THE ATTITUDES AND AWARENESS OF SEXUAL ASSUALT, RELATIONSHIP

VIOLENCE, AND BYSTANDER INTERVENTION OF UNDERGRADUATE STUDENTS

by

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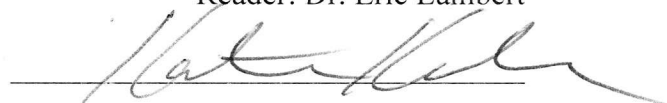requirements of the Sally McDonnell Barksdale Honors College.

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ABSTRACT

The purpose of this study was to discover the understanding and knowledge levels about sexual assault, relationship violence, and bystander intervention of undergraduate students at the University of Mississippi's Oxford campus. An Internet survey was developed under the direction of the University of Mississippi's Violence Prevention Office through the use of an online survey program. The results of the study indicated that (a) men in this study were more likely than women to believe that female aggressors are less guilty than male aggressors, (b) students never enrolled in EDHE 105 were just as likely as students enrolled or previously enrolled in EDHE 105 to engage in bystander intervention behaviors, and (c) students participating in Greek Life organizations and/or intercollegiate athletics did not have higher levels of understanding of sexual assault and coercion definitions, behaviors, and scenarios than non-members of Greek Life organizations or intercollegiate athletics.

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CHAPTER 1

INTRODUCTION TO THE STUDY

INTRODUCTION

Sexual assault and relationship violence are topics of concern for many college campuses across the nation. At the commencement of this study, Rolling Stone magazine released an article describing in great detail the rape of a freshman female student at the University of Virginia by seven fraternity members (Erdely, 2014). The article has since been retracted as a result of failures in "reporting, editing, editorial supervision and fact-checking" (Coronel, Coll, & Kravitz, 2015, p. 1). Despite the lack of validity of the article, the stigma surrounding rape and sexual violence at universities, especially initiated by fraternity men, reentered the national spotlight.

This article was not the only evidence for college campus sexual violence. Based on a survey conducted in 1997 by the U.S. Department of Justice (DOJ), approximately 36 per 1,000 female students are victims of attempted or completed rape each year on a college campus (Fisher et al., 2000). Furthermore, the DOJ's report found that the victim previously knew the offenders in nine of ten completed and attempted rapes. The University of Mississippi Oxford campus had 15,242 students enrolled, including 8,267 females, during the 2014-2015 academic year (Institutional Research, 2015). Applying the rates from the DOJ's report, 297 University of Mississippi female students would have experienced some form of sexual victimization within that academic year, and 267 of those females would have known the aggressor. The Department of Justice's survey

did not track men and their experiences, which would only increase the number of student victims per academic year. The statistics from the DOJ's report are from randomly selected 2- or 4-year colleges and universities with a student enrollment of at least 1,000 (Fisher et al., 2000).

Sexual assault and relationship violence are not exempt from any college or university campus. Students should be aware of sexual misconduct behaviors and have knowledge to help prevent unwanted sexual advances from occurring. This study surveyed students regarding their knowledge of sexual assault, relationship violence, and bystander intervention through scenarios. Participants were not asked about their personal experiences with sexual or relationship violence, but rather how they would act in potentially abusive situations, if they believed the scenario contained typical or atypical relationship behavior, and if consent was given by both parties in a sexual incident.

CONCEPTUAL UNDERPINNINGS FOR THE STUDY

Sexual misconduct does not have an exemption list – it can happen to anyone in any setting and develop from any type of situation. College campuses, however, are locations with heightened levels of sexual assault, rape, and other domestic violence (Fisher, 2000). Research on attitudes and experiences of students and efficacy of sexual misconduct educational programs uncovered many reasons why these incidents occur in greater increments, leading to stereotype development focusing on college-aged men, specifically Greek Life members, and intercollegiate athletes.

The United States Congress is aware of the growing problem with college campus sexual misconduct. The Jeanne Clery Disclosure of Campus Security Policy and Campus

Crime Statistics Act, initially passed by Congress in 1990 as the Student Right-to-Know and Campus Security act requiring institutions to provide campus security reports, provides aid to higher institutions to combat sexual misconduct (Fisher et al., 2000). In 2011, The United States Department of Education further mandated that college campuses be required to conduct violence prevention programming (Ali, 2011). American colleges are now required by the Campus Sexual Violence Elimination Act of 2013 to provide bystander training and intervention programs (Coker et al., 2016).

Improvements are being made across the nation to curb sexual violence and educate college students on bystander behaviors, but are these programs effective? Amar et al. (2012) reported that "limited research supports the efficacy and long-term effects of" bystander intervention programs (p. 851). Banyard, Moynihan, and Plante (2007) focused on bystander program efficacy because "to date there ha[d] been little study of programs that embed an understanding of bystander behavior" (p. 465). Both studies revealed improvements in bystander behaviors after participants completed the programs.

Studies surrounding attitudes of fraternity men and athletes focusing on sexual misconduct further reinforced the stereotypes associated with these groups. Boeringer's study (1999) revealed fraternity members and athletes are more likely to support rape beliefs and gender beliefs than other college males. Fraternity members have received different information about women and sexuality than non-fraternity members (Bleecker & Murnen, 2005). College men who participated in aggressive high school sports were more likely to cause greater physical injury to dating partners (Forbes et al., 2006). Wantland (2005) sought to rectify the attitudes held by fraternity men about sexual misconduct victim blaming through the Fraternity Peer Rape Education Program.

STATEMENT OF THE PROBLEM

The current study was warranted to determine the knowledge level of students concerning sexual and relationship violence and provide the University of Mississippi's Violence Prevention Office (VPO) with data regarding the effectiveness of their educational programming. At the time of the current study, the VPO did not have a method in place to track the retention rates of their educational programming through an undergraduate student's time at the institution. One educational program from the VPO included conducting a speech about the Green Dot Bystander Intervention policy during mandatory orientation sessions for undergraduate students prior to the beginning of their first semester. There were no further mandatory programs in place to continue educating students with respect to bystander intervention policies during their undergraduate career.

The VPO also surveys entering freshmen on their experiences with sexual assault through Alcohol.edu, but this survey mainly focuses on alcohol-related incidents. Beyond the administration of this survey, students are not required to take any further educational course through the university. A freshman experience course, EDHE 105, discusses sexual abuse, relationship violence, and bystander intervention policies, but this course is not required for all freshmen students.

Intercollegiate freshmen and transfer student-athletes are required by the University of Mississippi's Athletic Department to attend a summer program for course credit called REBS, Rising to Excellence and Building Success. The Violence Prevention Coordinator (VPC) speaks during a session of this course, focusing on sexual abuse, relationship violence, stalking, sexual coercion and sexual perpetration. Aside from the information provided in the VPC's lecture, no additional educational

programming is provided to the intercollegiate athletes, an at-risk group for sexual and relationship violence, throughout their career at the University of Mississippi.

Undergraduate students involved in social Greek fraternities and sororities receive educational programming from the VPO; however, this programming is not mandatory for all organizational members. Numerous studies (Armstrong et al., 2006; Auster & Leone, 2001; Carr & VanDeusen, 2004; Bleecker & Murnen, 2005; Crosset et al., 1996; Smith & Stewart, 2003) have been conducted concentrating on issues surrounding sexual abuse within the Greek system, but the University of Mississippi does not currently offer any mandatory sexual abuse, bystander intervention, or relationship violence education for these at-risk organization members.

The University of Mississippi does not require mandatory educational programs for undergraduate students to learn about bystander intervention, sexual abuse, and relationship violence prevention. There are no current methods in place to evaluate undergraduate students' understandings and awareness of sexual abuse, dating violence, and bystander intervention, or retention rates of educational programming. The data from this study can determine if current programs and resources from the VPO are providing adequate education for students and uncover what can be further implemented to provide students skills to deter unwanted sexual advances, understand how to remove themselves from unhealthy relationships, and become familiar with bystander intervention behaviors in which students can actively engage.

PURPOSE OF THE STUDY

The purpose of this study was to discover the understanding and knowledge levels of sexual assault, relationship violence, and bystander intervention of undergraduate

students at the University of Mississippi's Oxford campus. The VPO at the University of Mississippi provides educational resources for students concerning topics of relationship violence and sexual assault. The VPO also does not distribute surveys to discover students' evolving attitudes towards consent, sexual assault, and relationship violence as they increase their time at the University of Mississippi.

The VPO was interested in discovering attitudes from the survey, which led to the following research questions that served as a guide for the study:

1. What is the difference in male and female responses to scenarios where the gender of the aggressor changes?

2. What is the difference in bystander intervention responses between students currently or previously enrolled in EDHE 105 and students never enrolled in EDHE 105?

3. What is the difference between the coercive sexual assault responses between students who participate in Greek Life and/or intercollegiate athletics and those who do not participate in Greek Life and/or intercollegiate athletics?

The corresponding hypotheses were:

1. Male and female students would respond similarly to scenarios involving male aggressors, but male and female students would have differing responses to scenarios involving female aggressors.

2. Students enrolled or previously enrolled in EDHE 105 would be more likely to respond, "yes, I would intervene" to bystander intervention scenarios than students never enrolled in the course.

3. Students participating in Greek Life and/or intercollegiate athletics would have a better understanding of sexual assault and coercion definitions and have higher recognition of abusive behaviors in the scenarios involving coercion than students not involved in either Greek Life and/or intercollegiate athletics.

LIMITATIONS AND ASSUMPTIONS

A survey was utilized to collect data from undergraduates at the University of Mississippi Oxford campus in the Fall 2015 semester. Survey responses from the students who participated were assumed to be truthful. Respondent's truthfulness could be affected by their awareness of being studied. Factors influencing responses and behavior besides the university's policy were out of the researcher's control. A completely unbiased response sample was impossible to obtain because this survey was only completed under voluntary measures and the respondents most likely had an elevated interest in the subject matter over non-respondents. The topic of the study is also controversial, which may have deterred students within the studied demographics to respond to the participation request. Additionally, students with personal domestic violence or sexual abuse experiences might have been reluctant to participate because of the heightened stigma surrounding the survey topic or fear of being discovered, even though the survey data was not linked to the respondents' identities. The survey is unique to this study, and the study has not been replicated to compare data collections.

DEFINITION OF KEY TERMS

Significant terms included in this study are defined as follows:

Sexual Assault: any type of sexual contact or behavior that occurs without the explicit

consent of the recipient (United States Department of Justice, 2015a)

Relationship Violence: a pattern of abusive behavior in any relationship that is used by

one partner to gain or maintain power and control over another intimate partner;

can be physical, sexual, emotional, economic, or psychological actions or threats

of actions that influence another person (United States Department of Justice,

2015b)

Bystander Intervention: programs that aim to decrease sexual violence by increasing

bystanders' efficacy and willingness to engage in behavior to deter potential

sexual assault and to come to the aid of the victim – or potential victim – of

sexual assault (Kleinsasser et al., 2015, p. 227-228)

Greek Life Member: a student involved in social Greek fraternities or sororities governed

by the Interfraternity Council (IFC), National Panhellenic Conference (NPC), or

National Pan-Hellenic Conference (NPHC)

EDHE 105: a first-year academic course designed to help freshmen students make a

positive transition from high school to college, develop a better understanding of

the learning process, enhance academic skills, acquire essential life skills to

ensure their success, and begin exploration of the career and major that are best

for them. Students are introduced to the mission, values, and constituencies of the

University of Mississippi and the ethical and social concerns that they may face as

a member of this community (EDHE 105, 2016).

Intercollegiate Athletes: students who are members of university-sanctioned athletic

teams at the University of Mississippi

Sexual Coercion: the act of using pressure, alcohol or drugs, or force to have sexual

contact with someone against his or her will and includes persistent attempts to

have sexual contact with someone who has already refused (Domestic Violence

Hotline, 2014)

Utilization-Focused Evaluation: a study focused on the intended use by intended users;

answers the question of whose values will frame the evaluation by working with

clearly identified, primary intended users who have the responsibility to apply

evaluation findings and implement recommendations (Patton, 2015).

SUMMARY

Sexual misconduct has become a topic of study across college and university

campuses. Growing concerns stemmed from victim studies revealing higher

victimization rates than previously recorded. Fraternity men and intercollegiate athletes

have been frequently spotlighted over sexual misconduct, and studies of attitudes and

behaviors between the two groups have intensified during the last twenty years. The

United States Congress implemented legislation to combat the growing stigma

surrounding sexual violence on college campuses. Bystander intervention programs have

been implemented across the nation, and initial studies reveal improvements in

participants' attitudes and intervention behaviors (Banyard, Moynihan, & Plante, 2007;

Banyard, Moynihan, & Plante, 2005; Coker et al., 2011).

The University of Mississippi provides limited education to students surrounding

violence prevention but most programming only reaches incoming freshmen. Three

demographic variables of respondents, including gender, EDHE 105 enrollment, and

Greek Life/intercollegiate athletics membership, were evaluated to assess the

understanding and knowledge levels of sexual assault, relationship violence, and bystander intervention of undergraduate students at the University of Mississippi Oxford campus.

The following chapter examines literature focusing on sexual misconduct and bystander educational programs and details the policies and programs in place at the University of Mississippi. Chapter three describes the methodological design of the study and presents the research questions guiding the study, the population sampling, and data collection instruments. The fourth chapter examines the data gathered from the survey, analysis methods, and results of data analysis. Chapter five discusses the conclusions gathered from the study, implications, and further research recommendations on sexual misconduct.

CHAPTER TWO

REVIEW OF LITERATURE

INTRODUCTION

Sexual abuse and relationship violence are topics on college campuses currently garnering widespread attention. At the University of Mississippi, programs are in place for students to receive education on sexual misconduct, bystander intervention, the effects of alcohol and other substances impacting this behavior, and University policies regulating these behaviors. The Green Dot Bystander Intervention Program information session is delivered during new student and freshmen orientations. Alcohol.edu education is a requirement every freshman must complete sometime during of their first year. The HAVEN Impact Report is a review of the student responses from the Alcohol.edu education. The M Book contains the policies and stances the University of Mississippi has on all types of behavior, including sexual misconduct and domestic violence, and is available to all new students.

In addition to policies and programs implemented at the University of Mississippi, this study was guided by literature on (a) gender-based sexual misconduct, (b) sexual misconduct of Greek organizations and/or Intercollegiate Athletes, and (c) sexual misconduct education. Furthermore, this chapter also describes the Power and Control Wheel and how it served as a guide in survey development.

Gender-based Sexual Misconduct

College women are at greater risk for sexual assault than women in the general population or in a comparable age group; therefore, it was imperative to examine the nature of sexual assaults, the university educational and regulatory structure, fraternities/athletes, and programs that address these issues (Armstrong, Hamilton, & Sweeney, 2006). These components not only provided a better understanding of the issues, but also helped to define necessary steps in order to address the concern. Sexual assaults include rape, but are not limited to rape. While rape is "typically defined as vaginal, anal, or oral intercourse that is physically forced or occurs when consent could not be given because of the victim's age or mental impairment, which may be due to intoxication," other forms of sexual assault exist which involve physically forced contact as well as verbally coerced and non-consensual sexual intercourse (Zawacki, Abbey, Buck, McAuslan, & Clinton-Sherrod, 2003, p. 366). Zawacki, Abbey, Buck, McAuslam, and Clinton-Sherrod found 95% of victims of sexual assaults were women (2003).

Male perpetrators have often consumed intoxicants prior to committing sexual assaults. Furthermore, those men who committed acts of sexual aggression were frequently heavy drinkers, and two-thirds of these assaults involved alcohol use prior to the assault, either by the victim or the perpetrator (Ullman, Karabatsos, & Koss, 1999). In fact, often both the victim and the perpetrator had been drinking (Zawacki et al., 2003).

Ullman et al. (1999) posited that the use of alcohol, particularly by the victim, often facilitated the sexual abuse. Furthermore, the offender's proclivity to alcohol abuse was directly associated with the severity of the sexual assault. Zawacki et al. (2003)

found that male perpetrators under the influence of alcohol reported a larger quantity of consumption during sexual interactions than males not under the influence of alcohol. Perpetrators also believed that alcohol increased their sexual drive. Additionally, they were not able to decipher mixed signals from women and believed that those women who drink were demonstrating sexual interest in the man (Zawacki et al., 2003).

These beliefs, in turn, may also have facilitated sexual assault by contributing to increased misperceptions by men. "Younger men committed more severe sexual aggression against drinking victims, perhaps because they perceived that one or more barriers had been removed from completing the rape" (Ullman et al., 1999, p. 684). Men with a history of sexually abusive or coercive behavior were also more likely to misperceive a woman's attraction to them. Research found that college men who have been perpetrators of sexual assault have greater alcohol consumption rates than college men who reported to have never engaged in sexual aggression (Ullman et al., 1999). Zawacki et al. (2003) speculated that men who engaged in drinking might do so as an excuse to commit sexual assault.

Russell, Oswald, and Kraus (2011) evaluated perceptions of guilt and legal elements for male and female aggressors of college students. Vignettes were provided to study participants, and the researchers also presented participants with jury instructions. Students were asked to provide ratings associated with the charge of sexual assault and then reach a verdict of guilty or not guilty. Russell et al. (2011) found that female participants rated guilt and coercion higher than male participants. Female aggressors were rated less guilty than male aggressors even though both genders were evaluated using similar coercive strategies. Additionally, when the aggressor in the vignette was

female, consent for sex was assumed and attributions of guilt were lower (Russell et al., 2011).

Burczyk and Standing (1989) studied the effects of victim status, sex of the victim, and gender of the study participant. Their findings concluded that female victims were more likely to receive sympathy from female and male raters, but male sexual assault victims received neither discrimination nor a sympathy effect from raters. When the victim was male, the incident of sexual assault was not perceived as serious (Burczyk & Standing, 1989). Additionally, it was more acceptable for a male to be a victim of sexual violence than a female, and Burczyk and Standing labeled this as a "double standard" (2006, p. 8). In a separate study focusing on perpetrator gender and victim sexuality (Davies, Pollard, & Archer, 2006), male participants viewed female perpetrators in more favorable terms than they viewed male perpetrators, and men were more likely than women to attribute blame to male victims.

Davies and Rogers (2006) concluded that male rape victims tend to be blamed more than female victims and male victims of female perpetrators tend to be more negatively evaluated than those assaulted by male perpetrators. Grubb and Harrower (2009) discovered similar results with male participants blaming the victim of a rape, regardless of gender, more often than female study participants. Furthermore, a study focusing on sex of the aggressor and victim in sexually aggressive situations found that college students disapprove of assault of a man by a woman, but students were less likely to label the sexual assault of a male by a female as a rape (Hannon et al., 2000).

Sexual Misconduct of Greek Life Members and Intercollegiate Athletes

Because younger men, particularly college men and athletes, were thought to be more sexually aggressive as well as more likely to drink, the university setting seemed to be conducive to a phenomenon known as "party rape" (Armstrong et al., 2006, p. 483). Party rape helped to explain the link between alcohol use and sexual assault on college campuses. Typically these parties occurred either at an off-campus location or an on-campus fraternity house, where the women were supplied with alcohol. Rather than criticizing the type of atmosphere contributing to sexual assault, college students instead blamed the victim (Armstrong et al., 2006).

College-aged men may have felt more justified in forcing sex, and while the justification is not moral or legal, it helped to explain processes which may lead to sexual aggression. Alcohol even further disrupted these misperceptions. While sober men were not likely to ignore repeated unwanted cues, intoxicated men may have remained focused on these cues, believing them to be supportive of sexual aggression. Alcohol impairs judgment, and the individual focused on short-term, immediate results, rather than evaluating the long-term consequences of one's actions. Men formerly engaged in sexual assault reportedly consumed alcohol more frequently, leading them to misperceive women's sexual intent. As a result, alcohol, especially the amount of alcohol, increased the likelihood that a man who misperceives a woman's interest would feel entitled to force sex because the situation supports his beliefs (Abbey, Zawacki, & Buck, 2005).

Abbey, Zawacki, and Buck (2005) conducted a study to determine whether alcohol played a role in sexual aggression against college women. They hypothesized that men would be more motivated than women to find signs that a confederate was

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willing to engage in sexual behavior. In the study, the researchers asked the men pre-test questions and determined that college men who stated they had committed an act which met the legal definition of rape were more sexually attracted to the woman, were more sexually explicit, and were more interested in wanting to date her than men who reported never committing a rape. These men engaged in verbal coercion indicating they were sexually attracted to the confederate. They continued to engage in this practice, regardless if the interest was mutual. Moreover, those participants who were intoxicated acted more sexually, were more sexually attracted to the woman, and perceived her to be more sexual than non-intoxicated individuals (Abbey, Zawacki, & Buck, 2005).

Rape is prevalent on college campuses because men believe women are sexually interested when they are not, with an estimated 15-20% of college women falling victim to forced intercourse and 1 in 12 college men engaged in acts that met the legal definition of rape (Carr & VanDeusen, 2004). Overwhelmingly, over 80% of these individuals did not consider their actions to be illegal. One study attributed this to interpersonal violence, male dominance, sexual separation, and toughness of the male persona. Some believed that many men actually come to college with the preconceived ideology that women are inferior to them. As a result, beliefs are acted upon, leading to the sexual abuse of women (Carr & VanDeusen, 2004).

Fraternities are seen as sexually dangerous, and support "a generic culture surrounding and promoting rape…by specific settings in which men and women interact" (Armstrong et al., 2006, p.485). Fraternities frequently promote gender inequality in a formal structure, which intensifies males' beliefs and attitudes. Thus, this perspective can be attributed to gender roles (Armstrong et al., 2006).

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Fraternity members and male intercollegiate athletes were more likely to believe that sexually assaulting women was acceptable. While both groups may not condone rape as a whole, they were typically more willing to accept sexual misconduct in certain situations, such as parties. As attitudes are shaped through adolescence into adulthood, these single sex organizations had a direct effect on conduct as well as members' beliefs (Auster & Leone, 2001).

Thus, collective responsibility, the belief that the group is responsible rather than one of its members, can be attributed to men in groups, as bonding and socialization and contributes to the prevalence of rape. Moreover, this seems to be more common in Western culture where men feel motivated to engage in violence and rape, particularly in fraternity and intercollegiate sport involvement. While rape is thought to be an individual act, groups provide strong encouragement. The climate of the group fuels the act by instilling patterns of negative attitudes about women. As such, socialization plays a major role in the act of the sexual misconduct (May & Strikwerda, 1994).

The courtship patriarchy is most prevalent in fraternities and male intercollegiate sport teams. These groups generate a climate for the sexual objectification of women, which defines a narrow concept of masculinity. These organizations often act in secrecy concerning their rituals, and, by doing so, these groups perpetuate hyper-erotic socialization in which rituals may involve pornography. These groups may also engage in activities such as attending strip clubs, drinking heavily, and participating in sexually aggressive behavior (Carr & VanDeusen, 2004).

In addition, alcohol abuse is identified as a strong correlate of college sexual assault, and it is often used as an excuse for sexually aggressive behavior among

fraternity men. Many fraternity men hold the belief that college women who are drinking are more vulnerable to sexual assault after they have been drinking. Research has also determined that among college men, the most serious levels of sexual aggression occur after drinking heavily. Alcohol can then function as a disinhibitor, lowering not only women's realization of their potential risk to become a victim of sexual assault, but also allowing men to believe fewer risks are associated with coercive sex when these women are intoxicated. An anonymous fraternity man discussing parties stated:

> Girls are continually fed drinks. It's mainly to party but my roomies are also aware of the inhibition-lowering effects. I've seen an old roomie block doors when girls want to leave his room; and other times I've driven women home who can't remember much of an evening yet sex did occur. Rarely if ever has a night of drinking for my roommate ended without sex. I know it isn't necessarily and assuredly sexual assault, but with the amount of liquor in the house I question the amount of consent a lot (as cited in Armstrong et al., 2006, p. 491).

Men admitted using sexual coercion to obtain sex, including pressuring women, using alcohol, and refusing to stop once intercourse had begun (Carr & VanDeusen, 2004).

Fraternity men more often possess than non-fraternity men sexual artifacts, such as inflatable dolls and ice cubes in the shape of nude women. The presence of these types of items is thought to strengthen the attitudes of male dominance in male groups. By viewing women as sexually degraded, men may be more likely to believe that women are legitimate targets for sexual assault. The number of degrading images concerning women is an important predictor of attitudes and beliefs about sexual misconduct (Bleecker & Murnen, 2005).

Bleecker and Murnen (2005), in a sample of 30 fraternity men and 30 non-fraternity men, visited each participant's room asking to take pictures of the men's room. The researchers also administered Lottes's (1998) 20-item rape supportive attitude scale to assess rape myth acceptance. Those images addressed by the researchers in their study were scantily clad women emblazoned on posters, calendars, magazine pin-ups, advertisements, and computer screen-saver images.

Bleecker and Murnen (2005) determined that fraternity men had more degrading images of women in their rooms and the severity of the degradation of the women in the images was directly correlated to the men's rape myth acceptance. On average, fraternity men had twice as many degrading images of women in their rooms as non-fraternity men. While there is no direct causal link, the researchers believed that men who join fraternities receive different information about women and sexuality than non-fraternity men. Moreover, the researchers believed that images are likely to communicate a man's sexual drive, male dominance, and male entitlement to sex with women.

Theoretically, since men are believed to be collectively responsible in groups, attitudes are likely to develop. As a result, groups like fraternities and intercollegiate sport teams form because their members share attitudes in common; therefore, what is true for one man may in fact be true for all the men of a particular group. If a man of a particular group commits rape, while that one man is the actual rapist, the entire group is implicated. The group structure allows for intentions to develop and then be executed by the members of the respective group (May & Strikwerda, 1994). Thus, men in groups are thought to more likely be sexual aggressors.

Concerning the toughness of the male athlete, Carr and VanDeusen (2004) identified sex-role socialization, which teaches men to be dominant and aggressive, leading to hyper-masculinity. Such men were more likely to believe that sexual assault was acceptable under certain conditions. The researchers also found that date rapists experience hyper-masculinity, resulting in an exaggerated sex drive and a persistent quest for sexual encounters.

A number of researchers analyzed the relationship between athletic teams and risk for sexual assault perpetration, highlighting athletes as an important focus for educational efforts (Boeringer, 1996; Forbes, Adams-Curtis, Pakalka, & White, 2006). Forbes, Adams-Curtis, Pakalka and White (2006) found that college men who participated in aggressive high school sports were more likely to display greater use of sexual coercion with dating partners compared to other men. Forbes and his colleagues also noted that college men who participated in aggressive high school sports were more likely to cause greater physical injury to dating partners while in college as compared to men who had not participated in those sports.

Knowledge of intercollegiate athletes as a group is restricted when researchers report findings about fraternities and male intercollegiate sport teams together, making it difficult to individually understand the risk posed by either group. For example, Boeringer (1999) found a higher association between rape-supportive attitudes held by fraternity men and intercollegiate male athletes. Similarly, Crosset, Ptacek, McDonald, and Benedict (1996) observed a greater propensity toward and incidences of sexual aggression on campus committed by fraternity men and intercollegiate male athletes, compared to their non-fraternity or non-athletic team peers. Other researchers, such as

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Smith and Stewart (2003), however, did not find this association. More research on intercollegiate athletes, separate from members of Greek communities, is needed to ascertain the reasons for these mixed results, as further study may inform educational efforts within these at-risk communities.

Sexual Misconduct Education Programs

While some programs are available on college campuses, their effectiveness is limited. Over 50% of college women have experienced sexual violence, so programs that deter sexual assault and are geared toward the victim need to be in place (Frazier, Valtinson, & Candell, 1994). Evaluations of these types of programs are rare. Frazier, Valtinson, and Candell (1994) hypothesized that a more personalized sexual misconduct education program would be more effective than a non-personalized approach.

These researchers believed this type of program would be most effective when it consisted of: (a) information, (b) discussion, (c) role playing, and (d) local examples supported by statistics. Fazier, Valtinson, and Candell determined that women who participated in this type of program were less likely to engage in risky behavior than those women who participated in the non-personal program (1994).

Frazier et al. (1994) also examined rape prevention programs directed toward men. Because men are often thought to have the primary responsibility in reducing sexual violence, the researchers addressed two different programs specifically focused on men. The first program consisted of a two-hour long workshop presenting a lecture of the facts and myths as well as exercises to facilitate discussion. Both pre-tests and post-tests were administered, and the post-test revealed a significant change in men's beliefs after participating in the program (Frazier et al., 1994). The second program was

comprised of a one-hour program, consisting of the same characteristics as the first prevention program. Changes were found in rape myth acceptance and gender role stereotyping.

While the studies differ in their respective goals, it was evident that rape prevention programs have the potential to be effective in altering beliefs and attitudes about sexual misconduct. Programs need to be geared toward both men and women. Moreover, the researchers determined that the programs needed to be targeted at the respective college campuses and include relevant local statistics and examples (Frazier et al., 1994).

In a similar study, Milhausen, Mcbride, Jun, and Kyun (2006) described the typical rape prevention programs on college campuses. These programs typically consisted of either a one-or two-hour program structured as an educational workshop with the intention of decreasing participants' rape supportive attitudes. The majority of these rape prevention programs typically included: (a) general information, (b) information about the prevalence of sexual assault on the respective campus, (c) discussion of gender roles and stereotyping and (d) safer dating tips. The overall most popular approach was a coeducational approach in which males' and females' communication styles are addressed and clarified (Milhausen et al., 2006).

While the conclusion has been that these types of sexual violence prevention programs appear effective, little empirical data exists to support those claims. Even though little evidence supports the use of these programs, coeducational programs are still conducted on college campuses. Moreover, some research shows that only half of these types of programs are effective, with change predominantly occurring among

females rather than males. The researchers also found that such changes in attitudes are not long lasting. Whereas the researchers did find that some peer-led rape prevention programs are somewhat effective, as a whole these types of programs do not only lower sexual misconduct acceptance, but increase it as well (Milhausen et al., 2006).

Some research addressed the programs and their effects on fraternity males. "As institutions of higher education strive toward equal opportunity and access, fraternities can be seen as a final stronghold of the boys' club, a location where men who don't like to live among women can act out in aggressive, segregated, and violent ways" (Wantland, 2005, p. 156). Wantland (2005) endeavored to determine fraternity males' beliefs by using focus groups.

When in the focus group, the men spoke of supporting survivors of sexual violence as well as stopping attempted rapes they witnessed. These men discussed their frustration with the stereotyping they received for being part of a fraternity. However, when asked to define sexual violence and its causes, the men cited sorority women as the culprits. The men believed that these women dressed scantily, consumed too much alcohol, and engaged in flirtatious behavior. In short, these particular fraternity men blamed the victims for the crimes committed against them.

In an attempt to rectify the attitudes of college men, Wantland (2005) designed and implemented a program entitled Fraternity Peer Rape Education Program (FPREP). Men interested in participating were offered academic credit and were trained as sexual violence educators. These men then acted as project facilitators in their respective fraternal organizations. However, only 20% of the fraternities on the campus participated, and since the participants were viewed as average fraternal men, the

researchers found them to be unlikely perpetrators of sexual assault. Rather, the researchers noted that those fraternities who were often in trouble with the university chose not to participate.

Additionally, Wantland (2005) found that having males participate in an all-male environment provided an opportunity to eliminate all sexist jokes in sexual misconduct prevention programs. When males made inappropriate comments, the researchers scolded them in front of the entire group. The researcher also determined that the all-male environment allowed men to provide emotional support to one another as well as the desire to accept responsibility. Lastly, Wantland concluded male bashing did not occur because women were not present to engage in such behavior, which allowed men to act responsibly.

Foubert (2000) targeted his research at fraternity men, stating the development of the most recent programs had begun to focus on all-male groups. Because these all-male groups are thought to contribute to future evaluation and intervention as a result of their accessibility, Foubert hypothesized that all-male prevention education using peer educators would be the most effective and would remain effective during the entire academic year. The subjects consisted of participants from eight fraternities in which both pre-tests and post-tests were administered.

After the pre-tests were administered, the subjects attended a one-hour prevention program, and after the program, the researcher administered the post-test. In the following months, the researcher administered four more post-tests to determine if the males' attitudes concerning rape myth acceptance had been altered. Foubert (2000) determined that this type of prevention program lowered men's likelihood of rape over

the course of one academic year. Furthermore, he determined that this type of program has lasting results, unlike other previous researchers (Foubert, 2000).

Choate (2003) also addressed sexual assault prevention programs targeted at fraternity men. Choate's premise was that fraternities have often been identified as organizations that encourage and facilitate rape and sexual assault, and risk factors needed to be determined in order to create a more effective rape prevention program. Because alcohol and sexual activity are more prevalent among fraternity men, the researcher sought to address the socialization processes of these men (Choate, 2003).

Choate evaluated the Men Against Sexual Violence Model (MAV). MAV is a student organization seeking to emphasize gender roles as well as a sociocultural approach. The purpose of this organization is to redefine relationships, effectively resolve conflicts, and manage anger and fear. The program addresses four areas of programming: (a) awareness, (b) community action, (c) education, and (d) support (Choate, 2003).

Choate (2003) utilized this organization to address rape prevention in fraternities. Her sample consisted of 149 men from seven different fraternities. MAV students were paired with counseling education graduate students, who received specific training to facilitate discussions regarding sexual assault in the fraternities. The graduate students did not participate in the collection of data, but rather informed the fraternity of the concept of rape myth acceptance and prevention. The subjects completed a Likert evaluation after the close of the program. The researcher then concluded, based upon the observations, that men found the information to be very informative and "eye opening"

(p. 172). Moreover, most men agreed that the experience was not only informative, but beneficial as well (Choate, 2003).

More recently, Yale University provided students in September 2013 with scenarios about nonconsensual and consensual sex on college campuses. These scenarios, distributed through Yale University's website, violated Yale's sexual misconduct policy, and were "intended to provide additional information and to encourage further discussion" about sexual misconduct (Yale, 2013, p.1).

Many other secondary education campuses across the nation have conducted surveys relating to sexual abuse, consent, bystander intervention, and dating violence. The Association of American Universities (AAU) distributed a survey to twenty-seven institutions of higher learning to assess campus attitudes about sexual assault risk, knowledge of resources, and perceived reactions to incidents (Cantor et al., 2015). This survey also included questions asking about respondents' personal experiences with sexual misconduct. The survey distributed by the AAU differs from the one used in this study, but the results display the variations and similarities about sexual misconduct across secondary education campuses.

Green Dot Bystander Intervention Policy

At the University of Mississippi, a program explaining the Green Dot Bystander Intervention Policy is incorporated during mandatory orientation. Students are introduced to the issues of power-based personal violence prevention through scenarios explaining behaviors that constitute dating/domestic violence, stalking, or sexual violence (Edwards, 2014). These behaviors are known as red dots in the programming material.

Dr. Dorothy J. Edwards developed the Green Dot Bystander Intervention Policy, which is used at the University of Mississippi. The Green Dot 2.0 Manual provides an introduction of the policy and an action plan for implementing the policy on a college campus. It focuses on faculty/staff/administration training, early adopter student training, general student population training, actions events, social marketing, and integration strategies. The parts of this policy being reviewed focus on student population training, including scenarios presented, barriers that prevent green dots from occurring, and examples of bystander intervention behaviors.

The goals of the Green Dot program are to "create educational programming that is aimed at preventing the violent incident that can happen in the next moment," "expand the role of bystanders to engage in proactive behaviors" rather than just reactive ones, and "preparing content that more directly addresses underlying cultural norms" to change beliefs about sexism, gender inequity, and patriarchy, among others (Edwards, 2014, p. 9). The Green Dot Violence Prevention strategy seeks to "permanently reduce power-based personal violence" engaging the majority of a campus community to establish that power-based personal violence will not be tolerated and everyone does his/her part to maintain a safe campus environment (Edwards, 2014, p.10).

Because this policy is in place at the University of Mississippi, it was important to provide a variety of scenarios in the distributed survey that differ from the ones students hear about during the educational programming session at student orientation. The barriers students may face while attempting to prevent red dots from occurring needed to remain similar during the study to determine if students at the University of Mississippi face the same barriers or if other barriers tend to impede their decision-making. Green

Dot highlights the following barriers: being shy, being an introvert, not liking

confrontation, not wanting to be embarrassed, fearing for your personal safety, and not

wanting to make a scene (Edwards, 2014). Being shy and being an introvert were not

used in the survey and were replaced with being uninformed of the situation and not

knowing what to do to appease the situation. In addition, similar to how the Green Dot

policy provided examples of realistic solutions to appease the situation, the survey also

provided realistic examples students chose as their result and also provided a location for

students to offer different solutions they chose to appease the situation.

The scenarios presented in the survey were more in-depth than the ones presented

in the training manual. This was to ensure that full explanations for each situation were

displayed to avoid confusion about the scenarios. Similar examples, including stalking

by use of a cellphone, a male pushing more drinks on a drunk girl at a party, and a friend

being less social now that he has a new girlfriend, were included in the survey, but more

variables accompanied the scenarios than the Green Dot manual. In addition, Green Dot

makes comparisons between a stranger and someone you love when discussing bystander

situations (Edwards, 2014). Two examples of bystander intervention between a stranger

and someone you love were included in the survey, as well, to see if there was a

difference at the University of Mississippi in the two situations, such as Green Dot

suggests.

The Green Dot Training Manual provides important information already being

shared with the University of Mississippi's student body. The Violence Prevention

Office at the University of Mississippi has access to the results of the survey and will use

the data to further evaluate the educational programming they administer.

In 2011, Coker et al. evaluated Green Dot at the University of Kentucky because Green Dot was developed and first implemented at the university in 2008. The results from their study revealed that students trained in Green Dot engaged in significantly more bystander behaviors and observed more self-reported bystander behaviors than non-trained students (Coker et al., 2011). Students who received training appeared to report more active bystander behaviors than the students who only heard a Green Dot speech but did not participate in actual training (Coker et al., 2011). Finally, Coker et al. stated that both trained students and students who only attended a Green Dot speech reported more observed and active bystander behaviors than non-exposed students (2011).

A more comprehensive study of the efficacy of the Green Dot Bystander Intervention Policy was conducted over a four-year period between 2010 and 2013 on three campuses, one with an intervention policy in place and two without a policy (Coker et al., 2016). The University of Kentucky served as the intervention campus, and the two comparison campuses that did not implement intervention policies included the University of Cincinnati and the University of South Carolina. The latter two were chosen based on comparative demographics and the "willingness of research collaborators" (Coker et al., 2016, p. 296). Based on Coker et al.'s (2016) findings, the University of Kentucky had significantly lower results in violence victimization in regard to unwanted sexual advances, sexual harassment, stalking, and psychological dating violence. Violence perpetration in regard to sexual harassment, stalking, and psychological dating violence was lower on the intervention campus than the two other comparison universities. Physical dating violence victimization or perpetration or unwanted sex perpetration rates did not differ significantly among the three universities

(Coker et al., 2016). Coker et al. (2016) concluded that further research was necessary to "provide stronger conclusions regarding Green Dot's effectiveness and other bystander prevention strategies for reducing rates of violent behavior among college students."

Other bystander education programs, including *Bringing in the Bystander, Take Care,* and a one-session/three-session course, were also evaluated. Amar, Sutherland, and Kesler (2012) discovered that Bringing in the Bystander at the University of New Hampshire was "successful in preventing sexual violence" (p. 853). Their study further revealed that program participants had an increased likelihood of engaging in pro-social bystander behaviors (Amar et al., 2012).

Banyard, Plante, and Moynihan (2005) evaluated a bystander intervention course that contained one-session and three-session options for participants. Their 2005 study observed improvements across measures of attitudes, knowledge, and behavior of rape prevention of the program participants in all session options while the control group, which had no participation in the intervention program, failed to display improvement. Banyard, Plante, and Moynihan (2007) found significant increases in pro-social bystander attitudes, increased bystander effectiveness, and increased self-reported bystander behaviors from program participants in both one session and three session options.

Take Care, a bystander intervention program completely online, can be "disseminated broadly and cost-effectively" and also can reduce limitations of programs implemented in small-group speech settings (Kleinsasser et al., 2015, p. 228). The results from the Take Care study revealed that participants reported greater efficacy for engaging in bystander behaviors and performed more bystander behaviors for peers (Kleinsasser et al., 2015).

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M Book

In addition to completing Green Dot Bystander Intervention education during orientation, Ole Miss students enrolled in EDHE 105 are highly encouraged to read The University of Mississippi's M Book. The M Book is published annually and provides students the resources to understand their rights and responsibilities and contains the University's values and standards (M Book, 2014). The M Book devotes six sections to misconduct: disorderly conduct; assault and battery; harassment; stalking, including cyber-stalking; sexual misconduct; and relationship, dating, and domestic violence.

Disorderly Conduct. As defined in the M Book, disorderly conduct is any "behavior that disrupts the academic, research or service mission or activities of the University, or disrupts any activity or event of the University community" (M Book, 2014, p. 36). Disorderly conduct listed in the M Book includes, but is not limited to, conduct that causes a breach of the peace; lewd, obscene, or indecent conduct; conduct which interferes with the rights of others; and unauthorized use of electronic or other devices to take a phone or make an audio or video recording of any person without his or her expressed or implied consent when such recording will demonstrate a lack of the respect for the dignity of another by being likely to cause injury or distress (M Book, 2014).

Disorderly conduct does not have to be limited to sexual misconduct only. Disorderly conduct can develop into sexual misconduct and even be misinterpreted as sexual misconduct. Alerting students to the differences in behavior and the disciplinary actions relating to disorderly conduct will further enhance a student's education on sexual misconduct and relationship violence.

Assault and Battery. This section of the M Book refers to students taking the

responsibility to "refrain from conduct that physically harms, or attempts to harm,

another" (2014, p. 36). Also included is the appropriate manner to address any sexual

harassment or discrimination. Behavior inconsistent with the values of the M Book

included:

> Purposely, knowingly, or recklessly causing or attempting to cause bodily harm to
>
> another; purposely, knowingly, or recklessly placing another in fear of serious
>
> bodily harm; and intentional, reckless, or negligence conduct that threatens or
>
> endangers the health or safety of others. (2014, p. 36)

Victims of this form of behavior can be highly affected by the offender's actions. Dating

violence can be encountered at any time, especially during young adults' time at a college

or university. It is important to include these actions as part of the consent and awareness

questions and review because this conduct is likely to occur in abusive relationships.

Harassment. The University's policy and position on harassment is: "the

members of the University community should refrain from harassing others or creating an

environment that denies others a suitable working, living, or educational environment"

(M Book, 2014, p. 37). This conduct must be "objectively offensive, pervasive, and/or

severe that if repeated it would effectively deny the victim access to the University's

resources and opportunities, unreasonably interfere with the victim's work or living

environment, or deprive the victim of some other protected right" (M Book, 2014, p. 37).

Conduct under harassment may include:

> intentionally inflicting severe emotional distress or harm; fighting words;
>
> obscene, lewd, or lascivious conduct; defaming another; and speech or conduct

based upon race, color, gender, sex, sexual orientation, gender identity, or

expression, religion, national origin, age, disability, veteran status, or genetic

information that is so objectively offensive to effectively deny the victim access

to the resources and opportunities of the University. (M Book, 2014, p. 37)

Harassment can become sexual in nature over time through unwanted sexual

advances or aggressive pressure to provide sexual favors. Harassment, even if it is not of

a sexual nature, can be construed as sexual harassment if the victim lacks proper

education, so providing a student detailed information and education sessions can

alleviate any misinterpretations about harassment. This can also inform students about

the consequences of this behavior and how it can be reported.

Stalking, including cyber-stalking.   The University of Mississippi instructs

students to "refrain from a course of conduct directed at a specific person that would

cause a reasonable person to fear for his or her safety, the safety of others, or suffer

substantial emotional distress" (M Book, 2014, p. 37). Similar to the harassment section,

conduct involving expression or speech must be "objectively offensive, pervasive, and/or

severe that if repeated it would effectively deny the victim access to the University's

resources and opportunities, unreasonably interfere with the victim's work or living

environment, or deprive the victim of some other protected right" (M Book, 2014, p. 37).

Stalking is often a form of sexual misconduct that can severely affect the victim's

participation in daily activities. Educating students to this conduct can increase their

understandings of behaviors to report and reflect on their past and current relationships

and monitor future relationships.

Sexual Misconduct. The University of Mississippi's Sexual Misconduct Policy,

found in the M Book, explains behaviors defined as sexual misconduct, sanctions and

consequences of committing these acts, when effective consent is given, and how the

Violence Prevention Office and Title IX can provide aid and other services to victims.

The purpose of the policy is to "provide students notice about their duty to respect the

dignity of each person by refraining from sexual misconduct" (Sexual Misconduct Policy,

2014, p. 1).

The policy highlights eight behaviors that constitute sexual misconduct: sexual

penetration, sexual touching, sexual harassment, sexual exploitation, stalking, attempted

act/accomplice to sexual misconduct, use of drugs and/or alcohol to induce incapacity,

and retaliation. Some of these are also included in other sections of the M Book. Sexual

penetration as a form of sexual misconduct involves sexual intercourse with any object or

body part without effective consent (M Book, 2014). Sexual touching is considered

sexual misconduct when any intentional touching of intimate body parts happens without

effective consent (M Book, 2014). Sexual harassment is defined above in the respective

section of a sexual nature. Sexual misconduct of sexual exploitation "occurs when a

student takes a non-consensual, unfair, or abusive advantage of another sexually for his

or her own advantage or benefit (M Book, 2014, p. 45). Stalking is considered sexual

misconduct when the physical stalking or the content of the message is of a sexual nature

(M Book, 2014). Aiding as an accomplice in the commission of sexual misconduct and

attempting to commit sexual misconduct are both prohibited by this policy (M Book,

2014). Employing drugs and/or alcohol to induce incapacity is prohibited by this policy

along with the possession, distribution, or use of any date rape drug or licit or illicit

substances with the purpose of inducing incapacitation; no sexual activity has to take place for these actions to violate the sexual misconduct policy (M Book, 2014). Finally, "retaliation against an individual who initiates a sexual misconduct complaint, participates in an investigation, or pursues legal action is prohibited" by the sexual misconduct policy in the M Book (2014, p. 46). These eight behaviors encompass sexual misconduct as long as the offender did not receive effective consent when committing any of these acts.

Effective consent is defined as "consent between two or more people that is an affirmative agreement to engage in sexual activity. The person giving the consent must act freely, voluntarily, and with an understanding of his or her actions when giving the consent" (M Book, 2014, p. 44). Consent "should never be assumed" and requires clear actions or words, not silence or lack of protest or resistance, to be properly given by the consenting person (M Book, 2014, p. 44). Consent can be revoked at any time during the activity.

Consent cannot be effectively given through means of physical force, threat of force, coercion, fraud, or intimidation (M Book, 2014). Furthermore, "an incapacitated person is not able to give consent" (M Book, 2014, p. 44). The age of consent is also provided in this section of the sexual misconduct policy. Any person under the age of 14 can never give effective consent, and anyone 17 years or older can never receive consent from anyone between the ages of 14 and 16 years old if the person is younger by more than 36 months (M Book, 2014).

The Violence Prevention Office Coordinator and the Title IX Coordinator are staff members of the University who can assist a complainant who has encountered or

wishes to report sexual misconduct. The Violence Prevention Office can, if the complainant requests, keep the identity of the complainant confidential. The Violence Prevention Office can "assist the complainant in receiving necessary protection and support" in many different areas and provide services (M Book, 2014, p.42). The Violence Prevention Coordinator may be obligated to report the incident under state law and must report the incident to the Title IX Coordinator even if the complainant wishes to maintain his or her privacy (M Book, 2014).

The Title IX Coordinator's role is to "investigate sexual misconduct by students" at the University (M Book, 2014, p. 41). The process by which the investigation proceeds includes the information gathering and determination of charges, intake meetings, hearing decision, and appeal (M Book, 2014). Title IX governs "complaints of sexual misconduct by a student against another student" (M Book, 2014, p. 47).

The Sexual Misconduct Policy provides information on behaviors and conduct defining sexual assault and the sanctions that can arise from any of these actions. The University uses this educational policy to inform students of their rights and the consequences of infringing upon other students' rights. The Title IX Coordinator and the Violence Prevention Office are two resources students can seek to aid them if they need to report an act of sexual misconduct during their enrollment at the University. This section of the M Book encompasses the above sections of disorderly conduct, assault and battery, harassment, and stalking and highlights their importance to the University in making sure complaints are properly addressed and proper care is provided to victims.

Relationship, dating, and domestic violence. Many students do not fully understand the broad dimensions of a relationship. As defined by the University of

Mississippi, "an intimate relationship is an emotional and/or physical connection with another person" (M Book, 2014, p. 50). A relationship can be with a friend, roommate, significant other, family member, spouse, cohabitating partner, or someone else. The connection can also be in a current relationship, a past relationship, same-sex relationship, or opposite sex relationship. According to the M Book, "the University prohibits any physical, sexual, or psychologically abusive behaviors used by an individual against a partner or former partner in an intimate relationship" (2014, p. 50). Furthermore, "the serious nature of the offense is not diminished by alcohol or substance use" (M Book, 2014, p. 50). Behavior defined under relationship violence may include:

> actions that are intended to cause bodily injury; threats or actions that cause
>
> reasonable fear of harm on the part of the victim, or threaten children or pets;
>
> assault with or without a weapon; psychological and/or economic abuse that rises
>
> to the level of cruel and inhuman treatment. (M Book, 2014, p. 50)

Informing students of the conduct related to dating violence is one of the main purposes of this study. If students are unaware of the different behaviors covered by dating violence, exposing them to scenarios outside of sexual abuse may provide them knowledge helpful to their lives now or later in life. Dating violence is a serious problem for America. Uncovering any myths or providing insight on conduct may help students develop healthy relationships in college and beyond.

The values of the University and the rights and responsibilities of students as created and published by the Dean of Students and the Office of Conflict Resolution and Student Conduct are central in creating a community that is safe and scholarly for all students and faculty at the University of Mississippi (M Book, 2014). Policies expressed

in the M Book provide a guideline for how the University community acts towards faculty, staff, students, and guests to create a central and focused approach to the strong standards the University chooses to uphold.

Haven Impact Report

The Haven Impact Report via EverFi provides results of a survey of University of Mississippi students, reports on the student wellness experience and the college effect, offers insight to comparable national statistics, and provides recommendations for the University based on recorded observations. The report was generated February 2, 2015 based on results from Fall 2014 surveys. EverFi Wellness and Prevention Framework follows four steps: establishing a foundation, analyzing survey data, refining campus programs and policies, and evaluating outcomes.

The Student Wellness Experience examines the impact of non-curricular factors and identifies how issues arising from these factors are connected. Some non-curricular factors include sexual assault, alcohol use, drug use, hazing, sleep, cyberstalking, exercise, and financial stress. These factors have a "negative impact on overall student and institutional success" (EverFi Research, 2015, p. 4). Students develop concerns relating to their physical wellbeing, social wellbeing, mental health, financial wellbeing, and academic engagement (EverFi Research, 2015). These student concerns further impact student wellness, retention, reputation, risk management, liability, regulatory pressure, and federal aid (EverFi Research, 2015). Four common themes develop surrounding student wellness and are connected to the non-curricular factors (EverFi Research, 2015, p. 5):

- Substance abuse is as predictive of student GPA as time spent studying,

- More than 50% of students paid a bill late in the last year,

- High-risk drinkers are 8 times more likely to commit sexual assault as low-risk drinkers, and

- 70% of students polled said their colleges should increase financial education programs

National insights from EverFi's student survey respondents reported the following (EverFi Research, 2015, p. 9):

- 22% of females reported experiencing some form of relationship violence,

- 25% have experienced some form of stalking,

- 19% have experienced some form of sexual assault,

- Less than 25% of the sample of respondents believe sexual violence is a significant problem on their campus,

- 80% of undergraduates would feel comfortable taking action if they saw someone trying to take advantage of another person,

- Only 55% think most students would take action if they saw someone trying to take advantage of another person

Furthermore, the college effect is based on research showing "the first few weeks of college pose the highest risk across a variety of behaviors, and the transition to college can be particularly detrimental to a subset of students" (EverFi Research, 2015, p. 10). Would increasing the amount of education provided to college students within their first weeks at their institution decrease the potential for students to actively engage in high risk, harmful behaviors? Finding a way to administer and enforce these educational

programs would probably pose the highest concern for universities wanting to implement these sessions.

Student results were categorized into two distinct groups: the healthy majority and the unhealthy minority (EverFi Research, 2015). The healthy majority was primarily female, was more likely to abstain from alcohol and drugs, and was less likely to drink underage and become intoxicated underage (EverFi Research, 2015). The unhealthy minority was primarily male, was much more likely to experience negative consequences from drinking, was more likely to report sexually assaulting another person, and was more likely to be Greek members or student athletes (EverFi Research, 2015).

The University of Mississippi Haven Report provided the demographics (ethnicity, sex, and age) and percentage of students who completed the program. In all but one category, the majority (healthy) reported a negative finding between the first survey and the second survey. The only category that reported an increase was "I am aware of resources for relationship violence on my campus (moderately – strongly agree)," increasing from 67% to 72% (EverFi Research, 2015, p.21). The minority (unhealthy), however, reported differences in change of opinion between the two surveys. Eighteen out of twenty categories reported a positive finding, ranging from an increase in 2% to an increase of 71%, one category reported no change, and one category reported a negative finding of 1%. The category with no change was "I genuinely feel sorry for victims of relationship violence (moderately – strongly agree)," the category with a negative change was "I don't think sexual assault is a significant problem on my campus (moderately – strongly agree)," and the highest positive change was "I am aware of

resources for relationship violence on my campus (moderately – strongly agree)" (EverFi Research, 2015, p. 18-22).

After the survey concluded, bystander intervention and social norms were evaluated. This analysis compared the perception of how respondents viewed fellow students on the campus and the student self-reports. The three categories were willingness to intervene, respect for someone who intervened, and comfort intervening when witnessing abusive behavior (EverFi Research, 2015). Each of these three categories concluded the same results: a higher actual norm/student self-reports than the perceived norm/perception of others (EverFi Research, 2015).

Finally, the best practices recommended by the Haven report included three different topics: prevention education, perpetration, and victimization (EverFi Research, 2015). Under prevention education, "programs should teach bystanders how to recognize how alcohol is used to incapacitate victims, provide alcohol risk-reduction strategies for potential victims, and educate all students how alcohol plays a role in sexual assault" (EverFi Research, 2015, p. 25). Three recommendations for educational programs included alcohol as a tool, stereotypes, and alcohol myopia (EverFi Research, 2015). Regarding perpetration, programming focusing on social norms and bystander intervention was recommended to include how norms are critical in influencing perpetrator and bystander behavior, how correcting normative misperceptions can help students overcome barriers to intervention, how the vast majority of students exhibit positive/healthy attitudes and behaviors, and how students typically underestimate the degree of healthy attitude and behaviors among their peers (EverFi Research, 2015). Finally, victimization included recommending education focusing on victim-sensitive

risk reduction. This type of education should include taking into consideration that participants will likely include sexual assault survivors, repeatedly stressing that sexual assault is never the victim's fault, and recognizing that risk-reduction education is not primary prevention and must take place in the larger context of holding perpetrators accountable (EverFi Research, 2015).

The Haven Impact Report documented the changes in attitudes and awareness of different categories of behavior relating to sexual misconduct from the time participating students started and completed the program's three sessions. Overall, students categorized as the healthy majority reported negative findings of change of responses from 1% to 16% after completing the course. The unhealthy minority tended to report greater positive findings of change ranging from 0% to 71% after completing the three sessions. Bystander intervention norms showed a higher percentage of participants reporting a likelihood to intervene in a situation than how they perceived their peers' actions to willingly intervene in the same situations.

EDHE 105

EDHE 105 is the academic component of the First-Year Experience Program at the University of Mississippi. This course introduces freshmen students to the following (EDHE 105, 2016):

- University life, history and traditions
- Time management skills
- Budgeting and money management skills
- Decision-making skills
- Goal setting techniques

- Learning styles

- Listening and note-taking skills

- Effective writing and speaking skills

- Reading strategies

- Exam and test-taking strategies

- Critical thinking skills

- Healthy relationships

- Salubrious living habits

The EDHE 105 textbook, *The Ole Miss Experience (5th Ed)* by Leslie Banahan, contains a chapter on healthy relationships. In addition to the text, the Violence Prevention Coordinator (VPC) either trains the professor or conducts a session in each EDHE 105 section (L. Bartlett Mosvick, personal communication, February 26, 2016). The session includes definitions of sexual assault, rape, and domestic violence; covers University of Mississippi policies about sexual misconduct; provides students with campus resources including the Counseling Center, the VPO, and Title IX; reviews relationship violence and healthy relationship behaviors; and includes a presentation describing Green Dot and bystander intervention barriers (L. Bartlett Mosvick, personal communication, February 26, 2016).

The second research question used enrollment in EDHE 105 as a variable to compare the responses of the bystander intervention questions. Students enrolled in EDHE 105 received more educational programming regarding sexual abuse and bystander intervention than students not enrolled; therefore, comparing EDHE 105-enrolled students to non-EDHE 105-enrolled students consistently provides the VPO

information on the effectiveness of their sessions. Enrollment demographics in EDHE 305, a similar course to EDHE 105 but for transfer students, was also asked in survey question 21, but not enough data was collected from the survey to use this as a comparison variable.

Intercollegiate Athletics

The University of Mississippi Athletic Department implemented a summer bridge program for both male and female freshmen student-athletes and transfer student-athletes in the summer of 2013. The program known as REBS, Rising to Excellence and Building Success, is a month-long orientation "that facilitates the development of academic skills and orientation to responsible University life as the student-athlete transitions from high school to college" (Miller, 2013, p. 1). REBS consists of various lectures focusing on different topics about Ole Miss and the surrounding Oxford community.

The Athletic Department regularly invites the Violence Prevention Coordinator to lecture during one of the sessions. The session is similar to those conducted in EDHE 105 and includes the materials previously listed above. In addition, the VPC also focuses on stalking, healthy and unhealthy relationships, and how to act if a student-athlete knows a perpetrator of sexual and/or relationship violence (L. Barlett Mosvick, personal communication, February 26, 2016). Student-athletes receive more educational programming than traditional students enrolled at the University of Mississippi on sexual coercion and sexual perpetration, and research question three focuses on student's responses to the involvement question in the survey (question 24). The data collected

from the survey provides the VPO with information to evaluate if their sessions are effective for student-athletes.

Greek Life

Regarding this study, Greek Life membership extends to respondents involved in Greek fraternities or sororities governed by the Interfraternity Council (IFC), National Panhellenic Conference (NPC), or National Pan-Hellenic Conference (NPHC). Although less consistent than the aforementioned education with intercollegiate athletics, members of Greek organizations received additional educational programming. In order to register for formal recruitment for IFC, NPC, or NPHC, a student must have completed alcohol.edu. During Spring 2015, IFC hired an external trainer to conduct sessions for fraternity men focusing on sexual assault prevention, bystander intervention, consent, and University of Mississippi policies. Each fraternity was required to send at least 50% of its chapter members to a session. Furthermore, the Violence Prevention Coordinator trained peer educators on sexual assault, bystander intervention, consent, and university policies. These educators conducted sessions at two fraternities on campus during the Fall 2015 semester. The Violence Prevention Coordinator also personally visited and presented an educational program at twelve separate fraternities and sororities since her arrival in Summer 2013 (L. Bartlett Mosvick, personal communication, February 26, 2016).

On the Oxford campus, Greek Life members received more educational programming than non-Greek members. Research question three used Greek Life involvement as a variable when evaluating student responses to sexual coercion scenario

responses. The survey data provided the Violence Prevention Office with information to evaluate the effectiveness of their educational programming with Greek Life participants.

Power and Control Wheel

Information from the Power and Control Wheel, developed by the Domestic Abuse Intervention Project, also helped guide this study. The Power and Control Wheel describes eight types of behaviors considered abusive in relationships. Multiple versions of the Wheel exist, but this study focused on the model featured on loveisrespect.org. Many survey questions (See Appendix A) featured the behaviors listed on this model. The eight abusive behaviors are listed below along with examples of each (Domestic Violence Hotline, 2013):

1. Anger/Emotional: putting partner down, name calling, humiliating one another, making partner feel guilty, making partner think he/she is crazy, playing mind games, making partner feel bad about her/himself

2. Using Social Status: treating partner like a servant, making all the decisions, acting like the "master of the castle," being the one to define men's and women's roles

3. Intimidation: making someone afraid by using looks, actions, gestures; smashing things; destroying property; abusing pets; displaying weapons

4. Minimize/Deny/Blame: making light of the abuse and not taking concerns about it seriously, saying the abuse didn't happen, shifting responsibility for abusive behavior; saying partner caused it

5. Threats: making and/or carrying out threats to do something to hurt another; threatening to leave, to commit suicide, to report partner to police; making partner drop charges, making partner do illegal things

6. Sexual Coercion: manipulating or making threats to get sex, threatening to take children away, getting someone drunk or drugged to get sex

7. Isolation/Exclusion: controlling what another partner does, who partner sees, who partner talks to, what partner reads, and where partner goes; limiting partner's outside involvement; using jealousy to justify actions

8. Peer Pressure: threatening to expose someone's weakness or spread rumors, telling malicious lies about an individual to peer group

The Domestic Abuse Intervention Programs (DAIP) developed the Power and Control Wheel as a portion of curriculum for groups to educate "men who batter and victims of domestic violence" (Domestic Abuse Intervention Programs, 2011, p. 1). The wheel was not gender neutral and described behaviors performed by male aggressors. Loveisrespect.org adapted the wheel to become gender neutral, and the situations in the survey distributed in this study were varied between female and male aggressors.

SUMMARY

The M Book, the Green Dot Bystander Intervention Policy, and the HAVEN Impact Report are all critical pieces of literature that provide information about the current policies and programming at the University of Mississippi regarding sexual abuse and relationship violence. The relationship violence and sexual abuse awareness survey aimed to discover the understanding and knowledge levels of sexual assault, relationship

violence, and bystander intervention of undergraduate students at the University of Mississippi Oxford campus. All study participants were exposed to Green Dot, Alcohol.edu, and policies in the M Book, and the Violence Prevention Office will examine the results of the survey to further evaluate their educational programming. Two of the research questions focused on the responses of survey participants to the EDHE 105 and membership demographic questions. The scenarios describing unhealthy relationship behaviors in the survey were developed based on the eight abusive behaviors described in the Power and Control Wheel.

Many studies have shown that females tend to be the victims of sexual misconduct and men tend to be the perpetrators. Reasons for these results included the consumption of alcohol, both by the victim and by the offender. Misconceptions of perceived behaviors and attractions were results of increased alcohol use among men according to Ullman et al. (1999), and led to sexual misconduct. Additionally, female perpetrators received less blame than male perpetrators. Previous research concerning sexual misconduct based on gender warranted the examination of attitudes of students at the University of Mississippi Oxford campus and was the focus of the first research question.

Male intercollegiate athletes and fraternity members have been the topics of many studies regarding sexual misconduct on college campuses. Research has found that these two groups of men engage in atmospheres that tend to provide justifications for sexual misconduct. Additional educational programming was provided to these groups at the University of Mississippi, and the survey sought to discover if the information was effective for intercollegiate athletes and Greek Life members, including women.

Bystander education programs have been implemented across the nation, and research has shown increased efficacy of bystander intervention behaviors among student participants in these programs. The Green Dot Bystander Intervention Program is used in all freshmen orientation sessions and also in the freshmen experience course, EDHE 105, at the University of Mississippi. Research Question Two focused on the EDHE 105 demographic variable as a way to provide the Violence Prevention Office with information regarding Green Dot's effectiveness and retention rates among students.

Chapter three contains the methodological design implemented, the research questions guiding the study, the population sampling, data collection and instrumentation, and data analysis tools. The fourth chapter examines the data gathered from the survey, analysis methods, and results of data analysis. Finally, the fifth chapter discusses the survey's findings, implications of the study, and future research about the topic.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

INTRODUCTION

As the literature review developed, it became apparent that educational programs are needed for students to learn about combatting sexual abuse and relationship violence. Although the university requires newly admitted students to complete an introductory program about sexual abuse and relationship violence, the extent to which that information is retained is unknown. The present research study helps fill the void. The design was based upon quantitative research methods. This chapter includes a discussion of the study's (a) methodology, (b) population and sample, (c) data collection and instrumentation, and (d) data analysis.

The purpose of the study was to discover the beliefs and attitudes of undergraduate students at the University of Mississippi Oxford campus based upon their understanding of sexual assault, relationship violence, and bystander intervention. The following research questions served as a guide:

1. What is the difference in male and female responses to scenarios where the gender of the aggressor changes?

2. What is the difference in bystander intervention responses between students currently or previously enrolled in EDHE 105 and students never enrolled in EDHE 105?

3. What is the difference between the coercive sexual assault responses between students who participate in Greek Life and/or intercollegiate athletics and those who do not participate in Greek Life and/or intercollegiate athletics?

The hypotheses were:

1. Male and female students would respond similarly to scenarios involving male aggressors, but male and female students would have differing responses to scenarios involving female aggressors.

2. Students enrolled or previously enrolled in EDHE 105 would be more likely to respond, "yes, I would intervene" to bystander intervention scenarios than students never enrolled in the course.

3. Students participating in Greek Life and/or intercollegiate athletics would have a better understanding of sexual assault and coercion definitions and have higher recognition of abusive behaviors in the scenarios involving coercion than students not involved in either Greek Life and/or intercollegiate athletics.

METHODOLOGY

This study was organized into stages and utilized solid organizational learning principles. Preskill and Torres, evaluative inquiry experts, explain that evaluations begin with wanting to "explore the need for a particular program, or a desire to understand the effects or impact of an important process or program" (1999, p. 76). Because of this belief, the first step in this evaluation required the Violence Prevention Office's Project Coordinator to determine the reasons for the evaluation. The researcher team asked her, "Tell me what you want to know? What are you interested in evaluating? What would

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you like to know about your program that would make a difference in what you do?"
The final question was important in determining the utility of the findings, how the
evaluation may be useful.

Determining who would benefit from this evaluation was the second stage.
Mendelow referred to these people as "stakeholders" (1997, p. 177), or those who have a
stake in the evaluation findings (Patton, 2008). Project administrators, faculty, staff and
students were identified as critical stakeholders. After identifying the stakeholders, the
next stage involved the development of a set of evaluative questions. In order to develop
the questions for this evaluative study, project administrators considered which questions
they wanted asked and why certain questions were important to study. Patton (2008)
explained that by involving primary stakeholders in the development of the questions,
opposing views could be considered and evaluated. By including opposing viewpoints,
the probability of considering all possible viewpoints increased, which led to improved
utilization of the findings.

POPULATION AND SAMPLE

In Fall 2015 the total number of full-time undergraduate students enrolled at the
University of Mississippi, Oxford Campus was 15,242. The initial plan requested the
survey to be distributed to the entire undergraduate population at the University of
Mississippi, Oxford Campus. The University of Mississippi's Institutional Review Board
approved the plan. However, the Dean of Students was unable to provide the email
addresses for all of these students. Instead, the Office of Institutional Research,
Effectiveness, and Planning (OIREP) developed a "panel" of potential respondents. The
Fall 2015 semester was the first time OIREP initiated panels for research. The goal the

Campus Survey and Panel Policy created by the OIREP is to prevent students from enduring survey fatigue by only allowing students to receive a maximum of five survey invitations per academic year.

The panel, or sample population, was randomly selected by OIREP. In order to have confidence that the survey results would be representative, it was important that the sample size be sufficient. The sample consisted of a panel of 4,829 students who were: (a) enrolled in courses at the University of Mississippi, Oxford campus at the time the survey was distributed; (b) full-time students; and (c) between the ages of 18-30.

DATA COLLECTION AND INSTRUMENTATION

The intended users were informed of and asked to evaluate various design options. Based on previous research, it appeared an Internet survey would be the most effective option to collect data. Internet surveys have both advantages and disadvantages. Wolfer (2007) found that Internet surveys were desirable because of their ability to automatically export responses into a database. This technique allowed for responses to be directed to a software package, thus eliminating the human error potential associated with manual data entry. Internet surveys were more time-efficient and more accurate as coding and data transcription errors are reduced. Additionally, if the respondents were not available at the time that the survey was emailed, they were likely to discover it when they return to their computers. Non-respondents could quickly be contacted with another email as opposed to frequent follow-up telephone calls.

Conversely, Wolfer (2007) also stated that one of the disadvantages of Internet surveys is that as recently as 2000, only 41.5% of American households had Internet access. However, in this particular study, the survey was emailed to the students' school-

issued email address, which is utilized for other purposes on a regular basis. The researcher believed that Internet access was not a limiting factor for this survey. Comparably, Wolfer (2007) concluded that Internet surveys could be effective if the researcher focuses on a sample that is likely to have Internet access. Since this survey focused on college students, it was fair to assume that Internet access was available to all participants because of their access to campus-wide open computer labs.

The primary stakeholders were also involved in creating the survey. The survey was designed to ask questions related to consent situation, bystander intervention situations, and dating violence situations (See Appendix A). Some of the scenarios described unhealthy actions, while others described healthy activities. The bystander intervention scenarios described a situation and asked if the respondent would intervene or not intervene. The dating violence scenarios were developed from samples of violence in the Power and Control Wheel. Bystander intervention and sexual consent scenarios were developed based on scenarios the Violence Prevention Coordinator had heard from students. These questions were designed to (a) measure whether participants understand when consent is or is not given in a sexual situation, (b) whether participants understand what type of behavior is healthy or unhealthy in relationships, and (c) whether participants would intervene in situations that could potentially bring about harm.

The below question focuses on whether consent was given in a sexual situation:

Hannah consents to having sex with Joseph. During the act, she begins to feel uneasy about the situation. She asks Joseph to stop, but he tells her it is okay and that she will enjoy it. She still doesn't want to continue, and asks him to stop again.

Has Hannah consented to the entire sexual act?

The following is a question from the survey asking participants if the behavior is healthy or unhealthy in a relationship:

Over the course of the past couple weeks, Sam's phone is constantly ringing and always has a new text message from his girlfriend, Lauren. Sam has also started spending every free second with Lauren. His phone is always going off when they are apart. His friends have asked him why she is always texting and calling, and he informs them she is asking where he is, whom he is with, and what he is doing. They can see Sam is annoyed by the constant badgering he is enduring by the messages and phone calls, but they also know he really likes Lauren and doesn't want their relationship to end.

Is Sam and Lauren's relationship healthy?

Bystander intervention is the focus point in the question below and asks how the respondent would react if he or she witnessed the situation:

You're at a party and see a guy pushing more and more drinks on a girl you do not know. You can overhear him talking to his buddies about taking her home once the party is finished. The girl is very drunk, and you don't see any of her friends looking out for her.

Would you intervene in this situation, and, if so, what would you do?

As a pretest, the survey was distributed to a class of graduate students in the Spring 2014 semester. The completion time of the graduate students averaged twelve minutes. In addition to finding an estimated completion time, graduate students also

provided feedback about the survey. After taking their feedback into consideration, minor, non-substantive adjustments were made.

The web address to access the survey was also included in the recruitment letter (See Appendix B). Informed consent was obtained via an electronic signature that was received automatically if the student chose to advance to the next page to access the survey or they could have chosen not to participate by exiting the website (Dillman, 2009). The statement of consent stated, "I have read and understand the above information. By completing the survey/interview I consent to participate in the study." Respondents were then asked to select if they were 18 years of age or older. If they were not 18 years of age, they were directed to the last page of the survey, which explained that their participation was appreciated but unfortunately they could not ethically respond to the survey. The sample, generated by OIREP, however, did not include email addresses for students under the age of 18. Finally, no incentives for responding were offered.

Potential respondents were advised that the survey would be activated on November 3, 2015 and remain open for fourteen days. Because of low return rates, reminder emails (See Appendix C) were emailed at various times and different days throughout the next two weeks: November 6, 10, and 15.

The reliability and validity of the survey was difficult to measure because this survey was uniquely designed for this study. Many other surveys and scenarios, however, were developed covering the same topics. Additional tests will need to be completed to measure accurately the reliability and validity of this survey.

DATA ANALYSIS

The researcher was trained in the ethical principles and institutional policies governing human subject research in accordance with the Collaborative Institutional Training Initiative (CITI). The survey data was complied in a Microsoft Excel file and then imported into the Statistical Package for Social Sciences (SPSS), version #23. Statistical analysis of the data was performed through the use of descriptive statistics and bivariate analysis to quantitatively analyze the data. Bivariate analysis was used to depict empirical relationship(s) between the variables. Once all the data was analyzed, the researcher shared results with the primary stakeholders.

SUMMARY

The study was developed as a utilization-focused evaluation for the University of Mississippi's Violence Prevention Office. Panel participants, 4,829 total, were retrieved through the Office of Institutional Research, Effectiveness, and Planning. Collection of the study's data was conducted through an Internet survey sent to participants via email. Furthermore, the researcher was trained in ethical principles and institutional policies governing human subject research.

Chapter four discusses the data collected from the distributed survey and describes the research questions and the retention and rejections of the three proposed hypotheses. Chapter five provides a summary of the study, details the conclusions obtained through the study, discusses the implications of the research, and describes future research to be conducted on the subject.

CHAPTER 4

ANALYSIS OF DATA

INTRODUCTION

The attitudes and awareness of sexual assault, relationship violence, and bystander intervention was measured using an online survey program of Qualtrics. Qualtrics sent the survey to 4,829 student emails provided by the panel from the OIREP. Students' data was only used if they completed survey questions beyond the consent form. Two hundred eighty-five students began the survey, 239 students answered a minimum of one question after the consent form, and 179 students completed the entire survey. The response rate yielded 5.90% of surveys began, 4.95% of surveys answered beyond the consent form, and 3.71% of surveys completed. The information collected from the survey was used to determine the associations between respondents' demographics and their answer selections in scenarios focusing on the gender of the aggressors, bystander intervention, and sexual coercion.

By participating in the survey, students were given an opportunity to express their views and understandings of sexual situations, bystander interventions, and relationship violence. Twenty questions were in multiple-choice format, and seven questions provided opportunities for open-ended responses. The open-ended response questions asked what students would do in bystander intervention situations, to explain their answer choices in sexual scenarios involving consent, and to explain why they believed the behavior in a relationship scenario to be healthy or unhealthy. The open-ended response section provided more details about actions students were willing to take and also helped verify if students understood the scenarios or wanted more information in the scenarios

before selecting an answer choice. The data analysis does not include open-ended responses because the amount of responses was very small. Additionally, the primary stakeholder (VPC) guided the development of the three research questions of this study, and these questions did not include the open-ended responses. The Violence Prevention Office will further review the open-ended responses for future research.

Two survey questions, 3 and 13, served as "control" scenarios. The control scenarios included healthy relationship behaviors without an aggressor. The Violence Prevention Office informed the researcher that healthy relationship behavior scenarios should be included in the survey to keep respondents from automatically assuming each scenario contained unhealthy relationship behaviors. The responses from these two questions are not included in the data analysis.

The Violence Prevention Office is interested in discovering if their educational programming conducted in each student's freshman year, to Greek Life organizations, intercollegiate athletes, and EDHE 105 enrollees provides enough information about sexual assault, relationship violence, and bystander intervention and if any updates to their educational programming are needed to adapt to attitudes expressed by students based on their survey responses. The purpose of this study is to discover the understanding and knowledge levels of sexual assault, relationship violence, and bystander intervention of undergraduate students at the University of Mississippi Oxford campus. This study focused on the following three research questions:

1. What is the difference in male and female responses to scenarios where the gender of the aggressor changes?

2. What is the difference in bystander intervention responses between students currently or previously enrolled in EDHE 105 and students never enrolled in EDHE 105?

3. What is the difference between the coercive sexual assault responses between students who participate in Greek Life and/or intercollegiate athletic team and those who do not participate in Greek Life and/or intercollegiate athletics?

ORGANIZATION OF DATA ANALYSIS

The survey data was compiled in a Microsoft Excel file and then imported into the Statistical Package for Social Sciences (SPSS), version #23. Statistical analysis of the data was performed through the use of descriptive statistics and bivariate analysis to quantitatively analyze the data. Bivariate analysis was used to depict a possible empirical relationship(s) between the variables.

PRESENTATION OF DESCRIPTIVE CHARACTERISTICS OF RESPONDENTS

Five demographic questions were fundamental in determining if any associations exist between certain demographic segments of the university and attitudes and awareness of sexual assault, relationship violence, and bystander interventions. Respondents' demographics were measured by gender, classification at the university, race/ethnicity, membership in a Greek Fraternity/Sorority and intercollegiate athletics, and enrollment in two EDHE courses (Table 1).

Table 1

Demographics of Respondents

Variables of Respondents		Frequency	Percent
Gender	Female	169	70.7
	Male	70	29.3
Classification Level	Freshman	62	25.9
	Sophomore	48	20.1
	Junior	58	24.3
	Senior	71	29.7
Race/Ethnicity	White/Caucasian	205	85.8
	Asian/Pacific	6	2.5
	Hispanic/Latino	8	3.3
	African American	17	7.1
	Native American/Native Alaskan	2	0.8
Membership	Greek Life Member	79	33.1
	Greek Life Member and Sport Member	5	2.1
	Intercollegiate Athlete	6	2.5
	Neither Greek Life nor Intercollegiate Athlete	91	38.1
EDHE 105/305	EDHE 105 Enrollment	61	25.5
	EDHE 305 Enrollment	6	2.5
	Enrolled in Neither	113	47.3

As indicated by the responses, 71% of the respondents were women and 29% were men. Freshmen composed 25.9% of respondents, sophomores, 20.1%, juniors, 24.3%, and seniors, 29.7%. Greek Life membership composed 35.2% of respondents, intercollegiate athletes composed 4.6% of respondents, students involved in neither Greek Life nor intercollegiate athletics composed 38.1% of respondents, and 24.3% of respondents did not provide involvement status. EDHE 105 enrollment comprised 25.5% of respondents, EDHE 305 enrollment comprised 2.5% of respondents, enrollment in neither EDHE 105 nor 305 comprised 47.3% of respondents, and 24.7% of respondents did not provide EDHE enrollment status.

ANALYSIS OF DATA

In addition to demographic questions, ten survey questions were designed to assess the awareness and knowledge levels of consent in sexual situations and healthy relationship behaviors. Four survey questions were created to evaluate the actions students would take in bystander intervention scenarios.

Research Question 1: What is the difference in male and female responses to scenarios where the gender of the aggressor changes?

The first research question guided the design of questions 1, 5, 5a, 6, 8, 9, 11, 12, 14 and 15 (See Appendix A). These ten questions varied in gender of the aggressor – five male and five female. In each scenario, consent was not given or the behavior of the aggressor was not typical in a healthy relationship. The variable used to compare results for these questions was the respondent's gender. The results of respondents based on their gender are provided in Tables 2-5.

Table 2

Response of "Yes, consent was given" or "Yes, this is a healthy behavior" in Scenarios with Male Aggressors

Variables	Female Respondents/ Percentage	Male Respondents/ Percentage	Total/ Percentage
Answered zero questions "yes"	61	19	80
	45.9%	32.8%	41.9%
Answered one question "yes"	67	34	101
	50.4%	58.6%	52.9%
Answered two questions "yes"	5	3	8
	3.8%	5.2%	4.2%
Answered three questions "yes"	0	1	1
	0.0%	1.7%	0.5%
Answered four questions "yes"	0	1	1
	0.0%	1.7%	0.5%
Total Respondents	133	58	191
	100.0%	100.0%	100.0%

Note. Chi Square = 6.95, df = 4, p = .14.

Table 3

Response of "Unsure if consent of was given" or "Unsure if this is a healthy behavior"

in Scenarios with Male Aggressors

Variables	Female Respondents/ Percentage	Male Respondents/ Percentage	Total/ Percentage
Answered zero questions "unsure"	105	39	144
	78.9%	67.2%	75.4%
Answered one question "unsure"	28	17	45
	21.1%	29.3%	23.6%
Answered two questions "unsure"	0	2	2
	0.0%	3.4%	3.4%
Total Respondents	133	58	191
	100.0%	100.0%	100.0%

Note. Chi Square = 6.49, df = 2, p ≤ .05.

Table 4

Response of "Yes, consent was given" or "Yes, this is a healthy behavior" in Scenarios with Female Aggressors

Variables	Female Respondents/ Percentage	Male Respondents/ Percentage	Total/ Percentage
Answered zero questions "yes"	114	39	153
	94.2%	73.6%	87.9%
Answered one question "yes"	6	10	16
	5.0%	18.9%	9.2%
Answered two questions "yes"	1	2	3
	0.8%	3.8%	1.7%
Answered three questions "yes"	0	2	2
	0.0%	3.8%	1.1%
Total Respondents	121	53	174
	100.0%	100.0%	100.0%

Note. Chi Square = 15.96, df = 3, p ≤ .001.

Table 5

Response of "Unsure if consent was given" or "Unsure if this is a healthy behavior" in

Scenarios with Female Aggressors

Variables	Female Respondents/ Percentage	Male Respondents/ Percentage	Total/ Percentage
Answered zero questions "unsure"	110	41	151
	90.2%	75.9%	85.8%
Answered one question "unsure"	11	8	19
	9.0%	14.8%	10.8%
Answered two questions "unsure	1	5	6
	0.8%	9.3%	3.4%
Total Respondents	122	54	176
	100.0%	100.0%	100.0%

Note. Chi Square = 9.87, df = 2, p ≤ .007.

Hypothesis I: Male and female students would respond similarly to scenarios involving male aggressors, but male and female students would have differing responses to scenarios involving female aggressors.

Chi square analysis was conducted to determine if associations between the demographic variable, gender of respondents, was statistically significant at the 0.05 level to the gender of the vignette's aggressor. Statistical significance did not exist between gender of respondents answering "yes" even though the scenario did not exhibit a healthy relationship behavior and/or consent was not given, as seen in Table 2 ($p \leq .138$). This indicates that the respondents' gender did not impact the selection of answer choice of "yes" in the scenarios containing male aggressors. Table 3 indicates a statistical association between the gender of respondents answering "unsure" if the scenarios contained healthy relationship behaviors and/or consent was given in scenarios with male aggressors ($p \leq .039$). Men were more likely than females to answer "unsure" once or twice in scenarios with male aggressors.

Tables 4 and 5 contain the results from the scenarios with female aggressors, and statistical significance is present between the genders of respondents ($p \leq .001$ and $p \leq .007$, respectively). The results in Table 4 indicated that men are much more likely than women to respond that consent was given in one, two, and three scenarios with female aggressors (out of five total scenarios). Table 5 also shows that men are much more likely than women to respond "unsure" if consent was given or if the behavior was typical in a healthy relationship in one and two scenarios with female aggressors (out of five scenarios). Based on the chi square analysis, the alternative Hypothesis 1 is accepted

because there appears to be a relationship between respondents' gender and their decisions in scenarios with female aggressors.

Research Question 2: What is the difference in bystander intervention responses between students currently or previously enrolled in EDHE 105 and students never enrolled in EDHE 105?

Survey questions 7, 10, 16 and 17 were developed based on the second research question. These four questions asked the respondent if he or she would intervene in a potentially abusive situation. The variable used to compare results was the respondent's current or previous enrollment in EDHE 105. The results of these four questions are presented in Tables 6, 7, and 8.

Table 6

Responses from Two Unrelated Bystander Intervention Scenarios

Response Selection	Enrolled in EDHE 105	Never Enrolled in EDHE 105	Total
Would intervene in both situations	30	49	79
	49.2%	41.5%	44.1%
Would intervene in one situation	27	56	83
	44.3%	47.5%	46.4%
Would not intervene in any situation	4	13	17
	6.6%	11.0%	9.5%
Total	61	118	179
	100.0%	100.0%	100.0%

Note. Chi Square = 1.47, df = 2, p = .48.

Table 7

Responses from Same Bystander Intervention Scenario as Question 17, but with

Strangers

Response Selection	Enrolled in EDHE 105	Never Enrolled in EDHE 105	Total
I would intervene	17	26	43
	27.4%	22.0%	23.9%
I would not	18	43	61
intervene	29.0%	36.4%	33.9%
I'm unsure	27	49	76
	43.5%	41.5%	42.2%
Total	62	118	180
	100.0%	100.0%	100.0%

Note. Chi Square = 1.19, df = 2, p = .55.

Table 8

Responses from Same Bystander Intervention Scenario as Question 16, but with Sister

Response Selection	Enrolled in EDHE 105	Never Enrolled in EDHE 105	Total
I would intervene	56	102	158
	90.3%	86.4%	87.8%
I would not	3	10	13
intervene	4.8%	8.5%	7.2%
I'm unsure	3	6	9
	4.8%	5.1%	5.0%
Total	62	118	180
	100.0%	100.0%	100.0%

Note. Chi Square = .819, df = 2, p = .66.

Hypothesis II: Students enrolled or previously enrolled in EDHE 105 would be more likely to respond, "yes, I would intervene" to bystander intervention scenarios than students never enrolled in the course.

Although the raw data suggests that students enrolled in EDHE 105 are somewhat more likely to intervene as a bystander in survey questions 7, 10, 16, and 17, the chi square analysis did not show statistical significance in terms of taking EDHE 105 and responses to the four scenarios. Simply, the results contained in Tables 6-8 do not show a significant connection between the intervention tendencies of students enrolled in EDHE 105 compared to students never enrolled in the course. The random chance for the responses cannot be ruled out. As such, the null hypothesis that no relationship exists between intervention responses of "yes" and EDHE 105 enrollment is retained.

Research Question 3: What is the difference between the coercive sexual assault responses between students who participate in Greek Life and/or Intercollegiate Athletics and those who do not participate in Greek Life and/or Intercollegiate Athletics?

Survey questions 1, 5, 7, and 11 were the focus of research question three. In these questions either consent was not given or the behavior of the aggressor was not typical in a healthy relationship. These four questions also contained aggressors using a sexually coercive behavior. The variable used to compare results from these questions was the respondent's selection to the involvement question (survey question 24). The results from these four survey questions are provided in Tables 9-16. Each scenario is split into two tables to provide detailed information on specific membership involvement demographics (Tables 9, 11, 13, 15, 17) and also to display information between

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respondents involved in Greek Life and/or intercollegiate athletics and those not involved in either (Tables 10, 12, 14, 16, 18).

Table 9

Sexual Coercion Scenario 1 with Separated Involvement

Survey Question 1 Response	Greek Life Involvement	Intercollegiate Athletics Involvement	Involvement in Greek Life and Intercollegiate Athletics	Involvement in Neither	Total
Gave consent	47	4	3	50	104
	59.5%	66.7%	60.0%	54.9%	57.5%
Did not give consent	18	0	1	26	45
	22.8%	0.0%	20.0%	28.6%	24.9%
Unsure if Annie consented	14	2	1	15	32
	17.7%	33.3%	20.0%	16.5%	17.7%
Total	79	6	5	91	181
	100.0%	100.0%	100.0%	100.0%	100.0%

Note. Chi Square = 3.35, df = 6, p = .76.

Table 10

Sexual Coercion Scenario 1 with Combined Involvement

Survey Question 1 Response	Intercollegiate Athletics/Greek Life Member	Not a Member	Total
Gave consent	54	50	104
	60.0%	54.9%	57.5%
Did not give consent	19	26	45
	21.1%	28.6%	24.9%
Unsure if Annie	17	15	32
consented	18.9%	16.5%	17.7%
Total	90	91	181
	100.0%	100.0%	100.0%

Note. Chi Square = 1.36, df = 2, p = .51.

Table 11

Sexual Coercion Scenario 2 with Separated Involvement

Survey Question 5 Response	Greek Life Involvement	Intercollegiate Athletics Involvement	Involvement in Greek Life and Intercollegiate Athletics	Involvement in Neither	Total
Gave consent	1	0	1	0	2
	1.3%	0.0%	20.0%	0.0%	1.1%
Did not give consent	78	6	4	88	176
	98.7%	100.0%	80.0%	96.7%	97.2%
Unsure if Hannah consented	0	0	0	3	3
	0.0%	0.0%	0.0%	3.3%	1.7%
Total	79	6	5	91	181
	100.0%	100.0%	100.0%	100.0%	100.0%

Note. Chi Square = 20.39, df = 6, p ≤ .002.

Table 12

Sexual Coercion Scenario 2 with Combined Involvement

Survey Question 5 Response	Intercollegiate Athletics/Greek Life		
	Member	Not a Member	Total
Gave consent	2	0	2
	2.2%	0.0%	1.1%
Did not give consent	88	88	176
	97.8%	96.7%	97.2%
Unsure if Hannah	0	3	3
consented	0.0%	3.3%	1.7%
Total	90	91	181
	100.0%	100.0%	100.0%

Note. Chi Square = 5.00, df = 2, p = .08.

Table 13

Sexual Coercion Scenario 3 with Separated Involvement

Survey Question 7 Response	Greek Life Involvement	Intercollegiate Athletics Involvement	Involvement in Greek Life and Intercollegiate Athletics	Involvement in Neither	Total
Gave consent	0	0	1	3	4
	0.0%	0.0%	20.0%	3.3%	2.2%
Did not give consent	79	6	4	87	176
	100.0%	100.0%	80.0%	96.7%	97.8%
Unsure if Johnny consented	0	0	0	0	0
	0.0%	0.0%	0.0%	0.0%	0.0%
Total	79	6	5	90	180
	100.0%	100.0%	100.0%	100.0%	100.0%

Note. Chi Square = 9.72, df = 3, p $\leq$ .05.

Table 14

Sexual Coercion Scenario 3 with Combined Involvement

Survey Question 7 Response	Intercollegiate Athletics/Greek Life Member	Not a Member	Total
Gave consent	1	3	4
	1.1%	3.3%	2.2%
Did not give consent	89	87	176
	98.9%	96.7%	97.8%
Unsure if Johnny	0	0	0
consented	0.0%	0.0%	0.0%
Total	90	90	180
	100.0%	100.0%	100.0%

Note. Chi Square = 1.02, df = 1, p = .31.

Table 15

Sexual Coercion Scenario 4 with Separated Involvement

Survey Question 11 Response	Greek Life Involvement	Intercollegiate Athletics	Involvement in Greek Life and Intercollegiate Athletics	Involvement in Neither	Total
Gave consent	0	0	2	0	2
	0.0%	0.0%	40.0%	0.0%	1.1%
Did not give consent	79	6	3	90	178
	100.0%	100.0%	60.0%	98.9%	98.3%
Unsure if Charlotte consented	0	0	0	1	1
	0.0%	0.0%	0.0%	1.1%	0.6%
Total	79	6	5	91	181
	100.0%	100.0%	100.0%	100.0%	100.0%

Note. Chi Square = 72.16, df = 6, p ≤ .001.

Table 16

Sexual Coercion Scenario 4 with Combined Involvement

Survey Question 11 Response	Intercollegiate Athletics/Greek Life Member	Not a Member	Total
Gave consent	2	0	2
	2.2%	0.0%	1.1%
Did not give consent	88	90	178
	97.8%	98.9%	98.3%
Unsure if Charlotte	0	1	1
consented	0.0%	1.1%	0.6%
Total	90	91	181
	100.0%	100.0%	100.0%

Note. Chi Square = 3.02, df = 2, p = .22.

Table 17

Sexual Coercion Definition with Separate Involvement

Survey Question 2 Response	Greek Life Involvement	Intercollegiate Athletics Involvement	Involvement in Greek Life and Intercollegiate Athletics	Involvement in Neither	Total
Correct	65	4	4	81	154
	82.3%	66.7%	80.0%	89.0%	85.1%
Incorrect	14	2	1	10	27
	17.7%	33.3%	20.0%	11.0%	14.9%
Total	79	5	6	91	181
	100.0%	100.0%	100.0%	100.0%	100.0%

Note. Chi Square = 3.30, df = 3, p = .35.

Table 18

Sexual Coercion Definition with Combined Involvement

Survey Question 2 Response	Intercollegiate Athletics/Greek Life		
	Member	Not a Member	Total
Correct	73	81	154
	81.1%	89.0%	85.1%
Incorrect	17	10	27
	18.9%	11.0%	14.9%
Total	90	91	181
	100.0%	100.0%	100.0%

Note. Chi Square = 2.23, df = 1, p = .14.

Hypothesis III: Students participating in Greek Life and/or intercollegiate athletics would have a better understanding of sexual assault and coercion definitions and have higher recognition of abusive behaviors in the scenarios involving coercion than students not involved in either Greek Life and/or intercollegiate athletics.

In Tables 9-18, a large variation of responses is displayed between membership and responses to the scenarios. Statistical significance was seen in only three out of ten tables (i.e., Tables 11, 13, and 15). Each of these three tables separates the membership demographics into three separate variables, but no correlation exists between responses in the three tables. Intercollegiate athletic-only members responded that consent was not given in Tables 11, 13, and 15, but this trend did not carry through all five tables with separate membership variables. "Unsure if consent was given" was not selected by any respondents involved in Greek Life and/or intercollegiate athletics, as seen in Tables 11, 13, and 15, but, again, this trend was not seen consistently through the five tables with separated involvement variables. The chi square analysis, though showing significance for three tables, does not show overall correlations between respondents' membership demographics and sexual coercion understandings. Based on this data, the null hypothesis that there is no relationship between sexual coercion scenario responses and involvement in Greek Life and/or intercollegiate athletics is retained.

SUMMARY

The results of the study only support the hypothesis presented from the first research question. The gender of respondents significantly impacts the results obtained in scenarios with female aggressors, while gender does not display as much correlation with male aggressors. The second and third hypotheses, coming from research questions

two and three, respectively, are rejected because chi square analysis does not reveal statistical significance between EDHE 105 enrollment and bystander intervention responses nor does chi square analysis reveal significance between membership in Greek Life and/or intercollegiate athletics with sexually coercive behavior understanding. Chapter Five provides a summary of the study, details the conclusions obtained through the study, discusses the implications of the research, and describes future research to be conducted on the subject.

CHAPTER 5

FINDINGS, CONCLUSIONS AND IMPLICATIONS

INTRODUCTION

This study evaluated the efficacy of programs and policies relating to sexual misconduct and violence prevention along with retention of information by students at the University of Mississippi Oxford campus. A summary of the study is provided along with comparisons between this study's results and previous research surrounding the three topics of focus – sexual assault, relationship violence, and bystander intervention. Implications for the Violence Prevention Office are described, and future research surrounding sexual assault, relationship violence, and bystander intervention on campus is discussed.

SUMMARY OF CURRENT STUDY

Sexual misconduct, including rape, and relationship violence remains a topic of concern, especially for college campuses (Fisher et al., 2000). The American Association of Universities study conducted across twenty-seven universities found 11.7% of student study participants reported incidents of nonconsensual sexual contact since enrolling at their institution (Cantor et al., 2015). The University of Mississippi is not exempt from sexual assault incidents and has programs, policies, and offices in place to educate students and provide support to sexual assault victims. The efficacy of these programs, however, has not been studied to determine student information retention rates, and mandatory educational programs for sophomore-senior level students do not exist. This

utilization-focused study was developed to discover the understanding and knowledge levels of sexual assault, relationship violence, and bystander intervention of undergraduate students at the University of Mississippi Oxford campus.

The Violence Prevention Office's Coordinator served as the primary stakeholder in this study. Because this data will be further evaluated by the VPO as it relates to its programs, the VPC considered which questions to address in the study and the importance of each question. Three research questions for the current study were:

1. What is the difference in male and female responses to scenarios where the gender of the aggressor changes?

2. What is the difference in bystander intervention responses between students currently or previously enrolled in EDHE 105 and students never enrolled in EDHE 105?

3. What is the difference between the coercive sexual assault responses between students who participate in Greek Life and/or intercollegiate athletics and those who do not participate in Greek Life and/or Intercollegiate Athletes?

The corresponding hypotheses were:

1. Male and female students would respond similarly to scenarios involving male aggressors, but male and female students would have differing responses to scenarios involving female aggressors.

2. Students enrolled or previously enrolled in EDHE 105 would be more likely to respond, "yes, I would intervene" to bystander intervention scenarios than students never enrolled in the course.

3. Students participating in Greek Life and/or intercollegiate athletics would

    have a better understanding of sexual assault and coercion definitions and

    have higher recognition of abusive behaviors in the scenarios involving

    coercion than students not involved in either Greek Life and/or intercollegiate

    athletics.

To measure the understanding and knowledge levels of students, an Internet

survey was distributed to a panel of 4,829 undergraduate students provided by the Office

of Institutional Research, Effectiveness, and Planning. The survey yielded return rates

between 5.9% (surveys started) to 3.71% (surveys completed). Statistical analysis of the

data was performed through the use of descriptive statistics and bivariate analysis to

quantitatively analyze the data. Bivariate analysis was used to depict empirical

relationships(s) between the demographic variables.

CONCLUSIONS

Gender-based Sexual Misconduct

The analysis of data collected pertaining to research question one revealed

significant relationships between the gender of the respondent and answer selections to

scenarios containing female aggressors. No significant correlation between gender of

respondents and scenarios involving a male aggressor was observed. The alternative

Hypothesis I is accepted based on the data analysis.

Although Russell, Oswald, and Kraus (2011) researched how respondents rated

guilt levels of male and female aggressors without differentiating between genders of

respondents, this study's results are similar to their results. Men in this study were more

likely than women to believe female aggressors were not engaging in unhealthy

relationship behaviors (even though they were) and that women gained consent in sexual situations (despite the encounter being nonconsensual), indicating that female aggressors are less guilty than male aggressors per male respondents. Davies, Pollard, and Archer's 2006 study discovered that male participants viewed female perpetrators in more favorable terms than they viewed male perpetrators. Again, the results of research question one analysis support the results found by Davies, Pollard, and Archer. The results from the current study suggest that undergraduate men at the University of Mississippi's Oxford campus are less likely to understand that perpetrators of sexual misconduct are both male and female. While a majority of men did not believe that the victim of sexual misconduct by a female aggressor consented (73.6%), the raw data and bivariate analysis indicate that men are more likely than women to believe consent has been given or female aggressors do not act in unhealthy relationship behaviors.

Bystander Intervention Educational Programs

Statistical significance was not observed between students enrolled in EDHE 105 and their likelihood to intervene in potentially abusive situations as compared to students never enrolled in EDHE 105. Bivariate analysis did not reveal a statistically significant relationship of taking EDHE 105 and responses to the scenarios, and as such, random chance for the responses cannot be statistically ruled out. The alternative Hypothesis II is rejected because chi square analysis reveals no significant relationship between bystander intervention scenario responses and the dependent variable of course enrollment. Instead, the null hypothesis, that there is no difference in responses between students who took EDHE 105 and students who have not, is accepted.

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The findings from this study relating to research question two are not consistent with previous research studies of bystander intervention programs. Amar, Sutherland, and Kesler's (2012) study of the Bringing in the Bystander intervention program discovered that the program was effective in successfully preventing sexual violence. Both Green Dot Bystander Intervention program efficacy studies revealed improvements in attitudes, knowledge and behavior of rape prevention and increases in pro-social bystander attitudes, bystander efficacy, and self-reported intervention behaviors (Banyard et al., 2005; Banyard et al., 2007). Furthermore, Kleinsasser et al.'s (2015) study results indicated that participants reported a greater efficacy for engaging in bystander behaviors and performed more bystander intervention behaviors for peers.

One reason for the retention of the null hypothesis is that EDHE 105 enrollees and non-enrollees both receive the same Green Dot program education during mandatory orientation sessions. EHDE 105 discusses bystander intervention techniques and the Green Dot policy, but it also covers many other topics of sexual misconduct. The additional programming about bystander intervention provided in the course may not be enough material to alter significantly the intervention tendencies between enrollees and non-enrollees.

Greek Life Members and Intercollegiate Athletes

The third research question, focusing on the respondents' involvement in Greek Life and/or intercollegiate athletics, did not reveal statistical significance overall based on the bivariate analyses. Differing results exist between membership demographics in Tables 9-18. Students participating in neither Greek Life nor intercollegiate athletics answered five questions correctly (seen in Tables 9, 10, 16, 17, and 18) with higher

percentages than students involved in Greek Life or intercollegiate athletics. Students participating in Greek Life and/or intercollegiate athletics answered two questions correctly (seen in Tables 12 and 14) with higher percentages than students not involved in Greek Life or intercollegiate athletics. Students participating in Greek Life or intercollegiate athletics answered three questions correctly (seen in Tables 11, 13, and 15) with higher percentages than students involved in both Greek Life and intercollegiate athletics and students not involved in either Greek Life or intercollegiate athletics. An overall trend in the raw data was not evident between Greek Life members, intercollegiate athletes, and non-members. Based on the educational programs geared towards intercollegiate athletes and Greek Life members, the third hypothesis stated that students involved in one or both organizations would have more understanding of sexual coercive behaviors and definitions. This alternative hypothesis is rejected, and the null hypothesis that no relationship exists between involvement demographics and sexual coercion understanding is retained.

One reason for null hypothesis retention is that the survey instrument did not provide a demographic question about receiving additional violence prevention education; therefore, student respondents involved in Greek fraternities or sororities may or may not have received more exposure to violence prevention programming than non-Greek member respondents. Additionally, only eleven respondents indicated they were intercollegiate athletes. The statistics from these eleven intercollegiate athlete responses cannot be justified to represent accurately all intercollegiate athletes at the University of Mississippi. A greater percentage of intercollegiate-athlete respondents is necessary to make this justification.

Furthermore, the results from this study do not support or reject previous research. The survey questions developed for use with membership demographic responses were based on educational programming from the Violence Prevention Office and not research presented in the literature review. Because this was a utilization-focused study, the results may or may not be consistent with previous research conducted in other locations.

IMPLICATIONS

The data results from research question one reveal significant misunderstandings men have about female aggressors of sexual misconduct. The results, however, were not surprising because men are consistently being reinforced as the aggressors and women are often overlooked. Previous research studies have profoundly focused on male aggressors and sexual misconduct educational programs for men. Little research has been conducted to illustrate behaviors toward female aggressors. Education programs need to address female aggressors and male victims to gain further insight to understand these attitudes. The Violence Prevention Office can include more scenarios of sexual violence with female aggressors in programming at all levels, including freshmen orientation, REBS summer sessions, EDHE 105 courses, and Greek Life presentations. Also, educating all-male groups, such as athletic teams and fraternities, about female aggressors and male sexual assault survivors can have a future impact on the attitudes surrounding female aggressors.

As the bivariate analysis of research question two displays, EDHE 105 enrollment does not have a statistically significant effect on bystander intervention behaviors. The overall trends from the raw data, however, do show that EDHE 105 enrollees have a greater likelihood to intervene in potentially abusive situations. This raw data can

provide convincing evidence for instructors to continue educating their students on the Green Dot policy. The lack of statistical significance reveals that the Violence Prevention Office has the potential to benefit from the addition of more resources. Two staff members, the Violence Prevention Coordinator and a graduate assistant, cannot effectively reach every student on the campus, nor can they train every faculty member to teach bystander intervention. Additional staff can reach more and more students and instructors. Additionally, different bystander intervention policies can be researched to determine if a different policy could have greater efficacy at the University of Mississippi.

Finally, the results from the collected data of research question three reinforces the idea that sexual coercion is misunderstood. Statistical significance surrounding attitudes and understandings of Greek Life members and intercollegiate athletes was not present, and the raw data did not provide any overall trends of respondents. Unhealthy relationship behaviors are perceived as social norms at the University of Mississippi, which is reinforced by the results of survey question #2. Roughly 15% of respondents did not correctly define sexual coercion, and an even higher percentage of respondents selected consent was given in at least one sexually coercive vignette. The Violence Prevention Office should develop their educational programming to include more examples involving sexual coercion to provide students with a fundamental understanding of this type of sexual misconduct.

FUTURE RESEARCH

This study had a significant percentage of female respondents compared to male respondents, only eleven intercollegiate athlete respondents, and a low response rate of

3.71%. While this data creates limitations in the study, using this survey in the future

with a larger group has the potential to provide differing results. This study only focused

on three research questions, but other questions can be developed based on different

demographic variables, including age of respondent, classification, and ethnicity.

Three survey questions used scenarios with LGBTQ (lesbian, gay, bisexual,

transgender, queer) relationships. The Haven report suggests that students enrolled at the

University of Mississippi Oxford campus do not believe LGBTQ relationships can be

unhealthy, so the results from these three questions can be further analyzed (EverFi

Research, 2015). Additionally, future studies focusing on LGBTQ relationships with

different sample scenarios can be administered on campus to determine true attitudes

toward these relationships.

While there is an abundance of research on male fraternity members' attitudes

towards sexual misconduct and bystander intervention programs, sorority research is

extremely limited. According to the Violence Prevention Coordinator, sororities are

much less likely to encourage members to participate in studies relating to sexual and

relationship violence (L. Barlett Mosvick, personal communication, March 10, 2016).

One reason for hesitation from sororities could be the potential revelation of

disappointing results. National Panhellenic Conference sororities strive to portray their

organizations in favorable light in order to attract many women. Membership in an NPC

sorority should positively influence a woman's life, and negative associations with sexual

misconduct behaviors could impact this image. Studying sorority women would provide

greater understanding of Greek Life attitudes towards sexual misconduct.

Despite the bystander intervention data revealing no statistical significance between intervention behaviors and students enrolled in EDHE 105, previous research shows trends of improvement in attitudes and intervention among program participants. Many of these studies utilized pre-tests and post-tests. Incorporating testing before and after educational programs administered at the University of Mississippi can provide further data detailing levels of understanding and retention rates of bystander intervention. Additionally, the Green Dot policy has been implemented in high schools and even middle schools across the country. The material in the policy can appear to be juvenile, which can deter upper-classmen and graduate students from taking the educational programs in a serious manner (L. Bartlett Mosvick, personal communication, March 10, 2016). Expanding bystander intervention programming to include material suitable for students in their early to mid-twenties may improve bystander intervention behaviors.

At the conclusion of this study, questions still remain unanswered. Because only a small percentage of students received the survey and then completed it, overall attitudes and behaviors of the students at the University of Mississippi Oxford campus cannot be accurately determined. This study did not focus on classification or age as a demographic variable, so the retention rate of educational programming from the Violence Prevention Office from freshman through senior year was not able to be determined. If this study is conducted in the future, the VPO may choose to focus on differences in responses based on classification. Additionally, if the VPO conducts this study in the future, it may be best to eliminate scenarios to decrease the time spent taking the survey, which would hopefully increase the completion percentage. Since female

aggressors were less likely to be recognized than male aggressors, providing the exact same scenario twice with only the gender of the aggressor changing may give further insight to specific behaviors that are less recognized as aggressive based on gender.

SUMMARY

This utilization-focused study was developed to discover the level of understanding and knowledge concerning of sexual assault, relationship violence, and bystander intervention among undergraduate students at the University of Mississippi Oxford campus. The Violence Prevention Office guided the development of the research questions and hypotheses by providing the three topics on which it wanted the survey to focus. The data analysis revealed a significant correlation between the gender of respondents and scenarios involving female aggressors. These results are consistent with beliefs discovered through prior research in that women were less likely to be recognized than males as aggressors in sexual situations. No statistical significance was discovered between EDHE 105 enrollees and bystander intervention tendencies. This finding was not consistent with previous bystander intervention studies' results because each study revealed an increase in bystander intervention behaviors and efficacy of the program. Even with varied educational programs conducted at the University of Mississippi were with Greek Life students and intercollegiate athletes, the relationship between Greek Life and/or intercollegiate athlete membership and sexual coercion beliefs was not statistically significant. Limited research exists on the exact topics addressed in this study because this study used different techniques and focused on a larger group of students of more than one gender than did previous research.

Based on the results of the current study, it is recommended that educational programs be further developed by the Violence Prevention Office to include more examples using female aggressors, especially for presentations geared directly for all-male groups. Additionally, sexual coercion needs to be further addressed so students can gain a solid understanding of this type of sexual misconduct. A larger Violence Prevention Office with an increased number of staff members can also be effective in reaching more students and training more instructors in bystander intervention policies. Future research about sexual assault, relationship violence, and bystander intervention at the University of Mississippi is needed to further understand student beliefs and tendencies regarding sexual misconduct. This research can include pre- and post-test evaluations of the educational programming, studies focusing on sorority members, evaluations of different bystander intervention policies that may prove more effective at the University of Mississippi campus, and using more LGBTQ relationship scenarios in the programming.

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APPENDIX A

SURVEY

Description
The purpose of this research project is to determine the students at the University of Mississippi's awareness regarding sexual abuse, relationship violence, and giving consent in sexual situations. We would like to ask you to read the scenarios and answer them to the best of your ability. There will not be any questions that ask about your personal experiences with relationship violence or sexual abuse.

Cost and Payments
It will take you approximately ten to fifteen minutes to complete this survey.

Risks and Benefits
You may feel uncomfortable with some of the questions including scenarios involving unhealthy relationship and sexual behaviors. We do not think that there are any other risks.

Confidentiality
No identifiable information will be recorded; therefore, we do not think you can be identified from this study.

Right to Withdraw
You do not have to take part in this study and you may stop participation at any time. You can skip questions you do not feel comfortable answering. If you start the study and decide that you do not want to finish, all you have to do is to exit your browser.

IRB Approval
The University of Mississippi's Institutional Review Board (IRB) has reviewed this study. If you have any questions, concerns, or reports regarding your rights as a participant of research, please contact the IRB at (662) 915-7482 or irb@olemiss.edu.

Statement of Consent
I have read and understand the above information. By completing the survey/interview I consent to participate in the study.
❍ I am at least 18 years of age. (4)
❍ I am younger than 18 years of age. (5)
If I am younger than 18 years ... Is Selected, Then Skip To End of Survey

The following pages contain scenarios relating to consent, bystander intervention, dating violence, and sexual abuse. Please answer them to the best of your knowledge. These questions will not ask about your personal experiences with sexual abuse or dating violence.

1) Tom is driving his girlfriend, Annie, home from a date. He asks if she wants to go home with him instead. She has denied the offer of going home with him their past three dates, and she feels like he will break up with her if she chooses to go to her house instead of his tonight. Tom has emphasized the fact that sex is a defining part of him being in a relationship with Annie. If they don't have sex, he will break up with her. She feels pressured to go home with him after their date, but agrees to go anyways. Once they arrive at his house, Tom asks if they can have sex, and she reluctantly agrees, knowing that if she said no, he would break up with her.

   Did Annie give consent in this situation?
   ○ Yes. Annie gives consent in this situation.
   ○ No. Annie does not give consent in this situation.
   ○ I'm unsure if Annie gives consent in this situation.

2) What is sexual coercion?
   ○ The act of using pressure, alcohol or drugs, or force to have sexual contact with someone against his or her will.
   ○ Making another person afraid by using looks, acts, or gestures.
   ○ Taking a significant other on a date and suggesting you want to have sex after the date.

3) Trent and Marianne have been dating for four months. They have had sex on multiple occasions. Most of the time, they have sex during parties Trent's roommates throw at his house. While the party is going on, Trent will get Marianne's attention while he is standing on the staircase. He will nod upstairs where his bedroom is located and give Marianne a wink. Marianne willingly goes upstairs after seeing these actions, and, without either of them saying anything, they have sex. This is a continuous routine in their relationship.

   Does Marianne give consent to have sex with Trent when these situations happen?
   ○ Yes. Marianne gives consent to having sex in these situations.
   ○ No. Marianne does not give consent to having sex in these situations.
   ○ I'm unsure if Marianne gives consent to having sex in these situations.

4) Can sexual abuse occur if no physical contact or verbal threat takes place?

○ Yes
○ No
○ I'm unsure

5) Hannah consents to having sex with Joseph. During the act, she begins to feel uneasy about the situation. She asks Joseph to stop, but he tells her it is okay and that she will enjoy it. She still doesn't want to continue, and asks him to stop again.

Has Hannah consented to the entire sexual act?
○ Yes. Hannah has consented to the entire sexual act.
○ No. Hannah has not consented to the entire sexual act.
○ I'm unsure if Hannah consented to the entire sexual act.

Answer if "Yes. Hannah has consented to the entire sexual act" is selected

5a)   Why do you think Hannah has consented to the entire sexual act?
_____

Answer if "I'm unsure if Hannah consented to the entire sexual act" is selected

5b)   Why are you unsure if Hannah has consented to the entire sexual act?
_____

6) Melissa and Johnny meet each other at a party. They have been drinking pretty heavily all night. She asks Johnny if his sober friend, Eric, could take her home. Eric agreed, so Johnny and Melissa get into Eric's vehicle. Once they arrive at Melissa's house to drop her off, she asks Johnny to come walk her inside and make sure she makes it to her bedroom. Johnny agrees, but once they get to Melissa's room, she pushes him onto her bed and tells him to take off his pants. Because Johnny is very drunk at this point, he is having difficulty doing anything on his own. Johnny sits on the bed and Melissa informs him that he can stay the night. While Johnny is at her house, Melissa takes his pants off and asks if they can have sex. Johnny is unable to speak because of his high level of intoxication, and Melissa goes ahead with her intentions, and the two of them have sex.

Did Johnny give consent to Melissa because he willingly agreed to go to her bedroom after the party?
○ Yes. Johnny did give his consent to Melissa.
○ No. Johnny did not give his consent to Melissa.
○ I'm not sure if Johnny gave consent to Melissa or not.

Answer if "Yes. Johnny did give his consent to Melissa" is selected or "I'm not sure if Johnny gave consent to Melissa or not" is selected

6a) Is Melissa's behavior typical in a healthy relationship?
- ○ Yes
- ○ No
- ○ I'm unsure

6b)   Why was Melissa's behavior not abusive in the above situation?

_____

6c)   Why are you unsure if Melissa's behavior in the above situation is abusive?

_____

7) You're at a party and see a guy pushing more and more drinks on a girl you do not know. You can overhear him talking to his buddies about taking her home once the party is finished. The girl is very drunk, and you don't see any of her friends looking out for her.

Would you intervene in this situation, and, if so, what would you do?
- ○ Yes. I would intervene. I would talk to her and see if she would like to go to the bathroom or find her friends.
- ○ Yes. I would intervene. I would take her home myself.
- ○ Yes. I would intervene. I would do something different. Please describe.

  _____
- ○ No. I would not intervene. I do not know this girl, and she may not want my help to begin with.
- ○ No. I would not intervene. It is not my place to take care of her.
- ○ No. I would not intervene for a different reason. Please explain.

  _____

8) Andrew and Ashley have been dating for four months. Ashley doesn't have the highest self-confidence because she is pretty clumsy. While she and Andrew were on the way to class, she tripped up the stairs and he took a picture of her and put it on his Snapchat story. Later that day while Andrew and Ashley are at dinner with their friend group, Andrew pulls out his phone and shows their friends the embarrassing photo. Ashley feels humiliated about herself, and Andrew knows he has caused her to be upset. He continues to show everyone and make fun of Ashley's clumsiness. She feels afraid to tell Andrew that he is embarrassing her in front of their friends because she doesn't want to upset him.

Is this type of behavior typical in a healthy relationship?
- ○ Yes. Andrew's behavior is typical in a healthy relationship.

    ◯ No. Andrew's behavior is not typical in a healthy relationship.
    ◯ I'm unsure if Andrew's behavior is typical in a healthy relationship.

9) Katie and Carly have been in a relationship for six months. Katie has established a dominant role in their relationship, and she tends to make the decisions about where they are going to go on dates, whose house they will stay at for the night, and who they will hang out with. Carly's personality has become more submissive over the course of their relationship. When Carly mentions to Katie that she has been messaging some of their friends to go out on a group date at a restaurant, Katie becomes upset. She threatens to cut all ties with this select group of friends with whom Carly has been in communication. A few weeks later when Carly mentions going to a concert with a different group of friends, Katie becomes very angry. She grabs Carly's phone from her hand, and Katie throws it across the room, making it inoperable. Carly apologizes for bringing the idea up, and she promises to never ask Katie about another group of friends again.

Is Katie's behavior typical in a healthy relationship?
    ◯ Yes. Katie's behavior is typical in a healthy relationship.
    ◯ No. Katie's behavior is not typical in a healthy relationship.
    ◯ I'm unsure if Katie's behavior is typical in a healthy relationship.

10) You are at a coffee shop doing homework when you overhear a male couple arguing on the couch across from you. They aren't being very loud or causing a major disturbance, but you see one of the men aggressively get in his partner's face. You think he may get physically violent towards his partner.

Would you intervene in this situation, and, if so, what would you do?
    ◯ Yes. I would intervene. I would pretend I'm looking for an electrical outlet to plug my computer in and walk right up to the couch they are and ask if they can help me search for one.
    ◯ Yes. I would intervene. I would inform an employee of the coffee shop to see if he can say something to them.
    ◯ Yes. I would intervene. I would do something different. Please describe.
        _____
    ◯ No. I would not intervene. I do not know what they are arguing about and I need to mind my own business.
    ◯ No. I would not intervene. I do not feel comfortable interacting with gay men.
    ◯ No. I would not intervene for a different reason. Please explain.
        _____

11) Mark is the school's star basketball player. He meets Charlotte at a bar one night during off-season. Over the next few weeks, they hang out more and more. He begins mentioning that he would really like to have sex with her. She continues to tell him that she is not ready for that step yet. However, Mark begins saying things like "do you know who I am" and "I can ruin your reputation on this campus if you do not do stuff with me." Charlotte eventually consents to having sex with him because she is afraid of what he is capable of on the campus.

Is Mark's behavior typical in a healthy relationship?
- ❍ Yes. Mark's behavior is typical in a healthy relationship.
- ❍ No. Mark's behavior is not typical in a healthy relationship.
- ❍ I'm unsure if Mark's behavior is typical in a healthy relationship.

12) Jessa wanted to make her boyfriend, James, dinner one night. She knew he had been pretty on edge lately because his job had been stressing him out. James came home angry and was not appreciative that Jessa had made him dinner. The two didn't talk over their meal, and Jessa began feeling bad about making dinner in the first place. She began cleaning the dishes and accidentally dropped a plate on the kitchen floor, causing it to break. This set James off and he slapped Jessa across the face. She continued to apologize, cleaned up the broken plate and the rest of the kitchen, and then left to go back to her house. Later that night, James called to apologize for getting angry, but he told Jessa, "If you didn't make dinner and break the plate, then I would not have hit you." Jessa was convinced that it was her fault the incident happened and was going to make sure she didn't drop a plate the next time she made dinner.

Is James's behavior typical in a healthy relationship?
- ❍ Yes. James's behavior is typical in a healthy relationship.
- ❍ No. James's behavior is not typical in a healthy relationship.
- ❍ I'm unsure if James's behavior is typical in a healthy relationship.

13) Emily and Spencer are eating dinner when she tells him about plans to hangout with some of her high school friends the next day. She tells him a couple of her close guy friends from high school will be there. Spencer does not know any of these friends because he and Emily met in college. He is somewhat skeptical and insecure about her hanging out with friends, especially the two male friends. He tells Emily of his concerns, but lets her know that he will be okay. Emily lets him know she understands his concerns, but she reassures him that they are just friends and he can trust her.

Is Spencer's behavior typical in a healthy relationship?
- ❍ Yes. Spencer's behavior is typical in a healthy relationship.

◯ No. Spencer's behavior is not typical in a healthy relationship.

◯ I'm unsure if Spencer's behavior is typical in a healthy relationship.

14) Bailey likes her girlfriend, Michelle, but she is unsure if she sees a long-term future with Michelle. Michelle has expressed over the course of their relationship that she wouldn't be here if Bailey broke up with her. After inquiring into what she meant, Michelle informed Bailey that she would commit suicide if they were no longer together because Michelle doesn't think she can have a life outside of the one she has with Bailey. Bailey feels some anxiety over this statement because she doesn't know if Michelle is the girl she wants to spend the rest of her life with, but she doesn't want to be the reason Michelle commits suicide.

Is this type of behavior typical of a healthy relationship?
◯ Yes. This behavior happens in most relationships.

◯ No. This behavior does not happen in healthy relationships.

◯ I'm unsure if this behavior is a sign of a healthy relationship or not.

15) Over the course of the past couple weeks, Sam's phone is constantly ringing and always has a new text message from his girlfriend, Lauren. Sam has also started spending every free second with Lauren. His phone is always going off when they are apart. His friends have asked him why she is always texting and calling, and he informs them she is asking where he is, who he is with, and what he is doing. They can see Sam is annoyed by the constant badgering he is enduring by the messages and phone calls, but they also know he really likes Lauren and doesn't want their relationship to end.

Is Sam and Lauren's relationship healthy?
◯ Yes. This behavior happens in most relationships.

◯ No. This behavior does not happen in healthy relationships.

◯ I'm unsure if this behavior is a sign of a healthy relationship or not.

16) You are at a restaurant, and a woman and her boyfriend are across the aisle from you. You hear them arguing, and you think it may potentially develop into an abusive situation.

Would you intervene?
◯ Yes. I would intervene.

◯ No. I would not intervene.

◯ I'm unsure if I would intervene.

16a)   Why are you unsure if you would intervene? Please check all that apply.
   ❍ Afraid of confrontation
   ❍ Uninformed of the situation
   ❍ Fearing for your personal safety
   ❍ Wanting to avoid making a scene
   ❍ Not knowing what to do to appease the situation
   ❍ Potentially being embarrassed if the situation is misinterpreted
   ❍ Other. Please describe. _____

16b)   Why would you not intervene? Please check all that apply.
   ❍ Afraid of confrontation
   ❍ Uninformed of the situation
   ❍ Fearing for your personal safety
   ❍ Wanting to avoid making a scene
   ❍ Not knowing what to do to appease the situation
   ❍ Potentially being embarrassed if the situation is misinterpreted
   ❍ Other. Please describe. _____

17) Your sister and her boyfriend are in the kitchen and you are sitting in the living room watching television. You hear them arguing, and you think it may potentially develop into an abusive situation.

   Would you intervene in the situation?
   ❍ Yes. I would intervene.
   ❍ No. I would not intervene.
   ❍ I'm unsure if I would intervene.

17a)   Why are you unsure if you would intervene? Please check all that apply.
   ❍ Afraid of confrontation
   ❍ Uninformed of the situation
   ❍ Fearing for your personal safety
   ❍ Wanting to avoid making a scene
   ❍ Not knowing what to do to appease the situation
   ❍ Potentially being embarrassed if the situation is misinterpreted
   ❍ Other. Please describe. _____

    17b)   Why would you not intervene? Please check all that apply.
        ○ Afraid of confrontation
        ○ Uninformed of the situation
        ○ Fearing for your personal safety
        ○ Wanting to avoid making a scene
        ○ Not knowing what to do to appease the situation
        ○ Potentially being embarrassed if the situation is misinterpreted
        ○ Other. Please describe. _____

    17c)   Why would you intervene in this situation but not when you're at a
            restaurant and see the same situation developing with strangers?

            _____

    17d)   Why would you not intervene in this situation but you would when you're
            at a restaurant and see the same situation developing with strangers?

            _____

    18) What is your academic year?
        ○ Freshman
        ○ Sophomore
        ○ Junior
        ○ Senior
        ○ Other. Please list below: _____

19) Are you a transfer student?
   ○ Yes
   ○ No

20) Do you live on or off campus?
   ○ Live off campus
   ○ Live on campus

21) Have you taken or are you currently enrolled in EDHE 105 or EDHE 305?
   ○ Yes, EDHE 105
   ○ Yes, EDHE 305
   ○ Neither EDHE 105 nor EDHE 305

22) What is your gender?
   ○ Male
   ○ Female
   ○ Other

23) What is your race/ethnicity?
   ○ White/Caucasian
   ○ Asian/Pacific
   ○ Hispanic/Latino
   ○ African American
   ○ Native American/Native Alaskan

24) Are you a member of any of the following organizations? Please check all that apply.
   ○ IFC, NPC, or NPHC fraternity or sorority
   ○ NCAA and/or club sport
   ○ None of the above

Thank you for completing this survey. If you would like to contact anyone about the content of the survey or any questions about the survey, please contact the Violence Prevention Office at 662-915-1059 or the University Counseling Center at 662-915-3784.

APPENDIX B

RECRUITMENT LETTER TO PANEL PARTICIPANTS

Dear student,

Sexual abuse and relationship violence are hot topics in the country today, especially incidents that occur on college and university campuses. In efforts to equip the University of Mississippi's faculty and staff to create educational programs for students to learn about combatting sexual abuse and relationship violence, a survey has been developed with the help of the Department of Legal Studies and Violence Prevention Office.

All undergraduate students eighteen and older at the University of Mississippi Oxford campus will be eligible to take part in the voluntary survey. The survey should take about 15 minutes of your time, and your results are anonymous and cannot be linked back to you. The focus of the survey is not individual answers, but rather on what overall topics the students at this university may need more clarification and education. Furthermore, the survey will not ask about any personal experiences with relationship violence or sexual abuse.

If you would like to participate in this study, please follow the below link.

${l://SurveyLink?d=Take the Survey}

Best,

Megan Stidd
Senior Honors Student
Sally McDonnel Barksdale Honors College
The University of Mississippi
mdstidd@go.olemiss.edu

Follow this link to the Survey:
${l://SurveyLink?d=Take the Survey}

Or copy and paste the URL below into your internet browser:
${l://SurveyURL}

Follow the link to opt out of future emails:

${l://OptOutLink?d=Click here to unsubscribe}

APPENDIX C

REMINDER EMAIL TO PANEL PARTICIPANTS

Dear Student:

Sexual abuse and relationship violence are hot topics in the country today, especially incidents that occur on college and university campuses. Earlier this week you were invited to participate in a survey relating to these actions.

All undergraduate students eighteen and older at the University of Mississippi Oxford campus will be eligible to take part in the voluntary survey. The survey should take about 15 minutes of your time, and your results are anonymous and cannot be linked back to you. The focus of the survey is not individual answers, but rather on what overall topics the students at this university may need more clarification and education. Furthermore, the survey will not ask about any personal experiences with relationship violence or sexual abuse.

If you would like to participate in this study, please follow the below link.

Thank you for your time and participation in this study.

Best,
Megan Stidd
Senior Honors Student
Sally McDonnel Barksdale Honors College
The University of Mississippi
mdstidd@go.olemiss.edu

Follow this link to the Survey:
${l://SurveyLink?d=Take the Survey}

Or copy and paste the URL below into your internet browser:
${l://SurveyURL}

Follow the link to opt out of future emails:

${l://OptOutLink?d=Click here to unsubscribe}