Nevada System of Higher Education
2023 Power-Based Violence Survey Report

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University of Nevada, Reno

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Commissioned by the Nevada System of Higher Education (NSHE) Task Force on Power-Based Violence

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Finally, thank you to all of the student-respondents at each of the seven NSHE institutions for providing feedback and responses to the survey. Without your assistance we would not be able to improve the PBV procedures for reporting a PBV incident, supporting the survivors of the incident, and providing fair reporting procedures for both the victim and the accused.

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Executive Summary

The Center for Surveys, Evaluation, and Statistics (CSES) and the Grant Sawyer Center for Justice Studies (GSCJS) at the University of Nevada, Reno (UNR), conducted a Power-Based Violence Survey (PBVS) in collaboration with the Nevada System of Higher Education (NSHE), to assess NSHE students' attitudes, perspectives, and experiences about power-based violence (PBV) during their time as a student at their respective institutions. Per Nevada Revised Statute 396 (NRS 396) and Senate Bill 347 (SB 347), passed during the 81st (2021) Nevada Legislative Session, this survey was conducted at the request of the Task Force on Sexual Misconduct at Institutions of Higher Education (herein referred to as the Power-Based Violence Task Force or PBV Task Force)[1], Chaired by Dr. Elizabeth Gunn, Dean, School of Liberal Arts, Sciences, and Business and Professor of Humanities, Nevada State University. Per NRS 396.1415,

> The Task Force on Sexual Misconduct at Institutions of Higher Education
> created by NRS 396.141 shall: (a) Review the results of any climate
> survey on sexual misconduct administered at an institution within the
> System; and (b) Each year, hold a meeting open to the public to provide
> recommendations to the Board of Regents on how to address sexual
> misconduct at institutions within the System.

The Task Force's charge, per NRS 396.142, was to "to develop a climate survey on sexual misconduct designed to be administered at institutions within the System." According to the NSHE website at https://nshe.nevada.edu/system-administration/departments/public-affairs/committees/power-based-violence-task-force/ (last accessed 2/5/24):

> The PBV Task Force is charged with reviewing the results of any power-
> based violence climate survey administered at any NSHE institution,
> examining current procedures and protocols for preventing, intervening in
> or responding to instances of power-based violence that are used at
> Institutions within the System, identifying possible gaps in the services
> that are available for victims of power-based violence at Institutions
> within the System, examining the correlation between social groups,
> campus life and the incidence of power-based violence on the campus of
> each Institution within the System, and providing recommendations to the
> Board of Regents on how to address power-based violence at NSHE
> Institutions.

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[1] The Task Force on Sexual Misconduct at Institutions of Higher Education was renamed the Task Force on Power-Based Violence at Institutions of Higer Education and passed into law during the 82nd (2023) Legislative Session through the signing of Assembly Bill 245 and became effective July 1, 2023.

The Task Force is comprised of fourteen members, appointed by the Board of Regents, who represent NSHE Institutions including various institutional units, students, victim advocates, and researchers.

Power-based violence means any form of interpersonal violence intended to control, intimidate, or harm another person through the assertion of power over the person, including without limitation: dating violence, domestic violence, family violence, gender-based violence; violence based on sexual orientation or gender identity or expression, sexual assault, sexual harassment, sexual exploitation, stalking, and/or voyeurism.

It is important to note that sexual assault and sexual misconduct are subsets of the power-based violence definition.

Students from the following colleges and universities were included in the sample: College of Southern Nevada (CSN), Great Basin College (GBC), Nevada State University (NSU), Truckee Meadows Community College (TMCC), University of Nevada, Las Vegas (UNLV), University of Nevada, Reno (UNR), and Western Nevada College (WNC). The overall response rate of this survey across all institutions is 5.48% (5,644 completed the survey out of the 102,924 students who received the survey). However, 147 students did not consent to completing the survey; therefore, their surveys were terminated immediately (Figure 1). Thus, only 5,497 surveys had viable data, which is quite low, partly due to the unfortunate timing of when the survey was released (at the end of the fall semester in December when students were finishing up their classes, taking exams, and during the holidays). This December launch data was pushed back from its previous planned launch in October primarily due to logistical and technical issues that needed to be resolved before launching the survey. However, the responses that were collected provided insightful quantitative and qualitative data for all institutions who participated.[2]

Students at each campus reported positive perceptions of their campus leadership and believed their institution would be moderately fair in their investigations. Most students were neutral toward whether power-based violence is an issue at their institution, whereas others acknowledged that power-based violence is a problem. This response was demonstrated in their self-report victimization data, with victimization and perpetration being very infrequently reported. However, some students reported higher victimization than others, such as UNR and UNLV. Although many students are not interested in attending power-based violence prevention programs, students have reported intervening without additional prompting and implementing

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[2] The Desert Research Institute (DRI) is the only NSHE institution that was not included in this study.

affirmative consent policies in their everyday lives, which might be indicative of the success of mandatory sexual assault education programs.

Students were asked what their campus could do to help students who are experiencing power-based violence. Their open-ended responses were thematically coded. The common themes found within the students' responses included Support and Resources (observed 648 times), Transparency and Accountability (observed 399 times), Education and Awareness (observed 382 times), Uncertainty, Non-Applicability, or Indifference (observed 311 times), Prevention and Security (observed 206 times), and General Satisfaction with their Institution's Procedures (observed 128 times). A couple of direct quotes that pertained to each theme were included. For a more detailed report of the findings, please refer to the Summary of Findings on page 7.

Summary of Findings

Continuous scales were compared as a function of the participant's institution, resulting in the utilization of the one-way Analysis of Variance (ANOVA) tool. Games-Howell post hoc tests were used to further analyze these significant findings, due to unequal variances. Correlations were used to analyze categorical items. Alpha for all analyses were set at .05. Both significant and non-significant results were found.

Significant Results

Responses differed between participants by institution type for the following items: perceptions of campus leaders, perceptions of specific behaviors from campus leadership, reporting to authorities, accused of power-based violence, unknown offender, involvement in power-based violence programs, knowing the victim, observing sexual assault, consent, alcohol effects, consensual sex, portions of social media (victim), romantic partner, and use of drugs/alcohol.

Generally, students at each institution reported positive perceptions of their campus leadership. UNR students reported the most negative perceptions compared to UNLV, CSN, NSU, and TMCC. However, most students reported only moderate perceptions of their campus leaders' abilities to protect their students, handle crises, and provide a good support system. Students at GBC reported the most positive perceptions compared to CSN, UNLV, and UNR. Additionally, all students reported that their institutions would be somewhat likely to perform specific reporting behaviors. Students from UNR reported the lowest likelihood compared to UNLV, WNC, CSN, TMCC, NSU, and GBC.

When asked how likely the institution would fairly treat the accused and the resulting investigation, participants largely agreed that their respective institutions would engage in these behaviors. Although most students at UNR, UNLV, and CSN were neutral when asked if power-based violence was a problem on their campus, NSU, TMCC, WNC, and GBC students agreed that it was a problem. However, many were neutral toward whether this issue could be resolved through their own actions, or even was an issue that should be on their minds. When explicitly asked about change that they could affect in their communities, students largely agreed that they would feel comfortable intervening in power-based violence against friends or fellow students. UNR students felt least empowered to affect change in their communities.

Most students indicated that they were not interested in attending programs that prevented power-based violence, and they also were not already involved in such programs. Of those who did express interest, students from UNR expressed the greatest interest and ongoing involvement compared to other institutions.

Many students indicated that they did not know victims of unwanted sexual experiences, with UNR students having the highest proportion of participants who knew victims. However, it is important to recognize that many victims do not report these experiences to friends, family, or officials due to fear of not being believed or being blamed for their experience.

Most students indicated that they have not witnessed a situation they believed was or could have led to sexual assault while at their institution, but the majority of those who answered "Yes" were UNR students. Most participants who indicated that they have witnessed these situations expressed that they intervened by asking the person who appeared at risk if they needed help, but other actions were also taken. Only a small fraction of participants who were bystanders did not act (7.9%).

Regarding their own experiences, most participants indicated that consent questions did not apply to them. When they did apply, most participants responded that they were familiar with discussing and obtaining verbal, ongoing sexual consent with their partners. However, only UNR students reported that they "sometimes" heard sexual consent issues being discussed on their campus, compared to the rest of the students responding that they "never" experienced this. UNR students, overall, reported engaging in consent communication more than other students. In regard to experiences with alcohol, the majority of participants indicated that they strongly disagreed that alcohol made others feel sexier, themselves feel sexier, or helped facilitate sexual opportunities. Of all institutions, UNR students reported the most agreement with these statements.

Some students indicated that they had engaged in consensual sex within the past 12 months of taking the survey, with the most participants originating from UNR and NSU. When asked about being victimized by nonconsensual interactions that occurred over social media, the largest proportion of victimization was reported by UNR students. About half of the participants from each campus reported having a current romantic partner at the time of the study. However, most comparisons of behaviors enacted by and upon their partner were not significant. Students from GBC reported the most experiences with their partner stomping out of the room or their living space during a disagreement, but other behaviors were not significantly different by each campus. When asked about their friends' behaviors, specifically regarding stalking, NSU participants reported the highest proportion of having one friend, and UNR with two or more friends who exhibited this behavior. WNC had the highest proportion of students who reported having no friends who stalked others online or in person.

When asked about their own potential perpetration of unwanted sexual contact, 100% of participants from NSU reported that they had never performed unwanted oral sex on another person. Notably, all other institutions also had a high percentage of not perpetrating this unwanted behavior. When asked about victimization of unwanted contact, students from UNR,

UNLV, and NSU generally reported the highest victimization, whereas GBC students reported the lowest.

Non-Significant Results

Responses were not significantly different as a function of the institution the participants attended for most of the following items: power-based violence beliefs, response to sexual assault, recent consensual sex, social media perpetration, partner behaviors (perpetrator and victim), interpersonal violence reporting, and unwanted sexual contact.

Implications

Students were relatively positive in their views toward their institutions' responses to power-based violence and unwanted sexual contact. When having witnessed risky situations, students reported intervening, which might be a result of sexual assault and bystander intervention education. This education might also be why students are so well-informed about affirmative consent policies (e.g., consent is an ongoing process, verbal consent must be obtained).

Overall, reports of unwanted sexual experience perpetration and victimization were low. Generally, students from UNR reported the most experiences with being victims of (or witnessing) unwanted sexual contact or sexual assault. Additionally, these students had the most negative perceptions toward their campus leaders handling these issues. However, they also reported the most interest in preventing power-based violence through involvement in programs.

Overview

Power-based violence is defined as any form of interpersonal violence that is intended to pressure, control, intimidate, or harm another person through the assertion of power over the person. This term includes, but is not limited to, dating violence, domestic violence, gender-based violence, sexual misconduct, sexual assault, sexual harassment, and stalking. The University of Nevada, Reno (UNR), in collaboration with the NSHE Power-Based Violence Task Force, conducted a Power-Based Violence Survey (PBVS) to assess NSHE students' attitudes, perspectives, and experiences about power-based violence during their time as a student at their respective institution.

Methodology

The items in the power-based violence survey were mostly adapted from previous sexual assault surveys conducted at three other Nevada institutions (UNR, GBC, and WNC). All items were approved by NSHE prior to launching the survey. Each institution provided the research team with a contact list of both undergraduate and graduate students, including their first and last name, email address, and class ranking. No high school dual enrollment students were included, and only those students 18 years of age or older were permitted to participate in the survey. The institutions included were College of Southern Nevada (CSN), Great Basin College (GBC), Nevada State University (NSU), Truckee Meadows Community College (TMCC), University of Nevada, Las Vegas (UNLV), University of Nevada, Reno (UNR), and Western Nevada College (WNC).

All survey distributions were completed using the software, Qualtrics, via email. The survey was first launched on December 1, 2023 (see Appendices A and B), with subsequent reminders sent twice a week. The reminders were distributed to non-respondents on December 6, 2023, December 8, 2023, December 11, 2023, December 14, 2023, December 18, 2023, and December 21, 2023. The survey was closed on December 26, 2023, at 7am.

Participant Information

The final contact list, compiled from contacts provided from each NSHE institution, yielded 107,386 students. Of those students, 3,298 emails were duplicated, 1,160 emails bounced, and 4 emails failed to send. Therefore, a total of 102,924 students received the survey. Out of the students who received the survey, 5,644 students completed the survey. However, 147 students did not consent to completing the survey; therefore, their surveys were terminated immediately (Figure 1). Thus, only 5,497 surveys had viable data. The response rate of this survey is 5.48%.

Figure 1. *Completed Surveys*
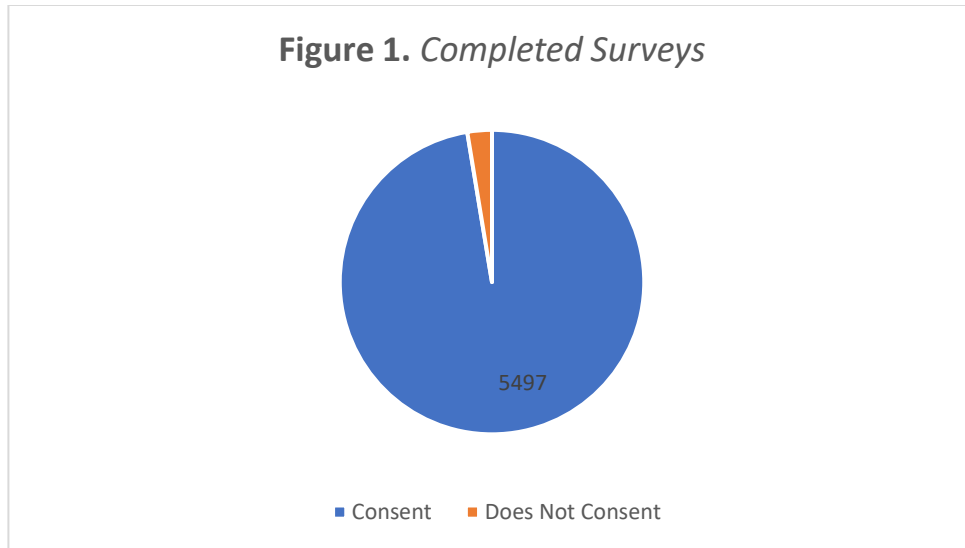
The following number of students completed the survey (either consented or did not consent) at each institution (see Figure 2):

- UNR: 990
- UNLV[3]: 3,217
- CSN: 954
- Nevada State University[4] (NSU): 101
- GBC: 100
- TMCC: 226
- WNC: 56

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[3] This survey was launched just 5 days before the tragic shooting deaths of UNLV professors in Las Vegas on December 6, 2023. This historical event likely contributed to the greater response rate from this institution compared to all other institutions given the title of the survey.

[4] Nevada State University had recently changed its name from Nevada State College to Nevada State University when the survey was launched. To avoid confusion among its students, Nevada State University was used in the survey rather than the NSU acronym. All other institutions were listed by their acronym.

Figure 2. *Responses by Institution*
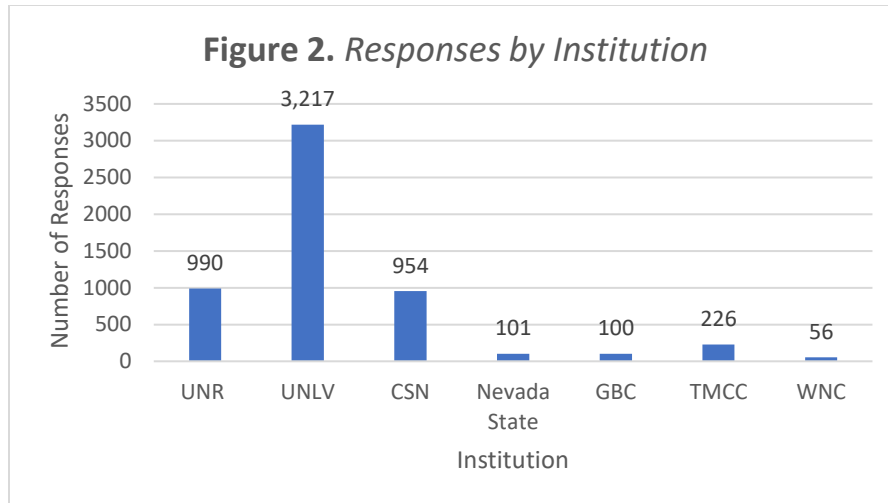
Socio-Demographics

Students were asked various socio-demographic questions. The frequencies will be presented below by institution.

Race. Most students from UNR identified as Caucasian/White (59.2%), followed by Asian American/Asian (16.8%) and Hispanic/Latino/a (16.6%). Most UNLV students who responded identified as Caucasian/White (38.4%), Hispanic/Latino/a (30.7%), and Asian American/Asian (25.3%).

At CSN, NSU, TMCC, and WNC, most of the students who responded identified as Hispanic/Latino/a (39%, 27.5%, 32.3%, and 17.5%, respectively) and Asian American/Asian (15.7%, 13.8%, 11.9%, and 10%, respectively).

At GBC, most students who responded identified as Hispanic/Latino/a (16.9%) and Native Hawaiian/Pacific Islander (11.3%). Examples of other races that respondents identified as include Jewish, Guatemalan, Sri Lankan, Burmese, Portuguese, and Nepali. See Figure 3 on next page for more specific frequencies.

Figure 3. *Race*
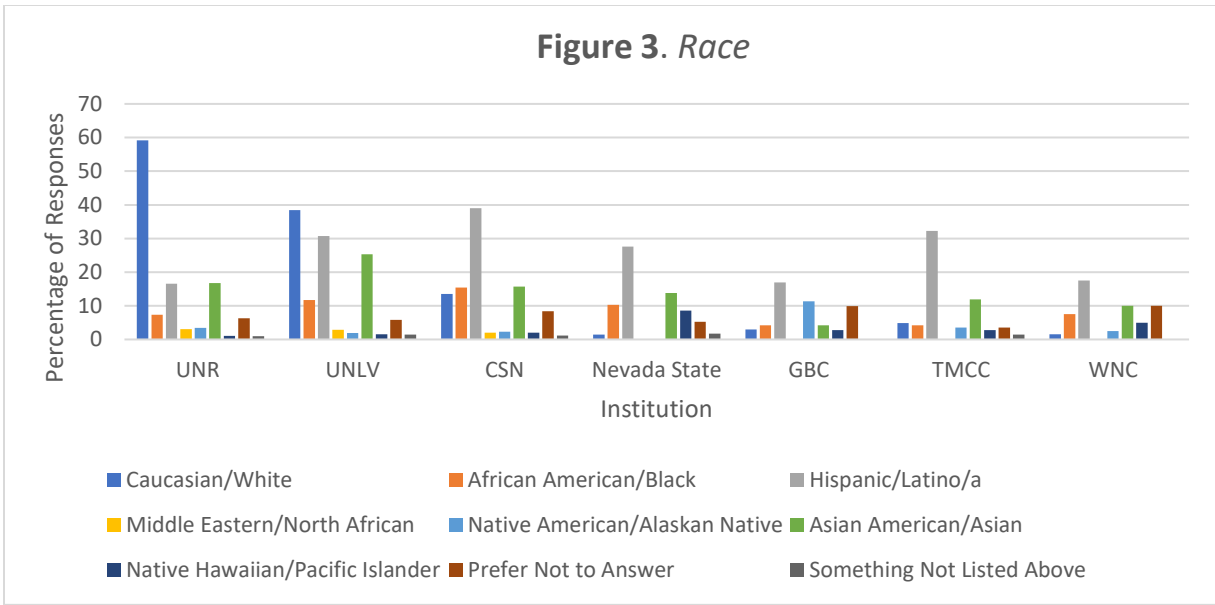
Sex. Most respondents at each institution were female at birth: UNR: 59.6%, UNLV: 57.5%, CSN: 61.9%, NSU: 75.9%, GBC: 67.1%, TMCC: 67.4%, WNC: 67.5% (see Figure 4).

Figure 4. *Sex at Birth*
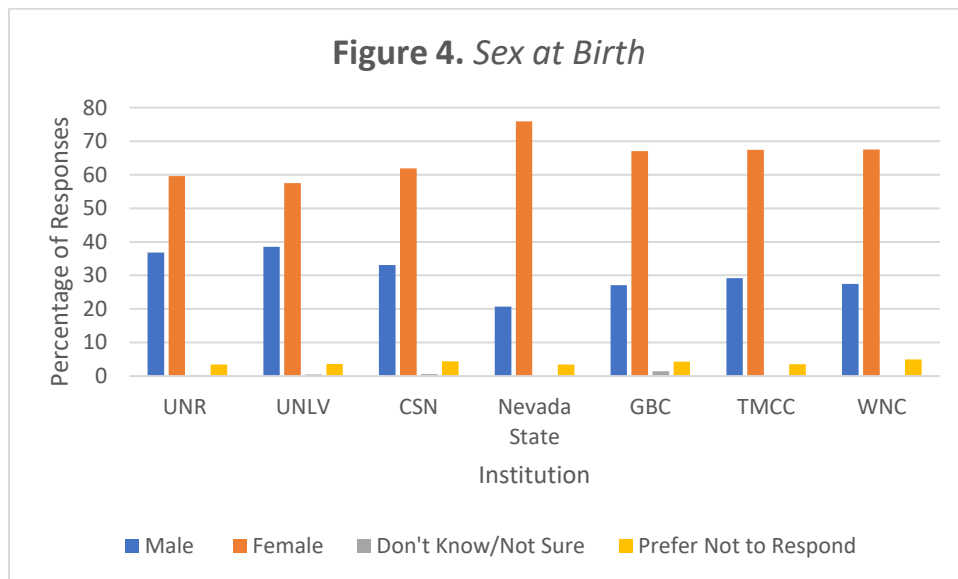
Sexual Orientation. Most students at each institution reported that their sexual orientation is straight: UNR: 66%, UNLV: 69.7%, CSN: 64.6%, NSU: 65.6%, GBC: 85.9%, TMCC: 60.4%, WNC: 70% (See Figure 5). Some examples of other sexual orientations that respondents identified as include asexual, pansexual, queer, and demisexual.

Figure 5. *Sexual Orientation*
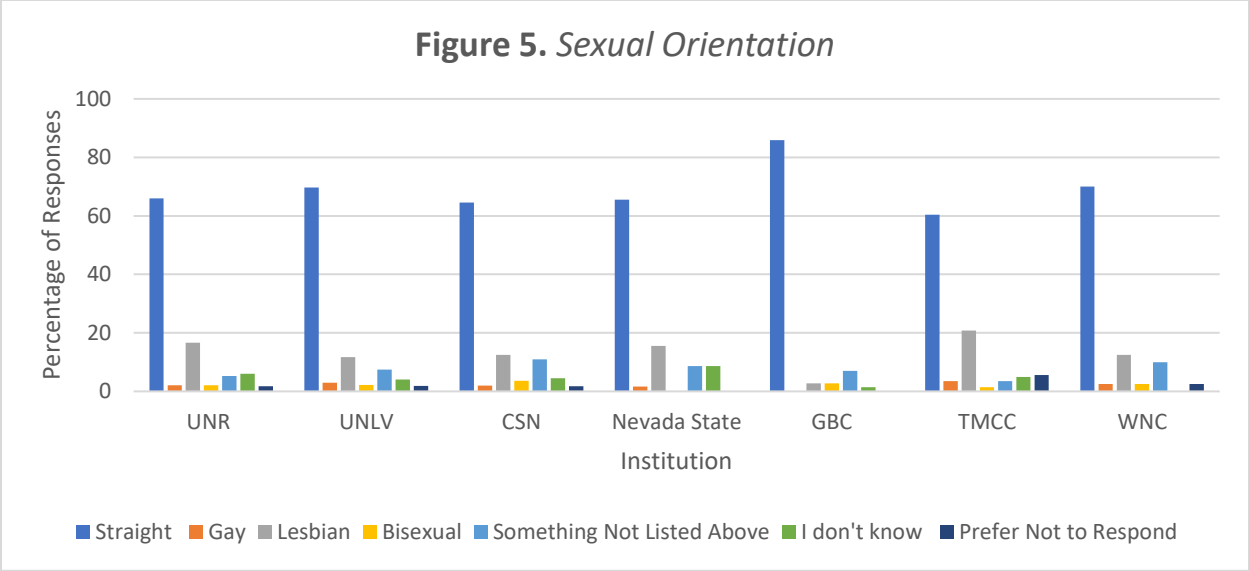
Transgender. When asked if they consider themselves to be transgender, most students answered "No:" UNR: 91.9%, UNLV: 93.2%, CSN: 92%, NSU: 92.4%, GBC: 94.4%, TMCC: 90.2%, WNC: 97.5%. At UNR (1.1%), UNLV (1.2%), CSN (0.9%), and TMCC (2.1%), a small percentage of students identified as either transgender, male to female, or transgender, female to male. A small percentage of students identified as transgender, gender nonconforming at UNR (1.8%), UNLV (1.5%), CSN (3.2%), GBC (2.8%), and WNC (2.5%). See Figure 6 for more specific percentages.

Figure 6. *Transgender*
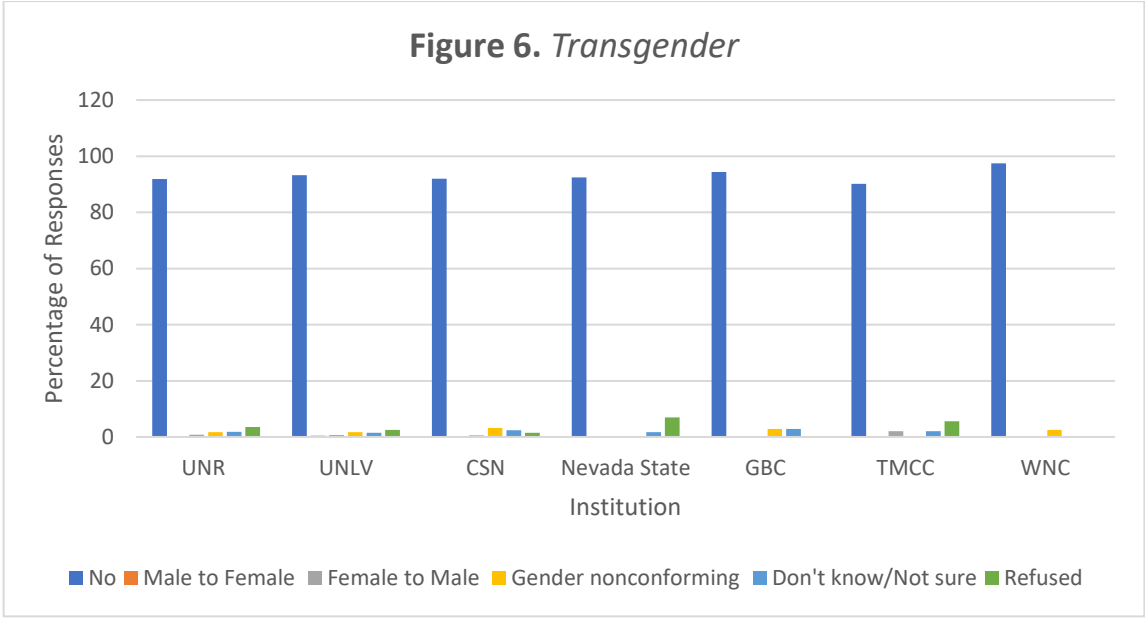
Primary Language. When asked if English was their primary language, most students answered "Yes:" UNR: 86.4%, UNLV: 86.8%, CSN: 85.7%, NSU: 88.1%, GBC: 95.8%, TMCC: 83.9%, WNC: 97.5%. It is important to note that there were 1,773 respondents who did not answer this question. Of the students who answered "No," examples of their first languages include Spanish, Filipino, Telugu, Thai, Tagalog, Russian, Cantonese, Italian, French, Chinese, Korean, and Arabic. See Figure 7 for more specific percentages.

Figure 7. *Primary Language*
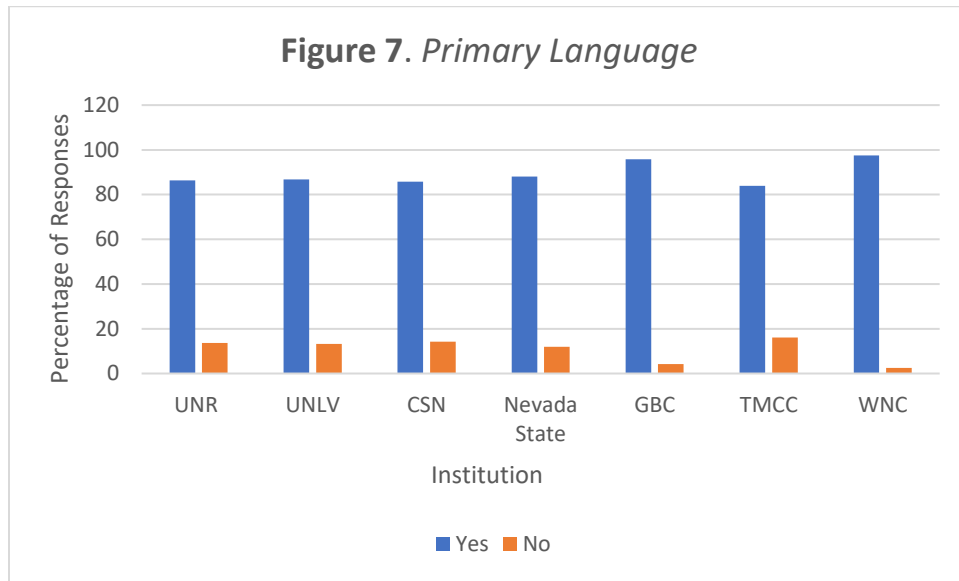
International Student. Students were asked if they were either an international student or exchange student. There were no international students at GBC and WNC who responded to the survey. Most students at UNR (72.9%) indicated that they are international or exchange students. Most students at UNLV (66.1%), CSN (85.3%), NSU (85.7%), and TMCC (81.8%) indicated that they are not international or exchange students (see Figure 8).

Figure 8. *International Student*
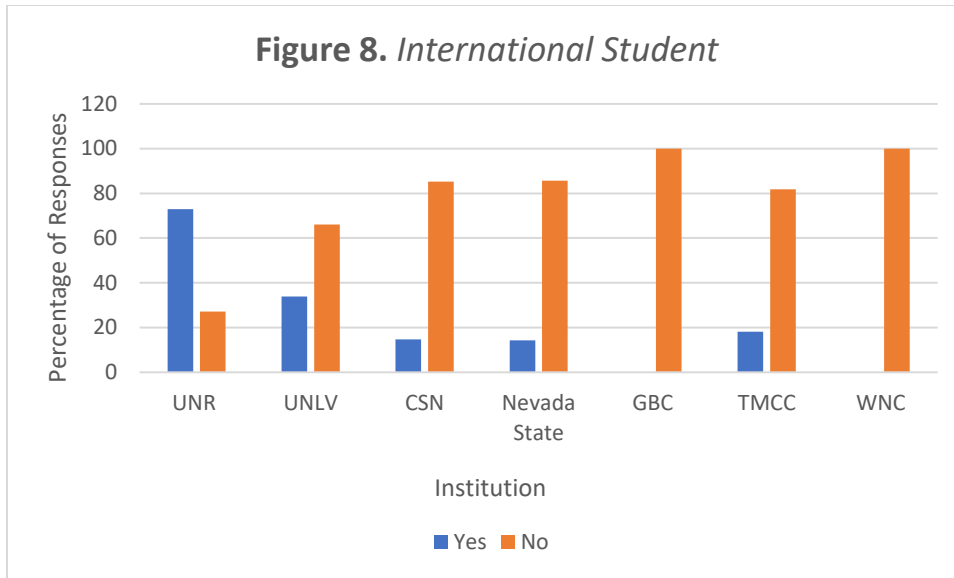
Employment. Students were asked if they are currently employed while attending school. Most students at UNR (39.9%) and TMCC (39.2) are part-time employees, whereas most students at GBC (41.4%) are full-time employees. Most students at UNLV (42.3%), CSN (45.6%), NSU (50.8%), and WNC (37.5%) are not employed (see Figure 9).

Figure 9. *Employment*
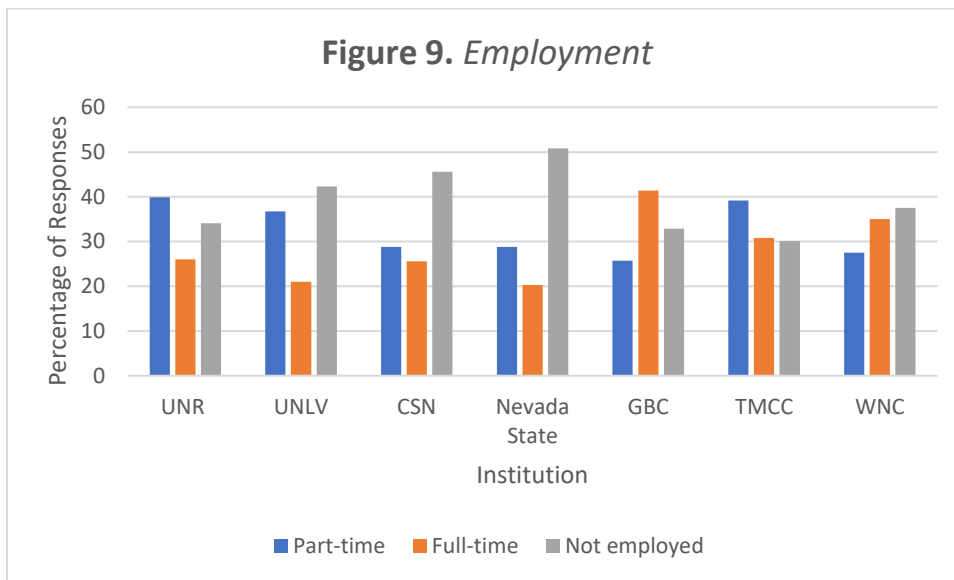
Financial Support. Students were asked if they are receiving financial support from their parents or someone else other than financial aid. Approximately half of the students at UNR (50.2%) and UNLV (51.7%) said "Yes." Many students at CSN (54.8%), NSU (59.3%), GBC (72.9%), TMCC (55.9%), and ENC (67.5%) said "No" (see Figure 10).

Figure 10. *Financial Support*
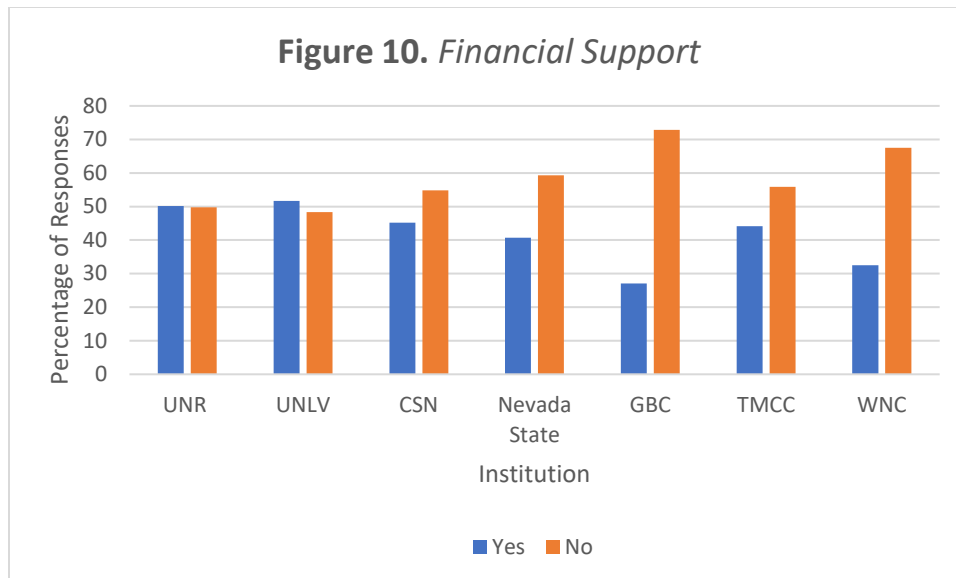
Measures

An online survey was utilized to collect data. Within the survey, the sections included: campus policies and procedures, bystander readiness, reporting observations, alcohol and sexual opportunities, power-based violence by perpetrator, relationships, interpersonal violence, abuse norms, perpetrator, unwanted sexual experiences, unwanted sexual contact victim, and socio-demographics.

The "Campus Policies and Procedures" section asked questions about students' perceptions of their campus leaders, specific behaviors of leadership, and power-based violence reporting. Examples of questions include: 1) I think faculty are genuinely concerned about my welfare. 2) If a friend and I were sexually assaulted, I know where to go to get help. 3) [Institution] officials (administrators, public safety officers) should do more to protect students from harm.

The "Bystander Readiness" section addresses students' perceptions of power-based violence at their institutions. Examples of questions in this section include: 1) If a student, staff member, or faculty member was formally accused of power-based violence, how likely is it that [Institution] would take corrective action against the accused? 2) Power-based violence is a problem at [Institution]. 3) I can affect change if I witness a power-based violence situation. For example, "If I see a friend involved in a power-based violence situation on campus, I would feel comfortable intervening in a safe way."

The "Reporting Observations" section addresses students' perceptions of reporting power-based violence but specifically sexual misconduct and/or sexual assault. If students responded "yes" to the question, "Since you have been a student at [Institution], have you had a

friend or acquaintance tell you that they were a victim of an unwanted sexual experience?" they were asked subsequent questions about how they responded to the situation.

The next section, "Alcohol and Sexual Opportunities," addresses students' perceptions of sex, sexual misconduct, and sexual assault at their institutions. Students were asked whether they disagree or agree with the following statements: 1) makes other people sexier, 2) makes me sexier, and 3) facilitates sexual opportunities. In addition, students were asked if they have drunk alcohol, used marijuana, and/or used other recreational drugs during consensual sex.

The section titled "Power-Based Violence by a Perpetrator" addresses students' experiences with power-based violence. Students were asked the question, "During your time as a student at [Institution], have you done the following to anyone in-person or by phone, text message, email, or social media and/or has anyone done the following to you. Students either responded "yes" or "no" per statement pertaining to whether the student did the act or someone did the act to them. Examples of statements include: 1) made sexual advances, gestures, comments, or jokes that were unwelcome, 2) showed or sent sexual pictures, photos, or videos that were welcome, and 3) stalked someone in person or virtually.

The next section, "Relationships," addresses questions about students' current relationship status. Students were asked if they currently have a romantic or intimate partner. If they answered "yes," then they were asked if they have engaged in any of the following behaviors at least once with their partner within the past 12 months. Some of the behaviors they were asked about included showing care to my partner even though we disagreed, explaining my own side of a disagreement, and showing respect for my partner's feelings about an issue. Like the previous section, students either responded with "yes" or "no" per statement pertaining to whether the student did the act or someone did the act to them.

For this subsequent section, "Interpersonal Violence," only students who answered "yes" were directed to this section. The rest of the students who answered "no" skipped this section. In this section, students were asked, "Have you engaged in any of the following behaviors at least once with your partner within the past 12 months?" Some examples of specific behaviors include: 1) insulted or cursed at partner, 2) threw something at their partner that could hurt, 3) used verbal threats to make partner have vaginal, oral, or anal sex, and 4) went to a doctor because of a fight with a partner.

The following section titled "Abuse Norms" asks questions about the students' friends. The students are asked, "How many of your friends have done the following?" Some examples of items include: 1) made forceful attempts at sexual activity with a person they were dating, 2) talked about giving a date alcohol to get sex, and 3) expected sex when they spent money on a date. The responses were none of my friends, one friend, two or more friends, and I don't know.

The "Perpetrator" section addresses whether the student has perpetrated power-based violence. The question asks, "Have you done any of the following to another student at [Institution]?" Example items include: 1) I fondled, kissed, or rubbed up against another person's body even though the person didn't want that. 2) I removed a person's clothes even though the person didn't want that. 3) I tried to make someone give me oral sex even though the person didn't want that.

The next two sections, "Unwanted Sexual Experiences" and "Unwanted Sexual Contact Victim," are related. The first section asks questions about a students' experiences with unwanted sexual contact during their time as a student at their institution. Students were asked "Has anyone had any of the following types of sexual contact with you that you did not want (without your consent)?" Some examples of items within this question are touching of a sexual nature, oral sex, anal sex, and vaginal sex. The latter section, "Unwanted Sexual Contact Victim," addresses a student's most recent incident of unwanted sexual contact during their time as a student at their institution. Students only answered questions in this section if they answered "yes" to any of the questions in the unwanted sexual experiences section. Examples of questions in this section include where the incident took place, when the incident took place, their relationship to the other person involved, whether they reported the incident, and if there was alcohol or drugs involved.

Lastly, the students were asked sociodemographic questions. These questions included race, sex, sexual orientation, language, current employment, and financial support.

Data Analysis

Continuous scales were compared as a function of the participant's institution, resulting in the utilization of one-way ANOVAs. Games-Howell post hoc tests were used to follow-up significant findings due to unequal variances. Chi-Square tests were used to analyze categorical items. Alpha for all analyses were set at .05.

Results

Below, the frequencies for each campus will be presented, as well as statistical analyses for group differences. For the scales, composite scores were calculated by averaging participants' responses. Figures are presented for significant findings.

Perceptions of Campus Leaders

Students were asked to report their agreement on statements about campus leadership at their respective institutions on a 5-point Likert scale from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*).

Most students reported that faculty were genuinely concerned about their welfare, with approximately 40-50% of students at each institution reporting "Agree" (see Figure 11). A Chi-

Square analysis indicated that these differences were significant, X^2 (24, $N = 4931$) = 190.29, $p < .001$.

Figure 11. *Campus Leaders: Faculty are genuinely concerned for student welfare*
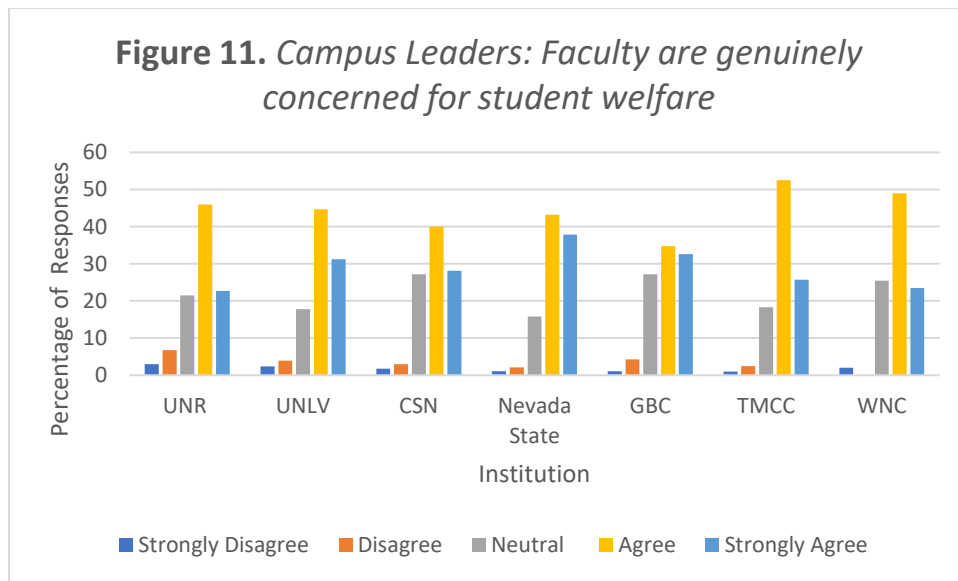
When students were asked if administrators are genuinely concerned about their welfare, the frequencies were a little more varied. Many students' responses were neutral: 31.5% at UNR, 25.6% at UNLV, 31.5% at CSN, 23.2% at NSU, 31.5% at GBC, 32.7% at TMCC, and 23.5% at WNC. Most students either answered "Agree" or "Strongly Agree." About 40% of students at UNLV and 43.1% at WNC reported "Agree," with the other institutions' percentages similar. The most students at NSU (33.7%) reported that they "Strongly Agree" (see Figure 12). A Chi-Square analysis revealed these responses to be significant per each student's institution, X^2 (24, $N = 5070$) = 225.19, $p < .001$.

Figure 12. *Campus Leaders: Administrators are genuinely concerned for student welfare*
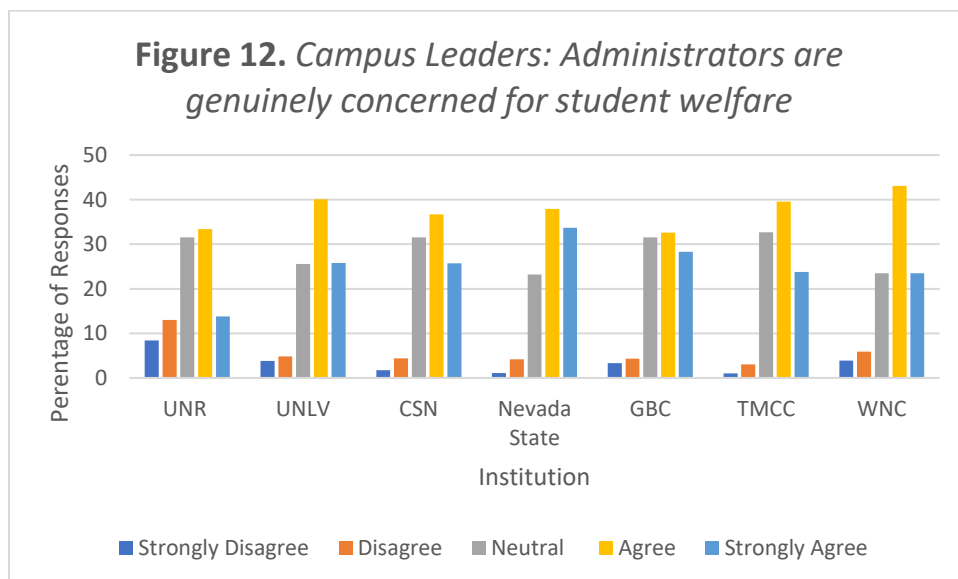
When asked if students were happy at their institutions, most students reported that they "Agree" or "Strongly Agree." Most students reported that they "Agree" to being happy at UNR (44.2%), UNLV (45.5%), CSN (44.3%), and WNC (45.1%). Most students at NSU (54.7%), GBC (43.5%), and TMCC (47%) reported that they "Strongly Agree" (see Figure 13). A Chi-Square analysis showed these responses to be related to university, X^2 (24, $N = 4932$) = 362.38, $p < .001$.

Figure 13. *Campus Leaders: Happy at their institution*
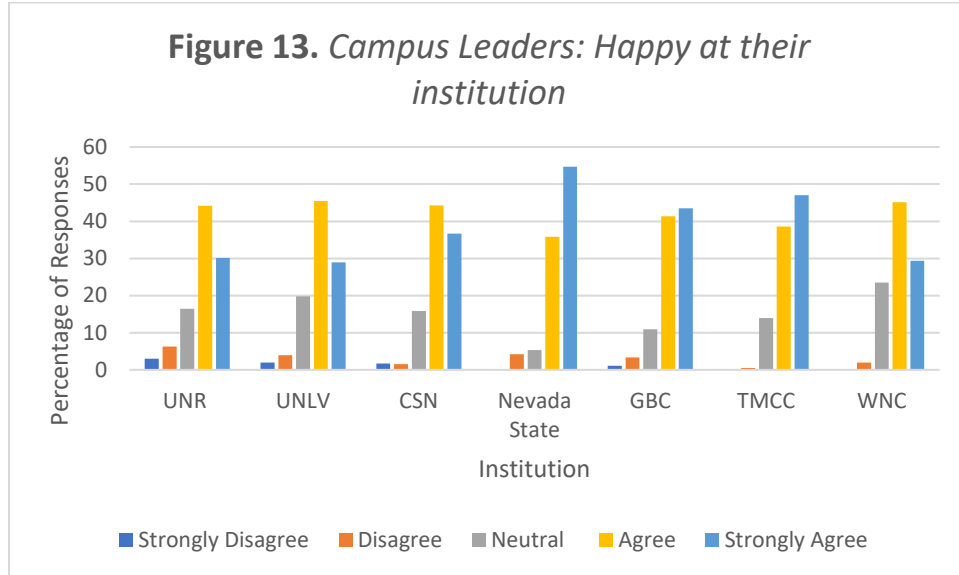
Similarly, students were asked if they felt safe on their campuses. A small percentage (8%) of students at UNLV reported that they "Strongly Disagree;" however, it is important to note that this survey was administered amid the shooting that occurred at UNLV in December of 2023. This frequency was higher than other institutions, which were less than 3 percent. This was a small percentage of the students, as many students at most institutions "Agree" that they feel safe at their institutions (UNR: 43.2%, UNLV: 27.6%, CSN: 42.1%, NSU: 36.8%, GBC: 40.2%, TMCC: 44.6%, and WNC: 41.2%), with those students at NSU having the highest percentage of students who "*strongly* agreed" with this statement at 55%. See Figure 14 for more specific frequencies. A Chi-Square analysis indicated that responses were related to institution type, X^2 (24, $N = 5068$) = 110.73, $p < .001$.

Figure 14. *Campus Leaders: Feel safe at their institution*
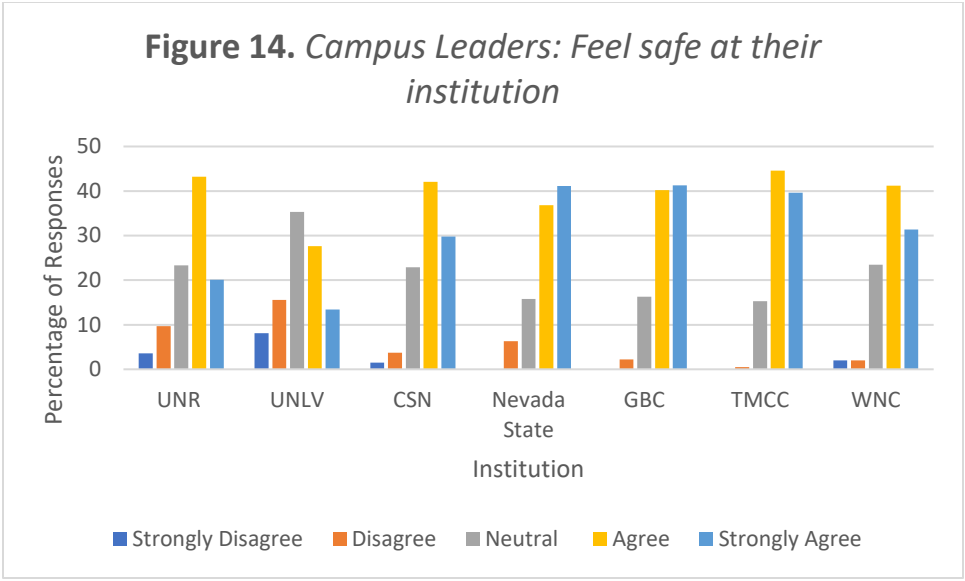
Students were asked to rate their agreement on whether faculty and administrators treat students fairly. Most students reported that they "Agree" that both faculty and administrators treat students fairly (40-50% at all institutions). To see the frequencies separated by faculty and administrators, see Figures 15 and 16, respectively. A Chi-Square analysis revealed faculty, X^2 (24, $N = 5065$) = 197.31, $p < .001$, and administrator, X^2 (24, $N = 5070$) = 567.10, $p < .001$, responses to be related to institution.

Figure 15. *Campus Leaders: Faculty treat students fairly*

Figure 16. *Campus Leaders: Administrators treat students fairly*
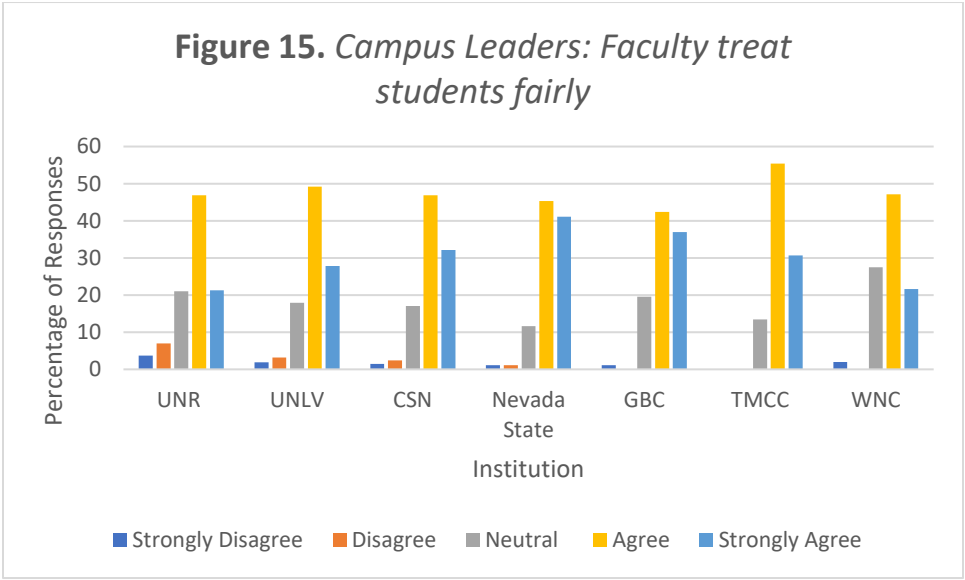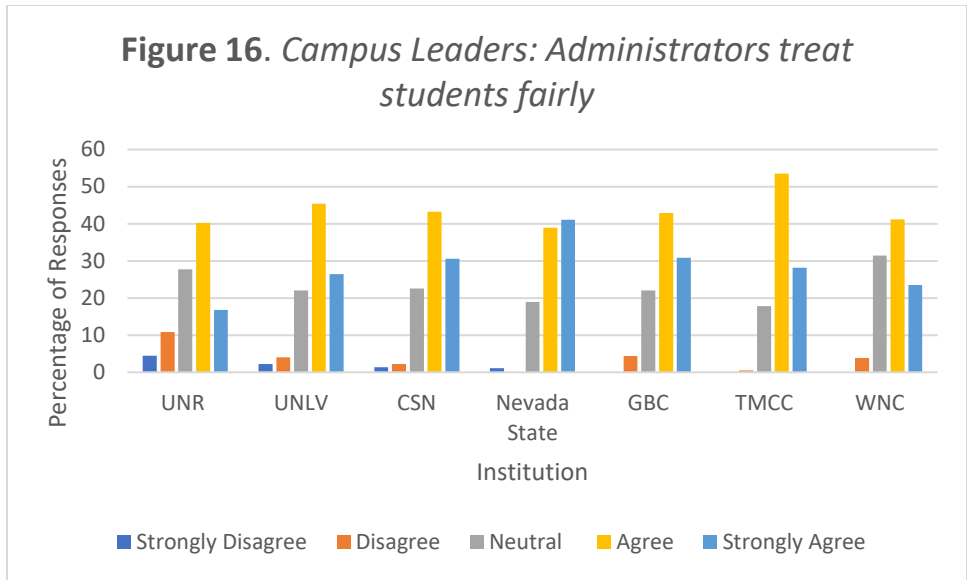
When asked whether students know where to get help if they were sexually assaulted, 4-6% of students at all institutions reported that they "Strongly Disagree" (see Figure 17). A Chi-Square analysis revealed a significant relationship between responses and institution, X^2 (24, $N = 5071$) = 66.54, $p < .001$

Figure 17. *Campus Leaders: I know where to get help if I was sexually assaulted*
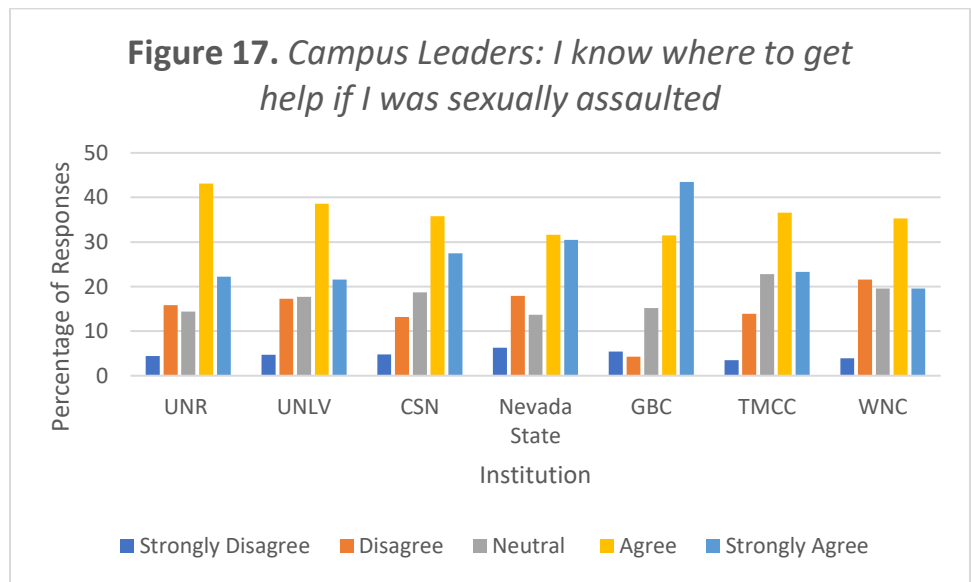
Furthermore, 6-10% of students at each campus reported that they "Strongly Disagree" when asked if they know the procedures to address complaints of sexual assault (see Figure 18). A Chi-Square analysis revealed that institution type was related to respondents' answers, X^2 (24, $N = 5069$) = 67.57, $p < .001$.

Figure 18. *Campus Leaders: I know the procedures to address complaints of sexual assault*
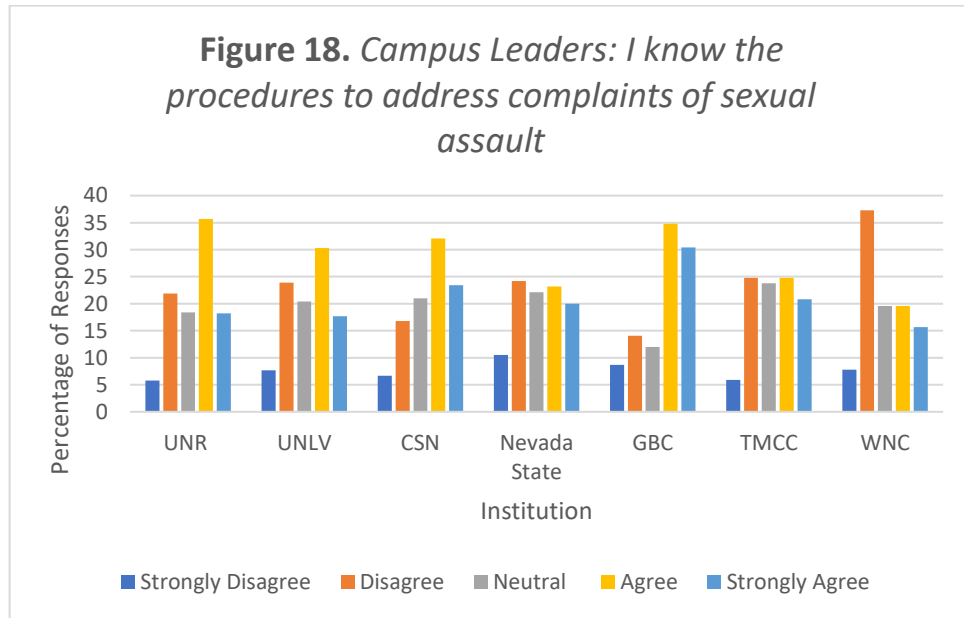
Approximately 18% of UNR students reported that they did not have confidence that administrators will address sexual assault complaints fairly (see Figure 19). A Chi-Square analysis showed a relationship between institution and student responses, X^2 (24, $N = 5068$) = 394.95, $p < .001$.

Figure 19. *Campus Leaders: Confidence that administrators will address sexual assault complaints fairly*
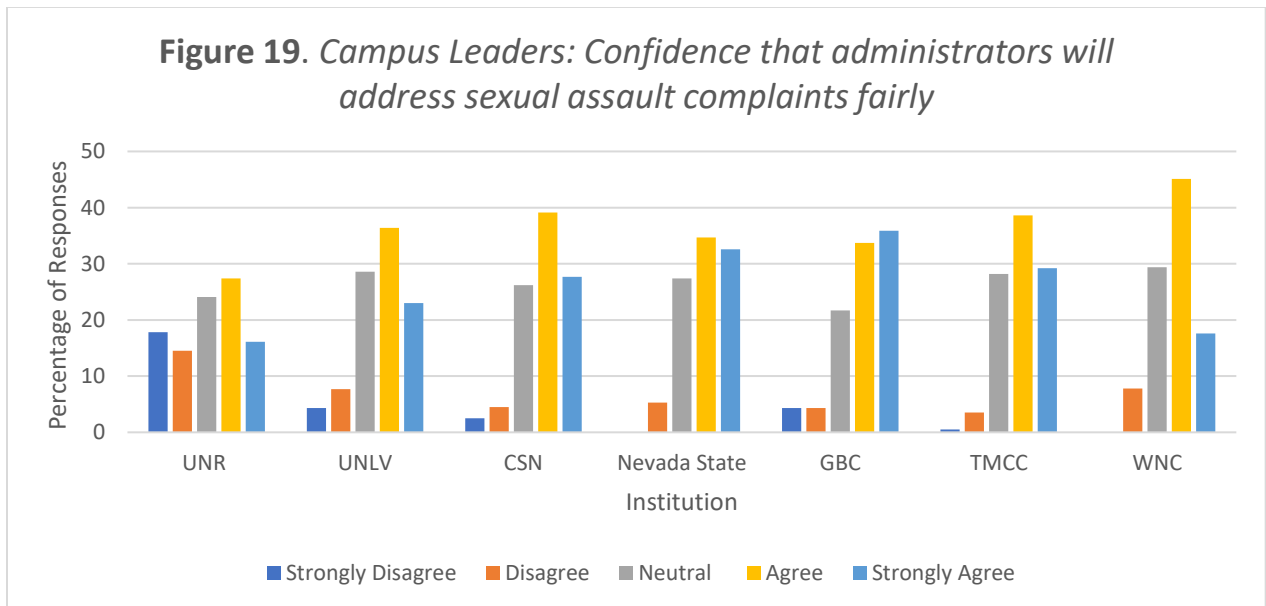
To compare differences between students' perceptions of campus leaders at each institution, a one-way ANOVA was conducted across campus type, $F(6, 5068) = 19.23$, $p < .001$. Follow up Games-Howell post hoc comparisons revealed that students tended to report positive perceptions of their campus leadership at each institution. UNR reported the most negative perceptions ($M = 3.56$, $SD = 0.80$), compared to UNLV ($M = 3.70$, $SD = 0.75$), CSN ($M = 3.87$, $SD = 0.74$), NSU ($M = 3.98$, $SD = 0.70$), GBC ($M = 3.99$, $SD = 0.77$), and TMCC ($M = 3.95$, $SD = 0.61$), ps $< .001$[5]. Comparisons between UNLV and CSN, NSU, GBC, TMCC, were also significant, ps $< .05$. All other comparisons were not significant, ps $> .05$. See Figure 20 for Means.
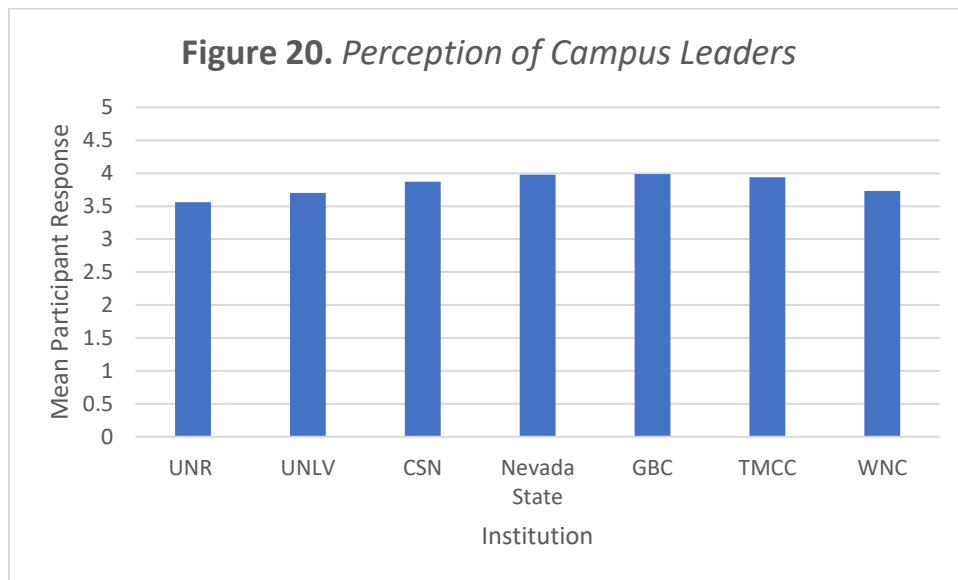
Figure 20. *Perception of Campus Leaders*

Perceptions of Specific Behaviors of Campus Leaders

Students were asked to report their agreement on statements about specific behaviors of campus leadership at their institutions on a 5-point Likert scale from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*).

When students were asked if campus officials should do more to protect students, most students at all institutions responded with a "Neutral" response: UNR: 30.9%, UNLV: 34.5%, CSN: 46.8%, NSU: 49.4%, GBC: 49.4%, TMCC: 59.1%, WNC: 59.6%. However, 25.1% of UNR students, 23% of UNLV students, 16.4% of CSN students, and 10.1% of GBC students "Strongly Disagree" with that statement (see Figure 21). A Chi-Square analysis revealed a relationship between responses and student institution type, X^2 (24, $N = 4931$) $= 190.29$, $p < .001$.

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[5] *Ps* means probability across multiple tests

Figure 21. *Leadership Behaviors: Institution officials should do more to protect students*
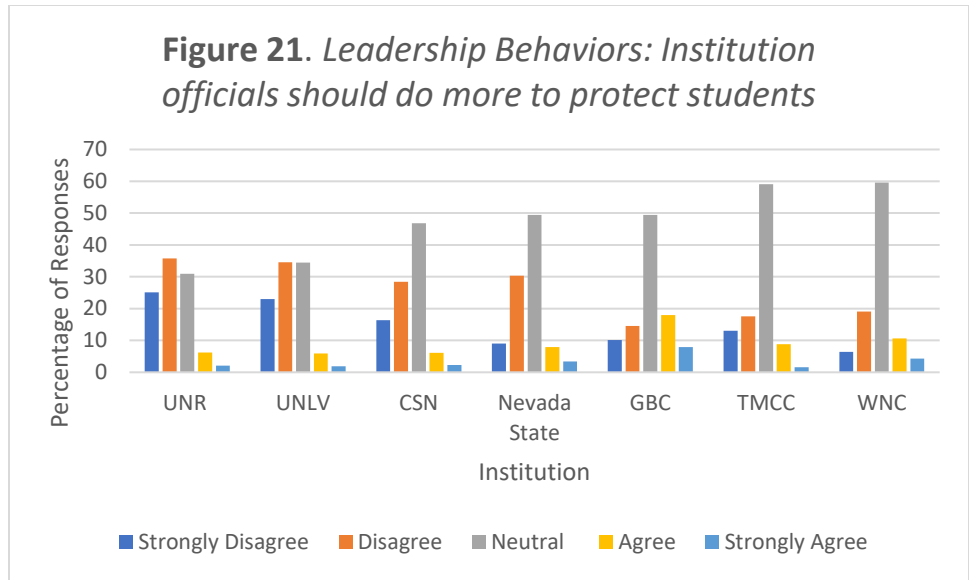
Similarly, when students were asked if their institutions would handle a crisis on campus well, many students responded with a "Neutral" response. However, many students at all institutions reported that they "Agree" that UNR (31.2%), UNLV (42.7%), CSN (40.4%), NSU (44.9%), GBC (41.6%, TMCC (38.9%), and WNC (36.2%) would handle a crisis well (see Figure 22). A Chi-Square analysis revealed student responses to be related to their institution, X^2 (24, N = 4929) = 368.90, $p < .001$.

Figure 22. *Leadership Behaviors: Institution will handle a crisis on campus well*
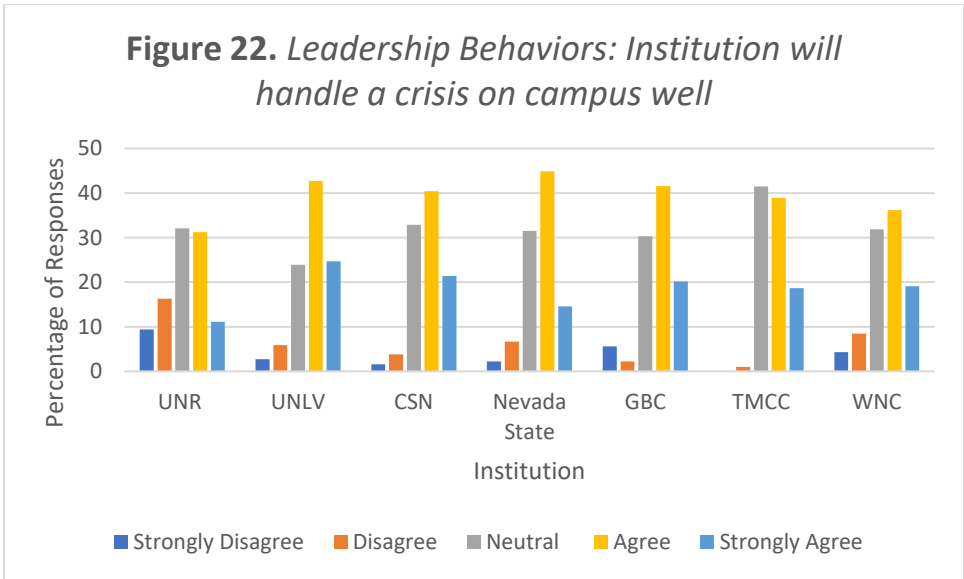
When asked if students' institutions responded too slowly in difficult situations, approximately half of the students at CSN (48.5%), NSU (50.6%), GBC (47.2%), TMCC (56.5%), and WNC (53.2%) responded with a "Neutral" response. Many other students "Agree" that their respective campuses did respond too slowly. For exact numbers, see Figure 23. A Chi-Square analysis indicated a relationship between the item response and institution, X^2 (24, N = 4932) = 362.38, $p < .001$.

Figure 23. *Leadership Behaviors: Campus responds too slowly in difficult sitions*

Many students either responded with "Neutral" or "Agree" when asked if their institutions do enough to protect the safety of their students. The percentage of responses per campus ranged between 30-44% (see Figure 24). A Chi-Square analysis revealed a significant relationship between responses and institution type, X^2 (24, N = 4931) = 134.65, $p < .001$.
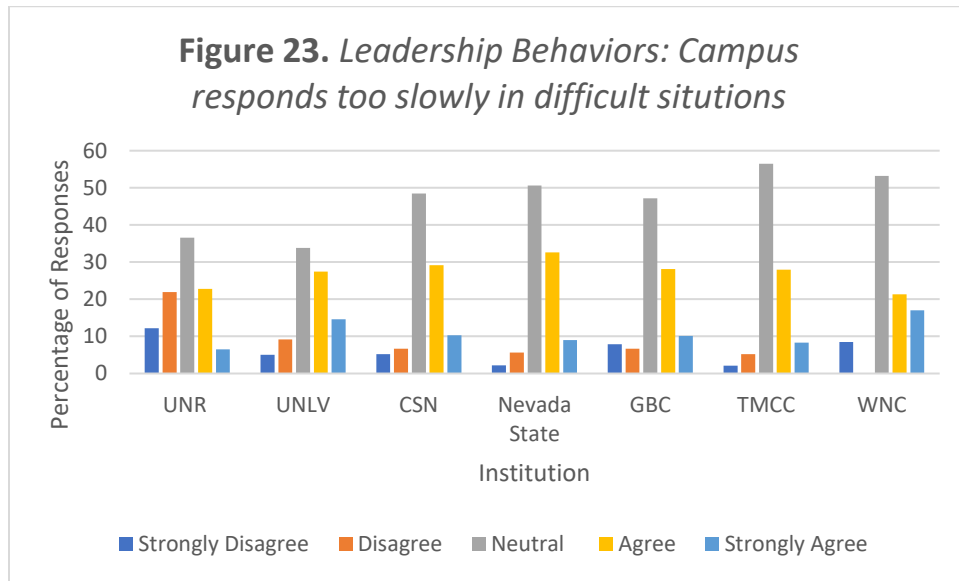

Figure 24. *Leadership Behaviors: Institution does enough to protect the safety of its students*
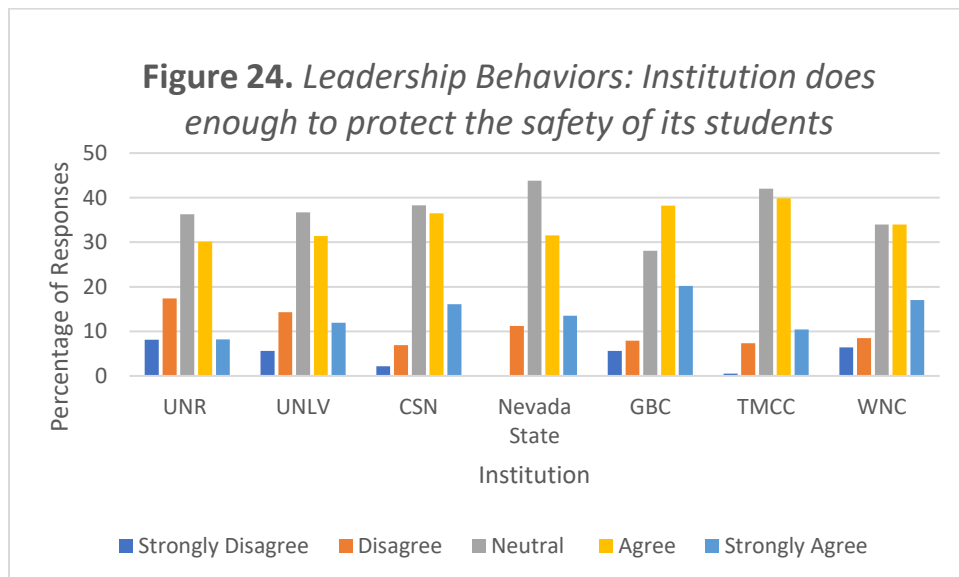
Many students at all institutions either "Agree" or "Strongly Agree" that their institution has good support systems for students going through difficult times. The total percentages of "Agree" and "Strongly Agree" per institution are as follows: UNR: 49.4%, UNLV: 69.7%, CSN: 69%, NSU: 68.5%, GBC: 55%, TMCC: 71%, and WNC: 55.3%. See Figure 25 for the full breakdown of percentages per institution. A Chi-Square analysis indicated that responses were related to students' institution types, X^2 (24, $N = 4933$) $= 284.26$, $p < .001$.

Figure 25. *Leadership Behaviors: Institution has a good support system for students going through difficult times*
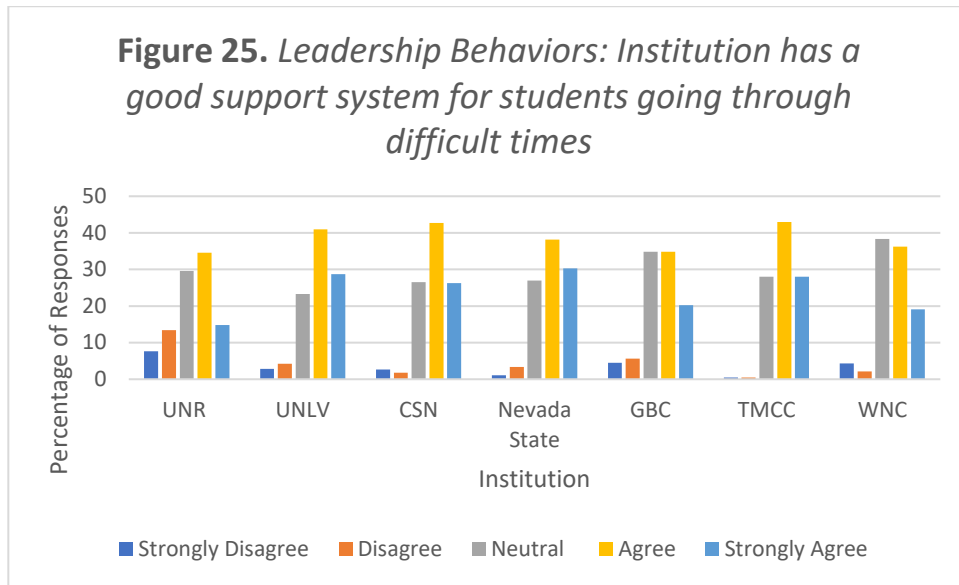
Mean comparisons across institutions were performed through a one-way ANOVA, $F(6, 4928) = 45.59$, $p < .001$. Follow-up Games-Howell post hoc comparisons revealed that students reported moderate perceptions of their campus leaders' abilities to protect their students from harm, handle crises, and provide a good support system for students going through difficult times. GBC students reported the most positive perceptions of these abilities ($M = 3.43$, $SD = 0.75$), compared to CSN ($M = 3.41$, $SD = 0.58$), UNLV ($M = 3.35$, $SD = 0.67$), and UNR ($M = 2.96$, $SD = 0.82$), ps $< .05$. The comparisons between UNR and UNLV, as well as UNR and GBC, were also significant, ps $< .05$. All other comparisons were not significant. See Figure 26 for Means.

Figure 26. *Perception of Leadership Behaviors*
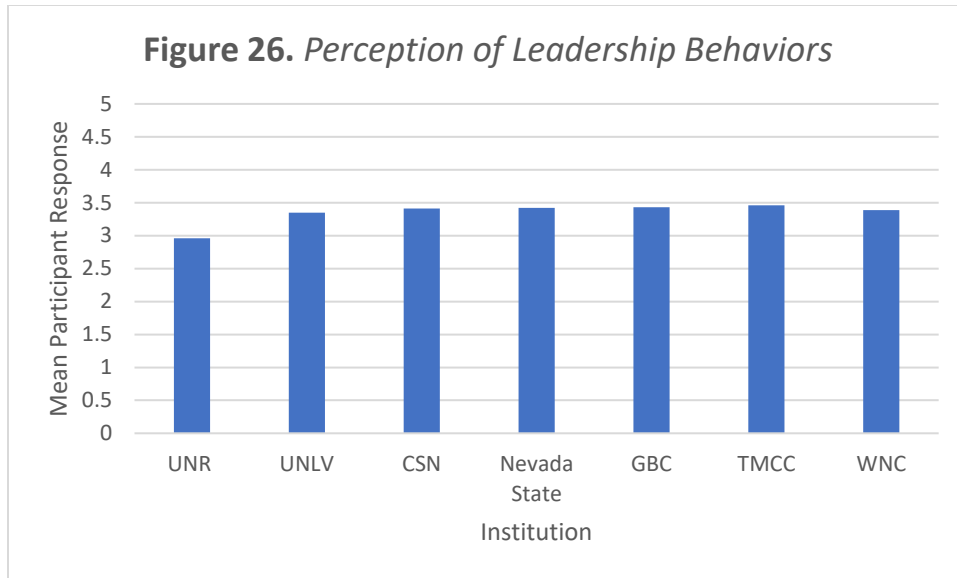
Reporting to Authorities

Students were asked about the likelihood of specific behaviors happening when reporting a power-based violence incident at their campus. Responses were answered on a 5-point Likert scale from 1 (*Not at all likely*) to 5 (*Extremely likely*).

When asked if each institution would take a power-based violence report seriously, most students at UNLV (43.6%), CSN (49.1%), NSU (45.9%), GBC (42%), TMCC (49.2%), and WNC (43.2%) reported that they "Agree" with that statement. Out of all the campuses, UNR had the lowest percentage of students who "Agree" (33.3%) and the highest number of students who "Strongly Disagree" (14.3%; see Figure 27). A Chi-Square analysis indicated a relationship between the responses and the students' institutions, X^2 (24, $N = 4931$) = 190.29, $p < .001$.

Figure 27. *Report to Authority: Institution will take a PBV report seriously*
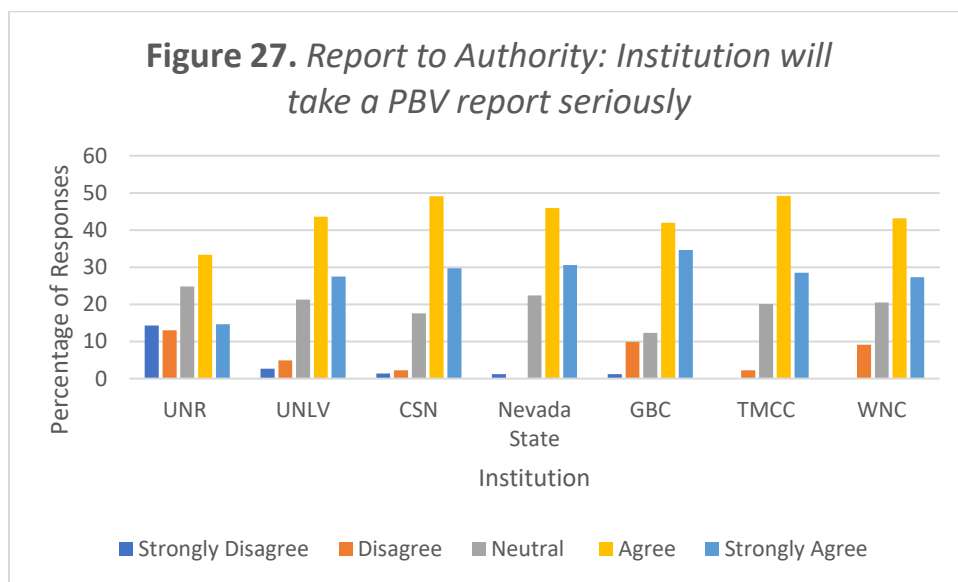
Students were asked to rate their agreement on the statement: The power-based violence report would only be accessible to those who are privy to the information. For all institutions, most students reported that that they "Agree:" UNR: 39.9%, UNLV: 39.6, CSN: 42.3%, NSU: 48.2%, GBC: 17.5%, TMCC: 27.9%, and WNC: 40.9% (see Figure 28). A Chi-Square analysis demonstrated that there is a relationship between the variables, X^2 (24, $N = 4651$) = 99.52, $p < .001$.

Figure 28. *Report to Authority: PBV report only accessible to those who are privey to the information*
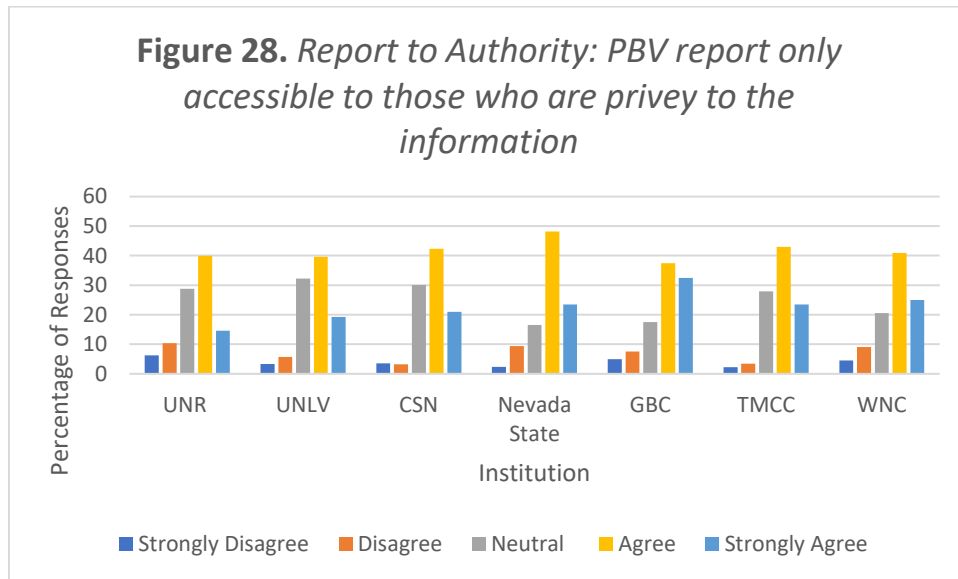
Most students at UNR (33.7%), UNLV (44.6%), CSN (48.1%), NSU (43.5%), GBC (43.2%), TMCC (52.5%), and WNC (38.6%) "Agree" that their institutions would take the necessary steps to protect the person who made a power-based violence report. See Figure 29 for more specific frequencies per institution. A Chi-Square analysis revealed the relationship that exists between student responses and their institutions, X^2 (24, $N = 4655$) = 347.69, $p < .001$.

Figure 29. *Report to Authority: Institution will take necessary steps to protect the person making the PBV report*
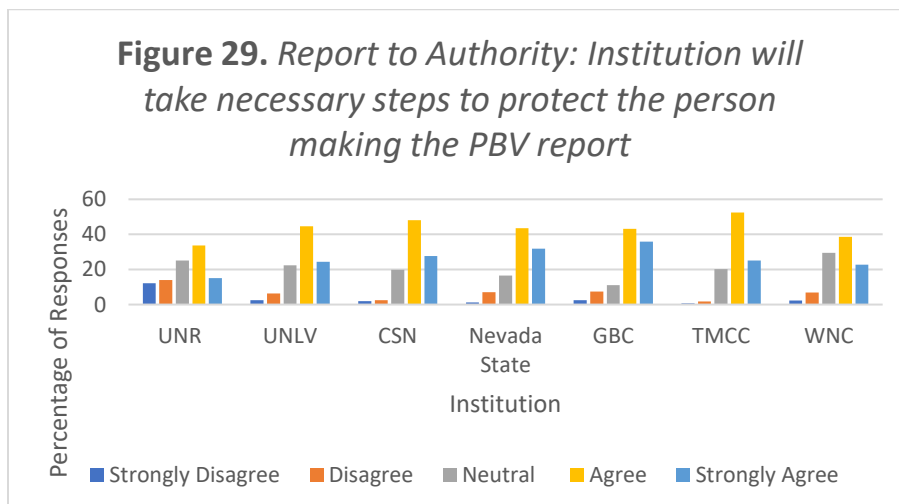
Many students at UNLV (40.2%), CSN (47.6%), NSU (47.6%), GBC (38.8%), TMCC (47.2%), and WNC (40.9%) reported that they "Agree" that institution officials would take corrective actions against the alleged offender. However, only 28.8% of students at UNR "Agree" with that statement; 19.8% of UNR students "Strongly Disagree;" and 17.4% of UNR students "Disagree" with that statement (see Figure 30). A Chi-Square analysis showed that participants' responses were related to their institution, X^2 (24, $N = 4650$) = 541.09, $p < .001$.

Figure 30. *Report to Authority: Institution will take corrective actions against alleged offender*
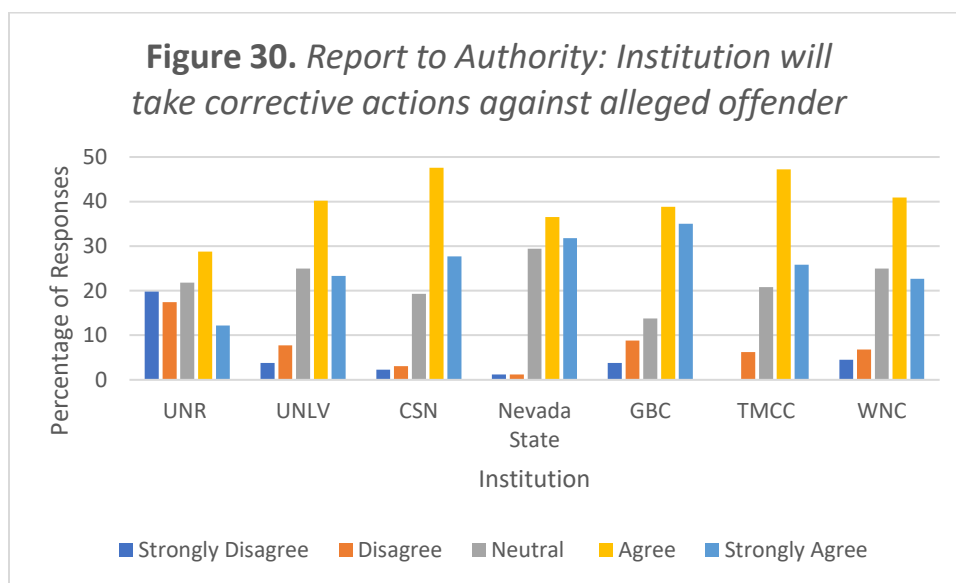
Similarly, when students were asked if their institution would take the steps to protect the person making the report from retaliation, students at UNLV (41%), CNS, (43.5%), NSU (41.2%), GBC (40%), TMCC (42.5%), and WNC (31.8%) "Agree" to that statement. Although WNC "Agree" responses were a little lower, the other responses were either "Neutral" (24.6%) or "Strongly Agree" (25%). However, only 28.5% of UNR students "Agree" to that statement, and 16% UNR students "Strongly Disagree" to that statement, which is higher than the other institutions (see Figure 31 on the next page). A Chi-Square analysis demonstrated that a relationship existed between student responses and their institution, X^2 (24, $N = 4653$) = 387.20, $p < .001$.

Figure 31. *Report to Authority: Institution would take steps to protect person making report*
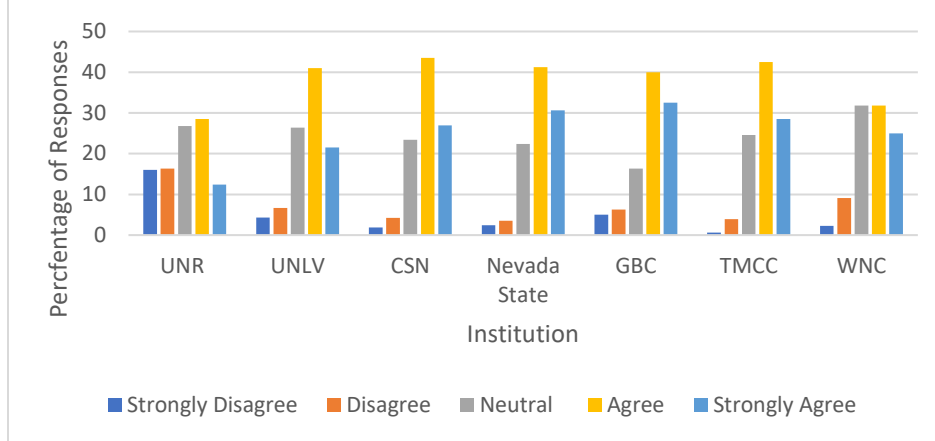
Students were asked if other students would label the person making the report as a troublemaker. Many students at each institution "Strongly Disagree," with NSU having the highest percentage of students (47.1%). The other campuses had similar percentages: UNR (36.8%), UNLV (26.1%), CSN (44.1%), GBC (46.9%), TMCC (37.6%), and WNC (34.1%). See Figure 32 for further percentages. A Chi-Square analysis revealed a relationship between responses and institution, X^2 (24, $N = 4648$) = 59.61, $p < .001$.

Figure 32. *Report to Authority: Other students would label the student making the report a troublemaker*
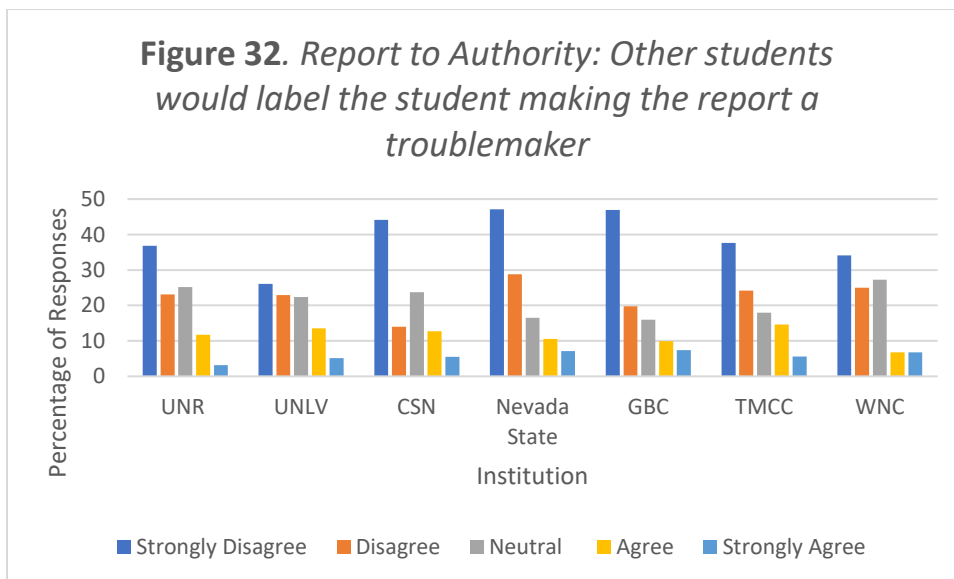
Students were asked to report their agreement or disagreement on whether they thought the alleged offenders, or their associates would retaliate against the report maker. The frequencies of this item were quite varied. At UNR (35.5%) UNLV (34.9%), CSN (34.2%), TMCC (36%), and WNC (48.8%), most students responded with "Neutral." See Figure 33 for the full breakdown percentage of responses by campus. A Chi-Square analysis indicated that the relationship between their responses and institution was significant, X^2 (24, $N = 4633$) = 64.82, p < .001.

Figure 33. *Report to Authority: Alleged offenders or their associates would retaliate against the report maker*
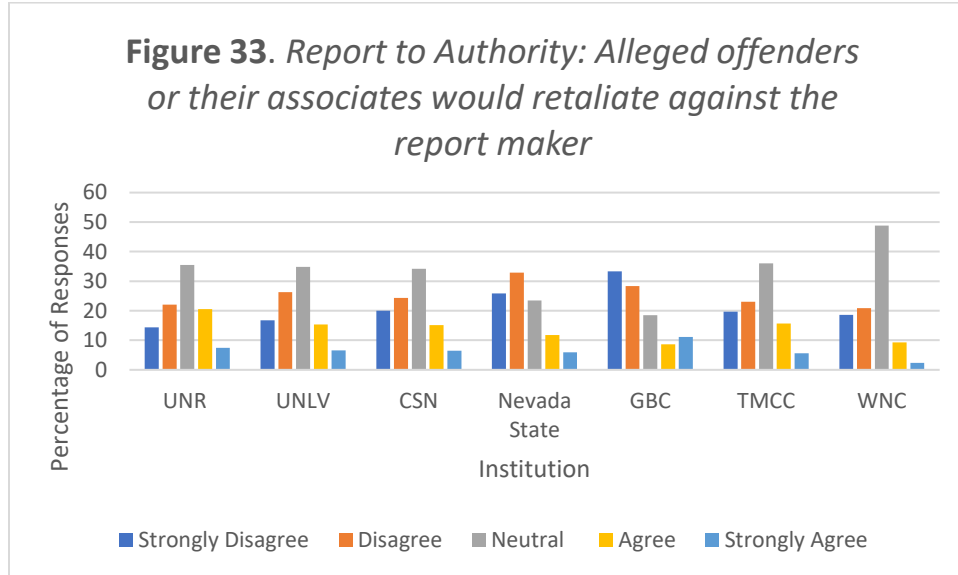
Many students disagreed that faculty or a staff member's annual evaluation would suffer if they were the one making a power-based violence report. At each institution, between 30-57% of students "Strongly Disagree" with that statement. See Figure 34 for percentages of responses by institution. A Chi-Square analysis demonstrated a relationship between these variables, X^2 (24, $N = 4625$) = 84.84, p < .001.

Figure 34. *Report to Authority: Faculty or a staff member's annual evaluation would suffer if they made a PBV report*
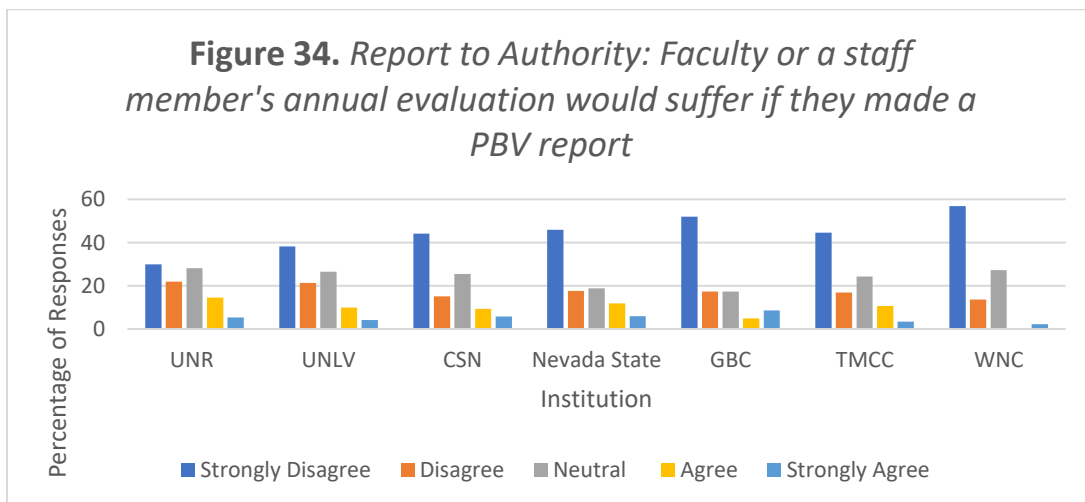
When asked if a student's grades would suffer if they were to make a power-based violence report, approximately 50% of students at CSN (47%), NSU (54.8%), GBC (58%), TMCC (54.2%), and WNC (59.1%) "Strongly Disagree" with that statement. At UNR, 34% of students reported they "Strongly Disagree," and 42.2% of students at UNLV also "Strongly Disagree" (see Figure 35). A Chi-Square analysis revealed a relationship between their responses and their institution, X^2 (24, $N = 4633$) = 84.58, $p < .001$.

Figure 35. *Report to Authority: A student's grades would suffer if they made a PBV report*
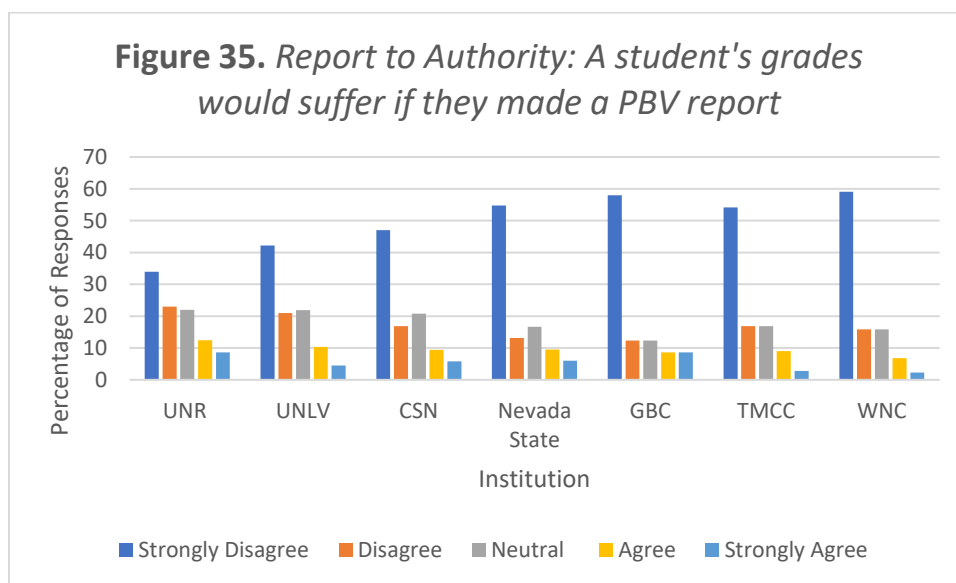
Mean composite scores were compared across each campus through a one-way ANOVA, $F(6, 4661) = 42.97$, $p < .001$. The follow-up Games-Howell post hoc tests demonstrated that students at all institutions rated that campus leadership would be somewhat likely to perform specific behaviors (e.g., take the report seriously, make the report accessible to only those who are privy to the information, take the steps to protect the person making the report). Students from UNR reported the lowest likelihood scores ($M = 3.34$, $SD = 0.86$), compared to those from UNLV ($M = 3.72$, $SD = 0.71$), WNC, ($M = 3.82$; $SD = 0.74$), CSN ($M = 3.82$, $SD = 0.66$), TMCC ($M = 3.87$, $SD = 0.62$), NSU ($M = 3.90$, $SD = 0.67$), and GBC ($M = 3.91$, $SD = 0.80$), $ps < .05$. Comparisons involving WNC ($M = 3.82$, $SE = .82$) were not significant, along with all other comparisons, $ps > .05$. See Figure 36 on the next page for Means.

Figure 36. *Report Authority: Campus leadership would be likely to peform specific behaviors if a PBV report was made*
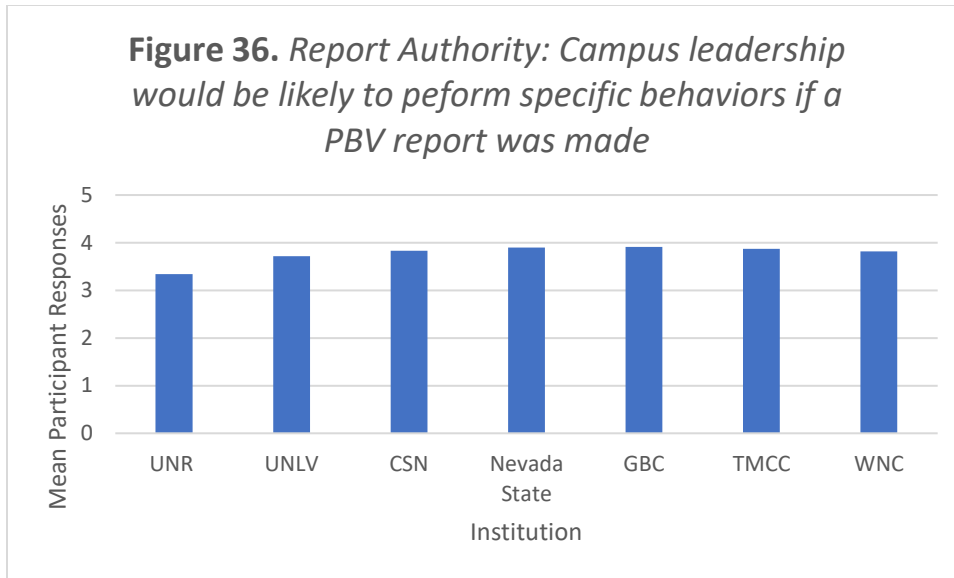
Institution Action of Someone Accused of Power-Based Violence

Students were asked if a student, staff member, or faculty member was formally accused of power-based violence, how likely is it that their institution would protect their reputation, take coercive action, take steps to make sure the investigation was fair, as well as the likelihood that the accused's educational career would suffer. Responses were answered on a 5-point Likert scale from 1 (*Not at all likely*) to 5 (*Extremely likely*).

Students were asked if their institutions would take steps to protect the reputation of someone accused of power-based violence. Most students either responded with "Most Likely" or "Extremely Likely:" UNR (47.3%), UNLV (42.5%), CSN (52.7%), NSU (50%), GBC (62.1%), TMCC (52.1%), and WNC (59.6%). However, it is important to note that 16.7% of students at WNC responded with "Not at all likely," which is higher than the other campuses (see Figure 37). A Chi-Square analysis showed a relationship between these responses and their institutions, X^2 (24, $N = 4234$) = 67.67, $p < .001$.
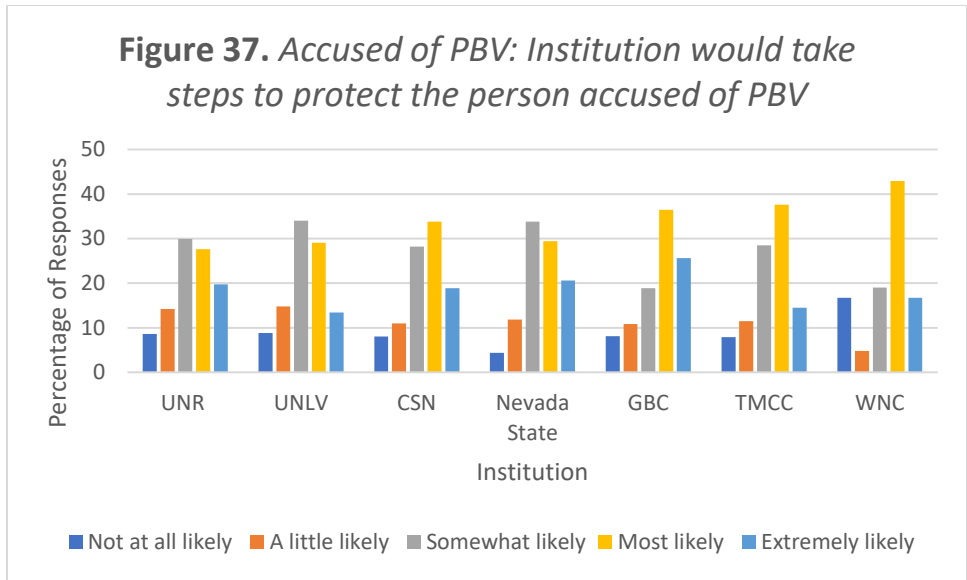
Figure 37. *Accused of PBV: Institution would take steps to protect the person accused of PBV*

Conversely, when students were asked if their campus would take coercive action against the accused, most students at CSN (41.8%), NSU (42.6%), GBC (50%), TMCC (48.2%), and WNC (45.2%) responded with "Most Likely." In addition, 69.6% of UNLV students responded with either "Somewhat Likely" or "Most Likely." However, UNR's responses were a little more distributed, as 20.9% of UNR students said, "A Little Likely," 25.6%" said "Somewhat Likely," and 25.2% said "Most Likely" (see Figure 38). A Chi-Square analysis revealed that their responses are related to their institution, X^2 (24, $N = 4239$) = 444.61, $p < .001$.

Figure 38. *Accused of PBV: Institution would take coercive action against the accused*
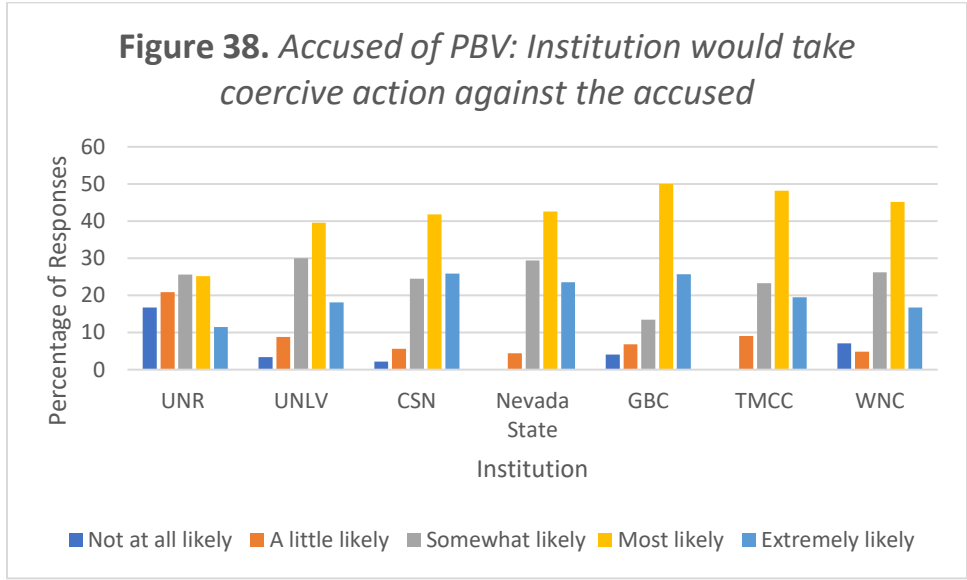
Students were asked if they agreed or disagreed that the educational achievement or career of the accused would suffer; 17.9% of UNR students, 19% of WNC students, and 19.2% of GBC students responded with "Not at all likely." However, 11.9% of UNLV students, 14.8% of CSN students, and 19.1% of NSU students responded with "Extremely Likely" (see Figure 39). A Chi-Square analysis demonstrated a relationship between responses and institutions, X^2 (24, $N = 4230$) = 172.17, $p < .001$.
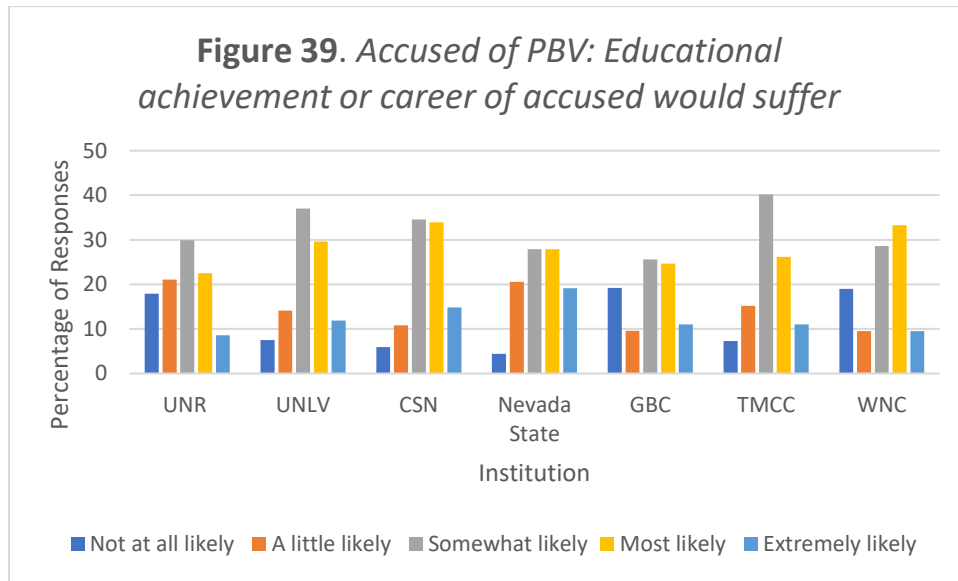
Figure 39. *Accused of PBV: Educational achievement or career of accused would suffer*

Lastly, students were asked if their institution would take steps to make sure the investigation was fair. Many students responded with either "Most Likely" or "Extremely Likely:" UNR: 41.8%, UNLV: 63.2%, CSN: 71.6%, NSU: 72.1%, GBC: 75.4%, TMCC: 67.8%, and WNC: 61.9%. See Figure 40 for more specific percentages. A Chi-Square analysis showed that responses were related to students' institutions, X^2 (24, $N = 4232$) = 365.32, $p < .001$.

Figure 40. *Accused of PBV: Institution would take steps to make sure investigation was fair*
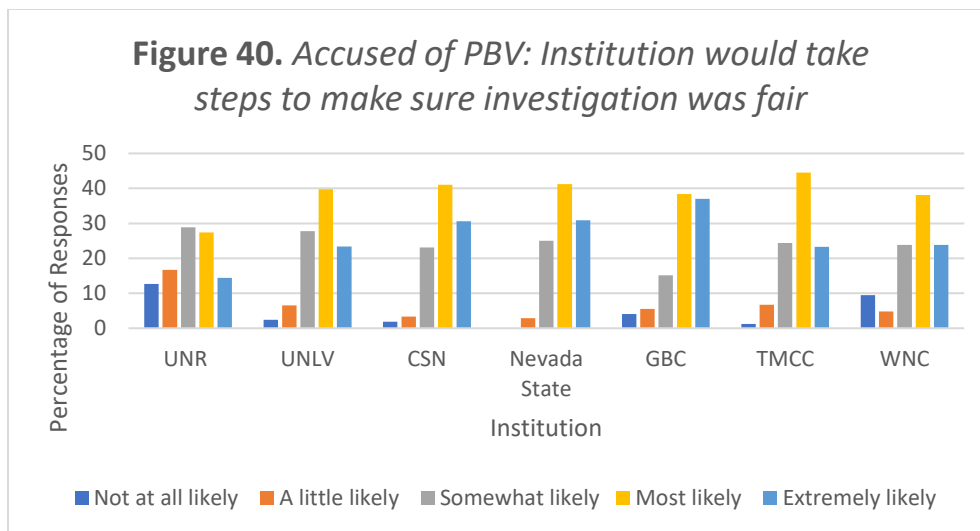
A one-way ANOVA was utilized to compare mean scores across institutions, $F(6, 4237)$ = 43.86, $p < .001$. Games-Howell post hoc tests revealed that those actions and results were rated as somewhat likely to occur. Students from UNR were less likely to believe that the institution would take action ($M = 3.07$, $SD = 0.87$), compared to UNLV ($M = 3.46$, $SD = 0.75$), TMCC ($M = 3.53$, $SD = 0.68$), GBC ($M = 3.61$, $SD = 0.81$), CSN ($M = 3.66$, $SD = 0.72$), and NSU ($M = 3.68$, $SD = 0.64$), $ps < .001$. Differences also existed between UNLV and CSN, $ps < .001$. Comparisons involving WNC ($M = 3.41$; $SD = 0.77$) were not significant along with all others, $ps > .05$. These means can be viewed in Figure 41.

Figure 41. *Accused PBV: Institution would take action against accused*
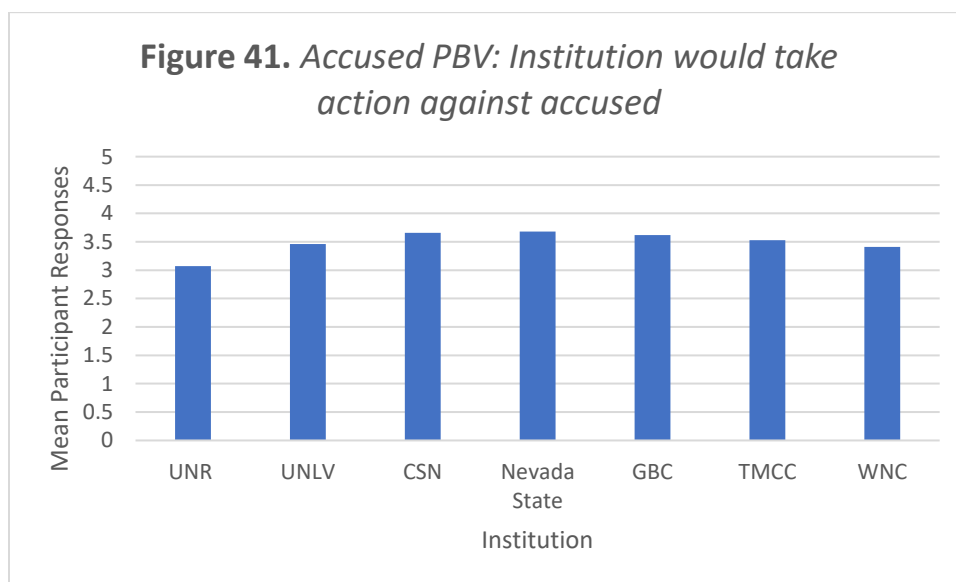
General Power-Based Violence Beliefs

Students were asked the extent to which they agree or disagree with statements about their own personal beliefs about power-based violence at their institution (e.g., Power-based violence is a problem at my school; I think I can do something about power-based violence at my school; There isn't much need for me to think about power-based violence at my school). Responses were answered on a 5-point Likert scale from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*).

Students were asked if power-based violence is a problem at their institutions. Most students at UNR (35.2%), UNLV (45.2%), and CSN (37%) responded with a "Neutral" response. Most students at NSU either responded with "Neutral" (33.8%) or "Agree" (33.8%). Most students at TMCC (44.4%) and WNC (35.7%) responded with "Agree," and most students responded with "Strongly Agree" at GBC (36.5%). See Figure 42 for a breakdown of responses per institution. A Chi-Square analysis revealed a relationship between responses and their institutions, X^2 (24, $N = 4240$) = 470.18, $p < .001$.

Figure 42. *PBV Beliefs: PBV is a problem at my institution*
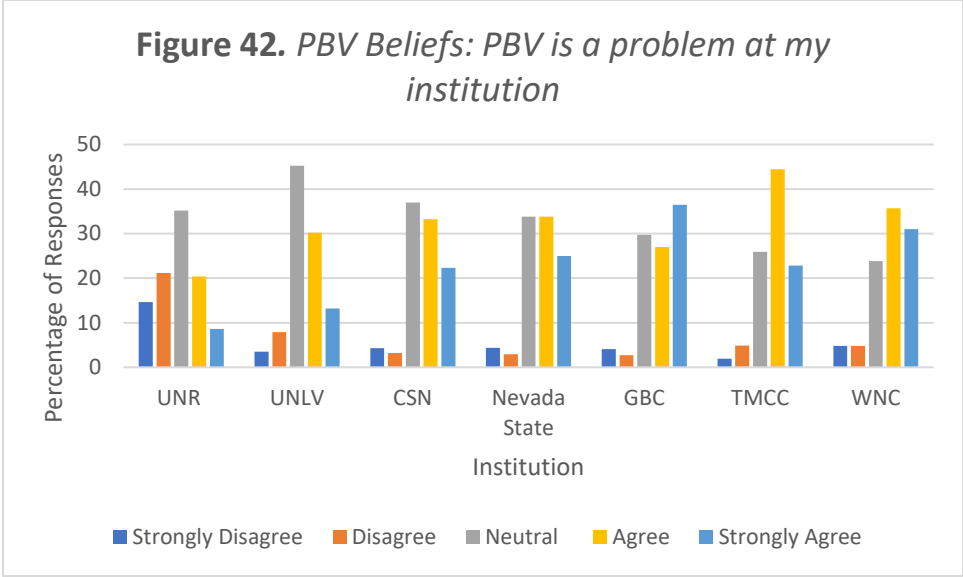
Additionally, students were asked if they thought that they could do something about power-based violence at their institutions. Most students at each institution responded with "Neutral": UNR (43.7%), UNLV (54.5%), CSN (56.8%), NSU (47.1%), GBC (56.2%), TMCC (53.4%), and WNC (71.4%). See Figure 43 for response breakdowns. A Chi-Square analysis showed a relationship between the variables, X^2 (24, $N = 4242$) = 109.41, $p < .001$.

Figure 43. *PBV Beliefs: I can do something about PBV at my institution*
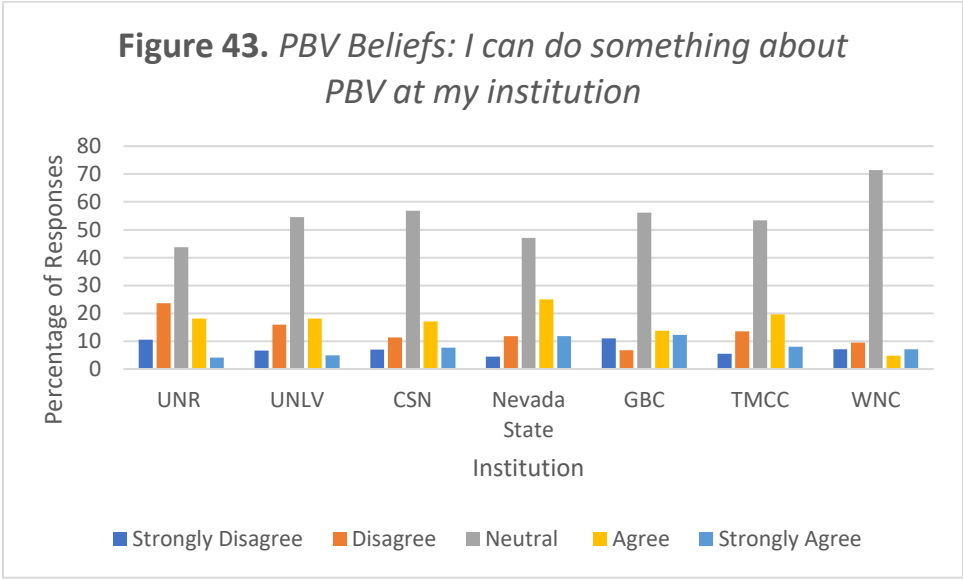
Lastly, students were asked to rate their agreement or disagreement with the following statement: "There isn't much need for me to think about power-based violence at my school." Most students responded with a "Neutral" Response (UNR: 32.6%, UNLV: 42.2%, CSN: 44.6%, NSU: 45.6%, GBC: 47.9%, TMCC: 38.7%, and WNC: 31%). However, there were many students who responded with "Agree:" UNR: 19.9%, UNLV: 25.7%, CSN: 25.3%, NSU: 14.7%, GBC: 16.4%, TMCC: 34.4%, and WNC: 33.3%). See Figure 44 for percentages. A Chi-Square analysis demonstrated a relationship between their responses and institution, X^2 (24, $N = 4241$) = 230.23, $p < .001$.

Figure 44. *PBV Beliefs: There isn't much need to think about PBV at my institution*
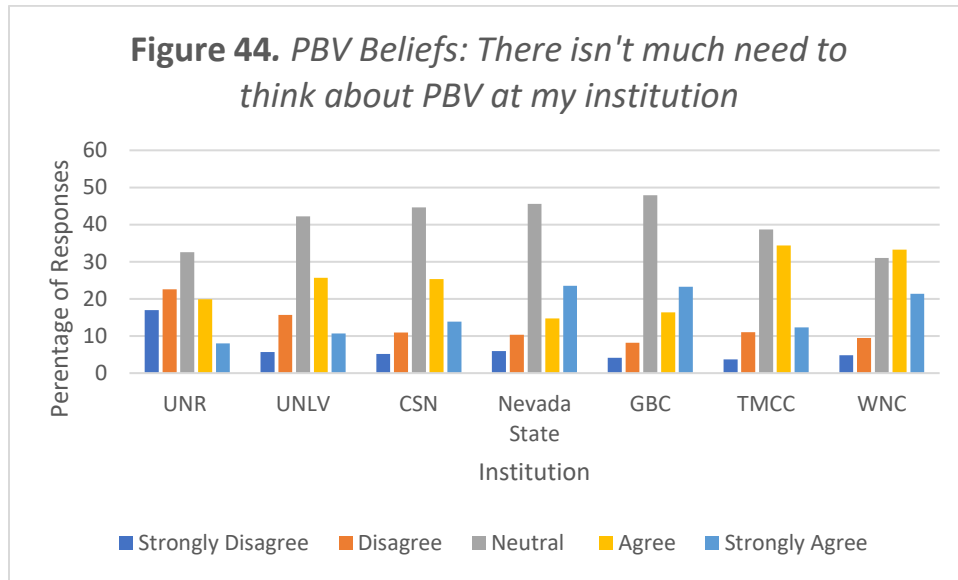
Composite scores were analyzed through a one-way ANOVA to compare differences across institutions, but it did not yield significant results, $p > .05$. Overall, students rated that they disagreed with those statements.

Affected Change in a Power-Based Violence Situation

Students were asked to rate their agreement or disagreement about whether they could affect change if they witnessed a power-based violence situation involving a friend or fellow student on a 5-point Likert scale from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*).

Students were asked if they agreed or disagreed with the following statement: "I can affect change if I witness a power-based violence situation. For example, if I see a **friend** involved in a power-based violence situation on campus, I would feel comfortable intervening in a safe way." Most students at UNR (42%), UNLV (42.3%), CSN (41.9%), NSU (39.7%), GBC (30.7%), TMCC (46%), and WNC (35.7%) responded that they "Agree." In addition, many students at each institution responded with "Neutral." See Figure 45 for more specific percentages for each institution. A Chi-Square analysis demonstrated a relationship between their responses and institutions, X^2 (24, $N = 4244$) = 71.83, $p < .001$.
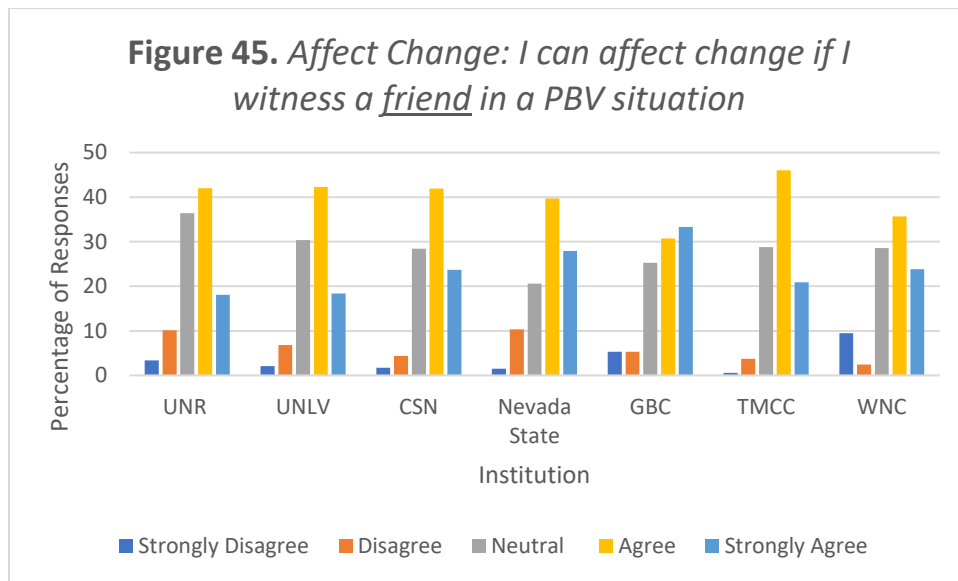
Figure 45. *Affect Change: I can affect change if I witness a friend in a PBV situation*

In addition, students were asked if they agreed or disagreed with the following statement: "I can affect change if I witness a power-based violence situation. For example, if I see a **fellow student** involved in a power-based violence situation on campus, I would feel comfortable intervening in a safe way." Like the previous item about a friend, most students responded with "Agree:" UNR: 32.2%, UNLV: 37.7%, CSN: 37.3%, NSU: 35.3%, GBC: 30.7%, TMCC: 40.5%, and WNC: 28.6%. More than one-third (34.7%) of students at GBC responded with "Strongly Agree." Many other students responded with "Neutral" (see Figure 46). A Chi-Square analysis revealed a relationship between their responses to this item and their institution, X^2 (24, $N = 4242$) = 96.50, $p < .001$.

Figure 46. *Affect Change: I can affect change if I witness a fellow student in a PBV situation*
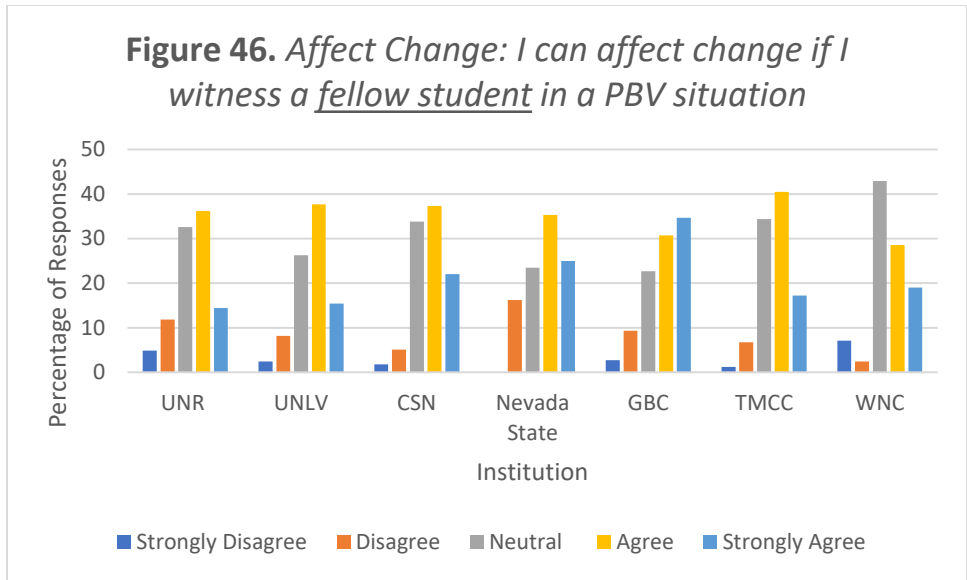
A one-way ANOVA examined differences in these composite scores across institutions, $F(6, 4238) = 6.11$, $p < .001$. Games-Howell follow-up post hoc analyses revealed that students felt relatively positive about their abilities to affect change or intervene when witnessing a power-based situation. Specifically, students provided the most negative ratings at UNR ($M = 3.52$, $SD = 0.98$) compared to CSN ($M = 3.77$, $SD = 0.89$) and TMCC ($M = 3.74$, $SD = 0.80$), ps $< .05$. The comparison between UNLV ($M = 3.61$, $SD = 0.88$) and CSN was also significant, $p < .001$. All other comparisons, including those involving students from GBC ($M = 3.83$, $SD = 1.04$), NSU ($M = 3.76$, $SD = 0.99$), and WNC ($M = 3.56$; $SD = 1.08$), were not significant, ps $> .05$. See Figure 47 for means.

Figure 47. *Affect Change: I can affect change if I witness a PBV situation*
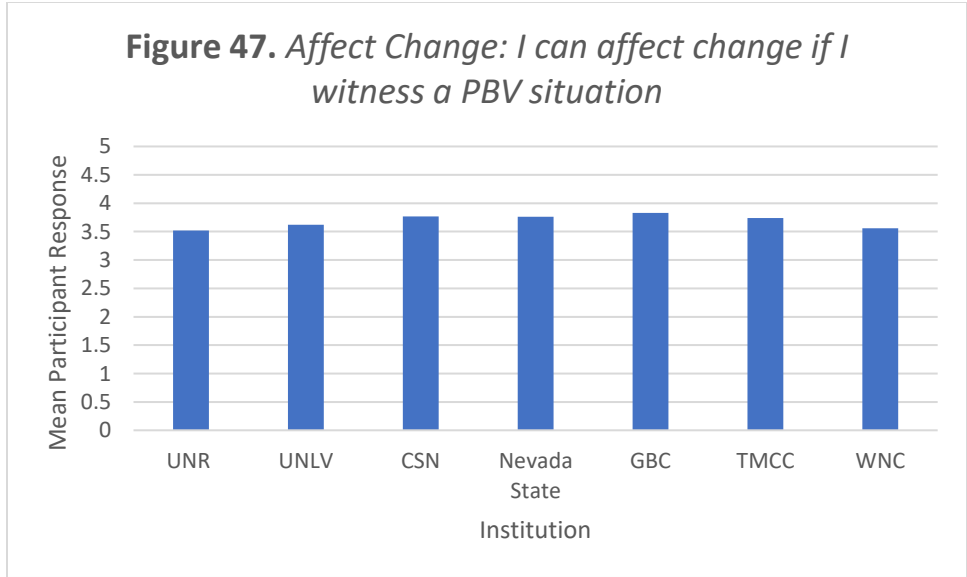
Involvement in Power-Based Violence Programs

Students indicated their levels of interest and/or involvement in programs that promote power-based violence prevention with a binary "Yes" or "No." Overall, students across all institutions largely indicated that they were not interested (73%) in attending a program about preventing power-based violence, and the majority (91%) were not already involved in these types of programs.

A Chi-Square test determined that the percentage of participants who indicated their interest or involvement in PBV prevention programs differed by campus, X^2 (6, $N = 4237$) = 54.42, $p < .001$, as well as their ongoing involvement in prevention efforts, X^2 (6, $N = 4237$) = 58.45, $p < .001$. Out of those participants who were interested or already involved, those from UNR reported the highest amount of interest in these programs (35.6%) and ongoing involvement (15.7%) out of all institutions. NSU students also reported a higher interest in these efforts compared to their peers (32.4%), but not so much in ongoing involvement (4.4%). Almost one-third of GBC students (29.3%) reported interest, and 5.4% indicated current involvement. TMCC students reported some interest (27.6%) and very little involvement (4.9%). A little more than one-quarter of UNLV students (26.3%) reported interest in these programs, and 8.2% indicated that they were already involved. Students from WNC reported moderate interest (23.8%) compared to ongoing involvement (4.8%). Of CSN students, 19.1% indicated interest, whereas 6.2% reported already being involved. See Figures 48 and 49 for response percentages.

Figure 48. *Interested in attending PBV prevention programs*

Figure 49. *Current or past involvement in PBV prevention programs*
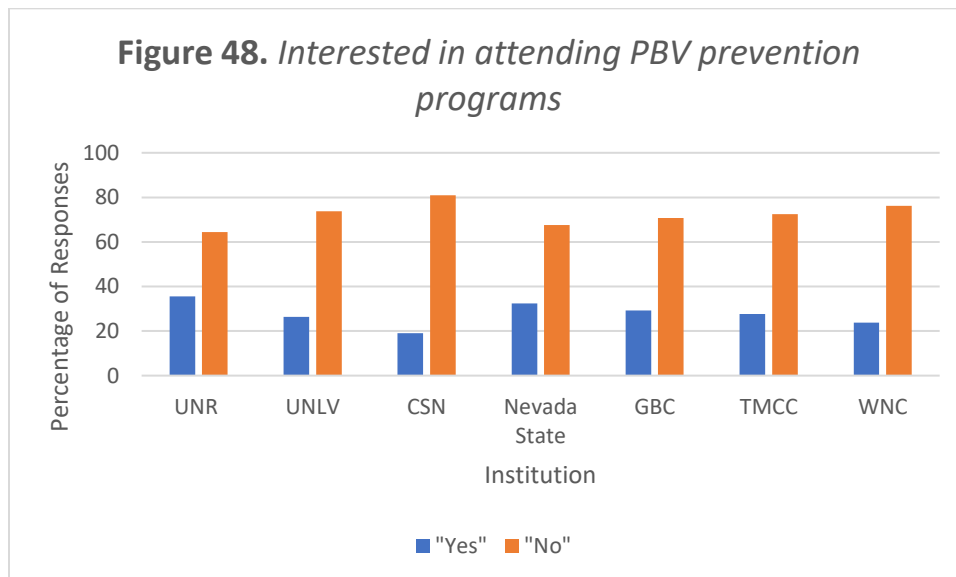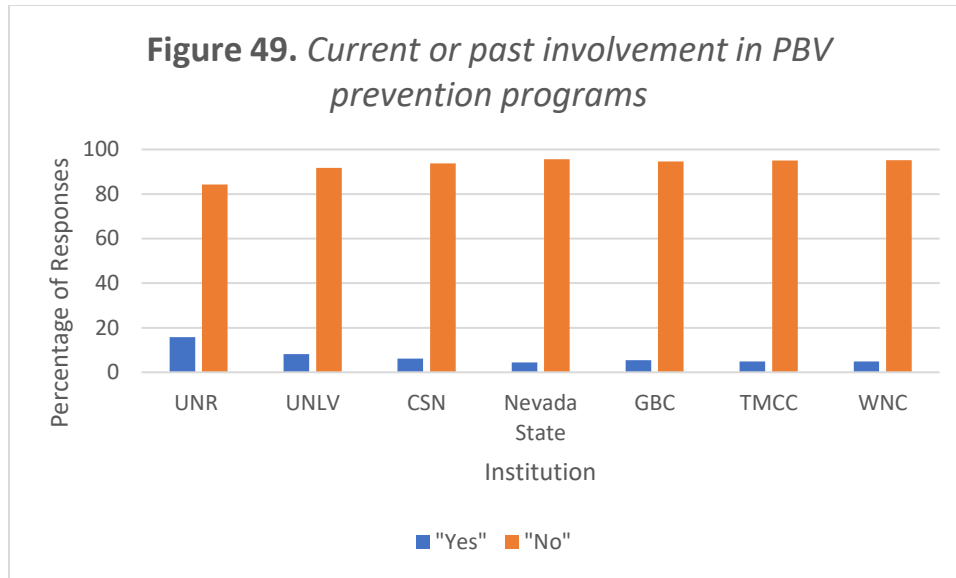
Reporting Observations

Knowing a Victim

Student participants reported whether they knew of a friend or acquaintance who was a victim of unwanted sexual experiences. Of all participants, 75.1% indicated "No," whereas 15.3% indicated "Yes," and 9.5% indicated that they were not sure.

A Chi-Square analysis was performed to see how these responses differed by campus, X^2 (12, $N = 4262$) = 336.98, p < .001. The proportion of the most participants who reported "Yes" indicated that they were UNR students (33.2%), compared to UNLV students (14.7%), TMCC (6.7%), CSN (3.5%), NSU (1.4%), GBC (1.3%), and WNC (0%). The proportion of participants who most indicated "No" were from WNC (97.6%), compared to GBC (96%), NSU (91.3%), CSN (87.7%), TMCC (88.4%), UNLV (74.5%), and UNR (57.8%). The rest of participants indicated that they were unsure if they knew anyone who had been victimized. See Figure 50.

Figure 50. *Know a Victim*
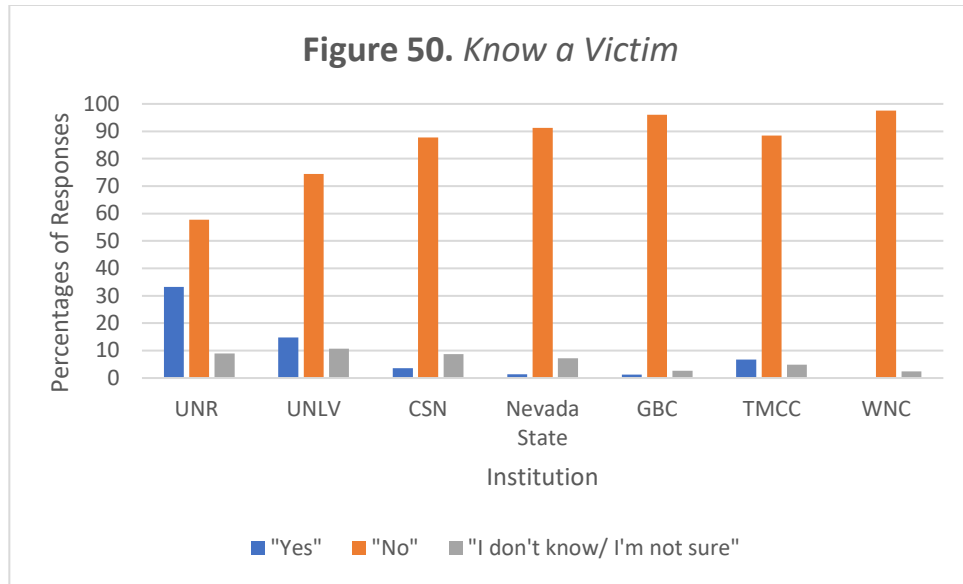
Observing Sexual Assault

Participants were asked to indicate whether they have observed a situation they believed was or could have led to sexual assault while attending their institution. The majority of students reported "No" (76.4%), with others reporting that they were not sure (13.9%), "Yes" (7.6%), or declining to answer (2.7%).

These responses differed by participants' institutions, X^2 (18, $N = 4283$) = 271.20, $p <$ .001. The greatest proportion of students who answered "Yes" were from UNR (18.9%), with 62.6% answering "No," and 17% answering that they were unsure. Approximately seven percent of UNLV students (6.6%) responded "Yes," whereas 75.5% answered "No," and 15.3% answered they were unsure. The minority of CSN students reported "Yes" (1.5%), compared to the 49.5% who reported "No," or that they were unsure (9.8%). Of NSU students, 1.4% indicated "Yes," with most indicating "No," (92.7%) or that they were unsure (4.3%). No GBC students indicated that they have observed a situation, with 94.7% indicating "No" and 3.9% indicating that they were not sure. Approximately 2% of TMCC students (1.8%) reported that they had witnessed a situation like this, whereas 89.0% indicated that they had not, and 7.9% indicated they were unsure. Lastly, no WNC students indicated "Yes," whereas 90.7% indicated "No," and 4.7% indicated they were unsure (see Figure 51).

Figure 51. *Observed a Sexual Assault*
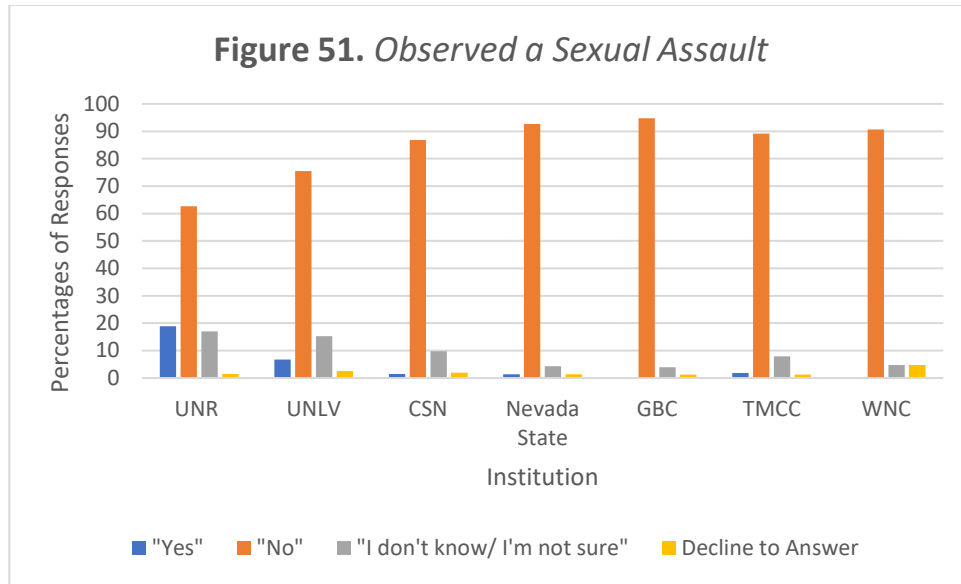
Response to Sexual Assault

When students indicated that they might have observed a situation that could have potentially led to sexual assault, participants were asked to indicate their behaviors that followed. They answered all that applied. Of those who responded ($n = 176$), 22.8% reported that they separated the people involved in the situation. A little more than half of the participants (57.5%) indicated that they asked the person who appeared to be at risk if they needed help. Some participants (20.6%) reported that they confronted the person who appeared to cause the situation. Instead of confrontation, 29.8% participants created a distraction to cause people to disengage from the situation. Approximately one quarter of participants (25%) told an authoritative figure about the situation. Participants also reported assessing the situation, with 21.5% reporting that they considered intervening, but it was unsafe, and 14.9% reporting that considering the situation made them lose the opportunity to act. Lastly, 7.9% of participants indicated that they decided not to act.

Consent

Participants were asked to indicate their personal experiences and history regarding consent with sexual partners. Their answers were provided on a 5-point Likert scale, with 1 indicating "Never" and 5 indicating "Always." Participants also had the opportunity to indicate that the item did not apply to them. Frequency calculations included all six answers. Overall, most students indicated that these items did not apply to them. The individual items are broken down by the institution below.

Participants were asked to rate the extent to which they have "discussed sexual consent issues with [their] current or most recent partner." The most common response was "Always" (15.1%), aside from "Does Not Apply to Me." See Figure 52. A Chi-Square analysis indicated

that these responses were significantly related to their institutions, X^2 (24, $N = 2164$) = 50.69, $p <$ .001.

Figure 52. *Consent: Discussed consent with current or most recent sexual partner at times other than sexual encounters*
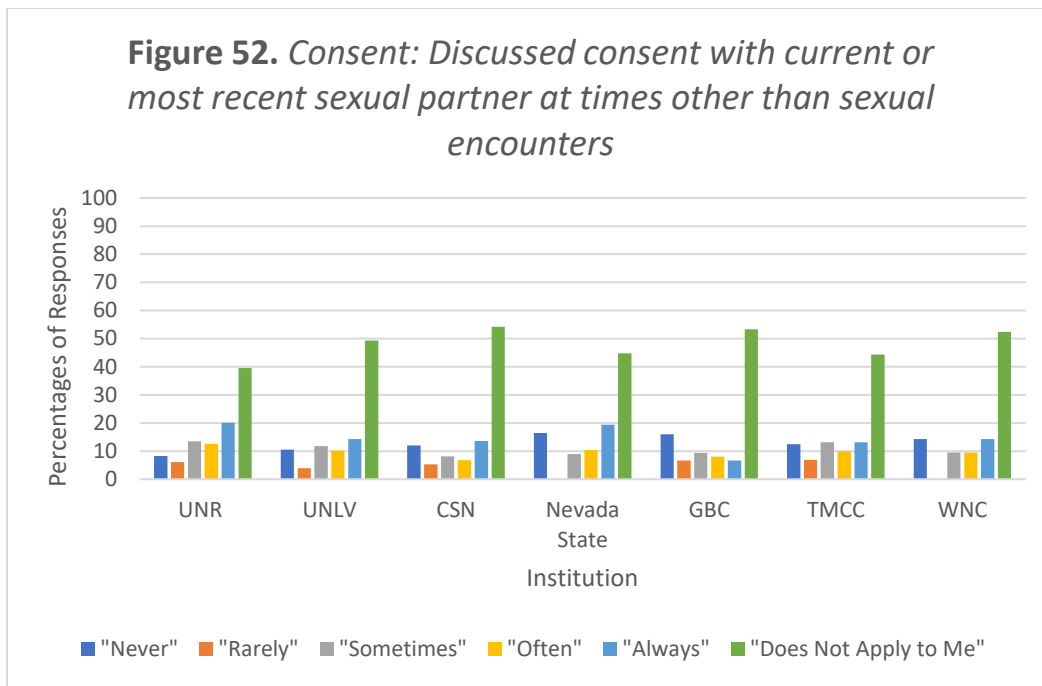
Most participants (34.2%) responded "Never" when asked if they have heard sexual consent issues being discussed by their peers on campus. However, UNR students mostly responded "Sometimes" (24.4%) to this question. This breakdown can be seen in Figure 53. A Chi-Square analysis revealed a significant relationship between each student's response and institution, X^2 (24, $N = 3035$) = 390.88, $p < .001$.

Figure 53. *Consent: Heard sexual consent issues being discussed by peers on campus*
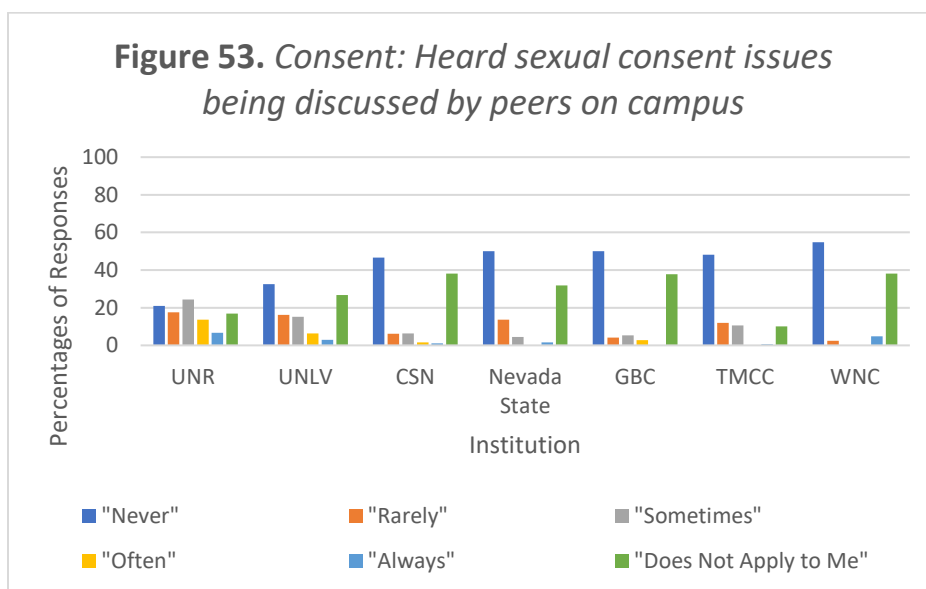
Across most campuses, many participants responded "Always" (40.8%) to asking for verbal consent in their typical sexual encounters, or they indicated that it did not apply to them. See Figure 54 below for each institution's response. A Chi-Square analysis showed that there is a relationship between their responses and institutions, X^2 (24, $N = 2449$) = 36.67, $p = .047$.

Figure 54. *Consent: I ask for verbal consent in sexual encounters*
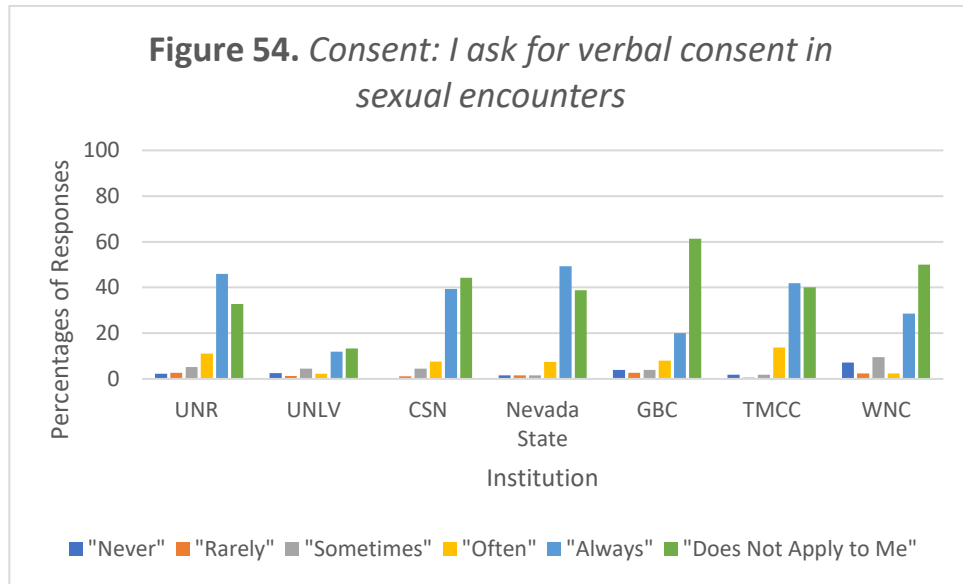
Aside from those who responded that this question "Does Not Apply to Me," 22.6% of participants responded "Never" when asked if they "look for consent from [their] partner by making a sexual advance and waiting for [their partner's] reaction" to indicate further action. See Figure 55 below. A Chi-Square analysis revealed the existing relationship between the students' institutions and their responses, X^2 (24, $N = 2228$) = 55.29, $p < .001$.

Figure 55. *Consent: I look for consent from my partner by making a sexual advance*
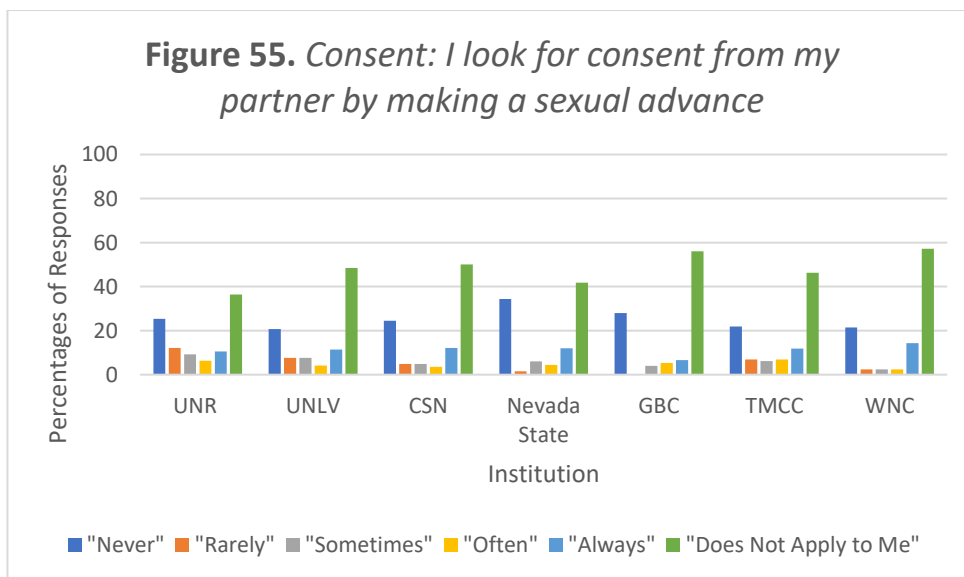
Lastly, participants indicated that they "Always" (25.6%) ask for consent multiple times in a sexual encounter, if the question applied to them (see Figure 56 below). A Chi-Square analysis revealed a relationship between the student responses and their institutions, X^2 (24, $N = 2206$) = 54.03, $p < .001$.

Figure 56. *Consent: I ask for consent multiple times in a sexual encounter*
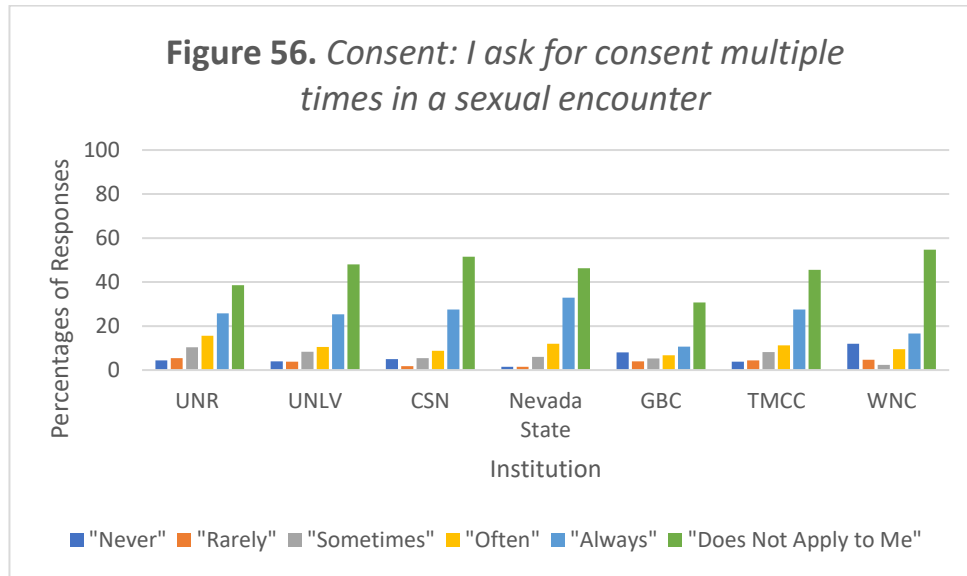
Aside from frequencies, answers provided on the 5-point Likert scale were averaged to create composite scores for each item on the scale. The last response, "Does Not Apply to Me" was removed from these analyses. A one-way ANOVA was conducted to determine any differences as a function of institution type, $F(6,3374) = 7.91$, $p < .001$. Games-Howell post hoc analyses indicated that students at UNR reported engaging more in consent communication ($M = 3.17$, $SD = .98$) than other campuses, such as UNLV ($M = 2.96$, $SD = 1.14$), CSN ($M = 2.87$, $SD = 1.19$), and GBC ($M = 231$, $SD = 1.14$), ps $< .001$. Means also differed between GBC, UNLV, CSN, and TMCC ($M = 2.89$, $SD = 1.00$), ps $<.05$. All other comparisons, including those involving NSU ($M = 2.91$, $SD = 1.11$) and WNC ($M = 2.72$, $SD = 1.28$), were not significant. To view these means, see Figure 57.

Figure 57. *Consent: Engage in consent communication*

Alcohol and Sexual Opportunities

Alcohol Effects

Participants were asked questions regarding the extent to which alcohol makes them and others feel sexier, as well as how well it facilitates sexual opportunities. Responses were provided on a 5-point Likert scale, with 1 indicating "Strongly Disagree" and 5 indicating "Strongly Agree."

When asked the extent to which alcohol makes other people feel sexier, many participants "Strongly Disagree" (44.2%) or responded that they were neutral on the topic (27.1%). However, students from WNC disagreed more with this statement than they were neutral, unlike other institutions (see Figure 58). A Chi-Square analysis showed that there is a relationship between their responses and institutions, X^2 (24, $N = 4107$) = 62.19, $p < .001$.

Figure 58. *Alcohol Effects: Alcohol makes other people sexier*
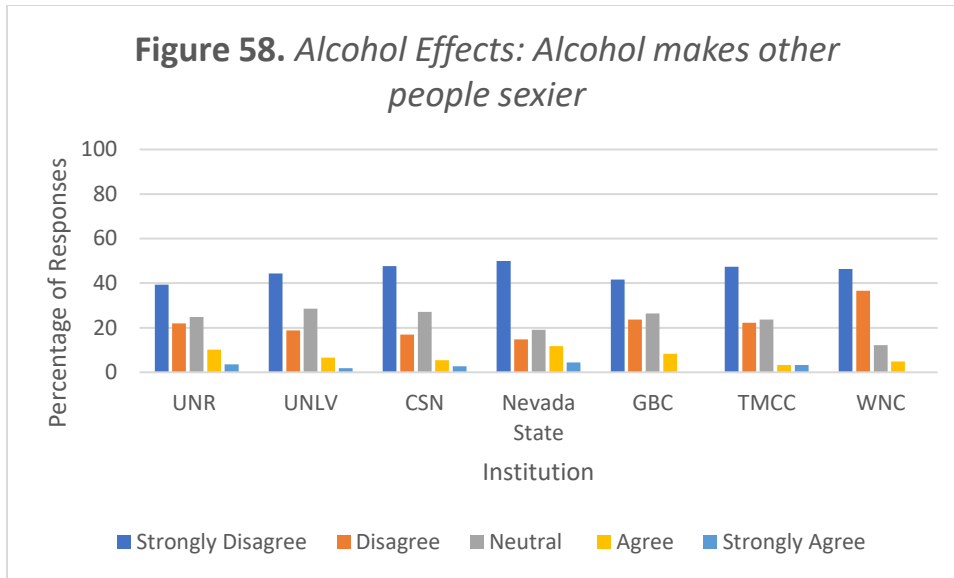
Participants from most institutions strongly disagreed (465%), were neutral (25.6%), or disagreed (18.7%) that alcohol made them feel sexier. Again, WNC disagreed more with this statement compared to being neutral, like other institutions. These percentages can be seen in Figure 59. A Chi-Square analysis revealed a relationship existing between the responses and institutions, X^2 (24, $N = 4104$) = 61.20, $p < .001$.

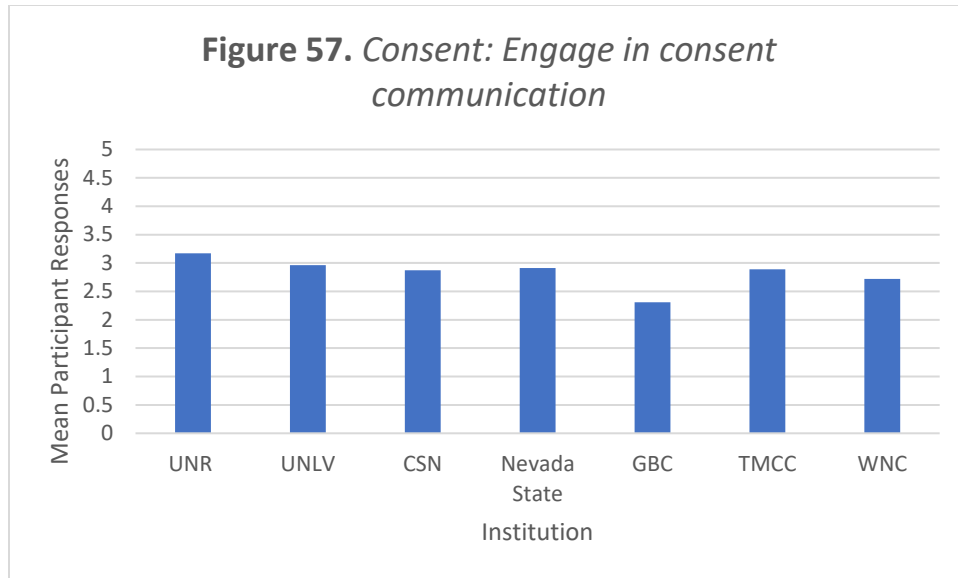**Figure 59**. *Alcohol Effects: Alcohol makes me sexier*
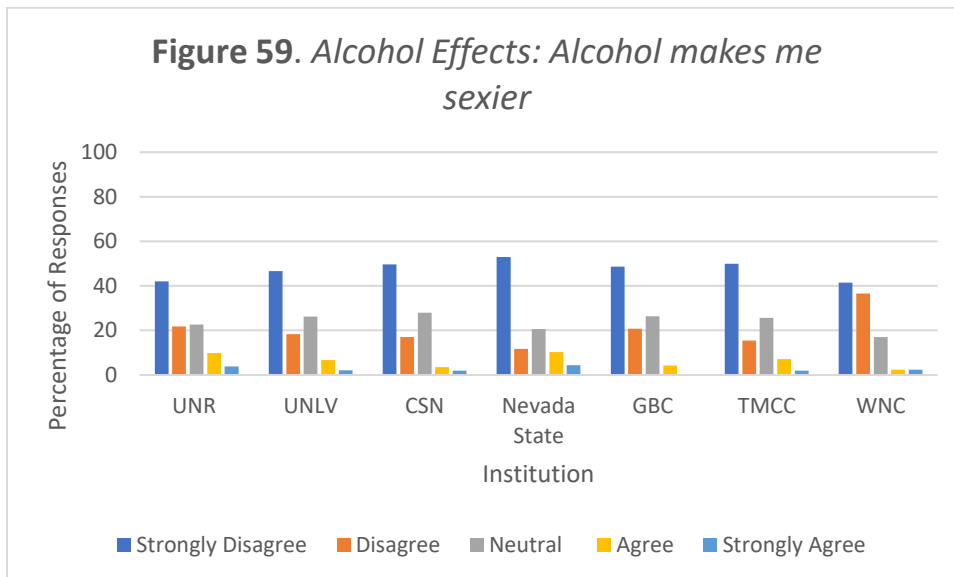
Lastly, participants were asked the extent to which alcohol facilitates sexual opportunities. Most participants strongly agreed (34.2%). However, participants from NSU agreed (32.5%) that alcohol plays a role in these encounters. See Figure 60 for percentages. A Chi-Square analysis revealed a relationship between responses and the institutions, X^2 (24, $N = 4103$) = 93.31, $p < .001$.

Figure 60. *Alcohol Effects: Alcohol facilitates sexual opportunities*
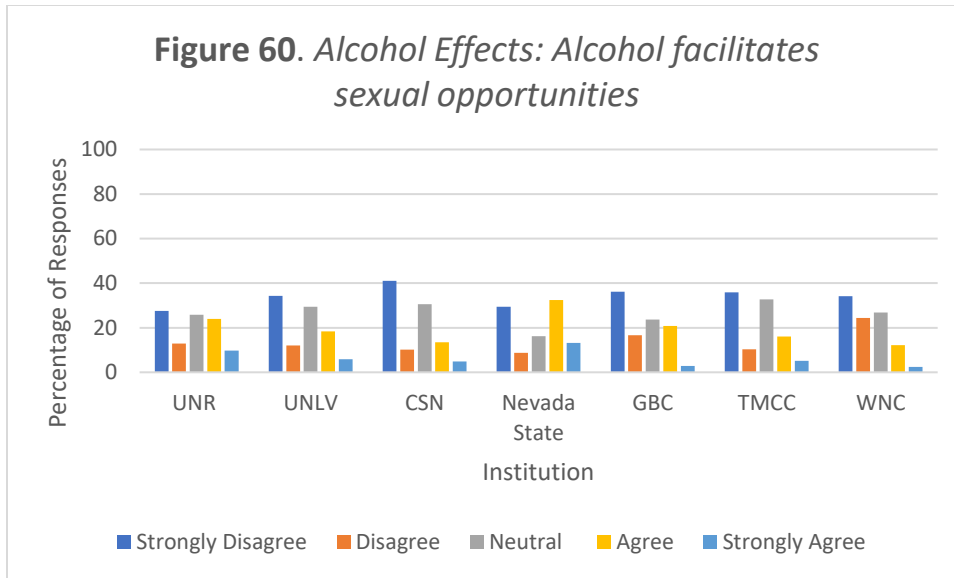
A one-way ANOVA was utilized to examine any mean differences as a function of institution type, $F(6,4102) = 5.85$, $p < .001$. Follow-up Games-Howell post hoc tests revealed that students generally disagree with alcohol being associated with sexiness and sexual opportunities. Students from UNR agreed the most ($M = 2.45$, $SD = 1.02$), compared to UNLV ($M = 2.17$, $SD = .98$), CSN ($M = 2.07$, $SD = .98$), and WNC ($M = 1.96$, $SD = .75$), ps $< .05$. All other comparisons, including those with students from GBC ($M = 2.08$, $SD = .92$), TMCC ($M = 2.11$, $SD = .99$), and NSU ($M = 2.33$, $SD = 1.14$), were not significant. See Figure 61 for Means.

Figure 61. *Alcohol Effects: Alcohol increases sexiness and facilitates sexual opportunities*
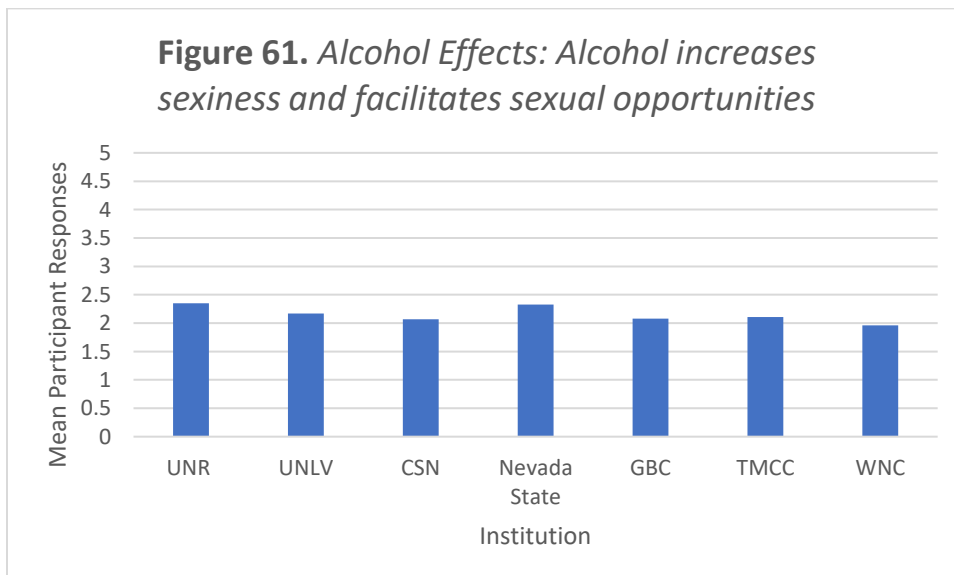
Consensual Sex

Participants were asked to indicate if they had engaged in consensual sex within the past 12 months of taking the survey. Most students reported "No" (34.6%), with others reporting "Yes" (28.4%) or declining to answer (22.6%).

A Chi-Square analysis determined that these responses differed by participants' campuses, X^2 (12, N = 4149) = 96.12, p < .001. Most participants indicated "Yes," with UNR's population reporting this the most (54.3%) compared to NSU (51.5%), TMCC (45.6%), GBC (44.6%), WNC (45.2%), UNLV (41.3%), and CSN (33.8%). Many participants also reported "No," with the highest response rate being from GBC (37.8%) compared to UNLV (36.1%), CSN (34.5%), TMCC (31.9%), UNR (31.1%), NSU (29.4%) and WNC (26.2%). The rest of the participants who responded declined to answer. These percentages can be seen in Figure 62.

Figure 62. *Consensual Sex: Engaged in consensual sex in the past 12 months*
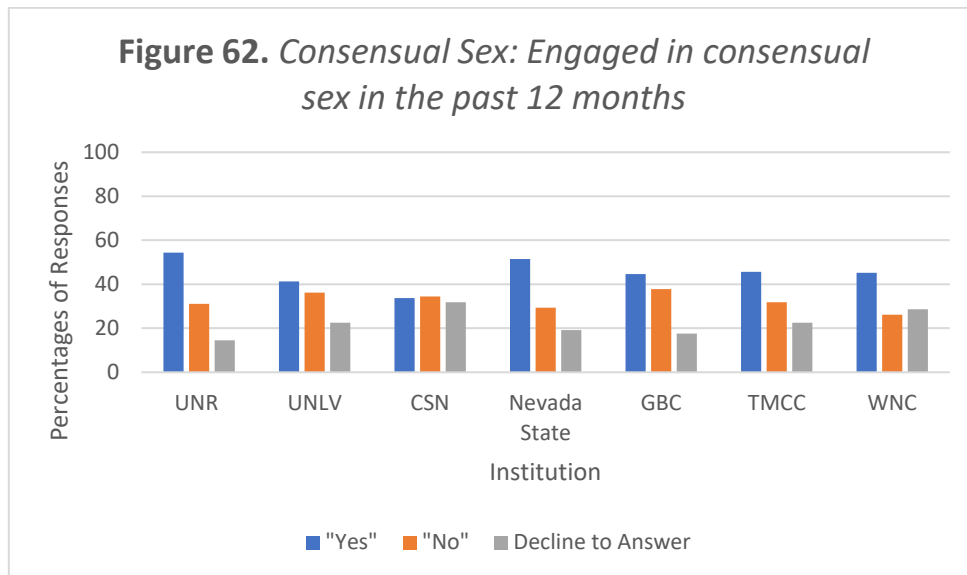
Recent Consensual Sex

Lastly, participants who responded that they had engaged in consensual sex within the past 12 months were asked questions about this experience. Specifically, they indicated if they 1) drank alcohol, 2) used marijuana, and/or 3) used other recreational drugs (not including prescription medication). Three Chi-Square analyses were performed to examine if these responses differed by campus, and the first item was significant, X^2 (12, N = 1780) = 23.81, p = .022. The other items were not significant, ps > .05.

When asked if their most recent consensual encounter involved alcohol, most participants from each campus responded "No." The breakdown by campus can be seen in Figure 63 below.

Figure 63. *Recent consensual sex encounter involved alcohol*
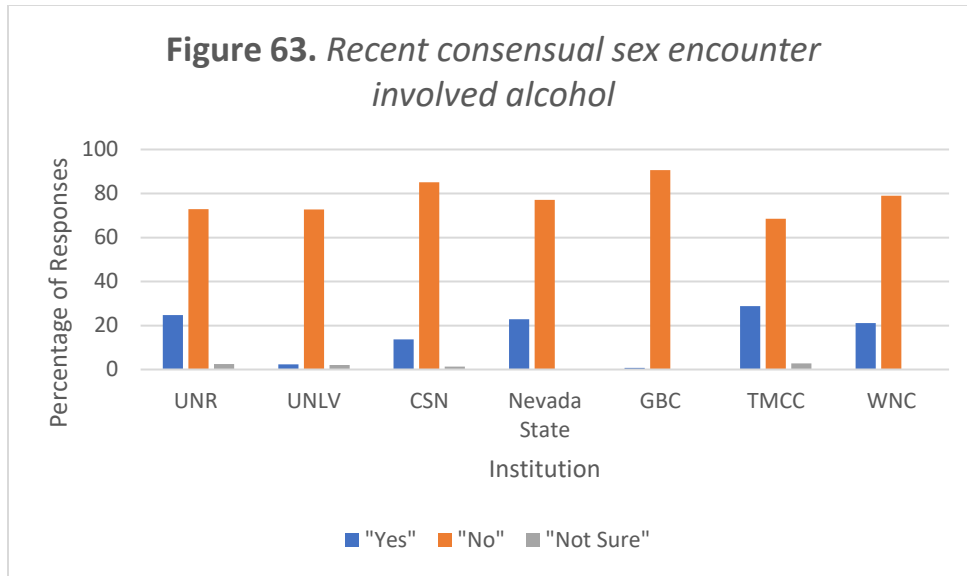
When asked if they used marijuana or recreational drugs, most participants indicated "No" (84.5% and 96.6%, respectively).

Power-Based Violence by Perpetrator

Students were asked whether they have perpetrated power-based violence in-person or online or have been a victim of power-based violence in-person or online. Chi-Square analyses were conducted to analyze differences between each campus for each item, and they were all not significant, ps > .05. Although the chi-square test was not significant, figures are presented here for ease of understanding the data.

"I have done it."

Most students at all institutions (98% or greater) reported that they have not made sexual advances, gestures, comments, or jokes that were unwelcome (see Figure 64).

Figure 64. *Made sexual advances, gestures, comments, or jokes that are unwelcome*
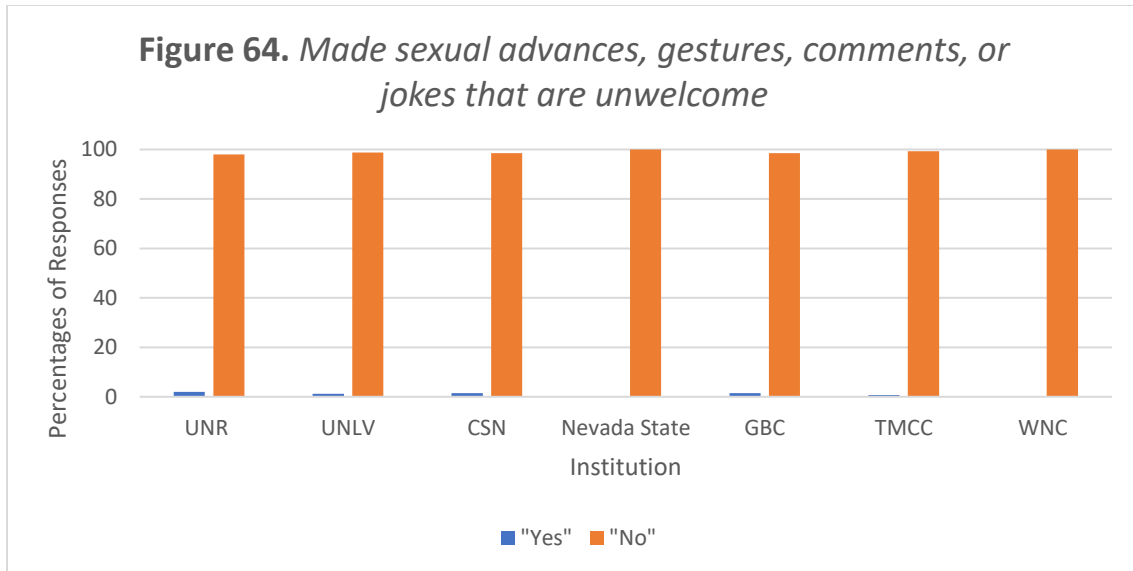
At NSU, GBC, TMCC, and WNC, 100% of students reported that they have not used intimidation to force unwanted intimate behavior compared to approximately 99% of UNR, UNLV, and CSN students who reported the same (see Figure 65). In figure 65, the graph does not show the blue "Yes" bar because an extremely small percentage of students responded "Yes" to this question (0.28% at UNR, 0.28% at UNLV, and 0.31% at CSN).

Figure 65. *Social Media Perpetration: Used intimidation to force unwanted intimate behavior*
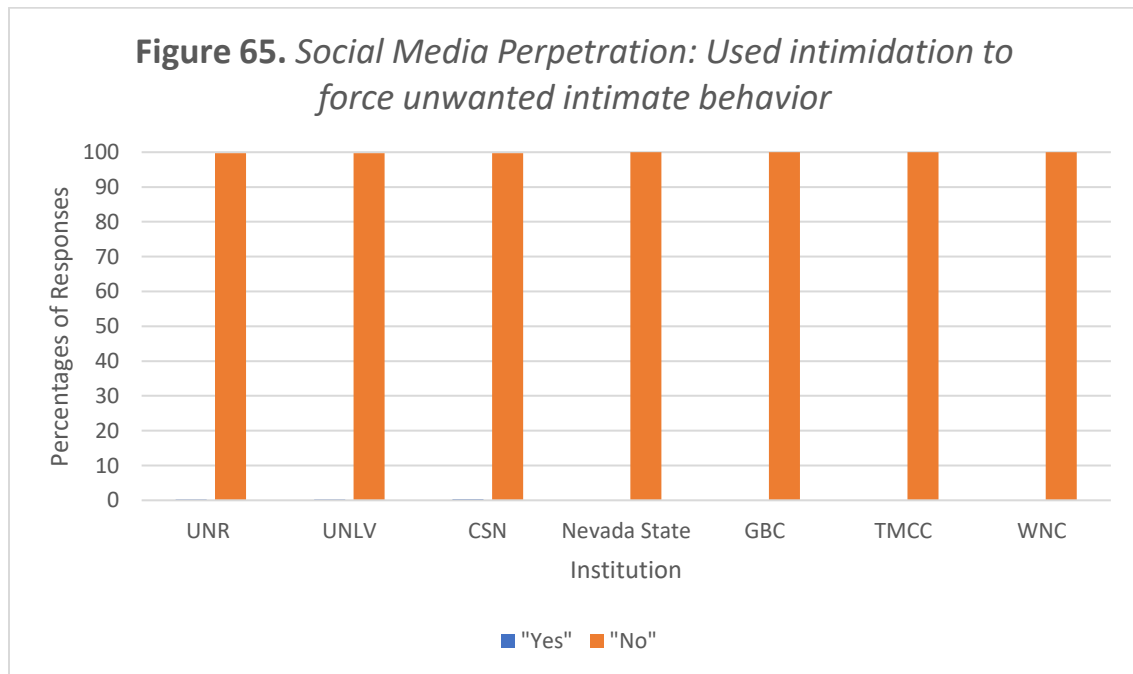
At NSU, GBC, TMCC, and WNC, 100% of students reported that they have not showed or sent sexual pictures, photos, or videos that were unwelcome compared to approximately 99% of UNR, UNLV, and CSN students who reported the same (see Figure 66).

Figure 66. *Social Media Perpetration: Showed or sent sexual pictures, photos, or videos that were unwelcome*
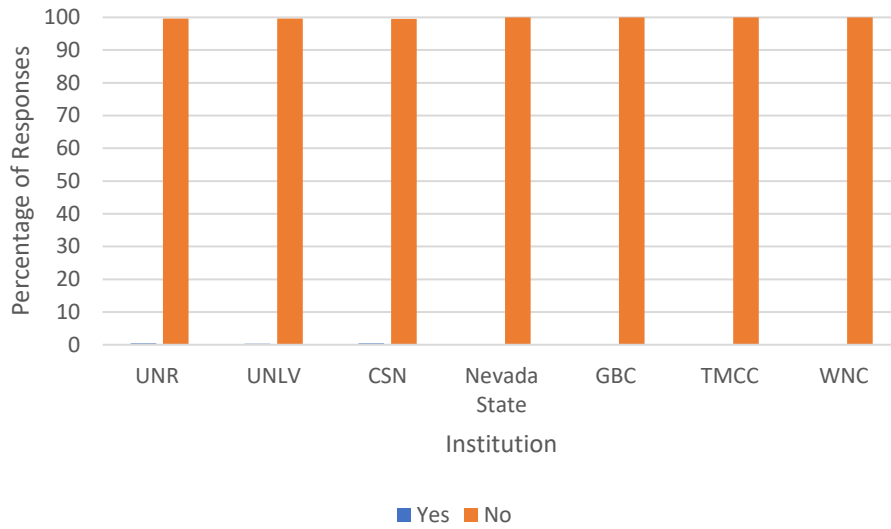
At NSU, GBC, TMCC, and WNC, 100% of students reported that they have not spread sexual rumors compared to approximately 99% of UNR, UNLV, and CSN students who reported the same (see Figure 67).

Figure 67. *Social Media Perpetration: Spread sexual rumors*
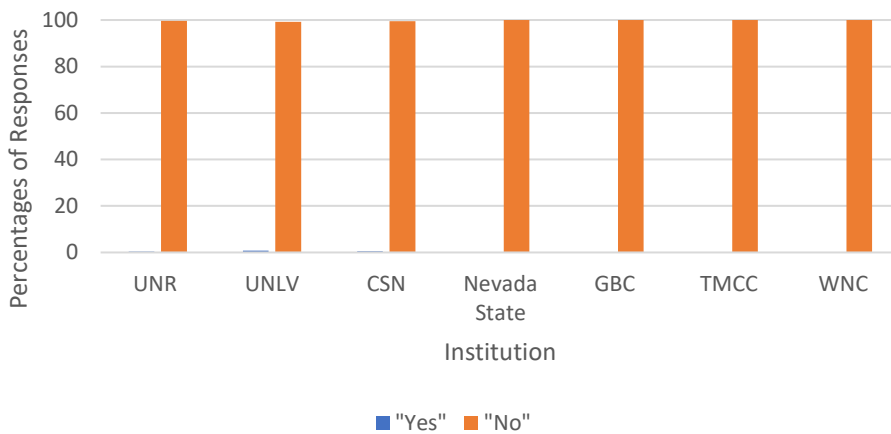
At NSU, GBC, TMCC, and WNC, 100% of students reported that they have not watched or took photos or videos of someone when they were nude or having sex without consent

compared to approximately 99% of UNR, UNLV, and CSN students who reported the same (see Figure 68).

Figure 68. *Social Media Perpetration: Watched or took photos or videos of someone when nude or having sex without consent*
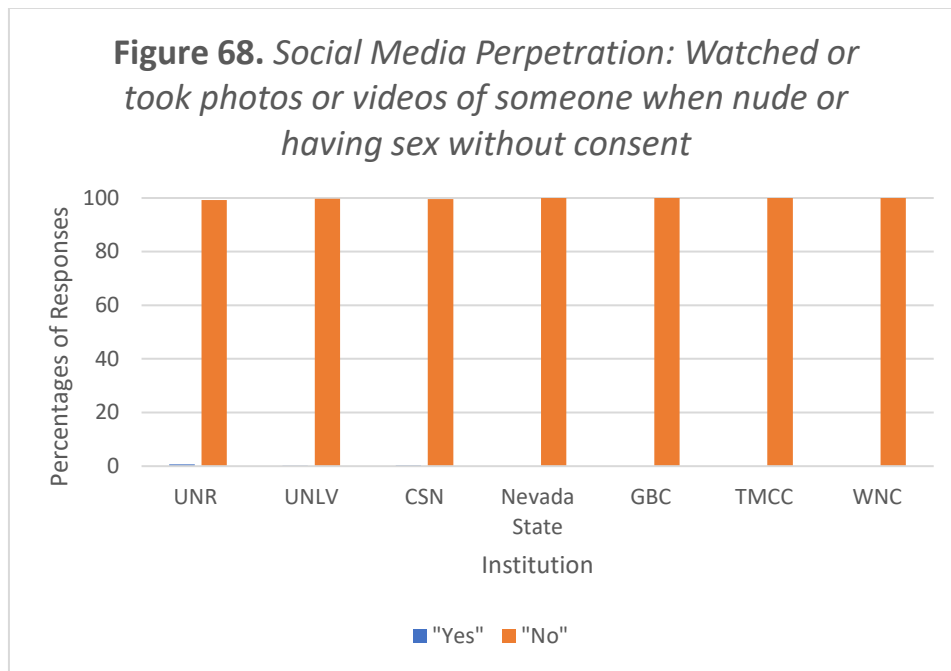
At NSU, GBC, TMCC, and WNC, 100% of students reported that they have not posted photos or videos of someone when they were nude or having sex on social media without consent (even if the photos were taken with consent) compared to approximately 99% of UNR, UNLV, and CSN students who reported the same (see Figure 69 on the next page). In figure 69, the graph does not show the blue "Yes" bar because an extremely small percentage of students responded "Yes" to this question (0.42% at UNR, 0.09% at UNLV, and 0.31% at CSN).

Figure 69. *Social Media Perpetration: Posted photos or videos of someone nude or having sex without consent*
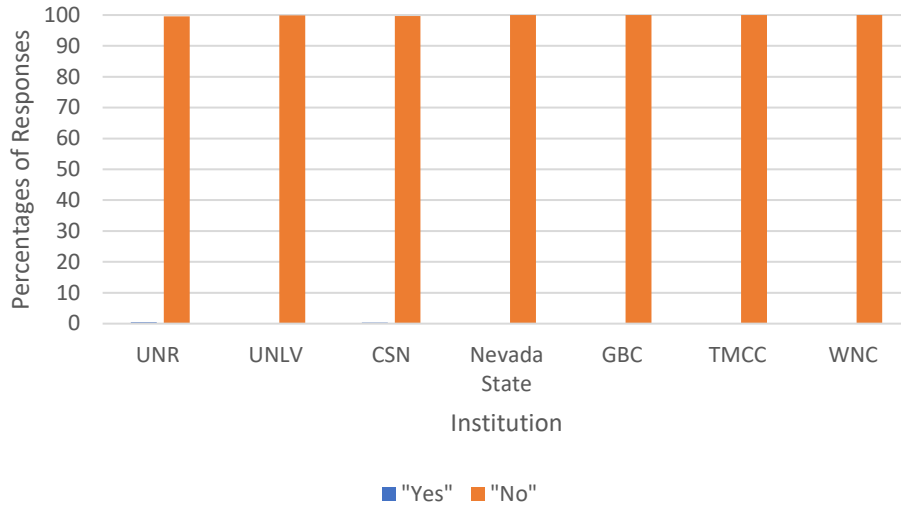
At NSU, GBC, TMCC, and WNC, 100% of students reported that they have not committed intimate partner violence against someone compared to approximately 99% of UNR, UNLV, and CSN students who reported the same (see Figure 70).

Figure 70. *Social Media Perpetration: Committed intimate partner violence against someone*
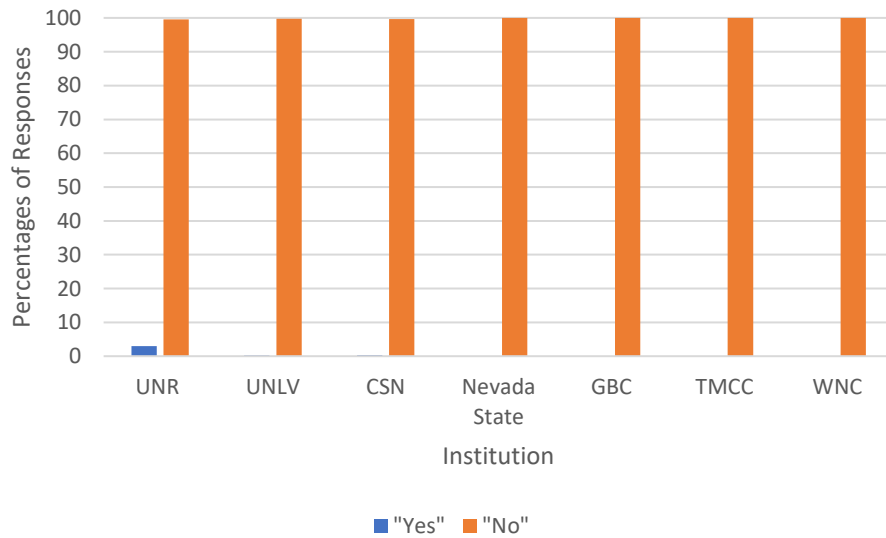
At NSU, GBC, TMCC, and WNC, 100% of students reported that they have not continued unwanted contact via texts, calls, social media, or email compared to approximately 99% of UNR, UNLV, and CSN students who reported the same (see Figure 71).

Figure 71. *Social Media Perpetration: Continued unwanted contact via texts, calls, social media, or emails*
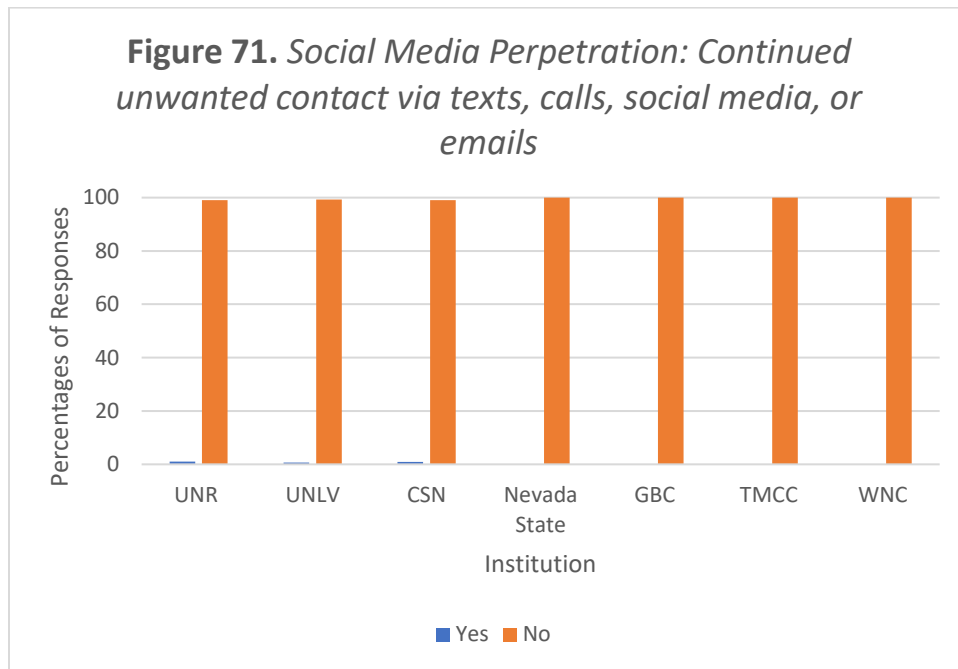
At TMCC, and WNC, 100% of students reported that they have not used location technology to track someone's location without consent compared to approximately 97% of UNR, UNLV, CSN, NSU, and GBC students who reported the same (see Figure 72).

Figure 72. *Social Media Perpetration: Used location technology to track someone's location without consent*
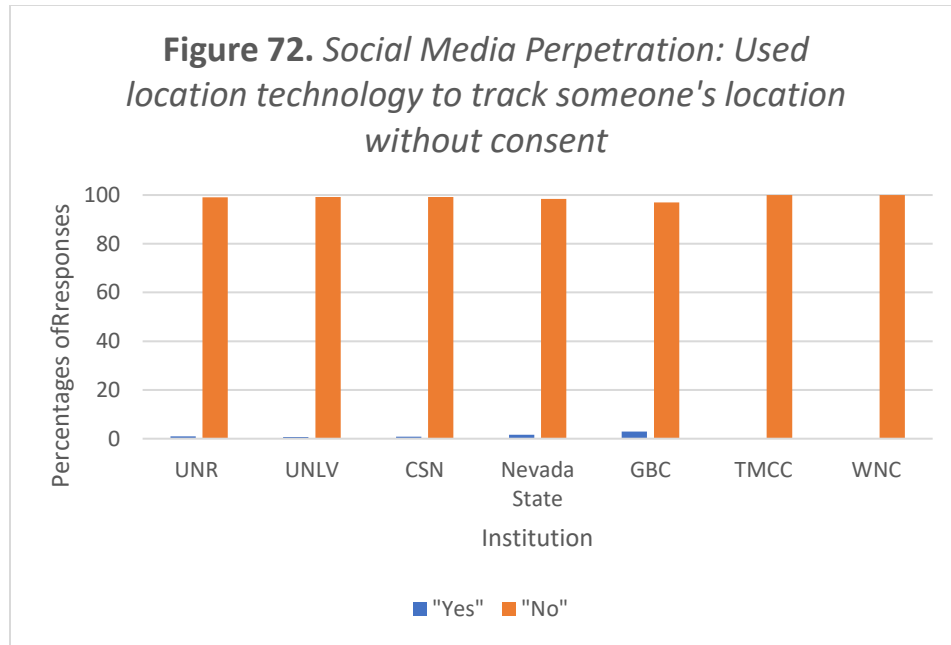
At GBC and TMCC, 100% of students reported that they have not stalked someone in person or virtually compared to approximately 97% of UNR, UNLV, CSN, NSU, and WNC students who reported the same (see Figure 73).

Figure 73. *Social Media Perpetration: Stalked someone in person or virtually*
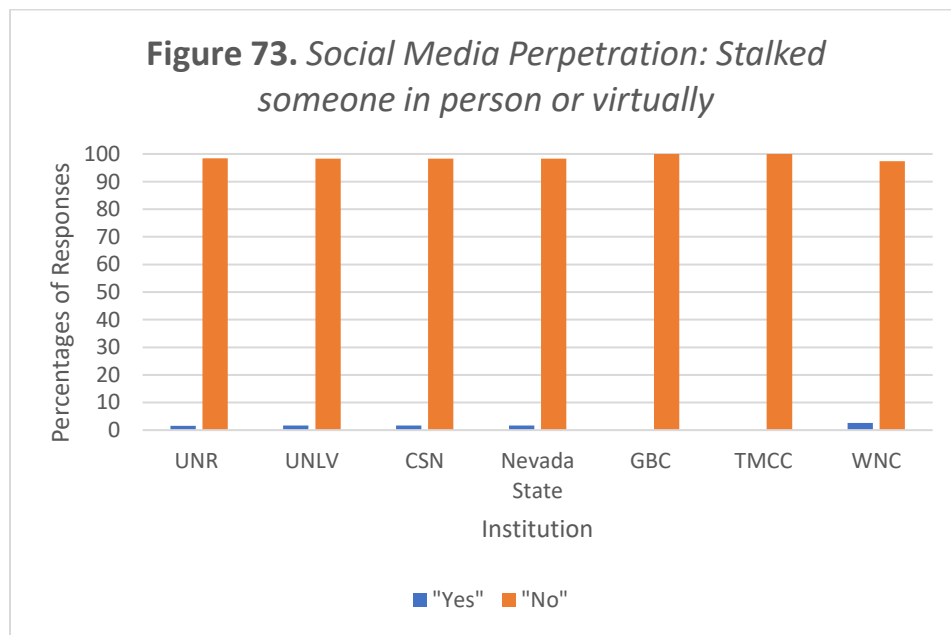
At NSU, GBC, TMCC and WNC, 100% of students reported that they have not used friendship or manipulation to sexually traffic someone compared to approximately 99% of UNR, UNLV, and CSN students who reported the same (see Figure 74). In figure 74, the graph does

not show the blue "Yes" bar because an extremely small percentage of students responded "Yes" to this question (0.28% at UNR, 0.09% at UNLV, and 0.31% at CSN).


Figure 74. *Social Media Perpetration: Used friendship or manipulation to sexually traffic someone*
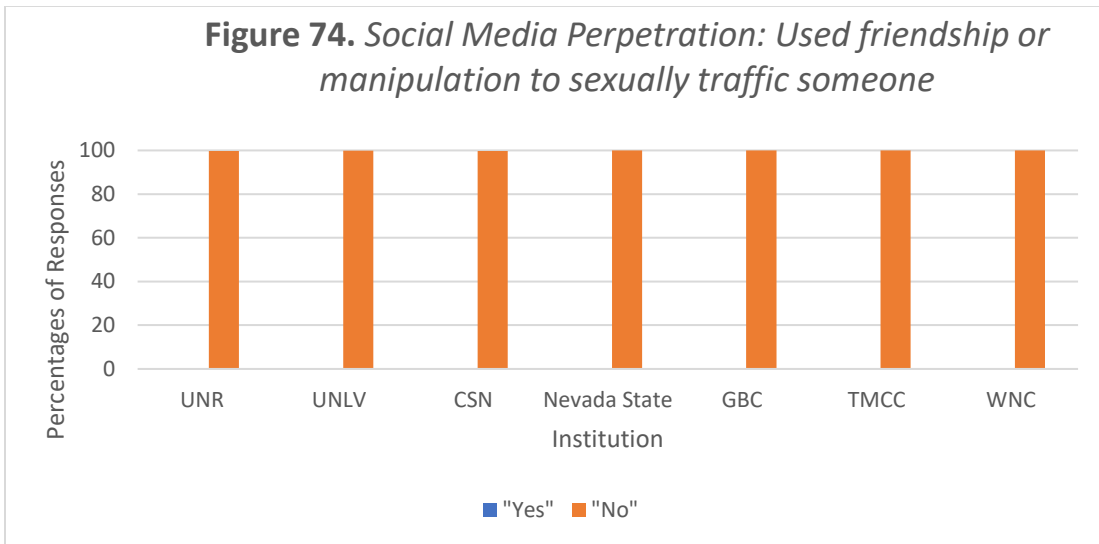
"Someone has done it to me."

Some students reported that someone else has made sexual advances, gestures, comments, or jokes that were unwelcome. A Chi-Square analysis determined that these responses differed by campus, X^2 (6, $N = 3775$) = 76.29, $p < .001$. The highest number of students who reported that this has happened to them attended UNR (27%), but UNLV was a close second (18%). Approximately 10% of students at CSN, NSU, TMCC, and WNC reported the same. Only 6% of students at GBC reported someone doing this behavior to them (see Figure 75).

Figure 75. *Social Media Victim: Someone else has made sexual advances, gestures, comments, or jokes about me that were unwelcome*
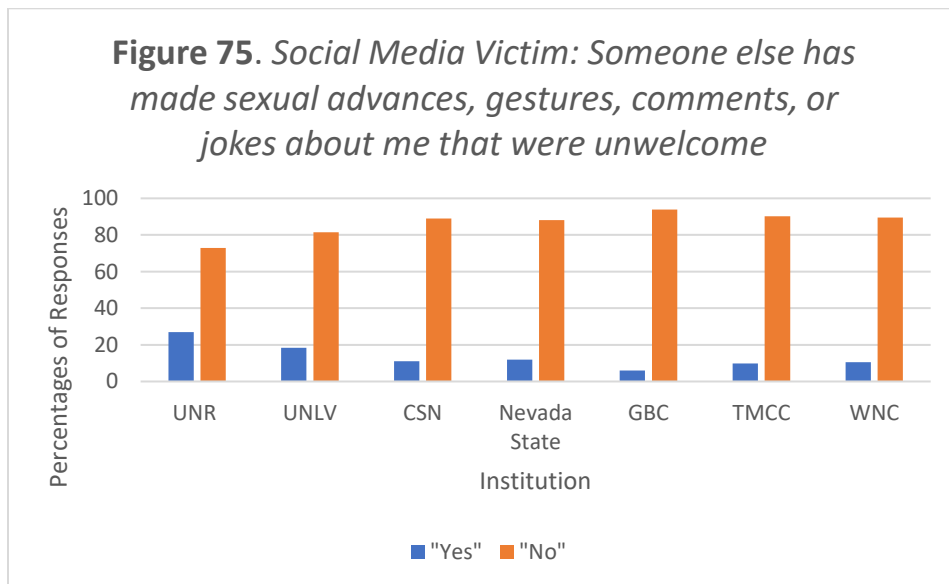
Very few students reported that someone has used intimidation to force unwanted intimate behavior upon them, but these reports did differ by campus, X^2 (6, $N = 3771$) = 20.87, p = .002. At GBC and WNC, 100% of students reported that they have not experienced this behavior, as well as 98.6% of TMCC students, 95.3% of CSN students, 94.9% of UNLV students, 92.1% of UNR students, and 91.5% of NSU students (see Figure 76 on the next page).

Figure 76. *Social Media Victim: Someone has used intimidation to force unwanted intimate behavior upon me*
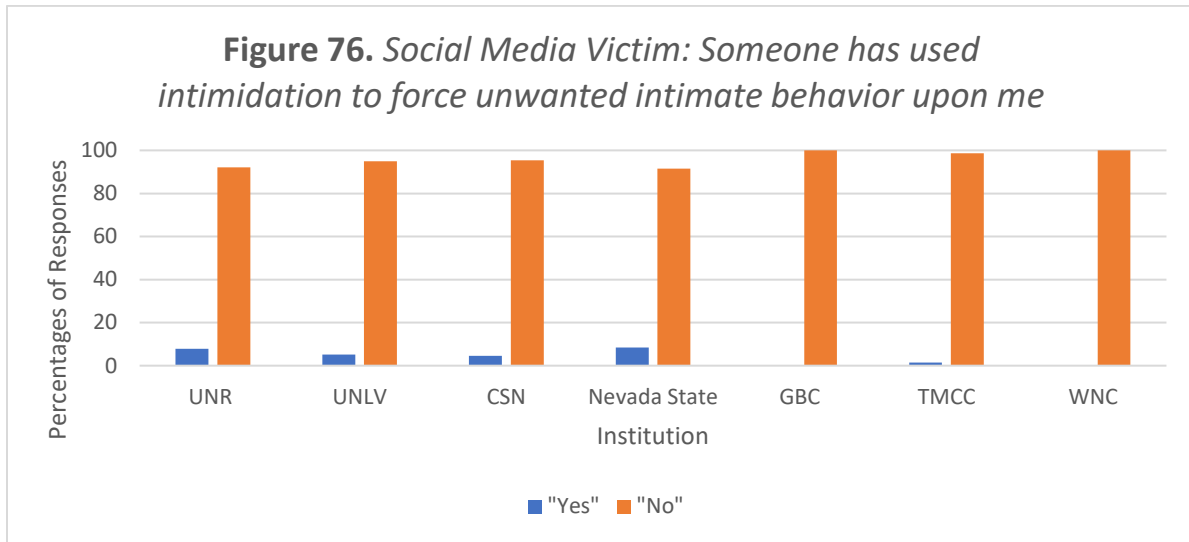
Some students reported that they were showed or sent sexual media (e.g., pictures, photos, videos) that were unwelcome, and these responses also differed by campus, X^2 (6, $N = 3772$) = 23.93, $p < .001$. The most students who reported that this has occurred were from UNR (11.1%), compared to UNLV (7.8%), NSU (6.8%), CSN (6.0%), TMCC (3.6%), WNC (2.6%), and GBC (0%). See Figure 77 for percentages.

Figure 77. *Social Media Victim: Somone showed or sent sexual media (e.g., pictures, photos, videos) to me that were unwelcome*
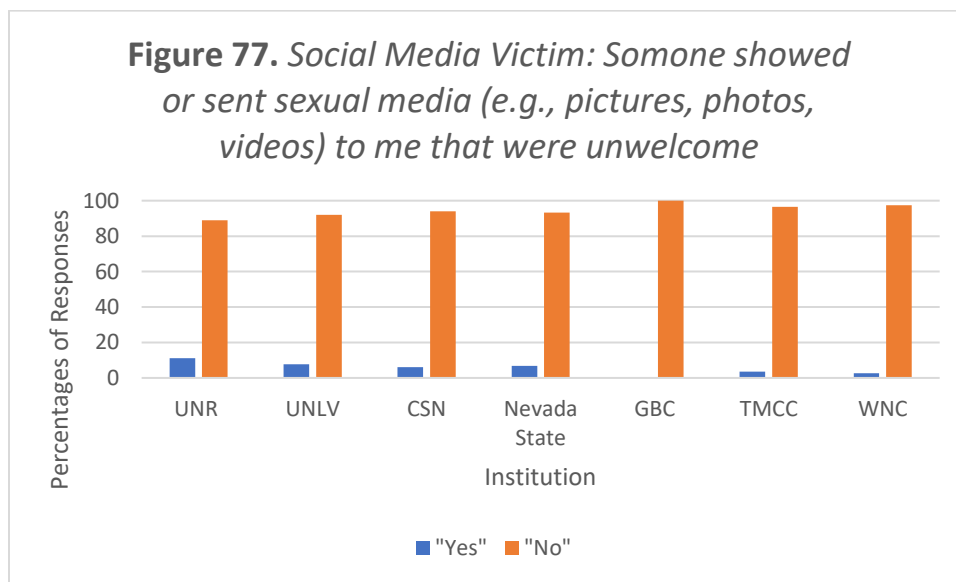
Participants were also asked to indicate if they have ever been the victim of the spreading of sexual rumors. Responses differed by campus, X^2 (6, $N = 3775$) = 17.79, $p = .007$. Most participants answered "No," such as those from WNC (100%), GBC (98.4%), TMCC (97.2%), CSN (97.1%), UNLV (96.4%), NSU (94.9%), and UNR (93.5%). See Figure 78 below for percentages.

Figure 78. *Social Media Victim: Someone spread sexual rumors about me*
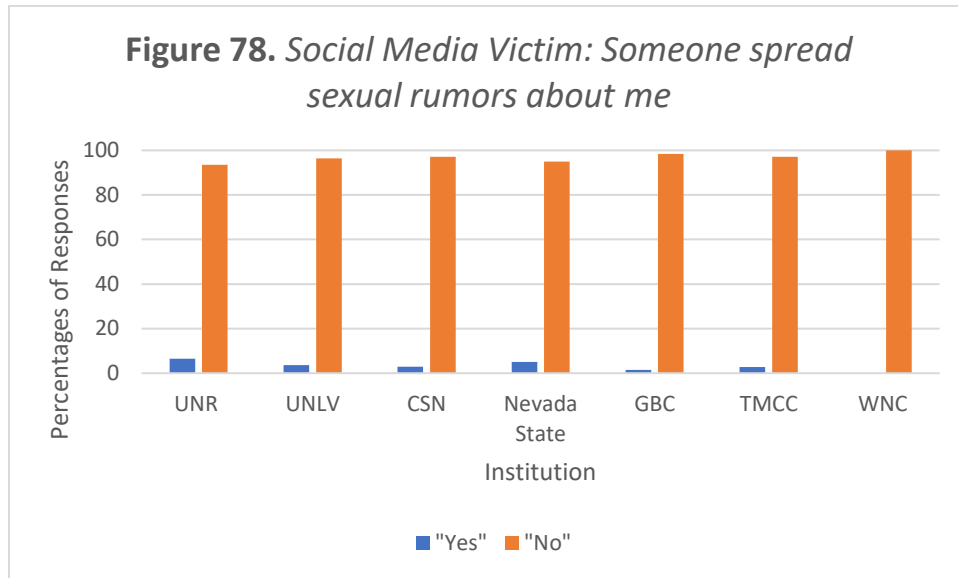
When asked whether they were the victim of having photos or videos taken of them when nude or having sex without consent, as well as posted on social media, comparisons of students' responses were not significantly different across campuses, ps > .05. However, most participants answered "No" to both questions (98.2% and 99%, respectively).

Participants were also asked if they had ever had intimate partner violence committed against them, and responses differed by campus, X^2 (6, $N = 3770$) = 25.49, $p < .001$. Specifically, most participants indicated "No," such as those from WNC and GBC (100%), CSN (98.6%), TMCC (98.6%), NSU (98.3%), UNLV (98.0%), and UNR (95.2%). See Figure 79 below for percentages of all responses.

Figure 79. *Social Media Victim: Somone commited intimate partner violence against me*
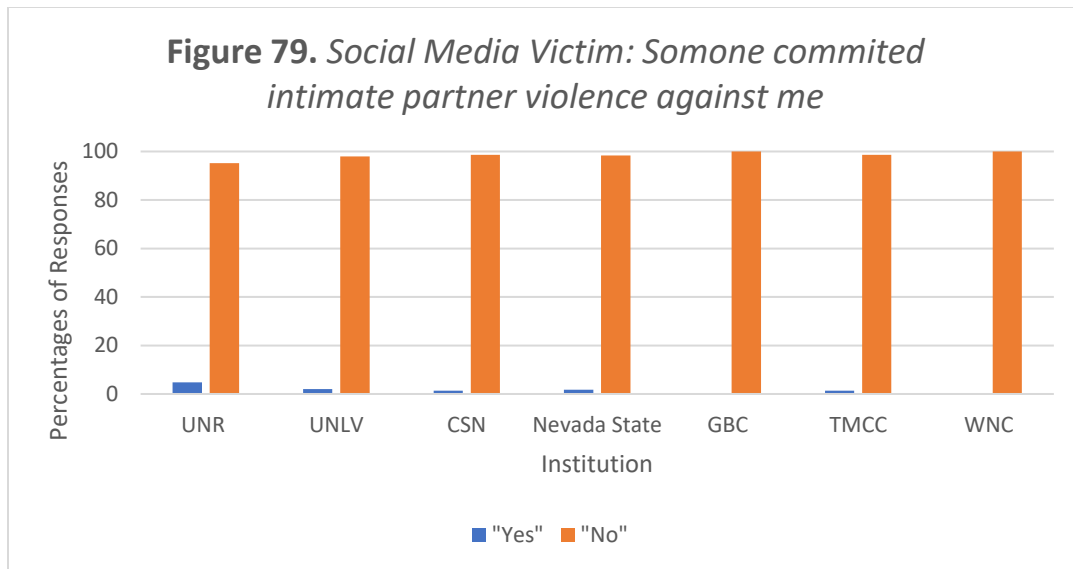
Participants were asked if they experienced continued unwanted contact via texts, calls, social media, or email. Comparisons were significantly different across campuses, X^2 (6, N = 3770) = 33.08, $p < .001$. Although most participants responded that they had not experienced this, UNR students indicated the highest percentage of victimization (14.8%), compared to students at GBC (9.2%), UNLV (9.1%), TMCC (7.0%), CSN (6.5%), WNC (5.3%), and NSU (5.1%). Figure 80 shows these percentages below.

Figure 80. *Social Media Victim: Experienced continued unwanted contact via texts, calls, social media, or email*
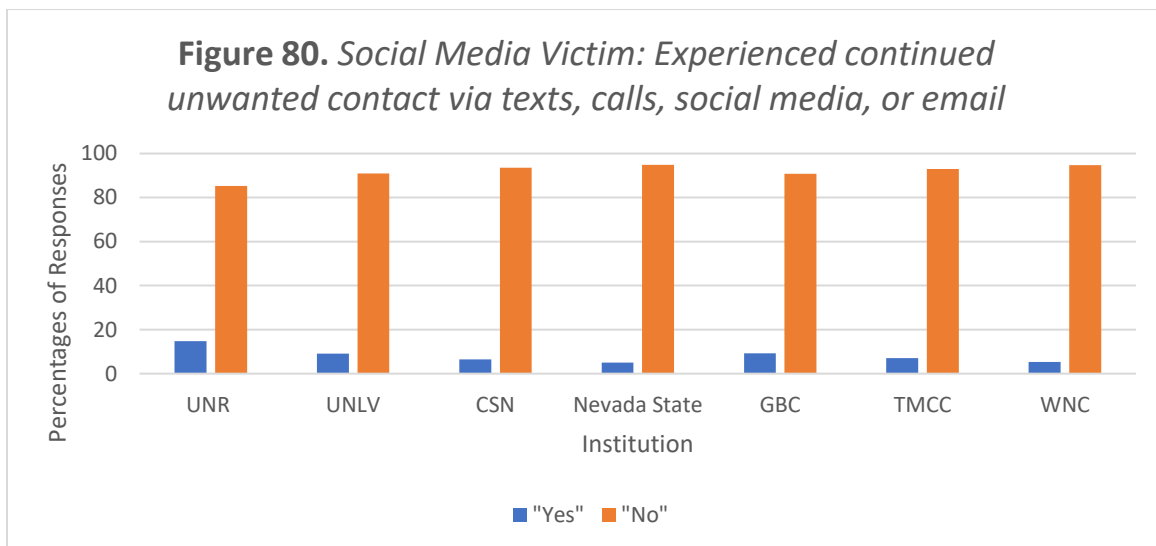
Next, participants indicated if they were ever tracked through location technology without giving their consent. Comparisons across campuses were not significant, $p < .05$. However, most participants indicated "No" (97.0%).

When asked if they had ever been stalked in person or virtually, responses differed by campus, X^2 (6, $N = 3768$) = 14.78, $p = .022$. Although most participants indicated that they had not been stalked, WNC students reported the highest percentage of being victimized in this way (15.8%), compared to NSU (6.8%), UNR (6.4%), UNLV (6.2%), CSN (3.9%), TMCC (3.5%), and GBC (3.1%). These percentages can be viewed in Figure 81 below.

Figure 81. *Social Media Victim: Someone stalked me in person or virtually*
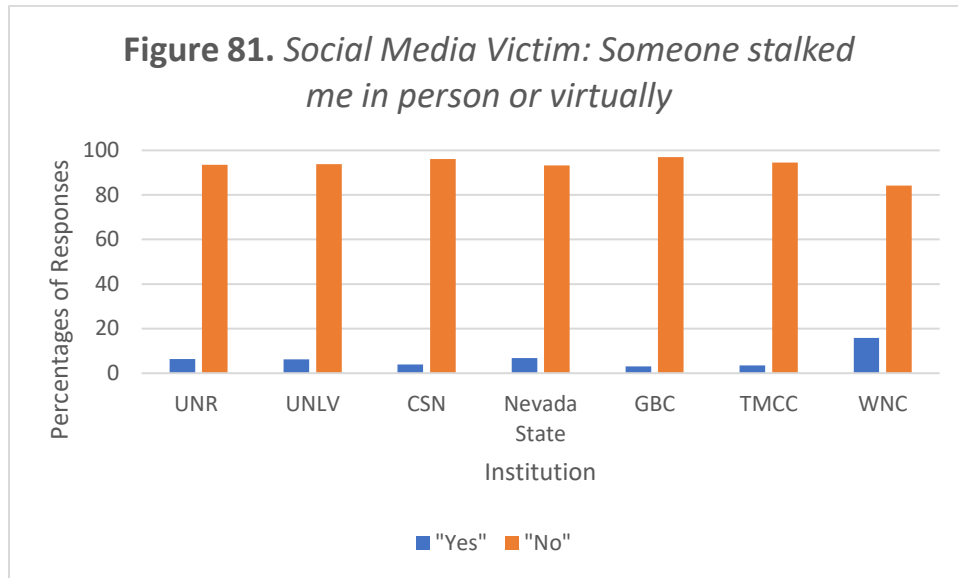
Lastly, participants were asked if they had ever been sexually trafficked by a friend or via manipulation. Comparisons did not differ as a function of institution, $p > .05$, but most participants indicated "No" (98.8%).

Relationship

Participants were asked questions about their current relationship status, such as describing whether they had a romantic partner or the behaviors they engaged in as a couple.

Romantic Partner Status

Participants were asked to indicate if they had a romantic or intimate partner at the time of taking the survey. These responses differed by campus, X^2 (12, $N = 4095$) = 42.25, $p < .001$. Across each institution, about half of each sample indicated that they currently had a partner, with GBC and WNC at exactly 50%, and UNR (49.2%), NSU (48.5%), TMCC (48.4%), UNLV (42.3%), and CSN (37.4%) falling just below half. The rest of the percentages can be viewed below, in Figure 82.

Figure 82. *Romantic partner status*
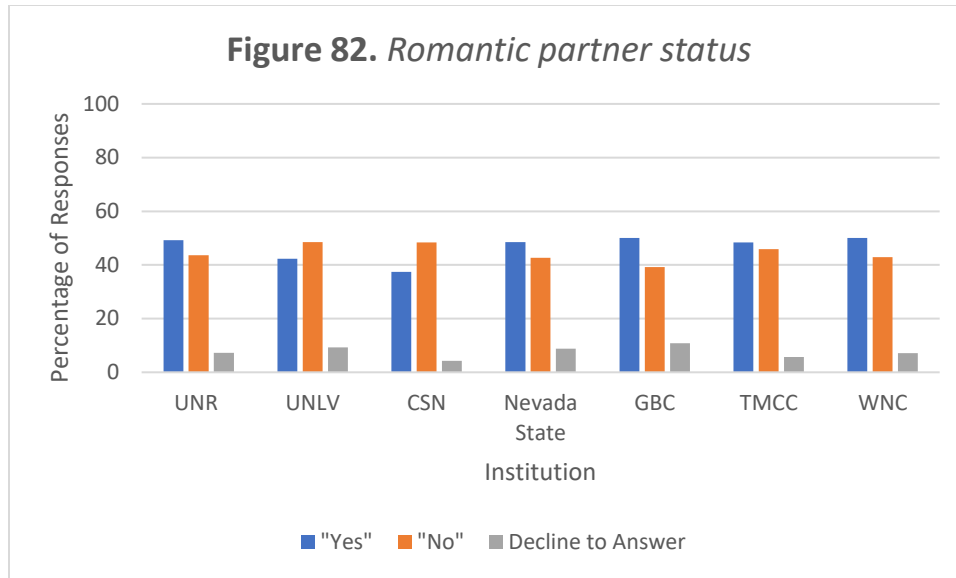
Partner Behaviors

Participants who indicated that they had a current partner in the subsequent question were then asked to report behaviors that they performed against their partner, as well as those actions performed by their partners against themselves, in the past 12 months.

"I did this." Participants reported whether they performed a set of actions against their partner with either a "Yes" or "No." Chi-Square analyses revealed no significant differences across campuses for all these items, *p*s > .05. Thus, only the overall frequency of answers being reported will be discussed.

When asked if they showed care to their partner despite a disagreement, most (96.5%) participants indicated "Yes." Many participants (95.9%) responded that they usually explain their own side of a disagreement. They (94.8%) also reported that they have suggested compromises to disagreements in the past 12 months. Further, they responded that they have mostly told their partner they could work out a problem (96.8%). Similarly, 95.2% indicated that they agreed to try their partner's solution to a disagreement. Lastly, 98.0% claimed that they showed respect for their partner's feelings about an issue.

"Someone did this to me." Similarly, participants reported whether the same items from the previous item set were done to them by their partner with either a "Yes" or "No." As with the last set, Chi-Square analyses revealed no significant differences across campuses for all items, *p*s > .05. The overall frequency of responses will be discussed.

When asked if their partner showed them care despite a disagreement, most (93.2%) participants indicated "Yes." Many participants (94.1%) responded that their partner usually explains their side of a disagreement. Participants reported that their partners mostly (91.0%) suggest compromises to disagreements and 94.3% indicated that their partner has told them they

could work out a problem. Further, 92.0% said that they agreed to try their partner's solution to a disagreement. Their partners mostly tend to show respect for their feelings about an issue (94.2%), as well.

Interpersonal Violence Reporting

Participants who reported having a partner were asked to report various behaviors that they either perpetrated or experienced in the past twelve months.

"I did this."

Comparisons for perpetration did not differ by campus, ps > .05, but overall trends will be discussed. Participants were asked if they had ever insulted or cursed at a partner, as well as if they shouted or yelled at a partner. These comparisons did not differ as a function of institution, ps > .05. However, most participants indicated "No" to these items (80.1% and 71.7%, respectively). When asked if they had stomped out of their room or living space during a disagreement in the past 12 months, 90.0% reported that they had not. Many participants (83%) reported that they did not say something to spite their partner; 98.2% did not call their partner fat or ugly, and 96.6% did not accuse their partner of being a lousy lover. Participants mostly (99.1%) reported that they did not destroy something belonging to their partner, and almost all (99.0%) did not threaten to hit or throw something at their partner.

Participants were further questioned about perpetration of more physical interpersonal violence behaviors, and these comparisons also did not significantly differ by campus, ps > .05. When asked if they have (in the past 12 months) thrown something at their partner that could hurt, 99.0% reported "No." Participants also largely reported that they did not twist their partner's arm or hair (99.5%), push or shove their partner (97.4%), grab their partner with an intent to harm (99.7%), slap (98.6%) or beat up (99.8%) their partner, hit their partner with an object (99.3%), choke their partner (99.4%), slam their partner against the wall (99.4%), use a knife or gun against their partner (99.8%), or intentionally burn or scald their partner (99.9%).

Participants were also asked about perpetration of more sexual interpersonal violence behaviors. The responses did not differ with the participants' campuses, ps >.05. Participants reported that they largely (98.1%) did not insist on vaginal, oral, or anal sex when their partner did not want to (but did not use physical force). Further, they did not use verbal threats (99.8%) or physical force (99.9%) to make their partner have vaginal, oral, or anal sex.

When asked about physical fights with their partners, participants' responses did not differ by campus, ps > .05. The majority (99.1%) reported that, in the past 12 months, they did not inflict a sprain, bruise, or small cut resulting from a fight with their partner. Further, most reported that their partners did not feel pain that hurt the next day (99.4%), pass out from being hit on the head (99.9%), go to a doctor (99.8%), need to see a doctor (99.8%), or have a broken bone (99.9%) from fights instigated by the participants, themselves.

"Someone did this to me."

Participants were also asked if they were victims of any of these interpersonal violence behaviors. Generally, when asked if they had been insulted or cursed at, as well as shouted or yelled at, by their partner, participants answered "No" (78.2% and 71.1%, respectively). Most comparisons were not significant across campuses, $ps > .05$, except for an item asking participants if their partners had stomped out of their living space during a disagreement, X^2 (6, $N = 1630$) = 16.09, $p = .013$. Participants largely responded that this did not happen to them, with 100% of WNC's sample reporting "No," compared to CSN (90.0%), TMCC (88.9%), UNLV (85.0%), UNR (83.5%), NSU (77.8%), and GBC (69.8%). See Figure 83 for full percentages below. Additionally, participants answered that their partner generally did not say things to spite them (81.1%), call them fat or ugly (95.9%), accuse them of being a lousy lover (95.4%), destroy things that belonged to them (97.6%), or threaten to hit or throw something at them (96.2%).

Figure 83. *Interpersonal Violence: Victim of interpersonal violence behaviors*
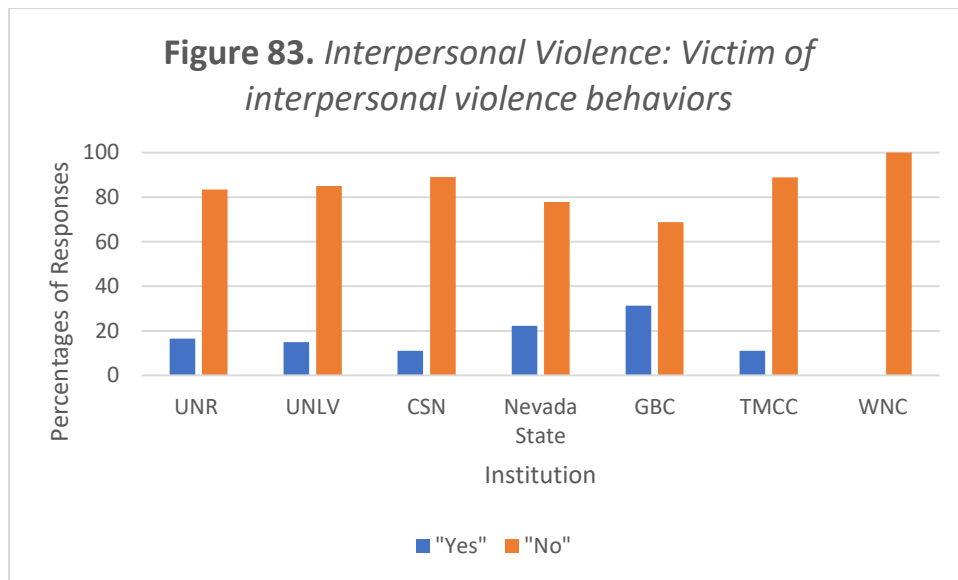
Students were also asked to report physical interpersonal violence behaviors that happened to them in the past twelve months. No comparisons significantly differed by campus, $ps > .05$. Generally, students indicated that their partner did not throw something at them that hurt (97.6%), twist their arm or hair (98.1%), push or shove them (95.4%), grab them with intent to harm (98.3%), slap (97.4%) or beat them up (99.4%), hit (98.0%) or choke them (98.2%), slam them against a wall (98.3%), use a knife or gun against them (99.6%), or burn or scald the participant on purpose (99.8%).

Participants also reported about sexual interpersonal violence behaviors that they experienced in the past twelve months. Responses did not significantly differ by campus, $ps > .05$. Overall, participants reported that their partners largely (92.8%) did not insist on vaginal, oral, or anal sex when they did not want to (without physical force). Further, their partners did

not use verbal threats (98.7%) or physical force (98.6%) to make them have vaginal, oral, or anal sex.

Next, they indicated on interpersonal violence behaviors that they might have experienced at the hands of their partner fighting with them. Chi-Square analyses did not reveal significant comparisons between campuses, $ps > .05$. Largely, participants reported that, in the past twelve months, they did not have a sprain, bruise, or small cut resulting from a fight with a partner (97.8%). They also did not feel physical pain that hurt the next day (98.0%), pass out from being hit on the head (99.8%), go to a doctor (99.6%), need to see a doctor (99.6%), or have a bone broken from a fight with their partner (99.8%).

Lastly, participants indicated how many times a serious dating or intimate partner has done various violent behaviors toward them during their times as students at their respective campuses. Their answers varied between "None," "Once," and "Two or more times." Differences did not exist in responses between each institution, $ps > .05$. When asked if their partner scratched or bit them with an intent to do harm, 98.2% participants responded "None," 1.0% reported "Once," and 0.7% reported "Two or more times." Participants mostly indicated that their partners pushed, grabbed, or shoved them with harmful intent none of the time (95.5%), with less participants indicating that it happened two or more times (2.7%) or once (1.8%). Most of their partners did not slam them against a wall or hold them against their will with intent to do harm (97.0%), but some participants answered that it had happened once (1.5%) or two or more times (1.5%).

Participants mostly reported that their partners did not physically twist their arm (97.8%; with 1.4% reporting once and 0.8% reporting twice or more) or try to choke them (97.5%; with 1.3% reporting once and 1.2% reporting twice or more). Many participants indicated that their partners did not slap or hit them (97.1%; whereas 1.1% reported once and 1.8% reported twice or more), as well as throw something at them with the intent to do harm (97.3%; 1.6% reported once, and 1.1% reported twice or more). Almost all participants (99%) indicated that their partners did not beat them up, whereas 0.2% said it happened once, and 0.6% said twice or more. Most participants indicated that their partners did not assault them with a knife or gun (99.4%; 0.3% reported that it happened once, whereas 0.3% reported twice or more), or another weapon or object (99.7%; 0.2% reported that this has happened once to them, and 0.1% reported that it had happened twice or more).

Abuse Norms

This section specifically examined behaviors of participants' friends, specifically how many of their friends have engaged in interpersonal violence behaviors. They were able to provide the following answers: "None of my friends," "One friend," "Two or more friends," or "I don't know." Most responses did not differ significantly from each other by each participants' institution, $ps > .05$, except for one item (see below).

When asked how many friends had made forceful attempts at sexual activity with a person they were dating, 79.0% of participants claimed that none of their friends did this (with 18.2% reporting that they did not know). Participants largely indicated that none of their friends used physical force (i.e., hitting or beating) with a person they were dating (81.5%), with 15.5% reporting that they did not know. Almost three-fourths of participants (71.6%) reported that none of their friends insulted their dating partner, cursed at them, and/or withheld affection, with 17.1% reporting that they did not know. Many (83.4%) indicated that none of their friends talked about giving a date alcohol to obtain sex; whereas 14% indicated that they did not know. Almost 85% (84.3%) of participants had no friends that blackmailed someone with embarrassing information or media to get sex, and 14.4% said they did not know if their friends did that. Participants largely reported that none of their friends expected sex when they spent money on a date (79.2%; 15.8% did not know) or expected the participant themselves to have sex with a friend on a date (82.3%; 13.9% did not know). When asked if their friends had ever stalked someone in person or virtually, answers differed as a function of institution, X^2 (18, $N = 3917$) = 29.84, $p = .039$. Participants from WNC answered the highest proportion of having no friends that exhibited this behavior (85.7%), compared to TMCC (80.1%), NSU (80%), GBC (80%), UNLV (77.8%), CSN (77.6%), and UNR students (73.9%). Participants from NSU (11.7%) reported the highest proportion of students having one friend who exhibited these behaviors, compared to students from TMCC (5.7%), UNR (4.3%), CSN (4.0%), UNLV (3.0%), WNC (2.4%), and GBC (1.4%). UNR participants had the highest percentages of two or more friends who engaged in these behaviors (3.5%) compared to UNLV (3.4%), CSN (2.5%), NSU (1.7%), GBC (1.4%), TMCC (1.3%), or WNC (0%). Of those who did not know about their friends' behaviors, UNR ranked the highest (18.3%) compared to GBC (17.1%), TMCC (15.9%), CSN (15.8%), UNLV (15.8%), WNC (11.9%), and NSU (6.7%). See Figure 84 on the next page. Lastly, participants largely indicated that none of their friends used coercion or intimidation to elicit companionship or sex (82.9%; 15.0% indicated they did not know).

Figure 84. *Friend Behavior: Number of friends that used coercion or intimidation to elicit companionship or sex*
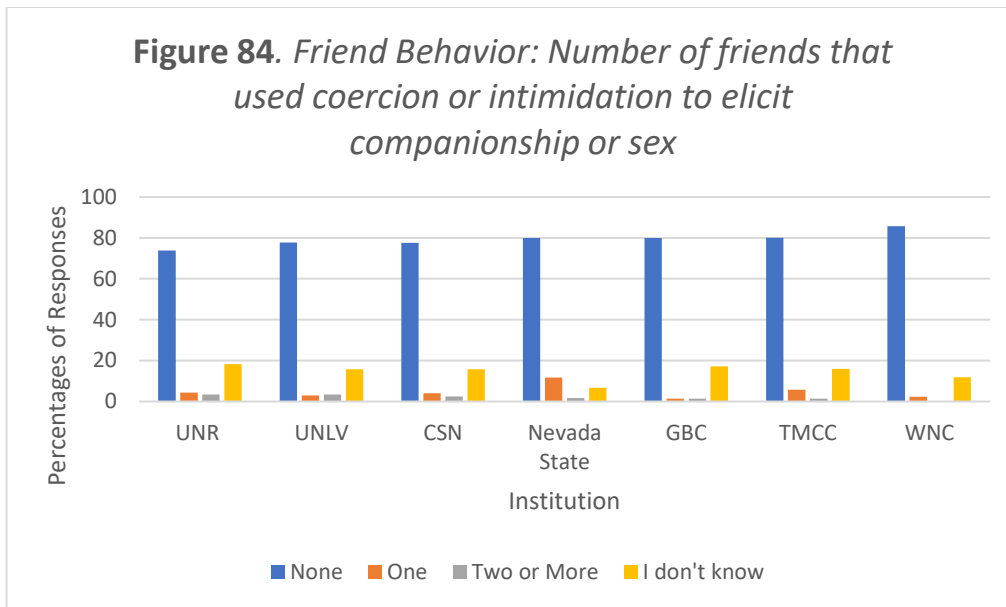
Perpetrator Behavior

Participants provided information regarding behaviors they might have done to another student while at their respective campuses. Their answers ranged from "Yes, more than once," "Yes, once," "No," or "Unsure." Chi-Square analyses did not reveal significant differences in responses as a function of institution ($ps > .05$) except for one item, which will be discussed below.

Generally, students reported that they have never fondled, kissed, or rubbed against someone else's body against that person's wishes (97.3%). Most participants (98.1%) indicated that they have not removed a person's clothes against the other person's wishes while at their current institution. Further, most participants reported that they did not ever try (98.0%) or succeed in (97.8%) sexually penetrating someone even though that person did not want it (including putting their finger or an object like a sex toy, bottle, or candle in their vagina or anus). Most participants indicated that they did not try (98.0%) or succeed (97.8%) in forcing someone to give them oral sex when the other person did not want it. Participants' responses to performing unwanted oral sex on another person differed by campus, X^2 (18, $N = 3874$) = 51.88, $p < .001$. All NSU (100%) participants indicated "No," compared to those from TMCC (98.6%), UNLV (98.2%), UNR (97.8%), WNC (97.6%), CSN (97.3%), and GBC (97.1%). Some students also indicated that they were unsure if they had done this, with students reporting this mostly from GBC (2.9%), compared to CSN (2.2%), UNR (1.8%), UNLV (1.6%), TMCC (0.7%), NSU (0%), and WNC (0%). See Figure 85 on the next page for full percentages. For the last item of this scale, many participants indicated that they had never coerced someone into being sexually available to their friends while at their institution (98.2%).

Figure 85. *Perpetrator Behavior: Performed unwanted oral sex on another person*
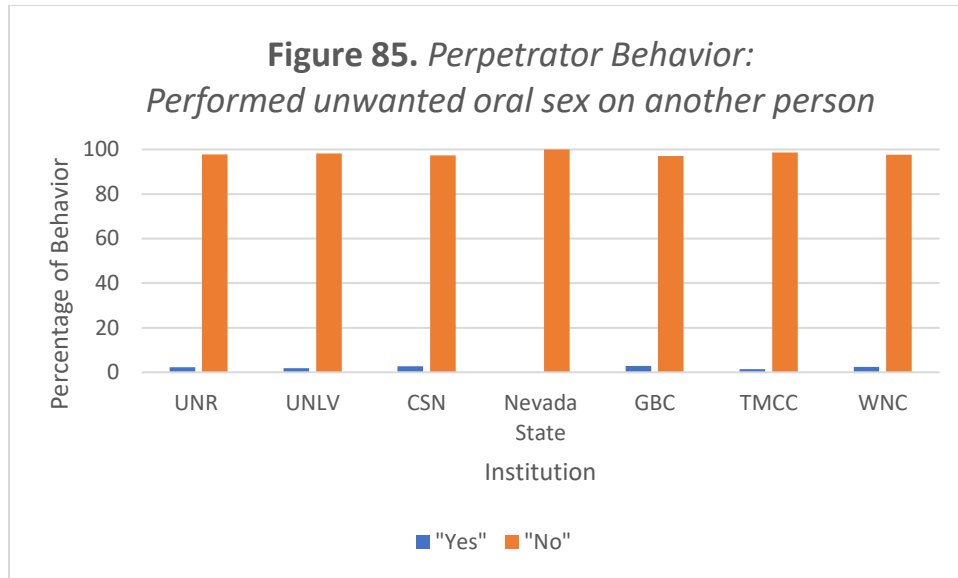
Unwanted Sexual Contact

Participants provided information regarding unwanted sexual contact they have experienced. If they indicated that they had this experience, questions were asked about the encounter(s).

Initial Unwanted Sexual Contact Experiences

Participants were asked about five types of unwanted sexual contact that they might have experienced. They could answer with a "Yes" or "No" to the items. Those who indicated "Yes" to any item were provided with follow-up items. When asked specifically about unwanted touching of a sexual nature (e.g., kissing, touching of private parts, grabbing, fondling, rubbing up against you in a sexual way, even over clothes), participant responses differed by campus, X^2 (6, $N = 3939$) = 88.68, $p < .001$. Approximately 17% of participants from UNR (16.7%) replied "Yes," compared to students from NSU (8.5%), UNLV (7.4%), TMCC (5.3%), WNC (4.9%), CSN (4.2%), and GBC (2.8%). See Figure 86 on the next page for these percentages.

Figure 86. *Initial Unwanted Contact: Experienced unwanted touching of a sexual nature*
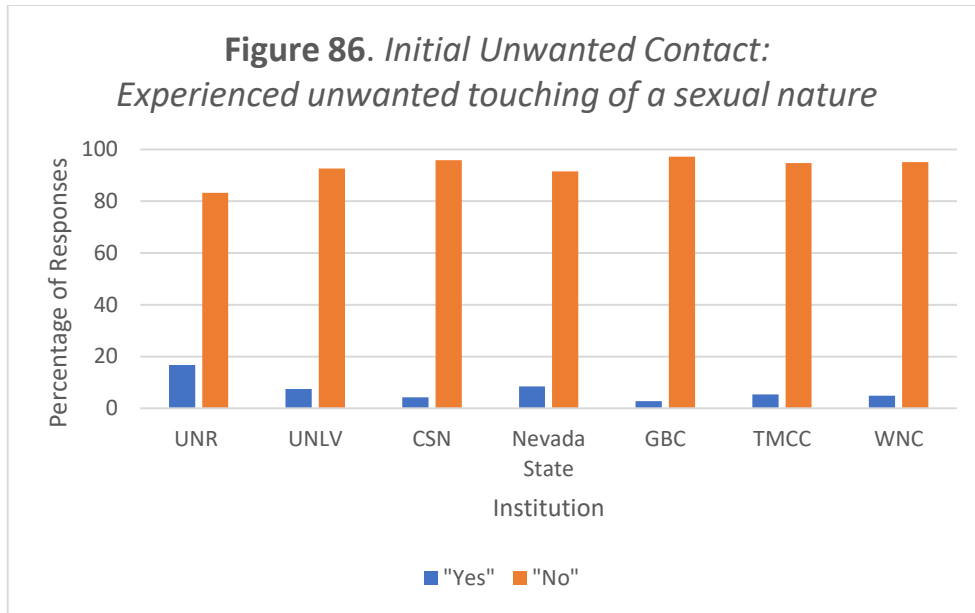
Participants' responses differed by campus when asked about unwanted oral sex (e.g., someone's mouth or tongue making contact with their genitals, your mouth or tongue making contact with someone else's genitals), X^2 (6, $N = 3939$) = 29.92, $p < .001$. Most participants reported that this did not happen to them, but participants from UNLV (6.9%) reported the highest affirmation, compared to NSU (6.8%), WNC (4.9%), UNR (4.7%), TMCC (1.3%), CSN (1.0%), and GBC (0%). See Figure 87.

Figure 87. *Initial Unwanted Contact: Experienced unwanted oral sex*
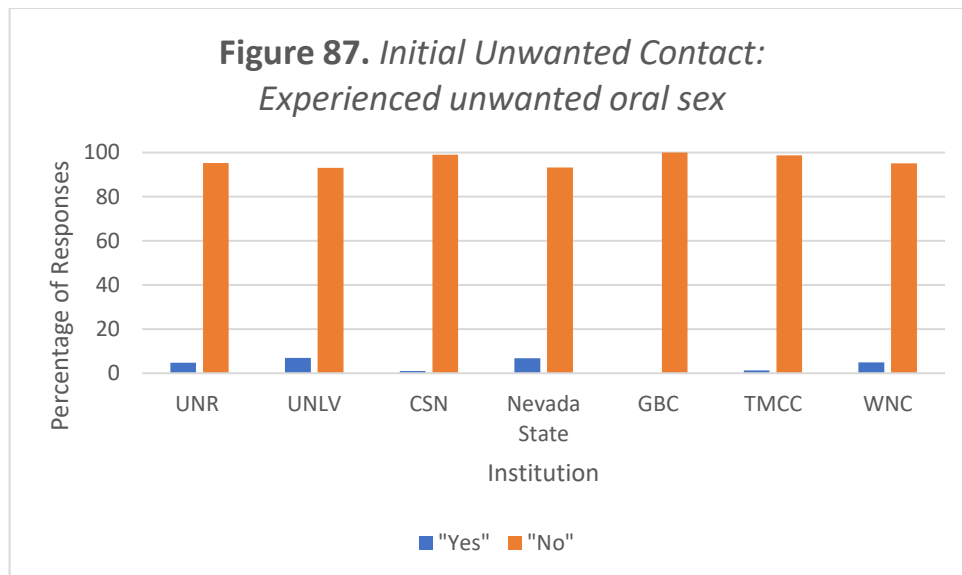
When participants were asked about anal sex (e.g, someone putting their penis in their anus, putting your penis in someone's anus), responses did not differ by campus, $p > .05$.

Participants were also asked about vaginal sex (e.g., penis to vagina, vagina to penis), and their responses differed by their respective institution, X^2 (6, $N = 3939$) = 21.28, $p = .002$. Students largely reported "No," but students from NSU (5.1%) reported the highest percentage of students who did experience this, especially compared to UNR (4.6%), WNC (2.4%), UNLV (2.4%), TMCC (1.3%), CSN (1.2%), and GBC (0%). See Figure 88 for percentages.

Figure 88. *Initial Unwanted Contact: Experienced unwanted vaginal sex*
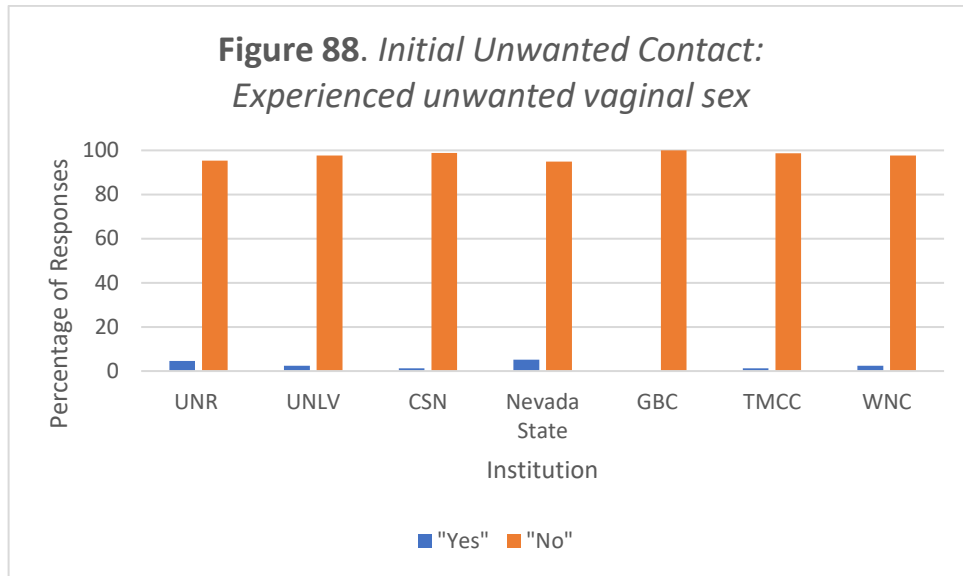
Participants' responses differed by campus when asked about sexual penetration with a finger or an object (e.g., someone putting their finger or an object like a sex toy, bottle, or candle in your vagina or anus), X^2 (6, $N = 3939$) = 26.93, $p < .001$. Most students did not report experiencing this, but those who did largely came from UNR (4.8%). Other campuses also had little to no experience with this, such as WNC (2.4%), UNLV (2.2%), TMCC (2.0%), CSN (1.0%), NSU (0%), and GBC (0%). See Figure 89 on the next page for percentages.

Figure 89. *Initial Unwanted Contact: Unwanted sexual penetration with finger or object*
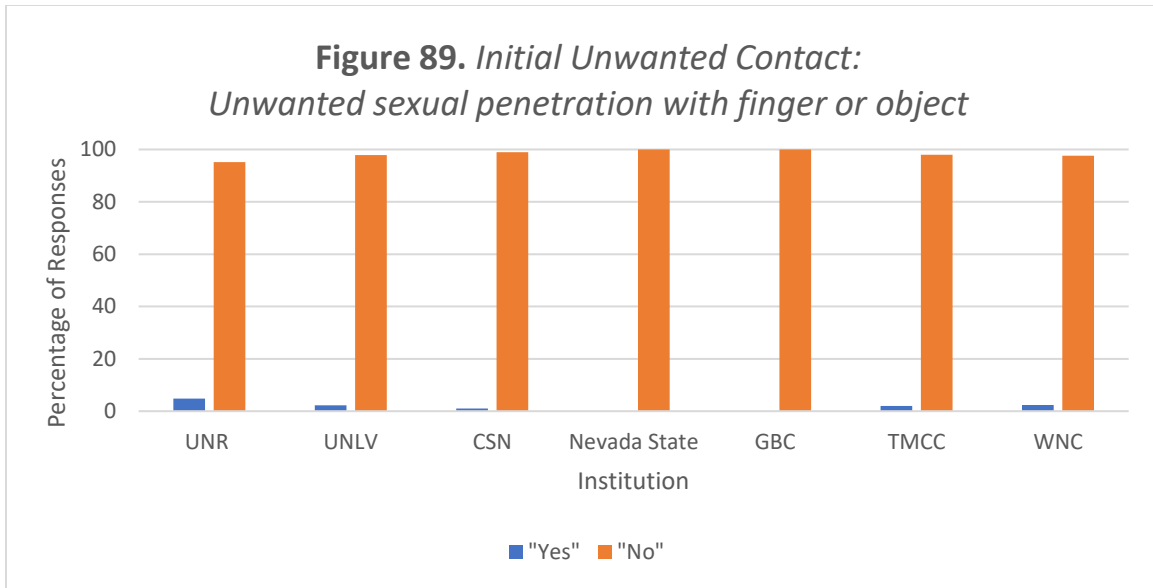
Lastly, participants were asked about being coerced into being sexually available and/or active, and these responses also differed by campus, X^2 (6, $N = 3939$) = 43.31, $p < .001$. Participants who reported that they experienced this largely attended UNR (9.4%), compared to those from NSU (6.8%), WNC (4.9%), UNLV (4.7%), TMCC (2.6%), CSN (2.3%), and GBC (1.4%). See Figure 90.

Figure 90. *Initial Unwanted Contact: Coerced into being sexually available and/or active*
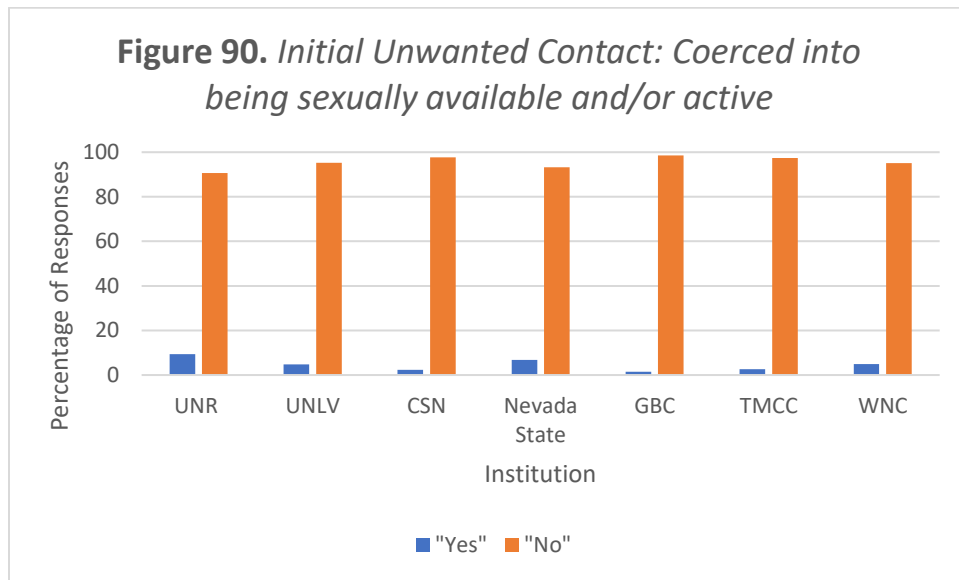
Location of Unwanted Contact Occurrence

If participants indicated that they experienced any of the previous unwanted contact behaviors, they were asked to indicate the location of their most recent incident. Responses did not differ by campus, $p > .05$. They largely reported that it occurred in an off-campus location (75.2%), compared to campus dormitories or residence halls (8.8%), other on-campus housing

options (e.g., apartments; 7.5%), other on-campus locations (e.g., gym facility; 5.4%) or fraternity or sorority houses (3.1%).

Length of Time

Participants who indicated that they experienced unwanted contact were also asked how long ago the most recent incident of unwanted sexual contact took place. Students' responses did not differ by their campus, $p > .05$, but the majority answered two or more years ago (prior to Fall 2022; 45.7%), compared to this year (Summer-Fall 2023; 33.9%) or last academic year (Fall 2022-Spring 2023; 20.3%).

Relationship with Person

Participants indicated which category best described their relationship with the other person involved in the unwanted sexual contact. These responses did not differ by campus, $p > .05$, but most participants indicated that it was either another student at their institution (23.2%) or a past romantic partner (17.8%).

Reporting

Participants who experienced unwanted contact were asked to indicate if they had told anyone or reported their unwanted sexual experience. Responses did not differ by campus, $p > .05$. Participants largely did not report their experiences (61.3%).

They were also asked to indicate who they told the incident to. They were allowed to choose all choices that applied. Of those who responded ($n = 147$), 21.1% of participants reported to their roommate, 73.5% to a friend other than a roommate, 42.9% to a family member, 34.7% to a romantic partner (other than one who performed the unwanted contact), 11.6% to a Title IX officer, 4.8% to a Resident Assistant or Residence Hall Staff (RA), 4.8% to campus security or police, 0% to campus judiciary, 8.8% to city police or the county's Sheriff's Office, 6.1% to on-campus medical personnel or facility, 5.4% to off-campus medical personnel or facility, 12.2% to faculty or staff members, and 8.8% to others (i.e., mental health professionals on- and off-campus).

Institution Effects

Participants were asked if this most recent unwanted sexual contact affected their schoolwork. Responses did not differ by campus, $p > .05$, but they largely indicated that it did not affect it at all (48.3%). Some participants did, however, indicate that it somewhat affected schoolwork (34.4%) or absolutely affected it (17.3%).

Participants were also asked to indicate if the most recent unwanted sexual contact made them consider leaving their institution or transferring to another institution. Most students

responded that it did not at all make them want to leave (77.0%), whereas some considered it somewhat (12.4%) or absolutely wanted to leave (10.6%).

Use Drugs and Alcohol

Participants were asked about potential use of drugs or alcohol during the unwanted sexual encounters. Almost 29% of participants (28.4%) reported that the most recent incident involved the other person's use of alcohol. Further, 12.1% of participants indicated that their most recent incident involved the other person's use of drugs. Almost half of participants (49.7%) indicated that their most recent incident did not involve alcohol or drugs, whereas 22.2% responded that they did not know.

They were also explicitly asked to indicate if alcohol and drugs were involved with "Yes," "No," or "Maybe" responses. Responses did not differ by campus, ps > .05. When asked if they had been drinking alcohol, most participants responded "No" (71.6%), with 24.5% indicating "Yes". They were similarly asked about voluntarily taking drugs, to which most participants responded "No," (93.8%) or "Yes," (4.6%). Most participants (91.5%) indicated that they were not given drugs without their consent prior to the incident, with 5.4% indicating "Maybe."

What Should Institutions Do to Help Students Experiencing Power-Based Violence

Students were given the opportunity to give their opinions about what their campuses should do to help students stay enrolled at their institution when they are experiencing power-based violence. The students' open-ended responses were summarized, de-identified, and coded into five categories: campus safety and security measures; power-based violence; support services and resources; reporting and justice procedures; and education and awareness.

For the campus safety and security measures, students emphasized the need for more police presence, more safety measures, and more training for all campus stakeholders. The next category, power-based violence, mostly centered on students' accounts of power-based violence as survivors and/or bystanders. For the third category, support services and resources, students stated that they would like more resources for victims and survivors such as more no-cost counseling, support groups, and cultural centers. For the fourth category, reporting and justice procedures, students indicated that they would like to see fair and thorough investigations, timely reporting, and consequences for perpetrators of power-based violence. For the fifth category, education and awareness, students emphasized the importance of education and awareness of power-based violence. Examples of how to increase education and awareness include training programs for faculty, staff and students and promoting awareness through seminars, events, and the spreading of information across each campus.

Email Subject Line: IMPORTANT: Your Feedback is Needed on Sexual Misconduct and Power-Based Violence.

Dear [Insert Student's Name]:

The Nevada System of Higher Education (NSHE) is conducting a student survey about your attitudes, perspectives, and experiences about sensitive topics and possible experiences during your time as a student at ${e://Field/University}. Your input will contribute to efforts to make your campus safer for you and your fellow students and will only take 15-20 minutes to complete.

More specifically, this survey deals with topics of power-based violence, sexual misconduct, and sexual assault.

- **Power-based violence** refers to any form of interpersonal violence intended to pressure, control, intimidate, or harm another person through the assertion of power over the person. This term includes, without limitation, dating violence, domestic violence, family violence, gender-based violence, violence based on sexual orientation or gender identity or expression, sexual assault, sexual harassment, sexual exploitation, stalking, and observing another person who is naked engaging in sexual activity without that person's consent.

This survey is not a reporting tool. If you believe you need the assistance of the team or need to report, you will be provided a list of resources for Title IX, student wellness, or other resources for your institution if applicable at the end of the survey.

All results will be kept confidential and go directly to the Nevada Center for Surveys, Evaluation, and Statistics. **Do not forward your unique survey link to anyone, as your confidentiality could be compromised.**

If you have any questions or concerns about the survey questions, please email:
PBVsurvey@nshe.nevada.edu

If you have **technical** issues with the survey, please feel free to contact the Nevada Center for Surveys, Evaluations, and Statistics at 1-800-929-9079, Monday-Friday, 9 am to 9 pm, Saturdays, Sundays, and Holidays, 9 am to 5 pm.

Follow this link to the Survey:
[Insert survey link]

Sincerely,

Patty Charlton, NSHE Chancellor

Follow the link to opt out of future emails:
[Insert link]

Appendix B
Reminder Email Letter

Dear [Insert Student's Name]:

This is a **final** reminder to complete this survey. Please complete this survey by **Tuesday, December 26th at 5pm**.

The Nevada System of Higher Education (NSHE) is conducting a student survey about your attitudes, perspectives, and experiences about sensitive topics and possible experiences during your time as a student at ${e://Field/University}. Your input will contribute to efforts to make your campus safer for you and your fellow students and will only take 15-20 minutes to complete.

More specifically, this survey deals with topics of power-based violence, sexual misconduct, and sexual assault.

- **Power-based violence** refers to any form of interpersonal violence intended to pressure, control, intimidate, or harm another person through the assertion of power over the person. This term includes, without limitation, dating violence, domestic violence, family violence, gender-based violence, violence based on sexual orientation or gender identity or expression, sexual misconduct, sexual assault, sexual harassment, sexual exploitation, stalking, and observing another person who is naked engaging in sexual activity without that person's consent.

This survey is not a reporting tool. If you believe you need the assistance of the team or need to report, you will be provided a list of resources for Title IX, student wellness, or other resources for your institution if applicable at the end of the survey.

All results will be kept confidential and go directly to the Nevada Center for Surveys, Evaluation, and Statistics. **Do not forward your unique survey link to anyone, as your confidentiality could be compromised.**
If you have any questions or concerns about the survey questions, please email:
PBVsurvey@nshe.nevada.edu

If you have **technical** issues with the survey, please feel free to contact the Nevada Center for

Surveys, Evaluations, and Statistics at 1-800-929-9079, Monday-Friday, 9 am to 9 pm, Saturdays and Sundays, 9 am to 5 pm.

Follow this link to the Survey:
[Insert survey link]

Sincerely,
Patty Charlton, NSHE Chancellor

Follow the link to opt out of future emails:
[Insert link]

Appendix C
Power-Based Violence Survey

Consent Page

Thank you for taking time to complete this survey. Your input will contribute to efforts to make a safer Nevada System of Higher Education (NSHE). We are interested in your attitudes, perspectives, and experiences about sensitive topics and possible experiences during your time as a student at [insert dropdown menu with each institution's name].

More specifically, this survey deals with topics of power-based violence, sexual misconduct, and sexual assault.

- **Power-based violence** refers to any form of interpersonal violence intended to pressure, control, intimidate, or harm another person through the assertion of power over the person. This term includes, without limitation, dating violence, domestic violence, family violence, gender-based violence, violence based on sexual orientation or gender identity or expression, sexual misconduct, sexual assault, sexual harassment, sexual exploitation, stalking, and observing another person who is naked or engaging in sexual activity without that person's consent.
- **Sexual misconduct** is a subset of power-based violence and is broadly defined as the use of power or control to intimidate or harass another person through unwanted intimate violence. Examples of sexual misconduct include intimate partner violence and stalking. Sexual misconduct occurs in the absence of consent. There are questions in the survey that address sexual misconduct in greater detail.
- **Sexual assault** is a subset of power-based violence and is defined as any sexual activity that happens without consent. There are questions in the survey that address sexual assault in greater detail.

The [insert dropdown menu with each institution's name] student wellness team aims to help students, faculty, and staff during difficult times. This survey is not a reporting tool. If you believe you need the assistance of the team or need to report, please contact your institution's Equal Opportunity & Title IX website or student wellness center at the following links:

CSN: Title IX, Student Wellness Center
GBC: Title IX
Nevada State University: Title IX, Student Wellness Center
TMCC: Title IX, Counseling Center
UNLV: Title IX, Student Wellness Center
UNR: Title IX, Student Health and Counseling Services
WNC: Title IX, Student Wellness Services

This is not a reporting tool. However, if you wish to report an assault, you will also be linked to your Title IX website at the end of the survey.

Please answer honestly. **You can decline to answer any question in the survey.** Be assured that you will not be identified as a participant and your answers will be kept confidential. **Please do not forward your unique survey link to anyone else or your confidentiality will be compromised, and your data can be overwritten.**

You do not have to take this survey in one sitting. Your responses will save as you go. If you have any questions or concerns about the survey questions, please email: PBVsurvey@nshe.nevada.edu

If you have **technical** issues with the survey, please feel free to contact the Nevada Center for Surveys, Evaluations, and Statistics at 1-800-929-9079, Monday-Friday, 9 am to 9 pm, Saturdays and Sundays, 9 am to 5 pm.

By clicking on the "I consent" box below, you are giving your permission to take the survey, and you are ind**icating that you are** <u>at least 18 years old.</u>

- I consent.
- I do not consent.

1. What is your age? _____
2. Please select your campus from the dropdown menu.
    a. UNR
    b. UNLV
    c. CSN
    d. Nevada State University
    e. GBC
    f. TMCC
    g. WNC
3. For the current semester (Fall 2023), which option best describes your classes?
    a. Completely online
    b. Hybrid (partially online; some classes are online and some are in-person)
    c. Completely in-person (meeting face-to-face at least once per week

This section asks questions about your perceptions of your campus leaders.
4. These questions address **your overall perception of campus leaders** at [university]. Your perceptions may or may not be based on your personal experience. **Trust your instincts.** Please tell us the extent to which you disagree or agree with the following statements: (strongly disagree, disagree, neutral, agree, strongly agree)
    a. I think faculty are genuinely concerned about my welfare.
    b. I think administrators are genuinely concerned about my welfare.
    c. I am happy to be at [institution].
    d. The faculty at this school treats students fairly.
    e. The administrators at this school treat students fairly.
    f. I feel safe at [institution].
    g. If a friend or I were sexually assaulted, I know where to go to get help.
    h. I know procedures to address complaints of sexual assault.
    i. I have confidence that administrators will address complaints of sexual assault fairly.
5. These questions address **your perception** of more **specific behaviors** of leadership at [university]. Your perceptions may or may not be based on your personal experience. **Trust your instincts.** Please tell us the extent to which you disagree or agree with the following statements: (strongly disagree, disagree, neutral, agree, strongly agree)
    a. [University] officials (administrators, public safety officers should do more to protect students from harm.
    b. If a crisis happened on campus, [university] would handle it well.
    c. [University] responds too slowly in difficult situations.
    d. [University] does enough to protect the safety of students.
    e. There is a good support system on campus for students going through difficult times.

6. If someone were to report an instance of **power-based violence** to a [university] authority, how likely is it that... (not at all likely, a little likely, somewhat likely, most likely, extremely likely)
    a. [University] would take the report seriously.
    b. The report would be accessible to **only** those at [University] who are privy to the information.
    c. [University] would take steps to protect the safety of the person making the report.
    d. [University] would take corrective action against alleged offender (s).
    e. [University] would take steps to protect the person making the report from retaliation.
    f. Students would label the person making the report a troublemaker.
    g. The alleged offender(s) or their associates would retaliate against the person making the report.
    h. A faculty or staff members annual evaluation would suffer if they were the person making the report.
    i. A student's grades would suffer if they were the person making the report.

These questions address your **perceptions** of **power-based violence** at [University]. **Power-Based Violence** refers to any form of interpersonal violence intended to pressure, control, intimidate, or harm another person through the assertion of power over the person and refers to wide range of unwanted behaviors:

    Dating Violence
        Domestic Violence
        Family Violence
        Gender-Based Violence
        Intimate Partner Violence
        Violence based on sexual orientation or gender identity or expression
        Sexual Assault (unwanted sexual contact like groping, grabbing, and forced sex),
        Sexual Harassment (catcalling, unwanted remarks about physical appearance that are sexual in nature, persistent sexual advances that are unwanted)
        Sexual Exploitation (spreading sexual pictures or videos without consent, sex trafficking)
        Stalking
        Voyeurism (observing another person who is naked engaging in sexual activity without that person's consent)

7. If a student, staff member, or faculty member was **formally accused of power-based violence**, how likely is it that... (not at all likely, a little likely, somewhat likely, most likely, extremely likely)

a. [University] would take steps to protect the safety/reputation of the person **accused** of power-based violence during the investigation.
   b. [University] would take corrective action against the **accused**.
   c. The educational achievement or career of the **accused** would suffer.
   d. [University] would take steps to make sure the investigation was fair.
8. Please indicate the extent to which you agree or disagree with the following statements about power-based violence: (strongly disagree, disagree, neutral, agree, strongly agree)
   a. **Power-based violence** is a problem at [University].
   b. I think I can do something about **power-based violence** at [University].
   c. There isn't much need for me to think about **power-based violence** at [University].
9. The following behaviors could be initiated by someone known or unknown to the recipient, including someone with whom they are in a relationship. Please indicate the extent to which you agree or disagree with the following statements: (strongly disagree, disagree, neutral, agree, strongly agree)
   a. I can affect change is I witness a **power-based violence** situation. For example, if I see a **friend** involved in a power-based violence situation on campus, I would feel comfortable intervening in a safe way.
   b. I can affect change is I witness a **power-based violence** situation. For example, if I see a **fellow student** involved in a power-based violence situation on campus, I would feel comfortable intervening in a safe way.
   c. Please respond to the following statements: (yes or no)
      i. I would like to attend a program about preventing power-based violence.
      ii. I have been or am currently involved in ongoing efforts to end power-based violence at [University].

These questions address your perceptions of **reporting power-based violence, specifically sexual misconduct and/or sexual assault**, at [University]. Again, here are the definitions of sexual misconduct and sexual assault, a subset of power-based violence:

Sexual misconduct refers to a wide range of behaviors that are unwanted:
Unwanted remarks about physical appearance related to a sexual nature (e.g., catcalling);
Unwanted conversation with sexual innuendoes;
Persistent sexual advances that are undesired;
Spreading sexual pictures/photos/videos of an individual without consent;
Unwanted touching, rubbing, or groping.
Sexual Assault refers to a range of sexual behaviors that are unwanted and nonconsensual:

Unwanted oral, anal, or vaginal penetration or attempted penetration through force, threat of force, or while unable to give consent due to being incapacitated, passed out, unconscious, blackout drunk, or asleep.

10. Since you've been a student at [University], have you had a friend or acquaintance tell you that they were the victim of an unwanted sexual experience?
    a. Yes
    b. No
    c. I don't know/Not sure

11. Since you've been a student at [University], have you observed a situation that you believe was, or could have led to, a sexual assault?
    a. Yes
    b. No
    c. I don't know/Not sure
    d. Decline to answer

12. You indicated that you observed or may have observed a situation that could have potentially led to sexual assault, how did you respond? **Please select all that apply.**
    a. I separated the people involved in the situation.
    b. I asked the person who appeared to be at risk if they needed help.
    c. I confronted the person who appeared to be causing the situation.
    d. I created a distraction to cause one or more of the people to disengage from the situation.
    e. I asked others to help diffuse the situation.
    f. I told someone in a position of authority about the situation.
    g. I considered intervening in the situation, but I could not safely take any action.
    h. While considering the situation, I lost the opportunity to take action.
    i. I decided not to take action.

13. For the following statements, there are no right or wrong responses. Please answer in a way that most accurately describes how you approach consent ranging from Never to Always (Never, rarely, sometimes, often, always, does not apply to me). **Please note there is a "Does Not Apply to Me" option that you may use instead of "Never" if you feel that the statement is not applicable to your own personal experiences.**
    a. I have discussed sexual consent issues with my current (or most recent) partner at times **other than** during sexual encounters.
    b. I have heard sexual consent issues being discussed by other students on campus.
    c. Typically, I ask for verbal consent, so I know whether or not to continue.
    d. Typically, I look for consent by making a sexual advance and waiting for a reaction, so I know whether or not to continue.
    e. During a sexual encounter, I ask for consent multiple times.

These questions address your perceptions of sex, sexual misconduct, and sexual assault at [University].

14. Please tell us to what extent you disagree or agree that alcohol has the following effects: (strongly disagree, disagree, neutral, agree, strongly agree)
    a. Makes other people sexier.
    b. Makes me sexier.
    c. Facilitates sexual opportunities.
15. Have you had **consensual** sex with someone in the past 12 months?
    a. Yes
    b. No
    c. Decline to answer
16. During the most recent time you had **consensual** sex within the past 12 months, did you... (Yes, no, or not sure)
    a. Drink alcohol?
    b. Use marijuana?
    c. Use other recreational drugs (not including prescriptions)?

These questions address your experience with **power-based violence.**

17. During your time as a student at [University], have you done the following to anyone **in-person or by phone, text message, e-mail, or social media** and/or has anyone done the following to you? **Please remember that all responses are anonymous and will not be reported on the individual-level.** Answer **no** in both columns if neither you nor your partner have engaged in these behaviors. **To answer this question, please turn your phone sideways or scroll to the right.**
    a. Made sexual advances, gestures, comments, or jokes that were unwelcome.
        i. I did this (yes/no)
        ii. Someone did this to me (yes/no)
    b. Used intimidation to force unwanted intimate behavior.
        i. I did this (yes/no)
        ii. Someone did this to me (yes/no)
    c. Showed or sent sexual pictures, photos, or videos that were unwelcome.
        i. I did this (yes/no)
        ii. Someone did this to me (yes/no)
    d. Spread sexual rumors.
        i. I did this (yes/no)
        ii. Someone did this to me (yes/no)
    e. Watched or took photos or videos of someone when they were nude or having sex without consent.
        i. I did this (yes/no)
        ii. Someone did this to me (yes/no)

f. Posted photos or videos of someone when they were nude or having sex on social media without consent (even if the photos were taken with consent).
   i. I did this (yes/no)
   ii. Someone did this to me (yes/no)
g. Committed intimate partner violence against someone.
   i. I did this (yes/no)
   ii. Someone did this to me (yes/no)
h. Continued unwanted contact via texts, calls, social media, or email.
   i. I did this (yes/no)
   ii. Someone did this to me (yes/no)
i. Used location technology to track someone's location without consent.
   i. I did this (yes/no)
   ii. Someone did this to me (yes/no)
j. Stalked someone in person or virtually.
   i. I did this (yes/no)
   ii. Someone did this to me (yes/no)
k. Used friendship or manipulation to sexually traffic someone.
   i. I did this (yes/no)
   ii. Someone did this to me (yes/no)

The next set of questions are about your current relationship status.
18. Do you currently have a romantic or intimate partner?
   a. Yes
   b. No
   c. Decline to answer
19. If you currently have a romantic or intimate partner, have you engaged in any of the following behaviors at least once with **your partner** within the past 12 months? Please answer each behavior in terms of what you have done, as well as what your partner has done to you. Answer **no** in both columns if neither you nor your partner have engaged in these behaviors. **To answer this question, please turn your phone sideways or scroll to the right.**
   a. Showed care to my partner even though we disagreed.
      i. I did this (yes/no)
      ii. Someone did this to me (yes/no)
   b. Explained own side of a disagreement.
      i. I did this (yes/no)
      ii. Someone did this to me (yes/no)
   c. Suggested a compromise to a disagreement.
      i. I did this (yes/no)
      ii. Someone did this to me (yes/no)

d. Said we could work out a problem.
      i. I did this (yes/no)
      ii. Someone did this to me (yes/no)
e. Agreed to try partner's solution to a disagreement.
      i. I did this (yes/no)
      ii. Someone did this to me (yes/no)
f. Showed respect for my partner's feelings about an issue.
      i. I did this (yes/no)
      ii. Someone did this to me (yes/no)

If you currently have a romantic or intimate partner, the next section addresses your perception of interpersonal violence.

20. Have you engaged in any of the following behaviors **at least once** with your partner within the past 12 months? Please answer each behavior in terms of what you have done as well, as what your partner has done to you. Answer **no** in both columns if neither you nor your partner have engaged in these behaviors. **To answer this question, please turn your phone sideways or scroll to the right.**
   a. Insulted or cursed at partner.
         i. I did this (yes/no)
         ii. Someone did this to me (yes/no)
   b. Shouted or yelled at partner.
         i. I did this (yes/no)
         ii. Someone did this to me (yes/no)
   c. Stomped out of the room or house/apartment during a disagreement.
         i. I did this (yes/no)
         ii. Someone did this to me (yes/no)
   d. Said something to spite partner.
         i. I did this (yes/no)
         ii. Someone did this to me (yes/no)
   e. Called partner fat or ugly.
         i. I did this (yes/no)
         ii. Someone did this to me (yes/no)
   f. Accused partner of being a lousy lover.
         i. I did this (yes/no)
         ii. Someone did this to me (yes/no)
   g. Destroyed something belonging to the partner.
         i. I did this (yes/no)
         ii. Someone did this to me (yes/no)
   h. Threatened to hit or throw something at partner.
         i. I did this (yes/no)

ii. Someone did this to me (yes/no)

21. Have you engaged in any of the following behaviors **at least once** with your partner within the past 12 months? Please answer each behavior in terms of what you have done, as well as what your partner has done to you. Answer **no** in both columns if neither you nor your partner have engaged in these behaviors. **To answer this question, please turn your phone sideways or scroll to the right.**

    a. Threw something at partner that could hurt.
        i. I did this (yes/no)
        ii. Someone did this to me (yes/no)

    b. Twisted partner's arm or hair.
        i. I did this (yes/no)
        ii. Someone did this to me (yes/no)

    c. Pushed or shoved partner.
        i. I did this (yes/no)
        ii. Someone did this to me (yes/no)

    d. Grabbed partner with intent to harm.
        i. I did this (yes/no)
        ii. Someone did this to me (yes/no)

    e. Slapped partner.
        i. I did this (yes/no)
        ii. Someone did this to me (yes/no)

    f. Beat up partner.
        i. I did this (yes/no)
        ii. Someone did this to me (yes/no)

    g. Hit partner with something.
        i. I did this (yes/no)
        ii. Someone did this to me (yes/no)

    h. Choked partner.
        i. I did this (yes/no)
        ii. Someone did this to me (yes/no)

    i. Slammed partner against wall.
        i. I did this (yes/no)
        ii. Someone did this to me (yes/no)

    j. Used knife or gun on partner.
        i. I did this (yes/no)
        ii. Someone did this to me (yes/no)

    k. Burned or scalded partner on purpose.
        i. I did this (yes/no)
        ii. Someone did this to me (yes/no)

22. Have you engaged in any of the following behaviors **at least once** with your partner within the past 12 months? Please answer each behavior in terms of what you have done, as well as what your partner has done to you. Answer **no** in both columns if neither you nor your partner have engaged in these behaviors. **To answer this question, please turn your phone sideways or scroll to the right.**
    a. Insisted on vaginal, oral, or anal sex when my partner did not want to (but did not use physical force).
        i. I did this (yes/no)
        ii. Someone did this to me (yes/no)
    b. Used verbal threats to make partner have vaginal, oral, or anal sex.
        i. I did this (yes/no)
        ii. Someone did this to me (yes/no)
    c. Used physical force to make partner have vaginal, oral, or anal sex.
        i. I did this (yes/no)
        ii. Someone did this to me (yes/no)
23. Have you engaged in any of the following behaviors **at least once** with your partner within the past 12 months? Please answer each behavior in terms of what you have done, as well as what your partner has done to you. Answer **no** in both columns if neither you nor your partner have engaged in these behaviors. **To answer this question, please turn your phone sideways or scroll to the right.**
    a. Had a sprain, bruise, or small cut because of a fight with partner.
        i. I did this (yes/no)
        ii. Someone did this to me (yes/no)
    b. Felt physical pain that still hurt the next day because of fight with a partner.
        i. I did this (yes/no)
        ii. Someone did this to me (yes/no)
    c. Passed out from being hit on the head by my partner in a fight.
        i. I did this (yes/no)
        ii. Someone did this to me (yes/no)
    d. Went to a doctor because of a fight with a partner.
        i. I did this (yes/no)
        ii. Someone did this to me (yes/no)
    e. Needed to see a doctor because of a fight but didn't.
        i. I did this (yes/no)
        ii. Someone did this to me (yes/no)
    f. Had a broken bone from a fight with a partner.
        i. I did this (yes/no)
        ii. Someone did this to me (yes/no)

24. How many times has a casual, steady, or serious dating or intimate partner done the following to you with the **intent to harm during your time as a student at [University]?**

    a. Scratched or bit me with an intent to do harm.
        i. None
        ii. Once
        iii. Two or more times

    b. Pushed, grabbed, or shoved me with an intent to do harm.
        i. None
        ii. Once
        iii. Two or more times

    c. Slammed me against a wall or held me against my will with intent to do harm.
        i. None
        ii. Once
        iii. Two or more times

    d. Physically twisted my arm.
        i. None
        ii. Once
        iii. Two or more times

    e. Tried to choke me.
        i. None
        ii. Once
        iii. Two or more times

    f. Slapped or hit me (with a hand or fist) with an intent to do harm.
        i. None
        ii. Once
        iii. Two or more times

    g. Threw something at me with an intent to do harm.
        i. None
        ii. Once
        iii. Two or more times

    h. Beat me up.
        i. None
        ii. Once
        iii. Two or more times

    i. Assaulted me with a knife or gun.
        i. None
        ii. Once
        iii. Two or more times

    j. Assaulted me with another weapon or object (e.g., baseball bat or frying pan).

i. None
ii. Once
iii. Two or more times

This next section is not about you but about your **friends.**

    25. How many of your **friends** have done the following?

a. Made forceful attempts at sexual activity with a person they were dating
   i. None of my friends
   ii. One friend
   iii. Two or more friends
   iv. I don't know

b. Ever used physical force, such as hitting or beating, with a person they were dating.
   i. None of my friends
   ii. One friend
   iii. Two or more friends
   iv. I don't know

c. Insulted their dating partner, cursed at them, and/or withheld affection.
   i. None of my friends
   ii. One friend
   iii. Two or more friends
   iv. I don't know

d. Talked about giving a date alcohol to get sex.
   i. None of my friends
   ii. One friend
   iii. Two or more friends
   iv. I don't know

e. Blackmailed someone with embarrassing information or photos/videos to get sex.
   i. None of my friends
   ii. One friend
   iii. Two or more friends
   iv. I don't know

f. Expected sex when they spent money on a date.
   i. None of my friends
   ii. One friend
   iii. Two or more friends
   iv. I don't know

g. Expected you to have sex with a friend on a date.
   i. None of my friends

    ii. One friend

    iii. Two or more friends

    iv. I don't know

h. Stalked someone in person or virtually.

    i. None of my friends

    ii. One friend

    iii. Two or more friends

    iv. I don't know

i. Used coercion or intimidation to elicit companionship or sex.

    i. None of my friends

    ii. One friend

    iii. Two or more friends

    iv. I don't know

For these next questions, please answer as honestly as possible and remember your responses are completely confidential and will not be linked back to you. Note that these experiences may have been as a result of your: Catching someone off guard, or ignoring non-verbal cues or looks; Telling lies, threatening to end the relationship or to spread rumors about them, or verbally pressuring them; Showing displeasure, criticizing their sexuality or attractiveness, or getting angry; Taking advantage of them when they were too drunk, asleep, or out of it; Threatening to physically harm them or someone close to them; Using force, or having a weapon.

26. Have **you** done any of the following to **another student while at [University]?**

a. I fondled, kissed, or rubbed up against another person's body even though the person didn't want that.

    i. Yes, more than once

    ii. Yes, once

    iii. No

    iv. Unsure

b. I removed a person's clothes even though the person didn't want that.

    i. Yes, more than once

    ii. Yes, once

    iii. No

    iv. Unsure

c. I tried to sexually penetrate someone even though the person didn't want that (including putting my finger or an object like a sex toy, bottle, or candle in their vagina or anus).

    i. Yes, more than once

    ii. Yes, once

    iii. No

    iv. Unsure

d. I sexually penetrated someone even though the person didn't want that (including putting my finger or an object like a sex toy, bottle, or candle in their vagina or anus).
   i. Yes, more than once
   ii. Yes, once
   iii. No
   iv. Unsure
e. I tried to make someone give me oral sex even though the person didn't want that.
   i. Yes, more than once
   ii. Yes, once
   iii. No
   iv. Unsure
f. I made someone give me oral sex even though the person didn't want that.
   i. Yes, more than once
   ii. Yes, once
   iii. No
   iv. Unsure
g. I tried to perform oral sex on someone even though the person didn't want that.
   i. Yes, more than once
   ii. Yes, once
   iii. No
   iv. Unsure
h. I performed oral sex on someone even though the person didn't want that.
   i. Yes, more than once
   ii. Yes, once
   iii. No
   iv. Unsure
i. I coerced someone into being sexually available to my friends.
   i. Yes, more than once
   ii. Yes, once
   iii. No
   iv. Unsure

This next section is about **unwanted sexual experiences**. Your answers will be kept confidential. Please answer as honestly as you are comfortable, about your experiences with **unwanted sexual contact** during your time as a student at [University].

27. Has anyone had any of the following types of sexual contact with you that you did not want (without your consent)?

a. Touching of a sexual nature (kissing, touching of private parts, grabbing, fondling, rubbing up against you in a sexual way, even if it is over your clothes) (Yes/No)
b. Oral sex (someone's mouth or tongue making contact with your genitals, your mouth or tongue making contact with someone else's genitals) (Yes/No)
c. Anal sex (someone putting their penis in your anus, putting your penis in someone's anus) (Yes/No)
d. Vaginal sex (penis to vagina, vagina to penis) (Yes/No)
e. Sexual penetration with a finger or an object (someone putting their finger or an object like a sex toy, bottle, or candle in your vagina or anus) (Yes/No)
f. Coerced me into being sexually available and/or active (Yes/No)

For the next set of questions, please think of the **most recent** incident of **unwanted sexual contact** you have had **during your time as a student at [University].**

28. Where did your **most recent** incident of unwanted sexual contact occur?
    a. Campus dormitory or residence hal
    b. Fraternity or sorority house
    c. Other on-campus housing (e.g., apartments)
    d. Other on-campus location (e.g., fitness center)
    e. Off-campus location
29. How long ago did this **most recent** incident of unwanted sexual contact take place?
    a. This year: Summer 2023-Fall 2023
    b. Last academic year: Fall 2022-Spring 2023
    c. Two or more years ago: prior to Fall 2022
30. Which category **best** describes your relationship with the other person involved in the unwanted sexual contact?
    a. Another student at [University]
    b. A faculty member or instructor at [University]
    c. A staff member, coworker, or another employee at [University]
    d. Roommate
    e. Acquaintance or nonromantic friend
    f. Current romantic partner
    g. Ex romantic partner
    h. Causal or first date
    i. Coworker or supervisor off campus
    j. Family member
    k. Complete stranger
    l. Other (please specify but do not include names) _____
31. Did you tell anyone or report your **unwanted** sexual experience?
    a. Yes

b. No

32. If you did report, who did you tell about the incident? **Please select all that apply.**
    a. Roommate
    b. Friend other than Roommate
    c. Family Member
    d. Romantic Partner (other than the one who did this to you)
    e. Title IX Officer
    f. Residence Assistant or Residence Hall Staff (RA)
    g. Campus Security or Campus Police
    h. Campus Judiciary
    i. City Police or County Sheriff's Office
    j. On campus Medical Personnel or Facility
    k. Off campus Medical Personnel or Facility
    l. Faculty or Staff Member
    m. Other (please specify)

33. Did this most recent **unwanted** sexual contact affect your school work?
    a. Yes, absolutely
    b. Yes, somewhat
    c. No, not at all

34. Did the most recent **unwanted** sexual contact make you consider leaving school or transferring to another institution?
    a. Yes, absolutely
    b. Yes, somewhat
    c. No, not at all

35. Referring to the **most recent** incident of unwanted sexual contact during your time as a student at [University], did the incident involve... **(Please select all that apply)**.
    a. The other person's use of alcohol
    b. The other person's use of drugs
    c. None of the above
    d. I don't know

36. **Keeping in mind that you are in no way responsible for the unwanted sexual contact that occurred,** even if you had been drinking alcohol or using drugs, please answer the following questions, which refer to the **most recent** incident during your time as a student at [University]:
    a. Just prior to the incident, had you been drinking alcohol?
        i. Yes
        ii. No
        iii. Maybe
    b. Just prior to the incident, had you voluntarily been taking or using any drugs other than alcohol?

        i. Yes

        ii. No

        iii. Maybe

   c. Just prior to the incident, had you been given a drug without your knowledge or consent?

        i. Yes

        ii. No

        iii. Maybe

37. In your opinion, what should [University] do to help you, or students like you, stay enrolled at the university when experiencing any form of power-based violence?

   _____

38. What is your race or ethnic origin? **Check all that apply.**
    a. Caucasian/White (e.g., English, German, Irish, Lebanese, Italian)
    b. African American/Black (e.g., Ethiopian, Haitian, Jamaican, Nigerian, Somali)
    c. Hispanic/Latino/a (e.g., Argentinian, Mexican, Spanish)
    d. Middle Eastern/North African (e.g., Afghani, Israeli, Pakistani)
    e. Native American/Alaskan Native (e.g., Cherokee, Choctaw, Aleut, Eskimo)
    f. Asian American/Asian (e.g., Chinese, Filipino, Indian, Japanese, Korean, Vietnamese)
    g. Native Hawaiian/Pacific Islander (e.g., Chamorro, Hawaiian, Samoan)
    h. Prefer not to answer
    i. Something else not listed above (please specify)
39. What was your sex at birth? Was it male or female?
    a. Male
    b. Female
    c. Don't know/Not sure
    d. Prefer not to respond
40. Which of the following best represents how you think of yourself?
    a. Straight, that is, not gay
    b. Gay
    c. Lesbian
    d. Bisexual
    e. Something else not listed above (please specify)

   _____

    f. I don't know the answer
    g. Prefer not to respond
41. Do you consider yourself to be transgender?
    a. No
    b. Yes, Transgender, male-to-female

     c. Yes, Transgender, female-to-male

     d. Yes, Transgender, gender nonconforming

     e. Don't know/Not sure

     f. Refused

42. Is English your primary language?

     a. Yes

     b. No

43. If English is not your primary language, what is your primary language?

44. Are you an international student or an exchange student from another country?

     a. Yes

     b. No

45. Are you currently employed while in school? **Do not include volunteer work.**

     a. Yes, part-time

     b. Yes, full-time

     c. No, not employed

46. Are you receiving financial support from your parents or someone other than financial aid from [University]?

     a. Yes

     b. No

Conclusion

     Thank you for participating. Your assessment of power-based violence and campus safety will help us act to make our institution a better place for everyone. There are resources available to you if you need to report sexual misconduct or assault, or if you need support.

The [University] student wellness team aims to help students, faculty, and staff during difficult times. If you believe you need the assistance of the team, please contact your institution's Equal Opportunity & Title IX website or student wellness center at the following links:

     CSN: Title IX, Student Wellness Center

     GBC: Title IX

     Nevada State University: Title IX, Student Wellness Center

     TMCC: Title IX, Counseling Center

     UNLV: Title IX, Student Wellness Center

     UNR: Title IX, Student Health and Counseling Services

     WNC: Title IX, Student Wellness Services

     Your responses have not yet been submitted. You must go to the next screen to submit your responses.

FINAL STEP: Please click ">" below to submit your survey responses.

Appendix D
Qualitative Survey Responses

The responses were summarized, de-identified, and coded into five categories: campus safety and security measures; power-based violence; support services and resources; reporting and justice procedures; and education and awareness.

Image provided by Word Cloud Generator.

I. Campus Safety and Security Measures

- Conduct background checks on employees and students.
- Increase security during peak hours and events.
- Increase nighttime patrols and security activity on campus.
- Implement comprehensive training programs for faculty, staff, and students on recognizing and preventing power-based violence.
- Develop and promote awareness campaigns addressing different forms of power-based violence.
- Add more campus security personnel.
- Increase police presence and response time to power-based violence incidents.
- Address security concerns promptly and effectively.
- Implement measures to protect students from potential threats on campus.
- Display informational posters with help line numbers and resources in private areas like bathrooms.
- Ensure 24/7 access to support services for students in crisis.
- Implement preventative measures such as horticulture or art features to reduce potential hiding spots for threats.

- Create safe spaces and seminars for sharing experiences.
- Redirect funds from athletics and police forces to prioritize safety and support services.
- Implement thorough background checks for all faculty and staff.
- Ensure ample security personnel on campus.
- Implement fencing and other physical safety enhancements.
- Establish emergency hotlines for immediate assistance.
- Collaborate with law enforcement for campus safety.

II.   Power-Based Violence

- I'm a second-year student who has recently encountered incidents where I felt cornered, followed, and subjected to unwanted sexual remarks. These experiences occurred within a week and left me feeling confused about what support X could offer me. Instead of seeking help from X, I turned to my friends and family, who provided the support I needed to get through it. While I ultimately managed to cope, I believe that the resources available should have been more clearly communicated to me at the time.
- Physical, emotional, or psychological abuse in a dating relationship, which has significant impacts on academic performance and overall well-being.
- The absence of guidance on academic accommodations or options to lighten your course load while dealing with the aftermath of the incident may reflect systemic issues in providing comprehensive support services to survivors of power-based violence.
- I filed a police report and submitted other documents as evidence of being sexually assaulted by another student. When I inquired, I was informed that the student was not enrolled in the following semester. However, I believe there should be consequences for individuals who commit such crimes. It was disheartening to see that the student faced no repercussions and continued with their life as usual. I believe there should be more support and follow-up provided to survivors, along with appropriate consequences for offenders who have been thoroughly established as such.
- I have made two reports since being at X. The first one was my freshman year, first semester. A homeless exposed his penis out and made sexual comments at me. I reported it and the police dropped my case. My second report was this year, my senior year, against a student who showed me porn, would hover over me from behind, made racist comments. They had an academic conversation with him. That's it.
- I expect X to prioritize the well-being and inclusivity of its LGBTQ+ community. I recommend that X implement more comprehensive programs focused on the health, safety, engagement, and overall welfare of LGBTQ+ students, staff, and faculty.
- Power-based violence is prevalent at X, with multiple reports made to X regarding a X at the institution. Unfortunately, as X is friends with this individual, no action has been taken. This X has a history of threatening, bullying, and publicly criticizing employees without facing consequences. During my time here, this X has gone through at least five administrative assistants and has caused individuals to cry due to her behavior. I have personally witnessed Z yelling and screaming at people in the office. The toxic environment created by this X has influenced my decision to apply for other jobs while in my current position. I wish I had known about the term "power-based violence" earlier so I could have followed the proper chain of command up to the Board of Regents/NSHE to request an investigation. There is a pressing need for an anonymous reporting system that immediately sends reports to both human resources and the Board of Regents. This

system should ensure anonymity to protect individuals from retaliation. The X administration operates like a "small town" where matters are not kept confidential, making it unsafe for employees to voice concerns. I have refrained from speaking up about this issue out of fear that the treatment would worsen and I would face embarrassment. The lack of a clear reporting system and accessible policies and procedures contributes to a sense of insecurity and uncertainty among employees.

- There have been incidents involving threatening posters posted in research buildings targeting specific individuals, and despite this, those responsible were allowed to continue conducting research in the building.

- Cheating has been observed at both the undergraduate level and within the medical school. I was personally threatened by another medical student, which is troubling given that some individuals seem to have access to answers that are not earned through legitimate means, as evidenced by significant grade disparities between departmental exams and professor-written exams. Prior to a quiz, I witnessed students studying what I believed to be materials distributed by the professor, only to realize they were exact copies of the quiz. This unfair advantage was not available to all students. Additionally, there was an incident involving a X program mentor engaging in a relationship with one of their mentees. Furthermore, a classmate who dated a third-year student has resorted to bullying a first-year student by bringing her boyfriend to events that the first-year student wanted to attend. This classmate has engaged in verbal and emotional abuse, spread rumors about other students involving unwanted sexual advances, and potentially misrepresented her involvement in presenting a poster at a conference, which may have affected other students' recognition. Unfortunately, individuals are hesitant to report such misconduct to the university because it appears that no meaningful action is taken against offenders. This lack of accountability creates a climate where students feel discouraged from speaking out.

- Be attentive to signs that may indicate someone has experienced rape or sexual exploitation. Individuals may appear outwardly fine, but inwardly struggle with processing the trauma, which can consume them over time. X institution should be vigilant for students who exhibit sudden changes in behavior, become unusually quiet, or appear scared in their eyes, as these could be indicators of underlying trauma that requires support and intervention.

- In my personal experience, I was aware of what happened to me but it took several months to fully accept and come to terms with it. I had completed an online course called "X" just before the incident of power-based violence, yet I convinced myself that my friend's actions were unintentional or motivated by strong feelings towards me that he couldn't control. Reflecting on this, I realize that although I had the knowledge to identify what occurred, I lacked the self-esteem and life experience necessary to promptly remove myself from the situation and seek assistance.

- In my personal experience, I visited the care center maybe two or three times, but I didn't feel that they truly cared or followed up on their promises. I felt discouraged from seeking further help because of this. Throughout my relationship, I have endured psychological and mental abuse, which continues to this day. I often feel isolated and like people are hesitant to discuss uncomfortable topics. I believe my partner exhibits narcissistic behavior, and I am under significant financial control and manipulation, leaving me feeling trapped. I wish I had received education or training on personality

disorders, but unfortunately, I had no awareness of these issues. Now, I navigate each day cautiously, mindful of my words and actions, hoping that one day I can regain my sense of self.

III. Support Services and Resources

- Listen to victims and prioritize their needs and voices.
- Ensure online and readily available resources for victims.
- Provide access to mental health services and medical health services.
- Offer resources such as financial aid, housing support, and tuition waivers.
- Create flexible therapy schedules for students suffering from sexual abuse or mental distress.
- Establish empowerment programs or counseling sessions to support survivors and build strengths.
- Address the historical context of campus violence rooted in colonialism and patriarchy.
- Establish cultural centers specific to student communities for inclusivity and support.
- Hire more women and nonwhite individuals to promote diversity and inclusivity.
- Provide accessible counseling services online and on-campus.
- Establish an anonymous hotline for reporting and seeking help.
- Create safe spaces for students to share experiences and seek support.
- Offer resources for healing and recovery without academic or financial consequences.
- Consider financial reimbursement for affected students.
- Ensure fair and appropriate consequences for offenders, such as expulsion or legal action.
- Ensure confidential resources such as counseling and helplines are available.
- Protect the privacy and anonymity of those involved in reporting incidents.
- Implement a zero-tolerance policy toward power-based violence, ensuring accountability for all individuals involved.
- Highlight and educate students and faculty about the consequences of power-based violence.
- Take swift and decisive action in response to reported incidents.
- Offer confidential counseling services.
- Establish an emergency hotline for immediate assistance.
- Provide accessible mental health resources.
- Create safe spaces and support groups for discussion and assistance.
- Create safe spaces and support groups for affected individuals.
- Ensure easy access to resources and support systems.
- Empower survivors with resources to navigate and heal from trauma.
- Ensure unlimited access to mental health counseling for students, faculty, and staff.
- Ensure unlimited access to counseling services for victims and survivors.
- Increase funding for the CARE Center to provide enhanced support for victims.
- Provide academic accommodations for victims of power-based violence.
- Implement better outlets and assure confidentiality for reporting incidents.
- Establish and promote better support groups for individuals affected by power-based violence.
- Offer regular free therapy sessions for students throughout their enrollment.

- Continue funding wellness centers and campus police for safety.
- Implement easy-to-use and confidential reporting systems.
- Provide financial compensation and resources for students.

IV.   Reporting and Justice Procedures
- Utilize transformative and victim-based justice approaches for addressing power-based violence.
- Advocate for victims' rights and anonymity in reporting.
- Enact policies that prioritize justice for victims and accountability for perpetrators.
- Empower victims to report without fear of retaliation.
- Increase mental health resources and opportunities for students experiencing distress or trauma.
- Provide safe and confidential meeting spaces for individuals to share experiences without fear of being discovered by aggressors.
- Protect and support individuals who come forward with complaints.
- Anonymity in reporting ensures anonymity for accusers and victims during reporting processes.
- Address the perceived risk associated with reporting incidents.
- Offer an anonymous reporting mechanism for victims of power-based violence.
- Implement strict policies to fire or unenroll assailants.
- Consistently hold offenders accountable for the harm done.
- Provide consistent training for faculty and staff to prevent power-based harm.
- Allocate campus police funding towards mental health clinics and related departments.
- Continue funding wellness centers and campus police for safety.
- Create safe spaces and support groups for affected individuals.
- Implement easy-to-use and confidential reporting systems.
- Provide tailored counseling, advocacy, and legal resources.
- Provide a safe reporting avenue for power-based violence incidents.
- Ensure an efficient and fair justice system for addressing reported incidents.
- Establish a hotline for reporting power-based violence.
- Conduct thorough and unbiased investigations into reported incidents.
- Conduct monthly surveys or use app features for anonymous reporting.
- Conduct thorough investigations into all allegations of power-based violence.
- Conduct quick, fair, and unbiased investigations.
- Ensure fair and swift responses to reported incidents.
- Implement legal procedures to address and prevent future occurrences.
- Ensure anonymity for accusers and victims during reporting processes.
- Offer compassionate support and assistance, including psychological and academic help, to victims of power-based violence.
- Display informational posters with help line numbers and resources in private areas like bathrooms.
- Maintain education on consent, power-based violence, and resources.
- Foster a culture where power-based violence is not tolerated.
- Encourage private reflection and awareness through non-confrontational methods.

- Ensure consequences for offenders if found guilty.
- Guarantee anonymity and protection from retaliation for reporters.
- Maintain transparency during investigations and reporting.
- Establish multiple confidential channels for reporting incidents.
- Be transparent about general information and cases related to power-based violence.
- Take immediate action by removing individuals accused of violence pending investigation.
- Provide ongoing updates and support to students involved in reports.
- Implement evaluation systems for staff, especially tenured professors.
- Develop a clear and accessible reporting policy.
- Implement consequence actions against offenders based on evidence.
- Ensure transparency in handling cases, while respecting confidentiality.

V.   Education and Awareness
- Address issues related to power harassment, sexual misconduct, and abusive practices in fraternities/sororities.
- Acknowledge and address concerns about gender biases and the need for fair treatment of all parties involved in reported incidents.
- Implement educational programs that challenge colonial and patriarchal ideologies.
- Address concerns about donor influence on campus culture and policies.
- Promote inclusivity and sensitivity towards all students' experiences and concerns.
- Develop comprehensive sexual education and awareness programs.
- Conduct regular awareness programs and campaigns.
- Promote open dialogue and support for victims of power-based violence.
- Provide training for staff, faculty, and students on recognizing and addressing power-based violence.
- Increase visibility of resources through informational posters and clear guidance on reporting and support options.
- Foster open dialogue and communication about power-based violence to create a safe and supportive environment.
- Increase awareness of power-based violence within the campus community through seminars, programs, and initiatives.
- Encourage reporting through anonymous emails and communication channels, ensuring students know they will be believed and supported.
- Take a comprehensive and proactive approach to addressing power-based violence through education and community involvement.
- Bring awareness to the importance of consent and appropriate behavior through education.
- Educate students on ending cultural expectations related to sex, particularly at parties.
- Mandate provisions outlined in legislative bills to address power-based violence.
- Conduct regular awareness campaigns about power-based violence on campus.
- Conduct awareness campaigns and lectures on resources available.
- Organize workshops and events to educate the campus community about power-based violence.

- Emphasize confidentiality and trust to encourage reporting and support for victims.
- Provide training for students, faculty, and staff on recognizing and responding to violence.
- Involve students in policy development and program implementation.
- Promote and clarify reporting options to empower survivors to seek help.
- Regularly assess programs and policies to ensure effectiveness and responsiveness.
- Implement mandatory seminars for education on consent and safety.
- Provide orientation presentations on campus resources and safety measures.
- Involve students in creating united causes and clubs for support and reporting.
- Introduce mandatory classes on sexual assault prevention.
- Invite experts to lecture on power-based violence and its prevention.
- Distribute informational pamphlets and resources across campus.
- Conduct mandatory education sessions for students and staff on violence prevention.
- Host workshops and seminars on power-based violence.
- Foster awareness and prevention through community engagement.
- Train staff and students on accountability and support.