THE EFFECT OF SEXUAL VICITIMIZATION ON THE ACADEMIC PERFORMANCE OF COLLEGE WOMEN

By

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Abstract

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This thesis intends to answer the research question: does sexual victimization impact a student's mean grade point average attainment? The relationship is supported conceptually by prevalence of emotional, psychological, and physical impacts associated with sexual victimization. A total of 322 sexually victimized and 322 non-victimized women were matched based on class standing. Over 904 incidence of victimization were reported by the 322 women in the victimization group. The type of victimization was broken down into four categories: emotional manipulation, attempted or completed touching, attempted penetration and completed penetration. An analysis of variance was conducted to compare the mean grade point average attainment of each group. Results show that women who have experienced completed penetration attain .24 fewer grade points than non-victimized peers. Implications to these findings and recommendations for future studies are discussed.

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Dedication

This thesis is dedicated to my ever loving and supportive mother and father.

CHAPTER ONE

INTRODUCTION

This chapter will provide a brief overview of the prevalence of sexual victimization on college campuses as well as a justification for utilizing a grade point average (GPA) as a predictor of academic performance. The hypothesized relation is supported conceptually by the negative impacts of victimization on a person's emotional, psychological, and physical wellbeing. This thesis was conducted under the construct of these negative impacts and will describe the influence in terms of change on grade point average.

Problem Statement and Research Statement

This study will test the impact of sexual victimization on academic performance. Existing research has been limited to children in primary school who have been exposed violence and sexual abuse. Previous research indicates that this conceptual relationship exists (Warshaw, 1994). This thesis is presented under the conceptual framework that victimized women experience psychological trauma and therefore have a negative impact on their grade point average. At the time of writing, no study has been located that establishes this relationship in college women by a comparison of mean attained GPA.

The research question and hypothesis is presented as a framework for the remainder of this thesis.

- Does sexual victimization impact a student's mean grade point average attainment?

The following hypothesis was analyzed using data from undergraduate heterosexual college women:

- There is a significant negative impact on a victim's overall mean grade point average attainment.

The secondary purpose of this study is to gain a better understanding of prevalence of victimization at WSU. Incident types such as touching attempts, unwanted contact, and penetration will be compared with location (residence halls, fraternity/sorority, off campus home, etc.). The victim's personal characteristics such as class standing and previous victimization will be presented for common themes to identify at-risk populations and to make specific recommendations for further study.

Sexual Victimization

Existing research suggests that many women will experience unwanted sexual touching, sexual coercion, sexual assault and rape while enrolled in college. Sexual victimization can cause trauma both physical and psychological in nature. Over the past five decades, researchers have been studying the sexual victimization of college women. Although much effort has been directed at the subject, sexual assault prevalence rates among college women are currently estimated at 15% - 25% in the United States (Fisher, Cullen & Turner, 2000). Fisher et al. also found that college women have a higher risk of experiencing sexual victimization than their counterparts in the general population. Previous research also supports that freshmen women are more likely to be victimized than upperclassmen. Therefore, continued study of college women and the impact of sexual victimization is warranted.

For the purpose of this study, the term sexual victimization will be used to describe incidents that involve oral, anal, and vaginal intercourse. It will also be used as an overarching expression for attempted penetration, unwanted touching, fondling, kissing, groping, continual pestering, verbal abuse, emotional manipulation to attain sex, promise of rewards, and threats of punishment. These terms may not necessarily meet the definition of rape or sexual assault as defined by the law. However, it is important to consider these attributes and consequences that such experiences may have on a victim.

Academic Performance

Participants in this study were asked to self-report their cumulative GPA at the time of completing the survey. Unfortunately, it was not possible to obtain official institutional records to verify the relationship among self-reported and college academic records. A meta-analysis by Kuncel, Crede and Thomas (2005) suggests that self-reported grades are a relatively good measure of actual GPA. However, college students are more likely to over-report their cumulative grades. Kuncel et al. found that misrepresented grades, while presently inaccurate, were a good prediction of the students future cumulative GPA.

A student's GPA has consistently been found to be a significant predictor of persistence in higher education. More specifically, GPA is a strong predictor of persistence between freshmen and sophomore years of college for both marginalized and non-marginalized populations (Murtaugh, Burns & Schuster, 1999; Peltier, Laden & Matranga, 1999;Reason, 2003). Murtaugh et al. found that students who maintained a GPA of 0.0 - 2.0 had a 57% probability of persisting to the second year, students with a higher GPA (3.3-4.0) had a 97% chance. Further, Murtaugh et al. reported that for every single grade point (1.0) the likelihood of a student persisting from the first to second year increased by 49%.

Aftermath of Sexual Victimization

Previous studies have supported the conclusion that sexual assault can lead to severe psychological trauma which may influence a victim's ability to succeed academically (Koss, 1990; Warshaw, 1994). Women commonly used disengagement methods of coping to handle the experience of victimization. In previous studies on sexual victimization, it has been found that victims still experience psychological difficulty such as problem-avoidance, social-withdrawal, and self-criticism. Victims commonly feel a great sense of shame, humiliation, and vulnerability. Avoidance is a widespread coping strategy as entering into discourse related to the incident may

result in additional consequences. This appears to be particularly true for victims of acquaintances who experience great amounts of victim blame and social scrutiny (Santello & Leitenberg, 1993).

Sexual assault victims commonly report symptoms that are consistent with Post Traumatic Stress Disorder (PTSD) (Foa, Rothbaum, Riggs & Murdock, 1991). Koss, Dinero & Siebel (1988) reported victimization aftereffects resulted in no difference in the psychological consequences. Of interest, women who were victimized by an acquaintance were less likely to experience a violent attack (being held down, choking, struck) but reported similar levels of anxiety and depression. One exception to this was the increased amount of violence used in attacks that involved a spouse. It has been repeatedly found that women fail to seek counseling and crisis services or report the incident to police. Victims have also been found to frequently consider suicide after being victimized (Burt, 1987; Koss, et al.; Gidycz & Koss, 1991).

Summary

This chapter introduced the areas that will be analyzed and considered. First, that sexual victimization is a pervasive issue in higher education. Second, grade point average is a significant measure of persistence in higher education. Last, the after effects of sexual victimization lead to mental consequences that provides a theory and rationale on why sexual victimization may impact academic performance. In the next chapter, the prevalence and consequences of victimization will be discussed in greater detail to substantiate the presented research question.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter presents a review of literature related to the incidence of sexual victimization in higher education. It is widely understood that victimization is pervasive and has been studied for more than 50 years. The mental consequences or after effects of victimization are reviewed as well. Many women experience symptoms that align with the anxiety disorder PTSD and report the consequences for many years after the incident took place. The final section includes a summary of relevant points.

Prevalence of Sexual Victimization in Higher Education

Kirkpatrick and Kanin (1957) were among the first to study sexual victimization on a college campus. They collected information by interviewing 291 women on different types of aggressiveness such as: forced kissing, fondling, attempted sexual intercourse and completed sexual intercourse. Kirkpatrick and Kanin found that over 55% of their sample had experienced sexual victimization, almost 21% had experienced attempted sexual victimization, and over 6% had encountered forced sexual intercourse. Altogether, 162 women in their sample had experienced 1,022 instances that met the criteria for sexual victimization. Incident severity was aggregated on three levels: kissing and fondling (above waist), fondling (below waist) and attempted intercourse or completed intercourse. The victim's response was contingent upon the severity of the incident. Women who had been victimized by unwanted kissing or touching (above waist) were most likely to avoid the perpetrator (37%), discuss the incident with peers (33%), keep the incident a secret (20%), report the incident to authorities (7%), or engage in a dialogue with the aggressor (3%). For incidents that involved fondling below the waist, women were most likely to keep the incident a secret (46%), followed by avoidance of the perpetrator (24%), discuss the incident with peers (21%), report to authorities (5%), or engage aggressor in

dialogue (4%). Last, women who experienced attempted or completed intercourse responded by keeping the incident a secret (49%), avoiding aggressor (31%), discussed the incident with their peer group (16%) or engaged in dialogue with perpetrator (4%). No women who had experienced attempted or completed sexual intercourse reported the incident to authorities. Kirkpatrick and Kanin (1957) suggested that between 1954 and 1955 college women on average would experience 4.2 unwanted sexual encounters per academic year. Reporting the incident to authorities was generally a less favorable response to victimization because of an associated stigma that led to negative attention. Women overwhelmingly respond to incidents by selective avoidance or secrecy. The mean age of victims was 18.8 and on average had completed three semesters, this data suggests that victimized women were younger and likely fell in the freshmen to sophomore year standing. Collected relationship data shows that of women who experienced attempted or completed sexual intercourse, 51% were in a dating relationship, 30% were on a first or occasional date and 18% were engaged to the perpetrator (Kirkpatrick & Kanin, 1957).

A study in 1987 of 748 college students by Muehlenhard and Linton found that sexual victimization is extremely prevalent in higher education. The results of their survey indicated that 77.6% of the college women had experienced unwanted sexual aggression and 57.3% of males had reported perpetrating aggression that was not welcomed. Over 14% of the female participants also reported engaging in unwanted sexual intercourse and 7.1% admitted engaging in sexual intercourse against the victim's will. Muehlenhard and Linton (1987) collected data on the type of coercive behavior that led to the sexual victimization. In all cases of sexual aggression, more than 58% of the aggressors persisted in the act even after the female had verbally objected. Moreover, almost 15% percent of males physically held the women down during the incident. Of the 123 males in the sample who admitted to participating in sexual aggression, 64% reported completing an act of victimization after the female had verbally

requested to stop. A greater disparity existed between men and women and the use of physical force where just over 2% of men reported using physical coercion (holding the women down).

In a national study of 6,159 college students, including 3,187 women across the United States revealed that almost 54% of women had experienced some form of sexual victimization (Koss, Gidycz & Wisniewski, 1987). Of the sampled women, 14% experienced sexual fondling, 12% experienced attempted rape, and more than 15% had been involved in a completed rape. The sample of men indicated that 25% had been involved in some of act of victimization. A little over 4% of men revealed that they had perpetrated rape and 3% indicated that they attempted to rape a woman. The sample represented eight regions across the United States (west coast, rocky mountains, southwest, southeast, great plains, great lakes, Mideast, and New England). The south was overrepresented and the west was underrepresented because of a limited number of institutions willing to participate. The sample controlled for ethnicity, yearly income, and the general population size surrounding participating institutions. The prevalence of student victimization was not significantly different according to institution size, location, type, or according to minority enrollment. However, the rate at which women reported rape was twice as high at private institutions (14%) and at major universities (17%) as it was at religious affiliated schools. Individual responses to rape were totaled to 353 rapes of 207 different women in a 12-month period. This suggests that women who experience rape have an increased likelihood of re-experiencing rape. Other types of sexual victimization were reported as well, 533 attempted rapes which included 323 victims, 837 cases of sexual coercion experienced by 366 victims and 2,024 occurrences of unwanted sexual contact reported by 886 women. One limitation to this study is that women were asked to report the incidence of sexual victimization over a 12-month period (Koss, Gidycz & Wisniewski, 1987).

In a study by Finley and Corty (1993), 591 men and women were surveyed to determine

the prevalence rate of sexual victimization on a college campus of 5,500 students. Finely and Corty (1993) utilized the Sexual Experience Survey by Koss and Oros (1982) and focused on the participant's tenure at the University. The survey covered sexual victimization that involved alcohol, physical force and psychological pressure. In their sample, 54% of women had experienced some form of non-consensual sexual penetration. The sample was primarily Caucasian (87.4%) and 195 of the students were in their first year. Over 91% of the remaining body of students were either juniors or seniors. Finely and Cortey (1993) found that women were more likely to experience an act of sexual victimization the longer she was enrolled in school. One in five first-year women reported nonconsensual penetration compared to one in three of upper-class students. However, first-year women were more likely than upper-class women to be involved in incidents that involved physical force.

In a more recent study, Flack et al. (2008) utilized a revised version of Koss and Oros (1982) Sexual Experiences Survey with updated language. The survey was completed by 205 first and second year students at a small northeastern university. Participant experiences were categorized by touching, attempted penetration, and completed penetration. Across all categories, approximately 44% of women in their first and second years of college encountered some form of sexual victimization. Also, 30% of this sample of women experienced unwanted touching, 25% attempted anal, oral, or vaginal sex, and 8% completed penetration.

The Impact of Sexual Victimization on Victims

The prevalence of sexual victimization on college campus has a long and pervasive history (Kirkpatrick & Kanin, 1957; Koss, Gidycz & Wisniewski, 1987; Finely & Cortey, 1993; Flack et al., 2008; Muehlenhard and Linton, 1987). Women who have been sexually victimized are four times more likely to be victimized by a person they know as opposed to a complete stranger. This holds true for college campuses as well, most victimizations are perpetrated by

individuals that are known by the victim (Warshaw, 1994). In Robin Warshaw's (1994) book entitled *I Never Called It Rape*, the implications and negative effects of sexual victimization on one's emotional, physical, and social life are discussed at length. Being victimized by an acquaintance may be more traumatizing than by a stranger. Warshaw contends this is the case because women who have been victimized by a stranger are more likely to seek counseling. While all forms of victimization are traumatizing, a victim may be able to rely on people from her social group if the incident involves a stranger. However, if an acquaintance is involved, the expectation of support may be damaged and therefore inhibit the victim's ability to effectively cope. Women who have been victimized by an acquaintance also face social myths such as victim blame.

Warshaw (1994) found that the impacts of victimization by acquaintances and strangers are very much the same. Women in both groups reported using similar methods in demonstrating their non-consent (struggle to get away; verbally objecting). Both groups also experienced comparable levels of anger and depression during the victimization. In either case, victimized women reported heightened fear, reduction in their confidence, and a sense of helplessness. The emotional consequences of victimization may be manifested in a number of ways. Victims may experience a general sense of fear and anxiety or very specific fears related to self-blame, shame, embarrassment, guilt and death. Warshaw reported that 20% of women who experienced completed rape considered suicide. Sexual victimization has also been found to effect one's ability to concentrate. Victims report that either they have a general inability to focus and complete simple tasks or they become fixated on a thought. Women who have been victimized may also exhibit other uncharacteristic behaviors such as changing the way they dress in attempt

to go unnoticed. Others, who once were discerning of their sexual partners may not be as cautious.

These emotional impacts are much like the symptoms outlined in the DSM-IV for Post Traumatic Stress Disorder (PTSD). This anxiety disorder is found after a person has experiences a traumatic event and can cause concentrated fear and helplessness. People who are diagnosed with PTSD often have obsessive thoughts, flash backs, situational avoidance, increased anxiety and a heightened startle response. Victims can develop symptoms immediately after the situation that caused PTSD or it can occur after many years (American Psychiatric Association, 2000). Foa, Rothbaum, Riggs and Murdock (1991) found that 94% of rape victims meet the criteria for PTSD. Three months after the incident, 47% of victims still showed symptoms of PTSD.

Summary

This chapter reviewed important existing knowledge on the prevalence of sexual victimization, the implications to the victims, prior studies related to the impacts of victimization on academic performance and distinguished the differences amongst types of sexual victimization. In the next chapter the methodology of this study will be discussed.

CHAPTER THREE

METHODOLOGY

This chapter describes the survey's data collection process, respondents, and methodology. A section on limitations of the survey is provided and should be reviewed by consumers of the findings. This thesis is based on a secondary data analysis of an existing survey at WSU. However, GPA specific questions were added to the measurement tool for the purpose of this thesis.

Survey Sample

Seven thousand students enrolled at Washington State University - Pullman were randomly selected from the institution's enrollment database. The sample included both undergraduate and graduate students. Freshmen were sampled at a higher rate to ensure that their experiences were adequately represented.

Of the students selected, 2014 students responded to the survey and 1760 students completed the survey entirely (25.1% of sample). The final sample was 72.3% female (n = 1458), 20.5% male (n = 414), and .0004% transgender (n = 1). A total of 141 participants failed to identify their sex. The majority of the sample was White/Caucasian (74.5%), Latino(a)/Chicano(a)/Hispanic (4.6%), African American/Black (2.0%), American Indian/Alaska Native (3.1%), Asian/Pacific Islander (10%), and/or Native Hawaiian (.8%). Participants were permitted to select more than one race/ethnicity. The majority of the sample was heterosexual (81.6%) followed by homosexual (1.5%) and bisexual (1.7%).

Study Sample

For the purposes of the present study, the sample was limited to undergraduate heterosexual females. The sample was also limited to be representative of the number of students

in each class during data collection. At the time of data collection, the population of undergraduate women at WSU was 20.5% freshmen, 20.3% sophomores, 23.8% juniors and 35.1% seniors. To prevent any class from be over-represented, participants were selected based on the smallest class-standing group who reported victimization (seniors; n = 113). Limiting the class standing to near institution numbers was important for this study because the primary research questions involves GPA. The more credit hours a student accumulates the more difficult it is to significantly alter their GPA. This sampling procedure produced a sample of 322 women of which 66 were freshmen (20.5%), 66 sophomores (20.5%), 77 juniors (23.9%), and 113 seniors (35.1%). The same procedure was used for participants who indicated no victimization. In total, there were 644 women included in this study, 50% who experienced victimization and 50% who did not. This methodology allows for an equal comparison between the two groups. White/Caucasian participants were overrepresented in this sample of women (90.5%), Asian/Pacific Islander (9.2%), Latino(a)/Chicano(a)/Hispanic (4.5%), American Indian/Alaska Native (4.3%), African American/Black (3.0%), and/or Native Hawaiian/Pacific Islander (1.2%). The mean age was 20.8 years old.

Materials

The Washington State University Safety Survey was developed by Dr. Thomas Brigham, Dr. Samantha Swindell and Dr. Gretal Leibnitz in the spring of 2005 in collaboration with the Office of the President. The survey was intended to uncover the prevalence rates of intimate partner violence (which included stalking and sexual assault) so that a campaign could be formed to reduce sexual violence on campus. The Washington State University (WSU) Safety Survey began in the fall of 2005 and has been repeated three times including the fall 2006, spring 2007, and spring 2008 semesters. In 2008, three questions related to GPA were added for the purpose

of the present study.

This survey was crafted using instruments from widely cited literature such as the National College Women Sexual Victimization study by Fisher, Cullen and Turner (2000) and the National Violence Against Women Survey by Tjaden and Thoennes (2000). Both of these instruments were developed under the U.S. Department of Justice. Marshall's (1992) Violence Against Women Scale, Shepard and Campbell's (1992) Abusive Behavior Inventory, and Straus's (1979) Conflict Tactics Scale were also modeled in the WSU Safety Survey as widely accepted tools for identifying intimate partner maltreatment.

Procedures

Selected participants were contacted in spring of 2008 by either an e-mail message or postal letter. Half of the sample was selected and only received an electronic notification as a cost reduction measure. The initial contact letter explained that the University was attempting to gather information on the prevalence of psychological, physical, and sexual unwanted experiences on campus. It also stated that the study had been reviewed and approved by the Institutional Review Board and that if participants had questions they should contact Dr. Thomas Brigham. Each letter contained a web address and unique participant access code. After the initial contact, a reminder e-mail was sent one week later. A postcard was sent to the same half of the sample which received a mailed invitation letter. The other half received an e-mail contact. The third contact was sent one week after the second and was only sent electronically to those who had not already accessed the survey. In the third contact, 5,747 members of the sample had not responded. The final e-mail contact was sent to all remaining non-responders (5,075) two-weeks later urging them to participate in the study.

Participants were directed to a website that asked for a unique access code. These

randomly generated access codes controlled access to the survey. Once a participant had completed the survey their access code was deactivated from being re-used. However, participants were able to save their results, leave the survey, and return at a later time. In the welcome paragraph, it was acknowledged that some of the topics in the survey were explicit.

At the beginning of the survey, participants were asked to answer questions related to their perception of their own personal safety including: physical, emotional, and sexual abuse amongst fellow students. Behavior-specific language was used to collect the most accurate data possible. Respondents were also asked to report their first semester GPA and indicate how frequently they experienced intimate partner violence. Participants were then asked to indicate their gender as well as their sex based off the appearance of their external genitalia. The questions that followed were adapted to be behaviorally specific based off of the appearance of the participant's external genitalia. The survey did not contain any language such as "sexual assault" or "rape" because of the disparity in the definition of these terms that may lead to inaccurate responses. Participants were then asked if they had ever experienced attempted or completed oral, anal, and/or vaginal sex where a perpetrator used force or threat of physical harm. Respondents were presented a list of experiences they may have encountered and were asked to identify the one that was most distressing to them. The end of the survey asked students to provide basic demographic data such as their age, class standing, ethnicity, sexual orientation, living location, and current GPA. Group affiliations such as fraternity/sorority, athletic, and student government affiliations were also collected.

After completing the survey participants were invited to enter a drawing to win a monetary prize for their participation. Participants were asked to provide a telephone number that was solely used for the purpose of the prize drawing. Respondents were assured that this

information would be destroyed and not associated with their responses. In consideration of the sensitivity of sexual assault, resource information was provided to the WSU Counseling and Testing Services, the WSU Sexual Misconduct Prevention and Response Task Force, Alternatives to Violence of the Palouse, Education Development Center, and U.S. Department of Justice.

Data Management

Participant data was stored on a secure database behind a secure firewall on the Social and Economic Science Research Center's server. The final survey data set was converted from the website's database to a SPSS format for statistical analysis. Precautionary measures were taken to prevent the survey from being listed in search engine results. During the survey if a user encountered an error they were encouraged to contact research staff by phone or e-mail.

Respondents were permitted to leave and return to the survey at any time. Therefore, responses were recorded after the participant advanced through the survey. The responses retained in the survey were always the last submitted by the participant. However, a record of each change was recorded in a separate database. It was possible for a participant to move backwards through the survey and review their responses. Responses from participants who failed to complete the survey were retained and included in the final data set. This was true for 254 (12.6%) of the respondents who consented to participate in the study. Because participation in the study was completely voluntary, no responses were required to complete the survey.

Sexual Victimization Categorization

Respondents were asked a series of questions related to experiences they have had at WSU. Four categories of victimization were established. The first, classified as "emotional manipulation" included respondents who had experienced overwhelming pestering and verbal

pressure; promised rewards; or threatened with non-physical punishment to engage in oral, anal, or vaginal intercourse (n = 17). The second classification is "unwanted touching" where respondents experienced unwanted attempted or completed touching such as kissing, fondling, and grabbing (n = 180). In the third category, all attempted oral, anal, or vaginal intercourse were categorized as "attempted penetration" (n = 46). Lastly, respondents who experienced completed oral, anal, or vaginal penetration were classified as "completed penetration" (n = 79). For the purposes of this study, the degrees of sexual victimization were seen as progressively severe. If a participant identified that they experienced victimization in more than one category, they were placed into the category that was assumed to be the most traumatizing. For this study, emotional manipulation was considered to be the least severe and completed penetration was considered to be the most severe.

Data Analysis

A one-way analyses of variance (ANOVA) was conducted to determine the differences between the five groups (no victimization to completed penetration) and their mean GPA. The ANOVA is utilized when the independent variable is categorical and the dependent variable is continuous (Creswell, 2008).

Limitations

Limitations to the present study include the assumption that emotional manipulation, touching, attempted penetration, and completed penetration are ordered from "least traumatizing" to most. This certainly may not be true for each respondent depending on their individual circumstances. The present study included 90.5% White / Caucasian women which is not representative of the institution itself. At the time of data collection, the undergraduate population was approximately 76% White / Caucasian.

Summary

The present study's procedures, methodology, data analysis and sample were described in this chapter. The statistical method used to test the thesis hypothesis was also presented. Limitations were offered for the consideration of applying the findings of this research. In the next chapter, the results of this thesis will be reported.

CHAPTER FOUR

FINDINGS

The results from the data analysis are reported in this chapter. Data is also provided on the prevalence of sexual victimization of WSU women followed by a description of personal characteristics. Finally, a brief conclusion closes the chapter.

Sexual Victimization and Grade Point Average

An analysis of variance (ANOVA) was conducted between the non-victimized and victimized students and their grade-point-average at the time they completed the survey. All instances of sexual victimization were aggregated into one group. There was a significant difference between the attained GPA of non-victims and victims, $F(1, 642) = 11.261$, $p < .01$. A list of mean group GPAs is available on Table 1. Students in the non-victimization group (n = 322) attained a mean GPA of 3.34 on a 4.0 scale. The victimization group (n = 322) attained a mean GPA of 3.22. When the groups were separated into categories (non-victimization; emotional manipulation; attempted/completed touching; attempted penetration; and completed penetration) greater detail in the differences between mean GPA attainment was achieved $F(4,639) = 4.724$, $p < .01$. Victims in the emotional manipulation (n = 17) category attained a mean GPA of 3.16, attempted/completed touching (n = 180) 3.25 GPA, attempted penetration (n = 46) 3.27 GPA, and completed penetration (n = 79) 3.1 GPA.

Prevalence of Victimization

In total, women in the victimization group reported a total of 904 incidents of sexual victimization. Each type of victimization (i.e. penetration, attempted penetration, touching, attempted touching, emotional manipulation) were presented in a yes or no format in the WSU Safety Survey. This suggests that respondents are likely to experience sexual victimization more

than once. In fact, 132 (41%) respondents indicated that they had experienced an incident of sexual victimization more than once since becoming a Washington State University student. Women in the victimization group indicated that 216 classified the perpetrator of the incident as a non-stranger (67%), 103 or 32% marked stranger, and three failed to respond to the question. Over 82% of the participants who experienced completed penetration indicated that the perpetrator was a non-stranger.

Table 2 outlines the location in which the sexual victimization took place. The most incidents of sexual victimization took place at some location on-campus (n = 91; 28.9%), followed by a fraternity (n = 63; 20%) and the perpetrator's apartment (n = 36; 11.4%). The most at-risk location for completed penetration was at the perpetrator's apartment (n = 18; 22.8%) followed by an on-campus location other than residence halls, or a fraternity/sorority (n =13; 16.5%). From this sample, women experienced attempted penetration the most a fraternity (n = 13; 28.3%). Touching was most likely to take place at an on-campus location other than residence halls or a fraternity/sorority (n = 68; 39%), and emotional manipulation was utilized the most at the perpetrator's apartment (n = 4; 25%).

Table 3 contains a more detailed layout of the participant demographic data. Of the women in victimization group, only 59 (18%) contacts were made to organizations that could have offered resources or support. The most frequently contact organization service was WSU's counseling services (n = 18; 30%) followed by health and wellness services (n = 12; 20%) and Planned Parenthood (n = 11; 18.6%). Participants in this study were also fairly involved on campus. Over 28% (n =176) of respondents indicated that they were involved in Club or Intramural sport teams, 17.6% (n = 110) percent were involved in a fraternity or sorority and 5% (n = 32) were involved in student government. The sample included 19 (3%) women who

considered themselves to have a disability and 17 (2.7%) were part-time. The majority of participants (n=362; 58.1%) lived in a house or apartment. Other common living arrangements were residence halls (n = 214; 34.4%) or a fraternity or sorority (n = 53; 8.5%).

Summary

The findings chapter presented the results of the data analysis. The analysis confirmed the hypothesis, which substantiates the claim made in the research question. In the last chapter, the implications of the results as related to theory, practice and policy will be discussed.

CHAPTER FIVE

DISCUSSION AND CONCLUSION

In the previous chapter, the research hypothesis was confirmed and greater understanding of the victims' personal characteristics were uncovered. The implications of the findings on practice, and policy are reviewed in this chapter. This chapter concludes the thesis and is intended to recommend research for the future.

This thesis addressed the research question "Does sexual victimization impact a student's mean grade point average attainment?" and the hypothesis "There is a significant negative impact on a victim's overall mean grade point average attainment." The findings of this thesis suggest that sexual victimization has a significant negative impact on a student's GPA.

Implications for Practice

The results are consistent with the primary hypothesis. Those who have experienced sexual victimization have a lower overall GPA than their counterparts. This theoretical relationship is supported by the gamut of negative emotional, cognitive, and physical impacts of victimization (Koss, 1990; Warshaw, 1994). The documented implications of PTSD demonstrate the need for post-victimization counseling and a peer support network. With the prevalence of non-stranger rape in the study (62%) it is imperative that victims seek counseling in an attempt to mediate the negative effects of sexual victimization.

This study's findings are also largely consistent with the pervasiveness of sexual victimization on college campuses (Kirkpatrick and Kanin, 1957; Muehlenhard and Linton, 1987; Koss, Gidycz & Wisniewski, 1987; Finely & Cortey, 1993; Flack et al., 2008). Forty-one percent of the participants in the present study indicated that they had been re-victimized and more than 900 incidents of victimization occurred in a sample of 322 women is deeply

concerning. The prevalence of re-victimization has been documented in other studies (see Messman-More, Long & Siefried, 2000; Fisher, Cullen & Turner, 2000).

While the results of this study have a negative effect on GPA related to sexual victimization, it is important to consider the clinical significance between the non-victimization and victimization groups. When victimization is aggregated, the separation between mean GPAs was .12 of a point. Between non-victimization and the most severe form of sexual victimization (completed penetration) a difference of .24 of a point was found. It cannot be concluded whether or not these differences will prevent a student from completing their education.

This thesis was conducted under the assumption that victimized women experience psychological trauma and therefore earn lower grades than non-victimized women. In the review of literature the presence of PTSD was substantiated. It is important see psychological trauma on a continuum and understand that a diagnosed anxiety disorder is not required to suggest that this relationship exists. It seems clear that mental health professionals and higher education administrators would be able to utilize GPA as a supporting measure to monitor change in a student's recovery process. However, GPA has some inherent risks associated because of the infrequency of change associated with GPA (the months between semesters and quarters). It could be recommended that mental health professionals seek greater access to student's academic records.

Policy Implications

Policy decisions in higher education have implications of faculty, staff, and students. A pre-mature recommendation may be for institution of higher education to implement a policy that allows mental health professionals to obtain more immediate academic feedback from a student's course instructors. At WSU, a program called the AWARE Network has been made

available to faculty and staff to report changes in a student that are interfering with their ability to academically succeed. The current policy allows for the Dean of Students to contact the student attempt to identify the cause and provide appropriate help as necessary. Of course the assistance that can be provided to a student will only benefit the students who are willing to seek assistance after experiencing victimization.

Future Research

Recommendations for future research need to address the limitations of this study. First, this survey is intended to make recommendations specifically for the institution. This limitation inhibits the ability to generalize these findings to a broader population. Future studies should include a larger and more diverse sample. It may also be important to expand this study into other institution types such as two-year institutions with fewer residential students. In an attempt to improve the accuracy of the findings, future study on this topic should include the use of official academic records to minimize the error associated with self-reported grades.

A future direction of study may also consider narrowing the amount of time between victimization and the report of a student's GPA. In the current study, it was possible for a senior participant to report an assault in their freshmen year and to report their current GPA. This presents two limitations, first, the effect on the students GPA could have been reduced over the time between their freshmen and seniors years. Second, a selection bias may exist in the students who are victimized that are unable to successfully cope with incident and leave the institution. GPA to be victimized in the first semester of their freshmen. A future study could limit the time between victimization and the GPA report to a single semester in an attempt to gather a more accurate effect. This should include an analysis of pre-incident and post-incident GPA.

Future research on this topic should also consider the implementation of a psychological assessment inventory that could establish whether or not the victims including the study meet the criteria for PTSD. This study could hypothetically be operating under a conceptual framework of emotional trauma that may not be actually present for the victim's identified in this study. It should be the goal of any researcher who advances this topic to better inform theory on the after-effects of sexual victimization.

Summary

The findings of the present study are an important addition to the existing body of knowledge related to sexual victimization. It has been statistically supported that victimized students attain a lower GPA amongst a sample of college women who had a range of experiences from pestering to completed penetration. This study brings an early glimpse on the possibilities that are available to further study the correlation identified. Policies and practice of mental health and institutions of higher education are continually adapting. This chapter also includes recommendations to guide future policy and practice.

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Table 1

Mean grade point average grouped by degree of sexual victimization

Degree of Victimization	*n*	Mean GPA	Std. Deviation	Minimum	Maximum
No Victimization	322	3.3354	0.43	1.80	4.00
Emotional Manipulation	17	3.1647	0.46	2.57	4.00
Attempted or Completed Touching	180	3.2588	0.41	1.99	4.00
Attempted Penetration	46	3.2735	0.46	2.00	4.00
Completed Penetration	79	3.1072	0.50	1.80	3.98
	644	3.2771	0.44	1.80	4.00

Table 2

Location and degree of sexual victimization

Location	Emotional Manipulation	Attempted or Completed Touching	Attempted Penetration	Completed Penetration	
The person's parked car	0	0	0	1	1
Your residence hall	1	13	3	9	26
The perpetrator's residence hall	1	14	5	6	26
A sorority	0	0	1	1	2
A fraternity	3	40	13	7	63
Victim's apartment	1	4	3	8	16
Perpetrator's apartment	4	8	6	18	36
Victims house	0	4	1	5	10
The person's house	0	10	5	3	18
Another place on campus	3	68	7	13	91
Someplace other than Pullman	3	13	2	8	26
	16	174	46	79	315

Table 3

Participant demographic data

	No Victimization	Emotional Manipulation	Attempted or Completed Touching	Attempted Penetration	Completed Penetration
n	322	17	180	46	79
Age					
Mean age	21	21.5	20.3	20.5	21
Race/Ethnicity*					
Asian or Pacific Islander	36	1	8	4	10
African American or Black	8	2	2	0	7
American Indian or Alaskan Native or Aleut	13	0	7	4	4
Latino(a) or Chicano(a) or Hispanic	16	0	5	3	5
Native Hawaiian or Pacific Islander	3	0	3	0	2
White or Caucasian	282	15	171	43	72
Class					
Freshmen	66	0	48	8	10
Sophomore	66	2	38	10	16
Junior	77	6	43	14	14
Senior	113	9	51	14	39
Living arrangements					
Residence Hall	122	1	64	11	16
Fraternity or Sorority	18	2	24	3	6
At Home	6	0	0	0	0

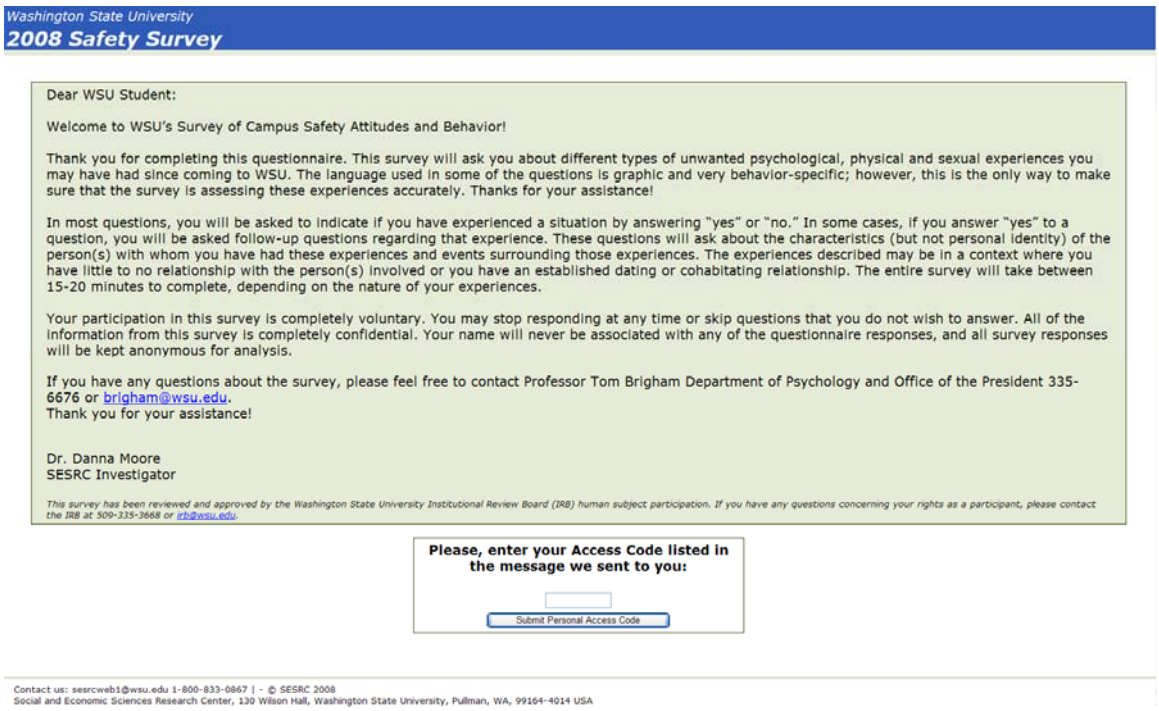
**Respondents were permitted to select more than one ethnicity / race.*

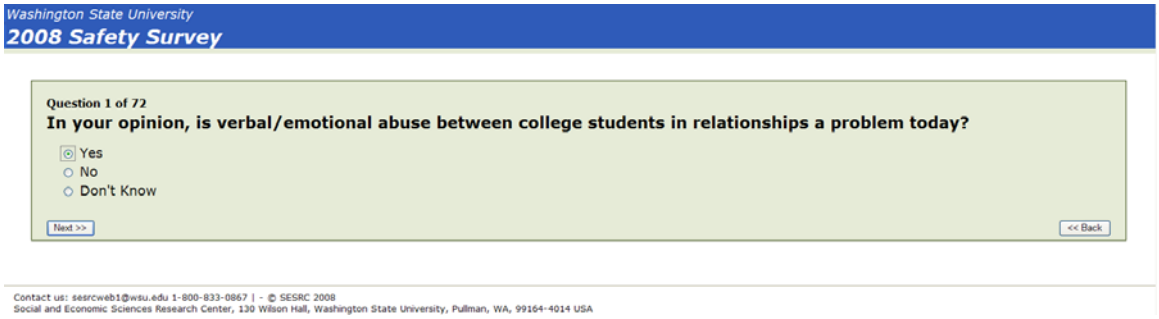
House or Apartment	172	13	90	32	55
Other	4	1	2	0	2
Consider yourself					
Member of Student Government	19	0	8	1	4
Fraternity or Sorority Member	38	4	40	13	15
Intramural or Club Sport Athlete	79	5	53	16	23
Varsity Athlete	9	0	6	0	3
Person with Disability	9	0	3	2	5
Part-time Student	12	0	2	0	3
Organizations visited after assault					
Counseling Services	N/A	1	5	3	9
Student Conduct	N/A	0	1	0	2
Health and Wellness	N/A	0	2	2	8
Planned Parenthood	N/A	1	4	2	5
Health Department	N/A	0	0	1	0
Hospital or Doctor's Office	N/A	0	2	1	2
Police	N/A	0	3	3	2
None	N/A	15	153	35	55

APPENDIX

Appendix A

Washington State University Safety Survey: Spring 2008

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2008 Safety Survey
Question 1 of 72
In your opinion, is verbal/emotional abuse between college students in relationships a problem today?
Yes
No
Don't Know
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Question 2 of 72
In your opinion, is physical abuse between college students in relationships a problem today?
Yes
No
Don't Know
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Question 3 of 72
In your opinion, is sexual abuse (i.e., coercion, harassment, assault, rape) between college students a problem today?
Yes
No
Don't Know
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Question 4 of 72
At WSU, how concerned are you about your own personal safety?
Very concerned
Somewhat concerned
Just a little concerned
Not concerned
Don't Know
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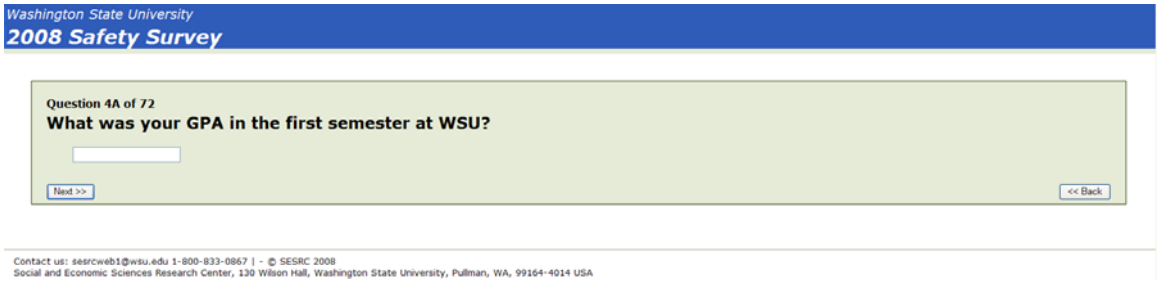
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Question 4A of 72
What was your GPA in the first semester at WSU?
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Question 5 of 72
Since arriving at WSU, have you been involved in at least one dating/romantic relationship?
Yes
No
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This portion of the survey will ask about psychological and physical experiences within the context of a dating/romantic relationship.

Question 6 of 72

Since becoming a WSU student, how often, if ever, have any of your partners in a dating/romantic relationship done any of these behaviors:

	Never	Once	Between 2 and 5 Times	More Than 5 Times
Accused you of paying too much attention to someone (or something else)	○	○	○	○
While alone with you, said something to intentionally hurt your feelings (i.e., called you a name, criticized you, put down your family and/or friends)	○	○	○	○
Damaged or threatened to damage something that belonged to you	○	○	○	○
Brought up something from the past to hurt you	○	○	○	○
Threatened to start dating someone else	○	○	○	○
Blamed you for bad things that they did	○	○	○	○
Told you, that you could not talk to another person	○	○	○	○
Checked up on you (i.e., listened to your phone calls, checked the mileage on your car, called you repeatedly at work or school)	○	○	○	○
Stopped you, or tried to stop you, from going to work or school or something else you wanted to do (e.g., go out with friends or family)	○	○	○	○
Forced you to do something humiliating or degrading (e.g., beg for forgiveness, having to ask their permission to do something)	○	○	○	○
Insulted, shamed, and/or swore at you in front of others	○	○	○	○
Threatened to hit or throw something	○	○	○	○
Threw, smashed or broke an object	○	○	○	○
Hit or kicked a wall, door or furniture	○	○	○	○
Threw something at you and missed	○	○	○	○
Threw something at you that hit you	○	○	○	○
Drove dangerously with you in the car	○	○	○	○
Pushed, grabbed, or shoved you and/or twisted your arm	○	○	○	○
Slammed or held you against the wall	○	○	○	○
Slapped, scratched, and/or bit you	○	○	○	○
Kicked you and/or hit you with fists	○	○	○	○
Tried to choke you	○	○	○	○
Made verbal threats for sex against your will	○	○	○	○
Initiated sexual touching against your will	○	○	○	○
Attempted sexual penetration (oral, anal, or vaginal) against your will	○	○	○	○
Succeeded in sexual penetration (oral, anal, or vaginal) against your will	○	○	○	○

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Question 7 of 72

Are you . . .?

- ○ Female
- ◉ Male
- ○ Transgender

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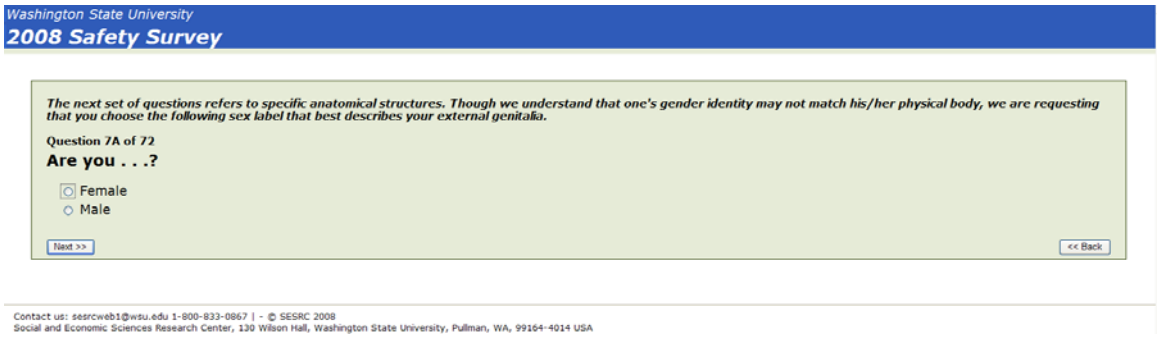
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The next set of questions refers to specific anatomical structures. Though we understand that one's gender identity may not match his/her physical body, we are requesting that you choose the following sex label that best describes your external genitalia.
Question 7A of 72
Are you . . .?
Female
Male
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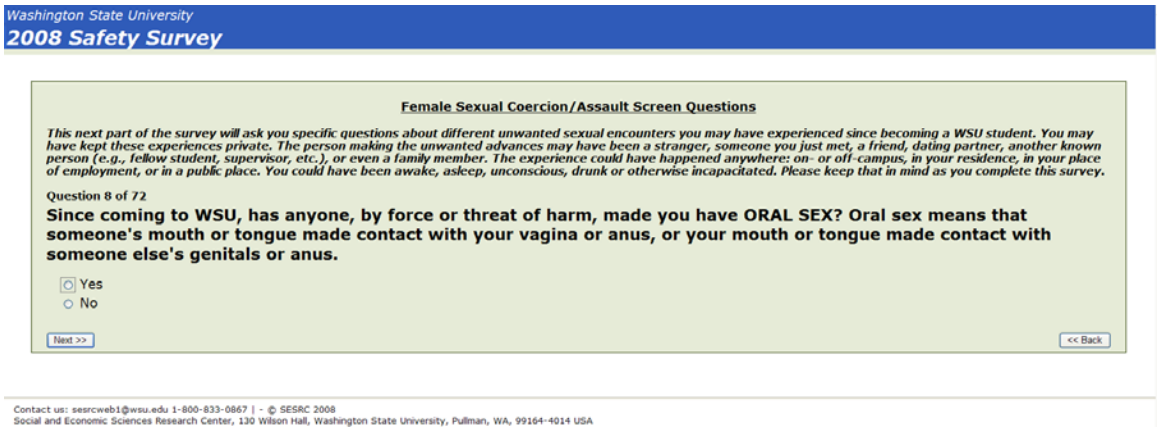
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2008 Safety Survey
Female Sexual Coercion/Assault Screen Questions
This next part of the survey will ask you specific questions about different unwanted sexual encounters you may have experienced since becoming a WSU student. You may have kept these experiences private. The person making the unwanted advances may have been a stranger, someone you just met, a friend, dating partner, another known person (e.g., fellow student, supervisor, etc.), or even a family member. The experience could have happened anywhere: on- or off-campus, in your residence, in your place of employment, or in a public place. You could have been awake, asleep, unconscious, drunk or otherwise incapacitated. Please keep that in mind as you complete this survey.
Question 8 of 72
Since coming to WSU, has anyone, by force or threat of harm, made you have ORAL SEX? Oral sex means that someone's mouth or tongue made contact with your vagina or anus, or your mouth or tongue made contact with someone else's genitals or anus.
Yes
No
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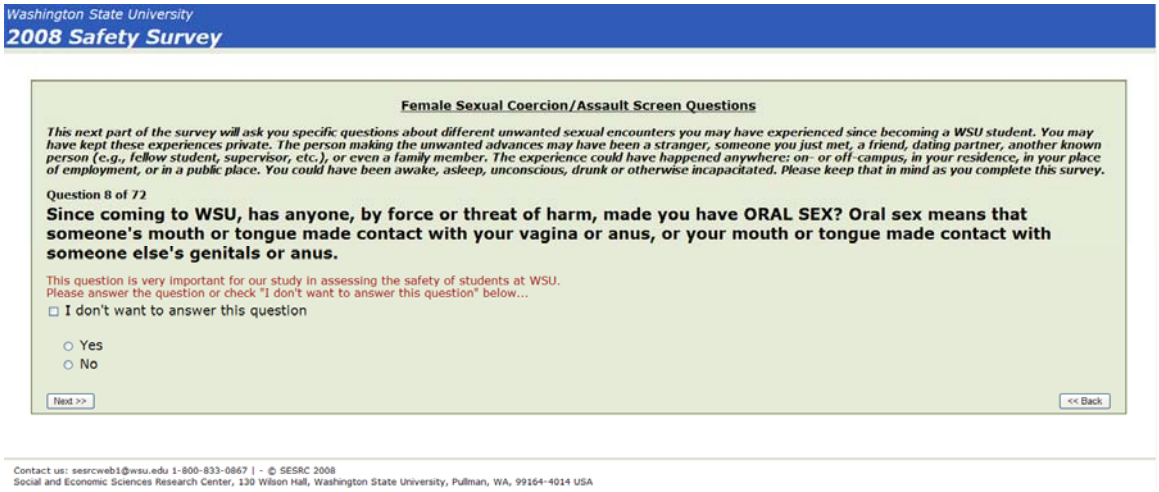
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Question 8 of 72
Since coming to WSU, has anyone, by force or threat of harm, made you have ORAL SEX? Oral sex means that someone's mouth or tongue made contact with your vagina or anus, or your mouth or tongue made contact with someone else's genitals or anus.
This question is very important for our study in assessing the safety of students at WSU.
Please answer the question or check "I don't want to answer this question" below...
I don't want to answer this question
Yes
No
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Question 9 of 72
Since coming to WSU, has anyone, by force or threat of harm, made you have VAGINAL SEX? Vaginal sex means that your vagina was penetrated by a finger, penis or foreign object.
Yes
No
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Please answer the question or check "I don't want to answer this question" below...
I don't want to answer this question
Yes
No
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Since coming to WSU, has anyone, by force or threat of harm, made you have ANAL SEX? Anal sex means your anus or rectum was penetrated by a finger, penis or foreign object.
Yes
No
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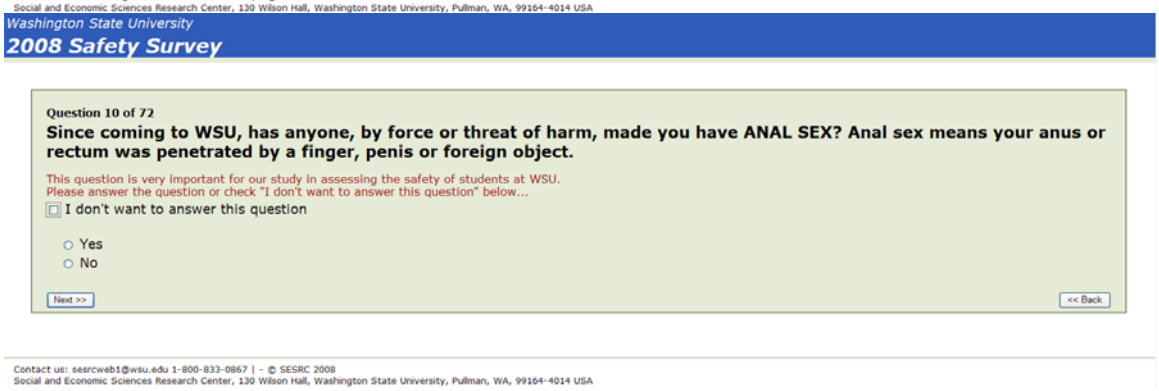
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I don't want to answer this question
Yes
No
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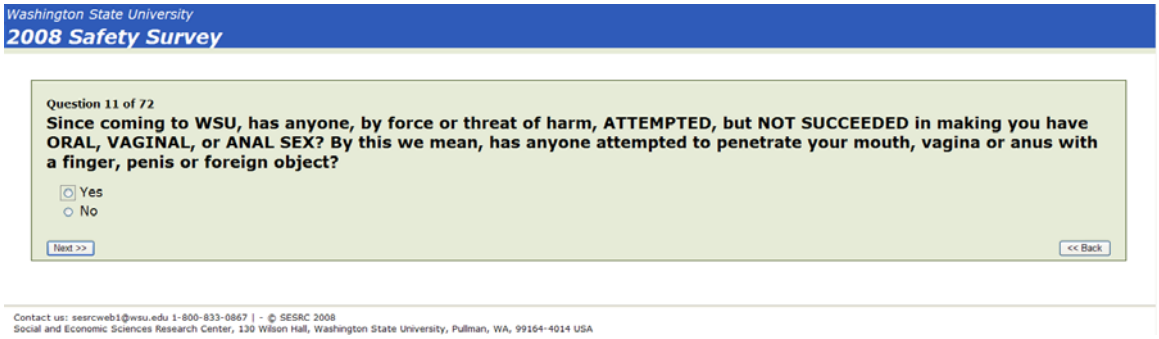
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2008 Safety Survey
Question 11 of 72
Since coming to WSU, has anyone, by force or threat of harm, ATTEMPTED, but NOT SUCCEEDED in making you have ORAL, VAGINAL, or ANAL SEX? By this we mean, has anyone attempted to penetrate your mouth, vagina or anus with a finger, penis or foreign object?
Yes
No
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This question is very important for our study in assessing the safety of students at WSU.
Please answer the question or check "I don't want to answer this question" below...
I don't want to answer this question
Yes
No
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Not counting the types of sexual contact already mentioned, since coming to WSU, has anyone, by force or threat of harm, touched you in an UNWANTED or UNINVITED sexual manner? This includes forced kissing, touching of private parts, grabbing, fondling, and rubbing up against you in a sexual way, even if it is over your clothes.
Yes
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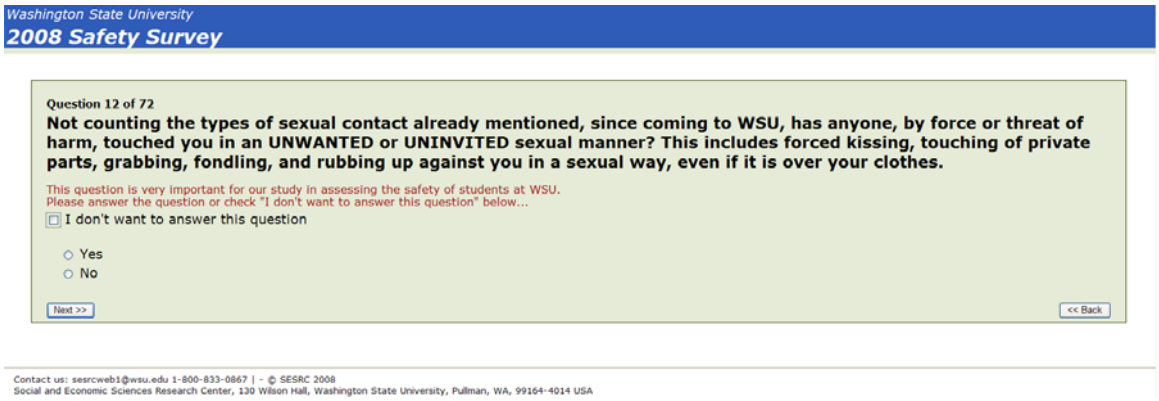
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Since coming to WSU, has anyone, by force or threat of harm, ATTEMPTED, but NOT SUCCEEDED in touching you in an UNWANTED OR UNINVITED sexual manner?
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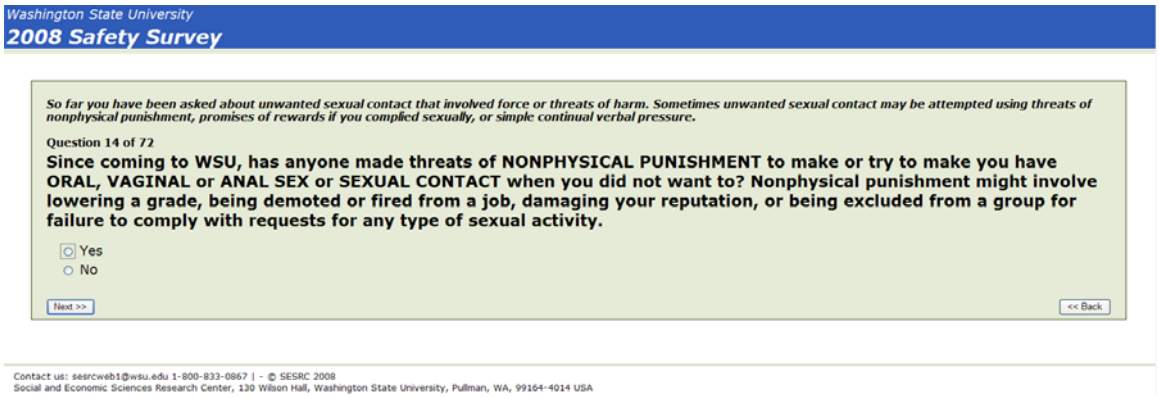
Washington State University
2008 Safety Survey
So far you have been asked about unwanted sexual contact that involved force or threats of harm. Sometimes unwanted sexual contact may be attempted using threats of nonphysical punishment, promises of rewards if you complied sexually, or simple continual verbal pressure.
Question 14 of 72
Since coming to WSU, has anyone made threats of NONPHYSICAL PUNISHMENT to make or try to make you have ORAL, VAGINAL or ANAL SEX or SEXUAL CONTACT when you did not want to? Nonphysical punishment might involve lowering a grade, being demoted or fired from a job, damaging your reputation, or being excluded from a group for failure to comply with requests for any type of sexual activity.
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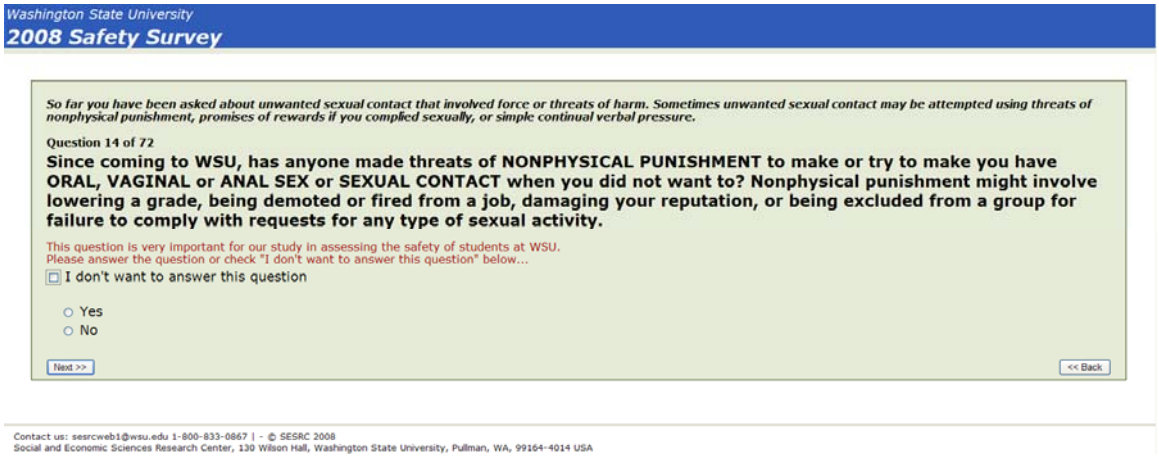
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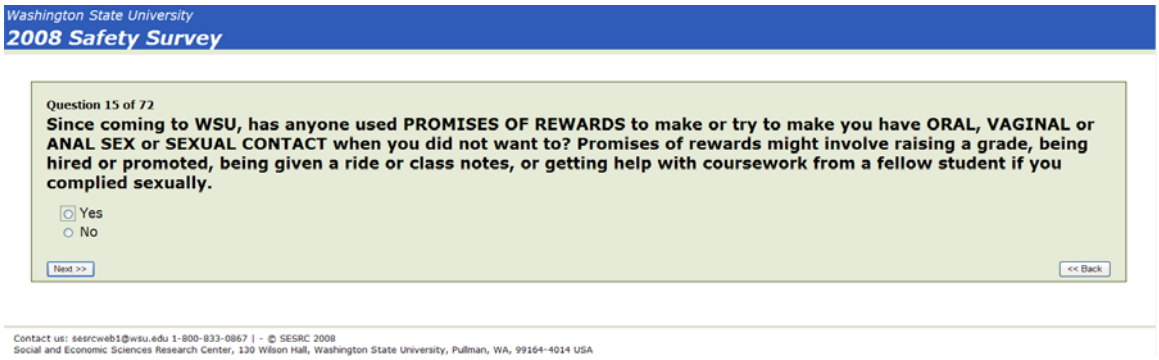
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Since coming to WSU, has anyone used PROMISES OF REWARDS to make or try to make you have ORAL, VAGINAL or ANAL SEX or SEXUAL CONTACT when you did not want to? Promises of rewards might involve raising a grade, being hired or promoted, being given a ride or class notes, or getting help with coursework from a fellow student if you complied sexually.
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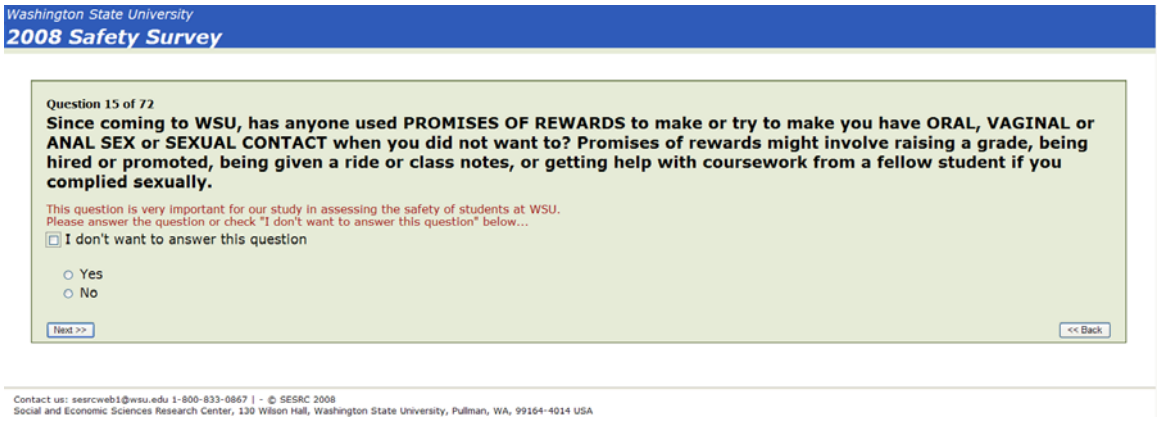
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Since coming to WSU, has anyone simply OVERWHELMED you with CONTINUAL PESTERING and VERBAL PRESSURE to make or try to make you have ORAL, VAGINAL or ANAL SEX or SEXUAL CONTACT when you did not want to?
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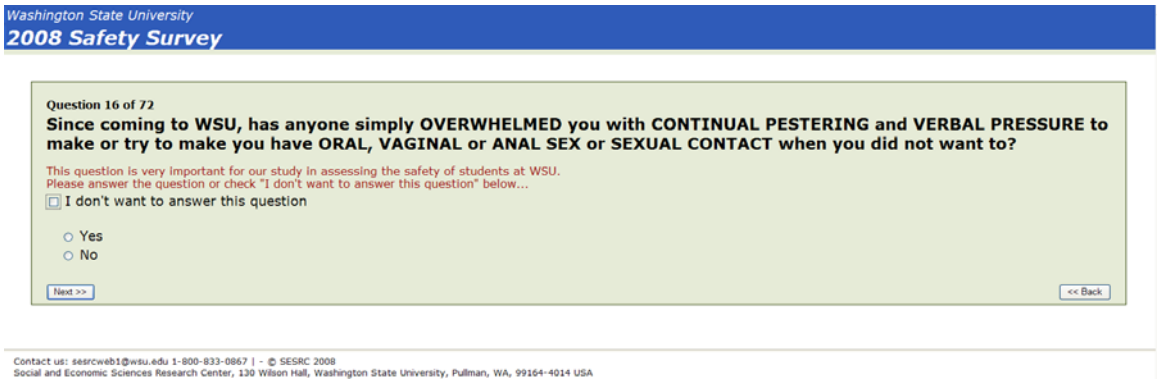
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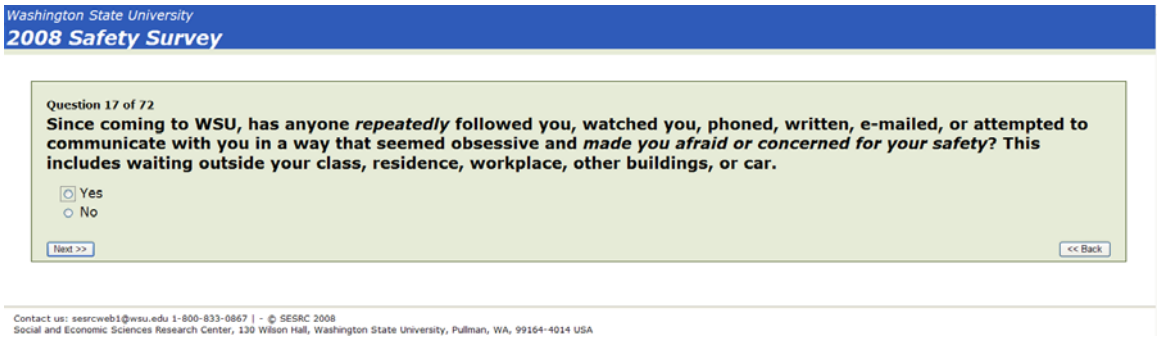
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Since coming to WSU, has anyone repeatedly followed you, watched you, phoned, written, e-mailed, or attempted to communicate with you in a way that seemed obsessive and made you afraid or concerned for your safety? This includes waiting outside your class, residence, workplace, other buildings, or car.
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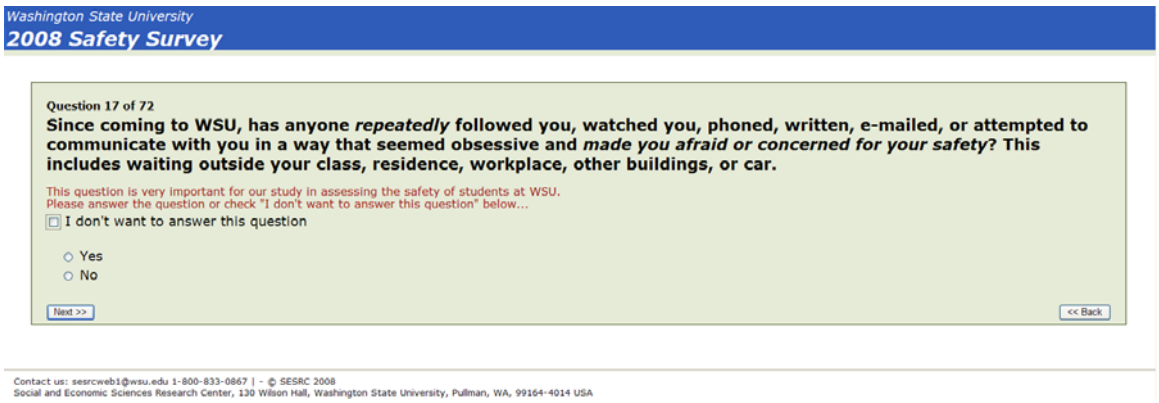
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In the previous section, you indicated that you have had experiences fitting the following descriptions. Of these experiences, please choose the experience that was the "most distressing" for you.
While at WSU someone has forced/threatened ORAL SEX.
While at WSU someone has forced/threatened VAGINAL SEX.
While at WSU someone has forced/threatened ANAL SEX.
While at WSU someone has attempted ORAL, VAGINAL, or ANAL SEX.
While at WSU someone has forced/threatened unwanted touching.
While at WSU someone has attempted unwanted sexual touching.
While at WSU someone has threatened Nonphysical Punishment to have ORAL, VAGINAL, or ANAL SEX.
While at WSU someone has promised rewards to make you have ORAL, VAGINAL, or ANAL SEX.
While at WSU someone has overwhelmed you with PESTERING and VERBAL PRESSURE to make you have sex.
While at WSU someone has repeatedly followed, watched, or attempted communication so you were afraid.
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While at WSU someone has forced/threatened VAGINAL SEX.
In the previous section, you indicated that you have had an experience fitting this description. We would like to ask you some more questions about this experience.
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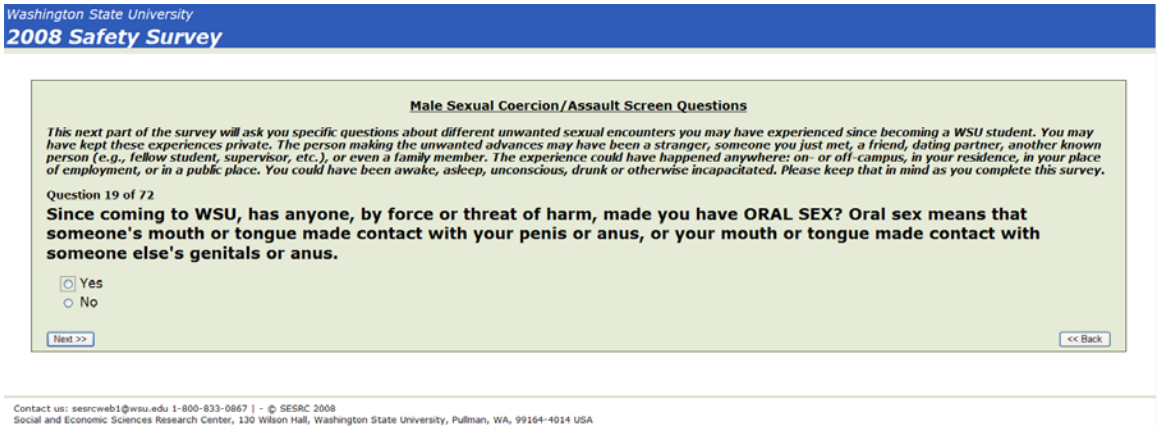
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Male Sexual Coercion/Assault Screen Questions
This next part of the survey will ask you specific questions about different unwanted sexual encounters you may have experienced since becoming a WSU student. You may have kept these experiences private. The person making the unwanted advances may have been a stranger, someone you just met, a friend, dating partner, another known person (e.g., fellow student, supervisor, etc.), or even a family member. The experience could have happened anywhere: on- or off-campus, in your residence, in your place of employment, or in a public place. You could have been awake, asleep, unconscious, drunk or otherwise incapacitated. Please keep that in mind as you complete this survey.
Question 19 of 72
Since coming to WSU, has anyone, by force or threat of harm, made you have ORAL SEX? Oral sex means that someone's mouth or tongue made contact with your penis or anus, or your mouth or tongue made contact with someone else's genitals or anus.
Yes
No
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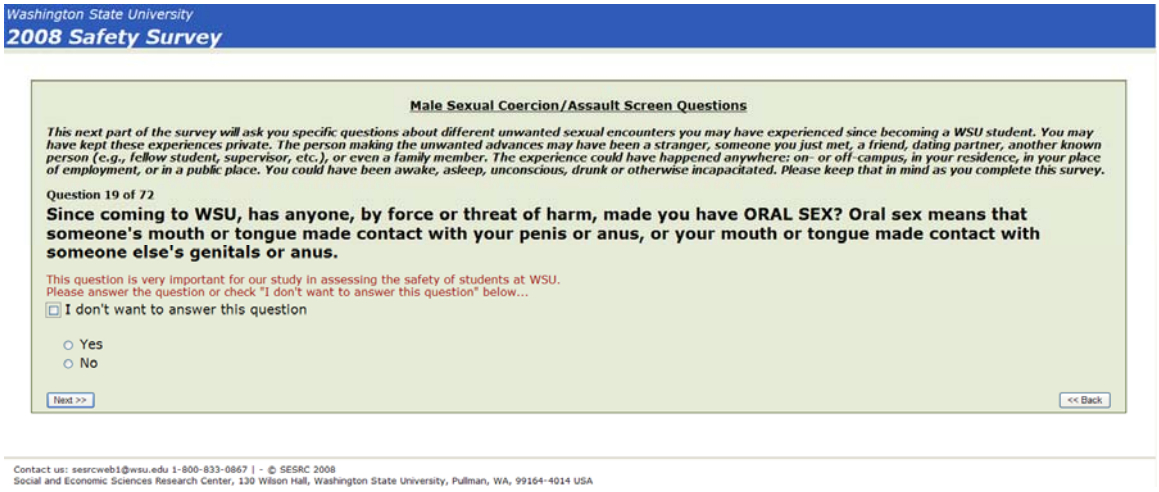
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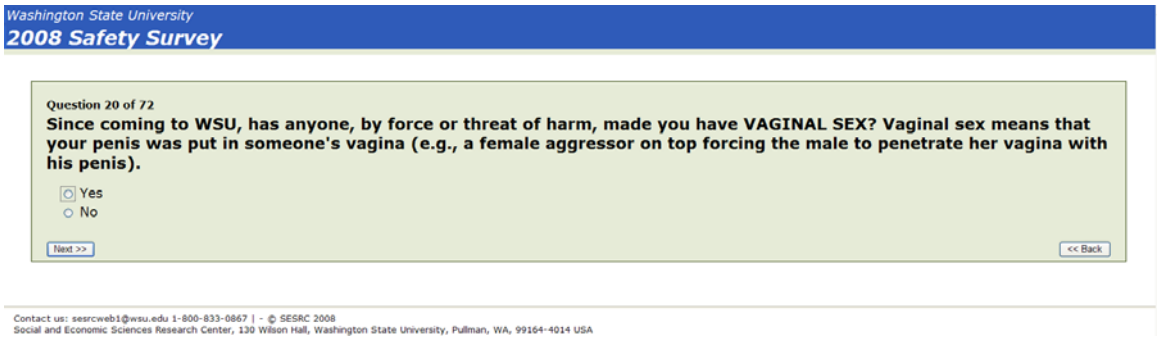
Washington State University
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Since coming to WSU, has anyone, by force or threat of harm, made you have VAGINAL SEX? Vaginal sex means that your penis was put in someone's vagina (e.g., a female aggressor on top forcing the male to penetrate her vagina with his penis).
Yes
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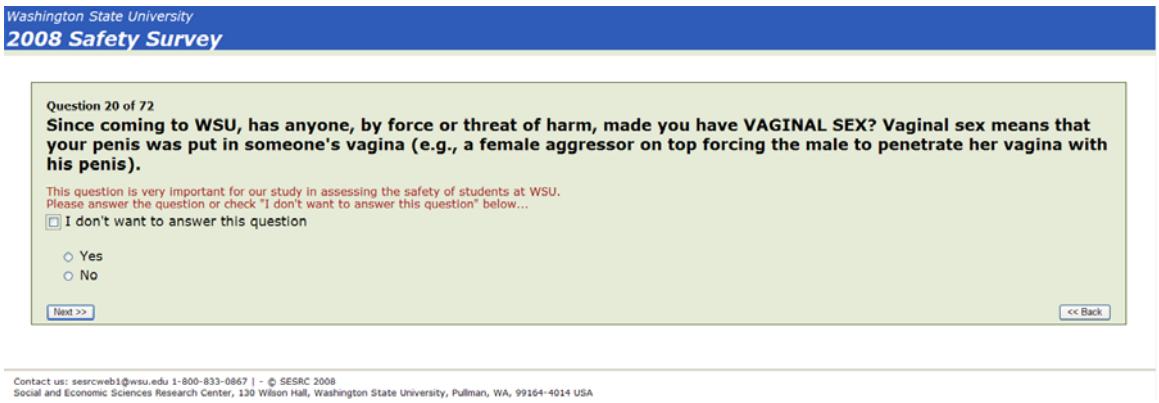
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Since coming to WSU, has anyone, by force or threat of harm, made you have ANAL SEX? Anal sex means your anus or rectum was penetrated by a finger, penis or foreign object (female or male aggressor).
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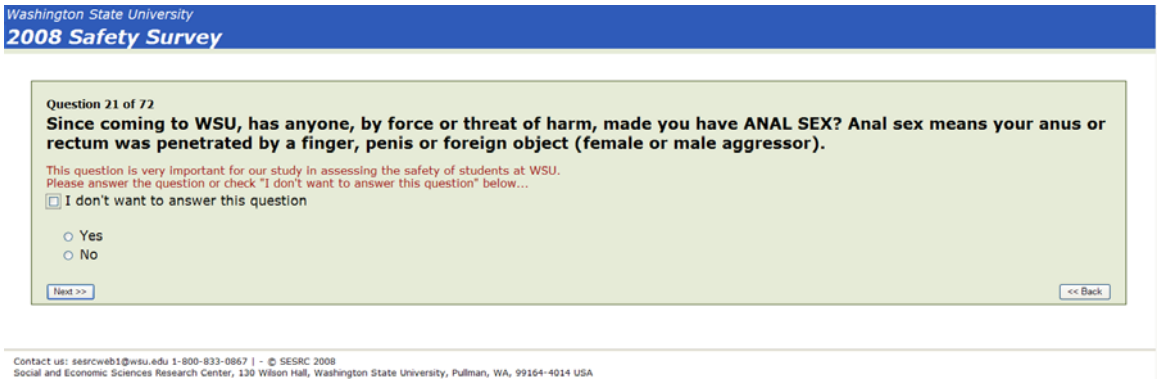
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Since coming to WSU, has anyone, by force or threat of harm, ATTEMPTED, but NOT SUCCEEDED in making you have ORAL, VAGINAL, or ANAL SEX? By this we mean, has anyone attempted to penetrate your mouth or anus with a finger, penis or foreign object or put your penis in someone's vagina?
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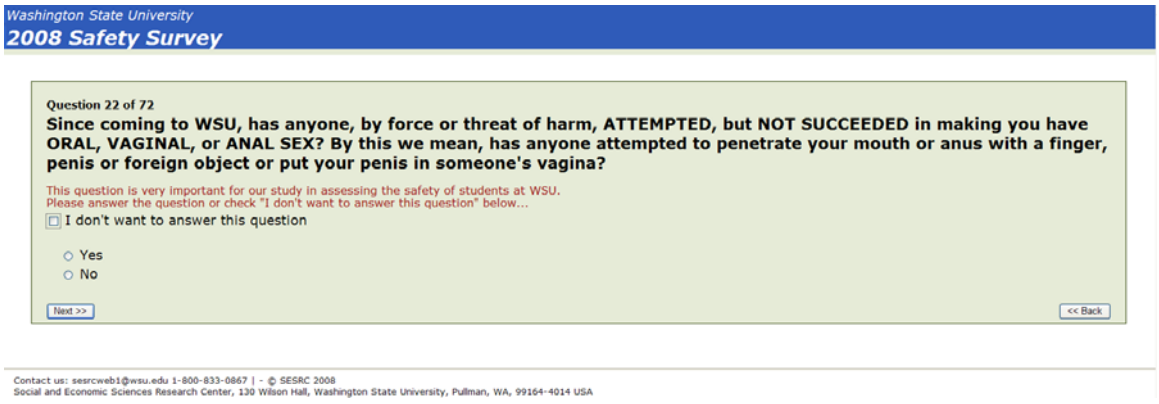
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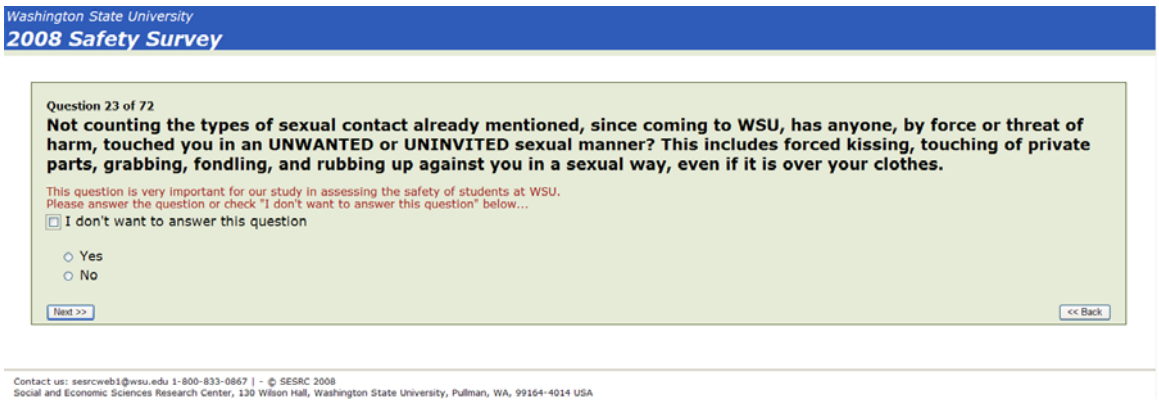
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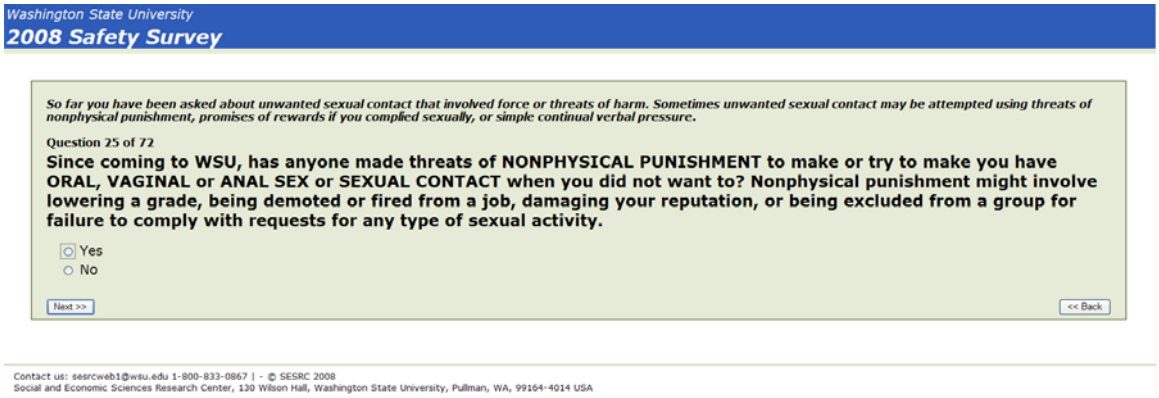
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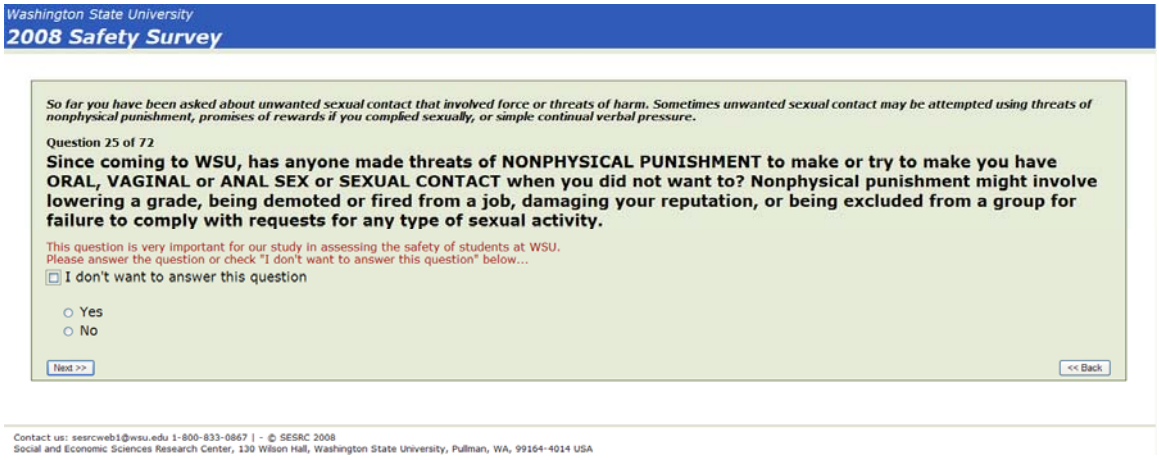
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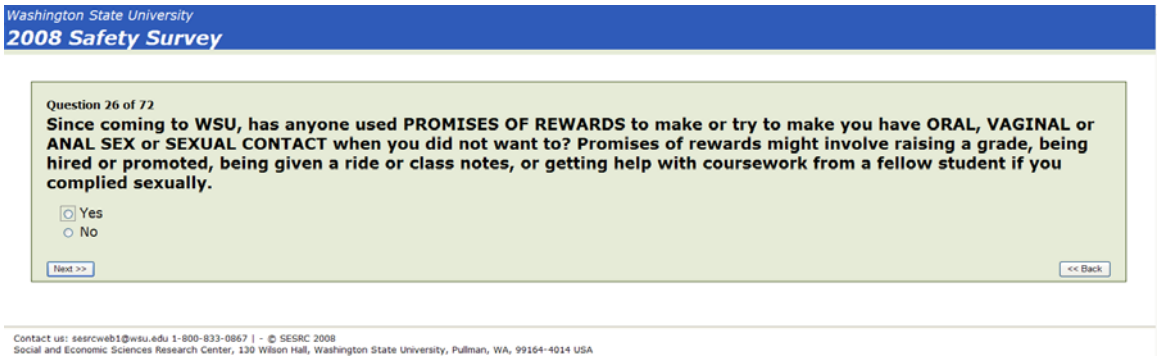
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Since coming to WSU, has anyone used PROMISES OF REWARDS to make or try to make you have ORAL, VAGINAL or ANAL SEX or SEXUAL CONTACT when you did not want to? Promises of rewards might involve raising a grade, being hired or promoted, being given a ride or class notes, or getting help with coursework from a fellow student if you complied sexually.
Yes
No
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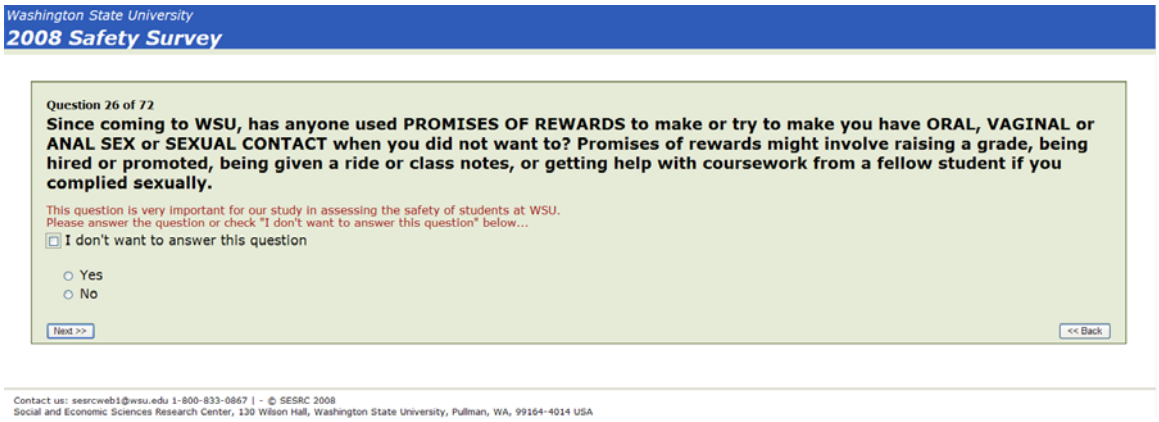
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Since coming to WSU, has anyone used PROMISES OF REWARDS to make or try to make you have ORAL, VAGINAL or ANAL SEX or SEXUAL CONTACT when you did not want to? Promises of rewards might involve raising a grade, being hired or promoted, being given a ride or class notes, or getting help with coursework from a fellow student if you complied sexually.
This question is very important for our study in assessing the safety of students at WSU.
Please answer the question or check "I don't want to answer this question" below...
I don't want to answer this question
Yes
No
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Since coming to WSU, has anyone simply OVERWHELMED you with CONTINUAL PESTERING and VERBAL PRESSURE to make or try to make you have ORAL, VAGINAL or ANAL SEX or SEXUAL CONTACT when you did not want to?
Yes
No
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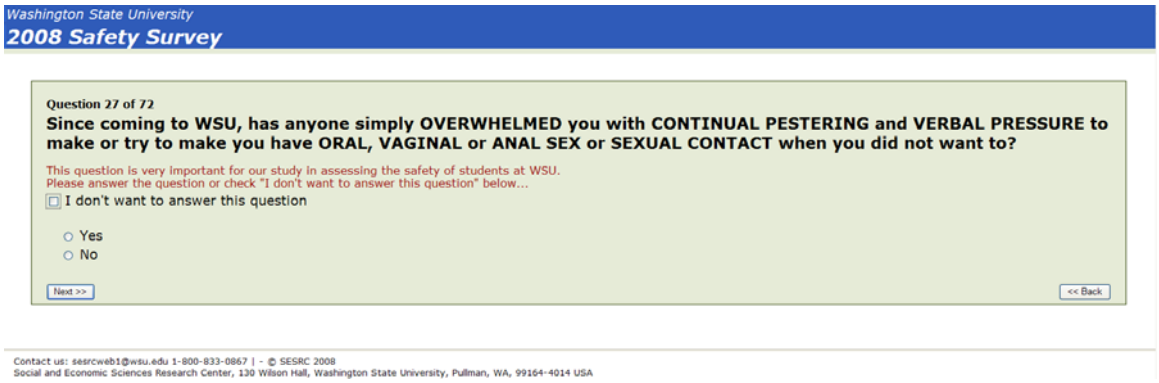
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Since coming to WSU, has anyone simply OVERWHELMED you with CONTINUAL PESTERING and VERBAL PRESSURE to make or try to make you have ORAL, VAGINAL or ANAL SEX or SEXUAL CONTACT when you did not want to?
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I don't want to answer this question
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No
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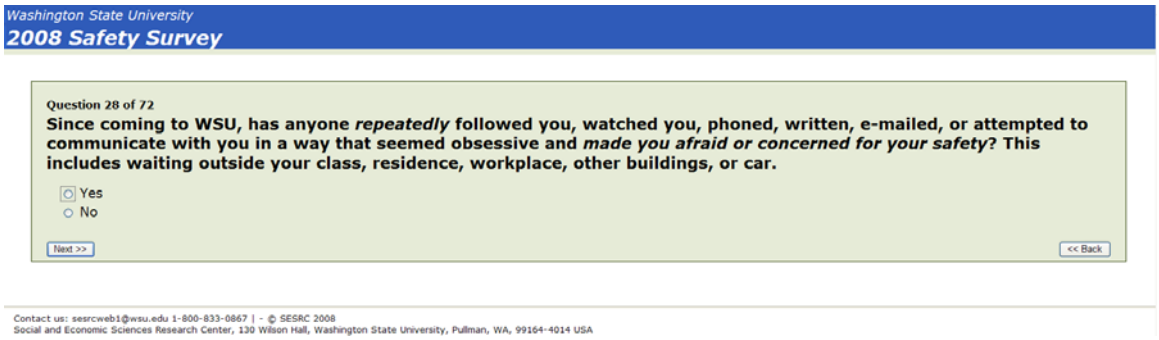
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Since coming to WSU, has anyone repeatedly followed you, watched you, phoned, written, e-mailed, or attempted to communicate with you in a way that seemed obsessive and made you afraid or concerned for your safety? This includes waiting outside your class, residence, workplace, other buildings, or car.
Yes
No
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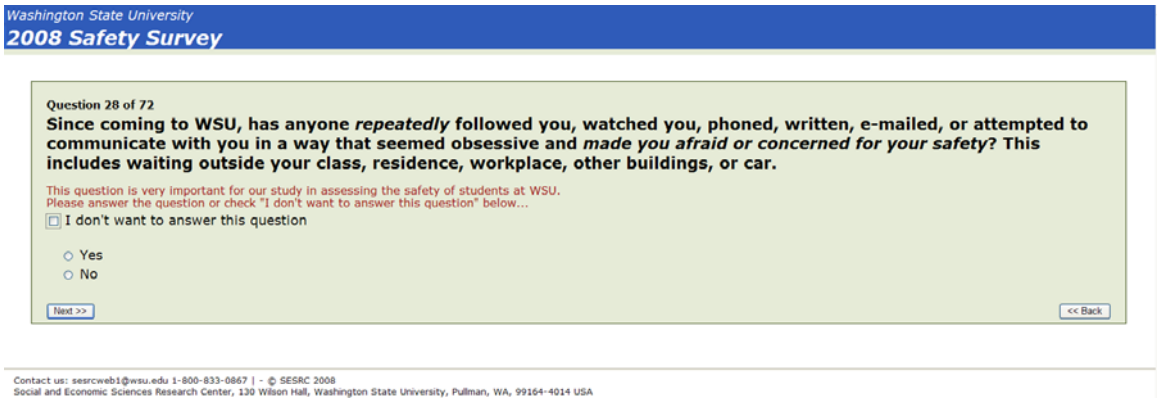
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Since coming to WSU, has anyone repeatedly followed you, watched you, phoned, written, e-mailed, or attempted to communicate with you in a way that seemed obsessive and made you afraid or concerned for your safety? This includes waiting outside your class, residence, workplace, other buildings, or car.
This question is very important for our study in assessing the safety of students at WSU.
Please answer the question or check "I don't want to answer this question" below...
I don't want to answer this question
Yes
No
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In the previous section, you indicated that you have had experiences fitting the following descriptions. Of these experiences, please choose the experience that was the "most distressing" for you.
While at WSU someone has forced/threatened ORAL SEX.
While at WSU someone has forced/threatened VAGINAL SEX.
While at WSU someone has forced/threatened ANAL SEX.
While at WSU someone has attempted ORAL, VAGINAL, or ANAL SEX.
While at WSU someone has forced/threatened unwanted touching.
While at WSU someone has attempted unwanted sexual touching.
While at WSU someone has threatened Nonphysical Punishment to have ORAL, VAGINAL, or ANAL SEX.
While at WSU someone has promised rewards to make you have ORAL, VAGINAL, or ANAL SEX.
While at WSU someone has overwhelmed you with PESTERING and VERBAL PRESSURE to make you have sex.
While at WSU someone has repeatedly followed, watched, or attempted communication so you were afraid.
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While at WSU someone has repeatedly followed, watched, or attempted communication so you were afraid.
In the previous section, you indicated that you have had an experience fitting this description. We would like to ask you some more questions about this experience.
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Sexual Coercion/Assault Incident Questions
Question 30 of 72
Have you experienced this kind of situation more than once since becoming a WSU student?
Yes
No
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How many times since becoming a WSU student have you experienced this?
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Have those experiences involved different people?
Yes
No
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If you just indicated that you have experienced a situation like this more than once, please focus on your most recent experience to answer the following questions.
Question 33 of 72
How old were you when this happened?
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How old was the person involved in this incident?
Enter age
or
Don't know (What is your best estimate?)
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What was your class standing when this happened?
First semester freshman
Second semester freshman
First semester sophomore
Second semester sophomore
First semester junior
Second semester junior
First semester senior
Second semester senior
Other (Please specify):
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Did this incident involve (Mark all that apply):
oral sex
vaginal sex
anal sex
sexual contact
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Did the penetration involve (Mark all that apply):
finger
penis
foreign object
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Question 38 of 72
Did this incident involve (Mark all that apply):
Being followed
Being watched
Being phoned
Being written to
Being e-mailed
Other (Please specify):
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Was the person involved in this incident:
Male
Female
Transgender
Don't know
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At the time of the incident, was the person involved in this incident a:
Stranger
Non-stranger (I.e., someone with whom you have had or have some degree of acquaintance)
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Which ONE of these best describes the nature of the relationship you had with this person at the time of the incident:
A brief encounter (i.e., less than 24 hours of acquaintance)
A casual relationship (e.g., know person from a class or student club)
A male friend
A female friend
Had been on a few dates with the person
A boyfriend/girlfriend you were NOT living with at the time
A boyfriend/girlfriend you were living with at the time
An ex-boyfriend/girlfriend
A spouse
An ex-spouse
Other (e.g., coworker, supervisor, instructor, family member) Please describe:
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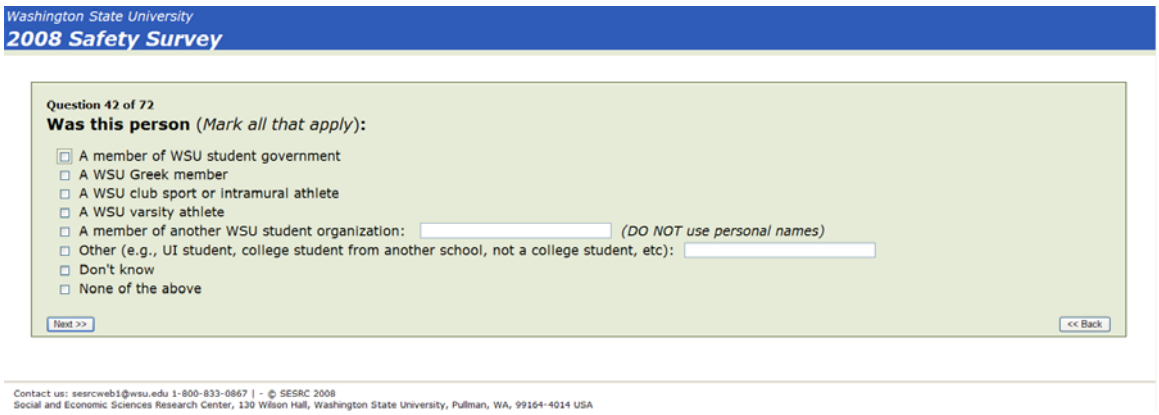
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Was this person (Mark all that apply):
A member of WSU student government
A WSU Greek member
A WSU club sport or intramural athlete
A WSU varsity athlete
A member of another WSU student organization:
(DO NOT use personal names)
Other (e.g., UI student, college student from another school, not a college student, etc):
Don't know
None of the above
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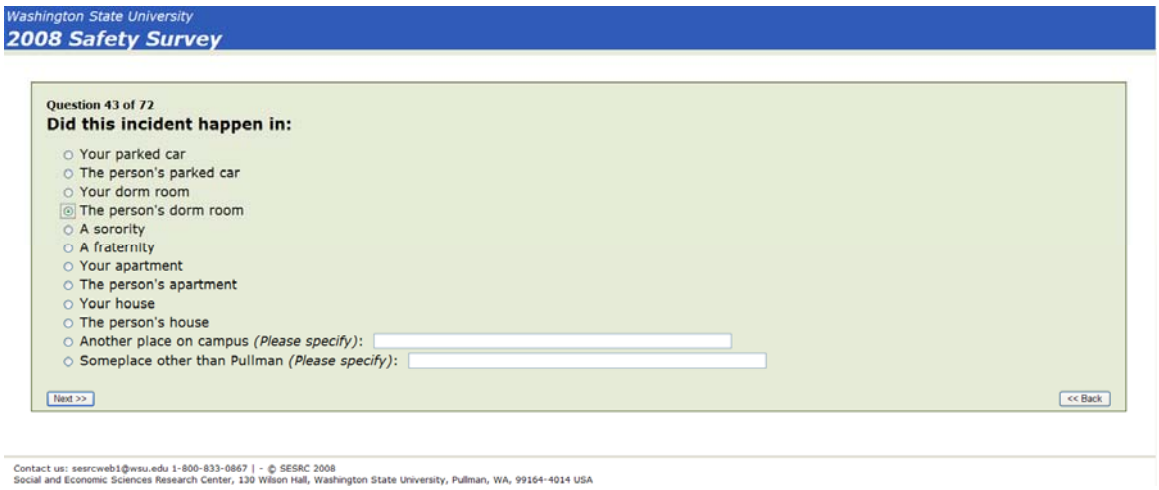
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Did this incident happen in:
Your parked car
The person's parked car
Your dorm room
The person's dorm room
A sorority
A fraternity
Your apartment
The person's apartment
Your house
The person's house
Another place on campus (Please specify):
Someplace other than Pullman (Please specify):
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Question 44 of 72
At the time of this incident, were you . . .
Sober (i.e., had not been drinking alcohol or using drugs)
Drinking and consumed 3 or fewer drinks
Drinking and consumed 4 or more drinks
Using other drugs
Drinking alcohol and using other drugs
Don't remember
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At the time of this incident, was the other person . . .
Sober (i.e., had not been drinking alcohol or using drugs)
Drinking and consumed 3 or fewer drinks
Drinking and consumed 4 or more drinks
Using other drugs
Drinking alcohol and using other drugs
Don't remember/Don't know
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AT THE TIME OF THE INCIDENT, did you do any of the following? (Mark all that apply)
Tried to avoid the person
Tried to reason/negotiate
Removed the person's hand from an unwanted place of contact
Forcefully told the person "no" or "stop"
Pleaded or begged the person to stop
Screamed or yelled in an attempt to scare off the person
Used physical force against the person
Ran or tried to run away/escape
I said or did nothing
Don't remember how I behaved
Did something else (Please describe):
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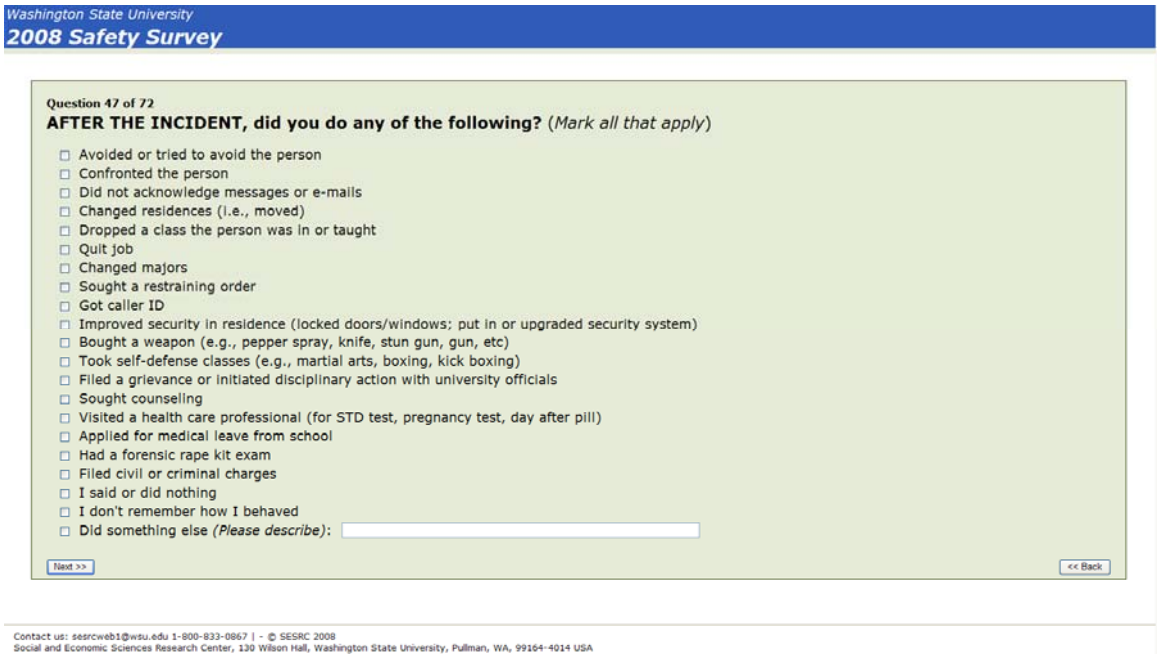
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AFTER THE INCIDENT, did you do any of the following? (Mark all that apply)
Avoided or tried to avoid the person
Confronted the person
Did not acknowledge messages or e-mails
Changed residences (i.e., moved)
Dropped a class the person was in or taught
Quit job
Changed majors
Sought a restraining order
Got caller ID
Improved security in residence (locked doors/windows; put in or upgraded security system)
Bought a weapon (e.g., pepper spray, knife, stun gun, gun, etc)
Took self-defense classes (e.g., martial arts, boxing, kick boxing)
Filed a grievance or initiated disciplinary action with university officials
Sought counseling
Visited a health care professional (for STD test, pregnancy test, day after pill)
Applied for medical leave from school
Had a forensic rape kit exam
Filed civil or criminal charges
I said or did nothing
I don't remember how I behaved
Did something else (Please describe):
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AT THE TIME OF THE INCIDENT, did you do any of the following? (Mark all that apply)
Tried to avoid the person
Asked a friend or significant other for help
Tried to reason/negotiate
Forcefully told the person "no" or "stop"
Pleaded or begged the person to stop
Screamed or yelled in an attempt to scare off the person
Used physical force against the person
Ran or tried to run away/escape
I said or did nothing
Don't remember how I behaved
Did something else (Please describe):
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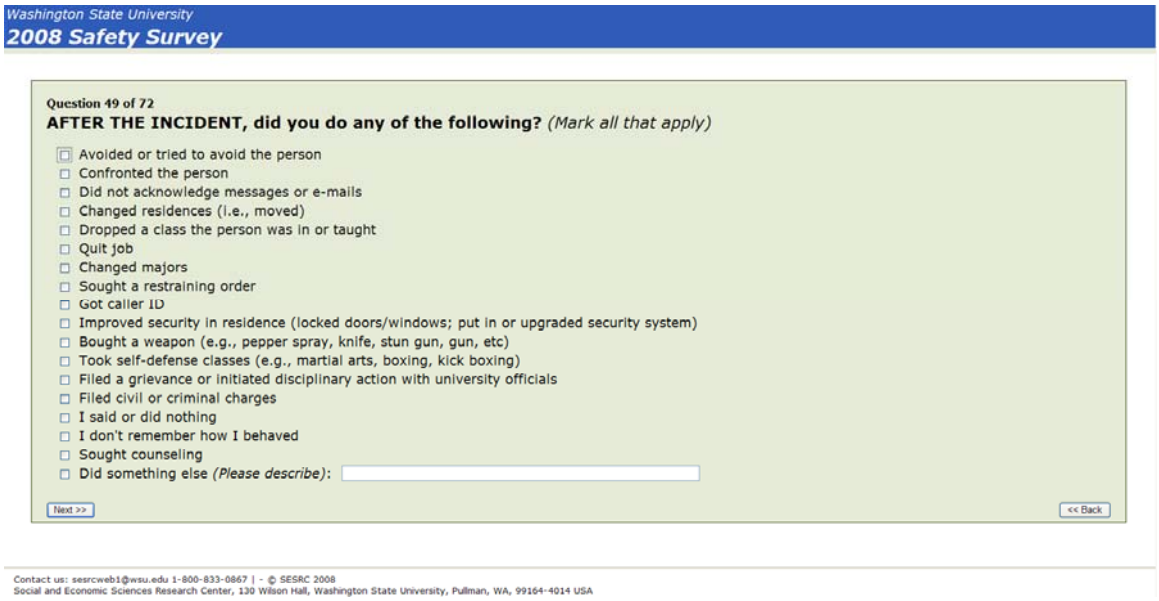
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AFTER THE INCIDENT, did you do any of the following? (Mark all that apply)
Avoided or tried to avoid the person
Confronted the person
Did not acknowledge messages or e-mails
Changed residences (i.e., moved)
Dropped a class the person was in or taught
Quit job
Changed majors
Sought a restraining order
Got caller ID
Improved security in residence (locked doors/windows; put in or upgraded security system)
Bought a weapon (e.g., pepper spray, knife, stun gun, gun, etc)
Took self-defense classes (e.g., martial arts, boxing, kick boxing)
Filed a grievance or initiated disciplinary action with university officials
Filed civil or criminal charges
I said or did nothing
I don't remember how I behaved
Sought counseling
Did something else (Please describe):
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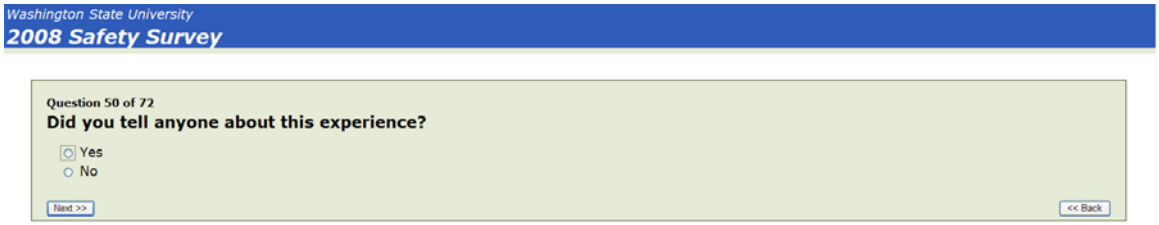
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Did you tell anyone about this experience?
Yes
No
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Question 51 of 72
Who did you tell? (Mark all that apply)
Friend
Roommate or housemate
Boyfriend/girlfriend
Relative
WSU personnel
Crisis line operator
Sexual assault advocate
Counselor/Therapist
Law enforcement officer
Other (Please specify):
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Was their response/reaction . . .
Helpful (gave useful information)
Supportive (made you feel better)
Both helpful and supportive
Neither helpful nor supportive (Please describe why):
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Why did you not tell anyone? (Mark all that apply)
Did not think it was a "big deal"
Afraid others would react negatively toward me (blame or criticize me)
Afraid others would react negatively toward the other person (blame or criticize the person)
Afraid others would not believe me
Afraid of retaliation by "the person"
Fear of being treated hostilely by the police
Fear of being treated hostilely by other parts of the justice system
Considered telling the police, but was unsure of whether a crime had been committed
Thought crime had been committed, but did not know how to report incident
Other (Please specify):
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How did you interpret this incident? (Please mark best label)
Stalking
Unwanted experience
Sexual coercion
Attempted sexual assault
Sexual assault
Attempted rape
Rape
Other (Please specify):
Don't know/Uncertain
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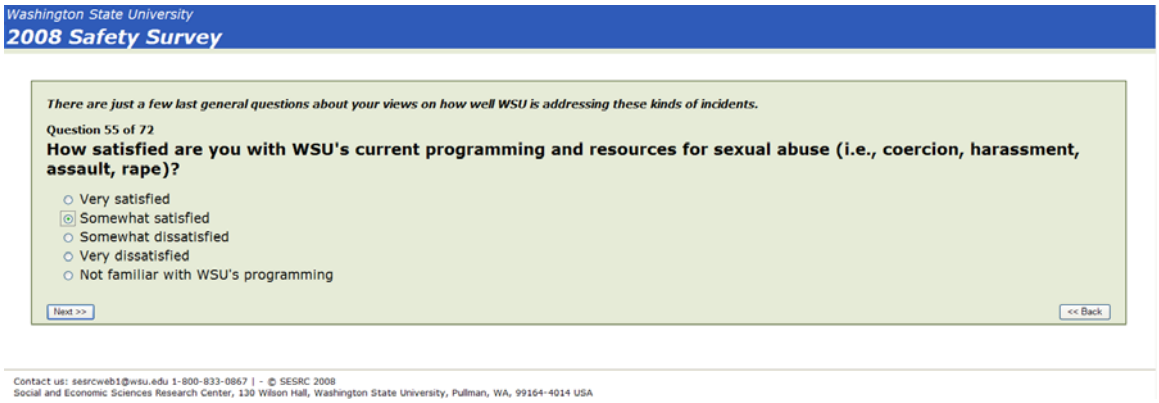
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There are just a few last general questions about your views on how well WSU is addressing these kinds of incidents.
Question 55 of 72
How satisfied are you with WSU's current programming and resources for sexual abuse (i.e., coercion, harassment, assault, rape)?
Very satisfied
Somewhat satisfied
Somewhat dissatisfied
Very dissatisfied
Not familiar with WSU's programming
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Why do you feel this way?
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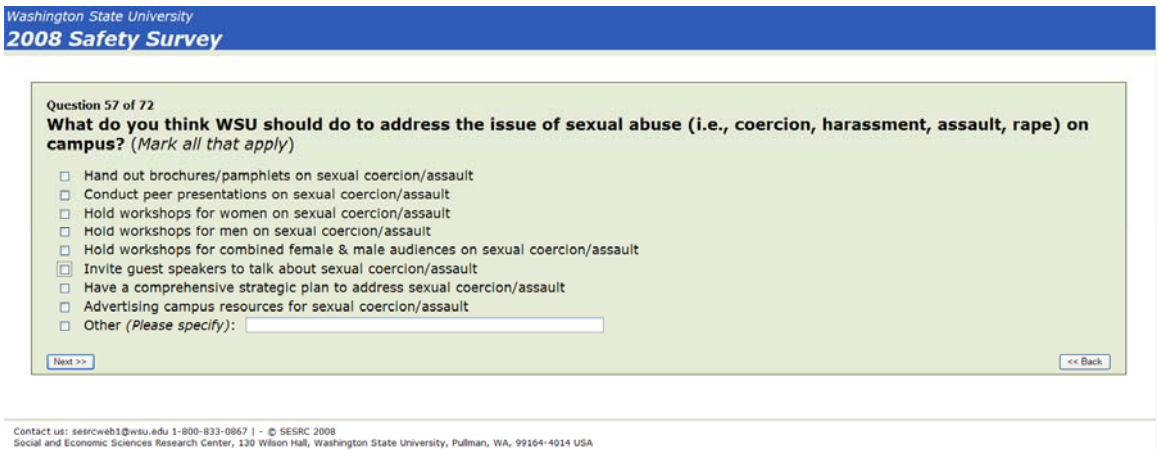
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Question 57 of 72
What do you think WSU should do to address the issue of sexual abuse (i.e., coercion, harassment, assault, rape) on campus? (Mark all that apply)
Hand out brochures/pamphlets on sexual coercion/assault
Conduct peer presentations on sexual coercion/assault
Hold workshops for women on sexual coercion/assault
Hold workshops for men on sexual coercion/assault
Hold workshops for combined female & male audiences on sexual coercion/assault
Invite guest speakers to talk about sexual coercion/assault
Have a comprehensive strategic plan to address sexual coercion/assault
Advertising campus resources for sexual coercion/assault
Other (Please specify):
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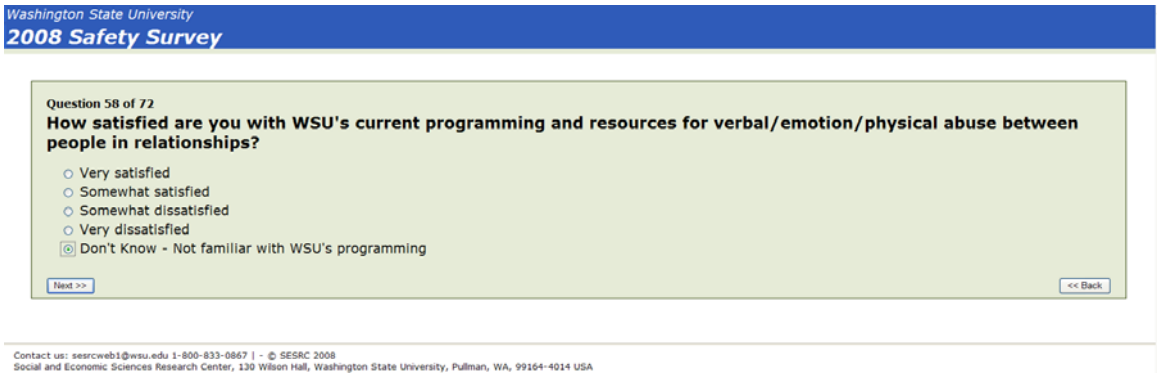
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Question 58 of 72
How satisfied are you with WSU's current programming and resources for verbal/emotion/physical abuse between people in relationships?
Very satisfied
Somewhat satisfied
Somewhat dissatisfied
Very dissatisfied
Don't Know - Not familiar with WSU's programming
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Why do you feel this way?
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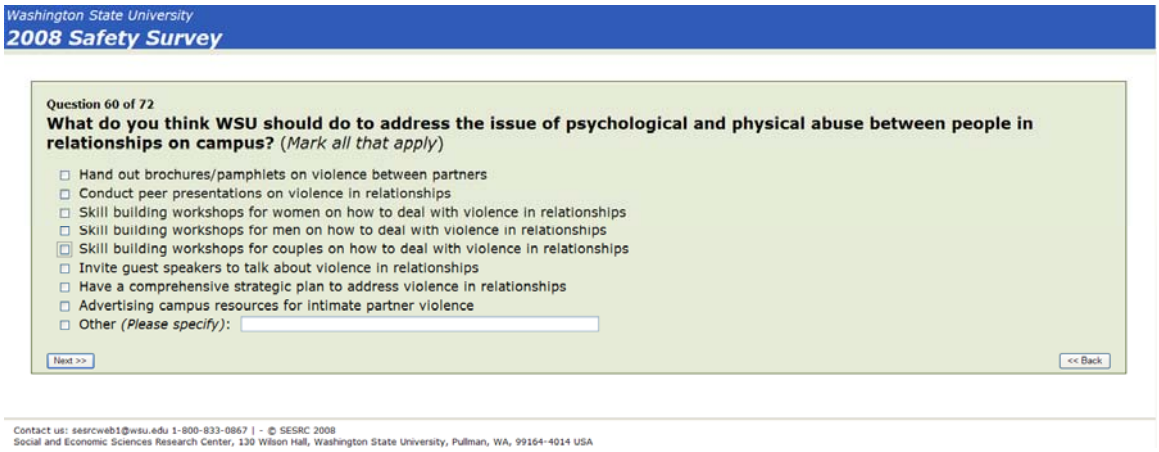
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Question 60 of 72
What do you think WSU should do to address the issue of psychological and physical abuse between people in relationships on campus? (Mark all that apply)
Hand out brochures/pamphlets on violence between partners
Conduct peer presentations on violence in relationships
Skill building workshops for women on how to deal with violence in relationships
Skill building workshops for men on how to deal with violence in relationships
Skill building workshops for couples on how to deal with violence in relationships
Invite guest speakers to talk about violence in relationships
Have a comprehensive strategic plan to address violence in relationships
Advertising campus resources for intimate partner violence
Other (Please specify):
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If you needed assistance or information regarding sexual or intimate partner abuse at WSU, where would you go to get help? (Please describe)
or
Don't know, not sure
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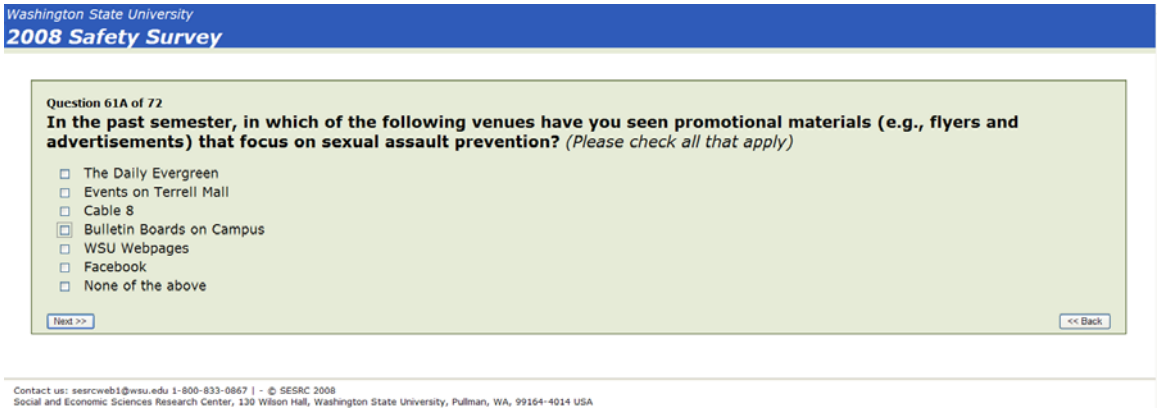
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In the past semester, in which of the following venues have you seen promotional materials (e.g., flyers and advertisements) that focus on sexual assault prevention? (Please check all that apply)
The Daily Evergreen
Events on Terrell Mall
Cable 8
Bulletin Boards on Campus
WSU Webpages
Facebook
None of the above
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In the past semester, how often have you discussed sexual assault prevention with your peers?
Never
Rarely
Sometimes
Often
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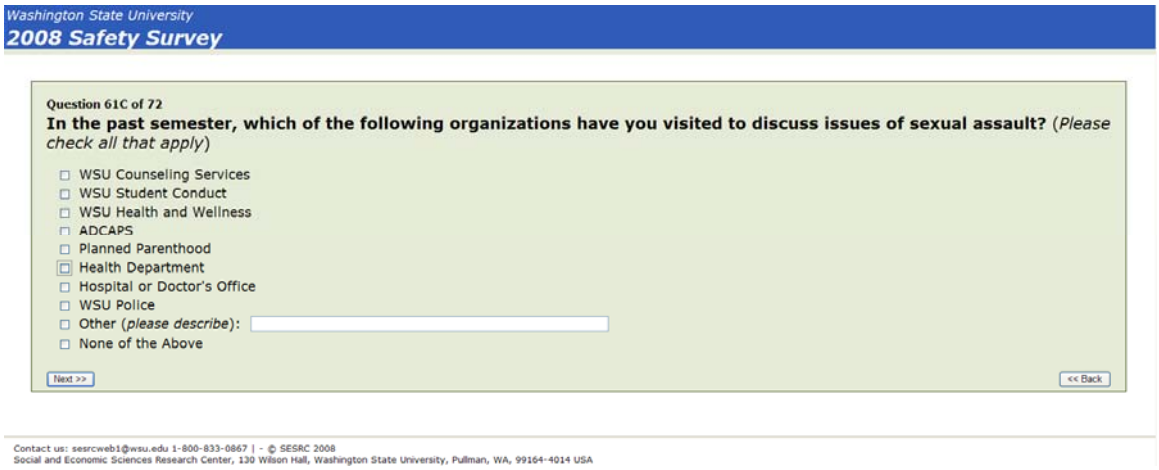
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In the past semester, which of the following organizations have you visited to discuss issues of sexual assault? (Please check all that apply)
WSU Counseling Services
WSU Student Conduct
WSU Health and Wellness
ADCAPS
Planned Parenthood
Health Department
Hospital or Doctor's Office
WSU Police
Other (please describe):
None of the Above
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What is your current class standing?
Freshman
Sophomore
Junior
Senior
Graduate
Professional
Other
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Which ONE of these best describes your sexual orientation?
Heterosexual
Homosexual
Bisexual
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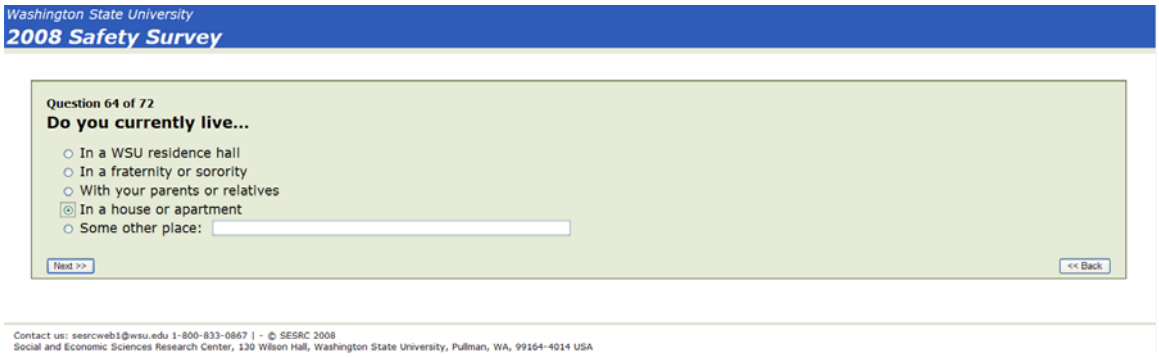
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Do you currently live...
In a WSU residence hall
In a fraternity or sorority
With your parents or relatives
In a house or apartment
Some other place:
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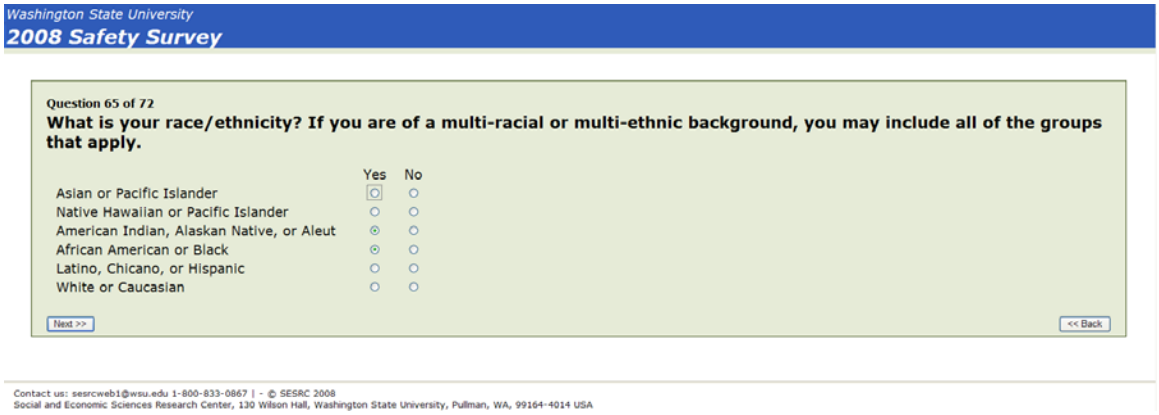
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What is your race/ethnicity? If you are of a multi-racial or multi-ethnic background, you may include all of the groups that apply.
Yes
No
Asian or Pacific Islander
Native Hawaiian or Pacific Islander
American Indian, Alaskan Native, or Aleut
African American or Black
Latino, Chicano, or Hispanic
White or Caucasian
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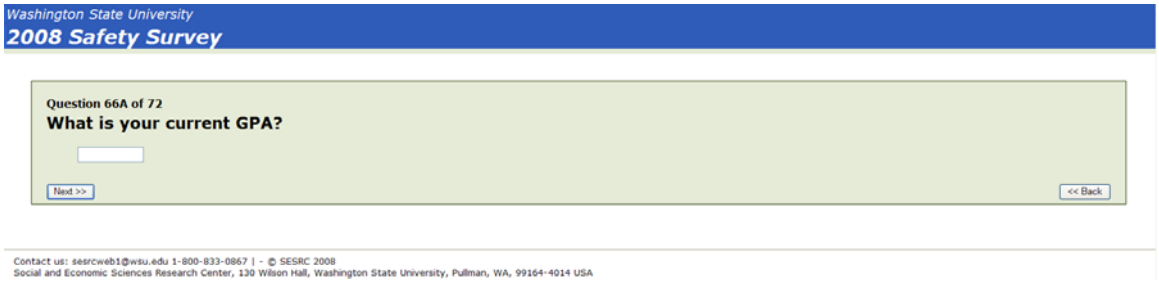
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What is your current GPA?
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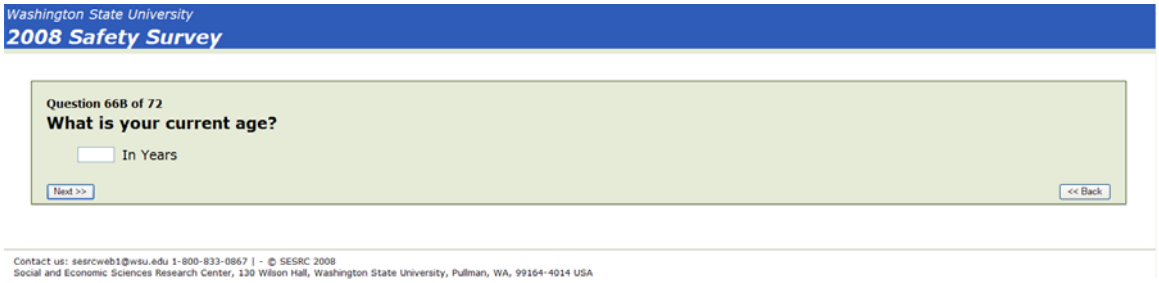
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What is your current age?
In Years
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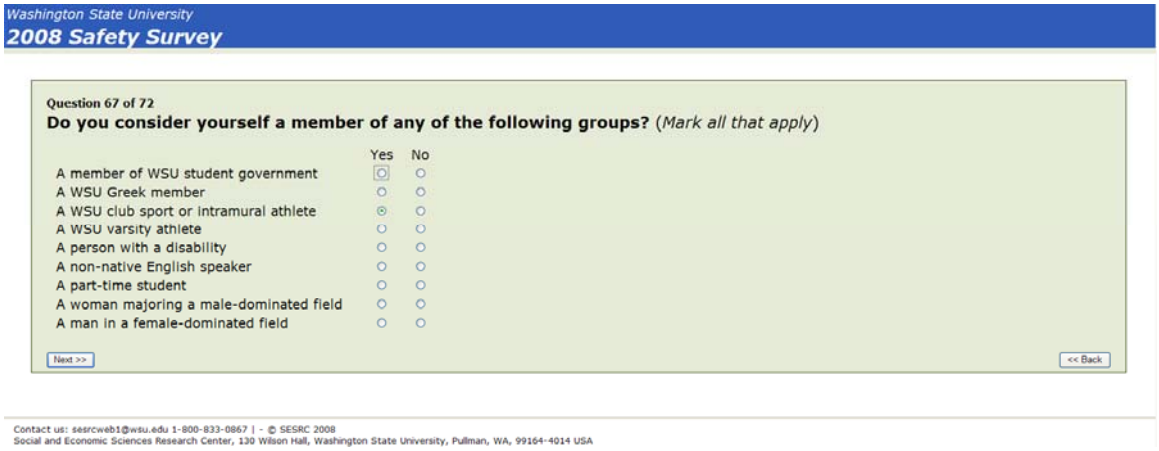
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Do you consider yourself a member of any of the following groups? (Mark all that apply)
Yes
No
A member of WSU student government
A WSU Greek member
A WSU club sport or intramural athlete
A WSU varsity athlete
A person with a disability
A non-native English speaker
A part-time student
A woman majoring a male-dominated field
A man in a female-dominated field
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In the past semester, have you seen any materials for a "Start the Conversation" campaign?
Yes
No
You don't know
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The "Start the Conversation" campaign was focused on:
Nutrition
Acquaintance Rape
Domestic Violence
Sexual Assault
Body Image
You Don't Know
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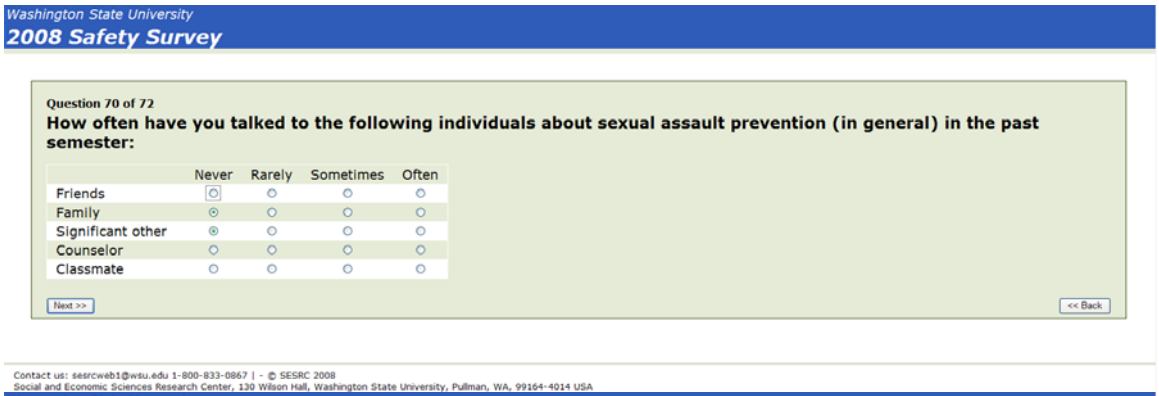
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How often have you talked to the following individuals about sexual assault prevention (in general) in the past semester:
Never Rarely Sometimes Often
Friends
Family
Significant other
Counselor
Classmate
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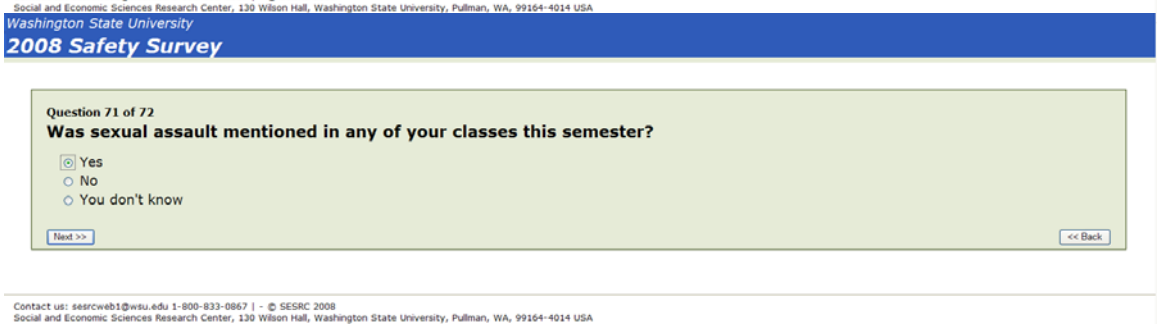
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Was sexual assault mentioned in any of your classes this semester?
Yes
No
You don't know
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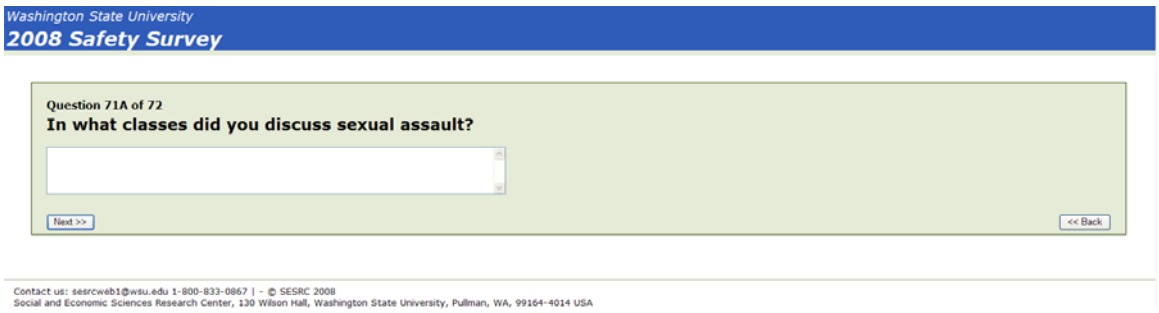
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In what classes did you discuss sexual assault?
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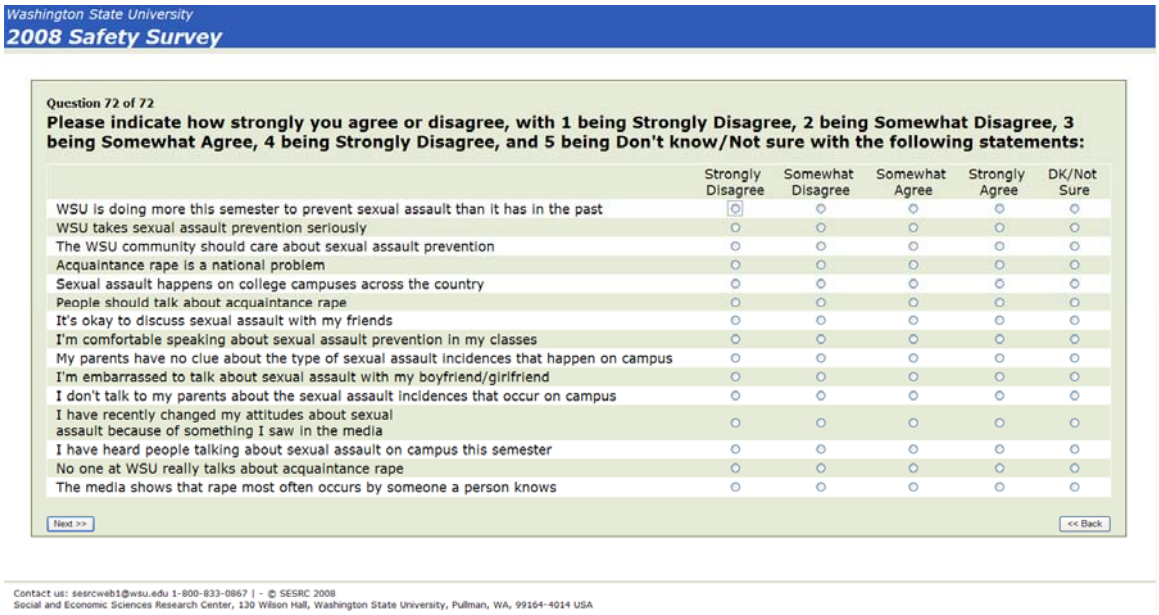

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Please indicate how strongly you agree or disagree, with 1 being Strongly Disagree, 2 being Somewhat Disagree, 3 being Somewhat Agree, 4 being Strongly Disagree, and 5 being Don't know/Not sure with the following statements:

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	DK/Not Sure
WSU is doing more this semester to prevent sexual assault than it has in the past	○	○	○	○	○
WSU takes sexual assault prevention seriously	○	○	○	○	○
The WSU community should care about sexual assault prevention	○	○	○	○	○
Acquaintance rape is a national problem	○	○	○	○	○
Sexual assault happens on college campuses across the country	○	○	○	○	○
People should talk about acquaintance rape	○	○	○	○	○
It's okay to discuss sexual assault with my friends	○	○	○	○	○
I'm comfortable speaking about sexual assault prevention in my classes	○	○	○	○	○
My parents have no clue about the type of sexual assault incidences that happen on campus	○	○	○	○	○
I'm embarrassed to talk about sexual assault with my boyfriend/girlfriend	○	○	○	○	○
I don't talk to my parents about the sexual assault incidences that occur on campus	○	○	○	○	○
I have recently changed my attitudes about sexual assault because of something I saw in the media	○	○	○	○	○
I have heard people talking about sexual assault on campus this semester	○	○	○	○	○
No one at WSU really talks about acquaintance rape	○	○	○	○	○
The media shows that rape most often occurs by someone a person knows	○	○	○	○	○

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Final Question

If there is anything else that you would like to tell us about this topic or about this survey, please use this space.

Thank you for your time and willingness to complete this survey. The information you have provided is very important.

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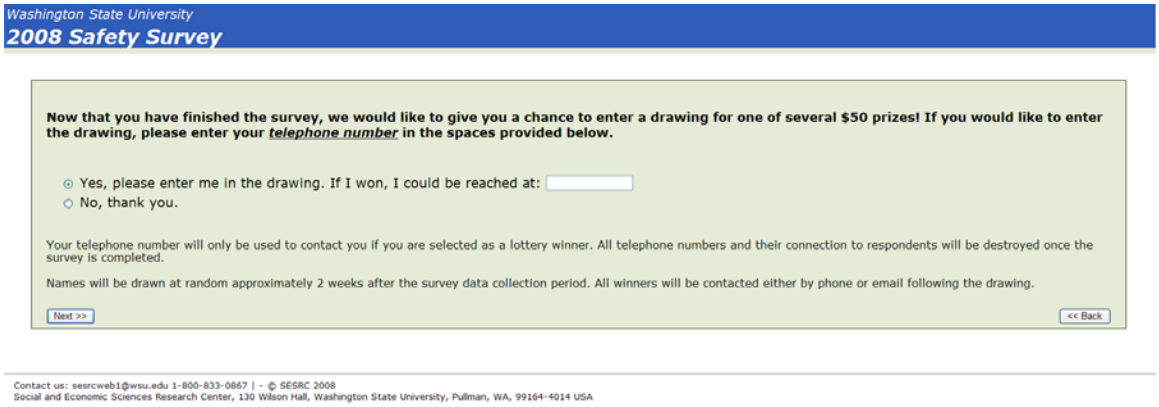

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Now that you have finished the survey, we would like to give you a chance to enter a drawing for one of several $50 prizes! If you would like to enter the drawing, please enter your *telephone number* in the spaces provided below.

○ Yes, please enter me in the drawing. If I won, I could be reached at:
○ No, thank you.

Your telephone number will only be used to contact you if you are selected as a lottery winner. All telephone numbers and their connection to respondents will be destroyed once the survey is completed.

Names will be drawn at random approximately 2 weeks after the survey data collection period. All winners will be contacted either by phone or email following the drawing.

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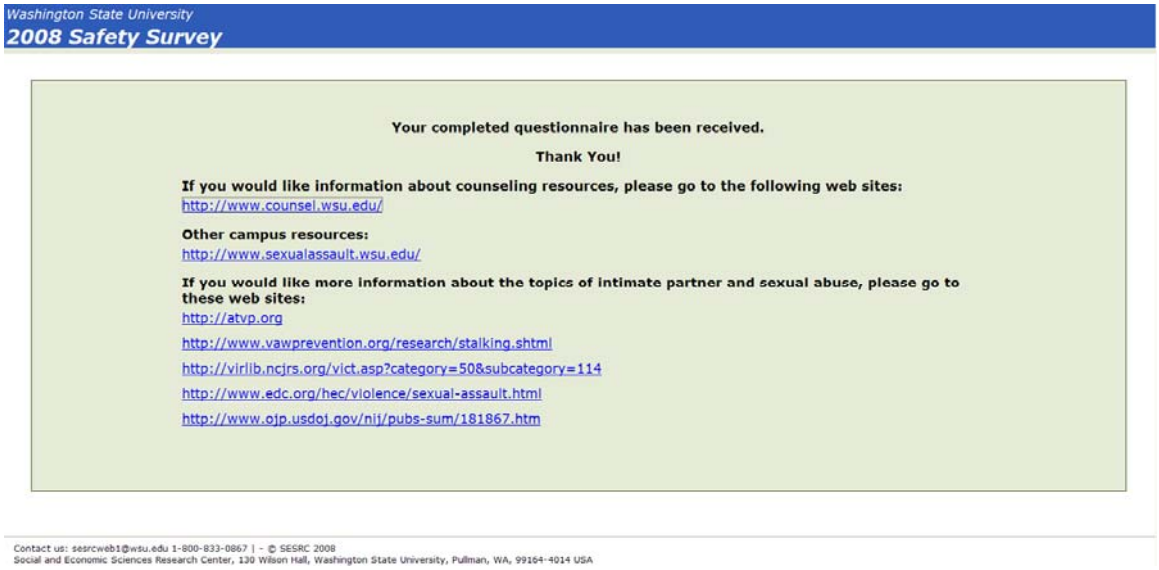
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Your completed questionnaire has been received.
Thank You!
If you would like information about counseling resources, please go to the following web sites:
http://www.counsel.wsu.edu/
Other campus resources:
http://www.sexualassault.wsu.edu/
If you would like more information about the topics of intimate partner and sexual abuse, please go to these web sites:
http://atvp.org
http://www.vawprevention.org/research/stalking.shtml
http://virlib.ncjrs.org/vict.asp?category=50&subcategory=114
http://www.edc.org/hec/violence/sexual-assault.html
http://www.ojp.usdoj.gov/nij/pubs-sum/181867.htm
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