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**The role of student development professionals in reducing
the prevalence of sexual assault on college campuses in
accordance with Section 485(f) of Title IV Higher Education
Reauthorization Amendments of 1992**

Bernard, Daniel Leonard, Ph.D.

The University of North Carolina at Greensboro, 1994

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**THE ROLE OF STUDENT DEVELOPMENT PROFESSIONALS IN
REDUCING THE PREVALENCE OF SEXUAL ASSAULT ON
COLLEGE CAMPUSES IN ACCORDANCE WITH
SECTION 485(f) OF TITLE IV HIGHER
EDUCATION REAUTHORIZATION
AMENDMENTS OF 1992**

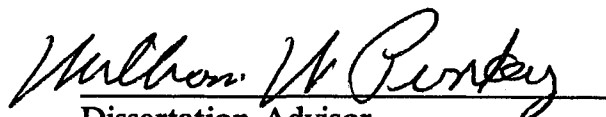
by

Daniel L. Bernard

**A Dissertation Submitted to
the Faculty of The Graduate School at
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of the Requirements for the Degree
Doctor of Philosophy**

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Approved by


Dissertation Advisor

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In 1992 the federal government chose to become involved in the effort to eliminate or reduce the number of sexual assaults occurring on college and university campuses by the enactment of Section 485(f) of Title IV Higher Education Reauthorization Amendments of 1992. This is the first federal legislation that requires colleges and universities to develop a sexual assault policy for their campuses. Absent from the literature is research that examines the response of student development professionals to the Act.

This study was designed to examine how student development professionals have responded to the Act in practice (i.e., compliance with the law) and to describe what they believe to be the mandates of the Act. The study examines what they do in practice and what they believe to be the mandates in terms of: (a) sexual assault policy, (b) direct response to sexual assault, and (c) educational programming for the prevention of sexual assaults and reporting of sexual assaults.

A survey instrument was mailed to student development professionals (n=500), located throughout the United States, who were randomly selected from a current list of the voting delegates of the National Association of Student Personnel Administrators. Of the 224 surveys returned by respondents, 221 were

usable for the study. The results indicated that most student development professionals have a sexual assault policy for their campus and are in compliance with the Act. The results also indicated that there was little agreement among student development professionals regarding what they believed to be mandates of the Act.

Student development professionals appeared to agree that the Act was clear about requiring colleges and universities to have a sexual assault policy. However, the lack of agreement among them concerning the mandates of the Act suggests that it is vague and lacking in specific guidelines for developing and implementing a sexual assault policy. It is recommended that student development professionals continue to work with federal legislators to develop more definitive legislative guidelines for the development of sexual assault policies for college and university campuses.

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of The Graduate School at The University of North Carolina at Greensboro.

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CHAPTER I

INTRODUCTION

All violence hurts, but a violent sexual assault against someone is especially hurtful because it strikes at the core of individuals' self-identity (Stith, Jester, & Bird, 1992) and their ability to be in control of their own body and lives (Burt & Katz, 1987). Forced sex is humiliating, an acute invasion of privacy (Roark, 1989) and can result in very painful physical (Bachman, Ward, & Paternoster, 1992), mental (Warshaw, 1988), and emotional (Estrich, 1987) consequences.

It was not until the beginning of the 1980s that the violent use of sex against others was openly discussed (Benson, Charlton, & Goodhart, 1992), that people began to try to understand it (Steenbarger & Zimmer, 1992), and that multiple research efforts were initiated (Schaeffer & Nelson, 1993). Recently, individuals, colleges, legislators, researchers (Bachman et al., 1992) and society at large began to develop methods to reduce the continued prevalence of such acts of violence (Sugarman & Hotaling, 1989; Viano, 1990).

A variety of terms are used to describe sexual aggression against others. Bohmer and Parrot (1993) described it as sexual assault and rape, Berkowitz (1992) and Koss (1992) also used the terms acquaintance rape and date rape, and Koss, Dinero, Seibel, and Cox (1988) included stranger rape. For purposes of

this study, the term "sexual assault" was used to describe all forced unwanted sexual activity.

Purpose of the Study

Prior to 1992, federal legislation failed to require student development professionals in higher education to develop a sexual assault policy aimed at reducing the prevalence of sexual assault on college and university campuses. In contrast, Section 485(f) of Title IV Higher Education Reauthorization Amendments of 1992, hereafter referred to as Section 485(f), mandates that student development professionals develop and implement a sexual assault policy.

This study is designed to examine the role of student development professionals in reducing the prevalence of sexual assault on college campuses in accordance with Section 485(f). More specifically, the purpose of this study is to examine: (a) what student development professionals have done to eliminate or reduce the prevalence of sexual assaults on their college campuses and (b) what student development professionals believe to be the mandates of Section 485(f) in terms of sexual assault policy, direct response to reported sexual assaults, and educational programming for the prevention of sexual assaults and reporting sexual assaults.

Nature of the Study

A survey instrument was mailed to 500 student development professionals located throughout the United States and randomly selected from a current list of the voting delegates of the National Association of Student Personnel

Administrators (NASPA). Of the 224 surveys returned by respondents, 221 were usable for the study. The survey instrument was designed by the researcher, with the assistance of an expert panel. The panel of experts was asked to employ a ranking procedure to select items from a large pool of potential survey items, developed by the researcher, that were relevant to Section 485(f). The instrument was designed to examine: (a) how student development professionals have responded in practice (i.e., compliance with the law), and (b) what they believe to be the mandates of the law. Compliance with the law and believed mandates of the law were also examined by the instrument in terms of sexual assault policy, direct response to reported sexual assaults, and educational programming for the prevention of sexual assaults and reporting of sexual assaults.

Colleges and universities have, in overwhelming numbers, people in the age group most likely to be both victims of sexual assault and perpetrators of sexual assault (Briskin & Gary, 1986; Schaeffer & Nelson, 1992; Steinberg, 1991). Most often, female victims are in the age group of 16 to 24 (Cummings, 1992; Koss et al., 1988) and male assailants are most likely to be under the age of 25 (Koss, 1988; Parrot, 1991). This study will focus on the college and university environment.

Although a victim of sexual assault may be female or male, the vast majority of research has been concerned with female victims (Benson et al., 1992; Berkowitz, 1992). Similarly, a perpetrator of sexual assault may be male or

female, but the vast majority of research has been concerned with male perpetrators (Berkowitz, 1992; Koss, Gidycz, & Wisniewski, 1987).

Consequently, for the purposes of this study, victim will mean female victim and perpetrator will mean male perpetrator.

Need for the Study

The issue of sexual assault is a serious one for colleges and universities (Bachman et al., 1992; Russell & Howell, 1983) because of the number of students' lives that are so negatively affected by it (Bell et al., 1992; Koss, 1988; Parrot, 1991). Student development professionals are obligated to seek out every possibility to reduce its incidence (Caron & Brossoit, 1992; Parrot, 1991) and to deal with these crises in ways that best serve victims (Steenbarger & Zimmer, 1992; Stith et al., 1992). Many victims of sexual assault on college campuses turn to the colleges for assistance (Benson et al., 1992).

In the past, student development professionals have worked diligently to develop programs intended to reduce, and ideally eliminate, unwanted sexual experiences from the university setting (Baier, Rosenzweig, & Whipple, 1991). Despite these efforts, sexual coercion and victimization of students continue to be major problems on most campuses (Bachman et al., 1992; Caron & Brossoit, 1992; Ring & Kilmartin, 1992). Sexual assault prevalence studies for the past three decades indicate that the prevalence of sexual assault on college campuses has remained constant (Baier et al., 1991).

A review of the literature suggests that the prevalence of sexual assault, as

reported by college students surveyed, ranges from a low of 27 percent (Miller & Marshall, 1987) to a high of 77.6 percent (Muehlenhard & Linton, 1987). However, not included in the prevalence studies, or college and university records of reported sexual assaults, is the number of hidden victims (i.e., victims not reporting the sexual assault). The absence of unreported sexual assaults in documented prevalence rates suggests an even greater number of sexual assaults have occurred on college campuses in the past.

There are a variety of consequences of sexual assault that victims must deal with that may be physical, psychological, or both. Examples of physical injuries are bruises, swelling, vaginal injury, and sexually transmitted diseases (Steinberg, 1991). Some of the psychological injuries the victim may experience are guilt (Ceiro, 1989), impaired sexual performance (Becker, Skinner, Abel, & Treacy, 1982), suicidal ideation or attempt thereof (Kilpatrick et al., 1985), depression (Atkeson, Calhoun, Resick, & Ellis, 1982), and symptoms of posttraumatic stress disorder (Kramer & Green, 1991).

The Violence Against Women Act of 1991 was the first major federal legislation specifically designed to help victims of sexual assault on college campuses (Steinberg, 1991). The Act guarantees funds for institutions to establish a sexual assault policy according to guidelines mandated by the Act. Unfortunately, the Violence Against Women Act of 1991 does not require colleges to apply for the grant or to establish a sexual assault policy if they choose not to apply for the grant. In contrast, Section 485(f) requires that all

colleges and universities develop a sexual assault policy in accordance with the provisions of the Act. The identification of the response of practitioners to this legislation could be the first step in developing a correspondingly collective effort to eliminate or reduce the number of sexual assaults on college campuses. If, in the future, the relationship among the level of compliance with Section 485(f), the believed mandates of Section 485(f), and the number of sexual assaults occurring on their campuses can also be identified, perhaps practitioners can begin to develop a common means to assess the relationship between practice and outcome in their response to sexual assault.

Statement of the Problem

Although the literature suggests reasonable success in determining the prevalence of sexual assault on college campuses, identifying those elements exacerbating the problem, and developing policies to combat the problem, the prevalence of sexual assault on college campuses continues at an unacceptable level. It is because of the continuing high prevalence levels that the federal government, by the enactment of Section 485(f), chose to become involved in the effort to eliminate or reduce the number of sexual assaults taking place on college campuses.

Absent from the literature is what student development professionals have done in response to Section 485(f) and what they believe to be the mandates of Section 485(f). The research questions for this study are:

1. What have student development professionals done to eliminate or reduce

the prevalence of sexual assaults on their college campuses in terms of:

- (a) sexual assault policy, (b) direct response to reported sexual assaults, and
- (c) educational programming for the prevention of sexual assaults and reporting sexual assault, in accordance with Section 485(f)?

2. What do student development professionals believe to be the mandates of Section 485(f) in terms of: (a) sexual assault policy, (b) direct response to reported sexual assaults, and (c) educational programming for the prevention of sexual assaults and reporting sexual assaults?

Definition of Terms

For purposes of this study the following definitions are applicable.

Sexual Assault: Forced unwanted sexual activity (e.g., breast fondling, genital fondling, vaginal intercourse, oral intercourse, and anal intercourse) (Byington & Keeter, 1988; Finley & Corty, 1993; Kanin & Parcell, 1977).

Rape: Sexual intercourse against a victim's will and without her consent. The victim has not given consent if she is mentally incapacitated by means of drugs, alcohol, or retardation, or fearful of physical harm or death (Russell, 1984; Sanday, 1990).

Acquaintance Rape: Rape whereby the assailant and victim know each other (Koss et al., 1988; Quina & Carlson, 1989).

Date Rape: Acquaintance rape that occurs while the perpetrator and the victim are on a social outing (Quina & Carlson, 1989; Warshaw, 1988).

Victim: Individual that claims to have been sexually assaulted (Bohmer & Parrot, 1993; Cerio, 1989).

Perpetrator: The individual that has sexually assaulted the victim (Bohmer & Parrot, 1993; Parrot, 1991).

Title IV Higher Education Reauthorization Amendment of 1992 - Section 485(f):

Federal legislation that requires institutions of higher education to develop and distribute a campus sexual assault policy. The amendment is included in its entirety in Appendix C.

Organization of the Study

Chapter I provides an overview of the study and describes important aspects of the study. The aspects described are: (a) purpose of the study, (b) nature of the study, (c) need for the study, (d) statement of the problem, (e) definition of terms, and (f) organization of the study.

Chapter II provides a review of the literature concerning sexual assault on college campuses. The prevalence of sexual assault on college campuses, the consequences suffered by victims of sexual assault on college campuses, federal legislation addressing sexual assault on college campuses, and how colleges should respond to sexual assault on their campuses in terms of sexual assault policy, direct response to sexual assault, and educational programming are described.

Chapter III describes the methodology used in the study. It includes research questions, participants, instrumentation, procedures used in the study, statistical analyses employed, and limitations of the study.

Chapter IV describes the results of the study. Discussion of the results is subdivided in accordance with the research questions.

Chapter V is composed of four sections. It includes a summary of the study, discussion of conclusions, recommendations for further research, and implications for student development professionals.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This chapter will review the literature concerning sexual assault on college and university campuses. The review begins with studies examining the prevalence of sexual assault on college campuses, hidden victims, acquaintance rape, attitudes and myths about sexual assault, and the use of alcohol related to sexual assault. The review continues with a look at studies addressing the consequences sexual assault victims suffer and federal legislation aimed at reducing the number of sexual assaults on college campuses. Finally, this chapter includes an examination of studies addressing sexual assault policy, the direct response to reported sexual assaults, and educational programming for the prevention of sexual assault on college campuses.

Prevalence of Sexual Assault

Researchers have demonstrated through self-report and victimization surveys that sexual assaults are endemic to college and university campuses (Koss et al., 1987). Over the past three decades, the prevalence rates for sexual assault have continued to be at disturbingly high levels (Baier et al., 1991). The following description of relevant research is only a sampling of a large number of prevalence studies from 1957 to 1993.

Kirkpatrick and Kanin (1957) investigated sexual aggressiveness in dating relationships on a midwest university campus. A survey was distributed to female college students across a variety of classes. The survey distinguished five levels of sexually aggressive behavior, including what the researchers described as "necking" or "petting" above the waist, "petting" below the waist, sexual intercourse, and attempted sexual intercourse with violence or threats of violence. Of the 291 female respondents, 55.7 percent reported at least one episode of sexual victimization at one of the five levels during the academic year. The 162 assaulted females also reported 1022 episodes, suggesting repeated exposure to sexual assaults by one perpetrator or multiple perpetrators. The majority of the incidents reported were at the more serious levels of sexual aggression. Forceful attempts at sexual intercourse accounted for 20.9 percent of the incidents and attempts at sexual intercourse with violence or threats thereof accounted for 6.2 percent.

Twenty years later, Kanin and Parcell (1977) conducted a replication study of the research of Kirkpatrick and Kanin (1957). Their motive for the replication study stemmed from their observation that social changes over an extended period of time may result in a change in the sexually aggressive behavior of people. The sample used came from a comparable midwestern institution and was of a comparable nature. However, the descriptors of the levels of sexually aggressive behavior were updated to reflect current language. The five levels of sexual aggression were kissing, breast fondling, genital fondling, intercourse, and

intercourse with violence. Sexual aggression at one of the five levels of sexual aggression was reported by 50.7 percent during the current academic year.

Levels of sexual aggression ranging from breast fondling to intercourse with violence accounted for 64.2 percent of incidents reported, with 12.8 percent at the intercourse level. Similar to the original study, these 143 women reported being involved in 725 episodes, suggesting multiple perpetrators or repeated episodes with one perpetrator.

In 1987, Muehlenhard and Linton assessed the incidence of date rape and other forms of male-against-female sexual aggression on a southwestern university campus. A sample of 341 women and 294 men responded to a questionnaire developed by the researchers. Date rape and other forms of sexual assault in dating relationships appeared to be common among college students. The results of the study indicated that 77.6 percent of the women and 57.3 percent of the men had been involved in sexual assault. Of the women, 14.7 percent reported involvement in rape. Only 7.1 percent of the men reported rape incidents.

In the same year, Miller and Marshall (1987) conducted a survey of students from two large universities located in different regions of the United States. One of the institutions was located in the South and the other in the Midwest. Data was collected for the study using a survey instrument developed by the researchers. Participants were 472 men and 323 women in classes drawn randomly from each university's schedule of courses. Similar to other studies

concerning sexual assault on college campuses, the researchers found that a substantial number of women were being confronted with psychological pressure and/or physical force to engage in sexual activity. This study indicated that 27 percent of the women and 15 percent of the men reported that they had been involved in forced sexual intercourse while in a dating situation.

Perhaps the most often referenced prevalence study to date is that of Koss, Gidycz, and Wisniewski (1987). A survey instrument, designed to reflect several degrees of sexual aggression and victimization, was administered to a national sample of 6,159 women and men in 32 institutions across the United States. Reports of rape, attempted rape, sexual coercion, and sexual contact by female victims and male perpetrators were obtained. The researchers found that 53.7 percent of women respondents experienced a sexual act that met the legal definition of rape or attempted rape. Only 25 percent of the men reported some degree of sexually aggressive behavior and 7.7 percent reported acts that met the legal definition of rape or attempted rape.

In order to investigate dating relationships among college men and women, Aizenman and Kelley (1988) administered a questionnaire to 400 women and 400 men from a large northeastern university. In addition to questions concerning abusive relationships and attitudes toward the use of violence, the researchers asked students if they had been involved in situations where they experienced or perpetrated sexually aggressive behavior. More than 50 percent of the women reported having successfully avoided acquaintance rape, 22 percent reported rape

by an acquaintance, 29 percent were forced to have intercourse against their will, and 43 percent were pressed to have involuntary sexual contact. In contrast to the percentages reported by the women, six percent of the men claimed to have perpetrated acquaintance rape, 18 percent were deterred from committing acquaintance rape, 14 percent forced women to have involuntary intercourse, and 17 percent forced women to have involuntary sexual contact.

In a more recent study, Finley and Corty (1993) chose to divide their sample population into groups of first year students and upper class students. The 531 participants were first year and third year students in a college English class in a midwestern university. There were 247 women participants (99 the first year and 148 the third year) and 278 men participants (95 the first year and 183 the third year). With the exception of sexual assault by force or attempt thereof, the results of the survey suggested an increase in prevalence rates from the first year to the third year. For first year women, 9.1 percent reported experiencing attempted forceful sexual assault, 6.1 percent reported sexual assault by force, 16.2 percent reported incidents of sexual intercourse under psychological pressure, and 20.2 percent reported experiencing involuntary penetration. For third year women, 7.4 percent reported attempted forceful sexual assault, 5.4 percent reported sexual assault by force, 27 percent reported incidents of sexual intercourse under psychological pressure, and 33.8 percent reported experiencing involuntary penetration. In contrast to other similar studies, this study reflected self reports of men perpetrating the same acts of sexual aggression at nearly the

same percentages reported by women. The percentage of first and third year men reporting sexual assault by force or attempt thereof was lower than that for women, but both men and women reflected low percentages in these categories. In the category of any nonconsensual sexual penetration, the percentage of first year men was 23.4 and 30.9 percent for third year men, nearly equal to women at the same levels. For first year men, 22.1 percent reported perpetrating sexual intercourse under psychological pressure, and 28.4 percent of third year men reported perpetrating sexual intercourse under psychological pressure, slightly higher than women at the same levels.

Hidden Victims of Sexual Assault

A hidden victim is someone who has never reported her experience to a counseling center or the authorities (Koss, 1985). The prohibitively high prevalence rates described in the preceding section become even more disturbing when one considers the number of victims that do not report their victimization. Statistics reported by the police, campus authorities, the federal government, and to some degree, researchers, are far below the accurate number of sexual assaults (Koss, 1985; Warshaw, 1988). Estimates are that only one out of every 100 rapes committed by dates or acquaintances is reported to authorities (Warshaw, 1988).

Meilman, Riggs, and Turco (1990) mailed an anonymous survey to 507 female college students and 856 male college students of a northeastern university inquiring about unwanted sexual experiences in the past year and during their entire time in college. Of the female respondents, 33.2 percent

reported unwanted attempted intercourse while in college and 22.9 percent in the past year. Unwanted completed intercourse was reported by 11.5 percent while in college and eight percent in the past year. Despite the high number of incidents, 43 percent of the women raped told no one and the remainder told only a close friend or roommate.

Koss (1985) surveyed 231 women from randomly selected classes in a midwestern university to determine the victimization experienced by hidden victims and whether any psychological variables were related to victimization status. The sample consisted of 82 women not sexually victimized, 37 low sexually victimized, 50 moderately victimized, and 62 highly victimized. Among the college women responding, 38 percent reported sexual victimization that met the legal definition of rape or attempted rape. Of the 38 percent, only four percent had reported their sexual assault to the authorities.

Acquaintance Rape

The classical image of a rapist is a crazed maniac who leaps out of bushes, grabs a woman, and forces her to have sex with him. Images like these are strong and lasting, but they disguise the essential fact that most rapes are committed by an acquaintance or lover, someone trusted by the victim (Parrot, 1991). College women face a high risk of being sexually assaulted by an acquaintance (Bachman, Paternoster, & Ward, 1992). The majority of sexually victimized college women know their assailant and usually choose not to report the sexual assault to authorities (Koss, 1985; Warshaw, 1988).

Further confirmation of this finding is reflected in a study by Ward, Chapman, Cohn, White and Williams (1991) that surveyed college women from randomly selected classes. As reported by respondents, 34 percent of the sample of 518 women had experienced unwanted sexual contact, 20 percent had experienced unwanted attempted intercourse, and 10 percent had experienced completed intercourse. The relationship of the victim and perpetrator was also determined in categories of stranger, acquaintance, boyfriend, and other. Among the 176 respondents that experienced unwanted sexual contact, 66 percent reported incidents with an acquaintance and 14 percent reported incidents with a boyfriend. Of 102 respondents having experienced attempted involuntary intercourse, 57 percent reported incidents with an acquaintance and 30 percent reported incidents with a boyfriend. Of the 50 respondents that experienced completed involuntary intercourse, 47 percent reported incidents with an acquaintance and 33 percent reported incidents with a boyfriend. Those students experiencing unwanted sexual contact told no one 23 percent of the time, only a roommate 40 percent of the time, and a close friend 59 percent of the time. Respondents that experienced attempted involuntary intercourse told no one 30 percent of the time, a roommate 38 percent of the time, and a close friend 54 percent of the time. Victims of completed involuntary intercourse disclosed to no one 41 percent of the time, a roommate 25 percent of the time, and a close friend 41 percent of the time. It is interesting to note that as the seriousness of the assault increased, the percent of respondents telling no one increased and telling others decreased.

In a study comparing the experiences of college women as victims of stranger rape and victims of acquaintance rape, Koss, Dinero, Seibel, and Cox (1988) surveyed 52 victims of stranger rape and 416 victims of acquaintance rape. They found that the likelihood of a victim seeking help from a counseling center or reporting to the authorities differed according to the victim-offender relationship. Stranger rape victims were more likely to tell someone about their experience, to seek counseling, and to report the assault to authorities. While 73 percent of women raped by strangers told someone, the experience was discussed by only 44 percent of women raped by an acquaintance.

Attitudes and Myths About Sexual Assault

In an attempt to determine the reasons for high prevalence rates, researchers have explored the role of rape-supportive beliefs in sexually aggressive behavior. In earlier research, Brownmiller (1975) suggested that rape myths were only tools of aggression and control used by men to dominate women. Later research indicated that belief in rape myths produced more restrictive rape definitions (Anderson & Cummings, 1993), resulted in more blame placed on the victim (Bell et al., 1992), and led to a greater belief that the victim wanted sexual intercourse (Proite, Dannells, & Benton, 1993).

Fischer (1986) had college students complete a questionnaire measuring acceptance of forcible date rape, attitudes toward women, sexual knowledge, sexual experience, tolerance of socially unapproved sexual behavior, and religiosity. The survey was administered over two consecutive years to 823

students in a Human Sexuality class and Introductory Psychology class. Findings suggested that students relatively more accepting of forcible date rape were less sure it really was rape and had more traditional attitudes toward women. The study also indicated these same students were more tolerant of their own socially unacceptable sexual behavior (e.g., premarital and extramarital sex with friends or casual acquaintances), had less accurate sexual knowledge (i.e., believed more common myths), and were slightly more inclined than others to blame society or the situation.

A questionnaire dealing with attitudes toward dating and sexual aggression was completed by 181 college men and 254 college women in a study conducted by Giacomassi and Dull (1986). Included in the survey were nine myth items (e.g., women often falsely accuse men of rape, victims of rape are a little to blame for the crime, normal men do not commit rape). The findings indicated that a substantial proportion of students strongly or moderately agreed with statements that reflected prejudicial, stereotypical, or false thinking concerning rape, rape victims and rape offenders.

Harrison, Downes, and Williams (1991) conducted a study to determine the prevailing attitudes of male and female undergraduate university students toward date and acquaintance rape. The participants were 96 college men and women from a large southwestern university. Students viewed a videotape and attended discussion sessions on issues of date and acquaintance rape and then were given an attitude-towards-rape questionnaire. The men in the study were found to

have substantially greater tendencies to blame the victims for occurrences of date and acquaintance rape than women. Additionally, men believed many more factual misconceptions surrounding issues of date and acquaintance rape, lacked information about the seriousness of the issue, had little understanding of women's perceptions of rape, and had never analyzed the social mores and their own perspectives on sexual aggression.

A sample of 160 college men and 253 college women participated in a study conducted by Proite, Dannells, and Benton (1993) to examine college student attitudes toward women and attributions of responsibility for acquaintance rape. Participants came from undergraduate classes in a small, private, religiously-affiliated university and a large land-grant university. Students completed an attitudes-toward-women questionnaire and viewed three different sets of date rape scenes. The results of the research indicated that in the situations described in the scenarios, male college students were more likely to assign responsibility to women and more strongly believed that women wanted to have sexual intercourse, and women expect men to exhibit sexually aggressive behavior.

An examination of five issues concerning women's acceptance of rape myths was conducted by Anderson and Cummings (1993). The areas examined were: (a) likelihood of women who believe in traditional stereotypical female and male roles to accept rape myths; (b) likelihood of women who accept a more traditional role for women's behavior to have sex when they do not really want to; (c) the relationship between a woman's acceptance of rape myths and her past

sexual experiences; (d) circumstances in which some women feel a reported rape is merely invented by the victim for personal reasons; and (d) extent to which women who have had sexual intercourse under conditions where physical force was used recognize that they have been raped. A questionnaire was administered to 112 college women in an upper-class psychology class. Results suggested that a woman's social-role orientation was only partially related to beliefs in rape, and that the relationship between a woman's socialization and likelihood she would have sex when she did not want to was found to be very weak. Women who accepted traditional definitions of women's roles and rape myths were more likely to disbelieve another woman's report that she had been raped. Those women accepting rape myths were only slightly more likely to have experienced sexual intercourse because of a threat of or use of some degree of force. There were indications that women who accept traditional attitudes toward women's roles have a slightly greater chance of being raped than women who have a more feminist attitude. The researchers concluded that the data indicated that whether or not a woman is raped is not greatly influenced by her ideas about women's roles or her acceptance of rape beliefs.

Use of Alcohol Related to Sexual Assault

Use of alcohol increases the chances that sexual intent will be misperceived, is used to justify sexually aggressive behavior, and can impair men's and women's abilities to communicate their intentions effectively (Abbey, 1991). In a national survey of the prevalence of sexual assault, Koss et al. (1987) found that 75

percent of the perpetrators and over 50 percent of the victims were using intoxicants at the time of the episode. Alcohol use at the time of a sexual assault is one of the four strongest predictors of the likelihood of a college woman being raped (Koss & Dinero, 1989).

In a study concerning the prevalence of sexual assault on a large southwestern college campus, Muehlenhard and Linton (1987) found that 77.6 percent of the women and 57.3 percent of the men had been involved in some form of sexual assault. They also measured the use of alcohol by men and women in relation to dates when sexual assault occurred. For women surveyed, 31.6 percent reported light use for self and 44.3 percent reported light use for their partner. An additional 21.1 percent reported heavy use for self and 20.8 percent reported heavy use for their partner. For men surveyed, 29.3 percent reported light use for self and 27.3 percent reported light use for their partner. An additional 25.6 percent reported heavy use for self and 27.3 percent reported heavy use for their partner. Researchers concluded that merely using alcohol was not related to sexual assault, but using it on dates when sexual assault occurred was common. They also concluded that these findings, together with past findings that alcohol reduces men's inhibitions against violence, provides an excuse for sexual assault, and reduces women's ability to resist. This evidence suggests that heavy alcohol use by either person is a risk factor for sexual assault (Muehlenhard & Linton, 1987).

Another study concerning the prevalence of sexual assault on a college campus (Miller & Marshall, 1987) indicated that 27 percent of the women and nearly 15 percent of the men reported that they had been involved in forced sexual intercourse while in a dating situation. Their findings indicated a strong relationship between the use of alcohol and forced sexual interaction. More than 50 percent of the women who said that they had experienced psychological pressure or physical force that resulted in unwanted sexual intercourse indicated that this had happened when they were using alcohol. In 70 percent of the cases, men indicated that they were under the influence of alcohol.

In another study, 34 percent of a sample of 518 college women reported having had unwanted sexual contact, 20 percent reported unwanted attempted intercourse, and ten percent reported unwanted completed intercourse (Ward, Chapman, Cohn, White, & Williams, 1991). The percentages for male and female alcohol use were very high for all three types of unwanted sexual experiences. Male use of alcohol was indicated in 80 percent of reported incidents of unwanted sexual contact, 77 percent of reported attempted intercourse incidents, and 76 percent of reported completed intercourse incidents. Female use of alcohol was indicated in 57 percent of reported incidents of unwanted sexual contact, 54 percent of reported attempted sexual intercourse incidents, and 65 percent of reported completed intercourse.

Consequences of Sexual Assault

A rape victim will not only have to deal with physical consequences (e.g., bruises, swelling, vaginal injury, sexually transmitted diseases, pregnancy), but

psychological harm as well (e.g., rape trauma syndrome, nightmares, frequent or unexplained crying, depression, shame, sexual dysfunction) (Steinberg, 1991).

Because rape is done to a woman by another human, it creates unique challenges, including the removal of her control over that part of herself that she learned in childhood to guard. Rape also puts her in a situation in which she is treated as if she has no human rights, needs, or physical boundaries (Burt & Katz, 1987). Any acquaintance rape is undesirable, but for a college student to see that assailant on campus or to receive a negative reaction to a rape complaint from a college administration seems especially cruel (Steinberg, 1991).

A sample of 2,004 adult women from Charleston County, South Carolina, were interviewed about victimization experiences and mental health problems and classified into victimization groups by Kilpatrick et al. (1985) to determine the frequency of nervous breakdowns, suicidal ideation, and suicide attempts across the groups. Those victims classified in the attempted rape and completed rape groups had significantly more problems than subjects classified in other nonsexual victimization groups. For attempted rape victims, nine percent reported nervous breakdowns, 29.5 percent reported suicidal ideation, and 8.9 percent attempted suicide. For completed rape victims, 16.3 percent reported nervous breakdowns, 44 percent reported suicidal ideation, and 19.2 percent attempted suicide.

Burnam et al. (1988) compared lifetime diagnoses of nine major mental disorders of adult women who reported they had been sexually assaulted and participants who reported no sexual assault. The sample population was 3,132

household adults from two Los Angeles communities. Results suggested that sexual assault predicted later onset of major depressive episodes, alcohol and drug abuse or dependence, phobia, panic disorder, and obsessive-compulsive disorder. The researchers estimated that those participants who had been sexually assaulted had a two to four times greater risk for these disorders. Sexual assault was not predictive of later onset of mania, schizophrenic disorders, or antisocial disorder. The results also suggested that major depression, substance abuse or dependence, antisocial personality, and phobia are associated with greater probability of reporting later sexual assault.

A longitudinal study comparing fear reactions in 115 victims of rape at two weeks, one, two, four, eight, and twelve month postrape intervals, with a matched control group of nonvictims seen at the same intervals, found rape victims to be significantly more fearful than nonvictims (Calhoun, Atkeson, & Resick, 1982). Of the fears examined (i.e., rape, animal, classical, social-interpersonal, tissue-damage, and miscellaneous), rape fear and classical fear (e.g., elevators and dark and enclosed places) seemed to contribute most to the elevated fear. The results also suggest that fear reactions can be severe, long-lasting and may become chronic in nature.

A longitudinal study similar to that of Calhoun, Atkeson, and Resick (1982) investigated depressive symptoms in female rape victims for one year following their assault (Atkeson, Calhoun, Resick, & Ellis, 1982). Depressive symptoms were significantly higher in victims of rape than in the nonvictim control group

following the assault. However, at four months postrape, depressive symptoms in the victim group had diminished, and the victims were no longer significantly more depressed than the nonvictim control group. Although the depressive symptoms of most victims returned to normal levels by four months postrape, a number of victims continued to exhibit depressive symptoms at four, eight, and twelve months postrape.

A community study which examined the frequency of 15 emotional and behavioral reactions to sexual assault found anger to be the most commonly reported reaction by men and women (Siegel, Golding, Stein, Burnam, & Sorenson, 1990). Of the 289 female victims assessed, the reactions reported most were anger (72%), sadness (50.6%), tense or anxious (49.9%), fearful (45.5%), guilt (35%), dishonored or spoiled (33.9%), and less interest in sex (32.5%). The researchers claimed that grouping of the assault reactions indicated that they could be described more concisely as factors of sexual distress, fear/anxiety, and depression.

During the six-month period of a study to assess reactions to sexual assault, 169 female sexual assault victims were admitted to the emergency room of a midwestern hospital for treatment (Kramer & Green, 1991). The purpose of the study was to explore the frequency and severity of posttraumatic stress disorder (PTSD) symptoms six to eight weeks following an assault. Of those admitted, 100 were assessed within 72 hours after agreeing to participate in the study. Approximately six to ten weeks later, 54 of the original 100 were contacted and

30 agreed to participate in the second phase of the assessment. Using DSM-III-R criteria, 66.7 percent of the women qualified for a diagnosis of PTSD, with 83.3 percent reporting intrusive symptoms and 70 percent reporting avoidant symptoms. On average, each participant had experienced eight symptoms of PTSD at least three to five times in the previous week. The most frequently reported symptoms were hypervigilance, avoidance of thoughts and feelings about the assault, and exaggerated startle reactions. The second most frequently reported symptoms were intrusive recollections of the assault, difficulty sleeping, and avoidance of activities that aroused recollections of the assault.

Sexual Assault Legislation

Several federal laws enacted in the past have been relevant to the issue of sexual assault on college campuses. The earliest legislation was that of the Family Educational Rights and Privacy Act of 1974 (Bohmer & Parrot, 1993), often referred to as the Buckley Amendment. The intent of this legislation is to provide privacy regarding the "official record" of students, usually interpreted as academic record. Those student development professionals that believe this legislation goes beyond academics, feel they are also bound to maintain confidentiality of records concerning students accused or found guilty of violating the campus code of conduct. This interpretation of the act prevents publishing information about sexual misconduct and victims of sexual assault from being informed of the penalty imposed on the perpetrators. The inclusion of criminal activities in the confidentiality of a student's record has been successfully

challenged in federal court. Therefore, the Buckley Amendment no longer guarantees the privacy of a student's criminal record on campus.

The Student Right to Know and Campus Security Act, federal legislation that requires colleges and universities to collect and publish data on campus crime (Bohmer & Parrot, 1993), was enacted in 1990. Institutions are required to collect and publish this information each year to inform students and parents of campus safety issues before enrollment. Colleges and universities are also required to provide current students and employees with information concerning campus security issues annually. Among a long list of crimes that must be included in the crime statistics are sex offenses, forcible and nonforcible. The act also includes a section that permits colleges to disclose the results of campus disciplinary proceedings to victims of violent crimes.

The first major federal legislation specifically designed to help victims of sexual assault on college campuses (Steinberg, 1991) was the Violence Against Women Act of 1991. The legislation guaranteed funds for those institutions agreeing to establish a sexual assault policy in accordance with the act. The funds may be used for rape education and prevention programs, to improve security, and assist rape victims. Release of the funds is conditioned upon the institution's student code of conduct specifically prohibiting sexual assault (including rape) and disclosing to victims results of any campus hearing. An inherent weakness in the act is that any college is free to elect not to apply for the funds and not be required to develop and implement a sexual assault policy.

Consequently, students may find themselves less protected on those campuses not required to meet the conditions of the funding.

Unlike previous legislation, Section 485(f) includes provisions requiring all colleges and universities to develop and distribute a sexual assault policy. Compliance with the act requires that the sexual assault policy address preventive programming, education programming, disciplinary action, and sanctions. Additionally, the policy must address post-assault procedures and options for victims, notification of support services, and changes in academic and living situations. In summary, the act mandates that colleges and universities develop a sexual assault policy that describes an institution's educational programming for the prevention of sex offenses on campus and procedures for the direct response to a sexual assault on campus (Bohmer & Parrot, 1993).

Sexual Assault Policy

"It is reasonable to expect that the social values of a culture will be reflected in its tradition of courtship. Institutional large-scale prevention programs and developing institutional policies at colleges and universities will not entirely eliminate the problem of acquaintance rape, but such action may at least reduce the incidence in the college setting" (Sandberg, Jackson, & Petretic-Jackson, 1987, p. 310).

Much of the literature reviewed by the researcher suggests that an institution's strategy for reducing the number of sexual assaults on their campus be formulated in terms of policy, direct response to a reported sexual assault, and

educational programming for the prevention and reporting of sexual assaults. The approach to reducing sexual assault on college campuses described in Section 485(f) is analogous to that found by the researcher in the literature. It specifically addresses the development of a policy that includes the direct response to a reported sexual assault (e.g., procedures for victims, notification of options for victims, and availability of support services) and educational programming (e.g., to promote awareness of rape and for the prevention of rape).

Traditional responses to sexual assault on college campuses have been to design programs geared toward telling women what not to do and how to be safer (Parrot, 1990). This approach makes women responsible not only for their own actions, but also for the actions of men, and restricts a woman's ability to pursue an education, participate fully in campus activities, and use college facilities (Briskin & Gary, 1986). The most effective sexual assault policies are dynamic, vivid interactive formats which enhance the desired effect of consciousness raising, in attitude change, and empathy toward rape victims (Borden, Karr, & Caldwell-Colbert, 1988).

Steinberg (1991) developed guidelines for colleges to follow in developing a comprehensive sexual assault policy. All students should participate in a rape-awareness orientation workshop. The orientation workshop should include warnings describing the risks of date rape on campus and how to avoid being raped. Each new student should receive, in writing, the college's position on

rape, assistance to rape victims, investigatory and adjudicatory procedures, and punishment for students found guilty of rape. A college health and counseling service should provide rape victims with 24-hour access to medical examinations and counseling or referrals. The medical staff should be trained to collect potential evidence if a student wishes to press criminal charges. A college should designate an administrative review panel to adjudicate rape cases. A person or persons should be assigned the responsibility for aiding a rape victim during the review process. The victim should be advised of her right to prosecute.

Although most institutions that have expressed a concern about campus sexual assault do not have policies, those which do often have incomplete policies or have them hidden in a section dealing with other behaviors (Parrot, 1991). The following recommendations by Parrot (1991) address the issue of not having a policy or having only a partial policy. Colleges and universities should: (a) develop a policy regarding acceptable sexual behavior, similar to those for alcohol and drugs, including penalties for violating the prescribed behaviors; (b) make policy known to all students during student orientation in an oral and written presentation; (c) provide alcohol-free events for student participation; (d) provide programs for all students on acquaintance rape and prevention strategies early in their college career; (e) present programs to men as well as women; (f) deal with the first violation swiftly and harshly, even if the case does not result in a criminal investigation; (g) provide the woman as much support and assistance as she needs, without forcing her to take a course of action with which she is not

comfortable; (h) assign someone on campus to train safety officers and counselors, confer with university counsel, monitor these cases, and support those involved; (i) reevaluate the role and structure of the fraternity system; (j) appoint a coordinator of sexual assault prevention services on campus, and (k) conduct research on campus to determine the level of the problem.

A similar approach, advocated by Koss (1992), also includes the assignment of someone to be responsible for implementation of a sexual assault program and the formation of a sexual assault task force to advise the individual assigned. The policy to be implemented describes in concrete terms the behaviors that constitute rape, the avenues of reporting for any woman who is victimized, the entity within the university that will adjudicate alleged rapes, possible sanctions that might occur should one be found guilty of a code violation, and the institution's stance toward campus organizations where violations occur repeatedly.

The research of Bachman et al. (1992) indicates that college administrators may inhibit sexual assault by two separate approaches. One approach involves an appeal to morality by educating males that unwanted sexual intercourse under any condition is an act of violence and a morally deplorable offense. The second approach would be through the threat and imposition of formal punishment.

Policy implications of research conducted by Ward et al. (1991) suggest that a common response of universities is to increase campus lighting and establish campus escort services. They suggest that these are necessary and effective

policies to combat stranger rape, but acquaintance and date rape will not be affected by these measures. For acquaintance rape, institutions should be aggressive in their efforts to socialize students, particularly new freshmen, about appropriate and inappropriate behavior. For women, this would include information on the risks of alcohol use in what are supposed to be nonrisk settings (e.g., campus parties). For men, socialization efforts would be a formal class on the definition of rape, differing perceptions of men and women concerning rape issues, importance of a woman's consent, and the presentation of results of sexual assault prevalence studies. Universities can be more aggressive by enforcing alcohol policies and laws, especially in what is considered the normal social setting on campus. Those involved in the implementation and support of the sexual assault policy should advise female students to be clear and assertive in declaring their sexual desires and to advise male students to be specific in asking females if they want to become sexually involved. Women that are reluctant to assert themselves physically in pressure situations would also benefit from assertiveness training. College men and women need to know that a woman consensually entering the social world does not relinquish her right to turn down sexual advances or her right to make her feelings known either verbally or physically (Ward et al., 1991).

According to Benson et al. (1992), perhaps the most important step an institution can take in response to sexual assault is to openly acknowledge that date rape exists. Once this step is taken, institutions can undertake a systematic

response to preventing acquaintance rape on campus. Progress toward preventing and dealing with sexual assault can be made if colleges coordinate consistent effort for education, prevention, and victim support that avoid the fatalistic and self-defeating belief that the problem is too overwhelming to resolve. Depending on services available, personnel from counseling, campus police, dean of student's office, residence life, fraternity/sorority affairs, intercollegiate athletics, health services, campus ministries, and those who administer the campus disciplinary system all need to work with and support one another. It also is essential that students be involved in the process. The policy should be well distributed among students, staff and faculty. Policy should include programs that teach students about acquaintance rape, (i.e., its causes and prevention), services that provide advocacy for survivors, crisis intervention, a method for advising victims of their rights, an internal judicial system that is fair to the victim and assures due process for the accused, faculty and staff development, guidelines and protocols for offices dealing with sexual assault issues, and victim support services.

Byington and Keeter (1988) administered a survey to examine female students' perceptions of sexual assault problems on their campus and deficiencies in the campus sexual assault policy. The results of the survey indicated that sexual assault was a problem on campus and that the sexual assault policy was lacking in certain areas. The problem areas were: (a) lack of support for students dealing with the problem of sexual assault; (b) absence of information

for students concerning rape trauma syndrome and rape kit exam; (c) absence of a system for third party reporting when students do not intend to press charges; (d) lack of information about how to help a friend who becomes a victim; (e) absence of counseling center efforts to concentrate more on crisis counseling (i.e., have evening and weekend hours); (f) absence of victim support groups; (g) lack of education programs that focus on the emotional needs of victims, and (i) absence of self-defense classes in the prevention effort.

Caron and Brossoit (1992) contend that college campuses are unsafe for women because colleges do almost nothing about their student aggressors and few provide services for victims. They also contend that, if a major attempt is to be made to confront the problem of rape on campus, colleges and universities must begin to make changes in existing policy. To assist institutions in their efforts to address this issue, they developed a list of questions or issues relative to policy development. Issues on the list included recognizing that attitudes that promote "rape cultures" exist on campus, recognizing the need to modify living conditions, maintaining documentation of the institution's record in adjudicating sexual assault cases, recognizing women's studies as a valid academic pursuit, maintaining current books on sexual assault in the library, informing students about sexual assault in the student newspaper, and establishing a Men Stopping Rape or Men Against Rape chapter on campus.

Roark (1989) established a mechanism to help student development leaders deal with the complexities of sexual assault on campus. She suggested three

levels of response: tertiary (i.e., direct response to a reported sexual assault), primary (i.e., educational efforts for prevention), and secondary (policy). The secondary or policy level identifies existing problems and takes steps to prevent them by removing precipitating factors. This entails establishing and distributing institutional policies, dedicating resources to education and research, increasing awareness about safety and norms of acceptable behavior, encouraging reporting of assaults, and establishing services to assist victims.

An important question in designing sexual assault policy is whether or not colleges and universities should adjudicate sexual assault cases. Pavela (1992) suggested that, although virtually everyone agrees that sexual assault poses a threat to college women, prosecutors remain reluctant to pursue such cases. He contends that this is especially true if alcohol is involved or the victim and accused had prior consensual relations. Civil litigation is available for the few students that can afford an attorney. Contingency fee arrangements for legal assistance are not likely for the same reasons prosecutors are reluctant to prosecute. Consequently, the absence of criminal prosecution and civil action in most sexual assault cases requires that students turn to their college or university for justice. Adjudicating crimes is not the primary mission of colleges and universities, but they do have the obligation to try to protect the safety of students and promote their moral development. Ultimately, if student development professionals are capable of implementing and managing an efficient and fair system for due process in resolving allegations of sexual assault on campus, then they should do so (Pavela, 1992).

Caswell (1991) posed a similar question concerning disciplinary probation or expulsion as appropriate punishment for acts of sexual assault against others. He suggested that student development leaders must distinguish among crimes and that the criminal justice system at times must be the arbitrator. They must recognize those times and then cooperate with the outside system without being overly concerned about the reaction of parents or alumni, or the effects on next year's enrollment figures. An institution's disciplinary proceedings are teaching mechanisms. They take advantage of the rare "teachable moment," seizing that moment in crisis, both to respond to an act and to carry out the institution's primary mission. Disciplinary hearings offer an opportunity to make an impact on the students' understanding of right and wrong, by creating or strengthening students' understanding of ethics and values. Finally, Caswell (1991) contended that institutions should be allowed to handle felonies (e.g. sexual assault) as judicial code offenses in addition to being required to refer them to law enforcement agencies. Neither course of action should preclude the other. Even in the case of a felony that is obviously in the realm of the criminal justice system, the institution must have in place an apparatus to remove what is believed to be a potentially dangerous student from the campus, either permanently or for a period of suspension, regardless of what the outside system may decide.

In contrast to advocates of formal adjudication proceedings for cases involving sexual misconduct, Weddle (1992) suggested that structured negotiation

(not to be confused with mediation) is often the preferred mechanism. She described structured negotiation as a process of facilitated educational dialogue between the accuser and accused where the goal is to reach mutually acceptable outcomes as to undertakings and actions on the part of one or both parties in lieu of formal adjudication of guilt. Certain conditions are required for this alternative to function properly. Both parties must voluntarily agree to participate and may withdraw at any time. Skilled facilitators participate in the process to assist students in coming to an agreement and in balancing the power dynamics. The formal disciplinary system remains as a next step if needed and enforces negotiated agreements. A representative of the institution must approve the agreement before a commitment is made by the institution to enforce it. Students are advised that only minimal internal documents will be created and records will be destroyed when they have graduated. In addition, they are informed that the institution cannot guarantee confidentiality in the event civil proceedings or criminal charges are initiated. Both parties are encouraged to confer with parents or family members and with legal counsel before entering into the process.

Direct Response to Sexual Assault

The purpose of the direct response to a reported sexual assault is to control the extent of damage to the individual. The basic concern is to provide appropriate services and support to meet the individual's needs. However, if a student victim believes that nothing will be done, she will be treated poorly, or

that she will be stigmatized or ostracized, it is likely she will not report the incident (Sorenson & Brown, 1990).

Bohmer and Parrot (1993) suggested that services for victims should be comprehensive (e.g., counseling, health, and victim advocacy services). Services should be available for transporting the victim to the hospital, police, and counseling. Counseling referrals should be made to counselors trained in acquaintance rape issues and the sessions should be free of charge. Support groups may also be helpful in meeting the counseling needs of the victim. Throughout the direct response process, individuals representing the institution should avoid victim-blaming statements or behaviors during interactions with the victim. Victim support is important, but it should not pressure the victim to pursue any particular course of action. A trained victim advocate should be able to help the victim process her options in both criminal justice and campus judicial systems, to keep her informed during the process, and help with any problems surfacing during the process. There should be an adequate number of female police officers with specialized training in responding to sexual assault. Colleges must explain all options to a victim and support her in whatever choice she makes if they are sincerely interested in her mental health and in avoiding civil litigation.

Koss (1992) suggested that it is helpful to develop a pamphlet that answers the common questions victims have after being sexually assaulted. Issues the pamphlet should address are feelings experienced by rape victims, reporting the crime, available medical treatment, victims' rights, services available for

counseling, and what is involved in testifying in court or administrative hearings. Each office that may be involved in the direct response process (i.e., counseling center, health center, office of residence, dean of students' office, student affairs office, women's center, campus ministry, and campus security) should have a protocol for the services they will provide. The protocol outlines the steps to follow in handling a case of sexual assault, and helps ensure that appropriate personnel are notified and critical services provided. These protocols are then coordinated throughout the campus to smooth any victim's progress through the system. With the victim's permission, contact at any point within the system should activate reporting to a central office responsible for maintaining statistics on campus crime. It should be assured that the victim receive needed services in a timely and systematic fashion, and without charge, so that an institution avoids the situation where it perpetrates a second assault by its insensitive handling of the aftermath of sexual assault.

In the description of Roark's (1989) three level response to sexual assault on campus, the tertiary level was characterized as the action taken after an incident. More specifically, this level provides the assistance to move a person from victim to survivor through a network of personnel that includes, at a minimum, medical personnel, campus or city police, residence hall personnel, counselors, and judicial officers. The victim must be treated with support and respect at all times. Specific activities include: (a) remediation of the effects of sexual assault through counseling and support groups; (b) establish reporting procedures that

are readily available, sensitive, and humane to prevent revictimization by harsh, intrusive, disbelieving personnel; (c) not only provide immediate medical support, but continue health service as necessary; (d) provide security service, if necessary, to prevent a repeat assault or retaliation by the assailant; (e) involve civil authorities when necessary, but with accompanying support from campus personnel; (f) enforce campus judicial codes in a way that provides all parties due process while minimizing the continuing mental and emotional pain of sexual assault; (g) maintain fairness to everyone in the jurisdiction of the institution, including the protection of confidentiality to the greatest degree possible; (h) establish or cooperate with an independent rape crisis center or volunteer sexual assault service; and (i) create a public reporting mechanism that eliminates campus-wide rumors and gossip yet protects the privacy, anonymity, and confidentiality of both the victim and accused whenever possible.

According to Sorenson and Brown (1990), counseling should focus on the occurrence of and recovery from the event itself. They suggested that the primary goal of the initial treatment of a victim of sexual assault is to restore coping and assist in the return to the previous level of functioning. The immediate problem includes physical injury, threat to safety, fear of pregnancy and sexually transmitted diseases, including AIDS, and the risk of demeaning treatment by criminal justice and emergency room personnel. The victim is also at risk of delayed psychological reactions. Common to most victim responses are feelings of disorganization, fear, anger, denial, and shame. The reaction is best

conceived as a posttraumatic disorder that intensifies feelings of helplessness and vulnerability. The objectives of the initial stages of the intervention are to assist the victim in retaining or regaining a feeling of competence, acceptance of any uncontrollable consequences of the assault, take adaptive action, and reestablish a sense of continuity and meaning in life. It is also important to recognize that recovery from victimization is an extended process that evolves through periods of potential crises, requires identifying events and times that could make healthy resolution problematic at termination, and sometimes requires additional treatment beyond resolution of the crisis. The extended treatment process should be approached and communicated to the victim as separate from the crisis that brought her to counseling and focus on whatever other issue or issues have surfaced (e.g., childhood sexual abuse).

Beyond crisis counseling and extended personal counseling, Cerio (1989) advocates group counseling for survivors of sexual assault and outreach programming by counselors. Through instilling hope, universality, gaining knowledge, altruism, imitative behavior, and group cohesiveness, survivors are provided with a number of potential outcomes. Such an experience may increase their self-esteem, diminish self-defeating fear, guilt, and anger, help them overcome shame and self-doubts, develop new problem-solving strategies, and become assertively empowered. The outreach component suggests that counselors go beyond office doors to reach campus community members who may otherwise remain as hidden victims. Outreach programming can also assist

indirect victims of the assault (i.e., roommates, suitemates, floormates, classmates, and other peers) who may have experienced psychological damage.

Educational Programming

The traditional response to sexual assault on campus is for women to make themselves less vulnerable or less accessible, a strategy that restricts their ability to pursue an education, to participate fully in campus activities, and to use campus facilities (Briskin & Gary, 1986). However, the confinement of women is clearly not the solution (Briskin & Gary, 1986). According to Miller (1988), the answer lies in a concentrated effort to educate college students through a goal oriented education program that begins with sex education and awareness programs and then attempts to challenge sexual attitudes, ethics, behavior, and communication styles. The question then becomes, "How do student development professionals accomplish these goals?"

Sexual assault is a problem facing both men and women, indicating that perhaps efforts should be made to design and evaluate mixed gender sexual assault education programs. In a study to determine the prevalence of sexual assault on campuses, the types of physical and psychological pressures associated with sexual assault, and the difference in how these factors are viewed by men and women, Miller and Marshall (1987) discovered what appeared to be a need for a broader approach to preventing sexual assault on college campuses. According to the researchers, students arrive on campus with sexual misinformation. This was indicated by the numbers of both men and women in

the study that responded that they believed there was some hypothetical point in the sexual process at which intercourse must be completed. As a result of the study, recommendations for student development practitioners were to:

- (a) challenge sexual attitudes, ethics, and behavior in the education process;
- (b) provide information concerning coercive sex, situations sexual assault is likely to occur, and individual rights in such situations during freshman orientation;
- (c) employ videotapes and role playing in depicting what happens in acquaintance rape situations in the education process; and (d) provide forums for students to learn and understand their own responsibility for their sexual health and mental well-being, how to say "no" and what "no" means, the effects of alcohol and drug use on sexual interaction, and the differences in the perspectives of men and women in sexual experiences.

Abbey (1987) collected survey data from 985 college men and women to investigate naturally occurring misperceptions of friendliness as sexual interests. Misperceptions of friendliness were common, especially for women. While the experience for men and women was comparable, they were misperceived under somewhat different conditions. The findings of the study indicated that both men and women were sometimes misperceived and sometimes misperceive others. Both genders have difficulty under some circumstances distinguishing platonic friendliness from a sexual invitation, although the men in this study were more likely than women to assume that friendliness implies sexual attraction. What appeared to be most important was that the individual feels wronged because his

or her intentions were misunderstood. This occurs frequently because the behaviors that are misperceived have an ambiguous meaning. Smiling may be used to convey friendliness or sexual attraction, a revealing dress may be worn simply to look nice or to convey sexual availability, or agreeing to go to someone's apartment may be done in order to talk quietly or to signal willingness to have sex. Results of this study point to the importance of teaching college students how to send friendly or sexual messages less ambiguously. Knowing more about one's own misperceptions, the misperceptions of others, and how to be more explicit when communicating one's intentions, could reduce the likelihood of a sexual assault experience.

Fisher (1987) investigated the extent to which attitudes toward forcible date rape and toward women might respectively become more rejecting and more liberal after completion of a college Human Sexuality course. To assess the possibilities, forcible date rape and attitude toward women scales were included in a survey of sexual attitudes, experiences, and knowledge. The survey was administered to 561 students in Human Sexuality courses and a comparison group of 261 students in an Introductory Psychology course during the first and last weeks of the semester for two consecutive years. The findings of the study did reflect a change in college student attitudes toward forcible date rape as a result of taking a class in Human Sexuality. Specifically, students became more rejecting of sexually coercive behavior. Results also indicated that students were more certain that a forcible date rape depiction was rape and slightly more

liberal in their attitude toward women. The number of myths concerning appropriate sexual behavior believed by students was reduced and their attitudes toward homosexuals were slightly less negative.

Harrison, Downes, and Williams (1991) examined college student perceptions of date and acquaintance rape and measured the effects of a program designed to positively affect those perceptions. Participants in the study were 51 women and 45 men enrolled in five sections of a speech-communications course in a large southwestern university. One class served as a control group while the other four served as treatment groups. Treatments included either viewing a videotape on issues of date and acquaintance rape or viewing the videotape and participating in a facilitated instructional session immediately after the video. An attitude-toward-rape survey instrument was used for pretest and posttest to measure the change in students' perceptions of date and acquaintance rape. The women's overall responses did not change much from the pretest to the posttest, but men showed a significant shift in their responses to greater disagreement with statements reflecting victim-blaming or denial. The study also found that men in both treatment groups (video only and video plus the discussion), increased scores on both scales compared to the control group that had no intervention. For men, the intervention seemed to meet the goal of improving the accuracy of perception of factual information concerning sexually abusive behavior and increasing the disagreement with statements that reflect victim-blaming and denial. There was no difference in posttest scale scores between the two types of

video treatments, with and without discussion. The researchers contended that the success of the program was partially due to:

(a) careful analysis of the target audience; (b) knowledge of the existing attitudes and beliefs allowing the researchers to develop a delivery system students could respond to; (c) delivering clear messages to students; (d) using facts, as well as feelings, to assist students in examining their attitudes about sexual aggression; (e) clearly defining behaviors in order to prevent misunderstanding and miscommunication; and (f) including information about sexual aggression commonly misconstrued as acceptable dating behavior and attitudes associated with sexual assault (i.e., victim-blaming, denying the event occurred, and miscommunication).

A date rape attitude survey instrument was used by Holcomb, Sarvela, Sondag, and Holcomb (1993) to measure date rape attitudes of college students who were exposed to a mixed-gender date rape workshop. Data was collected from 173 male students and 158 female students from a large midwestern university. The mixed-gender workshop was presented by male and female co-facilitators. A co-facilitator informed the students that for the next few minutes they would be exposed to and talking about a scenario between a man and a women who were interacting on a sexual level for the first time. Students were then asked to determine when and how consent to have sex takes place. After the scenario, the co-facilitator recommended how men and women could prevent date rape. The date-rape-attitude survey instrument was administered to the

treatment and control groups after the workshop. Results of the survey suggested that the workshop had a significant effect on the attitude of the participants in the treatment group. One of the major points of emphasis in the workshop was the difficulty a man has in determining when a woman is willing to have sex. For the item on the survey, "It is difficult for a man to tell when a woman is willing to have sex," 84.1 percent of the treatment group agreed with the statement, whereas only 22.6 percent of the control group agreed. A second emphasis in the workshop was the potential for misinterpreting each person's expectations when a woman goes to a man's apartment. For the item on the survey, "If a woman goes to the home or apartment of a man on their first date, she is hinting that she is willing to have sex," only 7.4 percent of the treatment group agreed with the statement, whereas 32 percent of the control group agreed. Only eight percent of the treatment group agreed that men and woman should have separate workshops, whereas 56 percent of the control group believed they should be separate.

Gray, Lesser, Quinn, and Bounds (1990) attempted to determine whether a personalized acquaintance rape prevention program (i.e., using local examples and statistics from a study previously conducted at the institution) for women reduced risk-taking behavior, as measured by intent, and increased the perception of vulnerability in comparison to a nonpersonalized prevention program (i.e., using national examples and statistics to reinforce the program) for women. The sample, drawn from evening social science classes, was composed of 26 women in

the nonpersonalized workshop group and 44 in the personalized workshop group. A survey measuring behavioral intent to avoid high-risk dating practices and vulnerability to acquaintance rape was used as the pretest and posttest for all participants. Findings indicated that personalized acquaintance rape prevention programs significantly increased the perception of vulnerability of unmarried female students, but did not significantly increase perceived vulnerability. However, the lack of significance could have resulted from a failure of married women to believe themselves vulnerable to acquaintance rape.

There are also studies wherein participant beliefs or feelings toward sexual assault and related issues did not change significantly due to the treatment effects of sexual assault education programs. Schaffer and Nelson (1993) conducted a study to determine if male subjects who attended a class or program that discussed rape and its effects would hold significantly less traditional views of female sex roles and have less acceptance of rape myths than males who did not attend. Male college students living in single-sex residence halls, co-ed residence halls, and fraternity houses were surveyed. No significant effects were revealed for scores on the survey instrument. The researchers suggested that the absence of the effects may be reflective of the effectiveness the programming attended prior to the survey.

Lenihan, Rawlins, Eberly, Buckley, and Masters (1992) surveyed 318 college men and 503 college women to examine the impact of a date rape education program on their attitude toward rape and rape mythology. The education

program significantly increased the gap between college women and men in terms of their beliefs in rape myths. The women in the study changed their beliefs in the desirable direction, but the men maintained their belief system. The researchers suggest that part of the wide discrepancy between scores by gender may have been the result of another finding of the study, the significant sensitizing effect that the preprogram survey of sexual assault attitudes had on women participants.

The impact of an existing rape awareness and prevention program on attitudes and empathy of male and female college students was assessed by Borden et al. (1988). Participants in the study, 50 men and 50 women, were enrolled in an Introductory Psychology class in a small midwestern university. After completing one questionnaire concerning rape empathy and another concerning attitudes toward rape, the treatment group attended a 45-minute workshop on rape awareness and prevention presented by the coordinator of the university sexual assault program. The results of the survey indicated that the prevention program failed to demonstrate any positive change in attitude of the students. These results were particularly interesting because the rape prevention program employed had received strong support and praise by students, as well as faculty. There had been a steady request for the program throughout the campus, indicating it was successful in consciousness raising.

Conclusion

Research on the prevalence of sexual assault on college campuses reveals that a large population of women are being sexually assaulted. Hidden rape victims

(i.e., victims not reporting sexual assaults) are not included in the known prevalence rates. The inclusion of the estimated nonreported sexual assaults suggests that the number of sexual assaults on college campuses is even greater.

Research also suggests that there are other factors that exacerbate the problem of sexual assault. College women are most often sexually assaulted by someone they know. College men have a tendency to believe rape myths, hold traditional beliefs about women, and blame the victim. Alcohol is one of the strongest predictors of sexual assault and is reported in 50 to 80 percent of reported sexual assaults on college campuses.

The consequences victims must deal with in the aftermath of a sexual assault may be physical, psychological, or both. Fear reactions, anger, sadness, anxiety, guilt, and feelings of shame and dishonor are representative of common psychological consequences. Victims are also at greater risk than nonvictims to experience suicidal ideation, suicide attempts, depression, phobia, panic disorder, and symptoms of posttraumatic stress disorder.

Having determined the high sexual assault prevalence rates on college campuses, those factors influential in maintaining or increasing those rates, and the harmful effects to victims, college student development professionals are confronted with the problem of negating the influential factors. The literature describes three approaches to the problem: (1) develop a campus policy dealing with sexual assault; (2) establish a system of direct response to reported sexual assaults; and (3) develop educational programs concerning the prevention of sexual assault for all students.

The literature further suggests that an institution's sexual assault policy address both women's and men's issues. The policy should be written to include an adjudication process, promote awareness and prevention, address appropriate and inappropriate sexual behavior toward others, advise students of their rights, and establish support services for victims. Policy implementation should consist of establishing a task force to assess the problem (e.g., conduct research, monitor the implementation process, make recommendations), appointing an individual to administer the policy, involving all departments that can assist in implementation of the policy, and assigning a support person for victims.

Direct response to a reported sexual assault is a matter of the institution providing services that meet the victim's medical and psychological needs. The response should at all times assure the preservation of the victim's human and legal rights. Services should be no less than counseling, hospital care, police assistance, and victim support.

The educational approach to sexual assault is usually directed toward male and female students. Most programming is focused on awareness, prevention, and postassault procedures. More specifically, programming may be directed toward the cognitive and affective issues of attitudes toward sexual assault, sexual assault myths, and the consequences of sexual assault. Programming may also be directed toward the behavioral issues of sexual assault avoidance strategies, effects of alcohol on sexual relationships, and communicating sexual intent.

Despite the success of the efforts of research to determine the prevalence of sexual assault, to identify those factors exacerbating the problem, and developing approaches to the problem, sexual assault on college campuses has continued at a high level. In response to the dilemma, the federal government passed Section 485(f) of Title IV Higher Education Reauthorization Amendments of 1992 requiring institutions to implement certain policies to eliminate or reduce the prevalence of sexual assault on their campuses. The questions now become: (1) what have practitioners done to eliminate or reduce the prevalence of sexual assaults on their campuses in terms of: (a) sexual assault policy, (b) direct response to reported sexual assaults, and (c) educational programming for the prevention of sexual assaults and reporting sexual assaults, in accordance with Section 485(f), and (2) what do practitioners believe to be the mandates of Section 485(f) in terms of: (a) sexual assault policy, (b) direct response to reported sexual assaults, and (c) educational programming for the prevention of sexual assaults and reporting sexual assaults. The forthcoming Chapter III describes the methods used to answer these questions.

CHAPTER III

METHODOLOGY

A review of the literature indicates that there is an abundance of research concerning the prevalence of sexual assault on college campuses, the consequences of sexual assault victimization, and methods for reducing the number of sexual assaults on college campuses. Despite extensive research and efforts of student development professionals, the number of sexual assaults on college campuses has not declined for three decades (Baier, et al., 1991). In 1992, because of the continuing high prevalence rates, the federal government chose to become involved in the effort to eliminate or reduce the number of sexual assaults occurring on college campuses. Absent from the literature is what student development professionals are doing in response to federal government involvement, that is, Section 485(f) of Title IV Higher Education Reauthorization Amendments of 1992.

The methods employed to obtain and examine the response of student development professionals to Section 485(f) are described in this chapter. The methodology was designed to examine how student development professionals have responded in practice (i.e., compliance with the law) and to describe what they believe to be the mandates of Section 485(f). The study examines college and university practice and what they believe to be the mandates of the law

regarding: (a) sexual assault policy, (b) direct response to reported sexual assaults, and (c) educational programming for the prevention of sexual assaults and reporting of sexual assaults. The three areas of policy, procedural response, and education are described in the literature as three approaches to the problem of sexual assault on college campuses and parallels the three major areas described in Section 485(f). This chapter will describe the research questions, participants, the survey instrument and its development, procedures, statistical analyses, and limitations of the study.

Research Questions

The research questions for this study are:

1. What have student development professionals done to eliminate or reduce the prevalence of sexual assaults on their campuses in terms of: (a) sexual assault policy, (b) direct response to reported sexual assaults, and (c) educational programming for the prevention of sexual assaults and reporting of sexual assaults, in accordance with Section 485(f)?

2. What do student development professionals believe to be the mandates of Section 485(f) in terms of: (a) sexual assault policy, (b) direct response to reported sexual assaults, and (c) educational programming for the prevention of sexual assaults and reporting of sexual assaults?

Participants

Surveys were mailed to 500 student development professionals located throughout the United States and randomly selected from a current list of the

voting delegates of the National Association of Student Personnel Administrators (NASPA). Voting delegates are senior officers of student services divisions of colleges and universities. If someone other than the voting delegate was responsible for his or her institution's sexual assault policy, he or she was asked to have that individual complete the survey. Consequently, the sampling frame was composed of individuals responsible for the campus sexual assault policy. Participants were from religious affiliated and non-religious affiliated institutions, historically Black and historically White institutions, public and private institutions, and institutions that enrolled various numbers of full-time undergraduate students.

An estimate of the required sample size (Jaeger, 1984) was calculated by using an estimate of the population proportion answering "Yes" to question #1 of Part II of the survey (i.e., Do you have a sexual assault policy for your campus?) in the pilot study. Assuming that the margin of error should be $\pm .05$ and that the estimates be made with .95 confidence, a required sample size of 197 was calculated. Because some of the other population proportions for different questions would be closer to .50, it can be expected that the margin of error would be greater than $\pm .05$.

Based on the returns of the pilot study, 500 surveys were mailed for the main study with a response rate of 44.8%. Of the 224 surveys received, 221 were usable for the study. The three surveys not included in the study were deleted because: (a) an intended participant was deceased, (b) a participant returned the

survey but chose not to complete the survey, and (c) a participant only partially completed the survey.

Of the student services position titles provided by participants, 20.5% were Dean of Students, 16.1% were Vice President of Student Affairs, 6.4% were Assistant Dean of Students, 4.6% were Assistant to Vice President of Student Affairs, and 4.6% were Associate Dean of Students (see Appendix E for complete list of position titles). The gender of 45.5% of the participants was female and 54.5% was male. Of the 221 institutions the participants represented, 52.9% were public institutions, 47.1% were private institutions, 29.9% were affiliated with a religion, and 70.1% were not affiliated with a religion. The average number of years the participants held their current student services positions was 6.1 (ranged from 0.0 to 26.0) and their average number of years of experience in student services was 16.2 (ranged from 0.0 to 38.0) (see Table 1). The average full-time female undergraduate enrollment was 3204.0 (ranged from 90.0 to 20000.0), and the average full-time male undergraduate enrollment was 2953.6 (ranged from 0.0 to 20000.0). The total full-time undergraduate enrollment average was 6157.6 (350.0 to 40000.0). The full-time undergraduate enrollment was composed of 80.6% White students, 7.8% Black students, and 11.6% other racial/ethnic students.

Table 1

Demographic Data

	<u>n</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Lowest</u>	<u>Highest</u>
Years in Current Position	221	6.1	5.0	0.0	26.0
Years of Experience in Student Services	219	16.2	7.7	0.0	38.8
Full-time Undergraduate Enrollment	195	6157.6	7117.1	350.0	40000.0
Number Full-time Undergrads: Female	195	3204.0	3597.6	90.0	20000.0
Number Full-time Undergrads: Male	195	2953.6	3596.8	0.0	20000.0
Percent Full-time Undergrads: Female	195	54.1	10.8	16.0	100.0
Percent Full-time Undergrads: Male	195	45.9	10.8	0.0	84.0
Number Full-time Undergrads: Black	177	478.5	840.9	0.0	8889.0
Number Full-time Undergrads: White	177	4868.8	5369.6	97.0	29293.0

(table continues)

	<u>n</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Lowest</u>	<u>Highest</u>
Number Full-time Undergrads: Other	176	897.8	1867.9	0.0	11205.0
Percent Full-time Undergrads: Black	175	7.8	11.8	0.0	89.6
Percent Full-time Undergrads: White	175	80.6	17.9	2.7	99.0
Percent Full-time Undergrads: Other	175	11.6	13.9	0.0	86.6

The institutional demographics of the sample are similar to that of the population. The percentage of female students in the population is 54.7% and 45.3% for males. Publicly-operated institutions compose 44.2% of the population and 55.8% are privately-operated. The percentage of institutions affiliated with a specific religion in the population is 26.4% and 73.6% are not affiliated with a specific religion. The percentage of African-American students in the population is 9.3%, 76.5% are White-American, and 13.5% are other racial/ethnic students. The institutional demographic information for the population, included herein, was taken from the Digest of Education Statistics (1993).

Instrumentation

The survey instrument was designed by the researcher in five stages. The initial stage was to study the subject legislation, Section 485(f). The second stage was a review of the literature concerning student development professionals' efforts to reduce the prevalence of sexual assaults on college campuses. In stage three, the researcher developed a pool of possible items for the survey based on findings in stage one and two. Stage four was the use of a panel of experts to assist the researcher in selecting items from the pool of items to be included in the pilot study survey. The experts were also asked to provide constructive comments about the readability and understanding of the survey items. In stage five the proposed survey instrument was mailed to participants of the pilot study for completion.

The Instrument

There are three parts to the survey, which contain a total of 78 items (see Appendix A). There are 8 items in Part I, 22 items in Part II, and 48 items in Part III. Part I is a section designed to collect demographic information about the respondents and the institutions they represent. Part II addresses what student development professionals have done in response to Section 485(f). Respondents are asked to circle a "Yes" or "No" response for each question. If the response to a question (i.e., questions 4-22) is "Yes," the respondent is also asked to circle the level of implementation on a scale of one to five. The levels of implementation are: Level 1 = Implementation not initiated; Level 2 = Beginning stages of implementation; Level 3 = Middle stages of implementation; Level 4 = Near completion of implementation; and Level 5 = Implementation completed. Part III addresses what practitioners believe Section 485(f) mandates they do in response to sexual assault. All questions for this section require a "Yes" or "No" response.

Panel of Experts

A panel of three student development experts known to the researcher (see Appendix D) and working in the field, and that had experience in responding to Section 485(f) for their own college campuses, were asked to assist the researcher in selecting items for the instrument. The experts were asked to rank and categorize each survey item in accordance with specific step-by-step procedures. The steps were:

1. Rank each item in the demographics section at the level they believed it may influence the results of and relationship between Parts II and III.

2. Rank each item of Part II at the level they believed it was relevant to the statements in Section 485(f).

3. Categorize each item of Part II in one of three areas: (a) sexual assault policy, (b) response to reported sexual assaults, and (c) educational programming for the prevention of sexual assaults and reporting of sexual assaults.

4. Rank each item in Part III, as a mandate beyond the direct and literal statements of Part II, at the level they believed it was relevant to the statements in Section 485(f).

5. Categorize each item of Part III in one of three areas: (a) sexual assault policy, (b) response to reported sexual assaults, and (c) educational programming for the prevention of sexual assaults and reporting sexual assaults.

6. Contact the researcher upon completion of their ranking and categorizing of the items to make an appointment for a debriefing session. The purpose of the debriefing session was to facilitate discussion of additional comments concerning the item selection process, readability and understanding of items, and other constructive comments.

The experts were asked to rank each survey item on a scale of one to five. The scale (i.e., 1 2 3 4 5) was provided in the right margin, at the end of each item, for Parts I, II, and III. The experts were instructed to circle the number that indicated the level of influence for each item in Part I and level of relevance

for each item in Parts II and III. The level of influence in Part I was defined as follows: Level 1 = No Influence; Level 2 = Insignificant Influence; Level 3 = Moderate Influence; Level 4 = Significant Influence; and Level 5 = Highly Significant Influence. The level of relevance in Part II and III was also defined for each of the five levels as follows: Level 1 = No Relevance; Level 2 = Insignificant Relevance; Level 3 = Moderate Relevance; Level 4 = Significant Relevance; and Level 5 = Highly Significant Relevance. At the end of steps one, two, and four, the experts were informed that space was provided between each item for suggestions, modification of the item, and readability and understanding of the items.

The three categories (i.e., policy, response, and education) were placed in the top right side of each page of Part II and Part III. Each category had a column below it composed of an "X" at the end of each item. The experts were instructed to circle the "X" at the end of each item and beneath the applicable category. The categories were defined in step three and step five. "Policy" was defined as the course of action selected to guide decisions concerning procedures and programming in responding to sexual assaults on campus. "Response" was defined as procedures for responding to a reported sexual assault on campus. The definition for "Education" was educational programming for the prevention of sexual assault and reporting of a sexual assault on campus.

After the experts completed their tasks, and subsequent debriefing session, the researcher recorded the results of each of the three experts for each item.

Those items ranked in step one, two and four, and which received a rating of four or more from at least two of the three experts were retained for the survey. Of the 11 items ranked for Part I, 10 were retained. For Part II, 22 items were retained from a pool of 22 items. The number of items retained for Part III, of the 97 items ranked, was 48.

Those items categorized as Policy, Response, or Education, in step three and five, were also recorded for each of the three experts for each of the items in Part II and Part III. Each item that had an "X" circled at least twice for one of the three categories was placed in that category. The items selected for each category were grouped accordingly in the survey instrument. After recording the ranking and categorizing of the items, the researcher asked the experts to complete the survey and record the time required for completion. Each expert recorded a time of less than 30 minutes. Results of the ranking and categorizing process are included in Appendix D.

There are exceptions to the item selection process described herein. Although item two in Part II and item 16 in Part III of the proposed survey did not receive adequate scores from the experts, the researcher chose to include them. The decision to include these two items was based on their apparent relevance to the study: (a) item two in Part II addresses the issue of "policy" versus written policy, and (b) item 16 in Part III addresses training of practitioners assigned to respond to sexual assault cases, something that may be overlooked in developing sexual assault policy. Five of the items in Part II and

Part III of the proposed survey were each categorized in three different categories by the experts. The researcher, based on a review of the literature, selected the category for each of these items. The last item in Part I of the proposed survey, a request for information concerning the number of reported sexual assaults for each of the past five academic years, was deleted from the survey on the recommendation of the experts and further consideration by the researcher. The primary rationale for the deletion of this item was the participant's need to secure this information from another source in order to respond, a requirement that might deter him or her from completing the balance of the survey.

Pilot Study

The pilot survey was mailed to senior officers of student services divisions representing 50 institutions from three east coast states. Of the 29 participants (58%) responding, 83% had a sexual assault policy. The instructions for the participants were to complete the survey and provide constructive comments concerning the readability and understanding of items and format of the survey. They were also asked to provide recommendations for adding or deleting items.

Changes in the demographic section of the proposed survey, after the pilot study, were: (a) deletion of the full-time undergraduate enrollment item; (b) deletion of the two-year/four-year item (two-year schools were not included in the study); (c) changed request for percent of male/female full-time undergraduate enrollment to number of same; (d) changed request for percent of African-American and White-American full-time undergraduate enrollment to

number of same and with the addition of "Other" as a third category. There was one change in the initial instructions in the survey, whereby the recipient of the survey was asked to have the person responsible for their institution's sexual assault policy complete the survey if he or she was not that person. Additionally, the first item in Part II was modified by asking the participant to continue on to Part III if their response to this item was "No," instead of discontinuing completion of Part III and returning the survey. There were no other substantive changes in Parts II and III.

Procedures

Subjects were mailed a letter describing the purpose of the survey and a request for their participation. The envelope also included the survey, a postage-paid return envelope, and a copy of Section 485(f). Each survey was assigned an identification number for data entry and to assist the researcher in identifying those institutions to mail follow-up postcards. Three weeks after the original survey was mailed, follow-up postcards were mailed to those institutions identified as not having returned the completed survey.

Data Analysis

All data were analyzed using the SAS statistical package. To describe the respondents and the institutions they represented, personal and institutional demographic data were requested. Personal information included position title, number of years in current position, number of years in student services profession, and gender. Institutional information included: (a) privately-operated and publicly-operated institution; (b) the institution's affiliation or non-

affiliation with a specific religion; (c) number of full-time undergraduate students that were male or female; and (d) number of full-time undergraduate students that were African-American, White-American, or "Others". Frequencies and percentages were used to summarize the variables of position title, gender, public and private institutions, and affiliation or non-affiliation with a specific religion. The remaining demographic variables were summarized by means, standard deviation, and ranges. To demonstrate representativeness of the sample, demographic information from the sample was compared to the same information from the population.

To answer the first research question about what student development professionals have done to eliminate or reduce the prevalence of sexual assault on their campuses, Part II of the survey was examined using descriptive statistics. The responses to each of the "Yes-No" items in Part II were assigned a score of "1" for "Yes" and "0" for "No". The percentage of "Yes" responses was calculated for the total Part II and for the three categories within Part II: Policy, Response, and Education. In some cases, a respondent omitted a single item within a category. Percentage of "Yes" responses was calculated for those subjects using $n-1$ items. If a respondent omitted more than one item within a category, that subject was omitted from calculations.

To further explore the first research question, the implementation items associated with items #4 through #22 were scored as follows: if a respondent circled "Yes" to the corresponding item, the level of implementation for that item was assigned the actual level circled by the respondent (i.e., 1 through 5).

Average level of implementation ratings were computed for the total Part II (items 4-22) and for the three categories within Part II: Policy, Response, and Education.

To answer the second research question about what student development professionals believe to be the mandates of Section 485(f), Part III of the survey was examined using descriptive statistics. The responses to each item in Part III were assigned a score of "1" for "Yes" and "0" for "No". The percentage of "Yes" responses was calculated for the total Part III and for the three categories within Part III: Policy, Response, and Education. In a few cases, a respondent omitted a single item within a category. Percentage of "Yes" responses was calculated for those subjects using n-1 items. If a respondent omitted more than one item within a category, that subject was omitted from calculations.

Limitations of the Study

There was no way to determine if the respondents understood the items on the survey. However, the response of the panel of experts and participants in the pilot study suggests that readability and understanding of items should not have been problematic for participants. The experience and organizational position of participants also suggests a reduced risk of participants not understanding the items.

The survey instrument used in this study was developed by the author and is a self-report measure. The effect these limitations had on the reliability and validity of the survey instrument should be considered when examining the results of the study. However, the employment of a panel of experts, and the item

selection procedures used by them, should have helped to alleviate these limitations.

The researcher chose to include two items (i.e., item two in Part II and item 16 in Part III) in the survey that did not receive adequate scores from the panel of experts. The researcher also selected the category for five survey items because each of the three experts selected a different category for each of those items. Examination of the results of the study should include consideration for the exceptions to the item selection and categorizing processes.

There was a potential for participants to be sensitized by Part II when responding to Part III of the survey. To equalize or balance the potential across the sample, the researcher considered reversing the order of Part II and Part III of the survey for 50 percent of the sample. However, having some subjects receiving a different experience (i.e., different sequence of the two parts) established the potential for responses from two groups that were not comparable. Consequently, the researcher chose to retain the same sequence of Part II and Part III for all participants.

It is possible that surveys received may primarily have come from those colleges and universities having a sexual assault policy. The first question of Part II of the survey asked the respondent if his or her college or university had a sexual assault policy. If the answer to the question was "No", the respondent was asked to skip Part II and complete Part III. Of the 221 usable surveys returned, only 23 were returned with a "No" response. Perhaps respondents with "No"

responses chose not to return surveys more than respondents with "Yes" responses to the initial policy item. Additionally, it is unknown how student development professionals who are not members of NASPA would differ in their responses and how nonrespondents would differ in their responses.

Described in this chapter was the methodology used to examine how student development professionals have responded to Section 485(f) in practice and what they believe to be the mandates of Section 485(f). In summary, a survey instrument, developed by the researcher, was mailed to student development professionals to assess their response to the Act. The forthcoming Chapter IV describes the results of the statistical analyses used to examine the survey data.

CHAPTER IV

RESULTS

Presented in Chapter IV are the results of the statistical analyses used to answer the research questions delineated in Chapter III. Descriptive statistics (percentages and means) were calculated to describe the participants' responses to Parts II and III of the survey.

Research Question I

The first research question asks what student development professionals have done to eliminate or reduce the prevalence of sexual assaults on their campuses in terms of: (a) sexual assault policy, (b) direct response to reported sexual assaults, and (c) educational programming for the prevention of sexual assaults and reporting of sexual assaults, in accordance with Section 485(f). Part II of the survey addressed what action student development professionals have taken to eliminate or reduce sexual assaults on their campuses in accordance with Section 485(f). The mean percentage of agreement with items 1-22 in Part II was 85.2% when averaged across the n respondents (see Table 2). The highest of the three categories was Policy, with a mean percent of "Yes" responses of 88.5%. The Response and Education categories were nearly identical, with an average of 84.3% and 84.6% respectively.

The mean rating for the level of implementation of all items in Part II was 4.5. Policy and Response had equal levels of implementation (4.6) and the Education category had a 4.4 level of implementation. Because the Average Level of Implementation for all items is high (i.e., above 4.0 on a scale of 1-5), one should consider the percentage of "Yes" responses and the Average Level of Implementation jointly for each item. The Average Level of Implementation may be high for an item, but the percentage of "Yes" responses may be low (See Table 3, items #5 and #6; Table 4, items #16 and #17; Table 5, item #22).

Table 2

**Mean Percentages and Level of Implementation Ratings for Part II Total Items
and Policy, Response, and Education Categories**

	<u>Items</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Lowest</u>	<u>Highest</u>
Percent Yes for Policy Items	1-7	88.5	16.1	28.6	100.0
Percent Yes for Response Items	8-17	84.3	21.6	10.0	100.0
Percent Yes for Education Items	18-22	84.6	23.0	.0	100.0
Percent Yes for All Items	1-22	85.2	15.9	36.4	100.0
Implementation Mean Rating for Policy Items	4-7	4.6	0.8	1.0	5.0
Implementation Mean Rating for Response Items	8-17	4.6	0.8	1.5	5.0
Implementation Mean Rating for Education Items	18-22	4.4	0.9	1.0	5.0
Implementation Mean Rating for All Items	4-22	4.5	0.8	1.6	5.0

Ninety percent of all respondents stated that their institution has a sexual assault policy. With regard to the remaining Policy items, the two highest percentages of "Yes" responses for the Policy items were having a written sexual assault policy (99.5% of those institutions reporting they have a sexual assault policy) and outlining procedures for on-campus disciplinary action (96.5%) (see Table 3). In contrast, the percentage of "Yes" responses for establishing a panel to adjudicate sexual assault cases was 73.2%. Assignment of the responsibility of resolving sexual assault cases to a staff member received the lowest percentage of "Yes" responses (63.6%). Outlining procedures for on-campus disciplinary procedures received the highest Average Level of Implementation (4.7) and assignment of the responsibility of resolving sexual assault cases, sanctions to be imposed, and establish a panel received the same Average Level of Implementation (4.6).

Table 3

Percent "Yes" and Average Level of Implementation for Part II Policy Items

	<u>Item</u>	<u>% Yes</u>	<u>Standard Deviation</u>	<u>Average Level of Implementation*</u>
1.	Do you have a sexual assault policy for your campus?	89.6		
2.	If there is a policy, is it written?	99.5		
3.	Is your policy aimed at the prevention of sex offenses?	87.8		
4.	Does your policy outline possible sanctions to be imposed following the final determination of an on-campus disciplinary procedure regarding rape and other sexual offenses?	89.4	0.9	4.6
5.	Does your policy establish a panel or board to adjudicate sexual assault cases?	73.2	1.0	4.6
6.	Does your policy assign a staff member the responsibility of resolving sexual assault issues?	63.6	0.9	4.6
7.	Does your policy outline procedures for on-campus disciplinary action in cases of alleged sexual assault?	96.5	0.8	4.7

***Note:** Average Level of Implementation is the level "Yes" respondents, on the average, have implemented the corresponding survey item on a scale of one to five, where Level 1 = Implementation not initiated, Level 2 = Beginning stages of implementation, Level 3 = Middle stages of implementation, Level 4 = Near completion of implementation, and Level 5 = Implementation completed.

Of the Response items in Part II (see Table 4), procedures students should follow if a sex offense occurs received the highest percentage of "Yes" responses (95.5%). The items receiving the lowest percentage of "Yes" responses were options for changing living situations after an alleged sexual assault (72.6%) and options for changing academic situations after an alleged sexual assault (68.2%). Including a clear statement the accuser and accused is entitled to have others present, students option to notify proper law enforcement, and students notified of existing counseling services received the highest Average Level of Implementation (4.7), and notification of the option to change academic situations and notification of option to change living situations received the lowest Average Level of Implementation (4.4).

Table 4

Percent "Yes" and Average Level of Implementation for Part II Response Items

<u>Item</u>	<u>% Yes</u>	<u>Standard Deviation</u>	<u>Average Level of Implementation*</u>
8. Does your policy outline procedures to be followed by campus officials once a sex offense occurred?	84.3	0.9	4.6
9. Does your policy describe procedures students should follow if a sex offense occurs, including who they should contact?	95.5	0.3	4.6
10. Do the procedures to be followed when a sex offense occurs include the importance of preserving evidence as may be necessary to the proof of criminal sexual assault?	87.8	0.9	4.6
11. Do your procedures for on-campus disciplinary action in cases of alleged sexual assault include a clear statement that the accuser and accused are entitled to have others present during a campus disciplinary proceeding?	87.9	0.8	4.7
12. Do your procedures for on-campus disciplinary action in cases of alleged sexual assault include a clear statement that the accuser and the accused shall be informed of the outcome of any campus disciplinary proceeding?	80.8	0.8	4.6

(table continues)

<u>Item</u>	<u>% Yes</u>	<u>Standard Deviation</u>	<u>Average Level of Implementation*</u>
13. Does your policy include procedures for informing students of their options to notify proper law enforcement authorities, including on-campus police and local police?	92.4	0.9	4.7
14. Does your policy specify that a student has the option to be assisted by campus authorities, if the student so chooses?	87.3	1.0	4.5
15. Does your policy specify how students are notified of existing counseling services for victims of sexual assault on and off campus?	89.4	0.9	4.7
16. Does your policy specify how students are notified of options for, and available assistance in, changing academic situations after an alleged sexual assault incident, if so requested by the victim, and if such changes are reasonably available?	68.2	1.1	4.4
17. Does your policy specify how students are notified of options for, and available assistance in, changing living situations after an alleged sexual assault incident, if so requested by the victim, and if such changes are reasonably available?	72.6	1.0	4.4

***Note:** Average Level of Implementation is the level "Yes" respondents, on the average, have implemented the corresponding survey item on a scale of one to five, where Level 1 = Implementation not initiated, Level 2 = Beginning stages of implementation, Level 3 = Middle stages of implementation, Level 4 = Near completion of implementation, and Level 5 = Implementation completed.

In the Education items of Part II (see Table 5), the percentage of "Yes" responses for the sexual assault policy including an education program was 83.8%. The item receiving the highest percentage of "Yes" responses was an education program promoting awareness of rape and acquaintance rape (94.9%). Receiving the lowest percentage of "Yes" responses was notification of students of student services on and off campus (75.8%). Students notified of mental health services and notify students of student services received the highest Average Level of Implementation (4.5) and promotion of awareness of other sexual offenses received the lowest Average Level of Implementation (4.2).

Table 5

Percent "Yes" and Average Level of Implementation for Part II Education Items

<u>Item</u>	<u>% Yes</u>	<u>Standard Deviation</u>	<u>Average Level of Implementation*</u>
18. Does your policy include an education process?	83.8	1.0	4.3
19. Does your education program promote awareness of rape and acquaintance rape?	94.9	1.0	4.4
20. Does your education program promote awareness of other sexual offenses?	86.9	1.1	4.2
21. Does your policy specify how students are notified of mental health services for victims on and off campus?	81.8	0.9	4.5
22. Does your policy specify how students are notified of student services on and off campus?	75.8	0.9	4.5

***Note:** Average Level of Implementation is the level "Yes" respondents, on the average, have implemented the corresponding survey item on a scale of one to five, where Level 1 = Implementation not initiated, Level 2 = Beginning stages of implementation, Level 3 = Middle stages of implementation, Level 4 = Near completion of implementation, and Level 5 = Implementation completed.

Research Question II

The second research question asks what student development professionals believe to be the mandates of Section 485(f) in terms of: (a) sexual assault policy, (b) direct response to reported sexual assaults, (b) educational programming for the prevention of sexual assaults and reporting sexual assaults. Part III of the survey addressed what student development professionals believe to be the mandates of section 485(f). The mean percent of "Yes" responses for all items was 56.4% (see Table 6). The mean percent of "Yes" responses was highest for the Policy category (65.5%). For the Response category, the mean percent of "Yes" responses was 50.2% and was 53.7% for the Education category.

Table 6

Mean Percentages for Part III Total Items and Policy, Response, and Education**Categories**

	<u>Items</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Lowest</u>	<u>Highest</u>
Percent Yes for Policy Items	1-7	65.5	22.9	0.0	100.0
Percent Yes for Response Items	18-37	50.2	24.5	0.0	100.0
Percent Yes for Education Items	38-48	53.7	30.2	0.0	100.0
Percent Yes for All Items	1-48	56.4	22.5	0.0	100.0

Of the 17 items in the Policy category of Part III (See Table 7), four items, develop a policy addressing sexual assault, implement a sexual assault policy, advise victims of their options to seek assistance from law enforcement, and written policy addressing resolution of sexual assault cases, had a percentage of "Yes" responses above 90%. With the exception of two additional items, having a policy for protecting the victim's legal and human rights (75.5%) and adjudicating sexual assault cases (71.4%), the balance of the items have a percentage of "Yes" responses below 70%. The item receiving the lowest percentage was having a standard of proof in adjudicating sexual assault cases (35.2%).

Table 7
Percent "Yes" for Part III Policy Items

<u>Item</u>	<u>% Yes</u>
Do you believe that Section 485(f) mandates that colleges and universities must:	
1. Develop a policy addressing the issue of sexual assault?	97.3
2. Develop a written policy that addresses the resolution of sexual assault cases?	90.5
3. Adjudicate sexual assault cases?	71.4
4. Utilize victim rights statements?	66.4
5. Utilize perpetrator rights statements?	53.9
6. Have a standard of proof in adjudicating sexual assault cases?	35.2
7. Provide perpetrators with a written statement describing the reasons for the judgment against him or her?	41.8
8. Have a policy for protecting the victim's legal and human rights after the sexual assault is reported?	75.5
9. Have a policy for protecting the accused's legal and human rights after the sexual assault is reported?	65.5
10. Have a policy that includes the definition of rape?	59.1
11. Have a policy that includes a definition of other sexual offenses?	55.9

(table continues)

Item

% Yes

Do you believe that Section 485(f) mandates that colleges and universities must:

- | | |
|---|-------------|
| 12. Have written procedures that include a description of the victim's legal rights in terms of the assault and legal proceedings? | 65.9 |
| 13. Have written procedures that advise victims of their option to seek assistance from law enforcement? | 91.4 |
| 14. Have written procedures that describe the role of those departments involved in the institution's response to sexual assault? | 63.2 |
| 15. Implement a sexual assault policy? | 93.2 |
| 16. Provide training for those staff members assigned to respond to sexual assault cases? | 40.5 |
| 17. Have written procedures for maintaining confidentiality in response to a reported sexual assault? | 47.0 |
-

None of the 20 items in the Response category of Part III (see Table 8) had a percentage of "Yes" responses above 90%. Six items had a percentage of "Yes" responses ranging from 70.1% to 83.6%. The item with the highest percentage of "Yes" responses was procedures for whom to report a sexual assault (83.6%) and the item with the lowest percentage of "Yes" responses addressed having counselors trained in counseling perpetrators (14.1%).

Table 8

Percent "Yes" for Part III Response Items

<u>Item</u>	<u>% Yes</u>
Do you believe that Section 485(f) mandates that colleges and universities must:	
18. Impose sanctions against perpetrators?	58.5
19. Link sanctions to specific conduct (e.g., severity of the offense, type offense)?	35.9
20. Have a written response program in the event a sexual assault is reported?	64.1
21. Have a written procedure for victims to follow after the sexual assault?	80.5
22. Have written procedures that include to whom, on and off campus, the sexual assault is to be reported?	83.6
23. Have written procedures that include names and telephone numbers of available support, legal, and medical personnel on and off campus?	69.5
24. Have written procedures that specify the importance of the preservation of evidence?	82.3
25. Have written procedures that describe how adjudication proceedings are conducted?	71.4
26. Have written procedures for advising students of the options to change academic and living situations?	80.5
27. Have written procedures that identify those departments involved in the institution's response to sexual assault?	73.2

(table continues)

Percent "Yes" for Part III Response Items

<u>Item</u>	<u>% Yes</u>
Do you believe that Section 485(f) mandates that colleges and universities must:	
28. Have a legal, medical, and support staff on campus to respond to sexual assault in the event the victim selects one or all of these options?	37.7
29. Have legal and support staff on campus to respond to an accused student not found responsible for the sexual assault?	20.1
30. Have special arrangements with off-campus legal, medical, and support personnel for victims?	26.4
31. Provide a means of follow-up support for sexual assault victims?	47.3
32. Provide a means of follow-up support for students not found responsible for the sexual assault?	21.8
33. Provide counseling for victims of sexual assault?	56.8
34. Provide counseling for students accused of sexually assaulting another person?	27.3
35. Provide counseling for students found responsible for a sexual assault against another person?	23.7
36. Have counselors on staff that are trained in counseling sexual assault victims?	29.1
37. Have counselors on staff who are trained in counseling perpetrators of sexual assault?	14.1

In the Education category of Part III, having an education program concerning sexual assault had a percentage of "Yes" responses of 92.7%, and having a program designed to prevent sexual assault had a percent of "Yes" responses of 80% (see Table 9). All other items were 61.4% or below. The peer group accessible by students item (16.4%) received the lowest percentage of "Yes" responses.

The majority of respondents (89%) to the survey had a sexual assault policy. Institutions having a sexual assault policy were near completion (3.8) of the implementation process. Those student development professionals that responded to the survey believed that slightly more than half (56.4%) of the Part III items were mandates of the legislation. The forthcoming Chapter V includes a summary of the study, conclusions, recommendations for further research, and implications for student development professionals.

Table 9

Percent "Yes" for Part III Education Items

<u>Item</u>	<u>% Yes</u>
Do you believe that Section 485(f) mandates that colleges and universities must:	
38. Have an education program concerning the subject of sexual assault?	58.5
39. Have a sexual assault education program that describes the mission and goals of the program?	51.8
40. Have an education program that includes the distribution of educational materials?	53.2
41. Have an education program that includes the types of programs available, the implementation process, and the purpose thereof?	54.5
42. Have an education program designed to reach males?	40.5
43. Have an education program designed to reach females?	44.5
44. Have an education program designed to reach female and males students jointly?	61.4
45. Have an education program designed to prevent sexual assault?	80.0
46. Have an education program designed to advise female victims concerning their response after a sexual assault?	58.2
47. Have an education program designed to dispel myths concerning sexual assault?	37.7
48. Have a peer group accessible by students for information concerning the prevention of sexual assault and the options and rights of victims of sexual assault?	16.4

CHAPTER V
SUMMARY, CONCLUSIONS
RECOMMENDATIONS, AND IMPLICATIONS

This chapter includes the following sections: (a) summary of the study, (b) conclusions that may be drawn from the study, (c) recommendations for further research, and (d) implications of the results for college student development professionals. Selected survey items are discussed as issues and trends derived from the results.

Summary

This study was an examination of the response of college student development professionals to Section 485(f). It was designed to examine how student development professionals have responded to Section 485(f) in practice and to describe what they believe to be the mandates of Section 485(f). The study examines what they do in practice and what they believe to be the mandates in terms of: (a) sexual assault policy, (b) direct response to reported sexual assaults, and (c) educational programming for the prevention of sexual assaults and reporting of sexual assaults.

This study also expanded the literature dealing with the issue of sexual assault on college and university campuses. This is the first research study that has addressed the response of student development professionals to Section 485(f).

Research Question I

To answer the first research question, Part II of the survey addressed action student development professionals had taken to eliminate or reduce sexual assaults on their campuses in accordance with Section 485(f). The majority of respondents (89.6%) to the survey did have a sexual assault policy and appeared to be in compliance with the subject legislation. Those institutions in compliance were near completion (4.5) of the implementation process as well. Of the three categories in Part II (i.e., Policy, Response, and Education), student development professionals were more in compliance in terms of Policy (88.5%) than Response (84.3%) and Education (84.6%). Additionally, of the three categories, the implementation process apparently had progressed to a slightly lower level in the Education (4.4) category. The greatest emphasis appears to have been placed on procedures for disciplinary action in cases of alleged sexual assault (96.5%), procedures students should follow if a sexual offense occurs (95.5%), and notification of proper law enforcement authorities (92.4%). The least emphasis appears to have been in the areas of appointing an individual the responsibility for resolving sexual assault issues (63.6%), establishing a panel to adjudicate sexual assault cases (73.2%), and assisting students in changing academic (68.2%) and living situations (72.6%).

Research Question II

To answer the second research question, Part III of the survey addressed what student development professionals believed to be the mandates of Section

485(f). Apparently, those student development professionals that responded believed that only slightly more than half (56.4%) of the Part III items were mandates of the legislation. Consistent with Part II, of the three categories in Part III (i.e., Policy, Response and Education) where respondents were more in compliance in terms of Policy, the category respondents believed to be mandated most was Policy (65.5%). Fewer items were believed to be mandates of the legislation in the Response (50.2%) and Education (53.7%) categories than those in the Policy category. The items most often believed to be mandates were development of a sexual assault policy (97.3%), development of a written sexual assault policy (90.5%), implementation of a sexual assault policy (93.2%), and advising victims of their option to seek assistance from law enforcement (91.4%). There were eleven items that only approximately one-third or less of the respondents believed to be mandates of the legislation.

Conclusions

Most institutions have chosen to develop a written sexual assault policy. However, it is possible that the responding colleges and institutions may have had their policies and programs in place before enactment of the law or regardless of the law. It is impossible to know why a minority (10.4%) of institutions chose not to have a sexual assault policy. One can only speculate that it was not because they chose to ignore the law, but that they simply did not know about the law or were unable to respond to the law for a variety of reasons.

The results of this study suggest that although greater emphasis had been placed on Policy, compliance with developing Response and Education programs was only slightly less than Policy. This indicates that student development professionals have apparently devoted near equal effort to all three categories (i.e., Policy, Response, and Education). Additionally, the level of implementation in each category suggests that respondents have been successful in converting policy and programming into practice.

In order to deal with reported sexual assaults, colleges and universities appear to have devoted much of their efforts to developing procedures for victims to follow when a sex offense occurs. The post-assault area that apparently has received the least attention is satisfying victims' needs for changing living and academic situations. However, for those institutions having developed procedures to accommodate these needs, there does not appear to be a lack of attention to implementation of the procedures.

There appears to be an inconsistency between sexual assault policy and educational programming. Although prevention is an important element in the sexual assault policy of colleges and universities, the policy for many institutions does not include educational programming. However, those institutions having a policy that includes educational programming appeared to be successful in implementing the programs.

There was little agreement on what student development professionals believed to be the mandates of Section 485(f). The inconsistency in their beliefs

about the mandates suggests that the law is vague. Student development professionals appear to agree that the law is clear about requiring colleges and universities to have a sexual assault policy, but their view of the law, which appears to be vague, also suggests that it is particularly lacking in specific guidelines for developing and implementing a sexual assault policy.

An example of the nebulosity of the law is found in the section describing notification of students of existing counseling services. Most colleges and universities indicated that they notified students of existing counseling services. However, their beliefs concerning the mandates of the law related to counseling services to be provided for victims and perpetrators suggests there is little specificity of guidelines in this area. The following statements were taken from the survey and are followed by the percentage of respondents to the survey believing it to be a mandate of the law: (a) provide counseling for victims of sexual assault (56.8%), (b) provide counseling for students accused of sexually assaulting another person (27.3%), (c) provide counseling for students found responsible for a sexual assault against another person (23.7%), (d) have counselors on staff trained in counseling perpetrators of sexual assault (14.1%).

There were discrepancies between student development professionals' compliance with the law and what they believe to be the mandates of the law. Most colleges (96.5%) and universities had procedures for disciplinary action in sexual assault cases but nearly one-third (28.6%) of the institutions did not believe that the law mandated that they adjudicate sexual assault cases and 41.5%

did not believe the law mandated that they impose sanctions against perpetrators. More than eighty percent (83.8%) of the institutions have an education program for the prevention of sexual assault, but only 58.5% believed that the law mandated that they have an education program concerning the subject of sexual assault. These discrepancies, and others, suggest that perhaps student development professionals are doing more in practice than they believe the law mandates.

Recommendations for Further Research

The most obvious area in need of further research stems from the nebulosity of Section 485(f). The absence of clear and specific directives and guidelines creates a diversity of interpretations of the Act. In order to resolve this dilemma, research is needed to develop new legislation or amend existing legislation.

This is the first federal legislation to require that colleges and universities have a sexual assault policy. Despite the lack of clear directives and specific guidelines, the effectiveness of the Act should be measured. One means of measurement could be to assess the prevalence of sexual assaults on college campuses before and after enactment of the law.

The sample for this study was representative of the population and the results should be considered accordingly. However, it would be interesting to know how predictive certain demographics of the sample would be with regard to compliance with Section 485(f) and what student development professionals believe to be the mandates of the Act. This information, combined with an

assessment of the effectiveness of the Act, could be helpful in determining the relationship between certain demographic data about institutions, the prevalence of sexual assaults on college campuses, and the effectiveness of the Act.

Implications for Student Development Professionals

According to the results of this study, Section 485(f) may not be the definitive and comprehensive standard student development professionals would like for it to be, but it is a beginning. The results also indicate that most institutions are in compliance with the Act. Their high level of compliance with the Act is perhaps a refutation of critics' claims that student development professionals are not taking steps to reduce the prevalence of sexual assaults on college and university campuses.

Despite the high level of compliance with the Act, the absence of common beliefs about the mandates of the Act indicates that student development professionals will be required to continue in their efforts to reduce the prevalence of sexual assault on their campuses without an established standard to guide the development of their sexual assault policy, direct response to reported sexual assaults, and educational programming for the prevention of sexual assaults. It also indicates that they will have to continue to work with federal legislators to develop more definitive legislative guidelines for the development of sexual assault policy, direct response to reported sexual assaults, and educational programming for the prevention of sexual assaults.

Most colleges and universities appear to have procedures in place for disciplinary action in sexual assault cases. Despite existing disciplinary procedures, many of the same institutions chose not to assign someone the specific responsibility of resolving sexual assault cases on their campuses. Those institutions that have chosen to assign someone have also been slow to convert policy into practice. It appears that although most colleges and universities have a sexual assault policy and have attempted to abide by the law, they struggle with assigning responsibility for the resolution of sexual assault issues. In order for any part of a sexual assault policy to be effective, it seems apparent that it would require the leadership of someone.

The Act does not address the issues of enforcement of the Act or penalty the institution might be charged with if they are not in compliance. The absence of enforcement or penalty may suggest that the legislation may be more of a defense tool for institutions in civil litigation than a guide for practice. Consequently, the recorded high compliance level found in the study may serve as a resource to assist student development professionals in preparation for future litigation concerning sexual assault issues.

The areas of compliance with the law that student development professionals appeared to struggle with most were changing living and academic situations for victims of sexual assault. Apparently, there are a number of problems that surface when changes such as these occur. If a student chooses to change his or her academic situation, there may not be another section for that class, it may

require a delay in taking required courses, it may disrupt the classes he or she leaves and joins, it may require extra effort on the part of the instructor and other students, and it may require processing of additional paperwork in administrative services and student services. If a student chooses to change his or her living situation, there may not be additional housing available on campus, the student may not want to live off campus, the cost of living off campus may be higher than on campus, and the victim may not have transportation for commuting from an off-campus residence. These are only a few of the problems and most point to additional costs for depressed institutional budgets and additional time and effort on the part of faculty, staff and students. In addition, there is no assurance that changing the academic and living situations will satisfy the needs of the victim or prevent the perpetrator from making contact with the victim. Regardless of the consequences, institutions are now required, by law, to deal with these issues.

The high level of compliance with the Act suggests that colleges and universities are taking steps to reduce the number of sexual assaults occurring on their campuses. However, it appears that student development professionals will be required to continue their efforts to reduce the prevalence of sexual assault on their campuses without an established measure to guide them. In response to the absence of the guidelines, the researcher recommends that student development professional associations establish their own guidelines and standards.

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Appendix A

Number _____
Date _____

**Survey of Student Development Professionals'
Response to Section 485(f) of Title IV Higher
Education Reauthorization Amendments of 1992**

Instructions: The survey is composed of three parts: Part I is the demographic section; Part II is concerned with steps you have taken in developing your campus sexual assault policy; and Part III is concerned with what you believe to be the mandates of Section 485(f). If someone other than yourself is responsible for your institution's sexual assault policy, please have that individual complete the survey.

PART I DEMOGRAPHIC INFORMATION

1. Your title: _____
2. Years in current position: _____
3. Years of experience in student services: _____
4. Your gender:
 - _____ (1) Female
 - _____ (2) Male
5. Your institution is:
 - _____ (1) Public
 - _____ (2) Private
6. Your institution is affiliated with a specific religion:
 - _____ (1) Yes
 - _____ (2) No
7. Number of full-time undergraduate students who are:
 - _____ (1) Female
 - _____ (2) Male

8. Number of full-time undergraduate students who are:

- _____ (1) African-American
 _____ (2) White-American
 _____ (3) Other

PART II

Instructions: In this section I am interested in learning about the steps you have taken in developing your campus sexual assault policy and the extent of implementation. Please circle Yes or No in response to each of the following questions. Additionally, for items 4 through 22, if you answered yes, circle the number that best represents the current level of implementation at your institution.

- Level 1 = Implementation not initiated
 Level 2 = Beginning stages of implementation
 Level 3 = Middle stages of implementation
 Level 4 = Near completion of implementation
 Level 5 = Implementation completed

1. Do you have a sexual assault policy for your campus? [If no, please go to Part III] Yes No
2. If there is a policy, is it written? Yes No
3. Is your policy aimed at the prevention of sex offenses? Yes No
4. Does your policy outline possible sanctions to be imposed following the final determination of an on-campus disciplinary procedure regarding rape, acquaintance rape, and other sexual offenses? Yes No
- If yes, the level of implementation is: 1 2 3 4 5
5. Does your policy establish a panel or board to adjudicate sexual assault cases? Yes No
- If yes, the level of implementation is: 1 2 3 4 5
6. Does your policy assign a staff member the responsibility of resolving sexual assault issues? Yes No
- If yes, the level of implementation is: 1 2 3 4 5

7. Does your policy outline procedures for on-campus disciplinary action in cases of alleged sexual assault? Yes No
- If yes, the level of implementation is: 1 2 3 4 5
8. Does your policy outline procedures to be followed by campus officials once a sex offense has occurred? Yes No
- If yes, the level of implementation is: 1 2 3 4 5
9. Does your policy describe procedures students should follow if a sex offense occurs, including who they should contact? Yes No
- If yes, the level of implementation is: 1 2 3 4 5
10. Do the procedures to be followed when a sex offense occurs include the importance of preserving evidence as may be necessary to the proof of criminal sexual assault? Yes No
- If yes, the level of implementation is: 1 2 3 4 5
11. Do your procedures for on-campus disciplinary action in cases of alleged sexual assault include a clear statement that the accuser and accused is entitled to have others present during a campus disciplinary proceeding? Yes No
- If yes, the level of implementation is: 1 2 3 4 5
12. Do your procedures for on-campus disciplinary action in cases of alleged sexual assault include a clear statement that the accuser and the accused shall be informed of the outcome of any campus disciplinary proceeding? Yes No
- If yes, the level of implementation is: 1 2 3 4 5
13. Does your policy include procedures for informing students of their options to notify proper law enforcement authorities, including on-campus police and local police? Yes No
- If yes, the level of implementation is: 1 2 3 4 5

14. Does your policy specify that a student has the option to be assisted by campus authorities in notifying law enforcement authorities, if the student so chooses? Yes No
- If yes, the level of implementation is: 1 2 3 4 5
15. Does your policy specify how students are notified of existing counseling services for victims of sexual assault on and off campus? Yes No
- If yes, the level of implementation is: 1 2 3 4 5
16. Does your policy specify how students are notified of options for, and available assistance in, changing academic situations after an alleged sexual assault incident, if so requested by the victim, and if such changes are reasonably available? Yes No
- If yes, the level of implementation is: 1 2 3 4 5
17. Does your policy specify how students are notified of options for, and available assistance in, changing living situations after an alleged sexual assault incident, if so requested by the victim, and if such changes are reasonably available? Yes No
- If yes, the level of implementation is: 1 2 3 4 5
18. Does your policy include an education program? Yes No
- If yes, the level of implementation is: 1 2 3 4 5
19. Does your education program promote awareness of rape and acquaintance rape? Yes No
- If yes, the level of implementation is: 1 2 3 4 5
20. Does your education program promote awareness of other sexual offenses? Yes No
- If yes, the level of implementation is: 1 2 3 4 5
21. Does your policy specify how students are notified of mental health services for victims on and off campus? Yes No
- If yes, the level of implementation is: 1 2 3 4 5

22. Does your policy specify how students are notified of student services on and off campus? Yes No

If yes, the level of implementation is: 1 2 3 4 5

PART III

Instructions: In this section I am interested in learning what you believe to be the mandates of Section 485(f). Please circle **Yes** or **No** in response to each of the following questions.

Do you believe that Section 485(f) mandates that colleges and universities must:

- | | | |
|---|-----|----|
| 1. Develop a policy addressing the issue of sexual assault? | Yes | No |
| 2. Develop a written policy that addresses the resolution of sexual assault cases? | Yes | No |
| 3. Adjudicate sexual assault cases? | Yes | No |
| 4. Utilize victim rights statements? | Yes | No |
| 5. Utilize perpetrator rights statements? | Yes | No |
| 6. Have a standard of proof in adjudicating sexual assault cases? | Yes | No |
| 7. Provide perpetrators with a written statement describing the reasons for the judgement against him or her? | Yes | No |
| 8. Have a policy for protecting the victim's legal and human rights after the sexual assault is reported? | Yes | No |
| 9. Have a policy for protecting the accused's legal and human rights after the sexual assault is reported? | Yes | No |
| 10. Have a policy that includes the definition of rape? | Yes | No |
| 11. Have a policy that includes a definition of other sexual offenses? | Yes | No |

- | | | | |
|-----|--|-----|----|
| 12. | Have written procedures that include a description of the victim's legal rights in terms of the assault and legal proceedings? | Yes | No |
| 13. | Have written procedures that advise victims of their option to seek assistance from law enforcement? | Yes | No |
| 14. | Have written procedures that describe the role of those departments involved in the institution's response to sexual assault? | Yes | No |
| 15. | Implement a sexual assault policy? | Yes | No |
| 16. | Provide training for those staff members assigned to respond to sexual assault cases? | Yes | No |
| 17. | Have written procedures for maintaining confidentiality in response to a reported sexual assault? | Yes | No |
| 18. | Impose sanctions against perpetrator? | Yes | No |
| 19. | Link sanctions to specific conduct (e.g., severity of the offense, type offense)? | Yes | No |
| 20. | Have a written response program in the event a sexual assault is reported? | Yes | No |
| 21. | Have a written procedure for victims to follow after the sexual assault? | Yes | No |
| 22. | Have written procedures that include to whom, on and off campus, the sexual assault is to be reported? | Yes | No |
| 23. | Have written procedures that include names and telephone numbers of available support, legal, and medical personnel on and off campus? | Yes | No |
| 24. | Have written procedures that specify the importance of the preservation of evidence? | Yes | No |
| 25. | Have written procedures that describe how adjudication proceedings are conducted? | Yes | No |
| 26. | Have written procedures for advising students of the option to change academic and living situations? | Yes | No |

- | | | | |
|-----|--|-----|----|
| 27. | Have written procedures that identify those departments involved in the institution's response to sexual assault? | Yes | No |
| 28. | Have legal, medical, and support staff on campus to respond to sexual assault in the event the victim selects one or all of these options? | Yes | No |
| 29. | Have legal and support staff on campus to respond to an accused student not found responsible for the sexual assault? | Yes | No |
| 30. | Have special arrangements with off-campus legal, medical, and support personnel for victims? | Yes | No |
| 31. | Provide a means of follow-up support for sexual assault victims? | Yes | No |
| 32. | Provide a means of follow-up support for students not found responsible for the sexual assault? | Yes | No |
| 33. | Provide counseling for victims of sexual assault? | Yes | No |
| 34. | Provide counseling for students accused of sexually assaulting another person? | Yes | No |
| 35. | Provide counseling for students found responsible for a sexual assault against another person? | Yes | No |
| 36. | Have counselors on staff that are trained in counseling sexual assault victims? | Yes | No |
| 37. | Have counselors on staff who are trained in counseling perpetrators of sexual assault? | Yes | No |
| 38. | Have an education program concerning the subject of sexual assault? | Yes | No |
| 39. | Have a sexual assault education program that describes the mission and goals of the program? | Yes | No |
| 40. | Have an education program that includes the distribution of educational materials? | Yes | No |
| 41. | Have an education program that includes the types of programs available, the implementation process, and the purpose thereof? | Yes | No |
| 42. | Have an education program designed to reach males? | Yes | No |

- | | | | |
|-----|---|-----|----|
| 43. | Have an education program designed to reach females? | Yes | No |
| 44. | Have an education program designed to reach female and male students jointly? | Yes | No |
| 45. | Have an education program designed to prevent sexual assault? | Yes | No |
| 46. | Have an education program designed to advise female victims concerning their response after a sexual assault? | Yes | No |
| 47. | Have an education program designed to dispel myths concerning sexual assault? | Yes | No |
| 48. | Have a peer group accessible by students for information concerning the prevention of sexual assault and the options and rights of victims of sexual assault? | Yes | No |

**** Use the space below for any comments you wish to share regarding: (a) sexual assault on your campus, (b) the mandates of Section 485(f) included herein or mandates not included, and (c) the sexual assault policy for your campus.

P. O. Box 5182
Greensboro, NC 27435
May 17, 1994

XXXXXXXXXX
XXXXXXXXXX
XXXXXXXXXX

Re: Sexual Assault Survey

Dear Dr. xxxxxxx:

I am a Ph.D. candidate in the Department of Counseling and Educational Development, School of Education, The University of North Carolina at Greensboro. In partial fulfillment of my dissertation requirements, I am conducting survey research to determine the response of student services practitioners to Section 485(f) of Title IV Higher Education Reauthorization Amendments of 1992, federal legislation concerning sexual assault on college campuses. A copy of the legislation is enclosed.

I encourage you to participate in the survey along with other student development professionals from colleges and universities throughout the United States. Your participation is critical to establishing information that may provide you and fellow practitioners with assistance in developing a more effective sexual assault policy.

The survey is composed of 70 items, in addition to eight demographic items, and requires less than 30 minutes to complete. If someone other than yourself is responsible for your institution's sexual assault policy, please have that individual complete the survey. Please return the completed survey in the enclosed postage-paid envelope by June 7, 1994.

The identification number located in the top right corner of the first page of the survey will assist me in identifying those institutions to mail follow-up letters and surveys. Identifying information will be held separate from responses to the survey. If you have any questions concerning confidentiality, please call me at (910) 294-0724.

Your participation and timely response is needed and appreciated.

Sincerely,

Dan Bernard
Ph.D. Candidate

Appendix C

(2) Policy Development. - Section 485(f) of the Act is amended by adding at the end of the following new paragraph:

"(7) (A) Each institution of higher education participating in any program under this title shall develop and distribute as part of the report described in paragraph (1) a statement of policy regarding -

"(i) such institution's campus sexual assault programs, which shall be aimed at prevention of sex offenses; and

"(ii) the procedures followed once a sex offense has occurred.

"(B) The policy described in subparagraph (A) shall address the following areas:

"(i) Education programs to promote the awareness of rape, acquaintance rape, and other sex offenses.

"(ii) Possible sanctions to be imposed following the final determination of an on-campus disciplinary procedure regarding rape, acquaintance rape, or other sex offenses, forcible or nonforcible.

"(iii) Procedures students should follow if a sex offense occurs, including who should be contacted, the importance of preserving evidence as may be necessary to the proof of criminal sexual assault, and to whom the alleged offense should be reported.

"(iv) Procedures for on-campus disciplinary action in cases of alleged sexual assault, which shall include a clear statement that -

"(I) the accuser and the accused are entitled to the same opportunities to have others present during a campus disciplinary proceeding; and

"(II) both the accuser and the accused shall be informed of the outcome of any campus disciplinary proceeding brought alleging a sexual assault.

"(v) Informing students of their options to notify proper law enforcement authorities, including on-campus and local police, and the option to be assisted by campus authorities in notifying such authorities, if the student so chooses.

"(vi) Notification of students of existing counseling, mental health or student services for victims of sexual assault, both on campus and in the community.

"(vii) Notification of students of options for, and available assistance in, changing academic and living situations after an alleged sexual assault incident, if so requested by the victim and if such changes are reasonably available.

"(C) Nothing in this paragraph shall be construed to confer a private right of action upon any person to enforce the provisions of this paragraph."

Appendix D

Instructions for Expert Panel

The enclosed survey instrument will be mailed to officers of student services divisions in colleges and universities located in the eastern region of the United States. The purpose of the survey is to examine their compliance with Section 485(f) of Title IV Higher Education Reauthorization Amendments of 1992 and what they believe Section 485(f) mandates they do in response to sexual assault on their campuses. A copy of Section 485(f) is enclosed.

The survey is divided into three parts:

- Part I: Demographic Information.
- Part II: Questions addressing what student development professionals have done in response to Section 485(f).
- Part III: Statements addressing what student development professionals believe to be the mandates of Section 485(f).

Your task as expert is to examine each item in each part of the survey in a step by step fashion. Please conduct your assessment in accordance with each sequential step. Steps II and III include the same items in Part II of the survey, but each step requires a different kind of response from you. Steps IV and V include the same items in Part III of the survey, but each of these steps requires a different kind of response from you.

Part I of the survey is composed of information about the individual completing the survey and the institution they represent. **Step I:** Your task for this step is to rank each item at the level you believe it may influence the results of and relationship between Parts II and III. A scale of one to five is provided in the right margin at the end of each item. Please circle the number that indicates the level of influence you have chosen (See column heading: Rank).

- Level 1 = No Influence
- Level 2 = Insignificant Influence
- Level 3 = Moderate Influence
- Level 4 = Significant Influence
- Level 5 = Highly Significant Influence

Space is provided between each item for suggestions, modifications of the item, and readability and understanding of the item.

Part II of the survey is composed of items that were taken directly and literally from Section 485(f) and converted into questions. The questions are designed to examine the institution's compliance with the law and requires a "yes" or "no" response. Step II: Your task for this step is to rank each item at the level you believe it is relevant to the statements in Section 485(f). A scale of one to five is provided in the right margin at the end of each item. Please circle the number that indicates the level of relevance you have chosen (See column heading: Rank).

- Level 1 = No Relevance
- Level 2 = Insignificant Relevance
- Level 3 = Moderate Relevance
- Level 4 = Significant Relevance
- Level 5 = Highly Significant Relevance

Space is provided between each item for suggestions, modification of the item, and readability and understanding of the item.

Step III: Your task for this step is to categorize each item in one of three areas:

1. Policy: Course of action selected to guide decisions concerning procedures and programming in responding to sexual assaults on campus.
2. Response: Procedures for responding to a reported sexual assault on campus.
3. Education: Educational programming for the prevention of sexual assault and reporting of a sexual assault on campus.

These three categories, Policy, Response, and Education, are headings located at the top right side of each page of Part II of the survey. Each heading has a column with an "X" placed at the end of each question. Please circle the "X" under the heading you have chosen. Space is provided between each item for your comments.

Part III of the survey is composed of questions designed to examine the participant's beliefs regarding the mandates of Section 485(f), beyond the direct and literal statements of Part II, and require a "yes" or "no" response. Step IV: Your task for this step is to rank each item, as a mandate beyond the direct and literal statements of Part II, at the level you believe it is relevant to the statements in Section 485(f). A scale of one to five is provided in the right margin at the end

of each item. Please circle the number that indicates the level of relevance you have chosen (See column heading: Rank).

- Level 1 = No Relevance
- Level 2 = Insignificant Relevance
- Level 3 = Moderate Relevance
- Level 4 = Significant Relevance
- Level 5 = Highly Significant Relevance

Space is provided between each item for suggestions, modification of the item, and readability and understanding of the item.

Step V: Your task for this step is to categorize each item in one of three areas:

1. Policy: Course of action selected to guide decisions concerning procedures and programming in responding to sexual assaults on campus.
2. Response: Procedures for responding to a reported sexual assault on campus.
3. Education: Educational programming for the prevention of sexual assault and reporting of a sexual assault on campus.

These three categories, Policy, Response, and Education, are headings located at the top right side of each page of Part III of the survey. Each heading has a column with an "X" placed at the end of each question. Please circle the "X" under the heading you have chosen. Space is provided between each item for your comments.

Step VI: After completion of Step V, please notify me at 334-5454 to establish an appointment for a debriefing session.

Your recorded observations are critical to establishing the validity of the survey instrument. I sincerely appreciate your interest, effort, and willingness to participate in this study.

Dan Bernard
3/30/94

Rank

9. Your institution is: _____ Four-year degree granting institution 1 2 3 4 5
 _____ Two-year degree granting institution
10. Your full-time undergraduate enrollment for Fall Semester 1993: _____ 1 2 3 4 5
11. What is the number of sexual assaults reported to your office, campus police, counseling center, or health center by your students for the following academic years? For the purposes of this survey, sexual assault is defined as forced unwanted sexual activity that includes, but not limited to, vaginal intercourse, oral intercourse, and anal intercourse or the attempt thereof. Forced means against the victim's will without her consent, whereby consent is also not given if he or she is mentally incapacitated by means of drugs, alcohol, or retardation, or is fearful of physical harm or death.
- _____ 1993 - 1994
 _____ 1992 - 1993
 _____ 1991 - 1992
 _____ 1990 - 1991
 _____ 1989 - 1990

Step II

Part II Please indicate a yes or no response to the following questions.

- | | RANK |
|--|-----------|
| 1. Do you have a sexual assault policy for your campus? | 1 2 3 4 5 |
| 2. Do you have a written sexual assault policy for your campus? | 1 2 3 4 5 |
| 3. Is your policy aimed at the prevention of sex offenses? | 1 2 3 4 5 |
| 4. Does your policy provide procedures to be followed once a sex offense has occurred? | 1 2 3 4 5 |
| 5. Does your policy address an education program? | 1 2 3 4 5 |
| 6. Does your education program promote awareness of rape and acquaintance rape? | 1 2 3 4 5 |
| 7. Does your education program promote awareness of other sexual offenses? | 1 2 3 4 5 |
| 8. Does your policy address possible sanctions to be imposed following the final determination of an on-campus disciplinary procedure regarding rape, acquaintance rape, and other sexual offenses? | 1 2 3 4 5 |
| 9. Does your policy address possible sanctions to be imposed following the final determination of an on-campus disciplinary procedure regarding forcible and nonforcible rape and acquaintance rape? | 1 2 3 4 5 |
| 10. Does your policy address possible sanctions to be imposed following the final determination of an on-campus disciplinary procedure regarding other forcible and nonforcible sexual offenses? | 1 2 3 4 5 |

- | | Rank |
|--|-----------|
| 11. Does your policy address procedures students should follow if a sex offense occurs, including who they should contact? | 1 2 3 4 5 |
| 12. Do the procedures to follow if a sex offense occurs include the importance of preserving evidence as may be necessary to the proof of criminal sexual assault? | 1 2 3 4 5 |
| 13. Does your policy address procedures for on-campus disciplinary action in cases of alleged sexual assault? | 1 2 3 4 5 |
| 14. Does your policy address procedures for on-campus disciplinary action in cases of alleged sexual assault include a clear statement that the accuser and accused is entitled to have others present during a campus disciplinary proceeding? | 1 2 3 4 5 |
| 15. Do your procedures for on-campus disciplinary action in cases of alleged sexual assault include a clear statement that the accuser and the accused shall be informed of the outcome of any campus disciplinary proceeding brought alleging a sexual assault? | 1 2 3 4 5 |
| 16. Does your policy address informing students of their options to notify proper law enforcement authorities, including on-campus police and local police? | 1 2 3 4 5 |
| 17. Does your policy address the student's option to be assisted by campus authorities in notifying law enforcement authorities, if the student so chooses? | 1 2 3 4 5 |
| 18. Does your policy address the notification of students of existing counseling services for victims on and off campus? | 1 2 3 4 5 |
| 19. Does your policy address the notification of students of mental health services for victims on and off campus? | 1 2 3 4 5 |

Rank

20. Does your policy address the notification of students of student services on and off campuses? 1 2 3 4 5
21. Does your policy address notification of students of options for, and available assistance in, changing academic situations after an alleged sexual assault incident, if so requested by the victim, and if such changes are reasonably available? 1 2 3 4 5
22. Does your policy address notification of students of options for, and available assistance in, changing living situations after an alleged sexual assault incident, if so requested by the victim, and if such changes are reasonably available? 1 2 3 4 5

Step III

Part II Please indicate a yes or no response to the following questions.

	Policy	Response	Education
1. Do you have a sexual assault policy for your campus?	X	X	X
2. Do you have a written sexual assault policy for your campus?	X	X	X
3. Is your policy aimed at the prevention of sex offenses?	X	X	X
4. Does your policy provide procedures to be followed once a sex offense has occurred?	X	X	X
5. Does your policy address an education program?	X	X	X
6. Does your education program promote awareness of rape and acquaintance rape?	X	X	X
7. Does your education program promote awareness of other sexual offenses?	X	X	X
8. Does your policy address possible sanctions to be imposed following the final determination of an on-campus disciplinary procedure regarding rape, acquaintance rape, and other sexual offenses?	X	X	X

	Policy	Response	Education
9. Does your policy address possible sanctions to be imposed following the final determination of an on-campus disciplinary procedure regarding forcible and nonforcible rape and acquaintance rape?	X	X	X
10. Does your policy address possible sanctions to be imposed following the final determination of an on-campus disciplinary procedure regarding other forcible and nonforcible sexual offenses?	X	X	X
11. Does your policy address procedures students should follow if a sex offense occurs, including who they should contact?	X	X	X
12. Do the procedures to follow if a sex offense occurs include the importance of preserving evidence as may be necessary to the proof of criminal sexual assault?	X	X	X
13. Does your policy address procedures for on-campus disciplinary action in cases of alleged sexual assault?	X	X	X
14. Does your policy address procedures for on-campus disciplinary action in cases of alleged sexual assault include a clear statement that the accuser and accused is entitled to have others present during a campus disciplinary proceeding?	X	X	X

	Policy	Response	Education
15. Do your procedures for on-campus disciplinary action in cases of alleged sexual assault include a clear statement that the accuser and the accused shall be informed of the outcome of any campus disciplinary proceeding brought alleging a sexual assault?	x	x	x
16. Does your policy address informing students of their options to notify proper law enforcement authorities, including on-campus police and local police?	x	x	x
17. Does your policy address the student's option to be assisted by campus authorities in notifying law enforcement authorities, if the student so chooses?	x	x	x
18. Does your policy address the notification of students of existing counseling services for victims on and off campus?	x	x	x
19. Does your policy address the notification of students of mental health services for victims on and off campus?	x	x	x
20. Does your policy address the notification of students of student services on and off campuses?	x	x	x

	Policy	Response	Education
21. Does your policy address notification of students of options for, and available assistance in, changing academic situations after an alleged sexual assault incident, if so requested by the victim, and if such changes are reasonably available?	x	x	x
22. Does your policy address notification of students of options for, and available assistance in, changing living situations after an alleged sexual assault incident, if so requested by the victim, and if such changes are reasonably available?	x	x	x

Step IV

Part III Please indicate a yes or no response to the following questions.

Do you believe that Section 485(f) of Title IV Higher Education Reauthorization Amendments of 1992 mandates that colleges and universities:

	RANK
1. Must respond accordingly?	1 2 3 4 5
2. Have a policy addressing the issue of sexual assault?	1 2 3 4 5
3. Have a written policy that addresses the resolution of sexual assault cases?	1 2 3 4 5
4. Adjudicate sexual assault cases?	1 2 3 4 5
5. Have a panel or board to adjudicate sexual assault cases?	1 2 3 4 5
6. Provide training in adjudicating sexual assault cases for panel or board members?	1 2 3 4 5
7. Utilize victim rights statements?	1 2 3 4 5
8. Utilize perpetrator rights statements?	1 2 3 4 5
9. Have a staff member assigned the responsibility of resolving sexual assault cases?	1 2 3 4 5
10. Have other staff members (e.g., counselors, campus police, judicial officers) assigned to respond to sexual assault cases?	1 2 3 4 5
11. Provide training for those staff members assigned to respond to sexual assault cases?	1 2 3 4 5

	RANK
12. Provide accused student with a written statement of charges?	1 2 3 4 5
13. Provide accused with an opportunity to review other written material or physical evidence prior to a judicial hearing?	1 2 3 4 5
14. Have a procedure for responding to accused student's refusal to attend a judicial hearing or to speak during the proceedings?	1 2 3 4 5
15. Provide accused student with an opportunity to prepare a defense?	1 2 3 4 5
16. Allow the accused to hear testimony and/or see evidence against him or her?	1 2 3 4 5
17. Allow the accused to respond to testimony and evidence against him or her?	1 2 3 4 5
18. Allow cross-examination in the adjudication process?	1 2 3 4 5
19. Allow students to be advised in the adjudication process?	1 2 3 4 5
20. Allow advisors to be present during adjudication process?	1 2 3 4 5
21. Allow the advisor to actively advise and defend in the adjudication process?	1 2 3 4 5
22. Allow victim to have an attorney as an advisor?	1 2 3 4 5
23. Allow the accused to have an attorney as an advisor?	1 2 3 4 5

	RANK
24. Have a standard of proof in adjudicating sexual assault cases?	1 2 3 4 5
25. Use "beyond reasonable doubt" as the standard of proof in adjudicating sexual assault cases?	1 2 3 4 5
26. Use "preponderance of evidence" as the standard of proof in adjudicating sexual assault cases?	1 2 3 4 5
27. Use "clear and convincing" as the standard of proof in adjudicating sexual assault cases?	1 2 3 4 5
28. Provide perpetrators with a written statement describing the reasons for the judgement against him or her?	1 2 3 4 5
29. Impose sanctions against perpetrators?	1 2 3 4 5
30. Link sanctions to specific conduct (e.g., severity of the offense, type of offense)?	1 2 3 4 5
31. Have a procedure for enforcing sanctions?	1 2 3 4 5
32. Have an individual assigned for the enforcement of sanctions?	1 2 3 4 5
33. Provide perpetrator with an opportunity to appeal?	1 2 3 4 5
34. Provide perpetrator with written procedures for the appeal process?	1 2 3 4 5
35. Have a policy for protecting the victim's legal and human rights after the sexual assault is reported?	1 2 3 4 5

	RANK
36. Have a policy for protecting the accused's legal and human rights after the sexual assault is reported?	1 2 3 4 5
37. Have a trained staff member assigned to conduct a legal search for evidence?	1 2 3 4 5
38. Provide victims not wanting to have a hearing with other resolution alternatives?	1 2 3 4 5
39. Impose sanctions on perpetrators in those cases victims refused to have a formal hearing?	1 2 3 4 5
40. Report all sexual assault cases to off-campus law enforcement?	1 2 3 4 5
41. Have a policy that addresses double jeopardy in the adjudication process?	1 2 3 4 5
42. Allow disclosure of victim's prior sex history?	1 2 3 4 5
43. Allow disclosure of accused's prior sex history?	1 2 3 4 5
44. Have a policy that includes a definition of rape?	1 2 3 4 5
45. Have a policy that includes a definition of acquaintance rape?	1 2 3 4 5
46. Have a policy that includes a definition of "other sexual issues?"	1 2 3 4 5
47. Utilize criminal law terminology in adjudicating sexual assault cases?	1 2 3 4 5
48. Utilize behavioral conduct terminology in adjudicating sexual assault cases?	1 2 3 4 5

	RANK
49. Have a procedure for preservation of evidence?	1 2 3 4 5
50. Have a trained individual assigned responsibility for assisting victim's in the preservation of evidence?	1 2 3 4 5
51. Adjudicate sexual assault cases involving your students but occurring off campus?	1 2 3 4 5
52. Adjudicate cases involving your student victim and an accused student from another campus?	1 2 3 4 5
53. Adjudicate cases involving your student victim and a non-student accused?	1 2 3 4 5
54. Have a written response program in the event a sexual assault is reported?	1 2 3 4 5
55. Have someone assigned to respond to the victim after the sexual assault is reported?	1 2 3 4 5
56. Have written procedures for victims to follow after the sexual assault?	1 2 3 4 5
57. Have written procedures that include to whom, on and off campus, the sexual assault is to be reported?	1 2 3 4 5
58. Have written procedures that include names and telephone numbers of available support, legal, and medical personnel on and off campus?	1 2 3 4 5
59. Have written procedures that include a description of the victim's legal rights in terms of the assault and legal proceedings?	1 2 3 4 5
60. Have written procedures that address the preservation of evidence?	1 2 3 4 5

	RANK
61. Have written procedures that describe how adjudication proceedings are conducted?	1 2 3 4 5
62. Have written procedures that advise victims of their option to seek assistance from law enforcement?	1 2 3 4 5
63. Have written procedures that advise students of the option to change academic and living situations?	1 2 3 4 5
64. Have written procedures that describe those departments involved in the institution's response to sexual assault?	1 2 3 4 5
65. Have written procedures that describe the role of each of those departments?	1 2 3 4 5
66. Secure written permission from the victim to access and utilize evidence in the adjudication process?	1 2 3 4 5
67. Have legal, medical, and support staff on campus to respond to sexual assault in the event the victim selects one or all of these options?	1 2 3 4 5
68. Have legal and support staff on campus to respond to the accused prior to completion of the adjudication process?	1 2 3 4 5
69. Have legal and support staff on campus to respond to an accused student not found responsible for the sexual assault?	1 2 3 4 5
70. Have special arrangements with off-campus legal, medical, and support personnel for victims?	1 2 3 4 5

	RANK
71. Notify appropriate faculty and campus staff of the sexual victimization of the student?	1 2 3 4 5
72. Secure written permission from the victim to notify appropriate faculty and staff of the sexual victimization of the student?	1 2 3 4 5
73. Provide a means of follow-up support for sexual assault victims?	1 2 3 4 5
74. Provide a means of follow-up support for students not found responsible for the sexual assault?	1 2 3 4 5
75. Provide counseling for victims of sexual assault?	1 2 3 4 5
76. Provide counseling for students accused of sexual assault?	1 2 3 4 5
77. Provide counseling for students found responsible for a sexual assault?	1 2 3 4 5
78. Have counselors on staff that are trained in counseling sexual assault victims?	1 2 3 4 5
79. Have counselors on staff that are trained in counseling perpetrators of sexual assault?	1 2 3 4 5
80. Have written procedures for maintaining confidentiality in response to a reported sexual assault?	1 2 3 4 5
81. Have a peer support group for student victims?	1 2 3 4 5
82. Have a peer support group for accused students not found responsible for a sexual assault?	1 2 3 4 5

	RANK
83. Have a written education program on the subject of sexual assault?	1 2 3 4 5
84. Have an education program that describes the mission and goals of the program?	1 2 3 4 5
85. Have an individual assigned to implement the education program?	1 2 3 4 5
86. Have a written education program that describes the process for the distribution of educational materials?	1 2 3 4 5
87. Have a written education program that describes the types of programs to be employed, implementation, and purpose thereof?	1 2 3 4 5
88. Have a written education program designed to reach males?	1 2 3 4 5
89. Have a written education program designed to reach females?	1 2 3 4 5
90. Have a written education program designed to reach female and male students jointly?	1 2 3 4 5
91. Have a written education program designed to prevent sexual assault?	1 2 3 4 5
92. Have a written education program designed to advise female victims concerning their response after a sexual assault?	1 2 3 4 5
93. Have a written education program designed to advise male victims concerning their response after a sexual assault?	1 2 3 4 5
94. Have a written education program designed to dispel myths concerning sexual assault?	1 2 3 4 5

	RANK
95. Have a written education program designed to work with male perpetrators?	1 2 3 4 5
96. Have a written education program designed to work with female perpetrators?	1 2 3 4 5
97. Have a peer group accessible by students for information concerning the prevention of sexual assault and the options and rights of victims of sexual assault?	1 2 3 4 5

Step V

Part III Please indicate a yes or no response to the following questions.

Do you believe that Section 485(f) of Title IV Higher Education Reauthorization Amendments of 1992 mandates that colleges and universities:

	Policy	Response	Education
1. Must respond accordingly?	X	X	X
2. Have a policy addressing the issue of sexual assault?	X	X	X
3. Have a written policy that addresses the resolution of sexual assault cases?	X	X	X
4. Adjudicate sexual assault cases?	X	X	X
5. Have a panel or board to adjudicate sexual assault cases?	X	X	X
6. Provide training in adjudicating sexual assault cases for panel or board members?	X	X	X
7. Utilize victim rights statements?	X	X	X
8. Utilize perpetrator rights statements?	X	X	X

	Policy	Response	Education
9. Have a staff member assigned the responsibility of resolving sexual assault cases?	X	X	X
10. Have other staff members (e.g., counselors, campus police, judicial officers) assigned to respond to sexual assault cases?	X	X	X
11. Provide training for those staff members assigned to respond to sexual assault cases?	X	X	X
12. Provide accused student with a written statement of charges?	X	X	X
13. Provide accused with an opportunity to review other written material or physical evidence prior to a judicial hearing?	X	X	X
14. Have a procedure for responding to accused student's refusal to attend a judicial hearing or to speak during the proceedings?	X	X	X
15. Provide accused student with an opportunity to prepare a defense?	X	X	X
16. Allow the accused to hear testimony and/or see evidence against him or her?	X	X	X

	Policy	Response	Education
17. Allow the accused to respond to testimony and evidence against him or her?	X	X	X
18. Allow cross-examination in the adjudication process?	X	X	X
19. Allow students to be advised in the adjudication process?	X	X	X
20. Allow advisors to be present during adjudication process?	X	X	X
21. Allow the advisor to actively advise and defend in the adjudication process?	X	X	X
22. Allow victim to have an attorney as an advisor?	X	X	X
23. Allow the accused to have an attorney as an advisor?	X	X	X
24. Have a standard of proof in adjudicating sexual assault cases?	X	X	X
25. Use "beyond reasonable doubt" as the standard of proof in adjudicating sexual assault cases?	X	X	X
26. Use "preponderance of evidence" as the standard of proof in adjudicating sexual assault cases?	X	X	X

	Policy	Response	Education
27. Use "clear and convincing" as the standard of proof in adjudicating sexual assault cases?	X	X	X
28. Provide perpetrators with a written statement describing the reasons for the judgement against him or her?	X	X	X
29. Impose sanctions against perpetrators?	X	X	X
30. Link sanctions to specific conduct (e.g., severity of the offense, type of offense)?	X	X	X
31. Have a procedure for enforcing sanctions?	X	X	X
32. Have an individual assigned for the enforcement of sanctions?	X	X	X
33. Provide perpetrator with an opportunity to appeal?	X	X	X
34. Provide perpetrator with written procedures for the appeal process?	X	X	X
35. Have a policy for protecting the victim's legal and human rights after the sexual assault is reported?	X	X	X

	Policy	Response	Education
36. Have a policy for protecting the accused's legal and human rights after the sexual assault is reported?	X	X	X
37. Have a trained staff member assigned to conduct a legal search for evidence?	X	X	X
38. Provide victims not wanting to have a hearing with other resolution alternatives?	X	X	X
39. Impose sanctions on perpetrators in those cases victims refused to have a formal hearing?	X	X	X
40. Report all sexual assault cases to off-campus law enforcement?	X	X	X
41. Have a policy that addresses double jeopardy in the adjudication process?	X	X	X
42. Allow disclosure of victim's prior sex history?	X	X	X
43. Allow disclosure of accused's prior sex history?	X	X	X
44. Have a policy that includes a definition of rape?	X	X	X

	Policy	Response	Education
45. Have a policy that includes a definition of acquaintance rape?	X	X	X
46. Have a policy that includes a definition of "other sexual issues?"	X	X	X
47. Utilize criminal law terminology in adjudicating sexual assault cases?	X	X	X
48. Utilize behavioral conduct terminology in adjudicating sexual assault cases?	X	X	X
49. Have a procedure for preservation of evidence?	X	X	X
50. Have a trained individual assigned responsibility for assisting victim's in the preservation of evidence?	X	X	X
51. Adjudicate sexual assault cases involving your students but occurring off campus?	X	X	X
52. Adjudicate cases involving your student victim and an accused student from another campus?	X	X	X
53. Adjudicate cases involving your student victim and a non-student accused?	X	X	X

	Policy	Response	Education
54. Have a written response program in the event a sexual assault is reported?	X	X	X
55. Have someone assigned to respond to the victim after the sexual assault is reported?	X	X	X
56. Have written procedures for victims to follow after the sexual assault?	X	X	X
57. Have written procedures that include to whom, on and off campus, the sexual assault is to be reported?	X	X	X
58. Have written procedures that include names and telephone numbers of available support, legal, and medical personnel on and off campus?	X	X	X
59. Have written procedures that include a description of the victim's legal rights in terms of the assault and legal proceedings?	X	X	X
60. Have written procedures that address the preservation of evidence?	X	X	X
61. Have written procedures that describe how adjudication proceedings are conducted?	X	X	X

	Policy	Response	Education
62. Have written procedures that advise victims of their option to seek assistance from law enforcement?	X	X	X
63. Have written procedures that advise students of the option to change academic and living situations?	X	X	X
64. Have written procedures that describe those departments involved in the institution's response to sexual assault?	X	X	X
65. Have written procedures that describe the role of each of those departments?	X	X	X
66. Secure written permission from the victim to access and utilize evidence in the adjudication process?	X	X	X
67. Have legal, medical, and support staff on campus to respond to sexual assault in the event the victim selects one or all of these options?	X	X	X
68. Have legal and support staff on campus to respond to the accused prior to completion of the adjudication process?	X	X	X
69. Have legal and support staff on campus to respond to an accused student not found responsible for the sexual assault?	X	X	X

	Policy	Response	Education
70. Have special arrangements with off-campus legal, medical, and support personnel for victims?	X	X	X
71. Notify appropriate faculty and campus staff of the sexual victimization of the student?	X	X	X
72. Secure written permission from the victim to notify appropriate faculty and staff of the sexual victimization of the student?	X	X	X
73. Provide a means of follow-up support for sexual assault victims?	X	X	X
74. Provide a means of follow-up support for students not found responsible for the sexual assault?	X	X	X
75. Provide counseling for victims of sexual assault?	X	X	X
76. Provide counseling for students accused of sexual assault?	X	X	X
77. Provide counseling for students found responsible for a sexual assault?	X	X	X
78. Have counselors on staff that are trained in counseling sexual assault victims?	X	X	X

	Policy	Response	Education
79. Have counselors on staff that are trained in counseling perpetrators of sexual assault?	X	X	X
80. Have written procedures for maintaining confidentiality in response to a reported sexual assault?	X	X	X
81. Have a peer support group for student victims?	X	X	X
82. Have a peer support group for accused students not found responsible for a sexual assault?	X	X	X
83. Have a written education program on the subject of sexual assault?	X	X	X
84. Have an education program that describes the mission and goals of the program?	X	X	X
85. Have an individual assigned to implement the education program?	X	X	X
86. Have a written education program that describes the process for the distribution of educational materials?	X	X	X

	Policy	Response	Education
87. Have a written education program that describes the types of programs to be employed, implementation, and purpose thereof?	X	X	X
88. Have a written education program designed to reach males?	X	X	X
89. Have a written education program designed to reach females?	X	X	X
90. Have a written education program designed to reach female and male students jointly?	X	X	X
91. Have a written education program designed to prevent sexual assault?	X	X	X
92. Have a written education program designed to advise female victims concerning their response after a sexual assault?	X	X	X
93. Have a written education program designed to advise male victims concerning their response after a sexual assault?	X	X	X
94. Have a written education program designed to dispel myths concerning sexual assault?	X	X	X

	Policy	Response	Education
95. Have a written education program designed to work with male perpetrators?	X	X	X
96. Have a written education program designed to work with female perpetrators?	X	X	X
97. Have a peer group accessible by students for information concerning the prevention of sexual assault and the options and rights of victims of sexual assault?	X	X	X

EXPERTS' CREDENTIALS

Expert #1

Present Position: Assistant Vice Chancellor for Student Affairs

Chief Judicial Officer

Past Positions: Associate Dean of Students

Assistant Dean of Students

Student Services Experience: 20 Years

Education: Ed.D. in Higher Education Administration

Sexual assault

policy-making or

related experience: Served on university committees to establish or revise a campus sexual assault policy.

Chaired judicial panels for adjudicating campus sexual assault cases.

Attended conferences and workshops relative to campus sexual assault policy.

Prior knowledge of Section 485(f).

Expert #2:

Present Position: Director of Orientation and International Student Services

Past Position: Assistant Dean of Students

Student Services Experience: 16 Years

Education: Ed.S. in Counseling

Sexual assault

policy-making or

related experience: Served on university committees to establish or revise campus sexual assault policy.

Served on university committees to establish education initiatives for sexual assault educational programming.

Served as director of university organization for helping college women deal with sensitive issues (e.g., sexual assault victimization).

Director of Genesis, a university organization operating as a sexuality resource center and peer counseling center for sexuality issues (e.g., sexual assault).

Attended conferences and workshops relative to prevention of sexual assault on campus.

Served on Board of Directors of a community agency for planned parenthood that included working with young adults dealing with sexual assault issues.

Volunteer worker in rape crisis center.

Prior knowledge of Section 485(f).

Expert #3:

Present Position: University Coordinator for Health Education
Adjunct Faculty for Public Health Education
Department

Student Services Experience: 8 Years

Education: M.Ed. in Public Health Education

Sexual assault
policy-making or

related experience: Served on university committees to establish or revise campus sexual assault policy.

Served on a university committee to develop campus programming for the prevention of sexual assault.

Attended workshops concerning sexual assault policy and prevention on college campuses.

Designed and conducted workshops for the prevention of sexual assault on college campuses.

Coordinator of undergraduate peer education program on acquaintance rape (i.e., Phase II).

Victim advocate and volunteer for a local community agency.

Prior knowledge of Section 485(f).

Results of Expert Panel Ranking of Items

Part I The "x" indicates the expert gave the item a score of of at least four.

Item	Expert #1	Expert #2	Expert #3
1	x	x	
2	x	x	
3	x	x	
4	x		x
5		x	x
6		x	
7			
8			x
9		x	x
10		x	x
11		x	x
12	x	x	

Part II The "x" indicates the expert gave the item a score of at least four.

Item	Expert #1	Expert #2	Expert #3
1	x	x	x
2	x	x	x
3	x	x	x
4		x	x
5	x	x	x
6	x		x
7	x	x	x

8	x	x	x
9	x	x	x
10			x
11			x
12			x
13			x
14	x	x	x
15	x	x	x
16	x	x	x
17	x	x	x
18	x	x	x
19	x	x	x
20	x	x	x
21	x	x	x
22	x	x	x
23	x	x	x
24	x	x	x
25	x	x	x
26	x	x	x
27	x	x	x
28	x	x	x
29	x	x	x
30	x	x	x
31	x	x	x
32	x	x	x
33		x	x

34	x	x
35	x	x
36	x	x

Part III The "x" indicates the expert gave the item a score of at least four.

Item	Expert #1	Expert #2	Expert #3
1		x	
2		x	x
3		x	x
4	x		x
5			x
6			x
7		x	x
8		x	x
9			x
10			x
11			x
12			x
13			x
14			
15			x
16			x
17			x
18			x
19			x
20			x

21			
22			
23			
24	x		x
25			
26			
27			x
28	x		x
29	x	x	x
30	x		x
31			x
32			x
33			x
34			x
35		x	x
36		x	x
37			
38			
39			x
40			
41			x
42			
43			
44	x		x
45	x		
46	x		x

47			
48			x
49	x		
50			x
51			x
52			
53			
54	x		x
55			x
56	x		x
57	x	x	x
58	x	x	x
59	x	x	x
60	x	x	x
61	x	x	x
62	x	x	x
63	x	x	x
64	x	x	x
65	x		x
66	x		
67	x		x
68	x		
69	x		x
70	x		x
71			
72			x

73	x		x
74	x		x
75	x		x
76	x		x
77	x		x
78	x		x
79	x		x
80	x		x
81			
82			
83	x	x	x
84	x		x
85			x
86	x		x
87	x		x
88	x		x
89	x		x
90	x		x
91	x	x	
92	x	x	x
93	x	x	x
94	x		x
95	x		
96	x		
97	x		x

Results of Expert Panel Categorizing of Items

Part II Letters (i.e., P, R, E) indicate the category the expert chose for each of the survey items.

P = Sexual assault policy

R = Response to a reported sexual assault

E = Educational programming

Item	Expert #1	Expert #2	Expert #3
1	P	P	P
2	P	P	P
3	E	P	P
4	P	R	P
5	P	R	P
6	P	R	P
7	R	R	E
8	R	R	E
9	R	R	E
10	R	R	E
11	P	R	R
12	P	R	R
13	P	R	R
14	E	R	R
15	R	R	E
16	R	R	E
17	R	R	E
18	E	E	P
19	E	E	E

20	E	E	E
21	E	R	E
22	E	R	E

Part III Letters (i.e., P, R, E) indicate the category the expert chose for each of the survey items.

P = Sexual assault policy

R = Response to a reported sexual assault

E = Educational programming

Item	Expert #1	Expert #2	Expert #3
1	P	P	P
2	P	P	P
3	P	R	P
4	P	R	P
5	P	R	P
6	P	R	P
7	P	R	P
8	R	P	P
9	R	P	P
10	P	P	P
11	P	P	P
12	P	R	P
13	P	R	P
14	P	R	E
15	P	P	P
16	E	P	P
17	P	R	P

18	P	R	R
19	P	R	R
20	R	R	P
21	R	R	E
22	R	R	P
23	R	R	E
24	R	R	E
25	R	R	P
26	R	R	P
27	R	R	E
28	R	R	R
29	R	R	P
30	R	R	R
31	R	R	R
32	R	R	R
33	R	R	R
34	R	R	R
35	R	R	R
36	E	R	R
37	E	R	R
38	E	E	E
39	E	E	E
40	E	E	R
41	P	E	R
42	P	E	R
43	P	E	R

44	P	E	R
45	E	E	P
46	E	E	E
47	E	E	E
48	E	E	E

Position Title of Respondent

<u>Position Title</u>	<u>Frequency</u>	<u>Percent</u>
Dean of Students	45	20.6
Vice President of Student Affairs	35	16.1
Assistant Dean of Student Life	3	1.4
Vice President of Student Life	5	2.3
Assistant Vice President of Student Life	3	1.4
Vice President of Student Development	6	2.8
Vice President	2	0.9
Dean of Student Life	8	3.7
Assistant to Vice President for Student Affairs	10	4.6
Conduct Officer	1	0.5
Director, Women's Center	2	0.9
Vice President Student Services	4	1.8
Director of Judicial Programs	3	1.4
Assistant Dean of Students	14	6.4
Judicial Administrator	1	0.5
Dean of Student Affairs	9	4.1
Associate Provost	1	0.5
Vice President of Student and Instructional Development	2	0.9
Associate Dean of Students	10	4.6
Dean of Special Student Services	1	0.5
Director of Counseling and Student Development	5	2.3
Dean of Student Services	2	0.9
Assistant Vice President for Human Resources	1	0.5
Assistant Dean of Student Affairs	2	0.9
Counselor	2	0.9
Interim Senior Associate Director of Student Affairs	1	0.5
Assistant Director of Student Development	1	0.5
Campus Safety Supervisor	1	0.5
Associate Director of Student Affairs	1	0.5
Associate Vice President of Academic Affairs	1	0.5
Director of Student Life	3	1.4
Director of Residential Life	2	0.9
Judicial Coordinator	1	0.5
Assistant to Vice Chancellor	1	0.5
Director of Public Safety	1	0.5
Dean	2	0.9
Vice Chancellor for Student Affairs	1	0.5
Coordinator for Sexual Assault Services	1	0.5
Assistant Dean of Special Student Services	1	0.5

<u>Position Title</u>	<u>Frequency</u>	<u>Percent</u>
Director of Affirmative Action	2	0.9
Associate Vice President of Student Affairs	3	1.4
Vice President of Student and Administrative Services	1	0.5
Special Assistant to Vice President of Student Services	1	0.5
Senior Clinical Counselor	1	0.5
Rape Prevention and Response Coordinator	1	0.5
Vice President of Student Life and Academic Development	1	0.5
Captain Special Operations - Public Safety	1	0.5
Administrator	1	0.5
Dean of Student Development	2	0.9
Counseling Psychologist	2	0.9
Rape Prevention Education Program Coordinator	1	0.5
Resident Director	1	0.5
Director for Student Development	2	0.9
Coordinator, Sexual Abuse Education and Prevention Program	1	0.5
Director, Student Health	1	0.5
Director of Counseling Center	1	0.5