, nonresponse bias, measurement error bias and total bias. *Public Opinion Quarterly*, 70 (5), 737–758.

³⁴ This is the variable that combines Student Affiliation (which indicates whether a student is undergraduate, graduate or professional), Year of Study (for undergraduate students), and Year in Program (for graduate and professional students).

³⁵ Benjamini, Yoav; Hochberg, Yosef (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.

Sexual Touching by Physical Force or Inability to Consent for late responders is 4.61 percent and for early responders is 5.99 percent. This difference is statistically significant at the 5 percent level for multiple comparisons with a P-value of 1.57 percent.

Table A4-2 | Comparison of early and later responders for finer subgroups (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	2.64	0.32	3.31	0.25	-0.67	7.42
1	M	Grad/Prof	0.87	0.16	1.01	0.16	-0.14	55.04
1	F	UnderGr	8.66	0.49	10.11	0.35	-1.45	2.63
1	F	Grad/Prof	3.51	0.34	3.02	0.19	0.49	14.37
2	M	UnderGr	4.61	0.47	5.99	0.35	-1.38	1.57*
2	M	Grad/Prof	1.01	0.16	1.59	0.19	-0.58	2.01*
2	F	UnderGr	13.30	0.56	13.62	0.39	-0.32	64.71
2	F	Grad/Prof	4.19	0.27	4.63	0.26	-0.44	22.82
3	M	UnderGr	2.98	0.36	3.90	0.26	-0.92	4.13
3	M	Grad/Prof	1.02	0.17	1.63	0.20	-0.61	3.77
3	F	UnderGr	9.92	0.54	10.60	0.35	-0.68	32.46
3	F	Grad/Prof	4.59	0.35	5.20	0.25	-0.61	14.74
4	M	UnderGr	9.65	0.54	14.43	0.50	-4.78	0.00*
4	M	Grad/Prof	7.64	0.44	8.57	0.45	-0.93	15.57
4	F	UnderGr	29.82	0.76	31.13	0.54	-1.31	17.95
4	F	Grad/Prof	18.44	0.59	20.49	0.49	-2.05	1.76*
5	M	UnderGr	3.27	0.35	4.51	0.29	-1.24	0.76*
5	M	Grad/Prof	1.99	0.26	2.33	0.22	-0.34	31.22
5	F	UnderGr	9.41	0.49	10.12	0.34	-0.71	22.68
5	F	Grad/Prof	5.82	0.39	5.67	0.28	0.15	76.93
6	M	UnderGr	9.12	0.89	11.04	0.57	-1.92	7.76
6	M	Grad/Prof	4.75	0.39	4.48	0.35	0.27	61.06
6	F	UnderGr	13.05	0.58	12.26	0.48	0.79	30.41
6	F	Grad/Prof	5.12	0.39	5.64	0.31	-0.52	32.90
7	M	UnderGr	31.92	0.86	35.93	0.67	-4.01	0.03*
7	M	Grad/Prof	26.47	0.86	28.49	0.63	-2.02	4.26
7	F	UnderGr	32.74	0.77	34.41	0.50	-1.67	9.40
7	F	Grad/Prof	23.78	0.61	24.95	0.51	-1.17	15.30
8	M	UnderGr	50.32	1.04	47.54	0.67	2.78	2.19
8	M	Grad/Prof	54.56	0.98	52.55	0.85	2.01	13.18
8	F	UnderGr	29.81	0.78	28.51	0.48	1.30	14.35
8	F	Grad/Prof	39.11	0.78	37.15	0.54	1.96	4.22
9	M	UnderGr	65.54	2.11	65.80	1.43	-0.26	91.81
9	M	Grad/Prof	66.52	2.44	67.67	2.08	-1.15	69.29
9	F	UnderGr	72.04	1.60	72.74	1.00	-0.70	70.84
9	F	Grad/Prof	73.43	1.35	70.83	1.14	2.60	15.61
10	M	UnderGr	20.18	0.73	23.07	0.54	-2.89	0.25*
10	M	Grad/Prof	11.66	0.53	13.61	0.47	-1.95	1.33*
10	F	UnderGr	33.16	0.67	35.16	0.55	-2.00	3.49*
10	F	Grad/Prof	15.60	0.52	17.44	0.44	-1.84	0.67*

¹ See Table A4-1 for definitions of outcomes

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

³ StdErr = Standard Error for the proportion

⁴ A significant result after adjusting for multiple comparisons is asterisked (*).

As noted above, 25 percent of the differences in Table A4-2 are statistically significant. Table A4-3 summarizes the comparisons that are statistically significant and the direction of the bias. A '+' sign indicates there is a positive bias and the estimate is too high. A '-' sign indicates there is a negative bias and the estimate is too low. These differences are described below after the table.

Table A4-3 | Direction of nonresponse bias according to analysis of early and late responders for 10 outcome measures by gender and affiliation status

No	Outcome Variable	Male		Female	
		U	G/P	U	G/P
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	+	+	+	+

Note: U: undergraduate; G/P: Graduate or Professional

Of the six outcome measures of sexual assault and sexual misconduct,³⁶ 5 out of the 24 possible finer subgroup comparisons are significant. The outcome measures that are significant are summarized below.

Sexual Touching by Physical Force or Inability to Consent. There are two significant differences. The differences for male undergraduate and male graduate/professional students are negative, indicating the survey estimates are too high.

Harassment. There are two significant differences. The differences for male undergraduate and female graduate/professional students is negative, indicating the survey estimates is too high.

Stalking. There is one significant difference. The difference for male undergraduate students is negative, indicating the survey estimate is too high.

Of the four outcome measures of campus climate,³⁷ 5 out of the 16 possible finer subgroup comparisons are significant. The outcome measures that are significant are summarized below.

³⁶ Six 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.

³⁷ Four outcome measures of campus climate include Knowledge of Resources, Perceptions of Response to Reports, Bystander Behavior, and Perception of Problem.

Perception of Problem. There are two significant differences. The differences for male undergraduate and graduate/professional students and female undergraduate and graduate/professional students are negative, indicating the survey estimate is too high.

Overall, this analysis of 40 finer subgroup comparisons indicates there is some evidence that there is bias in selected estimates. The estimates that are possibly affected are for

- Sexual Touching by Physical Force or Inability to Consent
- Harassment
- Stalking
- Perception of Problem

This was found for several gender and affiliation groups. The direction of the possible bias is different, depending on the measure that is being discussed.

Comparison by the Incentive Status

As noted above, one limitation the analysis of early/late responders is reliance on the assumption that late responders resemble the nonrespondents. 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. Five schools randomly assigned students an incentive. The incentivized sample, which received a gift card (\$10 or \$15) for participating in the survey, was randomly selected and responded at a higher rate (20.8% vs. 13.6%). If there is nonresponse bias, then there should be a difference in the outcomes between the incentivized and non-incentivized sample groups. For example, the incentive of \$10 to \$15 gift cards 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 sample group should have a lower victimization rate than the non-incentivized sample group. Alternatively, the incentive of \$10 to \$15 gift card 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 should not be any difference between the incentivized and non-incentivized groups.

The total number of comparisons is 180. Significance tests were performed similarly as above. Overall weighted estimates of 6 key variables (Penetration by Physical Force or Inability to Consent, Sexual Touching by Physical Force or Inability to Consent, Harassment, Stalking, Intimate Partner Violence, Perception of Problem) are significantly different between the incentivized and non-incentivized groups. Only 19 comparisons (14.62%) out of 130 subgroup comparisons are significant, and 3 (7.5%) out of 40 finer subgroup comparisons is significant (see Table A4-4). This is slightly more than would be expected by chance (around 5%). However, many of these differences are concentrated in certain outcomes.

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 status. For example, for

female undergraduate students the rate for Penetration by Physical Force or Inability to Consent for the incentive group is 8.97 percent and for the non-incentive group is 10.86 percent. This difference is not statistically significant at the 5 percent significance level for multiple comparisons with a P-value of 2.94 percent.

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	3.61	0.72	3.36	0.34	0.25	75.81
1	M	Grad/Prof	0.75	0.24	0.97	0.27	-0.22	51.86
1	F	UnderGr	8.97	0.67	10.86	0.47	-1.89	2.94
1	F	Grad/Prof	3.59	0.51	4.38	0.44	-0.79	24.20
2	M	UnderGr	5.74	0.79	5.70	0.52	0.04	96.79
2	M	Grad/Prof	1.22	0.42	1.69	0.31	-0.47	38.03
2	F	UnderGr	13.40	0.71	13.52	0.50	-0.12	88.93
2	F	Grad/Prof	4.19	0.52	5.24	0.45	-1.05	11.40
3	M	UnderGr	3.07	0.43	4.22	0.39	-1.15	7.65
3	M	Grad/Prof	0.80	0.23	1.47	0.35	-0.67	10.12
3	F	UnderGr	11.29	0.60	10.21	0.51	1.08	21.21
3	F	Grad/Prof	4.70	0.47	5.54	0.47	-0.84	15.07
4	M	UnderGr	12.94	0.95	13.37	0.69	-0.43	72.66
4	M	Grad/Prof	8.15	0.82	9.33	0.78	-1.18	32.79
4	F	UnderGr	30.88	1.09	31.99	0.70	-1.11	38.45
4	F	Grad/Prof	20.20	1.09	21.86	0.85	-1.66	23.20
5	M	UnderGr	3.46	0.53	4.72	0.46	-1.26	8.55
5	M	Grad/Prof	1.55	0.39	2.82	0.46	-1.27	3.64
5	F	UnderGr	10.47	0.63	10.77	0.48	-0.30	73.53
5	F	Grad/Prof	6.99	0.76	7.34	0.58	-0.35	71.06
6	M	UnderGr	11.36	1.44	11.87	0.89	-0.51	75.66
6	M	Grad/Prof	3.68	0.65	4.83	0.62	-1.15	18.75
6	F	UnderGr	11.78	1.02	13.71	0.66	-1.93	13.48
6	F	Grad/Prof	5.06	0.64	5.67	0.51	-0.61	45.52
7	M	UnderGr	39.80	1.47	34.75	0.98	5.05	0.72 *
7	M	Grad/Prof	30.51	1.50	30.58	1.15	-0.07	97.24
7	F	UnderGr	38.39	0.99	35.00	0.63	3.39	0.42 *
7	F	Grad/Prof	25.69	1.04	27.55	0.87	-1.86	20.51
8	M	UnderGr	48.75	1.51	50.85	1.08	-2.10	25.70
8	M	Grad/Prof	52.21	1.74	54.80	1.46	-2.59	26.03
8	F	UnderGr	28.10	0.91	30.69	0.58	-2.59	1.54
8	F	Grad/Prof	38.96	1.10	39.69	1.16	-0.73	64.49
9	M	UnderGr	65.81	2.99	66.38	2.11	-0.57	88.09
9	M	Grad/Prof	62.94	4.29	70.29	3.49	-7.35	14.51
9	F	UnderGr	70.97	2.08	73.42	1.32	-2.45	31.96
9	F	Grad/Prof	72.73	2.58	72.05	1.92	0.68	82.52
10	M	UnderGr	22.62	1.09	22.71	0.69	-0.09	94.14
10	M	Grad/Prof	12.09	1.08	13.64	0.80	-1.55	27.28
10	F	UnderGr	34.09	0.91	36.39	0.73	-2.30	6.72
10	F	Grad/Prof	16.12	0.98	20.04	0.87	-3.92	0.35 *

¹ See Table A4-1 for definitions of outcomes

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

³ StdErr = Standard Error for the proportion

⁴ A significant result after adjusting for multiple comparisons is asterisked (*).

As noted above, 7.5% of the differences in Table A4-4 are statistically significant. These results indicate there is some evidence of non-response bias. 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 nonresponse bias according to analysis of incentive groups for 10 outcome measures by gender and affiliation status

No	Outcome Variable	Male		Female	
		U	G/P	U	G/P
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				+

Note: U: undergraduate; G/P: Graduate or Professional

Of the six outcome measures of sexual assault and sexual misconduct,³⁸ 0 out of the 24 possible subgroup comparisons are significant.

Of the four outcome measures of campus climate,³⁹ 3 out of the 16 possible subgroup comparisons are significant. The outcome measures that are significant are summarized below.

Knowledge of Resources. There are two significant differences. The differences for male undergraduate students and female undergraduate students are positive indicating the survey estimates are too low.

Perception of Problem. There is one significant difference. The difference for female graduate/professional students is negative, indicating the survey estimate is too high.

³⁸ Six 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.

³⁹ Four outcome measures of campus climate include Knowledge of Resources, Perceptions of Response to Reports, Bystander Behavior, and Perception of Problem.

Overall, this analysis of 40 finer subgroup comparisons indicates there is some evidence that there is bias in selected estimates. The estimates that are possibly affected are for

- Knowledge of Resources
- Perception of Problem

This was found for several gender and affiliation groups. The direction of the possible bias is different, depending on the measure that is being discussed.

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]

Please remember that you can choose not to answer any question.

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).

Localized list of up to 15 schools or colleges

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

[DROP DOWN LIST]

Prior to 2019

2019-2024 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 2019

2019 – 2024 by single year

A7. Are you in a fully remote or online program?

Yes

No

A9. What is your racial/ethnic identity? (Mark all that apply).

American Indian or Alaska Native

Asian

Black or African American

Hispanic, Latino, or Spanish

Middle Eastern or North African

Native Hawaiian or Other Pacific Islander

White

I describe myself in some other way

A10. Are you a US citizen or permanent resident?

Yes

No

A11. Which best describes your gender identity? (Mark all that apply)

- Gender nonconforming
 - Gender queer
 - Man
 - Nonbinary
 - Questioning
 - Woman
 - I describe myself in some other way (please specify)
 - Prefer not to answer
-

A11a. Do you identify as transgender?

- Yes
 - No
 - Prefer not to answer
-

A12. Which of the following best describes you? (Mark all that apply)

- Asexual
 - Bisexual
 - Gay
 - Heterosexual or straight
 - Lesbian
 - Pansexual
 - Queer
 - Questioning
 - I describe myself in some other way (please specify)
 - Prefer not to answer
-

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.)
 - Speech or language impairment
 - Other disability or chronic condition
 - None of the above [SKIP TO A16]
-

A15. [IF A15a=ANY] Have you registered with [UNIVERSITY]'s [NAME OF UNIVERSITY-SPECIFIC OFFICE FOR 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):

- Localized list of up to 15 different organizations or activities
 - None of the above
-

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

- Localized list of up to 15 options
-

SECTION BB – CAMPUS CLIMATE

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 in the future while enrolled at [UNIVERSITY]?

- 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)

- Localized list of up to 15 different resources, centers or offices
 - 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. 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 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
-

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

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 | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Woman | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Other gender identity | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Don't Know | <input type="checkbox"/> Yes | <input type="checkbox"/> 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 2023 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)

- Localized list of up to 8 different programs/organizations
- In addition, include university security and municipal police departments
- 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 2023 – present
 - Fall of 2022 – Summer of 2023
 - Fall of 2021 – Summer of 2022
 - Prior to Fall of 2021
-

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)
-

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 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
-

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 | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Woman | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Other gender identity | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Don't Know | <input type="checkbox"/> Yes | <input type="checkbox"/> 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 2023 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)

- Localized list of up to 8 different programs/organizations
 - In addition, include university security and municipal police departments

 - 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 2023 – present
 - Fall of 2022 – Summer of 2023
 - Fall of 2021 – Summer of 2022
 - Prior to Fall of 2021
-

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)

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
-

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 | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Woman | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Other gender identity | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Don't Know | <input type="checkbox"/> Yes | <input type="checkbox"/> 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 2023 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)

- Localized list of up to 8 different programs/organizations
- In addition, include university security and municipal police departments

- 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 2023 – present
- Fall of 2022 – Summer of 2023
- Fall of 2021 – Summer of 2022
- Prior to Fall of 2021

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)
-

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 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
-

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

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 TRAINING

BOX H0

IF A6=2023 or 2024 THEN GO TO H1

IF A6 < 2023 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 SKIP 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]

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 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
-

SECTION J – BYSTANDER BEHAVIOR

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]
-

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 FOLLOW-UPS

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 time
- 2 times
- 3 times
- 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?

- Since the beginning of the Fall 2023 term [GO TO NEXT BOX]
- Prior to the Fall 2023 term [GO TO G1c]

[IF BLANK GO TO BOX G1_2]

G[X]c. [IF G1b = 2] In what school year did it occur?

- Fall 2022 to Summer 2023
- Fall 2021 to Summer 2022
- Fall 2020 to Summer 2021
- Prior to Fall of 2020
- 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)?

Yes [GO TO G2e]

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]

- [IF G[X] TIME PERIOD = G1 TIME PERIOD] Penetration or oral sex involving physical force or threats of physical force
 - [IF G[X] TIME PERIOD = G2 TIME PERIOD] Attempted but not successful penetration or oral sex involving physical force or threats of physical force
 - [IF G[X] TIME PERIOD = G3 TIME PERIOD] Sexual touching involving physical force or threats of physical force
 - [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
 - [IF G[X] TIME PERIOD = G5 TIME PERIOD] Sexual touching when you were unable to consent or unable to stop what was happening
 - [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
 - [IF G[X] TIME PERIOD = G7 TIME PERIOD] Sexual touching when you were coerced by threats of serious non-physical harm or promised rewards
 - [IF G[X] TIME PERIOD = G8 TIME PERIOD] Penetration or oral sex without your active ongoing consent
 - None of the above
-

BOX G1_4

IF G[X]A = '4 or more times' AND ALL G[X]B='since Fall 2023' 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 2023 term?

Yes

No

ATTACHMENT 2 – SECTION GA: SUMMARY DETAILED INCIDENT FORM

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...”

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 | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Woman | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Other gender identity | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Don't Know | <input type="checkbox"/> Yes | <input type="checkbox"/> 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

Appendix 6. Comparison of 2019 and 2024 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

18-39, 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]

Please remember that you can choose not to answer any question.

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).

Localized list of up to 15 schools or colleges

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

[DROP DOWN LIST]

Prior to 2019

2019-2024 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 2019

2019 – 2024 by single year

A7. Are you in a fully remote or online program in which you take all of your classes online?

Yes

No

A8. ~~Are you Hispanic or Latino?~~

~~Yes~~

~~No~~

A9. ~~Select one or more of the following races that best describes you:~~ What is your racial/ethnic identity?

(Mark all that apply).

American Indian or Alaska Native

Asian

Black or African American

Hispanic, Latino, or Spanish

Middle Eastern or North African

Native Hawaiian or Other Pacific Islander

White

Other (please specify) I describe myself in some other way

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? (Mark all that apply)

- Gender nonconforming
 - Gender queer
 - Man
 - Trans woman (male to female)
 - Trans man (female to male)
 - Nonbinary or genderqueer
 - Questioning
 - Woman
 - Not listed
 - I describe myself as in some other way (please specify)
 - Decline to state/Prefer not to answer
-

A11a. Do you identify as transgender?

- Yes
 - No
 - Prefer not to answer
-

A12. Which of the following best describes you? (Mark all that apply)

- Asexual
 - Bisexual
 - Gay or lesbian
 - Heterosexual or straight
 - Lesbian
 - Pansexual
 - Bisexual
 - Asexual
 - Queer
 - Questioning
 - Not listed. I consider myself (specify) I describe myself in some other way (please specify)
 - Decline to state/Prefer not to answer
-

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.)
 - [Speech or language impairment](#)
 - Other disability or chronic condition
 - None of the above [SKIP TO A16]
-

A15. [IF A15a=ANY] Have you registered with [UNIVERSITY]'s [office of student accessibility and disability services](#) [NAME OF UNIVERSITY-SPECIFIC OFFICE FOR 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):

- [Localized list of up to 15 different organizations or activities](#)
 - None of the above
-

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

- [Localized list of up to 15 options](#)

SECTION BB – CAMPUS CLIMATE

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 in the future while enrolled at [UNIVERSITY]?

- 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)

- Localized list of up to 15 different resources, centers or offices
 - 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. 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 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 online 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
-

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

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 online 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 | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Woman | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Other gender identity | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Don't Know | <input type="checkbox"/> Yes | <input type="checkbox"/> 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 2023 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)

- Localized list of up to 8 different programs/organizations
- In addition, include university security and municipal police departments
- 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 2023 – present
 - Fall of 2022 – Summer of 2023
 - Fall of 2021 – Summer of 2022
 - Prior to Fall of 2021
-

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)
-

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 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
-

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 | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Woman | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Other gender identity | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Don't Know | <input type="checkbox"/> Yes | <input type="checkbox"/> 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 2023 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)

- Localized list of up to 8 different programs/organizations
 - In addition, include university security and municipal police departments

 - 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 2023 – present
 - Fall of 2022 – Summer of 2023
 - Fall of 2021 – Summer of 2022
 - Prior to Fall of 2021
-

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)

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
-

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 | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Woman | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Other gender identity | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Don't Know | <input type="checkbox"/> Yes | <input type="checkbox"/> 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 2023 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)

- Localized list of up to 8 different programs/organizations
- In addition, include university security and municipal police departments

- 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 2023 – present
- Fall of 2022 – Summer of 2023
- Fall of 2021 – Summer of 2022
- Prior to Fall of 2021

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)
-

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 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
-

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

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 TRAINING

BOX H0

IF A6=2023 or 2024 THEN GO TO H1

IF A6 < 2023 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 SKIP 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]

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 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
-

SECTION J – BYSTANDER BEHAVIOR

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]

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 FOLLOW-UPS

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 time
- 2 times
- 3 times
- 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?

- Since the beginning of the Fall 2023 term [GO TO NEXT BOX]
- Prior to the Fall 2023 term [GO TO G1c]

[IF BLANK GO TO BOX G1_2]

G[X]c. [IF G1b = 2] In what school year did it occur?

- Fall 2022 to Summer 2023
- Fall 2021 to Summer 2022
- Fall 2020 to Summer 2021
- Prior to Fall of 2020
- 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)?

Yes [GO TO G2e]

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]

- [IF G[X] TIME PERIOD = G1 TIME PERIOD] Penetration or oral sex involving physical force or threats of physical force
 - [IF G[X] TIME PERIOD = G2 TIME PERIOD] Attempted but not successful penetration or oral sex involving physical force or threats of physical force
 - [IF G[X] TIME PERIOD = G3 TIME PERIOD] Sexual touching involving physical force or threats of physical force
 - [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
 - [IF G[X] TIME PERIOD = G5 TIME PERIOD] Sexual touching when you were unable to consent or unable to stop what was happening
 - [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
 - [IF G[X] TIME PERIOD = G7 TIME PERIOD] Sexual touching when you were coerced by threats of serious non-physical harm or promised rewards
 - [IF G[X] TIME PERIOD = G8 TIME PERIOD] Penetration or oral sex without your active ongoing consent
 - None of the above
-

BOX G1_4

IF G[X]A = '4 or more times' AND ALL G[X]B='since Fall 2023' 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 2023 term?

Yes

No

ATTACHMENT 2 – SECTION GA: SUMMARY DETAILED INCIDENT FORM

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...”

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 | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Woman | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Other gender identity | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Don't Know | <input type="checkbox"/> Yes | <input type="checkbox"/> 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

Appendix 7. Aggregate Results

Table 4. Characteristics of Respondents That Completed the Survey

<i>Characteristic Category</i>	Weighted		Un-weighted	
	Number	%	Number	%
<i>How old are you?</i>				
18 years old	11,058	5.7	2,515	6.0
19 years old	23,485	12.1	5,116	12.1
20 years old	25,901	13.3	4,850	11.5
21 years old	24,551	12.6	4,844	11.5
22 years old	19,308	9.9	3,710	8.8
23 years old	12,163	6.3	2,778	6.6
24 years old	10,355	5.3	2,518	6.0
25 years or older	67,529	34.7	15,802	37.5
<i>Which of the following best describes your current student affiliation with [University]?</i>				
Undergraduate	106,446	54.8	21,210	50.3
Graduate or professional	87,904	45.2	20,923	49.7
<i>What is your class year in school?</i>				
Undergraduate				
1st year	21,266	11.0	5,228	12.4
2nd year	24,635	12.7	5,092	12.1
3rd year	26,923	13.9	5,508	13.1
4th year or higher	33,428	17.2	5,345	12.7
Graduate or professional				
1st year	33,961	17.5	7,921	18.8
2nd year	23,830	12.3	5,764	13.7
3rd year	12,596	6.5	2,989	7.1
4th year or higher	17,367	9.0	4,210	10.0
<i>In what year did you first enroll as a student at [University]?</i>				
2019 or earlier	21,622	11.1	4,916	11.7
2020	28,967	14.9	5,612	13.3
2021	36,286	18.7	7,600	18.1
2022	46,987	24.2	10,128	24.1
2023 or 2024	60,320	31.1	13,835	32.9

Table 4. Characteristics of Respondents That Completed the Survey (continued)

<i>Characteristic Category</i>	Weighted		Un-weighted	
	Number	%	Number	%
<i>What is your racial/ethnic identity?</i>				
American Indian or Alaska Native only	236	0.1	71	0.2
Asian only	49,328	25.5	11,842	28.3
Black only	13,346	6.9	2,631	6.3
Hispanic only	10,186	5.3	2,499	6.0
Hispanic multi-racial	9,614	5.0	2,231	5.3
Middle Eastern or North African only	3,377	1.7	802	1.9
Native Hawaiian or Other Pacific Islander only	118	0.1	36	0.1
White only	91,701	47.4	18,269	43.6
Other (non-Hispanic) or multi-racial	15,429	8.0	3,494	8.3
<i>Which best describes your gender identity?</i>				
Man only	86,095	44.3	15,556	36.9
Woman only	96,899	49.9	24,160	57.3
Man plus other genders	1,498	0.8	259	0.6
Woman plus other genders	1,951	1.0	496	1.2
Gender nonconforming only	500	0.3	108	0.3
Genderqueer only	869	0.4	170	0.4
Nonbinary only	2,111	1.1	412	1.0
Questioning only	452	0.2	94	0.2
Other two or more genders	1,352	0.7	304	0.7
I describe myself in some other way	323	0.2	62	0.1
Prefer not to answer	2,301	1.2	512	1.2
<i>Do you identify as transgender?</i>				
Transgender plus man only	457	0.2	76	0.2
Transgender plus woman only	240	0.1	62	0.1
Transgender plus nonbinary only	1,044	0.5	195	0.5
Transgender plus other genders	1,971	1.0	390	0.9
Not transgender	188,356	97.0	40,913	97.2
Prefer not to answer	2,069	1.1	447	1.1
<i>Which of the following best describes you?</i>				
Asexual	3,168	1.6	643	1.5
Bisexual	17,064	8.8	3,925	9.4
Gay or lesbian	8,865	4.6	1,884	4.5
Heterosexual or straight	136,245	70.5	29,104	69.6

Table 4. Characteristics of Respondents That Completed the Survey (continued)

<i>Characteristic Category</i>	Weighted		Un-weighted	
	Number	%	Number	%
Pansexual	1,958	1.0	398	1.0
Queer	4,106	2.1	966	2.3
Questioning	1,968	1.0	476	1.1
I describe myself in some other way	483	0.3	103	0.2
Two or more categories	13,462	7.0	2,994	7.2
Prefer not to answer	5,850	3.0	1,350	3.2
<i>Since you have been a student at [University], have you been in a partnered relationship?</i>				
Yes	127,042	65.6	27,805	66.2
No	66,703	34.4	14,181	33.8
<i>Do you identify as a student with any of the following?</i>				
Learning disability only	1,017	0.5	216	0.5
Attention-Deficit/Hyperactivity Disorder (ADHD) only	9,670	5.2	1,949	4.8
Autism Spectrum Disorder only	1,095	0.6	234	0.6
Mobility-related disability (e.g., spinal cord injury) only	302	0.2	60	0.1
Sensory disability (e.g., hard of hearing, low vision) only	1,128	0.6	233	0.6
Chronic mental health condition (e.g., depression) only	21,953	11.8	4,824	12.0
Chronic medical condition (e.g., cystic fibrosis, diabetes) only	3,641	2.0	840	2.1
Speech or language impairment only	478	0.3	92	0.2
Other disability or chronic condition only	1,590	0.9	360	0.9
Identifies as a student with two or more disabilities only	22,057	11.9	4,557	11.3
None of the above	123,113	66.2	26,837	66.8

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}

<i>Survey Item Response</i>	Current School Year		Since Entering College	
	%	StdErr	%	StdErr
Total involving physical force or inability to consent or stop what was happening	7.9	0.3	18.9	0.4
Penetration	3.0	0.2	9.5	0.3
Physical force only	1.7	0.1	5.9	0.2
Completed	1.0	0.1	4.1	0.2
Attempted	0.9	0.1	2.6	0.2
Inability to consent or stop what was happening only	1.2	0.1	3.7	0.1
Both physical force and inability to consent or stop what was happening	0.5	0.1	1.6	0.1
Sexual touching	6.0	0.2	13.5	0.3
Physical force only	4.3	0.2	9.7	0.3
Inability to consent or stop what was happening only	1.9	0.1	4.7	0.2
Both physical force and inability to consent or stop what was happening	0.5	0.1	1.2	0.1

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. An "S" indicates suppressed data.

A "-" indicates no data.

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	2.4	0.1	6.4	0.3
Penetration	0.9	0.1	3.1	0.2
Physical force only	0.6	0.1	2.1	0.2
Completed	0.4	0.1	1.5	0.1
Attempted	0.3	0.1	0.8	0.1
Inability to consent or stop what was happening only	0.2	0.0	1.0	0.1
Both physical force and inability to consent or stop what was happening	0.1	0.0	0.4	0.1
Sexual touching	1.7	0.1	4.3	0.2
Physical force only	1.3	0.1	3.2	0.2
Inability to consent or stop what was happening only	0.6	0.1	1.3	0.1
Both physical force and inability to consent or stop what was happening	0.1	0.0	0.3	0.1

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. An "S" indicates suppressed data.

A "-" indicates no data.

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	2.6	0.2	6.5	0.4
Penetration	0.8	0.1	2.5	0.2
Physical force only	0.4	0.1	0.8	0.1
Completed	0.2	0.1	0.6	0.1
Attempted	0.2	0.0	0.4	0.1
Inability to consent or stop what was happening only	0.4	0.1	1.6	0.1
Both physical force and inability to consent or stop what was happening	0.1	0.0	0.2	0.1
Sexual touching	2.1	0.2	4.9	0.3
Physical force only	1.3	0.2	3.1	0.2
Inability to consent or stop what was happening only	0.8	0.1	2.0	0.2
Both physical force and inability to consent or stop what was happening	0.1	0.0	0.3	0.1

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. An "S" indicates suppressed data.

A "-" indicates no data.

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	0.8	0.1	1.8	0.1
Penetration	0.2	0.0	0.8	0.1
Physical force only	0.1	0.0	0.3	0.1
Completed	0.1	0.0	0.2	0.1
Attempted	0.0	0.0	0.1	0.0
Inability to consent or stop what was happening only	0.2	0.0	0.4	0.1
Both physical force and inability to consent or stop what was happening	0.0	0.0	0.1	0.1
Sexual touching	0.7	0.1	1.2	0.1
Physical force only	0.5	0.1	0.9	0.1
Inability to consent or stop what was happening only	0.2	0.1	0.3	0.1
Both physical force and inability to consent or stop what was happening	0.0	0.0	0.0	0.0

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.

An "S" indicates suppressed data.

A "-" indicates no data.

Table 9. Percent of Undergraduate Gender Nonbinary, Transgender, Questioning or Self-Identified 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	7.2	0.8	21.1	1.5
Penetration	4.4	0.6	12.9	1.2
Physical force only	2.7	0.5	7.3	1.0
Completed	1.9	0.4	5.6	0.9
Attempted	1.0	0.3	2.9	0.6
Inability to consent or stop what was happening only	1.4	0.4	6.2	0.8
Both physical force and inability to consent or stop what was happening	0.9	0.3	2.4	0.5
Sexual touching	4.6	0.6	14.9	1.2
Physical force only	3.1	0.5	9.4	0.9
Inability to consent or stop what was happening only	1.5	0.4	6.2	1.0
Both physical force and inability to consent or stop what was happening	0.4	0.2	2.1	0.5

¹Per 100 students.

²Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

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. An "S" indicates suppressed data.

A "-" indicates no data.

Table 10. Percent of Graduate/Professional Gender Nonbinary, Transgender, Questioning or Self-Identified 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	4.2	0.7	9.0	1.0
Penetration	2.0	0.5	5.2	0.7
Physical force only	1.4	0.5	3.2	0.6
Completed	1.4	0.5	2.1	0.5
Attempted	0.5	0.2	1.7	0.4
Inability to consent or stop what was happening only	0.4	0.2	1.5	0.4
Both physical force and inability to consent or stop what was happening	0.5	0.2	1.1	0.4
Sexual touching	3.0	0.6	6.0	0.9
Physical force only	2.2	0.5	4.0	0.7
Inability to consent or stop what was happening only	0.8	0.4	2.7	0.7
Both physical force and inability to consent or stop what was happening	S	S	0.2	0.1

¹Per 100 students.

²Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

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. An "S" indicates suppressed data.

A "-" indicates no data.

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	6.2	2.4	12.6	3.3
Penetration	2.5	1.5	3.4	1.6
Physical force only	2.5	1.5	2.8	1.5
Completed	2.5	1.5	2.5	1.5
Attempted	S	S	S	S
Inability to consent or stop what was happening only	0.0	0.0	S	S
Both physical force and inability to consent or stop what was happening	S	S	S	S
Sexual touching	6.2	2.4	12.0	3.3
Physical force only	4.8	2.2	7.2	2.5
Inability to consent or stop what was happening only	S	S	5.1	2.6
Both physical force and inability to consent or stop what was happening	0.0	0.0	0.0	0.0

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. An "S" indicates suppressed data.

A "-" indicates no data.

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}

<i>Survey Item Response</i>	Current School Year		Since Entering College	
	%	StdErr	%	StdErr
Total involving physical force or inability to consent or stop what was happening	2.8	1.3	4.3	1.5
Penetration	S	S	S	S
Physical force only	S	S	S	S
Completed	0.0	0.0	0.0	0.0
Attempted	S	S	S	S
Inability to consent or stop what was happening only	0.0	0.0	0.0	0.0
Both physical force and inability to consent or stop what was happening	0.0	0.0	0.0	0.0
Sexual touching	2.1	1.1	2.8	1.2
Physical force only	2.1	1.1	2.8	1.2
Inability to consent or stop what was happening only	S	S	S	S
Both physical force and inability to consent or stop what was happening	0.0	0.0	0.0	0.0

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. An "S" indicates suppressed data.

A "-" indicates no data.

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			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Since enrolling at the school - Penetration or sexual touching								
Number of times								
0 times	81.1	0.4	93.6	0.3	93.6	0.3	98.2	0.1
1 time	8.6	0.3	3.5	0.2	3.6	0.2	0.9	0.1
2 times	4.4	0.2	1.5	0.1	1.4	0.2	0.3	0.1
3 times	2.2	0.1	0.6	0.1	0.6	0.1	0.2	0.1
4 or more times	3.8	0.2	0.9	0.1	0.8	0.1	0.3	0.1
Since enrolling at the school - Penetration								
Number of times								
0 times	90.5	0.3	96.9	0.2	97.5	0.2	99.2	0.1
1 time	5.5	0.2	2.0	0.2	1.6	0.2	0.5	0.1
2 times	1.9	0.1	0.6	0.1	0.5	0.1	0.1	0.0
3 times	0.8	0.1	0.2	0.0	0.2	0.1	0.1	0.0
4 or more times	1.3	0.1	0.3	0.1	0.2	0.1	0.1	0.0

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} (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Since enrolling at the school - Penetration or sexual touching								
Number of times								
0 times	78.9	1.5	91.0	1.0	87.4	3.3	95.7	1.5
1 time	9.9	1.0	4.2	0.6	4.5	2.5	1.7	0.8
2 times	2.1	0.4	1.4	0.4	2.4	1.4	S	S
3 times	2.2	0.5	0.8	0.3	S	S	S	S
4 or more times	6.8	0.9	2.5	0.6	4.3	2.2	S	S
Since enrolling at the school - Penetration								
Number of times								
0 times	87.1	1.2	94.8	0.7	96.6	1.6	98.5	0.9
1 time	6.8	0.8	2.6	0.5	S	S	S	S
2 times	2.5	0.5	0.4	0.2	S	S	-	-
3 times	0.9	0.3	1.0	0.4	S	S	S	S

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} (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
4 or more times	2.6	0.6	1.1	0.4	-	-	-	-

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.

³Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

An "S" indicates suppressed data.

A "-" indicates no data.

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			
	%	StdErr	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
			%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Class/program year for incidents that occurred since the beginning of the Fall 2023 term</i>										
1st year	4.0	0.2	10.7	0.6	2.9	0.2	3.0	0.4	1.0	0.2
2nd year	4.2	0.2	9.3	0.5	2.8	0.3	2.5	0.4	0.8	0.2
3rd year	3.9	0.2	7.1	0.5	1.6	0.3	2.7	0.4	0.9	0.3
4th year or higher	3.3	0.2	5.8	0.4	1.3	0.2	2.2	0.4	0.6	0.2
<i>Class/program year for incidents that occurred since entering college</i>										
1st year	4.7	0.2	10.9	0.6	4.3	0.3	3.0	0.4	1.4	0.2
2nd year	8.6	0.3	16.9	0.6	7.5	0.6	5.3	0.5	1.6	0.2
3rd year	12.1	0.4	22.4	0.9	8.4	0.8	6.7	0.5	1.8	0.4
4th year or higher	13.3	0.4	22.7	0.8	7.9	0.6	9.4	0.8	2.6	0.4

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} (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Class/program year for incidents that occurred since the beginning of the Fall 2023 term</i>								
1st year	9.2	1.8	5.1	1.4	S	S	-	-
2nd year	9.1	1.7	4.9	1.5	S	S	8.3	4.7
3rd year	4.3	1.2	S	S	20.4	7.8	S	S
4th year or higher	7.6	1.4	4.2	1.5	-	-	S	S
<i>Class/program year for incidents that occurred since entering college</i>								
1st year	9.2	1.8	9.8	2.0	S	S	-	-
2nd year	24.6	2.8	9.4	2.0	4.6	2.4	10.8	4.8
3rd year	19.5	2.4	3.5	1.3	24.9	7.6	5.7	3.5
4th year or higher	26.2	2.8	11.2	2.3	14.6	8.8	S	S

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.

³Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

An "S" indicates suppressed data.

A "-" indicates no data.

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			
	%	StdErr	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
			%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Class/program year for incidents that occurred since the beginning of the Fall 2023 term</i>										
1st year	1.4	0.1	4.0	0.4	1.0	0.2	0.7	0.2	0.3	0.1
2nd year	1.8	0.1	4.0	0.4	1.0	0.2	0.8	0.2	0.3	0.1
3rd year	1.5	0.1	2.6	0.3	0.9	0.3	0.9	0.2	0.2	0.1
4th year or higher	1.2	0.1	2.0	0.3	0.4	0.1	0.7	0.2	0.1	0.1
<i>Class/program year for incidents that occurred since entering college</i>										
1st year	1.8	0.1	4.2	0.4	1.8	0.2	0.7	0.2	0.5	0.1
2nd year	3.9	0.2	7.8	0.5	3.5	0.4	1.9	0.3	0.6	0.2
3rd year	5.9	0.3	11.6	0.7	4.4	0.5	2.5	0.3	0.9	0.3
4th year or higher	7.2	0.3	12.5	0.6	4.4	0.5	4.2	0.5	1.4	0.3

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} (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Class/program year for incidents that occurred since the beginning of the Fall 2023 term</i>								
1st year	4.7	1.5	1.4	0.8	S	S	-	-
2nd year	5.7	1.4	3.0	1.0	S	S	S	S
3rd year	3.2	1.1	S	S	S	S	-	-
4th year or higher	4.5	1.3	2.3	1.0	-	-	-	-
<i>Class/program year for incidents that occurred since entering college</i>								
1st year	4.7	1.5	5.1	1.4	S	S	-	-
2nd year	15.8	2.8	5.0	1.3	S	S	S	S
3rd year	8.7	1.5	2.1	0.9	9.5	5.9	S	S
4th year or higher	18.5	2.5	7.7	1.9	-	-	-	-

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.

³Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

An "S" indicates suppressed data.

A "-" indicates no data.

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			
	%	StdErr	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
			%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Class/program year for incidents that occurred since the beginning of the Fall 2023 term</i>										
1st year	3.1	0.1	8.1	0.5	2.2	0.2	2.4	0.3	0.8	0.2
2nd year	3.1	0.2	6.8	0.4	2.2	0.3	2.2	0.3	0.5	0.2
3rd year	2.9	0.2	5.5	0.5	0.8	0.2	2.1	0.3	0.8	0.3
4th year or higher	2.4	0.2	4.4	0.4	0.9	0.2	1.6	0.3	0.5	0.2
<i>Class/program year for incidents that occurred since entering college</i>										
1st year	3.5	0.1	8.3	0.5	2.9	0.2	2.5	0.3	1.0	0.2
2nd year	6.4	0.2	12.8	0.5	5.2	0.5	4.1	0.5	1.2	0.2
3rd year	8.9	0.3	16.5	0.8	5.5	0.7	5.0	0.5	1.4	0.4
4th year or higher	8.9	0.3	15.0	0.6	5.2	0.5	6.8	0.7	1.4	0.3

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} (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Class/program year for incidents that occurred since the beginning of the Fall 2023 term</i>								
1st year	6.3	1.3	3.9	1.2	S	S	-	-
2nd year	6.1	1.4	3.0	1.3	S	S	S	S
3rd year	2.7	0.9	S	S	20.4	7.8	S	S
4th year or higher	4.5	1.1	3.0	1.3	-	-	S	S
<i>Class/program year for incidents that occurred since entering college</i>								
1st year	6.3	1.3	7.5	1.9	S	S	-	-
2nd year	18.4	2.3	6.8	1.8	4.6	2.4	8.2	4.3
3rd year	14.7	2.3	2.7	1.2	22.7	7.6	S	S
4th year or higher	17.4	2.3	5.2	1.5	14.6	8.8	S	S

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.

³Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

An "S" indicates suppressed data.

A "-" indicates no data.

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			
	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>Did the incident occur during an academic break or recess?</i>								
Yes	13.3	1.1	11.6	1.2	17.4	3.1	9.8	2.7
No	86.7	1.1	88.4	1.2	82.6	3.1	90.2	2.7
<i>Did it occur on campus or affiliated property?</i>								
Yes	63.3	1.6	59.4	1.9	59.7	4.1	58.0	3.7
No	36.7	1.6	40.6	1.9	40.3	4.1	42.0	3.7
<i>Where did this incident occur?</i>								
University residence hall/dorm	40.2	1.7	26.2	1.5	46.5	4.3	29.0	4.0
Fraternity house	8.4	1.1	16.4	1.3	3.4	1.4	13.1	2.7
Sorority house	1.3	0.8	S	S	0.0	0.0	S	S
Other space used by a single-sex student social organization	S	S	0.5	0.2	S	S	0.0	0.0
Other residential housing	24.1	1.4	16.9	1.3	19.2	3.3	14.7	2.7
Classroom, lab, or fieldwork setting	S	S	0.6	0.2	1.3	0.7	S	S
Faculty or staff office	S	S	S	S	S	S	0.0	0.0
Restaurant, bar, or club	3.8	0.6	16.7	1.4	S	S	16.2	2.6
Other non-residential building	4.1	0.6	4.3	0.7	0.8	0.4	3.8	1.5

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)

<i>Survey Item Response</i>	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
Outdoor or recreational space	1.5	0.4	6.0	0.9	S	S	4.7	1.8
Some other place	16.3	1.1	12.1	1.1	24.7	3.9	17.8	3.0

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	Gender Nonbinary, Transgender, Questioning, or Self Identified 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	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Did the incident occur during an academic break or recess?</i>								
Yes	18.6	3.7	15.7	4.5	0.0	0.0	0.0	0.0
No	81.4	3.7	84.3	4.5	100.0	0.0	S	S
<i>Did it occur on campus or affiliated property?</i>								
Yes	53.6	4.8	50.3	5.7	S	S	S	S
No	46.4	4.8	49.7	5.7	S	S	S	S
<i>Where did this incident occur?</i>								
University residence hall/dorm	39.0	4.9	28.9	4.3	S	S	0.0	0.0
Fraternity house	1.7	0.7	8.0	2.4	0.0	0.0	S	S
Sorority house	0.0	0.0	0.0	0.0	S	S	0.0	0.0
Other space used by a single-sex student social organization	0.0	0.0	S	S	0.0	0.0	0.0	0.0
Other residential housing	24.8	4.4	20.7	4.6	S	S	0.0	0.0
Classroom, lab, or fieldwork setting	S	S	S	S	0.0	0.0	0.0	0.0
Faculty or staff office	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Restaurant, bar, or club	3.0	1.6	7.9	2.9	0.0	0.0	0.0	0.0
Other non-residential building	4.5	1.8	3.9	2.3	0.0	0.0	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	Gender Nonbinary, Transgender, Questioning, or Self Identified 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	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Outdoor or recreational space	S	S	14.4	4.1	0.0	0.0	0.0	0.0
Some other place	22.6	4.1	15.1	3.5	0.0	0.0	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.

⁵Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

An "S" indicates suppressed data.

A "-" indicates no data.

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			
	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>How many people did this to you (during this incident)?</i>								
1 person	83.9	1.3	88.7	0.9	82.6	3.3	82.2	3.2
2 persons	8.2	1.1	7.1	0.8	9.2	2.6	13.1	2.7
3 or more persons	7.8	1.0	4.1	0.6	8.2	2.7	4.7	1.4
<i>Were any of the people that did this to you...</i>								
Man	98.0	0.5	93.1	1.1	38.4	4.1	30.6	3.7
Woman	4.1	1.0	6.2	0.8	66.3	3.6	71.6	3.7
Other gender identity	1.5	0.9	1.3	0.8	2.4	1.3	2.5	1.4
Don't know	1.4	0.9	0.8	0.3	S	S	3.9	1.2
<i>How (is the person/are the persons) who did this to you associated with [University]?⁶</i>								
Student	72.0	1.3	78.4	1.5	69.2	4.0	87.2	3.0
Student teaching assistant	1.1	0.3	S	S	2.5	1.3	2.0	0.8
Faculty or instructor	0.9	0.4	0.7	0.3	1.4	0.6	0.0	0.0
Research staff	1.9	0.7	0.8	0.3	S	S	0.0	0.0
Other staff or administrator	0.6	0.4	0.2	0.1	S	S	S	S
Coach or trainer	0.4	0.2	S	S	S	S	0.0	0.0
Alumni	3.4	0.6	0.8	0.2	3.5	1.4	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			
	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
Other person associated with [University] (e.g., internship, study abroad)	1.2	0.3	1.2	0.4	0.0	0.0	S	S
The person was not associated with [University]	26.1	1.2	17.7	1.2	30.6	3.6	7.8	2.4
Unsure about association with [University]	5.5	0.8	7.2	1.0	3.5	1.7	7.8	2.8
<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	38.1	1.3	15.7	1.3	34.7	4.5	9.5	2.5
Someone I previously had been involved or intimate with	14.0	1.0	7.1	0.9	19.3	3.5	10.9	2.6
Teacher	1.1	0.6	0.4	0.2	2.0	1.2	S	S
Advisor	0.6	0.4	0.2	0.1	0.0	0.0	S	S
Someone I was teaching or advising	S	S	0.2	0.1	S	S	0.0	0.0
Live-in residential staff	S	S	0.2	0.1	S	S	0.0	0.0
Coach or trainer	0.4	0.2	0.0	0.0	0.0	0.0	0.0	0.0
Boss or supervisor	0.6	0.3	0.6	0.3	S	S	S	S
Co-worker	1.6	0.4	1.3	0.4	S	S	2.2	1.2
Friend	27.7	1.6	28.4	1.4	21.1	3.2	33.6	3.6
Classmate	9.6	1.2	11.9	1.1	10.8	2.7	17.7	2.7
Someone I know or recognize, but was not a friend	26.6	1.3	26.9	1.6	31.2	4.0	35.5	3.9

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)

<i>Survey Item Response</i>	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
Did not know or recognize this person	14.4	1.3	26.3	1.6	9.2	2.3	20.1	3.4

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	Gender Nonbinary, Transgender, Questioning, or Self Identified 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	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>How many people did this to you (during this incident)?</i>								
1 person	75.4	4.1	92.0	2.8	S	S	S	S
2 persons	10.2	2.9	3.7	2.2	S	S	S	S
3 or more persons	14.4	3.9	4.3	2.0	0.0	0.0	0.0	0.0
<i>Were any of the people that did this to you...</i>								
Man	89.0	3.1	72.7	4.5	0.0	0.0	S	S
Woman	18.6	4.0	14.0	3.6	100.0	0.0	S	S
Other gender identity	9.0	3.1	8.5	3.1	0.0	0.0	0.0	0.0
Don't know	S	S	9.1	4.0	0.0	0.0	0.0	0.0
<i>How (is the person/are the persons) who did this to you associated with [University]?⁶</i>								
Student	71.3	4.6	64.7	5.6	S	S	S	S
Student teaching assistant	5.3	2.5	S	S	0.0	0.0	0.0	0.0
Faculty or instructor	2.4	1.3	S	S	0.0	0.0	0.0	0.0
Research staff	S	S	0.0	0.0	0.0	0.0	0.0	0.0
Other staff or administrator	3.0	1.7	S	S	0.0	0.0	0.0	0.0
Coach or trainer	S	S	0.0	0.0	0.0	0.0	0.0	0.0
Alumni	4.2	1.7	S	S	0.0	0.0	0.0	0.0

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	Gender Nonbinary, Transgender, Questioning, or Self Identified 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	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Other person associated with [University] (e.g., internship, study abroad)	5.0	2.3	S	S	0.0	0.0	0.0	0.0
The person was not associated with [University]	32.1	4.5	19.5	4.6	0.0	0.0	0.0	0.0
Unsure about association with [University]	3.8	2.0	15.6	4.4	S	S	0.0	0.0
<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	53.6	4.5	10.6	2.8	0.0	0.0	0.0	0.0
Someone I previously had been involved or intimate with	28.4	5.2	7.5	3.0	S	S	0.0	0.0
Teacher	2.9	1.6	0.0	0.0	0.0	0.0	0.0	0.0
Advisor	S	S	S	S	0.0	0.0	0.0	0.0
Someone I was teaching or advising	S	S	0.0	0.0	0.0	0.0	0.0	0.0
Live-in residential staff	S	S	S	S	0.0	0.0	0.0	0.0
Coach or trainer	S	S	0.0	0.0	0.0	0.0	0.0	0.0
Boss or supervisor	S	S	0.0	0.0	0.0	0.0	0.0	0.0
Co-worker	2.9	1.3	4.6	2.4	0.0	0.0	0.0	0.0
Friend	34.2	4.7	35.2	5.0	S	S	0.0	0.0
Classmate	12.7	3.1	7.0	2.3	0.0	0.0	S	S
Someone I know or recognize, but was not a friend	21.3	3.6	20.4	4.2	S	S	S	S

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	Gender Nonbinary, Transgender, Questioning, or Self Identified 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	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Did not know or recognize this person	12.2	2.5	26.8	5.6	0.0	0.0	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.

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.

⁵Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

⁶Respondents could select multiple options.

An "S" indicates suppressed data.

A "-" indicates no data.

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				Gender Nonbinary, Transgender, Questioning, or Self Identified 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	57.2	2.2	61.7	1.8	62.2	4.0	74.8	3.3	53.4	4.8	60.7	5.8	S	S	S	S
No	24.1	1.5	19.0	1.5	15.7	2.8	6.4	1.7	25.3	3.6	14.1	3.7	S	S	0.0	0.0
Don't know	18.6	1.4	19.3	1.3	22.1	3.5	18.8	3.1	21.3	4.0	25.2	5.4	0.0	0.0	0.0	0.0
<i>Before the incident, (was/were) (the person/any of the persons) who did this to you using drugs?</i>																
Yes	11.2	0.9	6.8	0.9	11.0	2.4	7.1	1.5	25.0	4.5	15.7	4.3	S	S	0.0	0.0
No	46.6	1.8	44.1	1.7	48.4	4.3	42.3	4.0	37.1	4.7	31.4	5.3	S	S	0.0	0.0
Don't know	42.1	1.7	49.1	1.7	40.6	3.9	50.6	4.1	37.9	4.6	53.0	5.0	0.0	0.0	S	S
<i>Before the incident, were you drinking alcohol?</i>																
Yes	70.8	1.9	68.9	1.7	79.1	3.7	83.5	3.0	59.9	4.8	59.8	6.3	S	S	S	S
No	29.2	1.9	31.1	1.7	20.9	3.7	16.5	3.0	40.1	4.8	40.2	6.3	S	S	S	S
<i>Before the incident, did you voluntarily take any drugs?</i>																
Yes	10.3	0.8	6.9	1.0	19.2	3.0	8.5	1.6	30.1	4.4	22.5	4.5	0.0	0.0	0.0	0.0
No	89.7	0.8	93.1	1.0	80.8	3.0	91.5	1.6	69.9	4.4	77.5	4.5	100.0	0.0	S	S

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				Gender Nonbinary, Transgender, Questioning, or Self Identified 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	2.8	0.6	1.9	0.5	4.4	1.5	1.9	0.7	8.7	3.0	S	S	S	S	0.0	0.0
I suspect, but I am not certain	9.9	1.1	4.6	0.9	6.4	2.2	4.5	2.0	15.1	3.7	5.9	2.5	0.0	0.0	0.0	0.0
No	78.6	1.3	86.7	1.2	82.9	3.3	88.7	3.0	68.4	4.5	85.3	5.2	S	S	S	S
Don't know	8.6	1.0	6.8	0.7	6.3	2.2	4.9	2.3	7.7	2.5	8.1	3.7	0.0	0.0	0.0	0.0
<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	31.9	1.7	14.1	1.7	30.2	4.1	9.6	2.1	27.1	5.9	10.2	3.4	S	S	S	S
No	46.0	1.7	73.6	2.0	47.0	4.6	78.1	3.5	43.7	6.2	79.6	5.5	0.0	0.0	0.0	0.0

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				Gender Nonbinary, Transgender, Questioning, or Self Identified 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
Not sure	22.0	1.5	12.3	1.6	22.9	3.8	12.3	3.3	29.2	5.2	10.1	5.0	0.0	0.0	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.

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.

⁵Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

An "S" indicates suppressed data.

A "-" indicates no data.

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			
	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>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)	77.0	1.4	73.8	1.8	68.7	4.4	65.0	3.7
Fearfulness or being concerned about safety	42.5	1.9	38.5	1.6	21.5	3.5	13.6	2.7
Feelings of helplessness or hopelessness	57.5	1.5	32.1	1.5	36.9	4.0	18.9	3.2
Loss of interest in daily activities	41.2	2.0	18.0	1.4	26.6	3.8	14.6	3.3
Withdrawal from interactions with friends	44.6	1.6	25.8	1.4	27.4	3.6	14.2	3.2
Stopped participating in extracurricular activities	26.4	1.5	14.6	1.4	21.7	3.6	8.2	2.8
Nightmares or trouble sleeping	42.1	1.7	23.3	1.4	25.5	3.7	9.8	2.4
Feeling numb or detached	64.0	1.6	37.4	1.7	42.7	4.1	18.0	3.1
Headaches or stomach aches	28.1	1.7	15.1	1.3	13.7	3.3	2.5	1.3
Eating problems or disorders	34.6	1.7	14.4	1.3	20.7	3.5	5.4	1.8
Increased drug or alcohol use	26.3	1.6	9.9	1.0	28.5	4.3	5.2	1.9
None of the above	6.9	0.8	12.5	1.1	15.9	2.9	28.1	3.9

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			
	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
Academic or professional								
Decreased class attendance	38.7	1.6	22.1	1.8	27.1	3.4	12.5	3.0
Difficulty concentrating on studies, assignments, or exams	60.7	1.5	37.4	1.6	41.2	3.9	24.6	3.2
Difficulty concentrating on thesis/dissertation research or lab/clinical duties	15.9	1.4	10.1	1.1	14.6	3.2	3.1	1.5
Difficulty going to work	26.4	1.6	14.4	1.2	16.4	3.0	5.3	1.7
Withdrew from some or all classes	13.5	1.2	5.8	0.9	11.0	2.8	1.7	0.8
Changed my residence or housing situation	7.9	0.8	5.3	1.0	5.4	1.8	1.5	0.7
Changed my career plan	4.9	0.7	4.0	0.8	3.2	1.5	S	S
Considered dropping out of school	17.8	1.4	8.1	1.1	12.7	2.6	6.3	2.2
Changed major or college	4.7	0.7	2.3	0.6	4.5	2.0	-	-
None of the above	31.6	1.5	53.3	1.8	44.4	4.2	68.6	3.7
<i>Did you experience any of the following consequences as a result of the incident?⁶</i>								
Physically injured	16.0	1.4	4.9	0.8	6.3	1.9	S	S
Contracted a sexually transmitted disease or infection	5.0	0.9	S	S	5.4	2.1	-	-

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)

<i>Survey Item Response</i>	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
Became pregnant	1.7	0.5	-	-	-	-	S	S
None of the above	79.8	1.7	95.1	0.8	88.8	2.5	98.4	1.2
At least one emotional, academic/professional, or physical consequence	93.1	0.8	88.3	1.1	84.2	2.9	72.9	4.1

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	Gender Nonbinary, Transgender, Questioning, or Self Identified 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	
	%	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)	86.2	3.1	77.6	4.6	S	S	S	S
Fearfulness or being concerned about safety	49.9	5.5	44.1	5.3	S	S	-	-
Feelings of helplessness or hopelessness	63.8	5.4	54.2	4.8	S	S	-	-
Loss of interest in daily activities	61.1	4.8	35.0	5.3	S	S	-	-
Withdrawal from interactions with friends	57.9	5.1	37.3	5.2	S	S	-	-
Stopped participating in extracurricular activities	36.7	5.1	20.5	4.4	S	S	-	-
Nightmares or trouble sleeping	56.3	5.0	34.6	4.8	S	S	-	-
Feeling numb or detached	78.4	4.3	53.7	5.5	S	S	-	-
Headaches or stomach aches	42.4	4.7	23.8	5.0	-	-	-	-
Eating problems or disorders	40.3	4.6	20.0	5.0	S	S	-	-
Increased drug or alcohol use	43.5	5.0	36.2	5.2	-	-	-	-
None of the above	3.3	1.5	10.0	3.7	-	-	S	S

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	Gender Nonbinary, Transgender, Questioning, or Self Identified 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	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Academic or professional								
Decreased class attendance	60.8	5.0	38.4	5.3	-	-	S	S
Difficulty concentrating on studies, assignments, or exams	73.6	4.8	51.0	5.1	100.0	0.0	-	-
Difficulty concentrating on thesis/dissertation research or lab/clinical duties	30.1	4.4	15.7	4.3	S	S	-	-
Difficulty going to work	37.3	4.4	24.1	5.2	S	S	-	-
Withdrew from some or all classes	26.1	4.1	6.1	2.5	-	-	-	-
Changed my residence or housing situation	11.8	3.2	7.4	2.7	S	S	-	-
Changed my career plan	12.2	3.0	7.2	2.5	-	-	-	-
Considered dropping out of school	32.1	4.6	13.4	3.3	S	S	-	-
Changed major or college	7.9	2.6	1.8	1.3	-	-	-	-
None of the above	16.0	3.9	34.6	4.3	-	-	S	S
<i>Did you experience any of the following consequences as a result of the incident?⁶</i>								
Physically injured	20.4	4.2	2.6	1.8	-	-	-	-
Contracted a sexually transmitted disease or infection	5.9	2.4	-	-	-	-	-	-

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	Gender Nonbinary, Transgender, Questioning, or Self Identified 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	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Became pregnant	2.8	1.3	-	-	-	-	-	-
None of the above	72.9	4.5	97.4	1.8	100.0	0.0	S	S
At least one emotional, academic/professional, or physical consequence	97.3	1.4	90.0	3.7	100.0	0.0	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.

⁵Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

⁶Respondents could select multiple options.

An "S" indicates suppressed data.

A "-" indicates no data.

Table 21. Percent of Victimizations 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	30.2	2.0	17.3	1.4	15.4	3.2	8.2	2.1
No	69.8	2.0	82.7	1.4	84.6	3.2	91.8	2.1
<i>Why did you decide not contact any programs or resources?⁶</i>								
I did not know where to go or who to tell	16.6	1.6	12.5	1.4	15.7	3.6	4.3	1.7
I felt embarrassed, ashamed, or that it would be too emotionally difficult	37.8	2.1	22.4	1.7	30.5	4.9	22.8	4.2
I did not think anyone would believe me	11.2	1.0	5.0	0.8	12.4	3.0	13.9	3.8
I did not think it was serious enough to contact programs or resources	47.2	1.8	50.6	2.1	42.8	4.9	56.7	3.8
I did not want the person to get into trouble	24.4	1.6	16.7	1.6	20.7	4.2	24.6	3.7
I feared negative academic, social, or professional consequences	13.9	1.3	7.8	1.3	13.9	3.5	9.9	3.3
I feared it would not be kept confidential	18.7	1.6	10.2	1.2	17.7	3.9	5.5	1.8
I could handle it myself	52.3	2.2	48.7	2.0	56.5	4.8	65.4	3.2

Table 21. Percent of Victimization 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
I feared retaliation	12.4	1.2	6.8	1.1	10.4	3.4	4.7	1.9
I did not think the resources would give me the help I needed	24.6	2.1	20.7	1.4	20.5	4.2	11.9	2.8
Incident occurred while school was not in session	5.7	0.9	5.2	0.8	13.3	3.8	5.0	2.2
Other reason	5.6	0.9	6.8	1.1	7.1	2.3	7.2	2.4
<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	68.7	2.4	77.6	2.2	73.3	6.5	86.8	4.3
The reaction by others suggested that it wasn't serious enough to contact any of these programs or services	19.5	2.4	22.8	2.3	13.7	4.6	27.7	5.2
I contacted other programs or services that I felt were appropriate	3.4	1.0	2.7	0.8	8.7	4.2	S	S
I had trouble reaching the program or service	1.5	0.7	0.0	0.0	S	S	0.0	0.0
I was too busy	29.6	2.4	23.1	2.1	26.0	6.5	26.5	5.1
The event happened in a context that began consensually	52.1	2.5	26.5	2.6	27.5	5.8	20.6	5.2

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
Because of the person's gender, I thought it would be minimized or misunderstood	4.8	1.1	3.8	1.0	36.4	7.2	34.1	5.8
I might be counter-accused	4.4	1.0	2.1	0.8	29.3	6.5	19.2	5.3
Alcohol and/or other drugs were present	56.2	2.7	37.7	2.2	49.6	6.7	34.7	6.1
Events like this seem common	43.6	2.7	49.0	2.3	39.0	7.5	31.2	6.1
My body showed involuntary arousal	12.6	2.0	4.0	1.2	33.4	6.6	11.4	3.2
Other reason	10.5	1.6	11.5	1.6	21.0	5.7	18.2	4.8
<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	15.0	1.3	9.1	1.1	13.9	3.5	3.4	1.1
I did not think anyone would believe me	1.7	0.5	1.0	0.4	3.2	1.6	S	S
I did not think it was serious enough to contact programs or resources	17.7	1.7	28.5	1.9	12.4	3.4	27.2	3.5
I did not want the person to get into trouble	5.3	1.0	2.3	0.5	1.8	1.1	5.0	1.7

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	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 feared negative academic, social, or professional consequences	3.7	0.7	1.1	0.4	S	S	S	S
I could handle it myself	21.5	1.6	25.0	1.7	27.5	4.5	33.4	3.5
I did not think the resources would give me the help I needed	8.1	1.1	8.0	1.1	4.7	1.7	3.7	1.1
I was not injured or hurt	0.4	0.2	2.5	0.4	2.9	1.7	5.5	1.9
The event happened in a context that began consensually	6.8	1.1	2.8	0.7	1.6	0.6	3.4	2.5
Alcohol and/or other drugs were present	2.7	0.6	0.6	0.2	S	S	0.0	0.0
Events like this seem common	1.9	0.5	4.7	0.9	0.8	0.4	S	S
Other reason	15.2	1.4	14.3	1.1	28.4	4.6	15.6	3.5

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	Gender Nonbinary, Transgender, Questioning, or Self Identified 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	38.0	4.8	24.3	4.4	S	S	0.0	0.0
No	62.0	4.8	75.7	4.4	S	S	S	S
<i>Why did you decide not contact any programs or resources?⁶</i>								
I did not know where to go or who to tell	14.2	4.4	S	S	S	S	0.0	0.0
I felt embarrassed, ashamed, or that it would be too emotionally difficult	42.0	7.1	26.8	5.7	S	S	0.0	0.0
I did not think anyone would believe me	20.6	5.6	11.6	4.3	S	S	0.0	0.0
I did not think it was serious enough to contact programs or resources	50.1	6.7	45.2	6.2	S	S	S	S
I did not want the person to get into trouble	31.1	5.5	10.9	4.1	0.0	0.0	0.0	0.0
I feared negative academic, social, or professional consequences	23.8	6.3	12.9	4.4	S	S	0.0	0.0
I feared it would not be kept confidential	19.3	4.3	11.3	4.5	S	S	0.0	0.0
I could handle it myself	47.2	6.0	43.0	6.6	S	S	S	S

Table 21. Percent of Victimizations 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	Gender Nonbinary, Transgender, Questioning, or Self Identified 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 feared retaliation	7.7	2.6	11.8	4.5	S	S	0.0	0.0
I did not think the resources would give me the help I needed	37.1	5.9	39.1	6.0	S	S	0.0	0.0
Incident occurred while school was not in session	9.8	3.8	16.6	5.9	0.0	0.0	0.0	0.0
Other reason	7.3	3.7	9.3	4.5	0.0	0.0	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	62.8	8.5	59.4	10.1	0.0	0.0	S	S
The reaction by others suggested that it wasn't serious enough to contact any of these programs or services	17.4	6.2	15.1	5.1	S	S	0.0	0.0
I contacted other programs or services that I felt were appropriate	S	S	S	S	0.0	0.0	0.0	0.0
I had trouble reaching the program or service	6.9	4.9	0.0	0.0	0.0	0.0	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	Gender Nonbinary, Transgender, Questioning, or Self Identified 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 was too busy	24.3	6.9	24.0	6.1	0.0	0.0	S	S
The event happened in a context that began consensually	65.7	7.3	43.4	9.6	0.0	0.0	0.0	0.0
Because of the person's gender, I thought it would be minimized or misunderstood	13.5	6.0	9.7	5.3	S	S	0.0	0.0
I might be counter-accused	21.4	7.0	0.0	0.0	S	S	S	S
Alcohol and/or other drugs were present	52.9	8.9	37.0	9.2	0.0	0.0	S	S
Events like this seem common	39.0	8.3	41.1	8.5	0.0	0.0	S	S
My body showed involuntary arousal	33.8	7.0	12.4	5.2	S	S	0.0	0.0
Other reason	21.0	8.3	32.6	9.4	0.0	0.0	0.0	0.0
<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	14.1	5.4	4.8	2.5	S	S	0.0	0.0
I did not think anyone would believe me	S	S	S	S	0.0	0.0	0.0	0.0
I did not think it was serious enough to contact programs or resources	20.5	5.5	17.3	4.7	0.0	0.0	0.0	0.0
I did not want the person to get into trouble	4.5	2.3	7.8	4.1	0.0	0.0	0.0	0.0

Table 21. Percent of Victimizations 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	Gender Nonbinary, Transgender, Questioning, or Self Identified 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 feared negative academic, social, or professional consequences	S	S	0.0	0.0	0.0	0.0	0.0	0.0
I could handle it myself	17.8	4.6	16.2	4.7	0.0	0.0	S	S
I did not think the resources would give me the help I needed	14.5	4.3	20.0	4.8	S	S	0.0	0.0
I was not injured or hurt	4.0	2.3	2.4	1.3	0.0	0.0	0.0	0.0
The event happened in a context that began consensually	S	S	8.1	3.9	0.0	0.0	0.0	0.0
Alcohol and/or other drugs were present	S	S	S	S	0.0	0.0	0.0	0.0
Events like this seem common	S	S	S	S	0.0	0.0	0.0	0.0

Table 21. Percent of Victimization 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	Gender Nonbinary, Transgender, Questioning, or Self Identified 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
Other reason	17.4	4.8	19.7	6.1	0.0	0.0	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.

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.

⁴Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

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.

An "S" indicates suppressed data.

A "-" indicates no data.

Table 22. Percent of Victimizations 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			
	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>Which of the following persons, if any, did you (also) tell about this?⁶</i>								
Friend	83.1	1.3	87.1	1.2	81.5	3.6	76.9	3.7
Family member	29.4	1.4	22.3	1.4	16.0	3.1	13.1	2.6
Faculty member or instructor	4.9	0.7	3.7	0.7	1.5	0.6	S	S
Resident advisor (RA), or other live-in residential staff	3.9	0.7	3.0	0.7	1.3	0.6	S	S
Other administrative staff	1.6	0.4	2.3	0.6	1.1	0.5	S	S
Spiritual or religious advisor, leader, or clergy	1.8	0.6	0.8	0.3	2.7	1.8	2.0	1.0
Therapist or counselor	27.5	1.3	14.8	1.3	20.9	3.5	7.8	1.9
Sexual or romantic partner	22.9	1.6	20.4	1.5	20.9	3.0	9.5	2.7
Program or resource outside the university (e.g., a hotline)	2.3	0.4	1.3	0.5	2.8	1.6	-	-
Physician	7.1	0.9	2.0	0.7	4.1	1.7	S	S
Someone else	1.4	0.4	3.2	0.7	1.2	0.6	4.0	1.5
I didn't tell anyone (else)	12.0	1.1	10.1	1.1	11.7	2.7	20.5	3.8
Told at least one other person	88.0	1.1	89.9	1.1	88.3	2.7	79.5	3.8

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	Gender Nonbinary, Transgender, Questioning, or Self Identified 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	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Which of the following persons, if any, did you (also) tell about this?⁶</i>								
Friend	84.1	3.4	84.0	3.8	S	S	S	S
Family member	24.2	4.8	24.2	4.0	S	S	-	-
Faculty member or instructor	13.8	3.9	6.1	2.5	S	S	-	-
Resident advisor (RA), or other live-in residential staff	4.0	1.7	4.9	1.9	-	-	-	-
Other administrative staff	5.4	2.2	4.2	2.1	S	S	-	-
Spiritual or religious advisor, leader, or clergy	2.1	1.0	-	-	-	-	-	-
Therapist or counselor	39.3	4.7	31.5	5.1	S	S	-	-
Sexual or romantic partner	30.0	4.6	27.5	5.0	S	S	-	-
Program or resource outside the university (e.g., a hotline)	8.6	2.6	S	S	-	-	-	-
Physician	8.1	2.3	S	S	-	-	-	-
Someone else	3.7	1.7	-	-	-	-	-	-
I didn't tell anyone (else)	12.4	3.1	11.8	3.4	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	Gender Nonbinary, Transgender, Questioning, or Self Identified 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	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Told at least one other person	87.6	3.1	88.2	3.4	S	S	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.

⁵Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

⁶Respondents could select multiple options.

An "S" indicates suppressed data.

A "-" indicates no data.

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}

<i>Survey Item Response</i>	Total		Woman		Man	
	%	StdErr	%	StdErr	%	StdErr
<i>Sexual orientation</i>						
Heterosexual	3.6	0.8	4.0	1.2	1.1	0.6
Gay or lesbian	19.0	0.7	21.2	0.8	10.7	1.4
Bisexual	13.0	1.0	13.8	1.5	11.7	1.1
Asexual, queer, questioning, not listed	7.2	0.2	11.5	0.3	3.1	0.2
Two or more categories	16.1	0.5	18.1	0.8	9.7	1.1
Decline to state	6.7	0.7	8.8	1.0	4.5	1.3
<i>Race/Ethnicity</i>						
American Indian or Alaskan Native or Native Hawaiian or Pacific Islander only	13.0	4.3	21.6	7.7	S	S
Asian only	6.1	0.2	9.3	0.4	2.3	0.2
Black only	9.7	0.7	12.4	1.1	4.5	0.8
Hispanic only	9.0	0.6	12.4	0.9	4.2	0.7
Hispanic multi-racial	11.4	0.7	15.6	1.1	6.2	1.0
Middle Eastern or North African only	8.2	1.1	12.3	1.8	3.1	1.1
White only	10.8	0.2	15.2	0.3	5.2	0.3
Other (non-Hispanic) or multi-racial	11.1	0.6	16.1	1.0	4.3	0.7
<i>Disability</i>						
ADHD	10.4	0.8	15.8	1.1	5.5	0.9
Chronic mental health condition	17.5	0.5	20.6	0.7	9.8	1.1
Chronic medical condition	7.6	0.9	9.2	1.2	1.6	0.7
Other disability ⁵	6.6	0.7	9.5	1.1	4.6	1.2
Two or more disabilities	19.8	0.6	24.9	0.9	8.2	1.0

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)

<i>Survey Item Response</i>	Total		Woman		Man	
	%	StdErr	%	StdErr	%	StdErr
No disability	6.1	0.2	9.0	0.3	3.3	0.2
<i>Marital status</i>						
Never married	10.5	0.2	14.9	0.3	4.9	0.2
Not married but living with a partner	7.7	0.5	9.7	0.8	2.7	0.5
Married	1.7	0.2	2.4	0.3	0.7	0.2
Divorced or separated	7.1	1.3	9.3	1.8	2.5	0.9
Other	9.7	1.3	11.4	1.7	4.1	1.2

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)

<i>Survey Item Response</i>	Gender Nonbinary, Transgender, Questioning, or Self Identified⁴		Decline to State	
	%	StdErr	%	StdErr
<i>Sexual orientation</i>				
Heterosexual	9.8	4.7	-	-
Gay or lesbian	21.0	3.2	36.1	24.4
Bisexual	18.3	3.9	S	S
Asexual, queer, questioning, not listed	3.3	1.3	10.9	4.7
Two or more categories	16.9	1.2	12.1	5.4
Decline to state	S	S	5.8	2.2
<i>Race/Ethnicity</i>				
American Indian or Alaskan Native or Native Hawaiian or Pacific Islander only	-	-	-	-
Asian only	9.8	1.5	10.1	3.9
Black only	18.3	3.4	S	S
Hispanic only	17.7	4.2	10.3	5.7
Hispanic multi-racial	17.1	3.7	-	-
Middle Eastern or North African only	37.5	13.6	-	-
White only	16.8	1.5	7.3	2.7
Other (non-Hispanic) or multi-racial	21.4	2.5	8.8	3.8
<i>Disability</i>				
ADHD	13.2	3.9	19.5	12.5
Chronic mental health condition	15.3	1.7	S	S
Chronic medical condition	27.5	10.9	S	S

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	Gender Nonbinary, Transgender, Questioning, or Self Identified ⁴		Decline to State	
	%	StdErr	%	StdErr
Other disability ⁵	5.4	1.5	S	S
Two or more disabilities	20.9	1.6	16.4	8.0
No disability	12.1	1.5	6.2	2.2
<i>Marital status</i>				
Never married	16.1	1.1	8.0	2.0
Not married but living with a partner	19.1	2.8	S	S
Married	9.2	3.1	-	-
Divorced or separated	17.1	10.4	-	-
Other	27.5	8.2	S	S

¹Estimates are for victimizations reported since entering college.

²Per 100 students.

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.

⁴Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

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.

An "S" indicates suppressed data.

A "-" indicates no data.

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			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Total enrollment</i>								
2,300 to 5,999	9.6	4.3	5.7	2.0	3.5	1.6	S	S
6,000 to 17,999	20.3	0.7	6.6	0.5	8.5	0.6	2.1	0.3
18,000 or more	18.1	0.5	6.3	0.3	5.2	0.3	1.4	0.2
<i>School type</i>								
Public	18.8	0.6	7.2	0.6	5.1	0.4	1.7	0.4
Private	19.1	0.5	6.2	0.3	8.1	0.5	1.8	0.2
<i>Percent of women enrolled</i>								
39% to 49%	17.2	0.6	6.7	0.4	4.7	0.4	1.9	0.3
50% to 55%	18.9	0.8	5.7	0.3	8.3	0.6	1.8	0.3
56% or more	20.0	0.6	7.2	0.5	6.4	0.5	1.6	0.3
<i>Campus crime level⁴</i>								
Low	17.4	0.5	5.3	0.4	5.8	0.5	1.5	0.3
Medium	20.2	0.6	6.8	0.4	6.6	0.5	1.7	0.3
High	18.1	0.8	7.2	0.4	7.6	0.7	2.2	0.2
<i>Student knowledge of campus definitions and resources</i>								
Low	20.0	0.7	6.1	0.5	7.3	0.6	2.0	0.4
Medium	18.4	0.5	6.8	0.3	5.2	0.3	1.6	0.2
High	18.5	1.1	6.2	0.5	10.0	1.1	1.7	0.4

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			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Positive perceptions of campus climate</i>								
Low	17.5	0.5	5.7	0.2	6.5	0.4	1.7	0.2
Medium	19.5	0.5	7.4	0.6	6.1	0.5	1.6	0.3
High	18.9	1.2	6.5	0.7	7.4	0.8	2.2	0.5
<i>Opinions on whether Officials will take seriously and/or take action on a report of sexual assault or other misconduct</i>								
Low	18.6	0.8	5.6	0.4	8.5	0.9	1.7	0.3
Medium	18.6	0.6	6.5	0.3	6.4	0.4	1.6	0.2
High	19.4	0.6	6.9	0.7	5.6	0.5	2.2	0.4
<i>Students perceive sexual assault and sexual misconduct as a problem</i>								
Low	16.8	0.6	5.5	0.2	6.3	0.5	1.4	0.2
Medium	20.5	0.6	6.9	0.6	7.4	0.6	1.7	0.3
High	17.6	0.5	7.2	0.4	5.5	0.4	2.2	0.2
<i>Campus Climate Survey response rate</i>								
12% to 29%	19.3	0.5	7.5	0.5	6.4	0.4	1.7	0.2
30% to 43%	18.2	0.6	5.6	0.3	6.5	0.4	1.8	0.2

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	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Total enrollment</i>								
2,300 to 5,999	22.9	8.2	S	S	-	-	-	-
6,000 to 17,999	20.9	2.1	9.2	1.6	10.3	4.3	6.1	2.9
18,000 or more	21.2	1.8	8.9	1.3	14.2	4.7	2.5	1.0
<i>School type</i>								
Public	21.6	2.1	14.8	3.2	17.4	6.1	S	S
Private	20.6	1.7	7.1	0.9	7.1	1.9	6.1	2.2
<i>Percent of women enrolled</i>								
39% to 49%	18.8	2.6	11.7	2.1	12.2	6.5	S	S
50% to 55%	17.8	2.2	7.8	1.7	12.0	5.5	6.3	2.8
56% or more	25.0	2.3	9.4	1.6	13.4	5.9	S	S
<i>Campus crime level⁴</i>								
Low	19.6	2.4	7.2	1.7	10.1	5.7	7.8	4.7
Medium	23.1	2.3	9.9	1.8	16.0	6.1	2.5	1.3
High	18.5	2.3	9.5	1.7	11.4	4.4	S	S
<i>Student knowledge of campus definitions and resources</i>								
Low	21.0	3.0	9.0	2.1	9.5	5.9	S	S
Medium	21.2	1.9	10.5	1.4	14.7	4.8	1.9	0.8
High	20.9	2.9	6.4	1.8	S	S	14.8	7.7

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	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Positive perceptions of campus climate</i>								
Low	16.4	1.5	8.0	0.9	7.8	2.4	2.2	1.0
Medium	23.8	2.0	9.4	1.7	13.7	5.4	7.4	4.3
High	16.9	2.9	10.3	3.0	17.7	9.9	S	S
<i>Opinions on whether Officials will take seriously and/or take action on a report of sexual assault or other misconduct</i>								
Low	21.3	2.7	8.8	1.8	4.9	2.3	S	S
Medium	21.4	2.0	8.4	1.2	14.9	5.0	4.0	1.6
High	20.4	2.8	10.9	3.0	14.0	7.3	S	S
<i>Students perceive sexual assault and sexual misconduct as a problem</i>								
Low	16.5	2.1	6.2	1.0	6.3	2.8	2.9	1.3
Medium	24.3	2.3	10.6	2.1	14.4	6.3	S	S
High	18.2	2.1	10.1	1.9	13.9	6.2	5.0	2.8
<i>Campus Climate Survey response rate</i>								
12% to 29%	23.0	1.8	8.7	1.2	13.9	4.9	8.1	3.5
30% to 43%	15.6	1.8	9.3	1.4	10.3	3.9	1.6	0.7

¹Estimates are for victimizations reported since entering college.

²Per 100 students.

³Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

⁴Levels of crime are based on crimes reported in annual security reports as required through the Clery Act.

An "S" indicates suppressed data.

A "-" indicates no data.

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	0.2	0.0	0.1	0.0
Sexual touching	0.1	0.0	0.1	0.0	0.1	0.0
Without voluntary agreement	3.1	0.1	4.0	0.2	2.0	0.1
Penetration	1.3	0.1	1.8	0.1	0.8	0.1
Sexual touching	2.2	0.1	2.8	0.1	1.5	0.1
<i>Since entering college</i>						
Coercion	0.5	0.0	0.7	0.1	0.3	0.1
Penetration	0.3	0.0	0.5	0.1	0.1	0.0
Sexual touching	0.2	0.0	0.2	0.0	0.2	0.0
Without voluntary agreement	7.7	0.2	10.1	0.3	4.7	0.2
Penetration	3.6	0.1	4.8	0.2	2.1	0.1
Sexual touching	5.4	0.2	7.1	0.2	3.3	0.2

¹Per 100 students.

²**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.

An "S" indicates suppressed data.

A "-" indicates no data.

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	0.0	0.0	0.1	0.0
Penetration	0.0	0.0	S	S	0.1	0.0
Sexual touching	0.0	0.0	S	S	0.1	0.0
Without voluntary agreement	0.9	0.1	1.1	0.1	0.6	0.1
Penetration	0.3	0.1	0.4	0.1	0.2	0.1
Sexual touching	0.6	0.1	0.8	0.1	0.4	0.1
<i>Since entering college</i>						
Coercion	0.3	0.1	0.4	0.1	0.2	0.1
Penetration	0.2	0.0	0.2	0.1	0.1	0.0
Sexual touching	0.1	0.0	0.2	0.1	0.1	0.0
Without voluntary agreement	2.1	0.1	2.9	0.2	1.2	0.1
Penetration	0.8	0.1	1.2	0.1	0.4	0.1
Sexual touching	1.6	0.1	2.2	0.2	0.9	0.1

¹Per 100 students.

²**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.

An "S" indicates suppressed data.

A "-" indicates no data.

Table 27. Percent of Gender Nonbinary, Transgender, Questioning or Self-Identified 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	0.4	0.1	0.5	0.2	0.4	0.2
Penetration	0.2	0.1	0.3	0.1	S	S
Sexual touching	0.3	0.1	0.3	0.2	S	S
Without voluntary agreement	4.3	0.5	5.2	0.8	2.8	0.6
Penetration	2.0	0.4	2.6	0.6	1.0	0.3
Sexual touching	2.6	0.4	3.1	0.5	2.0	0.5
<i>Since entering college</i>						
Coercion	0.9	0.2	1.0	0.3	0.7	0.2
Penetration	0.6	0.2	0.8	0.3	0.3	0.1
Sexual touching	0.5	0.1	0.4	0.2	0.7	0.2
Without voluntary agreement	12.5	0.9	15.1	1.3	8.5	0.9
Penetration	7.3	0.7	9.3	0.9	4.2	0.7
Sexual touching	7.6	0.7	9.1	0.9	5.1	0.6

¹Per 100 students.

²**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.

³Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

An "S" indicates suppressed data.

A "-" indicates no data.

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	1.8	0.7	1.8	0.7	1.9	1.1
Penetration	0.6	0.3	S	S	S	S
Sexual touching	1.5	0.6	1.4	0.6	1.6	1.0
<i>Since entering college</i>						
Coercion	S	S	-	-	S	S
Penetration	0.0	0.0	0.0	0.0	0.0	0.0
Sexual touching	S	S	-	-	S	S
Without voluntary agreement	3.0	0.8	3.7	1.0	2.6	1.1
Penetration	1.1	0.4	1.2	0.6	1.0	0.5
Sexual touching	2.6	0.7	3.0	0.9	2.3	1.1

¹Per 100 students.

²**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.

An "S" indicates suppressed data.

A "-" indicates no data.

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			
	%	StdErr	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
			%	StdErr	%	StdErr	%	StdErr	%	StdErr
Current year										
1st year	2.1	0.1	4.5	0.4	2.0	0.2	1.5	0.3	0.6	0.2
2nd year	2.2	0.1	4.1	0.4	2.2	0.3	0.9	0.2	0.6	0.1
3rd year	2.2	0.2	4.2	0.4	2.3	0.5	0.8	0.2	0.3	0.1
4th year or higher	2.1	0.1	3.4	0.3	1.4	0.2	1.3	0.3	0.5	0.2
Since entering the school										
1st year	2.7	0.1	4.9	0.4	3.1	0.3	1.6	0.3	0.8	0.2
2nd year	5.0	0.2	8.8	0.5	5.1	0.5	2.4	0.4	1.6	0.3
3rd year	7.3	0.3	12.9	0.7	6.0	0.7	3.2	0.4	1.3	0.5
4th year or higher	7.5	0.3	12.2	0.5	6.2	0.5	4.0	0.5	1.5	0.3

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} (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Current year								
1st year	5.4	1.4	2.3	1.0	S	S	S	S
2nd year	6.3	1.6	4.1	1.6	S	S	S	S
3rd year	4.1	1.2	2.5	1.2	S	S	S	S
4th year or higher	5.6	1.4	2.3	0.8	S	S	S	S
Since entering the school								
1st year	5.4	1.4	5.5	1.5	S	S	S	S
2nd year	11.3	2.2	10.8	2.2	4.0	2.1	6.7	4.0
3rd year	17.1	2.1	7.5	1.8	7.2	3.1	S	S
4th year or higher	20.4	2.5	11.1	1.9	S	S	S	S

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.

³Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

An "S" indicates suppressed data.

A "-" indicates no data.

Table 30. Percentage of Students Who Experienced Penetration or Sexual Touching Without Voluntary Agreement, by Victim Characteristics and Gender^{1,2,3}

<i>Survey Item Response</i>	Total		Woman		Man	
	%	StdErr	%	StdErr	%	StdErr
<i>Sexual orientation</i>						
Heterosexual	1.8	0.5	2.0	0.6	-	-
Gay or lesbian	11.8	0.5	13.2	0.6	7.2	1.2
Bisexual	7.2	0.7	6.9	1.1	6.2	0.9
Asexual, queer, questioning, not listed	3.7	0.1	6.2	0.2	1.3	0.1
Two or more categories	11.8	0.5	12.7	0.7	6.2	1.1
Decline to state	3.1	0.5	4.3	0.7	2.0	1.0
<i>Race/Ethnicity</i>						
American Indian or Alaskan Native or Native Hawaiian or Pacific Islander only	6.5	2.1	12.1	4.0	-	-
Asian only	3.4	0.2	5.0	0.3	1.3	0.2
Black only	5.3	0.5	7.1	0.8	1.9	0.4
Hispanic only	4.5	0.4	5.9	0.6	2.1	0.4
Hispanic multi-racial	7.1	0.6	10.7	1.0	2.7	0.6
Middle Eastern or North African only	4.5	0.8	6.5	1.2	2.7	1.0
White only	6.1	0.2	8.7	0.3	2.4	0.2
Other (non-Hispanic) or multi-racial	7.7	0.5	10.6	0.7	2.9	0.6
<i>Disability</i>						
ADHD	6.1	0.6	8.5	0.9	2.6	0.7
Chronic mental health condition	10.4	0.5	11.8	0.6	5.6	0.9
Chronic medical condition	4.1	0.6	5.2	0.9	S	S
Other disability ⁵	4.6	0.7	5.7	1.1	2.7	0.9
Two or more disabilities	12.4	0.5	15.0	0.7	5.8	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)

<i>Survey Item Response</i>	Total		Woman		Man	
	%	StdErr	%	StdErr	%	StdErr
No disability	3.4	0.1	5.2	0.2	1.5	0.1
<i>Marital status</i>						
Never married	6.1	0.1	8.7	0.2	2.5	0.2
Not married but living with a partner	4.4	0.4	5.1	0.6	1.2	0.4
Married	0.8	0.1	1.1	0.2	0.4	0.2
Divorced or separated	4.0	1.0	4.3	1.3	2.1	1.0
Other	4.2	0.7	5.6	1.0	S	S

Table 30. Percentage of Students Who Experienced Penetration or Sexual Touching Without Voluntary Agreement, by Victim Characteristics and Gender^{1,2,3} (continued)

<i>Survey Item Response</i>	Gender Nonbinary, Transgender, Questioning, or Self Identified⁴		Decline to State	
	%	StdErr	%	StdErr
<i>Sexual orientation</i>				
Heterosexual	7.4	3.1	-	-
Gay or lesbian	12.9	1.9	-	-
Bisexual	12.9	3.1	S	S
Asexual, queer, questioning, not listed	2.0	0.9	3.7	2.0
Two or more categories	13.9	1.2	7.4	2.8
Decline to state	-	-	2.3	0.9
<i>Race/Ethnicity</i>				
American Indian or Alaskan Native or Native Hawaiian or Pacific Islander only	S	S	-	-
Asian only	9.5	1.5	3.6	1.6
Black only	12.5	3.7	-	-
Hispanic only	11.3	3.2	S	S
Hispanic multi-racial	9.1	2.6	S	S
Middle Eastern or North African only	S	S	S	S
White only	12.3	1.3	1.9	1.0
Other (non-Hispanic) or multi-racial	20.8	3.2	2.3	0.9
<i>Disability</i>				
ADHD	19.5	4.4	S	S
Chronic mental health condition	13.5	1.7	S	S
Chronic medical condition	9.3	3.9	S	S

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	Gender Nonbinary, Transgender, Questioning, or Self Identified ⁴		Decline to State	
	%	StdErr	%	StdErr
Other disability ⁵	10.6	4.3	S	S
Two or more disabilities	14.4	1.5	5.2	2.2
No disability	8.8	1.5	2.7	1.1
<i>Marital status</i>				
Never married	12.6	1.0	3.6	1.0
Not married but living with a partner	15.5	3.0	S	S
Married	2.2	1.0	-	-
Divorced or separated	12.1	5.8	-	-
Other	16.1	7.2	S	S

¹Estimates are for victimizations reported since entering college.

²Per 100 students.

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.

⁴Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

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.

An "S" indicates suppressed data.

A "-" indicates no data.

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			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Total enrollment</i>								
2,300 to 5,999	7.7	2.7	6.7	1.9	S	S	2.4	1.0
6,000 to 17,999	12.3	0.5	5.4	0.4	4.0	0.4	1.4	0.2
18,000 or more	8.7	0.4	3.9	0.2	2.4	0.3	1.0	0.1
<i>School type</i>								
Public	9.0	0.4	4.8	0.6	2.1	0.3	0.9	0.3
Private	11.5	0.4	4.6	0.2	4.0	0.4	1.3	0.2
<i>Percent of women enrolled</i>								
39% to 49%	9.2	0.4	5.4	0.4	1.9	0.3	1.5	0.2
50% to 55%	11.8	0.5	4.8	0.3	3.6	0.4	1.1	0.2
56% or more	9.4	0.5	4.2	0.3	3.4	0.4	1.1	0.2
<i>Campus crime level⁴</i>								
Low	9.6	0.4	3.6	0.3	2.2	0.3	0.8	0.2
Medium	9.7	0.4	4.7	0.3	3.3	0.4	1.1	0.2
High	12.8	0.6	6.2	0.4	4.2	0.6	1.9	0.3
<i>Student knowledge of campus definitions and resources</i>								
Low	10.6	0.5	4.2	0.4	2.9	0.5	1.2	0.2
Medium	9.0	0.4	4.8	0.3	2.5	0.3	1.1	0.2
High	13.8	0.8	5.5	0.6	4.9	0.7	1.4	0.3

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			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Positive perceptions of campus climate</i>								
Low	10.0	0.4	4.2	0.2	2.8	0.3	1.2	0.1
Medium	9.5	0.4	4.7	0.4	2.9	0.3	0.9	0.3
High	12.0	0.8	5.6	0.7	3.2	0.5	1.6	0.3
<i>Opinions on whether Officials will take seriously and/or take action on a report of sexual assault or other misconduct</i>								
Low	12.2	0.7	5.7	0.5	3.4	0.5	1.3	0.2
Medium	9.7	0.4	4.3	0.2	3.4	0.3	1.2	0.2
High	9.9	0.5	4.7	0.6	2.3	0.4	1.1	0.3
<i>Students perceive sexual assault and sexual misconduct as a problem</i>								
Low	9.3	0.4	3.8	0.2	2.6	0.3	1.1	0.2
Medium	10.3	0.4	5.0	0.5	3.4	0.4	1.0	0.3
High	10.4	0.4	5.5	0.3	2.6	0.3	1.6	0.2
<i>Campus Climate Survey response rate</i>								
12% to 29%	10.0	0.4	5.0	0.4	3.2	0.3	1.2	0.2
30% to 43%	10.2	0.4	4.4	0.2	2.4	0.2	1.2	0.2

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	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Total enrollment</i>								
2,300 to 5,999	33.0	9.0	S	S	-	-	-	-
6,000 to 17,999	15.2	1.9	8.7	1.4	8.3	2.6	S	S
18,000 or more	14.3	1.6	8.6	1.0	S	S	2.3	1.0
<i>School type</i>								
Public	13.0	1.9	12.1	2.8	S	S	S	S
Private	17.4	1.8	7.4	0.8	6.7	1.9	3.4	1.7
<i>Percent of women enrolled</i>								
39% to 49%	13.4	2.1	9.6	1.6	4.6	1.7	S	S
50% to 55%	15.2	2.0	7.5	1.4	5.2	2.7	4.1	2.2
56% or more	16.0	2.0	9.5	1.4	S	S	S	S
<i>Campus crime level⁴</i>								
Low	14.3	2.3	6.9	1.4	-	-	7.1	4.4
Medium	14.3	1.9	9.0	1.6	S	S	S	S
High	18.3	2.2	9.5	1.4	15.9	4.6	S	S
<i>Student knowledge of campus definitions and resources</i>								
Low	10.4	2.0	9.8	2.3	-	-	S	S
Medium	14.4	1.7	9.4	1.2	4.1	1.3	1.7	0.9
High	21.3	3.1	5.6	1.3	S	S	S	S

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	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Positive perceptions of campus climate</i>								
Low	13.9	1.7	9.5	1.2	7.2	2.2	1.9	1.0
Medium	15.6	1.6	6.5	1.5	S	S	S	S
High	14.4	2.4	9.7	2.7	S	S	S	S
<i>Opinions on whether Officials will take seriously and/or take action on a report of sexual assault or other misconduct</i>								
Low	20.2	3.2	9.2	1.7	8.9	3.2	S	S
Medium	16.2	1.7	8.7	0.9	4.4	2.0	2.2	1.0
High	9.8	1.9	7.4	2.9	-	-	S	S
<i>Students perceive sexual assault and sexual misconduct as a problem</i>								
Low	16.7	2.5	7.6	1.3	S	S	2.6	1.3
Medium	15.7	1.8	9.4	2.0	S	S	S	S
High	13.4	1.9	8.5	1.4	6.8	2.3	S	S
<i>Campus Climate Survey response rate</i>								
12% to 29%	16.5	1.6	6.4	1.1	2.5	1.3	4.2	2.6
30% to 43%	11.1	1.4	10.5	1.6	5.7	1.8	1.4	0.7

¹Estimates are for victimizations reported since entering college.

²Per 100 students.

³Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

⁴Levels of crime are based on crimes reported in annual security reports as required through the Clery Act.

An "S" indicates suppressed data.

A "-" indicates no data.

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}

<i>Survey Item Response</i>	Total		Woman		Man		Gender Nonbinary, Transgender, Questioning, or Self Identified 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	9.0	0.1	12.7	0.2	4.2	0.2	15.8	1.0	7.0	1.6
Penetration	3.9	0.1	5.6	0.2	1.5	0.1	8.9	0.8	1.3	0.7
Sexual touching	6.7	0.1	9.4	0.2	3.1	0.2	11.4	0.9	6.7	1.6
Total involving physical force or inability to consent or stop what was happening	9.4	0.2	13.3	0.2	4.3	0.2	16.3	1.0	7.8	1.8
Penetration	4.6	0.1	6.7	0.2	1.7	0.1	9.8	0.8	2.3	0.8
Sexual touching	6.7	0.1	9.4	0.2	3.1	0.2	11.4	0.9	6.7	1.6
Completed using physical force, or the victim was unable to consent or stop what was happening, or coercion; attempted penetration using physical force	9.6	0.1	13.5	0.2	4.4	0.2	16.6	1.0	7.8	1.8
Penetration	4.7	0.1	6.8	0.2	1.8	0.1	9.9	0.8	2.3	0.8
Sexual touching	6.8	0.1	9.5	0.2	3.2	0.2	11.7	0.9	6.7	1.6

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		Gender Nonbinary, Transgender, Questioning, or Self Identified 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	12.5	0.2	17.5	0.3	5.7	0.2	23.3	1.2	9.5	1.8
Penetration	6.3	0.1	8.9	0.2	2.4	0.1	14.5	1.0	3.1	0.9
Sexual touching	9.2	0.2	12.9	0.2	4.3	0.2	15.7	1.0	8.3	1.6

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.

³Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

An "S" indicates suppressed data.

A "-" indicates no data.

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		Gender Nonbinary, Transgender, Questioning, or Self Identified 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	16.7	0.5	21.6	0.8	9.3	0.8	26.1	2.8	14.6	8.8
Penetration	8.4	0.4	10.9	0.6	3.9	0.5	17.9	2.6	-	-
Sexual touching	11.8	0.4	15.0	0.6	6.8	0.7	17.4	2.3	14.6	8.8
Total involving physical force or inability to consent or stop what was happening	17.4	0.5	22.7	0.8	9.4	0.8	26.2	2.8	14.6	8.8
Penetration	9.3	0.4	12.5	0.6	4.2	0.5	18.5	2.5	-	-
Sexual touching	11.8	0.4	15.0	0.6	6.8	0.7	17.4	2.3	14.6	8.8
Completed using physical force, or the victim was unable to consent or stop what was happening, or coercion; attempted penetration using physical force	17.6	0.5	23.0	0.8	9.5	0.8	26.3	2.8	14.6	8.8
Penetration	9.5	0.4	12.8	0.6	4.3	0.5	18.6	2.5	-	-
Sexual touching	11.9	0.4	15.2	0.7	6.9	0.7	17.4	2.3	14.6	8.8

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		Gender Nonbinary, Transgender, Questioning, or Self Identified 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	22.1	0.6	28.7	0.9	11.8	0.9	36.7	3.1	15.9	8.9
Penetration	12.3	0.4	16.3	0.7	5.5	0.6	26.2	2.8	S	S
Sexual touching	15.6	0.5	20.3	0.7	8.5	0.8	23.6	2.5	14.6	8.8

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.

³Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

An "S" indicates suppressed data.

A "-" indicates no data.

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}

<i>Survey Item Response</i>	Total		Woman		Man		Gender Nonbinary, Transgender, Questioning, or Self Identified 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	13.0	0.2	18.0	0.3	6.2	0.3	20.7	1.5	12.6	3.3
Penetration	5.7	0.2	8.1	0.2	2.2	0.2	12.0	1.2	3.1	1.6
Sexual touching	9.8	0.2	13.5	0.3	4.8	0.3	14.9	1.2	12.0	3.3
Total involving physical force or inability to consent or stop what was happening	13.6	0.2	18.9	0.4	6.4	0.3	21.1	1.5	12.6	3.3
Penetration	6.6	0.2	9.5	0.3	2.5	0.2	12.9	1.2	3.4	1.6
Sexual touching	9.8	0.2	13.5	0.3	4.8	0.3	14.9	1.2	12.0	3.3
Completed using physical force, or the victim was unable to consent or stop what was happening, or coercion; attempted penetration using physical force	13.7	0.2	19.1	0.4	6.5	0.3	21.3	1.5	12.6	3.3
Penetration	6.8	0.2	9.7	0.3	2.6	0.2	12.9	1.2	3.4	1.6
Sexual touching	9.9	0.2	13.6	0.3	4.9	0.3	15.2	1.3	12.0	3.3

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		Gender Nonbinary, Transgender, Questioning, or Self Identified 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	17.3	0.3	23.9	0.4	8.2	0.4	29.0	1.6	14.0	3.3
Penetration	8.8	0.2	12.5	0.3	3.4	0.2	18.6	1.4	4.0	1.6
Sexual touching	12.8	0.3	17.7	0.4	6.2	0.3	19.9	1.3	13.4	3.3

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.

³Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

An "S" indicates suppressed data.

A "-" indicates no data.

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		Gender Nonbinary, Transgender, Questioning, or Self Identified 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	4.2	0.1	6.1	0.3	1.7	0.1	8.3	1.0	2.8	1.2
Penetration	1.8	0.1	2.6	0.2	0.7	0.1	4.1	0.7	-	-
Sexual touching	3.0	0.1	4.3	0.2	1.2	0.1	6.0	0.9	2.8	1.2
Total involving physical force or inability to consent or stop what was happening	4.4	0.1	6.4	0.3	1.8	0.1	9.0	1.0	4.3	1.5
Penetration	2.1	0.1	3.1	0.2	0.8	0.1	5.2	0.7	S	S
Sexual touching	3.0	0.1	4.3	0.2	1.2	0.1	6.0	0.9	2.8	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	4.5	0.1	6.5	0.3	1.9	0.1	9.4	1.0	4.3	1.5
Penetration	2.2	0.1	3.1	0.2	0.8	0.1	5.3	0.8	S	S
Sexual touching	3.1	0.1	4.4	0.2	1.3	0.1	6.5	0.9	2.8	1.2

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		Gender Nonbinary, Transgender, Questioning, or Self Identified 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	6.7	0.2	9.6	0.3	2.8	0.2	14.5	1.3	6.0	1.8
Penetration	3.2	0.1	4.6	0.2	1.2	0.1	8.3	1.0	2.5	1.0
Sexual touching	4.8	0.2	7.0	0.3	2.0	0.1	9.3	1.0	4.5	1.6

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.

³Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

An "S" indicates suppressed data.

A "-" indicates no data.

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?	23.6	0.2	37.3	0.5	22.6	0.3	16.1	0.4	10.5	0.3
Made inappropriate or offensive comments about your or someone's else's body, appearance, or sexual activities?	30.9	0.2	45.9	0.5	26.2	0.4	27.4	0.6	15.8	0.4
Said crude or gross sexual things to you or tried to get you to talk about sexual matters when you didn't want to?	14.6	0.2	23.1	0.4	10.9	0.3	12.3	0.3	7.0	0.3
Used social or on-line media to send offensive sexual remarks, jokes, stories, pictures, or videos to you ; or communicate offensive sexual remarks, jokes, stories, pictures, or videos about you ?	6.9	0.1	12.0	0.3	4.0	0.2	6.2	0.3	2.7	0.2
Continued to ask you to go out, get dinner, have drinks, or have sex even though you said, "No?"	9.4	0.1	18.6	0.4	8.4	0.3	4.9	0.2	2.1	0.2
At least one of the above	37.9	0.2	55.0	0.4	34.1	0.4	33.1	0.7	20.1	0.4
<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	17.8	0.3	19.8	0.6	21.1	0.7	10.0	0.7	10.8	0.8
Limited your ability to participate in an academic program	10.3	0.2	9.9	0.4	14.5	0.7	4.3	0.4	7.5	0.7
Created an intimidating, hostile, or offensive social, academic, or work environment	44.9	0.3	49.3	0.6	50.4	0.9	28.3	0.8	32.7	1.3
At least one of the above	49.5	0.4	54.3	0.6	55.8	0.8	32.4	0.9	36.1	1.2
Students experiencing harassing behavior that interfered, limited their ability to participate, or created intimidating, hostile, or offensive environment ⁴	18.7	0.2	29.8	0.4	18.9	0.4	10.7	0.4	7.2	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
Percent of students reporting harassing behavior										
<i>How many different people behaved this way?</i>										
1 person	41.0	0.5	36.3	0.6	47.8	0.8	41.6	1.2	49.2	1.4
2 persons	30.2	0.4	33.3	0.6	31.2	0.8	25.4	0.9	25.0	1.2
3 or more persons	28.7	0.4	30.3	0.6	21.0	0.6	33.0	1.2	25.7	1.1
<i>Since the beginning of the Fall 2023 term, how many times has someone behaved this way?</i>										
0 times	28.2	0.4	25.5	0.6	31.4	0.7	27.4	1.1	33.7	1.5
1 time	25.3	0.4	23.8	0.6	26.7	0.7	27.5	1.1	26.4	1.2
2 times	18.9	0.3	20.8	0.6	17.3	0.6	17.5	0.9	18.3	1.2
3-5 times	21.0	0.3	23.8	0.6	18.8	0.6	20.0	0.8	16.5	0.9
6-9 times	2.9	0.1	2.9	0.2	2.6	0.3	3.2	0.4	2.2	0.3
10 or more times	3.6	0.2	3.2	0.2	3.2	0.3	4.5	0.5	2.9	0.4
<i>How (was the person/were the persons) who behaved (this way/these ways) associated with [University]?⁴</i>										
Student	88.4	0.2	93.2	0.4	78.2	0.6	93.7	0.5	79.8	1.1
Student teaching assistant	2.7	0.1	2.0	0.2	3.5	0.3	1.5	0.3	4.6	0.6
Faculty or instructor	9.7	0.2	5.5	0.3	19.6	0.6	2.6	0.3	16.2	1.0
Research staff	2.1	0.1	0.5	0.1	5.4	0.3	0.4	0.1	4.5	0.4
Other staff or administrator	3.7	0.1	3.0	0.2	5.6	0.4	2.1	0.3	3.8	0.5
Coach or trainer	0.6	0.1	0.6	0.1	0.4	0.1	0.4	0.1	0.3	0.1
Alumni	2.3	0.2	2.0	0.2	2.4	0.3	1.7	0.3	2.4	0.4
Other person associated with [University] (e.g., internship, study abroad)	2.2	0.1	2.1	0.2	3.0	0.2	1.1	0.2	1.8	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
The person was not associated with [University]	4.8	0.2	5.8	0.4	3.2	0.3	3.5	0.4	3.8	0.5
Unsure about association with [University]	6.6	0.2	6.7	0.4	5.4	0.4	6.1	0.5	7.7	0.6
<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	9.9	0.3	14.8	0.5	4.8	0.4	8.2	0.7	2.9	0.4
Someone I previously had been involved or intimate with	9.1	0.2	12.2	0.4	4.9	0.4	9.2	0.6	4.7	0.6
Teacher	6.6	0.2	4.5	0.3	12.6	0.5	2.3	0.3	9.3	0.8
Advisor	1.7	0.1	0.7	0.1	4.0	0.3	0.5	0.1	2.5	0.3
Someone I was teaching or advising	0.7	0.1	0.4	0.1	1.3	0.2	0.6	0.2	0.6	0.2
Live-in residential staff	0.6	0.1	0.6	0.1	0.2	0.1	0.5	0.1	0.4	0.2
Coach or trainer	0.5	0.1	0.5	0.1	0.4	0.1	0.5	0.1	0.3	0.1
Boss or supervisor	2.2	0.1	1.2	0.1	3.9	0.3	0.9	0.2	3.5	0.5
Co-worker	7.7	0.2	4.1	0.3	14.4	0.6	3.4	0.5	14.6	1.0
Friend	36.7	0.4	37.5	0.6	23.4	0.8	49.4	1.2	33.0	1.2
Classmate	34.1	0.5	26.5	0.6	48.1	0.8	25.9	1.2	46.4	1.4
Someone I know or recognize, but was not a friend	38.4	0.5	46.7	0.7	26.8	0.8	39.6	1.1	26.3	1.2
Did not know or recognize this person	16.9	0.3	22.1	0.5	9.7	0.5	15.0	0.8	10.4	1.0

Table 36. Percent of Students Who Experienced Different Types of Harassing Behavior, by Gender and Student Affiliation¹ (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified 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?	45.7	1.5	33.3	1.6	32.0	4.2	18.5	2.6
Made inappropriate or offensive comments about your or someone's else's body, appearance, or sexual activities?	55.6	1.5	37.4	1.5	34.7	4.1	22.2	2.7
Said crude or gross sexual things to you or tried to get you to talk about sexual matters when you didn't want to?	29.8	1.5	17.5	1.4	20.0	3.9	13.7	2.4
Used social or on-line media to send offensive sexual remarks, jokes, stories, pictures, or videos to you ; or communicate offensive sexual remarks, jokes, stories, pictures, or videos about you ?	15.4	1.0	7.7	0.9	15.2	3.6	5.6	1.9
Continued to ask you to go out, get dinner, have drinks, or have sex even though you said, "No?"	18.4	1.1	10.3	1.2	12.2	2.7	6.8	1.8
At least one of the above	63.7	1.5	46.2	1.8	44.0	4.7	29.6	3.0
<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	27.8	1.7	31.6	2.2	28.7	6.2	9.6	2.6
Limited your ability to participate in an academic program	19.1	1.5	25.1	2.4	13.5	4.1	10.3	2.9
Created an intimidating, hostile, or offensive social, academic, or work environment	71.1	1.4	66.0	2.6	43.3	5.7	50.3	6.1
At least one of the above	74.1	1.4	70.9	2.6	50.2	6.3	52.1	6.1
Students experiencing harassing behavior that interfered, limited their ability to participate, or created intimidating, hostile, or offensive environment ⁴	47.1	1.6	32.6	1.7	21.5	3.2	15.3	2.5

Table 36. Percent of Students Who Experienced Different Types of Harassing Behavior, by Gender and Student Affiliation¹ (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ²				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Percent of students reporting harassing behavior								
<i>How many different people behaved this way?</i>								
1 person	31.5	1.8	41.9	2.8	40.7	7.7	41.4	5.8
2 persons	30.0	1.8	34.3	2.7	27.9	5.4	34.6	6.0
3 or more persons	38.5	1.9	23.8	2.1	31.4	6.3	24.0	5.2
<i>Since the beginning of the Fall 2023 term, how many times has someone behaved this way?</i>								
0 times	25.0	1.8	35.9	2.1	24.5	7.0	40.3	6.2
1 time	24.1	1.4	21.3	2.0	20.7	5.2	18.3	4.7
2 times	17.9	1.7	15.4	1.7	28.1	7.4	25.4	5.3
3-5 times	22.1	1.8	21.0	2.3	20.9	5.0	10.6	2.7
6-9 times	4.5	0.8	3.1	0.8	3.5	1.9	-	-
10 or more times	6.5	1.2	3.3	0.8	S	S	5.3	2.6
<i>How (was the person/were the persons) who behaved (this way/these ways) associated with [University]?⁴</i>								
Student	93.0	0.9	76.8	2.1	94.6	2.2	74.8	6.0
Student teaching assistant	4.2	1.0	6.1	1.1	8.5	4.4	3.7	1.9
Faculty or instructor	8.8	1.0	29.1	2.1	7.4	3.7	20.9	4.1
Research staff	1.2	0.4	8.0	1.3	S	S	7.0	3.9
Other staff or administrator	4.6	0.8	8.5	1.1	7.2	4.0	12.2	4.1
Coach or trainer	1.6	0.7	S	S	S	S	-	-
Alumni	5.0	0.9	4.0	0.9	9.2	5.2	S	S
Other person associated with [University] (e.g., internship, study abroad)	3.7	0.7	3.4	0.8	S	S	6.1	2.2

Table 36. Percent of Students Who Experienced Different Types of Harassing Behavior, by Gender and Student Affiliation¹ (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ²				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
The person was not associated with [University]	10.8	1.3	5.4	1.0	S	S	3.7	1.6
Unsure about association with [University]	10.1	1.4	7.0	1.4	4.7	1.9	5.1	1.9
<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	15.4	1.4	6.6	1.2	6.4	2.9	S	S
Someone I previously had been involved or intimate with	11.7	1.3	6.0	1.4	11.0	5.2	3.1	1.4
Teacher	6.8	0.9	17.7	1.6	7.5	3.8	9.7	2.7
Advisor	1.3	0.4	6.7	1.2	-	-	5.5	2.8
Someone I was teaching or advising	1.0	0.3	2.7	0.9	-	-	S	S
Live-in residential staff	2.5	0.7	0.7	0.4	-	-	-	-
Coach or trainer	1.7	0.7	0.7	0.4	S	S	-	-
Boss or supervisor	2.2	0.6	8.0	1.2	5.7	3.7	S	S
Co-worker	6.8	1.2	19.1	2.1	S	S	19.1	4.5
Friend	44.3	2.1	24.6	2.4	37.1	7.0	26.0	5.7
Classmate	37.1	2.0	48.7	2.7	45.2	6.6	47.0	6.6
Someone I know or recognize, but was not a friend	43.7	1.6	29.4	2.7	34.8	5.7	26.0	5.6

Table 36. Percent of Students Who Experienced Different Types of Harassing Behavior, by Gender and Student Affiliation¹ (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ²				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Did not know or recognize this person	29.5	1.9	8.6	1.6	18.4	5.2	11.8	3.9

¹Estimates are for victimizations reported since entering college.

²Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

³Per 100 students.

⁴Per 100 students reporting harassing behavior. Respondents could select multiple options.

An "S" indicates suppressed data.

A "-" indicates no data.

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			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Total enrollment</i>								
2,300 to 5,999	50.1	5.5	40.0	4.2	31.7	4.6	19.1	2.7
6,000 to 17,999	59.3	0.7	36.8	0.7	39.5	0.9	22.2	0.8
18,000 or more	52.2	0.6	31.5	0.5	29.2	0.8	18.0	0.6
<i>School type</i>								
Public	51.6	0.7	30.5	1.1	28.2	0.9	18.2	1.1
Private	59.0	0.5	35.3	0.5	39.3	0.7	20.8	0.5
<i>Percent of women enrolled</i>								
39% to 49%	52.4	0.8	38.0	1.0	28.6	1.1	20.1	0.8
50% to 55%	56.6	0.8	34.8	0.6	38.1	0.9	22.0	0.7
56% or more	55.3	0.8	31.6	0.7	33.0	1.0	17.7	0.8
<i>Campus crime level⁴</i>								
Low	53.0	0.7	32.8	0.9	29.9	1.0	17.4	0.9
Medium	54.9	0.7	31.1	0.6	32.8	0.9	19.1	0.8
High	60.2	0.8	43.5	0.9	43.1	1.1	25.5	0.9
<i>Student knowledge of campus definitions and resources</i>								
Low	56.4	0.9	31.3	0.8	34.5	1.1	19.4	1.0
Medium	52.8	0.6	33.4	0.6	29.7	0.8	19.2	0.6
High	60.7	1.2	41.2	1.2	44.3	1.5	23.7	1.2

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			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Positive perceptions of campus climate</i>								
Low	55.8	0.5	33.7	0.5	35.6	0.7	20.3	0.5
Medium	54.4	0.7	32.3	0.9	30.5	0.9	16.6	1.0
High	55.7	1.2	38.1	1.2	37.9	1.3	25.6	1.3
<i>Opinions on whether Officials will take seriously and/or take action on a report of sexual assault or other misconduct</i>								
Low	59.7	1.0	38.6	1.1	39.3	1.2	20.7	0.9
Medium	54.4	0.6	34.0	0.5	34.7	0.8	20.6	0.5
High	53.8	0.8	30.8	1.2	29.2	1.0	18.6	1.2
<i>Students perceive sexual assault and sexual misconduct as a problem</i>								
Low	54.0	0.7	32.0	0.5	33.9	0.8	19.2	0.6
Medium	55.7	0.7	31.7	0.8	33.9	1.0	18.5	0.9
High	54.3	0.7	41.3	0.8	31.9	1.0	23.4	0.8
<i>Campus Climate Survey response rate</i>								
12% to 29%	55.1	0.6	35.5	0.7	32.5	0.9	19.5	0.8
30% to 43%	54.7	0.7	33.0	0.5	34.3	0.7	20.7	0.5

Table 37. Percent of Students Who Experienced Harassing Behavior, by Characteristics of the School, Gender, and Student Affiliation^{1,2} (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Total enrollment</i>								
2,300 to 5,999	57.6	10.2	73.2	8.8	-	-	S	S
6,000 to 17,999	67.3	2.2	50.2	2.9	52.5	7.0	31.3	4.6
18,000 or more	61.6	2.2	40.6	2.0	40.8	6.3	27.9	3.8
<i>School type</i>								
Public	58.1	2.4	47.9	5.1	41.9	7.7	24.5	6.0
Private	70.1	1.7	45.6	1.8	46.3	4.7	32.2	3.6
<i>Percent of women enrolled</i>								
39% to 49%	60.9	2.5	53.6	3.5	34.8	7.5	25.8	4.0
50% to 55%	63.3	2.6	46.0	2.8	56.0	8.0	32.6	5.1
56% or more	65.8	2.6	42.6	3.0	45.1	9.2	27.7	5.5
<i>Campus crime level⁴</i>								
Low	62.8	2.5	40.7	3.3	40.9	7.7	29.4	6.7
Medium	64.0	2.5	42.0	3.4	50.8	8.3	27.6	4.6
High	64.4	2.5	59.0	2.8	37.3	7.3	34.1	4.4
<i>Student knowledge of campus definitions and resources</i>								
Low	68.7	2.8	44.5	3.7	54.7	8.0	32.1	5.7
Medium	61.8	2.1	43.3	2.5	39.9	6.2	25.9	3.2
High	64.7	3.2	53.0	3.8	44.4	11.1	35.3	8.3

Table 37. Percent of Students Who Experienced Harassing Behavior, by Characteristics of the School, Gender, and Student Affiliation^{1,2} (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Positive perceptions of campus climate</i>								
Low	69.5	1.7	42.3	2.0	44.3	4.8	32.1	3.8
Medium	63.8	2.1	41.3	3.0	42.2	7.8	21.6	6.0
High	57.1	3.5	59.3	4.4	50.3	13.1	35.0	7.6
<i>Opinions on whether Officials will take seriously and/or take action on a report of sexual assault or other misconduct</i>								
Low	67.2	3.2	48.3	3.7	39.9	7.3	28.5	6.5
Medium	63.0	2.3	45.4	1.9	45.0	6.6	31.5	4.0
High	62.7	2.4	45.9	5.9	45.1	9.2	26.9	6.8
<i>Students perceive sexual assault and sexual misconduct as a problem</i>								
Low	68.0	2.7	40.6	2.2	42.5	5.5	33.1	4.8
Medium	63.9	2.4	43.8	3.5	50.9	9.3	25.9	5.8
High	61.6	2.0	55.8	3.0	38.5	7.3	30.7	4.1
<i>Campus Climate Survey response rate</i>								
12% to 29%	63.5	1.9	48.2	2.5	41.4	7.0	26.5	5.2
30% to 43%	64.3	2.1	44.2	2.3	48.5	5.3	31.9	4.0

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.

³Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

⁴Levels of crime are based on crimes reported in annual security reports as required through the Clery Act.

An "S" indicates suppressed data.

A "-" indicates no data.

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			
	%	StdErr	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?	5.6	0.1	8.7	0.3	3.3	0.2	5.9	0.3	2.8	0.2
Threatened to physically harm you, someone you love, or him/herself?	4.1	0.1	5.6	0.3	2.7	0.2	4.2	0.3	2.1	0.2
Used any kind of physical force against you or otherwise physically hurt or injured you?	2.7	0.1	3.9	0.2	1.8	0.2	2.8	0.3	1.3	0.2
Controlled or tried to control, threatened physical harm, or used physical force or physically hurt or injured	8.3	0.2	12.0	0.4	5.2	0.2	9.3	0.5	4.4	0.3
<i>How many different partners treated you this way?</i>										
1 partner	90.4	0.6	88.7	1.3	90.9	1.3	93.5	1.4	94.3	1.4
2 partners	7.6	0.6	9.4	1.0	7.7	1.3	5.4	1.2	3.1	1.0
3 or more partners	2.0	0.3	1.9	0.5	1.4	0.5	S	S	2.7	1.0
<i>Since the beginning of the Fall 2023 term, how many times have you (had this experience/had any of these experiences)?</i>										
0 times	44.5	1.1	44.7	2.0	46.0	2.3	40.7	2.7	41.4	3.1
1 time	21.4	1.0	20.9	1.5	21.2	2.0	27.2	2.6	18.4	2.4
2 times	10.4	0.6	9.6	1.0	10.2	1.5	10.6	1.9	8.9	1.4
3-5 times	15.1	0.8	17.9	1.3	14.2	1.6	13.2	1.9	18.0	2.8
6-9 times	2.6	0.3	2.0	0.4	3.0	0.9	3.1	0.9	3.9	1.4
10 or more times	6.0	0.6	4.9	0.7	5.4	1.0	5.2	1.3	9.5	2.2

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	Gender Nonbinary, Transgender, Questioning, or Self Identified 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?	15.0	1.7	6.3	0.9	5.2	2.7	4.4	2.0
Threatened to physically harm you, someone you love, or him/herself?	14.5	1.5	4.8	0.7	S	S	3.3	1.5
Used any kind of physical force against you or otherwise physically hurt or injured you?	8.0	1.2	3.1	0.7	S	S	S	S
Controlled or tried to control, threatened physical harm, or used physical force or physically hurt or injured	23.2	1.8	9.3	1.0	8.4	3.1	7.3	2.4
<i>How many different partners treated you this way?</i>								
1 partner	84.0	2.9	84.0	5.5	100.0	0.0	100.0	0.0
2 partners	12.7	2.7	7.7	4.1	-	-	-	-
3 or more partners	3.4	1.3	8.3	4.1	-	-	-	-
<i>Since the beginning of the Fall 2023 term, how many times have you (had this experience/had any of these experiences)?</i>								
0 times	54.3	3.9	46.8	6.7	S	S	61.9	19.4
1 time	13.9	2.8	17.2	5.3	S	S	-	-
2 times	15.3	3.2	12.1	4.4	-	-	-	-
3-5 times	6.2	1.7	11.8	4.1	S	S	S	S
6-9 times	2.4	1.1	S	S	-	-	-	-

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)

<i>Survey Item Response</i>	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
10 or more times	7.9	2.6	10.1	4.3	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.

³Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

An "S" indicates suppressed data.

A "-" indicates no data.

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			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Total enrollment</i>								
2,300 to 5,999	23.1	5.7	S	S	8.7	4.1	5.3	1.8
6,000 to 17,999	10.0	0.6	4.6	0.4	9.4	0.8	4.7	0.5
18,000 or more	13.2	0.5	5.8	0.3	9.3	0.6	4.0	0.3
<i>School type</i>								
Public	12.8	0.6	6.9	0.7	9.3	0.7	4.7	0.7
Private	11.0	0.5	4.6	0.2	9.4	0.6	4.3	0.3
<i>Percent of women enrolled</i>								
39% to 49%	13.6	0.6	5.6	0.4	8.5	0.8	5.4	0.5
50% to 55%	10.2	0.7	4.9	0.3	9.6	0.8	4.3	0.5
56% or more	12.4	0.7	5.4	0.4	9.9	0.8	3.9	0.4
<i>Campus crime level⁴</i>								
Low	12.8	0.5	5.1	0.4	9.7	0.9	3.5	0.4
Medium	11.6	0.7	5.4	0.4	9.2	0.7	4.4	0.4
High	11.4	0.8	4.6	0.4	8.9	0.9	5.4	0.5
<i>Student knowledge of campus definitions and resources</i>								
Low	9.6	0.7	4.7	0.4	8.0	0.8	4.2	0.5
Medium	13.3	0.5	6.0	0.3	9.1	0.6	4.7	0.3
High	11.3	1.2	4.1	0.4	12.2	1.5	4.0	0.6

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			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Positive perceptions of campus climate</i>								
Low	11.5	0.5	5.1	0.2	7.3	0.4	4.4	0.3
Medium	12.9	0.5	5.6	0.5	10.4	0.9	3.9	0.5
High	9.7	0.9	4.8	0.7	8.8	1.0	5.0	0.8
<i>Opinions on whether Officials will take seriously and/or take action on a report of sexual assault or other misconduct</i>								
Low	12.3	0.9	4.8	0.5	9.8	1.2	4.7	0.5
Medium	12.3	0.6	5.4	0.3	9.7	0.6	4.1	0.3
High	11.5	0.6	4.9	0.6	8.7	0.9	4.6	0.7
<i>Students perceive sexual assault and sexual misconduct as a problem</i>								
Low	11.8	0.6	4.9	0.3	7.8	0.6	4.0	0.3
Medium	11.6	0.7	5.5	0.5	10.2	0.8	4.2	0.6
High	12.7	0.5	5.2	0.4	9.1	0.7	5.3	0.5
<i>Campus Climate Survey response rate</i>								
12% to 29%	12.7	0.5	5.1	0.4	10.5	0.8	4.1	0.4
30% to 43%	10.7	0.5	5.2	0.3	7.2	0.5	4.6	0.4

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	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Total enrollment</i>								
2,300 to 5,999	24.7	12.5	26.4	12.6	-	-	-	-
6,000 to 17,999	22.3	2.8	7.8	1.4	17.2	7.7	9.6	4.3
18,000 or more	23.7	2.7	10.3	1.5	S	S	5.5	2.8
<i>School type</i>								
Public	25.0	3.1	15.1	2.9	S	S	9.7	5.4
Private	21.1	2.3	7.2	1.0	14.9	5.7	5.8	2.3
<i>Percent of women enrolled</i>								
39% to 49%	21.8	3.6	11.0	2.4	S	S	9.1	4.0
50% to 55%	20.5	2.8	9.4	1.7	18.5	8.3	S	S
56% or more	26.1	3.1	8.2	1.7	S	S	6.9	4.0
<i>Campus crime level⁴</i>								
Low	23.7	3.6	6.9	1.9	-	-	5.3	2.6
Medium	26.2	2.8	10.1	1.7	S	S	S	S
High	15.6	2.5	10.1	1.9	33.6	12.2	14.5	7.0
<i>Student knowledge of campus definitions and resources</i>								
Low	28.0	5.1	8.0	2.1	-	-	6.4	3.9
Medium	23.0	2.5	10.3	1.5	4.7	2.4	6.9	3.2
High	20.1	2.9	9.0	2.2	43.5	20.6	S	S

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	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Positive perceptions of campus climate</i>								
Low	16.2	1.6	7.2	1.1	S	S	5.2	2.0
Medium	26.5	2.9	8.5	1.9	S	S	S	S
High	19.3	3.6	13.7	3.0	30.0	16.4	S	S
<i>Opinions on whether Officials will take seriously and/or take action on a report of sexual assault or other misconduct</i>								
Low	20.4	3.4	5.5	1.4	S	S	8.4	4.4
Medium	21.4	2.4	10.0	1.4	14.5	5.7	7.3	3.4
High	28.5	4.2	11.0	3.2	-	-	S	S
<i>Students perceive sexual assault and sexual misconduct as a problem</i>								
Low	19.4	2.8	8.4	1.4	S	S	S	S
Medium	26.8	3.0	9.0	2.0	S	S	S	S
High	19.5	2.7	10.7	2.1	16.6	7.2	12.8	5.5
<i>Campus Climate Survey response rate</i>								
12% to 29%	24.8	2.3	10.1	1.6	11.6	5.1	8.6	4.6
30% to 43%	18.3	2.6	8.6	1.3	S	S	6.4	2.7

¹Estimates are for victimizations reported since entering college.

²Per 100 students who reported they have been in a partnered relationship since enrolling in the college.

³Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

⁴Levels of crime are based on crimes reported in annual security reports as required through the Clery Act.

An "S" indicates suppressed data.

A "-" indicates no data.

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?	7.4	0.1	11.1	0.3	6.7	0.2	5.1	0.3	3.8	0.2
Showed up somewhere uninvited or waited for you when you did not want that person to be there?	8.3	0.1	13.6	0.4	6.0	0.2	7.7	0.4	2.7	0.2
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?	3.9	0.1	6.5	0.3	2.6	0.1	3.5	0.2	1.3	0.1
At least one of the above	14.6	0.2	22.5	0.4	11.8	0.3	12.7	0.5	6.1	0.3
<i>Did the same person do this to you more than once since you have been a student at [University]?⁴</i>										
Yes	54.6	0.7	55.1	1.0	58.0	1.2	48.4	1.8	50.2	2.8
No	30.0	0.7	31.7	1.1	29.1	1.2	31.9	1.9	29.5	2.3
Don't know	15.4	0.5	13.2	0.6	12.9	0.9	19.7	1.4	20.2	2.0
<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?	51.5	0.8	56.5	1.2	58.7	2.0	30.5	2.3	38.6	3.7
Did any of these unwanted contacts or behaviors cause you substantial emotional distress?	64.3	0.8	67.2	1.3	68.6	1.9	48.0	2.5	57.0	3.2
At least one of the above	72.6	0.7	76.9	1.0	80.3	1.4	52.3	2.4	62.3	3.2
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	9.5	0.3	5.5	0.2	3.2	0.2	1.9	0.2

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 2023 term, how many times have you had any of these experiences?⁶</i>										
0 times	29.7	0.9	28.5	1.5	32.5	1.6	31.5	3.1	30.3	4.0
1 time	13.7	0.7	14.3	1.0	12.2	1.2	13.3	2.4	16.8	3.6
2 times	19.2	0.9	20.9	1.6	15.1	1.5	20.9	3.2	19.2	3.5
3-5 times	24.9	0.9	24.4	1.3	27.6	1.9	21.6	2.6	26.0	3.6
6-9 times	4.8	0.5	3.5	0.5	4.4	0.8	7.5	2.1	2.4	1.1
10 or more times	7.6	0.6	8.4	0.9	8.2	1.0	5.1	1.6	5.3	1.8
<i>How (is the person/are the persons) who did these things to you associated with [University]?⁶</i>										
Student	73.3	1.0	79.7	1.3	60.4	2.1	81.6	2.6	62.3	4.4
Student teaching assistant	2.3	0.3	1.5	0.3	3.7	0.7	2.3	1.0	3.4	2.2
Faculty or instructor	3.8	0.4	1.4	0.4	7.7	1.0	3.9	1.4	4.8	1.7
Research staff	2.2	0.3	0.3	0.1	6.1	1.0	S	S	3.5	1.5
Other staff or administrator	2.5	0.3	1.8	0.4	3.7	0.9	2.5	1.1	3.2	1.4
Coach or trainer	0.4	0.1	S	S	0.6	0.4	-	-	-	-
Alumni	2.3	0.3	2.0	0.5	3.6	0.9	1.2	0.6	3.0	1.5
Other person associated with [University] (e.g., internship, study abroad)	2.0	0.3	1.2	0.3	2.9	0.6	S	S	6.6	2.0
The person was not associated with [University]	20.2	0.9	18.2	1.3	21.4	1.6	17.7	2.8	22.6	3.4
Unsure about association with [University]	6.4	0.5	5.9	0.8	6.6	1.2	6.1	1.5	6.5	1.6

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	10.9	0.7	11.9	1.1	5.7	1.0	16.5	2.3	11.6	2.9
Someone I previously had been involved or intimate with	27.6	1.0	28.2	1.3	19.1	1.6	38.5	3.5	18.8	2.9
Teacher	2.1	0.3	1.4	0.3	3.8	0.8	1.5	0.9	1.8	1.0
Advisor	1.3	0.2	0.2	0.1	3.3	0.7	S	S	3.2	1.4
Someone I was teaching or advising	0.4	0.1	S	S	0.7	0.3	-	-	S	S
Live-in residential staff	0.8	0.2	0.5	0.2	0.7	0.3	1.7	1.0	S	S
Coach or trainer	0.4	0.1	S	S	0.6	0.4	-	-	S	S
Boss or supervisor	1.1	0.2	0.6	0.2	2.4	0.8	-	-	-	-
Co-worker	5.4	0.5	2.8	0.6	9.6	1.1	3.9	1.4	11.6	2.8
Friend	25.9	0.8	27.3	1.3	19.1	1.6	28.8	3.3	16.8	2.7
Classmate	22.5	1.1	19.7	1.4	29.7	1.8	11.2	2.3	40.2	4.7
Someone I know or recognize, but was not a friend	28.9	0.9	31.1	1.5	27.4	1.7	31.0	3.1	22.1	2.9
Did not know or recognize this person	9.9	0.6	11.1	0.9	9.8	1.3	6.5	1.7	10.3	2.2

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	Gender Nonbinary, Transgender, Questioning, or Self Identified 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?	18.0	1.2	11.1	1.1	10.7	3.0	7.4	1.7
Showed up somewhere uninvited or waited for you when you did not want that person to be there?	18.4	1.1	9.5	1.0	14.2	3.2	6.5	1.6
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?	9.9	1.0	4.5	0.7	8.7	2.5	2.5	0.8
At least one of the above	30.7	1.3	17.9	1.2	20.8	3.5	12.7	2.2
<i>Did the same person do this to you more than once since you have been a student at [University]?⁴</i>								
Yes	62.9	2.7	62.8	3.8	59.8	10.2	69.0	8.2
No	20.5	2.2	22.0	3.2	24.9	8.8	12.9	5.0
Don't know	16.6	2.3	15.3	3.2	15.3	7.4	18.1	7.6
<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?	67.5	3.3	62.2	5.9	54.5	15.9	26.7	11.0
Did any of these unwanted contacts or behaviors cause you substantial emotional distress?	80.2	3.0	80.5	3.6	67.9	13.6	29.4	8.4
At least one of the above	87.7	2.1	84.6	3.4	67.9	13.6	42.2	11.2
Students who experienced these behaviors by the same person more than once and feared for their safety or experienced substantial emotional distress ³	16.9	1.1	9.5	1.0	8.5	2.8	3.7	1.2

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	Gender Nonbinary, Transgender, Questioning, or Self Identified ²				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Since the beginning of the Fall 2023 term, how many times have you had any of these experiences?⁶</i>								
0 times	25.4	3.8	32.9	5.1	S	S	39.2	19.4
1 time	12.3	2.8	17.1	4.8	-	-	S	S
2 times	19.0	2.9	16.4	5.3	S	S	-	-
3-5 times	25.4	3.6	24.1	4.8	39.5	22.1	S	S
6-9 times	9.3	2.5	2.7	1.2	S	S	S	S
10 or more times	8.6	1.8	6.8	2.4	S	S	-	-
<i>How (is the person/are the persons) who did these things to you associated with [University]?⁶</i>								
Student	74.4	3.5	52.8	6.5	100.0	0.0	51.8	15.2
Student teaching assistant	2.2	1.0	3.0	1.7	-	-	-	-
Faculty or instructor	1.5	0.7	8.0	2.8	S	S	S	S
Research staff	S	S	12.0	5.0	-	-	-	-
Other staff or administrator	1.6	0.6	5.9	2.4	-	-	-	-
Coach or trainer	S	S	S	S	-	-	-	-
Alumni	S	S	4.3	2.0	-	-	-	-
Other person associated with [University] (e.g., internship, study abroad)	3.3	1.4	S	S	-	-	S	S
The person was not associated with [University]	26.7	4.1	27.4	5.5	S	S	-	-
Unsure about association with [University]	6.6	2.2	11.8	3.5	-	-	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	Gender Nonbinary, Transgender, Questioning, or Self Identified 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	10.1	2.4	10.6	2.7	-	-	-	-
Someone I previously had been involved or intimate with	37.9	3.8	22.9	4.1	S	S	S	S
Teacher	1.1	0.6	3.3	1.8	S	S	S	S
Advisor	S	S	2.8	1.6	-	-	-	-
Someone I was teaching or advising	S	S	S	S	-	-	-	-
Live-in residential staff	S	S	S	S	-	-	-	-
Coach or trainer	S	S	S	S	-	-	-	-
Boss or supervisor	1.6	1.0	5.0	2.2	-	-	-	-
Co-worker	S	S	14.2	5.1	S	S	S	S
Friend	37.9	3.3	25.6	5.7	19.3	9.9	S	S
Classmate	17.1	3.2	37.3	6.5	17.1	11.0	29.4	12.5
Someone I know or recognize, but was not a friend	27.2	3.6	18.0	4.7	32.8	19.3	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	Gender Nonbinary, Transgender, Questioning, or Self Identified ²				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Did not know or recognize this person	7.2	1.9	11.4	2.9	S	S	-	-

¹Estimates are for victimizations reported since entering college.

²Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

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.

An "S" indicates suppressed data.

A "-" indicates no data.

Table 41. Percent of Students Who Experienced Stalking, by Characteristics of the School, Gender, and Student Affiliation^{1,2}

Survey Item Response	Woman				Man			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Total enrollment</i>								
2,300 to 5,999	16.5	4.0	9.6	2.5	7.0	2.7	1.7	0.9
6,000 to 17,999	9.5	0.5	6.2	0.4	3.8	0.4	2.0	0.2
18,000 or more	9.5	0.4	4.8	0.2	2.8	0.3	1.8	0.2
<i>School type</i>								
Public	9.8	0.5	4.9	0.5	2.8	0.3	1.8	0.4
Private	9.2	0.4	5.7	0.3	3.8	0.3	1.9	0.2
<i>Percent of women enrolled</i>								
39% to 49%	10.8	0.5	6.7	0.5	2.9	0.3	2.3	0.3
50% to 55%	9.1	0.6	5.1	0.4	3.5	0.3	1.8	0.2
56% or more	9.0	0.4	5.5	0.3	3.3	0.4	1.7	0.3
<i>Campus crime level⁴</i>								
Low	9.2	0.4	4.8	0.4	2.5	0.3	1.6	0.3
Medium	9.4	0.4	5.2	0.3	3.2	0.4	1.9	0.3
High	10.8	0.6	7.5	0.5	5.3	0.5	2.2	0.3
<i>Student knowledge of campus definitions and resources</i>								
Low	7.6	0.5	4.4	0.4	2.7	0.4	1.5	0.3
Medium	10.3	0.4	5.7	0.3	3.0	0.3	2.2	0.2
High	10.5	0.9	7.3	0.7	4.9	0.6	2.0	0.4

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			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Positive perceptions of campus climate</i>								
Low	8.5	0.3	4.7	0.2	3.2	0.3	1.9	0.2
Medium	10.2	0.4	6.6	0.5	3.0	0.3	2.1	0.4
High	8.9	0.8	5.5	0.5	4.1	0.5	1.6	0.3
<i>Opinions on whether Officials will take seriously and/or take action on a report of sexual assault or other misconduct</i>								
Low	11.2	0.7	6.8	0.6	3.9	0.5	2.2	0.3
Medium	9.2	0.4	5.3	0.2	3.7	0.4	1.8	0.2
High	9.3	0.5	5.1	0.5	2.5	0.4	1.9	0.4
<i>Students perceive sexual assault and sexual misconduct as a problem</i>								
Low	7.7	0.4	4.3	0.2	3.0	0.4	1.7	0.2
Medium	9.6	0.4	5.7	0.4	3.2	0.4	1.9	0.3
High	10.4	0.4	7.0	0.5	3.3	0.3	2.3	0.2
<i>Campus Climate Survey response rate</i>								
12% to 29%	10.2	0.4	7.0	0.5	3.4	0.3	2.1	0.3
30% to 43%	8.3	0.4	4.3	0.2	3.0	0.3	1.7	0.2

Table 41. Percent of Students Who Experienced Stalking, by Characteristics of the School, Gender, and Student Affiliation^{1,2} (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Total enrollment</i>								
2,300 to 5,999	16.7	7.2	S	S	-	-	-	-
6,000 to 17,999	15.1	1.9	11.1	1.7	5.9	2.6	3.2	1.5
18,000 or more	18.1	1.6	7.6	1.1	10.2	4.3	4.3	1.6
<i>School type</i>								
Public	18.1	1.8	11.5	2.6	11.3	5.1	4.2	2.2
Private	15.6	1.6	8.9	1.0	5.3	2.0	3.4	1.2
<i>Percent of women enrolled</i>								
39% to 49%	19.4	2.4	11.8	2.1	5.6	3.6	7.5	4.3
50% to 55%	12.3	1.9	8.7	1.6	6.8	3.3	2.9	1.5
56% or more	18.8	1.8	9.6	1.9	13.2	6.2	S	S
<i>Campus crime level⁴</i>								
Low	16.8	2.1	6.5	1.5	6.4	3.5	4.9	2.7
Medium	17.7	1.8	10.6	1.9	13.1	5.7	1.8	1.0
High	15.4	2.3	11.1	1.5	S	S	6.7	3.1
<i>Student knowledge of campus definitions and resources</i>								
Low	13.6	2.8	10.6	2.2	-	-	S	S
Medium	18.8	1.5	9.2	1.2	11.3	4.3	5.0	2.0
High	14.5	2.7	8.6	1.9	S	S	S	S

Table 41. Percent of Students Who Experienced Stalking, by Characteristics of the School, Gender, and Student Affiliation^{1,2} (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Positive perceptions of campus climate</i>								
Low	13.2	1.2	7.6	1.0	3.9	1.9	3.0	1.2
Medium	19.7	1.5	10.3	1.9	13.0	4.8	4.7	2.4
High	11.4	2.4	11.7	2.6	-	-	S	S
<i>Opinions on whether Officials will take seriously and/or take action on a report of sexual assault or other misconduct</i>								
Low	15.2	2.4	8.9	1.8	10.2	4.2	S	S
Medium	16.5	1.5	8.0	1.0	11.8	5.2	4.2	1.6
High	18.9	2.7	14.4	3.3	S	S	S	S
<i>Students perceive sexual assault and sexual misconduct as a problem</i>								
Low	12.3	1.6	6.6	1.2	S	S	2.2	1.1
Medium	17.5	1.6	10.8	2.1	15.5	5.9	S	S
High	18.2	2.1	11.1	1.7	5.2	3.4	8.6	3.7
<i>Campus Climate Survey response rate</i>								
12% to 29%	19.0	1.3	10.4	1.6	11.5	4.3	5.8	2.3
30% to 43%	11.2	1.3	8.6	1.3	3.1	1.6	2.2	0.9

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.

³Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

⁴Levels of crime are based on crimes reported in annual security reports as required through the Clery Act.

An "S" indicates suppressed data.

A "-" indicates no data.

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	24.8	1.5	32.8	3.8	23.4	3.1	19.6	5.3	7.8	1.8
Gay or lesbian	55.5	0.8	68.5	1.0	45.2	1.2	53.4	2.6	31.1	2.8
Bisexual	46.7	1.1	54.1	3.2	42.2	2.8	51.7	2.3	34.7	2.1
Asexual, queer, questioning, not listed	32.7	0.3	50.7	0.5	30.6	0.5	29.6	0.7	17.7	0.4
Two or more categories	55.6	0.8	66.7	1.2	45.6	1.4	49.6	3.0	35.0	2.6
Decline to state	37.8	1.4	49.3	3.1	38.4	2.5	36.2	4.3	23.6	3.1
<i>Disability</i>										
ADHD	43.8	1.1	63.8	2.3	39.9	2.1	38.9	2.4	29.7	2.5
Chronic mental health condition	52.4	0.8	67.1	1.0	41.7	1.2	47.5	2.9	30.3	2.0
Chronic medical condition	44.6	1.9	59.9	3.6	40.9	2.4	41.7	6.2	24.5	4.6
Other disability ⁴	38.2	1.5	54.5	3.0	37.3	3.2	33.5	3.0	24.0	3.1
Two or more disabilities	54.8	0.8	69.1	1.4	47.3	1.5	41.3	2.1	30.4	2.3
No disability	31.3	0.3	47.6	0.6	28.4	0.6	29.8	0.7	17.0	0.5
<i>Race</i>										
American Indian or Alaskan Native or Native Hawaiian or Pacific Islander only	48.8	5.2	55.5	9.0	49.0	13.7	49.2	11.0	15.6	8.2
Asian only	32.6	0.4	52.1	0.9	31.0	0.8	29.7	1.1	16.9	0.7

**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			
	%	StdErr	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
			%	StdErr	%	StdErr	%	StdErr	%	StdErr
Black only	36.2	1.0	49.5	2.0	26.6	1.8	37.3	2.7	20.2	1.9
Hispanic only	37.1	1.0	51.4	1.8	34.6	2.1	31.4	2.5	23.0	2.0
Hispanic multi-racial	42.4	1.2	57.8	2.2	43.0	2.3	37.6	2.2	20.2	2.0
Middle Eastern or North African only	36.0	2.1	62.2	4.0	36.1	3.2	35.3	5.4	21.2	3.1
White only	39.8	0.4	55.7	0.7	35.7	0.6	33.2	0.9	21.8	0.8
Other (non-Hispanic) or multi-racial	43.3	1.0	62.5	1.6	39.3	1.6	36.3	1.9	22.6	1.9
<i>Intimate partner violence</i>										
<i>Sexual orientation</i>										
Heterosexual	6.0	1.6	4.2	2.2	3.2	1.4	8.2	4.6	S	S
Gay or lesbian	12.5	0.7	15.4	1.1	6.2	0.7	14.2	2.6	7.6	1.6
Bisexual	10.4	1.0	16.7	2.9	3.1	1.3	15.0	2.3	5.1	1.1
Asexual, queer, questioning, not listed	6.7	0.2	10.4	0.4	4.6	0.3	8.1	0.5	4.0	0.3
Two or more categories	14.0	0.7	16.0	1.5	8.2	0.9	17.4	3.1	7.1	1.1
Decline to state	8.8	1.2	11.9	3.1	7.9	2.4	8.9	3.8	6.7	3.1
<i>Disability</i>										
ADHD	10.0	0.9	10.6	1.6	8.3	1.5	13.4	2.5	4.4	1.0
Chronic mental health condition	12.8	0.6	16.8	1.1	7.1	0.7	16.7	2.2	7.6	1.5

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	Total		Woman				Man			
	%	StdErr	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
			%	StdErr	%	StdErr	%	StdErr	%	StdErr
Chronic medical condition	8.1	1.2	11.5	3.1	4.7	1.5	9.5	3.8	5.8	2.1
Other disability ⁴	8.5	1.0	9.8	2.1	6.3	1.9	11.1	2.9	6.4	1.5
Two or more disabilities	16.0	0.8	19.9	1.1	9.7	1.0	14.8	2.2	10.3	1.9
No disability	5.6	0.2	8.4	0.5	3.4	0.3	7.4	0.5	3.4	0.3
<i>Race</i>										
American Indian or Alaskan Native or Native Hawaiian or Pacific Islander only	11.5	4.8	29.2	12.1	-	-	-	-	S	S
Asian only	6.6	0.3	10.4	0.9	4.3	0.5	8.1	1.0	3.9	0.5
Black only	7.9	0.7	14.6	1.9	7.9	1.2	5.3	1.4	2.7	1.0
Hispanic only	8.0	0.8	13.6	1.5	5.3	1.1	11.3	2.1	2.8	0.8
Hispanic multi-racial	10.4	0.9	12.7	1.7	6.2	1.2	13.2	2.8	6.4	1.3
Middle Eastern or North African only	7.1	1.2	9.0	3.5	7.3	1.8	9.8	5.2	3.4	1.8
White only	8.8	0.2	11.9	0.6	5.0	0.3	9.7	0.7	4.4	0.3
Other (non-Hispanic) or multi-racial	9.4	0.7	13.4	1.6	5.7	0.8	7.8	1.4	7.5	1.5

**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	Total		Woman				Man			
	%	StdErr	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
			%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Stalking</i>										
<i>Sexual orientation</i>										
Heterosexual	3.5	0.8	3.7	1.5	4.5	1.6	S	S	-	-
Gay or lesbian	11.0	0.6	13.9	0.9	8.2	0.8	9.4	1.7	2.7	1.1
Bisexual	7.2	0.7	11.6	2.1	7.5	2.1	8.9	1.4	1.6	0.4
Asexual, queer, questioning, not listed	4.2	0.1	7.9	0.3	4.7	0.3	2.3	0.2	1.6	0.2
Two or more categories	11.2	0.5	13.9	0.9	7.7	0.8	4.7	1.2	4.2	0.9
Decline to state	6.9	0.8	9.6	2.0	6.8	1.6	5.3	2.2	7.8	2.3
<i>Disability</i>										
ADHD	7.2	0.6	12.9	1.5	6.9	1.2	5.2	1.1	4.3	1.0
Chronic mental health condition	9.8	0.4	13.0	0.9	7.5	0.6	7.9	1.4	2.3	0.6
Chronic medical condition	6.3	1.0	8.5	1.8	6.5	1.6	2.1	0.9	5.9	3.1
Other disability ⁴	5.4	0.7	8.1	1.5	6.6	1.5	2.8	1.1	2.8	0.9
Two or more disabilities	13.5	0.5	17.3	0.9	9.9	0.8	8.1	1.4	6.8	1.3
No disability	3.6	0.1	6.6	0.3	3.8	0.2	2.3	0.2	1.2	0.2
<i>Race</i>										
American Indian or Alaskan Native or Native Hawaiian or Pacific Islander only	13.5	4.2	16.5	4.8	S	S	S	S	S	S
Asian only	4.4	0.2	8.8	0.5	5.4	0.4	1.7	0.3	1.2	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)**

<i>Survey Item Response</i>	Total		Woman				Man			
			Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Black only	5.5	0.5	9.7	1.1	3.6	0.8	2.9	0.9	2.5	0.9
Hispanic only	5.4	0.4	9.7	1.3	5.4	0.9	2.5	0.6	0.4	0.2
Hispanic multi-racial	6.4	0.5	10.2	1.1	7.7	1.2	3.7	1.0	1.8	0.6
Middle Eastern or North African only	7.3	1.0	11.7	2.7	7.3	1.6	6.9	2.2	2.1	1.2
White only	6.1	0.2	9.3	0.4	5.4	0.3	3.4	0.3	2.4	0.3
Other (non-Hispanic) or multi-racial	7.5	0.5	11.5	1.1	6.8	0.9	5.0	0.9	3.0	0.7

**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	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Harassment</i>								
<i>Sexual orientation</i>								
Heterosexual	54.4	9.3	46.3	11.8	-	-	S	S
Gay or lesbian	56.2	3.7	40.5	5.4	S	S	23.3	14.1
Bisexual	61.7	4.5	52.7	5.5	100.0	0.0	-	-
Asexual, queer, questioning, not listed	47.1	7.4	30.8	6.2	34.4	11.3	23.4	7.6
Two or more categories	67.8	2.0	48.1	2.5	45.5	12.1	37.5	9.9
Decline to state	59.6	11.2	45.2	14.8	42.0	6.0	30.3	3.6
<i>Disability</i>								
ADHD	65.7	6.8	48.5	6.8	S	S	28.7	18.7
Chronic mental health condition	62.5	3.8	48.6	4.1	60.8	22.4	31.2	13.0
Chronic medical condition	91.3	6.2	48.2	12.4	S	S	55.5	21.2
Other disability ⁴	55.2	8.2	33.1	7.5	S	S	45.7	15.7
Two or more disabilities	71.6	2.4	53.4	2.8	58.6	13.0	24.5	8.0
No disability	49.1	2.8	34.8	3.3	41.2	5.9	27.6	3.2
<i>Race</i>								
American Indian or Alaskan Native or Native Hawaiian or Pacific Islander only	S	S	S	S	-	-	-	-
Asian only	63.1	3.8	40.3	3.5	27.2	8.2	37.5	7.0

**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	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Black only	85.1	5.3	42.7	8.0	S	S	100.0	0.0
Hispanic only	64.4	6.7	56.1	8.3	52.1	15.9	S	S
Hispanic multi-racial	61.8	6.2	55.6	7.6	61.5	21.4	S	S
Middle Eastern or North African only	76.6	13.6	60.1	15.2	S	S	-	-
White only	61.9	2.1	43.0	2.4	44.6	10.7	31.8	7.1
Other (non-Hispanic) or multi-racial	64.7	4.4	60.8	4.6	47.4	9.5	23.7	4.5
<i>Intimate partner violence</i>								
<i>Sexual orientation</i>								
Heterosexual	S	S	S	S	-	-	-	-
Gay or lesbian	30.1	4.5	6.6	2.3	-	-	-	-
Bisexual	12.7	4.5	12.3	4.2	S	S	-	-
Asexual, queer, questioning, not listed	8.5	5.3	2.9	1.5	-	-	S	S
Two or more categories	23.7	2.4	10.2	1.3	S	S	S	S
Decline to state	S	S	-	-	9.7	4.2	8.0	3.1
<i>Disability</i>								
ADHD	34.9	11.0	8.1	5.4	-	-	-	-
Chronic mental health condition	21.1	3.6	11.7	3.1	-	-	S	S

**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	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Chronic medical condition	S	S	S	S	-	-	-	-
Other disability ⁴	9.3	4.7	4.9	2.6	-	-	S	S
Two or more disabilities	28.7	3.0	12.6	1.9	S	S	S	S
No disability	12.6	2.8	4.3	1.5	S	S	5.4	2.9
<i>Race</i>								
American Indian or Alaskan Native or Native Hawaiian or Pacific Islander only	S	S	-	-	-	-	-	-
Asian only	23.3	5.0	8.3	2.7	-	-	S	S
Black only	6.8	3.4	5.6	3.1	-	-	S	S
Hispanic only	17.6	8.3	S	S	-	-	-	-
Hispanic multi-racial	19.0	6.1	14.8	6.0	S	S	S	S
Middle Eastern or North African only	S	S	S	S	-	-	-	-
White only	25.6	2.5	9.4	1.5	S	S	12.3	6.2
Other (non-Hispanic) or multi-racial	20.5	4.7	10.9	3.3	13.3	7.1	S	S

**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	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>Stalking</i>								
<i>Sexual orientation</i>								
Heterosexual	10.1	4.8	S	S	-	-	-	-
Gay or lesbian	19.0	3.2	6.8	2.9	S	S	S	S
Bisexual	14.5	3.9	7.7	3.8	S	S	-	-
Asexual, queer, questioning, not listed	6.2	2.6	5.2	2.9	-	-	S	S
Two or more categories	18.2	1.5	10.9	1.2	-	-	19.7	9.6
Decline to state	S	S	S	S	9.2	3.7	1.5	0.8
<i>Disability</i>								
ADHD	14.9	5.4	S	S	-	-	S	S
Chronic mental health condition	17.0	2.8	11.1	2.3	20.9	12.8	S	S
Chronic medical condition	S	S	S	S	-	-	S	S
Other disability ⁴	14.7	7.0	4.4	2.3	-	-	S	S
Two or more disabilities	21.7	2.0	16.1	2.3	9.9	5.4	S	S
No disability	11.6	2.0	2.5	0.8	8.8	3.9	2.1	1.1
<i>Race</i>								
American Indian or Alaskan Native or Native Hawaiian or Pacific Islander only	S	S	S	S	-	-	-	-
Asian only	12.3	2.4	3.4	1.0	-	-	6.6	3.5

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	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Black only	14.0	5.3	11.4	4.6	-	-	-	-
Hispanic only	17.4	5.4	7.0	3.5	S	S	34.9	26.8
Hispanic multi-racial	12.1	4.7	10.3	4.1	-	-	-	-
Middle Eastern or North African only	54.5	31.8	40.9	16.5	-	-	-	-
White only	18.3	1.8	10.3	1.6	11.4	5.4	S	S
Other (non-Hispanic) or multi-racial	18.8	4.0	10.0	3.0	S	S	2.5	1.2

¹Estimates are for victimizations reported since entering college.

²Per 100 students.

³Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

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.

An "S" indicates suppressed data.

A "-" indicates no data.

Table 43. Percent of Victims of Harassment, 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	Harassment		Intimate Partner Violence		Stalking	
	%	StdErr	%	StdErr	%	StdErr
<i>Contacted a program or resource about this experience/these experiences²</i>						
Woman	15.1	0.4	20.7	1.2	29.7	1.1
Man	8.5	0.4	13.8	1.6	29.8	2.6
Gender Nonbinary, Transgender, Questioning, or Self Identified	21.2	1.2	26.9	4.1	36.3	3.5
Decline to state	7.6	2.5	24.3	12.6	42.3	14.8
<i>Why did you decide not contact any programs or resources?⁴</i>						
I did not know where to go or who to tell	6.6	0.2	8.9	0.8	13.1	0.8
I felt embarrassed, ashamed, or that it would be too emotionally difficult	7.2	0.2	20.0	1.2	15.2	0.9
I did not think anyone would believe me	3.6	0.2	6.1	0.6	9.6	1.0
I did not think it was serious enough to contact any of these programs or resources	62.4	0.4	45.0	1.2	48.8	1.3
I did not want the person to get into trouble	10.9	0.3	20.3	1.1	15.0	1.0
I feared negative academic, social, or professional consequences	10.0	0.3	6.3	0.6	14.2	1.0
I feared it would not be kept confidential	8.7	0.2	8.1	0.7	12.8	0.8
I could handle it myself	46.6	0.5	56.3	1.4	47.4	1.4
I feared retaliation	6.9	0.2	8.3	0.7	17.2	0.9
I did not think the resources would give me the help I needed	14.6	0.3	19.6	0.9	29.5	1.3
Incident occurred while school was not in session	3.4	0.2	9.4	0.8	4.8	0.5
Other reason	10.4	0.3	10.7	0.8	9.7	0.7

Table 43. Percent of Victims of Harassment, 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	Harassment		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	74.7	0.4	73.8	1.6	73.0	1.7
The reaction by others suggested that it wasn't serious enough to contact any of these programs or services	29.1	0.5	17.0	1.4	19.7	1.5
I contacted other programs or services that I felt were appropriate	2.5	0.2	5.3	0.8	6.0	0.9
I had trouble reaching the program or service	0.4	0.1	0.7	0.3	1.7	0.4
I was too busy	24.6	0.5	22.7	1.5	32.6	1.8
The event happened in a context that began consensually	14.6	0.4	27.1	1.5	17.6	1.5
Because of the person's gender, I thought it would be minimized or misunderstood	6.8	0.3	9.4	1.1	9.8	1.0
I might be counter-accused	3.0	0.2	5.9	0.8	8.1	0.8
Alcohol and/or other drugs were present	12.5	0.4	8.7	0.9	7.6	1.0
Events like this seem common	43.7	0.6	29.4	1.7	37.0	1.9
My body showed involuntary arousal	1.5	0.1	3.9	0.7	1.3	0.4
Other reason	14.2	0.4	16.5	1.5	14.8	1.3

Table 43. Percent of Victims of Harassment, 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	Harassment		Intimate Partner Violence		Stalking	
	%	StdErr	%	StdErr	%	StdErr
<i>Which of the following persons, if any, did you (also) tell about this?⁶</i>						
Friend	71.6	0.4	69.0	1.1	88.5	0.8
Family member	19.6	0.3	32.3	1.1	43.9	0.9
Faculty member or instructor	4.6	0.2	3.7	0.5	12.2	0.7
Resident advisor (RA), or other live-in residential staff	2.3	0.1	2.2	0.4	7.7	0.6
Other administrative staff	2.7	0.1	1.9	0.3	6.8	0.6
Spiritual or religious advisor, leader, or clergy	1.0	0.1	1.8	0.4	2.6	0.4
Therapist or counselor	11.1	0.3	24.8	1.0	22.8	0.9
Sexual or romantic partner	16.2	0.3	13.6	0.8	22.7	0.8
Program or resource outside the university (e.g., a hotline)	1.0	0.1	2.6	0.4	2.9	0.4
Physician	1.3	0.1	2.7	0.4	2.7	0.4
Someone else	3.1	0.2	2.9	0.5	4.4	0.4
I didn't tell anyone (else)	22.9	0.4	21.9	1.1	5.7	0.4
Told at least one other person	77.1	0.4	78.1	1.1	94.3	0.4

¹Estimates are for victimizations reported since entering college.

²Per 100 victimizations.

³Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

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.

An "S" indicates suppressed data.

A "-" indicates no data.

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}

<i>Survey Item Response</i>	%	StdErr
<i>Contacted at least one program in university list</i>	15.9	0.3
Campus police	14.9	0.6
Counseling	54.8	0.9
Health center	16.0	0.8
Health services	4.0	0.3
Local police	7.1	0.5
Residence life	6.3	0.4
Student affairs	6.1	0.5
Title IX	31.1	0.9
Victim services	26.0	0.9
Violence prevention women's center	3.8	0.4
Other	13.1	0.6

¹Unless otherwise specified, estimates are for victimizations reported since entering college.

²Per 100 victims who contacted at least one program.

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.

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.

An "S" indicates suppressed data.

A "-" indicates no data.

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	21.2	0.8
A little	20.3	0.6
Somewhat	25.1	0.7
Very	20.0	0.7
Extremely	13.4	0.6
<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	83.5	0.7
Yes, I felt pressure to proceed with reporting or filing a complaint	8.6	0.6
Yes, I felt pressure NOT to report or file a complaint	7.9	0.6

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.

An "S" indicates suppressed data.

A "-" indicates no data.

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			
	%	StdErr	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
			%	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	3.7	0.1	4.7	0.2	3.7	0.2	2.8	0.2	2.1	0.2
A little	11.0	0.1	15.1	0.3	12.6	0.3	7.5	0.3	5.8	0.3
Somewhat	27.7	0.3	34.8	0.5	30.3	0.4	22.1	0.6	19.7	0.5
Very	40.2	0.3	36.0	0.5	39.2	0.4	45.2	0.6	44.4	0.6
Extremely	17.4	0.2	9.4	0.3	14.2	0.3	22.4	0.5	27.9	0.5
<i>Campus officials would conduct a fair investigation? (All students)</i>										
Not at all	5.3	0.1	6.6	0.2	5.3	0.2	3.9	0.2	3.1	0.2
A little	13.3	0.2	17.9	0.4	14.0	0.3	9.8	0.4	7.8	0.3
Somewhat	36.8	0.3	42.2	0.5	38.9	0.5	32.2	0.6	31.5	0.6
Very	33.4	0.3	27.4	0.5	31.7	0.5	40.3	0.6	39.0	0.6
Extremely	11.2	0.2	5.8	0.2	10.1	0.3	13.8	0.4	18.5	0.5
<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	7.8	0.4	7.7	0.6	8.2	1.0	5.3	1.0	5.3	1.8
A little	18.7	0.6	19.9	1.0	19.4	1.6	12.5	1.7	15.6	3.3
Somewhat	36.1	1.1	37.7	1.2	34.6	2.1	32.3	2.6	28.1	4.1
Very	28.4	1.0	27.9	1.1	28.4	2.0	33.2	2.7	36.5	4.9
Extremely	9.0	0.6	6.7	0.7	9.3	1.1	16.6	2.1	14.4	3.4

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			
			Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	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	12.2	0.6	11.7	0.8	13.5	1.3	9.8	1.4	6.2	2.0
A little	22.3	0.7	23.5	1.1	20.7	1.9	18.0	1.9	14.1	2.8
Somewhat	40.5	0.9	42.6	1.2	40.8	2.0	32.3	2.0	41.7	5.4
Very	20.3	0.7	19.0	0.9	18.6	1.7	31.3	2.4	29.0	4.6
Extremely	4.8	0.4	3.2	0.5	6.4	1.0	8.6	1.6	8.9	3.3

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	Gender Nonbinary, Transgender, Questioning, or Self Identified ²				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	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	9.2	0.7	8.4	1.1	8.0	2.3	4.0	1.0
A little	19.3	1.2	18.5	1.4	15.0	3.7	14.1	2.2
Somewhat	37.5	1.6	34.5	1.6	32.2	4.2	23.4	2.7
Very	27.1	1.4	29.8	1.6	26.1	3.6	37.3	3.3
Extremely	6.9	0.8	8.8	0.9	18.7	3.7	21.1	2.7
<i>Campus officials would conduct a fair investigation? (All students)</i>								
Not at all	12.4	0.9	11.5	1.1	9.5	2.5	11.0	2.1
A little	23.6	1.4	22.0	1.4	18.6	3.9	14.2	2.3
Somewhat	43.5	1.7	41.3	1.7	38.0	4.2	36.9	3.1
Very	17.5	1.3	20.4	1.5	23.5	4.0	27.4	3.4
Extremely	3.0	0.6	4.7	0.7	10.4	2.7	10.6	2.1
<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	10.9	2.1	15.2	4.0	36.1	19.1	-	-
A little	21.2	3.2	21.3	5.4	S	S	78.6	13.9
Somewhat	42.4	4.2	34.0	6.4	20.6	13.4	S	S
Very	19.3	2.9	22.9	6.5	21.1	10.9	S	S
Extremely	6.2	1.8	6.6	2.0	-	-	-	-

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	Gender Nonbinary, Transgender, Questioning, or Self Identified ²				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	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	17.7	2.8	19.8	4.7	42.6	20.0	S	S
A little	28.6	3.7	25.0	5.7	31.7	18.2	55.5	23.7
Somewhat	42.3	3.9	43.2	6.6	25.7	15.6	S	S
Very	8.6	2.1	7.8	2.9	-	-	S	S
Extremely	2.8	1.5	4.2	1.6	-	-	-	-

¹Per 100 students.

²Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

An "S" indicates suppressed data.

A "-" indicates no data.

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	23.2	0.2	34.4	0.5	18.7	0.4	21.3	0.6	11.7	0.4
<i>If yes, thinking about the last time this happened, what did you do?</i>										
Directly intervened or interrupted the situation in the moment	21.5	0.4	21.5	0.7	19.0	1.0	22.5	1.3	20.3	1.4
Checked in with the person who seemed impacted by the behavior	52.7	0.5	56.5	0.9	55.2	1.0	42.0	1.2	45.5	1.9
Confronted or expressed concern to the person engaging in the behavior	23.8	0.5	22.9	0.7	18.3	0.8	27.3	1.4	25.0	1.7
Sought help from either person's friends	15.2	0.4	16.7	0.7	11.8	0.8	14.1	0.9	12.2	1.3
Sought help from someone else	8.6	0.3	9.1	0.5	7.1	0.5	8.6	0.8	7.3	1.0
Expressed concern to school administrators or another person in a position of authority	5.9	0.3	3.9	0.3	9.8	0.6	2.9	0.4	7.2	0.9
Did nothing because the person impacted appeared to be handling the situation	15.6	0.4	13.5	0.6	15.8	0.7	18.2	0.9	19.8	1.4
Did nothing because I wasn't sure what to do	18.9	0.4	18.9	0.6	16.7	0.8	21.5	1.2	19.0	1.5
Did nothing for another reason	11.2	0.3	9.9	0.6	11.0	0.6	13.5	1.0	15.0	1.1
Other	3.4	0.2	2.7	0.3	4.2	0.5	3.5	0.5	3.6	0.7
No	76.8	0.2	65.6	0.5	81.3	0.4	78.7	0.6	88.3	0.4

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	6.5	0.2	8.8	0.3	6.0	0.2	4.7	0.2	3.5	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	19.9	0.9	22.6	1.5	15.7	1.2	20.9	2.6	16.5	2.1
Checked in with the person who seemed impacted by the behavior	72.3	0.9	75.6	1.4	73.7	1.6	66.9	3.1	65.9	3.1
Confronted or expressed concern to the person engaging in the behavior	19.5	0.9	20.9	1.2	13.7	1.4	24.5	2.5	17.6	2.9
Sought help from either person's friends	22.6	0.9	24.5	1.3	17.3	1.3	25.1	2.4	19.0	2.4
Sought help from someone else	12.7	0.8	12.1	1.1	10.1	1.2	13.7	1.9	14.3	2.4
Expressed concern to school administrators or another person in a position of authority	12.0	0.7	8.9	0.8	16.9	1.4	8.1	1.5	16.1	2.6
Did nothing because the person impacted appeared to be handling the situation	11.0	0.6	7.9	0.9	10.7	1.0	12.2	2.0	18.9	2.6
Did nothing because I wasn't sure what to do	11.4	0.8	11.1	1.1	9.7	1.2	11.0	1.7	16.3	2.4
Did nothing for another reason	7.3	0.5	5.6	0.6	7.7	1.1	8.6	1.7	7.8	1.8
Other	3.6	0.4	2.6	0.6	4.9	0.9	3.5	1.2	2.9	1.0
No	93.5	0.2	91.2	0.3	94.0	0.2	95.3	0.2	96.5	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 someone at [University] behaving in a controlling or abusive way towards a dating or sexual partner?</i>										
Yes	10.3	0.2	17.7	0.4	6.2	0.2	9.8	0.4	3.8	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	11.5	0.6	12.1	0.8	10.0	1.2	11.2	1.4	14.3	2.6
Checked in with the person who seemed impacted by the behavior	65.8	0.9	69.3	1.1	67.7	1.8	57.5	2.3	63.1	3.0
Confronted or expressed concern to the person engaging in the behavior	17.6	0.6	18.3	1.0	14.2	1.3	17.1	1.6	17.8	2.7
Sought help from either person's friends	33.0	0.9	33.6	1.2	30.7	2.1	32.0	1.7	30.7	3.1
Sought help from someone else	10.8	0.5	11.0	0.9	8.9	1.1	8.6	1.1	12.3	1.9
Expressed concern to school administrators or another person in a position of authority	4.0	0.4	4.2	0.6	4.7	0.7	2.2	0.5	5.8	1.3
Did nothing because the person impacted appeared to be handling the situation	11.9	0.6	9.0	0.8	12.9	1.3	15.8	1.6	20.7	2.5
Did nothing because I wasn't sure what to do	14.4	0.6	12.9	0.8	14.8	1.4	17.6	1.9	16.1	2.4
Did nothing for another reason	10.5	0.5	9.8	0.7	9.4	1.1	11.8	1.4	9.3	1.6
Other	3.2	0.3	3.0	0.4	4.2	0.9	2.3	0.6	3.7	1.3
No	89.7	0.2	82.3	0.4	93.8	0.2	90.2	0.4	96.2	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 situation that you believed could have led to a sexual assault?</i>										
Yes	10.4	0.2	17.1	0.4	6.4	0.2	10.7	0.4	4.4	0.3
<i>If yes, thinking about the last time this happened, what did you do?</i>										
Directly intervened or interrupted the situation in the moment	36.2	0.8	37.4	1.2	28.6	1.7	38.1	1.7	31.8	3.0
Checked in with the person who seemed impacted by the behavior	56.3	0.8	60.5	1.1	59.6	1.9	48.7	2.2	50.7	3.0
Confronted or expressed concern to the person engaging in the behavior	20.3	0.7	20.0	0.9	14.1	1.2	23.4	1.7	19.8	2.5
Sought help from either person's friends	27.2	0.8	29.1	1.1	24.2	1.6	26.6	1.8	24.2	2.2
Sought help from someone else	14.2	0.6	14.8	0.9	11.6	1.2	13.2	1.3	14.6	1.7
Expressed concern to school administrators or another person in a position of authority	3.8	0.3	2.9	0.4	5.7	0.8	2.6	0.5	7.6	1.5
Did nothing because the person impacted appeared to be handling the situation	8.7	0.4	6.1	0.5	7.3	1.0	12.6	1.3	11.7	1.8
Did nothing because I wasn't sure what to do	12.7	0.6	12.9	0.7	12.4	1.3	13.5	1.3	12.3	2.3
Did nothing for another reason	7.8	0.5	5.7	0.7	7.9	0.9	10.1	1.2	10.1	2.5
Other	3.6	0.3	2.3	0.4	4.3	0.9	3.7	0.7	7.0	1.8
No	89.6	0.2	82.9	0.4	93.6	0.2	89.3	0.4	95.6	0.3

Table 47. Bystander Behavior Upon Witnessing Sexual Assault or Other Sexual Misconduct, by Gender and Student Affiliation¹ (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified				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	46.9	1.6	30.7	1.7	22.4	3.5	16.6	2.5
<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	2.1	29.0	3.0	S	S	13.4	5.4
Checked in with the person who seemed impacted by the behavior	66.8	2.3	61.8	3.4	53.1	10.7	37.4	6.8
Confronted or expressed concern to the person engaging in the behavior	31.1	2.2	25.9	3.2	27.1	9.3	12.9	4.6
Sought help from either person's friends	24.4	2.0	16.3	2.4	18.8	10.0	S	S
Sought help from someone else	11.1	1.4	13.1	2.4	S	S	S	S
Expressed concern to school administrators or another person in a position of authority	9.5	1.5	17.8	2.4	S	S	10.9	5.7
Did nothing because the person impacted appeared to be handling the situation	12.8	1.5	12.6	2.1	9.8	5.6	42.9	8.5
Did nothing because I wasn't sure what to do	15.7	1.7	17.0	2.7	26.0	9.2	33.4	8.3
Did nothing for another reason	6.4	1.1	7.9	1.7	10.2	5.4	15.6	6.7
Other	2.8	0.8	7.7	2.0	S	S	7.6	3.3
No	53.1	1.6	69.3	1.7	77.6	3.5	83.4	2.5

Table 47. Bystander Behavior Upon Witnessing Sexual Assault or Other Sexual Misconduct, by Gender and Student Affiliation¹ (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified				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	18.7	1.4	13.8	1.3	7.1	2.3	6.2	1.6
<i>If yes, thinking about the last time this happened, what did you do?</i>								
Directly intervened or interrupted the situation in the moment	21.4	3.4	18.5	4.1	S	S	22.5	12.6
Checked in with the person who seemed impacted by the behavior	75.7	3.0	69.1	4.8	79.6	16.9	65.4	14.5
Confronted or expressed concern to the person engaging in the behavior	22.9	3.1	13.0	3.7	S	S	S	S
Sought help from either person's friends	30.3	4.0	22.0	4.2	-	-	-	-
Sought help from someone else	17.0	3.4	16.2	4.0	-	-	-	-
Expressed concern to school administrators or another person in a position of authority	12.8	2.9	18.9	4.4	S	S	-	-
Did nothing because the person impacted appeared to be handling the situation	10.8	2.0	13.4	4.1	-	-	22.5	10.8
Did nothing because I wasn't sure what to do	10.6	2.5	11.7	3.3	-	-	S	S
Did nothing for another reason	7.7	2.3	9.8	3.4	-	-	23.8	13.8
Other	2.6	0.9	4.9	2.8	32.9	21.1	S	S
No	81.3	1.4	86.2	1.3	92.9	2.3	93.8	1.6

Table 47. Bystander Behavior Upon Witnessing Sexual Assault or Other Sexual Misconduct, by Gender and Student Affiliation¹ (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified				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	23.0	1.3	11.3	1.0	7.9	2.4	4.6	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	12.0	2.3	5.6	1.9	-	-	-	-
Checked in with the person who seemed impacted by the behavior	70.8	3.3	67.0	4.9	43.4	21.8	41.9	10.1
Confronted or expressed concern to the person engaging in the behavior	23.0	3.1	11.7	4.1	S	S	S	S
Sought help from either person's friends	42.2	3.6	27.0	4.8	53.6	22.3	S	S
Sought help from someone else	19.3	2.7	14.6	3.6	S	S	-	-
Expressed concern to school administrators or another person in a position of authority	4.8	1.4	6.6	3.6	-	-	-	-
Did nothing because the person impacted appeared to be handling the situation	7.0	1.6	7.7	2.5	S	S	38.9	12.9
Did nothing because I wasn't sure what to do	11.9	2.3	15.3	3.4	S	S	S	S
Did nothing for another reason	12.7	2.4	15.7	4.4	S	S	26.6	15.9
Other	3.5	1.1	7.2	4.0	S	S	S	S
No	77.0	1.3	88.7	1.0	92.1	2.4	95.4	1.5

Table 47. Bystander Behavior Upon Witnessing Sexual Assault or Other Sexual Misconduct, by Gender and Student Affiliation¹ (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified				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	21.1	1.5	9.2	1.1	11.9	3.0	3.8	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	40.1	3.7	39.3	5.7	54.0	17.0	50.1	18.0
Checked in with the person who seemed impacted by the behavior	57.4	3.4	61.5	6.3	31.5	15.4	45.5	17.7
Confronted or expressed concern to the person engaging in the behavior	25.4	3.3	18.9	4.6	37.0	19.0	-	-
Sought help from either person's friends	27.9	3.4	30.8	5.6	S	S	S	S
Sought help from someone else	17.6	3.3	20.4	5.6	S	S	S	S
Expressed concern to school administrators or another person in a position of authority	5.3	1.4	7.5	3.4	S	S	-	-
Did nothing because the person impacted appeared to be handling the situation	10.6	2.1	9.6	3.3	-	-	S	S
Did nothing because I wasn't sure what to do	10.8	2.3	8.3	3.4	S	S	S	S
Did nothing for another reason	8.8	2.0	9.8	3.6	20.3	12.1	S	S
Other	5.2	1.5	5.4	2.6	-	-	S	S
No	78.9	1.5	90.8	1.1	88.1	3.0	96.2	1.1

¹Per 100 students.

²Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

An "S" indicates suppressed data.

A "-" indicates no data.

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			
			Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>How problematic is sexual assault or other sexual misconduct at [University]?</i>										
Not at all	15.1	0.2	5.2	0.2	20.6	0.3	11.9	0.4	28.7	0.5
A little	27.4	0.2	20.9	0.4	30.2	0.5	31.2	0.5	31.9	0.5
Somewhat	34.9	0.2	40.2	0.4	33.5	0.5	36.6	0.6	27.3	0.5
Very	16.2	0.2	24.9	0.4	11.1	0.3	15.1	0.5	7.9	0.3
Extremely	6.3	0.1	8.9	0.3	4.7	0.2	5.1	0.3	4.1	0.2
<i>How likely do you think it is that you will experience sexual assault or other sexual misconduct in the future while enrolled at [University]?</i>										
Not at all	53.7	0.3	28.4	0.5	49.0	0.4	70.3	0.6	79.8	0.5
A little	28.8	0.2	37.4	0.4	35.1	0.5	22.2	0.6	16.3	0.5
Somewhat	12.8	0.2	24.2	0.4	12.3	0.3	5.8	0.2	3.2	0.2
Very	3.7	0.1	8.0	0.2	2.8	0.2	1.3	0.1	0.6	0.1
Extremely	1.1	0.0	2.1	0.1	0.8	0.1	0.4	0.1	0.1	0.0

Table 48. Perceptions Related to the Risks of Experiencing Sexual Assault or Other Sexual Misconduct, by Gender and Student Affiliation¹ (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>How problematic is sexual assault or other sexual misconduct at [University]?</i>								
Not at all	3.2	0.6	10.8	1.2	19.4	4.1	22.2	2.7
A little	11.7	1.0	20.5	1.5	16.4	3.1	31.3	3.8
Somewhat	35.6	1.5	36.7	1.5	32.9	4.0	27.8	2.6
Very	35.4	1.5	21.0	1.6	19.6	3.8	11.5	2.2
Extremely	14.1	1.1	11.1	1.0	11.7	3.2	7.2	1.9
<i>How likely do you think it is that you will experience sexual assault or other sexual misconduct in the future while enrolled at [University]?</i>								
Not at all	19.9	1.1	41.5	1.6	47.4	4.2	59.5	2.9
A little	36.2	1.7	32.8	1.7	28.9	3.6	25.8	2.9
Somewhat	28.0	1.6	17.4	1.5	18.1	3.2	9.6	1.8
Very	12.0	0.9	5.2	0.8	1.8	0.8	3.7	1.5
Extremely	3.9	0.6	3.1	0.6	3.8	1.9	S	S

¹Per 100 students.

²Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

An "S" indicates suppressed data.

A "-" indicates no data.

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	12.1	0.2	9.5	0.3	17.3	0.3	9.1	0.3	13.7	0.5
A little	22.7	0.2	23.4	0.4	24.2	0.4	21.2	0.5	22.7	0.5
Somewhat	36.1	0.3	37.1	0.5	33.9	0.5	37.9	0.5	35.8	0.6
Very	22.9	0.3	22.7	0.4	19.8	0.4	25.5	0.5	23.0	0.6
Extremely	6.3	0.1	7.3	0.2	4.8	0.2	6.3	0.3	4.7	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	9.6	0.1	7.4	0.2	13.6	0.3	7.6	0.3	10.9	0.4
A little	22.1	0.2	22.3	0.3	25.4	0.4	19.3	0.5	22.6	0.5
Somewhat	37.8	0.2	37.0	0.4	36.9	0.5	38.7	0.6	39.1	0.6
Very	23.8	0.2	25.7	0.4	19.2	0.4	26.9	0.5	22.4	0.5
Extremely	6.7	0.1	7.6	0.2	4.9	0.2	7.4	0.3	5.1	0.3
<i>How knowledgeable are you about where to make a report of sexual assault or other sexual misconduct at [University]?</i>										
Not at all	14.6	0.2	14.7	0.3	19.1	0.3	11.5	0.4	13.5	0.5
A little	23.9	0.3	24.5	0.4	25.8	0.4	21.5	0.5	24.5	0.6
Somewhat	34.7	0.3	34.5	0.4	33.6	0.4	35.6	0.6	36.0	0.6
Very	20.4	0.2	19.7	0.4	16.9	0.4	23.6	0.5	20.8	0.5
Extremely	6.4	0.1	6.6	0.2	4.7	0.2	7.8	0.3	5.2	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	26.7	0.3	26.5	0.4	32.7	0.4	22.5	0.5	25.4	0.6
A little	27.7	0.2	29.0	0.5	27.1	0.4	28.2	0.5	26.6	0.6
Somewhat	30.1	0.3	28.9	0.4	28.2	0.4	31.5	0.6	32.7	0.6
Very	11.5	0.2	11.3	0.3	9.1	0.3	13.4	0.3	12.1	0.4
Extremely	4.0	0.1	4.3	0.2	2.9	0.2	4.4	0.2	3.2	0.2
<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	78.3	0.4	85.1	0.6	72.7	0.6	82.7	0.9	74.0	0.9
<i>What topics did these training modules or information sessions include?³</i>										
How sexual assault or other sexual misconduct is defined on campus	92.0	0.3	89.3	0.5	91.6	0.5	93.1	0.5	94.6	0.5
How to prevent sexual assault or other sexual misconduct	85.6	0.3	85.3	0.6	77.4	0.7	92.5	0.6	88.7	0.7
Additional training programs on how to prevent sexual assault or other sexual misconduct	60.3	0.5	57.9	0.8	51.2	1.0	69.4	1.1	64.0	1.0
Where to seek help should you or someone else experience sexual assault or other sexual misconduct	89.8	0.3	89.9	0.6	87.9	0.6	91.7	0.6	90.3	0.7
No	21.7	0.4	14.9	0.6	27.3	0.6	17.3	0.9	26.0	0.9

Table 49. Knowledge and Perceptions About Resources Related to Sexual Assault and Other Sexual Misconduct, by Gender and Student Affiliation¹ (continued)

Survey Item Response	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	79.0	0.2	81.7	0.5	73.3	0.5	81.2	0.6	76.2	0.7
<i>What topics did these training modules or information sessions include?³</i>										
How sexual assault or other sexual misconduct is defined on campus	88.7	0.2	84.3	0.5	89.6	0.4	90.3	0.5	91.7	0.5
How to prevent sexual assault or other sexual misconduct	79.9	0.3	78.0	0.5	69.9	0.7	88.1	0.5	82.2	0.6
Additional training programs on how to prevent sexual assault or other sexual misconduct	51.6	0.4	47.6	0.6	41.5	0.7	61.1	0.9	55.6	0.9
Where to seek help should you or someone else experience sexual assault or other sexual misconduct	86.3	0.3	84.6	0.5	85.9	0.5	86.4	0.6	88.4	0.5
No	21.0	0.2	18.3	0.5	26.7	0.5	18.8	0.6	23.8	0.7

Table 49. Knowledge and Perceptions About Resources Related to Sexual Assault and Other Sexual Misconduct, by Gender and Student Affiliation¹ (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified				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	7.0	0.6	15.0	1.4	15.7	3.5	15.8	2.2
A little	18.9	1.2	20.3	1.2	19.4	3.4	16.7	2.7
Somewhat	35.0	1.4	29.9	1.6	30.8	3.9	31.1	2.7
Very	26.8	1.4	23.0	1.5	18.5	2.6	24.9	3.4
Extremely	12.2	0.9	11.8	1.2	15.7	3.6	11.5	1.8
<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	6.3	0.8	9.9	0.9	11.6	3.0	12.8	1.9
A little	18.2	1.1	19.8	1.2	17.7	3.1	18.4	2.9
Somewhat	34.5	1.3	40.1	1.6	36.5	3.3	38.3	3.2
Very	28.4	1.3	19.2	1.2	21.2	3.0	21.6	2.7
Extremely	12.7	1.0	11.0	1.0	13.1	3.4	9.0	1.6
<i>How knowledgeable are you about where to make a report of sexual assault or other sexual misconduct at [University]?</i>								
Not at all	12.2	1.2	15.0	1.1	17.8	3.3	15.9	2.2
A little	21.5	1.5	21.5	1.2	20.3	3.8	21.1	3.0
Somewhat	31.9	1.6	31.6	1.5	30.5	4.0	32.8	2.9
Very	23.1	1.4	21.2	1.3	16.4	3.0	21.2	2.8
Extremely	11.2	1.0	10.6	1.1	15.0	3.6	9.1	1.8

Table 49. Knowledge and Perceptions About Resources Related to Sexual Assault and Other Sexual Misconduct, by Gender and Student Affiliation¹ (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified				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	25.7	1.3	27.7	1.7	30.0	3.8	27.0	2.8
A little	24.7	1.4	27.4	1.5	20.1	3.3	25.0	3.1
Somewhat	28.3	1.3	27.6	1.4	26.3	3.3	30.6	3.5
Very	13.4	1.1	10.0	1.0	13.4	3.0	9.5	1.7
Extremely	7.9	0.8	7.4	1.0	10.1	3.0	8.0	1.8
<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	88.7	2.3	77.1	2.7	68.9	6.5	78.1	5.2
<i>What topics did these training modules or information sessions include?³</i>								
How sexual assault or other sexual misconduct is defined on campus	89.5	2.1	91.7	2.1	93.8	3.2	95.1	2.5
How to prevent sexual assault or other sexual misconduct	84.2	2.7	80.1	2.5	97.3	2.5	81.2	6.5
Additional training programs on how to prevent sexual assault or other sexual misconduct	57.8	3.4	55.7	4.0	63.4	9.3	77.4	5.4
Where to seek help should you or someone else experience sexual assault or other sexual misconduct	89.1	2.3	87.1	2.5	79.7	8.1	88.5	5.8
No	11.3	2.3	22.9	2.7	31.1	6.5	21.9	5.2

Table 49. Knowledge and Perceptions About Resources Related to Sexual Assault and Other Sexual Misconduct, by Gender and Student Affiliation¹ (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified				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	89.0	1.0	78.5	1.8	82.0	4.4	72.6	4.4
<i>What topics did these training modules or information sessions include?³</i>								
How sexual assault or other sexual misconduct is defined on campus	90.7	1.2	94.2	1.1	85.4	5.3	93.1	2.1
How to prevent sexual assault or other sexual misconduct	81.9	1.5	76.0	2.1	66.7	5.7	78.2	4.3
Additional training programs on how to prevent sexual assault or other sexual misconduct	52.2	2.2	48.5	2.2	35.1	5.1	63.6	4.7
Where to seek help should you or someone else experience sexual assault or other sexual misconduct	89.8	1.3	88.6	1.5	77.1	5.9	87.5	3.4
No	11.0	1.0	21.5	1.8	18.0	4.4	27.4	4.4

¹Per 100 students.

²Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

³Respondents could select multiple options.

An "S" indicates suppressed data.

A "-" indicates no data.

Table 50. Student Feelings About the Campus Community, by Gender and Student Affiliation¹

Survey Item Response	Total		Woman				Man			
	%	StdErr	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
			%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>How connected do you feel to the campus community at [University] as a whole?</i>										
Not at all	6.6	0.1	3.4	0.2	9.7	0.3	3.7	0.2	9.5	0.4
A little	21.2	0.2	13.0	0.3	30.6	0.5	15.2	0.5	26.9	0.6
Somewhat	42.3	0.2	41.7	0.5	42.4	0.4	42.5	0.5	43.2	0.6
Very	25.5	0.2	35.4	0.4	15.4	0.3	31.8	0.5	17.9	0.5
Extremely	4.5	0.1	6.5	0.2	2.0	0.1	6.7	0.3	2.5	0.2
<i>How comfortable are you seeking advice from faculty or staff at [University], even about something personal?</i>										
Not at all	10.1	0.2	9.9	0.3	11.3	0.2	9.5	0.4	8.6	0.3
A little	25.9	0.3	28.4	0.5	26.0	0.5	24.9	0.5	22.7	0.5
Somewhat	37.8	0.3	38.2	0.4	36.7	0.5	38.8	0.7	37.5	0.6
Very	21.1	0.2	18.9	0.4	21.0	0.4	22.0	0.5	25.2	0.5
Extremely	5.0	0.1	4.6	0.2	5.0	0.2	4.8	0.3	5.9	0.3
<i>How concerned are students at [University] about each other's well-being?</i>										
Not at all	3.7	0.1	3.2	0.1	3.7	0.2	4.0	0.2	3.5	0.2
A little	16.3	0.2	16.7	0.3	16.4	0.4	16.4	0.4	15.1	0.5
Somewhat	46.3	0.3	48.9	0.4	44.4	0.5	46.5	0.6	44.6	0.6
Very	30.1	0.2	28.1	0.4	31.9	0.5	29.8	0.5	32.6	0.6
Extremely	3.5	0.1	3.1	0.2	3.6	0.2	3.3	0.2	4.3	0.2

Table 50. Student Feelings About the Campus Community, by Gender and Student Affiliation¹ (continued)

Survey Item Response	Total		Woman				Man			
	%	StdErr	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
			%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>How concerned are faculty or staff at [University] about your well-being?</i>										
Not at all	5.3	0.1	4.4	0.2	6.0	0.2	4.8	0.3	5.5	0.2
A little	19.0	0.2	20.1	0.4	20.2	0.4	17.9	0.5	16.7	0.5
Somewhat	41.6	0.2	43.6	0.5	40.2	0.5	41.2	0.5	40.2	0.5
Very	29.7	0.2	28.3	0.4	29.3	0.5	31.3	0.6	32.1	0.5
Extremely	4.4	0.1	3.6	0.2	4.3	0.2	4.8	0.3	5.6	0.3
<i>How concerned are University Officials at [University] about your well-being?</i>										
Not at all	17.4	0.2	17.1	0.3	18.4	0.3	15.1	0.4	14.1	0.4
A little	26.9	0.2	29.5	0.4	28.2	0.4	25.9	0.5	22.6	0.5
Somewhat	36.0	0.3	36.4	0.5	35.4	0.5	37.3	0.6	37.6	0.6
Very	17.1	0.2	14.9	0.4	15.8	0.3	18.7	0.5	21.9	0.5
Extremely	2.6	0.1	2.1	0.1	2.2	0.1	3.0	0.2	3.9	0.2

Table 50. Student Feelings About the Campus Community, by Gender and Student Affiliation¹ (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>How connected do you feel to the campus community at [University] as a whole?</i>								
Not at all	6.5	0.7	14.8	1.3	11.3	2.5	20.7	2.9
A little	25.8	1.6	33.8	1.8	26.6	3.8	27.8	3.2
Somewhat	40.7	1.5	39.7	1.9	41.7	4.5	40.0	3.4
Very	24.6	1.5	10.0	1.1	15.0	3.5	9.2	1.8
Extremely	2.4	0.4	1.7	0.4	5.5	1.7	2.4	1.6
<i>How comfortable are you seeking advice from faculty or staff at [University], even about something personal?</i>								
Not at all	12.7	1.3	13.8	1.2	25.5	4.2	21.0	3.0
A little	29.1	1.5	29.9	1.4	23.8	3.7	26.3	3.0
Somewhat	39.7	1.5	37.1	1.5	29.9	4.2	33.6	3.0
Very	14.4	1.2	14.2	1.1	15.3	3.0	13.2	2.6
Extremely	4.1	0.7	5.0	0.8	5.4	2.0	5.9	1.4
<i>How concerned are students at [University] about each other's well-being?</i>								
Not at all	4.9	0.7	5.7	0.9	11.6	3.0	12.4	2.3
A little	17.6	1.2	17.8	1.4	23.6	4.2	18.6	2.7
Somewhat	47.5	1.5	46.2	1.6	43.6	4.3	44.9	3.0
Very	26.5	1.3	26.4	1.6	18.5	3.5	19.4	2.7
Extremely	3.5	0.6	3.9	0.7	2.6	1.5	4.6	1.4

Table 50. Student Feelings About the Campus Community, by Gender and Student Affiliation¹ (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified				Decline to State			
	Undergraduate		Graduate or Professional		Undergraduate		Graduate or Professional	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
<i>How concerned are faculty or staff at [University] about your well-being?</i>								
Not at all	5.0	0.7	9.1	0.9	17.9	3.7	10.9	2.0
A little	21.3	1.4	26.0	1.5	13.7	2.2	22.9	3.6
Somewhat	46.3	1.4	39.9	1.5	38.7	4.4	42.9	3.9
Very	24.8	1.2	20.1	1.3	26.2	4.3	18.3	2.4
Extremely	2.7	0.5	4.9	0.9	3.5	1.6	4.9	1.4
<i>How concerned are University Officials at [University] about your well-being?</i>								
Not at all	34.6	1.5	38.6	1.7	35.3	4.3	28.5	3.3
A little	32.6	1.7	27.3	1.8	22.6	3.8	23.5	3.1
Somewhat	25.4	1.5	24.0	1.7	27.6	3.6	30.0	2.8
Very	6.5	0.8	8.8	1.3	11.8	2.5	15.0	2.8
Extremely	0.9	0.3	1.4	0.4	2.6	1.5	3.0	1.4

¹Per 100 students.

²Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

An "S" indicates suppressed data.

A "-" indicates no data.

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: 2019 and 2024^{1,2}

<i>Survey Item Response</i>	Woman				Man			
	2018-19		2023-24		2018-19		2023-24	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Completed using physical force or the victim was unable to consent or stop what was happening	18.0	0.2	12.7	0.2	4.9	0.1	4.2	0.2
Penetration	7.5	0.2	5.6	0.2	1.5	0.1	1.5	0.1
Sexual touching	14.1	0.2	9.4	0.2	3.9	0.1	3.1	0.2
Completed using physical force, or inability to consent or stop what was happening; attempted penetration using physical force	18.7	0.2	13.3	0.2	5.1	0.1	4.3	0.2
Penetration	8.8	0.2	6.7	0.2	1.9	0.1	1.7	0.1
Sexual touching	14.1	0.2	9.4	0.2	3.9	0.1	3.1	0.2
Completed using physical force, or the victim was unable to consent or stop what was happening, or coercion; attempted penetration using physical force	18.8	0.2	13.5	0.2	5.2	0.1	4.4	0.2
Penetration	8.9	0.2	6.8	0.2	2.0	0.1	1.8	0.1
Sexual touching	14.2	0.2	9.5	0.2	4.0	0.1	3.2	0.2

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: 2019 and 2024^{1,2} (continued)

<i>Survey Item Response</i>	Woman				Man			
	2018-19		2023-24		2018-19		2023-24	
	%	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	24.0	0.2	17.5	0.3	6.8	0.2	5.7	0.2
Penetration	11.8	0.2	8.9	0.2	2.6	0.1	2.4	0.1
Sexual touching	18.7	0.2	12.9	0.2	5.3	0.2	4.3	0.2

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: 2019 and 2024^{1,2} (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	2018-19		2023-24		2018-19		2023-24	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Completed using physical force or the victim was unable to consent or stop what was happening	20.7	1.4	15.8	1.0	7.0	1.5	7.0	1.6
Penetration	9.7	1.0	8.9	0.8	2.2	0.6	1.3	0.7
Sexual touching	15.1	1.3	11.4	0.9	6.2	1.4	6.7	1.6
Completed using physical force, or inability to consent or stop what was happening; attempted penetration using physical force	21.2	1.4	16.3	1.0	7.0	1.5	7.8	1.8
Penetration	10.5	1.1	9.8	0.8	2.2	0.6	2.3	0.8
Sexual touching	15.1	1.3	11.4	0.9	6.2	1.4	6.7	1.6
Completed using physical force, or the victim was unable to consent or stop what was happening, or coercion; attempted penetration using physical force	21.6	1.5	16.6	1.0	7.0	1.5	7.8	1.8
Penetration	11.0	1.1	9.9	0.8	2.2	0.6	2.3	0.8
Sexual touching	15.3	1.3	11.7	0.9	6.2	1.4	6.7	1.6

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: 2019 and 2024^{1,2} (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	2018-19		2023-24		2018-19		2023-24	
	%	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	28.7	1.7	23.3	1.2	9.5	1.7	9.5	1.8
Penetration	15.9	1.4	14.5	1.0	3.8	1.0	3.1	0.9
Sexual touching	22.3	1.6	15.7	1.0	7.2	1.4	8.3	1.6

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.

³Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

An "S" indicates suppressed data.

A "-" indicates no data.

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: 2019 and 2024^{1,2}

Survey Item Response	Woman				Man			
	2018-19		2023-24		2018-19		2023-24	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Completed using physical force or the victim was unable to consent or stop what was happening	24.8	0.3	18.0	0.3	6.6	0.2	6.2	0.3
Penetration	10.6	0.2	8.1	0.2	2.2	0.1	2.2	0.2
Sexual touching	19.7	0.3	13.5	0.3	5.3	0.2	4.8	0.3
Completed using physical force, or inability to consent or stop what was happening; attempted penetration using physical force	25.7	0.3	18.9	0.4	7.0	0.2	6.4	0.3
Penetration	12.3	0.2	9.5	0.3	2.7	0.1	2.5	0.2
Sexual touching	19.7	0.3	13.5	0.3	5.3	0.2	4.8	0.3
Completed using physical force, or the victim was unable to consent or stop what was happening, or coercion; attempted penetration using physical force	25.9	0.3	19.1	0.4	7.1	0.2	6.5	0.3
Penetration	12.5	0.2	9.7	0.3	2.8	0.1	2.6	0.2
Sexual touching	19.8	0.3	13.6	0.3	5.4	0.2	4.9	0.3
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	32.0	0.3	23.9	0.4	9.1	0.3	8.2	0.4
Penetration	16.0	0.3	12.5	0.3	3.6	0.2	3.4	0.2
Sexual touching	25.3	0.3	17.7	0.4	7.1	0.3	6.2	0.3

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: 2019 and 2024^{1,2} (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	2018-19		2023-24		2018-19		2023-24	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Completed using physical force or the victim was unable to consent or stop what was happening	25.4	2.0	20.7	1.5	11.3	2.7	12.6	3.3
Penetration	11.9	1.5	12.0	1.2	2.7	1.1	3.1	1.6
Sexual touching	18.5	1.8	14.9	1.2	9.8	2.7	12.0	3.3
Completed using physical force, or inability to consent or stop what was happening; attempted penetration using physical force	25.8	2.0	21.1	1.5	11.3	2.7	12.6	3.3
Penetration	12.7	1.5	12.9	1.2	2.7	1.1	3.4	1.6
Sexual touching	18.5	1.8	14.9	1.2	9.8	2.7	12.0	3.3
Completed using physical force, or the victim was unable to consent or stop what was happening, or coercion; attempted penetration using physical force	26.1	2.0	21.3	1.5	11.3	2.7	12.6	3.3
Penetration	13.0	1.5	12.9	1.2	2.7	1.1	3.4	1.6
Sexual touching	18.8	1.8	15.2	1.3	9.8	2.7	12.0	3.3

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: 2019 and 2024^{1,2} (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	2018-19		2023-24		2018-19		2023-24	
	%	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	33.8	2.4	29.0	1.6	15.1	3.1	14.0	3.3
Penetration	18.9	1.9	18.6	1.4	5.1	1.7	4.0	1.6
Sexual touching	26.4	2.4	19.9	1.3	11.8	2.7	13.4	3.3

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.

³Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

An "S" indicates suppressed data.

A "-" indicates no data.

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: 2019 and 2024^{1,2}

Survey Item Response	Woman				Man			
	2018-19		2023-24		2018-19		2023-24	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Completed using physical force or the victim was unable to consent or stop what was happening	8.4	0.3	6.1	0.3	2.6	0.1	1.7	0.1
Penetration	3.2	0.2	2.6	0.2	0.7	0.1	0.7	0.1
Sexual touching	6.2	0.2	4.3	0.2	2.1	0.1	1.2	0.1
Completed using physical force, or inability to consent or stop what was happening; attempted penetration using physical force	8.7	0.3	6.4	0.3	2.7	0.1	1.8	0.1
Penetration	3.7	0.2	3.1	0.2	0.9	0.1	0.8	0.1
Sexual touching	6.2	0.2	4.3	0.2	2.1	0.1	1.2	0.1
Completed using physical force, or the victim was unable to consent or stop what was happening, or coercion; attempted penetration using physical force	8.8	0.3	6.5	0.3	2.8	0.1	1.9	0.1
Penetration	3.8	0.2	3.1	0.2	0.9	0.1	0.8	0.1
Sexual touching	6.3	0.2	4.4	0.2	2.1	0.1	1.3	0.1
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	12.6	0.3	9.6	0.3	3.9	0.2	2.8	0.2
Penetration	5.8	0.2	4.6	0.2	1.3	0.1	1.2	0.1
Sexual touching	9.3	0.2	7.0	0.3	3.1	0.2	2.0	0.1

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: 2019 and 2024^{1,2} (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	2018-19		2023-24		2018-19		2023-24	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Completed using physical force or the victim was unable to consent or stop what was happening	11.7	1.5	8.3	1.0	3.7	1.0	2.8	1.2
Penetration	5.5	1.0	4.1	0.7	1.8	0.8	0.0	0.0
Sexual touching	8.6	1.2	6.0	0.9	3.3	1.0	2.8	1.2
Completed using physical force, or inability to consent or stop what was happening; attempted penetration using physical force	12.4	1.5	9.0	1.0	3.7	1.0	4.3	1.5
Penetration	6.3	1.1	5.2	0.7	1.8	0.8	S	S
Sexual touching	8.6	1.2	6.0	0.9	3.3	1.0	2.8	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	13.0	1.6	9.4	1.0	3.7	1.0	4.3	1.5
Penetration	7.0	1.2	5.3	0.8	1.8	0.8	S	S
Sexual touching	8.6	1.2	6.5	0.9	3.3	1.0	2.8	1.2

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: 2019 and 2024^{1,2} (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	2018-19		2023-24		2018-19		2023-24	
	%	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	19.0	1.9	14.5	1.3	5.0	1.2	6.0	1.8
Penetration	10.3	1.5	8.3	1.0	2.7	1.0	2.5	1.0
Sexual touching	14.4	1.7	9.3	1.0	3.6	1.0	4.5	1.6

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.

³Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

An "S" indicates suppressed data.

A "-" indicates no data.

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: 2019 and 2024^{1,2}

Survey Item Response	Woman				Man			
	2018-19		2023-24		2018-19		2023-24	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Completed using physical force or the victim was unable to consent or stop what was happening	30.0	0.7	21.6	0.8	8.5	0.5	9.3	0.8
Penetration	14.5	0.5	10.9	0.6	2.7	0.3	3.9	0.5
Sexual touching	23.3	0.6	15.0	0.6	6.8	0.5	6.8	0.7
Completed using physical force, or inability to consent or stop what was happening; attempted penetration using physical force	31.2	0.7	22.7	0.8	8.9	0.5	9.4	0.8
Penetration	16.7	0.6	12.5	0.6	3.4	0.3	4.2	0.5
Sexual touching	23.3	0.6	15.0	0.6	6.8	0.5	6.8	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	31.3	0.7	23.0	0.8	9.1	0.5	9.5	0.8
Penetration	16.8	0.6	12.8	0.6	3.6	0.3	4.3	0.5
Sexual touching	23.4	0.6	15.2	0.7	6.9	0.5	6.9	0.7
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	38.7	0.7	28.7	0.9	11.4	0.6	11.8	0.9
Penetration	21.5	0.6	16.3	0.7	4.6	0.4	5.5	0.6
Sexual touching	30.2	0.7	20.3	0.7	9.0	0.5	8.5	0.8

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: 2019 and 2024^{1,2} (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	2018-19		2023-24		2018-19		2023-24	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Completed using physical force or the victim was unable to consent or stop what was happening	33.0	4.8	26.1	2.8	16.0	5.5	14.6	8.8
Penetration	14.6	3.6	17.9	2.6	8.6	3.6	0.0	0.0
Sexual touching	25.6	4.3	17.4	2.3	11.5	5.2	14.6	8.8
Completed using physical force, or inability to consent or stop what was happening; attempted penetration using physical force	33.2	4.9	26.2	2.8	16.0	5.5	14.6	8.8
Penetration	14.8	3.6	18.5	2.5	8.6	3.6	0.0	0.0
Sexual touching	25.6	4.3	17.4	2.3	11.5	5.2	14.6	8.8
Completed using physical force, or the victim was unable to consent or stop what was happening, or coercion; attempted penetration using physical force	33.2	4.9	26.3	2.8	16.0	5.5	14.6	8.8
Penetration	14.8	3.6	18.6	2.5	8.6	3.6	0.0	0.0
Sexual touching	25.6	4.3	17.4	2.3	11.5	5.2	14.6	8.8

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: 2019 and 2024^{1,2} (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	2018-19		2023-24		2018-19		2023-24	
	%	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	43.0	5.5	36.7	3.1	17.5	5.6	15.9	8.9
Penetration	23.5	3.9	26.2	2.8	8.6	3.6	S	S
Sexual touching	37.6	5.5	23.6	2.5	14.3	5.5	14.6	8.8

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.

³Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

An "S" indicates suppressed data.

A "-" indicates no data.

Table 54a. 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 for Current School Year, by Tactic and Gender: 2019 and 2024^{1,2}

Survey Item Response	Woman				Man			
	2018-19		2023-24		2018-19		2023-24	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Completed using physical force or the victim was unable to consent or stop what was happening	11.8	0.2	7.5	0.2	3.3	0.1	2.5	0.2
Penetration	3.5	0.1	2.4	0.1	0.8	0.1	0.7	0.1
Sexual touching	9.7	0.2	6.0	0.2	2.8	0.1	2.0	0.2
Completed using physical force or the victim was unable to consent or stop what was happening; attempted penetration using physical force	12.2	0.2	7.9	0.3	3.5	0.1	2.6	0.2
Penetration	4.3	0.1	3.0	0.2	1.0	0.1	0.8	0.1
Sexual touching	9.7	0.2	6.0	0.2	2.8	0.1	2.0	0.2
Completed using physical force, or the victim was unable to consent or stop what was happening, or coercion; attempted penetration using physical force	12.3	0.2	8.0	0.2	3.5	0.1	2.6	0.2
Penetration	4.4	0.1	3.1	0.2	1.0	0.1	0.8	0.1
Sexual touching	9.8	0.2	6.0	0.2	2.8	0.1	2.0	0.2
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	16.2	0.3	10.5	0.3	4.6	0.2	3.3	0.2
Penetration	6.3	0.2	4.5	0.2	1.4	0.1	1.1	0.1
Sexual touching	12.7	0.2	7.8	0.3	3.8	0.2	2.6	0.2

Table 54a. 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 for Current School Year, by Tactic and Gender: 2019 and 2024^{1,2} (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	2018-19		2023-24		2018-19		2023-24	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Completed using physical force or the victim was unable to consent or stop what was happening	10.0	1.4	7.0	0.8	3.6	1.3	6.2	2.4
Penetration	4.1	0.9	4.0	0.6	3.6	1.3	2.5	1.5
Sexual touching	7.5	1.2	4.6	0.6	3.6	1.3	6.2	2.4
Completed using physical force or the victim was unable to consent or stop what was happening; attempted penetration using physical force	10.0	1.4	7.2	0.8	0.0	0.0	6.2	2.4
Penetration	4.2	0.9	4.4	0.6	3.6	1.3	2.5	1.5
Sexual touching	7.5	1.2	4.6	0.6	3.6	1.3	6.2	2.4
Completed using physical force, or the victim was unable to consent or stop what was happening, or coercion; attempted penetration using physical force	10.2	1.4	7.5	0.8	3.6	1.3	6.2	2.4
Penetration	4.6	0.9	4.5	0.6	3.9	1.3	2.5	1.5
Sexual touching	7.8	1.2	4.7	0.6	S	S	6.2	2.4

Table 54a. 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 for Current School Year, by Tactic and Gender: 2019 and 2024^{1,2} (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	2018-19		2023-24		2018-19		2023-24	
	%	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	14.0	1.6	11.3	1.0	3.6	1.3	7.5	2.4
Penetration	6.5	1.2	6.7	0.8	-	-	2.9	1.6
Sexual touching	10.8	1.4	6.9	0.8	-	-	7.1	2.4

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.

³Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

An "S" indicates suppressed data.

A "-" indicates no data.

Table 54b. 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 for Current School Year, by Tactic and Gender: 2019 and 2024^{1,2}

Survey Item Response	Woman				Man			
	2018-19		2023-24		2018-19		2023-24	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Completed using physical force or the victim was unable to consent or stop what was happening	3.2	0.1	2.2	0.1	1.0	0.1	0.8	0.1
Penetration	0.9	0.1	0.7	0.1	0.3	0.1	0.2	0.0
Sexual touching	2.6	0.1	1.7	0.1	0.8	0.1	0.7	0.1
Completed using physical force or the victim was unable to consent or stop what was happening; attempted penetration using physical force	3.4	0.2	2.4	0.1	1.0	0.1	0.8	0.1
Penetration	1.1	0.1	0.9	0.1	0.3	0.1	0.2	0.0
Sexual touching	2.6	0.1	1.7	0.1	0.8	0.1	0.7	0.1
Completed using physical force, or the victim was unable to consent or stop what was happening, or coercion; attempted penetration using physical force	3.4	0.2	2.4	0.1	1.1	0.1	0.9	0.1
Penetration	1.2	0.1	0.9	0.1	0.3	0.1	0.3	0.1
Sexual touching	2.7	0.1	1.7	0.1	0.8	0.1	0.7	0.1
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	5.5	0.2	4.0	0.2	1.7	0.1	1.4	0.1
Penetration	2.2	0.1	1.5	0.1	0.5	0.1	0.5	0.1
Sexual touching	4.1	0.2	3.0	0.2	1.4	0.1	1.0	0.1

Table 54b. 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 for Current School Year, by Tactic and Gender: 2019 and 2024^{1,2} (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	2018-19		2023-24		2018-19		2023-24	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Completed using physical force or the victim was unable to consent or stop what was happening	5.8	1.1	4.2	0.7	1.2	0.7	2.1	1.1
Penetration	1.7	0.8	1.9	0.5	S	S	2.1	1.1
Sexual touching	4.2	0.9	3.0	0.6	1.2	0.7	2.8	1.3
Completed using physical force or the victim was unable to consent or stop what was happening; attempted penetration using physical force	6.1	1.1	4.2	0.7	1.2	0.7	S	S
Penetration	2.0	0.8	2.0	0.5	S	S	2.1	1.1
Sexual touching	4.2	0.9	3.0	0.6	1.2	0.7	2.8	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	6.1	1.1	4.5	0.8	1.2	0.7	S	S
Penetration	2.0	0.8	2.0	0.5	S	S	2.1	1.1
Sexual touching	4.2	0.9	3.3	0.6	1.2	0.7	4.2	1.6

Table 54b. 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 for Current School Year, by Tactic and Gender: 2019 and 2024^{1,2} (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	2018-19		2023-24		2018-19		2023-24	
	%	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	8.8	1.4	6.2	0.8	2.2	0.9	S	S
Penetration	3.0	0.9	2.9	0.6	S	S	3.5	1.5
Sexual touching	6.9	1.3	4.2	0.7	1.6	0.7	-	-

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.

³Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

An "S" indicates suppressed data.

A "-" indicates no data.

54c. Percent of Undergraduate and Graduate/Professional Students Experiencing Harassment, Intimate Partner Violence and Stalking Since Entering College, by Gender and School Year^{1,2}

Survey Item Response	Woman				Man			
	2018-19		2023-24		2018-19		2023-24	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Undergraduate								
Harassment: Students experiencing harassing behavior that interfered, limited their ability to participate, or created intimidating, hostile, or offensive environment	31.5	0.4	29.8	0.4	10.5	0.2	10.7	0.4
Intimate Partner Violence: Controlled, tried to control, threatened physical harm, used physical force, or physically hurt or injured	12.6	0.3	12.0	0.4	9.2	0.4	9.3	0.5
Stalking: Students who experienced these behaviors by the same person more than once and feared for their safety or experienced substantial emotional distress	9.7	0.2	9.5	0.3	3.0	0.2	3.2	0.2
Graduate/professional								
Harassment: Students experiencing harassing behavior that interfered, limited their ability to participate, or created intimidating, hostile, or offensive environment	21.9	0.4	18.9	0.4	7.9	0.2	7.2	0.3
Intimate Partner Violence: Controlled, tried to control, threatened physical harm, used physical force, or physically hurt or injured	6.2	0.2	5.2	0.2	5.3	0.2	4.4	0.3
Stalking: Students who experienced these behaviors by the same person more than once and feared for their safety or experienced substantial emotional distress	5.9	0.2	5.5	0.2	1.8	0.1	1.9	0.2

54c. Percent of Undergraduate and Graduate/Professional Students Experiencing Harassment, Intimate Partner Violence and Stalking Since Entering College, by Gender and School Year^{1,2} (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	2018-19		2023-24		2018-19		2023-24	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Undergraduate								
Harassment: Students experiencing harassing behavior that interfered, limited their ability to participate, or created intimidating, hostile, or offensive environment	46.1	2.7	47.1	1.6	22.0	3.8	21.5	3.2
Intimate Partner Violence: Controlled, tried to control, threatened physical harm, used physical force, or physically hurt or injured	20.1	2.3	23.2	1.8	4.6	1.8	8.4	3.1
Stalking: Students who experienced these behaviors by the same person more than once and feared for their safety or experienced substantial emotional distress	18.3	1.9	16.9	1.1	8.0	2.3	8.5	2.8
Graduate/professional								
Harassment: Students experiencing harassing behavior that interfered, limited their ability to participate, or created intimidating, hostile, or offensive environment	40.3	2.7	32.6	1.7	18.9	2.8	15.3	2.5
Intimate Partner Violence: Controlled, tried to control, threatened physical harm, used physical force, or physically hurt or injured	9.9	2.1	9.3	1.0	7.7	2.5	7.3	2.4

54c. Percent of Undergraduate and Graduate/Professional Students Experiencing Harassment, Intimate Partner Violence and Stalking Since Entering College, by Gender and School Year^{1,2} (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ³				Decline to State			
	2018-19		2023-24		2018-19		2023-24	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Stalking: Students who experienced these behaviors by the same person more than once and feared for their safety or experienced substantial emotional distress	6.7	1.3	9.5	1.0	7.5	1.9	3.7	1.2

¹Estimates are for victimizations reported since entering college.

²For Harassment and Stalking per 100 students. For Intimate Partner Violence per 100 students in a partnered relationship since enrolling in college.

³The questions asking about gender identification were changed between 2019 and 2024. Therefore, the data may not be comparable. In 2024, students who identified as Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students who selected the category 'I describe myself in some other way'.

An "S" indicates suppressed data.

A "-" indicates no data.

Table 55. Percent Undergraduate and Graduate/Professional Students Who reported 'Very' or 'Extremely' About their Perceptions of Risk and Knowledge of Resources, by Gender: 2019 and 2024¹

Survey Item Response	Woman				Man			
	2018-19		2023-24		2018-19		2023-24	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Undergraduate								
How problematic is sexual assault or other sexual misconduct at [University]?	34.4	0.3	33.8	0.4	19.7	0.4	20.2	0.5
How knowledgeable are you about how sexual assault and other sexual misconduct are defined at [University]?	34.2	0.4	30.0	0.4	38.3	0.5	31.8	0.5
How knowledgeable are you about where to get help at [University] if you or a friend experienced sexual assault or other sexual misconduct?	39.3	0.4	33.3	0.4	38.5	0.4	34.4	0.6
How knowledgeable are you about where to make a report of sexual assault or other sexual misconduct at [University]?	29.2	0.4	26.3	0.4	34.4	0.4	31.4	0.6
How knowledgeable are you about what happens when a student reports an incident of sexual assault or other sexual misconduct at [University]?	16.5	0.3	15.6	0.4	18.9	0.4	17.8	0.4
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?	54.6	0.4	45.4	0.5	75.8	0.5	67.6	0.6
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?	41.0	0.4	33.3	0.5	57.3	0.5	54.1	0.6
Graduate/professional								
How problematic is sexual assault or other sexual misconduct at [University]?	19.1	0.3	15.8	0.4	14.2	0.3	12.0	0.3
How knowledgeable are you about how sexual assault and other sexual misconduct are defined at [University]?	28.2	0.4	24.6	0.4	31.1	0.4	27.8	0.6
How knowledgeable are you about where to get help at [University] if you or a friend experienced sexual assault or other sexual misconduct?	30.7	0.4	24.1	0.4	31.4	0.4	27.5	0.6
How knowledgeable are you about where to make a report of sexual assault or other sexual misconduct at [University]?	26.6	0.3	21.6	0.4	30.5	0.5	26.0	0.6

Table 55. Percent Undergraduate and Graduate/Professional Students Who reported 'Very' or 'Extremely' About their Perceptions of Risk and Knowledge of Resources, by Gender: 2019 and 2024¹ (continued)

<i>Survey Item Response</i>	Woman				Man			
	2018-19		2023-24		2018-19		2023-24	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
How knowledgeable are you about what happens when a student reports an incident of sexual assault or other sexual misconduct at [University]?	14.7	0.3	12.0	0.3	17.3	0.4	15.4	0.5
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?	62.7	0.4	53.4	0.4	78.4	0.3	72.4	0.6
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?	46.1	0.4	41.8	0.5	60.3	0.4	57.5	0.6

Table 55. Percent Undergraduate and Graduate/Professional Students Who reported 'Very' or 'Extremely' About their Perceptions of Risk and Knowledge of Resources, by Gender: 2019 and 2024¹ (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ²				Decline to State			
	2018-19		2023-24		2018-19		2023-24	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
Undergraduate								
How problematic is sexual assault or other sexual misconduct at [University]?	43.1	2.2	49.5	1.5	15.3	3.4	31.3	4.3
How knowledgeable are you about how sexual assault and other sexual misconduct are defined at [University]?	44.4	2.1	39.0	1.6	41.3	5.0	34.1	4.0
How knowledgeable are you about where to get help at [University] if you or a friend experienced sexual assault or other sexual misconduct?	47.0	2.5	41.1	1.6	46.5	5.2	34.3	3.7
How knowledgeable are you about where to make a report of sexual assault or other sexual misconduct at [University]?	39.2	2.4	34.3	1.6	44.4	5.2	31.4	4.2
How knowledgeable are you about what happens when a student reports an incident of sexual assault or other sexual misconduct at [University]?	27.2	2.2	21.3	1.3	26.1	4.6	23.6	4.2
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 take the report seriously?	49.7	2.3	34.0	1.5	65.1	6.7	44.8	4.3
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?	32.5	2.5	20.6	1.4	42.7	6.5	33.9	4.2
Graduate/professional								
How problematic is sexual assault or other sexual misconduct at [University]?	35.4	2.3	32.0	1.8	17.3	2.7	18.7	2.4
How knowledgeable are you about how sexual assault and other sexual misconduct are defined at [University]?	36.8	3.1	34.8	2.0	36.4	3.8	36.4	3.5

Table 55. Percent Undergraduate and Graduate/Professional Students Who reported 'Very' or 'Extremely' About their Perceptions of Risk and Knowledge of Resources, by Gender: 2019 and 2024¹ (continued)

Survey Item Response	Gender Nonbinary, Transgender, Questioning, or Self Identified ²				Decline to State			
	2018-19		2023-24		2018-19		2023-24	
	%	StdErr	%	StdErr	%	StdErr	%	StdErr
How knowledgeable are you about where to get help at [University] if you or a friend experienced sexual assault or other sexual misconduct?	41.3	2.4	30.2	1.4	37.3	3.6	30.5	2.8
How knowledgeable are you about where to make a report of sexual assault or other sexual misconduct at [University]?	37.1	2.2	31.8	1.5	41.5	3.0	30.3	3.0
How knowledgeable are you about what happens when a student reports an incident of sexual assault or other sexual misconduct at [University]?	24.4	2.5	17.3	1.2	21.9	3.1	17.5	2.3
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?	49.0	2.8	38.7	1.6	69.8	3.9	58.4	3.0
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?	32.3	2.5	25.1	1.6	40.6	3.7	38.0	3.4

¹Per 100 students.

²Gender Nonbinary includes Gender Nonconforming, Genderqueer, and Nonbinary. Self identified are students that selected the category 'I describe myself in some other way'.

An "S" indicates suppressed data.

A "-" indicates no data.