Minnesota State University Moorhead
Unwanted Sexual Experience and Relationship Aggression:
2016 Survey Results

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CONTENT

INTRODUCTION

In Fall 2014 President Anne Blackhurst committed to an institution-wide process that began with the convening of the President's Task Force on Sexual Violence Prevention to assess, coordinate, and evaluate current and potential Minnesota State University Moorhead (MSUM) community resources to ensure a "campus culture in which sexual violence… is not tolerated." In March 2015 the Task Force presented recommendations to the president about how to create a campus culture in which sexual violence—including date and acquaintance rape, sexual harassment, stalking, and other forms of sexual assault—is not tolerated. In order to gauge current campus conditions and subsequent changes, the Task Force recommended the development and implementation of methods to assess changes in campus culture and the effectiveness of campus efforts, and to report assessment results to the campus community. Results of this study serve as a baseline for measuring changes in campus culture and safety in the future. These data may be used to inform decisions regarding programs, policies, and other resources aimed at ensuring that Minnesota State University Moorhead is a safe and welcoming community.

METHODOLOGY

Data were gathered through an online survey administered between March 21st and April 17th, 2016. All currently enrolled Minnesota State University Moorhead students were invited to participate. Students were emailed an invitation on March 21, 2016. Reminder emails were sent weekly to those who had not responded. The survey was closed on April 17th.

Questions in the survey were drawn from resources and materials made available at NotAlone.gov, hosted by the United States Department of Justice's Office of Violence Against Women. These questions were compiled by the White House Task Force to Protect Students from Sexual Assault and drawn from peer-reviewed research and campus climate surveys that demonstrated best practices for designing survey items[1].

The survey was administered using Qualtrics survey software. MSUM Office of Institutional Effectiveness provided university email addresses for all currently enrolled students (N=5,502). These email addresses were used to create a panel in Qualtrics to ensure that students could not complete the survey more than once and that others would not be able to access the survey. In order to protect the identity of participants, survey responses were not linked to the panel containing email addresses, and names were not collected.

Participants were asked at the beginning of the survey to confirm that they were at least 18 years old. Students who were under 18 were not allowed to participate. Participants were also asked to review an informed consent statement that explained the nature and purpose of study, identified the principal

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[1] White House Task Force to Protect Students from Sexual Assault. 2014. *Climate Surveys: Useful Tools to Help Colleges and Universities in Their Efforts to Reduce and Prevent Sexual Assault.* Retrieved January 17, 2016. (https://www.justice.gov/ovw/page/file/910426/download)

investigators, and informed participants that they were free to refuse to answer any question and end their participation at any time. Before accessing the survey, participants were required to verify that they read the statement and agreed to participate.

Because of the sensitive nature of the information gathered in the survey, we included a debriefing statement at the end. This statement included a list of campus and community resources, a link to a downloadable PDF list of sexual violence victim/survivor information, and contact information for the principal investigators. Students were informed that the results may be used to develop policies and prevention tools to reduce the number of incidents of sexual violence and interpersonal aggression in our communities and to provide better support systems for people who have experienced these.

At the end of the debriefing statement, students were directed to a separate website and invited to enter their names and contact information for weekly drawings for the following items:
- Week 1: One pair of wireless Beats Headphones, 25 $5 gift cards for the MSUM bookstore
- Week 2: One Samsung Nook tablet, 25 $5 gift cards for the MSUM bookstore
- Week 3: One $100 gift card for West Acres, 25 $5 flex dollars for Sodexo campus food service
- Week 4: One Samsung Nook tablet, 25 $5 flex dollars for Sodexo campus food service

The contact information they entered for these drawings was not connected to their responses to the survey used for the study.

RESPONSE RATE AND PARTICIPANT DEMOGRAPHICS

Invitations to participate in the study were sent to 5,502 students via their university email accounts, with a total of 2,365 (or 42.98%) students opening the email. Of those who opened the email, 1,807 (or 32.84%) started the survey, and 1,557 (or 28.3% of total sent, 65.8% of opened, 86.2% of started) completed the survey. Not all students who started the survey completed it, and respondents were not required to answer any specific question on the survey. As a result, the total number of responses for each question will vary. Table 1 summarizes details regarding response rate.

Table 1. Survey Response Rates

	Number of Respondents	Percent of Respondents
Received Email Invitation to Survey	5502	100.0
Opened Email	2365	43.0
Partially Completed Survey	1807	32.8
Completed Survey	1557	28.3

MSUM's response rate of 28.3% compares favorably to those of other colleges and universities across the country, as demonstrated by a ranking of response rates of 27 institutions of higher education that administered surveys in 2015 as part of the Association of American Universities (AAU) Campus Climate Survey on Sexual Assault and Sexual Misconduct project (Table 2). These colleges and universities employed similar methodologies to our study. As with our survey, schools participating in the AAU study also drew from the White House Task Force to Protect Students from Sexual Assault when developing their instrument. Data for these campus climate surveys were gathered using online surveys administered during the spring semester. Participants were offered incentives that were comparable to those provided in our study.

Table 2. Comparison of MSUM Response Rate to other Colleges and Universities[2]

Institution	Response Rate
Harvard University	53
Yale University	52
Brown University	47
Cal Tech	47
Dartmouth College	42
Case Western	30
MSUM	**28.3**
University of Pennsylvania	27
Columbia University	26
University of Virginia	26
Washington University St. Louis	23
University of Wisconsin -Madison	22
Cornell University	19
University of Pittsburg	19
University of Southern CA	19
Michigan State	18
Ohio State	18
University of Michigan	18
Chapel Hill	18
University of Minnesota	17
University of Florida	17
Iowa State	16
University Missouri-Columbia	16
University of Oregon	14
Purdue University	13
Univ. of Texas – Austin	13
Texas A&M	9
University of Arizona	8

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[2] Westat. 2015. *Report on the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct .* Retrieved on January 27, 2017.
(https://www.aau.edu/uploadedFiles/AAU_Publications/AAU_Reports/Sexual_Assault_Campus_Survey/AAU_Campus_Climate_Survey_12_14_15.pdf)

COMPARISON OF RESPONDENTS TO MSUM STUDENT POPULATION

Table 3 compares our respondents to the 2015-2016 MSUM student population. Data for the 2015-2016 MSUM student population was provided by the Office of Institutional Effectiveness. We note that the Office of Institutional Effectiveness categorized certain variables such as gender and racial identity differently than were used in this study.

Most of the students who responded to the survey identified as white (86.9%), cisgender[3] female (69.8%), heterosexual (86.8%), and undergraduates (88.8%). The largest discrepancies between our respondents and the MSUM student population include underrepresentations of students in their senior year, students over thirty years old, and cisgender male students. Our sample also overrepresents students living on campus and cisgender female students.

Table 3. Participant Demographics and Comparison to Student Population

	Number of Respondents	Percent of Respondents	Percent of MSUM Students
Overall	1557		
Gender Identity			
Cisgender female	1086	69.8	61.7
Cisgender male	442	28.4	37.5
Non-binary	27	1.7	-
Age			
18-19 years old	375	24.1	22.9
20-21 years old	556	35.7	33.0
22-24 years old	341	21.9	24.8
25-29 years old	149	9.6	12.7
Over 30	124	8	17.2
Sexual Orientation			
Heterosexual	1352	86.8	-
Gay	29	1.9	-
Lesbian	16	1.0	-
Bisexual	78	5.0	-
Queer	14	0.9	-
Questioning	17	1.1	-
Other	34	2.2	-
Racial Identity			
White	1353	86.9	83.7
Black, African, African American, or African Caribbean	76	4.9	3.0
Native American or Native Alaskan	6	0.4	0.7
Asian, Asian American or Middle Eastern	88	5.7	1.3
Multiracial	56	3.6	2.5
Other	6	.3	.1

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[3] The term cisgender refers to individuals whose gender identity conforms with their sex assigned at birth.

Table 3 continued. Participant Demographics and Comparison to Student Population

	Number of Respondents	Percent of Respondents	Percent of MSUM Students
Identify as Hispanic or Latino/a/x	43	2.8	2.5
Class			
Undergraduate	1383	88.8	96.1
Graduate	118	7.6	8.5
Of Undergraduates, Class Year			
First Year	293	18.8	19.7
Sophomore	277	17.8	20.3
Junior	426	27.4	24.1
Senior	387	24.9	36.0
Other	35	2.3	-
Don't Know	20	1.3	-
Intercollegiate Athlete—Yes	158	10.1	5.0
Fraternity or Sorority Member—Yes	56	3.6	-
Faith-Based Group Member—Yes	222	14.3	-
Other Student Organization Member—Yes	670	43.0	-
Resident Status			
On Campus	504	32.4	19.4
Off Campus (with family)	239	15.4	-
Off Campus (not with family)	813	52.2	-

OVERVIEW OF DATA ANALYSES

In the sections that follow we examine students' responses to survey questions pertaining to each of the following subjects:

- Perceptions of campus climate and response to sexual assaults
- Levels of acceptance of rape myths
- Likely behavior as bystanders
- Readiness to help in situations involving sexual violence
- Perspectives on consent
- Experiences of unwanted sexual contact
- Incidents of partner violence
- Impact of unwanted sexual contact and partner violence on student retention
- Knowledge and experiences with training and resources

For each of these, we first present results for all respondents. We then identify differences in responses based on gender identity[4], class year, racial identity[5], sexual orientation[6], and athletic status[7]. Chi-square, t-tests, and ANOVAs were used to determine if there were any significant differences between groups. Responses were disaggregated based on these characteristics in order to gain a clearer understanding of differences in views and experiences among our student population. These results help to identify students who may be at greater risk of violence and provide insight into ways to target resources and training to better serve MSUM students.

PERCEPTIONS OF CAMPUS CLIMATE

Students were asked a series of questions regarding their perceptions of campus climate. Nearly 87% of respondents felt that the university faculty and staff and 74% felt that administrators were genuinely concerned about their welfare (Table 4). Most students reported that there was a good support system on campus (63.3%), with 64% stating if a crisis happened the university would handle it well. Thirty-six percent of respondents believed that MSUM officials should do more to protect students from harm, but 28% said that they don't think sexual violence is a problem at MSUM. Few students (5.9%) reported they don't feel safe on campus and 11.1% reported they feel the university responds too slowly in difficult situations.

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[4] Gender identity was categorized as follows: cisgender male, cisgender female, or nonbinary. As noted above, the term "cisgender" refers to individuals whose gender identity matches their sex assigned at birth. The category "nonbinary" includes students who identified as transgender, gender queer, and/or gender nonconforming.
[5] Racial identity categories include White and Students of Color. Students of Color includes students who selected one or more of the following: (1) Asian, Asian American, or Middle Eastern, (2) Black, African American, or African Caribbean, (3) Native American or Native Alaskan, (4) Native Hawaiian or other Pacific Islander. These groups were combined due to the small sample sizes of some individual groups.
[6] Sexual orientation was categorized as straight/heterosexual or LGBQ+. LGBQ+ includes students who identified as lesbian, gay, bisexual, pansexual, bicurious, queer, or questioning. These groups were combined due to the small sample sizes of some individual groups.
[7] Athletic status groups students based on whether or not they reported being "currently involved with intercollegiate sports"

Table 4. Perceptions of Campus Climate

	Level of Agreement				
	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
MSUM faculty and staff are genuinely concerned about my welfare	32.7	53.8	11.3	1.7	0.7
MSUM administrators are genuinely concerned about my welfare	22.9	50.7	21.5	3.9	1.2
There is a good support system on campus for students going through difficult times	18.3	45.0	29.1	6.2	1.4
If a crisis happened on campus, my university would handle it well	14.2	49.8	30.4	4.3	1.2
MSUM officials (administrators, public safety officials) should do more to protect students from harm	10.5	25.4	49.8	12.2	2.1
I don't think sexual violence is a problem at MSUM	4.7	28.9	42.8	23.1	5.5
The university responds too slowly in difficult situations	2.4	8.7	46.0	34.5	8.4
I don't feel safe on this campus	1.9	4.1	12.2	42.8	39.2

When results were examined by **gender identity** (Table 5), chi-squared tests revealed significant differences among genders. These differences include the following:

- **Non-binary students** (transgender, gender queer, and gender nonconforming) were *less likely* than cisgender males and females to agree with the statements:
  - MSUM administrators are genuinely concerned about my welfare.
  - If a crisis happened on my campus, my university would handle it well.
  - There is a good support system on campus for students going through difficult times.
- **Non-binary students** were *more likely* to agree with the statements:
  - The university responds too slowly in difficult situations.
  - I don't feel safe on this campus.
- **Cisgender males** were more likely to agree that "I don't think sexual violence is a problem at MSUM."

Table 5. Perceptions of Campus Climate by Gender Identity

	Level of Agreement						
	Gender Identity						
	Cisgender Male		Cisgender Female		Non-Binary		χ^2
	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	
MSUM administrators are genuinely concerned about my welfare	74.5	4.9	74.1	4.7	40.7	11.1	15.4**
If a crisis happened on campus, my university would handle it well	60.9	6.8	66.1	4.8	37.0	11.1	13.5**
There is a good support system on campus for students going through difficult times	63.6	7.7	63.9	7.1	37.0	25.9	15.9**
I don't think sexual violence is a problem at MSUM	40.1	30.8	24.2	22.3	14.8	44.4	43.9**
The university responds too slowly in difficult situations	13.6	39.3	9.6	44.6	33.3	29.6	20.5**
I don't feel safe on this campus	7.9	83.9	5.0	81.5	11.1	66.6	16.5**

*p<.05, **p<.01

Comparison of students by **racial identity** and **sexual orientation** (Table 6) indicated some significant differences. Among these, we found that:

- **Students of color** were *more likely* than white students to agree with the statements:
  - MSUM officials (administrators, public safety officials) should do more to protect students from harm.
  - I don't feel safe on this campus.
  - I don't think sexual violence is a problem at MSUM

- **Students of color** were *less likely* than white students to agree with the statements:
  - If a crisis happened on campus, my university would handle it well.
  - MSUM faculty and staff are genuinely concerned about my welfare.

- **LGBQ+** respondents were *less likely* than straight/heterosexual students to agree with the statements:
  - MSUM administrators are generally concerned about my welfare.
  - There is a good support system on campus for students going through difficult times.
  - If a crisis happened, my university would handle it well.

- o   I don't think sexual violence is a problem at MSUM
- **LGBQ+** respondents were *more likely* to agree with the statements:
  - o   I don't feel safe on this campus.
  - o   The university responds too slowly in difficult situations.

Table 6: Perceptions of Campus Climate by Racial Identity and Sexual Orientation

	Level of Agreement				
	Racial Identity				
	White		**Students of Color**		**χ²**
	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	
MSUM officials (administrators, public safety officials) should do more to protect students from harm	33.3	14.8	50.0	11.5	23.3**
I don't think sexual violence is a problem at MSUM	27.0	28.0	37.3	30.7	15.0**
If a crisis happened on campus, my university would handle it well	65.5	5.1	56.3	7.6	7.5*
I don't feel safe on this campus	5.1	82.7	9.7	77.4	8.0*
MSUM faculty and staff are genuinely concerned about my welfare	87.7	2.1	81.0	3.1	7.7*
	Sexual Orientation				
	Straight/Heterosexual		**LGBQ+**		**χ²**
	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	
MSUM administrators are genuinely concerned about my welfare	74.9	4.7	63.2	6.7	10.4**
If a crisis happened on campus, my university would handle it well	65.7	5.0	53.1	9.3	11.7**
There is a good support system on campus for students going through difficult times	64.6	6.6	51.5	15.3	19.6**
I don't feel safe on this campus	5.3	83.1	9.9	73.5	10.4**
I don't think sexual violence is a problem at MSUM	29.3	27.4	22.1	38.7	9.6**
The university responds too slowly in difficult situations	9.9	44.0	19.9	35.4	15.6**

*p<.05, **p<.01

We found no significant difference between students based on their **athletic status** and only two instance in which students differed significantly among **class years** (Table 7). In those instances:

- **First year students** were *more likely* to agree that "There is a good support system on campus for students going through difficult times".
- **First year students** were *more likely* to agree with the statement: I don't think sexual violence is a problem at MSUM.

Table 7: Perceptions of Campus Climate by Class Year

Level of Agreement											
Class Year											
	First Year		**Sophomore**		**Junior**		**Senior**		**Grad Students**		χ^2
	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	
There is a good support system on campus for students going through difficult times	73.0	6.9	63.7	8.0	61.2	9.7	62.5	7.0	55.6	3.4	36.3**
I don't think sexual violence is a problem at MSUM	42.3	13.0	26.7	34.7	26.6	28.2	27.3	34.3	10.3	38.5	80.7**

*p<.05, **p<.01

PERCEPTIONS OF RESPONSE TO SEXUAL ASSAULT

Students were questioned about their perceptions of how the university and students would respond to sexual violence at MSUM. Specifically, they were asked "If someone were to report a sexual assault to a campus authority (such as MSUM Public Safety or MSUM Student Conduct and Resolution), how likely is it that…?" Table 8 shows that most participants thought it was likely that the university would take the report seriously (91%) and that the university would take steps to protect the safety of the person making the report (90%). Most participants also thought it was likely that the university would take disciplinary action against the offender (86%) and that the university would keep knowledge of the report limited to those who need to know (83%). Eighty-three percent of participants said it was likely that students would support the person making the report, with 82 percent stating it was likely that the university would forward the report outside the campus to criminal investigators. Around 40 percent of participants said it was likely that students would label the person making the report a troublemaker.

Table 8. Perceptions of Response to Sexual Assault

If someone were to report a sexual assault to a campus authority how likely is it that…?	Likelihood				
	Very Likely	Moderately Likely	Slightly Likely	Not Likely	Don't Know
The university would take the report seriously	58.1	28.4	4.5	1.9	6.9
The university would take steps to protect the safety of the person making the report	51.2	31.9	7.3	2.3	7.3
The university would take disciplinary action against the offender	44.2	30.5	11.0	4.5	9.8
The university would forward the report outside the campus to criminal investigators	42.7	29.7	10.0	3.3	14.3
The university would keep knowledge of the report limited to those who need to know	41.1	32.8	9.5	4.7	11.9
Students would support the person making the report	28.1	41.3	17.0	3.3	10.4
Students would label the person making the report a troublemaker	7.4	12.6	20.6	40.8	18.7

Table 9 shows there were few significant differences between groups of students based on **racial** and **gender identity**. Non-binary participants were *less likely* than cisgender males and females to indicate that "Students would support the person making the report." Students of color were *more likely* than white students to feel that "Students would label the person making the report a troublemaker."

When we compared responses based on **sexual orientation**, we found that LGBQ+ students have less favorable views of how the university and students would respond to sexual assaults on campus. Specifically, **LGBQ+ respondents** were *less likely* to agree that:

> o   The university would take disciplinary action against the offender.
> o   The university would take the report seriously.
> o   The university would forward the report outside the campus to criminal investigators.
> o   Students would support the person making the report.

We found no significant differences when we compared students by **class year** and **athletic status**.

Table 9. Perceptions of Response to Sexual Assault by Gender Identity, Racial Identity and Sexual Orientation

If someone were to report a sexual assault to a campus authority how likely is it that…?	Likelihood						
	Gender Identity						
	Cisgender Male		Cisgender Female		Non-Binary		χ^2
	Likely†	Not Likely	Likely	Not Likely	Likely	Not Likely	
Students would support the person making the report	97.4	2.6	96.2	3.8	83.3	16.7	12.8**
	Racial Identity						
	White		Students of Color		χ^2		
	Likely		Not Likely		Likely		Not Likely	χ^2
Students would label the person making the report a troublemaker	47.9		52.1		58.4		41.6	7.2**
	Sexual Orientation						
	Straight/Heterosexual		LGBQ+		χ^2		
	Likely		Not Likely		Likely		Not Likely	χ^2
The university would take disciplinary action against the offender	95.5		4.5		90.5		9.5	6.6*
The university would take the report seriously	98.4		1.6		93.2		6.8	17.4**
The university would forward the report outside the campus to criminal investigators	96.7		3.3		93.1		6.9	4.7*
Students would support the person making the report	97.0		3.0		93.8		6.2	4.2*

†"Likely" signifies the percentage of respondents who responded either "slightly likely, moderately likely," or "very likely."
*p<.05, **p<.01

RAPE MYTH ACCEPTANCE

Students were asked to rate their level of agreement with fifteen items that were designed to measure acceptance of rape myths. Rape myths are defined as "attitudes and beliefs that are generally false but are widely and persistently held, and that serve to deny and justify male sexual aggression against women" (Lonsway & Fitzgerald, 1994: 134). Table 10 shows students' responses to each of these fifteen items, sorted by those with highest to lowest agreement. Levels of agreement varied considerably across items. Just over one-quarter of students either agreed or strongly agreed with the statement "If a guy is drunk, he might rape someone unintentionally." Only 1.1% of students agreed or strongly agreed that "If the accused 'rapist' doesn't have a weapon, you really can't call it a rape." For four of fifteen items, over 20% of students either agreed or strongly agreed. For seven of the fifteen items, the percentages of students who agreed or agreed strongly exceeded 10%.

Table 10. Rape Myth Acceptance

	Level of Agreement				
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
If a guy is drunk, he might rape someone unintentionally.	3.0	22.3	27.0	23.8	24.0
When guys rape, it is usually because of their strong desire for sex.	4.3	18.0	28.2	21.1	28.5
Guys don't usually intend to force sex on a girl, but sometimes they get too sexually carried away.	2.5	19.7	27.3	22.8	27.6
Girls who are caught cheating on their boyfriends sometimes claim that it was rape.	2.5	18.2	35.7	19.6	24.1
A lot of times, girls who say they were raped agreed to have sex and then regret it.	2.3	11.5	33.9	25.1	27.2
Rape accusations are often used as a way of getting back at guys.	1.7	11.4	30.5	27.2	29.1
If a girl is raped while she is drunk, she is at least somewhat responsible for what happened.	1.4	9.7	12.1	22.5	54.3
When girls go to parties wearing revealing clothes, they are asking for trouble.	1.5	8.4	15.2	22.9	51.9
If both people are drunk, it can't be rape.	2.5	5.4	19.1	32.7	40.4
If a girl doesn't say "no," she can't claim rape.	1.3	6.6	19.6	27.6	44.8
A lot of times, girls who claim they were raped just have emotional problems.	1.0	3.8	22.0	32.5	40.8
If a girl doesn't physically resist sex—even if protesting verbally—it really can't be considered rape.	.8	2.2	9.8	26.7	60.5
If a girl goes to a room alone with a guy at a party, it is her own fault if she is raped.	.6	2.3	10.5	28.7	57.8
It shouldn't be considered rape if a guy is drunk and didn't realize what he was doing.	.8	1.9	13.4	33.5	50.4
If the accused "rapist" doesn't have a weapon, you really can't call it a rape.	.5	.6	5.0	20.9	73.0

Gender Differences in Rape Myth Acceptance

Chi-squared tests were used to identify differences in rape myth acceptance by **gender identity** (Table 11). These tests revealed statistically significant gender differences for all but one item. The item "If a guy is drunk, he might rape someone unintentionally" had the highest level of agreement overall and responses did not differ significantly by gender identity. For seven items in which gender differences were statistically significant, cisgender males were most likely and non-binary students were least likely to agree. These included:

- When guys rape, it is usually because of their strong desire for sex.
- Guys don't usually intend to force sex on a girl, but sometimes they get too sexually carried away.
- Girls who are caught cheating on their boyfriends sometimes claim that it was rape.
- A lot of times, girls who say they were raped agreed to have sex and then regret it.
- Rape accusations are often used as a way of getting back at guys.
- If a girl is raped while she is drunk, she is at least somewhat responsible for what happened.
- When girls go to parties wearing revealing clothes, they are asking for trouble.

For seven items cisgender females were least likely to agree. For five of those, as with the preceding seven items, cisgender males most often agreed. These included:

- If both people are drunk, it can't be rape.
- A lot of times, girls who claim they were raped just have emotional problems.
- If a girl doesn't physically resist sex—even if protesting verbally—it really can't be considered rape.
- If a girl goes to a room alone with a guy at a party, it is her own fault if she is raped.
- It shouldn't be considered rape if a guy is drunk and didn't realize what he was doing.

For two items ("If a girl doesn't say "no," she can't claim rape" and "If the accused "rapist" doesn't have a weapon, you really can't call it a rape") non-binary students most often agreed.

Our findings that, with few exceptions, cisgender male students have higher levels of acceptance of rape myths than do students of other genders are consistent with research elsewhere.

Table 11. Rape Myth Acceptance by Gender Identity

	Level of Agreement						
	Sexual Orientation						
	Cisgender Male		Cisgender Female		Non-Binary		χ²
	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	
If a guy is drunk, he might rape someone unintentionally.	24.5	49.8	25.3	47.1	37.0	40.7	3.0
When guys rape, it is usually because of their strong desire for sex.	26.2	43.7	21.0	51.3	7.4	70.4	13.6**
Guys don't usually intend to force sex on a girl, but sometimes they get too sexually carried away.	28.6	41.6	19.9	53.7	14.8	66.7	24.0**
Girls who are caught cheating on their boyfriends sometimes claim that it was rape.	29.8	31.0	17.2	48.3	7.4	63.0	52.5**
A lot of times, girls who say they were raped agreed to have sex and then regret it.	20.5	37.1	11.3	58.1	3.7	70.4	62.2**
Rape accusations are often used as a way of getting back at guys.	19.8	37.8	10.7	63.3	3.7	77.8	89.0**
If a girl is raped while she is drunk, she is at least somewhat responsible for what happened.	17.0	69.3	9.0	79.5	3.7	92.6	27.5**
When girls go to parties wearing revealing clothes, they are asking for trouble.	12.7	66.8	9.0	77.6	3.7	92.6	24.2**
If both people are drunk, it can't be rape.	13.7	62.0	5.4	77.3	11.1	85.1	50.1**
If a girl doesn't say "no," she can't claim rape.	10.9	63.9	6.7	75.8	11.1	81.5	25.3**
A lot of times, girls who claim they were raped just have emotional problems.	7.7	61.8	3.6	77.5	3.7	88.9	44.0**
If a girl doesn't physically resist sex—even if protesting verbally—it really can't be considered rape.	3.9	81.3	2.7	89.5	3.7	92.6	20.6**
If a girl goes to a room alone with a guy at a party, it is her own fault if she is raped.	4.3	83.1	2.4	87.6	3.7	96.3	9.8*
It shouldn't be considered rape if a guy is drunk and didn't realize what he was doing.	4.8	77.5	1.9	86.3	3.7	88.9	21.7**
If the accused "rapist" doesn't have a weapon, you really can't call it a rape.	2.0	90.5	.6	95.3	3.7	96.3	16.7**

*p<.05, **p<.01

Rape Myth Acceptance by Class Year

Table 12 shows level of rape myth acceptance by **class year**. With few exceptions, upper-class and graduate students were less likely than students earlier in their academic careers to agree with these statements. In fact, we observed statistically significant differences for all but three items. In all but two of those ("If a girl doesn't physically resist sex—even if protesting verbally—it really can't be considered rape" and "If a girl goes to a room alone with a guy at a party, it is her own fault if she is raped"), the percentages of first year and sophomore students who agreed or strongly agreed exceeded that of other students.

Table 12. Rape Myth Acceptance by Class Year

	Level of Agreement										
	Class Year										
	First Year		Sophomore		Junior		Senior		Grad Student		χ²
	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	
If a guy is drunk, he might rape someone unintentionally.	33.1	37.2	27.1	44.8	22.9	50.2	24.7	51.8	15.5	56.0	26.4**
When guys rape, it is usually because of their strong desire for sex.	23.9	42.3	29.0	41.7	21.2	52.1	19.0	53.6	16.4	64.7	30.9**
Guys don't usually intend to force sex on a girl, but sometimes they get too sexually carried away.	25.3	44.7	29.6	44.0	20.2	54.6	19.5	51.8	14.7	62.1	24.3**
Girls who are caught cheating on their boyfriends sometimes claim that it was rape.	24.0	36.6	27.4	40.8	20.0	43.4	16.7	50.5	11.3	48.7	28.1**
A lot of times, girls who say they were raped agreed to have sex and then regret it.	15.1	44.9	19.6	44.6	13.4	52.0	11.5	60.4	6.1	64.3	35.9**
Rape accusations are often used as a way of getting back at guys.	15.1	52.4	18.1	46.6	14.4	57.9	8.3	61.2	6.9	70.7	34.2**
If a girl is raped while she is drunk, she is at least somewhat responsible for what happened.	12.3	75.8	17.7	67.9	8.0	79.5	9.1	81.0	8.6	78.4	24.3**
When girls go to parties wearing revealing clothes, they are asking for trouble.	9.2	74.1	13.7	70.8	9.4	76.2	8.1	76.6	7.8	79.3	8.5
If both people are drunk, it can't be rape.	9.9	68.3	9.0	68.2	7.3	73.4	6.8	76.2	3.4	83.5	15.8*
If a girl doesn't say "no," she can't claim rape.	10.6	64.4	10.1	65.7	6.1	74.4	7.3	77.9	5.2	82.8	30.2**
A lot of times, girls who claim they were raped just have emotional problems.	5.2	69.8	7.2	69.6	4.0	75.8	4.2	74.4	2.6	75.9	9.2

Table 12 continued. Rape Myth Acceptance by Class Year

	Level of Agreement									
	Class Year									
	First Year		Sophomore		Junior		Senior		Grad Student		χ²
	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	
If a girl doesn't physically resist sex—even if protesting verbally—it really can't be considered rape.	**3.1**	**84.5**	**2.9**	**81.9**	**2.6**	**88.7**	**3.9**	**89.6**	**1.7**	**92.2**	**20.3****
If a girl goes to a room alone with a guy at a party, it is her own fault if she is raped.	**2.4**	**81.8**	**5.4**	**80.5**	**2.8**	**89.4**	**1.8**	**90.1**	**.9**	**93.1**	**31.7****
It shouldn't be considered rape if a guy is drunk and didn't realize what he was doing.	4.1	79.2	4.0	78.0	2.3	84.7	1.8	85.5	0.0	89.8	25.9*
If the accused "rapist" doesn't have a weapon, you really can't call it a rape.	1.4	92.5	1.8	90.6	.9	93.2	.5	95.1	0.0	95.8	16.1

*p<.05, **p<.01

Rape Myth Acceptance by Racial Identity and Sexual Orientation

Table 13 shows differences in levels of rape myth acceptance according to students' **racial identity** and their **sexual orientation**. We found that levels of rape myths acceptance among students of color exceeded that of their white peers for all fifteen items. Differences between students of color and white students were statistically significant for thirteen of fifteen items. Straight/heterosexual students showed higher levels of agreement with rape myths than did LGBQ+ students for twelve of fifteen items. Eleven of those twelve items showed statistically significant differences based on sexual orientation.

Table 13. Rape Myth Acceptance by Racial Identity and Sexual Orientation

	Level of Agreement*								
	Racial Identity				Sexual Orientation				
	Students of Color		White		χ^2	Straight/ Heterosexual		LGBQ+		χ^2
	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree		Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	
If a guy is drunk, he might rape someone unintentionally.	27.4	40.7	24.6	49.1	5.7	25.3	46.6	22.1	57.7	7.6*
When guys rape, it is usually because of their strong desire for sex.	31.1	43.6	20.9	50.7	11.6**	23.4	47.3	13.5	67.4	23.7**
Guys don't usually intend to force sex on a girl, but sometimes they get too sexually carried away.	30.1	41.2	21.0	52.0	11.8**	23.3	48.0	15.3	69.9	28.5**
Girls who are caught cheating on their boyfriends sometimes claim that it was rape.	23.0	36.7	20.2	45.0	5.40	22.0	41.0	10.4	62.6	29.1**
A lot of times, girls who say they were raped agreed to have sex and then regret it.	16.8	42.0	13.3	32.5	11.4**	14.5	49.9	6.8	73.5	32.2**
Rape accusations are often used as a way of getting back at guys.	16.4	46.5	12.5	58.2	10.8**	13.8	54.5	6.7	71.8	18.2**
If a girl is raped while she is drunk, she is at least somewhat responsible for what happened.	20.8	67.3	9.4	78.5	25.8**	11.7	75.8	5.5	86.5	9.7**
When girls go to parties wearing revealing clothes, they are asking for trouble.	17.7	61.5	8.7	77.0	27.1**	10.5	73.2	2.5	90.2	22.9**
If both people are drunk, it can't be rape.	11.1	62.4	7.2	74.9	15.3**	7.8	72.9	7.4	79.1	3.4
If a girl doesn't say "no," she can't claim rape.	13.7	58.8	6.9	74.8	26.2**	8.2	71.6	3.7	82.8	9.8**
A lot of times, girls who claim they were raped just have emotional problems.	8.4	61.1	4.2	75.7	22.4**	4.9	72.1	3.1	85.9	14.4**

*p<.05, **p<.01

Table 13 continued. Rape Myth Acceptance by Racial Identity and Sexual Orientation

	Level of Agreement									
	Racial Identity					Sexual Orientation				
	Students of Color		White		χ²	Straight/ Heterosexual		LGBQ+		χ²
	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree		Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	
If a girl doesn't physically resist sex—even if protesting verbally—it really can't be considered rape.	6.6	77.0	2.3	88.9	26.5**	2.9	87.0	1.8	93.9	6.6*
If a girl goes to a room alone with a guy at a party, it is her own fault if she is raped.	8.8	70.8	1.9	89.4	63.9**	**2.8**	86.2	**3.1**	92.6	7.0*
It shouldn't be considered rape if a guy is drunk and didn't realize what he was doing.	8.0	73.0	1.8	85.9	37.5**	**2.4**	83.9	**3.7**	88.3	5.0
If the accused "rapist" doesn't have a weapon, you really can't call it a rape.	3.5	86.3	.7	95.3	30.5**	**.8**	94.2	**1.8**	94.5	2.1

*p<.05, **p<.01

Rape Myth Acceptance by Athletic Status

Our final examination of rape myth acceptance included a comparison of responses by **athletic status** (Table 14). We found greater levels of rape myth acceptance by student athletes than non-athletes for all fifteen items. However, in only five instances were differences between student athletes and non-athletes sufficiently large enough to be statistically significant. The small sample of student athletes who completed the survey (n=158) was likely a contributing factor.

Table 14. Rape Myth Acceptance by Athletic Status

	Level of Agreement				
	Athletic Status				
	Athlete		Non-Athlete		χ²
	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	
If a guy is drunk, he might rape someone unintentionally.	32.3	40.5	24.4	48.5	5.4
When guys rape, it is usually because of their strong desire for sex.	25.3	41.1	21.9	50.5	5.0
Guys don't usually intend to force sex on a girl, but sometimes they get too sexually carried away.	30.4	43.0	21.3	51.3	7.2*
Girls who are caught cheating on their boyfriends sometimes claim that it was rape.	27.2	36.1	19.9	44.6	6.1*
A lot of times, girls who say they were raped agreed to have sex and then regret it.	15.3	43.9	13.6	53.3	5.1
Rape accusations are often used as a way of getting back at guys.	17.7	50.0	12.7	57.0	4.2
If a girl is raped while she is drunk, she is at least somewhat responsible for what happened.	15.8	68.4	10.6	77.7	6.7*
When girls go to parties wearing revealing clothes, they are asking for trouble.	11.4	67.7	9.8	75.6	5.3
If both people are drunk, it can't be rape.	10.1	65.2	7.6	74.0	5.6
If a girl doesn't say "no," she can't claim rape.	11.4	58.9	7.5	74.0	16.3**
A lot of times, girls who claim they were raped just have emotional problems.	6.4	65.0	4.5	74.2	6.1*
If a girl doesn't physically resist sex—even if protesting verbally—it really can't be considered rape.	3.2	86.0	3.0	87.3	.3
If a girl goes to a room alone with a guy at a party, it is her own fault if she is raped.	3.8	84.2	2.9	86.8	.9
It shouldn't be considered rape if a guy is drunk and didn't realize what he was doing.	3.8	77.8	2.6	84.6	4.7
If the accused "rapist" doesn't have a weapon, you really can't call it a rape.	1.9	91.8	1.0	94.2	1.8

*p<.05, **p<.01

BYSTANDER BEHAVIOR

Participants were asked questions regarding a variety of bystander behavior. Table 15 shows that most participants were at least slightly likely to confront a friend who is hooking up with someone who has passed out (96%) and confront a friend who plans to give someone alcohol to get sex (95%). Most (95%) would also say something to their friend who is taking a drunk person back to their room, and most (94%) would report someone who uses force or pressure to engage in sexual contact. Ninety-four percent of participants reported that they would both check in with a friend who looks drunk when they go to a room with someone else, confront a friend if they hear rumors that they forced sex on someone, and report a friend that committed a rape. Finally, 90% would challenge a friend who uses insulting words to describe women, and about 26% reported it was likely they would choose not to report sexual assault out of concern they or others will be punished for infractions, such as underage drinking.

Table 15. Bystander Behavior

	Likelihood				
	Very Likely	**Moderately Likely**	**Slightly Likely**	**Not at all likely**	**Don't Know/Unsure**
Confront a friend who is hooking up with someone who has passed out	85.6	8.9	2.2	0.9	2.3
Confront a friend who plans to give someone alcohol to get sex	74.7	16.9	4.2	1.6	2.6
Say something to my friend who is taking a drunk person back to their room	64.9	22.4	7.8	1.8	3.1
Report someone who uses force or pressure to engage in sexual contact	68.9	20.2	5.8	1.5	3.6
Check in with my friend who looks drunk when they go to a room with someone else	73.0	16.4	5.2	2.2	3.2
Confront a friend if I hear rumors that they forced sex on someone	65.5	21.0	7.8	1.7	3.9
Report a friend that committed a rape	64.6	20.9	8.7	1.4	4.5
Challenge a friend who uses insulting words to describe women	59.1	21.0	10.2	5.6	4.1
Choose not to report sexual assault out of concern they or others will be punished for infractions, such as underage drinking	7.7	5.3	13.3	60.5	13.2

Significant differences were found based on students' **gender identity, racial identity, sexual orientation,** and **athletic status** (Table 16). Among these, we found that:

- **Cisgender males** were *less likely* to indicate that they would:
  - Check in with a friend who looks drunk when they go to a room with someone else.
  - Challenge a friend who uses insulting words to describe women.
- **Cisgender females** were *more likely* to indicate that they would say something to a friend who is taking a drunk person back to their room.

- **Students of color** were *less likely* to:
  - Report that they would confront a friend who plans to give alcohol for sex.
  - Report that they would confront a friend who is hooking up with someone who has passed out.
- **Students of color** were *more likely* to indicate they would choose not to report sexual assault out of concern they or others will be punished for infractions, such as underage drinking.

- **LGBQ+** respondents were *more likely* to report they would challenge a friend who uses insulting words to describe women.

- **Athletes** were *more likely* to choose not to report sexual assault out of concern they or others will be punished for infractions, such as underage drinking.

Table 16. Bystander Behavior by Gender Identity, Racial Identity, Sexual Orientation, and Athletic Status

	Likelihood					
	Gender Identity					
	Cisgender Male		**Cisgender Female**		**Non-Binary**	χ^2
	Likely†	Not Likely	Likely	Not Likely	Likely	Not Likely	
Check in with my friend who looks drunk when they go to a room with someone else	94.2	5.8	99.1	0.9	100	0.0	133.7**
Say something to my friend who is taking a drunk person back to their room	96.7	3.3	98.8	1.2	96.2	3.8	7.9*
Challenge a friend who uses insulting words to describe women	91.7	8.3	95.2	4.8	96.2	3.8	6.9*

	Racial Identity				
	White		**Students of Color**		χ^2
	Likely	Not Likely	Likely	Not Likely	
Confront a friend who plans to give someone alcohol to get sex	98.8	1.2	95.9	4.1	10.2**
Confront a friend who is hooking up with someone who has passed out	99.3	0.7	97.7	2.3	5.3*
Choose not to report sexual assault out of concern they or others will be punished for infractions, such as underage drinking	29.2	70.8	37.3	62.7	5.1*

	Sexual Orientation				
	Straight/ Heterosexual		**LGBQ+**		χ^2
	Likely	Not Likely	Likely	Not Likely	
Challenge a friend who uses insulting words to describe women	93.6	6.4	98.1	1.9	5.2*

	Athletic Status				
	Athlete		**Non-Athlete**		χ^2
	Likely	Not Likely	Likely	Not Likely	
Choose not to report sexual assault out of concern they or others will be punished for infractions, such as underage drinking	46.7	53.3	28.4	71.6	19.5**

†"Likely" signifies the percentage of respondents who responded either "slightly likely, moderately likely," or "very likely."
*p<.05, **p<.05

READINESS TO HELP

Students were asked a series of questions regarding their readiness to help in situations involving sexual violence. Nearly 70% of participants agreed that if they or a friend were sexually assaulted, they know where to go to get help, and 45% said they understood MSUM's formal policies and procedures to address complaints of sexual assault. Thirty-seven percent of participants agreed that they can do something about sexual violence at MSUM. Thirty-two percent said there wasn't much need for them to think about sexual violence at MSUM, and only ten percent said that doing something about sexual violence at MSUM is solely the job of the university (Table 17).

Table 17. Readiness to Help

	Level of Agreement					
	Strongly Agree	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly Disagree**	**Don't Know**
If a friend or I were sexually assaulted, I know where to go to get help	27.4	41.6	10.0	15.4	2.4	3.2
I understand MSUM's formal policies and procedures to address complaints of sexual assault	16.5	28.6	19.0	21.6	6.2	8.1
There isn't much need for me to think about sexual violence at MSUM	6.3	26.1	25.6	31.4	10.7	0.0
I think I can do something about sexual violence at MSUM	5.9	30.8	49.5	12.0	1.7	0.0
Doing something about sexual violence at MSUM is solely the job of the university	2.6	7.4	26.2	44.2	19.6	0.0

Table 18 shows instances when responses differed significantly, based on students' **gender identity**, **sexual orientation**, and **racial identity**. These findings indicated the following:

- **Cisgender males** were *more likely* to agree with the statements
    o If a friend or I were sexually assaulted, I know where to go to get help.
    o I understand MSUM's formal policies and procedures to address complaints of sexual assault.
    o There isn't much need for me to think about sexual violence at MSUM.
    o I think I can do something about sexual violence at MSUM.

- **Students of color** were *more likely* to agree with the statements:
    o If a friend or I were sexually assaulted, I know where to go to get help

- o I understand MSUM's formal policies and procedures to address complaints of sexual assault
- o I think I can do something about sexual violence at MSUM
- o Doing something about sexual violence at MSUM is solely the job of the university

- **LGBQ+** respondents were *less likely* to agree with the statements:
  - o There isn't much need for me to think about sexual violence at MSUM
- **LGBQ+** respondents were *more likely* to agree with the statements:
  - o I think I can do something about sexual violence at MSUM.
  - o Doing something about sexual violence at MSUM is solely the job of the university.

- **Athletes** were *more likely* to report that they understand MSUM's formal policies and procedures to address complaints of sexual assault.

Table 18. Readiness to Help by Gender Identity, Racial Identity, and Sexual Orientation

	Level of Agreement					
	Gender Identity					
	Cisgender Male		**Cisgender Female**		**Non-Binary**		χ^2
	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	
If a friend or I were sexually assaulted, I know where to go to get help	78.3	13.5	68.8	20.3	59.3	22.2	16.1**
I understand MSUM's formal policies and procedures to address complaints of sexual assault	60.8	33	44.7	22.9	33.3	40.7	32.8**
There isn't much need for me to think about sexual violence at MSUM	42.6	46.1	28.3	31.0	29.6	59.3	40.8**
I think I can do something about sexual violence at MSUM	41.0	12.9	35.1	13.7	33.3	29.6	10.8*

	Racial Identity				
	White		**Students of Color**		χ^2
	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	
If a friend or I were sexually assaulted, I know where to go to get help	69.4	19.7	82.3	10.9	15.2**
I understand MSUM's formal policies and procedures to address complaints of sexual assault	46.8	32.3	62.9	18.0	21.3**
I think I can do something about sexual violence at MSUM	35.1	14.3	46.9	10.2	11.9**
Doing something about sexual violence at MSUM is solely the job of the university	8.9	64.5	15.6	61.2	9.9**

	Sexual Orientation				
	Straight/Heterosexual		**LGBQ+**		χ^2
	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	
There isn't much need for me to think about sexual violence at MSUM	33.5	39.6	23.9	61.3	28.9**
I think I can do something about sexual violence at MSUM	35.6	13.3	46.0	16.6	10.9**
Doing something about sexual violence at MSUM is solely the job of the university	9.3	63.3	14.7	66.3	8.33*

	Athletic Status				
	Athlete		**Non-Athlete**		χ^2
	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	
I understand MSUM's formal policies and procedures to address complaints of sexual assault	74.0	16.9	71.0	18.6	8.7*

*p<.05, **p<.01

When results were broken down by **class year** (Table 19), there were four statements where significant group differences existed. Notable differences among these include the following:

- **First year students** were *more likely* to agree with the statements:
    - There isn't much need for me to think about sexual violence at MSUM.
    - I understand MSUM's formal policies and procedures to address complaints of sexual assault.
- **Graduate students** and **seniors** were *less likely* to agree with the statement: Doing something about sexual violence at MSUM is solely the job of the university.

Table 19. Readiness to Help by Class Year and Athletic Status

	Level of Agreement									
	Class Year									
	First Year		Sophomore		Junior		Senior		Grad Student		χ²
	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	
There isn't much need for me to think about sexual violence at MSUM	40.1	31.8	27.1	43.0	33.4	44.2	31.5	45.7	27.4	48.7	34.2**
Doing something about sexual violence at MSUM is solely the job of the university	14.0	54.5	13.4	57.0	10.6	64.5	6.2	68.9	1.7	80.6	48.4**
I understand MSUM's formal policies and procedures to address complaints of sexual assault	59.7	21.6	46.7	30.5	45.1	34.9	48.7	31.0	45.3	30.2	24.9*

*p<.05, **p<.01

PERSPECTIVES ON CONSENT

Students were asked three questions regarding their perspectives on consent (Table 20). Most (97%) reported that they would stop sexual activity when asked to, even if they were already sexually aroused, and most students (92%) indicated they would ask for verbal consent when they were intimate with my partner. Lastly, most students (90%) said they would decide not to have sex with a partner if they were drunk. Additional analyses revealed no substantive differences among groups of students based on their class year, gender identity, sexual orientation, racial identity, or athletic status.

Table 20. Perspectives on Consent

	Likelihood				
	Very Likely	**Moderately Likely**	**Slightly Likely**	**Not at all likely**	**Don't Know/Unsure**
Stop sexual activity when asked to, even if I am already sexually aroused	89.7	5.8	1.9	0.6	2.4
Ask for verbal consent when I am intimate with my partner	67.0	15.9	9.4	4.3	3.5
Decide not to have sex with a partner if they are drunk	65.6	16.3	8.0	5.4	4.7

EXPERIENCES OF UNWANTED SEXUAL CONTACT

Students were asked to report on four types of unwanted sexual contact they may have experienced during the 2015-2016 Academic Year. These included unwanted sexual contact:

(1) in which the perpetrator(s) used physical force or threats of physical harm
(2) that was attempted but not succeeded by perpetrator(s) using physical force or threats of physical harm
(3) that occurred when respondent was unable to provide consent
(4) that respondent suspects occurred when they were unable to provide consent

Table 21 shows that the type of unwanted sexual contact experienced most often by students was through physical force or threats of physical harm (see underlined). A breakdown by **gender identity** shows that this was also the type of unwanted sexual contact most often experienced by cisgender women and non-binary (transgender, gender queer, and gender nonconforming) students. Cisgender male students reported most often being assaulted when they were unable to provide consent.

Chi-squared tests showed significant gender differences for all four types of unwanted sexual contact. Differences between cisgender males and females were consistent with past research. The percentage of cisgender females experiencing each type of unwanted sexual contact was larger than that of cisgender males. Even more striking, though, was the larger percentages of non-binary students who reported each type of unwanted sexual contact when compared to their cisgender peers. However, some caution should be used when interpreting these data since the number of non-binary students was small (n=27).

Finally, the bottom of Table 21 shows percentage of respondents who experienced at least one of the four kinds of unwanted sexual contact since the beginning of the 2015-16 school year. Gender differences here are even more pronounced. The percentage of cisgender females who experienced at

least one form of assault was more than double that of cisgender males. Just over 1 in 4 non-binary students experienced at least one form of assault.

Table 21. Percent Who Experienced Unwanted Sexual Contact by Gender Identity

		Gender Identity			
	All Respondents	**Cisgender Male**	**Cisgender Female**	**Non-Binary**	**χ^2**
… by using physical force or threats of physical harm	**<u>3.6</u>**	.9	**<u>4.3</u>**	**<u>18.5</u>**	28.1**
… attempted but not succeeded by using physical force or threats of physical harm	2.7	.9	3.1	14.8	21.2**
…when Respondent was unable to provide consent	3.1	**<u>1.4</u>**	3.7	7.4	7.3*
…that Respondent suspects occurred when they were unable to provide consent	2.1	1.1	2.3	11.1	12.7**
Experienced at least one form of unwanted sexual contact**	7.6	3.4	8.9	25.9	26.4**
N	1555	442	1086	27	

*p<.05, **p<.01

Past research on sexual violence has indicated that college students, particularly female students, are most likely to experience sexual assault at the beginning of the first semester of their freshman year. In order to examine whether this occurred at MSUM, we disaggregated these data based on **gender identity** and **class year** (Table 22). Contrary to research elsewhere, we found that MSUM freshmen of each gender identity were slightly **less** likely than students of other undergraduate class years to have experienced at least one type of unwanted sexual contact since the beginning of the 2015-2016 academic year. Graduate students were least likely of all students to have experienced at least one type of unwanted sexual contact since the beginning of the school year. Chi-squared tests revealed that none of the differences among class years were statistically significant.

Table 22. Percent Who Experienced At Least One Type of Unwanted Sexual Contact by Class Year and Gender Identity

	Experienced at least 1 Type of Unwanted Sexual Contact	First Year	Sophomores	Juniors	Seniors	Graduate Students	χ²
				Class Year			
Cisgender female	Yes	7.5	10.9	9.3	10.5	1.1	8.9
	No	92.5	89.1	90.7	89.5	98.9	
	N	213	192	291	257	88	
Cisgender male	Yes	1.3	7.3	3.2	3.3	0.0	5.7
	No	98.7	92.7	96.8	96.7	100.0	
	N	76	82	126	121	28	
Non-binary	Yes	0.0	66.7	25.0	12.5	0.0	5.1
	No	100.0	33.3	75.0	87.5	100.0	
	N	3	3	8	8	1	

In order to identify students who may be at greater risk of sexual violence, we further disaggregated our data based on **sexual orientation, racial identity, and athletic status**. Among these three, only differences based on sexual orientation were found to be statistically significant. Table 23 shows that more than twice as large of a percentage of LGBQ+ students (16.0%) than heterosexual/straight students (6.7%) had experienced at least one type of unwanted sexual contact since the beginning of the academic year.

Table 23. Percent Who Experienced At Least One Type of Unwanted Sexual Contact by Sexual Orientation

Experienced at least 1 Type of Unwanted Sexual Contact	Straight/ Heterosexual	LGBQ+	χ²
	Sexual Orientation		
Yes	6.7	16.0	17.3**
No	93.3	84.0	
N	1351	163	

*p<.05, **p<.01

Characteristics of Unwanted Sexual Contact

Respondents who reported experiencing unwanted sexual contact since the beginning of the 2015-16 academic year were asked follow-up questions to identify the type of assault, characteristics of perpetrator(s), where the assaults occurred, and whether and to whom they reported the assault. If respondents experienced more than one incident of unwanted sexual contact since the beginning of the 2015-16 academic year, they were instructed to answer these follow-up questions based on the "most serious incident." Since the total numbers of incidents of unwanted sexual contact are low, these data are not further disaggregated.

Types of Contact

Respondents who experienced unwanted sexual contact in which the perpetrator(s) used physical force or threats or when they were unable to provide consent were asked to identify the type of contact that occurred (Table 24). These included (1) forced touching of a sexual nature, (2) oral, anal, or vaginal sex, or (3) sexual penetration with a finger or object. Respondents could select more than one type of unwanted sexual contact. Forced touching of a sexual nature was reported most often by those who experienced unwanted sexual contact through force or threat and when they were unable to provide consent. In addition, over 1/3 of students in both groups reported experiencing more than one type of unwanted sexual contact.

Characteristics of Perpetrators

Respondents who experienced completed or attempted unwanted sexual assault through force or threat, as well as those who suspected that it occurred when they were unable to provide consent most often identified the perpetrators as acquaintances. Students who reported unwanted sexual contact when they were unable to give consent most often identified the perpetrators as strangers (Table 24). Similar to studies of sexual violence elsewhere, date and acquaintance assaults were among the most prevalent types of unwanted sexual encounters. However, unexpectedly high percentages of students described their assailants as "strangers." We speculate that students may interpret the term "stranger" in different manners than we anticipated. For instance, some may view as "strangers" individuals with whom they interacted in a social situation immediately prior to an assault, but with whom they had no prior contact. Future assessment should clarify meaning of this term.

Location

For all four types of unwanted sexual contact, a majority of incidents occurred off-campus in the Fargo-Moorhead area (Table 24). Still, 1 in 5 of assaults involving force or threat of force and nearly 1/3 of attempted assaults that involved force or threat occurred on campus.

Table 24. Characteristics of Unwanted Sexual Contact

	Types of Unwanted Sexual Contact			
	By Force or Threat (n=56)	Attempted By Force or Threat (n=43)	When Incapacitated (n=48)	Suspected When Incapacitated (n=34)
Type of contact†				
Forced touching of a sexual nature	**78.5**	NA	**60.4**	NA
Oral, anal, or vaginal sex	37.5	NA	58.3	NA
Sexual penetration with a finger or object	23.2	NA	29.2	NA
Experienced more than one type of contact	35.7	NA	39.6	NA
Did not identify type of contact	5.4	NA	2.1	NA
Perpetrators[1]				
Acquaintance	**30.4**	**30.2**	14.6	**26.5**
Student at MSUM	23.2	20.9	16.7	20.6
Stranger	23.2	23.2	**20.8**	11.8
Nonromantic friend	19.6	16.3	14.6	23.5
Casual or first date	23.2	13.9	16.7	14.7
Ex-romantic partner	12.5	13.9	18.7	14.7
Current romantic partner	5.4	9.3	10.4	11.8
Coworker	8.9	7.0	8.3	11.8
Family member	0.0	2.3	2.1	0.0
Employer or supervisor	0.0	0.0	0.0	0.0
MSUM athletic coach	0.0	0.0	0.0	0.0
MSUM professor or instructor	0.0	0.0	0.0	0.0
MSUM staff	0.0	0.0	0.0	0.0
Other MSUM employee	1.8	2.3	2.1	2.9
Other	1.8	0.0	2.1	0.0
Selected 2 or more identities for perpetrator(s)	33.9	32.6	22.9	32.3
Did not report identity of perpetrator(s)	10.7	2.3	4.2	5.9
Location				
Off campus and NOT in the Fargo-Moorhead area	12.5	7.1	8.7	5.9
Off campus in the Fargo-Moorhead area	**64.3**	**61.9**	**80.4**	**70.6**
On campus	21.4	31.0	10.9	14.7
Did not report location	1.8	0.0	0.0	8.8

† Percentages do not add to 100% because respondents could select more than one response.

Response to Unwanted Sexual Contact

Table 25 shows actions students took after experiencing unwanted sexual contact. These include who they told about these incidents and whether they reported it. For the first three types of assault, the person they most often told was a close friend other than their roommate. In cases where they suspected they were assaulted while they were unable to give consent, half of these students never told anyone. Overall, respondents were more likely to tell roommates, friends, and family members than to confide in those at the university such as Public Safety, Hendrix Clinic and Counseling Center staff, professors, coaches, and other employees. Among those employed at the university, students most often confided in Hendrix staff.

For all four types of assault, the percentages who told no one were sizeable, ranging from nearly ¼ to half. Similarly, regardless of the type of assault, students rarely filed a report with either the MSUM Office of Student Conduct & Resolution, MSUM Public Safety, or law enforcement.

Table 25. Response to Unwanted Sexual Contact

	Types of Unwanted Sexual Contact			
	By Force or Threat (n=56)	Attempted By Force or Threat (n=43)	When Incapacitated (n=48)	Suspected When Incapacitated (n=34)
Who Respondent Told†				
Close friend other than roommate	**55.4**	**41.9**	**41.7**	35.3
Roommate	25.0	20.9	20.8	14.7
Family member	23.2	20.9	18.7	11.8
Romantic partner	23.2	4.6	8.3	0.0
MSUM Hendrix staff	8.9	2.3	6.2	5.9
Law enforcement	8.9	0.0	8.3	2.9
Rape and Abuse Crisis Center staff	7.1	0.0	8.3	2.9
MSUM professor	5.4	2.3	4.2	2.9
MSUM Public Safety	5.4	0.0	4.2	0.0
MSUM residence hall staff	1.8	0.0	0.0	0.0
MSUM athletic coach	0.0	0.0	0.0	0.0
Other MSUM employee	3.6	4.6	0.0	2.9
Other	3.6	0.0	2.1	0.0
Told more than one person	50.0	27.9	27.1	17.6
Told no one	23.2	39.5	29.2	**50.0**
No answer	0.0	2.3	4.2	5.9
Filed Report With† …				
Law enforcement	8.9	0.0	6.3	5.9
MSUM Office of Student Conduct & Resolution	3.6	4.6	4.2	0.0
MSUM Public Safety	7.1	2.3	2.1	2.9
Did not file a report	**82.1**	**88.4**	**83.3**	**82.4**
No answer	0.0	4.7	6.3	8.8

† Percentages do not add to 100% because respondents could select more than one response.

INCIDENTS OF PARTNER VIOLENCE

In addition to exploring incidents of sexual violence, we also sought to identify occurrences of intimate partner violence. Respondents were asked to identify the number of times they experienced different types of violence from an intimate partner since the beginning of the school year.[8] Table 26 shows the mean number of incidents reported by students for each of thirteen different types of partner violence. Types of partner violence are sorted by those with highest to lowest mean number of incidents for all respondents. For all thirteen items, the mean number of incidents was less than one time since the beginning of the 2015-16 academic year, ranging from a high of .27 times for having a partner push, grab, or shove them to a low of .03 times for having a partner assault them with a knife or gun. Since many victims of partner violence experience multiple types of assault, we also calculated the total number of incidents of partner violence by summing the number of incidents they reported for each of thirteen different types of partner violence. These are reported at the bottom of Table 26. On average, students experienced 1.78 incidents of partner violence since the beginning of the school year.

Analysis of Variance (ANOVA) tests were conducted to determine whether mean number of incidents of partner violence differed by **gender identity**. We found significant gender differences among five of the thirteen types of partner violence as well as for our measure of total number of incidents of partner violence. Additional post-hoc tests revealed cisgender males with significantly higher means than cisgender females for number of times their partners scratched and bit them. In addition, non-binary students had significantly higher means than both cisgender females and males for number of times their partners pushed, grabbed, or shoved them, choked them, and bit them. When we combined all incidents of partner violence, we found that the mean number of incidents experienced by non-binary students (5.96) was significantly greater than the mean number experienced by cisgender female students (1.51). It should also be noted that for all thirteen items, the mean number of incidents for non-binary students was greater than for cisgender students. However, the number of non-binary students was small (only 26), making it less likely that differences in means will be statistically significant.

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[8] Respondents selected from responses ranging from 0 to "10 or more" times. We treated "10 or more" as 10, so that we could calculate the mean. As a result, means reported here underestimate the actual mean number of occurrences. Since very few respondents selected "10 or more" for any item, the discrepancy is minimal.

Table 26. Mean Number of Incidents of Partner Violence by Gender Identity

		Gender Identity			F
	All Respondents	**Cisgender Male**	**Cisgender Female**	**Non-Binary**	
Partner pushed, grabbed, or shoved them	.27	.25	.27	1.00	5.0**
Partner scratched them	.25	.40	.19	.42	5.0**
Partner bit them	.24	.39	.16	1.15	13.1**
Partner slapped them	.16	.21	.14	.46	2.3
Partner threw something at them	.16	.20	.14	.38	1.6
Partner choked them	.13	.11	.13	.77	6.4**
Partner bent their fingers	.11	.08	.12	.27	.8
Partner twisted their arm	.10	.06	.12	.31	1.9
Partner hit them with an object	.10	.14	.08	.31	2.0
Partner kicked them	.09	.15	.07	.19	2.1
Partner hit them with a fist	.08	.12	.06	.35	3.4*
Partner burned them	.03	.02	.04	.27	2.9
Partner assaulted them with a knife or gun	.03	.02	.04	.08	.4
All incidents of partner violence	1.78	2.20	1.51	5.96	4.2*
N	1544	441	1078	26	

*p<.05, **p<.01

Analysis of Variance (ANOVA) with post-hoc tests were also used to identify whether mean number of incidents of partner violence differed by **class year**. These tests revealed no significant differences among students of different class years for any of these thirteen different types of partner violence, nor for the total number of incidents experienced by students of different class years. We also conducted T-tests to determine whether mean number of incidents of partner violence differed by **sexual orientation, racial identity, and athletic status**. Students involved in sports did not differ significantly from those who were not involved. We did, however, find several significant differences based on sexual orientation and racial identity. Table 27 shows that students of color and LGBQ+ students experienced significantly more incidents of partner violence than did heterosexual/straight and white students. For all thirteen types of partner violence, the mean number of incidents experienced by LGBQ+ students was greater than the amount experienced by heterosexual/straight students. The differences between students based on their sexual orientation were statistically significant for seven of these thirteen different types of partner violence. Overall, the mean number of all incidents of partner violence combined was more than twice as large for LGBQ+ students (mean=3.77) as it was for heterosexual/straight students (mean=1.49). Similarly, the mean number of incidents experienced by students of color was greater than that of white students for each of the thirteen types of partner violence. Differences were statistically significant for eight of these thirteen items. The mean number of all incidents of partner violence experienced by students of color (mean=3.22) was more than double that of white students (mean=1.56).

Table 27. Mean Number of Incidents of Partner Violence by Sexual Orientation and Racial Identity

	Sexual Orientation			Racial Identity		
	LGBQ+	Straight/ Heterosexual	T-Ratio	Students of Color	White	T-Ratio
Partner pushed, grabbed, or shoved them	.65	.23	4.40**	.37	.26	1.3
Partner scratched them	.44	.23	2.05*	.33	.24	.9
Partner bit them	.61	.20	4.00**	.36	.23	1.5
Partner slapped them	.32	.14	2.34*	.19	.16	.4
Partner threw something at them	.28	.14	1.82	.29	.14	2.2*
Partner choked them	.39	.10	3.98	.23	.12	1.6
Partner bent their fingers	.30	.08	3.41**	.27	.08	3.2**
Partner twisted their arm	.20	.09	1.82	.23	.08	2.6*
Partner hit them with an object	.27	.07	2.16**	.23	.08	2.7**
Partner kicked them	.14	.08	1.02	.20	.07	2.4*
Partner hit them with a fist	.13	.07	1.20	.17	.07	2.1*
Partner burned them	.10	.02	2.22*	.16	.01	3.7**
Partner assaulted them with a knife or gun	.08	.02	1.60	.15	.01	3.8**
All incidents of partner violence	3.77	1.49	3.40**	3.22	.56	2.7**
N	160	1325		222	1275	

*p<.05, **p<.01

Perception of and Response to Incidents of Partner Violence

Students who reported experiencing at least one incidence of partner violence were asked to report their level of concern about their safety, whether they sought help, and whether they were injured. If respondents experienced more than one type of partner violence, they were asked to respond to follow-up questions based on the one they believed was the most serious incident. Table 28 shows responses for all students who experienced partner violence as well as their responses disaggregated by **gender identity**. Overall, responses seem fairly consistent across gender identities. Respondents of each gender identity most often reported being "not at all concerned" about their safety. A large majority had not sought services or contacted a hotline. Most were not injured in the incident and had not sought medical attention, if injured. Significant gender differences did exist in level of concern for one's safety and likelihood of being injured. Cisgender males were less likely than non-binary and cisgender females to be concerned about their safety. They were also less likely than their cisgender female and non-binary peers to have been injured.

Table 28. Perception of and Response to Incidents of Partner Violence

		Gender Identity			
	Total	Cisgender Male	Cisgender Female	Non-Binary	χ²
Level of concerned about their safety					
Extremely concerned	9.9	10.0	9.9	10.0	26.5**
Somewhat concerned	12.3	0.0	18.6	10.0	
Slightly concerned	25.8	18.8	28.6	**40.0**	
Not at all concerned	**52.0**	**71.3**	**42.9**	**40.0**	
N	252	80	161	10	
Sought services or contact a hotline					
No	**92.9**	**92.5**	**93.8**	**80.0**	2.7
Yes	7.1	7.5	6.2	20.0	
N	252	80	161	10	
Injured in the incident					
No	**92.9**	**100.0**	**90.1**	**80.0**	10.5*
Yes	7.1	0.0	9.9	20.0	
N	252	80	161	10	

*p<.05, **p<.01

Table 29 shows responses of students who experienced partner violence disaggregated by **racial identity** and **sexual orientation**. These results showed some alarming differences. Students of color who experienced partner violence differed significantly from white students in their level of concerns. In particular, they were more likely to report feeling "extremely concerned" about their safety. They were also, more likely than white students who experienced violence to have sought services or contacted a hotline. Comparisons based on sexual orientation showed that LGBQ+ students who had experienced partner violence were significantly more likely than straight/heterosexual students to have been injured and also significantly more likely to have sought services or contacted a hotline.

Table 29. Perception of and Response to Incidents of Partner Violence by Racial Identity and Sexual Orientation

	Racial Identity			Sexual Orientation		
	Students of Color	White	χ^2	LGBQ+	Straight/ Heterosexual	χ^2
Level of concerned about their safety						
Extremely concerned	27.3	6.3	20.7**	14.0	9.3	3.3
Somewhat concerned	4.5	14.1		18.6	11.2	
Slightly concerned	15.9	28.2		25.6	25.9	
Not at all concerned	**52.3**	**51.5**		41.9	53.7	
Sought services or contact a hotline						
No	**81.8**	**95.1**	9.6**	**83.7**	**95.1**	7.2**
Yes	18.2	4.9		16.3	4.9	
Injured in the incident						
No	**97.7**	**91.7**	1.9	**81.4**	**95.1**	9.9**
Yes	2.3	8.3		18.6	4.9	
N	44	206		43	205	

*p<.05, **p<.01

IMPACT OF VIOLENCE ON RETENTION

Experiencing unwanted sexual contact and/or partner violence can have deep and far-reaching effects on students' wellbeing. Afterward, many suffer from depression, PTSD, and other physical and mental health conditions, all of which may harm their ability to successfully continue their college education. While our study does not allow us to establish whether students who experienced unwanted sexual contact or partner violence were less likely than other students to graduate, we did find that they were less likely to report that they would return to MSUM in the next school year[9]. Table 30 shows that fewer students who experienced at least one type of unwanted sexual contact reported being "very likely" to reenroll at MSUM in following semester, compared to other students. Similarly, a smaller percentage of students who experienced at least one incident of partner violence reported being "very likely" to reenroll, compared to students who had not experienced partner violence. Differences between students who experienced partner violence or unwanted sexual contact and those who had not were statistically significant.

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[9] We excluded students who were graduating the semester in which the survey was conducted.

Table 30. Likelihood of reenrolling at MSUM by Experiences of Unwanted Sexual Contact and Partner Violence

	Experienced at least one type of unwanted sexual contact during current academic year			Experienced at least one incident of partner violence during current academic year		
	No	Yes	χ^2	No	Yes	χ^2
Likelihood of reenrolling at MSUM in Fall 2016 semester						
Very likely	91.0	84.5	11.5*	91.7	85.0	25.5**
Somewhat likely	2.4	7.2		2.3	4.2	
Undecided	1.1	3.1		1.0	2.3	
Somewhat unlikely	0.5	0.0		0.1	2.3	
Very unlikely	5.0	5.2		4.9	6.1	
N	1,210	97		1,067	213	

*p<.05, **p<.01

EXPERIENCES WITH TRAINING AND RESOURCES

Students were asked about their experiences with campus-based trainings in MSUM policies and procedures regarding incidents of sexual assault and in prevention of sexual assault. Most students had not received these trainings. Forty-four percent indicated that they received training in MSUM policies and procedures regarding incidents of sexual assault; of those, 96% found it useful. Even fewer (31.9%) students reported having received training at MSUM in prevention of sexual assault; of those, 96% of participants found it useful (Table 31).

Table 31. Experiences with Training at MSUM

	Total	Number Indicating "Yes" or "Useful"	Percent Indicating "Yes" or "Useful"
Have you received training in MSUM policies and procedures regarding incidents of sexual assault?	1552	684	44.0
If yes to the above question, % indicating training was "useful"	684	657	96.1
Have you received training at MSUM in prevention of sexual assault?	1550	496	31.9
If yes to the above question, % indicating training was "useful"	496	476	96.0

We found no significant differences between students based on their **gender identity** or **sexual orientation**. However, chi-squared tests revealed two significant differences among students by **class year** (Table 32). Among these, we noted that:

- **First year students** were *more likely* to have answered "Yes" to the question: Have you received training in MSUM policies and procedures regarding incidents of sexual assault?
- **First year students** were *more likely* to have answered "Yes" to the question: Have you received training at MSUM in prevention of sexual assault?

These differences reflect recent changes at MSUM, which require new students to complete trainings in these areas.

Table 32. Experiences with Training at MSUM by Class Year

| | Percent Indicating Yes | | | | | |
| | Class Year | | | | | |
	First Year	Sophomore	Junior	Senior	Graduate Student	χ^2
Have you received training in MSUM policies and procedures regarding incidents of sexual assault?	61.6	37.9	41.4	39.4	41.9	49.0**
Have you received training at MSUM in prevention of sexual assault?	50.9	29.2	27.7	26.0	29.1	64.0**

*p<.05, **p<.01

Additional differences were found between groups of students based on their **racial identity** and **athletic status** (Table 33): These include the following:

- **Students of color** were *more likely* to answer yes/useful regarding:
  - How useful was the (policies and procedures) training?
  - Have you received training in sexual assault?
  - How useful was the (sexual assault) training?

- **Athletes** were more likely to report that they have received training at MSUM in prevention of sexual assault.

Table 33. Experiences with Training at MSUM by Racial Identity and Athletic Status

	Percent Indicating Yes, Useful		
	Racial Identity		
	White	Student of Color	χ^2
How useful was training in MSUM policies and procedures regarding incidents of sexual assault?	95.9	96.4	30.4**
Have you received training at MSUM in prevention of sexual assault?	30.8	40.9	8.9**
How useful was training in prevention of sexual assault?	96.1	96.7	22.4**
	Athletic Status		
	Athlete	Non-Athlete	χ^2
Have you received training at MSUM in prevention of sexual assault?	41.4	30.9	7.1**

*p<.05, **p<.01

Impact of Campus-Based Trainings

As noted above, students were asked to report whether they received training in MSUM policies and procedures regarding incidents of sexual assault and whether they received training at MSUM in prevention of sexual assault. In order to gauge the impact of these trainings, we used their responses to these questions to determine whether students who received training differed from other students in their readiness to respond to sexual assault, their perspectives on consent, and their acceptance of rape myths (Tables 34 and 35).

Table 34 shows that students who received training in MSUM policies and procedures regarding incidents of sexual assault indicated a higher level of readiness to help. For instance, they were significantly more likely than those who did not receive training to agree with the following statements:

- If a friend or I were sexually assaulted, I know where to go to get help
- I understood MSUM's formal policies and procedures to address complaints of sexual assault
- I think I can do something about sexual violence at MSUM

However, students who received this training did not differ from other students in their likelihood of reporting a friend that committed rape and of choosing not to report sexual assault out of concern they or others will be punished for infractions, such as underage drinking. And they were **less** likely than students who hadn't received training to declare that they would report someone who uses force or pressure to engage in sexual contact.

Table 34. Impact of Training in MSUM Policies and Procedures

	Received Training in MSUM Policies and Procedures?				
	Yes		**No**		**χ²**
	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree	
If a friend or I were sexually assaulted, I know where to go to get help	85.7	7.7	59.4	27.3	130.3**
I understand MSUM's formal policies and procedures to address complaints of sexual assault	69.4	13.7	31.2	44.8	227.3**
I think I can do something about sexual violence at MSUM	44.4	12.2	30.8	15.0	30.7**
	Likely†	**Not Likely**	**Likely†**	**Not Likely**	**χ²**
Report a friend that committed a rape	98.0	2.0	98.9	1.1	2.1
Choose not to report sexual assault out of concern they or others will be punished for infractions, such as underage drinking	31.0	69.0	29.6	70.4	.3
Report someone who uses force or pressure to engage in sexual contact	97.7	2.3	99.0	1.0	4.2*

*p<.05, **p<.01
†"Likely" signifies the percentage of respondents who responded either "slightly likely, moderately likely," or "very likely."

As noted above, students were also asked whether they received training at MSUM in prevention of sexual assault. We found very few instances in which students who received this training differed from students who had not. Table 35 shows that students who received this training were more likely to agree to do the following:
- Say something to my friend who is taking a drunk person back to their room
- Challenge a friend who uses insulting words to describe women

Table 35. Impact of Training in Prevention of Sexual Assault

	Received Training in Prevention of Sexual Assault?				
	Yes		**No**		**χ²**
	Likely†	**Not Likely**	**Likely†**	**Not Likely**	
Say something to my friend who is taking a drunk person back to their room	99.4	.6	97.5	2.5	6.0*
Challenge a friend who uses insulting words to describe women.	96.7	3.3	93.0	7.0	7.8**

*p<.05, **p<.01
†"Likely" signifies the percentage of respondents who responded either "slightly likely, moderately likely," or "very likely."

However, in most instances, students who received the training did not differ significantly from other students in their views of consent and likelihood of intervening in situations of potential or actual sexual violence. Specifically, despite receiving training in prevention of sexual assault, these students did not differ from other students in their self-reported likelihood of:

- Deciding not to have sex with a partner if they are drunk
- Asking for verbal consent when intimate with their partner
- Stopping sexual activity when asked to, even they are already sexually aroused
- Checking in with a friend who looks drunk when they go to a room with someone else
- Confronting a friend who plans to give someone alcohol to get sex
- Confronting a friend who is hooking up with someone who was passed out
- Reporting a friend that committed a rape
- Reporting someone who uses force or pressure to engage in sexual contact
- Choosing not to report sexual assault out of concern they or others will be punished for infractions, such as underage drinking

Participating in this training also appeared to have no effect on students' level of acceptance of rape myths. We compared levels of agreement for our fifteen items measuring acceptance of rape myths and found no significant differences between those who had and had not completed this training.

SUMMARY

This survey provides a great deal of information regarding perceptions, attitudes and behaviors of our students related to sexual assault and intimate partner violence. While there are many significant relationships between variables to be aware of, we feel that there are a few themes that are particularly noteworthy and in need of immediate attention. For example, our students who identify as non-binary and LGBQ+ are more likely to report a sexual assault. These students, as well as students of color report more incidents of intimate partner violence (and of those, our students who identify as non-binary and LGBQ+ are more likely to be injured as a result of that violence). These students also tended to hold less favorable views of the university support system and overall perceptions of campus safety. Our students of color, non-binary, and LGBQ+ students were more likely to report that they did not feel safe on campus.

RECOMMENDATIONS

As previously noted, the President's Task Force for Sexual Violence Prevention developed and presented goals with relevant recommendations for meeting these goals to President Blackhurst on March 1, 2015. In review of the results of the survey, the goal areas and developed recommendations were reviewed.

There are several areas within the specific recommendations that are affirmed. Below, the individual survey sections are outlined with March 2015 Task Force recommendations identified.

Perceptions of Campus Climate

The results in the Perceptions of Campus Climate section indicated positive numbers related to students' response and concerns for welfare. It is noteworthy that a strong majority of the survey respondents indicated that administrators, faculty, and staff were genuinely concerned about their welfare.

We would like to note the results in this section align with goals and specific recommendations from the 2015 Task Force report that the university has already started or implemented as follows:

- The Task Force created and established a university statement that has been shared by President Blackhurst and has been published on the university web page for Title IX and sexual violence (see March 2015 Task Force recommendation 1.1).
- The Task Force created and vetted a course syllabi statement that all faculty have included on their individual course syllabi since Spring 2016 (see March 2015 Task Force recommendation 1.6).
- Training has been offered to those who are identified as campus security authorities, including Public Safety staff members, Housing and Residential Life staff, Student Organization advisors, and Athletic Coaches (see March 2015 Task Force recommendation 3.2 and 3.4).
- As part of annual training required for employees, Human Resources requires and tracks all employees to complete the Personal Empowerment Through Self Awareness training program, as designed by the Minnesota State System, which includes a section on Responsible Employee responsibilities.

We recognize there are areas within the Task Force report that have been identified; however, ample resources have not been secured and invested in the implementation of these areas.

- There is work to do in ensuring the recommendations specific to Athletics staff implementing bystander intervention and sexual violence awareness training (see March 2015 Task Force recommendation 3.3).
- There is work to do in developing and making widely available printed brochures for university employees and students with information about campus policies and procedures, responding to assaults, and campus and community services (see March 2015 Task Force recommendation 3.6, 3.7, and 3.9).
- Given the significance of the reporting by LGBTQ+ students, we recognize there is work to do in supporting and maintaining the safe and autonomous Rainbow Dragon Center space on campus. There is also work in ensuring education for campus employees regarding the needs of and ways to support LGBTQ+ students. Furthermore, we want to recognize the importance and value in a collaboration with the Fargo-Moorhead Pride Collective and Community Center (see March 2015 Task Force recommendation 2.11, 5.3, and 6.5).

- There is still work to make sure first year students as well as all students are provided some education and training, including bystander training.

Rape Myth Acceptance

The results in the Rape Myth Acceptance section indicate more work to be done with cisgender males who were most likely to agree with items that perpetuate rape myth culture. It is noteworthy most upper-class and graduate students were less likely than students earlier in their academic career to agree with such statements.

We would like to note the results in this section align with goals and specific recommendations from the 2015 Task Force report that the university has already started or implemented as follows:

Goal area two of the March 2015 Task Force report is as follows: "Implement a multi-layered and multifaceted plan to educate and empower students." Given the results of the survey specific to cisgender males, the recommendations specific to Coaching Boys to Men and a Men Against Rape campus initiative have been identified with more current work in these areas. Furthermore, there is work that needs to be done to provide trainings to focus on the link between sexual violence and alcohol use.

While recommendations have been developed that address the needs in this area, there has been little movement in them coming to fruition. Again, this is an area of need of resources to provide the targeted education, launch a social norming campaign, and address the high acceptance levels of rape myths.

Bystander Behavior

The Task Force previously recognized the importance of bystander training in improving the campus culture and environment. There are some initial steps and planning to work on providing bystander training to student leaders. This is another area that indicates the importance of targeted training for cisgender males.

In addition, this area indicates the need for educating the campus community about the process for addressing sexual violence, which supports the 2015 Task Force recommendations for educating the campus community about the process, publicizing methods for reporting, publicize the methods that allow for anonymous reporting, and providing widely available print materials relative to the campus policies and procedures. Furthermore, the 2015 Task Force recommendations recognized the need to sexual violence prevention education to include information about alcohol use and sexual violence incidents, which is also an area for growth.

Readiness to Help

The results of the Readiness to Help section support and affirm some of the previously stated calls to action and recommendations. With less than half of the survey participants indicating they understand the university's formal policies and procedures to address instances of sexual assault, we were reminded of the need for the 2015 Task Force recommendations specific to educating the campus community

about the process, to publicizing methods for reporting, publicize the methods that allow for anonymous reporting, and to providing widely available print materials relative to the campus policies and procedures. Again, given the responses of cisgender males, some of this education and messaging should include targeted communication.

It is also noted that there is some value in moving away from traditional communication about sexual violence. Instead of directing victims how not to be victims, there needs to be communication about how everyone can take ownership. Furthermore, it is important to recognize there is real value to the smaller group settings that allows for a greater sense of safety.

Knowledge of Experience with Training and Resources

The results in the Knowledge of Experience with Training and Resources section echo previously stated needs for the 2015 Task Force recommendations specific to educating the campus community about the process, publicizing methods for reporting, publicize the methods that allow for anonymous reporting, and providing widely available print materials relative to the campus policies and procedures. The education needs to include not just first year students but move beyond to include all MSUM students. Furthermore, the 2015 Task Force recommendations specific to the development of a similar training to the Safe Zone model as well as an expanded public safety awareness campaign are two areas that would help improve the campus culture but are in need of the dedicated campus resources.

Experiences of Unwanted Sexual Contact

The results in the Experiences of Unwanted Sexual Contact identify students who may be at greater risk of violence. These findings point to areas in need of response. First, the previously noted addition of collaborating with the Fargo-Moorhead Pride Collective and Community Center could support the needed education and support for LGBTQ+ students.

In addition, the participants of the survey do not reflect the national data trend of a spike in experiences during the first year. Thus, the need of education beyond the first year is again affirmed. There were also items to indicate the need to improve the communication about anonymous reporting as well as the uniform amnesty that allows witnesses and victims to not be sanctioned for reporting situations that involve their possible use of alcohol or other drugs in relation to sexual assaults.

As for reporting options, it is important that the university faculty are trained about student reporting options, as they are the ones most likely for students to tell if they are reporting it to an employee at the university. Again, it is essential to publicize methods for reporting and to provide widely available print materials relative to the campus policies and procedures

It is important to note that participants indicated these experiences to be occurring off campus in the Fargo-Moorhead area. Thus, education needs to include the range of settings student may socialize or live in. The 2015 Task Force recommendations indicated an MOU with Moorhead Police, but this is something that could be explored with the Fargo Police as well. In addition, the Task Force

Recommendations for having a sexual assault response team that includes local law enforcement should not be limited to Moorhead Police. Furthermore, this again affirms the Task Force Recommendations for ensuring that adequate resources, procedures, and structure are in place to build and sustain the outline items.
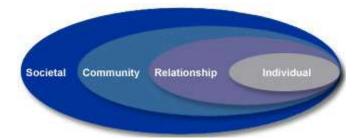
Incidents of Partner Violence

The results for the Incidents of Partner Violence section indicate the importance of the campus ensuring LGBTQ+ students and students of color are prioritized in the development and delivery of prevention education as one specific audience.

Best Practices in Prevention Education

In an effort to create more unified and streamlined primary prevention education throughout campus, the committee is recommending that the following process be developed and put in place.

Step 1. Develop a Theory of Change model based on the Social-Ecological framework below. Identify risk and protective factors on which to focus for each level within the framework and ensure linkages between levels for consistent messaging and sufficient dosage.

The Social-Ecological Model provides a framework for prevention that demonstrates the four levels of society that impact violence. The four levels are individual, relationship, community and societal. Each level has factors that interact with those at different levels. Approaches that target multiple levels are recommended as they are more likely to have a sustained impact.

Step 2. Take inventory of and evaluate current prevention and education efforts to make sure they are aligned with the model developed and that they are socio-culturally relevant and tailored to specific audiences. Identify and address any gaps in prevention education.

Personal Empowerment Through Self Awareness (PETSA) training was implemented as a requirement for all new, incoming students, starting Fall 2015. PETSA was developed by the Minnesota State system office to meet the requirements per the Minnesota State Statute 135A.15. However, the committee recognizes that the need and importance for sexual violence preventative, comprehensive training goes beyond what PETSA provides.

Step 3. Assess our needs regarding resources, including trainings for faculty staff, and peer educators in order to build the institution's capacity for prevention. Well-trained faculty, staff, and peer educators are crucial to model positive relationships and bystander skills, and to serve as resources for the campus community in order to create a more proactive environment. Develop measurable outcomes to gauge our progress.

Step 4. Create a development and implementation plan to ensure that prevention education efforts are coordinated and logistics in place. The committee would like to reiterate here the necessity of having a full-time, dedicated Prevention and Education Coordinator in order to ensure successful implementation of these efforts across the multiple levels of the model described above.

This streamlined process will translate to more effective use of time, staff and resources in addition to ensuring both the efficiency and effectiveness of our larger prevention strategy.

CONCLUSION

In conclusion, the results of this survey affirm many areas and aspects already established by the 2015 Task Force Report. The goals and specific recommendation areas have already been outlined. The results of this survey provide additional specific areas and the need for some targeted messaging and education. With adequate resources and support to fully implement the Task Force goals and recommendations, as well as focus on areas that have been magnified through the results of this survey, the needs of the campus population will be better met.