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Asking For It: Rape Myth Acceptance at a Mid-sized Rural Public University and Policy Recommendations

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ASKING FOR IT: RAPE MYTH ACCEPTANCE AT A
MID-SIZED RURAL PUBLIC UNIVERSITY AND
POLICY RECOMMENDATIONS

By

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Abstract

Sexual assault on college campuses has recently grown into a national conversation. There has been a push for universities to examine sexual assault on their campuses, but much of this research has focused on major universities in metropolitan areas. This project extends current research by analyzing the sexual assault experiences and attitudes of students at a mid-sized rural public university. A new survey instrument based on validated campus climate surveys was completed by 522 students at this university. This study evaluates the rape-supportive attitudes of participants and how those attitudes might be impacted by various factors, specifically if sex, being a victim, knowing a victim, being unsure about victimization, and going through sexual assault training influenced the rape myth acceptance (RMA) of students. While most results were not generalizable, males and earlier-year students were significantly more likely to agree with rape myth statements than their counterparts. Victims and those who knew victims had lower RMA means than their peers, and “unsure” participants had higher means than their counterparts. Contrary to expectations, sexual assault training lowered RMA only slightly in one circumstance, and in other tests corresponded with higher RMA. Implications of the results and recommendations to the university are discussed.

Keywords: sexual assault, university, rape myth acceptance

Table of Contents

	Page
ABSTRACT.....	iii
LIST OF TABLES	vi
LIST OF FIGURES	vii
I. INTRODUCTION	1
II. LITERATURE REVIEW	4
Rape Myth Acceptance	4
Labeling Experiences and Reporting	5
Rape Proclivity.....	8
Training and Knowing Victims	9
Summary	10
III. METHOD	12
Participants.....	12
Materials	12
Procedure	13
IV. FINDINGS.....	15
Demographics	15
Rape Myth Acceptance	16
V. DISCUSSION	20
Victimization and Sex.....	20
Rape Myth Acceptance and Sex	21
Rape Myth Acceptance and Victimization	23

Rape Myth Acceptance and Knowing a Victim	24
Rape Myth Acceptance and “Unsure” Responses	26
Rape Myth Acceptance and Sexual Assault Training.....	29
VI. CONCLUSION.....	33
Recommendations	35
Limitations	35
Summary	36
REFERENCES	37
APPENDICES	43
Appendix A. Materials.....	43
Appendix B. Statistical Results.....	62

List of Tables

Table 1: Chi-Square Test of General Victimization by Sex	16
Table 2: Means and Significance of Tests for Each Hypothesis	17
Table 3: Means and Standard Deviations for Rape Myth Acceptance by Sex	18
Table 4: Independent Samples Test of Rape Myth Acceptance by Sex	18
Table 5: One Way Analysis of Variance of Rape Myth Acceptance by Year.....	19
Table 6: Post Hoc LSD Test of Rape Myth Acceptance by Year.....	19
Table 7: Comparison of Sexual Assault Victimization Rates of ATU and AAU	
Participants.....	20

List of Figures

Figure 1: Rape Myth Acceptance Averages by Year.....	31
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I. INTRODUCTION

In the past several years, sexual assault on college campuses has entered the political spotlight. From the White House launch of the “It’s On Us” campaign to documentaries such as *The Hunting Ground*, efforts across the country have worked to increase awareness of campus assault and combat its prevalence. In 2015, the American Association of Universities (AAU) partnered with 27 college campuses to survey more than 150,000 students across the United States to better understand the scope and nature of campus sexual assault. The survey results indicated that 23.1 percent of female participants and 11.7 percent of male participants had been sexually assaulted during their time in college (Westat 2015). Fewer than 28 percent of these victims formally reported the incident, so campus safety reports do not appear to be reliable measurements of sexual assaults at universities. Inter-collegiate studies seem to be the most accurate sources of this type of data that currently exist.

In 1963, Betty Friedan wrote that in American society, “Nobody argued whether women were inferior or superior to men; they were simply different” (p. 62). America has a history of relegating “separate but equal” status to minority groups, but such duplicitous declarations only serve to subjugate those who are not in power. Women were “different” inasmuch as they were “not men.” The resulting dichotomy constructs woman as Other, and in this construction she is relegated to a subservient role (deBeauvoir 2011). Parallel to the housewives of the 1950s and ‘60s who internalized their dissatisfaction with homemaking as a problem within themselves are victims of sexual assault who internalize their violent experiences. They must have made a mistake. They must have been “asking for it.” There must be a problem within them. Housewives faced “the

problem that has no name” (Friedan 2001:63), but we can name the problem for sexual assault victims: Rape Culture.

Rape culture is an environment in which sexual violence against women is not only prevalent but is also normalized and justified. It is rooted in patriarchal concepts of gender, and it permeates society. Rape culture is evident in movies, television, music, and advertising. It is evident in the way girls are taught how to avoid being raped instead of boys being taught not to rape. It is evident in the fact that between 20 and 25 percent of women in college are sexually assaulted before they graduate (Krebs et al. 2009).

Sexual assault on college campuses is not a new epidemic, but it has only recently garnered national and international attention. In fact, researchers have been studying rape at universities for decades (Koss, Gidycz, and Wisniewski 1987). Campus assault’s relatively new place in the media is largely due to the gross mishandling of sexual misconduct cases at universities from California’s Stanford to Rhode Island’s Brown. Over 100 colleges are under federal investigation by the Department of Education for Title IX violations. In an effort to better understand the degree to which college students experience sexual assault, universities across the country have conducted campus climate surveys that can help administrators identify trends in sexual violence and hopefully shed light on how to curb student victimization. This information is helpful, but most research has been conducted at major universities in metropolitan areas, so there is little understanding of how mid-sized rural public universities compare to current knowledge of campus assault.

Part of what contributes to rape culture is the degree to which people accept rape myths. Rape myths are ideas about sexual assault that are typically false but are accepted

as true. Rape myths, like rape culture, serve to justify and normalize sexual violence against women and shift the blame for assault from the perpetrators to the victims. Research has suggested that rape myth acceptance can impact a host of issues from victimization rates to the likelihood victims will seek out victim services. To what degree do students at a mid-sized rural public university accept rape myths, and what are the potential consequences of that acceptance? This project attempts to answer these questions by examining the sexual assault experiences and attitudes at one such university. Following a review of the literature, the methods are outlined for how the research was conducted to analyze the rape myth acceptance of students. The findings of the research are presented and discussed, and implications, limitations, and recommendations are considered in the conclusion.

II. LITERATURE REVIEW

RAPE MYTH ACCEPTANCE

Research has demonstrated that between 20 and 25 percent of college women are raped at some point during their college careers (Aronowitz, Lambert, and Davidoff 2012; Krebs et al. 2009), and women in their first year of college appear to be at the highest risk of victimization (Thompson and Kingree, 2010). While sexual assault can occur between any combination of gender identities and sexual orientations, it most frequently occurs in the form of a male perpetrator and female victim, and the victim usually knows the perpetrator (Aronowitz et al. 2012). Despite the high prevalence of sexual assault, there are still a number of beliefs about rape that are not only false, but are widely accepted as true.

Rape myths were first defined during the second wave of feminism as “attitudes and beliefs that are generally false but are widely and persistently held, and that serve to deny and justify male sexual aggression against women” (Brownmiller 1975:12). Rape myths continue to influence both male and female thinking, promoting patriarchal gender stereotypes, negative perceptions of women in general, and acceptance of ideas of masculinity as being excessively aggressive (Chapleau, Oswald, and Russell 2007; Zawacki et al. 2003). As Paul et al. (2009) describe it, “Rape myth acceptance (RMA), then, is a construct referring to an individual’s level of agreement with erroneous beliefs about the causes and consequences of sexual assault” (p. 232).

Rape myth acceptance both impacts and is impacted by a number of things. It can influence whether a victim labels his or her experience as sexual assault, whether a victim will report the incident, the vulnerability of an individual to be sexually assaulted, and

whether a perpetrator defines his or her actions as sexual violence. Additionally, the rape myth acceptance of an individual can be influenced by factors such as previous training in which sexual assault is addressed and if an individual knows a victim.

LABELING EXPERIENCES AND REPORTING

Rape myths generally feature victim-blaming suppositions such as what is referred to as the “real rape” myth: in order to be a true victim of rape, the victim must be wearing conservative clothing, sober, and violently attacked by a complete stranger. If she does not fit all of these criteria, it must be at least partially her fault. She must have been “asking for it” (McMahon 2010; Ryan 2011).

Additionally, people with high levels of rape myth acceptance are inherently suspicious of women who allege sexual assault. Rape is perhaps the single most scrutinized claim of any crime. Persons who adhere to rape myths frequently believe that women who are sexually assaulted are simply “getting back at” ex-boyfriends or had sex with someone and then regretted it the next morning. No other crime victim is nearly as doubted as a woman who says that she has been sexually assaulted (Karmen 2015), and victims who do report the assault are regularly met with “predetermined skepticism” (Corrigan 2015:936). The blame of sexual assault on victims leads to a generally negative view of people who have been raped, especially when the assault does not fit the “real rape” stereotype, and this is one of the reasons why women tend to not report sexual assault (Egan and Wilson 2012; McMahon 2010).

Rape myths might serve to comfort the people who embrace them by distancing women from the possibility that they might be raped and men from the possibility that they might be perpetrators (Ryan 2011). This can lead victims to deny their own

victimization, instead classifying their sexual assault as something other than “rape,” and lead perpetrators to excuse their own sexual aggression. Researchers have consistently found that female victims who adhere to myths about rape are less likely to identify their own experiences as sexual assault, and this is especially true for women who accept myths that support the “real rape” myth and myths that blame victims (Hertzog and Yeilding 2009; Kahn et al. 2003; Peterson and Muehlenhard 2004; Strang et al. 2013).

The psychological and physical aftermath of a sexual assault can be debilitating. Victims might experience posttraumatic stress disorder, anxiety, depression, substance abuse, insomnia, and a range of sequelae (Duncan 2014; Kress et al. 2006; Rothman and Silverman 2007). The conditions victims experience can impede academic performance and even result in the student dropping out of college (Duncan 2014). Research has shown that even when victims do not label their sexually violent experiences as “rape,” they still face the psychological and emotional aftermath of those who do, but they are far less likely to access resources such as rape crisis centers and counseling (Kahn et al. 2003; Ryan 2011).

Additionally, people who have high rates of rape myth acceptance are unlikely to identify sexual coercion as assault, though Broach and Petretic (2006) found that victims of sexual coercion experience comparable emotional consequences to victims of physically-forced sexual assault (p. 483). The reluctance of people to identify sexual assault as anything other than “real rape” can lead to a societal misunderstanding of sexual violence and a perpetuation of rape culture that silences victims. There is already a low likelihood that a sexual assault victim will report the incident, and an even lower chance that the perpetrator will be punished (Sable et al. 2006). If the victim does not

identify his or her experience as sexual assault, what little chance there was of justice all but disappears.

Sable et al. (2006) found that shame, guilt, and embarrassment are at the forefront of victims' feelings, and that at the root of many of these responses is self-blame which can be a barrier to reporting the incident. Hildebrand and Najdowski (2015) cite a study in which "women who were raped by a stranger were less likely to pursue criminal charges if they violated one or more traditional sex role norms (e.g., the woman had been in a bar alone, she had asked the man to her home) as compared to if they did not" (p. 1060), so even women who are raped by strangers face barriers to reporting sexual assault due to attitudes about rape and "real rape." Because of the prevalence of rape myths that endorse the belief that sometimes sexual violence is caused by a miscommunication, victims might question their pre-assault communication and wonder if the experience was sexual assault or if they were at least partially responsible (Burnett, Mattern et al. 2009). Even if victims of sexual assault do not adhere to myths about rape, if they believe that rape myth acceptance is pervasive among their peers, especially when the myths are victim-blaming in nature, they are unlikely to report the assault or seek out resources such as counseling, (Paul et al. 2009).

Women who indicate higher acceptance of rape myths are not only more likely to blame victims, but they might also be more vulnerable to sexual assault. Yeater et al. (2010) cite a study in which women who indicated higher levels of rape myth acceptance "showed longer response latencies when asked to indicate when the man had 'gone too far' in an audiotaped date rape vignette," another study in which they were less likely to indicate that rape had occurred in a date rape vignette, and a final study in which they

“believed that they were less vulnerable to sexual assault and viewed rape-related information as less personally relevant than women lower in rape myth acceptance” (p. 376). The combination of these findings provides a picture of a woman who does not think she will ever be sexually assaulted, and if she was, she would likely blame herself and/or refuse to acknowledge it as rape.

Because victims and perpetrators might not describe sexual violence as “sexual assault” or “rape,” it is important that surveys include descriptive questions. Abbey, Parkhill, and Koss (2005) point out the impact of question formulation by citing a study in which researchers found “a rape prevalence rate nine times higher than that found in the National Crime Victimization Survey using identical procedures but replacing the questions about rape and sexual attacks with behaviorally specific questions” (p. 365).

RAPE PROCLIVITY

A considerable amount of research has suggested that rape myths and the degree to which they are accepted contributes to victimization rates and serves to justify male sexual assault of women (Kress et al. 2006; McMahon 2010; Ryan 2011). In the same way that sexual assault victims with high rape myth acceptance frequently do not acknowledge their experience as rape, perpetrators with high rape myth acceptance might not view their actions as wrong (Strang et al. 2013). Edwards (2009) cited a study in which “of the 1 in 13 college men who admitted that they had engaged in behaviors that met the legal definition of rape, 84% did not define their behavior as rape” (p. 24). Previous research of rape myth acceptance and rape proclivity has found one’s *defense* of sexual violence to be directly connected to one’s willingness to *commit* sexual violence (Bohner et al. 2005). Higher rape myth acceptance is associated with an increased

likelihood of sexual aggression (Carr and VanDeusen 2004; Kingree and Thompson 2013). Importantly, “there is evidence showing that the causal pathway underlying this relationship leads from rape myth acceptance to rape proclivity rather than vice versa” (Eyssel, Bohner, and Siebler 2006:93). Rape myths can impact rape proclivity and incidence by removing the social stigma associated with hurting someone from the context of sexual assault. Thus, not only is the victim blamed for the assault, but the perpetrator is also alleviated of any responsibility for the violence because it is no longer labeled “violence” (Kress et al. 2006).

TRAINING AND KNOWING VICTIMS

In spite of the pervasiveness of rape myth acceptance, previous research suggests that the more educated an individual is about sexual assault, the lower he or she will score on a rape myth acceptance scale. Aronowitz et al. (2012) found that students who had been exposed to trainings in which sexual assault and victim blaming were discussed reported lower scores on rape myth acceptance. They also found lower scores among students who knew someone who had been sexually assaulted. McMahon (2010) found similar results: she found that males, students with no previous rape education, and students who did not know someone who had been sexually assaulted all indicated a significantly higher rape myth acceptance than their counterparts. This information may indicate that the more exposure students have to sexual assault experiences and education, the less they accept rape myths, but it is also possible that, because of their education, the students were aware of the social expectation to reject myths about rape and responded accordingly when asked questions that measured rape myth acceptance (McMahon 2010).

As the literature shows, rape myths both are constructed out of and serve to maintain patriarchy. Sexual assault is rooted in the dominance of women by men whether perpetrators or bystanders consciously think of it as a power struggle or not, and myths about rape function to support women's subjugation by normalizing sexual violence and shifting the blame of sexual assault from male perpetrators to female victims (Brownmiller 1975; deBeauvoir 2011; Malamuth and Thornhill 1994; Smith et al. 2015).

With this framework in mind, I sought to explore the sexual assault experiences and attitudes at a mid-sized rural public university. Specifically, I examined the rape myth acceptance of its students and how that acceptance might be impacted by factors that previous research suggests might shape attitudes toward sexual assault.

SUMMARY

In order to determine the degree to which students at a mid-sized rural public university accept rape myths and what impact that might make, five hypotheses were developed that reflect what other researchers have found:

1. Males will average higher scores on the rape myth acceptance (RMA) scale (higher scores indicate a higher level of RMA) than females,
2. Participants who indicate that they have been victimized will average lower scores on the RMA scale than those who have not been victimized,
3. Participants who indicate that they know a victim will average lower scores on the RMA scale than those who do not know a victim,
4. Participants who indicate that they have participated in a training or discussion about sexual assault will average lower scores on the RMA scale than their counterparts, and

5. Participants who indicate that they are “unsure” if they or someone they know has been victimized will have a higher average score on the RMA scale than those who are not “unsure.”

III. METHODS

PARTICIPANTS

Participants in this study were recruited from various classes in the Arts and Humanities at Arkansas Tech University (ATU) by obtaining the permission of professors to announce the survey during various classes. After the script was read to the students, business card-sized pieces of paper with the survey title, URL, and contact information for local resources such as the Title IX Coordinator and the university's counseling center were distributed to students (see Appendix A for script and survey card). Students who participated then accessed the survey outside of class to protect privacy and confidentiality. Approximately 1,065 students were invited to participate in the survey. 522 participants made it to the "thank you" page, though many of these respondents skipped questions and/or whole sections. Listwise deletion was utilized to address missing data. Participants who did not answer every question in the sections tested were excluded from analysis.

MATERIALS

The survey used in this research was informed by a number of campus climate surveys and adapted from the White House's suggested "Campus Climate Survey," the Association of American Universities' "Climate Survey on Sexual Assault and Sexual Misconduct" which was utilized by 27 major universities in 2015, and MIT's "Community Attitudes on Sexual Assault Survey" (see Appendix A for final survey instrument). Cards featuring the title of the survey, link to the survey, and campus resources were distributed to students in participating classes.

The rape myth acceptance section of the survey was comprised of 13 questions. Eleven of these questions were adapted from the Illinois Rape Myth Acceptance Scale and were scored on a five-point likert scale from strongly agree to strongly disagree. These 11 items were reverse coded so higher scores would indicate higher levels of RMA. The remaining two questions were already coded in that direction to prevent participants from selecting the same answer on each item. These were included in the RMA scale in their original coding in order to match the other 11 questions.

The survey included two victimization sections. The first section allowed respondents to “check all that apply” and included various types of victimization such as stalking, sexual harassment, intimate partner violence, and rape. Participants had the options of marking “This happened to me at Tech,” “This happened to me BEFORE I came to Tech,” “This happened to someone I know at Tech,” “This happened to someone I know OUTSIDE of Tech,” “No,” and “Unsure” in response to questions such as “Have you ever... Been sexually harassed by a professor?” The second victimization section focused on the victimization experiences of participants that occurred at Tech, and the questions used behaviorally descriptive language instead of terms like “sexual harassment” and “rape.”

PROCEDURE

After obtaining Institutional Review Board approval, data collection for this study began in late December and ran through the end of February. The survey instrument was uploaded into QuestionPro and given a unique URL. When respondents entered the survey URL, the first page participants came to was the informed consent page. In order to participate in the survey, respondents had to check a box at the bottom of the page to

indicate that they had read the page and understood what it meant. The first question of the survey asked if the respondent was under the age of 18. Respondents who indicated that they were 17 years old or younger were immediately taken to the thank you page. All other respondents continued to the demographics section and, due to the sensitive nature of much of the survey, were able to discontinue the survey at any point or skip any questions.

IV. FINDINGS

A variety of tests were run on the sample to test the five hypotheses. Participants had the option of not answering every question which led to a high number of incomplete cases, so many of the tests have much lower case counts than the 522 participants who completed the survey. For example, while the number of responses for each question in the sections being tested never dropped below 490, the case counts in the tests are between 188 and 196. This reduction of cases is largely due to the construction of the rape myth acceptance (RMA) scale in which respondents who did not answer every question could not be assigned an RMA score to be tested against other variables and were deleted listwise.

DEMOGRAPHICS

The ethnicities of participants were proportionate to the ethnicities listed by the university for the general student population. 69.8 percent of participants were female; 30.2 percent were male. The majority of participants indicated that they were in their first or second year of college (45.6 percent Freshmen, 25.3 percent Sophomores, 14.9 percent Juniors, 11.5 percent Seniors, and 2.7 percent Graduate Students).

A total of 59 respondents (22.7 percent) indicated that they had been victimized at ATU (27.8 percent of females, 11.3 percent of males). A Chi-Square Test of Independence was performed to examine the relationship between the sex of respondents and if they had been victimized during their time at ATU (see Table 1). The relationship between these variables was significant, $X^2(1, 260) = 8.62, p = 0.003$, indicating that women were significantly more likely than men to denote that they had been victimized at ATU.

Table 1

Chi-Square Test of General Victimization by Sex

Chi-Square Test					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	8.624 ^a	1	0.003		
N of Valid Cases	260				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 18.15.

b. Computed only for a 2x2 table

A second Chi-Square Test of Independence was then performed to examine the relationship between the sex of respondents and if they had been sexually assaulted at ATU, and the results were not significant (see Appendix B).

RAPE MYTH ACCEPTANCE

Each of the hypotheses examined the interactions between rape myth acceptance (RMA) and other factors, and all were tested using independent samples t-tests except for RMA by Year under Hypothesis Five which was evaluated by a one way ANOVA and LSD test (see Appendix B for standard deviations and t-tests). Table 2 shows the means from each test and whether the test was significant or not. Only the first hypothesis that males would have a higher RMA average than females (see Table 3 and Table 4) and the RMA by Year component of the fifth hypothesis were significant. The ANOVA comparing the effect of the year of respondents at ATU (freshmen to graduate students) on RMA was significant at the $p < .05$ level for the five conditions [$F(4, 190) = 2.78, p = 0.028$] (see Table 5). Post hoc comparisons using the Fisher LSD test (Table 6) indicated that the mean score for freshmen was significantly different from both seniors and graduate students, and the mean score for sophomores was also significantly different than graduate students.

Table 2

Means and Significance of Tests for Each Hypothesis

		Means					Significant?
Hypothesis 1	RMA by Sex	Females		Males			Yes
		29.13		33.58			p = 0.005
Hypothesis 2	RMA by Victimization	Victims		Non-Victims			No
		28.57		31.01			
Hypothesis 3	RMA by Know ATU Victim	Know Victim		Do Not Know			No
		29.37		30.82			
Hypothesis 3	RMA by Know Victim General	Know Victim		Do Not Know			No
		30.19		30.51			
Hypothesis 4	RMA by “Unsure”	“Unsure”		Not “Unsure”			No
		32.62		30.11			
Hypothesis 5	RMA by Gen. Training	Training		No Training			No
		30.07		31.24			
	RMA by Greek Training	Training		No Training			No
		31.91		27.60			
	RMA by Res Life Training	Training		No Training			No
		30.28		29.74			
	RMA by Year	Fresh.	Soph.	Juniors	Seniors	Grad.	Yes
		31.96	30.27	29.29	27.77	21.00	p = 0.028

While the second and fourth hypotheses were not significant, they were both correlated in the expected direction. The average RMA for victims was lower than for non-victims, and the average RMA for participants who indicated that they were “unsure” if they or someone they knew had been victimized was higher than those who were not “unsure.” Hypothesis Three that participants who knew a victim would have a lower RMA average than their counterparts was tested twice: first for participants who knew someone who had been victimized at ATU and second for all participants who knew a victim at or outside of ATU. Both resulted in lower averages than participants

who did not know victims, but the differences of means were minimal, especially for the second test.

The fifth hypothesis proposed that participants who had gone through sexual assault training would have a lower RMA average than non-trained participants. Three training-specific tests were conducted, first for participants who indicated that at some point at ATU they either had or had not received training (asked of all participants), then of participants who had been or currently were involved in Greek Life, and finally of participants who had lived or were currently living on campus. Only the general training test was correlated in the expected direction. Both participants who had been trained in Greek Life or Residence Life had higher average RMA scores than their counterparts (although only slightly higher for Residence Life).

Table 3

Means and Standard Deviations for Rape Myth Acceptance by Sex

Group Statistics					
	Sex	N	Mean	Std. Deviation	Std. Error Mean
Rape Myth Acceptance	Females	140	29.1286	8.1354	0.68757
	Males	55	33.5818	10.19929	1.37527

Table 4

Independent Samples Test of Rape Myth Acceptance by Sex

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
Rape Myth Acceptance	Equal variances assumed	4.729	0.031	-3.194	193	0.002	-4.45325	1.39436	-7.20338 -1.70311
	Equal variances not assumed			-2.896	82.369	0.005	-4.45325	1.53757	-7.51176 -1.39473

Table 5

One Way Analysis of Variance of Rape Myth Acceptance by Year

ANOVA					
Rape Myth Acceptance by Year					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	861.355	4	215.339	2.776	0.028
Within Groups	14738.799	190	77.573		
Total	15600.154	194			

Table 6

Post Hoc LSD Test of Rape Myth Acceptance by Year

Multiple Comparisons							
Dependent Variable: Rape Myth Acceptance							
	(I) What is your current status at ATU?	(J) What is your current status at ATU?	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Freshman		Sophomore	1.6887	1.6511	0.308	-1.5681	4.9455
		Junior	2.66287	1.76512	0.133	-0.8189	6.1446
		Senior	4.18426*	2.0881	0.047	0.0654	8.3031
		Graduate Student	10.95699*	4.04335	0.007	2.9814	18.9326
Sophomore		Freshman	-1.6887	1.6511	0.308	-4.9455	1.5681
		Junior	0.97418	2.04293	0.634	-3.0556	5.0039
		Senior	2.49557	2.32767	0.285	-2.0958	7.087
		Graduate Student	9.26829*	4.17211	0.027	1.0387	17.4979
LSD Junior		Freshman	-2.66287	1.76512	0.133	-6.1446	0.8189
		Sophomore	-0.97418	2.04293	0.634	-5.0039	3.0556
		Senior	1.52139	2.40989	0.529	-3.2322	6.275
		Graduate Student	8.29412	4.21854	0.051	-0.0271	16.6153
Senior		Freshman	-4.18426*	2.0881	0.047	-8.3031	-0.0654
		Sophomore	-2.49557	2.32767	0.285	-7.087	2.0958
		Junior	-1.52139	2.40989	0.529	-6.275	3.2322
		Graduate Student	6.77273	4.36355	0.122	-1.8345	15.3799
Graduate Student		Freshman	-10.95699*	4.04335	0.007	-18.9326	-2.9814
		Sophomore	-9.26829*	4.17211	0.027	-17.4979	-1.0387
		Junior	-8.29412	4.21854	0.051	-16.6153	0.0271
		Senior	-6.77273	4.36355	0.122	-15.3799	1.8345

*. The mean difference is significant at the 0.05 level.

V. DISCUSSION

While some of the findings reflect the results of previous research, there are a few areas that are not consistent with the literature. This section will examine the findings related to each hypothesis and the implications of each relationship with Rape Myth Acceptance.

VICTIMIZATION AND SEX

While it was not included as a hypothesis, it was important to compare the victimization rates of females and males in the sample to ensure that the rates were not implausibly higher or lower than what are found at other universities (see Table 7).

Table 7

Comparison of Sexual Assault Victimization Rates of ATU and AAU Participants

	Female Victims	Male Victims
ATU Participants	18.3%	10.0%
AAU Participants	23.1%	11.7%

18.3 percent of women indicated that they had been sexually assaulted during their time at ATU, which is consistent with the average range of 20-25 percent statistic that most universities fall into. It is also lower than but close to the 23.1 percent of female sexual assault victims from the AAU survey (Aronowitz et al. 2012; Krebs et al. 2009). Ten percent of males indicated that they had been sexually assaulted at ATU, comparable to the 11.7 percent of male victims found in the AAU survey (Westat 2015). In each victimization category, females were substantially more likely to indicate that they had been victimized. In the general victimization category, which included sexual assault,

sexual harassment, and intimate partner violence, women were significantly more likely to indicate victimization than men. When testing specifically for sexual assault/rape victimization, while women still indicated higher rates of victimization, the difference between males and females was not significant. Males seemed to be more likely to report that they had experienced sexual assault and rape than other forms of victimization. This difference could be attributed to males being less likely to experience sexual harassment or intimate partner violence. Alternately, there could be a discrepancy between how much sexual harassment and intimate partner violence males *actually* experience and what they self-report. Males might be less likely to think of themselves as victims of those types of victimization due to deeply rooted beliefs related to gender roles and masculinity.

RAPE MYTH ACCEPTANCE AND SEX

The first hypothesis that male respondents would average higher scores on the rape myth acceptance scale proved to be correct and was statistically significant. The mean RMA score for males was 4.45 points higher than for females. This difference in RMA is likely a product of the patriarchy out of which rape myths developed. While there were still many women who held varying degrees of RMA, it makes sense that males would be more accepting of such beliefs because they are more likely to perpetrate sexual assault, and rape myths normalize and justify such actions (Malamuth and Thornhill 1994). Males are taught from an early age that they are supposed to be both more aggressive and more sexual than women (deBeauvoir 2011; Harway and Steel 2015; Jozkowski et al. 2014). The combination of these traits frequently results in sexual aggression that emerges from the hegemonic masculinity that society upholds as the ideal that men ought to embody. Patriarchal society not only cultivates sexual violence in men,

but it also excuses them from such violence through myths about rape. These myths primarily serve to shift the blame from perpetrators to victims (she was “asking for it”), and any culpability that might remain is justified (“boys will be boys”). Because this society informs men that they are supposed to be inordinately sexual, they are painted as hypersexual beings that are unable to stop once they are aroused. In fact, 37.5 percent of males and 32.1 percent of females agreed or strongly agreed that “sexual assault and rape happen because men can get carried away in sexual situations once they’ve started.” These types of myths allow men to use gender/sex as both an excuse for their behavior and as an instrument of distancing themselves from terms like “sexual assault.” These myths are vital to the male experience because the social construction of masculinity puts males at a high risk of committing sexual assault, so they must find a way to rationalize the sexual violence that they and/or male peers might commit.

Shifting the blame for sexual assault from perpetrators to victims is not the only consequence of rape myth acceptance. As previous research has shown, there is a causal relationship between RMA and rape proclivity (Carr and VanDeusen 2004; Eyssel et al. 2006; Kingree and Thompson 2013; Smith et al. 2015). The higher a male’s RMA, the more likely he will perpetrate sexual violence (Carr and VanDeusen 2004; Kingree and Thompson 2013). Thus, the degree to which males at ATU agree with rape myths is indicative of a population that is at risk for committing sexual assault. Moreover, men in the population who have not committed sexual assault are less likely to view the sexually violent actions of their peers as wrong. A type of rape myth that both men and women frequently regard to be true is the idea that men usually do not *mean to* sexually assault someone. For example, 52.8 percent of males and 46 percent of females agreed or

strongly agreed that “rape and sexual assault can happen unintentionally, especially if alcohol is involved.” Myths like this one are based on the belief that the incident was only an assault because of the victim’s interpretation of it and that the perpetrator did not intend to commit an assault. While it may be true that the perpetrator did not define his or her actions as sexual assault, the intention to engage in such behavior was clearly evidenced by his or her behavior. A male might go to a bar with the intention of bringing home the drunkest girl he can find and not define his actions as sexual assault, but having sex with someone too incapacitated to give consent legally *is* sexual assault. His definition does not change the fact that it would be rape or the fact that he went to bar with the intention of later engaging in behaviors that are defined as rape. While both women and men believe myths such as this one, men are more likely to regard them to be true.

RAPE MYTH ACCEPTANCE AND VICTIMIZATION

The results for the second hypothesis, which stated that participants who had been victimized during their time at ATU would average lower RMA scores, were not found to be statistically significant, but the differences in means were in the expected direction. Respondents who indicated that they had been victimized at ATU scored an average of 2.44 points lower on the RMA scale than participants who did not indicate that they had been victimized at ATU. There are several ways victims can interpret their victimization, and these generally gravitate toward one of two categories: they blame themselves or they blame the perpetrator. The fact that victims at ATU average lower RMA scores means that they likely lean toward the perpetrator-blaming group. These students are

more likely to formally report the incident and seek victim services such as counseling than victims with high RMA scores.

While it could be beneficial to victims that they average lower RMA scores, there is obviously still a great degree to which victims in the sample adhere to rape myths, and these attitudes can be very damaging. While overall they might place more blame on the perpetrator, it appears that they still hold victim-blaming beliefs, and these attitudes could cause them to also attribute blame to themselves. If a victim agrees that “rape and sexual assault happen because people put themselves in bad situations” like 22.9 percent of participants, or that “a person who is sexually assaulted while he or she is drunk is at least somewhat responsible for putting themselves in that position” (27.6 percent), “when girls go to parties wearing revealing clothes, they are asking for trouble” (21.3 percent), or that “if a girl hooks up with a lot of guys, eventually she is going to get into trouble” (51.5 percent), that victim will probably internalize the blame for the assault. Self-blame is one of the many barriers victims face when deciding if they want to formally report an incident, and it is possible that while victims in the sample hold lower RMA scores, the mean is not low enough to overcome feelings of self-blame. This could help explain the much more frequent incidence of sexual assault reported in the sample juxtaposed to the relatively few formal reports highlighted in the university’s Clery reports over the past several years which include 15 incidents from 2010 to 2014 (Arkansas Tech University 2012; Arkansas Tech University 2015).

RAPE MYTH ACCEPTANCE AND KNOWING A VICTIM

The third hypothesis stated that participants who indicated that they knew a victim would average lower RMA scores than participants who did not know a victim. Two tests

were run to determine the impact. The first test examined the effect of knowing someone who had been victimized at ATU on RMA. The results were not generalizable but showed that participants who did know an ATU victim averaged RMA scores only slightly (1.45 points) lower than their counterparts. The second test looked at the same impact but included participants who knew someone *outside of* ATU who had been victimized. This test was not significant, and the small difference between groups in the first test almost disappeared after adding participants who knew victims outside of ATU.

The literature suggests that individuals who know a victim tend to score lower on RMA scales than others (McMahon 2010), and while the first test shows a slight relationship, the second shows almost no difference. These data might indicate that there is a depreciation of influence that knowing a victim has on RMA, especially if the respondents who knew a victim outside of ATU had learned of the victimization longer ago than respondents who knew an ATU victim. The results of these tests indicate that the hypothesis was only true in one circumstance.

Because rape myths generally feature victim-blaming attitudes, people who regard these myths to be true are more likely to hold victims responsible for their assaults. It is troubling to see little to no difference between participants who know a victim and those who do not because of the potential response the former might have had to a victim's disclosure. Victims might be met with accusatory statements or questions that imply that they are the guilty party. It is already unlikely that a victim will even discuss the assault with anyone and likely that he or she will blame him- or herself, so to take the risk of divulging that experience and encountering someone with high levels of RMA who blames them for the assault instead of someone who offers the empathy and support that

the victim needs is likely to prevent them from disclosing the assault to anyone else and increase the levels of self-reproach that they are probably already experiencing. The mistrust that such an interaction generates might cultivate an environment of silence in which victims are not only afraid to formally report the incident but are also afraid to even speak of the assault in an informal setting (Truman, Tokar, and Fischer 1996). Moreover, because victims are less likely to discuss their assault informally, myths about rape can then go unchallenged and are allowed to dominate students' thinking.

The lack of discussion further isolates victims by creating a context in which it appears that they are the only ones who have been victimized. Because of the silencing nature of RMA, non-victims are likely to be even more vulnerable to sexual assault because they have not heard the stories of victims. It is probable that non-victims primarily think of the "real rape" myth in regards to sexual assault, so they will believe that by taking precautions against "stranger rape," they can avoid being victimized, but if this is the principal way in which they view victimization, they might be more susceptible to acquaintance rape which, as research has shown, is by far the most prevalent type of sexual assault.

RAPE MYTH ACCEPTANCE AND "UNSURE" RESPONSES

As discussed in the review of the literature, participants with high RMA scores who have been sexually assaulted are not likely to label their experiences as "rape" or "sexual assault." This reluctance is especially compounded by factors such as if the victim was drinking, if she knew the perpetrator, etc., and they are even less likely to believe that another person was a victim of sexual assault due to victim-blaming attitudes. There were 21 participants who indicated that they were "unsure" on at least one of the

victimization questions who also answered all of the questions in the RMA section, meaning at least 21 respondents were not sure if they or someone they knew had actually been victimized. Consistent with the literature, “unsure” participants averaged 2.51 points higher on the RMA scale than participants who did not indicate that they were “unsure” (Hertzog and Yeilding 2009; Kahn et al. 2003; Peterson and Muehlenhard, 2004; Strang et al. 2013). While this test was not statistically significant, it supported the fourth hypothesis that “unsure” participants would average higher scores on the RMA scale than their counterparts.

As previously discussed, the more one regards rape myths to be true, the less likely he or she is to acknowledge his or her experience or the experience of someone he or she knows as sexual assault. This can lead to a number of injurious outcomes. First, victims who do not classify their experience as sexual assault are less likely to seek services to help them manage the sometimes crippling aftermath of an assault. As research has shown, the refusal of victims to acknowledge their assault has little to no impact on the mental and physical effects survivors experience (Truman et al. 1996). Victims who do not acknowledge their experience as sexual assault are as likely as victims who do to experience ramifications such as post-traumatic stress disorder (PTSD), depression, anxiety, substance abuse, etc., but non-acknowledging victims are far less likely to receive help in dealing with such issues. Furthermore, while all victims are at risk of blaming themselves for the assault, non-acknowledging victims are even more likely to take responsibility for the experience, and this may heighten the already harmful mental health effects of victimization (Kahn et al. 2003; Ryan 2011).

Second, while victims of sexual assault are already not likely to formally report the incident, non-acknowledging victims are almost certain to abstain from reporting. Because they do not view their experience as sexual assault, the idea of reporting the incident is not likely to even cross their minds, especially since they likely view themselves as responsible. This dearth of reporting adds to the rape culture in which men are free to sexually assault with no ramifications or even challenges to their behavior. It is believed that the majority of sexual assault is committed by repeat-offenders, so the people who assaulted “unsure” victims not only evade culpability for that specific assault, but may also go on to victimize others. Thus, RMA reduces the likelihood of justice being served and can inflate victimization rates because perpetrators are never stopped.

Third, “unsure” victims likely think of the “real rape” myth narrative in regard to sexual assault and may not think other forms of assault such as acquaintance rape fall under the “sexual assault” category. Sexual assault rarely occurs in the “stranger rape” format perpetuated by rape myths, and the silencing nature of RMA reduces the likelihood that victims will authentically discuss their experiences. As discussed in the “know victim” section, when there is an absence of honest conversations about sexual assault experiences, especially those that fall outside of the “real rape” myth, there is little to no chance that myths about rape will be addressed. “Unsure” victims are even less likely to discuss their experiences than other victims, and this contributes to the RMA status quo (Sable et al. 2006).

Finally, “unsure” respondents might have been indicating that they were unsure if they knew someone who had been victimized. The reluctance of people to believe that others have been victimized is rooted in myths about rape. These “unsure” respondents

might doubt whether an experience disclosed to them was sexual assault because they believe the victim was at least partially culpable or they might think that the experience was not as serious as the victim said it was. They might even fall into the category of respondents who think that false reports of sexual assault are common. More than 25 percent of participants (37.5 percent of males, 20.2 percent of females) believed that many women who claim they were raped agreed to have sex but regretted it afterwards, and nearly 24 percent (42.3 percent of males, 15.8 percent of females) believed that rape accusations are frequently used as a way to “get back at” guys. In any case, as previously discussed, the negative, RMA-influenced responses are harmful both for the victim and for the environment as a whole (Corrigan 2015; Egan and Wilson 2012; Kahn et al. 2003; Karmen 2015; McMahon 2010).

RAPE MYTH ACCEPTANCE AND SEXUAL ASSAULT TRAINING

Four tests were conducted in relation to the fifth hypothesis that participants who indicated that they had received sexual assault training would average lower RMA scores than participants who had not indicated that they had received such training. A general sexual assault training question was presented to all participants, and while the results are not generalizable, respondents who indicated training had a slightly lower (1.17 points) average RMA than non-trained respondents. While this finding was consistent with what other researchers have found, the tests for Greek Life and Residence Life participants resulted in contradictory information.

Participants who indicated that they were currently or had previously been a member of a fraternity or sorority were asked if there had been any discussion of sexual assault during their time in Greek Life. The average RMA score for participants who

reported that there had been a discussion was 4.31 points *higher* than those who reported that there had been no discussion. While it is possible that this difference is due to a low case count of Greek Life participants, it might indicate that the sexual assault training in the fraternities or sororities ignores or even reinforces various myths about rape or that the types of people who participate in Greek Life are the types of people who score higher averages on RMA scales.

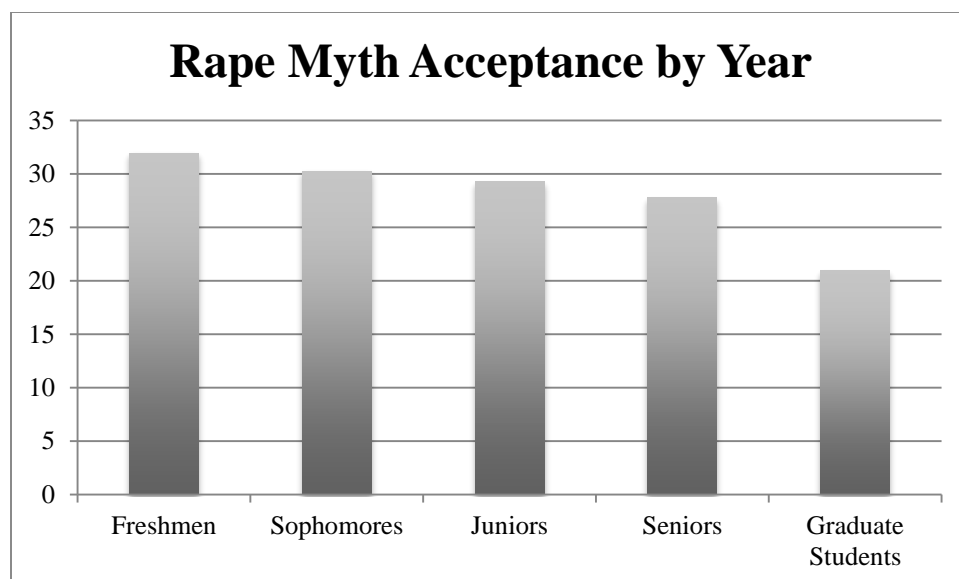
While the test for RMA and training in the residence halls yielded a much smaller difference of expectations than Greek Life, participants who indicated that there had been a discussion about sexual assault during their time living on campus still averaged just over half a point (0.54) higher than those who indicated that there had not been a discussion about sexual assault. This difference is almost nonexistent, but it is still not consistent with what one would expect to find.

Because previous research has shown that sexual assault education reduces RMA, the results from these three tests call into question the type of training in which participants were engaged (Aronowitz et al. 2012; McMahon 2010). Even though the general training question was correlated in the expected direction, the difference between trained and non-trained students was slight, and the Greek Life and Residence Life participants demonstrated that sexual assault discussion did not have an impact that lessened RMA. Furthermore, higher percentages of male respondents across the board indicated that they had received training, yet they were significantly more likely to hold higher RMA averages than females. Keeping in mind previous research, it appears that the little to no impact of sexual assault training at ATU on RMA is specific to the university and those conducting the trainings should consider a new approach.

Due to the mixed results from the first three tests, a fourth test was conducted to see if there were differences between RMA averages and the year of participants. The test revealed that not only did RMA averages decrease the further along in the college experience participants were, but that the differences between the earliest and latest years were statistically significant. The longer period of time a participant spends at a university, the more likely it is that he or she will have been exposed to some type of training or discussion about sexual assault, and the results suggest a strong relationship between RMA averages and year (see Figure 1).

Figure 1

Rape Myth Acceptance Averages by Year



While the apparent lack of impact sexual assault training at ATU had on RMA is disconcerting, the fact that students score significantly lower on the RMA scale at the end of their college experience than at the beginning might indicate that the interactions between faculty/staff and students diminishes the degree to which students agree with myths about rape. The longer students are at the university, the more exposure they might

have to information that dispels the rape myths they held at the beginning of their college careers. Alternately, the type of sexual assault training that seniors and graduate students received might have been more effective than the current education programs. It could be that previous programs impacted the RMA of students but that more recent trainings have little to no effect on the degree to which students hold rape myths to be true.

VI. CONCLUSION

There are deep implications for a culture in which one finds a pervasive acceptance of rape myths. Rape myth acceptance increases the likelihood that men will commit sexual assault, which increases victimization rates. This, in turn, silences survivors through victim blaming and self-blame. That silence prevents victims from reporting their assaults, so perpetrators are never held responsible for their actions and are free to continue assaulting people as seen in the 41 participants who indicate that they have been sexually assaulted at ATU compared to the combined 15 cases of sexual assault included in campus Clery Reports from 2010 to 2014 (Arkansas Tech University 2012; Arkansas Tech University 2015). There is clearly a discrepancy, and it seems like the pervasiveness of rape myth acceptance might be at the root of it.

The first hypothesis that males would average higher RMA scores than females was correct and significant. The second hypothesis that victims would have a lower average RMA score than non-victims was not significant but was directionally correct. The third hypothesis, which stated that participants who knew a victim would have lower RMA scores than those who did not indicate that they knew a victim, was not significant, and there were only slight mean differences between students who knew someone who had been victimized at ATU and those who did not. The fourth hypothesis that participants who were “unsure” if they or someone they knew had been victimized would have a higher RMA average than their counterparts was not significant, but did correctly predict the direction of the differences. The fifth hypothesis stated that participants who had received sexual assault training would have lower RMA averages than those who had not. The relationships between training and RMA were not significant and did not match

the expectations of the hypothesis outside of the significant differences between the earliest and latest years of students.

The picture that this information paints is of a university in which rape myth acceptance exists and is especially high among males and younger students. The extent to which these myths are accepted could yield a rape culture in which male students are not only more likely to commit sexual assault, but are likely to get away with it due to the justification and normalization of their actions. On the other hand, victims, who also adhere to many of the myths, are likely to blame themselves for the assault and are less likely to access resources such as counseling. The fact that students who know victims have comparable rape myth acceptance rates to the overall average means that victims who have disclosed their assault to peers might be met with victim-blaming responses which could discourage them from reporting the event or even further discussing it with other students. The suppression of victim voices then allows the myths to go unchallenged which might increase the degree to which victims are isolated. Even sexual assault education at the university does not do an adequate job of addressing rape myths as can be seen in the students who have gone through such education and still do not have lower acceptance scores of rape myths. On the contrary, in some instances those students have higher scores than those who have not been through education programs. The degree to which students at the university believe these myths also seems to limit their ability to classify experiences as victimization, and this could engender both self-blame (for students who are unsure of their own victimization) and victim blaming (for students who are unsure if their peers have been victimized). The overall culture appears to be one

in which rape myth acceptance enables males to perpetrate sexual violence and get away with it.

RECOMMENDATIONS

In order to combat the rape myth acceptance of students, the university should redesign its current sexual assault education programs. These programs should focus on the deconstruction of rape myths and emphasize the harmful impact of victim blaming. The programs should include information on how to respond to someone who discloses that he or she was victimized. In order to adequately prepare and execute sexual assault education programs, the university should consider hiring additional staff for the Title IX Office, specifically staff dedicated to prevention as well as confidential advocates who could bridge the gap between victims who do not want to report their assault and victim resources. I also recommend that the university consider partnering with Sexual Health Innovations to bring the victim-friendly Callisto reporting system to the ATU campus to potentially increase rates of formal reporting which could result in perpetrators being held responsible for their actions and could prevent them from victimizing more students.

LIMITATIONS

Due to the sensitive nature of the survey's content, it needed to be available online so students could complete it in privacy. The reliance on students to access the survey on their own time resulted in a much smaller sample than a "captive audience" who could complete a hard copy of the survey in class. Not only did the survey need to be online for student comfort, but also in order to protect the privacy of participants, there also could be no room for student disclosure that might implicate the student or one of their peers. Under the university's sexual misconduct policy, I am required to report any

knowledge I have of students who have been assaulted or have perpetrated assault. In order for the survey to be completely anonymous, I had to ensure that there was no possibility that a student could disclose identifying information. It would have been beneficial to include open-ended response boxes for a number of questions, but I thought it was more important to protect the confidentiality of participants. Additionally, because students were able to move forward in the survey without answering every question, the case count dropped drastically for students in the rape myth acceptance tests.

SUMMARY

Despite these limitations, the project was still able to add to the current literature by contributing information regarding the sexual assault experiences and attitudes of students at a mid-sized rural public university. The sample of students did not consistently conform to what previous research has found, and these variances can inform the way in which the university addresses sexual assault on its campus. Rape myth acceptance appears to be a potentially dangerous component of the culture at this university, but by making additions to sexual assault prevention staff and changing the sexual assault education paradigms currently being followed, the college might be able to impact the degree to which students accept rape myths and consequently might reduce student victimization.

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APPENDIX A. MATERIALS

A1. Class Script

Hello everyone! My name is Stacy Galbo, and I am a graduate student in the Master of Liberal Arts program. For my thesis research, I am studying sexual assault on college campuses, which you might have noticed has become a huge topic of interest lately. Most of the research being done is focused on large universities, and I'm looking at how mid-sized rural public universities measure up.

I've passed out cards with the URL for the survey. Taking this survey is completely voluntary and anonymous. Your answers will in no way be linked to you. The survey does ask questions about attitudes and experiences you or someone you know might have had, including sexual assault, so some of you may experience some emotional distress while taking the survey. Resources such as the Health and Wellness Center (where you can get free counseling on campus), Title IX Coordinator, and Public Safety are listed throughout the survey and are listed on the cards I gave you.

Your participation in this study will provide a better understanding of this issue at mid-sized universities including how such universities can make their campuses safer. If you have any questions, concerns, or want to know the results of the survey, please feel free to call Dr. Ward at the number listed on the card.

Thanks!

A2. Survey Link Card

Card Distributed to Students to Recruit Participants

<p>Campus Attitudes on Sexual Assault Survey</p> <p>http://atucasa.questionpro.com</p> <p>ATU Counseling: 479-968-0329 Public Safety: 479-968-0222 Title IX Coordinator: 479-498-6020 Dr. Ward: 479-968-0305</p>

A3. Campus Attitudes on Sexual Assault Survey Instrument

Dear Student,

I am a graduate student in the Master of Liberal Arts program, and I am studying sexual assault on college campuses. As you may be aware, this topic has recently received a large amount of publicity, and universities have been charged with making their campuses safer. In 2015, a study of 27 major universities found that many of their students had experienced sexual assault during their time at college. Most of the research being done in this area is focused on large universities, and I need your help to see how small rural public universities measure up to national statistics.

In this survey, you will be asked to respond to questions that deal with attitudes and experiences that pertain to sexual assault and resources on campus as well as some general questions about your attitudes toward the university. The survey will take most people between 20 and 30 minutes to complete.

TRIGGER WARNING: Some of the questions in this survey deal with sexual assault and may cause emotional distress for some students. If you need to talk to someone, resources are listed throughout the survey.

Your participation in this study will provide a better understanding of this issue at small universities including how such universities can make their campuses safer.

Please know that your participation in the survey is completely voluntary and anonymous. You may skip any questions you do not feel comfortable answering, and you may stop responding at any time.

If you have any questions, concerns, or are interested in the results of the survey, feel free

to call Dr. Ward at 479-968-0305.

Thank you for your contribution to this important research regarding the safety of college students.

Sincerely,
Stacy Galbo
Arkansas Tech University

ATU Health and Wellness Counseling Services: 479-968-0329 or
[https://www.atu.edu/cslcenter/ATU Title IX](https://www.atu.edu/cslcenter/ATU%20Title%20IX)
Coordinator Jennifer Fleming: 479-498-6020 or jfleming@atu.edu
Public Safety: 479-968-0222 or dps@atu.edu
Ozark Rape Crisis Center: 479-764-6869 or <http://ozarkrapecrisis.com>
RAINN: 1-800-656-HOPE or <https://www.rainn.org>
Loveisrespect: 1-866-331-9474 or text “campus” to 22522 or
<http://www.loveisrespect.org>

By checking the box below, you agree that you have read and understand the information on this page and agree to voluntarily participate in this survey.

☐ I agree

Demographics

1. Are you under the age of 18?
 - A. Yes (skip to Thank You page)
 - B. No (continue to 2)
2. What is your current gender identity?
 - A. Female
 - B. Male
 - C. Trans*
 - D. Other
3. What sex were you assigned at birth, meaning on your original birth certificate?
 - A. Male
 - B. Female
4. Which of the following best describes your ethnicity?
 - A. White or Caucasian
 - B. Hispanic or Latino
 - C. Black or African American
 - D. Native American or American Indian
 - E. Asian / Pacific Islander
 - F. Other
5. Which of the following best describes your sexual orientation?

- A. Heterosexual/straight
 - B. Bisexual
 - C. Homosexual/gay/lesbian
 - D. Asexual
 - E. Pansexual (no specific gender preference)
 - F. Questioning
 - G. Other
6. What is your current status at ATU?
- A. Freshman
 - B. Sophomore
 - C. Junior
 - D. Senior
 - E. Graduate Student
7. Which of the following best describes your living situation?
- A. Tech residence hall
 - B. Tech-affiliated housing (Vista Place, Stadium Suites, etc.)
 - C. Off-campus apartment/house
 - D. At home with parent(s) or guardian(s)
 - E. Other

General Campus Questions

Please indicate your level of agreement or disagreement with the following statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
8. I feel valued in the classroom/learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Faculty, staff, and administrators respect what students on this campus think.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I think faculty are genuinely concerned about my welfare.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I think administrators are genuinely concerned about my welfare.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I feel close to people on this campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I feel like I am a part of this college/university.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I am happy to be at this college/university.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The faculty, staff, and administrators at this school treat students fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I feel safe on this campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate your level of agreement or disagreement with the following statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
17. College officials (administrators, public safety officers) should do more to protect students from harm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. If a crisis happened on campus, my college would handle it well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The college responds too slowly in difficult situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. College officials handle incidents in a fair and responsible manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. My college does enough to protect the safety of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. There is a good support system on campus for students going through difficult times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How strongly do you agree or disagree with the following statements?

These questions are not about whether you feel these statements apply to all cases of sexual assault or if there is a case where a statement may not apply. These questions are asking about how you feel about the following statements and how strongly you agree with them.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
23. It is not necessary to get consent before sexual activity if you are in a relationship with that person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. If a girl hooks up with a lot of guys, eventually she is going to get into trouble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. When someone is raped or sexually assaulted, it's often because the way they said "no" was unclear or there was some miscommunication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Sexual assault and rape happen because men can get carried away in sexual situations once they've started.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. I believe it is important to get consent before sexual activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Rape and sexual assault happen because people put themselves in bad situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. I feel confident in my ability to judge if someone is too intoxicated to give consent to sexual activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Rape and sexual assault can happen unintentionally, especially if alcohol is involved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. A person who is sexually assaulted or raped while she or he is drunk is at least somewhat responsible for putting themselves in that position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Many women who claim they were raped agreed to have sex and then regretted it afterwards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Rape accusations are often used as a way of getting back at guys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. An incident can only be sexual assault or rape if the person says "no."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. When girls go to parties wearing revealing clothes, they are asking for trouble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If someone were to report a sexual assault to a campus authority, how likely is it that:

	Very likely	Likely	Slightly likely	Not likely at all
36. The university would take the report seriously?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. The university would keep knowledge of the report limited to those who need to know in order for the university to respond properly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. The university would forward the report outside the campus to criminal investigators?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. The university would take steps to protect the safety of the person making the report?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. The university would support the person making the report?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. The university would take corrective action to address factors that may have led to the sexual assault?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. The university would take corrective action against the offender?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. The university would take steps to protect the person making the report from retaliation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Students would label the person making the report a troublemaker?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Students would support the person making the report?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. The alleged offender(s) or their associates would retaliate against the person making the report?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. The educational achievement/career of the person making the report would suffer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate your level of agreement or disagreement to the following statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
48. If a friend or I were sexually assaulted, I know where to go to get help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. I understand how sexual assault and sexual misconduct are defined at ATU.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. I understand ATU's formal procedures to address complaints of sexual assault.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. I have confidence that ATU administers the formal procedures to address complaints of sexual assault fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

52. Have you received training in policies and procedures regarding incidents of sexual assault and harassment (e.g. what is defined as sexual misconduct, how to report an incident, confidential resources, procedures for investigating)?

- A. Yes (continue to 52a)
- B. No (skip to 53)

52a. How helpful was that training?

- A. Very helpful
- B. Helpful
- C. Slightly helpful
- D. Not helpful at all

53. Are you currently or have you ever been a member of an ATU athletic team?

- A. Yes, I am currently (continue to 53a)
- B. Yes, I was previously (continue to 53a)
- C. No (skip to 54)

53a. During your time in athletics, were issues like sexual assault, sexual harassment, and resources on campus ever discussed by your coach?

- A. Yes (continue to 53b)
- B. No (skip to 54)

53b. How helpful was the discussion?

- A. Very helpful
- B. Helpful
- C. Slightly helpful
- D. Not helpful at all

54. Are you currently or have you ever been a member of a fraternity or a sorority?

- A. Yes, I am currently (continue to 54a)
- B. Yes, I was previously (continue to 54a)
- C. No (skip to 55)

54a. During your time in Greek Life, were issues like sexual assault, sexual harassment, and resources on campus ever discussed by your fraternity or sorority?

- A. Yes (continue to 54b)
- B. No (skip to 55)

54b. How helpful was that training or discussion?

- A. Very helpful
- B. Helpful
- C. Slightly helpful
- D. Not helpful at all

55. Do you currently or have you ever lived in Tech housing (residence halls, Vista Place, etc.)?

- A. Yes (continue to 55a)
- B. No (skip to 56)

55a. During your time living on campus, were issues like sexual assault, sexual harassment, and resources on campus ever discussed by Res Life staff such as your Resident Director (RD) or Resident Assistant (RA)?

- A. Yes (continue to 55b)
- B. No (skip to 56)

55b. How helpful was that training or discussion?

- A. Very helpful
- B. Helpful
- C. Slightly helpful
- D. Not helpful at all

How familiar are you with the following resources on campus?

	Very familiar	Slightly familiar	Not at all familiar
56. Counseling services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Title IX Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Public Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Jerry Cares	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Have you utilized any of the following resources?

	Yes, once	Yes, more than once	No
60. Counseling services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. Title IX Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. Public Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Jerry Cares	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Experiences

This set of questions asks about nonconsensual or unwanted sexual contact or harassment you or someone you know may have experienced either at or outside of Tech. If you wish to speak with someone confidentially, contact the Health and Wellness Center (479-968-0329 or <https://www.atu.edu/cslcenter/>) or if you wish to make a report, contact the Title IX Coordinator Jennifer Fleming (479-498-6020 or jfleming@atu.edu).

Including yourself, do you know anyone who has: (check all that apply)

	This happened to me at Tech	This happened to me BEFORE I came to Tech	This happened to someone I know at Tech	This happened to someone I know OUTSIDE of Tech	No	Unsure
64. Been stalked, followed, or received repeated unwanted messages, texts, emails, etc. from someone that made him or her uncomfortable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. Been in a relationship that was controlling or abusive (physically, sexually, psychologically, emotionally, or financially)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. Been sexually harassed by a professor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. Been sexually harassed by an employer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. Been sexually assaulted?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. Been raped?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next set of questions refers to different sexual situations you may have experienced while at Tech, including any times you were on campus prior to enrollment such as orientation, campus visits, GO BOLD Adventure Camp, etc. Again, this survey is completely CONFIDENTIAL and VOLUNTARY. Your response will NOT be linked to you in any way.

Have you experienced any of the following while at ATU?

Note these experiences may have been as a result of someone:

- Catching you off guard, or ignoring non-verbal cues or looks
- Telling lies, threatening to end the relationship or to spread rumors about you, or verbally pressuring you
- Showing displeasure, criticizing your sexuality or attractiveness, or getting angry
- Taking advantage of you when you were drunk, high, asleep, or out of it
- Threatening to physically harm you or someone close to you
- Using force or having a weapon

	Yes, once	Yes, more than once	No	Unsure
70. Someone fondled, kissed, or rubbed up against the private areas of my body or removed some of my clothes even though I didn't want to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. Someone TRIED to put a penis, fingers, or objects into my vagina or anus even though I didn't want to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. Someone DID put a penis, fingers, or objects into my vagina or anus even though I didn't want to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. Someone TRIED to perform oral sex on me or make me give them oral sex even though I didn't want to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. Someone DID perform oral sex on me or made me give them oral sex even though I didn't want to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(No to 70-74, skip to 75)

Victim Skip A: Did the person or persons who did one or more of the behaviors listed above do them by...

	Yes	No	Unsure
Catching you off guard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ignoring non-verbal cues or looks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telling lies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Threatening to end the relationship or to spread rumors about you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verbally pressuring you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showing displeasure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criticizing your sexuality or attractiveness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting angry?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking advantage of you when you were drunk, high, asleep, or out of it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Threatening to physically harm you or someone close to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using force?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having a weapon?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other method not described above?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You indicated earlier in the survey that you've experienced unwanted sexual contact during your time at Tech. The following questions are about that/those experience(s). If you've had more than one experience, please answer the following questions about the experience that was the most distressing.

Victim Skip B: Did this occur...

- A. On the ATU campus, in a residence hall
- B. In ATU-affiliated housing (e.g. Vista Place)
- C. On campus, in a non-residential building (e.g., library)
- D. On campus, at an ATU-sponsored event (e.g., a football game)
- E. On campus, outdoors
- F. Off campus, at a university-sponsored or affiliated event
- G. Off campus, at another college or university
- H. Off campus, not at another college or university
- I. Other

Victim Skip C: What was the gender of the person(s) who did this/these behavior(s) to you? Check all that apply.

- A. Female
- B. Male
- C. Trans*
- D. Other

Victim Skip D: Was the person(s) who did this to you: (check all that apply)

- 1. A student at Tech?
- 2. A student athlete?
- 3. A member of a fraternity or sorority?
- 4. A Tech alum?
- 5. A professor/faculty?
- 6. An administrator?
- 7. A staff member (e.g., secretary, groundskeeper)?
- 8. Affiliated with another college or university?
- 9. None of the above
- 10. Unsure

Victim Skip E: What is/was your relationship with this/these person(s)? (Check all that apply)

- A. No prior relationship
- B. Acquaintance/classmate
- C. Friend
- D. We were involved or intimate at the time
- E. We had been involved or intimate in the past
- F. Professor or mentor
- G. Teaching assistant/ graduate assistant
- H. Boss, manager, or supervisor
- I. Family member
- J. Other

Victim Skip F: How did you respond to the incident? Check all that apply.

- A. Told someone (unofficially—no expectation of formal action) (skip to Victim Did Tell/Report Skip A)
- B. Reported the incident (officially—expected action to be taken or for the report to be kept on an official record) (skip to Victim Did Tell/Report Skip A)
- C. Did not tell or report it to anyone (continue to Victim Did Not Tell/Report Skip)

Victim Did Not Tell/Report Skip: It is common to have mixed feelings when deciding whether or not to share your experience with someone else. Did any of the following negative thoughts or concerns play a role in your decision to not share or report your experience? Please check all that apply.

- A. Did not know who I should tell
- B. Did not want anyone to know the other things I was doing at the time (e.g., drinking underage, using drugs)
- C. Felt embarrassed or ashamed, didn't want anyone to know what happened
- D. Felt that I was at least partly at fault or it wasn't totally the other person's fault
- E. Afraid of retaliation by person who did it or others
- F. Not clear that harm was intended
- G. Wanted to forget it happened
- H. Did not think it was serious enough to share
- I. Lack of proof that incident happened
- J. Fear of being treated with hostility by the person I would tell
- K. Fear of being blamed or not believed by the person I would tell
- L. Did not want the person who did it to get into trouble
- M. Did not want any action to be taken (i.e. arrests, legal charges, disciplinary action)
- N. Did not think the ATU administration would do anything
- O. Did not want to ruin the person's life or hurt their future
- P. Worried that if I tell someone at Tech, the ATU administration will take action against the entire organization/group this person belongs to rather than just the person who did something wrong
- Q. Worried that if I tell someone at Tech, the ATU administration will take action on their own without my permission
- R. Other

(continue to 75)

Victim Did Tell/Report Skip A: Please indicate all of the people that you told about this incident or to whom you reported the incident.

	I told this person or group	I formally reported to this person or group
Someone who is family	<input type="checkbox"/>	<input type="checkbox"/>
Someone who is a friend, classmate, or peer	<input type="checkbox"/>	<input type="checkbox"/>
An advisor, supervisor, mentor, or boss	<input type="checkbox"/>	<input type="checkbox"/>
A professor or faculty member(s)	<input type="checkbox"/>	<input type="checkbox"/>
A priest, preacher, or spiritual advisor	<input type="checkbox"/>	<input type="checkbox"/>
A member of Residence Life (e.g. RD, RA)	<input type="checkbox"/>	<input type="checkbox"/>
A medical professional (e.g., doctor, nurse, therapist, psychiatrist, social worker)	<input type="checkbox"/>	<input type="checkbox"/>
Rape crisis counselor or advocate	<input type="checkbox"/>	<input type="checkbox"/>
ATU Public Safety officer	<input type="checkbox"/>	<input type="checkbox"/>
Local police officer	<input type="checkbox"/>	<input type="checkbox"/>
Title IX Coordinator	<input type="checkbox"/>	<input type="checkbox"/>
Someone at another ATU student resource office (e.g. Dean of Students, IMSSO, Greek Life)	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

Victim Did Tell/Report Skip B: What kind of responses did you receive from those you told or reported to? Please check all that apply.

- A. Responded in a way that made you feel supported
- B. Helped you gather information, or find resources or services
- C. Doubted you, asked questions to determine if it really happened, or refused to believe you
- D. Blamed you for the assault, or said you could have done something to prevent it, or asked why you didn't do something to prevent it
- E. Minimized the importance or seriousness of what happened
- F. Made excuses for the person who did this to you
- G. Responded in a cold or detached way
- H. Gave you resources you could use if you wanted to
- I. Told you not to talk about it, to move on, or focus on other things
- J. Was with you when you called a resource, or went with you to keep you company
- K. Told others about it without your permission
- L. Got so emotional or upset that you had to comfort them or the conversation became about them
- M. Other

Victim Did Tell/Report Skip C: What happened after you told someone and/or reported the incident? Check all that apply.

- A. Nothing happened
- B. My peers found out about what happened from someone else
- C. I lost friendships or other relationships
- D. Family members found out about what happened from someone else
- E. I am/was being treated differently (e.g., as if I had done something wrong, or was fragile or damaged) by my friends, peers, classmates, or other acquaintances
- F. The person who did this to me now knows that I've told others about it
- G. Police got involved
- H. Someone in the ATU administration (not the person I told) contacted or met with me
- I. Someone in the ATU administration contacted or met with the person who did this to me
- J. Someone in the ATU administration changed my or the other person's class schedule or housing arrangement
- K. My case went through ATU's disciplinary process
- L. Other

Victim Did Tell/Report Skip D: Were any of these done against your wishes or because you felt pressured to do them?

- A. Yes
- B. No
- C. Unsure

How You Might Have Behaved

Earlier in the survey, you were asked questions about behavior that was directed toward or done to you. This set of questions asks about behavior YOU may have participated in while at Tech. Please include any times you may have been on campus prior to enrollment (e.g. orientation, campus visits, GO BOLD Adventure Camp, etc.).

Since beginning college, how frequently have you...

	Never	Once	More than once	Unsure
75. Fondled someone even though the person didn't want that	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76. Kissed someone even though the person didn't want that	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77. Rubbed up against the private areas of someone's body even though the person didn't want that	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78. Removed some of the person's clothes even though the person didn't want that	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79. I TRIED to put my penis, fingers, or objects into someone's vagina or anus even though the person didn't want me to (This does not include initiating sexual activity and then stopping when you realize the other person does not want to participate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80. I DID put a penis, my fingers, or objects into someone's vagina or anus even though the person didn't want that	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81. I TRIED to perform oral sex on someone or make someone give me oral sex even though the person didn't want that (This does not include initiating sexual activity and then stopping when you realize the other person does not want to participate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82. I DID perform oral sex on someone or made someone give me oral sex even though the person didn't want that	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

("Never" 75-82 skip to 83; all others continue to Assault Skip A)

Assault Skip A: When this happened, did you do any of the following?

	Yes	No	Unsure
Catch them off guard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ignore non-verbal cues or looks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tell lies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Threaten to end the relationship or to spread rumors about them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verbally pressure them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Show displeasure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criticize their sexuality or attractiveness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get angry?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take advantage of them when THEY were intoxicated (drunk, high, asleep, or out of it)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take advantage of them when YOU were intoxicated (drunk, high, or out of it)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Threaten to physically harm them or someone close to them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use force?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have/use a weapon?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

These questions are about the behaviors listed previously that you indicated you have engaged in or were unsure about. If you have engaged in more than one behavior listed or are unsure about more than one experience, please think about the experience at ATU that you remember the most about, and answer the following questions about that instance only.

Assault Skip B: Not including yourself, what is the gender of the person(s) who were involved? Check all that apply.

- A. Female
- B. Male
- C. Trans*
- D. Other

Assault Skip C: Was the person(s)... (Check all that apply)

- A. A student at Tech?
- B. A student athlete?
- C. A member of a fraternity or sorority?
- D. A Tech alum?
- E. A professor/faculty?
- F. An administrator?
- G. A staff member (e.g., secretary, grounds keeper)?
- H. Affiliated with another college or university?
- I. None of the above
- J. Unsure

Assault Skip D: What is/was your relationship with this person/these people? Check all that apply.

- A. No prior relationship
- B. Acquaintance/classmate
- C. Friend
- D. We dated/are dating casually
- E. Former/current hook up
- F. We were/are married
- G. Professor or mentor
- H. Teaching assistant/ graduate assistant
- I. Boss, manager, or supervisor
- J. Family member
- K. Other

Assault Skip E: Have you ever told anyone about this incident?

- A. Yes
- B. No

Assault Skip F: Have you ever formally reported this experience? By report, we mean tell someone in an official capacity, either with the expectation that action would follow or that your report would be kept on an official record.

- A. Yes
- B. No

83. Do you know of others who have engaged in these behaviors?

- A. Yes (continue to 83a)
- B. No (continue to Thank You page)

83a. Did you ever confront the person(s) about their behavior?

- A. Yes
- B. No

83b. Have you ever reported another person who engaged in this behavior?

- A. Yes
- B. No

Thank You Page

Thank you for completing this survey. Your information will help add to our knowledge of sexual assault on college campuses.

To speak confidentially with a counselor, contact the Health and Wellness Center (479-968-0329 or <https://www.atu.edu/cslcenter/>)

To make a report regarding sexual misconduct, contact the Title IX Coordinator Jennifer Fleming (479-498-6020 or jfleming@atu.edu) or Public Safety (479-968-0222 or dps@atu.edu)

To learn about the results of the survey, contact Dr. Ward (479-968-0305).

Additional resources:

Ozark Rape Crisis Center: 479-764-6869 or <http://ozarkrapecrisis.com>

RAINN: 1-800-656-HOPE or <https://www.rainn.org>

Loveisrespect: 1-866-331-9474 or text “campus” to 22522 or

<http://www.loveisrespect.org>

APPENDIX B. STATISTICAL RESULTS

Table B1

Crosstabulation of General Victimization by Sex

Merged Victimization * Sex Crosstabulation				
		Sex		Total
		Male	Female	
Merged Victimization	No Victimization	Count	71	130
		Sex	88.80%	72.20%
	Victimization	Count	9	50
		Sex	11.30%	27.80%
Total		Count	80	180
		Sex	100.00%	100.00%

Table B2

Crosstabulation of Sexual Assault Victimization by Sex

Victimization (Sexual Assault) * Sex Crosstabulation				
		Sex		Total
		Male	Female	
Victimization (Sexual Assault)	No Victimization	Count	72	147
		Sex	90.00%	81.70%
	Victimization	Count	8	33
		Sex	10.00%	18.30%
Total		Count	80	180
		Sex	100.00%	100.00%

Table B3

Pearson Chi-Square Test of Sexual Assault Victimization by Sex

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.896 ^a	1	0.089
N of Valid Cases	260		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.62.

Table B4

Means and Standard Deviations of Rape Myth Acceptance by Victimization

Group Statistics					
	Merged Victimization	N	Mean	Std. Deviation	Std. Error Mean
Rape Myth Acceptance	Victimization	51	28.5686	9.64003	1.34987
	No Victimization	145	31.0138	8.63213	0.71686

Table B5

Independent Samples Test of Rape Myth Acceptance by Victimization

Independent Samples Test									
		Levene's test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower Upper
Rape Myth Acceptance	Equal variances assumed	0.36	0.549	-1.687	194	0.093	-2.44517	1.44939	-5.30376 0.41343
	Equal variances not assumed			-1.6	79.97	0.114	-2.44517	1.52841	-5.48682 0.59649

Table B6

Means and Standard Deviations of Rape Myth Acceptance by Knowing an ATU Victim

Group Statistics					
	Know Victim at ATU	N	Mean	Std. Deviation	Std. Error Mean
Rape Myth Acceptance	Yes	60	29.3667	8.26872	1.06749
	No	136	30.8235	9.22146	0.79073

Table B7

Independent Samples Test of Rape Myth Acceptance by Knowing an ATU Victim

Independent Samples Test									
		Levene's test for Equality of		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower Upper
Rape Myth Acceptance	Equal variances assumed	0.458	0.499	-1.051	194	0.294	-1.45686	1.38593	-4.19028 1.27655
	Equal variances not assumed			-1.097	125.055	0.275	-1.45686	1.32845	-4.08603 1.1723

Table B8

Means and Standard Deviations of Rape Myth Acceptance by Knowing a Victim At or Outside of ATU

Group Statistics					
	Know Victim General	N	Mean	Std. Deviation	Std. Error Mean
Rape Myth Acceptance	Yes	80	30.1875	8.04748	0.89974
	No	116	30.5086	9.54668	0.88639

Table B9

Independent Samples Test of Rape Myth Acceptance by Knowing a Victim At or Outside of ATU

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
RMA--Higher Scores Indicate Higher RMA	Equal variances assumed	1.01	0.316	-0.246	194	0.806	-0.32112	1.3031	-2.89117	2.24893
	Equal variances not assumed			-0.254	186.245	0.8	-0.32112	1.26301	-2.81277	2.17053

Table B10

Means and Standard Deviations of Rape Myth Acceptance by "Unsure" Victimization

Group Statistics					
	Unsure	N	Mean	Std. Deviation	Std. Error Mean
Rape Myth Acceptance	Yes	21	32.619	10.50465	2.2923
	No	175	30.1086	8.73523	0.66032

Table B11

Independent Samples Test of Rape Myth Acceptance by “Unsure” Victimization

		Independent Samples Test							
		Levene's Test for Equality of		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower Upper
Rape Myth Acceptance	Equal variances assumed	1.465	0.228	1.217	194	0.225	2.51048	2.06319	-1.55868 6.57963
	Equal variances not assumed			1.052	23.438	0.303	2.51048	2.38551	-2.41923 7.44018

Table B12

Means and Standard Deviations of Rape Myth Acceptance by General Training at ATU

Group Statistics					
	Training at ATU	N	Mean	Std. Deviation	Std. Error Mean
Rape Myth Acceptance	Yes	133	30.0677	9.17357	0.79545
	No	55	31.2364	8.70284	1.17349

Table B13

Independent Samples Test of Rape Myth Acceptance by General Training at ATU

		Independent Samples Test							
		Levene's Test for Equality of		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower Upper
Rape Myth Acceptance	Equal variances assumed	0.103	0.749	-0.806	186	0.421	-1.16869	1.44915	-4.02758 1.69019
	Equal variances not assumed			-0.824	105.88	0.412	-1.16869	1.41768	-3.97942 1.64203

Table B14
Means and Standard Deviations of Rape Myth Acceptance by Greek Life Training

Group Statistics					
	Training in Greek Life	N	Mean	Std. Deviation	Std. Error Mean
Rape Myth	Yes	22	31.9091	10.95406	2.33541
Acceptance	No	10	27.6	8.69483	2.74955

Table B15
Independent Samples Test of Rape Myth Acceptance by Greek Life Training

Independent Samples Test									
		Levene's test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Rape Myth Acceptance	Equal variances assumed	1.093	0.304	1.094	30	0.283	4.30909	3.93906	-3.73555 12.35373
	Equal variances not assumed			1.194	21.806	0.245	4.30909	3.60751	-3.17629 11.79447

Table B16
Means and Standard Deviations of Rape Myth Acceptance by Training in Residence Life

Group Statistics					
	Training in Res Life	N	Mean	Std. Deviation	Std. Error Mean
Rape Myth Acceptance	Yes	72	30.2778	8.5419	1.00667
	No	61	29.7377	7.91181	1.013

Table B17
Independent Samples Test of Rape Myth Acceptance by Training in Residence Life

Independent Samples Test										
		Levene's Test for Equality of		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Rape Myth Acceptance	Equal variances assumed	0.311	0.578	0.376	131	0.708	0.54007	1.43726	-2.30318	3.38332
	Equal variances not assumed			0.378	129.934	0.706	0.54007	1.42813	-2.28533	3.36548

Table B18
Descriptives for Rape Myth Acceptance by Year

Descriptives								
Rape Myth Acceptance by Year								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Freshman	93	31.957	9.10317	0.94395	30.0822	33.8318	13	57
Sophomore	41	30.2683	10.04247	1.56837	27.0985	33.4381	14	57
Junior	34	29.2941	6.87785	1.17954	26.8943	31.6939	15	45
Senior	22	27.7727	8.16457	1.74069	24.1528	31.3927	13	43
Graduate Student	5	21	5.47723	2.44949	14.1991	27.8009	13	27
Total	195	30.3846	8.96734	0.64216	29.1181	31.6511	13	57

Table 19
Levene Statistic of Rape Myth Acceptance by Year

Test of Homogeneity of Variances				
Rape Myth Acceptance by Year				
Levene Statistic	df1	df2	Sig.	
2.016	4	190	0.094	

