

A Public Health Perspective on Campus Initiatives Against Sexual Violence

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Abstract

Using a public health framework, this project aims to address the question, “How does quantity of university prevention initiatives correlate with rates of campus sexual violence, including harassment, assault, and rape?”. Using the results of the 2019 *Association of American Universities Campus Climate Survey* and publicly available information regarding individual university trainings and programs (collected using defined search terms), hypothesis testing was conducted to determine whether the existence of a linear relationship could be established between the explanatory variable of number of initiatives and the response variable of proportion of students experiencing sexual violence. Using a scatterplot, a point estimate regression line was created with formula $\hat{y} = .129946 + 0.004992x$ and p-value of 0.3071, from which it was determined that there was not enough evidence to establish a correlation between these two variables at the 0.05 significance level.

Background

Sexual violence is a widespread and deeply-rooted issue on university campuses across the United States. Due to the nature of the issue, research on sexual violence is difficult to conduct as the topic is both very sensitive and elusive in terms of quantitative data. According to the Rape, Abuse, & Incest National Network (RAINN), studies have found that 13% of all students have experienced sexual violence, with much higher rates for cisgender women and transgender, genderqueer, and gender-nonconforming individuals (“Campus Sexual Violence: Statistics”). Additionally, RAINN notes that these incidents are often not reported to law enforcement. A comprehensive survey conducted in 2015 and again in 2019 by the Association of American Universities (AAU) attempted to address the pressure students often feel not to

report sexual violence and to determine awareness of various resources (Association of American Universities, 2019). Titled the AAU Campus Climate Survey, the survey's questions aimed to uncover how many assaults actually occurred vs. how many were reported to the university as extrapolated from the percentage of students who voluntarily responded to the survey (Association of American Universities 2019). Thirty-three universities were included in this survey, and results indicate that rates (including those of reporting) have not meaningfully changed since the 2015 survey, though awareness of resources has grown ("33 Universities"; "Survey Finds Evidence"). This project utilizes the data collected in this survey as a stepping-stone to address questions relating to factors in university sexual assault as an overarching public health concern, with the AAU survey results providing the data for the dependent variable in the study.

In recent years, the public health approach to violence prevention has been increasingly utilized in responding to and working toward mitigation of gender-based and sexual violence. According to the Centers for Disease Control and Prevention, the four steps of the public health violence prevention model include defining and monitoring the problem, identifying both risk and protective factors, developing and testing strategies for prevention, and working toward widespread implementation and adoption ("The Public Health Approach"). This study focuses on enacting the third piece of this methodology quantitatively through the evaluation of interventions (in particular, those focused on primary prevention).

As discussed in the study "A systematic review of primary prevention strategies for sexual violence perpetration," the researchers chose to focus on strategies preventing the perpetration of violence rather than those which attempt to prevent individuals from being victimized, as "a decrease in the number of actual and potential perpetrators in the population is

necessary to achieve measurable reductions in the prevalence of sexual violence” (DeGue et al.). This focus on consent education and mitigation of violence is critical, as it has been found to be the most effective method of mitigation of violence (“Prevention,” Know Your IX). This point is particularly vital when considering how prevention initiatives have historically placed the onus on the victim, resulting in revictimization and artificially low rates of reporting, rather than working to prevent violence at the source through a necessary cultural shift (the lack of which is particularly evident in the history of Greek life on campus). As women’s centers and other advocacy centers on campus tend to participate in prevention and education initiatives, these types of programs were included in the list of initiatives utilized. Universities have made strides in recent years toward more primary prevention programming that focuses on consent education, but there is, nonetheless, much work to be done.

Methods

Data was collected from the 2019 Association of American Universities Campus Climate Survey in order to determine the proportion of students (both undergraduate and graduate) that experienced “nonconsensual sexual contact (penetration or sexual touching) including attempted penetration that involved physical force, inability to consent or stop what was happening, coercion, or without active, ongoing voluntary agreement since enrolling in the school” (Cantor, D. et al.). A systematic review was conducted of the websites of the 33 universities surveyed to gain insight into the number of sexual violence prevention initiatives run by each school. Google was utilized with a specific set of search terms to determine the existence or lack of a set group of initiative types, which included: a designated sexual assault resource center, orientation or first-year prevention programming, Rape Aggression Defense or other university police

trainings, requestable prevention trainings or workshops, mandatory annual university-wide prevention training, trainings targeting Greek life, a separate women's or gender equity center, and a designated sexual assault peer education program. Search terms included [school name] AAU Campus Climate Survey, [school name] sexual assault prevention, [school name] rape aggression defense, [school name] orientation, [school name] orientation sexual assault prevention, [school name] sexual assault center, [school name] Title IX, [school name] sexual assault education, [school name] women's center [school name] Greek life sexual assault prevention, [school name] sexual assault peer education, and [school name] mandatory sexual assault training. The first 3-5 search results on each page were reviewed based on relevance to establish existence of the previously defined types of initiatives, and links from those pages were also reviewed when deemed relevant. Because this study only aimed to establish existence of these types of initiatives, in-text citations are not provided for the data points but instead are categorized in References separately under the name of each university. Using R, a scatterplot was created with number of prevention initiatives as the independent variable and proportion of students who had experienced sexual assaults (as determined by the AAU Campus Climate Survey) as the dependent variable. A regression line (least squares line) was then overlaid onto the scatterplot, and a summary was requested so as to determine a correlation coefficient. The below image shows the R commands utilized:

```

```{r}
violence = read.csv("Final URS Data.csv")
attach(violence)

regline <- lm(Assaults ~ Initiatives)
plot(Initiatives, Assaults, main = "Proportion of Students Experiencing Sexual Assault by Number of Initiatives",
 xlab = "Number of Prevention Initiatives", ylab = "Proportion of Students Having Experienced Sexual Assault Since Entering University", pch = 16); abline(regline)

LSL <- lm(Assaults ~ Initiatives)
summary(LSL)
```

```

After this, hypothesis testing was conducted at the $\alpha = 0.05$ significance level for the true population regression line slope β using b (provided in the summary output) as its point estimate in order to determine whether there is a linear association between prevalence of assaults and number of prevention initiatives at the university.

Data Analysis and Results

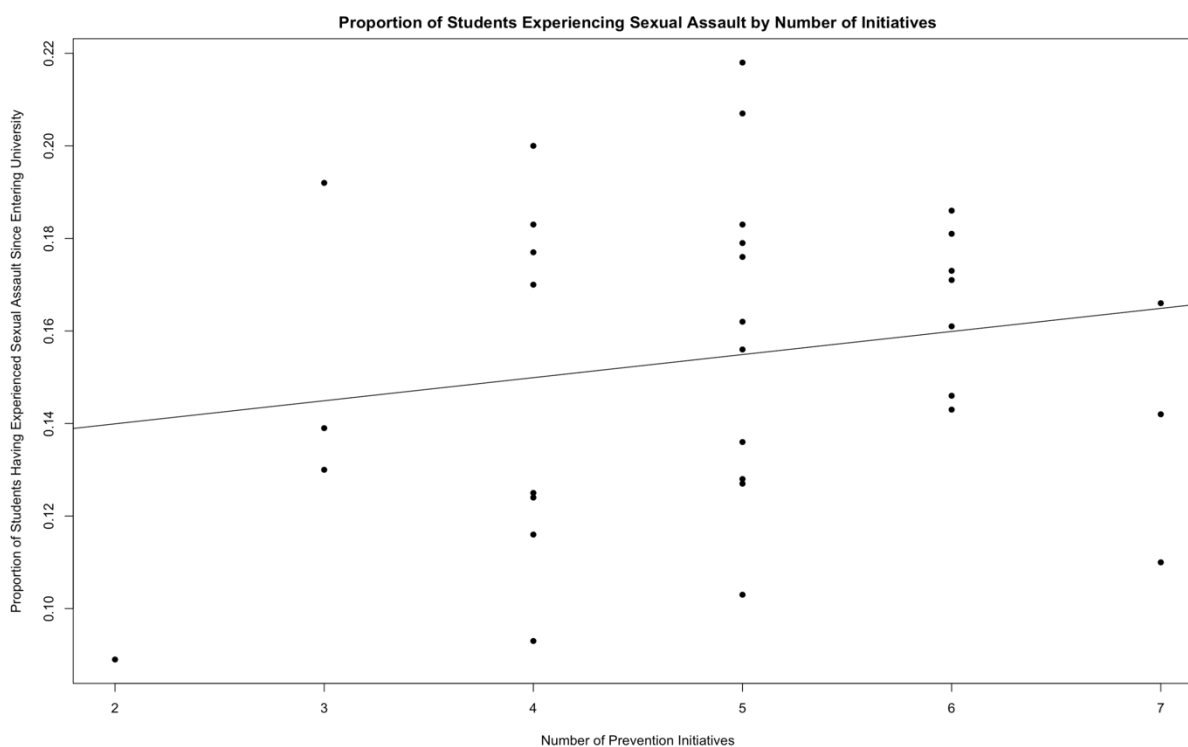
A visual of the raw data is provided below to allow for visualization of the methodology.

| University | Proportion of Students Experiencing Assault | Sexual Assault Resource Center | Orientation or First-Year Programming | Rape Aggression Defense (or similar) | Requestable Prevention Trainings/Workshops |
|---|---|--------------------------------|---------------------------------------|--------------------------------------|--|
| Boston University | 15.6 Y | Y | Y | Y | N |
| Brown University | 20 N | Y | Y | Y | N |
| California Institute of Technology | 8.9 N | N | N | N | Y |
| Carnegie Mellon University | 10.3 N | Y | Y | Y | Y |
| Case Western Reserve University | 12.8 N | Y | Y | Y | Y |
| Georgetown University | 17 N | Y | Y | N | N |
| Harvard University | 12.4 Y | N | N | Y | Y |
| Iowa State University | 13.9 N | N | N | Y | Y |
| Johns Hopkins University | 12.5 N | N | Y | Y | Y |
| Northwestern University | 11.6 Y | N | Y | Y | Y |
| Rice University | 9.3 Y | Y | Y | Y | N |
| Stanford University | 14.2 Y | Y | Y | Y | Y |
| Texas A&M University | 19.2 N | N | Y | Y | Y |
| The Massachusetts Institute of Technology | 11 Y | Y | Y | Y | Y |
| The Ohio State University | 17.6 N | Y | Y | Y | N |
| University of Arizona | 18.3 Y | N | N | Y | N |
| University of Chicago | 12.7 Y | N | N | Y | Y |
| University of Florida | 21.8 N | Y | Y | Y | Y |
| University of Kansas | 16.1 Y | Y | N | Y | Y |
| University of Michigan | 17.1 Y | Y | Y | Y | Y |
| University of Minnesota, Twin Cities | 16.2 Y | Y | N | Y | Y |
| University of Missouri | 18.6 Y | Y | Y | Y | Y |
| University of North Carolina at Chapel Hill | 20.7 N | Y | Y | Y | Y |
| University of Oregon | 14.6 N | Y | Y | Y | Y |
| University of Pennsylvania | 14.3 Y | Y | Y | Y | Y |
| University of Pittsburgh | 18.3 Y | Y | Y | Y | Y |
| University of Rochester | 13 N | Y | Y | Y | N |
| University of Southern California | 13.6 Y | Y | Y | Y | Y |
| University of Virginia | 17.7 N | Y | N | Y | Y |
| University of Wisconsin-Madison | 17.9 N | Y | N | Y | Y |
| Vanderbilt University | 16.6 Y | Y | Y | Y | Y |
| Washington University in St. Louis | 17.3 Y | Y | Y | Y | Y |
| Yale University | 18.1 Y | Y | Y | N | Y |

| University | Annual University-Wide Mandatory Prevention Training | Greek Life Trainings | Women's or Gender Equity Center (separate from Title IX) | Designated Sexual Assault Peer Education | Total Number of Prevention Initiatives |
|---|--|----------------------|--|--|--|
| Boston University | Y | N | Y | N | 3 |
| Brown University | N | N | Y | Y | 2 |
| California Institute of Technology | N | N | N | Y | 1 |
| Carnegie Mellon University | N | Y | Y | N | 3 |
| Case Western Reserve University | N | Y | Y | N | 3 |
| Georgetown University | N | Y | Y | Y | 1 |
| Harvard University | N | N | Y | N | 3 |
| Iowa State University | Y | N | Y | N | 1 |
| Johns Hopkins University | Y | N | N | Y | 2 |
| Northwestern University | N | N | Y | N | 3 |
| Rice University | N | N | Y | N | 3 |
| Stanford University | N | Y | Y | Y | 4 |
| Texas A&M University | N | N | Y | N | 2 |
| The Massachusetts Institute of Technology | Y | N | Y | Y | 4 |
| The Ohio State University | Y | Y | Y | N | 2 |
| University of Arizona | N | Y | Y | N | 2 |
| University of Chicago | Y | N | N | Y | 3 |
| University of Florida | N | N | Y | Y | 3 |
| University of Kansas | Y | Y | Y | N | 3 |
| University of Michigan | N | Y | Y | N | 4 |
| University of Minnesota, Twin Cities | N | Y | Y | N | 3 |
| University of Missouri | N | Y | Y | N | 4 |
| University of North Carolina at Chapel Hill | N | Y | Y | N | 3 |
| University of Oregon | N | Y | Y | Y | 3 |
| University of Pennsylvania | N | N | Y | Y | 4 |
| University of Pittsburgh | N | N | N | Y | 4 |
| University of Rochester | N | Y | N | N | 2 |
| University of Southern California | N | N | N | Y | 4 |
| University of Virginia | N | Y | Y | Y | 2 |
| University of Wisconsin-Madison | Y | N | Y | Y | 2 |
| Vanderbilt University | Y | N | Y | Y | 4 |
| Washington University in St. Louis | N | Y | N | Y | 4 |
| Yale University | Y | N | Y | Y | 3 |

R output from the code shown in the Methods section is provided below.

Figure 1



y-intercept = 0.129946

b = point estimate of the slope = 0.004992

standard error of the slope = 0.004808

p-value = 0.3071

Least Squares Line:

The point estimate of the true population regression line is

$$\hat{y} = .129946 + 0.004992x$$

where x = number of prevention initiatives and \hat{y} = predicted proportion of students having experienced sexual assault since entering university.

Hypothesis Testing

Testing was conducted at the $\alpha = 0.05$ significance level for β , the slope of the true population regression line of these variables for all university students, using b as a point estimate from the sample.

Assumptions:

These include a random sample of n pairs of data, a linear relationship, normality, and constant variance. All of these assumptions cannot be guaranteed for this study, as a voluntary survey does not facilitate truly random sampling, nor does the fact that most universities sampled were already affiliated with the Association of American Universities.

Hypotheses:

$H_0: \beta = 0$ (samples are independent)

$H_0: \beta \neq 0$ (samples are not independent)

Test Statistic:

$t = b/\text{se}(b)$ where b = point estimate of the slope using this data and $\text{se}(b)$ = standard error of b

$$t = 0.004992/0.004808 = 1.0382695507$$

p-Value:

$$\text{p-value} = 2P(t_{n-2} > |t|)$$

$$t_{n-2} = t_{33-2} \text{ (degrees of freedom)} = t_{31}$$

Using R:

$$\text{p-value} = 0.3071$$

Conclusion/Interpretation:

p-value $> \alpha$

Because the p-value is greater than 0.05, the null hypothesis (H_0) has failed to be rejected at the 0.05 significance level. Thus, it was determined that there is not enough evidence to establish that a linear association exists between a university's number of sexual violence prevention issues and the number of students who experience sexual assault.

Discussion

In the context of prior understanding of the effectiveness of primary prevention programs, the lack of a linear correlation between number of prevention programs or initiatives at a given university and the proportion of students having experienced assault in their time on campus is likely indicative of the importance of quality over quantity. The nature of this review did not allow for evaluation of individual prevention methods employed by the schools, preventing any comment from being made on the effectiveness of a particular program over others and whether utilizing only initiatives up to a specific public health standard would have influenced the ability to establish an existing relationship between number of initiatives and proportion of students experiencing violence.

Sexual violence is a multifactorial, nuanced, and heavily stigmatized issue, resulting in many limitations to any attempts at quantitative analysis. Sources of error in methodology include that the *AAU Campus Climate Survey* statistic utilized takes into account violence experienced by any student at each university, regardless of the amount of time they have spent on campus, which may result in artificially low rates compared to the true risk of experiencing

sexual violence during the entire time a student is on campus. Additionally, this statistic is not segregated by respondents' identities or backgrounds, resulting in rates that appear much lower than they are for many communities, as it is well established that members of certain groups (such as heterosexual, cisgender women, members of the LGBTQ+ community, and individuals of historically marginalized racial and ethnic backgrounds) are disproportionately victimized. Other confounding factors include that some university websites did not make information easily accessible, and Google also tailors search results both by geographic location and the data profile they maintain on the user, making it difficult to standardize results. Time constraints also played a significant role in the inability to exhaustively review each university's policies and program. Assumptions for the hypothesis testing could not be fully met either due to the lack of random sampling in the *AAU Campus Climate Survey* study design, which mainly surveyed schools already affiliated with its organization and utilized voluntary survey responses for data collection, resulting in the possibility of response bias (Cantor, D. et al.).

In light of the above considerations and confounding factors, it is clear that more research is needed regarding which of the initiative types surveilled are genuinely effective in violence mitigation, which ones cater to their audiences effectively and are not solely performative, and which ones are using consent education and mitigation of perpetration rather than the outdated and comparatively ineffective strategy of preventing individual victimization. Future directions to consider include choosing a random sample of the schools in the *AAU Campus Climate Survey* and contacting students involved in prevention activities to gain a better sense of the strategies and techniques being employed by the different initiatives to provide a more qualitative and thus more nuanced perspective on the effectiveness of prevention programming. Additionally, separation of data into categories by gender, sexuality, race, and ethnicity and utilizing data on

students who have spent a more consistent amount of time on campus already would be beneficial in understanding the true impact of this issue on specific communities.

Conclusion

The purpose of this study was to investigate whether a correlation exists between the number of university sexual violence prevention initiatives and the observed prevalence of sexual violence on campus. The utilization of statistical analysis to investigate the third aspect of the public health framework for violence prevention in the context of sexual assault led to the conclusion that a relationship could not be established between the number of university prevention initiatives and the proportion of students who have experienced nonconsensual sexual contact (i.e., sexual violence) in their time on campus. Thus, it is essential to consider that, even if it is assumed that universities' initiatives regarding the mitigation of sexual violence are not solely performative or intended to maintain public appearances, the quality of such initiatives may contain wide variations between program types and individual schools. As this research demonstrates, quantity of interventions alone is not enough to mitigate sexual violence. Continued research is critical, especially considering the sustained prevalence of sexual violence across university campuses in the United States. Without an understanding of the manners in which prevention programs address (or fail to address) these issues, already limited resources cannot be effectively allocated to ensure the best possible chance for students to gain an education without the threat of sexual violence. Sexual violence is not only an issue of individual and collective trauma but also one of access to education, making it critical for everyone to work toward its mitigation however they can.

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