

Preventing Sexual Assault on College Campuses: Who Cares?

by

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Abstract

This study used a survey to gather information from 112 women on Kansas State University's campus on the topic of sexual assault. This study attempted to fill in the gap of research concerning sexual assault, reporting, and student engagement with university prevention initiatives. The key findings of this study show that students are willing to learn about sexual assault, and that high levels of university involvement and high levels of perceived self-efficacy lead to an increase in a student's willingness to report cases of sexual assault. Future research should explore a branding campaign for successful sexual assault prevention initiatives, while looking into the concept of self-defense as a viable addition to current campus offerings.

Keywords: Campus safety, Violence, Rape, Sexual assault reporting, Campus policy

Self-defense training.

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Chapter 1 - Introduction

Sexual assault, rape, stalker, attack, fear; these words are inflammatory, scary, and unfortunately, rarely spoken. College campuses are now considered high-risk areas for sexual assault and rape, yet this topic often gets swept under the rug (Fisher et al., 2000). College-age women are the demographic most likely to be victims of sexual violence, yet 80 percent women who are sexually assaulted, do not report these incidents to campus authorities or the police (Wagner, 2017). These underreported cases of sexual assault are part of a larger issue. The growing prevalence, acceptance of, and subpar response to sexual assault cases, has led the United States to be classified as a “rape culture” (Murnen, Wright, & Kaluzny, 2002). Brown University had 43 rape cases in 2014 (Anderson, 2016). When asked about the high number of reported cases, Clark the campus spokesperson, responded that the number was a good thing as it meant that more people were coming forward. Clark immediately followed up by saying that officials at the Ivy League school were taking steps to address sexual violence and compliance with Title IX (Anderson, 2016). As stated by Wagner (2017), “Title IX is a civil rights law revolving around gender equity, prohibiting discrimination on the basis of sex in any federally-funded education program or activity” (p 42). Some colleges offer rape prevention programs, but the majority of these programs are short and exist only to fill those requirements stated by law and Title IX (Wagner, 2017). The focus is on compliance and not student safety (Wagner, 2017). This, along with several other student-centric laws, supposedly create a safe learning environment, but many of these laws and programs are understaffed, seldom audited, and ultimately ineffective (Wagner, 2017). Are universities willing to admit that sexual assault prevention strategies need to be periodically reexamined to determine their effectiveness? More importantly, do the women these programs target care to learn how to defend themselves from

assault, acquire prevention program information, study the offerings provided by their universities, or discover how deal with a crisis situation?

There is little existing research on the attitudes of college-age women in regards to sexual assault and rape. This paper explores these attitudes. Campus sexual assault policies and programs are made available to the student body each year, but little is known about their effectiveness. People don't retain information they seldom use or don't truly believe (Anderson et al., 2005). This is why many current rape prevention programs tend to work in the short term, but fail in the long run (Anderson et al., 2005). One way to find out the effectiveness of the programs at Kansas State is to examine survey data from those women with the highest likelihood of becoming sexual assault victims. This research study also discusses what actions universities should take next in the fight against sexual assault. Explorations of ideas that would make women safer on campus could include self-defense classes, academic, or combination seminars hosted by the university. The increased or enhanced marketing of existing programs and policies is also an area of examination. These potential actions, presented through survey data and discussion, provide more insight on what might be the more effective sexual assault prevention initiatives.

Objectives:

The goal of this study was to get an idea of the current attitudes and knowledge base held by KSU women, age 18-24, regarding the university's existing sexual assault prevention initiatives, and what types of programs, from risk assessment to self-defense, they would be willing to take. From a communication perspective, gathering information on which policies and programs are working, and which ones are not, is the best strategy for coming up with new or enhanced safety initiatives. It is beyond the scope of this study to find what type of program

would be most effective over a wide geographical range, but findings suggest what policies are more successful than others at Kansas State. The timeframe for this thesis also did not allow for coordination with other universities. With these considerations in mind, the main objective of this study is to gather information and insight from college-age women on Kansas State's campus to help further future research. The information presented in this paper will help future researchers continue this study on other college campuses. To that end, the survey distributed helped answer several key questions about the currently held attitudes of women, age 18-24, on Kansas State's campus in regards to sexual assault policies, the reporting of sexual assault, engagement with campus anti-sexual assault materials, and their belief that university staff can or will help them in a situation of sexual assault or rape. Questions about the currently held knowledge base of women on Kansas State's campus in regards to sexual assault policies were also posed. Female students were questioned about their willingness to take some form of sexual assault prevention course. If they were willing to take a course, questions were asked about what kind-an academic class, a practical self-defense course, or a combination of the two. This was all done in the hope that Kansas State University can use their media offerings to better target this specific audience, and market the more successful programs. This study starts the process of information gathering, knowing that increasing safety for female students in this high-risk age group is the ultimate goal.

Chapter 2 - Literature Review

This literature review provides an overview of what studies have said previously in the field of sexual assault research. Much of the literature overlaps into the health field, while some stems from communication and psychology. Types of sexual assault prevention initiatives are discussed, along with what research shows about student beliefs, university involvement, self-efficacy, and how we can relate these ideas to sexual assault.

Sochting et. al. (2004) indicated that “rape prevention programs fall into two broad categories: (a) attitude change programs that are primarily educational in format and (b) self-defense programs focusing on deterrence strategies once rape is imminent. Considerably less attention has been devoted to the latter category” (p.75). Current rape prevention programs tend to work in the short term but fail in the long run (Anderson et al., 2005). Rape culture is becoming prevalent to the point of normalcy (Beaver, 2017). Rape myth beliefs are formed out of this culture.

The technical definition of a rape myth is “attitudes and beliefs that are generally false but are widely and persistently held, and that serve to deny and justify male sexual aggression against women (Lonsway et al., 1994 p.133).” Acceptance of these rape myth beliefs can be described as the extent to which individuals hold attitudes of rape as normal. Rape myth acceptance attitudes shift the blame from the offender to the victim (Shafer et al., 2015). This is to say that; the victim was not raped, she kissed the offender first, or, she wore something provocative, obviously she wanted sex, or, the victim was drunk, or, she said yes initially, so it did not matter if she said no after that...the list could go on. These described instances of rape, and sexual assault, show excuses perpetrators use to tell themselves, and the culture around them, that they did not in fact commit a sexual crime. This is where we see the formation of rape

myths, and the acceptance of sexual crimes as a normal occurrence. This is not to say that people are okay with sexual assault or rape, but, when nothing is done to prevent or punish a sexual crime, desensitization occurs. Desensitization to the issue of sexual assault can lead to ambivalence and forgetfulness, to the point where people move on almost immediately after hearing about an instance of rape on campus (Beaver, 2017). If students and staff on campus do not think sexual assault is a relevant issue, due to sexual assault beliefs and attitudes, then the retention of current rape prevention and safety program initiatives might be reduced, since people don't retain information they seldom use or do not truly believe in (Anderson et al., 2005). Most sexual assault programs are shorter in nature, and yet retention is one of the most crucial factors in trying to change cultural attitudes (Beaver, 2017). The fear here is that rape culture is becoming prevalent to the point where no one, not the schools, nor the students, will respond to improve the situation. Because of this, many of the programs that report changes in attitude or actions fail to show any decreased prevalence of violence, rape, or sexual assault (Anderson et al., 2005).

RQ₁: Do women on campus hold the attitude that Kansas State has successful sexual assault prevention policies/programs?

Theory and Framework

When discussing attitude and behavioral shifts, as well as environment factors relating to engagement, the first theory most sexual assault research intermingles with is Social-cognitive theory. Social-cognitive theory in relation to self-efficacy, and social norms, has been the overarching trend found in most sexual assault studies. Self-efficacy is the belief or confidence a person holds in their personal ability to influence events that effect their life or produce a favorable outcome (Bandura, 1995). Social-cognitive theory spans the fields of education,

psychology, business, health, and communication. The original concept for this theory comes from a book that was cooperatively published by Edwin Holt and Harold Brown in 1931. This book theorized that all animals, including people, respond to stimuli based on fulfilling base, psychological needs. In 1941, Neal E. Miller and John Dollard revised this theory, arguing that positive or negative reinforcement of behaviors will impact the imitation of said behavior. The more positive the reward, or response of an observed behavior, the more likely we will want to repeat, or imitate, that behavior. Albert Bandura took this theory one step farther adding a component of social learning, where he discovered a correlation between perceived self-efficacy and behavior, to the point where we see social-cognitive theory as it is today, an argument for cognition impacting the way we behave, based on environmental, personal(social), and observational behavioral influences. Social-cognitive theory shows that if we perceive the people around us as uncaring about sexual assault, its programs and policies, then we reinforce the idea that we should not care either (Bandura, 1995). If a prevalent issue, like sexual assault, is seen fairly regularly, and yet no one is motivated, taught, or modelled behavior that would create an attitude of intolerance, eventually this issue is accepted as a part of the environment. This is what it means when something becomes a societal “norm”. This is where we start to see rape myth acceptance, and a desensitization to sexual crimes. This lack of response to this particular observed behavior, is also why the United States of America is classified as a rape culture (Murnen, Wright, & Kaluzny, 2002). Social cognitive theory also describes how social interactions, personal experiences and outside influences can affect an individual’s actions. If a woman is sexually assaulted by someone she knows, feelings of embarrassment or victimization can lead to negative self-efficacy and subsequently, a lack of reporting. In a situation like that,

social cognitive theory also explains how personal efficacy, and negative emotional responses, can greatly affect the reporting of sexual assault (Soching et al., 2004).

While social-cognitive theory is most typically used in the field of health, the applications for sexual assault program and policy initiatives parallel. A study in 2010 about health-related information presented to online users, corresponds quite well to the variables of efficacy and university involvement (Lefebvre et al., 2010). The research asked these type of questions (1) This page provided important information about preventing high blood pressure. (1-Strongly Agree to 5-Strongly Disagree). (2) I feel more confident I can prevent high blood pressure. (1 – Strongly Agree to 5 – Strongly Disagree). These questions were used as a base model in this study's survey. Important information about health in the first question was exchanged for university involvement in disseminating sexual assault information, in order to see if student engagement increased. Confidence in the second question was exchanged for self-efficacy in relation to reporting sexual assault instances. The reason social-cognitive theory is used in the field of health is because this theory focuses on attitude shifts and behavioral change. Eat better, exercise more, think more positively...these are just a few examples of the positive change health professionals are trying to encourage. Shifting behaviors and attitudes for sexual assault program initiatives falls along the same lines.

The targeted audience communication framework used in this study focused on 1) gathering information from women on campus in the target age group, in order to 2) identify areas of needed future research, with the ultimate goal being the 3) creation of an effective marketing strategy for sexual assault prevention programs. While it was beyond the scope of this study to provide a marketing strategy for Kansas State's sexual assault programs, the gap has

been narrowed, and future research can use the information gathered from survey data to begin the process.

University Compliance

According to a nationally representative study sample of 1,067 campus administrators, the sexual assault policies, the adjudication, and their prevention initiatives supported the idea that most colleges adequately respond to sexual assault cases when they know about them, however, most survivors of sexual assault still do not report their victimization (Amar et al., 2014). In a contradiction to the study in 2014, findings of a research study by Griffin et. al., (2016), indicated that only 11 % of their stratified sample group of 435 schools were fully compliant with the requirements of the Sexual Assault and Violence Education Act, with the average school meeting only ten of the eighteen criteria needed for compliance. The topic of university compliance with the law occurs most every time there is a case of sexual assault on a college campus. Maybe compliance is not needed to adequately respond to the victimization of a student, but the fact remains that most sexual assault is underreported, and that could represent a lack of university involvement in promoting their own campus-based sexual assault and rape prevention programs.

“The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act requires all colleges and universities that receive federal funding to share crime stats from campus; to discuss the efforts they are making to improve campus safety; and to inform the public of crime in or around campus (Wagner, 2017, p 42).” However, these reports don’t mean much if students aren’t reporting the crimes being committed. At Brown University there were 43 rape cases in 2014 (Anderson, 2016). At Baylor there were 4, but having a lower number of rape reports is not necessarily a good sign (Anderson, 2016). Sometimes a low number of cases

means that students are not reporting crimes to the university. In 2017 Kansas State faced 4 open sexual assault or rape cases (Williams, 2017). Of those four cases, Kansas State initially refused the investigation of two because the sexual crimes reported were committed on off-campus fraternity houses (Williams, 2017). However, the lawsuits filed in these two cases contended that under Title IX, in instances of student-against-student crime, anything reported to the university, falls under that university's jurisdiction (Williams, 2017). Because of this claim, the Office for Civil Rights opened up an investigation to determine whether or not Kansas-State fell out of compliance with Title IX (Williams, 2017). While at least two of individual cases have been closed in a court of law, and one of the perpetrators has been expelled from campus, the suits against the university remain open. Involving the sexual assault cases at Baylor, the university ended up demoting the school's president, Kenneth Starr, and fired its football coach during an investigation that found the school had failed to respond effectively to reports of sexual assault involving football players, and several other students (Anderson, 2016). Brown University's media liaison spoke about addressing the need to make students feel okay about reporting sexual assault (Anderson, 2016). All types of crime, from theft and harassment, to stalking, assault and rape should be reported, but making students feel safe enough to come forward with these reports is a difficult task. One factor influencing a student's ability to feel safe when reporting incidences of a violent nature is environmental (Amar et al., 2014). The aspects of campus environment that affect reporting could be, rape myth acceptance, desensitization to sexual crime, and perceived university involvement. Campus protocols, how they respond to student victimization, and the education process are also important factors of reporting (Amar et al., 2014). This is just one reason why university involvement is a variable

that should be considered in continued future research studies involving the effectiveness of sexual assault programs and reporting.

University Involvement/Issue Engagement

Involvement hasn't been studied in relation to victimization, but there have been studies in a spectrum of other activities. For example, involvement has been shown to be negatively correlated with alcohol use in university settings and leads to a wide variety of other positive student outcomes according to Kuh et al (1993). Since involvement has been negatively correlated with alcohol at the university level (Kuh et al., 1993), and alcohol use increases the likelihood of the sexual victimization of women (Gidycz et al., 1995), it is possible that involvement might combat sexual victimization and other campus related crime (Greene et al., 1998). The concept of "involvement" in this study means the university using its media connection with students to effectively communicate that they care about student safety via the dissemination of information about current sexual assault prevention programs and policies, and how these communications and their content are perceived. The concept of engagement describes the relationship formed between students and universities, where learning is made safe and possible because of staff contribution (Krause et al., 2008). In order to increase this engagement of the student body to the issue of sexual assault, university staff must first demonstrate a commitment to making campus safer. This can be done through "involvement," by way of; increased media circulation, email blasts, sexual assault policy flyers, mailers, text messages, social media involvement, campus website messages, the list goes on.

From a media/communication standpoint, involvement shows how the university can use campus media to raise awareness and offer program/policy initiatives to students at-risk of being sexual assaulted, namely women, ages 18-24. Research conducted by Lefebvre et al. (2010), on

the user engagement of online health websites, showed that “engagement” as a variable, affects user retention of information, intentions to change an attitude, and can stimulate behavioral shifts. “Engagement,” can be drastically influenced by various media. If university involvement can increase student engagement in sexual assault issues, more students might feel safe coming forward with reports of sexual crimes.

A survey of 567 college students from the University of South Carolina examined how media exposure relates to issue engagement, perceived responsibility, and acceptance of rape myths (Li et al., 2017). Results from this study indicated that certain forms of media reporting on sexual assault, like newspapers, can lead to victim blaming. Social media was found to be highly correlated with student engagement on the topic of sexual assault, (Li et al., 2017). The idea that student engagement, through the perceived importance of the issue, supports the concept of rape myth reduction (Li et al., 2017). University involvement, in the form of campus media circulation, could promote engagement of the student body on the topic of sexual assault.

H₁: If perceived university involvement is high, student engagement with sexual assault initiatives will also be high.

H₂: If perceived university involvement is high, women will be more willing to report cases of sexual assault.

Before any attitudes, or behavioral shifts can occur, there has to be a student-centric engagement with the topic of sexual assault, what policies are held, and what programs Kansas State University offers. “Understanding the relationship between media exposure and students’ issue engagement will inform the development of effective approaches to enhancing students’ perceived issue importance, risks, and involvement in preventive actions, (Li et al., 2017 p 772).” If school officials can increase student engagement of sexual assault issues through the

dissemination sexual assault policies and programs, then evaluating the effectiveness of current sexual assault programs, and determining where improvement is needed, are the next logical steps.

Efficacy & Reporting

The problem of sexual assault affects about 25% of college women (Fisher, Cullen, & Turner, 2000). Sexual assault is significantly underreported, with only about 6% reporting victimization to the college, and 2% reporting to the police (Fisher, Daigle, Cullen, & Turner, 2003). If instances are not reported, then the perpetrators are shown that they can get away with sexual abuse without consequence.

The National College Women Sexual Victimization Study (NCVS) used a national sample of 4,446 randomly selected college women in order to build on existing sexual assault research in 1996 (Fisher et al., 2000). Twelve types of sexual victimization were studied via telephone surveys and interviews. Everything from harassment, to stalking, assault and rape were considered. Findings supported existing research that during any given academic year, 2.8 percent of women will experience rape or attempted rape (Fisher et al, 2000). These findings were higher than the reporting rate on campus at the time. The number of women they thought would be victimized based on current campus information was incorrect due to a lack of reporting and dialog from the women assaulted. One reason for this low rate of report could be related to self-efficacy. Self-efficacy beliefs can impact people's feelings, thoughts, motivations, and behaviors (Bandura, 1994). Women who are assaulted sometimes feel stupid, experience self-blame, shame, or uncertainty. These feelings can increase when they are sexually assaulted by someone they know, and most of time women are assaulted by an acquaintance (Fisher, B.S.,

2000). When women are confronted with these types of situations, personal self-efficacy can take a hit.

Studies show that self-efficacy not only plays a key role in reporting, but also in the ability to resist an attacker (Soching et al., 2004).

H₃: If a woman's perceived self-efficacy is high, then willingness to report cases of sexual assault will also be high.

H₄: If perceived self-efficacy is high, engagement in sexual assault prevention initiatives will also be high.

One study relating to efficacy took a variety of risk factors and protective factors that contribute to or prevent victimization in order to determine a woman's likelihood of being assaulted (Soching et al., 2004). Two hundred and seventy-four undergraduate women, assessed at three different times in the semester, were the focus of this study. Findings showed that situationally specific assertiveness, in relation to the opposite gender, was deemed protective at all three assessment times. Findings also tended to show that the emotional state of the person under assault is critical to how well they resist their attacker. Assertive resistance techniques like screaming, fighting, and kicking are more effective at repelling sexual assault than more passive resistance like pleading or crying (Soching et al., 2004). This idea of resisting an attacker with a favorable outcome increases the idea of self-defense as a practical addition to standing safety programs (Soching et al., 2004). Self-defense also tends to increase personal efficacy and assertiveness (Soching et al., 2004).

A study by Gidycz et al., (2006) evaluated the efficacy of a sexual assault risk-reduction program that included self-defense classes for 500 college women. The significance of this study was in the follow-up period after the program ended. While there were no significant

differences between the control group and the participants in relation to sexual victimization, assertive communication, or self-efficacy immediately following the program, the program group women who were victimized during the 3-month follow-up period tended to blame the offender instead of increasing individual self-blame, thereby increasing self-efficacy (Gidycz et al., 2006). Social cognitive theory and increased self-efficacy as a result from this program are important factors that should not be overlooked.

Another supported hypothesis from a study in 2015 stated that, defense classes might help survivors deal with the after effects of sexual assault better than counseling alone (Munsey et al., 2015). Participants in that study's control group showed higher levels of self-efficacy and emotional positivity. This study by Munsey et al., (2015) used an Emogram to measure the emotional response of 29 victims of sexual assault before and after the participants took a body-centered, self-defense course in combination with traditional counseling methods. The study hypothesized that defense classes might help survivors deal with the after effects of sexual assault better than counseling alone. The results supported the hypothesis with participants in the control group showing higher levels of self-efficacy and emotional positivity. If this type of defense course can help after sexual assault, it's logical to postulate that it can help prior to victimization.

H₅: If perceived self-efficacy is high, then the fear of sexual assault will be reduced.

Self-Defense, Self-Efficacy, & Fear

“Few researchers have conducted intervention studies examining if courses designed to teach self-defense skills, are effective in reducing fear of attack and increasing self-efficacy to avoid or fight against an assault” (Ball et al., 2012, p.136). Traditional martial arts like muay thai, kick-boxing, and wrestling are not usually included in typical self-defense programs. To

date, there has only been one study conducted by Ball et al. (2012) comparing the two groups and this is a severe limitation in the research department. In this study, Ball et al. (2012) used social cognitive theory to address issues of behavior, emotion, efficacy, and environment in relation to self-defense. Protective factors were identified as behavior, self-efficacy was identified as a cognitive response, fear was identified as emotion, and the type of environment was viewed along a scale of risk. A multidimensional fear scale was used to measure five specific types of fear. The women surveyed were asked 37 questions about dangerous situations, and the questions posed were designed to see how fearful the women were in each situation. The five levels of fear considered were: life-threatening fear (rape), general fear (an obscene phone call), stranger vulnerability fear (exposure to an angry driver), fear of theft (having a purse stolen), and fear of being alone (Going for a run/walk alone). A Likert scale was used with, 1 being almost no fear, and 5 representing almost complete fear. This study was conducted at Midwestern University within three different classes; stress management, self-defense, and karate. The groups met once a week for two hours over and 18-week course with a control group for comparison. Two multi-dimensional scales involving fear and efficacy, related social cognitive theory to changes viewed in students during the process. A sexual assault survey was also given to the women participating. “Self-efficacy was measured using Ozer and Bandura’s (1990) multidimensional self-efficacy scales designed to assess perceived coping capabilities in three domains: self-defense self-efficacy, activities self-efficacy, and interpersonal self-efficacy (Ball et al., 2010).” Several of their hypothesis were not supported, including the variable of reducing life-threatening fear (Ball et al., 2012). However, increased self-efficacy, and self-defense with decreases in life-threatening fear in comparison with the control group were

supported (Ball et al., 2012). Ball et al., (2012) argues that their study was the first to document life-threatening fear in relationship to self-defense programs.

This is a study that could be replicated by using several of the variables previously discussed, in order to determine further risk and protective factors applicable to the physical component of self-defense. Getting people to take these studies seriously, however, is a much harder task than simple duplication. “The first step toward creating and implementing effective prevention initiatives is generating the political will to do so” (DeKeseredy 2014, p. 335). This is no small task. One of the biggest problems facing sexual assault and self-defense research is the social resistance to the idea of women learning to defend themselves.

A research project in 2009 on self-defense, stated, “I began to see these negative reactions as a form of resistance: to women’s self-defense training, to women’s resistance to violence more generally, and, I think, to women’s empowerment (Hollander 2009, p. 575).” When Hollander (2009) started her research, the goal was to identify whether or not self-defense could be an effective method for protection against attacks and rapists. The negative responses received eventually led to a path of academic, and political resistance. The first form of resistance came in the form of this researcher’s committee member rejecting funding due to the fact that women’s self-defense wasn’t deemed worth the investment (Hollander, 2009). Eventually a grant was given and in that corresponding research, she found three main forms of resistance to the idea of women taking self-defense classes; the idea of the impossible, the idea of danger, and the idea of victim blaming (Hollander, 2009). Even armed with evidence to the contrary, rape myth attitudes and some environmentally sensitive norms, still support the idea that women can’t resist men in an attack situation. The idea is, that if a woman does resist in an attack scenario, situational danger increases dramatically. Lastly, the attitude supported in her

interviews was that women should be protected from even the possibility of potential attacks, regardless if the knowledge gained could save them. “Would anyone seriously suggest, for example, that men be shielded from information about how to deter muggers because it might make them blame themselves for past muggings? Or should we not inform people about dental care because they may blame themselves for past cavities? (Hollander, 2009, p. 588).” These statements may seem absurd, but this is where socially held attitudes can override logic. Involvement, in the forms of effective policy and program marketing and distribution, could be the spark that shifts ideologies among students at the university level.

Conclusion of Literature

Involvement, starting at the university level, where there are many at-risk women, seems to be a logical starting point for any sexual assault safety initiative. However, implementing sexual assault and rape prevention programs, along with effective safety strategies, whether that be through a self-defense format, through academic policies, or some combination of the two, is a rather large task. Desensitized attitudes towards sexual assault, and low knowledge retention of programs also continues to be a major issue facing universities and students alike. Even armed with evidence to the contrary, attitudes still support the idea that women can’t resist men in an attack situation (Hollander, 2009). These attitudes encourage victimization and promote rape myths (Shafer et al., 2015). Generating the will to increase the effectiveness of rape prevention programs, in whatever form that may take, is a task of elephantine proportions (DeKeseredy, 2014). A shift in attitudes, and the way schools promote sexual assault and rape prevention courses, may be in order, but a large cultural shift does not happen quickly. Since social media was found to be highly correlated with student engagement on the topic of sexual assault, (Li et al., 2017). This could be another avenue for future research. For this study, the

first step in being the spark of change is gathering more knowledge about currently held attitudes and knowledge base of female students at Kansas State University in order to build on the existing literature.

Chapter 3 - Methods

A survey was chosen as the instrument for this study. Time frame, ease of access to students, link sharing, and ease of data collection were all considered before deciding that a survey would be the best option for this study. The survey method was also chosen based on accessibility of most students to the internet. The survey in this study helped lend insight into those attitudes currently held by women on Kansas State's campus in regards to university sexual assault programs, and policies. The information gathered can be used to further future research by lending a better understanding about what programs and policies work, which ones do not, and how they relate to the attitudes of women at risk.

Sample

The participant group for this study consisted of a convenience sample of Kansas State University women, with a minimum number of 100 females required for analysis. The final number ended up at 112 female participants. The surveys were electronically distributed via Qualtrics, a secure, electronic, web-based site. The ages of individuals taking the class were also recorded, considering that most women are at high risk for sexual assault between the ages of 18-24. Demographic information such as, age, amount of schooling, relationship status, sorority involvement, and gender were likewise taken into account. The participants were given a confidentiality notice, as well as the choice to opt out of the survey. Several Kansas-State University professors offered an extra credit incentive to any student who would choose to participate in this survey. The students who participated received extra credit from their

professors via a secondary survey that was not attached to their responses once the initial survey ended. In this way, anonymity was maintained through all phases of research.

Procedures

Qualtrics, an online survey host, was the medium used to distribute and collect the survey questionnaire. The women participating filled out a consent form informing them of the study's anonymity. Survey questions were pooled, with demographic information being considered. The survey questions used the framework and scales from previous studies, as well as, information from a quantitative research and theory building textbook by Shoemaker, et.al., (2004). All of the survey questions, with the exception of the demographic question of age, used a 5-point scale rated from the most negative response to the most positive response. Participants were asked to type in their age numerically in the survey. The informed consent document, survey, and debriefing statement are all shown in the appendices at the end of this paper.

Scales

Use of Media for Sexual Assault Information Scale

This section attempted to identify the frequency, and perceived involvement of Kansas State Universities' administration in regards to providing sexual assault information across a variety of medium. This scale also tried to better understand the familiarity the participants have with differing media. The use of media scale, while reliable for all 24 items $\alpha=.87$, was also broken down into two scales, the first an 11-item scale asking questions ranking from "highly unfamiliar" to "highly familiar" with campus-based safety programs with an $\alpha=.85$. The second scale, containing 13 items, with $\alpha=.82$, ranked use of media frequency from "never" to "all of the time".

Sexual Self-Efficacy Rating Scale

The Sexual Self-Efficacy Rating (SER) by Calhoun and Gidycz (2002), is a 6-item self-report instrument that measures participant confidences that they can resist sexual assault, a/o avoid sexually risky scenarios. This scale is representative of Bandura's self-efficacy concept in relation to sexual actions with $\alpha=.89$. Survey questions using this scale used a 7-point Likert scale, and ranged from "not at all confident" to "very confident." For the purposes of this survey, all of the scales, including (SER) were converted to a 5-point format.

Fear of Rape Scale

The Fear of Rape Scale (FORS) by Senn and Dzinis, (1996) is designed to assess a woman's fear of rape based on a 36-item list that uses a 5-point Likert scale ranked either "never" to "all of the time" or "very unsafe" to "very safe" with $\alpha=.86$.

Student-staff Engagement Scale (University Involvement)

University involvement is a huge factor when considering the level of interest, a student takes in the subject being discussed, whether that subject is algebra, eating habits, or sexual assault. Krause and Coates (2008), study the relationship between first-year university students and staff through the variable of involvement via 7 different scales. For the purposes of this study, only once scale was utilized, the Student-staff Engagement Scale (SES) ranked "not involved at all" to "highly involved" with a $\alpha=.92$. This scale attempts to ascertain, how effective staff involvement can be, in student action and behavior.

Attitudes Scale

In relation to perceived attitudes, Prentice, and Miller (1993), used several study methods to determine how comfortable students on campus were with the attitudes held by their peers on campus in regards to alcohol consumption. These held attitudes are ranked on a comfortability

scale ranging from “very uncomfortable” to “very comfortable”. They also used scales that asked to what degree students were opposed to, or in favor of, current campus policies regarding alcohol. The scale in this survey used the scales ranked from “useless to extremely useful”. By taking out the word “alcohol”, and substituting “sexual assault,” the questions they used were duplicated in this study. The attitudes scale, while still reliable for all 22 items with an $\alpha = .88$, was separated into two scale parts, the first containing 10 items asking questions of comfortability with the topic of sexual assault and reporting, the second containing 12 items regarding questions of whether students deemed sexual assault policies/programs, and potential workshops/classes as useful. The 10-item scale reported $\alpha = .84$. The 12-item scale reported $\alpha = .92$.

Questionnaire

The questionnaire at the end of this survey delves even farther into the information gathering process. Many of the questions posed come from the questionnaire and research by Li, et al., (2017), in regards to issue engagement, and use of media, with some applied adaptations for the variable of university involvement. This questionnaire attempts to get a feel for the general attitude of women on campus in regards to; Kansas States’ ability to distribute adequate information about sexual assault, as well as their perceived engagement with this information.

Five hundred and sixty-seven college students were surveyed in the study by, Li, et al., (2017), using Amazon Mechanical Turk, a web-based, survey instrument that allows for a greater reach and diversity of participants. Questions about “issue engagement,” “attributions of responsibility,” “victim myths,” and the “use of media for sexual assault information,” were part of their study. For the purposes of this questionnaire, the focus was on the questions of “issue engagement,” and “use of media for sexual assault information.”

Issue Engagement Scale

This section of the questionnaire considered the level of importance students' place on the issue of sexual assault, ranking from "strongly disagree" to "strongly agree" on how they feel about engaging with this topic. In the student issue engagement scale for willingness to report, question 2 was left out in order to raise the $\alpha=.76$ from the original $\alpha=.73$. The willingness to report was rated from "highly unlikely" to "highly likely".

Media Engagement Scale

This section of the questionnaire ranked the likelihood of a participant from "highly unlikely" to "likely" in order to better understand what media provides the best opportunities for university driven sexual assault prevention marketing.

Conclusion of Methods

This survey revealed some interesting information regarding current student attitudes on the topic of sexual assault. The most interesting information gathered came from the hypotheses that showed no correlation, even though the literature gave credence to potential relationships. There are several reasons this may be the case in this particular study, and these limitations will be considered through further dialog in the discussion chapter.

Chapter 4 - Results

This chapter describes the results of this studies survey. The number of participants surveyed hit the minimum requirement of 100 students with data collection equaling 112. The data collected came from female students from Kansas State University with an age range of 18-36 years. The average age was 21 years old with a standard deviation of 2.05. Freshman consisted of 8.9 percent of the sample, sophomores 21.4 percent, juniors 25 percent, seniors 42.9 percent, and graduate students represented the smallest fraction of 1.8 percent. 93.8 percent of

the sample were single women. 29.5 percent of the women were in a sorority. Cronbach's Alpha was used to determine the reliability of all scales of measure, with all scales falling within an acceptable range.

Research Question

RQ₁: Do women on campus hold the attitude that Kansas State has successful sexual assault prevention policies/programs?

The short answer to this question is no. While some aspects of Kansas State's policies/programs could be viewed as effective, the majority of students are unfamiliar with the university's offerings, and improvement is definitely called for. The use of media scale tells how often students receive sexual assault information from the university, as-well-as how often students use this information. This second use of media scale was meant to shed some light on the effectiveness of these programs. Unfortunately, students were not very familiar with most of the listed programs in the first part of the media use scale. Because of this, the second scale did not lend much insight. The attitudes scale showed that while most participants felt comfortable learning more about sexual assault issues ($M=3.75$, $SD=.86$), even considering taking classes or workshops on the topic ($M=3.51$, $SD=.99$), many students were unfamiliar with the university's current programs. The exception to this was the ASAP program, which students are required to take every semester before enrollment ($M=3.69$, $SD=1.15$), K-State Alerts ($M=4.07$, $SD=.89$), and Wildcat Walk ($M=3.04$, $SD=1.24$). On a five-point scale, these numbers seem high, but it should be mentioned that since the ASAP program is a mandatory sexual assault and alcohol issue initiative, the mean should be higher. Table 1.0 reports the results of scale 1 (attitudes). Table 1.1 reports the results of scale 2 (attitudes). Table 2.0 reports the results for scale 1 (use of media).

Table 1.0 Attitudes **Scale 1 Breakdown**

Items	Mean	Std. Dev
(Comfortability Items 1-10)		
(S) Discussing the Issue of Sexual Assault	2.67	.89
(S) Learning about Sexual Assault Prevention	3.06	.83
(S) Ability to Avoid Sexual Assault	2.86	.92
(S) Reporting Sexual Assault to the University	2.37	.96
(S) Reporting Sexual Assault to the Police	2.34	.90
(P) Discussing the Issue of Sexual Assault	3.3	1.00
(P) Learning about Sexual Assault Prevention	3.75	.86
(P) Ability to Avoid Sexual Assault	3.36	1.05
(P) Reporting Sexual Assault to the University	2.19	1.17
(P) Reporting Sexual Assault to the Police	2.94	1.18

Note. Cronbach's Alpha for Full Scale ($\alpha=.88$, $N=22$)

(S) How the participant believes the average Kansas State student feels

(P) How the individual participant feels

Table 1.1 Attitudes **Scale 2 Breakdown**

Items	Mean	Std. Dev
(Usefulness Items 11-22)		
(S) Taking a self-Defense Class/Workshop	3.51	1.00
(S) Taking a Safety/ Risk-Assessment Class/Workshop	3.15	1.03
(S) Taking a Semester-Long	2.52	1.17

Class about Sexual Assault		
(S) Spending a Week Learning about Sexual Assault	3.00	1.08
(S) Spending a Day Learning about Sexual Assault	3.24	1.11
(S) Spending an Hour Learning about Sexual Assault	3.28	1.23
(P) Taking a Self-Defense Class/Workshop	3.55	.97
(P) Taking a Safety/ Risk-Assessment Class/Workshop	3.29	1.06
(P) Taking a Semester-Long Class about Sexual Assault	2.43	1.23
(P) Spending a Week Learning about Sexual Assault	2.91	1.14
(P)Spending a Day Learning about Sexual Assault	3.31	1.25
(P) Spending an Hour Learning about Sexual Assault	3.28	1.10

Note. Cronbach's Alpha for Full Scale ($\alpha=.88$, N=22)

(S) How the participate believes the average Kansas State student feels

(P) How the individual participant feels

Table 2.0 Use of Media

Scale 1 Breakdown

Items	Mean	Std. Dev
(Familiarity Items1-11)		
Current Campus Safety Programs	2.89	.98
Current Campus Sexual Assault Programs	2.88	1.04
(ASAP)	3.69	1.15
Student Safety Crisis Protocols	2.43	1.05
Office of Student Life	3.32	1.04
CARE Office	2.31	1.14
K-State Alerts	4.07	.89

Signing up for K-State Alerts	3.83	1.01
Wildcat Walk	3.04	1.24
LiveSafe App	2.26	1.21
(CIRT)	1.79	.94

Note. Cronbach's Alpha for Full Scale ($\alpha=.87$, N=24)
 (ASAP) Alcohol and Sexual Assault Prevention Program
 (CIRT) Critical Incident Response Team

Table 2.1 Use of Media **Scale 2 Breakdown**

Items	Mean	Std. Dev
(Frequency -How often Items12-24)		
Take (ASAP)	3.25	1.47
Review Student Safety Crisis Protocols	1.79	.95
Use Wildcat Walk	1.33	.65
Use Kansas State's LiveSafe App	1.3	.61
Receive Emails from KSU about Sexual Assault Prevention	2.25	.98
See Flyers/Posters from KSU about Sexual Assault Prevention	2.54	.95
Receive Text Messages from KSU about Sexual Assault Prevention	1.73	.96
Receive Mailers from KSU about Sexual Assault Prevention	1.45	.72
Consult the KSU Website	2.67	1.34
Receive Sexual Assault Information from SNS	2.38	1.19
Receive Sexual Assault information from News TV (local)	2.65	1.05
Receive Sexual Assault information from News TV (national)	2.81	.95
Receive Sexual Assault Information from Newspapers	2.16	.88

Note. Cronbach's Alpha for Full Scale ($\alpha=.87$, N=24)
 (ASAP) Alcohol and Sexual Assault Prevention Program
 (SNS) Social Networking Sites-Facebook, Twitter etc...

Hypotheses

For all the following hypotheses, table 3.0 provides complete descriptive statistics for all tested variables.

Table 3.0 Descriptive Statistics

Variables	Mean	Std. Dev	Cronbach's Alpha
Involvement	3.0	.78	.92
Self-Efficacy	3.7	.68	.89
Fear of Rape	3.5	.51	.86
Student Engagement	3.7	.65	.73
Willingness to Report	3.3	.83	.76

Note. All hypothesis variables are included

Hypothesis 1

H₁: If perceived university involvement is high, student engagement with sexual assault initiatives will also be high. The variables of university “involvement” and student “engagement” with sexual assault information were analyzed using a bivariate correlation. One participant’s response was rejected, making N=111 for this analysis. The correlation for this hypothesis was unsupported, and not statistically significant, with $r=-.10$, $p>.05$.

Hypothesis 2

H₂: If perceived university involvement is high, women will be more willing to report cases of sexual assault. The variables of university “involvement” in circulating sexual assault information, and a woman’s “willingness to report” cases of sexual assault were calculated using a bivariate correlation. One participant’s response was rejected, making N=111 for this analysis.

This hypothesis was supported, showing a moderate correlation between both variables, $r=.35$, $p<.001$.

Hypothesis 3

H₃: If a woman's perceived self-efficacy is high, then willingness to report cases of sexual assault will also be high. The variables of perceived "self-efficacy" and a woman's "willingness to report" cases of sexual assault were analyzed using a bivariate correlation. One participant's response was rejected, making N=111 for this analysis. This hypothesis was supported, showing a moderate correlation between both variables, $r=.34$, $p<.001$.

Hypothesis 4

H₄: If perceived self-efficacy is high, engagement in sexual assault prevention initiatives will also be high. The variables of perceived "self-efficacy" and student "engagement" with the topic of sexual assault were calculated using a bivariate correlation method. One participant's response was rejected, making N=111 for this analysis. This hypothesis was not supported, showing no statistically significant correlation between variables, $r=-.06$, $p>.05$.

Hypothesis 5

H₅: If perceived self-efficacy is high, then the fear of sexual assault will be reduced. The variables of perceived "self-efficacy" and the "fear" of sexual assault were analyzed through bivariate correlation. All participants were included in this analysis with N=112. This hypothesis was not supported, with $r=.17$, $p=.08$.

Chapter 5 - Discussion

This study found that the average 21-year-old female on Kansas State's campus is willing to report instances of sexual assault if they have high perceived self-efficacy, or if the perceived university involvement with the topic of sexual assault is high. There was no statistically significant relationship between the participant's self-efficacy and fear of sexual assault. There was no statistically significant relationship between the participant's engagement with sexual assault initiatives and the level of university involvement with the topic. While the hypotheses regarding reporting showed that the participants were willing to report instances of sexual assault when they have high self-efficacy, or high perceived university involvement, the results from the attitudes scale showed that the average student did not feel confident in their ability to successfully report to the university ($M=2.37$, $SD=.96$), or the police ($M=2.34$, $SD=.89$). Most participants were familiar with the Office of Student Life (OSL) ($M=3.32$, $SD=1.0$) but every other program and policy ranked less than 3 on a five-point Likert scale.

Practical Implications

Social-cognitive theory stated that if we perceive the people around us as uncaring about sexual assault, its programs and policies, then we reinforce the idea that we should not care either (Bandura, 1995). Because of this, it was conceivable that the opposite would be true. If the university did a good job of showing they care about sexual assault prevention by marketing the school's initiatives, then students would see that they care and possibly model that behavior. However, the participants in the survey did not know about most of the school's policies/programs. This could be a problem with the medium the school uses to share their information, or it could be a problem with the material itself. The H_1 : If perceived university involvement is high, student engagement with sexual assault initiatives will also be high was not

supported. The university should look into using social media as their method of distributing sexual assault information since social media was found to be highly correlated with student engagement on the topic of sexual assault, (Li et al., 2017). Another avenue would be K-State Alerts, since more students seem aware of this media format.

The H4: If perceived self-efficacy is high, engagement in sexual assault prevention initiatives will also be high was also unsupported, however the variables of self-efficacy and engagement with sexual assault initiatives might still have a relationship in the future. There may be an intervening factor that was not considered in this study. Are students afraid of sexual assault, or are students afraid of publicly involving themselves in sexual assault initiatives? Maybe there is a need to consider the variable of fear in relation to engagement before students are willing to engage with university materials. Maybe students do not feel like their self-efficacy extends to the topic of sexual assault. Could there also be a relationship between all three variables of self-efficacy, fear, and student engagement? Regardless of results, this hypothesis could use some further research. The H5: If perceived self-efficacy is high, then the fear of sexual assault will be reduced was unsupported. The literature showed some correlations between fear and efficacy in self-defense training for sexual assault survivors, yet this study failed to find a significant relationship. The issue of sexual assault, or how it is presented might pose another angle of approach to these variables. Communication on the part of the university via sexual assault material distribution could be a good approach to better understanding the relationship between the topic of sexual assault, self-efficacy, and fear. A different format of media communication, and program marketing for students could be the next idea in trying to increase safety on campus.

Hypothesis 2 and hypothesis 3 were supported. Perceived university involvement showed a positive correlation with a female student's willingness to report a case of sexual assault to both the university and the police. In H₃ perceived self-efficacy showed a positive correlation with a female student's willingness to report a case of sexual assault to both the university and the police. The relationship of perceived self-efficacy and perceived university involvement in promoting sexual assault reporting among students holds important implications for how we can increase reporting in the future. The literature shows that reporting cases of assault or rape is still a big issue (Wagner 2017). Yet, many participants in this study were unfamiliar with the procedures, places, people, or policies in regards to reporting cases of sexual assault. By increasing media communication to raise the level of university awareness to sexual assault, what to do, where to go, maybe we can not only increase information about what to do after an instance of sexual assault, but we can also elevate the idea of prevention.

All of these results boil down to a few basic pieces of information. Female students are willing to learn more about sexual assault prevention. Female students believe most Kansas State students would be willing to learn more about sexual assault prevention. Female students do not know much about the university's sexual assault programs. The current distribution of sexual assault information by the university is not as effective as it should be. Retention of information by students depends on the successful marketing of that information.

Before Kansas State goes into a complete re-vamp of their current offerings, the focus should be on their distribution methods. K-State Alerts is something most of the female participants were familiar with. The research also points to social media as a communication method. Students can not engage with information they do not know exists. The ASAP program at the beginning of each enrollment period is helpful, but there needs to be something more year-

round. Something that students can see on a daily basis, even if it's just a symbol or logo. The same way that Pepsi or Nike are branded logos, sexual assault prevention needs its' own brand. Maybe there can be a symbol created and placed on campus as an awareness initiative. The university social media sites could provide a button or logo that links to sexual assault information. Better still, if this logo was posted on all of Kansas State's social media pages, the awareness would automatically increase based on the number of "likes" that are already on their Facebook account, Instagram, and Twitter. If the logo was linked on their sports pages, or seen on game days, even more people would begin to associate the "brand" with the sexual assault initiatives. If, after all of that, people still are not responding, then the university should look at new prevention initiatives. One of these new initiatives that could start being explored now is a self-defense class or workshop.

The university already provides sexual assault information, but there is no tactical learning element. Individuals who are at risk for assault cannot touch or interact with each other in scenarios they may face one day. Scenarios that focus on high levels of sexual assault risk on or off campus would be beneficial to women. Two of the cases of rape against Kansas State occurred at fraternity houses off-campus. Because these fraternities are still connected with the campus, Kansas State should still take some responsibility for the actions of the students involved. By hosting a self-defense seminar, Kansas State would show that they are exploring options other than just an academic dissemination of sexual assault information alone. There have been few studies examining the effects of self-defense on efficacy, ability to resist an attacker, and fear. This is a gap in current research. The current methods of promoting sexual assault prevention initiatives should be studied further, but the idea of a physical self-defense initiative is novel, and must be explored. The participants in this study believed that most

Kansas State students would consider taking a self-defense class or workshop as useful ($M=3.51$, $SD=1.00$), and that they personally find a self-defense class or workshop useful as well, ($M=3.55$, $SD=.97$). A self-defense program could be recruited from a local martial arts gym, or created through current knowledge pooled from other universities.

Theoretical Implications

The extended parallel processing model could be used to describe the results from the unsupported hypotheses. This model combines the concepts of efficacy beliefs and emotional reactions like fear. The two hypothesis that were supported involved the variable of reporting. This is a response to sexual assault after it occurs. The other hypotheses involve more proactive thought in regards to perceived fear or perceived threat in determining motivations to act.

H₁: If perceived university involvement is high, student engagement with sexual assault initiatives will also be high was unsupported. University involvement might need to take a look at what approach they use when targeting the student body. The medium used is important, but equally important could be discovering whether a fear approach message, or a threat level message would better engage students with the topic of sexual assault.

The H₄: If perceived self-efficacy is high, engagement in sexual assault prevention initiatives will also be high was also unsupported. This is an interesting result, as the literature seemed to point to a relationship between these two variables. This may be another area that the extended parallel processing model could be employed. Are students ignoring engagement with sexual assault initiatives because they do not fear the threat of sexual assault? Students may be confident in their ability to avoid this hazard without engaging in current initiatives. The intervening variable of sexual assault threat should be looked at in a subsequent study to see if this would change the relationship between perceived self-efficacy and engagement.

The H₅: If perceived self-efficacy is high, then the fear of sexual assault will be reduced was unsupported. The relationship was not statistically significant, but the relationship was close enough that there might be a correlation to be found if there is another variable affecting fear and self-efficacy. A variable like perceived threat could influence this relationship. Because participants in this study do not know much about the sexual assault programs on campus, maybe they perceive the threat of sexual assault as low. People are not motivated to action or emotion if there is no perceived threat or susceptibility to an issue. This type of behavioral motivation is seen a lot in health communication, but has implications for media communication as well.

The approach that Kansas State University takes towards marketing their sexual assault initiatives is just as important as the medium. Continued research should look at what type of emotional appeal instills the most response from college students. Does a fear appeal, or empowerment appeal work best? Does a threat or susceptibility method motivate students to engage with the presented material? Demographic information should also be taken into account when studying this approach. Which appeal works best with what age, gender, and academic level should be considered. Greek life involvement should also be a factor taken into account. Lastly, the concept of where sexual assault is happening should be looked into.

We know that women are most likely to be assaulted between the ages of 18-24, and that women are most often assaulted by someone they know. Where is this assault taking place? Is sexual assault most likely to happen on the campus proper, at athletic or club events, in a sorority or fraternity house? Would anti-assault marketing initiatives hold a better success and engagement rate if placed in areas with higher perceived threat of sexual assault? These are all future areas of research needing more study.

Conclusion and Future Research

Future research should look at the relationships between more than two variables. The bivariate nature of the hypotheses in this study may be a limitation to the research presented. The mediation and moderation models of analysis are frequently used in determining behavior. Both social-cognitive theory, the extended parallel processing model, and sexual assault behavior are studied in health research where these models are also employed. Future research should take the variables in this study and look at how a relationship might show itself more easily through a mediation or moderation of those variables, adding in the concepts of perceived fear, and perceived threat. Other limitations of this study are; the sample size could have been larger, the study was limited to Kansas State's campus, and the time constraints of survey administration.

The key findings of this study were that students are viewed as willing to learn about sexual assault, and that high university involvement and higher perceived self-efficacy lead to an increase in a willingness to report cases of sexual assault. Enough information was gathered in this study that future research could build on this survey's research question, and hypotheses; however, more attention should be focused on how sexual assault information is distributed, what method to use in appealing to the target audience (fear approach, threat approach, empowerment approach?) and how to improve retention of material among students. Both H₂ and H₃ were supported in regards to reporting instances of sexual assault or rape to the university and the police. However, if at-risk students are not armed with knowledge about what to do after a case of sexual assault or rape, then a willingness to report is moot. More importantly, prevention initiatives, and how they are promoted and engaged with by the student body, are necessary to promoting safety on campus. In the attitude scale, the participants thought that

most students would be open to learning about sexual assault prevention. They were also interested in learning more about sexual assault prevention. If students are more aware of the issue of sexual assault, and are offered the option to learn more about safety, then we may begin to see some shifts in behavior.

Kansas State needs to take a proactive strategy to the topic of sexual assault instead of worrying about compliance with Title IX and other student-centric laws after-the-fact. Future research must focus on prevention, in whatever form that may take, whether that is academic, or practical (in the form of a self-defense class or workshop). The first step future researchers should take is, making sure the information that Kansas State currently supplies, is getting in front of the student body on a regular basis. This should be done via a medium(s) that most students are familiar with, and in a way that appeals to the recipient's emotions. The second step is evaluating the current sexual assault initiatives, and changing them as needed. Lastly, future research needs to explore the topics of branding and marketing sexual assault initiatives, creating better engagement with at-risk students.

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Appendix A - Consent Form

A.Q. Miller School of Journalism and Mass Communications

Kansas State University

Informed Consent

Dear Survey Participants:

I am a graduate student at Kansas State University. As part of my research I am conducting a survey on the issue of sexual assault on Kansas State University. Much of the research questions strive to better understand the topic of sexual assault in regards to women on campus.

You are invited to participate in this online study. It will take no longer than 30 minutes to finish. The purpose of this research study is to understand how students engage with sexual assault materials (flyers, emails, and text messages) from Kansas State University. If you choose to participate in this study, you will be asked to rate your attitudes towards engagement on sexual assault issues.

There is no monetary compensation for taking this survey. In a few cases, extra credit in a class may be granted by a Kansas State professor in exchange for taking this survey. If you do not wish to participate in the survey, but would like extra credit in your class, email aulmer@ksu.edu to request an alternative assignment.

There are no anticipated risks or direct benefits to you as a participant in this study. Your participation is completely voluntary and you may withdraw your consent at any time without penalty. Your identity will be kept confidential to the extent provided by law. Your information will likewise be completely confidential. Your name will not be used in any report.

For those receiving extra credit from a professor, a secondary survey, NOT linked to the research survey, will collect identifying information such as, your name, your professor's name, and the class you wish to receive credit for. This information will NOT be connected to any of your survey answers, and will NOT be sent to anyone connected with the research in this study. In this way your identity will be kept confidential to the extent provided by law.

If you have any questions about this research protocol, please contact Ashley Ulmer at aulmer@ksu.edu, her major professor, Dr. Alec Tefertiller, at alect@ksu.edu, OR Rick Scheidt, IRB Committee Chair at (785) 532-1483, rscheidt@ksu.edu.

Agreement:

I have read the procedure described above. Before I begin this survey, I must click a button labeled "proceed". I acknowledge that by clicking the button "proceed" I am giving my consent to participate in this study. I understand that participation in this study is completely voluntary, and I may quit at any time.

Appendix B - Survey

USE OF MEDIA

The following statements concern Kansas State University offices and programs.

Please indicate your familiarity with the following K-State programs using the scale below.

- 1) Highly Unfamiliar**
- 2) Somewhat Unfamiliar**
- 3) Somewhat Familiar**
- 4) Familiar**
- 5) Highly Familiar**

___ Current campus safety programs.

___ Kansas State's current policies and programs about sexual assault.

___ Alcohol and Sexual Assault Prevention Program (ASAP).

___ Student Safety Crisis Protocols.

___ Office of Student Life (OSL).

___ CARE Office.

___ K-State Alerts.

___ Signing up for K-State Alerts.

___ Wildcat Walk.

___ Kansas State's LiveSafe app.

___ Kansas State's Critical Incident Response Team (CIRT).

USE OF MEDIA Cont...

The following statements concern Kansas State University offices and programs.

Please indicate how often you experience the following using the scale below.

- 1) Never**
- 2) Almost Never**
- 3) Sometimes**
- 4) Most of the Time**
- 5) All of the Time**

___ Take ASAP web-based program.

___ Review Student Safety Crisis Protocols.

___ Use Wildcat Walk.

___ Use Kansas State's LiveSafe app.

___ Receive emails from Kansas State University about sexual assault prevention strategies, and policies.

___ See flyers/posters from Kansas State University about sexual assault prevention strategies, and policies on campus.

___ Receive text messages from Kansas State University about sexual assault prevention strategies, and policies.

___ Receive mailers from Kansas State University about sexual assault prevention strategies, and policies at your home.

___ Consult the Kansas State University website.

___ Receive sexual assault information from social media sites (Twitter, Facebook, Instagram, etc...).

___ Receive sexual assault information from news television (local).

___ Receive sexual assault information from news television (national).

___ Receive sexual assault information from newspaper articles.

(SER)

The following statements concern scenarios that deal with confidence levels in your personal abilities.

Please indicate your confidence for the following statements using the scale below.

- 1) Not at all confident**
- 2) Somewhat unconfident**
- 3) Somewhat Confident**
- 4) Confident**
- 5) Very Confident**

___ You have the ability to avoid risky situations that have the potential to lead to sexual assault.

___ You can easily recognize situations of risk, that could lead to sexual assault.

___ You have the ability to recognize potential situations of sexual assault.

___ If you recognize a potential situation of sexual assault, you have the ability to get away from that situation.

___ If someone is attempting to sexually assault you, you have the ability to resist.

___ If someone is attempting to sexually assault you, you have the ability to get away.

___ If someone is attempting to sexually assault a friend, you have the ability to get help.

___ If someone is attempting to sexually assault a stranger, you have the ability to get help.

(FORS)

For the following statements, consider how you would behave on a typical day.

Please indicate how often you engage in the following activities using the scale below.

- 1) Never**
- 2) Almost Never**
- 3) Sometimes**
- 4) Most of the Time**
- 5) All of the Time**

___ Before I go to bed at night, I double check to make sure the doors are securely locked.

___ When someone rings/knocks at my door I ask who it is (or look through the peephole) before I open the door.

___ I think twice before going out for a walk late at night.

___ I avoid going out alone at night.

___ I think about the shoes/clothes I am wearing in terms of my ability to run in a dangerous situation.

___ When I am walking alone I think about where I would run if someone came after me.

___ I feel confident walking alone late at night.

___ If I was waiting for an elevator and it arrived with one man alone inside, I would wait for the next one.

___ I am wary of men.

___ I am afraid of being sexually assaulted.

___ If I have to walk outside late at night I take precautions.

___ In general, I am suspicious of men.

___ If it was dark and I had to walk to my car, I would make sure I was accompanied by someone I trusted.

___ If I was driving alone and I had to park my car I would try to park on a well-lit street.

___ I am afraid of men.

___ I carry objects (keys, knife, something sharp) when I walk alone at night.

___ The possibility of rape affects my freedom of movement.

___ I ask friends to walk me to my car/the subway if it is late at night.

___ I have turned down invitations/opportunities because I didn't want to risk coming home alone afterwards.

___ When I'm walking out alone at night I am very cautious.

(FORS) cont...

For the following statements, consider how you would behave on a typical day.

Please indicate how safe you feel in each situation using the scale below.

1) Very Unsafe

2) Sometimes Unsafe

3) Neither Safe/Unsafe

4) Sometimes Safe

5) Very Safe

___ How you feel at night.

___ How you feel walking to your car alone if it was parked in a parking garage.

___ How you feel going into public bathrooms on campus.

___ How you feel on campus when you are by yourself during the day.

___ How you feel on campus when you are by yourself at night.

___ How you feel around strangers during the day.

___ How you feel around strangers at night.

(SES)

For the following statements, consider the level of involvement you believe the STAFF, and FACULTY at Kansas State University display on a typical day.

Please indicate how involved the faculty and staff are with each activity using the scale below.

- 1) Not Involved at All**
- 2) Mostly Uninvolved**
- 3) Moderately Involved**
- 4) Involved**
- 5) Highly Involved**

___ Understanding sexual assault programs/policies.

___ Ensuring student safety practices.

___ Explaining the importance of sexual assault prevention awareness.

___ Increasing awareness of sexual assault prevention and reporting policies, by explaining those policies and resources to students.

___ Demonstrating an openness to students who wish to approach them about issues.

___ Demonstrating a willingness to discuss any questions you have about sexual assault.

___ Increasing the belief that faculty and staff care about student safety.

___ Increasing the belief that one-on-one consultations with staff members are useful.

___ Remembering your name from interactions inside of the classroom.

___ Suggesting what to do in an emergency situation.

___ Ensuring that students understand the importance of safe practices.

ATTITUDES

For the following statements, consider your beliefs about current student attitudes towards the topic of sexual assault on Kansas State University's campus. Also, consider your beliefs about current student attitudes regarding; speaking about, learning about, or the reporting of sexual assault on Kansas State University's campus.

Please indicate the comfort level for each statement using the scale below.

- 1) Very Uncomfortable**
- 2) Mostly Uncomfortable**
- 3) Comfortable**
- 4) Mostly Comfortable**
- 5) Very Comfortable**

___ How the average Kansas State student feels discussing the issue of sexual assault.

___ How the average Kansas State student feels about learning more about sexual assault prevention.

___ How the average Kansas State student feels with their ability to avoid sexual assault.

___ How the average Kansas State student feels about reporting an instance of sexual assault to the university.

___ How the average Kansas State student feels about reporting an instance of sexual assault to the police.

___ How you feel about discussing the issue of sexual assault.

___ How you feel about learning more about sexual assault prevention.

___ How you feel about your ability to avoid sexual assault.

___ How you feel about reporting an instance of sexual assault to the university.

___ How you feel about reporting an instance of sexual assault to the police.

(ATTITUDES) Cont...

For the following statements, consider your personal attitudes towards the usefulness of a variety of engagement opportunities in preventing sexual assault on campus. Also, consider the attitudes of your peers on the usefulness of a variety of engagement opportunities in preventing sexual assault on campus.

Please indicate the usefulness of each activity using the scale below.

- 1) Useless**
- 2) Somewhat Useful**
- 3) Moderately Useful**
- 4) Very Useful**
- 5) Extremely Useful**

___ How students on campus feel about taking a self-defense class/workshop.

___ How students on campus feel about taking a safety/ risk-assessment class/workshop.

___ How students on campus feel about taking a semester-long class about sexual assault.

___ How students on campus feel about spending a week learning about sexual assault.

___ How students on campus feel about spending a day learning about sexual assault.

___ How students on campus feel about spending an hour learning about sexual assault.

___ How students on campus feel about taking a self-defense class/workshop.

___ How you feel about taking a safety/ risk-assessment class/workshop.

___ How you feel about taking a semester-long class about sexual assault.

___ How you feel about spending a week learning about sexual assault.

___ How you feel about spending a day learning about sexual assault.

___ How you feel about spending an hour learning about sexual assault.

QUESTIONNAIRE

ISSUE ENGAGEMENT

For the following statements, consider your own engagement on the topic of sexual assault.

Please indicate your agreement with each statement using the scale below.

1)Strongly Disagree

2)Somewhat Disagree

3)Somewhat Agree

4)Agree

5)Strongly Agree

___ Women's self-defense is an important/relevant topic.

___ Talking about sexual assault prevention is important.

___ You personally have a connection with the issue of campus sexual assault.

___ You personally feel the issue of campus sexual assault affects you, or could affect you personally.

___ You personally feel that the issue of campus sexual assault could involve you or someone close to you at some point.

___ You personally feel that current campus sexual assault prevention programs/policies are effective.

___ You personally feel that current campus sexual assault prevention programs/policies need improvement.

ISSUE ENGAGEMENT Cont...

For the following statements, consider your own engagement on the topic of sexual assault.

Please indicate your likelihood of engaging in each activity using the scale below.

- 1) Highly Unlikely**
- 2) Somewhat Unlikely**
- 3) Somewhat Likely**
- 4) Likely**
- 5) Highly Likely**

___ Your personal likelihood of taking a women's rape prevention course focused on awareness (*no self-defense or physical interaction*).

___ Your personal likelihood of taking a women's rape prevention course focused on self-defense (*involves physical interaction*).

___ If you were a victim of a sexual assault, rate how likely are you to report it to the university.

___ If you were a victim of sexual assault, rate how likely are you to report it to the police.

___ If you discover a victim of a sexual assault, rate how likely are you to report the incidence to the university.

___ If you discover a victim of sexual assault, rate how likely are you to report it to the police.

MEDIA ENGAGEMENT

For the following, rate your likelihood to use a media platform via the scale below.

- 1) Highly Unlikely**
- 2) Somewhat Unlikely**
- 3) Somewhat Likely**
- 4) Likely**
- 5) Highly Likely**

___ Facebook

___ Twitter

___ Snapchat

___ Instagram

___ Pinterest

___ YouTube

___ Personal Email (Other Than K-State Email)

___ K-State Email

___ Newspaper (Online)

___ Newspaper (Hardcopy)

___ Kansas State University's Canvas

___ Text Messages

___ Television (Local)

___ Television (National)

___ K-State Alerts

DEMOGRAPHICS

What is your sex?

- 1) Male
- 2) Female

What's your age? (Use numeric values, example: 18)

What is your current enrollment status?

- 1) Freshman
- 2) Sophomore
- 3) Junior
- 4) Senior
- 5) Graduate Student

Relationship Status

- 1) Married
- 2) Engaged
- 3) Single
- 4) Divorced

Are you a member of a sorority?

- 1) Yes
- 2) No

Appendix C - Debriefing Statement

Your answers in this survey will help to identify the effectiveness of sexual assault prevention initiatives on campus. All of your answers will remain completely anonymous in this, and any future research. If you have any questions regarding this research or your participation in this study, please contact Ashley Ulmer at aulmer@ksu.edu or her major professor, Dr. Alec Tefertiller, at alect@ksu.edu. Thank you for participating in this survey.