

INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

UMI

A Bell & Howell Information Company
300 North Zeeb Road, Ann Arbor MI 48106-1346 USA
313/761-4700 800/521-0600

UNIVERSITY OF CALIFORNIA

Los Angeles

Another Dimension of Campus Date Rape:

The College Community Reaction

A dissertation submitted in partial satisfaction of the
requirements for the degree Doctor of Philosophy
in Education

by

Jessica Susan Korn

1996

UMI Number: 9706041

**Copyright 1996 by
Korn, Jessica Susan**

All rights reserved.

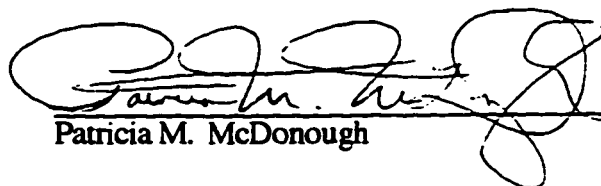
**UMI Microform 9706041
Copyright 1996, by UMI Company. All rights reserved.**


**This microform edition is protected against unauthorized
copying under Title 17, United States Code.**

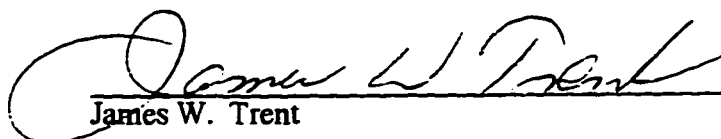
UMI
300 North Zeeb Road
Ann Arbor, MI 48103

© Copyright by
Jessica Susan Korn
1996

The dissertation of Jessica Susan Korn is approved.


Patricia M. McDonough


Karen B. Sacks


James W. Trent


Helen S. Astin, Committee Chair

University of California, Los Angeles

1996

TABLE OF CONTENTS

CHAPTER 1

INTRODUCTION	1
Statement of the Problem	1
Background of the Study	3
Purpose of the Study	5
Significance of the Study	6

CHAPTER 2

LITERATURE REVIEW	9
Date Rape Defined	9
The Aftermath of a Rape.	14
Some Theories on Why Date Rape Occurs	17
Natural Model	17
The Aggressive, Sexual, and Sexual Aggressive Models	18
Feminist Theory	19
Situational Factors	25
Cultural Myths and Societal Stigmas of Rape	26
Peer Group Perceptions of and Reactions to Date Rape	30
The Impact of College	33
Transmission of Attitudes About Date Rape	36
Institutions of Higher Education Perceptions of and Reactions to Date Rape	40
The Faculty Response	40
The Administrators' and Institutions' Response	43
Summary of Chapter	47

CHAPTER 3

METHODOLOGY	51
Hypotheses	52
Part I: Quantitative Analyses of Students' Attitudes Towards Date Rape	58
Data Source	58
Dependent Variable	60
Method Of Analysis	61
Independent Variables	63
Part II: Case Studies of Institutional Policies	69
Sample.	69
Method Of Analysis	69
Part III: Interviews of Victims/Survivors	70
Sample.	71
Interview Questions	71
Summary Of Chapter	72

CHAPTER 4

ASSESSING COLLEGE STUDENTS' ATTITUDES ABOUT DATE RAPE: RESULTS AND DISCUSSION	73
Trends in College Students' Attitudes About Date Rape Over Time	74
Sample Demographics	76
Change in Attitudes During The College Years	78
Gender Differences	79
Differences by Other Background Characteristics	86
Differences by Race/Ethnicity	86
Differences by Religion	89
Differences by Political Orientation	90
Differences by Socio-Economic Status	90
Differences by Institutional Type	90
Summary of Changes in Students' Attitudes During College	93
Date Rape Tolerance Among Different Campus Sub-Groups	93
Sub-Groups Exhibiting Date Rape-Intolerance.	94
Sub-Groups Exhibiting Date Rape-Tolerance	98
Summary of Descriptive Results	102
The Impact of College On Attitudes: Results of Regression Analyses	103
Overall Sample	104
Male Sub-Sample	109
Female Sub-Sample	112
Gender Comparison	114
Conclusions and Summary	115

CHAPTER 5

INSTITUTIONAL POLICIES AND RESPONSES TO CAMPUS DATE RAPE: RESULTS AND DISCUSSION	119
Evaluating Institutional Policies Regarding Campus Sexual Assault	121
Institutional Policies Regarding Campus Sexual Assault	124
How the Policies Define Rape/Sexual Assault.	130
Where Victims Can Seek Help on Campus After an Attack	132
Where Victims Can Report an Attack on Campus	135
Who Handles Rape Reports/Cases On Campus	136
Informal Procedures for Handling/Resolving Cases on Campus	137
Formal Procedures for Handling/Resolving Cases on Campus	138
Types of Rape Awareness Programs about Rape On Campus	142

CHAPTER 5 (continued)

A Case-Study of an Institution's Response to Campus Sexual Assault: Results and Discussion	145
WUSUs Protocol for Responding to Incidents of Rape on Campus	146
Interim Policy Regarding Rape at WUSU.	147
Defining Campus Sexual Assault/Rape at WUSU	147
Places to Go For Help On Campus	150
Places to Report and Sub-Units Handling Resolutions	153
Formal Procedures and Responses	155
Educational Programs on Campus about Rape	158
Conclusions and Summary	160

CHAPTER 6

ASSESSING VICTIMS'/SURVIVORS' EXPERIENCES WITH CAMPUS RAPE: RESULT AND DISCUSSION

Process of Identifying the Interviewees	164
Hannah's Story	168
The Attack	170
Existing in Confusion and Silence	171
Breaking the Silence and the Process of Understanding	175
Donna's Story	178
The Attack	179
Existing in Confusion and Silence	180
Beginnings of Understanding and Acceptance	183
Marisa's Story	184
The Attack	187
Descending Into Silence	189
Marie Claire's Story	192
The Attack	194
Descending into Silence	196
Suffering In Silence	199
Breaking out of the Silence	200
Reporting, The Complaint Resolution Process, and the Path of Recovery	202
Colleen's Story	208
The Attack	209
Instant Identification and Seeking Help	210
Speaking-Up, Finding Support, and The Process of Reporting and Redress	213

CHAPTER 6 (continued)

Themes and Variations: An Analysis and Discussion of the Narratives	222
The Nature of the Attack	222
Familiarity with the Attacker	223
Age	223
Involvement of Drugs/Alcohol	224
The Location of the Rape and Being Set-up	225
Saying No	225
Level of Force, Violence, and Coping Strategies	226
The Impact of the Attack	227
Physical Problems Due to the Attack	228
The Emotional Aftermath	228
Feelings of Shame and Humiliation	229
Feelings of Self-Blame and Self-Doubt	230
Disassociation and Denial	231
Feelings of Confusion and Issues Around Labeling	232
Losses Due to the Attack	232
Rape Trauma Syndrome and Other Problems.	233
Impact on The Academic Life	235
Blaming Incidents from Others	236
Support from Significant Others	238
The Cycle of Confusion, Blame and Silence	239
Defining, Labeling and Accepting the Attack and Breaking the Silence	243
Reporting and The Adjudication Process	244
From Victim to Survivor	246
Summary and Conclusions	247
Biases, Limitations, and the Process of Interviewing the Rape Survivors	248

CHAPTER 7

SUMMARY AND CONCLUSIONS	251
Overview	251
Summary of Findings	253
College Students' Attitudes Towards Date Rape	253
College Policies and Administrator Attitudes Towards Campus Sexual Assault.	255
Factors Leading to Remaining Silent or Reporting and Seeking Redress	256

CHAPTER 7 (CONTINUED)

Recommendations	256
Increasing Rape-Intolerance On College Campuses	257
Students	258
Administrators	259
Resident Assistants, Resident Directors and other Peer Educators and Leaders.	260
Adjudication Hearing Board	262
Accountability	262
Advocacy Programs	263
Clearly Stated Policies	264
Limitations of Study	268
Suggestions for Future Research	271
APPENDIX A	
1990 STUDENT INFORMATION FORM (SIF)	273
APPENDIX B	
1994 COLLEGE STUDENT SURVEY (CSS)	278
APPENDIX C	
1992 FACULTY SUVERY.	283
APPENDIX D	
SURVEY OF INSTITUTIONAL POLICIES REGARDING SEXUAL ASSAULT AND RAPE	288
APPENDIX E	
INTERVIEW PROTOCOL FOR ADMINISTRATORS REGARDING POLICIES ON SEXUAL ASSAULT AND RAPE	291
APPENDIX F	
FLIERS USED TO IDENTIFY RAPE SURVIVORS	295
APPENDIX G	
SURVEY ON ATTITUDES AND EXPERIENCES WITH CAMPUS SEXUAL ASSAULT USED TO IDENTIFY RAPE SURVIVORS	298
APPENDIX H	
ADVERTISEMENT IN CAMPUS NEWSPAPER USED TO INDENTIFY RAPE SURVIVORS	309

APPENDIX I		
INTERVIEW PROTOCOL FOR RAPE SURVIVORS		311
APPENDIX J		
QUANTATIVE RESULTS ON STUDENTS' ATTITUDES ABOUT DATE RAPE		315
J.1	Variable Codes, Labels, Means and Standard Deviations for Overall Sample	316
J.2	Variable Codes, Labels, Means and Standard Deviations for Male Sub-Sample	319
J.3	Variable Codes, Labels, Means and Standard Deviations for Female Sub-Sample	322
J.4	Correlation Matrix for Overall Sample.	325
J.5	Correlation Matrix for Male Sub-Sample.	342
J.6	Correlation Matrix for Female Sub-Sample	359
J.7	Step-by-Step Regression Results for Overall Sample	376
J.7a	Significance Level of 0.05	377
J.7b	Significance Level of 0.01	389
J.8	Step-by-Step Regression Results for Male Sub-Sample	396
J.8a	Significance Level of 0.05	397
J.8b	Significance Level of 0.01	404
J.9	Step-by-Step Regression Results for Female Sub-Sample	411
J.9a	Significance Level of 0.05	412
J.9b	Significance Level of 0.01	419
APPENDIX K		
CODING FOR SURVEY AND INTERVIEWS REGARDING INSTITUTIONAL POLICIES ABOUT CAMPUS SEXUAL ASSAULT		426
APPENDIX L		
WUSUs FORMAL INTERIM POLICY REGARDING CAMPUS SEXUAL ASSAULT		428
APPENDIX M		
RESULTS FROM SURVEY TO IDENTIFY RAPE SURVIVORS		432
APPENDIX N		
CODING AND DIAGRAMS FOR INTERVIEWS WITH RAPE SURVIVORS		435
REFERENCES		439

LIST OF TABLES

Chapter 3

Table 3.1	Summary of Sample by Institutional Size	60
Table 3.2	Definition and Blocking of Independent Variables	65

Chapter 4

Table 4.1	Demographic Characteristics of Students in Sample	77
Table 4.2	Changes in College Students' Attitudes Towards Date Rape	78
Table 4.3	Changes in College Students' Intolerance Towards Date Rape by Gender	80
Table 4.4	Changes in College Students' Intolerance of Date Rape by Race, Religion, and Political View	87
Table 4.5	Changes in College Students' Intolerance of Date Rape by Institutional Characteristics	91
Table 4.6	Changes in Intolerance of Date Rape Among Male College Students	95
Table 4.7	Predicting College Students' Date Rape Intolerance After Four Years of Exposure to College	105
Table 4.8	Predicting Male College Students' Date Rape Intolerance After Four Years of Exposure to College	110
Table 4.9	Predicting Female College Students' Date Rape Intolerance After Four years of Exposure to College	113

Chapter 5

Table 5.1	Sample of Institutions Surveyed Regarding Rape Policies by Institutional Type	122
Table 5.2	Respondents to Survey Regarding Rape Policies by Institutional Type	123
Table 5.3	Summary of Typologies of Policies	128
Table 5.4	Type of Definitions Institutions Utilize in Campus Sexual Assault Policies	130
Table 5.5	Cites on Campus Where Victims of Sexual Assault Can Receive Help	133

Table 5.6	Cites on Campus Where Rape Victims Can Report a Sexual Assault/Rape	135
Table 5.7	Cites on Campus for Handling Rape Reports and/or Cases	136
Table 5.8	Types of Protocol for On-Campus Disciplinary Action in Rape Cases	139
Table 5.9	Types of Educational Programs on Campus Sexual Assault Colleges Offer	144
Table 5.10	Summary of Participants	146

LIST OF FIGURES

Chapter 2

Figure 2.1	Astin's Input-Environment-Outcome Model for Studying College Impact	35
------------	---	----

Chapter 3

Figure 3.1	Schemata of Astin's Input-Environment-Outcome Model with Variables for Studying Students' Attitudes Towards Date Rape	62
------------	---	----

Chapter 4

Figure 4.1	Six Year Trend Among College Students who are Intolerant of Date Rape	75
Figure 4.2	Changes in College Students' Intolerance of Date Rape from 1990 to 1994	81

ACKNOWLEDGMENTS

The process of writing a dissertation is often intense, personal, and emotional. Yet writing this dissertation, was especially arduous because by undertaking this project, I consciously chose to confront my demons. As an entering freshman, I was raped by a date in his dorm room on campus. In that one night my life changed forever. This dissertation is my attempt at mastering what happened to me that night and at bringing my voice to that experience. The experiences recounted in this dissertation differ, of course, from what I endured, but they still vividly illustrate the agony and reality of any rape -- including mine.

Bringing me some solace during the dark days of my recovery, a wise man once wrote: "There is no such thing as a problem without a gift for you in its hands. You seek problems because you need their gifts," (Bach, 1977, page 57). The people who have been true supporters and true friends throughout the twin processes of recovery and writing this dissertation have been the "gifts" from the brutal and life-altering experience of my rape. Words are entirely inadequate in trying to express my deep rooted gratitude, appreciation, and love for the people who have helped me along this journey of writing the dissertation and beginning to heal. You all have touched and enriched my life in ways that I could not have hoped for nor imagined. I can not begin to possibly catalogue here everyone that has touched and helped me. Yet, very specific people deserve to be acknowledged because of their unconditional support and help of me and this project. This section provides me with the opportunity to tell you all how important you are to me and how my life would not be the same without any of you: we do not have or create this type of opportunity very often and I am taking full advantage of it.

Dr. Helen "Lena" Astin is not only my dissertation chair and advisor, she is my mentor and friend. Before being accepted into the division of Higher Education and Organizational Change, she saw something in me and the idea of studying campus date

rape that warranted interest, belief, and promotion. Without her unconditional acceptance, guidance, emotional support and friendship this project and mastery could have never been achieved. I would have remained silent about this issue not only in my personal life but in my public life as well. Lena, thank you for your advocacy, encouragement, and keen insights.

Dr. Patricia “Pat” McDonough, Dr. James “Jim” Trent, and Dr. Karen Sacks, the other dedicated professors on my dissertation committee, augmented Lena’s unqualified help, encouragement, support, and friendship in highly individualized ways. Dr. Alexander “Sandy” Astin and Dr. Linda Sax served as “phantom committee members,” providing enthusiasm, encouragement, and essential expertise. I also thank Sandy for his vision and concern which propelled him to create a measure of attitudes regarding sexual aggression for his long-running and vastly informative Annual Freshman Survey. Moreover, I thank Sandy for his discovery of the “Korn” factor, which has been the bane of Lena’s existence!

All of you in your unique ways, taught me, enabled me, and empowered me so that I could rise to this challenge. I only simply can say ‘thank you’ to each and everyone of you. Thank you for always giving, for always understanding, and for always being there. Thank you for believing that campus rape is a worthy issue of study and one that needs to be attended to by the higher education community. Thank you for believing in me and in the value of this study. There are no other words to express my appreciation for all that you have done for me.

There is a small cadre of friends from school, who by either their past or present experience of being a Ph.D. student, know only too well exactly what the dissertation process involves. Aside from their essential and welcomed technical advise (ranging from interpreting beta weights to coding and categorizing interview data to editing), your emotional support and understanding have been my stability and sanity during this process.

I thank Linda, Carrie, Sarah, Erin, Octavio, Erika, Mitch, Anthony, Frankie, Sharon, Dale, Ken, Margaret, Marisol, Patricia. You all have been the guardian angels for this study and for me during this process. Via school and professional connections, others who have supported this project, cheered me on to finishing, and mentored me include Eric Dey, Sylvia Hurtado, Tamela Heath, Jeff Milem, Sarah Wakai, Elaine and Mohammed El-Khawas, George Kuh, Anne Peplau, Berta Laden, Art Cohen, Buzz Wilms, and Burton Clark. To all of you, I am eternally thankful and look forward to continued friendship and collegueship.

Bill Korn and all the participants in my study have provided essential pieces of this study. I thank you all for your willingness, your time, and your help. Without any of you, this study simply would not exist.

A special thank you goes to my fellow rape survivors who participated in this study. Thank you for sharing your painful experiences, trusting me enough to share them with me, and trusting me to tell your stories with honesty, dignity, and without judgment. Your strength awes me. You are all beautiful, worthy, and inspirational.

“The bond that links your true family is not one of blood, but of respect and joy in each other’s life. Rarely do members of one family grow up under the same roof” (Bach, 1977, page 64). In addition to my dissertation committee, the professors of HEOC, and my “school” friends, the friends I have found outside of school have come to comprise the other components of my family. To my stalwart and trusted friends -- Aunt Joy, Kim, Linda, Sarah, Bill, Scott, Craig, Brad, Suzanne, Julia -- I thank you for your understanding, respect, support, patience, and love.

To Aunt Joy, thank you for being there all my life and for your unconditional nurturing love.

To Kim, where time and space which distances us is meaningless, I thank you for remaining my oldest friend.

For making sure I was taken care of in all ways, I thank mi mama, Julia Salgero -- te amo con todo mi corazon.

Bill, you are the very definition of friendship. Thank you for: being there to help me out of my darkest days where utter despair invaded me by using your innate ability to make me see beyond myself; your loyalty; your interest; your support and gentleness.

Scott, you have been the safest "place" I have found since my attack; when I am with you, I feel as if no harm can touch me or ever has. The simplest touch of your hand comforts me in ways I can never explain. When you are not being "El Diablo," you are one of the best. Thank you for helping me to trust again.

Linda, you are the only person who I can have a conversation that can swing from regression results and beta weights to men and more intimate matters of the heart. You play many roles in my life -- friend and colleague; and swing between these smoothly and effortlessly. Thank you for listening to all of my insecurities about my work and my love life and for your help in both arenas.

Sarah, while I have been writing my dissertation, you have been undergoing an analogous process -- being pregnant. Thank you for having analogous phases: mood swings, exhaustion, frustration, weight gain, chocolate cravings, and having an "attitude." Your friendship has reminded me of the innocence of childhood friendships, where we can share openly without censoring ourselves.

Craig, thank you for always showing up just in time to pick up my spirits and for the unique ability to make me laugh.

Brad (a.k.a., Ender), you are my unobtainable and errant knight in shining armor. You have taught me much about life; but, most importantly you taught me about how men can and do respect and appreciate women and how men can be gentle yet strong. Thank you for always being my protector, even when I've forgotten it. Further, thank you for not ringing my bell on my bicycle so I could ride freely without any impediments or barriers.

For creating a place and space where safety and innocence can return and for always treating me as a real person, I thank Ron and Anne Walker, Win and Susan Priem, Scott, and Brad. I also thank Susan Priem for my “good luck African” book-bag which has served me faithfully all through these years -- from my freshman year in college all the way through the end of my doctoral studies.

The final component of my family consists of my mother, my father, my sister, and my glorious schnauzer puppies.

For being the financial wizards and high financiers of my educational dreams and all the opportunities that have afforded me all my life, I thank my father and mother -- Ambassador and Mrs. Lester B. Korn. Words are utterly useless to describe how I feel towards you. Mom and Dad, I love you dearly and appreciate all that you have done for me.

To my beautiful and wise sister, Jodi, I thank you for being you. Regardless of our frequent and assorted squabbles, fights, tantrums, and tearing each other’s hair out (or would that be, cutting it off?!), our relationship is grounded in complete unconditional acceptance, support, and love. We only have each other. I think somewhere there is a quote that says: “friends and lovers may come and go, but sisters are forever.” If I could have created or chosen a sister, I would have chosen you because of your enormous heart and generosity, intelligence, rebelliousness, kindness, and love. I am blessed that you are my sister! Thank you for really taking care of me -- the dissertation hermit of the year -- when it really got tough. Thank you for being my sister and friend. I love you.

I thank Precious and Fredericka for always greeting me with excited hugs and kisses, for listening, for begging for my attention, for never changing how you feel about me, for whimpering and whining when we are apart, for keeping me warm at night (especially when the demons visited), for waiting patiently for me to turn off the computer, and for loving me.

I also must thank another group of other people in my life for their special help and support. For instilling in me my voracious hunger and love of reading and learning, I thank Jessica Spector and Mr. (Peter) Brady. For keeping me physically well and lending a shoulder and ear, I thank Ray Weston, Keith Agre, and Bob Futoran. For annually helping to restore my light, renew my spirits, and nurture my body and soul, I thank Nakato Blair, Cindy Robbins, Richard and Judy Bird, Marta and all those at the Golden Door. For their faith and keen insight, I thank Rabbi Harvey Fields and Rabbi David Ellenson.

For wanting to hear my story, for listening without flinching, for believing me, for not being judgmental, and for understanding like no others, I thank Melora Sundt, Cheryl Arutt, Sheri Simms, and Lynn Egerman. You have all lessened the self-doubt and self-blame that haunts me still in regards to my rape.

From each and every one of you, I have learned much. However, from the amalgam of life lessons, I have learned one essential rule. Remember, we all suffer pain and no one's pain is greater than another's. It's just different. We might not understand someone because we have not experienced what they have; yet, we do not have the right to judge them by the very fact that we have not experienced what they have. We can not judge unless we have walked a foot in their shoes on their journey in life. To help each other on our individual paths in life, we need to support each other unconditionally and be there for each other unequivocally. I have learned to treat others the way I wish to be treated -- with respect, kindness, gentleness, compassion, tolerance, and if possible love. I hope I have treated you all this way.

VITA

- August 16, 1968 Born, Los Angeles, California
- 1990 B.A., Sociology
University of California, Los Angeles
Los Angeles, California
- 1988-1990 Dean's List
University of California, Los Angeles
Los Angeles, California
- 1992-1995 Research Assistant
Graduate School of Education & Information Studies
Division of Higher Education and Organizational Change
University of California, Los Angeles
Los Angeles, California
- 1993 M.A., Education
Graduate School of Education & Information Studies
Division of Higher Education and Work
University of California, Los Angeles
Los Angeles, California
- 1993 Philip Neil Clark Memorial Award for Outstanding
Academic Achievement
Graduate School of Education & Information Studies
Division of Higher Education and Work
University of California, Los Angeles
Los Angeles, California
- 1995 Teaching Assistant
Graduate School of Education & Information Studies
Division of Higher Education and Organizational Change
University of California, Los Angeles
Los Angeles, California

PUBLICATIONS AND PRESENTATIONS

- Dey, E.L., Korn, J.S., and Sax, L.J. (1996) *Betrayed By The Academy: The Sexual Harassment of Women College Faculty*. Journal of Higher Education, Volume 67, Number 2, pages 149-173.
- Korn, J.S. (1995). *Tolerating the Intolerable: Examining College Students' Attitudes About Date Rape*. Paper presented at annual meeting of the Association for the Study of Higher Education, Orlando, FL., November 1995.
- Korn, J.S. (1994). *Another Dimension Of Campus Sexual Harassment: The Effects Of Harassment On Female And Male Faculty*. Paper presented at annual meeting of the Association for the Study of Higher Education, Tucson, AZ, November 1994.
- Korn, J.S., Yamasaki, E.O., and McDonough, P.M. (1994). *Competitive Advantage for Sale: Private Counselors and the Students Who Use Them*. Paper presented at annual meeting of the Association for the Study of Higher Education, Tucson, AZ, November 1994.
- Korn, J.S., McDonough, P.M, and Yamasaki, E.O. (1994). *Keys to the Kingdom: Independent Educational Consultants and Their Clientele*. Presentation at the annual meeting of the National Association of College Admission Counselors, Chicago, IL, September 1994.
- Dey, E.L., Sax, L.J. and Korn, J.S. (1994). *Betrayed by the Academy: The Sexual Harassment of Women College Faculty*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA, April 1994.
- Korn, J.S. and McDonough, P.M. (1994). *Using New Keys to Open Doors: Independent Educational Consultants*. Presentation at the annual meeting of the American Educational Research Association, New Orleans, LA, April 1994.
- Korn, J.S. (1993). *Another Dimension of Campus Date Rape: Assessing College Students' Attitudes*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Pittsburgh, PA, November 1993.
- Korn, J.S. and Sundt, M. (1993). *Understanding Gender-Related Violence*. Presentation at the Southern California Women's Studies Conference, Irvine, CA, March 1993.
- Korn, J.S. and McDonough, P.M. (1993). *Finding New Keys to Old Doors: Private Independent Counselors*. Presentation at the annual meeting of Stanford Center For Organizations Research, Asilomar, CA, April 1993.

ABSTRACT OF THE DISSERTATION

**Another Dimension of Campus Date Rape:
The College Community Reaction**

by

Jessica Susan Korn

Doctor of Philosophy in Education

University of California, Los Angeles, 1996

Professor Helen S. Astin, Chair

Previous research indicates that date rape is a growing problem especially on college campuses: between 17 percent and 25 percent of college women will be sexually assaulted by either a date or friend (Finely and Corty, 1993; Koss et al., 1987). Because many college women are at risk, colleges are beginning to acknowledge the seriousness of the issue and implement measures to handle it.

This study investigated the campus climate towards date rape by analyzing college students' attitudes, college policies, college administrators' attitudes, and the experience of survivors. Descriptive and multivariate quantitative analyses were conducted using longitudinal data collected from over 5,920 college women and from over 3,950 college men from over 75 colleges between 1990 and 1994 to compile profiles of rape-tolerant and rape-intolerant students and assess the impact of college on their attitudes. College policies and administrators' attitudes regarding campus rape from fifty-nine colleges were analyzed through a qualitative content analysis. Nine interviews with college administrators were also conducted. Five survivors of campus date were interviewed to gain their perspective on the experience of rape, its impact on them and on their academic work.

This study confirms that college can shape students' attitudes about date rape. Certain enclaves of students remain rape-tolerant despite their educational experience: males; frequent drinkers and partiers; fraternity members; members of football and basketball teams; commuters; and students with low levels of interaction with peers. Rape-tolerant attitudes are not limited to students, they are also found to be held by administrators. Rape-tolerant attitudes among administrators determine how a case of campus rape will be handled, regardless of the college's formal policy. Finally, rape victims will seek help, report and pursue redress despite campus procedures, if significant people offer support.

To improve rape-intolerance on college campuses, the colleges must have a firm rape-intolerant policy that adjudicates a case swiftly and harshly. Moreover, educational programs are necessary to combat rape-tolerant attitudes among students and administrators.

CHAPTER 1

INTRODUCTION

Statement of the Problem

At any given time on any given day, a college woman's life is changed forever. It may happen in a car, a fraternity, a sorority, a college dorm room, an on or off campus apartment, or a darkened corner of a college campus itself. What is happening to one college woman out of four (Warshaw 1994 and 1988; and Koss et al., 1987; Women's Resource Center, University of California Los Angeles, 1992) to change her life is that she is being forced or coerced into having sex against her will. Largely due to the continuing consciousness raising efforts, educational efforts and research efforts of feminist scholars and the Women's Movement, rape now is more commonly viewed as an act of violence and domination rather than an act of sex (Brownmiller, 1975).

Approximately 85 percent of rapes are committed by someone the woman knows (Warshaw and Koss, 1988; Roden and Abarbanel, 1987; Women's Resource Center, University of California Los Angeles, 1988) and more than half of rapes occur in the context of a date (Warshaw and Koss, 1988). In 1989, a California task force on crime reported that 1 in 6 women on college campuses can expect to be raped by a date (KNBC News, 1989). Any rape that occurs within the context of a date or a social gathering is defined as date rape. Date rape occurs with greatest frequency to women between the ages of 17 and 23, the traditional college attending ages (Warshaw and Koss, 1988). Within this age group, young people are experimenting and exploring with others their own sexuality and are dating frequently which increases the opportunities that may result in date rape.

Currently, several aspects of date rape are the subject of much exploration. There are attempts to quantify further the number of campus date rapes and to understand better the perpetrator and his motives. There are attempts to understand further what a victim/survivor must contend with after the rape and efforts are being made for prevention and intervention on college campuses. There are also attempts to understand the attitudes towards date rape held by family members, friends, college students, and campus administrators. Although all these areas of inquiry are extremely important for understanding better the occurrence of date rape and helping to curtail it, other significant areas are being ignored.

For example, little attention has been given to what creates the general campus climate towards date rape which affects both victims/survivors and their recovery as well as the tolerance of the occurrence of date rape on campus. Both the general student attitudes towards date rape and the attitudes of college administrators, which can be reflected in campus policies about date rape, create and reinforce the campus climate towards date rape. Although the college experience is a large factor in shaping, changing and reinforcing students' attitudes towards date rape, the impact of college on students' attitudes towards date rape specifically has been completely ignored by researchers. In order to fully understand the overall campus climate towards date rape, three overarching components must be analyzed: college students' attitudes towards campus date rape and the change over time in college students' attitudes which is may be a result of exposure to college; college policies towards campus sexual assault, which perhaps reflects the attitudes of campus administrators towards sexual assault and college administrators' attitudes towards date rape; and the victims'/survivors' perceptions about others' attitudes about date rape. By exploring the general campus climate towards date rape, higher education institutions can obtain the knowledge that can enable them to control this serious problem on college campuses.

Background of the Study

Before the 1960s, almost all colleges and universities in the United States employed the doctrine of *in loco parentis* (Brubacher and Rudy, 1982), which literally means “in the place of parents.” Colleges and universities, in order to protect and take care of students, acted as the students’ parents away from home. If not living at home, female and male students were required to live on campus, and housing for men and women was completely segregated. The segregated living arrangements additionally required that no one of the opposite sex be allowed beyond the lobby of the dormitory. Moreover, housing facilities for women and men often were located at opposite ends of the college campus, thus further separating men and women and limiting their social interaction, especially sexual interaction. To further ensure limited social interaction between men and women, all campus social functions were chaperoned. Therefore, the opportunities for rape between co-eds, other than the classic scenario of stranger rape, were limited.

During the social revolutions of the 1960s young people, especially college students, demanded a change in these arrangements. Men and women demanded greater autonomy in their private lives, which was granted by the disintegration of the *in loco parentis* doctrine on many college campuses. Colleges and universities no longer included as part of their mission to act as substitute parents. Once *in loco parentis* was abolished by 1970, colleges and universities did little to provide adequate safety and security for their students. Mandatory single sex campus housing ended, with the exception of fraternities and sororities, and men and women could intermingle at will without supervision or restrictions. Therefore, there were expanding opportunities for men and women to interact, especially sexually. Between the lack of security and the increase of social interaction, the opportunities for non-stranger rape, or rape between acquaintances also increased. According to Boumil, Friedman, and Taylor, college campuses became the “ideal” arenas

for the “seemingly explosive increase in [sexual] violence. [T]he magnitude of which is only now being recognized” (1992, page 120).

Although the first study of violence between dating couples was conducted in 1957 by Kanin, it was not until Susan Brownmiller’s 1975 watershed treatise that rape was defined as an act of violence rather than sexual motivation. In that study the existence of other forms of rape beyond the traditional concept of “stranger rape” were also highlighted. Brownmiller called attention to rapes that involved a known attacker (a date, an acquaintance, a relative) as well as rapes that involved unknown attackers (stranger rape). Date rape, as a phrase to explain rape which occurs within the dating context, began to find its way into popular language and consciousness as the result of a 1982 collaboration between *MS. Magazine* and Mary Koss, one of the first academics and researchers to focus on the issue of date rape. Koss’s study, which involved over 6,000 students from 34 colleges and universities, is a milestone because it brought attention to this rampant yet unrecognized form of violence against women, specifically campus date rape. Moreover, the study is of great significance, especially to the higher education community, because it not only began to quantify how many women were experiencing date rape, but also found that the majority of date rapes occur within the college setting. Because of Koss’s study, the concept of date rape, especially campus date rape, became viewed as a legitimate problem which warranted examination and remedy.

Despite the work of feminists such as Brownmiller and Koss, victims/survivors are often blamed for having been attacked, and this especially holds true for victims/survivors of date rape. One of the most problematic issues a rape victim/survivor must confront is how she is perceived after the rape. In order to understand how a victim/survivor copes and recovers, it is necessary to understand the response she will encounter. It is widely understood that attitudes that “blame the victim/survivor” hinder the victim’s/survivor’s recovery from the attack (Bell et al., 1992). Attitudes that blame the victim and therefore

justify rape and excuse the rapist's behavior, are considered "rape myths," "negative attitudes" or "rape-supportive attitudes" (Burt, 1980; Malamuth et al., 1991; Schaeffer and Nelson, 1993) because these attitudes view the victim in a negative manner rather than in a supportive way and instead are supportive of the behavior of the rapist. For a victim of date rape who is attacked while attending college, her daily environment is the campus itself which is comprised of other students and administrators who often hold negative attitudes towards the victim/survivor. By remaining on campus, the victim may be exposed to attitudes which blame the attack on her; this type of blame can hinder her recovery from the attack (Ledray, 1992; Koss and Harvey, 1991).

Negative peer attitudes toward all forms of rape not only serve as desensitizers to aggression towards women, but also are used by rapists to deny the impact of their crime, to excuse their behavior, and perhaps to justify committing the act again (Bell et al, 1992; Sanday, 1990). Institutional attitudes towards all forms of rape, which are reflected in campus policies towards sexual violence, also may provide justification and rationale for aggression towards women (Bohmer and Parrot, 1992). Chapter 2 provides a detailed review of the literature on date rape. This discussion includes other important issues relevant to the study of attitudes about campus date rapes. Chapter 3 describes the methodology in this study of campus date rape. Chapter 4 analyzes college students' attitudes towards date rape. Chapter 5 analyzes the institutional response to campus sexual assault. Chapter 6 analyzes the victim's experience of campus date rape. Chapters 7 summarizes the major findings and draws implications for policy and research.

Purpose of the Study

The overarching aim of this study is to investigate the college community's reaction to date rape. Further, this study explores how college students' attitudes towards date rape change over their four years in college, and how the college environment itself influences those attitudes. By assessing students' and administrators' attitudes towards date rape in

addition to college policies towards campus sexual assault, the overall campus climate towards campus date rape and its victims/survivors can be illuminated. Campus climate towards date rape can be further understood by listening to the victims'/survivors' feelings about the experience and their beliefs about how others view date rape in general. To do so the study explores in detail the following sets of questions:

- Who are the college students (descriptively) who support or reject the concept of sexual aggression? How are students' attitudes towards sexual aggression affected by college attendance and various self-selected college experiences?

- What are the campus policies towards date rape? What are the administrators' attitudes regarding date rape and do those attitudes impact how the administrators execute the college policies regarding campus sexual assault?

- Does the overall peer group reaction as well as the general institutional response towards sexual assault impact the victim's/survivor's reporting of an attack and recovery from such an attack?

Significance of the Study

Gender-related violence (Sundt, 1992), which ranges from sexual harassment (Paludi and Barickman, 1991) to all forms of rape (Koss et al., 1987; Warshaw, 1994 and 1988), is a barrier to women's academic adjustment and progress. All forms of gender-related violence are forms of power and domination that reinforce the powerlessness of victims by humiliating and violating them. Both Howe (1977) and O'Farrel (1988) conducted studies that examined women's experiences in male dominated fields and suggest that gender-related violence is used to either exclude or force women from these fields which ensures that these fields remain the domains of men. The assumption is that if women fear violence against them, then they will not expose themselves to it and thus opt out of these fields; and, becomes a form of blocking women's progress in the academy.

With estimations between 1 in 4 (Koss et al., 1987) and 1 in 6 (Finley and Corty, 1993) women experiencing some degree of sexual violence and that approximately 60 percent of those sexual assaults take place on dates (Warshaw, 1994 and 1988), rape and especially date rape is a potent threat to women on college campuses. According to Maslow's Hierarchy of Needs, safety is the second most basic need of humans that must be met (Catalano, 1993). The lower needs first must be fulfilled in order to move to the higher needs, which include a sense of belonging, self-esteem, and self-actualization. If women feel unsafe on college campuses because of the potential threat of violence, then they will be unable to develop a sense of belonging on campus and to develop their self-esteem. This in turn, becomes an impediment to women's ability to self-actualize; their accomplishments and success within the academy, their freedom of expression in and out of the classroom, their independence, and their mental and physical growth (Catalano, 1993, page 146) can be affected. In short, violence against women or its threat can impact a woman's development. If women feel unsafe, they cannot achieve and excel within the academy.

In order to change the college climate, both violence towards women (including date rape on college campuses) and attitudes which tolerate violence towards women (including tolerance of date rape) must be changed. Therefore, the significance of this study is primarily practical. The study seeks to draw practical implications and identify ways that can improve the campus climate for women.

Through the identification of college experiences and college characteristics that either promote or inhibit attitudes that are tolerant of date rape, campus administrators can implement policies and programs which can alter attitudes that condone sexual aggression. By exploring policies and administrators' attitudes regarding sexual assault it is also possible to discern what types of changes are needed in policies or efforts to create greater awareness among administrators who are responsible to deal with rape victims and rape

cases. We not only owe it to the survivors to recognize campus sexual aggression, especially campus date rape, as a significant problem, we owe it to all women on campus. As Bohmer and Parrot eloquently plead, the higher education community needs “to make all efforts to improve attitudes [regarding campus sexual assault], reduce prevalence [of campus sexual assault] and to handle it better” (1992, page 17).

CHAPTER 2

LITERATURE REVIEW

In order to understand college students' and campus administrators' attitudes about date rape, several aspects of date rape need to be explored. Because date rape is a specific form of rape, it is important to first discuss rape in general as well as the context in which rapes can occur. It should be noted that although anyone -- male or female-- can be a victim of rape, most victims tend to be women; therefore, the majority of studies on rape focus only on women rather than on both women and men. Due to the lack of scholarship on male victims of rape, and specifically male college students, the following discussion of the current literature on rape in this chapter focuses only on women as rape victims.

To better understand the link between tolerant/accepting views of date rape and hostile environments that exist for victims/survivors and all women on college campuses, date rape must be fully defined. A complete definition of rape that occurs within the context of a date includes an analysis of rape myths and societal stigmas as well as theoretical perspectives about date rape. These perspectives of sexual violence include sociobiological theory, the aggression model, the sexual model, the sexual aggression model, and feminist theory. They also include situational factors of date rape. Placing date rape into a societal context illuminates how attitudes towards date rape are formed.

Date Rape Defined

The term rape usually applies to any forced, non-consensual intercourse, regardless of the degree of acquaintance between the attacker and the victim. All forms of rape are about anger, power, domination and humiliation expressed through forced sexual activity (Brownmiller, 1975). The legal terms for forced, unwanted intercourse may be either rape or sexual assault. The terms acquaintance rape, date rape, and stranger rape are not legal

terms; rather, they are used to provide further clarification of the context in which a rape occurs. According to Bohmer and Parrot, terms like “date rape” provide a “clarity of understanding in a sociological sense rather than a legal sense” (1992, page 25).

Feminist scholars, such as Sanday (1990), broaden the definition of rape to include any penetration of a victim’s body against her will by any part of an attacker or any foreign object an attacker uses, as well as any other non-consensual sexual activity (intercourse, oral sex, anal sex, fondling of breasts or genitals, or kissing). Stranger rape is forced sexual activity¹ against a woman’s will by someone she does not know (Women’s Resource Center, University of California, Los Angeles, 1987, page 2). In contrast, acquaintance rape is forced sexual activity against a woman’s will by someone she knows. Date rape is a particular form of acquaintance rape.

Date or “confidence” rape (Boumil, Friedman and Taylor, 1993, page 3; Burgess and Holstrom, 1979) involves the same type of forced sexual violation, but the perpetrator is known to the victim and there has usually been some level of on-going social relationship between them. The relationship can be as brief as meeting at a party and leaving with the acquaintance or as lengthy as a long-term dating or live-in relationship². Campus date rape is date rape specifically occurs within a campus environment, such as a fraternity or dormitory, and/or involves two college students who know each other through dating,

¹ Following the precedent set by Malamuth, Sockloskie, Koss and Tanaka (1991), the terms sexual aggression, sexual assault and sexual violence are used interchangeably to describe forced sexual activity, which is rape, unless otherwise differentiated.

² Although generally believed to involve some sort of social activity, some scholars (Boumil, Friedman and Taylor, 1993, page 3) believe that date rape can be committed by a person with whom the victim is acquainted but has no prior social activity, such as a neighbor or co-worker. For this study, the types of rape are differentiated as much as possible because different emotional reactions of the survivor are provoked depending upon the nature of the relationship between the victim and the perpetrator. Acquaintance rape is an umbrella term to describe any rape where the victim knows her assailant. On the more specific level, acquaintance rape can also be used to describe a rape that is committed by a person the victim knows (such as the neighbor or the co-worker) but where no prior social activity has occurred. Date rape falls under the acquaintance rape umbrella term because the victim and the assailant are acquainted with each other; however, some degree of social interaction characterizes the relationship between the victim and the perpetrator in date rape situations.

having classes together, or attending the same party. The crucial distinction between date rape and stranger rape is that with date rape there must be some degree of social interaction or relationship. Because a victim of date rape has some degree of social contact with her attacker prior to the rape, the victim may have developed a certain level of trust in the attacker. When a rape is committed by a date, the woman is not only violated physically, her sense of trust in others is also violated as is her confidence in her own judgment of whom she trusts. While both the victims of stranger and date rape may lose their trust in others, victims of date rape lose confidence and trust in themselves more often than victims of stranger rape (Roberts, 1989; Burgess, 1985).

The average age of women who are raped by a date is between 17 and 24 (Warshaw, 1994 and 1988); this overlaps with the prime dating time in people's lives and coincides with the average college-going age. The average age of a date rapist is 18 1/2 (Warshaw, 1994 1988, page 24), which coincides with the average age of a college freshman. Female college freshmen are particularly vulnerable to date rape because they may not have developed the skills necessary to protect themselves in new situations or those necessary to detect when situations or people are dangerous (Warshaw, 1994 and 1988). Therefore, college women have a greater risk of being raped, especially due to the majority of date rapes occurring within the college setting (Koss et al, 1987; Warshaw, 1995 and 1988, page 190).

Date rape and stranger rape differ in many ways. Date rape can occur at any stage in a relationship (Women's Resource Center, University of California Los Angeles, 1987, page 2). Stranger rape, or what society views as "real rape" (Estrich, 1987), can occur any time, any where, and to anyone. Stranger rape is often considered to be real rape by society because the victim is seen as truly innocent of any action which could have led to the assault. Victims of stranger are perceived as blameless. Therefore, society recognizes only stranger rape as a legitimate and real violation of a woman.

Date rapes, especially on college campuses, usually occur on a weekend and on the rapist's turf: such as his car, his dorm-room, his apartment, or his fraternity (Women's Resource Center, University of California Los Angeles, 1987, page 2). Most date rapists have the intent to have sex with their dates, rather than the intent to rape them; however, these men will do anything to meet that goal including forcing unwanted sex on their dates (Bohmer and Parrot, 1992; Roden and Abarbanel; 1987). Date rapists usually do not use a weapon. They physically overpower their victims with their body and their voice; however, a victim may nonetheless feel that her life is in danger. Moreover, even though no physical weapon displayed or used, this does not mean that additional violence is not employed during a date rape. The victim/survivor of a date rape feels guilty, confused and ashamed because she knew and trusted her attacker. Often, she does not realize that the "sex" was in fact rape because although a crime of violence was imposed on her, it occurred in the context or name of the rapist's sexuality (Briere, Malamuth and Check, 1985, page 398). The victim/survivor of date rape erroneously assumes full responsibility for the "episode." This self-blame is reinforced by society's perception that a victim of a date rape brings the attack on herself through some action or behavior.

Perceiving and placing blame on the victim of date rape while perceiving and placing less blame on a victim of stranger rape is entrenched deeply in our society's culture (Bridges and McGail, 1989; Bridges, 1991). This mentality of blaming the victim is due to reified social myths about rape. This blame-the-victim mentality excuses and supports the rapist and his behavior by blaming the victim for the attack. Therefore, these blame-the-victim attitudes create a rationalization and justification for the rape. Attitudes that blame the victim also can be referred to as "negative attitudes" towards rape, rape-tolerant or rape-supportive attitudes, or attitudes that condone, justify, rationalize, and/or accept rape.

Date rape is a rampant yet silent aggression against women, and the silence surrounding it is as alarming as the rate at which this violence occurs on college campuses.

The actual number of rapes that are committed remains unknown due to the vast underreporting of rapes. It is estimated that for every reported sexual assault, anywhere from five to ten unreported sexual assaults are committed (Goodman et al., 1993; Women's Resource Center, University of California Los Angeles, 1988). Because they know their attacker, victims/survivors of date rape report their attacks more infrequently.

Victims/survivors of date rape remain silent about their attacks for several reasons: they often take full responsibility and blame for the incident (Koss et al., 1987); they may fear being blamed by others for the attack (Koss et al., 1987; Kilpatrick et al., 1992); or, they may not understand a rape occurred, and instead frame it as rougher-than-normal sex (Koss et al., 1987; Layman, 1996). Scholars of sexual assault have found that a substantial amount of rape victims do not conceptualize their experiences as rape (Koss and Harvey, 1993; Koss et al., 1987; Layman, 1996). Other studies have found that reports of rape are met with negative attitudes including disbelief, blame, judgment, and unsupportive behavior (Layman, 1996). Copenhaver and Grauerholz (1991) conducted surveys of 140 of 500 randomly selected sorority women; they found that half the women had experienced at least one act of sexual aggression while in college. One-fourth of the women had experienced attempted rape, while another 25 percent had experienced sexual coercion or forcible rape. Half of the attackers were boyfriends or dates, and 45 percent were acquaintances or friends. Out of all the women who had been raped, only 36 percent understood it to be rape. The rest thought what had occurred had been "rougher than normal sex" or "bad sex." Therefore, the silence of a victim may reflect her confusion about the attack and the inability to label it as rape (Layman, 1996).

The silence of victims is strengthened by a deeply embedded sense of shame and guilt. However, this silence protects them from negative societal attitudes towards rape, especially date rape, and its victims/survivors. In addition to blaming themselves for the rape, they fear that others will blame them for the rape. Date rape victims/survivors are

wary of the possible “blame the victim” mentality of friends, dating partners, parents, college administrators -- attitudes that are also embodied in college policies -- and in the overall society.

The Aftermath of a Rape

After a rape that occurs within a dating context, the victim feels violated on several levels that extend far beyond the physical: her trust in people she chooses as friends or as dates is shattered as is her trust in herself. Because of an attack, her sense of self may be shattered as may be her sense of confidence. Marge Piercy, a feminist writer, aptly describes the feelings of a rape victim/survivor in a poem entitled *Rape* (reprinted by Adamec and Stark-Adamec, 1985, page 358): “there is no difference between being raped and being pushed down a flight of cement steps except the wounds also bleed inside ... there is no difference between being raped and going head first through a windshield except that afterwards you are afraid not of cars but of half the human race.” Rape, in any form, is a frightening and traumatic experience.

Almost all victims/survivors suffer emotionally as a result of the assault regardless of the level of familiarity with the attacker. They are left with fears about their personal safety and they may be afraid to be alone or leave their home. Many victims/survivors have vivid flashbacks and nightmares of their attack, which can last for several years after the attack. As they relive the painful memory of what happened before, during, and after the rape, most victims/survivors feel acute shame (Goodman et al., 1993). Many victims have feelings of intense guilt, especially because they often blame themselves and feel they were raped because they did something to provoke it or they did something wrong (Koss, 1993). For example, when a rape victim wonders “what if I only ...” or “maybe I should/should not have...” she is taking on the sole responsibility of the sexual assault. Another effect of the actual violation and the resulting shame, guilt, and lack of trust is that victims often have problems resuming any sort of intimacy, sexual or otherwise.

Relationships with friends, family, and lovers can be altered due to a victim's lack of trust and fear of being vulnerable. It may take victims several years to be able to sexual activity again. Sexual intimacy becomes even more problematic for victims because it can trigger a flashback of their rape (Roden and Abarbanel, 1988). Victims experience a sense of loss and isolation on several different levels. At every level, a woman's life and development can be influenced by the experience of rape.

Those who survive a date rape feel betrayed, for they were violated by someone they initially trusted. They perceive that their own judgment failed them. Because they know their attacker, their feelings of shame, guilt and anger may be especially intense. Because the victims/survivors of date rape feel they may have had some responsibility in creating the situation that led to the attack, such as going to a man's dorm room, victims/survivors often feel the rape was entirely their fault. In truth, as soon as a victim/survivor said no, or failed to say yes to any sexual activity, the responsibility for the proceedings forced sexual activity, or rape, lies completely with the attacker. Victims/survivors must be reminded over and over again that the rape was not their fault and that they were not to blame.

All victims, regardless of what their rape was like, experience the feeling of powerlessness and isolation: "having no control over what happens to you, being abused and violated by another person, and not being able to protect yourself" (Roden and Abarbanel, 1987, pages 26-7). These feelings can stay with a survivor for years after the incident, especially if the survivor has not had proper processing of these events. Most victims/survivors become acutely conscious of their own mortality and vulnerability. Therefore, another after-effect for most survivors is that a woman's entire life may change from this one incident; who she is and becomes afterwards may be, and usually is, informed by this single moment.

These short and long term consequences of being raped have been labeled as “rape trauma syndrome” by Burgess and Holmstrom. In their 1974 study of 100 rape victims who were admitted to Boston City Hospital emergency room directly after being raped (Burgess, 1988), they found that the consequences of rape may last from days to years and it is not uncommon to find women suffering the impact of the rape several years after the attack. The medical community now recognizes Rape Trauma Syndrome to be a form of Post-Traumatic Stress Disorder (PTSD) (Rowland, 1985).

There are three primary criteria that comprise the basis for PTSD. First, a person must have suffered a recognizable trauma that would cause distress symptoms in most people. Second, a person must re-experience the trauma through nightmares and/or recurrent dreams depicting the traumatic event, and through flashbacks when waking. Finally, a person must display decreased involvement with the outside world, such as: loss of interest in significant activities; sleep disturbances, either sleeping too much or sleeping too little due to the fear of sleeping or to waking after a nightmare; guilt about surviving the traumatic event; memory loss; difficulty concentrating; avoidance of activities that are reminders of the traumatic event; and an intensification of symptoms when the victim is exposed to something that resembles the traumatic event.

The best way to combat these short and long term effects is by talking about the traumatic event with someone who is trained in helping those who suffer from PTSD (Roden and Abarbanel, 1987). However, because victims/survivors of rape and especially of date rape, often do not discuss the event due to shame, guilt and/or fears about repercussions or non-supportive attitudes, victims/survivors fail to seek this kind of help. Instead, victims tend to suffer in silence and suffer to a greater degree because of this silence.

Some Theories on Why Date Rape Occurs

There are several theories that seek to explain why sexual violence, such as stranger rape and date rape, occurs. Some theories contend sexual violence is part of human nature while other theories assert that sexual violence is a learned act that is reinforced by the overall society. Theories under the “Natural Model” (Sundt, 1992, page 7) of sexual violence include the Sociobiological Theory. Other perspectives attempting to explain the occurrence of rape include the Aggression Model, the Sexual Model, and the Sexual Aggression model. Theories under the Sociocultural Model include the Feminist Theory on sexual violence which emphasizes the socialization process.

Natural Model of Sexual Violence

Theories falling under the Natural Model of sexual violence contend that there is something innate in a person that leads to actions of sexual violence. This “biological” theory of sexual aggression is based on Darwin’s theory of “survival of the fittest” that contends that the primary goal of any species is procreation. The Sociobiological Theory asserts that sexual drive and sexual reproduction are related to male sexual aggression. In almost all animals, including humans, the role of the male is to mate as often as possible in order to fertilize the eggs of as many females as possible; this ensures the continuation of his own gene pool (Boumil, Friedman, and Taylor, 1992, page 30). The role of the female is to mate and reproduce, but she is more selective to ensure she is mating with the male who has the best genes for survival. Moreover, female’s selectivity is associated with the amount of time necessary for the incubation period and nurturing needs of the offspring: the more time required, the greater the investment for the female thus making her more selective about whose offspring she will carry and nurture. This not only reproduces the species, but upgrades the gene pool. Males are expected to continuously attempt to try to have sexual intercourse with females who are both fertile and receptive. Females are

expected to be selective, and therefore, will not mate with many males. Applied to humans, therefore, men have a constant sexual drive due to their need to reproduce, while females have a smaller sexual drive due to their need to be selective about their mates for reproduction. Therefore, according to sociobiologists, male sexual aggression, or rape, is a result of men's need to meet their constant sexual drive which is a result of males' need to reproduce and spread their genes. In other words, rape is a natural biological function.

The Aggression, The Sexual and The Sexual Aggression Models of Sexual Violence

Researchers and theorists (Boumil, Friedman and Taylor, 1992, pages 30-40) continue to debate the motivation of rapists: Is it to express anger and aggression through physical violence or is it primarily motivated by sexual needs?

According to the Aggression Model of sexual violence, rape is seen as purely motivated by the intent to express anger and aggression. The limitation of the Aggression Model is that it is applicable only when a rape also involves a brutal beating or the murder of the victim. Considering that brutal beatings do not always accompany a rape, the Aggression Model of sexual violence seems incomplete.

According to the Sexual Model of sexual violence, rape is seen purely as an outlet for sex; the motivation for rape is primarily sexual and anger and aggression are absent as motives for the rape. Force or violence is used only to accomplish the actual rape act, otherwise the victim is not further abused or hurt. This model further asserts that rape is motivated by the rapist's fantasies or wishes, and that often the rapist can only perform under these circumstances. Like the Aggression Model, this model is another type of sociobiological theory of sexual violence seems incomplete. Rape is itself a very hostile act of aggression and anger; therefore, to assert that rape is motivated primarily by sexual desires is too simplistic.

The Sexual Aggression Model of sexual violence combines the Aggression Model with the Sexual Model. This model asserts that the rapist uses brutality to sexually arouse

himself in order to have sexual intercourse, but often is not brutal and violent after the rape act itself. This model does not account for the extreme violence or to murder of the victim that occurs in some rapes.

All three models ignore the role of the overall culture and its connection to rape. Because society influences peoples' attitudes, it must be addressed; therefore, all of the preceding models are incomplete when attempting to explain why rape happens. Moreover, while each of these theories attempt to explain the motivation for sexual violence/rape as a certain style or type, they do not address the real facts and realities of rape where these arbitrary boundaries of theories are not observed.

Feminist Theory of Sexual Violence

According to Herman (1988), in the past three decades, feminist consciousness-raising efforts and political activism have changed the definition of sexual violence from a private event to a public issue. Beginning with consciousness-raising groups, then public speak-outs, and finally formal survey research, the voices of the victims/survivors of sexual violence are being heard. Feminist Theory on sexual violence not only accounts for internal motives of rapists, but also accounts for outside influences such as society and culture.

According to many acclaimed feminist scholars, such as Susan Estrich and Catherine A. MacKinnon, the social construct of gender in our society allows the perpetuation of the traditional male attitude that women are inferior and must be controlled. In our society there are several ways to illustrate men's perceived right to dominate women in some way. A stark example is violence against women, especially rape. Rape is an emerging social issue that is now being examined more closely by scholars (Pirog-Good and Stets, 1989) as illustrated by the amount of research on the issue. Feminists assert that date rape, like stranger rape, is a show of dominance and violence rather than sexuality, where sex becomes the weapon. MacKinnon who wrote the 1979 watershed book on

sexual harassment, *Sexual Harassment of Working Women*, as well as other feminists claim that rape is used to display power over women demonstrated through forcible sex. The feminist perspective on rape, which this study adopts, focuses on the cultural effects of socialization patterns leading to rape, with an emphasis on male power within a society that allows the cultural sanctioning of domination, exploitation, and abuse of women.

According to this theory, there are several factors that contribute to date rape; these factors include the manner in which society's beliefs about sex and sex roles are taught, adopted and acted upon, as well as situational specific factors that bring out various learned behaviors. Traditional sex role attitudes held by both men and women are a major factor (Bridges, 1991). In Bridges' 1991 study of college students' perceptions of date and stranger rape, students revealed their traditional sex-role attitudes when blaming the victim/survivor of date rape for her failure to control the situation. Traditional sex roles are learned through the process of socialization. Feminist theorists have conducted studies showing that "rape is associated with male dominance" (Herman et al., 1988, page 696) and that societies perpetuate the ideal of male dominance through socialization. Blumberg and Lester (1991), in a correlational study with a sample of high school and college students, found that rape myths and traditional sex role attitudes are closely linked (page 327). Additionally, specific situational factors during a date add to the risk that a rape will occur (Abbey, 1991; Muehlenhard, 1988; Pirog-Good and Stets, 1989, pages 145-168; and Warshaw and Koss, 1988, page 12) because such factors provide mechanisms to act on those internalized beliefs .

According to sociologists, socialization is the process by which social roles and sex roles are learned. Socialization begins from the moment of birth and continues throughout the entirety of adulthood even though gender roles are established very early. Although

much sex role research focuses upon childhood socialization³, it must be emphasized that socialization does not end with childhood but is a life-long process. When new social experiences are encountered, people adapt by forming new roles which meet the expectations of the situation. Yet, to truly understand how sex roles and sex role attitudes are formed, it is useful to explore socialization in childhood.

Traditional sex role attitudes are learned by children from many sources: parents, teachers, peers, and media. These agents of socialization pass on society's dominant views to impressionable children and adolescents. Adolescents often internalize these values and act accordingly. Traditional sex role attitudes are associated with rape, in that men are taught to be overly aggressive and women are taught to be passive (Hall, Howard and Baezio, 1986; Muehlenhard, Friedman, and Thomas, 1985; Muehlenhard and MacNaughton, 1988; Muehlenhard, 1988; and Warshaw and Koss, 1988). Cross-cultural anthropological research (Sanday, 1981) shows that rape is rare or non-existent in cultures where sex roles are less stringent, women are viewed as equal, and women are not exploited.

The socialization process eventually turns girls into women who are perfect or "safe" victims/survivors for rapists (Warshaw and Koss, 1988, page 48). Girls are taught to be passive, seemingly weak, docile, and unobtrusive. Young girls are not encouraged to be physical or vocal, but rather to be inhibited and fearful. These little girls also witness boys and men (brothers, friends, and fathers) who are physical, active, loud and powerful, and learn by observation to worship these men who are strong and different. As girls

³ Nancy Chodorow (1978) is most closely associated with socialization theory and gender identity. Her work is an explanation of how gender identities emerge from the social organization of the parents' roles in society. Her work is integral to understanding the early part of the socialization process and how people develop ideas about what men and women ought to do based on their sex. She often is criticized because her work focuses upon early childhood and not upon the rest of the socialization process. Because of the focus of her work, some critics accuse her of contending that socialization stops with childhood, which she does not.

grow, they internalize the societal perspective that women are weak and passive whereas men are strong and should be looked up to because of their power. This power and strength, according to society, gives men higher status than women.

A young woman is expected by society to remain child-like in order to “catch” a good man who will support and protect her just like her father did when she was a child. Young women are not encouraged by society, in general, to be independent and self-reliant. Moreover, society views a woman’s worth in terms of her sexual experiences (Herman, 1988, pages 697-698; Muehlenhard, Friedman and Thomas, 1985; pages 303-304; Pirog-Good and Stets, 1989, pages 174-175; and Warshaw and Koss, 1988, pages 53-54). Girls are taught to protect their sexuality because it is their marketability. They learn to control their sexual activity in order to avoid the appearance of being labeled “used” or “damaged goods”. Society teaches girls to guard their sexuality and discourages sexuality by promoting the idea that sex is only good and right if it is in the context of a loving relationship, marriage, or for procreation. Moreover, women are also taught that boys/men can not control their sexual urges; therefore, it is incumbent upon the girls/women to curtail these impulses by not provoking these urges in men by their appearance or behavior. These conventional and traditional societal values render women defenseless and urge and obligate women to look to men for protection and support.

Not all women and not all men accept these values; however, all women are taught to implicitly trust men to some degree:

Such conditioning helps produce ‘safe’ victims/survivors -- women who react with denial, dissociation, self-blame and rejection of their own misgivings as [date] rape threatens, who cannot fight back during the rape or report it to the police afterwards, and who, often become victims/survivors again later, (Warshaw and Koss, 1988, page 54).

These values make women prime targets for date rape. However, the strongly internalized value of trusting men is the primary risk factor in date rape. A date involves a certain

amount of trust and lowering of one's guard. All date rape victims/survivors trusted their dates in that they thought their dates would not hurt or harm them. Although some women are ideal targets for date rape, that does not make them culpable for the rape. No matter what the victim's learned behaviors and attitudes may be, she is not to blame.

In comparison, boys are often socialized in values that are the exact opposite of those taught to girls. Boys are taught to value aggression, machismo, and masculinity. Aggression is a means to power as well as other things, and can be applied to sex. Boys are taught to initiate dates and sexual activity. Further, boys are taught to be self-centered and single-minded about sex. Male peers and role models (e.g., fathers, coaches, and media stars) teach and reinforce these notions. They tell boys that they will meet with reluctance on the part of a woman regarding sex, but that they must push and persuade the woman to give "it" up. Sex is viewed in terms of a conquest. If a boy can push farther, he gains territory and may "score." This is not a view of two equal people engaging in sexual activity, but rather men conquering women as if women are inferior objects useful for only one thing: sex (Hall, Howard and Baezio, 1986, pages 102-103 and 114-115; and Warshaw and Koss, 1988, pages 92-95). It should be noted that not all men accept these values; but, this is what society teaches men in general.

Many women who have been raped by a date say they could have been any woman; they felt reduced to an orifice, objectified and depersonalized. Although not all men rape, men who internalize these values may act out their ingrained views of superiority and power by date raping women or by inflicting other forms of aggression against women.

Sex role attitudes that are learned early in life are reinforced or reshaped as people grow older. These attitudes are reinforced or reshaped depending upon the people and experiences encountered. For example, Sanday (1990) explores the impact of hostile environments, which have been created on college campuses by fraternities, on attitudes about rape and on the frequencies with which rape is encouraged and committed. She

found that rapes are more likely to be tolerated, encouraged, and perpetrated if fraternities have a strong presence on campus, thus making the campus more “rape-prone.” Another example is Feldman and Newcomb’s (1969) study on the impact of the college environment on students. Their major finding is that students gravitate towards people and activities that accentuate and validate the beliefs that they bring to college. Therefore, men with sexist and traditional attitudes will find people and activities that promote those attitudes. An example of this is Sanday’s finding that fraternities and college campuses with strong Greek systems reinforce rape-tolerant attitudes and encourage rapes. This makes the college environment and peer group mentality dangerous for victims and for all female college students. Because peers have influence, negative attitudes are reinforced when peers condone and accept such attitudes; in this respect, peer groups can be problematic because they can create a negative and hostile environment.

Feminists, such as Brownmiller (1975), view rape as an aggressive rather than a sexual crime and as a natural extension of the male socialization process. Such socialization leads males to feel dominant over “submissive” females and view females as sexual objects for their pleasure. In this Sociocultural Model, male sexual aggression is not due to any individual pathology or traits⁴; rather, it is due to both attitudes about females and to aggression learned as part of growing-up. Closely associated with male sexual aggression is male dominance, perpetuation of traditional sex roles, and power differentials between men and women. Therefore, rape becomes only one example of male aggression and dominance women experience.

⁴ The overall feminist theory on rape currently does not include personality or individual pathology as necessarily being associated with sexual aggression. However, clinical literature suggests that there are individual differences (Malamuth and Check, 1985) among personality factors that are associated with aggressive sexual behavior. Malamuth and Check, in their study assessing “some feminist hypotheses about rape,” found that antisocial traits, hostility, anger, and lack of empathy consistently emerge as correlates with aggressive sexual behavior. Therefore, it would behoove the feminist theories on rape to begin to adopt some of these findings as they are duplicated and validated.

Sex role attitudes learned through the process of socialization are key factors leading to date rape and rape-tolerant attitudes. However prevalent these attitudes are, they do not excuse or justify rape or attitudes that condone rape despite the assertions of some traditionalists that they do. Yet, they are not the only factors leading to date rape. In addition to the manner in which people are socialized and their behavior reflects their beliefs, there are other situational factors which contribute to the occurrence of date rape.

Situational Factors

The other key contributors leading to date rape are situational factors on a date. A date may misinterpret a woman's suggestion for the date or her invitation into her room (Muehlenhard, 1988). A date may misinterpret a woman's kissing, petting or cuddling as a prelude to sex (Bostwick et al., 1995). Moreover, if kissing, petting, or cuddling does occur, a date may become sexually aroused and aggressively act on this without considering the woman's wishes. He also may punish the woman by raping her as retaliation for making him sexually aroused and then being unwilling to fulfill his sexual urge.

Another situational factor is the location and activity of the date. A woman's willingness to do certain things or go to certain places may be misinterpreted by a date as a sign that the woman is willing to have sex (Pirog-Good and Stets, 1989, pages 173-174). A woman who accompanies a man to a religious function is likely to be perceived by the date as less willing to have sex than a woman who goes to a movie with him or back to his dorm room to talk (Muehlenhard, 1988). Koss et al. (1987), in her survey study of college students, found that situational factors and sex role socialization did in fact contribute to date rape. However, none of these situational factors gives the date the right or the justification to force sexual activity on the woman, nor should these factors attribute the blame to the victim/survivor for a rape.

Communication on a date is essential to avoiding rape: not only must a woman clearly and verbally set boundaries regarding sexual activity, but a man must listen and respect the woman's boundaries (Pirog-Good and Stets, 1989, pages 172-173). He must listen if the woman says "no" and he must not interpret this "no" as "playing hard to get." Both men and women must understand that "'no' means 'no'," or more to the point, that "only 'yes' means 'yes'" (Karney, 1993). Another issue, which is related to clear communication and is seldom discussed, revolves around the woman changing her mind about engaging in sexual activity. If a woman's intentions do change during the course of a sexual encounter, it is critical that she make it clear to the man that she wants to stop. It is equally critical that a man hears that she wants to stop and accepts that. Clear communication and good listening is the responsibility of both parties on dates.

However, several factors inhibit clear communication. Alcohol and drug use on a date can impair the communication ability of whoever used them on that date (Abbey, 1991; Pirog-Good and Stets, 1989, page 173; and Warshaw, 1994 and 1988, page 51). By analyzing 12,651 survey responses from 60,000 randomly selected undergraduates, Bausell, Bausell and Siegal (1990) found that drugs and alcohol were almost always used by the perpetrator in a date rape, especially if the attacker was an athlete or a fraternity member.

Cultural Myths and Societal Stigmas of Rape

Notions about what occurs before, during and after any form of rape are shaped by myths and stigmas that are reinforced throughout life (Sanday, 1990). These falsehoods about rape are conveyed to children through the many agents of socialization: parents, teachers, coaches, peers, movies, music, television, music videos, and books. It should be noted that feminist scholars oppose cultural attitudes that condone rape (Burt, 1980). Rape myths are defined as false beliefs about rape, "seek to deny or make light of its effects

on the victim, or in fact, *blame* (original emphasis) the rape on the victim” (Briere et al., 1985, page 398; Burt 1980 and 1991).

Researchers adhering to a sociocultural view of rape (Bell et al., 1992, page 454) have argued that there is an identifiable set of attitudes that support or promote violence against women (Burt, 1980; Lottes, 1991). Referred to by many names, such as rape myths, rape-supportive attitudes, and rape-callous attitudes, and rape-tolerant attitudes, these attitudes involve prejudicial, stereotypical, and false beliefs about rape, rape victims, and rapists (Burt, 1980 and 1991). Previous research demonstrates that rape myths are widely accepted on college campuses as well as in society at large (Burt, 1980; Lottes, 1991).

Burt identified several rape myths, which are prevalent in the macrocosm of society and the microcosm of college campuses: Rape is committed by a deranged stranger; a woman who is raped deserves it; many women have an unconscious wish to be raped; any healthy woman can successfully resist a rapist if she really wants to; women who fight back prevent the rape; the rapist will use a gun or a knife to overpower his victim; and when a woman dresses provocatively, she is asking for “it” (Burt, 1980; Schwendinger and Schwendinger, 1983). More myths surround date rape, and these generally continue the theme of blaming the woman for the assault, especially because she knows her attacker: if a woman goes to a man’s room, especially late at night, she gets what she deserves; if a woman invites a man into her room, she is non-verbally inviting him to have sex with her; if a man pays for a date, a woman owes him a sexual favor; if a woman kisses or “pets” a man, she is non-verbally agreeing to have sex with him; women who say “no” are just being coy and really mean “yes;” a man who is sexually aroused or believes he has been led on by the woman has the right to force sex on a woman to alleviate his sexual arousal; and

a woman falsely cries rape to cover-up her sexual liaison with a date or an acquaintance (Burt, 1980; Schwendinger and Schwendinger, 1983; Warshaw, 1988, pages 19-20).

Additional studies have found that rape myths are highly correlated with rape-tolerant attitudes, actual rape behaviors and the encouragement of those attitudes and those behaviors. In Burt's important 1980 paper, "Cultural Myths and Supports For Rape," data collected by using four different scales that measured acceptance of rape myths and was analyzed by path analysis, supports the feminist argument that rape is socially determined. Burt found that rape "is the logical and psychological extension of a dominant-submissive, competitive, sex-role stereotyped culture" (1980, page 229). Burt's major findings include a high acceptance rate of rape myths, such as blaming the victim and portraying the rapist as an innocent party in the attack; moreover, beliefs in these rape myths are closely intertwined with other strongly held and pervasive attitudes, such as the acceptance of interpersonal violence, sex-role stereotyping, rape-tolerance, and adversarial sexual beliefs (Burt, 1980). Complimenting Burt's findings, Check and Malamuth found that "the use of force in sexual interactions is ... widespread and acceptable in our society" (1985, page 419). They further found that rape-myth acceptance, acceptance of violence against women, and adversarial sex beliefs are all related to men's self-reported likelihood of raping by creating an atmosphere that accepts and condones rape. Blumberg and Lester clearly show the strong association between rape myths and traditional sex role stereotypes (1991, page 727).

These myths, which are perpetuated by traditional and conservative perspectives of sexuality, are dangerous because they excuse the rapist, blame the victim/survivor, and justify the rape. These myths are one cause for rape-tolerance, especially towards date rape. Moreover, these readily accepted cultural myths frame rape in terms of sex and the man's sexual needs and do not reflect the victim's experience. The myths do not show rape for what it is, an act of violence, domination and humiliation.

Cross-cultural studies conducted in countries other than the United States found that rape is considered an accepted behavior which allows the humiliation and subjugation of women while bolstering the male aggressor's feelings of power, superiority, and masculinity (Sanday, 1981; Brownmiller, 1975). In some societies rape is virtually unknown, while in others it is comparatively common. Through a review of 95 different cultures, Sanday (1981) found that 47 percent of the societies in her sample had no rapes, 17 percent of the societies in her sample were "rape-prone," while 36 percent of the societies in her sample had a limited amount of rape occurring. According to Sanday, the extent of rape existing the society depended on cultural factors: "rape-prone" societies often "have male gods, accord women low status, and encourage aggressiveness in boys" where as "rape-free" societies often have "female gods or gods of both sexes, accord women equality with men, and actively discourage male aggression" (Robertson, 1987, page 239). In rape, as in other aspects of human behavior, the behavior of an individual is influenced by the norms of the surrounding society (Robertson, 1987). Therefore, if a culture justifies, condones and rationalizes rape, then rape behavior will be accepted and encouraged rather than viewed as an aberrant and harmful behavior.

Cultural myths such as these provide ample excuses and justifications for the potential rapist, especially because these encounters are framed as sex, and not even rougher-than-normal or aberrant sex. On the college campus, such stereotypes and myths create a climate in which date rape can thrive, especially due to of the acceptance of the actual incidents as being normal sexual encounters (Sanday, 1990). Quackenbush (1989) reported the general results of a study investigating the perception and expressed the likelihood of date rape in relationship to rape myths. Using Burt's (1980) Adversarial Sexual Beliefs Scale, Acceptance of Interpersonal Violence Scale, and Rape Myth Acceptance Scale, Malamuth's (1981) Likelihood of Raping Scale, and Deitz's Rape Responsibility Questionnaire (1981), roughly 65 percent of her sample of 114 male college

students agreed that women are to blame for their rape, regardless of the circumstances (Quackenbush, 1989, page 377). However, these men were less apt to blame the victim in a stranger rape scenario than the victims in a date rape scenario. These men were also asked their attitude toward specific rape myths. Depending on the myth, between 11 percent and 37 percent of the men agreed with the myth (page 377). Rape-supportive attitudes may provide the “disinhibitory release necessary to commit date rape” (Quackenbush, 1989, page 377; Malamuth, 1981).

The link between the acceptance of traditional sex roles and rape myths with becoming a rape victim is inconclusive. Koss et al. (1987) investigated the contention that women are vulnerable to rape because they accept myths and Koss found that rape victims/survivors who knew their assailants did not accept rape myths any more so than non-victims. However, in contrast to the Koss study, the Muehlenhard studies found that women who strongly believed rape myths were more likely to experience date rape. Therefore, there is no definitive conclusion about rape myths leading to heightened risk of date rape. However, these studies do illustrate that women’s perceptions about date rape are shaped by rape myths.

It is asserted that rape myths and other rape-tolerant beliefs are the social underpinnings of violence towards women. Rape myths, which are readily accepted and promoted, are the underpinnings for negative attitudes towards date rape and its survivors. Quackenbush (1989), Malamuth (1981), Briere et al. (1985) and Sanday (1990) contend that rape myths create an environment which is hostile towards women and victims and which provides the atmosphere for rapes to occur. Unless otherwise exposed to the facts about rape, people believe these prevalent myths.

Peer Group Perceptions of and Reactions to Date Rape

It is widely understood that attitudes of blaming the victim/survivor hinder the victim’s/survivor’s ability to recover from the attack (Bell et al., 1992). When the

victim/survivor is confronted with this blame the victim mentality in their everyday environment recovery from the trauma is especially difficult (Goodman et al., 1993). Therefore, when a victim/survivor of campus date rape encounters the blame-the-victim mentality in the campus environment, her recovery is impeded. Moreover, these attitudes that blame the victim and tolerate date rape act as desensitizers to sexual violence and trivialize the act and its impact. Campus environments in regards to sexual aggression, whether tolerant or intolerant, are partially created by the attitudes of the student body. Several studies explore the student peer group reaction to campus sexual violence in order to discern if college students are generally tolerant or intolerant of date rape.

Koss and Muehlenhard are two researchers at the forefront of studying students' reactions to date rape. Some studies postulate that men (Muehlenhard, Friedman, Thomas, 1985) and women (Muehlenhard and MacNaughton, 1988) often will blame the victim/survivor for the attack, usually because the victim/survivor is believed to have led the man on in some manner, such as acting or dressing "suggestively." In both studies, "suggestiveness" is defined by the victim/survivor dressing provocatively instead of conservatively, going to the date's apartment, or the victim/survivor asking the man out on the date. Their definitions of "suggestiveness" are based on rape myths. Both samples read two different scenarios: in the first scenario, the victim/survivor acts and dresses conservatively and in the second scenario, the woman acts and dresses suggestively. Both studies found that rape myths were generally accepted and the "suggestive victim/survivor" was blamed more for "her" rape. The significance of these studies is that they do find the link between rape myths and students who hold attitudes that tolerate rape.

Perceptions of victims/survivors of date rape and stranger rape vastly differ (Bridges and McGail, 1989; and Bridges, 1991). Bridges and McGail (1989), using a sample of 122 female and 62 male undergraduates, and Bridges (1991), using a sample of 62 female and 33 male undergraduates, conducted studies about the different perceptions of

college students towards date rape and stranger rape. In both studies, students read scenarios that featured a date rape and a stranger rape and then were asked to respond to surveys that measured their attitudes towards the hypothetical encounters. The results of the data from both studies revealed that both male and female college students blamed the victim/survivor in the date rape scenario for losing control of the situation and perceived this loss of control as a desire for sex. Moreover, most of the students did not view the date rape scenario as rape, but rather as sex. These studies found that while students, especially men, rejected the concept of rape occurring on a date and only believe an incident to be rape when it is committed by a stranger. Moreover, these students viewed the date rape scenario as a misunderstanding between the victim/survivor and the attacker. Victims of stranger rape were viewed to be less at fault for the rape than victims/survivors of date rape, but were still blamed to some degree.

Several other studies on college campuses also have shown that rape-tolerant attitudes are related to underlying beliefs about gender roles, sexuality, and violence. Another Muehlenhard study (1986) found that the traditionality of student attitudes towards women and sex roles in general interacted with student labeling date rape as sex instead of rape. It was further found that traditionality affected rape-justifiability across all situations, but especially with date rape scenarios. By using a sample of 1,152 introductory psychology undergraduate students, Muehlenhard and Falcon (1990) found that men who accepted traditional gender roles, especially with the belief that males are dominant, were more likely to have engaged in both verbal and sexual coercion and forceful rape. Nelson and Torgler (1990), in their study utilizing 89 undergraduate psychology students, found that men showing more traditional attitudes towards women were more accepting of coercive sex than those students with more progressive gender-role beliefs. Moreover, they found that men accepted both traditional sex role attitudes and attitudes that tolerate date rape more than women. Lottes, in her study of 640 undergraduates from four

northeastern universities, found that greater acceptance of “victim-callous rape attitudes” (1991, page 37) was related to less egalitarian gender-role beliefs, greater acceptance of adversarial sexual beliefs, and greater acceptance of traditional attitudes toward female sexuality.

When reviewed collectively these studies highlight the prevalence of rape-supportive attitudes, or attitudes that tolerate date rape, among college students. One of the strengths of these studies is their samples. Even though the samples are small and thereby limits generalizability to the overall students population, these studies gained access to college students and thus provide an investigation of students’ attitudes about date rape. These studies provide an indication of how college students view date rape. Even though there is evidence that attitudes tolerant of date rape are entrenched in society and on college campuses, it is necessary to conduct further research using samples from the overall population before generalizing the findings to the general population. The majority of these studies are either correlation or ex-post-facto studies, and are useful in showing that these adverse and potentially dangerous attitudes are prevalent among college students. What these studies illuminate is that a certain percentage of college students tend to have rape-tolerant attitudes.

The Impact of College on Attitudes About Date Rape

This current scholarship lacks a demonstration of how college impacts these attitudes. The major oversight of this collection of studies is that it fails to address specifically the college environment and its impact on college students’ attitudes towards sexual aggression. These studies simply illuminate that some college students possess attitudes that tolerate date rape and that students may be entering college with beliefs about date rape already formed. However, these studies neglect to show how and if college itself shapes students’ attitudes towards sexual aggression. Despite the entire body of scholarly literature on the impact of college on students, scholars investigating attitudes about sexual

aggression on college campuses have not sought to employ the concepts embodied in this literature to their investigations. There are two theories of college impact that are directly applicable to the study of attitudes of students about campus date rape: the work of Feldman and Newcomb (see 1969) and the work of Alexander Astin (see 1977, 1985, 1991, 1993). Models of college impact, in short, describe a process of student development where students enter college with a given set of attitudes, beliefs, and characteristics which will inform the type of college experience they will have (Sax, 1993, page 41). Exposure to college and self-selected college experiences shape students' personal and academic development, including their attitudes (Sax, 1993, page 41; A. Astin, 1991).

In one of the earliest works on the direct impact of college on students, Feldman and Newcomb outlined their Theory of Accentuation in their 1969 study *The Impact of College on Students*. They assert that students with certain beliefs will gravitate to sub-groups on college campuses and to college activities that will reinforce their already existing attitudes. Therefore, college acts as a reinforcement agent on some students' attitudes. This can be applied to research on how college students form their attitudes about date rape. Applying this notion to the question of campus date rape leads to an examination of how certain factors in the college experience and college environment may reinforce or change students' attitudes about date rape, and sexual aggression in general.

Using Astin's Input-Environment-Outcome Model (1977, 1991, 1993) assists in the explanation of how college may impact date rape attitudes. The model is a simple, yet elegant framework for assessing how students change as a direct result of college (see figure 2.1). The strength of the I-E-O model is that it allows for the assessment of the impact of the college environment on student development. According to Astin (1991), inputs are characteristics of students before entering college, whereas outcomes are characteristics of students after exposure to college. Environment refers to the college

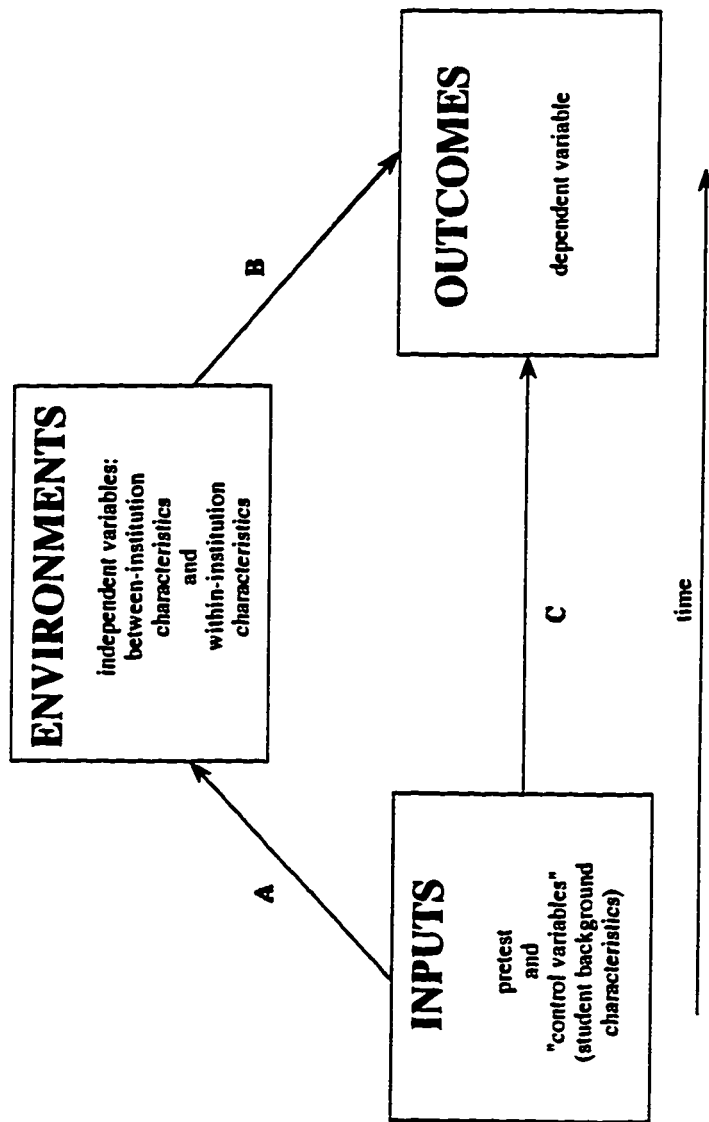


Figure 2.1
Astin's Input-Environment-Outcome Model for Studying College Impact

environment, meaning a student's actual interaction with college. There are two types of environments. Between-institutional characteristics refer to the characteristics of the particular college the student attended (size, financial resources, type of institutional control, caliber of students). Within-institutional characteristics refer to the experiences students self-select while at college (housing arrangements, academic majors, interactions with peers and faculty, work arrangements, extracurricular activities). By measuring the inputs and outcomes, it is possible to assess how a student has changed since entering college, and by measuring the environments, it is possible to assess which college characteristics and/or experiences caused the change.

The I-E-O model of college impact is powerful because by having the longitudinal component, it allows for the assessment of the change in students resulting directly from the college experience. By controlling for the background characteristics of the student (inputs), it is possible to discern the direct effect of the college environment and the college experience on attitudes (outcomes). Moreover, it allows for the evaluation of the impact of differential types of colleges and differential types of college experiences on students, therefore accounting for the diversity of the college experiences and environments a student may encounter. Longitudinal analyses to measure how students' attitudes change during college and as a result of being in a certain type of collegiate atmosphere and/or participating in certain activities must be conducted in order to determine how college impacts attitudes regarding date rape. This type of approach shows how the socialization process continues, and how attitudes that students carry with them as they enter college are reinforced or changed due to college and their peers. Moreover, results from this type of analysis provides practical policy implications for colleges and college administrators.

Transmission of Attitudes About Date Rape

As previously discussed, attitudes that tolerate date rape, and rape in general, are entrenched within our society and are subsequently learned through the process of

socialization. Also as discussed earlier, these attitudes about date rape can be reinforced or reshaped depending upon experience and peer group interaction. Although not longitudinal in nature, the most important research to date about how college impacts these date rape-supportive attitudes has been conducted by Peggy Reeves Sanday. Sanday is an anthropologist and uses the ethnographic approach to study the impact of the college climate on attitudes about rape.

Sanday contends that rape-tolerant attitudes are related to committing rape; a finding that has been discussed earlier. Although, she does not focus upon the mechanisms by which these attitudes develop, she does allude to the socializing role of family and peers. Instead, she focuses upon how these attitudes that tolerate date rape are reinforced by and/or transmitted to college students. In Sanday's 1990 *Fraternity Gang Rape*, she conducts a case study of a gang rape of a young woman by fraternity "boys" at their fraternity house. She purposely labels members of fraternities or any males accepting and displaying these negative attitudes towards date rape, rape, and women in general, as "boys" instead of men because they are acting childish and infantile. In her study, interviews were conducted with the victim/survivor, the perpetrators, and several fraternity members. These interviews were conducted by other students who elicited more trust from the interviewees than Sanday would have. In the interviews, discussion topics included the gang rape itself, attitudes about rape, date rape, sexuality, and traditionality. Moreover, Sanday reviewed the institutional response and the legal response to the case.

Sanday found that the fraternities, and any other association such as contact-sports teams, promote close male associations within the group and reinforce attitudes and actions that promote abuse towards women. Initiation rites include the rejection of anything female and the attempt to kill any thing female in the men. These rituals reaffirm traditional attitudes and rape-supportive beliefs including compulsory heterosexuality, woman hating, female subordination, sex as a commodity by divorcing it from the person and

relationships, and female objectification. Moreover, these rituals promote the concept of women's eternal sexuality, which is the idea that women are always ready for sex and are therefore willing partners (Sanday, 1990). The rituals, especially gang rape, are attempts to program and transmit these attitudes and behaviors from "boy" to "boy." Moreover, these organizations teach their "boys" about sex, primarily through pornography that portrays violent and forcible rape as normal sex (Sanday, 1990; Malamuth and Briere, 1985).

The individual is deconstructed in order to become part of the group, which means a complete and unquestioning acceptance of group beliefs. As already noted, Feldman and Newcomb found that upon entering college, students gravitate to people and experiences that reinforce existing beliefs. Most people joining organizations such as these may already have these negative attitudes, and given an atmosphere of encouragement, these attitudes flourish. Sanday asserts that power comes from belonging to a group like a Greek organization because such groups provide for students' social lives while at college. This power accumulates and then is passed on to new initiates through inheritance. Sanday finds these organizations analogous to cults with the pressure of group mentality or group think that subverts individuality.

In a study that sought to identify institutional factors that lead to student involvement in educationally meaningful extracurricular activities during college, conducted by Kuh and Lyons from 1988 to 1989. Most of the fourteen participating colleges had powerful Greek organizations that promoted degrading, demeaning and stereotyping of women. However, Kuh and Lyons found Greek organizations and their promotion of rape and hostile attitudes about sexuality, and women to be less divisive at institutions where strong residence life programs and other significant involvement options existed for students. The implications of this study in combination with the Sanday study are

enormous. Colleges seem to be creating and condoning atmospheres where women are not respected.

Sanday argues that these rape-supportive and anti-woman attitudes and behaviors, that are promoted by fraternity members, and accepted by college campuses, create a hostile atmosphere for women. Such an atmosphere is harmful for women in that they are not treated as equals; rather, they are treated as subordinates and sex objects. Moreover, there is the risk of violence against women because the atmosphere condones it. A hostile atmosphere is especially harmful for victims/survivors of date rape or any other rape as well as potential victims. A woman who has survived an egregious and horrible violation such as rape must cope not only with the trauma after the attack, but also with a blame-the-victim mentality. It amounts to being twice victimized because the atmosphere surrounding her is blaming her for the attack and telling her that her attack was “normal sex” rather than violence against her.

In general, rape has been seen as a natural extension of a more general culture that is male dominant and sex role stereotyped (Burt, 1980; Sanday 1990). However, educational institutions such as colleges can directly attack these false beliefs about date rape, other forms of rape and other forms of aggression against women. Because, to varying degrees, entering college freshman have already learned a set of false beliefs about date rape, rape, sexuality and women, reeducation processes are necessary; such processes are advocated by scholars such as Sanday, Koss, and Bell et al. as well as several other researchers.

It is possible that students are having their ideas about date rape shaped by their peers, self-selected sub-groups, and campus activities. Further, students also may have their ideas shaped by professors, administrators, and general campus policies and responses regarding sexual violence on campus.

Institutions of Higher Education Perceptions of and Reactions to Date Rape

In tandem with the student reaction, reactions of faculty and administrators towards date rape are important in shaping the kind of climate created on campus towards date rape, its victims, and all women. Therefore, it becomes necessary to review the reactions of faculty and administrators in order to understand the climate on campus towards date rape.

The Faculty Response

Although there are no formal research studies on the topic, it is important to review what is known about faculty beliefs about date rape because as an influential part of the college environment, faculty can have an influence on students and their beliefs. Because women's studies programs and women's centers were instituted on college campuses as a direct result of the women's movement of the 1970's, there have been efforts to bring rape into the public forum on college campuses (Chamberlain, 1988, page 95). Due to these feminists on campus, institutions were pressured to set up educational programs, escort services, rape crisis centers, and appropriate mechanisms for reporting rape (Chamberlain, 1988, page 95). Moreover, in women's studies courses, rape is treated as a legitimate issue to discuss and study.

Although there are professors on campus who see rape and other forms of sexual aggression as real issues for women and promote them as legitimate discourse in their classes, there is still an extremely vocal cadre of college professors who question whether there is such a thing as campus date rape. A professor of social work at the University of California, Berkeley, Neil Gilbert, has become the spokesman for this group of predominately white, conservative males. He asserts that statistics about date rape on college campuses, such as Koss et al. (1987), are fabricated and that there is no occurrence of date rape at all (Collison, 1992; Fuladi, 1993, page 61). Moreover, he contends that if a woman is unable to label or accept an attack as rape (which often is the case in a date rape

situation) then a rape did not occur regardless of whether the woman said no or struggled to avoid having sex forced upon her. According to Bohmer and Parrot, “this type of attitude [also] is ... pervasive among the administrators of some colleges” (1992, page 20). To refute the Koss et al. (1987) empirical finding that 20 to 25 percent of women on college campuses will encounter sexual violence, Gilbert quotes F.B.I crime statistics. The F.B.I estimates disproportionately consist of reported stranger rapes. However, the FBI admits that fewer than one in ten stranger rapes are reported, and that rapes involving an acquaintance or date are reported at an even smaller rate. Moreover, F.B.I crime statistics only report cases where the perpetrator has been found guilty and sanctions have been imposed by the college. Gilbert uses these underestimated figures of rape to “prove” that Koss’s findings are either doctored or completely falsified. He does not acknowledge that most rapes and sexual assaults that occur in college are between acquaintances and are therefore not likely to be reported to the police or to campus officials (Bohmer and Parrot, 1992, page 21). Bohmer and Parrot found that rape underreporting is especially prevalent where administrators have made it clear that they do not believe that rape can happen on their campuses (1992, page 21).

Gilbert has never done any empirical research on the subject of campus date rape or on any other forms of sexual aggression; rather his argument is a philosophical polemic. He has denounced feminist scholarship on date rape in conservative publications such as *The Public Interest*. He asserts that if women say no and deprive men of sex, men will be sexually frustrated which may lead to impotence (Collison, 1992; Fuladi, 1993, page 61). Gilbert’s rhetoric is clearly a backlash towards feminists’ efforts to bring rape out of silence into public awareness. Other professors who support Gilbert’s attitudes towards date rape include New Brunswick University’s Martin Yaqzan, a professor of mathematics who also has never conducted any empirical research on date rape. He believes that for male college students, sex is a necessity and that males should obtain gratification in any

way possible, including from an unwilling woman (*Chronicle of Higher Education*, 1993, page A34). According to Gilbert and Yaqzan, if a woman is forced to have sex with a man, the abusing man should financially compensate the woman (*Chronicle of Higher Education*, 1993, page A34) which implies that these college women act as prostitutes where sex is a commodity for sale. Even prostitution has a modicum of consent, whereas rape does not. Gilbert's and Yaqzan's solution to compensate a woman who is raped refuses to acknowledge that the woman simply does not want to engage in sex with the man who is forcing it on her; their solution by-passes the wishes of the woman and only focuses on the attacker's sexual needs.

These ideas are so powerful that Katie Roiphe, a Ph.D. candidate of English literature at Princeton University, has written a popular selling book that challenges the reality of campus date rape. Her book, *The Morning After: Sex, Fear, and Feminism on Campus*, draws on Gilbert's non-empirically based analysis. She claims that there is no such thing as date rape and further asserts that if a woman does not understand that a rape occurred, which is often the case with date rape (Layman, 1996), then it is just bad sex. She also contends that the feminist movement, especially on college campuses, has been co-opted by victims and has become a movement of whining women rather than a movement to improve women's equality in society and to eradicate patriarchy in society. She fails to recognize, as do the other date rape "revisionists" such as Gilbert, that rape is a very real problem for women which limits women's equality in society and reinforces male domination of society.

This backlash absolutely supports the right of men to force sex on women and supports the notion that date rape is not aberrant behavior. These attitudes provide further support for students and administrators to tolerate date rape.

The Administrators' Response

The only comprehensive study of college administrators and their attitudes toward campus date rape and other forms of campus sexual aggression is a book by Carol Bohmer and Andrea Parrot, entitled *Sexual Assault on Campus: The Problem and the Solution* (1992). The primary purpose of their qualitative study, based on the various institutional responses to complaints of sexual assault on campus, is to inform administrators, lawyers, and service providers working with students. The information provided by Bohmer and Parrot better enables institutions to serve students who have been assaulted by creating an empowering environment on college campuses for all women. The secondary purpose of their study is to show that relaxed campus policies towards sexual assault are harmful to the victims and lead to rape-tolerant attitudes on campus that support, justify, and excuse sexual assault on campus. The final purpose of their research is to analyze the institutional response to campus rape from the institution's perspective as opposed to the victim's/survivor's perspective in order to provide useful guidelines for campus administrators and for victims/survivors of campus rape. It should be noted here that Bohmer and Parrot, like Sanday, assert that the overall campus climate can be partially measured by the campus policies of an institution.

For their study, Bohmer and Parrot interviewed a variety of people on campus who are involved with the problem of campus rape (campus administrators, victims/survivors of campus date rape, and the parents and lawyers of the victims/survivors who filed formal complaints either with the police or campus officials). In addition, they reviewed the campus policies towards campus sexual assault at "approximately fifty colleges of all types, in all regions of the country" (1992, page 14).

Despite their difficulties in locating students who had been victimized by sexual assault on campus, Bohmer and Parrot found that their sample included some students who

had their cases handled “well” while other students who had their cases handled “badly” (Bohmer and Parrot, 1992, pages 43 to 53). According to Bohmer and Parrot, a well handled case is one in which a victim/survivor can easily come forward, report the assault, and seek redress through the campus judicial system. This occurs when the campus environment encourages such reporting and discourages sexual assault and attitudes that condone it. Moreover, a case that is handled well is resolved by punishing the perpetrator for his behavior to the satisfaction of the victim rather than the university which eases the anxiety and pain of the victim/survivor. The best example of a well handled case is when the perpetrator is expelled. The authors found that a well handled case leads to a victim’s easier and fuller recovery.

To ensure that a college or university handles a sexual assault case well, Bohmer and Parrot offer several suggestions. They found that if “front-line people” (Bohmer and Parrot, 1992, page 53), such as resident assistants, counselors, nurses, faculty advisors, and those in the dean’s office, are trained to respond quickly and sympathetically then the case is handled better. This type of training may eliminate any negative attitudes being projected on the victim/survivor who comes forward about her attack. They found that if the victim/survivor is given consistent information at all stages of the preparation for the disciplinary hearing and/or other resolution, the victim/survivor feels included in the process and has a modicum of control over and voice in this process. They also found that a speedy resolution will help reduce the anxiety, fear and pain of the victim/survivor.

Some victims/survivors in their sample did not report the attack to the campus authorities because they felt that they would not be believed, that they would be blamed for the attack, or that the campus policies were insufficient to handle the problem in a manner that would enable the victim/survivor to recover. One way a case is badly handled, according to Bohmer and Parrot, is if the institution refuses to take any action at all or takes unsatisfactory action that does not protect the victim/survivor. When a victim/survivor does

have the courage and strength to report the attack and then proceed with disciplinary procedures, regardless of the hearings outcome, Bohmer and Parrot found that the victims/survivors in their sample felt that the focus of the campus hearing was on the rights of the alleged perpetrator rather than the rights of the alleged victim, and was often at the expense of the victim's/survivor's needs. Bohmer and Parrot also found that many victims will leave college altogether when cases are mishandled. In addition, the authors found that institutions that respond badly are more likely to be sued by the victim for mishandling the case.

When reviewing the institutional policies towards sexual assault, Bohmer and Parrot found that all colleges and universities believe that they deal with rape on their campus, "whether they think they do or not [deal with it], and whether they do [deal with rape] well or badly" (Bohmer and Parrot, 1992, page 123). When surveying the campus policies of approximately fifty institutions in their sample, it was found that the institutional responses to campus rape ranged from being proactive and attempting to create a safe and supportive environment to ignoring the problem to blaming the victim for the rape. They divided the colleges and universities in their sample into the following eight categories in terms of their management strategies of campus sexual assault. Institutions which focus on primary prevention and mandate extreme penalties for offenders if found guilty by campus disciplinary committees are categorized as "victims' rights advocates"; Antioch College is an example of the "victims' rights advocates" with their student promoted "ask before touching" policy. "Ethical" institutions do not tolerate sexual assault and respond very aggressively to any claim of campus rape. "Concerned" institutions acknowledge that campus rape is a problem but not on their campus; therefore, they focus on prevention rather than on responding to specific cases (Bohmer and Parrot, 1992, page 123).

Schools which only respond after a messy legal case at another school are categorized by Bohmer and Parrot as "there but for the grace of God" schools (Bohmer and

Parrot, 1992, page 123); these schools do not even recognize the problem of campus rape until they see how problematic a case may become by witnessing how other school handle it. Unlike the “there but for the grace of God” institutions, the “barn-door closers” (Bohmer and Parrot, 1992, page 123) are institutions that attempt to decrease the problems associated with campus rape after handling a case badly themselves. These two typologies change their policies and codes of conduct in response to an attack that has been reported; their response is reactive.

Colleges that make their decisions about campus rape on a case by case basis rather than having an overarching policy regarding campus sexual aggression are labeled as “don’t rock the boat” (Bohmer and Parrot, 1992, page 123) institutions. “Ostriches” (Bohmer and Parrot, 1992, page 123) are schools who categorically believe that sexual violence is not a problem for institutions of higher education, especially themselves, because no cases have been reported there. These schools not only lack an overarching policy regarding campus sexual violence, but they also lack any educational programs, prevention programs or intervention programs. The last category are institutions who are “victim blamers” (Bohmer and Parrot, 1992, page 124); these institutions have policies which are protective of the perpetrator and often blame the victims for the sexual assault against them. Institutions in these last three categories “base their behavior on the motivation to avoid negative publicity and to decrease potential revenue loss” (Bohmer and Parrot, 1992, page 124) from law suits by disgruntled victims.

Despite how proactive or reactive the institution is, Bohmer and Parrot conclude that most colleges struggle with these cases and often handle cases inadequately (Bohmer and Parrot, 1992, page 124). According to Bohmer and Parrot, an open-system of decision-making is the best way to create effective policies in handling campus sexual violence (Bohmer and Parrot, 1992, page 138) because policies are created by both the administrators and the students.

In their important and comprehensive book about campus policies and administrator's attitudes regarding sexual violence on campus, Bohmer and Parrot found that because campus definitions are too general, policies too vague, structures too unconnected, and decision-making too subjective, the victim/survivor of campus rape is often victimized again by the very institution that should be helping the victim/survivor. By exploring specific definitions utilized by colleges in their sample, their policies, and their enforcement of those policies, it is possible to understand how administrators' subjective attitudes regarding sexual violence seep into campus policies and inform the overall campus attitude towards sexual aggression. Bohmer and Parrot's analysis shows why campus rape in the college community continues to be a sensitive, complex and controversial issue.

Although their discussion of their sample and methodology is incomplete, Bohmer and Parrot do illustrate how campus administrators' attitudes become infused into policies regarding campus sexual violence. They show the necessity for having sympathetic administrators and policies in order to create a safe and receptive environment not just for victims/survivors of campus rape but for all women. Moreover, Bohmer and Parrot illuminate how the attitudes and policies of administrators along with attitudes of faculty and students can create a hostile environment on college campuses for victims/survivors of campus sexual aggression and all women.

Summary of Chapter

This chapter began by explaining the different types of sexual aggression. The term rape refers to any forced, non-consensual sexual activity. Feminists, such as Susan Brownmiller (1975), assert that rape is not an act of sex but is rather an act of violence, domination and control. Depending upon how well the victim/survivor is acquainted with her attacker, there are various descriptive, non-legal terms that clarify the nature of the rape. Stranger rape is when the victim and the attacker do not know each other at all. Acquaintance rape is when the victim knows the attacker but does not have any social

interaction with him such as dating; the perpetrator can be a friend, neighbor, classmate, or professor. Date rape is when the victim knows the attacker and has had some degree of social interaction with him; the perpetrator can be a long term boyfriend or fiancé, a causal acquaintance from a party, or a man who the victim has had one date with or several dates.

Regardless of the type of rape a woman encounters, the aftermath of this highly traumatic event can change a woman's life. She may suffer the clinical state of Post Traumatic Distress Syndrome which can involve reliving the event through nightmares and flashbacks, sleeping disorders, and/or eating disorders. Physical and emotional intimacy also becomes problematic for rape victims. All victims/survivors suffer emotionally and are left with fears about their personal safety. Due to the attack, they feel violated physically and emotionally, betrayed, powerless, isolated, guilty, shamed, and shameful. Overall, a victim's development can be affected on several dimensions: their self-esteem, self-worth, and self-confidence; their academic development; their personal development; their social development. The recovery process that leads a victim/survivor to a regained a sense of personal safety and control can last up to several years.

As the preceding review of the literature has shown, there is a great amount of sexual violence on college campuses today. Researchers estimate that one in four, or twenty-five percent, of women on college campuses will encounter an attempted rape or a completed rape and roughly sixty percent of those will occur on dates (Koss et al., 1987; Koss, 1993; Finley and Corty, 1993). Therefore, a large body of literature studying all angles of campus sexual aggression has emerged. This body of research has focused on the quantification of the actual amount of campus sexual aggression (Koss et al., 1987; Koss, 1992; Finley and Corty, 1993), on students' attitudes regarding sexual aggression, and on explanations of the existence of sexual aggression. Attitudes that tolerate sexual violence held by students (Bell et al., 1992; Sanday, 1990; Burt, 1980; Muehlenhard, 1988; Malamuth et al 1991), faculty, campus administrators and campus policies (Bohmer

and Parrot, 1992; Sanday 1990) create an atmosphere on college campuses that accepts and condones rape by providing the rationale and justification for rape. With this threat of violence facing women on campuses every day, the campus climate towards women becomes hostile; this hostility is heightened when fellow students, faculty and administrators hold attitudes that support the violent behavior of rape or the potential threat of it. If female students feel unsafe in their environment, they will be unable to develop the sense of belonging and self-esteem necessary to achieve and excel in college (Catalano, 1993).

While it has been clearly documented that many college students and administrators hold attitudes which condone, excuse or justify rape, research has not documented the effect of the college experience and college environment on students' attitudes regarding campus sexual aggression. The body of research on campus date rape and other forms of sexual violence lack methods and samples which can assess the impact of college on students' attitudes regarding campus sexual aggression. By assessing what specifically in the college environment and experience either promotes or limits students' condoning sexual aggression, it is then possible to begin to understand the influence that college has as a socializing agent of attitudes regarding sexual aggression. Other aspects of the college environment which influences the overall campus reaction to sexual assault are policies regarding campus sexual assault and campus administrators' attitudes regarding sexual assault. Bohmer and Parrot (1992) conclude that campus policies reflect campus administrators' attitudes about campus rape. Further, Bohmer and Parrot (1992) conclude that the attitudes of campus administrators, in the main, are tolerant of sexual aggression because their policies almost always favor the alleged perpetrator over the accusing victim. A more in depth analysis is required to understand exactly how administrators' personal attitudes about sexual aggression inform policies and how other factors shape campus policies towards campus rape.

This study is unique because it investigates the campus climate regarding rape. It explores three sub-sets of the campus community: students, policies and administrators, and the victims/ survivors themselves. Because this study focuses on the effect of college on students' attitudes towards campus sexual aggression, it provides an unparalleled opportunity to examine whether students are entering college with attitudes that condone or oppose sexual assault and if college alters those attitudes in some way. Moreover, focuses on the specific college environments and experiences that influence students' attitudes regarding date rape. As the next chapter details, the use of a large, longitudinal database on college students advances the current understanding of whether college impacts students' attitudes on date rape. The utilization of an in-depth content review of campus policies towards sexual assault provides further understanding of administrators' attitudes and how those attitudes shape the college climate towards sexual aggression. Finally, this study gives voice to the victims/survivors themselves by interviewing survivors of campus date rape about their experience of the actual assault and the process of negotiating the college climate after their attack. Their perspectives on the usefulness of campus policies as well as their perspective on the their peer's and administrators' attitudes about them and their rape are highlighted. By focusing on three different sectors of the college community, this study provides a more comprehensive understanding of attitudes towards campus date rape. This study furthers current understanding of date rape by making a highly taboo and personal issue a public area of concern.

CHAPTER 3

METHODOLOGY

The aim of this study is to examine the attitudes about campus date rape that exist on college campuses. By assessing students' attitudes, administrators' attitudes and institutional policies, as well as victims'/survivors' experiences of date rape and their perceptions of others' views, the overall campus climate towards campus date rape and its victims/survivors is illuminated. Further, this study explores how students' attitudes towards date rape change over their four years in college, and how the college environment influences those attitudes. By using a blend of quantitative and qualitative methodologies, the following questions are addressed:

- What are college students' attitudes towards sexual aggression?
- How do male and female students' attitudes towards date rape differ?
- What are the characteristics of students who are tolerant of date rape and how do those student characteristics differ from students who oppose date rape?
- Do college students' attitudes towards date rape change over the four years in college?
- Does the college environment influence students' attitudes towards date rape?
- What specifically in the college environment influences students' attitudes towards date rape?
- What are administrators' attitudes and campus policies towards date rape?
- How do victims/survivors view date rape?
- How do victims/survivors view others' attitudes about date rape, specifically their peer group's attitudes and campus administrators' attitudes.
- How do victims/survivors view their college's policies towards date rape?

- How do victims/survivors view the campus climate towards them?
- Do victims/survivors view their date rape experience as influencing their college experience and in what ways?

Hypotheses

These hypotheses are based on the research questions outlined above. After each hypothesis a rationale and a strategy of how the hypothesis will be tested are offered. Later in this chapter, a comprehensive description of all analytical methods is provided.

Hypothesis I: Male college students will hold attitudes which condone/rationalize date rape more than female college students.

Rationale: Muehlenhard, Friedman and Thomas (1985) found that men, more than women, believe rape myths, which serve to rationalize, justify and even promote rape. In another study, Muehlenhard (1986) found that the traditionality of male students' attitudes towards women and sex roles interacted with students' acceptance of date rape as normal sex, rather than rape. The collective empirical research of Koss (1988, 1990, and 1993) shows that there is a clear pattern where male college students accept date rape more than women. Finally, Nelson and Tolger (1990) found that men who accepted both traditional sex role beliefs and negative attitudes towards women condoned date rape more than women.

Strategy: In order to test this hypothesis, simple cross-tabulations were conducted to determine the percent of males and females (and the ratio of males to females) in the sample that hold attitudes condoning date rape.

Hypothesis II: **Those male college students who hold attitudes condoning date rape will tend to self-report spending a great amount of time imbibing alcohol and partying with friends.**

Rationale: Alcohol and drug use on a date absolutely impairs communication ability of whoever used them on the date (Abbey, 1991). As Koss et al. (1987) and Abbey (1991) and Bausell, Bausell and Siegal (1990) found, alcohol and drugs often were used on a date that turns into rape. The collective work of Muehlenhard (1985 and 1987) shows that students who hold attitudes which condone date rape also view rape as normal sex if the victim was drunk. In a pilot study I conducted in 1993 using the same survey instruments that will be used in this study, I found that students who drink and party in excess hold attitudes condoning sexual aggression.

Strategy: In order to test this hypothesis, cross-tabulations and correlations were conducted to determine the percentage of male college students who hold attitudes tolerating date rape and drinking and partying excessively. Blocked, stepwise regression analysis was conducted to determine if the usage of alcohol and partying with friends are predictors of attitudes that condone date rape.

Hypothesis III: **As opposed to college students who self-report holding attitudes that oppose date rape, college students who report holding attitudes that condone or rationalize date rape will also report having attitudes that adhere to traditional and conservative sex role beliefs. These traditional sex role attitudes will be predictors of attitudes that condone date rape.**

Rationale: Several studies illustrate the strong relationship between traditional sex role beliefs and attitudes condoning/rationalizing date rape. Muehlenhard (1986) found that traditionality affected rape-

justifiability across all situations, especially with date rape scenarios. Muehlenhard and Falcon found that men who accepted traditional gender roles, especially the belief that males are dominant, were more likely to condone date rape, even may have engaged in both verbal and sexual coercion and forceful rape (1990). Nelson and Tolger (1990) found that men showing more traditional attitudes towards women were more accepting of attitudes favoring coercive sex; moreover, they found that men who accepted both traditional sex role beliefs and negative attitudes towards women tend to condoned date rape. Lottes (1991) found that attitudes which condone date rape were related to less egalitarian gender-role beliefs as well as greater acceptance of traditional attitudes towards women's role in society.

Strategy: Cross-tabulations and correlations were conducted to examine the relationship between the acceptance of traditional sex role beliefs with the condoning of date rape. Blocked, stepwise regression analysis were conducted to determine if traditional sex role beliefs are predictors of attitudes which condone date rape.

Hypothesis IV: **Male college students who self-report holding attitudes which condone/rationalize date rape will belong to all male campus sub-groups, such as fraternities or athletic teams. Moreover, the college environment will have little effect on these attitudes because the sub-cultures these students belong to will reinforce their attitudes of condoning date rape. Belonging to an all-male campus sub-group will be a strong predictor of attitudes which condone date rape.**

Rationale: According to Sanday (1990), all male college sub-groups or associations that promote close male relationships, such as fraternities and athletic teams, reinforce attitudes and actions that

promote abuse towards women and the tolerance of it. Kuh and Lyons (1989) found that a campus which promotes male athletics, will also promote a campus climate that condones date rape.

Strategy: Cross-tabulations were conducted to determine if male college students who belong to all male campus organizations are more likely to hold attitudes that condone date rape. Blocked stepwise regression analysis were conducted to determine if membership in certain all male campus organization, such as fraternities or athletic teams, serves as a predictor of attitudes that condone date rape.

Hypothesis V: **Students taking women's studies courses will be more likely to hold attitudes that oppose date rape, regardless of their gender.**

Rationale: In the pilot study I conducted in 1993 I found that students taking a women's studies course were more likely to hold attitudes which oppose date rape. This study further found that the effect of taking a women's study course was the same for both male and female college students.

Strategy: Cross-tabulations were conducted to determine if college students who take women's studies courses tend to hold attitudes that oppose date rape. Blocked stepwise regression analysis was conducted to determine if taking a women's studies course serves as a predictor of attitudes that oppose date rape.

Hypothesis VI: **Colleges that have administrators who hold attitudes which rationalize date rape, will have policies that are protective of alleged perpetrators and insensitive to women who report sexual aggression. In contrast, colleges that actively participates in educational programs, in prevention and in intervention which support victims/survivors of date rape will have policies that are supportive of victims/survivors who report an attack.**

Rationale: Bohmer and Parrot (1992) found that college policies towards sexual violence reflect the attitudes of the administrators who created those policies. Moreover, those policies inform how students conceptualize the college climate surrounding sexual violence, in that if colleges are lenient with attackers, then students view date rape as acceptable, whereas if colleges are harsh with attackers, then students view date rape as deplorable. Bohmer and Parrot also found that strong policies punishing the attackers act as deterrents to the aggression itself as well as attitudes condoning sexual aggression.

Strategy: In order to test this hypothesis, a qualitative content analysis with an organizational perspective and conflict perspective was undertaken to review all the policies of the institutions participating in this study. Moreover, a detailed case study of the policies regarding sexual violence at one large public university was conducted. This case study included a content analysis of documents and interviews with administrators that come into contact with rape victims as a part of their duties.

Hypothesis VII: **Rape-tolerant attitudes held by students and reflected in an institution's policies regarding sexual aggression will hinder the reporting of an attack as well as a victim's recovery.**

Rationale: Bohmer and Parrot (1992) found that college policies towards sexual violence reflect the attitudes of the administrators who created those policies. Therefore, Bohmer and Parrot conclude that policies which are lenient with the aggressor act as inhibitors of victims/survivors coming forward to seek help, guidance, and redress. The ramification of non-reporting is quite harmful for the victim/survivor in terms of her recovery and her development. First, as Roden and Abarbanel (1987) report, proper processing of an attack involves discussing the attack with someone who can help. Therefore, if victims of sexual assault do not properly process their attack, then the recovery takes much longer than victims who sought help immediately. If students are afraid to seek help because of the college policies towards date rape they may be further victimized.

Strategy: In order to address these issue of silence, non-reporting, and recovery victims/survivors of date rape were interviewed individually.

Many of the hypotheses in this study have been explored before. For example, although the link between the acceptance of traditional sex role attitudes and the acceptance of attitudes that tolerate date rape is well documented. However, it has never been documented using a large sample of college students from several different types of institutions. This study utilizes a sample of 9,877 college students drawn from seventy-six different institutions. Moreover, the data from the students is longitudinal in nature which allows for the assessment of change over time in students' attitudes towards date rape.

This study employs different data sources and methodological approaches. Essentially, this is a three-pronged study of the campus reaction to date rape. In order to examine students' attitudes towards date rape, longitudinal data collected by the

Cooperative Institutional Research Program (CIRP) on students' attitudes about date rape were analyzed through cross-tabulations, correlations and blocked stepwise regression analysis (these analyses were conducted to test hypotheses I, II, III, IV, and V). In order to examine campus policies and how administrators' attitudes towards date rape may be reflected in them, policies about date rape were collected from the institutions participating in the CIRP surveys and were analyzed through the use of content analysis (hypothesis VI). Finally, to understand how the campus reaction affects victims/survivors of date rape, interviews were conducted with victims/survivors of campus date rape (hypothesis VII).

PART I: QUANTITATIVE ANALYSES OF COLLEGE STUDENTS' ATTITUDES REGARDING DATE RAPE

Data Sources

To examine student attitudes towards date rape, data are drawn from students themselves, from the institutions they attend, and from faculty at these institutions. Student data used in this study were collected by the Cooperative Institutional Research Program (CIRP) that is sponsored by the University of California, Los Angeles (UCLA) and the American Council on Education. The program is housed at UCLA's Higher Education Research Institute (HERI). Since 1966, CIRP has been conducting annual surveys of entering college freshman and follow-up surveys of these freshman for longitudinal purposes. There are two primary sources of information on students used in the present study: CIRP's 1990 Student Information Form (SIF) (see Appendix A) and the 1994 College Student Survey (CSS) (see Appendix B). The 1990 annual freshman survey provides information on students' background characteristics (personal characteristics, demographics, experiences in high school, as well as students' values, attitudes, life goals and self-concept). In 1990, over 210,000 entering freshman from over 400 two- and four-

year colleges and universities completed the Student Information Form (Astin, Korn, and Berz, 1990).

In 1994 CIRP conducted the College Student Survey (CSS) -- a follow up survey of the same students at a sample of seventy-six institutions. The College Student Survey provides information about students during college. By having data on students in 1990 and 1994, the study explores student development longitudinally.

Faculty data were compiled through the 1992/1993 Faculty Survey conducted by HERI (see Appendix C). In this faculty survey, 29,771 faculty and administrators at 389 colleges had participated (Dey, Ramirez, Korn, Dey, 1993). The 1992/1993 HERI Faculty Survey provides information about faculty's background characteristics, behaviors, perceptions of the institution and of its students, as well as personal goals and views. Only 25 out of the seventy-six institutions that have matched longitudinal data from the 1990 annual freshman survey and the 1994 College Student Survey participated in the 1992/1993 Faculty Survey.

There are three supplementary data sources available. The 1990 HERI Registrar's survey provided information on which students have obtained their BA, which students were still enrolled in college, and how many years of college each student has completed. Students' SAT and ACT scores are provided by ETS and ACTP. Integrated Postsecondary Education Data Systems (IPEDS) provided information on college enrollments and degrees awarded by field. These sources provided further data on the students and the institutions these students attend.

The final sample used in this study is limited to students who participated in the 1990 annual freshman survey and the 1994 College Student Survey. Therefore, the longitudinal data matched from the 1990 SIF and the 1994 CSS provided a sample of 9,877 students at seventy-six different institutions. The breakdown of students in the total study sample at the various types of institutions is summarized in Table 3.1.

Table 3.1: Summary of Sample by Institutional Type

INSTITUTIONAL TYPE	NUMBER OF	
	STUDENTS	INSTITUTIONS
public universities	n= 743	n= 1
private universities	n=3,261	n= 9
public four year colleges	n= 676	n= 4
Non-sectarian private four year colleges	n=1,662	n=18
Catholic private four year colleges	n=2,278	n=27
Protestant private four year colleges	n=1,218	n=16
Historically Black Colleges	n= 39	n= 1
TOTALS	n=9,877	n=76

Dependent Variable

The outcome/dependent variable for this portion of the study is a single item on “sexual aggression” that appeared on the annual Freshman and Follow-up Survey. The item reads, “Just because a man thinks that a woman has ‘led’ him on does not entitle him to have sex with her.” Respondents rank their level of agreement on a four point scale: (1) disagreeing strongly; (2) disagreeing somewhat; (3) agreeing somewhat; and (4) agreeing strongly.

This statement is based on one of the most pervasive and most commonly accepted rape justifications: if a woman is perceived by a man as leading him on, whether it be by her appearance, mannerism, or actions, she then is asking for “it” and deserves what she gets because the man perceives she has somehow non-verbally communicated to the man she wants to have sex with him (Burt, 1980; Burt 1991). Moreover, this measure emphasizes a non-consensual sexual encounter by employing the word “entitle;” entitlement does not denote consensual relations, rather it implies a relationship that involves power. This is the root definition of rape (Brownmiller, 1975; Koss et al 1987; Warshaw, 1994 and 1988). Therefore, this is a very appropriate measure of sexual aggression.

Method of Data Analysis

Three types of analyses were conducted to answer the research questions and test the relevant hypotheses. First, cross-tabulations were conducted to discern the distribution of students' attitudes about sexual aggression; this also was done to see how men's attitudes differed from women's responses (hypothesis I). Secondly, a correlational analysis was conducted to further compile profiles of the freshman who do not tolerate the idea of sexual aggression and the freshman who do (hypotheses II, III, IV, and V). Finally, to assess how college impacts students' attitudes about sexual aggression and what specifically in the college environment may either negatively or positively affect attitudes, Alexander Astin's (1991) Input-Environment-Outcome (I-E-O) research model was employed (hypotheses II, III, IV and V).

To implement the I-E-O model, a blocked stepwise multiple regression analysis method was used. This method controls for the background characteristics, or the "inputs," of the students in order to assess the "true" impact of the college environment on the dependent variable, or the "outcome." By first controlling for the pretest of the outcome measure, it is possible to determine if the input characteristics add anything to the prediction of the dependent variable. In turn, by controlling for the effects of other input variables, it is possible to determine if the environmental variables add anything to the prediction of the dependent or outcome variable. Based on the sequence of occurrence, the inputs and the environmental variables are sequentially blocked and entered; the variables within each block compete with each other for a place in the regression equation, but the blocks themselves do not compete against each other. Figure 3.1 visually depicts the blocking of variables: the pretest is in the first block, the inputs (student background characteristics) are in the second block, the environmental characteristics of the colleges are in the third block and the self-selected college experiences and attitudes of students

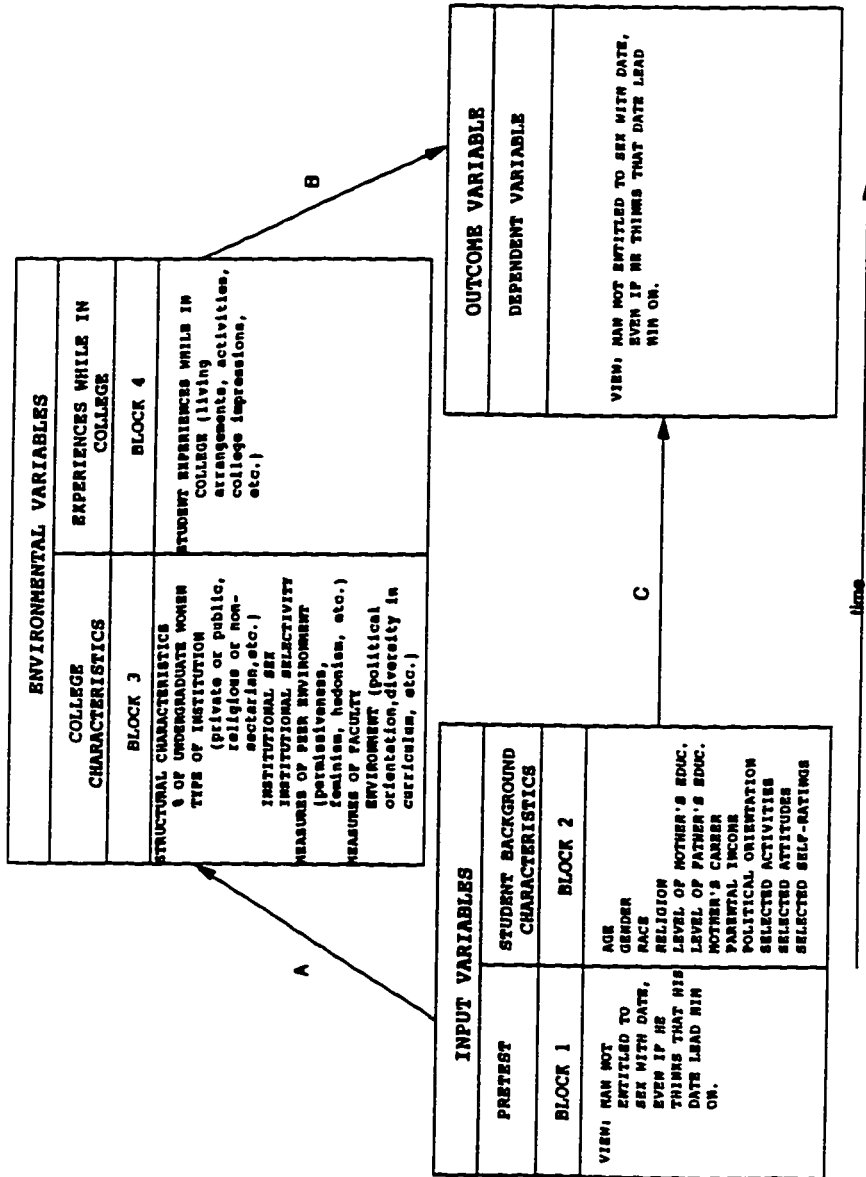


FIGURE 3.1: SCHEMATA OF ASTIN'S I-E-O MODEL WITH VARIABLES FOR STUDY OF STUDENTS' ATTITUDES TOWARDS DATE RAPE

comprise the final block. The regression analyses identify independent variables that are predictors of students' attitudes towards date rape.

A total of three regression analyses were conducted: one for the overall sample, one for the women in the sample and one for the men in the sample. The separate regressions by gender were conducted in order to discern how college environments affect the genders differently with respect to the dependent variable. All of these regression analyses initially were conducted without the faculty data because the sample of schools which have matched longitudinal data and participated in the 1992/1993 Faculty Survey is limited to 25 institutions. A second set of analyses were conducted including the faculty data using the 25 institutions for which data on faculty exist.

In addition to the regression analyses, descriptive analyses were conducted as well. These descriptive analyses include frequencies, correlations, and cross-tabulations. The descriptive analyses help to create a profile of students who tolerate date rape in contrast to students who oppose date rape.

Independent Variables

The independent variables, presented in Table 3.2 , include input (student background characteristics), environmental variables (college characteristics), and intermediate outcome variables (student experiences in college). There are two basic categories of environmental variables: college characteristic variables (or between-institutional environments) include characteristics of the entire institution, such as institutional type characteristics, faculty and peer climate measures, and curriculum. The second set, intermediate outcome variables (or within-institutional environmental variables) include student experiences within a college (e.g. place of residence, work patterns, level of involvement with college based activities). These variables are collected from three sources: the 1994 College Student Survey, the 1992 survey of faculty, and the institutional

characteristics files of the Higher Education Research Institute. It is important to note that students have agency over the within-institutional environmental variables which are also called intermediate outcomes; therefore, these variables are blocked separately from the variables which solely describe the differences between institutions. The input characteristics or background characteristics of students include demographic characteristics, high school achievements and activities, personal values, and self concept. These variables are taken from the 1990 freshman survey. The pretest of the dependent variable was entered first in its own block to partial out its effect in order to determine the true effect of other variables entering the regression equation.

It is critical to discuss the rationale for choosing these variables. There are two rationales for the inputs chosen: the demographic characteristics and activities show what type of person the student is and what their home and personal life may be like; the attitudes, goals and self-concepts were chosen in order to profile their attitudes, goals and sense of self. The environments and intermediate outcomes chosen were deliberately selected in order to assess their effect on the students' attitude about sexual aggression. In turn these variables provide information about the overall college climate and how it impacts students' attitudes about date rape.

It is important to note that certain attitudinal variables were chosen to assess students sex-role attitudes and other attitudes that may be involved in students being or becoming more prone to tolerate rape. The specific attitude items, listed in Table 3.2, include: abortion should be legal; it is okay to have sex only after a very short time of knowing each other, if the two people really like each other; activities of married women

Table 3.2: Blocking of Independent Variables

Block	Variables
Block 1: (Pretest)	<p>Pretest of Dependent Variable 1990 SIF item: "Just because a man thinks that a woman has 'led' him on does not entitle him to have sex with her."</p>
Block 2: (Inputs)	<p>Student Background Characteristics <i>Demographics of Student</i> gender of student* age of student race of student* White/Caucasian African American/Black American Indian Asian American/Asian Mexican American/Chicano Puerto Rican American Other Religion of Student* Protestant Catholic Jewish Other None Level of Mother's Education Level of Father's Education Mother's Career* work inside home work outside home in non-traditional field work outside home in traditional field Estimated Parental Income <i>Attitudes and Activities of Student</i> Student's Political Orientation (liberalness in 1990) Activities During Senior Year of High School*: won a varsity letter for sports smoked cigarettes drank beer drank wine or liquor stayed up all night Weekly Average of Time Spent on: partying studying being with friends</p>

Table 3.2 (continued): Blocking of Independent Variables

Block	Variables
Block 2: (Inputs/continued)	<p>Student Attitudes and Activities (con't)</p> <p>Attitudes about social issues/topics/behaviors:</p> <ul style="list-style-type: none"> view: abortion should be legalized view: okay to have sex immediately if the two people really like each other view: activities of married women are best confined to home (feminism) view: marijuana should be legalized view: homosexuality should be illegal view: college increase earning power view: mandatory testing for AIDS is okay view: mandatory drug testing by employer is okay <p>Self Ratings:</p> <ul style="list-style-type: none"> academic ability competitiveness cooperativeness drive to achieve leadership ability popularity in general popularity with opposite sex social self-confidence intellectual self-confidence
Block 3: (College Environments)	<p>Structural Characteristics of Institution</p> <ul style="list-style-type: none"> % of Undergraduate FTE Women Stratification of Institution*: <ul style="list-style-type: none"> public universities private universities public four-year colleges Catholic four-year colleges Nonsectarian four-year colleges Protestant four-year colleges Historically Black public four-year colleges Institutional Sex*: <ul style="list-style-type: none"> male only female only co-ed Institutional Selectivity <ul style="list-style-type: none"> SAT math + SAT verbal

Table 3.2 (continued): Blocking of Independent Variables

Block	Variables
Block 3: (College Environments/con't)	<p>Measures of the Peer Environment</p> <p>Intellectual Self Esteem (student mean of factor)</p> <ul style="list-style-type: none"> self rating: academic ability self rating: drive to achieve self rating: leadership ability self rating: math ability self rating: intellectual self-confidence self rating: writing ability future activity: be elected to honor society <p>Permissiveness (student mean of factor)</p> <ul style="list-style-type: none"> view: abortion should be legalized view: live together before marriage view: marijuana should be legalized current activity: attend a religious service <p>Social Activism (student mean of factor)</p> <ul style="list-style-type: none"> goal: influence social values goal: help others in difficulty goal: be involved in environmental cleanup goal: take part in community action program goal: promote racial understanding <p>Materialism and Status (student mean of factor)</p> <ul style="list-style-type: none"> reason: went to school to make more money goal: become authority in own field goal: obtain recognition from colleagues goal: be very well off financially goal: be successful in own business <p>Outside Work (student mean of factor)</p> <ul style="list-style-type: none"> future activity: get job to pay expenses future activity: work full-time during college <p>Socio-Economic Status (student mean of factor)</p> <ul style="list-style-type: none"> Income: estimated family income Father's Education Mother's Education

Table 3.2 (continued): Blocking of Independent Variables

Block	Variables
Block 3: (College Environments/con't)	Measures of the Faculty Environment† Political Orientation of Faculty (mean of faculty) Diversity Orientation (gender and racial issues) in Curriculum Diversity (gender and racial) Among Faculty
Block 4: (Intermediate Outcomes)	Student Experiences While in College Living Arrangements During College*: lived with parents/relatives lived in private apartment/house lived in campus dorms lived in fraternity or sorority Activities While in College*: member of fraternity or sorority participated in intercollegiate athletics participated in intercollegiate football or basketball held part-time job on campus held part-time job off campus worked full time while in college enrolled in ethnic studies course(s) enrolled in racial/cultural workshop enrolled in remedial course(s) enrolled in women's studies course(s) elected to student office served as resident advisor/assistant Activities During Last year of College: stayed up all night smoked cigarettes drank beer drank wine or liquor volunteer work Weekly Average of Time Spent on: Partying Studying Being with friends attending religious functions commuting watching television Satisfaction Measures: satisfied with campus life (overall) satisfied with interaction with other students

Note: * denotes dummy variables. † denotes faculty data which is omitted from the initial set of regression analyses, however were added for secondary analyses which focused on the impact of faculty on students' attitudes towards date rape. Each Student Mean Factors is computed via factor analysis from the variables listed under each specific Student Mean Factor (see Astin, 1993 for further details of the procedure).

are best confined to the home; living together prior to marriage is okay; and, homosexuality should be illegal.

The intermediate outcomes were specifically chosen with Feldman and Newcomb's Accentuation Theory in mind which postulates that students gravitate to people and activities that reinforce their attitudes and perceptions.

PART II: QUALITATIVE CONTENT ANALYSIS OF INSTITUTIONAL POLICIES AND ADMINISTRATORS ATTITUDES REGARDING CAMPUS SEXUAL ASSAULT

Sample

Policies regarding sexual aggression were obtained by surveying each institution in the sample from which student data were obtained (see Appendix D). Additional data were requested about the process of reporting an attack and filing charges against the perpetrator. These data permitted a review of each institution's policies as well as a review of the reporting procedures and adjudication processes at each institution. A more detailed case study of one large public research university was conducted in order to examine the policies and procedures in more detail. This case study included obtaining the policies towards sexual violence on the campus as well as interviewing administrators from various units on campus who specifically come into contact with victims/survivors of campus sexual assault (see Appendix E for interview protocol).

Method of Analysis

To analyze the policies towards sexual aggression a qualitative content analysis (Marshall and Rossman, 1995) was conducted. This enabled patterns and themes to emerge between policies and if any differences were due to institutional type. The analyses were conducted along the following dimensions: the existence of a policy; the language of the policy; the definition of rape the policy adopts; where rape victims can seek help on campus; where rape victims can report the assault; which administrators handle rape cases;

the procedures for handling cases; the formal and informal complaint resolution processes; and campus educational/awareness programs regarding rape and campus policies regarding sexual assault.

By reviewing policies regarding campus date rape or other forms of sexual violence as well as the processes of reporting and adjudicating an attack through a content analysis, it is possible to understand how these policies and procedures may either reflect the attitudes of administrators towards date rape and/or how the execution of the policies and procedures regarding campus sexual assault are influenced by the attitudes regarding rape of campus administrators. In addition, this type of analysis illuminates who is served by these policies -- the victim, the perpetrator, or the university itself. The review of institutional responses to date rape combined with the analysis of students' attitudes towards date rape elucidates the overall campus climate encountered by students who are survivors of a campus date rape.

Part III: INTERVIEWS WITH VICTIMS/SURVIVORS OF CAMPUS DATE RAPE

For any study examining date rape, it is crucial to include the perspective of the victims/survivors. They are the only people who truly understand this complex issue, ranging from the events of the attack to the reporting process to the recovery process. Because of their intimate knowledge with this issue, they also may be able to provide information on students' and administrators' attitudes about date rape. Moreover, almost no studies which interviewed victims/survivors reported their perceptions about the campus climate towards date rape, the impact of college on attitudes towards date rape, or how the attack impacts their college experience. Nor did these few studies use narratives, or the victim's own retelling of events. Therefore, this study sought to gain the perspective of the

survivors with the intent to inform policies based on the victims' knowledge and experience of rape.

Interviews were conducted with a sample of five students who are survivors of campus date rape at a large public research university that was also the site for the case-study of policies and administrators' attitudes. The interviews with the victims/survivors allow for their voice and thoughts on the nature of the experience of the rape, its aftermath, the recovery process, the campus policies and procedures for campus sexual assault, and the overall campus climate, to be expressed. Interviewing actual victims/survivors provided information and examples of date rape and its impact on the victims/survivors.

Sample

To obtain the sample of victims/survivors of date rape or acquaintance rape for this part of the study a variety of techniques were used: announcements in large undergraduate courses accompanied by a flier explaining the purpose of the overall study and the specific intent and nature of the interview (see Appendix F); fliers distributed in large undergraduate courses; a survey administered in smaller undergraduate classes regarding attitudes about and experiences with date rape (see Appendix G); and a blind advertisement in the campus newspaper (see Appendix H).

Interview Questions

The interview questions were formulated based on research previously conducted, the quantitative analyses of student attitudes in the present study and the analysis of policies from the sample of institutions. The interview schedule include questions about: the background of the interviewee; the nature and experience of the rape; the impact of the rape; the choice to tell people about the rape or not; the attitudes on campus about rape held by students and administrators; the campus policies regarding rape; and, finally, the overall campus climate towards sexual assault (see Appendix I for the interview protocol).

Summary of Chapter

To summarize, there are three discrete parts to this study: the study of college students' attitudes towards campus date rape; the study of the policies and administrators' attitudes regarding campus sexual assault; and the study of the experience being a victim of campus date rape. Each of these areas of inquiry help to comprise and shape the campus climate towards date rape; therefore, each one is examined to provide information on how it shapes the climate. Each discrete sub-study utilizes different samples and methods to study the phenomenon of the college date rape. Chapter 4 analyzes college students' attitudes towards date rape. Chapter 5 analyzes the institutional response to campus sexual assault. Chapter 6 analyzes the victim's experience of campus date rape.

CHAPTER FOUR

ASSESSING COLLEGE STUDENTS' ATTITUDES ABOUT DATE RAPE: RESULTS AND DISCUSSION

This chapter presents a detailed quantitative analysis of college students' level of tolerance of date rape. In order to examine students' attitudes towards date rape, longitudinal data collected by the Cooperative Institutional Research Program (CIRP) on students' attitudes about date rape are analyzed by reporting frequencies and using cross-tabulational analysis, correlations, and hierarchical stepwise regression analysis. College students' attitudes about date rape are measured by college students' level of agreement in 1990 (at the time of college entry) and 1994 (four years later) with the statement, "just because a man thinks that a woman has 'led him on' does not entitle him to have sex with her." Agreement with this statement is equated with holding rape-intolerant attitudes, while disagreeing with this statement is equated with holding rape-tolerant attitudes. At the simplest descriptive level, this chapter reports and discusses students' attitudes towards date rape, especially tolerance of date rape, and the change in attitudes four years later. This chapter also provides profiles of students who are more tolerant of date rape and those who are less tolerant of it. Since it is important to determine the extent to which observed changes can be attributed to experiences in college, as opposed to other factors such as maturation or changes in the external social climate in the country, this chapter also addresses the impact of college on students' attitudes towards date rape.

The examination of the college students' attitudes about date rape and the changes in these attitudes during the four years of college is presented first, followed by the analysis of the impact of college on attitudes about date rape which seeks to identify the relationship between a variety of college factors and students' level of tolerance of date rape. Because no published studies exist on students' attitudes towards date rape during college and the

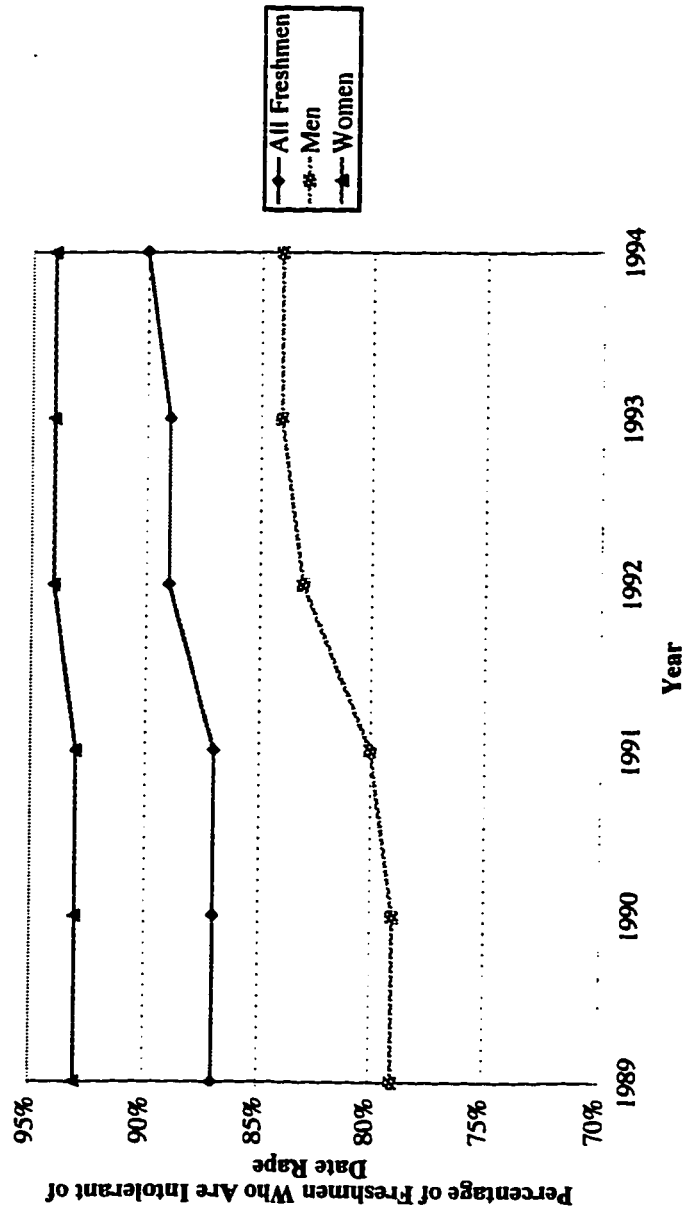
impact of college on their attitudes, this study has practical implications that can help shape college policies about awareness, prevention, and education about the intolerance of date rape.

Trends in College Students' Attitudes Over Time⁵

The possible effects of societal change on attitudes about date rape can be assessed by examining these attitudes with different cohorts of college students. Figure 4.1 depicts the trend from 1989 to 1994 among entering college students who are intolerant of date rape. In 1989, the majority of students (87 percent) reported to being intolerant of date rape to some degree. By 1994, there was a small increase among entering freshman in their intolerance of date rape: ninety percent of the students reported being intolerant of date rape. Fewer men reported to be intolerant compared to women. In 1989, 79 percent of men reported being intolerant and in 1994, 84 percent of men reported being intolerant of date rape. This means that despite the trend towards rape-intolerance among freshman males, in 1994 sixteen percent still were rape-tolerant. Among women, on the other hand, 93 percent in 1989 and 94 percent in 1994 reported being intolerant of date rape. In other words, more than twice as many men as women (16 percent versus 6 percent in 1994) are date rape tolerant. The difference between men and women support the hypothesis that male college students will hold attitudes that tolerate date rape more than female college students (Hypothesis I). Although there has been a change in men's attitudes, it is still worrisome that in 1994 over 15 percent of entering male freshman are tolerant of date rape.

⁵ This trends table uses weighted national data that represents the depicted years of all freshmen entering US colleges and universities in the Fall. Weights compensate for differential sampling of both institutions and students (see 1993 freshmen survey norms report for details of the process). The other descriptive analyses and multivariate analyses in this study use unweighted data obtained from a sample of students.

Figure 4.1: Six Year Trend Among College Freshmen Who Are Intolerant of Date Rape



Nonetheless, the overall trend among freshman, regardless of gender, is that with each new freshman cohort there is an increase in intolerance of date rape. This change in attitudes among entering college freshman between 1989 and 1994 may be a result of increase amount of attention and recognition to date rape as a social concern in the general society as well as in high schools and colleges.

Sample Demographics

The sample of 9,877 students includes 5,923 women and 3,954 men. The sample is overwhelmingly Caucasian, in that over 89 percent of the sample is Caucasian. Only 3.1 percent of the students are African-American, 3.4 percent of the students are Asian-American, and under 2.5 percent are Chicano/a or Puerto Rican self-identified. Nearly one half (46 percent) of the sample are politically “middle of the road” while over another quarter (27 percent) of the sample is politically conservative and one fifth (21 percent) of the sample is politically liberal. Most students in the sample are either Catholic (53 percent) or Protestant (30 percent). The majority of the students (86 percent) attend private post-secondary institutions. A significant portion of the students (32 percent) attend private universities. Only fourteen percent of the sample attends public institutions, with only seven percent at public four year institutions and another seven percent at public universities students attend institutions with a religious affiliation: a quarter of the sample (25 percent) attend Catholic four year colleges and 12 percent of the sample attend

Table 4.1: Demographic Characteristics of Students In Sample

Category	number of students	Percentage
Total Sample	9,877	
Gender:		
•women	5,923	60.0%
•men	3,954	40.0
Race:		
•Caucasian	8,808	89.0%
•African-American	293	3.1
•Asian-American	333	3.4
•Native-American	60	0.6
•Chicano/a	163	1.6
•Puerto Rican American	75	0.7
•Other	205	2.1
Religion:		
•Protestant	3,032	31.2%
•Catholic	5,365	55.2
•Jewish	239	2.5
•Other	368	3.8
•None	721	7.4
Political Orientation:		
•Far Right	107	1.1%
•Conservative	2,686	27.7
•Middle of the Road	4,647	48.0
•Liberal	2,147	22.2
•Far Left	93	1.0
Institutional Type and Control:		
•Public universities	678	7.0%
•Private universities	3,195	32.0
•Public four-year colleges	653	7.0
•Nonsectarian four-year colleges	1,628	17.0
•Catholic four-year colleges	2,494	25.0
•Protestant four-year colleges	1,217	12.0
•Public black four-year colleges	39	0.0
Institutional Sex:		
•Male only	114	1.2%
•Female only	526	5.3
•Co-ed	8,981	90.9
•Coordinate	256	2.6

Note: The numbers in some of the categories do not always add up to the total n of 9,877 because of missing cases.

Protestant four year colleges. Sixteen percent of the students attend Non-sectarian four year colleges. Almost all the students (91 percent) attend a co-educational institution (see Table 4.1). The sample is neither nationally representative of college students nor of higher education institutions. It contains a high proportion of private colleges and Catholic colleges. Because this sample is skewed towards students from private colleges and religiously affiliated colleges, the generalizability of the findings to the overall college student population is limited.

Change In Attitudes During The College Years

Just as there has been a movement towards increased intolerance of date rape among entering freshman from 1989 to 1994, there is also an increase in intolerance of date rape among college students from 1990 (time of college entry) to 1994 (four years later). This set of analyses, unlike the simple trends analysis of the previous section, depicts change at the individual student level. Three-fourths of the sample as freshman are strongly intolerant of date rape, and there was an increase of 9 percentage points to 84 percent by 1994, after four years of college (see Table 4.2). Looking at students who are tolerant of date rape, their percentages drop from 7 percent to 4 percent over the four years in college.

Table 4.2: Changes in College Students' Attitudes Towards Date Rape

Level of Tolerance	Percent in		Change, 1990-1994
	1990	1994	
Strongly Intolerant	75	84	+9*
Somewhat Intolerant	18	12	-6*
Somewhat Tolerant	4	2	-2*
Strongly Tolerant	3	2	-1*

Notes: The overall sample size is 9,877 college students. *Denotes that changes from 1990 to 1994 are significant at p level of 0.05.

Social scientists have given much attention to attitude formation and have paid particular attention to the role of college in the development of students' attitudes and values. A multitude of studies have been conducted to assess the effects of college on attitudes. A majority of these students have reported a liberalizing effect of college on attitudes towards a variety of phenomena: culture, race, religion, education, careers, politics, sex-roles, health issues, as well as many other issues (Sax and Astin, 1996; Astin 1993 and 1997; Bowen, 1977; Feldman and Newcomb, 1968; Pascarella and Terenzini, 1991). It seems that the data on the change in students' attitudes towards date rape over the four years of college indicate that college has a liberalizing effect on ideas regarding rape as well in that students, regardless of gender become more rape-intolerant over the four years of college.

Gender Differences

Table 4.3 and Figure 4.2 show the gender differences in the change of attitudes towards date rape between 1990 and 1994. As indicated earlier, men are more tolerant of date rape than are women. Ninety percent of women in 1990 and 93 percent in 1994 reported being strongly intolerant of date rape. Among men, 71 percent indicate strong intolerance of date rape compared to 52 percent four years earlier. There is a sizable change in attitudes among men: over one in seven men reported being date rape tolerant upon entering college and after four years of college only one in twelve men still report being date rape tolerant. However, one-fifth of male college students still are somewhat intolerant of date rape after four years of college: over one-third (34 percent) of men in 1990 and over one-fifth (21 percent) in 1994 reported being somewhat intolerant of date rape. While over seventy percent of men indicated their strong intolerance of date rape, the other over twenty percent were not as firm in their convictions regarding their intolerance of date rape. Twenty-one percent of men who indicated that they were only "somewhat"

intolerant of date rape may condone date rape in certain circumstances. In other words, this means that over one-fifth of males (or one out of five men) are tolerant of date rape to some extent rather than completely opposing date rape.

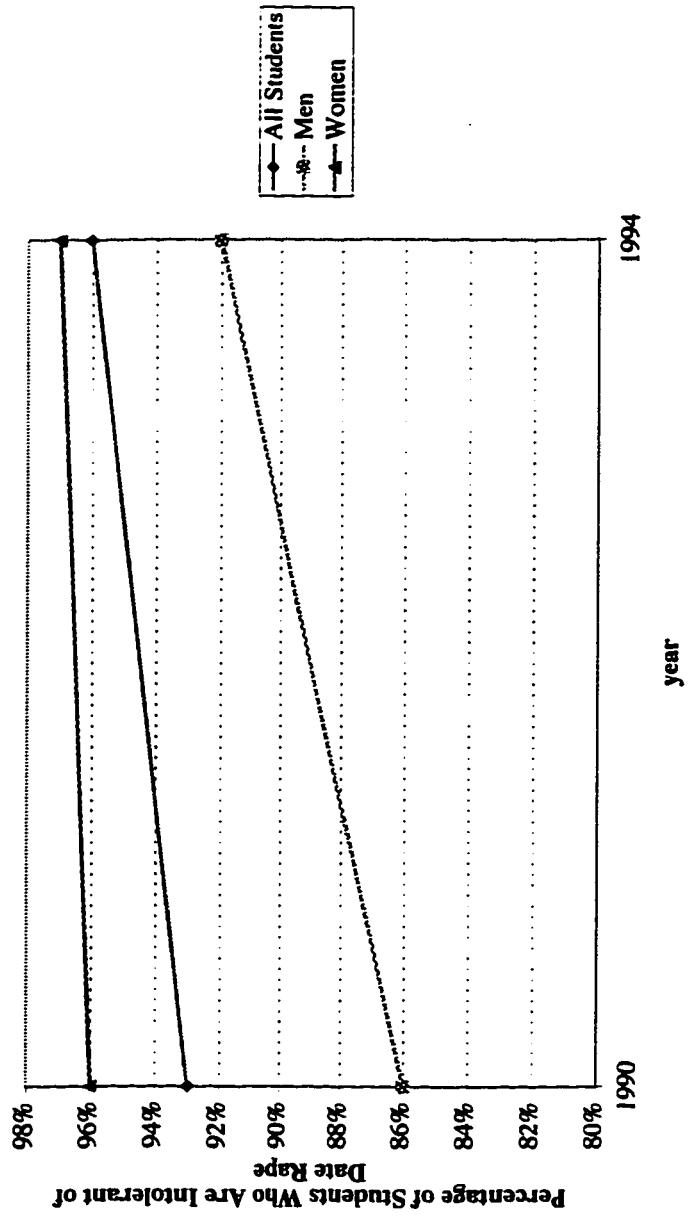
In comparison to male students, only three percent of women report being tolerant of date rape to some degree after four years of college. Another observation is that men tend to show a higher tolerance of date rape than women do when we look at the percentages regarding the “somewhat” intolerant of date rape category.

Table 4.3: Changes in College Students’ Attitudes Towards Date Rape By Gender

Level of Tolerance	Percent in				Change, 1990-1994	
	Men		Women		Men	Women
	1990	1994	1990	1994		
Strongly Intolerant	52	71	90	93	+19*	+ 3*
Somewhat Intolerant	34	21	7	5	-13*	- 2*
Somewhat Tolerant	10	5	1	1	- 5*	n/c
Strongly Tolerant	4	3	3	2	- 1*	- 1*

Notes: The overall sample size is 9,877 college students; the male sub-sample is 3,954; the female sub-sample is 5,923. *Denotes that changes from 1990 to 1994 are significant at p level of 0.05.

Figure 4.2: Changes In College Students' Intolerance of Date Rape from 1990 to 1994



The findings that men are more tolerant of date rape than women confirm the findings of other studies. The collective empirical research of Koss (1988, 1990, 1993) also demonstrates that male college students condone date rape more than women. These gender differences in tolerance of date rape can be explained in many ways. First, men condoning date rape more than women may be the product of the different socialization processes that men and women are exposed to as well as an overall acceptance by the dominant society that sexual aggression is “culturally normative in our society” (Berger et al., 1986).

Another explanation may be that men condone date rape more than women because it has been found that men more than women demonstrate a higher acceptance of “rape myths” (Burt, 1980; Burt 1991) or falsehoods regarding rape and its victim which serve to rationalize, justify and even promote the actions of the rapist (Muehlenhard, Friedman, and Thomas, 1985; Jenkins and Dambrot, 1987). Rape myths comprise a set of notions that excuse the rapist and blames the victim for the rape. Some common rape myths about date rape include: “she wanted it;” “she led him on;” “she said no, but really meant yes” (Burt, 1980). Empirical studies demonstrate the high association with the tolerance of date rape and the acceptance of rape myths, especially for men (Burt, 1980; Burt, 1991; Muehlenhard et al., 1985; Jenkins and Dambrot, 1987). The item used to measure students’ tolerance of date rape in this study is predicated upon an amalgam of several rape myths; therefore, it is possible that men who accept rape myths are more likely to condone date rape. Literature on date rape and/or acquaintance rape as a social phenomenon indicates that rape-tolerant (rape-supportive) beliefs stem from a complex and broad sex-role socialization and adversarial beliefs concerning them. Attitudes towards women and sexuality are deeply ingrained in our culture and can serve to legitimize coercive or forced sexual activity such as rape.

Dove-tailing on the suggestion that rape-tolerant beliefs are ingrained in our society and taught through the socialization process are empirical studies indicating a high correlation between the acceptance of traditional and conservative sex-roles and the acceptance of date rape (Muehlenhard, 1986; Nelson and Tolger, 1990). These studies also indicate that more men than women accept traditional sex-role attitudes. According to the traditional sex-role attitudes, which evolved out of historical and economic factors, women's roles revolved around the home and children whereas men's roles revolved around work (Andersen, 1988). Women are traditionally relegated to the private sphere of the home and men are free to move within the public sphere (Andersen, 1988). When a woman deviates from her proscribed roles, she is perceived as being non-traditional. A woman is perceived as responsible for a rape if she acts in a non-traditional manner, such as drinking, going to a man's room, or asking a man out on a date (Dull and Giacomassi, 1987; Acock and Ireland, 1983). Women who deviate from traditional roles may elicit hostility from men or men may perceive these women in a negative way which may then justify their notions of rape as acceptable.

Other studies demonstrate the link between the acceptance of rape myths, the acceptance of traditional sex-roles and the acceptance (tolerance) of date rape. Studies indicate that males tend to blame the victim more and be rape-tolerant more than are women, especially men who hold traditional sex-role attitudes which, like rape myths, tend to blame the woman for the rape and justify the actions of the rapist (Calhoun and Townsely, 1991; Coller and Resick, 1987). Burt in 1991 found a strong correlation between the acceptance of rape and rape myths with the sex-role stereotyping and sexual conservatism. Those who adhere to rape myths tend to also view women in a traditional way and believe that aggression can go along with sex (Koss et al., 1988). Those who tolerate rape more were less able to identify an incident as forced sexual activity/intercourse and held traditional sex-role attitudes towards women (Fisher, 1986). Reinforcing this

research, Muehlenhard (1986) found that the traditionality of male students attitudes towards women and sex roles interacted with their acceptance of date rape as normal sex rather than as violence and as an act of aggression and control. Nelson and Tolger (1990) found that men who accepted both traditional role beliefs and negative attitudes towards women tended to condone date rape more.

Other studies indicate a high correlation with the acceptance of rape myths and traditional sex-role attitudes with the acceptance of rape and the action of rape. This research suggests that there is a link between beliefs and attitudes with thoughts that may lead to action. Traditional sex-role attitudes are highly correlated with higher tolerance of physical force and men who hold traditional sex-role attitudes were found to engage in sexual coercion (Garret-Gooding and Sentar, Jr., 1987). Koss et al. (1985) found that men who tolerate rape believe that sex and force go together. Kanin (1985) found that rapists tolerate rape and justify their behavior based on rape myths, women's deviation from traditional sex-roles and hostility towards women. Men were found to be more likely to agree with the statement that men are the aggressor and women are the "prey" in dating relationships (Dull and Giacomassi, 1986); this mentality connotes that women are to be caught rather than women engaging consensually in sex.

Men further indicated that physical aggression and force may be necessary as a prelude to sex (Dull and Giacomassi, 1986). Other correlates to rape include aggression and hostility, especially towards women; using force to obtain sex is acceptable; use of alcohol; peer pressure; and involvement with peers who view women in a highly sexual ways. Some of these characteristics and behaviors can be found in certain sub-groups on campus, such as fraternities and certain athletic teams (Sanday, 1990; Harney and Muehlenhard, 1991). Characteristics of self-reported sexually aggressive men include: tolerating rape, tolerating violence; tolerating violence against women; accepting traditional sex-roles; hostility towards women; being dominant during sexual activity; membership in

peer groups that urge sexual activity and viewing women as sexual objects (Harvey and Muehlenhard, 1991). The social control theory suggests that sexual aggression results from rape-tolerant beliefs and the acceptance of rape myths which are reinforced by power and status differences between men and women in society (Harvey and Muehlenhard, 1991).

Another possible explanation of the gender difference in the tolerance of date rape revolves around how men perceive women's actions in regards to sex. Some men may interpret women's behavior as a non-verbal sign or invitation for sex when the women are not intending to send out those signals. Behaviors that indicate an interest in sexual intercourse include: flirting, initiating foreplay, wearing seductive clothing, verbally asking for sex, going to an apartment alone with a date, asking or paying for a date, allowing the date to play, removing one's clothing, becoming intoxicated, and/or providing birth control (Bostwick et al, 1995). These same behaviors, except for verbally asking for sex, are sometimes perceived as justifying rape especially by men (Bostwick et al., 1995). Therefore, it is possible that if a man interprets a woman's behavior as being suggestive, leading him on, or indicating an invitation for sex, he can justify forced sexual activity based on those perceptions. This has implications for how men and women communicate with each other and how men and women perceive sex and sexual cues.

In sum, rape myths and the acceptance of traditional sex-role attitudes, which may be learned through socialization, view women negatively. Therefore, men who adhere to traditional sex-role attitudes, believe rape myths, and condone rape view women in negative and even hostile terms. All of these possible explanations for men tolerating date rape more than women will become increasingly important as more findings of this are presented and discussed.

Differences by Other Background Characteristics

The majority of studies examining the attitudes of college students about date rape focus on gender differences. Almost no empirical studies focus on other differences. However, this study, in addition to gender differences, examines differences based on race, religion, and political orientation in order to discern if students of different backgrounds have different levels of tolerance of date rape. Beside the above variables, it also examines parental income, level of father's education and level of mother's education on attitudes. To caution the reader from making assumptions of causality between certain background characteristics and attitudes towards date rape, it is important to emphasize that the correlations between date rape tolerance and race/ethnicity, religion, political orientation, and socio-economic status (SES) are weak and not significant (see Appendices J.4, J.5 and J.6 for correlations). Therefore, while these relationships are interesting, conclusions can not be drawn without further research that examines these relationships in greater depth.

Differences By Race/Ethnicity: In 1990, Native-American students were the most strongly intolerant of date rape. As freshman, more African Americans were tolerant of date rape than were any of the other racial/ethnic groups. However, during the four years of college, African American students exhibited the most change towards becoming intolerant of date rape. On the other hand, Puerto Rican students became more tolerant of date rape over the four years of college: one in ten Puerto Rican students condoned date rape after exposure to four years of college. Fisher (1987) found that Hispanic students were more religious and adhered more to traditional sex-roles, which can explain why they accept date rape more than other groups.

The interaction of race and gender illuminates that men regardless of race remain more tolerant of date rape than do women. Puerto Rican men are the least tolerant at both

Table 4.4: Changes in College Students' Intolerance of Date Rape by Race, Religion and Political View

	Overall		Men		Women	
	1990	1994	1990	1994	1990	1994
	Percent	Change	Percent	Change	Percent	Change
Race:						
Caucasian	93	+3	87	+6	97	+1
African-American	87	+7	81	+9	90	+6
Asian-American	90	+5	83	+7	95	+4
Native-American	95	+2	86	+6	92	+3
Chicano/a	88	+6	78	+11	95	+2
Puerto Rican American	93	-3	96	-3	92	-2
Religion:						
Protestant	93	+2	86	+6	96	+2
Catholic	92	+3	86	+6	96	+2
Jewish	94	+1	90	+6	96	-2
Other	94	+4	88	+7	98	+1
None	93	+2	89	+1	96	+2
Political Orientation:						
Far Right	88	+7	86	+8	92	+5
Conservative	92	+3	88	+4	97	+1
Middle of the Road	92	+5	85	+7	96	+2
Liberal	93	+3	88	+4	96	+2
Far Left	93	-1	87	n/c	100	-2

Note: Level of Intolerance includes those students who indicate they somewhat and/or strongly agree with the statement, "Just because a man thinks that a woman 'led him on' does not entitle him to have sex with her." All changes listed are significant at the P level of 0.05.

times in 1990 and 1994, while African American men and Asian American men are more tolerant. Dull and Giacomassi (1987) conducted a study which investigated date rape attitudes by gender, race, age, and religion; they found that African Americans in compared to Caucasians believed that men are the aggressor in sexual relationships and believe other rape myths. In another study, African American men were found to view rape not as criminal behavior but as a spontaneous act (Giacopassi and Dull, 1986). Fisher (1987) found that Hispanic men were more rape-tolerant than were White men due to the acceptance of the concept of the importance of manhood which is embodied in the notion of "Machismo." In this study, the greatest change in attitudes occurred among Chicano men, in that they became more intolerant by eleven percent. With respect to women, the greatest change occurred among African American women, in that they became more intolerant by six percent. However, research indicates that African American women accept certain myths that blame women for the rape, such as women fantasize about rape. Asian American women and Chicanas are the least tolerant compared to the other racial/ethnic groups. Fisher (1987) found that Hispanic women who acted more like white women were more rape-intolerant than Hispanic women who were "bi-lingual or bi-cultural."

It has been suggested by some research that students will reject rape myths and be less rape-tolerant if the myths reflect back on themselves or their membership in the group (Giacopassi and Dull, 1986). Given that the sample size for each sub-group is small and the correlations are weak between race/ethnicity and date rape tolerance, general conclusions and causation can not be made. However, these findings do provide some clues about the role of race/ethnicity in the formation of attitudes regarding date rape. Further qualitative and ethnographic research is needed to gain a fuller and deeper understanding of how different races may view date rape.

Differences By Religion: For the purposes of this analysis, the religions are aggregated into the Protestant, Catholic, Jewish, Other (Buddhist, Eastern Orthodox, Islamic, Mormon, Quaker, Seventh Day Adventist), and None. As shown in Table 4.4, there is little difference in attitudes among students who report different religious backgrounds. In 1990, Jewish freshman were the most intolerant of date rape. By 1994, students who self-identified as adhering to “other” religions were the most intolerant of date rape.

Some interesting findings did surface by exploring the intersection of religion and gender. Looking at differences by religious background and gender, we find men being more tolerant of date rape across all religions. Also, men exhibit more change than women, but this may be due to the fact that men have more room to move towards intolerance of date rape than women do. One out of ten students who report not adhering to a specific religion are tolerant of date rape even after four years of college. Jewish women became more tolerant of date rape over the four years of college. Based on the findings that students who tolerated date rape tend to also believe rape myths and adhere to traditional sex-role attitudes, it is possible that Jewish women may either believe rape myths more firmly or adhere to traditional sex-role attitudes more stringently which leads them to be more tolerant of date rape. However, this remains to be an empirical question. Other studies, however, have not found any differences of rape-tolerance by religion (Dull and Giacopassi, 1987; Giacopassi and Dull, 1986). Again, given the small size of the sub-samples and the weak correlations between religion and date rape tolerance, causal leaps and definitive conclusions can not be drawn. Nonetheless, the data does provide some clues that can shape further exploration of the impact of religion on attitudes about date rape.

Differences By Political Orientation: Political orientation is categorized into Far Right, Conservative, Middle of the Road, Liberal, and Far Left. There are very small differences in attitudes about date rape among students based on political orientation. In 1990, Liberal freshman and students from the Far Left were the least tolerant of date rape, followed in descending order by students who report being at the Middle of the Road, Conservative, and Far Right. The most change towards intolerance was exhibited by students who report to be at the Far Right, whereas students from the Far Left became more tolerant over the four years of college. By 1994, Middle of the Road students are the most intolerant followed by Liberal students, students from the Far Right, Conservative students, and students from the Far Left.

Analyses to explore the intersection of gender and political orientation shows that less than three percent of women, regardless of political orientation, are tolerant of date rape after four years of college. On the other hand, eight percent of male Liberal students and thirteen percent of male students from the Far Left remain tolerant of date rape after four years of college. Besides illuminating that attitudes regarding date rape are primarily divided along gender lines, this set of analyses indicate that attitudes regarding date rape are independent of political orientation.

Differences by Socio-Economic Status: By conducting cross-tabulations and correlations, no differences of date rape tolerance were found among students from different socio-economic strata. For the purpose of this study, proxies for SES included parental income, level of father's education, and level of mother's education.

Differences By Institutional Type

This study also examines student attitudes towards date rape by looking at students attending different types of institutions in order to discern if students in different college environments exhibit different levels of tolerance of date rape (see Table 4.5). Although

Table 4.5: Changes In College Students' Intolerance of Date Rape by Institutional Characteristics

Institutional Type	Overall		Percent in			
	1990	1994 Change	1990	1994 Change	1990	1994 Change
Institutional Type:						
university	92	+4	87	+6	97	+1
four year college	92	+3	85	+6	96	+2
Institutional Control:						
public	93	+3	84	+8	96	+2
private	92	+4	87	+5	96	+2
Institutional Stratification:						
public universities	93	+4	83	+11	97	+1
private universities	92	+4	87	+6	97	+1
public 4yr colleges	93	+2	86	+3	96	+1
nonsectarian 4yr colleges	93	+3	87	+5	96	+3
catholic 4yr colleges	91	+3	83	+7	96	+1
protestant 4yr colleges	94	+3	91	+3	96	+2
public black 4yr colleges	79	+4	57	+14	88	n/c

Note: Level of intolerance includes those students who indicate they somewhat and/or strongly agree with the statement, "Just because a man thinks that a woman 'led him on' does not entitle him to have sex with her."
 All changes listed are significant at the P level of 0.05.

the effect of the college environment itself can be better explored by regression analyses, it is important to briefly explore students' attitudes about date rape for students attending different types of institutions. According to a recent study, "institutional differences show that freshmen are most intolerant of date rape at private institutions (92.2 percent) and are least intolerant at public and private two-year colleges (85.4 percent)" (Sax and Astin, 1996). As shown in Table 4.5, there is little difference between attitudes about date rape among students who attend universities versus four year colleges, or for students who attend public as compared to private institutions. Students who attended public universities and Protestant four-year colleges demonstrate the greatest change in attitudes by becoming more intolerant over time. Students attending public four-year colleges and Catholic four-year colleges show the smallest changes in intolerance of date rape in spite of the fact that they started college with higher rates of tolerance. After four years of college, one in ten men who attend public-four year colleges and eleven percent of men at Catholic colleges tolerate date rape. In comparison to other institutional types, students at Public Black four-year colleges are more tolerant of date rape. Nonetheless, students at these institutions demonstrate the greatest change towards date rape intolerance compared to other college students. Although there is a fourteen percent increase towards intolerance for men attending Public Black four-year colleges, almost one in five college men continue to remain tolerant of date rape. Twelve percent of women at public black four-year colleges remain tolerant of date rape in 1994. It is unclear why students, both women and men, attending Black Colleges are more tolerant of date rape. While it is difficult to draw a definitive conclusion based on a sample size of 39 students, other findings that utilize nationally representative samples also show that in comparison to other institutional types, Historically Black institutions tend to have students who are more tolerant of date rape (Astin et al., 1989; Astin et al., 1990; Astin et al., 1991; Dey et al., 1992; Astin et al., 1993; Astin et al., 1994; Sax et al., 1995). One interpretation of this result may be that

there is something unique in certain college environments or student cultures which may promote tolerance of date rape; yet, more in depth research is necessary to determine why this is occurring.

Summary of Changes in Students' Attitudes About Date Rape During College

Overall, these descriptive results indicate that college has an overall liberalizing effect on attitudes towards date rape. Students become less tolerant of date rape over time. Nonetheless, men remain more tolerant of date rape than women do, even after exposure to college. Differences in tolerance of date rape are primarily divided by along gender lines, with data indicating that race/ethnicity, religion, political orientation, and SES have little to do with attitudes towards date rape. Regression analyses will further clarify the role of these background characteristics on the formation of attitudes towards date rape.

Date Rape Tolerance Among Different Campus Sub-Groups

Since men compared to women exhibit less intolerance overall, attitudes towards date rape were further examined by looking at different sub-groups of male students. Feldman and Newcomb (1969) report that students tend to join various campus groups because they identify with members of the group and share values and concerns of the group. Affiliating with a subgroup, tends to either reinforce existing values and interests or can conversely lead to the development of new values for individual students. The Accentuation Theory of Feldman and Newcomb implies that like gravitates to like. Therefore, it is possible that students entering college with certain attitudes about date rape will gravitate towards sub-groups that have similar attitudes. This study explored the attitudes of students belonging in varying campus sub-groups towards date rape (see Table 4.6). Correlations between the individual independent variables and the dependent variable were conducted as well and are listed in Appendices J.4, J.5 and J.6.

Sub-Groups Exhibiting Date Rape-Intolerance

Three sub-groups of male college students tended to have higher intolerance rates as freshman and after four years of college. The same sub-groups of students showed also the greatest change towards intolerance: male college students with high peer group interaction, with leadership experiences, and with diversity experiences in college. Astin (1977, 1993) found that students with high college involvement and high peer group interaction tend to have better college experiences and to be more accepting and respectful of others. In this study, five measures of peer group interaction were used (see Table 4.6). The results indicate that students who spend more time with their peers have less tolerance for date rape with the exception of instances of membership in fraternities or certain athletic teams. The specific measures included: time spent with friends; having discussions about class with other students frequently, studying with other students frequently, spending minimal time commuting, and living on campus. The obtained results in this study also confirm the findings from Schaeffer et al. (1993) in that on-campus residence diminishes rape-tolerant attitudes.

Student leaders also have high interaction with other students. Leadership experiences have been found to have a positive influence on student values and attitudes in general (Astin, 1993); thus, it was anticipated that student leaders will be more intolerant of date rape. Leadership roles included: serving as resident assistants, participating in campus protests, being elected to student office, and having tutored other students frequently. Students in these roles were found to be less tolerant of date rape.

Diversity experiences (that is, interacting with students from diverse backgrounds) are found to be positive influences on students (Astin 1977, 1993). Students with diversity experiences in college were found to be more intolerant of date rape. Diversity experiences included: having enrolled in women's studies courses, or ethnic studies courses, having

Table 4.6: Changes in Intolerance of Date Rape Among Male College Students

Behaviors	Percent		Change
	1990	1994	
High Peer Group Interactions			
•Men Who Spent Time With Friends Frequently (n=3293)	93	96	+ 3*
•Men Who Reported To Have Discussed Classes With Other Students Frequently (n=2154)	87	92	+ 5*
•Men Who Reported To Studied With Other Students Frequently (n=1234)	84	91	+ 7*
•Men Who Spent Minimal Time Commuting (n=3220)	88	93	+ 5*
•Male Residential Students All During College (n=1161)	89	92	+ 3*
Leadership Experience While In College			
•Men Who Served As Residence Assistants (n=349)	92	96	+ 4*
•Men Who Participated In Campus Protests (n=389)	88	91	+ 3*
•Men Who Were Elected To Student Office (n=787)	87	92	+ 5*
•Men Who Tutored Other Student Frequently (n=390)	87	93	+ 6*
Diversity Experience While In College			
•Men Who Enrolled In Women's Studies Course (n=401)	85	93	+ 8*
•Men Who Enrolled In Ethnic Studies Course (n=847)	82	93	+11*
•Men Who Socialized With Someone of a Different Ethnic/Racial Group While In College (n=1622)	88	93	+ 7*
•Men Who Participated in a Racial/Cultural Workshop While in College (n=995)	89	94	+ 5*
•Men Who Participated in a Racial/Cultural Student Organization While in College (n=428)	87	92	+ 5*
•Men Who Performed Volunteer Work (n=551)	87	94	+ 7*

Note: Level Of Intolerance Includes Those Who Indicate Somewhat Or Strongly Agree With Dependent Variable. *Denotes Changes Are Significant At The P Level Of 0.05

Table 4.6: Changes in Intolerance of Date Rape Among Male College Students (con't)

Behaviors	Percent		Change
	1990	1994	
Minimal Peer Group Interactions			
•Men Who Reported To Have Discussed Classes Not At All With Other Students (n=84)	83	70	-13*
•Men Who Reported Not To Have Studied With Other Students At All (n=238)	87	86	- 1*
•Men Who Worked Full-Time During College (n=219)	83	92	+ 9*
•Men Who Viewed TV More Than 20 Hours Per Week While In College (n=221)	80	81	+ 1*
•Men Who Did Not Live On Campus At All During College (n=392)	79	87	+ 8*
•Men Who Commuted More Than 20 Hours Per Week To College (n=47)	82	70	-12*
•Men Who Have Reported To Have Discussed Classes With Other Students Not At All (n=84)	83	70	-13*
•Men Who Spent Minimal Time (less than 3 Hours Per Week) With Friends (n=213)	74	82	+ 8*
•Men Who Have Taken A Remedial Class (n=104)	88	87	- 1*
Men Who Partied A Lot While In College			
•Men Who Have Reported To Have Drank Beer Frequently (n=1975)	85	91	+ 6*
•Men Who Reported To Have Drank Wine Or Liquor Frequently (n=1115)	84	90	+ 6*
•Men Who Partied Frequently While In College (n=592)	82	93	+11*
•Men Who Partied Heavily While In College (n=267)	77	81	+ 4*
•Men Who Strongly Believe That Marijuana Should Be Legalized (n=185)	83	87	+ 4*

Note: Level Of Intolerance Includes Those Who Indicate Somewhat Or Strongly Agree With Dependent Variable. *Denotes Changes Are Significant At The P Level Of 0.05

Table 4.6: Changes in Intolerance of Date Rape Among Male College Students (con't)

Behaviors	Percent		Change
	1990	1994	
Members Of Certain All-Male Campus Groups			
Membership/Involvement In A Fraternity:			
•Men Who Belong To Fraternities (n=628)	84	91	+ 7*
•Men Who Lived In A Fraternity During Part Of College (n=283)	85	91	+ 6*
•Men Who Lived In A Fraternity During All Of College (n=108)	80	83	+ 3*
Membership/Involvement In All-Male Athletic Teams			
•Men Who Have Participated In Intercollegiate Football And/Or Basketball (n=448)	83	90	+ 7*
•Men Who Have Participated In Other Intercollegiate Sports (Not Football/Basketball) (n=1004)	85	92	+ 7*
•Men Who Participated In Intramural Sports (n=1321)	87	92	+ 5*
Possess Conservative/Traditional Sex Role Attitudes			
•Men Who Strongly Disagree That Abortion Should Be Legalized (n=1372)	89	94	+ 5*
•Men Who Strongly Disagree That It Is OK To Have Sex Immediately If People Like Each Other (n=905)	94	97	+ 3*
•Men Who Strongly Believe That The Activities Of Married Women Are Best Confined To The Home (n=265)	79	88	+ 9*
•Men Who Strongly Believe That Homosexual Relations Should Be Prohibited (n=689)	81	90	+ 9*

Note: Level Of Intolerance Includes Those Who Indicate Somewhat Or Strongly Agree With Dependent Variable. *Denotes Changes Are Significant At The P Level Of 0.05

socialized with someone of a different ethnic/racial group while in college, having participated in a racial/cultural student organization while in college, and having performed volunteer work while in college. It was hypothesized that diversity experiences, such as enrolling in a woman's studies course would be strongly associated with date rape intolerance and results have proved this hypothesis (Hypothesis V).

Sub-Groups Exhibiting Date Rape-Tolerance

While students with high peer group involvement, leadership experiences and diversity experiences exhibit a high intolerance of date rape and a movement towards increased intolerance during college, there are four other campus sub-groups that exhibit more tolerance of date rape. These are: students who have minimal peer group interaction; students who frequently drink beer/wine and/or other forms of alcohol; students of certain all male groups, such as fraternities and (certain) all male athletic teams; and students with conservative or traditional sex role beliefs. Students who have minimal peer group interaction include those: who reported not ever having discussed a course with other students, never having studied with other students, those who watch more than 20 hours of television per week, who did not live on campus during college, and students who commuted more than twenty hours per week. Astin (1977, 1993) found that students who do not live on the campus are more isolated and more disrespectful and more judgmental or intolerant of others; thus, it is not surprising to find that students who live off campus are more tolerant of date rape. Students who have minimal peer group interaction are isolated from their peers and do not benefit from having experiences with persons with different attitudes and experiences. In fact, the results indicate that two of these groups, male commuter students and men who do not study with others become more tolerant of date rape over time. This may result from the lack of exposure to the positive influences of peer interaction.

Sanday's (1990) ethnographic study of fraternity gang rape found that fraternity members and students who frequently drink alcohol are especially tolerant of rape. She broadens her findings to contend that among members of certain all male campus sub-groups where the feminine is demeaned and objectified, such as fraternities or intercollegiate football and basketball teams, pro-rape attitudes are more prevalent. Thus, the present study was designed to examine the attitudes of male college students who party a lot, belong to fraternities, or are members of athletic teams. It was hypothesized that men who party a lot (Hypothesis II) and men who belong to fraternities and/or football or basketball teams (Hypothesis IV) would be more tolerant of date rape. The findings (see Table 4.6) support these two hypotheses.

The percentages of date rape intolerance among students who drink a lot and/or party a lot tend to be lower than they are among students in general. Although drinking was higher in the 1960's and 1970's than the 1980's and the 1990's, alcohol use remains one of the single most important health risks for college students today, especially for men (Sax and Astin, 1996). Partying is highly associated with alcohol usage, which indicates that "partying" is when alcohol usage and socializing co-mingle. It is found that men party and drink more than women (Sax and Astin, 1996). Experimental studies that manipulated alcohol consumption found that alcohol facilitates aggressive behavior and is used as an excuse for justifying "unacceptable" behavior which may include forced sexual activity (Richardson and Hammock, 1991). It has been found that men, after consuming alcohol, expect to feel stronger, more powerful, sexual, and aggressive (Abbey, 1991). These beliefs can lead to behavior that seeks to fulfill these expectations which can lead to verbal, physical, and sexual confrontations (Abbey, 1991). Reports of the most serious incidents of forced sexual activity in terms of the number of perpetrators and the amount of brutality employed were party-related and involved alcohol (Ward et al., 1991). Alcohol can be used as an excuse of misbehavior or may actually impair judgment which can lead to forced

sexual activity. Moreover, men tend to perceive women who drink or party with them as sexually available; thus, these men justify forced sexual activity by placing the blame on the woman who after drinking is considered to send the non-verbal messages that she is asking for “it” (Abbey, 1991; Richardson and Campbell, 1982). Therefore, there is not only a trend among men who drink and who party to be more rape-tolerant, it appears that alcohol may promote acting on those rape-tolerant beliefs.

Also, members of certain all male sub-groups, such as fraternity members and intercollegiate football and basketball players, are more tolerant of date rape. In this study, seventeen percent of men who lived in a fraternity all through college were date rape tolerant. These findings support Kuh and Lyons (1990) findings that the Greek experience increases tolerance of date rape. When controlling for age, race, grade point average, educational goals, political and religious beliefs, fraternity members have a greater tolerance for date rape than non-members (Boeringer, 1991). Fraternities embrace the values of competition and domination, and condemn anything associated with the feminine (Sanday, 1990). They also exhibit a high tendency towards alcohol consumption. Willingness to consume alcohol and sexual prowess are highly valued and are a necessary criteria for acceptance in the group and membership in the group (Sanday, 1990; Boeringer, 1991).

Practices in fraternities lead to an atmosphere where date rape and the tolerance of date rape flourish (Sanday, 1990; Boeringer, 1991). Such practices include: group loyalty and protection; history of violent behavior, such as hazing and fighting; high alcohol usage which is necessary and normative to fit in and has been shown to have a strong association with rape-tolerance and rape-associated behavior; competition and rivalries within and between fraternities over women (Sanday, 1990; Boeringer, 1991; Garret-Gooding and Sentar, Jr., 1987). Women are commodified by fraternities, and they are often used to help recruit new members, and to serve current members as “little sisters” (Sanday, 1990; Boeringer, 1991; Garret-Gooding and Sentar, Jr., 1987). It has also been found that

fraternity members are more likely to associate with men who engage in sexually aggressive behavior and be reinforced by their peers while being sexually forceful (Sanday, 1990; Boeringer, 1991; Garret-Gooding and Sentar, Jr., 1987). These types of values contribute to aggression against women, both sexual and non-sexual, as well as the acceptance and tolerance of it. There is an association between fraternity membership and date rape tolerance and the condoning of forced or coerced sexual activity; therefore, this suggests a socializing effect that occurs within this type of atmosphere.

One out of ten football and basketball players are tolerant of date rape compared to eight percent of men who play other intercollegiate or intramural sports (see Table 4.6). Attitudes condoning date rape are more prevalent among football and basketball players and less so among men who play other intramural sports. This finding may be an artifact of how the survey differentiates between collegiate athletics or it may be due to the different natures of each sport. For example, football and basketball tend to be contact sports and are more aggressive than other types of intramural sports. There may be a link between the type of aggression, or acceptance of aggression, applied to the sport with aggression applied to sexual intimacy. These sports may be teaching the men to be aggressive even beyond the context of the sport or they may be reinforcing an already present aggressive mind set or personality. There may be a type of value system in certain team sports like football and basketball similar to that in fraternity membership. Likewise, the socializing experience may be similar to those found among students in fraternities. However, more research is needed to confirm this speculation. It is interesting to note that women in sororities and team athletics do not tolerate date rape like their male counterparts. This may indicate that the social construction of gender within the cultures is different in that there is an acceptance created for men but not for women. More research is necessary to understand the dynamics within each sub-culture that leads to either tolerating or opposing date rape. Nonetheless, these findings support the hypothesis that male college students

who self-report holding attitudes of tolerance about date rape are more likely to be members of certain all male campus sub-groups.

The works of Sanday (1990) and Muehlenhard (Muehlenhard, Friedman and Thomas, 1985; Muehlenhard, 1988; Muehlenhard and Cook, 1988; Muehlenhard and MacNaughton, 1988; Muehlenhard and Falcon, 1990) found that men who hold traditional sex-role attitudes are more tolerant of date rape. Results, shown in Table 4.6, support this contention. One in ten male college students who are homophobic are tolerant of date rape. Over one in ten (12 percent) male college students who hold “sexist” attitudes in that they believe that the activities of married women are best confined to the home are tolerant of date rape. This set of findings confirm the hypothesis that college students who report holding attitudes that condone or rationalize date rape will also report having attitudes that adhere to traditional sex-role beliefs (Hypothesis III).

Summary of Descriptive Results

To summarize, the results of the cross-tabulations indicate that male college students in general and specific groups of men such as, fraternity men, intercollegiate football and basketball athletes, students with little peer group interaction, commuter students, and students who hold traditional sex role attitudes are more likely to be tolerant of date rape. Female college students, on the other hand, as well as students with high and/or diverse peer group interaction, student leaders, students who take women's studies courses, and who live on campus tend to be less tolerant of date rape. Moreover, the cross-tabulations and correlations suggest that attitudes about sexual aggression are determined by a complex set of factors that are independent of students' political orientation. The descriptive analyses also indicate a change in students' attitudes about date rape as a result of college in that students become less tolerant over time. To examine in

more detail which specific aspects of the college experience effect these attitudes, several sets of regression analyses were conducted.

The Impact of College on Attitudes About Date Rape: Results of Multiple Regression Analyses

Aside from the goal of describing the change to attitudes towards date rape both in amount and direction, the other main concern of this study is to assess the impact of the college experience on students' attitudes about date rape. Results from cross-tabulations only provide descriptions of differences in attitudes among various students and the change in attitudes during the college years. It does not help us, however, to identify the types of college experiences that might be relevant to these changes. In order to determine the effects of the college environment and student experiences on attitudes about date rape, it is necessary to control for the potentially biasing student background variables that might account for students differences in attitudes about date rape. Hierarchical stepwise multiple regression enables one to control certain variables prior to examination of the independent variables of interest, such as college experiences are examined.

Three regression analyses were conducted. The first used the total sample (see Table 4.7). Table 4.8 summarizes the results of the second analysis with the male sub-sample. Table 4.9 summarizes the results for the female sub-sample. Moreover, for each of the groups, separate regression analyses were conducted which included measures on the faculty to discern the influence of faculty on students' attitudes about date rape. The faculty data did not enter any of the regression equations which indicates that faculty do not have an influence on students' attitudes about date rape. Therefore, the regression focused in this discussion do not include the faculty data.

Overall Sample

The twenty-six variables that entered the regression equation in the overall sample accounts for eleven percent of the variance. The strongest indicator of a students' attitude towards date rape four years later is their attitude about date rape at the time of college entry. The pre-test was the first variable to enter into the equation and remained the strongest predictor even after controlling for all other variables. The other background characteristics entering into the equation diminished its strength only slightly. This indicates that attitudes about date rape are formed prior to college.

Among the background characteristics of students that entered into the regression equation, being a woman entered with a strong weight and remained relatively unchanged throughout the analyses. This confirms the findings reported using cross-tabulations as well as the hypothesis that male college students are more tolerant of date rape than their female counterparts (Hypothesis I). As the cross-tabulations indicated that Puerto Ricans are somewhat more tolerant of date rape, being a Puerto Rican entered the regression equation negatively. Puerto Ricans, in general, may be more religious and adhere to traditional sex-roles and/or they may believe the many rape myths that blame the victim for the attack and justify the behavior of the attacker; these factors may lead this group to be more tolerant of date rape than others. Only more in-depth studies of different racial groups and their attitudes towards sexuality can confirm these speculations.

Level of father's education enters initially into the equation positively but drops out entirely once the peer mean measure of socio-economic status (SES) enters, meaning that SES of the peers is a more potent predictor than the SES level of the individual's SES as measured by father's education. In other words, if a student comes from a high SES background or attends a college where the students come from a high SES, the student will

Table 4.7. Predicting College Students' Daily Rape Intolerance After Four Years of Exposure to Colleges (n=7,467)

Step	Variable Name	Multiple R	r	Beta at Entry	Pre-test	Student Inputs	College Environments	College Expt.
Pretest								
1	view: man not entitled to sex	22	22	22	16	13	1.3	13***
Inputs (student background characteristics)								
2	demographics of student							
2	gender: female	28	25	20	20	18	17	16***
3	Race: Puerto Rican	28	-02	-03	-03	-03	-02	-02*
4	level of father's education	29	01	02	02	01	00	00
attitude/behaviors of student								
5	view: sex ok if two people like each other	29	-14	-05	-06	-05	-04	-03***
6	view: prohibition of homosexual relations	30	-10	-06	-04	-05	-05	-04***
7	view: married women should not work	30	-12	-04	-05	-04	-04	-04***
8	view: marijuana should be legalized	30	-06	-04	-04	-03	-03	-03***
9	self rating: academic ability	30	02	03	04	03	02	01
10	hours per week: being with friends	30	00	02	01	04	04	03**
11	hours per week: partying	30	-07	-04	-04	-04	-03	-02
Environments								
12	public four-year colleges	31	-02	-03	-03	-03	-02	-01**
13	public universities	31	03	02	02	02	05	06***
14	peer mean: SES	31	01	04	04	02	03	04*
15	peer mean: materialism and status	31	-04	-03	-03	-02	-02	-00
Intermediate Outcomes (student experiences while in college)								
16	hours per week: studying	32	10	07	08	07	07	06***
17	level of satisfaction: overall college exp.	32	08	06	07	06	06	06***
18	lived in private apartment/house	32	-06	-04	-05	-04	-04	-04***
19	drank wine or liquor	32	-06	-03	-04	-03	-03	-03***
20	enrolled in women's studies course	33	09	03	04	03	03	03**
21	held part time job on campus	33	06	03	04	03	03	03*
22	hours per week: being with friends	33	01	03	02	03	03	04**
23	hours per week: partying	33	-09	-04	-04	-03	-03	-04**
24	smoked cigarettes	33	-01	03	-01	01	01	03*
25	lived in fraternity or sorority	33	-05	-02	-02	-01	-02	-02*
26	performed volunteer work	33	07	02	04	03	03	02*

Note: Decimals before numbers have been omitted. * p level is (.05). ** denotes variables entering regression equation at p level (.05) and remains significant at the last step. *** denotes variables entering regression equation at p level (.01). **** denotes variables entering regression equation at p level (.001). #The coefficients for any variable not yet in the equation shows the beta that variable would receive if it were entered into the equation at the next step.

tend to be more date rape intolerant. This association with high SES and rape-intolerance is an unexpected result and without further investigation it is difficult to speculate why this appears. However, it may be that violence among higher SES strata is unacceptable or that attitudes towards sexuality and women are different than those in lower SES strata. Possibly, students from lower SES tend to adhere to traditional sex-roles more and believe in rape myths more.

Four attitude measures entered into the equation negatively: a belief that sex between relative strangers is okay if the two people really like each other; that homosexuality should be illegal; that married women should not work outside of the home; and that marijuana should be legalized. A belief that casual sex is acceptable and its association with date rape tolerance may indicate that episodes of casual sex can become situations that turn into date rapes, especially if drugs or alcohol are involved or if there is a perception that women are sex-objects which is a view that is promoted among certain all-male sub-groups on campus. It appears that students who are permissive or lax about drug usage, such as supporting the legalization of marijuana are more likely to be rape tolerant. While this measure does not indicate drug usage, but only drug acceptance, it may be that drugs have the same effect as alcohol does towards date rape tolerance. Spending a great deal of time partying entered into the regression negatively twice, once as an activity engaged in prior to college entrance and again as an activity engaged in during college. However, once partying frequently enters the regression equation the effects of partying prior to college are washed out. Drinking, partying, acceptance of legalizing drug usage, and casual sex can all create an atmosphere where date rape can flourish.

Again, students who hold traditional sex-role attitudes tend to be date rape tolerant according to the regression results; which supports Hypothesis III. The students who condone date rape tend to believe that married women should stay in the home and that so-called deviant sexual practices such as homosexuality should be illegal. The students who

are tolerant of date rape tend to condone casual sex, drink alcohol frequently (Hypothesis II), and adhere to traditional sex-roles (Hypothesis III). These results from the multivariate analyses reinforce the findings reported from the cross-tabulations.

Students who are intolerant of date rape tend to be self-confident about their academic ability and spend more time with their friends.

Four characteristics of the college environment entered into the regression equation; however, they added very little to the overall variance. Students who attend public four-year colleges tend to become more tolerant of date rape, whereas students who attend public universities are more intolerant of date rape over time. This indicates that the differences in the overall environment of these institutions has an impact on students' attitudes about date rape. However, further investigation is needed in order to understand what in the environment of these campuses has an effect on attitudes. Students who attend institutions that enroll students from higher SES backgrounds tend to be more intolerant of date rape. This suggests that a peer environment of high SES students has a bearing on students' attitudes about date rape by reducing tolerant attitudes about rape. As noted above, this may be a result that lower SES strata adhere more strongly to conservative sex-role attitudes and any deviation on the woman's part may make her seen in a negative manner.

Although accounting for a small portion of the variance (2 percent), the most interesting findings are reflected in the set of variables labeled intermediate outcomes. Living in an off-campus apartment, or living in a fraternity or sorority, partying, and drinking wine or liquor are negative influences on students attitudes towards date rape. As with the results from the cross-tabulations, students who live off-campus or limit themselves to certain all-male living arrangements and peer group activity such as fraternity membership, as well as students who party and drink a lot are more likely to tolerate date rape. As indicated earlier, these results confirm many other studies (Abbey 1991; Sanday,

1990; Koss, 1987). These results indicate what in the college environment has a detrimental effect on students view of women overall and tolerance of aggression against women. These findings have implications for colleges in that these results target students who could benefit from educational and awareness programs about women, sexual aggression, violence overall, and alcohol and drug usage.

There are also certain experiences that are predictive of intolerance of date rape. For example, students who spend more time studying and being with friends, who performed volunteer work while in college, who had a part time job, and who had enrolled in a women's studies course become more intolerant of date rape. The finding of taking a women's studies course confirms the hypothesis that students taking women's studies courses will be more likely to oppose date rape, regardless of their gender (Hypothesis V). This may be due to a heightened awareness of date rape as an act of aggression rather than a sexual encounter. Students who are intolerant of date rape are more serious about their academic work, are interested in diversity, and accept adult responsibility in helping others. These findings, especially the impact of a diverse peer group, acceptance of responsibility for helping others, as well as exposure to certain classes, represent educational experiences that diminish "aggressive" attitudes as reflected in the tolerance of date rape.

In summary, students who continue to tolerate date rape after four years of college are more likely to be men, to believe that casual sex is acceptable, and to be interested in partying and in drinking. They also are more likely to hold traditional sex-role attitudes and they tend to live in fraternities. On the other hand, students who become less tolerant of date rape tend to be serious about their academic work, to do volunteer work, to spend time with friends in a non-party atmosphere, and to take women's studies courses. For colleges, the findings clearly indicate which experiences are more beneficial towards holding positive attitudes towards women, and for diminishing aggression especially in terms of sexual aggression towards women. Perhaps, colleges should be more watchful

over certain sub-groups on campus given their tendency to tolerate date rape. Perhaps these attitudes lead to actions such as committing violence against women, rape, and other behaviors that reflect hostility and negative attitudes towards women.

Male Sub-Sample

To explore differences between men and women with respect to changes in the level of tolerance of date rape overtime, separate regression analyses were conducted by gender. Twenty-one variables entered into the regression equation, accounting for only four percent of the variance. In the regression analysis using the male sub-sample, the pretest entered in positively and remained a strong predictor throughout. This again shows that students' attitudes about date rape are formed prior to college. Nonetheless, there are college experiences that have an impact on attitudes about date rape.

With respect to pre-college experiences including background characteristics and various beliefs, results indicate that men who partied in high school, who adhere to traditional (conservative) sex-role beliefs in that they believed that married women should not work outside the home, and who accept casual sex tended to tolerate date rape. On the other hand, men who rate themselves as highly cooperative and who spend a lot of time with their friends in non-party atmospheres tend to be more intolerant of date rape. However, the predictive strength of these variables dropped when other variables enter the equation. The effect of spending time frequently with friends prior to college is washed out when spending time frequently with friends during college enters the equation at step 17. Men who also respect women's right to choose abortion if and when needed are also intolerant of date rape. Perhaps the belief about a woman having control over her body goes hand and hand with the belief that men do not have the right to force sex on a woman.

Only two environmental variables entered the regression equation with significant weights. Attending a public university has a strong positive impact on male students'

Table 4.8. Predicting Male College Students' Date Rape Intolerance after Four Years of Exposure to College (n=3,042)

Step	Variable Name	Multiple R	Beta at Entry			Pretest	Beta After Controlling for			College Experience
			19	19	19		Inputs	College Environment	15	
1	view: man not entitled to sex	19	05	04	04	04	03	03	14***	
Inputs (student background characteristics)										
2	level of father's education	19	05	04	04	04	03	03	03	
3	attitudes/behaviors of student	21	-11	-09	-09	-09	-08	-08	-05***	
4	hours per week: partying	22	-10	-07	-07	-06	-06	-06	-06***	
5	view: married women should not work	22	-11	-05	-07	-08	-06	-06	-05**	
6	view: sex ok if two people like each other	23	07	04	05	05	04	04	02	
7	self rating: cooperation	23	-01	05	00	05	05	05	03	
8	hours per week: being with friends	23	-01	04	00	04	05	05	05*	
8	view: abortion should be legal	23	-01	04	00	04	05	05	05*	
Environments										
9	public university	24	03	04	04	04	08	08	07**	
10	% of undergraduate FTE: women	24	-03	-04	-03	-04	-04	-04	-03	
11	peer mean: Materialism and Status	24	-06	-05	-03	-03	-04	-04	-01	
Intermediate Outcomes (student experiences while in college)										
12	level of satisfaction: overall college exp.	26	11	11	11	11	11	11	09***	
13	hours per week: studying	28	12	08	11	10	08	08	08***	
14	served as residence assistant	28	09	06	08	07	06	06	04**	
15	drank wine or liquor	29	-10	-06	-09	-06	-07	-07	-06***	
16	held part time job on campus	29	09	05	08	07	06	06	05**	
17	hours per week: being with friends	30	02	05	03	05	03	03	09***	
18	hours per week: watching television	30	-11	-06	-09	-07	-06	-06	-05***	
19	hours per week: partying	30	-12	-06	-09	-06	-07	-07	-06*	
20	Nonsectarian 4-year colleges	31	02	-04	01	-01	-02	-02	-04*	
21	enrolled in women's studies course	31	04	04	04	05	04	04	04*	

Note: Decimals before numbers have been omitted. *denotes p level is (.05) and denotes that variable remains significant at the last step. **denotes variables that enter into regression equation at p level (.01). ***denotes variables that enter into regression equation at p level (.001). #the coefficients for any variable not yet in the equation shows the beta that variable would receive if it were entered into the equation at the next step.

intolerance of date rape. This finding suggests that there are aspects of a public university that promote intolerance of date rape in students' attitudes. Attending a non-sectarian (non-religious private four year college) college has a negative impact on male students' intolerance of date rape. This again may be due to the composition of the student body, which at Non-sectarian colleges tend to be more homogeneous than at public institutions. The variable non-sectarian college may have entered specifically rather than religiously affiliated private four year colleges because, perhaps, students at religiously-affiliated four year colleges are rape-intolerant due to either their own religious beliefs or because of the environment in such colleges. Premarital sex maybe prohibited, or violence condemned, or women may be treated with respect, or more awareness programs about violence and rape may exist at these campuses. In contrast, it is possible that students at non-religious four year colleges may not have religion influencing their attitude's about sexuality, women, aggression, and therefore rape. Both findings suggest the importance of investigating further the nature of these environments and their respective cultures in order to understand their differential impact on attitudes. Two other environmental variables entered the equation as predictors of tolerance among male college students but did not remain significant until the last step. The percentage of female undergraduates attending an institution is rendered insignificant at step 13 when studying frequently during college enters the equation. Similarly, attending a college where the student body comes from a high SES is rendered insignificant at step twelve when the variable of overall satisfaction with college enters the equation. Perhaps a student who is satisfied with college in general is well adjusted and can get along well with others, thus other factors such as the SES of the peer group no longer maintain an effect on the student's attitudes.

Male students who spent a great deal of partying, drinking wine/liquor, and watching television are tolerant of date rape. Again, this supports other studies' findings that partying, drinking, and isolation from peers influences male students' tolerance of date

rape. On the other hand, male students who are intolerant of date rape tend to spend time either studying or being with friends, serving as residential hall assistants, or working part time on- campus. Serving in leadership roles and working on campus provide opportunities for students to interact with other students, especially students who may be different in a variety of ways including with respect to beliefs and attitudes. Male students who enrolled in a women's studies class also show an increase in intolerance of date rape. This suggests the importance of curricular experiences that can increase students' awareness about women's issues. Students with an increased intolerance also tend to indicate satisfaction with their college experience.

Female Sub-Sample

Only seventeen variables entered into the regression equation for the female sub-sample that accounted for only three percent of the variance. This is the result of the high level of homogeneity among women with respect to attitudes about date rape (93 percent are intolerant of date rape).

The pretest is the strongest predictor of female students' attitudes about date rape and remains as strong even after the control of the significant variables. The ten background characteristics that enter into the regression account for almost all of the remaining variance. This indicates that the college experience for women has little impact on their attitudes towards date rape.

Three demographic characteristics enter negatively for women and are predictors of women's tolerance of date rape: being Puerto Rican, Native American or being Jewish. Perhaps these groups either accept more traditional sex-role attitudes or are more accepting of rape myths. Other indicators of tolerance of date rape are: believing that homosexuality should be illegal as should abortions, and believing that marijuana should be legal. These women seem to be more traditional in their sex-role attitudes but liberal about partying

Table 4.9: Predicting Female College Students' Date Rape Intolerance after Four Years of Exposure to College (n=4,425)

Step	Variable Name	Multiple R	r	Beta at Entry	Beta ^a After Controlling for		
					Pretest	College Environment	College Experience
1	view: man not entitled to sex	.09	.09	.09	.08	.08	.08***
Inputs (student background characteristics)							
<i>demographics of student</i>							
2	race: Puerto Rican	.11	-.07	-.06	-.06	-.06	-.06***
3	religion: Jewish	.11	-.04	-.04	-.05	-.05	-.05***
4	race: Native American	.12	-.03	-.03	-.03	-.03	-.03
<i>attitudes/behaviors of student</i>							
5	view: homosexuality should be illegal	.13	-.05	-.06	-.06	-.06	-.06***
6	self rating: academic	.14	.06	.05	.04	.03	.03***
7	self rating: popularity in general	.14	.05	.04	.04	.08	.08**
8	self rating: popularity with opposite sex	.15	-.01	-.06	-.00	-.04	-.04**
9	view: abortion should be legal	.15	-.03	-.04	-.02	-.03	-.03*
10	self rating: social self-confidence	.16	-.01	-.04	-.01	-.04	-.04*
11	hours per week: being with friends	.16	.03	.03	.03	.04	.03*
12	view: marijuana should be legal	.16	-.03	-.03	-.03	-.03	-.03*
Environments							
13	peer mean: Socio-Economic Status	.17	.07	.05	.06	.07	.07**
14	public university ^a	.17	.01	.04	.01	.05	.05**
Intermediate Outcomes (student experiences while in college)							
15	lived in private apartment (off campus)	.18	-.04	-.05	-.04	-.05	-.05**
16	hours per week: studying	.18	.05	.03	.05	.03	.03*
17	held part time job off campus	.18	-.08	.03	.00	.03	.03*

Note: Decimals before numbers have been omitted. *p Level is (.05) and denotes that variable remains significant at the first step. ** denotes variables that enter into regression equation at p level (.01). *** denotes variables that enter into regression equation at p level (.001). ^aThe coefficients for any variable not yet in the equation shows the beta that variable would receive if it were entered into the equation at the next step.

given their view about marijuana. Women who hold traditional sex-role attitudes, such as homosexuality should be illegal, also believe that abortions should be illegal. Women who tend to be more confident about their popularity with men and are more tolerant of date rape. However, women who are confident about their academic abilities and their overall popularity are intolerant of date rape. This may have something to do with how women perceive themselves in relationship to men as compared to their sense of self in general. Like the male students, female students who spent a lot of time with their friends, are more intolerant of date rape.

Less than one percent of the variance is accounted for by the college environment and college experiences. Two environmental characteristics entered as predictors of intolerance of date rape: attending a public university, which mirrors the results for the male sample, and attending a school where the SES of the students is high. As indicated earlier, both of these findings require further exploration. Only three intermediate outcomes entered, and one of them is a predictor of date rape tolerance among women. Women who live off-campus and in apartment of their own tend to be more tolerant of date rape, meaning that women who isolate themselves from campus and their peers are more tolerant of date rape. Women who spent a lot of time studying and women who hold part time jobs, on- or off-campus, tend to be intolerant of date rape.

Gender Comparison

The analyses by gender show that male and female college students are affected differently by their college environment and their experiences in college. There was very little overlap in the factors that contribute to tolerance of date rape for women and for men. The pre-test of being more tolerant of date rape has similar effects for both men and women in that students, regardless of gender, who enter college condoning date rape continue to condone it even after exposure to college. The only background characteristic that male and

female college students share in common that relates to their tolerance of date rape is not spending time with friends. Therefore, students, regardless of their gender, who isolate themselves are more likely to tolerate date rape. Attending a public university or attending an institution where the student body is from a higher SES influence both male and female college students in that they both became more intolerant when they attend such colleges.

The only experience during college that influences both male and female college students similarly is the amount of time they spend studying. Studious students, independent of gender, tend to be more intolerant of date rape. All in all, of all the variables that entered the two equations, only four variables were common to both genders. Thus suggesting that factors that influence men's attitudes and women's attitudes are different.

Conclusions and Summary

It was originally hypothesized that students' attitudes about date rape would change over the four year of college and that college would have an impact on student's attitudes about date rape. It was thought that students who belonged to certain sub-groups on campus and/or participated in certain activities during college would have a propensity towards being more tolerant of date rape; such as, male students overall (Hypothesis I), male students who drink alcohol frequently (Hypothesis II), students who adhere to traditional and conservative sex-role notions (Hypothesis III), and males who belong to certain all-male campus organizations like fraternities and sports teams (Hypothesis IV). Moreover, among college female students (Hypothesis I) and students who enrolled in women's studies courses (Hypothesis V) would be more intolerant of date rape.

Students' attitudes did change over the four years of college towards being more date rape intolerant. Some background characteristics were found to influence students' attitudes about date rape: gender, race, SES, and religion. However, some of the change in

attitudes did not occur simply as a result of natural maturation processes. Rather, findings indicate that the college experience has an overall liberalizing effect on students' attitudes towards date rape in that students' become more date rape intolerant. Strong predictors of being intolerant of date rape include: being female; attending a public university; possessing high academic self-esteem; enrolling in a women's studies course (Hypothesis V); working part-time either on- or off-campus; helping other students by tutoring them; being a student leader, such as being in student government or being a resident assistant; performing volunteer work; frequently intermingling with friends in a non-party atmosphere; and exploring diversity opportunities on campus. These students tend to be more involved with the college experience, have a diverse set of peer, engage in diversity and leadership experience, be more concerned with academics, and tend to help others. They also tend to be satisfied with college overall. Perhaps because these students are more involved in a variety of ways with both the campus setting itself as well as their peers, they are more respectful of others and are more open-minded about differences between people. Perhaps, the socializing effect of their peers and the overall college experience for these students teaches them to be more liberal and tolerant.

However, other distinct activities during college can reinforce or socialize a student to become more tolerant of date rape. Strong predictors of being date rape tolerant include: being male (Hypothesis I); belonging to certain all-male organizations such as fraternities, football teams, or basketball teams (Hypothesis IV); frequently engage in drinking alcohol and partying (Hypothesis II); adhering to traditional and conservative sex-role attitudes (Hypothesis III); possessing a tendency to isolate oneself from campus or diversity experiences, such as living off-campus, infrequently studying or engaging in discussions with peers, watching a lot of television, commuting; belonging to campus organizations that are more homogeneous like fraternities; believing that casual sex is acceptable; and believing that drugs such as marijuana should be legal. In general, these students are more

isolated from their peers and campus, surround themselves with peers that are like themselves, adhere to conservative sex-roles, have liberal notions about sexual activity and drugs, and often party and drink.

The two most potent predictors of attitudes towards date rape are one's attitudes regarding date rape prior to entering college and gender. If a student is male and/or tolerates date rape, then after college there is a tendency for that student to continue to tolerate date rape. If a student is female and/or intolerant of date rape, then after four years of college, there is a tendency for that student to continue to be intolerant of date rape. However, certain activities can reinforce a student's opinion or socialize students to change their views. The findings indicate that the nature of the students' peer group and the activities in which the student engages in with the peers can determine if a student is date rape tolerant or intolerant. Moreover, college has more of an impact on males' attitudes about date rape than women's attitudes about date rape.

The socializing effect of college on students' attitudes largely depends on the prior socialization. For example, women enter college strongly intolerant of date rape and remain intolerant of date rape four years after college. Whereas, men tolerate date rape more and even though there is a trend to become more intolerant of date rape over the four years of college, men still remain more tolerant of date rape after exposure to college. Women are socialized very early and repeatedly to beware of rape and know how to avoid rape. These notions about rape often tend to teach victim-blaming attitudes and rape myths as well as ways to curtail or limit behaviors in order to avoid rape: such as do not go out alone at night; do not go to a date's room; do not dress or act suggestively; do not drink.

Attitudes regarding rape and date rape revolve around how women and sexuality are perceived. Tolerance of date rape is intimately tied to how women are perceived, the acceptance of casual sex, the acceptance of rape myths, the adherence to conservative sex-roles, alcohol usage, and peers who reinforce women as commodities for sex.

The findings indicate that colleges are a socializing agent; therefore, colleges can make a conscious decision on how to combat date rape tolerance among their students. Specific recommendations for colleges based on these findings and findings reported in the next two chapters have implications for educational programs on rape awareness. These implications will be presented Chapter 7.

CHAPTER 5

INSTITUTIONAL POLICIES AND RESPONSES TO CAMPUS DATE RAPE: RESULTS AND DISCUSSION

In addition to the students' perspective about date rape, another determinant of the campus climate towards date rape is an institution's stance on sexual assault. Unlike the previous chapter which focused on college students' response to campus date rape, the central focus of this chapter is on the institutional response to campus date rape. In one of the few comprehensive studies on institutional response to campus sexual assault, Bohmer and Parrot (1992) found that policies inform and shape the college climate surrounding sexual violence as well as students' tolerance of sexual aggression. The institutional response to campus date rape involves two different aspects: first, the institution's policy regarding rape including procedures for reporting, handling, and adjudicating an attack; second, the administrators' attitudes and behaviors in implementing the institutional policy.

The higher education community through legislative mandate in 1991 had to acknowledge the seriousness and magnitude of the problem of campus date rape. This federal legislation was proposed by Congressman Ramstad who noticed that many victims of campus sexual violence had been pressured by the institution not to report the attack, had been treated improperly by administrators and campus security, and had been misinformed about their civil rights by "campus officials who were either misinformed or acting with the college's best interest in mind rather than the victim's" (Bohmer and Parrot, 1992). The Ramstad Amendment to the Higher Education Act of 1992 became Public Law 102-325 on July 23, 1992 when President Bush signed the bill (Bohmer and Parrot, 1992). Public Law 102-325 requires institutions of higher education to create and disseminate an explicit campus sexual assault policy, which must describe the institution's rape awareness, education and prevention programs as well as the institution's procedures for handling

campus rape. The Ramstad Amendment explicitly details what an institution's policy must include in order to comply with the law: a clear statement censuring all forms of campus sexual assault; prevention and educational programs with clear demarcations between the differences between all forms of rape (including stranger, acquaintance, date, marital, and family rape and other forms of sexual misconduct); a clear statement of sanctions for such offenses; equal opportunities of support and adjudication hearing for both parties (victim and alleged perpetrator); a clear statement of procedures for victims to follow in the event of a rape; a clear list of people and services on campus and off campus that a victim can contact for help after an attack; a clear list of campus officials and campus authorities that can be informed and who can handle the investigation; a clear statement that students have the option to change their academic and/or living arrangements and the institution must assist students should they choose this option.

The Higher Education Amendments Act of 1992 also contains the 1991 Campus Sexual Assault Victims Bill of Rights which ensures that victims are afforded their due rights and are treated accordingly. By this federal mandate, victims have the right to: have a rape investigated by criminal and civil authorities; choose whether or not to report the attack without being pressured; have the same representation and support in campus adjudication proceedings as the perpetrator(s); have medical evidence collected; be informed of any laws (state or federal) where the alleged perpetrator(s) can be tested for sexually transmitted diseases; have access to campus psychological and/or victims' support services; be provided housing that ensures no contact with the alleged perpetrator(s); be on a college campus that is free from sexually intimidating circumstances (Bohmer and Parrot, 1992, page 260). These provisions are proposed in order to ensure that victims of sexual assault are treated fairly by campus authorities and are willingly given all the aid that the college has available.

Since July 1992 all higher education institutions were asked to have a clear policy statement that details how the institution responds to cases of campus sexual assault and how a victim should proceed with seeking help and reporting an attack to campus officials. In this study, I hypothesized that policies which appear protective of alleged perpetrators and insensitive to victims who attempt to report a sexual assault were created by administrators who hold attitudes that condone date rape (Hypothesis VI). In their study of institutional policies regarding campus sexual assault, Bohmer and Parrot (1992) found that college policies often reflect the attitudes of the administrators who created those policies. In contrast to institutions that protect alleged perpetrators, it was further hypothesized that institutions which actively and frequently offer educational and prevention programs and participate in interventions which aid and support victims will have policies that are supportive of the victims who come forward to report an attack and to seek redress (Hypothesis VI).

To analyze the institutional response to campus date rape, two approaches were utilized. First, a content analysis was conducted of 58 institutional policies regarding campus sexual assault. The first portion of this chapter focuses on reviewing these 58 policies. Second, a case study of a large public research university was conducted, which involved a content analysis of documents regarding its campus policy on sexual assault as well as interviews with key administrators responsible for either implementing the policies or helping rape victims on campus. The second half of this chapter presents the findings of the case study.

Evaluating Institutional Policies Regarding Campus Sexual Assault

The sample of 76 institutions utilized in the analysis with students presented and discussed in Chapter 4, were surveyed about their policies and procedures regarding campus date rape.

Table 5.1: Sample of Institutions Surveyed Regarding Rape Policies by Institutional Type

INSTITUTIONAL TYPE	NUMBER OF	
	STUDENTS	INSTITUTIONS
public universities	n= 743	n= 1
private universities	n=3,261	n= 9
public four year colleges	n= 676	n= 4
Non-sectarian private four year colleges	n=1,662	n=18
Catholic private four year colleges	n=2,278	n=27
Protestant private four year colleges	n=1,218	n=16
Historically Black Colleges	n= 39	n= 1
TOTALS	n=9,877	n=76

Note: These are the same institutions that participated in the Freshman Annual Survey that yielded the data on students' attitudes about date rape.

The survey consisted of nine open-ended questions regarding the institution's policies about sexual aggression, formal and informal procedures for handling rape cases, and educational programs for rape awareness (see Appendix D for survey). The letter accompanying the survey also requested any printed materials about the institution's policies and procedures regarding rape that were available for public viewing. Data were collected between August 1995 and October 1995. There were two follow-ups to the original mailing. The surveys were mailed roughly three weeks apart. At the beginning of November 1995, a follow-up phone call was placed to each of the institutions that still had not responded to the survey. From the first mailing, twenty-seven institutions responded to the survey which yielded a return of 36 percent. From the second mailing, another sixteen institutions responded to the survey which is a return of another 21 percent. From the third mailing, eleven institutions responded to the survey which yielded an additional 15 percent. From the follow-up phone calls, an additional five institutions returned the survey which added another seven percent to the response rate. Out of these 76 institutions, a total of 58 institutions responded (76 percent response rate). Table 5.2 summarizes the response rates by institutional type. For simplicity and confidentiality, institutions are simply referred to by their institutional type (e.g., Catholic four year college or private university).

Table 5.2: Respondents to Survey Regarding Rape Policies by Institutional Type

INSTITUTIONAL TYPE	NUMBER OF INSTITUTIONS		PERCENT RESPONDED
	SURVEYED	RESPONDED	
public universities	n= 1	n= 1	100%
private universities	n= 9	n= 6	66
public four year colleges	n= 4	n= 3	75
Non-sectarian private four year colleges	n=18	n=13	72
Catholic private four year colleges	n=27	n=22	82
Protestant private four year colleges	n=16	n=13	81
Historically Black Colleges	n= 1	n= 0	0
TOTALS	n=76	n=58	76%

The majority of returned surveys came from Catholic and Protestant four year colleges. This may be simply a function of having more Catholic and Protestant four year colleges in the sample than any other type of institution. On the other hand, this may be a result of Catholic and Protestant four year colleges recognizing the seriousness of the issue of campus sexual assault thus having clear and explicit policies which reflect their concern regarding this issue, and their willingness to share their policies.

The majority of the responding administrators were concentrated in student affairs: 40 percent of the respondents were dean of students; 17 percent of the respondents were vice presidents of student development; 10 percent of the respondents were vice presidents of student affairs; 9 percent of the respondents were vice presidents of student life; another 5 percent of the respondents were vice presidents of student services. Nine percent of the respondents were college counselors. Five percent of the respondents were associated with campus housing or residential life. Three percent of the respondents were associated with legal or judicial affairs. One respondent was the vice president of mission and ministry and another respondent was the coordinator of campus security and sexuality education. The majority (seventy percent) of the respondents were women. The high proportion of female respondents reflects the fact that women tend to be in student affairs and in counseling positions more often than in other administrative posts (Chamberlain, 1988, page 319).

The female respondents tended to answer the survey questions in more detail and provide more materials on their institutions' policies than did the male respondents. The gender differences in the length and detail of the answers may reflect the differences between how men and women respond to surveys in general, or they may reflect that more women are concerned and or may have more understanding and knowledge of the issue. The results of the data do not provide information that can enlighten us on this issue.

As an analytic strategy to review the documents and surveys, content analysis was used (Marshall and Rossman, 1995). This approach allowed the systematic examination of the data for discernible patterns and for "an objective and quantitative description" of the policies and procedures regarding campus sexual assault (Marshall and Rossman, 1995, page 85). The analyses were done using a number of dimensions, such as: the existence of a policy; the language of the policy; the definition of rape/sexual assault the policy adopts; where can rape victims seek help; and so forth. The dimensions chosen represent proxies for the mandated elements a college policy on campus sexual assault must include according to the Ramstad Amendment.

Institutional Policies Regarding Campus Sexual Assault

Even though Public Law 102-325, or the Higher Education Amendments Act of 1992, mandates all institutions to have policies about campus sexual aggression, seven (12 percent) reported that they had no policy regarding sexual assault. Four of the seven schools offered explanations for their lack of policy. One of the schools reported not taking a stand regarding sexual assault or rape because they are an all-women's college; instead, campus officials refer any of their students who are assaulted to the local police or the campus authorities at the alleged perpetrator's college. Perhaps this school and/or its administrators believe that since they do not have to deal with the perpetrators, a policy and stance regarding sexual assault is unnecessary. Contradicting this notion, however, is that

another all-women's school in the sample does have a detailed policy which condemns any form of sexual assault. Another of the schools which lacks a policy regarding sexual assault reported the lack of policy due to being a commuter school with no residential students. By 1997 the school anticipates to have residential students and believes that they will have a policy regarding sexual assault in place by that time. Two other schools with no policy reported to having a policy regarding sexual harassment but not sexual assault. The remaining three schools without policies did not offer any explanation for their lack of policy regarding sexual assault.

In sharp contrast to the schools without a policy regarding campus sexual assault, five schools specifically mention that their policy statements are in place in order "to comply with the Crime Act and Campus Security Act Amendment of 1992," better known as the Higher Education Amendments Act of 1992 or the Ramstad Amendments of 1992. An additional nine schools (sixteen percent of the sample) specifically mention the Victims' Bill of Rights which is part of this federal law, while three of these schools emphasize that their first priority is to aid the victim. It should be noted that all of the schools that make a point to explicitly comply with the federal law are either Catholic or Protestant four year colleges. It seems that religiously affiliated private colleges are either concerned with adhering to the federal law or are concerned about the victims of sexual assault. While the motivation is unclear, what is important is that victims of sexual assault at these schools can only benefit from these explicit policies.

Eight of the schools have a broad policy which combines both sexual harassment and sexual assault. According to Bohmer and Parrot (1992), because sexual harassment covers situations of an abuse of power by one person over another, sexual assault does not always mesh well with policies on sexual harassment, although, after a sexual assault a perpetrator may continue to intimidate the victim by stalking or harassing them (Warshaw, 1995 and 1988). Different protocols and procedures for handling a sexual assault case than

for a case of sexual harassment are warranted because they represent different situations of abuse. For example, most cases of date or acquaintance rape take place between students whereas situations of sexual harassment usually take place between a person with institutional power (such as a teaching assistant, professor or administrator) and a person without power (such as a student) (Dey, Korn, Sax, 1996). Also a victim of a sexual assault needs different types of help than does the victim of sexual harassment, especially because sexual assault is often a more violent and intrusive crime than is sexual harassment (Warshaw, 1988 and 1994). Moreover, as Bohmer and Parrot (1992) contend, that when sexual assault and sexual harassment policies are combined, it is not easy for a victim of sexual assault to find the necessary information for help because it is buried or hidden under other information in the policy manual or student handbook.

Another sixteen percent of the institutions have no explicit policy statement; instead, they have a brief statement regarding sexual assault tucked under a section that is concerned with other violations of the code of conduct for students. For most of these schools, the information on rape is located in a section of possible violations. And commonly, "sexual abuse" is found under the violation of "assault." This is another way to bury the information regarding rape that a student needs to know if they have been sexually attacked.

Burying information on sexual assault by either lumping it with a sexual harassment policy or placing it under violations of the student conduct code does not facilitate easy access to the information by students. This may prevent the victim from seeking help or for reporting it. It may further hurt a victim because they may believe the college will not take their case seriously. These types of non-explicit policies may send the message that the school does not consider campus sexual assault an important enough issue to address directly. It also may send the message that the school wants to "hide" the issue and downplay it by not making the information readily available. Students at these institutions

may interpret this lack of information as a sign that the school will not take a strong stand against anyone who commits a sexual assault. In turn, this possible interpretation by the students may encourage students to condone sexual assault, or perhaps, for some, even commit sexual assault because they believe the college will not punish such actions. By not having a clearly stated policy about campus sexual assault, the college may be creating a climate where rape is either trivialized or tolerated and even can flourish (Bohmer and Parrot, 1992). Moreover, victims may be too intimidated to come forward, to seek help, or to report an attack if they perceive that the college on some level condones or tolerates sexual assault.

Four schools, or seven percent, of the sample report that their policies were in the process of revision and updating to include protocols that specifically handle all forms of rape, especially acquaintance rape. These schools reported that they felt their policies and procedures, which were written in the early 1980's, were no longer effective in dealing with the problem today. When these policies were originally created, the notion of acquaintance and date rape were not labeled as such, let alone spoken about openly; therefore, the policies handled only rapes or sexual offenses perpetrated by attackers unknown to the victims (stranger rape).

The remaining thirty-three schools have explicitly stated policies that clearly delineate the college's stand regarding sexual assault. However, it should be noted that the policies label rape in a variety of ways: an institution may refer to forced/unwanted sexual intercourse and activity as "rape," "non-consensual intercourse," "sexual assault," "sexual misconduct," "sexual abuse," or "sexual offense." Sixteen percent, or nine of the colleges simply state that sexual assault is not to be tolerated. The other 33 schools not only have an explicit policy statement condemning sexual assault, they report their rationale for their stand regarding sexual assault, such as: rape is against the law; rape is a serious issue (on college campuses); or rape is against the basic mission and principles of the college. From

the data reported above, six clear categories of policies emerge: schools without policies; schools without explicit policy statements; policies which simply state the school will not tolerate rape; policies that are rape-intolerant because is against the law; policies that are rape-intolerant because it is a serious issue; and, policies that are rape-intolerant because it is immoral and unethical. Table 5.3 summarizes the types of policies that emerged from the data.

Table 5.3: Summary of Typologies of Policies

TYPE OF POLICY	NUMBER OF INSTITUTIONS	PERCENT OF INSTITUTIONS
No Policy	7	12
No Explicit Policy Statement	9	16
A Policy Stating Date Rape Will Not Be Tolerated (no elaboration)	9	16
A Policy Stating Date Rape Will Not Be Tolerated Because:		
•It Is Against The Law	5	8
•It Is A Serious Issue	7	12
•It Is Against College Mission	21	36

The nine schools whose policies simply state that sexual assault will not be tolerated are very explicit about it. For example, “sexual assault is not acceptable and will not be tolerated” or “the college will not tolerate any type of sexual assault; sexual assault is considered to be the most serious violation of the code of conduct.” Some examples of schools that invoke the law are: “forcible or non-forcible sex offenses are prohibited by state and federal law and by the policy of the [college]” or “sexual assault may include, but it not limited to rape, sexual abuse, sodomy (non-consensual), and sexual misconduct as defined by state law; sexual assault is prohibited.” Seven schools state that sexual assault will not be tolerated because it is a serious issue. Such policy statements phrased their intolerance of sexual assault in the following manner: “[this institution] recognizes sexual offense is a serious issue” or “statistics indicate that one in four women will be raped in

their lifetimes, and that often a rape will be perpetrated by an acquaintance; the college is deeply concerned about any incidents of sexual assault.” According to the classifications created by Bohmer and Parrot (1992), the schools that recognize and declare rape as a serious issue on their campus are labeled “concerned schools” (page 129).

Unlike the “concerned schools,” institutions that declare the prohibition of sexual assault based on ethical and moral foundations, are labeled by Bohmer and Parrot (1992) as “ethical schools” (page 125). Twenty-one schools in the sample state that sexual assault will not be tolerated because it is against the mission, principles, ethics, and philosophies of the school. For example:

Sexual assault is contrary to the most basic principles and philosophies [of the college] and is a criminal offense.

The college affirms respect, responsibility, and caring between students. Sexual misconduct on the part of the students is clearly inconsistent with college values and is a violation of the student conduct code, as well as state and federal laws.

Sexual harassment and assault destroy human dignity, undermine the integrity of an academic community and constitute a failure of ethical and professional behavior. Therefore, the college will not tolerate any form of sexual harassment or assault.

The college is committed to the maintenance of an environment which is supportive of its primary educational mission. The college will not tolerate sexual offenses such as rape, sexual abuse, sexual harassment, or other forms of non-consensual sexual activity.

Three institutions indicate that they are rape intolerant due to the prohibition of premarital sex on religious principles, and another four based their intolerance on ethical grounds; they specifically mentioned other specific religious principles and values to justify their stance. In general Catholic, Protestant and religiously-affiliated private universities tend to be rape-intolerant due to ethical principles and their college’s mission. These schools also tend to have the most explicit and complete statements against sexual assault. The more explicit the policy, the easier it is for a victim to find appropriate help on campus should a victim choose to use it (Bohmer and Parrot, 1992).

How the Policies Define Rape/Sexual Assault

To ensure that students and administrators understand exactly what sexual assault and/or rape entails, policies should clearly define the behaviors that comprise it. Twelve schools, or 21 percent of the sample do not define what sexual assault means; half of these schools are religiously affiliated. It seems incongruous that while Catholic and Protestant colleges seemingly have the most explicitly rape-intolerant policies, that so many in the sample lack a clear definition of rape.

The lack of a clear definition may lead to confusion as to what it is not only for students but for administrators as well. The remaining forty-six schools in the sample define it in a variety of ways. Some definitions delineate several behaviors as sexual assault actions. Table 5.4 provides some examples of some of the definitions of sexual assault and/or rape included in the institutional policies.

Table 5.4: Type of Definitions Institutions Utilize in Campus Sexual Assault Policies

TYPE OF DEFINITION	SCHOOLS USING DEFINITION	
	NUMBER	PERCENT
Mentions both Acquaintance and Stranger Rape	19	33
Rape is non-consensual sexual activity including:		
•forced sexual intercourse	25	43
•forced oral copulation/sex	5	7
•forced sodomy/anal sex	7	12
•forced penetration by foreign object	6	10
Entails a lack of consent:	20	35
•Rape involves a lack of consent if victim is incapacitated	11	19
•Rape is involves a lack of consent, and a failure to resist does not equal consent	5	7
•Going to their place or parking does not equal consent	1	2
•Even if behavior leads you to think your date wants to have sex, sex without consent is rape	1	2
Rape is not excused by:		
•The use of drugs and/or alcohol	16	28
•A current or previous dating relationship	2	4

Only six schools in the sample (ten percent) explicitly state that “no” means “no.” Only sixteen percent of the schools mention that rape is against the law or a felony. This is problematic because students need to know that rape is a crime punishable through the criminal, civil and/or campus justice systems. Many schools, 43 percent of the sample, consider rape or sexual assault to be forced or non-consensual sexual activity, including but not limited to sexual intercourse. However, two schools omit any overt references to “sex,” and instead frame sexual assault as “unwanted or forced carnal knowledge;” both of these schools are private universities which are religiously affiliated.

Only 19 schools, or one third of the sample, differentiate between stranger and acquaintance rape, and of these, two religiously affiliated institutions emphasize that acquaintance/date rape is as serious as stranger rape. A Catholic four year college that distinguishes between the various forms of rape, states that “sexual assault equals stranger rape, acquaintance/date rape, marital rape, same-sex rape, child sexual abuse, and incest.”

Only four schools define rape as a non-sexual act: “sexual assault is an act of sexual coercion, aggression, and violence.” It is difficult to convey the notion that rape is not about sex, but is based in power, domination, humiliation, anger and aggression where sex becomes the central weapon (Brownmiller, 1975); therefore, it is possible that many schools omit trying to explain this aspect of rape even though that is the root of rape. This is unfortunate since many students and administrators are confused about the sexual aspect involved in rape. While sex is involved, the difference is that sexual activity in rape is used in a forced, non-consensual and often brutal way. Only one school reminds the survivor that the attack “is not your fault” (a Catholic four year college). The lack of a statement absolving a victim of blame is problematic because most rape victims blame themselves for the assault and need constant reassurances that it is not their fault (Koss and Harvey, 1993; Warshaw, 1994 and 1988, Matsakis, 1994). This self-blame can often keep victims silent

about the attack and prevent them from seeking help or reporting it (Koss and Harvey, 1993; Warshaw, 1994 and 1988). Rape victims also can fear that if they do attempt to report an attack, they will be blamed. Only four schools acknowledge that men can be victims of rape as well as women. Rape can occur to anyone, anywhere, any time (Brownmiller, 1975): without acknowledging this aspect, victims may not know that men can be raped, and that women regardless of age, appearance, or level of attractiveness can be victims of rape.

Only five schools provide examples of sexual assault. By providing such examples, the ambiguity surrounding what behaviors constitute sexual assault is lessened. Such an example is provided by the schools definition of sexual assault:

Conduct may be considered sexual assault even if:

- the attacker is someone known to the victim/survivor
- the assault happens on a date
- the individuals have engaged in sexual [activity] prior to the assault
- the individuals have had consensual intercourse in the past
- the individuals are married
- the individuals are under the influence of alcohol or other drugs
- there was no weapon used
- there was no evidence of a struggle or resistance
- there were no witnesses.

Examples of how and where an attack can occur helps both students and administrators understand what sexual assault involves and thus lessen the ambiguity and myths surrounding sexual assault.

Because nineteen percent of the sample base their definitions on state codes, the differences in definitions may be due to differences in state codes regarding rape. Differences in definitions also may be attributed to different concepts of rape held by the creators of the policies.

Where Victims Can Seek Help On Campus After An Attack

According to the stipulations of the Higher Education Amendments Act of 1992, policies regarding campus sexual assault should include a list of locations where a victim of

sexual assault can go for medical help and counseling. Also they need to indicate who on campus is responsible to provide the victim with necessary help. Almost all institutions comply with this portion of the Higher Education Amendments Act of 1992, and have multiple sites where a victim can seek help after an attack. Catholic and Protestant four year colleges list the most sites, whereas Non-sectarian colleges list fewer sites and public institutions list the least number of sites available to help victims of rape/sexual assault. There were twenty-seven different types of sites for help listed among the respondents. Seven sites for help emerged as the most often listed ones (see Table 5.5).

Table 5.5: Where Victims of Sexual Assault can Receive Help on Campus

SITE ON CAMPUS TO GET HELP	SCHOOLS WHICH LIST THE SITE	
	NUMBER	PERCENT
Campus Counseling Center	43	74
Campus Health/Medical Center	37	64
Campus Police/Security/Safety Department	35	60
Campus Residential Life Office	30	52
Campus Life or Student Affairs Office	23	40
Dean of Students Office	16	28
Campus Ministry	16	28

Other options which schools listed include: any faculty, staff, dean, or friend; campus women's or wellness center; equal opportunity officer; Title IX officer or affirmative action officer; legal or judicial affairs advisor; the Ombuds office; a local rape treatment center; a local hospital; the local police; or a rape hot-line.

Even though options and services are available, their availability does not necessarily ensure that the victim will come forward and seek help for a number of reasons: s/he may be too afraid or intimidated, s/he may fear being blamed by campus officials, s/he

may not understand that the incident is actually rape, s/he may blame herself; or, s/he may be too ashamed and humiliated to seek help.

An immensely helpful approach for victims is to have a campus advocacy program in place. These programs tend to be highly publicized and visible and are available twenty-four hours a day. Nine schools (sixteen percent) of the sample, offer Advocacy Programs. The advocacy programs are comprised of trained advocates (students, teachers, administrators, and other staff) that advise and help a survivor step-by-step on how to deal with a sexual assault as s/he moves through the college or externally. Some Advocacy programs also provide advise to the alleged perpetrators. A Catholic four year college in the sample describes the duties of the advocates as follows:

- listen and provide emotional support (but not on-going counseling)
- inform the victim of available medical, legal, academic, and psychological resources
- provide assistance in seeking available medical, legal, academic and psychological resources
- inform the victim of options for recourse including mediation, the campus judicial system, and the criminal justice system. Advocates will also discuss the possible consequences of any actions taken in seeking redress
- assist the victim in making decisions about how to proceed
- advocates will advise victim as to what points and to what extent in the system confidentiality or anonymity can and cannot be maintained
- inform both parties that they cannot discuss the incident in a manner which is injurious to the other
- serve as a support for the parties in any campus, criminal, or civil proceedings
- provide academic, work-related [and living arrangement] advocacy, ... such as writ[ing] supportive letters to campus professors, department chairs, and division chairs.

The advocates not only can advise victims about their options and the process, but can also treat them with understanding and caring that lessens the feelings of being overwhelmed about the experience and the process of reporting.

Where Victims Can Report An Attack On Campus

Another stipulation of the Higher Education Amendments Act of 1992 is that institutional policies regarding campus sexual assault detail where a victim can report an incident of sexual assault/rape. As with the campus sites for aiding a rape victim, there are multiple places where a rape victim can report an attack. Catholic four year colleges provide more sites to report an assault than public institutions; and, their policies are clearer about the reporting sites than their public counterparts. Protestant four year colleges have a smaller number of sites that take reports of campus sexual assault, and they usually refer the victim immediately to the campus police or to the office of dean of students. Table 5.6 summarizes the top seven campus sites listed in the policy documents.

Table 5.6: Sites on Campus Where Rape Victims Can Report a Sexual Assault/Rape

SITE TO REPORT A SEXUAL ASSAULT	SCHOOLS WHICH LIST THE SITE	
	NUMBER	PERCENT
Campus Police/Security/Safety Department	44	76
Campus Counseling Center	24	41
Campus Life or Student Affairs Office	23	40
Residential Life/Housing Office	22	38
Dean of Students Office	18	31
Campus Health/Medical Services	15	26
Local Police Department	11	19

Other locales listed in policies where victims can report an attack include: the campus Ministry or Chaplain; an Advocate; the campus Women's or Wellness Center; any staff, administrator, or dean; academic affairs office; enrollment services; office of external affairs; office of student conduct; office of judicial/legal affairs; equal opportunity or affirmative action officer; local hospital; local rape treatment center; local rape hot-line; local district attorney's office.

The same reasons listed earlier for not seeking help also apply to not reporting an assault. Advocacy programs or anonymous access to reporting forms can lessen students' fears about reporting a sexual assault.

Who Handles Rape Reports/Cases On Campus

Another provision of the Higher Education Amendments Act of 1992 is that campus policies regarding sexual assault should list who is ultimately responsible in handling reports and cases of sexual assault. Unlike the number of places to seek help or to report an attack, the responsible sites for handling a rape report and/or case narrows down to a few sites. Table 5.7 summarizes the most commonly listed sites for handling cases of campus sexual assault.

Table 5.7: Sites on Campus For Handling Rape Reports and/or Cases

SITE FOR HANDLING RAPE CASES	SCHOOLS THAT LIST THE SITE	
	NUMBER	PERCENT
Campus Police/Security/Safety Department	28	48
Campus Life or Student Affairs Office	20	35
Dean of Students Office	19	33
Campus Judicial System/Hearing Board	12	21
Residential Life/Housing Office	10	17
Campus Counseling Services	8	14
Local Police Department	7	12
Campus Health/Medical Services	6	10

Regardless of institutional type, the primary units on campus to handle cases of sexual assault are the campus police and either campus life/student affairs officials or dean of students officials. If an attack took place in the campus dorms, then residential life unit becomes involved as well. If the victim chooses to seek campus redress, then a campus hearing board may be convened. If the campus lacks mechanisms to handle rape cases,

then local police are called to handle the campus sexual assault cases. If the victim has made a report to a site that does not directly handle cases they are then sent to the primary unit(s)/administrator(s) that handles the case and must tell the story of the attack again -- possibly several times. This multiple-site guidance/reporting process often becomes problematic because the victim must relive the experience every time s/he retells of the incident which furthers the trauma of the incident (Bohmer and Parrot, 1992; Koss and Harvey, 1993; Warshaw 1994 and 1988; Matsakis, 1994; Ledray, 1992).

Informal Procedures for Handling/Resolving Rape Cases On Campus

After a rape case is reported there are many avenues a victim and institution can explore to seek redress and resolution of the case. Many institutions attempt informal resolution procedures before moving on to a formal resolution procedure. A Non-sectarian four year college, reported that informal measures "have been used successfully on several occasions." However, not all schools condone the use of informal procedures: a private university reported that "it is [the hope of the institution] that no member of the college community follows informal procedures."

Some of the more popular informal methods of resolution include: anonymous reporting (four schools); change in academic arrangements (four schools); change in living arrangements (five schools); change in work arrangements; counseling for the victim (sixteen schools); and/or medical attention for the victim. One of the most popular form of informal resolutions is mediation; over 12 percent of the sample list the use of mediation. Mediation "involves both parties meeting and negotiating a mutually agreed upon resolution" (a Catholic four year college). If the mediation is unsuccessful, formal procedures, such as a formal adjudication hearing, are followed.

Formal Procedures for Handling/Resolving Rape Cases On Campus

The Ramstad Amendments to the Higher Education Act of 1992 states that policies for campus sexual assault should explain the “procedures for on-campus disciplinary action” (Bohmer and Parrot, 1992, page 215). The protocol for handling a case of campus sexual assault should be clearly written in the institution’s policy as well as ensure swiftness and confidentiality. Campus hearing boards were originally created to handle violations of the student conduct code such as cheating or fights at on-campus parties. However, with the increase of openness regarding campus sexual assault, as well as sexual harassment, these hearing boards now have expanded their functions to handle these other situations that have now become violations of the student conduct code.

Because formal rules of evidence do not apply for college adjudication mechanisms, colleges can not seek to find an accused student guilty of sexual assault. Instead, they charge the accused student with violations of the student conduct code. The student code of conduct operates as a contract between the student and the college. If the student is found in violation of the code, then they have broken the contract; therefore, the college can then punish student accordingly. This avoids having to judge the guilt or innocence of the accused student, yet can still punish the student if the adjudicator(s) find the student in violation of the campus code of conduct.

One of the most striking differences between the procedures for adjudicating cases of sexual assault is that public institutions have procedures and protocols that are much more grounded in the law and sound more legal than the procedure and protocols from private, especially religiously affiliated, institutions. Another difference that emerged from the data is that there are nine different categories of procedures independent of institutional type. Table 5.8 summarizes the nine different types of protocols/procedures for on-campus disciplinary action in cases of sexual assault that emerged from the data.

Table 5.8: Types of Protocols for On-Campus Disciplinary Action in Rape Cases

TYPE OF PROCESS	NUMBER OF INSTITUTIONS	PERCENT OF INSTITUTIONS
No Adjudication Process	4	7
No Adjudication Process: Sent To Local Police	3	5
Campus Disciplinary Process:		
•No Elaboration	13	22
•Heavy Emphasis On Review Process Without Description Of Judicial Hearing Board	10	17
•Detailed Adjudication Process	11	17
•Detailed Adjudication Process: But Victim Is Punished If Wrongfully Accused Perpetrator	3	5
Special Sexual Assault Hearing Board	5	9
No Hearing Board/ Administrator Decides Outcome	4	7
Hearing Board Optional/ Administrator May Decide Outcome	2	4

Four schools have no protocols for handling and resolving cases of campus sexual assault and offer no explanations for this void in their policies. Out of the three schools that refer their rape victims to the local police, two are women's colleges. Since women's colleges do not have jurisdiction over the alleged perpetrators, perhaps they believe the only recourse a victim may find is through the criminal justice system. Twenty-two percent of the sample have policies that only make passing references to the adjudication process. Seventeen percent of the sample has a clear policy statement that includes clear protocols for handling and resolving cases of sexual assault; however, these protocols emphasize the pre-hearing phase and provide little information on the hearing phase itself. Nineteen percent of the sample has a policy statement that includes descriptions of the adjudication process. These procedures include: timelines for both the pre-hearing phase and the

hearing phase; detailed explanations of the hearing and post-hearing processes; and explicitly stated possible sanctions.

Another three schools, which also have explicit adjudication procedures add a component to their policies that allows the institution to punish a victim if s/he is found to have wrongfully accused the alleged perpetrator. Perhaps these three schools feel it is necessary to alert students that false claims of rape will not be tolerated. According to Bohmer and Parrot's typology (1992) of policies regarding campus sexual assault, schools with such caveats are "victim-blamers." This type of stipulation can deter victims from reporting and seeking redress because they do not want to be blamed or punished further for the rape. Bohmer and Parrot contend that this type of attitude inserted into a policy regarding campus sexual assault only serves to perpetuate the myth that a woman may lie about rape and may "put herself through the mental anguish and demoralization of a campus hearing just to be vindictive" (1992, page 188). This attitude "clearly indicates a lack of understanding of the traumatic effects of the entire judicial process on the victim" (Bohmer and Parrot, 1992, page 188).

If a victim decides to seek redress through the campus disciplinary system, a hearing board is not always convened. Some colleges in the sample, especially Catholic four year colleges, handle a case very quickly by having one administrator hear and decide the outcome of the case. According to a Catholic four year college in the sample, "if after a conference with the victim and then with the accused student, the Dean or his/her designee is convinced of the guilt of the student, sanctions then [are] applied." Four institutions in the sample explicitly state this option. Two other schools in the sample state this is an option that can be chosen over a hearing board by an accused student.

If the college does have a disciplinary hearing to adjudicate cases of sexual assault, the college must maintain an accused student's right to Due Process. According to the United States Constitution, every accused person is afforded the right to a fair trial, and is

innocent until proven guilty. While nine schools (sixteen percent) in the sample explicitly state the victims rights to some degree, many more (thirty percent) explicitly state the rights of the accused. The emphasis on due process for the accused is especially present in the policies of public institutions. The emphasis on the due process for the accused helps to eliminate any civil suits against the college by the accused if he/she feels her civil rights have been violated. However, with this emphasis on due process for the accused by institutions, colleges appear to be more concerned about the accused than about the victim.

The compositions of hearing boards vary. Two colleges in the sample have hearing boards that are solely comprised of students. According to Bohmer and Parrot (1992) it is dangerous to have only students on hearing boards because the students tend to be more lenient with their fellow students. Five schools have a hearing board comprised of students, administrators, and faculty; with this composition, students are still tried by their peers but the hearing board has an element of more neutrality with faculty and administrators serving on it. Six schools have hearing boards solely comprised by administrators and no students are involved in the process.

Five schools deliberately train and educate the members of their hearing boards about the nature of sexual assault. It is not clear from the other policies as to whether their board members receive any training about the nature of sexual assault. If education about sexual assault is not provided for board members there may be a need to have an expert witness that can testify about the nature and impact of rape on its victims. It is important to introduce evidence regarding the amount of "time, energy, and emotional stamina" the victim invests during a case in order to educate the hearing board (Bohmer and Parrot, 1992, page 188).

One of the most traumatic and frightening aspects of the adjudication process for a rape victim is when the case reaches the hearing phase and the accused has the right to confront the victim (Bohmer and Parrot, 1992; Koss and Harvey, 1993; Warshaw, 1995

and 1988). Four schools offer some alternatives to the direct confrontation between victim and accused; these alternatives preserve the right to due process for the accused but protects the victim from having to be confronted by her attacker. These alternatives include: the use of videotaped or audiotaped testimony by either or both parties; the use of a privacy screen; a separate room for the parties that are connected via video and audio links; for questioning to be conducted by the board.

In specific accordance with the Ramstad Amendment, fifteen schools (twenty-six percent of the sample) explicitly mention that the case will be handled “swiftly.” Moreover, fifteen schools (twenty-six percent of the sample) explicitly state that the college will make all possible efforts to maintain confidentiality.

Types Of Rape Educational/Awareness Programs about Rape On Campus

According to the literature, having an explicit policy regarding campus sexual assault is necessary, but alone it will not help increase reporting and adjudication of rape cases (Bohmer and Parrot, 1992). Specifically designed intervention and educational programs are a crucial element in combating rape and rape-tolerant attitudes on college campuses and in encouraging the reporting of campus sexual assault. The Higher Education Amendments Act of 1992 (the Ramstad Amendments of 1992) clearly states that all institutions of higher education must offer educational programs about campus sexual assault to their students.

Research (Bohmer and Parrot, 1992; Warshaw 1995 and 1988; Levine-MacCombie and Koss, 1986) suggests that educational programs should address many dimension of rape: the nature of all forms of rape and its impact, rape facts versus myths; and communication techniques for men and women (Beneke, 1982). Educational programs should address both men and women because rape begins with men and can be ended by men (Warshaw, 1994 and 1988). Traditionally, educational programs focus only on how

women can avoid rape. This is inadequate for several reasons: it does not provide enough information regarding rape; it is aimed only at women; it also reinforces two harmful rape myths, such as, women can avoid rape if they really try, and most rapes are committed by strangers. Rape avoidance strategies also place an emphasis on women restricting their behavior in order to avoid risky situation that may lead to rape, such as “don’t walk alone at night,” “don’t dress suggestively,” “don’t drink too much,” “don’t go to a man’s room.” This type of information reinforces the myth that women are responsible for rape. Moreover, it is important that programs are provided for residential halls and for fraternities because a disproportionate number of acquaintance and gang rapes occur there (Bohmer and Parrot, 1992; Sanday, 1988). It has been found that educational programs sponsored or run by students are more successful at drawing other students due to the peer group effect (Bohmer and Parrot, 1992).

In response to the question on the survey about the types of educational programs colleges offer, the responses were incredibly varied. From the 58 institutions, there were over 35 different types of educational/awareness programs or efforts reported; Table 5.9 Summarizes the most popular types of educational programs colleges offer regarding rape awareness.

Table 5.9: Types of Educational Programs on Campus Sexual Assault Colleges Offer

TYPES OF EDUCATIONAL PROGRAMS	SCHOOLS THAT OFFER THE PROGRAM	
	NUMBER	PERCENT
Resident Hall Programs	27	47
Freshman Orientation Programs	19	33
•Optional	14	24
•Mandatory	5	9
Alternative Media Forms of Presentation (fliers, films, videos, radio, books, displays, role-playing, student handbook, workshops)	19	33
Brochures/Pamphlets	14	24
Awareness/Educational Programs		
•Peer Education Programs	12	21
•Undefined Campus Awareness Programs	9	16
•Counseling Center Programs	8	14
•Programs During Sexual Assault Week or Month (including a "Take Back the Night" event)	8	14
•Programs for Greek System Organizations	5	9
•Health Center Programs	3	5
•Programs by Local Rape Treatment Center	3	5
•Chapel Presentations	2	4
•Campus Police Programs	2	4
•Women's Center Programs	1	2
Training for Student Leaders, Staff, RA's	7	12
Self-Defense Classes	4	7

Other forms of educational programs include: classes in physical education; a relationship week; sexuality packets. The last two forms of educational programs seem to be problematic in that they confuse the issue of rape with the issue of sex. From the data, it was not possible to determine the content of these educational programs.

To augment educational programs on rape, another avenue to combat campus sexual assault and to help its victims is to disseminate information on rape and how to seek help if needed. According to the respondents, regardless of institutional type, the four most popular methods of dissemination of information are: through residential life/housing

staff (45 percent of the sample); through the student handbook (43 percent of the sample); through brochures, publications, printed materials, or other media materials (41 percent of the sample); and, through the counseling center staff (28 percent of the sample).

A Case-Study of an Institution's Response Regarding Campus Sexual Assault:

Results and Discussion

To further enhance the understanding of how policies are established and implemented, a more detailed case-study of a public university in the Western United States was conducted. For purposes of confidentiality, the case study institution is referred to throughout the study as WUSU, which stands for Western United States University. WUSU "is like a small city on any given day," according to a detective from the Campus Police Department: WUSU has over 70,000 individuals on campus on any given day. There are over 35,000 students on campus, roughly 23,000 to 24,000 undergraduate students and 10,000 to 11,000 graduate students. Over 6,200 students live in on-campus housing. According to a Student Affairs staff member who advises campus fraternities, "roughly fifteen percent of the male undergraduate population" of WUSU belong to a fraternity. There are 34 fraternities and 19 sororities on campus. The in-depth case-study represented here involved a review of documents regarding the institution's policy about sexual assault as well as interviews with key administrators who deal with campus rape victims and with cases of campus sexual misconduct.

A total of nine interviews were conducted from the middle of the Summer of 1995 to the middle of the Fall of 1995. Table 5.10 summarizes the participants according to their sub-unit affiliation, gender and number of years at WUSU. All interviews lasted roughly an hour to an hour and a half and followed a structured interview protocol (see Appendix E for the protocol for the interviews with the campus administrators).

Table 5.10: Summary of Participants

SUB-UNIT AFFILIATION	GENDER	YEARS AT INSTITUTION
Dean of Students Office		
•Current Assistant Dean	Female	2 months
•Former Dean	Female	7 years
Campus Police Department	Female	6 years
Campus Women's Center	Female	11 years
Ombuds Office	Female	10 years
Residential Life	Male	6 years
Student Affairs Office (advisor to fraternities)	Male	6 years
Women's Health Clinic	Female	15 years
Student Psychological Services	Female	8 years

Interviewees were identified “on the basis of their expertise” in the area of campus sexual assault (Marshall and Rossman, 1995, page 83). This type of “elite interviewing” is advantageous because such people can “provide an overall view of an organization and its relationship to other organizations” (Marshall and Rossman, 1995, page 83). All administrators who were asked to participate in the study agreed to do so under the condition that their names be kept confidential and that the college’s name and location were also kept confidential. All interviews, except one, were tape recorded. The participant from the Campus Police did not want to be tape-recorder.

The written documents and the interview data were analyzed in a similar manner and along the same dimensions as were the 58 institutional policies. A qualitative content analysis was used to illuminate patterns and themes emerging from the data. By exploring in more depth how one institution, in this case a public university, defines rape/sexual assault, and its procedures for reporting and adjudicating cases of sexual assault, it is possible to get a better understanding of why campus sexual assault, especially date rape, in the college community is a sensitive, complex, and controversial issue.

WUSUs Protocol for Responding to Incidents of Rape and Sexual Assault Cases

According to the staff member from the Campus Women’s Center, the college has not had a permanent policy regarding sexual assault since 1987. Since 1987, the college

began attempts to formulate a formal policy regarding sexual assault that encompasses all forms of rape, especially date and acquaintance rape. In 1990, a written, yet interim policy was established which is still in use. By Fall of 1995, a final draft of the permanent policy regarding sexual assault was in the last stages of review by campus officials; but, has yet to be finalized. Therefore, at least for the past five years WUSU has been operating under a temporary policy and prior to that there was a policy that was not sufficient to cope with the problems presented by date and/or acquaintance rapes.

The Interim Policy Regarding Rape at WUSU: Despite being an interim policy, WUSU takes a firm rape-intolerant stand. According to the formally written document which delineates the interim policy, (the “WUSU Interim Student Conduct Policies and Student Discipline Procedures in Cases of Rape and Other Forms of Sexual Assault, 1990”) The stand of WUSU regarding sexual assault is:

WUSU will not tolerate sexual assault in any form, including acquaintance or date rape. Where there is probable cause to believe that the campus regulations prohibiting sexual assault have been violated, the campus will pursue disciplinary actions which may include sanctions up to and including Dismissal from the [college]. A student charged with sexual assault can be prosecuted under [state] criminal statutes and disciplined under the campus student conduct policies and regulations. Even if the criminal justice authorities choose not to prosecute, the campus can pursue disciplinary action.

In the words of the staff member from the Campus Women’s Center, the issue of campus rape and sexual assault “is taken very seriously. I have not, since I’ve been here, heard it on any level brushed off or minimized. I think in terms of the commitment to it, I don’t sense that it’s brushed under the rug, or it’s not seen as serious.”

Defining Campus Sexual Assault and Rape at WUSU: Supporting WUSU’s rape intolerant stance is its definition of sexual assault. Clear definitions of sexual assault lessen any ambiguity surrounding what may constitute sexual assault and therefore be a violation of the student conduct code. According to the current Assistant Dean of Students and the written, interim policy, sexual assault is defined as:

A student who individually, or in concert with others, participates in any of the following misconduct is subject to [college] discipline. The following language describes specific conduct which, at [WUSU], may subject a student to [college] discipline:

Physical abuse, including but not limited to, rape, sexual assault, sex offenses, and other physical abuse; threats of violence; or other conduct that threatens the health or safety of any person on [college] property or in connection with official [college] functions.

Note: For the purpose of this policy, students should understand that:

a) Forced intercourse or other unwanted sexual contact is defined as rape or sexual assault whether the assailant is a stranger or an acquaintance of the complainant.

b) Intoxication of the assailant shall not diminish the assailant's responsibility for sexual assault.

The definition of rape and sexual assault adopted by WUSU's interim policy clearly explains what behaviors WUSU considers to constitute rape and sexual assault. Therefore, ambiguity surrounding what rape and sexual assault constitute is in fact lessened through the explicitness of the policy. The policy also acknowledges that assailants can be known and unknown to the victim which should help lessen any confusion regarding the ambiguity surrounding date and/or acquaintance rape. The policy also explicitly mentions that being under the influence of alcohol and/or other drugs is not an excuse to commit rape or sexual assault and the victim is not responsible for a rape or sexual assault if the victim is under the influence of alcohol and/or other drugs. The policy also clearly states that rape and sexual assault are criminal offenses punishable both through the criminal courts and through campus disciplinary procedures. Students are explicitly notified that if they engage in this behavior they can be dismissed from school and can be convicted of a felony. The policy also states men and women can be victims of rape and sexual assault. The final aspect of the definition that is especially good is that it explains the jurisdiction the campus has over rape cases; that is, the campus can only become involved with disciplinary action if the assault occurred on campus property or at a campus sanctioned function.

While the definition is quite comprehensive, it does lack a couple of elements that would make it exhaustive and utterly clear. It does not mention the issue of consent: consent can be defined as words or overt actions by a person competent to give consent. A policy needs to clarify that consent does not equal: a failure to resist ; a current or previous relationship; sexual activity and kissing before an attack; or, going to the attacker's place. The policy also fails to mention that semen emission is not required for an attack to be considered rape: penetration, no matter how slight, is rape when under coercion, threat of force, force, or use of a weapon. Finally, the definition lacks the very basic description of what rape is: rape is an act of sexual violence, aggression where the act of sex is used to dominate and humiliate the victim (Brownmiller, 1975).

When the administrators were asked to define rape and/or sexual assault, their definitions varied. When attempting to define rape, many mentioned several complications that can arise with situations of date/acquaintance rape:

Alcohol tends to be a major player in the situation of the two people coming together. The survivor didn't consent, was unable to consent, due to intoxication. So often, [the survivor] blacks out. ... Alcohol is still a sticky issue: people say, 'if you drank enough to black out, well, it is not that you deserve to be raped but you certainly then can't go pressing charges.' (an administrator in the Dean of Students Office)

Chances are there's some kind of prior relationship that complicates the condition of the assault whether that is that they had some dating before, or had slept together before, or there was alcohol involved. (former administrator, Dean of Students Office)

There are a lot of issues surrounding consent, especially when alcohol and sex are mixed which often they are. Alcohol can be used as part of foreplay during a date, and date may end up too drunk to consent. It's harder to view an act as non-consensual especially if there is foreplay. In cases of date rape or acquaintance rape, there are often no witnesses, no evidence, alcohol is involved, and the parties know each other; therefore, it's a weak case. When the parties have been drinking, and they know each other, you can not prove or disprove that act was not a consensual encounter. On campus, especially in the dorms, you have young kids from all walks of life. They think it's nothing to have guys come in and sit on their bed. They may see this as a brotherly or sisterly thing to do, but others may take this as an invitation for sex. (detective, Campus Police Department)

The fact that the student went back to the room ... it [may be] poor judgment. (an administrator in the Ombuds Office)

By exploring the different ways the administrators define rape or apply a definition of rape to the policy, it is evident that not all administrators concur with what constitutes a proper and clear definition of rape or sexual assault. Many of the administrators mentioned mitigating factors that make an incident more difficult to label as rape: alcohol consumption, sexual contact prior to forced penetration or forced sexual activity, prior dating relationships, and the victim knowing the attacker. Although the policy clearly states what rape is and that alcohol and knowing one's assailant should not discount forced penetration (or other sexual activity) as being rape, it seems that the administrators do believe that defining rape become ambiguous when mitigating factors are involved and that certain circumstances can negate an incident from being labeled "rape." These attitudes have a direct bearing on how the victim will be treated by the administrators, and how the administrators will enforce the policy on campus sexual assault.

Because administrators' personal attitudes regarding date rape do interfere with enforcement of the school's policy, it appears that the institutional policy is not equated with practice at WUSU. In handling rape cases, what counts is not the written policy but rather what is perceived and interpreted by administrators to be the case. Therefore, the critical function of the policy at WUSU is to ward off law suits from accused students instead of helping victims, punishing perpetrators, and combating date rape on campus. The policy is simply in place to protect the university itself. The examination of the different attitudes held by administrators and how those personal biases interfere with the enforcement of the policy demonstrates the fracture between policy and practice.

Places To Go For Help On Campus: According to the current Assistant Dean of Students, "there are a variety of services for students who have been victimized at WUSU, but the primary resource for victims is the Rape Services Consultant (RSC) located in the

Campus Women's Center." The Assistant Dean of Students explains the role of the RSC: "provide emotional support and assistance in helping survivors to identify existing needs (e.g., medical, legal, psychological, academic); identify appropriate campus or community services to provide necessary assistance and act as a liaison to those services; explain options and alternatives to the survivor" for help and redress. However, the staff member at the Campus Women's Center who is one of the three Rape Services Consultants (RSCs) on campus cautions that their role is not an on-going counseling role. While an RSCs on campus can act occasionally as liaison between other sub-units by setting up appointments for the victim, the RSC's primary role is to provide guidance and information to the victim. They do not act as a full advocate in the sense that some of the other 58 institutions use advocates to help victims.

According to the staff member at the Campus Women's Center, the role of the Rape Services Consultant, is to:

... get the ball rolling, so to speak. This would be one of the primary places for (I hate this word) post-rape services. I see the Rape Services Consultants as liaisons, as first contacts, because we don't provide all the services. We just get people started, get people connected [to] various kinds of services that might be helpful to student could include: Student Psychological Services; The Dean of Students; Campus Police; Letter and Science Counseling; Residential Life; Office of Fraternity and Sorority Relations.

If the victim needs psychological assistance, they are usually referred to Student Psychological Services. According to one of the counselors, she views this sub-units as focusing on the immediate psychological well-being of the victim: to get them through the first few weeks of the trauma. She sees this sub-unit as:

More crisis intervention oriented; we're considered brief therapy and we offer up to six sessions. Otherwise, a lot of times, even with rape cases where the person is in crisis, after six weeks maybe the person's at a functioning level but still needs to work on this stuff. A lot of times we'll present the option and be refer them somewhere.

Another site for help is the medical center. According to the staff member from the Women's Health Clinic, the role of that sub-unit is primarily focused on the physical well-being of the victim. The staff member from this sub-unit describes their procedures with a rape victim, or suspected rape victim, in this manner:

We make it very clear from the start that we don't have the capacity to do evidence gathering. However, we do record information that may be useful in the course of the investigation. ... It's by and large, from a purely clinical stand-point, our concerns are sexually-transmitted diseases and pregnancy. We're concerned about the physical ramifications.

The role of the medical center in rape cases can be crucial in that they can extract medical evidence if the incident had occurred within 72 hours. However, the college medical center is not equipped with evidence gathering materials (a rape kit).

Another site for help is approaching someone in Residential Life, such as resident assistant (RA) or resident director (RD). The staff member from Residential Life acknowledged that the RAs can handle a case that is reported to them without telling any of their superiors. Hopefully, the resident assistants either refer the victim to their superior or another campus official instead of trying to provide counseling or resolution by themselves. When knowing about a rape victim or helping a rape victim, the staff member from Residential Life reported:

My initial response would be to try to hook her up with the Campus Women's Center. I think for a more accurate, more responsible and more responsive guidance, it should come from the Campus Women's Center and the Rape Services Consultants. However, we can do an emergency interim exclusion or relocation with the alleged perpetrator. So we can move either one of those people for their own safety or the safety of others. However, when we do that, that documentation then needs to be forwarded for review to the College President ... so it's done rightly and it's done judiciously.

Life the Residential Life staff member, the Student Affairs Staff members "refers anybody who approaches me about rape or sexual assault to the Campus Women's Center." The counselor and the nurse "generally ... try to channel [victims] in some way back to the

Campus Women's Center because ... they can guide the victim properly." Other sites for help include the Campus Police and the Dean of Students Office.

It seems that students can seek help from a number of different places, but are ultimately sent to the Rape Services Consultants at the Campus Women's Center. Even if the victim begins the process there and are referred to other sites for help, they ultimately come back to the Rape Services Consultants for more guidance. Only three people staff the Campus Women's Center: these three Rape Services Consultants are supposed to serve a campus community of over 23,000 undergraduates and over 10,000 graduate students. These staff members also run the Campus Women's Center which provides other services than attending to only cases of rapes.

Places On-Campus to Report an Attack and Sub-units On-Campus Handling and Resolving Reported Cases of Rape: According to both the Assistant Dean of Students and the staff member of the Campus Women's Center, a victim may formally report the attack to four locations on campus: Campus Police; Dean of Students Office if the assailant is a student; Campus Human Resources if the assailant is a staff member; and, the Academic Senate if the assailant is a faculty member. For statistical purposes, any campus representative who is aware of rape on campus is able to make an anonymous report to the Rape Services Consultants. Both the Assistant Dean of Students and the staff member from the Campus Women's Center stated that reporting incidents of rape and/or sexual assault are encouraged at WUSU, mostly through educational programs.

According to the Dean of Students, the staff member from the Campus Women's Center, and the detective from the Campus Police Department, the units that are responsible for resolving cases are: the Campus Police Department, the Dean of Students Office, and for mediation or informal resolutions the Ombuds Office. For other types of help, the student can go to the Rape Services Consultants (overall guidance), Student Psychological Services (emotional help), Women's Health Clinic (medical treatment), Office of

Residential Life (housing changes), Office of Letters and Science (academic changes). Residential Life can be involved if a rape occurs in the dorms and Student Affairs can be involved if a rape occurs in a fraternity or sorority. Yet the roles of these other sub-units are secondary and auxiliary compared to the roles of the Campus Police and the Dean of Students Office for investigating and resolving rape cases.

Although reporting is said to be encouraged on campus it seems that there are discrepancies in what happens to victims who do report. According to the Campus Women's Center, sixty to seventy students reported a rape or sexual assault to them during the academic year of 1994-1995, "half to two-thirds of which were either date or acquaintance rapes." The staff member in Residential Life reported to "have heard of only two or three rapes, all of which involved a known attacker." Women's Health reported in the last six months of the academic year 1994-1995, four acquaintance rape victims. The Assistant Dean of Students estimated that five or six date and/or acquaintance rapes were reported to her officer during the academic year of 1994-1995. She elaborated that the F.B.I crime statistics can be a misleading indicator because it reports only the cases that have been formally adjudicated and the perpetrator was punished.

The structure for seeking help and redress at WUSU is such that it becomes the responsibility of the victim and the three already over-burdened staff at the campus Women's Center. The administrators who have the primary responsibility for rape cases have minimum authority to handle them, while conversely those with authority take very little authority for rape cases. This type of system where victims have to do most of the coordination between different sites on campus to find help and/or to report and pursue redress only serves to discourage the victim from reporting. It appears that the victim is passed from one sub-unit to another, which often serves to have victims cool out along the way to reporting. This "pass the buck" mentality is another mechanism where

administrators do not take responsibility in regards to rape cases. The system at WUSU seems to be one of voluntary blindness at best and complete institutional neglect at worst.

Formal Procedures/Responses for Handling Cases of Rape: The Assistant Dean of Students, the staff member from the Campus Women's Center, and the detective from the Campus Police department were in agreement over the steps that are involved in pursuing redress through the campus disciplinary system (see detailed steps listed in Appendix L). Very briefly, the process from reporting to adjudication includes: a victim first reports an attack; immediate needs are assessed (e.g., medical attention or immediate crisis intervention); and the Rape Services Consultants are contacted. Then, the victim must decide to pursue redress through campus mechanisms or not. If a victim does not pursue redress through campus mechanisms, s/he is referred to Student Psychological Services. If a victim does decide to pursue redress, s/he is referred to the Campus Police and the Office of the Dean of Students. The informal means of redress is mediation and both the victim and the accused student have to agree to this option. The formal means of redress is through an adjudication hearing.

Even though there is agreement on the steps, many questions still remain: Who determines if the case goes to a formal hearing? What does a formal hearing involve? Who sits on the hearing board? Are they trained? Who represents the students or do they represent themselves? How long does this process take? How does the hearing board handle the situation of cross-examination? Does the victim have specific rights as delineated by federal law through the Ramstad Amendment? Is the victim allowed to make a victim's impact statement?

The Assistant Dean of Students in conjunction with the staff member from the Campus Women's Center provided the missing information in the written policy. When calling attention to the omissions in the written policy, the Assistant Dean of Students adamantly replied that "we have a regular procedure;" but, "the process can take months ...

can be slow.” The missing elements, supplied by the assistant Dean of Students, are also included in Appendix L. The entire process of reporting and adjudication can not begin without a formal statement written by the victim. Once the victim does this, the Dean of Students meets with the accused student. If the accused student admits to the violation, then the Dean of Students is allowed to sanction the student without a formal hearing. If the accused maintains innocence, then an investigation and hearing become necessary. This avenue of redress is only pursued if the Dean of Students believes there is enough evidence to substantiate the allegation; the final decision does not rest with the victim. The hearing board is comprised of five members: the chair who is usually a law professor, a faculty members, a staff members, and two students. A lawyer may represent the accused student. The victim only acts as a witness and the university tries the case before the hearing board. While the Dean of Students may recommend a sanction if the accused is found in violation, the hearing board renders the final outcome and sanction independent of any recommendation from the Office of the Dean of Students.

It appears that rape is not treated in the same manner as any other crime on campus. For example, if a student reports a stolen television or car, the student is not sent from one sub-unit to another to report and to find help. The campus police immediately launch an investigation and if a guilty student is found via the investigation, the offending student is either arrested, sanctioned by the Dean of Students Office, or made to return the stolen property. Instead, in cases of rape, the victim is passed around, discouraged from reporting and seeking redress, and is subjected to lengthy and intrusive investigations and questioning by several administrators.

When a policy is not explicit and involves many different administrators in the reporting and adjudication processes, such as WUSU's, misinformation or different perceptions regarding the policy may exist among the administrators. Differences in perceptions among administrators can become problematic because different administrators

may enforce the policy in different ways and may give conflicting information to victims. This can create confusion not only for victims, but for administrators. This illustrates another fracture between policy and practice at WUSU. In addition to the differences among administrators' attitudes regarding campus date rape that have been discussed earlier, the data from the case-study reveal two other circumstances when administrators hold different interpretations of the policy.

A major discrepancy in the adjudication process revolves around the function of the Residential Life unit. According to the staff member from Residential Life, new procedures have been implemented that gives total jurisdiction to Residential Life over any violation that occurs in the dorms, including jurisdiction over rape or sexual assault cases that occur in a dorm. According to this staff member from Residential Life, "we can now have our Judicial Affairs Coordinator adjudicate violations that violated the college codes, it could be a sexual assault. That will give us a little more in-house control." He is excited by this change and sees it as an improvement because the Coordinator will "understand the residential community and some of the dynamics involved in the community environment like this, which if you're sitting in the Dean's Office you may or may not have." He was certain that the Dean of Students Office approved this change and it would not have occurred without their "wanting it." However, the administrator from the Office of the Dean of Students did not mention this change in policy. It seems that the two sub-units have two different perspectives on what the actual policy is and because this portion of the procedures for handling violations is not codified in writing it remains unclear which sub-unit actually oversees the adjudication of violations that occur in the residence halls.

Another fracture between policy and practice involves the role of the Ombuds Office. Should the survivor and the accused both agree to dispense with formal action, mediation is an informal means for resolution. If mediation is agreed upon, then the Ombuds office takes over the case. While mediation is an option for resolving cases of

campus sexual assault, according to the staff member in the Ombuds Office, during her six years she has never had to deal with a rape case. According to the staff member in the Ombuds office, “we provide mediation services, and there’s no way we would mediate a rape situation! If it gets into a situation where someone has determined whether or not this is really defined as rape, that’s not something that I would try to get involved in.” It again seems that the Dean of Students’ Office has a different perception or expectation of how another sub-unit or administrator operates or intends to operate in regards to a campus sexual assault.

Mediation is usually used for civil cases, which the crime of rape is not. When the institution recommends the “informal” route of mediation, it is suggesting to resolve a criminal offense through civil and therefore inappropriate means. Through mediation, sanctions can not be applied nor can a finding of guilt or a misuse of power be applied to a case. By recommending mediation, the university reinforces the myth that rape is not a criminal act. Mediation is not an appropriate tool for handling and resolving rape cases.

Educational Programs on Campus That Promote Rape Awareness: The Assistant Dean of Students, the staff member from the Campus Women’s Center, and the detective from the Campus Police agreed on what are the campus educational programs. The rape prevention and education services at WUSU are co-sponsored by the Campus Women’s Center and the Campus police. There are three levels of programs:

1) Mandatory Programs

a) Freshman Summer Orientation: as part of the Wellness Presentation during the orientation schedule, there is a program of date rape presented by the Campus Women’s Center.

b) Greek Organization Training: all fraternities and sororities are required to host a program on date rape for all incoming pledges.

2) Outreach to Students:

a) General: workshops are held all over campus three or four times each quarter for all students interested.

b) Student Organizations: workshops are offered for all student groups.

c) Student Leaders: date rape workshops are offered for students leaders through-out the year.

3) In-Service Training: On-going training are offered for students who are Resident Assistants, Teachers Assistants, and tutors and counselors in the Academic Advancement Program.

Other ways to increase knowledge of reporting and services on campus include: peer education programs; workshops; rape and sexual assault week; advertising in the WUSU/Campus Newspaper; numerous handouts and publications; flyers posted all over campus; articles in the local newspapers; and through word of mouth.

The “mandatory” freshman orientation program reaches about five thousand incoming freshman according to the administrator from Residential Life. The staff member from Campus Women’s Center who is responsible for the mandatory programs acknowledges that “programs for the Fraternities and Sororities was supposed to be mandatory, but that’s something that’s fallen between the cracks which is disappointing to us.” It could also be problematic considering that many date and gang rapes occur in fraternity houses (Sanday, 1990). The staff member from Student Affairs commented on the special issue regarding date or gang rapes in fraternities:

I think it’s the nature of all-male environment [that sexist attitudes exist there]. When it really comes to it, when you get a group of males together and you get the element of competition between males and then the whole sense of proving one’s manhood to one another, what you have, I think ... when you get the group thing together with a group of men, it can really be pretty powerful. I’m not just saying that it’s athletic teams, it’s fraternities as well.

It seems that according to previous research as well as admissions from the campus administrators from the Office of the Dean of Students and the Women’s Health Clinic as well as the advisor for fraternities from Student Affairs, these all-male groups warrant mandatory and specific educational and awareness programs. Perhaps the three staff members in the Campus Women’s Center are overburdened and the because their efforts are so diffused over many areas, the educational programs end up suffering.

Conclusions and Summary

The purpose of this section of the dissertation study was to explore the institutional response to campus sexual assault and administrators' attitudes and implementing procedures in rape cases, especially date rape. It was originally thought that colleges that have administrators who hold attitudes that rationalize date rape, will have policies that are protective of alleged perpetrators and insensitive to victims who report sexual aggression. In contrast, it was hypothesized, that a college which actively participates in educational programs, in prevention and intervention which support victims of date rape will have policies that are supportive of victims who report an attack.

Instead, based on the data from the 58 policies regarding campus sexual assault, it was found that federal legislation and the motivation for a college's concern regarding campus sexual assault were the factors that shape college's policies regarding campus sexual assault. Aside from the federal mandate, these motivations for an institution's rape-intolerant stance include: rape is illegal; rape is a serious issue; rape is against the mission and ethical principles of the college. Most of the colleges reviewed in this study have a policy regarding campus sexual assault. Over 25 percent of the sample had no policy or no explicitly policy statement regarding campus sexual assault. Private and religiously affiliated colleges were particularly concerned about the victims and had swift procedures for handling cases that includes mechanisms that enable the by-pass of an extended formal adjudication hearing. Most public institutions seemed to be perpetrator-protective due to their emphasis on an accused student's Constitutional right to due process. Although, it should be noted that the interim policy at WUSU represents a different case because it does not refer to the rights of the accused student. Public institutions also seemed to have elaborate adjudication processes, but the processes were not clearly described in the policy statement.

Whether colleges are conscious of it or not, they take a stand regarding sexual assault: silence sends one type of message while explicit policies send another. Silence on the part of the institution regarding campus rape may connote a tolerance of campus sexual assault or an unwillingness to confront the issue. Explicit policies regarding sexual assault may connote that it is a serious issue to be confronted and will not be tolerated. The policy can shape the college climate towards sexual assault. Colleges that do not take a stand send the message to their students that rape will be ignored or tolerated. This message can lead to the tolerance of rape among students and possibly even the behavior. Moreover, this may keep victims from reporting because victims may perceive that the college will not be helpful or sympathetic. By taking a firm stand condemning campus sexual assault and having swift adjudication procedures as well as strong sanctions for perpetrators, the college sends the message that rape is reprehensible and will not be tolerated. This may encourage victims to seek help and redress because victims may perceive that the college will be helpful.

Based on the data from the case-study, administrators seemed to possess their own notions of what constitutes a sexual assault despite a codified definition based on state law clearly stated in the institution's policy statement. Administrators listed several mitigating circumstances that would create ambiguity when attempting to decide if an incident was a rape or not: for example, consuming alcohol; knowing the attacker; having had prior sexual or dating relations with the attacker; engaging in consensual sexual activity prior to forced sexual intercourse; or being in the attacker's dorm room or apartment or visa versa. Administrators have the opportunity to interpret the college policy based on their own perceptions of what constitutes sexual assault. Therefore, the policy and its procedures are only as good as the administrator that executes them. Practices do not match the policy and there are no mechanisms to hold administrators accountable for enforcing the policy properly without their personal biases interfering. It is possible for a college to have a

policy that is highly concerned with the victim, but due to how an administrator interprets the policy and definition of rape as well as handles a case, the college may appear to be completely unsympathetic to the victim and visa versa. Even if a policy is in place, the execution of the policy depends on an administrator. Perhaps, this indicates that administrators who handle rape case and rape victims need special training. It was also found that administrators involved in a case do not always share the same definition of rape and the same understanding of the college's policies and protocols. This can be problematic because it can lead to conflicting information being given to victims and can create confusion for the victim. Moreover, it can render a policy useless and gives power to an individual administrator who may hold rape-tolerant attitudes.

The policy, the definition, the procedures, and administrators' attitudes may impact whether or not a victim seeks help for an attack or reports an attack through the college. The factors that either facilitate or impede a victim's reporting are explored in the following chapter, Chapter 6.

CHAPTER 6

ASSESSING VICTIMS'/SURVIVORS' EXPERIENCES WITH CAMPUS RAPE: RESULTS AND DISCUSSION

This chapter centers around the incident of campus date/acquaintance rape as experienced by undergraduate women. Using a qualitative approach (methodology and analysis) the victim's perspective of the experience of date/acquaintance rape is examined. The purpose of this portion of the dissertation is to "uncover and describe the participants' perspective on the events; the subjective view is what matters," (Marshall and Rossman, 1995, page 81). In order to examine college students' experiences with campus rape, data from five women who experienced either an attempted or completed date/acquaintance rape during college were collected by in-depth structured interviews. The main purpose for interviewing college students who had encounters with campus rape was threefold: first, to give voice to a silent and marginalized group about the experience; second, to understand these experiences via their stories; and finally, to understand how campus policies regarding campus rape impacts a rape victim's decision to seek help, to report, and to pursue redress through campus disciplinary structures. By interviewing victims/survivors about their experiences, it gives meaning and understanding to the experience. By giving voice to the victims/survivors, it brings the issue of rape out into the open. This then allows rape to be dealt more directly at the institutional level. Listening, understanding, and learning from the victims'/survivors' experiences can inform institutional policies in handling campus rape and in educating students about rape.

The five interviews indicate that each experience is as unique as the woman is and each woman's process of recovery is equally individualized. Nonetheless, certain common themes are identified. It was originally hypothesized that rape-tolerant attitudes held by students and reflected in an institution's policies regarding sexual aggression would hinder

the reporting of an attack as well as a victim's recovery (hypothesis VII). However, the interviews suggest that reporting and pursuing redress through the college's judicial system was independent of the campus policies and was more the result of having support from significant others, family or close friends. Often, victims remain silent, neither seeking help nor reporting, due to self-blame, the lack of support from friends or family.

Moreover, the inability to label the attack as rape is often due to lack of "language" that can label it as such or simple denial. The experience of prior sexual abuse and/or the fear of being blamed for the attack also may be reasons for remaining silent about the experience.

The interviews were designed to provide information about the women and the nature of the attack. The impact of the attack on the woman's life, and how the victim dealt with it were also areas of exploration that provided understanding about the victim's experience and how she dealt with it.

The Process of Identifying the Interviewees

A variety of techniques were utilized to identify students who were willing to be interviewed about their experiences with sexual assault. All of the methods used to find survivors willing to be interviewed emphasized that this study was only interviewing students who experienced either a completed or attempted rape that occurred during college and by a person the victim knew. The site in identifying such students was a public research university.

Identifying willing participants was a lengthy process that took an entire 13 months. Efforts to solicit willing students for these interviews began in September of 1994 and ended in late October 1995. The first approach used to find survivors willing to be interviewed was to make an announcement in large undergraduate classes regarding the nature and the intent of the interviews as well as to hand out a flier explaining the research study, and the nature of the interviews (see Appendix F). Each flier also included

information on how to come forward if the survivor was willing to participate. The fliers also included a list of referrals for rape-related support and help services on and off campus in order to help any students who might need and/or wish to receive such help. During the Fall of 1994 and the Winter of 1995, I had access into four classes, which had a combined total of 640 enrolled students, where I was able to make the announcement and hand out the fliers. One participant out of the total of 640 students was identified through this method. In an additional three classes, with a combined total of 570 enrolled students, the professors handed out the fliers and asked the students to read it at their leisure. No announcement accompanied the flier in these classes. No participants were identified through this approach.

A more successful approach was to administer a survey regarding attitudes about and experiences with campus rape during class (see Appendix G). A total of 114 surveys were administered in four different classes. This approach yielded two additional participants. The survey responses yielded some interesting findings about attitudes and experiences with sexual assault (see a brief summary of these results in Appendix M).

The final method of finding students willing to be interviewed about their experience was by advertising in the campus newspaper (see Appendix H). The add ran a total of 20 times over Spring, Summer and Fall 1995. In Fall of 1995, the add ran for the first five weeks of school, twice per week on Mondays and Wednesdays. Six undergraduate women responded to the add. Based on the criteria for selecting subjects (women who were raped by someone they knew while in college), two more participants were identified.

It must be noted that this sample of five women who experienced an attempted or completed campus rape by a known attacker has its biases in that it represents a group of women who were willing to talk about the experience. According to Koss's study, only 27 percent of the victims in her sample "whose sexual assault met the legal definition of rape

thought themselves as rape victims” (Warshaw, 1994 and 1988, page 26; Koss et al., 1987). Most women who are assaulted by a known assailant do not always recognize that the attack meets the legal definitions of rape (Warshaw, 1994 and 1988; Koss et al., 1987). Other reasons for not labeling an attack as rape besides familiarity with the attacker, include denial, confusion, fear, and self-preservation (Warshaw, 1994 and 1988; Koss et al., 1987).

The interviews were conducted during May, June and October of 1995. All interviews were tape-recorded and transcribed by a hired transcriber. I personally checked each transcription against the actual tape for accuracy and to note my observations about their emotions, sighs, pauses, and other signs of discomfort that occurred during the interview. (Seidman, 1991, page 87). Observation played an important role in that body language and affectations revealed more about the participants, such as their level of discomfort or their varying emotions (Marshall and Rossman, 1995, page 80).

Prior to the scheduled interviews, the subjects were called and informed about the structure of the interview, and the questions to be asked, such as: their background, the nature of their rape experience, the impact of the experience, whether they sought help, and their reflections about the campus climate and reactions (see interview protocol in Appendix I). This alerted each interviewee that there was a set protocol and that the interviews were not to be therapy sessions (Seidman, 1991). I also told the subjects that I am not a trained counselor and that they should not expect the interview to be a therapy session. Each interviewee was assured that all interviews were confidential and that they would be conducted in a judgment free setting. These points were again emphasized at the beginning of each interview. The preliminary phone calls also served to facilitate the beginning of trust between the interviewees and me: the phone calls helped ease the initial tension for the interviewee about being interviewed about such sensitive matters.

Except for one woman (Hannah) who preferred to be interviewed off-campus to further protect her identity, all other interviews were conducted on Fridays and in a professor's office which ensured privacy and confidentiality as well as proved to be a convenient place for the interviewees. At the end of the interview session, each interviewee was invited to ask questions and engage in a conversation regarding what they had revealed. This was done to reinforce that they were not judged in any way and to reassure them. As each woman left, they were given a list of referrals for professional and/or peer counseling, and other services and contacts for (attempted or completed) rape survivors both on and off campus. This was done with the intention of helping them to deal with possible feelings of vulnerability and exposure regarding the rape experience (Matsakis, 1992; Ledray, 1994). In this chapter, I first present each woman's story and then I move into an analysis of themes and interpretations of the findings. As promised to each woman, their names have been changed to protect their identity. Therefore, all names used in the narratives are aliases. Before each recounting of the experience, each woman is described in some detail. This is useful in order to have a picture of the woman as she tells her story. While all five women were attractive, any person can be a victim of rape and attractiveness does not play a role in being raped (Koss et al., 1987).

By using "in-vivo coding" (Strauss, 1987, page 33), each of the participant's experience is told in their own words and in a narrative format (Marshall and Rossman, 1995). To provide a running commentary and analysis within each story weakens the voice of each woman as well as the impact and poignancy of each case. Thus, no commentary interrupts the reconstruction of their experience. Their stories have been culled from over 400 pages of interview data (see Appendix N for codebook of interviews).

Each woman describes the incident using her own descriptive terms. For example, Hannah calls it "the incident," as do Donna and Marisa; Marie Claire and Colleen call it the

“attack.” They also refer to the men that attacked them in different ways; for example, “him,” his name, or “that guy.” One of the women used the term “the attacker.” In my presentation I chose the terms “attack” and “attacker” to refer to the incident and to the person responsible for the attack.

Hannah’s Story

Hannah is a 34 year old graduate student. She was the first student to identify herself as a rape survivor and willing to participate in the study. Hannah came forward in the Fall of 1994, her first year in a Ph.D. program, after hearing the announcement and seeing the flier about the study in an undergraduate class she was taking for graduate credit. Hannah is White/Caucasian, Catholic, who grew up in a rural town in upstate New York. She speaks in a clear, loud voice that has a slight eastern twang to it. She is about 5’ 3”, is solidly built, and has russet brown hair with some gray in it falling in medium tight curls down to her shoulders. Hannah attended a small all-women’s college in upstate New York from 1978 to 1982. Early in her sophomore year, she was raped by a man she had met in a bar. The interview with Hannah was conducted on a hot and sunny day at the end of May 1995. It was conducted for almost three hours at her home to assure her complete and total privacy and confidentiality. Hannah alternated between eye contact, which seemed to emphasize her directness in recounting the details of her story, and looking out the window in a reflective manner. Hannah’s hands almost always rested around a coffee mug. Her tone of voice indicated a resignation while she spoke of her experience.

Hannah recalls, “I didn’t date at all in high school. I mean I weighed 180 pounds in high school and hung out with a really tough crowd and I didn’t date at all in high school. I mean, I hung out with kind of tough motorcycle crowd when I was in high school and they totally left me only. Not only left me alone, kind of protected me. I think I had kissed a boy once before -- like, walking home one night, this guy walked home with

me and then kissed me goodnight when we got to my parents' house and that was my only experience with men. I had never -- I had no experience." Hannah indicates that her freshman year at a "small, private, liberal arts college for women in a very rural setting" didn't provide for much opportunity for dating either. "I was on crutches a lot in my freshman year in college. I had a horseback riding accident and crushed an ankle, broke a leg. So, it was a long healer. Because I was on crutches around campus, I lost 15 to 20 pounds. So, then that summer, kind of just got in this groove and lost another 30 or 40 pounds and it just totally changed the way I looked. All of the sudden I realized that men were looking at me, which had never happened before."

Hannah remembers: "So I went back to college and my birthday's at the end of September. That particular weekend my sister Anne was visiting. I have a sister that's 13 years younger, so [she] was five at the time -- six -- and she often spent weekends. I got a baby-sitter for Anne. I went out with my friends and we went to The Grill. It was my birthday, and so we were celebrating. It was a perfect time, you know. This great band was playing and it was my birthday so were celebrating my birthday. And there was this guy who asked me to dance several times, so I was dancing with him and he seemed nice. He was a big guy, like tall and broad-shouldered and big. He was blond, beard and I could tell he was interested. So on one of the band breaks, you know, I said to my friends, "Do you know this guy?" And they said, "Yes." They had seen him around, he seemed okay. He seemed like a nice guy. So I danced with him quite a bit more and kissed him, and you know."

With a little frown, Hannah recalls: "He must have been aggressive because -- I mean, thinking back on it, he must have been really aggressive because I, in fact, told him in the bar several times that absolutely nothing was going to happen -- that I had never had sex before, that I wasn't ready, and that I didn't have any birth control and that ... I remember, it was at least third or it might have been the fourth time that I'd said that, 'I just

want to make sure that we all understand this.' I remember him saying, 'Hey, hey. Just chill.' I mean, I don't remember exactly what he said but it was just kind of like, 'You know. Calm down, I get it. It's okay, you know. Like, take it easy.' And I think about that and I think ... he was triggering something in me and I should of ...” But then Hannah recalls telling herself, “‘Okay, I'm overreacting, I need to calm down.’ Knowing that I was inexperienced, not knowing how these things happened or when or who said what, I didn't --- I believed him. And so when the bar closed there was an after-hours party and we were all headed there. So, he offered me a ride. And he had a '56 or '57 Chevy, really cool, old car with the big fins. So, I said, “‘Yeah.’” I accepted a ride from him to the after-hours party.”

The Attack

Looking out the window, Hannah continues: “And then we went to his house and I'm not sure if we had to stop by his house and pick something up -- because I'm not sure where the party was supposed to be, or if the party was supposed to be at his house. And I, of course was drinking and smoking pot, undoubtedly ... But we were at his house. It was a trailer and he was showing me around and the last room he showed me was his bedroom. And, so then, you know, he was kissing me and I wasn't -- I really didn't protest at all. I didn't protest at all and he undressed me and I still, I still wasn't reacting. And then ... and then, he wanted me to give him a blow job and I guess that's when it clicked in that this was ... you know, that I had ... you know. I said, 'No,' and he had his hands on the back of my head -- and so I did. I started crying because I started to choke and then I started to cry and then my nose got puffed up and I couldn't breathe and I was just really uncomfortable. And so that stopped and I was still crying and I said, 'No,' again, which, of course, didn't stop him and he raped me vaginally. So then, it was all over and I said, 'I need to go home. I want to go.' And he said, 'No,' and told me to go

to sleep. I said, 'No, I have to go home -- my sister.' I had Anne. I had a six-year old. And I said, 'I have to go home. My sister's there. I have to. I have to go home.' He said, 'No. Go to sleep.' And I didn't know where I was and I didn't know what to do and so -- I ... cried myself to sleep. I just didn't know what to do."

Hannah continues with what occurred next: "In the morning, he woke up and raped me again, and, you know, I didn't even -- it was just kind of grit your teeth, let's get this over with. And then I was like, 'I got to go. You've got to take me home.' I mean, I was really, really worried about [Anne] and really feeling guilty that I wasn't there because she wasn't going to know what to do when she woke up. I mean, that was foremost in my mind was that I had this responsibility. He took me home and he asked my name on the way home ... this ride home was just so bizarre. You know, I don't think I said anything to him. Jumped out of the car when we got to the dorm. Ran up. Anne, of course, was already awake and was wondering where I was and kind of upset. I told her some story about [how] I had slept on the couch or slept in somebody else's room because she and I would have shared a bed. And then you know, I mean, I had her -- I had to get her -- I mean, I had a six-year old. It was morning time. She needed breakfast, she needed to get dressed and so I just did all that stuff.

Existing in Confusion and Silence

After attending to Anne's needs, Hannah recollects that later that same day: "I hurt -- you know -- like just physically hurt ... I just felt disgusting. You know, I just felt gross. I just felt guilty that [Anne] -- that I wasn't there when she woke up. I mean, I really felt guilty about that and just didn't, really didn't know what to think about what had happened. I mean, I really -- I didn't know. I had nothing to base it on." Hannah points out that: "When this happened [in 1979], the term 'date rape' wasn't even coined. I grew up in a town where people didn't lock doors and my parents' house, ... we didn't have

locks on the doors. You always left your keys in your car because it might be in somebody's way and they might need to move it. Or if you were in a hurry, you'd leave the car running. So it was an environment that was just incredibly safe and no bad things happened rape was never anything that I remember hearing about. You know it was kind of removed, big city-ish, something you read about in the paper. The only conception I had of rape was stranger rape."

When Hannah interacted with her friends at school after that night, Hannah recounts: "And my friends -- this is 1979 -- we were all feminists and goddamn if we were going to live by somebody else's social rules and sexual mores, so ... everybody was pretty fast. ... They didn't follow traditional notions of what 'good girls' do or don't do. ... [P]eople were pretty sexually active and I had never told people that I was a virgin. And so, people's reaction -- they just kind of assumed that I had spent the night with man voluntarily. They were kind of congratulating me, you know, like he was handsome, you know, seemed like a nice guy. And so I just went along with it. I was kind of like, 'Oh, yeah. Uh, huh,' because I didn't know what else to do. I didn't know where to start."

Hannah continues with the events after the night of her birthday celebration: "So that week, I kept feeling worse, physically. I was exhausted. I just kept feeling weaker and weaker and tireder and tireder and then finally, and sorer and sorer. So by the next weekend ... I called Student Health and I said that I thought I was sick ... because I was really sore. I said, 'I think something's wrong but I have my period,' ... I guess I got my period ... and they said, 'Well, we don't want to see you if you have your period. He actually called during the week. So he was actually on the phone and I actually talked to him on the phone. Kind of, 'Hi. How are you?' I remember like wondering if that ... we were going to go out again. You know, if he was -- if this is like ... Clueless -- I had no concept. And so I was kind of like wondering if he was going to ask me out again. ... It was just bizarre. That -- still -- and emotionally, you know, like just being totally -- you

know, not feeling good about it. Just not knowing what was going on. I remember feeling confused.”

The mental confusion soon was overshadowed by the physical problems: “So Saturday morning I woke up and, you know, I knew something was desperately wrong with me. I had a fever. I was just in agony ... it was just agonizing. I was achy and felt like I had been run over by a truck. I called Student Health and I said, ‘You’ve got to see me. There is something really, really wrong with me,’ and so I went over and I could hardly walk. ... [I]t was across campus and I could hardly walk. [S]o the nurses were there and [the doctor] came in to examine me and he looked and said, ‘Well, I don’t have to go any further.’ He said, ‘You’ve got herpes,’ and turned and walked out of the room, and I didn’t know what that was. So the nurses explained it to me and they gave me some codeine and they explained that there was nothing that they could do ... it would clear up in a few weeks.”

“I went back to my dorm and my parents were coming up to take me out to dinner that night for my birthday, which was going to be kind of a big deal because that was my birthday present. I was so sick that I wasn’t thinking ahead really. My mother said, ‘What’s wrong with you?’ and I said, ‘I have herpes.’ Because I guess I had never heard of it before and I guess I assumed my mother wouldn’t have heard of it and I guess I wasn’t thinking that it mattered. She said, ‘What!?’ Then I realized that I had a venereal disease. ... They took me home and put me to bed and I stayed there for two weeks. My mother took me to her gynecologist who confirmed the diagnosis. I had never been to a gynecologist before. I tried to tell him that I didn’t want to have sex and I don’t know what I said, but something along the lines of I didn’t want to -- I mean I didn’t have the words to say, ‘I was raped,’ obviously. He shrugged his shoulders and said, ‘Well, that’s what you get.’ You know, I mean -- just the shame of going home with that and then going to the gynecologist.”

Hannah remembers her mother's reaction to her illness: "So then my mother made some comment about whoever this is or something, because we didn't talk about that in my family. And I said, 'I didn't want to. I didn't want.' And she understood -- I mean, there was some understanding of the fact that it was involuntary ... [S]he told me that what she thought had happened was that subconsciously ... I wanted to lose my virginity and so that's why this had happened. And I believed her. It kind of ... made sense in a kind of weird way. And so then I didn't talk to people [about it] after that."

Hannah recalls her return to school: "I got back to school, finally, ... having liked missed midterms and -- academically it was a mess. Everybody was really mad at him for giving me herpes. I mean, that's not the kind of thing you can hide in a small community like that. So there was this outrage about that. Everybody was really mad at him. So there was kind of a catharsis because everybody was mad at him, [so] I could be mad at him."

Hannah even came face to face with this guy again at a school dance: "He was dancing with [another woman] and I -- on break, or between dances or something, I walked up to her because I wanted to warn her. So I walked up to her and I said, 'You have to be careful. ... He gave me herpes. You have to be careful.'" She turned around and she said, 'Well, I'm not going to sleep with him!' And I just kind of backed away, but thinking, 'Yeah, I wasn't either.' And so it was just kind of like -- that whole sense of if I had been, you know, if I hadn't been such a slut and slept with him. He wasn't around after that and he realized that people were pissed off at him and I didn't see him. He wasn't around town after that."

Hannah remembers that physically "I did heal. I educated myself about what herpes was and the fact that it doesn't have to be contagious ... and learned to live with it and the foods I should avoid. There's this amino acid imbalance that can trigger it. ... But I didn't tell anybody anything else."

Breaking the Silence and The Process of Understanding

For Hannah, contracting herpes led her to having to be careful with her sexual partners and ultimately allowed her to speak about the “incident”: “People knew I had herpes because I told them and people knew it was wrong. But as far as what happened, I didn’t tell anybody for a while. I’ve never given it to anybody -- not purposefully and not even accidentally. I haven’t ever given it to anybody and, you know, I’m pretty careful. ... To tell my partners that I had herpes, ... inevitably I ended up telling them how I got it. I made the decision that I really had to be up-front with all my partners. ... I think the first person I told was Jane. She was a woman I was involved with after that. So, I told her and she said, ‘You were raped.’ And it was like, ‘Yeah, well, ahh...’ It was kind of like it didn’t fit ... it didn’t fit what I thought of as ‘rape,’ which is the whole stranger rape identification. So, I was like, ‘Well. Kind of. Not Really. I don’t know.’ And then a man that I was involved with after Jane -- Jane and I were together for about a year and a half and then I was involved with a man, and I told Andrew. He said, ‘You were raped.’ Again, it was kind of like, ‘That doesn’t really fit -- it didn’t fit my experience,’ you know, that word and my experience didn’t seem to go together. Although, having Jane identify it and having Andrew identify it ... it was like, I told my story and (snapping her fingers) boom ... instant identification. And I remember thinking, ‘Maybe they’re over reacting. Maybe I’m not telling it right. This must sound pretty horrible if that’s what they’re calling it. But at the time having them identify it, like that made me feel less at fault because I really felt at fault. And especially because of the doctor’s and because of my mother’s reactions so explicitly blaming my actions. To have other people identify it really helped end that isolation, that feeling of isolation, ... [and] feeling that it was all my fault.”

Hannah remembers that taking a class in her senior year also furthered her processing of the incident. “And so, then ... [in] my senior year, I took a sociology class

... it must have Women and Violence, or Women in Society. I don't know what it was, but rape was one of the topics you could choose and so I chose it. Obviously, at that point, I was like, 'Well, I better look into this,' and came across this new thing of like that most rapes were committed by people that women knew in some capacity -- acquaintances. ... That there's this other kind of rape out there that's highly unreported and that it was people that women knew. That it wasn't this stranger jumping out of a bush or from behind a bush. ... [B]y doing the research I started to see that indeed what had happened. It's kind of funny that I had to read about it. That somebody had to write down that this is what it was in order for me ... [to] make sense out of it. I mean, those reactions that I experienced were actually in words ... these are the normal [reactions]. I was like, 'Yep. Check.' So I talked about that in the seminar and then for the paper [for the class], I wrote what happened to me. I just turned in the story. It was great for me. It was really -- it was a great freeing for me to identify it and then to write about what had happened. So [the professor] called me into her office and she said, 'This is your experience. This had to be you. This is what happened.' And I remember her being particularly appalled at my mother's response, which is ... pretty appalling, but, you know that's my mother. I mean, it resolved a lot of it for me to take that class and identify it."

Once Hannah identified that evening as rape, she recalls the difference it made to her. "I identified it and I still didn't talk to people about it. I didn't go back to my friends and say, 'Do you remember when this happened? I've now identified it as rape.' But, I mean, there were a few people who knew, that I talked to about it and I really thought it through. And I had worked through a lot of the issue with Jane, the woman I was involved with -- really spent a lot of time talking to her. ... [T]he whole term of 'date rape' has occurred subsequent to my incident. I guess now I look back at it and I think it was pretty clear-cut. In some ways there isn't much gray to that story, especially because I had

talked to him even before we left the bar and then again -- I mean, having sex with a woman who is crying is just not ... it's just not sex."

Hannah remembers the impact of the rape and how the identification helped her: "I think it impacts me in different ways. I think the actual rape itself was really hard. The stuffing it away ... just having this kind of cloud of confusion for years. I think the incident itself was difficult because I felt -- I felt so helpless in it, so violated. And then, I think the reactions afterwards of the doctor and my mother and that girl at the dance, you know, just -- they were hard because I really felt judged and labeled with all those really bad sexual ... terms." Helping Hannah with all of those emotions was the actual identification and acceptance of the incident as rape: "Being able to identify it, ... it ended the isolation and confusion ... [and] to have people close to me call it that. For me to have something to attach it to, kind of hang it up on ... if you had to take all this stuff down and hang it somewhere, it goes under 'R' for rape. That was great for me. Hang it under 'R' for rape -- really cleared that whole confusion off of it. And so I guess now, if it happened now, that, you know, maybe I could feel -- like would have felt like I could have done something. You know, if the identification had been there, readily available, I could have tagged it earlier and maybe -- I mean, it seems to me like it would have been a pretty clear case legally. But that identification, that term, didn't exist and so, I mean, there's no way I could have done anything differently at that time.

Yet even though Hannah was able to label that incident of rape, she admits: "[I] still wrestle with that 'would of, could of, should of.' No date rapes are clear, and I was kissing him in the bar -- stuff like that. I still have a hard time saying 'rape.'" Despite these periodic times of self-doubt, Hannah perceives herself as a "survivor." Thinking of myself as a victim means that I don't have any control and thinking of myself as a survivor somehow turns it around. It concentrates on not what happened during but what happened after and I think that's really important to me."

At the end of the interview, Hannah reflects on how things have and have not changed in fifteen years since her rape: "It think of the identification being out there now but it's still not. It's really sad. I'm surprised and sad that ... people are still having trouble identifying it and I'm curious as to why that is. Maybe part of it is that they don't want to attach the label to themselves, so that though the identification is out there, it's not one that they want to put with them." "I would say educate!" is Hannah's advice to help women with this issue.

Donna's Story

Donna is a 19 year old sophomore in college. She was the first survivor to identify herself by the survey; however, on the survey, she didn't know how to answer the section on experiences with rape. At the time of the survey, she had a problem identifying "an incident" that happened during her freshman year of college as rape or not. The "incident" took place at a party in a fraternity. She decided to participate in the interview after taking the survey because the survey questions indicated to her that she may have been raped but did not label it as rape. She thought talking about the incident might bring her some clarity, especially because she had never spoken about it before. Donna looks like the "All-American Girl:" she is 5' 11", roughly 115 pounds and very athletic looking; has sky-blue eyes and curly blonde hair that falls to her shoulders. She is Presbyterian and grew up in Southern California where she was raised by her mother because her parents are divorced. When she talks, she has a decidedly Southern California twang to her voice, and often uses "like" in her sentences. She was interviewed twice during the end of May 1995 and was the first of the five women to be interviewed. It was necessary to interview her twice due to her speaking in very hushed tones during the first interview which were not easily recorded by the tape-recorder. Each interview session lasted roughly 2 hours. Donna often looked out the window or at other things in the room, and often played with either the

string on her sneaker or her rings, earrings, hair, or whatever else her hands could find. She also had a tendency to giggle or smile at different points of the interview, which could be an indicator of her discomfort or nervousness in discussing the attack.

Donna recalls that her “incident” happened “about a month and a half after I got here ... my freshman year.” She was just eighteen years old. Looking down at her well-worn sneaker and playing with a frayed shoestring, Donna recounts the evening of her attack: “Me and one of my friends, we went to [a fraternity party] and we were dancing in the backyard. We had been drinking. This guy came up and asked her to dance. So, I just went and sat against the wall and just was sitting there watching everybody. Then this guy came up to me and he started talking to me. He was a lot taller than me -- six foot something. I’m 5’11” and I always like tall guys.”

The Attack

“So, we were just talking; I don’t even remember what we talked about. Then he asked me if I wanted to go to his room and I was like, ‘Oh. Okay.’ I went to his room and we were just laying on his bed. We were just kissing and stuff. We were making out, whatever ... and then he just like ... unzipped me or something , but [it prompted] me saying, ‘I’m not going to have sex with you.’ I repeated it. I was underneath him and so I said, ‘Well, I’m not having sex with you,’ and it ... it just happened. I mean, I didn’t fight him off but I also thought that he would respect my wishes. I was drunk. ... I don’t think I was thinking.”

Donna pauses for a long time, mouth turned downwards, eyes still cast towards her sneaker. Finally she continues: “The only thing he said ... before he put on music and then afterwards he asked me if I knew who it was? And I was like, ‘No.’ He said, ‘The Samples ... you can think of this night every time you hear The Samples.’” She recalls looking at this guy and saying to him “‘I was a virgin.’ He was like, ‘No way!’ I said,

'Yeah, I was!' He didn't believe me. He took my virginity away and it didn't matter to him. Then I put on my clothes and I left and I went looking for my friend."

Donna looked up, met my eyes briefly, looked back down at the floor and said: "That's not the ideal way to lose your virginity. That it was in a fraternity house and I was drunk. I think that it was a lot due to my being drunk because ... I mean, when you're drunk, you lose a lot of your control over your body, I guess. You lose a lot of your strength ... the ability to act. So, I just didn't react. I just laid there. I was passive and I just laid there. I think I could have fought him off if I wasn't drunk. I mean, gotten out of the situation and gotten out of the room if I wasn't drunk. I wish I had done something to stop it."

She continues to dwell on the issue of her being drunk and its role that evening: "I could have gotten out of the situation if I wasn't drunk. That's why I never really thought it was rape. ... I never really thought of it as rape just because I could have gotten ... out of the situation. It doesn't really matter to me that I said 'No,' because it was my responsibility. I feel a lot of responsibility. I was drunk. I know that it's his responsibility because I said 'No,' but that is what I felt inside of me..."

Existing in Confusion and Silence

She recounts, "I was just like in my own world when I walked out." She found her friend and "we walked out of the fraternity and we walked up the street." Donna recalls "I sat on [a] wall. Then I told her ... that I had just had sex with a guy, explaining that I had lost my virginity ... and she was shocked." Donna doesn't remember what happened after that except being "so sore." She recalls going home the next morning: "From, like, twelve hours after it happened, I couldn't say anything about it and I wasn't going to tell my friends or anything. I had to hide it. I had to act like everything was normal. I was pretty ashamed. I couldn't show my feelings about it or anything."

By returning home for the weekend, Donna thought she would be able to “act like everything was normal.” She recalls that upon returning home, “The day after, I had to push it out and it basically stayed away because I couldn’t tell anybody about it. I had to confront everybody from high school and that was weird because I had changed -- the night before ... I had had sex for the first time.” She remembers thinking at the time “What a face I have to put on ... just so people won’t worry about me [or] ... maybe I made a bad decision. I don’t like people judging me, so I try not to give them anything to judge me about. I just wanted to make everybody know that I was having a good time” away at college.

She recalls: “I told my roommates and I told some of my friends from high school but not many because in high school we were all ‘good girls’ and this kind of thing wouldn’t be. We had all talked about how ‘it’ was going to be special.” When Donna did discuss “the incident” with her friends, she stressed that she told “none of them that I didn’t give my consent for it.” Instead, when Donna spoke to her friends about that night, she would “describe it as losing my virginity.” She explains describing “the incident” in these terms because “my friends are really judgmental. They would have thought it was a bad choice. They would assume it was my choice and my having control over it and so it was my fault.”

Donna remembers her immediate reaction to the “incident,” which still lingers more than a year after that night: “I don’t want to say embarrassed, but I am. ... I thought of myself as really dirty. I thought of myself as a slut, basically. Really dirty. So dirty. Not pure. One of those girls that I always looked at in high school and thought ‘What a slut, she had sex on her first date. She had a one-night stand.’ I looked down on those people - I still don’t think that’s very respectable even though I’ve done it. That’s one reason why I can’t blame my friends for losing respect for me.” Apparently, Donna’s feelings about herself were altered by what happened that night: “I saw myself as dirty and a slut and I

was really ashamed of myself. He took a lot of myself respect, I think. I think I lost some of my self-esteem too” due to this incident. She mentions that: “I still feel like sex should be something that should be special ... because mine wasn’t special, then obviously something’s wrong with me.” Donna feared her friends would see her in these terms as well. Donna specifically recalls that when she did reveal to one of her high school friends that she was no longer a virgin, her friend’s reaction to her was: “I really wish you had waited for someone special.” Donna indicates that she could tell her was “really disappointed in me.”

She recalls that her family offered no solace for her. When she told her sister that “I had a one-night stand and I’m not virgin anymore. I could tell she was disappointed by the look on her face. I asked her not to tell anyone. I asked her not to tell mom.” Yet despite her Donna’s wishes, her sister told the man she was currently dating. Donna recalls: “I was pissed. I was really pissed! That just made me feel like, ‘Oh, there’s one more person who’ll lose respect for me.’” In terms of telling her mom, Donna reflects: “I don’t know that I trust my mom ... not trusting her not to be judgmental about me, but I love my mom but it’s just not something I would tell her.”

Donna also suffered other problems that seems to result from the attack. She admits that “I don’t feel good about myself unless I work out. I still see myself as fat.” Another change in Donna’s reaction to her body is related to sex. In regards to dating and sex, Donna said: “I have had sex three times since then and two of the three times I was drunk.” When she was not drunk the one other time she engaged in sexual intercourse, she said it was “awful, awful, awful. I was really tense ... I’m really scared that I won’t ever be satisfied or happy or enjoy sex because the I time I was sober it was just -- awful. And I was safe. That just scares me.”

Regarding seeking help from professionals or authorities, Donna said: “I feel like that would bring a hell of a lot more attention to me than I would ever want... I don’t want

anybody to know that I was raped or it wasn't consensual sex, or whatever. I still feel like I can't put all the blame on him. I still feel like it's partially my fault and that's the way they're going to see it, too. That they would say 'She was drunk. She should have expected it. She went to his room.' I [also] think being a guy gives him more credibility. I just feel like guys would be more believable or something." Therefore due to her fears of being blamed by others and her own confusion about her "no" not being "respected," Donna did not seek help for her confusion and other emotional problems nor did she seek redress through any available punitive system on or off campus.

The Beginnings of Understanding and Acceptance

Donna recounts that only "three or four months ago, ... I told one of my [college] friends that I didn't give consent. That I told 'him' I didn't want to have sex with him. She was the one that made me realize that it could have been rape, that it wasn't all my fault. When I did talk to my friend, she was crying too and she held me tight and stuff and telling me 'it's not your fault.' I guess that's what I need. Ideally, I would like [someone] holding me ... supporting me in that way. I began to really think about it." Until her "incident" and this friend emphasizing her lack of consent in that "incident," Donna had always conceptualized rape as "something that did not happen to me. You never expect something like this to happen to you. I [thought] of it as a bigger thing. Rape to me was always like someone -- a stranger -- forcing you -- forcibly, violently, having sex with you. I just think that today, even though date rape is so prominent, it is not focused on. I think being raped by a stranger is more important than being raped by someone you know. ... [S]ociety's view of date rape, I think of date rape, as the woman [having] provoked it. She must have done something to provoke it." She reflects that this definition "might have been something that I was brought up with but it wasn't because of my family. It was because of my friends ..."

Donna admits that with her initial conceptualization of rape has caused much of her confusion regarding her “incident.” “[T]hat’s my definition of it, so this could never be rape.” She further indicates that, “I still don’t think that I’ve fully accepted that it did happen to me and 20 years from now I’m going to look back [and] I think it’s going to be with me forever and I’m kind of afraid of that. ... I didn’t understand it and stuff. I could never be raped anyway ... so it’s kind of like too negative for it to be rape. It’s just really hard to accept, that’s all. I couldn’t even say ‘rape’. Like that’s the hardest thing, when I told my friend.”

Donna admits “It’s this shadow looming over me but in me and especially since I’ve realized that it wasn’t all my responsibility and it wasn’t consensual, it’s even more of a shadow looming over me. It hurts so bad and ... it’s so hard for me to accept.” Donna still tries to comfort herself by telling herself, “I didn’t get raped. It’s not something that happens to me. It’s, like, something you read about in a paper or something. [But,] I think I’m really trying to accept the fact that it could happen to me instead of saying that it doesn’t happen to me. It’s the realization that hurts.” She thinks, however, that “maybe talking about it even more” may help her.

As a post-script, when school resumed in the Fall, Donna and I bumped into each other on campus. At that time she informed me that she since the summer, she was receiving counseling at the local rape treatment center.

Marisa’s Story

Marisa is a 22 year old, a fourth year senior, planning on graduating in five years. She is majoring in English and works as a tutor on-campus. Her parents recently divorced after thirty years of marriage. Marisa was identified by the survey administered in a Women’s Studies class in April of 1995. Marisa is half Caucasian and half Puerto Rican and is Catholic. She is slender, 5’8” tall weighing about 115 pounds. She has garnet

brown eyes, which remained mostly down cast during her interview. She has long, straight light amber brown hair falling about to the end of her shoulder blades. She often allowed her hair to fall in such a way as to form a veil obscuring her face. During her freshman year of college, her best male friend tried to rape her after a few drinks in the college town in celebration of the end of finals. She had never spoken about her attack prior to the interview. Two interview sessions were conducted with Marisa, one at the end of May 1995 and the second at the beginning of June 1995, a week apart. Each interview session ranged between 2 to 2 and half hours. During the first interview, she could not stop crying and spoken in a very soft voice, sometimes barely audible. She became so upset during the first interview, that we decided to stop and resume the interview the following week. During the second interview, she was able to control her tears only a little better. She rarely maintained eye contact, keeping her eyes down cast towards her clasped hands on her lap, and sat huddled in her chair. Perhaps, this indicates some fear and her discomfort in discussing the attack.

By the time Marisa started college, her “outlook towards men was always kind of one of mistrust, fear, anger.” When Marisa arrived at college, she already knew that people you know could hurt you: “When I was six ... I was sexually abused by an uncle. I never really traced it through my whole life, but I didn’t have very much trust in men for me to start with. I’d rather be just by myself or with women. Which might go with the fact that I really wanted to go to an all-girls school. I didn’t want to be around guys in high school. I was kind of scared. Even in junior high school, I never had any desire to go on dates or anything. I never really went out on dates in high school. ... Given my friends in high school, they all seemed to know more about ‘those things’ than I did, ... but I went to an all-girl’s Catholic high school. It’s like, sex? What is that? I didn’t really have that kind of interest in high school.”

Marisa recalls when she started college “I hadn’t been around guys for four years.” “It was kind of strange, but I was going to make a positive experience out of it. I thought, ‘I’m going to try to get into the swing of things and go out and date and maybe get a boyfriend.’” With this seemingly optimistic point of view, Marisa started college.

Marisa recollects: “I lived in the dorms my freshman year. It was my freshman year ... everything was going pretty well.” Although “I was still a little bit tentative because I wasn’t used to it, I had a boyfriend at that time and a really good male friend. “Relationships with men seem to be pretty normal. I’ve got a friend here and a boyfriend over here. We were all kind of good friends. We’d hang out. We had two of the same classes together.” In regards to her really good male friend, Marisa describes their relationship this way: “A really good friend of mine, we had this bond. There wasn’t anything physical going on. He had never ever tried to touch me. We spent a lot of time together. We’d go play racquetball together. We had classes together. He was really cool and he was really funny. He was about 6’ 3” and about 200 pounds. He was big. From Oregon. So, he’s a big, white dude. He seemed to be more nurturing ... like the way he talked. He was very gentle. He had a girl friend, too, back in Oregon. He used to talk to her a lot. We would sit around in the lounge and we would just talk for hours and hours. Even my roommate said, ‘He’s such a cool guy.’ I felt very safe. We had kind of like that trust thing.”

She recalls that at the end of “winter quarter, freshman year ... he was an out-of-state student and he had to go back, I guess for financial reasons. I was pretty upset. I was really sad. He’s all ‘We’ll keep in touch. Let’s do something Wednesday night.’ I was like, ‘Okay.’ It was Winter quarter, finals. I had finished early, on a Tuesday. He had finished on Wednesday. We went to [the mall]. Went shopping. He liked to go shopping. We would do stupid things like that. He’s just like, ‘Oh, you know, finals are over and stuff. Let’s go get a drink. I know a place where we can get drinks, the guy

knows me and I could get whatever I want.' I was, 'All right. Whatever.' Granted, I'm not like ... a big drinker. I don't drink in public. But I felt I trusted him enough that I could unwind, we could just hang out and I could actually drink. I guess we'd had hard finals ... mind you, I also felt safe because he was my neighbor."

As the tears fall, Marisa continues: "At this point, I was in his room. I was like pretty dizzy at this point. So I'm like laying there and the way he had the beds set up, he had [made] one [big] bed ... he had moved the furniture. It was really weird. His roommate had already moved out, I guess, so he moved the furniture around. I was just laying there and just fell asleep. I thought he was just already passed out or something."

The Attack

She recounts what happened next: "I remember being dizzy. I never, never felt so dizzy from drinking any alcohol. I didn't really know, maybe because we didn't eat or something. I didn't invite him to come [on to me] ... he just came and was big. He was just like on top of me and stuff. All of a sudden he just turned very strange. I was kind of shocked and paralyzed. It only took me a couple seconds to figure out, 'I don't want this to happen to me. This doesn't feel right.' At that moment, I felt like I was overly sober. I was like, 'Ouch!' at that point. I kept saying, 'Off! Off! Off!' He was like on top of me and stuff and then he was, I remember, he was pressing like really hard on me and he had his hand holding my wrists ... I remember because my wrists really hurt. He was actually pinning me and he was like on top of me. I just couldn't move anything. He got this super-human strength and it was very scary to me. My legs were stuck ... I couldn't move my legs. I couldn't even kick him if I wanted to. I just remember ... it was so rough. It wasn't even like him ... it was so unlike him. It was almost like anger. He just started taking off my shirt and stuff. I started getting really sick at this point, luckily for me, because it was the one and only time in my life that I'd ever thrown up from alcohol, to this

day. ... But I thank God that I actually I had to throw up because I could easily see something else happening and I got really scared and I ran into the bathroom. I ran into the bathroom and I ... think I got one-quarter of [the vomit] in the toilet. I locked the door. I was really scared.”

Speaking through her tears, Marisa recalls: “He came over and he was very angry. He was just really angry. Yelling. He was just -- terrible. Just like he was yelling at me through the door. Like, ‘You bitch! C-nt!’ All these terrible things. Just his tone of voice was very angry. He was just pounding on the door, yelling things and I had never been so scared in my life. It scared the hell out of me. It was like, ‘I’m sitting here throwing up all over myself, can you have a little sensitivity here?’ I remember looking down. My shirt was totally just open to the world. I’m just like sitting there and I’ve got throw-up all over myself. If I opened the door, he was there. So I had basically locked myself in the bathroom for the rest of the night. He wouldn’t stop trying to get in and then he said, ‘I’m going to go over. I’ll get in somehow.’ Then eventually, I just passed out and he just stopped and the following morning I woke up and it was so weird. It took me a while to figure out what was going on and what had happened. I was really scared like when I got up. I basically just took a survey of myself. It was like my whole upper body felt like bruised and my shirt was completely open, just all ruined, all stretched out. My pants were unbuttoned, but nothing had come off. My whole body hurt. I know I didn’t have intercourse ... but he basically ... I guess he tried to rape me. I guess I was thankful for that. I tried to justify it that way, ‘Oh, at least I didn’t have sex with him. It’s just really humiliating.’”

She recalls her escape this way: “I was so scared because I was afraid if he was up he might try to do something else. I’m sitting in the bathroom ... and I just opened the door, just praying that he was not conscious, and he wasn’t! I just snuck out the door. I really didn’t care what I looked like ... I looked like hell with throw up all over me. I’m

like just trying to get out of there without anyone seeing me. I felt like numb. I had to sneak out and I was afraid for my own safety in my own dorm room. I really felt like a fugitive.” Marisa further recalls “getting in my car, I’m driving home, and I was like, ‘where am I going to go? My house? I hope nobody’s home.’ After that, I just felt so angry and frustrated, but I don’t know why I didn’t do anything about it.”

Descending Into Silence

Marisa continues: “I remember thinking afterwards, ‘Well, gosh! Did I lead him on? Did I lead him onto this whole thing? Was this kind of penned up frustration for him? Maybe he did like me more than he told me he did. Well, maybe it was justified. Maybe I shouldn’t have spent so much time with him.’ I told him a lot of things I never told anybody. That’s why I felt so confused and so betrayed and ashamed. I can’t believe that happened. I felt like the biggest fool. I also feel ashamed because I was drinking and I never drink. It was like I felt like I was back at point zero again ... I have to start all over again ... can’t trust anybody again. And it was so easy for him because he was leaving. I felt like somewhat abandoned ... I wanted to talk with him about it, but I didn’t want to talk to him because I was afraid of him. I just felt like it’s my fault. I felt guilty for it. He was my friend, which makes it even worse.”

Marisa finally confided in her boyfriend when she realized that her boyfriend had noticed she was acting differently. Marisa recalls: “I tried to ... I’m like sitting there for a couple of weeks and I’m seeing my boyfriend and I’m not telling him anything. He’s like, ‘What’s wrong with you? You’re acting all weird.’ I put it off for as long as I could. I decided to tell him and I just wanted to tell him. Like, he always encouraged me, helped me -- more than just a boyfriend, I thought. I just remember him sitting there and I’m trying to tell him what happened and I thought, ‘He’s my boyfriend. He’ll believe me. He’ll support me.’ He didn’t believe me. He called me a liar. He said, ‘It’s something

that you wanted because you guys spent a lot of time together. Well, I just can't tolerate this. We're going to have to break up. I can't believe you're trying to make it seem like he raped you.' He just didn't believe me. I felt like I was putting my fist through a wall ... like you're talking and nobody's hearing me. No matter what I said, he's just like -- it was something I did. For me to just say, 'Yes! I had absolutely no shirt on and I ran into the bathroom and I'm sitting there throwing up and I'm in pain. Maybe my pants did not come off, but I feel him trying to take his pants off,' was so humiliating. I remember, he was sitting there, saying, 'Oh, that's not a big deal. It just sounds like you were leading him on, that's all.' He said, 'Oh, oh! you really say that this happened to you, right? Then why don't you get out his phone number and we'll call him. We'll see what happens.' I said, 'I don't want to talk to him. I don't want to talk him. He scares me.' He said, 'Call him right now.' Then he picked up the phone and he was there and he talked to him and he denied everything. It made me look even worse. I felt so stupid. After that, I just shut down. I was ashamed. I didn't want to be judged. He was the only one I told."

After telling her boyfriend, Marisa admits that "Our relationship changed after I let him know that. Sometimes he would always use it against me, saying: 'Remember that incident?' It would come up every once in a while. I felt so stupid when I'd hear it. I felt vulnerable and he turned almost into a father figure for me, telling me what I should be doing, where I should be, because 'You just don't know what's good for you. You don't know how to make those right decisions.'" In regards to other aspects of their relationship, Marisa admits: "I guess I had to do these things to be with him. I hated sex, I hated it! It was such a chore ... no pleasure in it for me whatsoever, but yet I still did it."

Marisa stayed with this boyfriend for two years because "I felt pseudo-safe because at least I wasn't out there. I'm not subjecting myself to these other men. I totally isolated myself by this point from everyone and especially the opposite sex." Marisa finally left her

boyfriend “because it started to get abusive ... excessive mental abuse and sometimes he started talking with me and got real close to me and just slapped me across the face.”

After confiding in her boyfriend, Marisa felt “like to me ... I wasn’t credible afterwards.” Marisa recalls after telling her boyfriend and his anger at her, she thought to herself, “‘Who in the hell am I going to talk to about this?’ I mean it’s just like -- I can’t tell my parents. They had met him, too. They thought he was such a ‘fine young man’ and ‘he’s such a nice boy you’re hanging out with.’ I can’t sit there and go, ‘Oh, you know Paul, that guy you really liked ... No, Mom. He’s like a brutal guy. I don’t know what his problem is.’ I remember I wanted to tell my friend, but I was afraid if I slipped that I had some alcohol that she would kind of look at me and go, ‘Oh, come on, Marisa.’”

Marisa recalls that time she didn’t have anyone to turn to: “I should have told somebody and I didn’t. I didn’t know where to go even if I wanted to. I was really ashamed. I didn’t want to kill myself, but I just didn’t want to feel the pain anymore. I never felt so low in my life. I got very little sleep. I had ... nightmares. I would go to the gym, I’d work out excessively. Just this experience made me shut down for the longest time.”

Marisa further remembers “I don’t want to tell people because I don’t want them to know things like that because they might use it against me. I’m scared to let people know that. You can’t help but think that they’re going to judge you to an extent. They’re going to look at you as kind of cheap.” She still fears that people will either blame her or just not understand her: “If I tell any of my good friends or something, I don’t want them even to get that look on their face. Or I don’t want them to gloss it over, either. Or ... sometimes people think, ‘Well, her story doesn’t sound too valid.’ Or ask, ‘Are you sure that happened to you?’ Or they might be, ‘Oh, she’s being too dramatic about this.’ To some

extent, they might tune out. They don't feel comfortable talking about it. I don't know why people don't take it more seriously. I can't even trust my good friends."

In reflecting what may help her overcome feeling "ashamed" and aiding her path of recovery, Marisa said: "I just want to be heard. That's all. I don't want to be dismissed. I feel now that I could go talk with somebody. I still feel kind of ashamed, but I know that I have to take that step. I really want to get over that, mostly." In reflecting what the campus can do to help, Marisa recommends: "It should be talked about. It needs to be talked about. A couple of weeks ago, opening up the [campus newspaper], and there was an add for the [local] rape treatment center. They should put something like that in there all the time, instead of having those wasted spaces and advertisements in the [paper]. They should fill it with that kind of stuff. I definitely think they should do something at orientation. All I remember from [freshman] orientation ... I was sitting there and them showing us how to have sex ... the safe way to do it ... that it was so free ... this is how to put a condom on. They should center around those issues instead. Definitely."

Marie Claire's Story

Marie Claire is a 22 year old, fifth year graduating senior, who is majoring in Molecular Biology. She works on campus at a professor's lab doing research. She also works as a peer educator, and plans to go on to Medical School after graduation. Marie Claire was one of the subjects that responded to the advertisement in the campus newspaper. She is of Filipino descent and is Catholic. She is about 5' 2" and weighs no more than 100 pounds. Although very slender and petite, she appears to be athletic. She has coffee-brown colored eyes and raven colored hair that falls in soft curls that are bobbed at her shoulders. As a freshman, during finals week at the end of the academic year, a friend who was someone Marie Claire had dated earlier that year, raped her while his roommate was in the room. Having spoken about her attack several times and to several

different people, Marie Claire was able to reconstruct her experience in one two and half hour interview with me that was conducted in late October 1995. Hers was the last of the five interviews I conducted. Throughout the interview she kept her posture straight and often maintained eye-contact. Her posture and level eye contact suggest her determination and ability to discuss her experience in a forth-right manner. She commented that by this point she had “talked to a lot of people” about her attack and “[she’s] not afraid to talk about it.”

Marie Claire’s “attack happened during spring quarter of the school year and towards the very, very end of the school year.” It was her freshman year in college and she was 18 years old. Marie Claire and the student who raped her lived on the same dorm floor: “he was a junior transfer ... [and the] floor was mostly junior transfers ... [with] very few freshman.” Marie Claire was one of the few freshman on that dorm floor. Marie Claire explained that they were “really good friends because he broke up with his girlfriend and I had broken up with [my boyfriend at the time, too. We had a kind of bond. Out of everybody on that floor, or in [school] in general, he was the one person who I trusted the most. He looked out for me like my brother. He was never my boyfriend or anything but we had a so-called dating relationship ... an open-dating relationship.” Summing up the relationship, she stated with voice low and tight which may have been a show of anger, “I trusted this guy; we used to date a few months back [prior to the attack].”

Marie Claire describes her attack this way: “he’s Peruvian; he was a junior transfer, [and belonged to] MECHA and was Biology major; he is very charismatic and ... good looking; he’s very much a lady’s man and had a lot of girls chasing after him.” Marie Claire detailed that “this guy was easily 200 pounds and ... was a wrestler in high school, so he just has that kind of build.”

Until her attack, Marie Claire said: “all I knew about rape was what you saw on television. It was a man, hiding behind the bushes and you’re walking home late at night

and you're dragged into an alley and he attacks you." She admits to that she "knew about date rape, but thought that rape was committed more by strangers."

The Attack

One night "during spring quarter of the school year and towards the very, very end of the school year" as Marie Claire "was typing my paper ... 'so-and-so' came into the room and asked for my address and my number so he could get in touch with me over the summertime, because school's going to be let out and the dorm's all going to be moving out and everything, so he wanted to keep in touch." Although "it was late at night -- maybe around one o'clock, ... [and] a lot of people were sleeping, I went over to his dorm room." Marie Claire remembers that "his roommate was in the room, too. His roommate was sleeping on the top bunk." She recalls that "I walked into his room and I just wrote my name into his black book -- this is kind of corny ... but it was his 'little black book.'"

She remembered that after "I wrote my name and address and phone number in his black book, he started tickling me." Which she explained "wasn't uncommon because we had that kind of relationship." Marie Claire continues to recall the events of that night. "All of the sudden I found myself on top of his bed -- I don't know how. It kind of just went really fast. This guy was twice as big as me. He was on top of me and his roommate was sleeping up on the top bunk, and all of the sudden, it just felt like he was a totally different person than what I knew. He was saying all these weird things. He was saying, 'Oh, I just want one more memory before school lets out.' Before I knew it, he took off my shorts and my underwear and he was fishing for a condom on his desk ... I don't know -- he probably strategically planned it, so he could get it quickly. It happened so quick, but it felt like forever. I can't even tell you how long it was because it's really distorted. He was on top of me ... I would try and scoot out from under him, but with the weight of his body, all of my strength just equaled nothing -- absolutely nothing. ... He knows how to

pin people down. ... I just remember putting my hands over my eyes because I physically did not want to see this happening to my own self. I just remember me crying and saying 'No! I don't want to do this. You're crazy.'"

She remembers thinking to herself "'Okay, I'm just going to do whatever it takes in order for me to get out of there safely.' I knew his roommate was up on the bunk. This was my reason for not screaming out to his roommate -- I didn't want somebody to know this was happening to me. ... I didn't scream for his roommate to come help me. I remember when the attack was occurring, but he used so much force that the bunk bed shook the wall a few times. I said to myself 'his roommate has to be awake. I'm just not going to say anything: I don't want anybody to know.' Then, this guy, he says to me 'let's go do it up against the door like we did before so I can have one more memory. I thought to myself, 'Okay, well, if this is what I have to do to get up, off of me, and we'll go up to the door and then I'll be able to leave.'" Marie Claire recalls thinking to herself "Here I am just like stark naked and if I go out into the hall, granted my door is only a few doors down, but someone's going to see me I know ... it's only about one o'clock, but someone's going to see me. I don't want them to know this is happening to me. I want this to be my secret. I don't want anybody to know." She goes on to remember that she "I felt like it didn't happen to me ... it is kind of a different person that it happened to ... like an out of body experience. I was an outside observer just watching what was happening until he was done and I was able to leave the room. [I] just let him do what he had to do and then I got my clothes, went into the bathroom, cleaned up and then I went right back to my room and finished my paper and I went to sleep. ... I just thank God that I survived."

Marie Claire said that her most vivid memory of that night is that "I can still see myself in the same position -- just like covering my eyes, having this guy's face in my face, kissing away my tears ..."

Marie Claire recalls “I felt like it was all my fault. How could I have been so stupid to let this happen to me? I always thought of myself as being a very smart person, that I had good judgment. I didn’t have alcohol to blame, because I didn’t drink alcohol that night. Neither did he. My capabilities weren’t impaired. ... I just felt worthless, basically. ... In retrospect, I think to myself, how come I didn’t just pull out a piece of binder paper and put my name and my phone number on it and just let him leave, but his dorm room was like two doors down the hall. I didn’t think anything of it.”

Descending Into Silence

After the attack and back in the safety of her own room, Marie Claire recalls “I told myself ... I convinced myself, ‘Okay, he took like a few minutes of your life but he’s not going to take away your education, too.’ I just finished my paper and went to sleep and felt kind of sad. To me, there’s a point of no return. Once you’re raping me, whether it’s for five minutes or for half an hour, it’s still a rape. No matter what anybody tries to do, they can’t stop what has already occurred. ... But I distance myself. ... I basically forgot about it. I kind of fooled myself into thinking that everything’s okay and that what I want is to keep everything normal and I made everything normal for myself -- for the whole summer. ... Once I was [away from college and back home], I don’t really feel that anything was disrupted.” But with hindsight, she says her trying to “keep everything normal” ... “was a mistake of denial.”

However, before returning home, Marie Claire trusted two people enough to confide in them about the rape. The day after the attack, Marie Claire’s roommate asked her if something was wrong, which as Marie Claire admits “kind of opened the door and let me know it was okay, to go ahead and tell her. ... I don’t know exactly what words I used, but, still, at that point, I didn’t define it as rape. ... I guess I knew in my head, but I didn’t want to vocalize it because that would make it more real -- more real as an experience.”

After hearing the brief recount of the prior night's episode, Marie Claire's roommate said to her "He raped you, Marie Claire! ... I knew something was wrong." Marie Claire remembers "the first thing she asked of me, 'did you scream?' I looked at her and I said 'no.' She couldn't understand it and neither could I. How come I didn't scream? But, I told him 'no' and I felt that should have been good enough whether I was screaming or not, saying 'no.'" Her roommate went on to say "Well, you should have done this, you should have done that." Marie Claire thought to herself after confiding in her roommate, one of her best friends: "In my head, I felt I shouldn't have told her. Now she's making me feel like it's my fault. It's making me feel worse than I already feel."

Marie Claire recalls that she "told another guy on the [dorm] floor and he kind of said" to her "you're not going to tell the police or anything, right?" Marie Claire's reaction was "I said, 'no, I'm not.' In my head, I'm like: it's just going to be my word against his, but on top of that, it's going to be him and his roommate against me. No one's going to believe me. In my head, in my mind, I wasn't going to go to the police. [This second person] kind of reinforced it."

Marie Claire paused, eyes diverted for a rare moment and when she looked up again there were tears in her eyes. She recalls "it seemed like it spread throughout the whole floor -- what happened. My own roommate turned her back against me ... everybody basically turned their back against me. [My roommate] says she was on my side and everything, but I felt like, still, that no one really understands, especially those comments that she first said to me. No one really understands my point of view. I felt really awful." With more sorrow and grief in her voice, Marie Claire explained: "When I try and explain to other people, I don't know if they think I'm crazy or what, but it's a weird thing to describe if you haven't felt it."

However, before Marie Claire began months of silence, she thought she could bring closure to this "episode" by confronting her attacker. After telling her roommate and

internalizing the notion that she had been “raped,” “that’s when I decided to go talk to this guy and tell him what he did. ... That way I could get it over with and put it aside.”

With angry eyes, a straight back and hands clenched in fists in her lap, she recalls confronting her attacker the next day. “I didn’t feel threatened, because, first of all, it was daylight. I mean, his roommate wasn’t there either and I had some of my stuff in his dorm room, so that was the another incentive to get my stuff from him and also to tell him what he did to me.” She remembers: “He was sitting at his desk and while I was gathering up all of my stuff, so, of course, his back is turned to me. When I told him, ‘You raped me! Do you understand that?!’ He kind of looked at me and said, ‘What are you talking about?’ I just looked at him and I said nothing. I got all my stuff and I just left. I know he knows that he did it to me. He was being just a good actor. ... He had to [have] known that I was going to be affected somehow. That I was going to be hurt. I do believe that he did this to hurt me. I do believe that he resented the fact that I got back together with my boyfriend and not with him. He wanted to get back at me, somehow. It wasn’t sex, I don’t think at all. ... I figured the way I’m going to deal with it is I’ll tell him that he did this to me and then I can go on from there.”

“After that I kept silent about it for I don’t know how many months. ... I figured I’m going home for the summertime, I don’t have to deal with this.” Although she felt that home represented a place of normalcy, she admitted that she didn’t tell her parents. “It would just cause them pain because they couldn’t do anything about it. It’s something that I don’t believe they would care ... I know that they would want to know, but I don’t think I could bring it upon myself to tell them. They would have a lot of anger built up and it wouldn’t be able to go anywhere. I think, indirectly, they would blame me. I just would rather not have them think badly of me. I know that they wouldn’t want me to be hurt, or whatever, but they would probably [say or think] ‘Oh, no. You’ve got to move back into the house.’ Or they would lock me up in the closet or whatever and just not let any guys

ever come near me again. I'm a grown up. I had to grow up faster than I anticipated. It's just one of those headaches I'd rather not have my parents worry about. They have high blood pressure and everything. They have enough stuff to worry about, then to worry about me."

"Once I was [away from college and back home], I don't really feel that anything was disrupted. When I came back here ... that's when things were getting harder. ... I went through a lot of depression, not knowing ... not being able to understand how this could happen to me. I've gone through so many blue days. I think I put myself through self-torture ... I just felt worthless, basically."

Suffering In Silence

Marie Claire recalls: "When I came back to school ... that's when ... things started to affect me." Marie Claire recollects that "Winter quarter of the following year came around, and I had to see him -- obviously, the guy was pre-med" as was she. "He had some classes with me [and] that's why I couldn't handle it anymore." She recalls the impact of having classes with her attacker that "Winter and Spring quarter: My concentration was, obviously, really hard to control. My grades kind of went down. ... It eventually took its toll that Winter quarter when I had him in my class, and that Spring quarter. The first class, I got a 'C.' The second class, I ended up dropping altogether. I couldn't handle it anymore."

She bends her head and more quietly continues: "On top of that, all the stress of his being there and I'm sitting in the back and him and his friends are sitting in the front and then turning around, and then pointing and then laughing. Day after day, you just try and say 'Okay, I'm just not going to look over on that side of the room.' ... It was really hard because I finally started to figure out who are my real friends. Of course, all of them were pointing a finger at me. It made me feel like I shouldn't go forward and talk to anybody

because -- 'oh, I used to date this guy before.' ... I tried my hardest, but ... I really did lose a lot of concentration and I didn't really perform well in those classes."

Marie Claire recollects "I tried to do something positive." Marie Claire remembers "that's when I started doing research. I told myself, 'okay, look, this guy took a few minutes of your life but there's no way he can take my education. You shouldn't let him take your education away from you, too. Don't let it affect your work.' I tried my hardest and I'm going to do research and just try to improve myself."

Breaking Out of The Silence

Marie Claire emphasizes that after having classes with her attacker, "I couldn't handle it anymore." Marie Claire's life became increasingly difficult for her to negotiate. She also started to experience relationship problems with her current boyfriend. "As far as being intimate with my boyfriend, I never really ... we were having a lot of problems [and] just fighting a lot. He ended up airing his feelings out to this other girl and he started liking this other girl. I just couldn't stand it" At the risk of losing yet another significant person in her life, Marie Claire decided to "finally reveal my 'big secret.'" She had waited almost six full months after the attack and after initially telling her two friends to tell her boyfriend about the rape.

Marie Claire, crying out, remembers: "I guess I couldn't understand the way I was feeling until I finally told him. ... It finally made a lot of sense to me why I was acting the way I was. Why I always would push him away and always want to be by myself. When I finally told him, he finally understood why we were having so many problems." In attempts to make the relationship more secure, Marie Claire assesses her "tend[ancy] to try to want to be more intimate with [her] boyfriend to make up for the past" once she confided in him about the rape. She revealed in a very soft voice that "if I'm more intimate with my

boyfriend, more times, then I will have had more better experiences having sex than that [bad] experience will get overshadowed by all this good [physical intimacy].”

Telling her boyfriend was the beginning of Marie Claire’s path to seeking help and recovery. However, the urge to find help was not for her, but rather for her boyfriend because of how the knowledge of her attack was affecting him. “When I saw my boyfriend affected by it too, not just me -- not just me carrying the burden -- but he was really hurt and angry too. She asked her boyfriend: “Will you come with me to go to the [campus] Women’s Center” to get help. “We both went and from there, talked to some counselors [where] they referred me to the Student Psychological Services.”

After attending some of the counseling sessions at Student Psychological Services, she evaluated that type of campus support. “I know it’s great for some people, but for me, when I was there, I really felt like a laboratory experiment. That [the counselor] was just analyzing all of my movements and my body language. There was a little light shining on me ... maybe just the way that I remember it is just over-exaggerate[ed], but I really felt like [the counselor] was just examining every move I made. I didn’t really feel comfortable ... I really didn’t feel comfortable at all.” Marie Claire was very specific as to why she choose campus counseling services over outside rape counseling centers: “it was on campus and easily accessible, because I don’t have a car.”

After her discomfort at the campus counseling facility, she asked her boyfriend if they could go to a local rape treatment center “just to see how it is.” They both found the local counseling center more compatible with their needs: “We started going their regularly, both of us together. It made me feel better to go in there with him. He would go into the room with me because it was obviously affecting him too. That’s why I wanted him to be there so that I wouldn’t just be dealing, he would be too. Maybe a few times I went there by myself, but most of the time it was both of us.”

Marie Claire, by her own admission, feels that her boyfriend's support was a vital component to her process of recovery: "If it wasn't for him, I don't know if I could have ever gone through this. I was really afraid that he would [blame me] but he didn't. I don't know how to explain it. Maybe God sent him to me. He has been the most supportive person. Sometimes I still have a hard time. He's really understanding ... He restores my faith in men, in general ... [that] not all guys are like this guy." Marie Claire recalls that her boyfriend would "come with me to school during the days that I had class with [the attacker], just so he would make me feel better. My boyfriend lives [pretty far away], so he'd make an active effort just to help me feel a little bit better."

Reporting, the Complaint Resolution Process, and the Path of Recovery

While her boyfriend's support and protection helped, it also propelled Marie Claire on to a path of action and recovery that she did not expect. "It just so happens that one day we were crossing paths [with] the attacker -- all three of us knew each other. When we passed each other, the guy said 'Oh, Hi! How's it going?' My boyfriend blew a fuse and started fighting ... it broke up pretty quick, but this guy ended up pressing charges against me and my boyfriend. That was the whole motivation to even go to the Women's Center" for help. The Rape Consultant at the Women's Center "reviewed all my options and I knew [Campus] Police were out of the question because it had been so long and it would be my word against two others." Besides fearing that campus authorities wouldn't believe her, Marie Claire also "didn't think [she] was strong enough to go through" with formal reporting and possibly filing charges. Marie Claire explains that she decided to go to the Dean of Students with this problem because "the way [the Rape Consultant] described it, they don't have to prove [the rape] beyond a reasonable doubt type of attitude." Yet, Marie Claire further explains that she went to the Dean of Students with the notion that "I didn't

think that I was going to get anything out of it. I didn't think anything would be done basically.”

Once Marie Claire approached the Dean of Students Office with her problem, her initial reaction was “I was upset when I did go to the Dean of Students, because in my mind, hoping this whole thing would get over with quickly. They still ha[d] to collect all this evidence, information, etc. and then they decide whether or not it goes to the [judicial disciplinary] panel. I felt like it took so long. I went there so many times. It was very exhausting. I wasn't prepared for the challenge that awaited me.”

“What really spurred” Marie Claire on in the process and “gave [her] the courage” was when the male associate dean of students revealed to her that through the investigation, the deans found out “that his roommate was watching through the mirrors [in the room] ... that [the attacker] had set up the mirrors and those positions.” With more strength and anger in her voice and posture, Marie Claire declared, “that's when I said to myself ‘I can't let him get away with this. No way! There's no way. Chances are it's not going to be just me then. If I can make him at least just think twice next time, then that's all that I can ever hope to achieve.”

Aside from giving Marie Claire motivation to press formal charges, the information of knowing that her attack was setup gave her a revised point of view about the rape. “I think that it's very much possible that he was playing a game with another guy on the floor ... he was just trying to be ‘Mr. Macho Man’ in front of all of the guys in the dorm. He was going to set this up with his roommate and positions of the mirrors just to show off that he's a ‘Fun Macho Man.” With new information about the rape, was able to stop “torturing” herself with questions like “How could I have been so stupid to let this happen to me?”

Despite the strength that Marie Claire found through the support of her boyfriend and inner strength she found from hearing more of the facts of the rape, she recalls that “I

was upset when [the Dean of Students] said it's not up to me whether or not my case gets presented in front of the [judicial disciplinary] panel. It wasn't up to me have my case presented in front of the panel. I really felt powerless a lot of times. I would constantly be calling over to the Dean of Students' office to find out what kind of progress was being made in the case. Once they found out a few more things, I suppose, then they decide to put [it] in front of the panel. That this is worth those people's time. Luckily, they decided [that they] were going to put it in front of the Judicial Board."

The stress that Marie Claire endured due to this process is exemplified by her frequency of nightmares about the rape at this time. Marie Claire recalls "the frequency was really high around the time when I was going to see the counselors at the Rape Treatment Center. At that time, I was still going through the whole Dean of Student's process, talking to lawyers that they have here at [school]. I'd always be afraid to go to sleep because I'd always end up waking up in a nightmare."

"The panel finally heard our case in July and the date got postponed twice. It was over one year after the incident occurred" and over six months after reporting it. The stress and "anxiety" continued to increase as she realized that her entire life would have to be altered for these proceedings. "I normally would go home for the summer but I told my parents that I had to stay here during the summertime, and ... the best way for me to tell them ... was to tell them that I'm going to get a research job on campus because I'm pre-med." Marie Claire, instead had to spend her summer trying to cope with the hearing process: "here I am, dying this whole time."

Marie Claire recalls the process of the campus hearing: "I was scared. I figure that the hardest thing for me was to go up in front of that panel. It took two days. I was told it was only going to take one. I was able to have two support people with me. I chose my counselor from the local rape treatment center and the legal advice person from the local

rape treatment center. They came and sat with me. I had, of course, the lawyer from [school] and she had a lady helping out, too. We looked like angry women.”

Marie Claire remembers that the panel consisted of “five people -- they’re faculty, staff, and students.” She further recalls that “these people who were going to be on the panel are educated people. The way it was set up was that I was facing the panel, and thank God, I didn’t have to directly look at him, we were kitty-corner. I didn’t have to look at him. It’s hard not to look over there. I was hard to be in the same room with him. It was hard to listen to him cry to those people. Saying things like ‘I loved her. I’d never do anything to hurt her.’ He’s an actor. That’s the one word I would use to characterize him. It was hard not to scream and let everybody know my anger and frustration.”

Aside from having to come face to face with her attacker and listen to his defense, she also “knew that everybody was going to be scrutinizing me.” With loathing in her eyes, she recalls that “his lawyer was slimy. He just shot himself in the foot. If he had done any research on it -- date rape or sexual assault or anything of that kind of nature -- he would have realized that the questions he was asking me: ‘you had a relationship before, huh? With him? You’re very promiscuous, huh?’ Thank God, the panel stopped the lawyer from saying that. But I said ‘I’m not afraid to answer his questions, but if you think I shouldn’t answer those questions, then I won’t.’ I knew by looking at all of those people on the panel, I knew they were on my side just by hearing him ask those questions. It was very reassuring. Really it went a lot smoother than what I ever could have hoped for. Thank God that these people were educated and they weren’t just ‘Joe Schmoe’ off the street.

Nevertheless, Marie Claire was frustrated by the process. “I felt, God, how many times do I have to repeat myself over and over again for people to understand? For the

people to take action. Again, I felt like I was being victimized but here, *I* have to expose my entire self, but still, no one's here to help me. [The process] was also too slow."

Marie Claire had some concrete suggestions to make the process easier for the victim to negotiate: "I felt it took so long ... maybe have more than two people working on it and just gather information. If they had more of a protocol, I would [not be] constantly calling over at the Dean of Students to ask what in the world they are doing. Maybe they could show it to me, so I could understand what they are doing." She also advocates a peer advocate group composed of other survivors who have gone through the reporting process: "Just to have someone who was in the same position so I could have somebody to talk to ... I thought it would help me to go through it and so I'll have like an idea about [the process]. Maybe if [we] would talk about it, [we] would feel stronger, too." Marie Claire also advocates education for students: "there [is] a lot of education that need[s] to be done. I still do have hope out there. But the only way to spread the word is by talking about it. Some people aren't exposed to these types of issues. It's only understandable that they do have these unhealthy, socialized attitudes that condones rape and victim-blaming comments. I want people to be educated."

"Thank God it turned out to be a positive outcome. A little bit before my third year started at [school], I found out he wasn't going to be attending ... this guy got kicked out of school because of the rape but he was only kicked out for two years. I'm glad that I didn't have to see him in my classes and everything, but it didn't seem that stiff of punishment. What made me feel bad was that he only had to do 100 hours of community service and attend maybe two workshops at the Women's Center. I wanted people to know that they have a rapist on campus ... I wanted everybody to know. I was mad that it was so little, but then I was happy because it was positive, anyway. It took me a long while to realize that he will never, never admit to himself what he did. I don't think that a

million hours of doing community service is going to change that either. His punishment is having to live with himself. I didn't do this to him, he did it to himself."

With this process "the weight got lifted off my shoulders" when she found out about his suspension and she admitted with a shy smile "I started attempting to be like a normal person again. I'm just thankful that I haven't run into him on campus ..." A little sadly, she adds, "so far. He started this year. He could be in some of my classes again because those two years are up. The very last time where I had a nightmare was a few days right before school started [this year] because he was only kicked out for two years."

The process brought her some relief at not having to fear seeing him again for two years and allowed her to "act like a normal person" while moving further into her recovery. But at the prospect at possibly having to see her attacker once more, some of the stress, fear, and anxiety resulting from the rape has been triggered again. Her recovery began and was propelled forward by the reporting and adjudicating process: "I think those hardest days, the ones that were the hardest to bear, were really times of personal growth where I learned a lot about myself. I'm a stronger person now than even before this incident happened. I never knew I had this strength. It may have been a blessing disguise." However, it is not complete healing: "I don't know if I can ever really get over it. I don't know if it's even possible."

Nonetheless, Marie Claire still makes an conscious effort to further her recovery. "I just want my healing process to be an active process." Therefore, "right now, I'm working at the Women's Center" as a peer educator. She says that "I want other people to be educated." Yet, she does identify herself after going through the entire reporting process and a couple of years of active healing that "I'm at that point where I feel that I am a survivor. These other days that I'm talking to you about, that's when I felt like I was a victim, for sure."

Colleen's Story

Colleen is a 20 years old, second year student majoring in History and Chemistry. She also has a specialization in Women's Studies and plans to pursue graduate studies. Colleen was one of the subjects that responded to the advertisement in the campus newspaper. Colleen is 5'8" and weighs about 120 pounds but appears almost too slender and bony. Colleen has grayish blue eyes and sun-streaked blonde, straight hair that is cropped just above her shoulders. She grew up in a conservative suburb of Southern California and speaks in a clear, deep voice. During her first three weeks at another branch campus of the university, Colleen went to a fraternity party with a close friend who was a member of the fraternity and another male friend who was an acquaintance from her dorm. After drinking, she woke up in the acquaintance's dorm room tied down, being raped. She left that campus and transferred to this campus, which is the site of the study. Having spoken about her attack several times and to several different people, Colleen was able to reconstruct her experience during one two and half hour interview that was conducted in early June 1995. She indicated her eagerness to tell her story to contribute to this study.

Colleen recounts her first few weeks as a freshman at college. "We moved into the dorm a week early so we could get acclimated and adjusted. I didn't go to the orientation ... it's not required." Colleen had been away at college for "a whole whooping ... two or three weeks" when she remembers that "I had had a fight with my boyfriend ... at home ... and we had pretty much broken up and I was a wreck. I had a really good friend from boarding school who was in a fraternity there and [Arthur] said, 'Come over and bring all your friends over and stuff. Get drunk, I'll take care of you, I won't let anything happen, don't worry.' Like everyone joked around and called me 'Mom' because I was always the person who was pretty sober and would have a beer and that would be it, and I would make sure everyone got home okay and ... safe."

Colleen recalls that she and “another freshman who lived a floor above mine, Pedro,” decided to go to the party. She describes Pedro as “pretty mellow. I had known him before. He hung out with us and stuff. He hung out with my floor a lot because ... the people on the floor he lived on were really weird. I always thought of him as a frat guy. I always joked around and said, ‘Yeah, you’re going to rush a house,’ because he was pretty like Greek oriented type of guy. Like the fraternity mentality -- ‘I’m buff. I’m a babe. Every woman wants me.’ That kind of attitude. He thought he was great. So, we went to the fraternity party . [Pedro] didn’t know anybody, so he was hanging out with me, so I introduced him to Arthur -- I said, ‘Oh, Arthur. This is my friend...’ you know? ... I got drunk. I don’t have any memory at all. I just remember sitting downstairs with Arthur drinking [and] playing drinking games.”

The Attack

Colleen remembers that was her last memory of the evening, but later found out that “they helped walk me back to my dorm and [Pedro] lived in my building, and they were going to take me to my room [but Pedro] said, ‘No. Take her up to my room. My roommate’s out of town. I can sit up with her and stuff.’ Arthur just assumed that we were friends and it was an okay environment for me. So he left me in there and they laid me on his roommate’s bed.”

Colleen recollects “When I woke up again, [Pedro] had me tied down and was raping me. I was really cloudy coming to and then I came -- it was probably three seconds of cloudiness and then I came to and I don’t think I’ve ever been so sober in my life. He had rope and my hands were tied up to the front of the bed and he had tied my ankles down to the bars that were on the sides of the bed. I screamed and screamed and screamed and nobody heard me. He blew up at me a little bit because I was, ‘Get off me,’ and I was screaming and he told me, ‘Shut up or I’ll kill you or I’ll make it worse.’ So, he threatened

me. He hit me in the face a couple of times -- just like slapped me in the face. It didn't stop me at all. I was to the point where I just wanted him to kill me. It was the worst ... moment, feeling I've ever had in my life -- just like frustration and this inability to do anything about it, and just struggling futilely and just ... like this huge feeling of horror. I continued to scream and stuff, and he choked me and continued to rape me. At first, he wasn't hostile, but when I started screaming and wouldn't shut up, he got really violent and like I was bruised. He didn't act drunk. He seemed pretty sober. I just [kept thinking], 'I have to get out of here. I have to get out of here. This has to stop. I have to get out of here.' And I couldn't get out of there. And I'll never forget what he said to me - he said, 'Come on baby. Just lay back and enjoy it. You know this is what you want. And I couldn't believe that he would think that was something that I wanted. In his mind, I think it was sex for him. I think he just gets off on being physically dominant. That was him showing me how much more powerful he was.'"

Colleen recalls that when Pedro was done, "he got up and he put on his boxer shorts and he said to her, 'I'm going to untie you, if you kick me or hit me while I'm untying, I'm not going to untie you at all. I'm going to leave you here and I'll do it again. ... I'm going to untie you and you can leave.' And he untied me and I left. I just ran out of the room -- I didn't leave with my clothes. I just ran out of the room ... I just ran."

Instant Identification and Seeking Help

Colleen remembers what she did after she got away from her attacker, Pedro. "I ran downstairs into my room and my roommate was asleep. I can't believe she didn't wake up. I think she thought I was upset about my boyfriend and just didn't want to deal with it. I don't know. We weren't really close. I called a friend of mine -- Cheryl was there and, I said, 'You have to come get me now. You've really have to come get me.' She was in [the city] ... She said, 'I'm in [the city]. I'll come get you straight away.' So I

went in and I showered. I was just on the floor in the shower and I was crying. I thought I was going to die and I felt so gross.'

Colleen retells how she sought aid from her dorm's resident assistant (RA) after she got out of the shower: "I went into my RA's room and I told him what happened ... I went up there to tell him because I didn't know what to do. The only thing my RA said to me when I first told him, 'Do you think you're pregnant? Do you want a pregnancy test?' That's what he asked me. He didn't tell me to call the police. He didn't tell me to go to the emergency room. He didn't tell me to get medical help. He didn't tell me anything. He didn't tell me to go anywhere or to do anything. And [then] he's all, 'Hold on. I'll be right back.' And he went and got [Pedro]. I heard him talking to [Pedro] outside the door because the door was ajar, and he asked him, 'Pedro, did you just have sex with Colleen?' Not, 'Did you rape Colleen?' or 'Did you tie her down and rape her?' I have bruises on my face, on my neck, and there's all burns on my wrists. And it was totally obvious what had just happened and [the RA did] not [ask], 'Did you rape her?' but 'Did you have sex with here?' [Pedro] said, 'Well, yeah. I did.' He comes inside and he called in the guy who just raped me and my RA leaves me in the room with him to discuss what's happened. He says, 'I'm going to leave you two alone. I think you two need to talk about this.' And he left me alone in there and he shut the door and I sat in there for about two minutes and I just screamed at Pedro, 'How dare you do this to me?!' And I hit him and just ran out. I was so scared that he was going to do something to me again that I just left. I don't know where my RA was, but I ran out and I went down to my room and at that point, my friend Cheryl was calling from downstairs and I just ran downstairs and I went with her back to her dorm."

Colleen continues with what happened during the rest of that night: "[T]hen I just went and I stayed at her place. She was, 'Lie down. What do you want? What do you want to do?' I couldn't talk. I just didn't talk and I didn't move. I didn't do anything for

three days. Initially after my attack, I crawled in bed at my friend's place and wouldn't get up for three days. All I did was sleep and I had horrible nightmares and I couldn't get away from it -- after that, I didn't want to sleep again. Didn't eat, didn't want to eat, didn't want to do anything. I just wanted to die -- crawl into a hole and die. Nothing interested me. I didn't have any of the same interests. I just didn't want to do anything. I wanted to die. I would go from completely numb to completely hysterical -- it would go back between the two. I wanted to die. I just really wanted to die. I thought if I laid there long enough nobody would find me and I could just disappear. I just felt so gross and so violated. I felt like my whole life was totally destroyed. And I felt so gross and so dirty. I just wished like everything on my entire body would be removed. I just felt like I couldn't get all the sweat and smell off of me. Like I'm a dirty, damaged product."

Colleen remembers being afraid to ask for any more help, especially from her family: "I just felt so dirty and so gross and so ashamed of what had happened to me that I just thought that they were, I thought they would -- I thought they'd think I was gross. I thought they would think I was gross and that it was my fault and that they weren't going to like me anymore. I just felt so gross and so unattractive. Just like nobody in the world was ever going to want to touch me again."

After three days, Cheryl called Colleen's sister: "She didn't know what to do and she just freaked out and she called my sister who was [also] a student at the time, and my sister came over and she just picked me up and carried me out of there and I didn't know where we were going and what was happening, but just, I felt better she was there. I felt so out of control -- she felt like a stable anchor. Like I felt she knew what she was doing because I felt totally out of control and I didn't know what I was doing or where I was going. I just started crying and I couldn't stop ... I just felt relieved that she wasn't angry at me for it. She was so --- she was just really loving and I was so glad that she was there. She literally just picked me up and carried me out of the dorm down to the Medical Center.

Speaking-Up, Finding Support and the Process of Reporting and Redress

“I got to the Medical Center and my sister explained what had happened. We were waiting for the nurse to talk to me about what was happening and my sister said she wanted to call the police. The thought didn’t even cross my mind. So, [the nurse] called the police and all they had was a male admitting room examiner. There was no way I was getting examined by a man. No way. I didn’t even want to be examined. And so ... they didn’t even look internally at all, they treated -- they put stuff on my wrists and stuff because my wrists were burned and I had bruises and cuts and stuff. ... They were really caring. They were really nice but I kind of felt like they just wanted me to calm down and I felt like their concern was getting me to calm down and get to sleep and eat something. They were just kept trying to get me to take Valium and other stuff. But, they did set me up an appointment to go see a counselor for the following morning.”

Colleen remembers speaking with the campus police for the first time: “Then a police officer came. They talked to me for a while and I told them a little bit about what had happened. They asked me if I wanted to press charges and they talked to me about whether or not I wanted to try to collect evidence. The cops said ‘we send you to the [off-campus hospital] which is ... the only place where they had some type of scope that collects evidence ([referring to a rape kit])’. I didn’t want to go anywhere and he pretty much discouraged me from doing it: ‘You have to gather it within a certain period of time and you’ve gotten your period and even if we find something, they probably won’t let us use it in a court of law and it’s going to be a really invading exam if you want to do it, but if you want to do it, you can do it.’ He pretty much told me that my medical evidence wasn’t going to count for anything. They took pictures of [the cuts, burns and bruises] but he pretty much said that because it wasn’t within a specific time period, that it wasn’t going to

do me any good. ... The nurses there pretty much agreed: 'it's really not going to do any good.'"

After being interviewed by the police, Colleen remembers that her sister took the initiative to call their parents: "She came back while I was in the examining room and she just said, 'I've called mom and dad and they're going to come up.' I started freaking out. She said, 'Don't worry about it. It's going to be okay. They understand. They're not mad. They're okay with it, they want to come up here and they want to hug you. It's okay.' I felt better after that when I knew they were coming up and they weren't mad at me." By this point, "they just pretty much treated stuff on the outside and they gave my sister a prescription of Valium to take home with me and try to get me to take them. So my sister took me back to her apartment. I felt a lot safer and a lot more secure. She lived on a totally different side of [campus] than I did. She held me for hours, and I woke up and she was still holding me. I felt ashamed -- but it felt like somebody still wants to love me.

Colleen relates that the next morning she went to the counseling appointment: "So, I went to my counseling appointment and she made me feel a lot better ... in that she was the first person I had encountered in the entire University who was like 'This is a horrible thing that's happened to you, and this shouldn't have happened to you, and this shouldn't have happened in your dorm, and you RA was wrong in what he did. She was the first person who was telling me that, 'Yes. This was wrong and this shouldn't have happened' in the entire University. She wasn't telling me, 'Calm down. Breathe.' She was telling me, 'Be upset. You can be upset. Be angry.' She was letting me be whatever I wanted to be and she was the first person in the University who pretty much was supportive of that. My counselor told me I needed to talk to my Unit Director of my dorm because about my RA." Yet, Colleen remembers her counselor's prediction of what might happen if she went forward with reporting and seeking redress: "She said, 'You're going to get screwed by the system and it happens to people and it sucks."

By the time Colleen was done with her counseling appointment her mother, who has Ph.D. in Counseling, arrived. “It was great seeing my mom. My mom was so wonderful. I felt like she just knew all the right things to say to me. Like she was vocalizing what I was thinking and said, ‘You’re not dirty because of this, and we still love you. People will still love you. You’re a beautiful person.’ Like my mom just spoke everything I was afraid of in my head. She vocalized it and assured me ... without me having to ask for it.”

With sadness in her voice, Colleen remembers that not everyone was as supportive as her family: “The people who I thought were my friends were horrible. I came back and my roommate had [Pedro’s] best friend in my room, who told me to my face that he didn’t believe me. It’s just like the people who were supposed to be supportive were not. Random people on my floor either ignored me or they wouldn’t even look at me.” She remembers calling her boyfriend whom she had the fight with the night of the attack: “I called him the day of my medical exam and I called him and told him what happened. He said, ‘Oh, I’m sorry.’ I said, ‘Will you come up here?’ He told me that he didn’t really think it was his place to come up here. Like we hadn’t broken up, we just had a really bad fight and he said, ‘I don’t think we can date anymore. You’ve just been with somebody else and that’s kind of dirty and gross and I don’t want to see you.’ And he hung up on me. It was just the worst thing that anybody has ever said to me in my entire life. Like that killed. Like this was a three and a half year relationship and he just says this to me. That was one of the worst things that happened about my rape.”

Colleen recalls that her mom took charge of the situation: “From there, my mom started the like administrative ball rolling.” While her mother “was off running different errands, ... my sister asked me, ‘Do you want to go see your Resident Director or not?’ I said I would just rather get all of this over in one day and not have to deal with anything tomorrow. So my sister and I went over there. They made me wait to see him and I told

the woman what it was about. He talked to me: doesn't ask me if I've been to the Medical Center; doesn't ask me if I've called the police; doesn't ask if I want to. He said, 'Well, are you thinking of pressing charges?' I said, 'Yes.' He said, 'Well, then you probably ought to go to the Medical Center and get some evidence and get an exam to make sure you're okay.' It wasn't, 'You should go to the Medical Center because you've been violently raped,' it was, 'Well, if you want to press charges then you probably ought to go to the Medical Center.' So, I said, 'I've already done that. I've already spoken with the [campus police].'"

Colleen remembers asking if her attacker could be moved out of her dorm. He said, 'We can't move him out of the dorm. Only way we can move him out of the dorm is if you're going to press charges.' I said, 'I've already done that.' He said, 'Well, I have to talk to the person above me to see if I actually have the jurisdiction to move him out of your dorm.' I've just accused this man of raping me and they're not going to move him out of the dorm?! The Unit Director told me [when] I was in there with my sister that I shouldn't talk to anybody in the dorm about it because it would cause gossip and it would make things uncomfortable and this should be kept between us. My sister, at this point, just completely lost it. My sister just went off and told him he was unprofessional and out of line and failing to do his job correctly. So we left. We met back up with my mom on campus." She remembers her mother "called when we got home and gave him a lecture on the phone and finally she goes back in there and yells at him -- 'You will move [Pedro] out of the dorm!' He says, 'Well, okay. We can move him out of the dorm. He'll be out in 24 hours.'"

Colleen recalls "the [Campus] Police made me come down and give a formal report and stuff the next day. So I went in for that and we started the ball rolling for an investigation. I hated my detective. He was the biggest jerk on the face of the earth. He was so non-believing of me. He interviewed me in this little room, like I'm being

interrogated across the table. I had to give my report in there and stuff. It was ridiculous. I gave him all these names of people and I told him, you know, in front of my RA [Pedro] had admitted to having sex. The detective was really like, 'This is inconvenient for me. This is stupid. You're being lame.' I just felt he was totally unsympathetic to everything that was going on." Colleen recalls the last time she had to deal with the campus police: "When I went back to see him again, maybe two week later. He was saying to me, 'Well, Pedro said this ... and Pedro said that in regards to [that night]. ... Well, you went and had lunch with Pedro. Were you and Pedro dating? Was it just sex?' I couldn't believe he asked me that. He just implied that because I had lunch with him that there was something going on. He didn't believe me."

Colleen recalls what the reporting process was like: "Basically, I felt like no one believed me when I was telling them anything and I felt like no one wanted to do anything about it. I just felt like I was not a person. Like I realized The University has bureaucracy but when you have a problem like this, it should feel a little more personal." Having little success through these channels, Colleen recalls how her mother "got an appointment with the President's Office and went in there. They were supposedly supposed to know what was going on -- they acted like they never heard anything at all about what I was saying. My mother called, spoke to his assistant, explained to [the assistant] in full detail as to the treatment that I had received from both my RA and the Unit Director and how that was just not acceptable." Later that week an appointment was set-up with the President.

In the interim before meeting with the President, Colleen found out that after three days, the attacker had not been moved out of her dorm. "Three days later, he's not moved out of the dorm. I did not see him. My sister saw him. She was getting some of my clothes and my roommate goes, 'Oh, my God! He's still not out of the dorm.' My sister goes, 'Why?' She says, 'Because he's right behind you.' My sister turned around and he saw my sister and I guess he recognized her because we look a lot alike. And he took off,

running downstairs. He was supposed to be moved out within 24 hours and he was not moved out three days later! So, that's one of the things that my mother [spoke] with the President about. We went in to see the President. The President asked me and my sister to leave ... and he talked to my mom. And pretended -- 'Well, I know I guess I just didn't get the full details. I'm really sorry all this has happened This isn't our policy. I don't know why this is happening. It shouldn't be handled this way. Real sorry...' They agreed for me to be transferred here. They agreed for all my medical care to be free. They agreed for my counseling to be free. They agreed to all sorts of things. So I decided I wanted that window open. I wasn't sure if I was going to leave but I wanted that window open."

Colleen remembers how she wanted to take her case before the campus adjudication process while she was deciding if she should transfer or not: "I wanted to take it to conduct court. They sent me to the Title IX office. I met with this Title IX woman -- she's the rape division of it, I guess. So she heard my complaint and I told her what happened and I gave my thing and I went back and forth for about a week, then she had to arrange to talk to him, then she had to arrange to talk to my RA. For some reason, they took a month to get through all of this. So she decided to talk to the person above her and they decided that only two cases per year can go to conduct court and my case wasn't valid enough to go to conduct court. There wasn't enough evidence in my case. I wasn't entitled to conduct court. I couldn't demand conduct court. She and the person above her decided which ones were going and they decided that my case wasn't going."

In reflecting on how the university treated her, Colleen says, "I feel like the University swept everything that happened to me under the rug. Like they wanted me out of there. They didn't want me to talk to anybody. Like they were just totally wanting to sweep everything under the rug and ignore me. And ignore everything that happened. They probably would have been successful if my parents had not come up. Like had it

been just my sister and I, there's no doubt in my mind that they probably would have been successful -- I probably would have quietly left. Just sweep that under the rug, let's hide it and let's not deal with it. God forbid it taints the school's name."

In that month's time while the police investigation was being conducted and the Title IX office was investigating the case, Colleen remembers that the stress was being to show: "after three weeks, I was 92 pounds. I would say I was in shock for a good month and a half afterwards, just walking around in a state of shock ... I just don't remember [that time] ... I blocked out a lot." Colleen remembers the final component that made her want to leave that campus: "After seeing him on campus, I didn't want to be there anymore. I knew that when I like saw him and there was no way I would be able to stay there. I got notes from my classes and I got some stuff on home study -- I just couldn't do school work. And I couldn't deal with being there anymore, so I decided that yeah, I wanted to transfer. He switched dorms [and] a group of my friends beat him up -- that was it. They still see him on campus. He is walking around at the institution that I dreamed of going to. [The University] is where I always wanted to go. He's walking around there, going to class. Just walking around, free, and nothing's happened to him."

Colleen feels frustrated for having to leave The University and the adjudication process: "The system we have is not effective. I would definitely say they're turning a blind eye to it. I don't feel like the campus takes a stance on it at all. I think it's a reactive thing. It totally victimizes the victim. It's bad enough that you have to be raped, but you have to go through just the mounds of crap ... that is absurd. They sent me to different people if I wanted to do different things. I felt people were just sending me to 800 different places and that nobody knew what the procedures were. I don't even know if there were procedures to follow. I just felt like they were just giving me the run-around. Like I had to relive my rape multiple times telling my story to different people, at different levels. That's just not effective. I felt like they just wanted me to go away and it was just a non-issue

with them. I don't know if it's old boy club -- I dealt mostly with men -- or just that they feel like 'we definitely have to make sure that [the attacker] feels like we're not accusing him because we could get sued for it.'"

Even though Colleen opted to transfer to another campus, the effects of the rape still followed her. Cataloging the effects, Colleen says, "It made me realize so many things, not just about the world, but about myself. Now I know what people to lean on, and really bad things happen in life and life is not perfect and you take it as it comes. It's affected me because it changed a lot about the world for me. Like I no longer walk around with rose-colored glasses on. It's just pretty much woken me up to the reality that if it can happen to me, it can happen to anyone. ... I wound up getting venereal warts from my rape, but I didn't find out until later and definitely from my rape. ... I just don't feel safe, period. I have a mace and pepper spray license and I'm a brown belt in self-defense and I don't feel safe at all. I didn't feel safe in the dorms -- I would walk with mace all the way up to my room, would check my entire room before I would shut the door and before I would let go of my mace. ... I definitely saw my rape affected me in this last relationship. I gave him way too much control of my life. ... And it was really hard for me to have sex again. That was really, really like difficult for me. The first time [my new boyfriend and I] had sex, it really upset me. ... Sometimes I can't think logically [and it affects classes]."

Although Colleen transferred to another campus, she indicates that the pursuit of redress is not over. To help her in her continued efforts for redress, she recalls "I wanted copies of my police transcript ... when I did get it, it was missing pages. And when did get it, we found out the [campus police] never even talked to my RA. They never interviewed my RA, at all. And they never interviewed my friend James. Like they didn't talk to all these people. Like the report was ridiculous. It was nothing. It just was not a proper investigation." This prompted Colleen and her family to contact the local District Attorney, "He was all, 'No. They should have listened to you. Okay, we can reopen the

case if you want to.' He looked at the evidence and basically said to [us], 'There's no way she's going to get a conviction. You know, I'm not going to take the case. Even if you get the RA saying yes he admits saying in front of him that he had sex -- it's not enough. I won't even take it. We would never take it to trial because we would never win.'

Undaunted, Colleen relates that "We hired a lawyer and private investigators and I was going to sue him civilly. We hired a private investigator and I had a great lawyer who did all that stuff. In the end, I don't want monetary gains. Like so what if his wages are affected for the rest of his life? That's not going to do anything to him legally. I decided there was just no way I was going to go through it and relive it all again. My lawyer suggested that I contemplate suing The University -- he sued another major university on similar grounds. Now we're putting a case together to [do that]. I just want to settle out of court ... I'm not asking for anything crazy -- I'm not asking for money. I have a list of people that I want an apology from and I want them to change their conduct court [process] and I want them to change their rape prevention program and I want them to have an on-call staff person in the emergency room to with the crisis. RA's, especially, they need to be trained in how to deal with it. They need to be different -- they totally need to be trained to deal with it. I just felt like I was dealing with people who didn't know what they were doing. Their reporting process has way too many steps and too many levels -- like you should not have to go through you story 800 times. Like I told my story to 800 different people. You really should not have to go through that that many times. You should tell your story to the police and need to tell your story to someone who's going to write it down or tape record it, ... after that, you don't need to go into it again. We move into the dorms a week or so early so we could get acclimated and adjusted, they could have the perfect timing to have rape prevention training, everyone's there, they can make it mandatory real easy. There's a whole long list of things that I want changed." Colleen feels that a campus should recognize that a rape victim "is a student and this person has

feelings and this person needs to be dealt with and recognized for what this person's been through."

Colleen doesn't know what will happen with this pending suit against The University, but has the feeling that "they'll never take this case to court in 800 years." She ends the interview with these reflections: "For me, I wish I could say all those [negative feelings] are gone, but sometimes I just don't feel that way. I wish that I didn't but sometimes I do. And I don't really want to feel that way, but sometimes I just do." Yet on the overall reporting process and her battle for redress, she says, "If you report it, it's a lot better. Pretty much, like my experience, nothing came of it, but just knowing that I went out and I did that. In a way I said to him, 'I tried, I didn't win the battle, but I put a fight. I put up a really big fight. No one's going to take this lying down, so if you do it again, you ... might get caught. Maybe he won't do it again.' At least I didn't crawl in a hole which he thought I was going to do. I think it's made me a lot more responsible."

Themes and Variations: An Analysis and Discussion of the Narratives

Several themes emerge from these narratives: the nature of the attack; the impact of the attack; the process of understanding and labeling the attack; the decision to be silent or vocal about the attack; the handling of the attack (e.g. seek help, report it, and seek redress); and the process of recovery. Although these themes emerge from the five narratives, the experiences are individualized and often described differently by each woman.

The Nature of The Attack

Rape, in any form, is a frightening and traumatic experience (Roden and Abarbanel, 1987). As Marie Claire stated, "you can't understand it unless you've gone through it." It is often difficult to explain, describe, and comprehend, even for those who survive the

experience. Colleen's description of the attack best captures the terror of rape: "It was the worst ... moment, feeling I've ever had in my life -- just like the frustration and this inability to do anything about it and just struggling futilely and just ... like this huge feeling of horror." During a rape, the victim loses control over the events around her body and her life. She is rendered, as Marie Claire says, "helpless and powerless." Acquaintance and date rapes have the added horror of being betrayed and hurt by someone the victim knew and trusted (Koss, 1993). As Marisa stated, her attacker "was my friend, which makes it so much worse."

Familiarity with the Attacker: Unlike victims of stranger rape who can distance themselves from their attack by rationalizing the event as an aberrant and random act committed by someone they did not know, victims of acquaintance and date rape often are left doubting their own sense of judgment in the people they chose as friends and dates (Johnson and Jackson, 1988). All five of the participants knew their attackers to some degree: Hannah had met her attacker at a bar the same night prior to the rape; Donna had met her attacker at a fraternity party the same night the rape occurred; Marisa was best friends with her attacker; Marie Claire had dated her attacker previously and considered him a good friend at the time of the rape; and, Colleen had known her attacker three weeks because they lived in the same dorm and sometimes hung out together. Marisa and Marie Claire felt that they had special "bonds" with their attackers. Marisa stated, "We had this bond ... we had kind of like that trust thing." In almost the same language Marie Claire said, "We had this kind of bond ... he looked out for me like my brother ... I trusted this guy." All of the attackers, except for Hannah's, were fellow students of the victims. Hannah's attacker was a "a townie" she met in a bar. These narratives lacks the aspect of date rape when the attack occurs within a more established or long term dating relationship.

Age: As previous research found, victims of date or acquaintance rape most often are of college age (Koss et al., 1987; Bohmer and Parrot, 1993) and "for both men and

women, the average age when a rape incident occurred was 18 1/2 (Warshaw, 1994 and 1988, page 27). Previous research has also found that most rapes occur when the victim is in the first year of college (Warshaw, 1994 and 1988; Koss, 1987). Donna, Marisa, Marie Claire, and Colleen all were in their freshman year of college and 18 years of age when their rapes occurred. Donna's and Colleen's attacks occurred within the first six weeks of their freshman year while Marisa's attempted rape and Marie Claire's rape occurred later during the freshman year. Hannah is the exception in that she was 19 and just starting her sophomore year of college when she was raped. Donna and Hannah were virgins at the time of their respective rapes. What becomes striking when the narratives are reviewed collectively is that all these women were young, sexually inexperienced, and new to sexuality when they were raped.

Involvement of Drugs/Alcohol: Four of the five rapes involved some degree of intoxication on the victim's part, which as previous research found is common in date or acquaintance rapes. Koss found that 75 percent of the men and over 55 percent of women involved in acquaintance rapes had been drinking or using drugs at the time of the attack (Warshaw, 1994 and 1987, page 44; Koss, 1987). Hannah, who had been celebrating her 19th birthday, had been "drinking and smoking pot;" Donna had been drinking with her friend before and during the fraternity party. Marisa, who was celebrating the end of finals with her friend, had been drinking because as she said "I felt I trusted him enough that I could unwind ... and I could actually drink." Colleen went over to her friend Arthur's fraternity after a fight with her boyfriend to relax and remembers that "I got drunk." Each woman who was drinking before the attack indicates that they became "overly sober" once the attack began. Only Marie Claire had not been drinking. Drugs and/or alcohol can impair communication and thought processes (Koss, 1987). Therefore, drugs and alcohol are a situational factor that may contribute to a rape. Donna's statement best explains how alcohol plays a role in being attacked: "when you're drunk, you lose a lot of your control

over your body, I guess ... you lose a lot of your strength ... the ability to act ... I think I could have fought him off if I wasn't drunk ... gotten out of the situation and gotten out of the room if I hadn't been drunk." For Marisa, alcohol actually saved her from being raped in that it caused her to become sick and vomit: "... thank God that I actually had to throw up because I could easily see something else happening..."

Location of Rape and Being Set-up: Four of the five rapes were experienced by the victims as being set-up by their attackers, as do most acquaintance and date rapes (Koss et al., 1987). Hannah was taken to her attacker's home instead of to the after-hours party and was "not allowed" to leave. Marisa's friend had rearranged the furniture in his dorm room to make one big bed after his roommate had apparently moved out for the semester break. Marie Claire's attacker had a condom waiting in arms' reach and rearranged the mirrors in the room in order for his roommate to watch. Colleen, while passed out, was tied down by her attacker whose roommate happened to be out of town and whose room was surrounded by other empty dorm rooms. Only Donna's attack appears to be more spontaneous and possibly unplanned. All of the attack's occurred on the attacker's turf, a finding suggested by other research as well (Koss et al., 1987)

Saying No: Each woman clearly said "no," despite their degree of intoxication. Hannah remembers clearly saying "I told him in the bar several times that absolutely nothing was going to happen." She again said, "No," when he started to force himself on her after he took her to his trailer against her will. Donna remembers saying "I'm not going to have sex with you," as her attacker started to force himself on her; she further recalls, "I ... thought he would respect my wishes." Marisa remembers her attacker "turned very strange" before he started forcing himself on her, which prompted her to say, "Off! Off! Off!" Marie Claire said to her attacker, "No! I don't want this. You're crazy." Colleen was never given the chance to consent or refuse because she had passed out and was tied up by her attacker. None of the attackers listened and none stopped. Marie Claire

described her attacker as “Mr. Macho Man,” and Colleen said of the attacker, that he reminded her of a “frat guy ... like the fraternity mentality: ‘I’m buff. I’m a babe. Every woman wants me.’” Marisa and Marie Claire indicate that the attackers’ normal personality and behavior all of the sudden changed: “it just felt like he was a totally different person than what I knew.”

Level of Force, Additional Violence, and Coping Strategies: Each attack involved different levels of anger, force, and brutality. Most of the attackers physically overpowered the women. Marie Claire remembers, “I would try and scoot out from under him, but the weight of his body, all of my strength equaled nothing ... he knows how to pin people down [because he was a wrestler] ... he used so much force that the bunk bed shook the wall a few times.” Marisa recalls, “he was pressing like really hard on me and he had his hand holding my wrists ... he was actually pinning me down.” Donna was drunk, and in her own words did not do anything “I was passive and I just laid there.” Hannah was being held hostage against her will. She had accepted a ride from her attacker and he would not take her home until the morning: “I didn’t know where I was and I didn’t know what to do.” Colleen was tied up with rope, slapped across the face, choked, and was threatened with further rape and even being killed. The attackers also expressed their anger and hostility against the women. Marisa was called a “bitch” and a “c-unt;” Colleen was beaten up and called a “bitch.” Marie Claire thought at first her attacker was punishing her for getting back together with her former boyfriend, then found out that it was a bet with his roommate to see who could sleep with her first. One could interpret this as an act of proving his virility. Colleen remembers that the attack as “him showing me how much more powerful he was ... I think he got off on being physically dominant. From the women’s point of view all of the attacks were about power, the expression of anger, and an act of violence rather than an act of sex; sex was used as a weapon against them. For Hannah, Marisa and Colleen the effects of rape have been more severe because

of the extended amount of time they were at the mercy of their attackers (Warshaw, 1994 and 1988). Marie Claire recalls “just thank God I survived” and “I’m going to do whatever it takes in order for me to get out of there safely.” Hannah remembers submitting to her attacker because she didn’t know what else do. Placating an attacker is a common coping strategy and survival technique in order to escape to safety and to leave the scene without more violence (Warshaw, 1994 and 1988). Colleen, on the other hand, did not placate her attacker and as a result was further brutalized by him.

The Impact of the Attack

A rape can impact a victim emotionally and physically. An entire range of feelings are experienced after a rape: self-blame, self-doubt, guilt, shame, violation, and humiliation, shock, confusion, disorientation, denial, numbness, hyper-alertness, powerlessness, worthlessness, grief, depression, suicidal thoughts or tendencies, feelings of being dirty or damaged (Koss, 1987 and 1993; Warshaw, 1994 and 1988; Ledray, 1994; Matsakis, 1992). Self-doubt, self-blame, guilt, and shame can be especially acute for the victims of date or acquaintance rape because they knew their attackers and they may feel they were punished for doing something wrong (Koss, 1993). A victim can experience memory loss, sleeplessness, loss of appetite, nightmares, sexual and intimacy problems, body image problems, and eating disorders (Ledray, 1994; Matsakis, 1992). Also victim can experience a sense of loss and control, such as: the ability to keep oneself safe, trust of people, ability to control one’s body and life; loss of the feeling of safety; loss of innocence and childhood; loss of self-esteem and self-respect; loss of one’s virginity; loss of family and friends; inability to concentrate and the ability to work; and loss of dreams and aspirations (Ledray, 1994; Matsakis, 1992). At the physical level, a victim can contract a sexually transmitted disease, become pregnant, or experience other wounds such as cuts, bruises, burns, and broken bones (Ledray, 1994; Matsakis, 1992; Warshaw, 1994

and 1988; Roden and Abarbanel, 1987). At the emotional level, a victim can become fearful of being blamed by others and of others changing their opinions about her.

These feelings often play a role in whether a victim would seek help or remain silent. Feelings of confusion over the attack may result from knowing the attacker, by denying the experience, being blamed by others, and by lacking the knowledge that friends and dates can become rapists. The narratives reveal that this full spectrum of effects were experienced by the women. Hannah, Donna, Marisa and Colleen all had physical side effects due to the rape and all the women reported tremendous emotional upheaval due to the attack.

Physical Problems from the Attack: According to previous research, out of all the effects rape has on the victims, the ones they attend to right away are the visible and physical problems, such as contracting a sexually transmitted disease such as herpes as in the case of Hannah. For the first few weeks her attending to her illness was foremost in her mind. Hannah remembers: being in physical pain as she became sicker with the herpes virus, “I kept feeling worse physically ... I was exhausted ... I was just in agony ... I felt like I had been run over by a truck.” Colleen experienced other effects of the rape: like Hannah, she contracted a sexually transmitted disease (venereal warts) from the rape; like Marisa, in her next relationship, she “gave too much control of my life” to her boyfriend; like Donna and Marisa, “it was really hard for me to have sex again;” like Marie Claire, her academics suffered, “I just couldn’t do school work.”

The Emotional Aftermath: Hannah remembers: being “really, really worried about” her sister Anne and “I just felt guilty ... that I wasn’t there when she woke up”; feeling “disgusting.” Donna remembers “I saw myself as dirty and a slut.” Marisa remembers being “shocked and paralyzed” at the time of the attack; seemingly, she could not fathom that a friend would betray her trust in such a manner. She recalls these reactions: “I just felt so angry and frustrated ... I felt so confused and so betrayed and ashamed ...”

Marisa recalls, "I just snuck out the door. I didn't really care what I looked like ... I looked like hell with throw-up all over me. I'm just like trying to get out of there without anyone seeing me. I felt numb. I had to sneak out and I was afraid for my own safety in my own dorm room. I really felt like a fugitive. [I remember] getting in my car, I'm driving, and I was like, 'where am I going?' My house? I hope nobody's home."

Colleen is perhaps the most articulate about the impact of being raped and echoes many of the same feelings the other women voice. Immediately after the attack, Colleen went and showered; she recalls "I just sat on the floor of the shower and was crying. I thought I was going to die and I felt so gross." Colleen further articulates the horror of the aftermath of an attack: "Initially after my attack, I crawled in bed ... and wouldn't get up... I had horrible nightmares and I couldn't get away from it, after that, I didn't want to sleep again. Didn't eat, didn't want to eat, didn't want to do anything. I just wanted to die -- crawl into a hole and die. Nothing interested me. I didn't have any of the same interests. I just didn't want to do anything. I wanted to die. I would go from completely numb to completely hysterical. I wanted to die. I just really wanted to die. I thought if I stayed there long enough nobody would find me and I could just disappear. I just felt so gross and violated. I felt like my whole life was totally destroyed. And I felt so gross and so dirty. I just wished like everything on my entire body would be removed. I felt like I couldn't get all the sweat and smell off me. Like I'm a dirty damaged product."

Marie Claire reports: "I just felt worthless, basically."

Feelings of Shame and Humiliation: Feelings of shame are universally experienced by victims of date, acquaintance, or stranger rape (Roden and Abarbanel, 1987; Ledray, 1994; Matsakis, 1992). Hannah recalls feeling "just the sense of shame ... I felt so helpless ..., so violated." Marisa recalls these reactions to her attempted rape: "I just felt so angry and frustrated ... I felt so confused and so betrayed and ashamed ..." Marisa sums up the attack and her escape as "just really humiliating."

Feeling of Self-Blame and Self-Doubt: Feelings of shame are universally experienced by victims of date or acquaintance rape (Roden and Abarbanel, 1987; Ledray, 1994; Matsakis, 1992). Donna recalls, "I felt a lot of responsibility ... I know that it's his responsibility because I said, 'No,' but that is what I felt inside of me ... I was pretty ashamed ... I saw myself as dirty and a slut and I was really ashamed of myself. ... I can't put all the blame on him ... I still feel like it's partially my fault." Donna admits that "I think it was a lot to my being drunk because ... I mean, when you're drunk, you lose a lot of your self control over your body ... I was passive and I just laid there. I think I could have fought him off if I wasn't drunk. I mean, gotten out of the situation and gotten out of the room if I wasn't drunk. I wish I had done something to stop it." Donna's acceptance of responsibility and self-blame for the events of that evening are among the most common reactions to date rape (Warshaw, 1994 and 1988; Ledray, 1994; Matsakis, 1992). It seems that because she had been drinking and she went to his room, she feels that those actions discount her clearly saying "no" to having sex and her not wanting to engage in anything more than "fooling around."

Marisa recounts her feelings of self-blame in this manner: "I felt like the biggest fool ... I can't trust anybody again ... I felt like somewhat abandoned ... I felt guilty for it ... I felt so stupid ..." She remembers doubting herself: "I remember thinking afterwards, 'Well, gosh! Did I lead him on? Did I lead him onto this whole thing? Was this kind of penned up frustration for him? Maybe he liked me more than he told me he did. Well, maybe it was justified. Maybe I shouldn't have spent so much time with him.'"

Marie Claire knew that a scream may have brought her help from the roommate but fearing him finding out again, perhaps, reflects her confused logic process while trying to remain rational during the attack; it also, perhaps, reveals her shame in what was occurring to her and not wanting others to know. Marie Claire also recounted the most common of all responses to being raped: self-blame, self-doubt in her own judgment, strength, and

reactions, as well as feeling of depersonalization: “I felt like it was all my fault. How could I have been so stupid to let this happen to me? I always thought of myself as being a very smart person, that I had good judgment. I didn’t have alcohol to blame ... My capabilities weren’t impaired. ... I just felt worthless. In retrospect, I think to myself, how come I didn’t just pull out a piece of binder paper and put my name and my phone number on it ...?” This perhaps reveals the degree of trust she had in her friend who was also a former dating partner. Marie Claire recalls how she blamed herself, “I’ve gone through so many blue days. I think I put myself through self torture”

Disassociation and Denial: Marie Claire’s reactions to her attack are common to many rape victims: by her returning to finish her paper, her actions may indicate shock, denial, disassociation to this type of overwhelming, intrusive, and violent trauma (Warshaw, 1994 and 1988; Ledray, 1994; Matsakis, 1992). She may have been shocked at having her trusted friend and former dating partner “all of the sudden [acting] like he was a totally different person than what I knew” as he began to rape her. She remembers the events in “some kind of weird distortion” where “it happened so quick, but it felt like forever.” Marie Claire recounts that “I felt like it didn’t happen to me ... it is kind of a different person that it happened to ... like an out of body experience. I was an outside observer just watching what was happening until he was done and I was able to leave the room.” Distortion and confusion (Matsakis, 1992; Boumil et al., 1993, page 52) are some of the most common feelings while being raped.

Marie Claire returning to her room and finishing her paper and then her returning home to her friends and family, returning “to those ... things that mattered,” indicates “the need to return to normal life as soon as possible and perhaps to prove to themselves that they are not victims but strong, capable, healthy women” (Matsakis, 1992, page 277). Donna attempted the same coping mechanism when she returned home, but she felt she still “had to put on a face” and hide what had happened. With hindsight, Marie Claire now

describes her attempt to return to a state of normalcy immediately “was a mistake of denial” which is yet another common reaction to being raped (Matsakis, 1992, page 277). Perhaps Donna was also experiencing a degree of denial as a mechanism for self-protection by distancing herself from the effects of the rape.

Feelings of Confusion and Issues Around Labeling the Attack: Hannah’s mental confusion actually overshadowed her physical illness. Hannah describes “feeling confused ... having this cloud of confusion for years...” Donna appears confused because she expected this guy to “respect her wishes” and that “it was his responsibility” because she did say “no” clearly. These conflicting emotions and thoughts surrounding acquaintance rape are not uncommon to victims of acquaintance and/or date rape and prevent the woman from properly labeling the “situation” as rape (Warshaw, 1994 and 1988; Ledray, 1994; Matsakis, 1992). Marisa recalls these reactions to her attempted rape: “I just felt so angry and frustrated ... I felt so confused and so betrayed and ashamed ...”

Hannah admitted during the interview that her confusion stemmed from lacking knowledge of date rape, a rape that included knowing one’s assailant: “The only concept I had of rape was stranger rape ... I didn’t know where to start ...”

Although Donna, like many women who experience date rape (Roden and Abarbanel, 1987; Matsakis, 1994; Warshaw, 1994 and 1988), can identify that the “sex” was not what she wanted and was non-consensual, she seems to have difficulty linking it with the concept of “rape.” Moreover, when the victim accepts the responsibility for “the situation,” as Donna did, she can live in a state of guilt, self-blame, and shame (Warshaw, 1994 and 1988; Ledray, 1994; Matsakis, 1992).

Losses Due to the Attack: Many types of loss can be experienced by a rape victim: loss of trust, loss of family and friends, loss of self-worth, loss of virginity, loss of concentration, loss of innocence and childhood, loss of cherished dreams.

Donna remembers, "That's not the ideal way to lose your virginity ... that it was in a fraternity house and I was drunk. ... He took a lot of myself respect ... I think I lost some of my self-esteem too." Donna alludes that losing her virginity in the attack was a tremendous loss of something special of hers. The rape also took some of her own self-worth away according to her; she lost her self-respect and esteem as well as her virginity. It appears that rapists take much from their victims.

Marie Claire also alludes to the loss of her childhood and innocence when she said she had to "grow up a lot faster than" she anticipated. She makes note that after the rape she was a "grown-up" and could handle it without the aid of her parents.

Colleen feels cheated by having to transfer to another campus after her attack: "He is walking around at the institution that I dreamed of going to. [The University] is where I always wanted to go." Not being able to attend the school of her dreams is a loss for Colleen.

Another commonality to Donna, Marisa, Marie Claire, and Colleen is the loss of memory of aspects of the attack or events afterwards. The memory loss and blocks may indicate shock or denial in reaction to the attack (Matsakis, 1994). Colleen remembers "being in shock for a good month and half after it." Another loss experienced by the women as a result of the rape is that they either lost friends or distance was created between friends and/or family.

Rape Trauma Syndrome and Other Problems: Indicators of Rape Trauma Syndrome, a specific type of Post-Traumatic Stress Disorder for rape victims, include sleep disorders, eating disorders, self-mutilation, sexual problems, depression, and reliving the event over and over through waking flashbacks and/or sleeping nightmares. Donna admits that "I don't feel good about myself unless I work out. I still see myself as fat." It's possible that this warped body-image is a result of the attack. Often after an attack, a woman feels differently about her body because it couldn't defend or protect itself from the

attack (Matsakis, 1994; Ledray, 1994). Some women feel hatred towards their bodies that betrayed them during the rape from the loss of utter control over the body. When a woman feels hatred towards her body and possibly herself, she can become self-destructive such as taking drugs, developing an eating disorder, or imposing self-mutilation. Perhaps this is what Donna is experiencing and she works out excessively to either punish herself or to make herself have control over her body again. Like Donna, Marisa tends to work out excessively as a coping mechanism. This maybe due to a changed perception of her body.

Like other women who have been raped (Ledray, 1994; Matsakis, 1992; Warshaw, 1994 and 1988), Donna recounts how her relationship with men and sex changed: "I have had sex three times since then and two of the three times I was drunk." The only other time she had sex, she was sober and remembers it being "awful, awful, awful. I was really tense and he couldn't stay in. I'm really scared that I won't ever be satisfied or happy or enjoy sex because the time I was sober it was just -- awful. And I was safe. That just scares me." Like Donna, many women worry that after a rape, their enjoyment of sex will be affected for a long time (Ledray, 1994; Matsakis, 1992; Warshaw, 1994 and 1988.) Marisa, like Donna experienced sexual difficulty and relationship problems after the rape. In regards to sex, "I hated sex, I hated it! It was such a chore ... no pleasure in for me whatsoever."

Like Marisa, Marie Claire's problems with her boyfriend is not uncommon among rape survivors who are involved in relationships: their relationships suffer due to the rape (Warshaw 1994 and 1988; Ledray, 1994; Matsakis, 1992). Marie Claire's desire to erase the rape memory by having consensual sex with someone she loves is one coping strategy at trying to deal with the experience of sex as a weapon against you (Warshaw 1994 and 1988; Ledray, 1994; Matsakis, 1992).

Marisa experienced an apparent severe degree of depression, which is not uncommon in rape victims (Ledray, 1994; Matsakis, 1992; Roden and Abarbanel, 1987):

“I didn’t want to kill myself, but I just didn’t want to feel the pain anymore. I never felt so low in my life.” Apparently, Marie Claire’s eager attempt to return to a state of normalcy while maintaining a state of “denial” and silence, eventually took its emotional and life toll on her. Like Marisa, Marie Claire appears to have also suffered a degree of depression: “I’ve gone through so many blue days. I think I put myself through self torture ... I just felt worthless, basically.”

Hannah, Marisa, Marie Claire and Colleen all indicated that nightmares of the attack were frequent right after the attack and still occasionally haunt them. Reliving the attack through nightmares is a common reaction to rape and often an indicator of Rape Trauma Syndrome, a specific form of Post Traumatic Stress Disorder (Ledray, 1994; Matsakis, 1992; Warshaw, 1994 and 1988). Marisa seems to be the most affected by the rape, in that she still has intense nightmares, in addition to her difficulties with eating and sleeping. She also has intimacy problems with her new boyfriend. When these reactions persist for more than six months after a trauma, research indicates that the victim is suffering acutely and may have a severe case of Rape Trauma Syndrome (Matsakis, 1992; Ledray, 1994). All the women still are affected to a degree, even Hannah whose attack occurred some fifteen years ago. However, it is only Marisa who still suffers acutely even though it has been over three years since her attempted rape. The severity of her reaction may be due to the combination of the attempted rape with the sexual abuse during childhood.

Impact on The Academic Life: Not only can the rape experience impact students’ physical and emotional development, it can impact academic development as well. Campus date rape has the additional trauma of the possibility of seeing the attacker while on campus.

Like Hannah, who upon returning to school had “missed mid-terms” and “academically [things] were a mess,” Marie Claire’s academic performance suffered as well. She recalls how “my concentration was, obviously, really hard to control ... my

grades kind of went down ... I got a 'C' ... and I ended up dropping [one class] altogether. I couldn't handle it anymore ... I really did lose a lot of concentration and I didn't really perform well in those classes." Hannah's school work suffered because she missed school due to her illness. On the other hand, like most people who suffer a trauma with a resulting depression (Ledray, 1994; Matsakis, 1992), Marie Claire's concentration was reduced. Another explanation for Marie Claire's lack of concentration in these classes is that her attacker and his friends were in those classes. She may have been distracted at having to see her attacker over and over again in class. Having to see her attacker and his buddies who seemingly knew about the incident may be a cause for her lack of concentration and distraction which resulted in lowering her academic performance.

Marisa remembers being on campus after the attack: "I had to sneak out and I was afraid for my own safety in my own dorm room. I really felt like a fugitive."

Colleen recollects that after seeing her attacker on campus she "didn't want to be there anymore." Thus, Colleen transferred to another campus. Even at a different campus now, Colleen admits that she still does not feel safe in the dorm: "I would walk with mace all the way up to my room, would check my entire room before I would shut the door and before I would let go of my mace."

Blaming Incidents from Others: When victims encounter incidents of blame, they are often "secondary wounding experiences" (Matsakis, 1992) because they reinforce the trauma and the self-blame the victim is already experiencing. It also may hinder recovery because it pressures the victim into silence; therefore, denies the victim crucial support and assistance at this time of crisis. People often blame the victim for a variety of reasons: lack of understanding, lack of patience, and discounting of the event and its impact, or just to be mean or cruel.

Hannah recounts some of the peoples' reactions where they blamed her for the attack. When she sought help from doctors for her herpes, one doctor said "Well ... I

don't have to go any further ... you've got herpes." He walked out without asking her how she contracted it or explaining what herpes is. Hannah further recalls "My mother took me to her gynecologist who confirmed the diagnosis. I had never been to a gynecologist before. I tried to tell him that I didn't want to -- I mean I didn't have the words to say, 'I was raped,' obviously. He shrugged his shoulders and said, 'Well, that's what you get.'" Her mother made the attempt to explain the incident to Hannah this way: "She told me that what she thought had happened was that subconsciously I wanted to lose my virginity and so that's why this happened. And I believed her." Upon reflecting on these reactions, Hannah said, "I think the reactions afterwards of the doctor and my mother and the girl at the dance, you know, just -- they were hard because I really felt judged and labeled with all those really bad sexual ... terms."

Marisa's boyfriend was the only person she told about her experience and he categorically thought she was lying. Marisa recounts the episode, "I put it off for as long as I could. I decided to tell him and I just wanted to tell him. Like, he always encouraged me, helped me -- more than just a boyfriend, I thought. I just remember him sitting there and I'm trying to tell him what happened and I thought, 'He's my boyfriend. He'll believe me. He'll support me.' He didn't believe me. He called me a liar. He said, 'It's something that you wanted because you guys spent a lot of time together. Well, I just can't tolerate this. We're going to have to break up. I can't believe you're trying to make it seem like he raped you.' He just didn't believe me. I felt so stupid. After that, I just shut down. I was ashamed. I didn't want to be judged. He was the only one I told."

Marisa recounts how her boyfriend's attitude changed towards her: "sometimes he would use [the rape] against me;" "he turned into a father figure for me, telling me what I should be doing, where I should be ...;" and finally, "he started to get abusive ... excessive mental abuse and sometimes physical abuse." This specific incident of blaming her for the attack, especially by someone she trusted prompted Marisa to blame and doubt herself and

be quiet about what occurred. This experience with her boyfriend forced her into a period of silence because she feared she would not be believed or she would be blamed by her friends, her acquaintances and the authorities. By being blamed by her boyfriend, Marisa feels like her credibility is undermined and she won't be believed by others.

Marie Claire remembers telling her roommate about what had happened, "the first thing she asked of me, 'did you scream?' I looked at her and I said, 'no.' She couldn't understand it ... In my head, I felt I shouldn't have told her. Now she's making me feel like it's my fault." Marie Claire recalls that by telling someone else, who blamed her, made her "feel worse than I already" felt.

Colleen remembered her boyfriend's reaction: "He told me that he didn't really think it was his place to come up here. He said, 'I don't think we can date anymore. You've been with somebody else and that's really kind of dirty and gross and I don't want to see you.' And he hung up on me. It was the worst thing that anybody has ever said to me in my entire life. Like that killed."

Support from Significant Others: Help and support from others is critical in a victim's recovery as well as in their choice to report. Only a few of the victims had any such help and people to help them.

Hannah remembers after talking with two dating partners and a teacher, "To have other people identify it really helped end the isolation, that feeling of isolation, ... and that feeling that it was all my fault."

Donna remembers telling a friend from college about her rape: "When I did talk to my friend, she was crying too and she held me tight and stuff and kept telling me 'it's not your fault.' I guess that's what I needed. I began to really think about it." Being held and having outside confirmation helped Donna to begin to stop blaming herself for the rape.

Marie Claire, by her own admission, feels that her boyfriend's support was a vital component to her process of recovery: "If it wasn't for him, I don't know if I could have

ever gone through this. I was really afraid that he would [blame me] but he didn't. I don't know how to explain it. Maybe God sent him to me. He has been the most supportive person. Sometimes I still have a hard time. He's really understanding ... He restores my faith in men, in general ... [that] not all guys are like this guy." Marie Claire recalls that her boyfriend would "come with me to school during the days that I had class with [the attacker], just so he would make me feel better. My boyfriend lives [pretty far away], so he'd make an active effort just to help me feel a little bit better."

Colleen remembers distinctly that her sister held her when she felt she was too "damaged," "dirty," "gross," and "unattractive" to be held. She also recalled being relieved that her sister was not angry with her for the rape. She remembers distinctly her mother telling her "you're not dirty because of this, and we still love you. People will still love you. You're a beautiful person." Her mother addressed her worst fears. Her mother assured Colleen that she was still the same person and not damaged. Just as significant, her mother assured her and comforted her without Colleen having to ask for it. She remembers distinctly that her entire family, including her cousin, rallied around her and helped her at "every step" of the reporting process. It appears this type of support, (the holding, the affirmation, and the love) was critical for Colleen's well-being in that it helped reduce her self-loathing and self-directed anger.

The Cycle of Confusion, Blame, and Silence: Seemingly, silence about the rape is induced by different factors: due to lack of definition or understanding, denial, or fear of being blamed. Hannah, Donna, Marisa, and Marie Claire all descended into silence for periods of time. Only Colleen did not remain voiceless. Perhaps, Colleen's ability to immediately seek help from someone on campus (her resident assistant) and a friend comes from her instant identification and understanding of what occurred. Immediately, upon regaining consciousness, Colleen realized she had been raped. Hannah, Donna, and Marie Claire all had difficulty in labeling and accepting the incident as rape. Moreover, Colleen

had immediate support from friends, like Cheryl, and her family; apparently, this spurred Colleen onto seeking help as well as reporting it and seeking redress. Donna, Marisa, and Marie Claire encountered incidents where they were blamed for what occurred, which in combination with their own self-blame led them to silence. It appears that the two main factors to reporting and recovery are unqualified support from central people in the victim's life.

Marie Claire immediately knew she "didn't want anybody to know" about her "secret," which is how Donna also reacted. Donna attempted the same coping mechanism when she returned home, but she felt she still "had to put on a face" and hide what had happened.

The confusion surrounding rape was described by Hannah as "a cloud of confusion that lasted for years." Hannah's confusion and sense of shame allowed her to descend into silence. Hannah's sense of shame comes from three things. First, knowing that incident was not consensual. Second, her mother's blame: "... [T]here was some understanding of the fact that it was involuntary ... [S]he told me that what she thought had happened was that subconsciously ... I wanted to lose my virginity and so that's why this had happened." Finally, her mother's gynecologist's blame: "I tried to tell him that I didn't want to have sex ... and he shrugged his shoulders and said, 'Well, that's what you get.'" Moreover, her confusion was due to not being able to understand what had happened: "I didn't have the words to say, 'I was raped.'" Her attack occurred in 1979, roughly three years before the first use of the term 'date rape' appeared in the literature (Bohmer and Parrot, 1992). Hannah admits that at the time of her incident, her "only concept ... of rape was stranger rape."

Unlike Hannah, Donna's confusion only increased "since I've realized that it wasn't all my responsibility and it wasn't consensual." Moreover, unlike Hannah, Donna's "shadow" did not dissipate with the realization of what had happened. Instead,

Donna indicates, "it's the realization that hurts ... it hurts so bad and ... it's so hard for me to accept."

Initially, it was unclear if her silence regarding the rape was due to the denial of the situation, self-blame, shame, a definition of rape that lacks the inclusion of attackers who are known, or a combination of all four. As the interview continued, however, it became more apparent that she was experiencing all four of them. Donna's silence seemingly came from her confusion over what had occurred, her fear of being blamed for what happened because she was drunk and went to his dorm room, and her own sense of feeling "dirty and like a slut." Donna remembers "I saw myself as dirty and a slut" and justifies describing "the incident" in terms of losing her virginity because "my friends are really judgmental. They would have thought it was a bad choice. They would assume it was my choice and my having control over it and so it was my fault." Perhaps, due to this one night, Donna also no longer saw herself as a "good girl" and fears that her friends would view her in the same way she's viewing herself. Perhaps the twin losses of her virginity and her self-perceived status as a "good girl" added to her sense of shame and confusion. Donna has carried this confusion and shame with her for more than a year. Her own self-worth was changed as was her support network which either rejected or blamed her.

During the interview it became clear that Donna is still ambivalent about the incident and whether or not to admit, accept, and label it as rape. Donna's case, like no other, clearly illustrates the confusion and difficulty that surrounds the understanding and labeling of rape as such (Warshaw, 1994 and 1988; Ledray, 1994). To some degree she could recognize that she had clearly said "no," but she believes that was discounted by her actions that evening, specifically by being drunk and going to his room. She internalized all the responsibility and blame which led her to feel guilty and ashamed.

She recalls, "I could have gotten out of the situation if I wasn't drunk. That's why I never really thought it was rape ... I never really thought of it as rape just because I could

have gotten ... out of the situation. It doesn't really matter that I said 'no,' because it was my responsibility. I feel a lot of responsibility. I was drunk." She admits that she knew about date rape, but "thinks that being raped by a stranger is more important than being raped by someone you know." She further reflects that "society's view of date rape, I think of date rape, I think of date rape, as the woman [having] provoked it. She must have done something to provoke it." Perhaps due to this concept of the woman being responsible, Donna internalizes the that her being drunk was the reason for the attack.

Moreover, the definition of rape she grew up with and was accepted by her peers appears to have hindered her labeling the rape incident as "date rape." Before speaking with a friend, she kept equating that night with sex, even non-consensual sex, not rape. However, Donna is now seeking help at a local rape treatment center. Hopefully this professional help will assist Donna in not feeling confused over the situation and will lessen her shame and self-blame about the rape.

Unlike Hannah and Donna, Marisa was able to understand immediately that her friend had tried to rape her. Nonetheless Marisa, suffers in silence three years after the attack because she was blamed by her boyfriend for the attack. She also may have remained silent due to a long history of sexual abuse by an uncle at age six.

The period of silence, which is a common reaction to the shame and humiliation of being raped, is a strategy to avoid being blamed or not believed by family, significant others, friends or authorities. Marie Claire had the same reaction to being blamed as did Marisa. She had approached two friends after the attack, perhaps seeking comfort, understanding, or validation, only to feel as if she was being blamed by them.

Like Donna, Marie Claire returned home, hoping to regain a sense of normalcy. Yet, during that time, she remained silent about her attack. Marie Claire did, and apparently to some extent still does, fear her parents would blame her. She fears that their perception of her would change. She fears that they would think that she is somehow

different or cannot be trusted around men. She fears that her parents would become overly protective. Further, she fears that she and this crisis would be a burden to her parents and that in some way they either would not or could not handle. These are common fears that rape victims experience after the assault when deciding to tell someone or not (Warshaw, 1994 and 1988; Ledray, 1994; and Matsakis, 1992).

Defining, Labeling and Accepting the Rape and Breaking the Silence: The process leading to breaking the silence includes labeling and accepting the attack as rape as well and having support from significant others. For Hannah, contracting herpes led her to break her self-imposed silence and begin to understand what had happened that night. In having to tell her sexual partners about her herpes, Hannah revealed how she contracted the disease. Both of her partners labeled the experience as rape. By the time Hannah was in her senior year, she took a Women's Studies course where she was able to explore the topic of rape. In researching the subject, she saw that most rapes were committed by persons known to the victim. It started to click for her. For her term paper in that class, Hannah wrote about her experience and the professor reinforced her burgeoning understanding, labeling, and acceptance of the incident as rape. Hannah recalls that "being able to identify it ... [and] to have people close to me call it that, ... ended the isolation and the confusion."

Marie Claire decided to break her silence when she realized that she may lose another significant person in her life, her boyfriend. With his support, Marie Claire began to explore her options, especially in making her relationship with her boyfriend better. However, she was propelled to report because of the attacker's subsequent behavior. She and her boyfriend had an altercation on campus with her attacker who went to the police to report that incident. As a result, she was put on the path of reporting to campus authorities. Nonetheless, Marie Claire was quick to emphasize that without her boyfriend's support she could not have gone through with a formal report, an investigation, and the complaint

resolution process. Marie Claire also found inner-strength when she learned that her attack had been set-up purposely. With that knowledge, Marie Claire seemed to stop blaming herself and shift the blame for the attack on to the attacker. It almost resembles a moment of epiphany for her -- she was not responsible for the rape, she was not “stupid” for getting herself into the situation.

Colleen is the only woman who was able to identify the attack as a rape instantly. This may be due to being tied down, beaten up, and her life being threatened. Colleen knew immediately she was being raped and it was not her fault and she immediately sought help: she called her friend, Cheryl, and she went to report the rape to her resident assistant.

Reporting and The Adjudication Process: Donna did not seek help or report the attack because she feared the reactions of campus authorities. She recalls, “I feel like that would bring a hell of a lot more attention to me than I would ever want ... That they would say, ‘She was drunk. She should have expected it. She went to his room.’ I also think being a guy gives him more credibility. I just feel like guys would be more believable...”

Marie Claire found that the campus authorities saw merit in her case and decided to put it before the campus judicial board. Despite her fears and anxiety, Marie Claire found the courage to pursue her case as far as she could through the disciplinary process. When Marie Claire first approached the Dean of Students Office, she was “hoping this whole thing would get over with quickly.” She further remembers that the process “took so long ... over six months, [going] there so often, and [being] very exhausting.” Marie Claire felt that the process of reporting and adjudication was too long, rendered her “powerless” because the decision to prosecute was up to the deans, and that “again, [she] was being victimized ... and [had] to expose [her] entire self” in the process. She wondered “how many times do I have to repeat myself for people to understand?”

Marie Claire admits that she gained relief from the hearing board’s decision to suspend her attacker for two years. She had two full years of healing without him being

around. Despite her disappointment that the sanctions were not more strict, this process still brought a sense of closure to Marie Claire. “Thank God it turned out to be a positive outcome. A little bit before my third year started at [school], I found out he wasn’t going to be attending ... this guy got kicked out of school because of the rape but he was only kicked out for two years. I’m glad that I didn’t have to see him in my classes and everything, but it didn’t seem that stiff of punishment. What made me feel bad was that he only had to do 100 hours of community service and attend maybe two workshops at the Women’s Resource Center. I wanted people to know that they have a rapist on campus ... I wanted everybody to know. I was mad that it was so little, but then I was happy because it was positive, anyway. It took me a long while to realize that he will never, never admit to himself what he did. I don’t think that a million hours of doing community service is going to change that either. His punishment is having to live with himself. I didn’t do this to him, he did it to himself.”

Her notion of blaming herself for the rape had changed by the end of the hearing’s sanctioning phase into properly blaming him and being angry at him instead of herself. However, with the prospect of him returning to school, she is nervous at having to see him again.

While Colleen found the path of reporting to be frustrating, and found some of her “friends” to blame her for the attack, she had tremendous personal and emotional support from her family. Perhaps this support allowed Colleen to attempt redress through the campus system and when that did not work she is seeking to redress it through other means. Colleen’s case illustrates how resident assistants can be crucial as points of first contact for reporting and if they are misinformed on how to handle an incident, the victim can be further victimized. Colleen’s case also illustrates how campus policies can be ineffectual and how campus authorities/administrators can be unsympathetic and ineffectual. For example, Colleen’s dorm director, the detectives, and the Title IX officers

did not believe her nor find merit in her case. She feels that despite her efforts to be heard by campus authorities, they wanted to silence her; so much so, that they transferred her to another branch of The University. Unlike Marie Claire's experience, Colleen found The University ready to settle the affair informally and quietly. In her own words, Colleen feels the college "turned a blind eye to it ... tried to sweep it under the rug." Additionally, unlike Marie Claire's experience, Colleen found that the campus authorities who decide if the case should be put before judicial board did not find merit or enough proof of her rape despite medical evidence documented at the medical center and photographed by campus police.

Colleen and Hannah were the only two women who sought medical attention. Hannah did it because she was sick. Colleen sought for medical help for the opportunity to collect evidence of the rape. Marie Claire even without medical evidence was supported by The University that found merit in her case; whereas with Colleen's abundant medical evidence, The University still felt that there was no merit to her case. Like Marie Claire, Colleen feels the system of reporting and seeking redress "totally victimizes the victim." This feeling of a second victimization by the campus reporting and adjudication processes is also found in previous research (Bohmer and Parrot, 1992; Madigan and Gamble, 1989). Moreover, both Colleen and Marie Claire felt overwhelmed and burdened by having to repeat their stories several times to several different administrators and other campus authorities.

From Victim to Survivor: With this process "the weight got lifted off my shoulders" when she found out about his suspension and she admitted with a shy smile "I started attempting to be like a normal person again. I'm just thankful that I haven't run into him on campus ... " Marie Claire still makes an conscious effort to further her recovery. "I just want my healing process to be an active process." Therefore, "right now, I'm working at the Women's Resource Center" as a peer educator. "I want other people to be

educated.” After going through the entire reporting process and a couple of years of active healing she says, “I’m at that point where I feel that I am a survivor. These other days that I’m talking to you about, that’s when I felt like I was a victim, for sure.”

Summary and Conclusions

In summary, rape is a painful and profound experience; and no two rapes are the same even though there may be similarities between experiences. No two women react to rape in the same way: victim’s reactions to rape are completely contextualized given their backgrounds, personalities, and the nature of the rape experience itself. A rape can impact a victim’s emotional, personal, psychological, social, and academic development. It appears that identification of an attack as rape and vital support from central people around the victim helps them to heal, and even find strength to seek justice. These women also had an inner strength that helped them on the road to recovery like Hannah, and sometimes to redressing like Marie Claire and Colleen. This is not to indicate that the women do not suffer because they possess strength; instead, their strength may provide them with the ability to be proactive in their attempts to handle the attack. When women are confused and blamed by others, they tend to suffer in silence; which is what Marisa and Donna still do and Marie Claire and Hannah did for a period of time. It appears that the process of campus reporting and adjudication occurs when there is fundamental support for the victim from central people in their lives. It was originally expected that the campus policies regarding reporting and redress would deter women from pursuing that path; however, based on the data, it appears that it is the women’s self-blame, fear of being blamed, and lack of support that prevent them from coming forward.

The victim tends to blame herself for simply being in the situation. On the other hand, blame by others appears to be a distancing mechanism from knowing that rape can happen to them; therefore, they find ways to make the victim unique and distinct from

themselves in order to be able to say, “see, this will never happen to me because I’m not like her, I do not and will not do X, Y, or Z like she did, so I can not be raped.” People seize on the victim’s apparent participation and consent in order to make themselves feel better and not at risk. Unfortunately, this self protection tends to blame the victim which furthers the trauma of the rape.

As Marie Claire and Colleen point out, the campus reporting and adjudication processes felt like additional victimization; but, those apparently are not factors in coming forward for help and justice. Colleen’s case particularly highlights how colleges can mishandle a rape case at every level. Each woman offered suggestions on how to improve the campus climate, prevent date rape, and reporting mechanisms. I shall be addressing these in Chapter 7, the conclusions chapter.

Biases, Limitations, and the Process of Interviewing Rape Survivors

The major bias in presenting these data comes from my own emotional identification with the participants, having been a date rape victim/survivor myself as an entering college freshman. My own experience may have influenced this portion of the dissertation study.

This bias is reflected in my focus on the experience of campus date rape, its impact, and the process of speaking-up and seeking help which may or may not lead to reporting to campus authorities. I consciously chose not to focus on the attackers’ point of view and experience. Second, my bias is revealed in the questions I found important to ask and how I guided the interviews. Third, my deep resonance with the participants and their experiences was difficult not to show; my emotion was often apparent to the participants during the interviews. There were times that I had to pause to regain my own self composure and there were times when I cried while listening to the recounting of their stories. This may have affected the interview process and how the participants’ sharing of

their experiences. Finally, my bias may have eclipsed my ability to identify important trends and themes that emerge from the data or how I might have interpreted and presented the themes.

In an attempt to compensate for my bias, I kept a journal (Meloy, 1994). This allowed for self-reflection of my reactions during the interviews and to the data I gathered from the interviews. The journaling also helped illuminate when I projected my emotions on to the participant and to her experience. Another way that I attempted to control my bias, especially in my analysis of the data, was having professionals in the field of rape counseling and colleagues outside of that specialization review the narratives and the analyses. This provided outside checks on my work and again illuminated when my biases and emotions became intrusive in the data presentation and analyses.

Nonetheless, I feel that my own experience provided certain advantages, as well. The participants were informed of my own rape at the beginning of the interview session; I felt by self-disclosing trust between the participant and myself was enhanced. It also allowed the participants to understand that the interviews were being conducted in a true judgment free atmosphere: How could I judge these women when I had a similar experience that had affected me in similar ways? Moreover, when my emotions became apparent during an interview, the participants tended to reveal even more of their own emotions. They felt I understood and provided a safe setting for them to reconstruct and reveal their experiences. If I had been able to assume a more neutral and distant approach and tone in the interviews, I do not know if the participants would have shared their experiences in such depth.

The decision to self-disclose was based on other researchers' precedents (Warshaw 1994 and 1988; Seidman, 1991, page 67) as well as my concern for the welfare of the participants. Aside from the desire to obtain the women's narratives, it was foremost in my agenda to make sure the interviews were not harmful to the women. It was crucial to have

them fully comprehend that the interview was being conducted by someone who understood how aloofness, silence, and blame can further harm the victim and none of that would be present during the interviewing. The participants had to understand they were safe from judgment during the interviewing. Therefore, I thought the best way to let them know that I would not judge them was to reveal that I, too, experienced a campus date rape.

The decision to self-disclose, while furthering trust and rapport, presented the danger of the interview session turning into a therapy session (Seidman, 1991). In fact, some of the women came seeking such help. To avoid this particular danger, a referral sheet was given to the participants at the end of the interview and they were also invited to ask me any questions about my own experience once the interview was completed. This allowed the women who were seeking help to know that I could not function in that capacity, but gave the necessary resources to find such people. The conversations at the end of the interviews served as a check to make sure the women felt secure with having shared their experiences. If a woman was feeling particularly vulnerable after recreating her experience, we could discuss it and she could find the necessary support through the referral sheet should she need it.

Aside from my bias being a limiting and problematic factor, this portion of the overall study has other limitations. First, my limited training in qualitative methodology presented a challenge for me as I conducted the interviews and as analyzed the data. My lack of experience may have caused my difficulty in tolerating silences, my tendency to ask leading questions, and to reinforce the participants responses. The other limitation is the self-identified, self-selected, small sample. These factors limit the generalizability of the findings because it is based on a small, self-labeling and self-selected set of women. However, the results mirror research reported in the literature which lends validity to my findings.

CHAPTER 7

SUMMARY OF FINDINGS, RECOMMENDATIONS, CONCLUSIONS AND SUGGESTIONS FOR FUTURE RESEARCH

The purpose of this final chapter is to bring together the many findings presented in Chapters 4, 5, and 6 in terms of the practical implications raised throughout this study. First, I review the issues addressed in the study and the methods used. Following the summary of findings, several policy recommendations are presented based on the results. Recommendations for future research also are suggested. Finally, the limitations of the overall study also are presented.

Overview

In the last decade, a number of studies have indicated that date rape and/or acquaintance rape is a growing problem especially on college campuses. It is estimated that between 17 percent and 25 percent of college women will be victims of an attempted or completed sexual assault that involves a known attacker (Finely and Corty, 1993; Koss et al., 1987; Koss, 1993). Rape can impact a victim's emotional, intellectual, social, and personal growth and development. Date rape has the added burden of the victim feeling betrayed by someone that she knew and trusted; this can accentuate the impact of the trauma particularly in the areas of trust (e. g., trusting herself as well as others). The threat and subsequent fear of rape, which is great on college campuses, is a potent barrier to women's development (Howe, 1977; O'Farrel, 1988; Catalano, 1993). Part of the mission of higher education is to help students develop into full and mature, capable and functioning adults (Astin, 1993 and 1977; Feldman and Newcomb, 1969; Pascarella and Terenzini, 1991; Trent and Medsker, 1968). Because many college women are at risk, colleges have an obligation to combat rape on college campuses in order to make college a place where women's development is enhanced. Moreover, if a woman is raped while in college, the

college also has an obligation to help her overcome the trauma in order for her to continue on the path of her educational and personal development.

Research indicates that attitudes surrounding a victim about her attack can either hinder or aid the recovery process (Bell et al., 1992) as well as impede or promote a victim seeking help and reporting the rape (Bohmer and Parrot, 1992). As research suggests, attitudes about women, sexuality and rape are inculcated through the process of socialization. College, as an agent of socialization, can either reinforce or change attitudes. Attitudes that oppose rape and support the victim can create an atmosphere on campus where a victim is more able to seek help and redress. Rape-tolerant attitudes blame the victim, justify and excuse the actions of the rapist, and even promote rape (Burt, 1980; Malamuth et al., 1991; Schaeffer and Nelson, 1993). Also, rape-tolerant attitudes can intimidate a victim into silence. These rape-tolerant attitudes which may exist on a college campus can be held by students and administrators alike and may be reflected in the campus policies regarding sexual assault. Moreover, research indicates that those who hold rape-tolerant attitudes will hold negative attitudes towards women overall (Kanin, 1985; Koss et al., 1985). Negative attitudes about women, which are demonstrated by the acceptance of rape-related behaviors, can create a hostile climate for all women on the campus.

This study investigated the overall campus climate towards campus date rape. It examined: college students' attitudes; college policies and college administrators' attitudes; and the actual experiences of victims of college date rape. A blend of quantitative and qualitative methods and a variety of samples were used to explore the issues surrounding campus date rape.

While numerous studies have documented the existence of rape-tolerant attitudes among college students (Chapter 2), these studies fail to provide a profile of college students who hold rape-tolerant attitudes. Further, these studies fail to explore the impact of college on such attitudes. In order to compile profiles of rape-tolerant and rape-

intolerant students and to assess the impact of college on these attitudes, quantitative analyses (e.g. frequencies, correlations, cross-tabulations, and blocked stepwise multiple regression) were conducted using longitudinal data collected from 5,923 college women and from 3,954 college men attending 76 universities and colleges between the years 1990 and 1994. To assess college policies and administrators' attitudes regarding campus sexual assault, policies were obtained and analyzed from 58 of the original sample of 76 institutions. In addition, nine interviews with college administrators and the policies from a case study institution were reviewed using a qualitative content analysis. Finally, five college women who were raped by someone they knew were interviewed in-depth in order to gain their insights about the experience of rape, its impact on them personally and on their academic work. Their thoughts about the campus policies and the overall climate towards date rape on campus also were ascertained.

Summary of Findings

This section provides a only brief review of the results of the study (students' attitudes; college policies and administrators' attitudes; perception of rape victims).

College Students' Attitudes Towards Date Rape

The first five hypotheses stated in Chapter 3 revolve around students' attitudes towards date rape. Hypothesis I predicted that male college students more than female college students will hold attitudes that are rape-tolerant attitudes. Hypothesis II predicted that those students who frequently party and drink alcohol will hold rape-tolerant attitudes. Hypothesis III predicted that students who hold traditional sex-role beliefs will also hold rape-tolerant attitudes. Hypothesis IV predicted that males who belong to certain all male sub-groups on campus, such as fraternities and certain team sports, will hold rape-tolerant attitudes. Hypothesis V predicted that students enrolled in a women's studies course will be more likely to hold rape-intolerant attitudes. The results from the cross-tabulations and

multiple regression analyses with the longitudinal sample of 9,877 students confirm Hypotheses I through V.

Attitudes towards date rape are independent of political orientation. However, it appears that race, religion, and socio-economic status have a small effect on students' attitudes towards date rape. A student's attitude regarding date rape at the beginning of college is the strongest predictor of how a student views date rape four years later. Gender is the second strongest predictor of students' attitudes towards date rape: it was found that more male college students continue to hold date rape-tolerant attitudes than do female college students. However, certain college experiences do have an impact on students' attitudes about date rape. Results of cross-tabulations and regression analyses indicate that the students who are more prone to hold rape-tolerant attitudes at the beginning of college as well as after four years of college, tend to be: male, fraternity members, members of football or basketball teams, students who party frequently and who drink alcohol, commuters, students with little peer group interaction, and students who hold conservative sex-role attitudes. By contrast, students with rape-intolerant attitudes are: female college students, student leaders, students who engage in high levels of interaction with their peers, who have frequent diversity experiences, and students who have taken women's studies classes. Also, students with high academic confidence and those living on campus were more likely to hold rape-intolerant attitudes at the beginning of college as well as four years later.

Based on these findings, it appears that college does have an effect on students' attitudes towards date rape. Therefore, these findings have certain implications for colleges regarding activities that colleges could promote in order to encourage the development of attitudes that effect intolerance of date rape. For example, encouraging students to interact with peers, creating diversity experiences for students, and opportunities for leadership

roles. Conversely, colleges should curtail activities which promote rape-tolerant attitudes, such as excessive drinking.

College Policies and Administrator Attitudes Towards Campus Sexual Assault

It was hypothesized that college policies would reflect administrators attitudes. Specifically, Hypothesis VI predicted that colleges that have administrators who hold attitudes that rationalize date rape, will have policies that are protective of alleged perpetrators and insensitive to women who report sexual aggression. In contrast, colleges that actively participate in educational programs and in prevention will have policies that are supportive of victims/survivors who report an attack.

Based on the qualitative analysis of the 58 institutional policies and the materials collected from the case-study institution, it appears that college policies regarding campus sexual assault that take a firm rape-intolerant stance are shaped by federal mandate. Also, colleges that view rape as illegal or as a crime, or as against the institutional mission and its ethical principles are very clear about their intolerance of date rape on campus.

The analysis of policies found that over one fourth of the sample of institutions did not have a policy or explicit statement regarding sexual assault. Private colleges, particularly religiously affiliated colleges, were concerned about the victim and had relatively easy and swift reporting and adjudication processes. In contrast, public institutions appeared more concerned about the perpetrator and the accused students' constitutional rights of due process. In addition, public institutions have very elaborate and considerably long reporting and adjudication processes.

Administrators' attitudes regarding date rape appear to be independent of the college policies stance regarding date rape, and often is a matter of how they view the events. Administrators listed mitigating factors that can create problems for them deciding if an incident is rape or not: alcohol consumption, especially by the victim; knowing the

attacker; having prior dating or sexual relations with the attacker; engaging in consensual sexual activity before any forced or coerced sexual activity; or, being in the attacker's room. Therefore, enforcement of an institutional policy appears to be dependent on administrators' view and interpretations of events that derive from their attitudes about date rape.

Based on the above findings, implications can be drawn about policy formation as well as the need for training of administrators.

Factors Leading Victims To Remain Silent or To Report and Seek Redress

The interviews with the rape survivors revealed many factors that can influence whether a victim would seek help and whether she would report the crime or remain silent. Those women who remained silent and did not report indicated the following factors as contributors to their silence: their own self-blame and self-doubt; the blame of others; lack of support from others; the fear that administrators will not believe them or blame them; and, their own confusion and inability to either label or accept the attack as rape. On the other hand, the women who reported the attack and who sought redress through campus disciplinary procedures were able to do so because of the support given to them by significant people in their lives, whether it be the boyfriend or members of the family. Policies did not appear to be a key factor. Based on these findings, implications can be drawn for colleges in the importance of providing support and help to victims to seek redress and to begin the process of recovery.

Recommendations

Given the findings reported above, we can conclude that both male and female students need rape awareness education as well as campus administrators. The findings further suggest that colleges can take definitive measures to improve attitudes about date

rape to help victims of campus sexual assault. The deep patterns of institutional neglect and voluntary blindness must be addressed and changed from the top down.

Increasing Rape-Intolerance on College Campuses

As results in Chapter 4 indicate, by participating in certain activities while in college a student may tend to be more tolerant of date rape. For example, students who belong to fraternities, football and/or basketball teams, drink and party frequently, commute, live off campus, and have low peer group interaction tend to be more date rape tolerant in comparison to their peers, even after college. This may indicate that a re-organization of collegiate social life is necessary to combat date rape tolerance and behaviors among college students. For example, colleges and universities can become stricter about drinking on by students or colleges and universities can promote residential living arrangements. Because outright prohibition of Greek organizations and athletic teams is unrealistic due to the revenue and status they generate, the primary way to increase rape intolerance on campus is through hard-hitting education and re-education programs for students and administrators alike.

The primary way for colleges to improve attitudes regarding rape on college campuses is through education. In the words of Marie Claire, “there is a lot of education that needs to be done. ... [T]he only way to spread the word is by talking about it. Some people aren’t exposed to these types of issues. It’s only understandable that they do have these unhealthy, socialized attitudes that condone rape and victim-blaming. I want people to be educated.” Findings indicate an overwhelming need for training of Resident Assistants, Administrators and Adjudication Board Members.

Although several concrete recommendations are provided for colleges in regards to specific educational programs regarding rape awareness, the role of college in rape awareness training may be limited. Results in Chapter 4 indicate that attitudes regarding

date rape are relatively firmly formed prior to college. College's role may be one of re-education rather than education about rape and date rape. Therefore, the first recommendation is begin specific educational programs about rape and dating violence much earlier than college.

Students: There are several types of educational programs that colleges can sponsor. Colleen suggests mandatory freshman orientation programs. Although Marisa remembers her orientation program centering around, "... how to have safe sex." Instead of focusing on safe sex and how to avoid contracting sexually transmitted diseases such as HIV/AIDS, mandatory orientation programs should focus an in-depth discussion on sexuality, violence in dating, and better communication between men and women about sex. A couple of problems with offering this type of education through orientation are that such programs tend to be overloaded with all kinds of information, but also all students do not participate in orientation programs.

Through the sociology, psychology, anthropology, women's studies department or a course such as University 101, another way to reach all students is to require a class on "gender roles, sexuality, and communication." Because often sex role socialization differs for men and women, it is critical that men and women learn about: each others views about sex and sexuality; how to relate to one another; how to communicate, and how to listen to one another. Specific issues to be addressed in such a class would include: the nature of all different forms of rape, facts about rape, how rape myths arise and become entrenched in society, the impact of rape on victims, as well as teach clear communication techniques between men and women. Education for men needs to focus specifically on how to avoid engaging in behaviors that constitute rape. Men need to be taught what behaviors comprise rape and that under no circumstances are those behaviors acceptable. Education for women needs to move away from rape-avoidance strategies which limits their behaviors and mobility in society towards recognizing and defining instances of date rape in order to

understand and recognize if and when a situation arises. Women also need to be taught to listen and trust themselves in order for them to know when a situation feels wrong or dangerous to them.

Both the staff members from the Campus Women's Center and Residential Life highly recommended a rape as a survivor guest lecturer; having an actual victim talk about date rape makes the issue more real, and closes the distance people create between themselves and rape victims. Listening and seeing a survivor literally puts a face and voice on the experience of rape.

Because listening and communicating are critical to lessening myths and prejudices, this type of class also be used to address misunderstandings around racial and cultural differences. One part of the class could target gender differences, while another part of the course could target racial and cultural differences regarding views about sex and sexuality.

Other intensive educational programs are necessary to reach certain enclaves of students. It is highly recommended that on-going and continuous educational programs become mandatory for members of intramural sports, for Greek organizations and for residence halls. Also, colleges need to work with students who drink and party frequently. Colleges also need to find mechanisms to increase involvement for commuters. Colleges can promote activities that lead to rape-intolerance, such as opportunities in student leadership, women's studies, and exposure to diversity experiences.

Administrators: The data show that administrators can be just as rape-tolerant as students. These rape-tolerant attitudes can affect how a case is handled. For example, Colleen was not believed by the detectives responsible for investigating the case because they took the word of the attacker over hers. Moreover, both Marie Claire and Colleen were shuffled from one administrator to another. However, in Colleen's case the college ultimately decided not to bring her case to the Hearing Board. Data from the case-study indicate that administrators will allow mitigating circumstances to negate a woman's clearly

stated refusal of sexual overtures by an attacker. As in Colleen's case, it is possible that administrators may have a tendency to sweep a case under the rug to avoid adverse publicity or civil suits regarding the case. Thus, it is critical that administrators become educated better about these issues.

Resident Assistants, Resident Directors, and other Peer Educator or Leaders:

Colleen's case sharply highlights the importance of the role of first contacts for rape survivors. Colleen encountered a residential assistant that judged the "incident" to be a "miscommunication" instead of sending Colleen to the police and to the medical center. For any person on campus that can be the first contact point for a rape victim, there should be continuous, on-going education about rape and how to treat victims. This includes peer educators, student leaders, resident assistants, resident directors as well as any faculty, staff, or administrator who may come into contact with a rape victim. Moreover, a written guide should exist and be given to these people for reference in handling a rape case. An example of such a protocol for handling rape victims is listed below:

CHECK LIST FOR FIRST CONTACTS (RA'S, PEERS, RD'S)

You may be the key person to provide initial assistance and guidance to a student who has been raped. Your role is critical. Here are the steps to follow if you find yourself in this position.

1. Welcome and Comfort the victim. Demonstrate support for the victim by:

- Saying "I'm so glad you're telling me. I'm so sorry this has happened to you.
- Voice out loud your genuine concern and willingness to help
- Listen attentively. Let the victim know you believe them
- Do not touch the victim unless you ask permission
- Calmly and clearly explain your role and what will happen

2. Reassure the victim the attack was not her/his fault and that they are safe now.

•Okay to say, “This can be overwhelming. It is a significant, important experience and you deserve help with it. No one ever deserves to be made to do anything against their will. You may experience many confusing emotions. This is normal. You are safe now and out of reach of harm. Believe in yourself, you can recover, reach out for help. We care and we are here to help.”

•Do not allow the accused student near the victim!

3. Listen. Let the Student tell you at her/his own pace.

•Don't push.

•Don't decide the guilt or innocence of an alleged offender.

•Don't judge the behavior of the victim.

•It is not necessary for you to give the incident a label (such as “rape” or “sexual assault”).

•Okay to ask, “this happened without your consent, right?”

4. List the rights of the victim:

•to be treated with respect and dignity.

•to be made aware of and receive medical, social and emotional counseling services and where to find them on and off campus.

•to be made aware of and have access to all legal options on and off campus.

•to be made aware of right to report an attack.

•to be made aware to of the right to change living arrangements.

•to be made aware to of the right to change academic arrangements.

•to have the freedom of choice concerning the decision that affect their life.

•to be assured of confidentiality.

•to be treated without prejudice regarding race, class, sexual orientation, sexual history, physically disability, age, gender and/or occupation.

5. If the assault just occurred and the student is unsure about reporting, explain how evidence collection maximizes options to go forward with reporting later on.

6. Believe and respect the student's wishes, even if s/he does not want help.

•Tell the student you must inform your supervisor who will inform the Rape Consultant/Advocate on campus.

•Tell the student that their name will be kept confidential unless the student okays for you to tell your superior their name.

7. Tell the student where else they can get help:

- Campus Health Center
- Campus Women's Center
- Rape Consultant/Advocate
- Campus Police
- Campus Dean of Students
- Student Psychological Services

8. Ask the student if they want you to call anybody for them.

9. Ask the student if you can "touch bases" with her/him in a day or two, just to see how they are doing. Keep your word.

10. Be aware of cultural and ethnicity differences. Cultural values may impact a victim's reaction to the situation as well as your own.

11. Maintain privacy about this issue. Tell only the necessary supervisor and let that person then advise you as to how to proceed.

12. Immediately tell your superior and have them contact the Rape Consultant/Advocate.

Adjudication Hearing Board: Finally, a college should have a special hearing board that only handles cases of sexual assault. This ensures that members are educated and trained on a routine basis in order for them to have a better understanding of the issue and to render an informed decision about a case. The hearing board should be comprised of administrators, faculty and staff to ensure proper representation from all sectors of the college community. The members of the board should be held to an 18 month commitment and should roll-off the committee on a staggered basis; this allows for continuity among the committee.

Accountability: Administrators as well as resident assistants need to be held accountable for their performance and handling of rape cases that are reported. Some type of internal monitoring program must be in place to ensure that policies are enforced without interference of personal attitudes and biases. Moreover, administrators need to take more responsibility over reported rape incidents. Perhaps, designated individual administrators who only handle rape cases on campuses are needed. This would ensure that the administrators are well educated regarding the issue of rape, that personal biases will not

become problematic, that the policies will be enforced properly and that victims will be treated with dignity and caring. Moreover, this would ensure that administrators who have the responsibility of handling rape cases also have the authority to resolve them.

Advocacy Programs

An advocacy program should be created. This facilitates easy access to support, guidance, and help. As the findings indicate, on-going and continuous support is the primary and critical mechanism that allows victims to come forward for help and for reporting. If there is no support, then a victim remains silent and suffers. Some victims may experience blame from their friends and family; when support is withheld during a painful and traumatic experience, it serves to increase the suffering. Moreover, some victims may be too afraid to tell people close to them either out of shame or out of fear of being blamed. Therefore, colleges can provide this type of caring support for victims if victims do not have the support from significant people in their lives. Advocates would be volunteers representing students, faculty, staff, and administrators and who would be trained for their special role. Advocacy Programs should be operating 24-hours a day.

The role and duties of the advocates should be as follows:

- listen and provide emotional support (but not on-going counseling).
- inform the victim of available medical, legal, academic, and psychological resources.
- provide assistance in seeking available medical, legal, academic and psychological resources.
- inform the victim of options for recourse including mediation, the campus judicial system, and the criminal justice system. Advocates will also discuss the possible consequences of any actions taken in seeking redress.
- assist the victim in making decisions about how to proceed
- advocates will advise victim as to what points and to what extent in the system confidentiality or anonymity can and cannot be maintained.
- inform both parties that they cannot discuss the incident in a manner which is injurious to the other.
- serve as a support for the parties in any campus, criminal, or civil proceedings.

- provide academic, work-related [and living arrangement] advocacy, ... such as writ[ing] supportive letters to campus professors, department chairs, and division chairs.

The advocates not only can advise victims about their options and the process, but can also treat them with understanding and caring that lessens the feelings of being overwhelmed about the experience and the process of reporting and getting help. Moreover, advocates will be with the victim at every stage of the process and can help facilitate the process.

Advocates would co-ordinate between sub-units in order to spare the victim from being passed around from one sub-unit to another and having to retell their story each time. Their role is not only as a liaison and facilitator, but also a caring friend.

Clearly Stated Policies

Because a strong rape-intolerant policy with stiff and swift sanctions can help to deter rape and rape-tolerant attitudes as well as shape the overall campus climate towards campus sexual assault, the campus should formally and explicitly state their policies and procedures regarding campus sexual assault. The campus should continually remind its students about its policy regarding campus sexual assault through: the student handbook, educational programs, the campus newspaper, and on the doors of dorm rooms and rooms in fraternities and sororities. The policy should have an explicit statement condemning rape, explicit definitions and examples of rape, guidance for a victim if an attack has just occurred, a clear list of where to go for help and reporting, the Victim's Rights Bill, and the preferred minimum and maximum disciplinary sanctions for these cases. Because of the confusion surrounding the labeling and accepting of an attack as rape, colleges need to recognize it takes time for victims to come forward. Therefore, the policy should openly allow victims more time to report the crime and still pursue redress. Policies should pay special attention to come up with alternatives to a direct cross-examination between the victim and the accused student. Moreover, the policy should note the rights of the accused,

yet emphasize that the first and primary concern of the college is to help the victim. Instead of treating rape as a civil impingement, colleges and administrators must firmly recognize that rape is a criminal act and treat it as such. The policy I have formulated below represents a model that draws from the 58 policies I examined for this study. I have chosen the best examples and procedures in these policies.

Sexual Assault Policy:

The phenomenon of sexual assault (forced sexual activity against the will of a person) on college campuses has received much needed attention in recent years and is a prominent issue throughout the country, especially on college campuses. Such incidents cause enormous pain to the individuals who are directly involved and to the community whose peace is shattered. Sexual assault can be committed by strangers as well as people the victim knows. Both women and men can be victims. Sexual assault in any form (including acquaintance rape, date rape, gang rape, stranger rape, marital rape, or family rape) is reprehensible.

This college reaffirms respect, responsibility, and caring between students. Sexual assault and other forms of sexual misconduct are clearly inconsistent with the values and mission of the college. Sexual assault will not be tolerated and is considered the most grievous violation of the student code of conduct.

Students who commit sexual assault can be prosecuted under state and federal laws as well as under college disciplinary system. It is the preference of the college that a student found guilty under these circumstances by the Sexual Assault Hearing Board be immediately expelled from the college. Such a student, at a minimum, shall be immediately suspended from the college for at least two calendar year in addition to any of the other sanctions the Board recommends. A student suspended from the university for a sex offense will not be allowed to re-enroll until verification of the completion of one of the following regimens has been received by the appropriate university officials: 1) a certified sex offender's program; 2) psychotherapy with a licensed or certified mental health professional specializing in the treatment of sex offenders.

Defining Sexual Assault:

- Sexual assault and rape is an act of violence, aggression, and power not sexual intimacy or love.
- Sexual assault can happen to anyone, female or male; anytime, day or night; anyplace, at home, school, a car, a classroom or anywhere.
- The perpetrator could be anyone: acquaintance, date, dating partner, relative, friend, stranger.
- Sexual assault happens when you are forced into sexual contact against your will. It has many names: rape, sexual violence, molestation, sexual battery, incest, date rape, acquaintance rape, sexual aggression.
- Sexual assault may include sexual penetration (however slight) of the victim's genitalia carried out under coercion or force, with the treat of

coercion or force, or a weapon. Forced sexual activity is without consent or against the will of the victim. Sexual assault may also include physical contact with a person's genital area, other bodily orifices (mouth, anus), or with a person's buttocks or breasts if the contact is against the will of the person or done without consent.

- Sexual intercourse following a spoken no, or any other expression of refusal or demure, even without further resistance of any kind by the victim is rape. "No" means "no." Failure to resist does not equal consent. Consent means overt actions by a person competent to give consent.

- Conduct may be considered sexual assault even if:

- the attacker is someone known to the victim/survivor
- the assault happens on a date
- the individuals have engaged in sexual activity prior to the assault
- the individuals have had consensual intercourse in the past
- the individuals are married
- the individuals are under the influence of alcohol or other drugs
- there was no weapon used
- there was no evidence of a struggle or resistance
- there were no witnesses
- there was no semen emission or a condom was used
- the victim went willingly with the attacker to the attacker's car or home (apartment, dorm, fraternity room)

If you have been raped:

- remain calm and alert
- remember you are not to blame and no one will blame you
- go to a safe place
- call someone you trust (a friend or family member); if you cannot think of anyone to call, call the Rape Advocacy program -- someone is there who can help you, will not blame you, and understands what you are going through.
- seek immediate medical attention. Because physical evidence may be important in case you decide to report and/or press charges, do not change your clothes, do not shower, bathe, or douche, do not apply any medication to any injuries, do not disturb anything in the area where the attack occurred if you are in an area where you have control.

People On Campus who Can Help You:

- Rape Consultants/Advocates
- Campus Police
- Dean of Students
- Campus Health Center
- Campus Psychological Services
- Your Resident Assistant or Resident Director

People On Campus Handle Formal Reports and Cases of Campus Rape:

- Dean of Students Office in conjunction with the Campus Police.

Victim's Bill of Rights:

The Institution will treat a victim of a sex offense with fairness throughout a review of the offense within the university judicial system. Swift and confidentiality are ensured. Specifically, a victim has the following rights during disciplinary proceedings conducted by the college:

- the right to an explanation of the options of redress which are available.
- the right not to be harassed by the accused or acquaintances or supporters of the accused and the right not to have contact with the accused.
- the right to initiate a college judicial hearing without unnecessary delay.
- the right to have the assistance of all available support services in dealing with the aftermath of the sexual offense.
- The right to have an advisor present throughout the hearing in accordance with the guidelines of the college judicial system. A privacy screen can be provided at the hearing so that the victim does not have to see the accused during the proceedings. Also, a video/audio connection can be provided at the hearing so that the victim does not have to be in the same room with the accuse.
- The right to remain present during the entire disciplinary hearing with the exception of the deliberation phase when neither the accused nor the victim may be present.
- The right, as established in state criminal codes, not to have irrelevant sexual history discussed during the disciplinary hearing.
- The right not to face charges of incidental rules violations (e.g., the use/abuse of alcohol) she/he may be responsible for in relation to the sex offense.
- the right to make a "victim impact statement" to the hearing board.
- the right to be informed immediately of the outcome of the hearing.
- the right to appeal the outcome of the hearing.

The Rights of the Accused:

While the first concern of the college is the victim, the college is conscious of the need for a person accused of a sex offense to be given his/her right to Due Process as stated in the United States Constitution. A student accused of a sex offense has the following specific rights:

- the right to be presumed innocent
- the right to an explanation of the charge(s).
- the right not to be harassed by the victim or acquaintances or supporters of the victim.
- the right to an explanation of the university judicial system.
- the right to a college judicial hearing without unnecessary delay
- the right to have an advisor present throughout the hearing but the advisor may not be a lawyer and may not speak on behalf of the student.
- the right to testify on her/his own behalf.
- the right to be informed immediately of the outcome of the hearing.
- the right to appeal the outcome of the hearing

Colleges also should provide details of the adjudication process: the timeline for pre-hearing and hearing phases; the composition of the hearing board; the exact details of how an adjudication hearing is carried out. A thorough elaboration of the possible sanctions and the hearing process should be presented to the accused student at the time charges are filed. Moreover, it is decided that the accused student is continued threat to the victim or the college community, the accused student should be placed under immediate and temporary suspension pending the outcome of the adjudication hearing. The student, however, should be allowed to make up any class work if the suspension is lifted at anytime. If the adjudication process finds that the accused student is not guilty of any misconduct, the victim will not be punished.

Limitations of the Study

This study has sought to investigate the campus climate towards date rape through three different data sources: the students' attitudes regarding date rape; policies and administrators' attitudes about campus sexual assault; and victims/survivors of campus sexual assault. In spite of the diversity and attempted thoroughness of the data sources, there are still a number of limitations present.

Students' Attitudes regarding Date Rape

One of the aims of this study seeks to understand the attitudes towards date rape that exist on college campuses as well as the impact of college on students' attitudes towards date rape. However, this portion of the dissertation study is limited in some ways. The first limitation is its reliance on a single item as a dependent measure. Having only one item as a measure of students' attitudes towards date rape may not be comprehensive enough to capture the range and complexity of attitudes towards date rape. However, even with this limited measure of attitudes towards sexual aggression some understanding of students' attitudes was gained.

Moreover, the wording of the dependent variable is problematic in that it does have a social desirability factor to it. In other words, students may reporting being date rape intolerant just to sound politically correct. It is possible that students are not being truthful about their level of date rape tolerance. Further, students may not associate certain behaviors with date rape and therefore condone certain acts without understanding them to be part of rape. Thus, students may report being date rape intolerant when in reality they do condone it the behaviors are not labeled or associated with rape. Finally the wording of the dependent variable is confusing; students may be misreading the question and not answering appropriately.

The second limitation of the quantitative portion of the study is the sample itself. Because there was no formal follow-up survey of the 1990 Annual Freshmen Survey only an informal survey conducted four years later of the students which participated in the 1990 Annual Freshmen Survey (the College Student Survey), the sample is not nationally representative of higher education institutions. This sample specifically lacks data from public universities. Moreover, this sample has an over-representation of students from private schools, students from Catholic four year colleges, and female students. Therefore, because this is not a nationally representative sample, the generalizability of the findings and conclusions of the study to the overall student population is somewhat limited. It is important to note that because Catholics might view the behaviors associated with date rape as a form of sex, they may be reporting to be date rape intolerant based on the Catholic prohibition against premarital sex. However, because no longitudinal studies have been conducted assessing students attitudes towards date rape to date, this study advances our understanding of the issue. Moreover, no study of attitudes regarding date rape has had a sample of over 1,000 students while this study has over 9,800 students in its sample. Despite the limited generalizability and the inability to conclude that findings in this study are indicative of all college students, it is possible to assume that the findings will be a good

indicator of college students' attitudes towards date rape. The findings of the present study parallel the findings from the pilot study which did utilize a nationally representative sample; this strengthens the applicability of the findings of this present study.

Policies and Administrators' Attitudes Regarding Campus Sexual Assault

A limitation of the portion of the study that investigated college policies and administrators' attitudes regarding campus sexual assault revolves around the sample. Because the surveys on policies regarding campus sexual assault were sent to the same institutions that yielded the data on students' attitudes about date rape, the sample is not a nationally representative sample. Moreover, 58 institutional policies and one case study may not yield representative results, which in combination with a non-representative sample may limit the generalizability of the results.

The Rape Survivors/Victims

To find women willing to participate in the study, they first had to be able to self-identify as victims of date rape, be willing to break their silence, and trust me with their stories. Thus, the women interviewed is not necessarily a representative sample. Moreover, interviews with five women may not have been enough to identify all of the themes and variations that exist regarding the nature and experience of a campus sexual assault, the decision to or not to report, and the reporting and adjudicating process. It is possible that even victims/survivors who were willing to be interviewed did not trust the interview process enough to be completely forthcoming about their experience with the actual attack and the decision to reporting the attack or not. The qualitative portions of this study are dependent on the trust of the participants; if they are not forthcoming then crucial information may not be obtained. The interviews may also have been affected by biases on my part stemming from being a fellow survivor of a campus date rape.

Recommendations for Future Research

Despite the broad and comprehensive nature of the study, further research is warranted and highly recommended.

Based on the quantitative findings presented in Chapter 4, more qualitative and ethnographic research is needed on the role of certain background characteristics on attitude formation about rape. Specifically, the relationships between date rape tolerance and race/ethnicity, religion, and SES should be studied further. The quantitative findings also suggest that certain college environments influence date rape tolerance. Therefore, more ethnographic research is required about the impact of certain institutional types (public universities or Historically Black Colleges) and sub-cultures (such as athletic teams or Greek organizations) on attitudes about date rape.

Some of the most intriguing and informative results surfacing from this study revolve around the impact of rape on the victim. It is strongly recommended that the effects of such an experience upon a victim should be explored further. In-depth interviews with victims is a powerful approach in that it allows for rich and detailed information to be obtained. Another aspect that warrants further research revolves around the victim's overall college experience. Due to the severe nature of the trauma and the impact on the victim's development, it is possible that the college experience for the victim is quite different than it is for other students. These two areas will present further information on how colleges can help the victim to recover and develop along an analogous path of students who have not suffered this type of disruptive event.

Another area that still demands further research is the quantification of date rapes occurring on college campuses. Controversy still surrounds this issue and just how extensive and serious it is. By documenting the extent and nature of date rape on college campuses, colleges can continue to take steps to combat rape and rape-tolerant attitudes on

campus as well helping the victims. In this vein, more research is suggested on how policies are implemented by administrators and how administrators' attitudes influence the enforcement of the college policies regarding campus sexual assault. Further information about administrators and the enforcement of policies can assist colleges in the training of administrators responsible for the implementation of such policies.

**APPENDIX A:
1990 STUDENT INFORMATION FORM
(ANNUAL FRESHMAN SURVEY)**

PLEASE PRINT (use letter or number per box)

NAME: FIRST LAST, ADDRESS, CITY, STATE, ZIP, PHONE, Month, Day, Year

1990 STUDENT INFORMATION FORM

DIRECTIONS: Your responses will be read by an optical mark reader. Use only black ink pencil. Mark bubbles completely.

Dear Student: The information in this form is being collected as part of a continuing study of higher education conducted jointly by the American Council on Education and the University of California at Los Angeles.

PLEASE PROVIDE YOUR SOCIAL SECURITY NO. 112080

PLEASE USE #2 PENCIL

8. What were your scores on the SAT? SAT VERBAL, SAT MATH, ACT Composite

9. During high school grades 9-12 how many years did you study each of the following subjects? (Mark one for each item)

English, Mathematics, Foreign Language, Physical Science, Biological Science, History, Art, Computer Science, Arts and/or Music

10. Prior to this term, have you ever taken courses for credit at this institution? Yes/No

11. Since leaving high school, have you ever taken courses at any other institution? (Mark all that apply)

12. Where do you plan to live during the fall term? (Mark one)

13. Is this college your first choice? Second choice? Third choice?

14. To how many colleges other than this one did you apply for admission this year?

15. What is the highest academic degree that you intend to obtain? (Mark one in each column)

16. Is English your native language? Yes/No

17. Are you a U.S. citizen, Permanent resident-green card, or Neither?

18. Are your parents both alive and living with each other? Both alive, divorced or separated? One or both deceased?

19. How would you describe the racial composition of the high school you last attended and the neighborhood where you grew up?

1. Your sex: Male/Female
2. How old will you be on December 31 of this year?
3. Are you a twin?
4. In what year did you graduate from high school?
5. Are you enrolled (or enrolling) as a full-time student?
6. How many miles is this college from your permanent home?
7. What was your average grade in high school?

30. Mark only three responses, one in each column.

Your major occupation
 Your father's occupation
 Your brother's occupation
 Your mother's occupation

NOTE: If your father or mother is deceased, please indicate his or her last occupation.

Accountant or actuary	1	2	3
Actor or entertainer	1	2	3
Architect or urban planner	1	2	3
Artist	1	2	3
Business (clerical)	1	2	3
Business executive (management administrator)	1	2	3
Business owner or proprietor	1	2	3
Business salesperson or buyer	1	2	3
Clergy (minister, priest)	1	2	3
Clergy (other religious)	1	2	3
Clinical psychologist	1	2	3
College teacher	1	2	3
Computer programmer or analyst	1	2	3
Conservationist or forester	1	2	3
Dentist (including orthodontist)	1	2	3
Dietitian or home economist	1	2	3
Engineer	1	2	3
Farmer or rancher	1	2	3
Foreign service worker (including diplomat)	1	2	3
Homemaker (full-time)	1	2	3
Interior decorator (including designer)	1	2	3
Interpreter (translator)	1	2	3
Lab technician or hygienist	1	2	3
Law enforcement officer	1	2	3
Lawyer (attorney) or judge	1	2	3
Military service (active)	1	2	3
Musician (performer, composer)	1	2	3
Nurse	1	2	3
Optomertist	1	2	3
Pharmacist	1	2	3
Physician	1	2	3
School counselor	1	2	3
School principal or superintendent	1	2	3
Scientific researcher	1	2	3
Social welfare or recreation worker	1	2	3
Statistician	1	2	3
Therapist (physical, occupational, speech)	1	2	3
Teacher or administrator (elementary)	1	2	3
Teacher or administrator (secondary)	1	2	3
Veterinarian	1	2	3
Writer or journalist	1	2	3
Skilled trades	1	2	3
Other	1	2	3
Unemployed	1	2	3

31. Mark one in each row:

The Federal government is not doing enough to protect the consumer from faulty goods and services 1 2 3 4

The Federal government is not doing enough to control environmental pollution 1 2 3 4

The Federal government should raise taxes to reduce the deficit 1 2 3 4

There is too much concern in the courts for the rights of criminals 1 2 3 4

Federal military spending should be increased 1 2 3 4

Apornen should be legal 1 2 3 4

The death penalty should be abolished 1 2 3 4

If two people really love each other, it's all right for them to have sex even if they've known each other for only a very short time 1 2 3 4

The activities of married women are best confined to home and family 1 2 3 4

Marijuana should be legalized 1 2 3 4

Busing is O.K. if it helps to achieve racial balance in the schools 1 2 3 4

It is important to have laws prohibiting homosexual relationships 1 2 3 4

The chief benefit of a college education is that it increases one's earning power 1 2 3 4

Employers should be allowed to require drug testing of employees or job applicants 1 2 3 4

The best way to control AIDS is through widespread, mandatory testing 1 2 3 4

Just because a man thinks that a woman has "led him on" does not entitle him to have sex with her 1 2 3 4

The federal government should do more to control the sale of handguns 1 2 3 4

A national health care plan is needed to cover everybody's medical costs 1 2 3 4

Colleges would be improved if organized sports were de-emphasized 1 2 3 4

Nuclear disarmament is achievable 1 2 3 4

Scientists should publish their findings regardless of the possible consequences 1 2 3 4

Faculty promotion should be based in part on student evaluations 1 2 3 4

Racial discrimination is no longer a major problem in America 1 2 3 4

32. During your last year in high school, how much time did you spend during a typical week doing the following activities?

Mark for each:

Studying	1	2	3	4	5	6	7	8	9	10
Swimming	1	2	3	4	5	6	7	8	9	10
Working with friends	1	2	3	4	5	6	7	8	9	10
Working with family	1	2	3	4	5	6	7	8	9	10
Working with other students	1	2	3	4	5	6	7	8	9	10
Working with teachers	1	2	3	4	5	6	7	8	9	10
Working with parents	1	2	3	4	5	6	7	8	9	10
Watching TV	1	2	3	4	5	6	7	8	9	10

33. Which of the following are important to you in your long-term choice of career occupation? (Mark one in each row)

Job openings generally available	1	2	3	4	5
Rapid career advancement possible	1	2	3	4	5
High anticipated earnings	1	2	3	4	5
Well-respected or prestigious occupation	1	2	3	4	5
Great deal of independence	1	2	3	4	5
Chance for steady progress	1	2	3	4	5
Can make an important contribution to society	1	2	3	4	5
Can avoid pressure	1	2	3	4	5
Can work with ideas	1	2	3	4	5
Can be helpful to others	1	2	3	4	5
Able to work with people	1	2	3	4	5
Intrinsic interest in the field	1	2	3	4	5
The work would be challenging	1	2	3	4	5

34. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to attend here? (Mark one answer for each possible reason)

My relatives wanted me to come here	1	2	3	4	5
My teacher advised me	1	2	3	4	5
This college has a very good academic reputation	1	2	3	4	5
This college has a good reputation for its social activities	1	2	3	4	5
I was offered financial assistance	1	2	3	4	5
This college offers special educational programs	1	2	3	4	5
This college has low tuition	1	2	3	4	5
My guidance counselor advised me	1	2	3	4	5
I wanted to live near home	1	2	3	4	5
A friend suggested attending	1	2	3	4	5
A college rep recruited me	1	2	3	4	5
The athletic department recruited me	1	2	3	4	5
This college's graduates gain admission to top graduate/professional schools	1	2	3	4	5
This college's graduates get good jobs	1	2	3	4	5
I was attracted by the religious affiliation/orientation of the college	1	2	3	4	5
I wanted to go to a school about the size of this college	1	2	3	4	5

35. How would you characterize your political views? (Mark one)

Far left 1 2 3 4 5

Liberal 1 2 3 4 5

Middle-of-the-road 1 2 3 4 5

Conservative 1 2 3 4 5

Far right 1 2 3 4 5

- 36 Below is a list of different undergraduate major needs grouped into general categories. Mark only one oval to indicate your preferred area of study.
- ARTS AND HUMANITIES
 - Art and the Visual
 - English, History, and Literature
 - Music
 - Philosophy
 - Speech
 - Theater or Drama
 - Theology or Religion
 - Other Arts and Humanities
 - BIOLOGICAL SCIENCE
 - Biology (general)
 - Biochemistry or Biophysics
 - Botany
 - Marine Life Science
 - Microbiology or Zoology
 - Other Biological Sciences
 - BUSINESS
 - Accounting
 - Business Administration (general)
 - Finance
 - Marketing
 - Management
 - Secretarial Studies
 - Other Business
 - EDUCATION
 - Business Education
 - Elementary Education
 - Music or Art Education
 - Physical Education or Recreation
 - Secondary Education
 - Special Education
 - Other Education
 - ENGINEERING
 - Aeronautical or Astronautical Eng.
 - Civil Engineering
 - Chemical Engineering
 - Electrical or Electronic Engineering
 - Industrial Engineering
 - Mechanical Engineering
 - Other Engineering
 - PHYSICAL SCIENCE
 - Astronomy
 - Atmospheric Science and Meteorology
 - Earth Science
 - Marine Science (with Oceanography)
 - Mathematics
 - Physics
 - Statistics
 - Other Physical Science
 - PROFESSIONAL
 - Architecture or Urban Planning
 - Home Economics
 - Health Technology (medical dental laboratory)
 - Library or Archival Science
 - Nursing
 - Pharmacy
 - Preventive Medicine
 - Preventive Veterinary
 - Travel or Occupational Physical Therapy
 - Other Professional
 - SOCIAL SCIENCE
 - Anthropology
 - Economics
 - Ethnic Studies
 - Geography
 - Political Science (with international relations)
 - Psychology
 - Social Work
 - Sociology
 - Women's Studies
 - Other Social Science
 - TECHNICAL
 - Burning Trades
 - Data Processing or Computer Programming
 - Drafting or Design
 - Electronics
 - Mechanics
 - Other Technical
 - OTHER FIELDS
 - Agriculture
 - Communications (radio TV, etc.)
 - Computer Science
 - Forestry
 - Law Enforcement
 - Military Science
 - Other Field
 - Undecided

Prepared by the Higher Education Research Institute, University of California, Los Angeles, California 90024

- 37 Please indicate the importance to you personally of each of the following. Mark one for each item.
- 38 What is your best guess as to the chances that you will (Mark one for each item.)
- 39 The Higher Education Research Institute at UCLA administers the surveys that participate in this survey to conduct local studies of their students. If these studies involve collecting follow-up data, it is necessary for the institution to assign the students ID numbers so that follow-up data can be linked with the data from this survey. If your college asks for a copy of the data and signs an agreement to use it only for research purposes, do you have your permission to include your ID number in such a study? Yes No
- The following items are provided for some institutions designed by your college rather than the Higher Education Research Institute. If your college asks you to use the items, please discuss carefully the supplemental directions given to you.
40. I.E.C.U.I. 44 I.E.C.U.I. 48 I.E.C.U.I.
41. I.E.C.U.I. 45 I.E.C.U.I. 49 I.E.C.U.I.
42. I.E.C.U.I. 46 I.E.C.U.I.
43. I.E.C.U.I. 47 I.E.C.U.I.
- THANK YOU!

**APPENDIX B:
1994 COLLEGE STUDENT SURVEY**

PLEASE PRINT (one letter or number per box)

NAME: FIRST, LAST, When were you born? Month, Day, Year. ADDRESS: CITY, STATE, ZIP, PHONE.

1994 COLLEGE STUDENT SURVEY

DIRECTIONS

Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

- Use only black lead pencil (No. 2 is best)
- Make heavy black marks just to the oval
- Erase cleanly any answer you wish to change
- Make no stray markings of any kind

EXAMPLE:

Will marks made with ballpoint or felt-tip marker be properly read? Yes [] No [X]

PLEASE PROVIDE YOUR SOCIAL SECURITY NO. Mark here if directed: 16101

Dear Student:

The information on this form is being collected as part of a continuing study of higher education conducted jointly by the American Council on Education and the University of California at Los Angeles.

Sincerely, Alexander W. Astin, Director Higher Education Research Institute

PLEASE USE #2 PENCIL

4. If you borrowed money to help pay for college expenses, estimate how much you will owe as of June 30, 1994?

\$ [] [] [] [] [] []

5. Please provide the following information about your scores on the tests listed below:

GRE: verbal [] [] [] [] [] []
GRE: Quantitative [] [] [] [] [] []
LSAT [] [] [] [] [] []
MCAT [] [] [] [] [] []
GMAT [] [] [] [] [] []

7. Since entering college as a freshman, have you taken a leave of absence, withdrawn from school, or transferred? If more than one applies, mark only the most recent.

- NO -> Please go to Question 8.
- Took a leave of absence
- Withdrew from school
- Transferred

1. What year did you first enter:

(Mark one in each column)

- 1993 or 1994
1992
1991
1990
1989 or earlier

2. Your sex: Male Female

3. Please indicate the highest degree you (A) will have earned as of June 1994 and (B) plan to complete.

(Mark one in each column)

- None
Vocational certificate
Associate (A.A. or equivalent)
Bachelor's degree (B.A., B.S., etc.)
Master's degree (M.A., M.S., etc.)
Ph.D. or Ed.D.
M.D., D.O., D.D.S., or D.V.M.
LL.B. or J.D. (Law)
B.D. or M.Div. (Divinity)
Other

6. Since entering college have you:

(Mark all that apply)

- Joined a fraternity or sorority
Gotten married
Had a part-time job on campus
Had a part-time job off campus
Worked full-time while attending school
Participated in a study abroad program
Participated in a college internship program
Participated in campus protests
Been elected to a student office
Taken remedial or developmental courses
Enrolled in an ethnic studies course
Enrolled in a women's studies course
Attended a racial/cultural awareness workshop
Participated in an ethnic/racial student organization
Worked on a prof's research project
Participated in: intercollegiate football or basketball, other intercollegiate sport
Served as a resident advisor

8. How important were each of the reasons listed below in your decision to take a leave of absence, withdraw from school, or transfer? (Mark one answer for each reason)

- Wanted to reconsider my goals and interests
Changed my career plans
Wanted practical experience
Didn't feel like "fit in" at my first college
Was bored with my coursework
Wanted to go to a school with a better academic reputation
Wanted a better social life
Wanted to be closer to home
Had a good job offer
Wasn't doing as well academically as I had expected
Family responsibilities
Tired of being a student
Had money problems and could no longer afford to attend college
Wanted to go to a school that offered a wider selection of courses or more major field choices

DO NOT MARK IN THIS SHADED AREA

15. Compared with when you entered college as a freshman, how would you now describe your:

(Mark one for each item)

	Not at all	Not much	Some	A fair amount	A great deal
General knowledge	1	2	3	4	5
Analytical and problem-solving skills	1	2	3	4	5
Knowledge of a particular field of discipline	1	2	3	4	5
Ability to think critically	1	2	3	4	5
Foreign language ability	1	2	3	4	5
Knowledge of people from different races/cultures	1	2	3	4	5
Religious beliefs and convictions	1	2	3	4	5
Preparation for graduate or professional school	1	2	3	4	5
Leadership abilities	1	2	3	4	5
Ability to work independently	1	2	3	4	5
Interpersonal skills	1	2	3	4	5
Cultural awareness and appreciation	1	2	3	4	5
Tolerance of persons with different beliefs	1	2	3	4	5
Acceptance of people from different races/cultures	1	2	3	4	5
Confidence in your academic abilities	1	2	3	4	5
Writing skills	1	2	3	4	5
Public speaking ability	1	2	3	4	5
Compoetiveness	1	2	3	4	5
Ability to work cooperatively	1	2	3	4	5
Mathematical skills	1	2	3	4	5
Reading speed and comprehension	1	2	3	4	5
Ability to influence others	1	2	3	4	5

16. Indicate the importance to you personally of each of the following:

(Mark one for each item)

	Not at all	Not important	Important	Very important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	1	2	3	4
Becoming an authority in my field	1	2	3	4
Obtaining recognition from my colleagues for contributions to my special field	1	2	3	4
Influencing the political structure	1	2	3	4
Influencing social values	1	2	3	4
Raising a family	1	2	3	4
Having administrative responsibility for the work of others	1	2	3	4
Being very well off financially	1	2	3	4
Helping others who are in difficulty	1	2	3	4
Making a theoretical contribution to science	1	2	3	4
Writing original works (poems, novels, short stories, etc.)	1	2	3	4
Creating artistic work (painting, sculpture, decorating, etc.)	1	2	3	4
Being successful in a business of my own	1	2	3	4
Becoming involved in programs to clean up the environment	1	2	3	4
Developing a meaningful philosophy of life	1	2	3	4
Participating in a community action program	1	2	3	4
Helping to promote racial understanding	1	2	3	4

17. How would you characterize your political views?

(Mark one)

- Far left
- Liberal
- Middle-of-the-road
- Conservative
- Far right

18. Are you: (Mark all that apply)

- White-Caucasian
- African American/Black
- American Indian
- Asian American/Asian
- Mexican American/Chicano
- Puerto Rican American
- Other Latino
- Other

19. Mark the one oval that best describes your undergraduate grade average.

- A (3.75-4.0)
- A- (3.25-3.74)
- B (2.75-3.24)
- B- (2.25-2.74)
- C (1.75-2.24)
- C or less (below 1.75)

20. If you could make your college choice over, would you still choose to enroll at this college?

- Definitely yes
- Probably would
- Probably not
- Definitely not
- Don't know

21. Is English your native language? Yes No

22. Which of the following are important to you in your long-term choice of career occupation?

(Mark one for each item)

- Well respected or prestigious occupation
- Great deal of independence
- Can work with ideas
- Intrinsic interest in the field
- The work would be challenging

23. Are you currently enrolled: Full-time Part-time

24. While you were in college, where did you live?

(Mark one for each item)

- With parents or relatives
- Other private home, apartment, room
- Residence Hall
- Fraternity or sorority house
- Other campus student housing
- Other

25. Since entering college, indicate how often (Frequently, Occasionally or Not at all) you:

(Mark one for each item)

- Worked on independent study projects
- Took interdisciplinary courses
- Discussed course content with students outside of class
- Worked on group projects in class
- Have been a guest in a professor's home
- Tutored another student
- Participated in intramural sports
- Missed classes because of illness
- Felt like leaving college
- Failed to complete homework on time
- Felt bored in class
- Did extra (unassigned) work for a course
- Studied with other students
- Over slept and missed a class or appointment
- Studied in the library
- Felt my comments were not taken seriously by a faculty member
- Had faculty take a personal interest in my progress
- Challenged a professor's ideas in class

25. Below is a list of different major fields. Mark only one in each column:

U Undergraduate major (final or most recent)
G Graduate major (omit if you do not plan to go to graduate school)

ARTS AND HUMANITIES	PHYSICAL SCIENCE
Art line and applied	Astronomy
English (language and literature)	Atmospheric Science (incl. Meteorology)
History	Chemistry
Jouralism	Earth Science
Language and Literature (except English)	Marine Science (incl. Oceanography)
Music	Mathematics
Philosophy	Physics
Speech	Statistics
Theater or Drama	Other Physical Science
Theology or Religion	PROFESSIONAL
Other Arts and Humanities	Architecture or Urban Planning
BIOLOGICAL SCIENCE	Home Economics
Biology (general)	Health Technology (medical, dental, laboratory)
Biochemistry or Biophysics	Law
Botany	Library/Archival Science
Environmental Science	Nursing
Marine (Life) Science	Pharmacy
Microbiology or Bacteriology	Preventive, Premedicine, Pre Veterinary
Zoology	Therapy (occupational, physical, speech)
Other Biological Science	Other Professional
BUSINESS	SOCIAL SCIENCE
Accounting	Anthropology
Business Administration (general)	Economics
Finance	Ethnic Studies
International business	Geography
Marketing	Political Science (govt., international relations)
Management	Psychology
Secretarial Studies	Social Work
Other Business	Sociology
EDUCATION	Women's Studies
Business Education	Other Social Science
Elementary Education	TECHNICAL
Music or Art Education	Building Trades
Physical Education or Recreation	Data Processing or Computer Programming
Secondary Education	Drafting or Design
Special Education	Electronics
Other Education	Mechanics
ENGINEERING	Other Technical
Aero-Astronautical Engineering	OTHER FIELDS
Civil Engineering	Agriculture
Chemical Engineering	Communications (radio, TV, etc.)
Electrical or Electronic Engineering	Computer Science
Industrial Engineering	Forestry
Mechanical Engineering	Law Enforcement
Other Engineering	Military Science
	Other Field
	Undecided

27. Please indicate your agreement with each of the following statements. (Mark one for each item)

The Federal government is not doing enough to protect the consumer from faulty goods and services	1	2	3	4
The Federal government is not doing enough to control environmental pollution	1	2	3	4
The Federal government should raise taxes to help reduce the deficit	1	2	3	4
The death penalty should be abolished	1	2	3	4
Abortion should be legal	1	2	3	4
The activities of married women are best confined to the home and family	1	2	3	4
Marijuana should be legalized	1	2	3	4
It is important to have laws prohibiting homosexual relationships	1	2	3	4
The chief benefit of a college education is that it increases one's earning power	1	2	3	4
There is too much concern in the courts for the rights of criminals	1	2	3	4
Just because a man feels a woman has "led him on" does not entitle him to have sex with her	1	2	3	4
Colleges should prohibit racist/sexist speech on campus	1	2	3	4
Racial discrimination is no longer a problem in America	1	2	3	4
A national health care plan is needed to cover everybody's medical costs	1	2	3	4
The federal government should do more to control the sale of handguns	1	2	3	4
The best way to control AIDS is through widespread, mandatory testing	1	2	3	4

28. Your current religious preference: (Mark one)

Baptist	Presbyterian
Buddhist	Quaker
Eastern Orthodox	Roman Catholic
Episcopal	Seventh Day Adventist
Islamic	UCC
Jewish	Unitarian/Universalist
LDS (Mormon)	Other Christian
Lutheran	Other Religion
Methodist	None

29. The Higher Education Research Institute at UCLA actively encourages the colleges that participate in this survey to conduct local studies of their students. If your college asks for a tape copy of the data and signs an agreement to use it only for research purposes, do we have your permission to include your ID number in such a tape?

Yes No

ADDITIONAL QUESTIONS: If you received an additional page of questions, please mark your answers below:

30. A B C D E	37. A B C D E	44. A B C D E
31. A B C D E	38. A B C D E	45. A B C D E
32. A B C D E	39. A B C D E	46. A B C D E
33. A B C D E	40. A B C D E	47. A B C D E
34. A B C D E	41. A B C D E	48. A B C D E
35. A B C D E	42. A B C D E	49. A B C D E
36. A B C D E	43. A B C D E	

THANK YOU!

© 1984. Prepared by the Higher Education Research Institute, University of California, Los Angeles, California 90024-1521

**APPENDIX C:
1992 FACULTY SURVEY**

1992 Faculty Survey

Higher Education Research Institute, UCLA

DIRECTIONS

Your responses will be read by an optical mark reader. Your observations of these few directions will be best appreciated.

- Use only a black ballpoint pen (No. 2 is best).
- Make heavy black marks that fill the oval.
- Erase clearly any answer you wish to change.
- Make no stray markings of any kind.

EXAMPLE: Will marks made with a ballpoint or felt-tip pen be properly read?
 Yes No

1. What is your principal activity in your current position at this institution? (Mark)

 - Administration
 - Teaching
 - Research
 - Services to clients and patients
 - Other

2. Are you considered a full-time employee of your institution for at least nine months of the current academic year? (Mark)

 - Yes No

3. What is your present academic rank?

 - Professor
 - Associate Professor
 - Assistant Professor
 - Lecturer
 - Instructor
 - Other

4. What is your administrative title?

 - Not applicable
 - Director, coordinator, or administrator of an institute, center, lab, or specially-funded program
 - Department Chair
 - Dean
 - Associate or Assistant Dean
 - Vice-President, Provost, Vice-Chancellor
 - President, Chancellor
 - Other

5. Your sex:

 - Male Female

6. Your marital status:

 - Married (currently)
 - Separated
 - Single (never married)
 - Single (with partner)
 - Single (divorced)
 - Single (widowed)

7. If you were to begin your career again, would you still want to be a college professor?

 - Definitely yes
 - Probably yes
 - Not sure
 - Probably no
 - Definitely no

8. Racial/Ethnic group: (Mark that apply)

- White/Caucasian
- African American/Black
- American Indian
- Asian American/Asian
- Mexican American/Chicano
- Puerto Rican American
- Other Latino
- Other

9. Do your interests lie primarily in teaching or research?

- Very heavily in research
- In both, but leaning toward research
- In both, but leaning toward teaching
- Very heavily in teaching

10. Which of these statements applies to your current research or scholarly endeavors? (Mark)

- I am steadily working alone
- I am working with one or two colleagues
- I am a member of a larger group

11. On the following list, please mark: (Mark in each column)

- Bachelor's (B.A., B.S., etc.)
- Master's (M.A., M.S., etc.)
- LL.B., J.D.
- M.D., D.D.S. (or equivalent)
- Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)
- Ed.D.
- Ph.D.
- Other degree
- None

12. During the past two years, have you engaged in any of the following activities? (Mark for each item)

- Yes No
- Taught an honors course
- Taught an interdisciplinary course
- Taught an ethnic studies course
- Taught a women's studies course
- Team-taught a course
- Worked with students on a research project
- Attended a racial/cultural awareness workshop
- Participated in a faculty seminar to integrate women's and minorities' perspectives in regular courses
- Held a faculty senate or council slice
- Used intra- or extramural funds for research
- Served as a paid consultant
- Participated in a teaching enhancement workshop

13. In the two sets of ovals shown below, please mark the most appropriate code from the table issued on the back of the accompanying sheet. (Please see example on back of accompanying letter)

Year of highest degree held	Department of current faculty appointment
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

14. In the set of ovals to the right, please mark the dollar value of your base institutional salary, rounded to the nearest \$1,000 (Note: Amounts above \$100,000 should be marked "100").

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

The above salary is based on:

- 9/10 months 11/12 months

15. In the four sets of ovals below, please mark the last two digits of the year of each of the following:

Year of birth	Year of highest degree held	Year of appointment at present institution	Year tenure was awarded
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Are you tenured?

- Yes
- No

NOTE: If you are now teaching terms (quarters, semesters, trimesters), on leave, or in an interim term, please answer questions 16 and 17 as they apply to the full term most recently completed at this institution.

16. During the present term, how many hours per week on the average do you actually spend in connection with your present position on each of the following activities?

(Mark one for each activity)

Activity	Hours Per Week						
	0	1-4	5-8	9-11	12-14	15-17	18 or more
Schedule making (give actual, not credit, hours)							
Preparing for lecturing (including reading student papers and grading)							
Advising and counseling of students							
Classroom work and meetings							
Other administration							
Research and scholarly writing							
Creative production/performances							
Consultation with departments							
Community or public service							
Outside consulting/retainer work							
Household/chore duties							

17. How many of the following courses are you teaching this term? (Mark one for each item)

General education courses	0	1	2	3	4	5
Over BA or BS comprehensive credit courses	0	1	2	3	4	5
Non-BA credit courses (developmental/pre-requisite)	0	1	2	3	4	5
On-line courses	0	1	2	3	4	5

18. Indicate the importance to you of each of the following:

(Mark one for each item)

Goal	Importance			
	Not at all	Some	Quite a bit	Very important
Education Goals for Undergraduate Students:				
Develop ability to work closely				
Increase clarity and ability to understand self-directed learning				
Prepare students for employment after college				
Prepare students for graduate or advanced education				
Develop moral character				
Provide for students' emotional development				
Prepare students for family living				
Teach students the classic works of Western civilization				
Help students develop personal values				
Emphasize the full-time experience of students				
Emphasize students' self-actualization				
Personal/Professional Goals:				
Engage in research				
Engage in outside activities				
Provide services to the community				
Participate in committee or other administrative work				
Be a good colleague				
Be a good teacher				

For questions 19-24, please mark only one response for each question.

Question	Response					
	1	2	3	4	5	6
19. How many articles have you published in academic or professional journals?						
20. How many chapters have you published in edited volumes?						
21. How many books, manuals, or monographs have you written or edited, alone or in collaboration?						
22. How many of your exhibitions or performances in the fine or applied arts have been presented?						
23. How many of your professional writings/performances have been published or presented in the last two years?						
24. About how many days during the past (1991-92) academic year were you away from campus for professional activities (e.g., professional meetings, speeches, consulting)?						

25. What is the highest level of education reached by your spouse/partner and your parents?

(Mark one in each column)

Education Level	Spouse/Partner		Parents	
	1	2	1	2
8th grade or less				
Some high school				
Completed high school				
Some college				
Graduate from college				
Advanced graduate or professional school				
Attained advanced degree				
Does not apply (No spouse or partner)				

26. For each of the following items, please mark either Yes or No.

Item	Yes	No
Have you ever had an academic administrative post?		
Have you ever received an award for outstanding teaching?		
Is your spouse or live-in partner an academic?		
Do you commute a long distance to work?		
Has any of your research or writing focused on women?		
Does your spouse/partner work in the same city?		
Has any of your research or writing focused on race or ethnic minorities?		
Were you born in the USA?		
Are you a U.S. citizen?		
Have you ever interrupted your professional career for more than one year for health or family reasons?		
Have you been sexually harassed at the institution?		
Do you plan on working beyond age 70?		

During the Last Two Years, Have You:

Received at least one firm job offer?		
Developed a new course?		
Considered early retirement?		
Considered leaving academia for another job?		

27. Indicate how important you believe each priority listed below is at your college or university.

(Mark one for each survey)

	High Priority	High Priority	Medium Priority	Low Priority
To provide the maximum development of students	1	2	3	4
To help students achieve and understand their personal values	1	2	3	4
To hire more minority faculty and administrators	1	2	3	4
To create a sense of community among students and faculty	1	2	3	4
To create leadership study among students	1	2	3	4
To hire more women faculty and administrators	1	2	3	4
To increase student involvement in campus service activities	1	2	3	4
To help students learn how to bring about change in American society	1	2	3	4
To increase or maintain institutional savings	1	2	3	4
To hire faculty "stars"	1	2	3	4
To recruit more minority students	1	2	3	4
To enhance the institution's national image	1	2	3	4
To create a diverse multi-cultural campus environment	1	2	3	4

28. How would you characterize your political views?

- Far Left
- Liberal
- Middle-of-the-road
- Conservative
- Far Right

29. How much stress have you experienced over the past two years?

- Extreme
- Moderate
- Low

30. Please indicate the extent to which each of the following has contributed to your stress during the last two years.

(Mark one for each item)

	A Great Deal	A Moderate Amount	A Little	Not at All
Managing household responsibilities	1	2	3	4
Child care	1	2	3	4
Care of elderly parent	1	2	3	4
My physical health	1	2	3	4
Responsibility for others	1	2	3	4
Spouse (partner) (e.g., pregnancy, illness, career)	1	2	3	4
Personal finances	1	2	3	4
Commute work	1	2	3	4
Faculty meetings	1	2	3	4
Classes	1	2	3	4
Students	1	2	3	4
Research or publishing demands	1	2	3	4
Institutional procedures and "red tape"	1	2	3	4
Teaching load	1	2	3	4
Chairman's presence	1	2	3	4
Mental illness	1	2	3	4
Time constraints	1	2	3	4
Lack of personal time	1	2	3	4

31. How satisfied are you with the following aspects of your job?

(Mark one for each item)

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Salary and fringe benefits	1	2	3	4	5
Opportunity for scholarly pursuits	1	2	3	4	5
Teaching load	1	2	3	4	5
Quality of students	1	2	3	4	5
Working conditions (hours, location)	1	2	3	4	5
Autonomy and independence	1	2	3	4	5
Professional relationships with other faculty	1	2	3	4	5
Some relationships with other faculty	1	2	3	4	5
Continuity of colleagues	1	2	3	4	5
Visibility for state or other institutional recognition	1	2	3	4	5
Job security	1	2	3	4	5
Undergraduate course assignments	1	2	3	4	5
Graduate course assignments	1	2	3	4	5
Relationships with administration	1	2	3	4	5
Overall job satisfaction	1	2	3	4	5

32. Below are some statements about your current college. Indicate the extent to which you agree or disagree with each of the following.

(Mark one for each item)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Faculty are interested in students' personal problems	1	2	3	4	5
Most faculty are sensitive to the needs of minorities	1	2	3	4	5
People here don't treat each other with enough respect	1	2	3	4	5
Faculty feel that most students are well-prepared academically	1	2	3	4	5
Student Affairs staff have the support and respect of faculty	1	2	3	4	5
Faculty are committed to the welfare of the institution	1	2	3	4	5
Many students choose minority group participation	1	2	3	4	5
There is little student support among minority students (faculty and campus administrators)	1	2	3	4	5
Faculty here are strongly interested in the academic programs of undergraduates	1	2	3	4	5
There is a lot of campus racial conflict here	1	2	3	4	5
Many students choose feminist participation	1	2	3	4	5
Faculty of color are treated fairly here	1	2	3	4	5
Women faculty are treated fairly here	1	2	3	4	5
Administrators here act in good faith	1	2	3	4	5

33. In my courses, I expect students to:

(Mark one for each item)

	Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly
Think for themselves	1	2	3	4	5
Work cooperatively with other students	1	2	3	4	5
Openly challenge the ideas being presented in class	1	2	3	4	5
Careen with each other for grades	1	2	3	4	5
Seek frequent feedback on their performance	1	2	3	4	5
Work independently	1	2	3	4	5

34. Indicate how well each of the following describes your college or university.

(Mark one for each item)

	Not at all	Not very well	Somewhat well	Very well
It is easy for students to see faculty outside of regular class hours	1	2	3	4
There is a great deal of conformity among the students	1	2	3	4
Most of the students are very bright	1	2	3	4
The faculty are typically at ease with campus administrators	1	2	3	4
Faculty have respect each other	1	2	3	4
Most students are treated like "humans in a mask"	1	2	3	4
Social activities are overemphasized	1	2	3	4
There is little or no contact between students and faculty	1	2	3	4
The institution is primarily concerned to helping minority students succeed	1	2	3	4
Intercollegiate sports are overemphasized	1	2	3	4
Students here do not study together with one another	1	2	3	4
Faculty are interested in using good teachers	1	2	3	4

35. How many children do you have in the following age ranges:

	0	1	2	3	4	5	6
0-4 years	1	2	3	4	5	6	7
5-12 years	1	2	3	4	5	6	7
13-17 years	1	2	3	4	5	6	7
18 years old or more	1	2	3	4	5	6	7

36. In how many of the undergraduate courses that you teach do you require each of the following?

(Mark one for each item)

	0	1	2	3	4
Evaluation Methods:					
Multiple-choice final-term or other tests	1	2	3	4	5
Essay mid-term or other final exams	1	2	3	4	5
Short-answer mid-term or other final exams	1	2	3	4	5
Quizzes	1	2	3	4	5
Weekly study assignments	1	2	3	4	5
Student presentations	1	2	3	4	5
Term research papers	1	2	3	4	5
Student evaluations of each others' work	1	2	3	4	5
Grading on a curve	1	2	3	4	5
Competency-based grading	1	2	3	4	5
Instructional Techniques/Methods:					
Class recitation	1	2	3	4	5
Computer or machine-aided instruction	1	2	3	4	5
Cooperative learning (small groups)	1	2	3	4	5
Experiential learning/Field classes	1	2	3	4	5
Teaching assistants	1	2	3	4	5
Recitations/Demonstrations	1	2	3	4	5
Group projects	1	2	3	4	5
Independent projects	1	2	3	4	5
Expansive lecturing	1	2	3	4	5
Multiple drafts of written work	1	2	3	4	5
Readings on race and ethnic issues	1	2	3	4	5
Readings on women and gender issues	1	2	3	4	5
Student-developed activities (assignments, tests, etc.)	1	2	3	4	5
Student-selected topics for course content	1	2	3	4	5

DO NOT MARK IN THIS AREA

37. Please indicate your agreement with each of the following statements.

(Mark one for each item)

	Strongly agree	Agree	Disagree	Strongly disagree
The death penalty should be abolished	1	2	3	4
A national health care plan is necessary to control university's financial costs	1	2	3	4
Abortion should be legal	1	2	3	4
Recreation speech should be prohibited on campus	1	2	3	4
Western civilization and culture should be the foundation of the undergraduate curriculum	1	2	3	4
College athletes have the right to earn salaries with athletic scholarships from teaching on campus	1	2	3	4
The chief benefit of a degree education is that it increases one's earning power	1	2	3	4
Preparing diversity tables is the admission of too many underrepresented students	1	2	3	4
Colleges should be actively involved in solving social problems	1	2	3	4
Faculty unionization has enhanced the teaching of diversity studies	1	2	3	4
Tenure is an outmoded concept	1	2	3	4

38. Indicate the importance to your personality of each of the following:

(Mark one for each item)

	Not important	Very important
Seeking an authority in my head	1	2
Influencing the political structure	1	2
Influencing social values	1	2
Feeling a failure	1	2
Feeling very well-off financially	1	2
Having others who are in difficulty	1	2
Seeking answers in programs to tackle all the environmental	1	2
Developing a meaningful philosophy of life	1	2
Having to provide moral understanding	1	2
Obtaining recognition from my colleagues for contributions to my special field	1	2

ADDITIONAL QUESTIONS: If you received additional questions, mark agreement below:

39. 1 2 3 4 5	43. 1 2 3 4 5	46. 1 2 3 4 5
40. 1 2 3 4 5	44. 1 2 3 4 5	47. 1 2 3 4 5
41. 1 2 3 4 5	45. 1 2 3 4 5	48. 1 2 3 4 5
42. 1 2 3 4 5		

Please return your completed questionnaire in the postage-paid envelope to:
Higher Education Research Institute
5100 N. Research Road, Durham, NC 27704

THANK YOU!
121459

HEI-4176-021

**APPENDIX D:
SURVEY OF INSTITUTIONAL POLICIES REGARDING
SEXUAL ASSAULT AND RAPE**

Jessica Susan Korn
Higher Education and Organizational Change Division
Graduate School of Education & Information Studies
University of California, Los Angeles
2027 Moore Hall
405 Hilgard Avenue
Los Angeles, California 90024-1521
(310) 274-7707

Dr. Jane Doe
Office of Dean of Students
Dean of Students and Student Life
Street Address
Building Number
Name of Institution
City, State Zip Code

12 September 1995

Dear Dr. Doe,

I am currently engaged in research about college students' attitudes regarding campus date rape with a sample of over 9,000 students from over 75 institutions of higher education, which includes your institution. To complement this research, I am also studying institutional policies and procedures about date rape. Thus, I am writing to you for your help and information. Please be assured that no names of any institutions in my sample will be released; complete confidentiality is assured.

Specifically, I have a few questions for you regarding your institution's policies about date rape and rape. For your convenience, on the reverse side of this letter are the few questions and space for an answer to each. In addition to answering these brief questions, I would appreciate any other information regarding your institution's policies about rape/date rape, including any documents for public viewing. To help expedite the return of this, I have enclosed a self-addressed, stamped envelop.

Thank you for your help with this study about a highly sensitive and controversial issue.

Sincerely,

Jessica Korn
Ph.D. Candidate

- What is your institution's written policy about rape and/or date rape?

- Where can a victim of rape and/or date rape go on campus for help?

- Where can a victim of rape and/or date rape go on campus to report the attack?

- What sub-units on campus are responsible for handling/resolving reported cases of rape and/or date rape?

- What types of education programs exist on campus to promote awareness of rape, acquaintance rape, date rape, and other sex offenses?

- How do students find out where to seek help if they have been raped?

- How is reporting cases of date rape and any other form of rape encouraged on your campus?

- What are the **formal** procedures/responses for dealing with cases of rape and date rape on your campus? (e.g., written policies/practices/protocols that lead to the resolution of a complaint)

- What are the **informal** procedures/responses for dealing with cases of rape and date rape on your campus? (e.g., non-written policies/practices/protocols that lead to the resolution of a complaint)

Again, please be reassured that complete confidentiality is guaranteed. Thank you for your help!

**APPENDIX E:
INTERVIEW PROTOCOL FOR ADMINISTRATORS REGARDING
POLICIES ON CAMUS SEXUAL ASSAULT AND RAPE**

INTERVIEW PROTOCOL FOR COLLEGE ADMINISTRATORS

1. INTRODUCTORY REMARKS/QUESTIONS

- a. permission to record conversation? permission to take notes?
- b. assure them of complete confidentiality -- for themselves and for the institution
- c. ask explicit permission to use this interview data in dissertation -- quotes and so forth

2. BACKGROUND OF ADMINISTRATOR

- a. Name
- b. Title/Position
- c. Number of Years at Institution
- d. Number of Years in Position
- e. gender
- f. race (optional)
- g. age (optional)

3. OVERALL POLICIES

- a. What is your institution's written policy about rape and/or date rape?
- b. What are the **formal** procedures/responses for dealing with cases of rape and date rape on your campus? (e.g., written policies/practices/protocols that lead to the resolution of a complaint)
- c. What are the **informal** procedures/responses for dealing with cases of rape and date rape on your campus? (e.g., non-written policies/practices/protocols that lead to the resolution of a complaint)
- d. Request written documentation of policies and procedures and protocols.

4. HOW DO ADMISITRATORS DEAL WITH CASES OF DATE RAPE

- a. How do you decide if a rape did in fact occur?
- b. How do you decide what to do about a rape?
- c. SCENARIOS OF DATE RAPE -- may I give you some scenario's and you tell me what you would do in these cases?
 1. Fraternities
 2. Dorms
 3. Athlete
 4. Race

5. Alcohol -- her; him; both
6. In her room
7. In his room/dorm/apartment/car
8. fooling around before hand
9. long term relationship

5. WHERE CAN A VICTIM GO?

- a. Where can a victim of rape and/or date rape go on campus for help?
- b. Where can a victim of rape and/or date rape go on campus to report the attack?
- c. Where can a victim of rape and/or date rape go on campus for resolution/filing charges against an attacker?
- d. Are they places where a victim can go for help/report/file charges the same? If not, why?
- e. Do you think telling the events over and over again to different people can be stressful or more damaging for the victim?

6. HOW THIS SUB-UNIT OPERATES

- a. What sub-units on campus are responsible for handling/resolving reported cases of rape and/or date rape?
- b. What does your sub-unit specifically do for
 1. victims?
 2. reporting?
 3. filing suit/resolution of cases?
- c. How is your campus sub-unit linked to other sub-units on campus in terms of dealing with rape?
- d. How many women come in to this sub-unit to report/seek assistance in terms of rape per academic year? How many rapes/date rapes reported at Institution? How many go through adjudication?

7. STUDENTS AND EDUCATION ON CAMPUS

- a. What are students' attitudes about date rape on campus?
- b. What types of education programs exist on campus to promote awareness of rape, acquaintance rape, date rape, and other sex offenses?
- c. How do students find out where to seek help if they have been raped?
- d. How is reporting cases of date rape and any other form of rape encouraged on your campus?
- e. If a victim has problems academically due to the rape, what is she guided to do?
 1. who tells her what to do?
 2. who tells the teachers what is happening and how to deal with it?

8. CHANGES IN POLICIES AND CAMPUS ATTITUDES

- a. Do think policies need to change
 - 1. in terms of helping women and men get educated? How?
 - 2. in terms of helping women come forward for help? How?
 - 3. in terms of helping women report and the reporting process? How?
 - 4. in terms of helping women file charges and that process? How?
 - 5. in terms of punishing the attacker? How?

- b. Do you think the campus administration is doing enough
 - 1. educating students about the problem?
 - 2. in terms of helping the victim?
 - 3. punishing the perpetrator?
 - 4. ending this on the campus? (what about stiffer penalties)

- c. Overall, what do you think can better the situation on campus?

Thank you for your cooperation and help. Again, please know that the identity of the institution as well as yourself is completely hidden.

**APPENDIX F:
FLIERS USED TO IDENTIFY RAPE SURVIVORS**

**ANOTHER DIMENSION OF CAMPUS DATE RAPE:
THE COLLEGE COMMUNITY REACTION**

A DISSERTATION STUDY

by

JESSICA KORN

ADDRESS: University of California, Los Angeles
Graduate School of Education & Information Studies
Higher Education and Organizational Change Division
2027 Moore Hall
405 Hilgard Avenue
Los Angeles, California 90024-1521

TELEPHONE: (310) 364-2258 (voice mail--please leave message and I'll call back)

INTERNET: IZZY6JT@MVS.OAC.UCLA.EDU

ABOUT THIS STUDY: The aim of this study is to examine the attitudes about campus date rape that exist on college campuses. By assessing students' attitudes towards date rape and administrators' attitudes towards date rape as reflected in policies, the overall campus climate towards campus date rape and its victims/survivors can be illuminated. Campus climate towards date rape can be further understood by listening to the victims'/survivors' feelings about the experience and their beliefs about how others view date rape in general. Further, this study will explore how college students' attitudes towards date rape change over their four years in college, and how the college environment itself influences those attitudes. The study aims to explore the following general questions:

- Who are the college students (descriptively) who support or reject the concept of sexual aggression and how are students' attitudes towards sexual aggression affected by various college experiences?
- What are the campus policies towards date rape?
- Does the overall peer group reaction as well as the general institutional response towards sexual assault impact the victim's/survivor's reporting of an attack and recovery from such an attack?

REQUEST: I am looking for a small group of college students who have experienced a rape by a date while in college and who are willing to be interviewed individually by me, the investigator on this study and a survivor of date rape. These interviews will allow the victims/survivors to voice their thoughts on the experience of campus date rape, the aftermath, and the recovery process. Interviewing real life victims/survivors will provide information and examples of campus date rape as well as illuminating their unique perspective on how their fellow students and the university climate in general views campus date rape. The interviews will be completely confidential and complete anonymity is assured. The interviews should take approximately an hour and will be held where ever and when ever it is convenient for the interviewee. If you are interested in participating, please contact me either by phone, mail or e-mail and we will set up a time for the interview. Thank you for your help!

(over)

MOTIVATION FOR THE STUDY: My interest in date rape as well as other forms of rape and violence against women stems from my own rape. As an incoming freshman to UCLA, I was raped by a date in one of the dorms on campus. Due to my sudden personal awareness of date rape in combination with discussing my attack with friends, family, and others on campus, I realized that attitudes towards date rape vary greatly as do experiences with date rape. Since my own attack, I have become extremely interested in studying campus date rape (the experience, the recovery process, the reporting process, and how it impacts the overall college experience) as well as the attitudes towards campus date rape. By pursuing my Ph.D., I am able to conduct a study that begins to explore campus date rape and attitudes towards it in a systematic and appropriate manner.

IF YOU WOULD LIKE HELP IN RECOVERY AND REPORTING A RAPE:

If you have been the victim of a sexual assault, regardless of the amount of time that has passed, you can always seek help to aid your recovery. The sooner you talk to someone who understands this type of trauma, the more quickly you will be able to begin your recovery.

The phone number at the Santa Monica Hospital's Rape Treatment Center is: (310) 319-4000. They offer 16 free sessions with counselors who deal exclusively with the trauma that results from a rape or attempted rape. At UCLA, the student psychological services also offer free counseling (310) 825-0768 and (310) 825-7985. To report an incidence of rape on campus, contact UCLA Dean of Students' Office in Murphy Hall (310) 825-3871 or UCLA Women's Resource Center (310) 825-3945. Other important phone numbers are: UCLA police (310) 825-1491; UCLA Emergency Medical Center (310) 825-2111; L.A. Rape and Battering Hotline (310) 392-8381; Response Center/Cedar Sinai Hospital (310) 855-3506.

Again, Thank you for your cooperation!

Jessica Korn
Ph.D. Candidate, UCLA

**APPENDIX G:
SURVEY ON ATTITUDES AND EXPERIENCES WITH CAMPUS SEXUAL
ASSAULT USED TO IDENTIFY RAPE SURVIVORS**

INTRODUCTION:

A very controversial, yet sensitive issue today is campus sexual aggression. Because the number of reported incidents of sexual aggression are rising, it becomes a topic of conversation among college students. Therefore, it is important to begin to explore how college students view campus sexual aggression. Most every college student has an opinion about sexual aggression.

This is a completely anonymous survey about attitudes about and experiences with sexual aggression. The survey revolves around two primary questions: (1) What are college students attitudes about sexual aggression? and (2) What are some experiences college students have had with sexual aggression. It is important to remember that there are no right or wrong answers and that this survey is completely anonymous; therefore, please answer these questions openly and candidly.

If you feel strongly about a question and would like to comment upon it, please feel free to offer you editorial next to the question as long as you still answer it!

Thank you for your help.

PART I: GENERAL QUESTIONS ABOUT YOURSELF

1. What is your gender? (Please Circle Your Answer)
 - a. Male
 - b. Female

2. What is your age? (Please Circle Your Answer)
 - a. 17
 - b. 18
 - c. 19
 - d. 20
 - e. 21
 - f. 22
 - g. 23
 - h. 24 or older

3. What is your race/ethnicity? (Please Circle Your Answer)
 - a. White/Caucasian
 - b. Black/African-American
 - c. American Indian/Native American
 - d. Asian-American/Pacific Islander/Asian
 - e. Chicano/a
 - f. Puerto Rican
 - g. Other (specify: _____)

4. What is your religion? (Please Circle Your Answer)
 - a. Protestant
 - b. Catholic
 - c. Jewish
 - d. Muslim
 - e. Buddhist
 - f. Other (specify: _____)
 - g. None

PLEASE GO ON TO THE NEXT PAGE

5. Where did you grow up? (Please Circle Your Answer)
- Western part of USA
 - Eastern part of USA
 - Southern part of USA
 - Northern part of USA
 - Midwestern part of USA
 - Outside of USA (specify where: _____)
6. What is your year in college? (Please Circle Your Answer)
- First
 - Second
 - Third
 - Fourth
 - Fifth
 - Other (specify: _____)
7. Where do you currently live? (Please Circle Your Answer)
- Parent's/relative's home
 - Your own apartment
 - Dormitory housing
 - Fraternity or sorority
 - Other campus housing
 - Other (specify where: _____)
8. What kinds of social activities do you engage in? (Please Circle Your Answer)
- Non-Greek System social club (specify: _____)
 - Greek Organization
 - Other (specify: _____)
 - None

PART II: GENERAL QUESTIONS ABOUT SEXUAL AGGRESSION

For questions 9 to 16, please rate each question/statement on a 1-4 scale:

- 1=Disagree Strongly
 2=Disagree Somewhat
 3=Agree Somewhat
 4=Agree Strongly

9. What some people refer to as "date rape" is sometimes simply a sexual experience for which the woman feels remorse afterwards about the sexual encounter. (Please Circle Your Answer)

1 2 3 4

PLEASE GO ON TO THE NEXT PAGE

For questions 10 through 16, please rate each question or statement on a 1-4 scale:

- 1=Disagree Strongly
- 2=Disagree Somewhat
- 3=Agree Somewhat
- 4=Agree Strongly

10. There are some women who provoke rape because of their appearance or behavior. (Please Circle Your Answer).
1 2 3 4
11. Just because a man feels that a woman has "led him on" does not entitle him to have sex. (Please Circle Your Answer).
1 2 3 4
12. Women who wear tight-fitting or low cut clothes are usually more willing to have sex than girls who dress in a more conservative fashion. (Please Circle Your Answer).
1 2 3 4
13. If a woman goes back to her date's/boyfriend's house when she knows nobody is home, she is indicating that she is willing to have sex with him. (Please Circle Your Answer).
1 2 3 4
14. The more sexually active a man is, the more other men look up to him. (Please Circle Your Answer).
1 2 3 4
15. If a man spends a lot of money on a date, it is reasonable for him to expect the woman to show him some sexual affection in return. (Please Circle Your Answer).
1 2 3 4
16. Many times, a woman says "no" to sex because she thinks she has to, but she doesn't really mean it.
1 2 3 4

PLEASE GO ON TO THE NEXT PAGE

For questions 17 to 20, please circle your top three answers:

17. What do women do to lead their dates to believe they want to have sexual intercourse? (Circle your top 3 choices)
- a. She flirts/talks or acts seductively
 - b. She initiates foreplay
 - c. She wears seductive clothing
 - d. She verbally asks for sex/intercourse
 - e. She asks him in after the date or goes to his place
 - f. She asks him for the date
 - g. She removes her clothing
 - h. She becomes drunk
 - i. She removes his clothing
 - j. She does not protest
 - k. She provides birth control
 - l. She allows the man to pay for date
 - m. She pays for date
 - n. Her reputation
 - o. Nothing
 - p. Other (specify:_____)
18. What do men do to lead their dates to believe they want to have sexual intercourse? (Circle your top 3 choices)
- a. He is the sexual initiator/initiates foreplay
 - b. He talks or acts seductively
 - c. He verbally asks for sex/intercourse
 - d. He takes her to his place
 - e. He pays for the date
 - f. He acts romantic
 - g. He drinks alcohol
 - h. He removes his clothing
 - i. He removes her clothing
 - j. He promises commitment
 - k. His attire/clothing
 - l. He provides birth control
 - m. He asks for the date
 - n. His reputation
 - o. He's a male
 - p. Nothing
 - q. Other (specify:_____)

PLEASE GO ON TO THE NEXT PAGE

For questions 19 and 20, please circle your top three answers:

19. What does a woman do to lead her date to believe he is justified in having sexual intercourse without her consent? (Circle your top 3 choices):
- a. She flirts/talks or acts seductively
 - b. She wears seductive clothing
 - c. Location of the date: his/her place
 - d. She does not protest
 - e. She initiates foreplay
 - f. She removes her clothing
 - g. She removes his clothing
 - h. She becomes drunk
 - i. She asks verbally for sex/intercourse
 - j. She allows the man to pay for the date
 - k. She pays for the date
 - l. She asked him for the date
 - m. Her reputation
 - n. She hurts the man's feelings or makes him angry
 - o. She asks him in after the date or goes back to his place
 - p. He pays for the date
 - q. Nothing
 - r. Other (specify: _____)
20. What reasons do men give to justify having sexual intercourse without a woman's consent? (Circle your top 3 choices):
- a. She did not protest
 - b. She "wanted" it
 - c. His reputations
 - d. He paid for the date
 - e. Her attire
 - f. She went to his place or asked him in after the date
 - g. She was drunk
 - h. All males want/need sex
 - I. Her reputation
 - j. She initiated foreplay
 - k. She removed her clothing
 - l. She "deserved" it
 - m. He did not know what he was doing
 - n. Power/to hurt the woman
 - o. She asked him for the date
 - p. She paid for the date
 - q. She removed his clothing
 - r. Nothing
 - s. Other (specify: _____)

PLEASE GO ON TO THE NEXT PAGE

PART III: QUESTIONS ABOUT EXPERIENCES WITH SEXUAL AGGRESSION

21. Have you ever been a victim of a rape or of an attempted rape? (Please Circle Your Answer).
- a. Yes, I am a survivor of a sexual assault (rape)
 - b. Yes, I am a survivor of an attempted sexual assault (rape)
 - c. No, I have never had this experience. (PLEASE SKIP THIS SECTION AND GO ON TO THE OPEN-ENDED QUESTION ON PAGE 6).
22. If you have experienced a rape or an attempted rape, what type was it? (Please Circle Your Answer).
- a. Stranger Rape (you did not know the person)
 - b. Date Rape (you knew the person, e.g. your significant other or date, and were interacting in some social activity, such as a person from a party or hanging out together)
 - c. Acquaintance Rape (you were acquainted with the person, e.g. a co-worker, neighbor, mail carrier, a friend's boyfriend/date, or a friend)
 - d. Marital rape
 - e. Gang Rape
 - f. Family Rape/Incest
23. When did the sexual attack (or attempted sexual attack) occur? (Circle as many that may apply)
- a. Night
 - b. Day
 - c. During high school
 - d. The summer between high school and college
 - e. During the first year of college
 - f. During the second year of college
 - g. During the third year of college
 - h. During the fourth year of college
 - i. Other (specify: _____)

PLEASE GO ON TO THE NEXT PAGE

24. Where did the sexual attack (or attempted sexual attack) occur? (Circle as many that may apply)
- a. In your dorm room
 - b. In your apartment
 - c. In your sorority
 - d. In your home or parent's home
 - e. Outside (specify: _____)
 - f. In the attacker's dorm room
 - g. In the attacker's apartment
 - f. In the attacker's fraternity
 - h. In your car
 - i. In the attacker's car
 - j. On campus
 - k. Off campus
 - l. Other (please specify: _____)
25. If you knew the attacker and was a man, did he belong to
- a. A Fraternity?
 - b. An Athletic Team?
 - c. Other On-campus Social Club/Organization?
 - d. Don't know.
26. After your attempted attack or actual attack, did you tell anyone about the experience? (Please Circle Your Answer)
- a. Yes, I have told people about it.
 - b. No, I have not told anyone about it.
27. After your attempted sexual attack or actual sexual attack, who did you tell about the experience? (Circle all that apply)
- a. My parents
 - b. My best female friend
 - c. My best male friend
 - d. Campus authorities (dean and/or campus police)
 - e. Outside authorities
 - f. A Doctor (specify type: _____)
28. Since your experience with sexual aggression, have you sought help from a professional to aid your recovery?
- a. Yes
 - b. No
29. Would you be willing to be interviewed by a fellow survivor about your experience?
- a. Yes (If so, please pay close attention to the last 2 pages of this survey and to question 31)
 - b. No

PLEASE GO ON TO THE NEXT PAGE

PART IV: OPEN ENDED QUESTION

30. In your own words, please briefly explain your personal feelings/opinions about date rape (or any other form of rape) and/or your own experiences with date rape (or any other form of rape) or attempted date rape (or any other form of rape).

31. If you are willing to be interviewed about your own experience with a rape or attempted rape (especially date rape), will you please include your name and phone number? Please be assured that **only I** will see your name and number, and I will also be conducting the interview, therefore, **your privacy would be absolutely secured**. Moreover, please be comforted in the fact that I too am a survivor of a rape and understand what it is like. Therefore, you will be speaking with someone who truly understands, or at least empathizes with, your experience. Or, if you do not wish to identify yourself on this survey, please feel to contact me -- my information is attached on the last page of this survey.

Thank you for your help!

NAME: _____

PHONE NUMBER: _____

PLEASE GO ON TO THE NEXT PAGE

IF YOU ARE INTERESTED IN BEING INTERVIEWED BY ME, A SURVIVOR OF A CAMPUS DATE RAPE, AND WISH TO CONTACT ME FOR FURTHER INFORMATION ABOUT THESE COMPLETELY CONFIDENTIAL INTERVIEWS, THIS IS HOW TO DO IT:

INTERVIEWER: Jessica Korn, Ph.D. Candidate
ADDRESS: University of California, Los Angeles
Graduate School of Education & Information Studies
Higher Education and Organizational Change Division
2027 Moore Hall
405 Hilgard Avenue
Los Angeles, California 90024-1521
TELEPHONE: (310) 364-2258 (CALL ANY TIME)
E-MAIL: IZZY6JT@MVS.OAC.UCLA.EDU

IF YOU HAVE BEEN THE VICTIM OF A SEXUAL ASSAULT, REGARDLESS OF THE AMOUNT OF TIME THAT HAS PASSED, YOU CAN ALWAYS SEEK HELP TO AID YOUR RECOVERY. THE SOONER YOU TALK TO SOMEONE WHO UNDERSTANDS THIS TYPE OF TRAUMA, THE MORE QUICKLY YOU WILL BE ABLE TO BEGIN YOUR RECOVERY.

THE PHONE NUMBER AT THE SANTA MONICA HOSPITAL'S RAPE TREATMENT CENTER IS: (310) 319-4000. THEY OFFER 16 **FREE** SESSIONS WITH COUNSELORS WHO DEAL EXCLUSIVELY WITH THE TRAUMA THAT RESULTS FROM A RAPE OR ATTEMPTED RAPE. At UCLA, the Student Psychological Services also offer free counseling (310) 825-0768 and (310) 825-7985. Other important phone numbers are: UCLA Police (310) 825-1491; UCLA Emergency Medical Center (310) 825-2111; L.A. Rape and Battering Hotline (310) 392-8381; Response Center/Cedar Sinai Hospital (310) 855-3506.

THANK YOU FOR YOUR COOPERATION!

**APPENDIX H:
ADVERTISEMENT IN CAMPUS NEWSPAPER USED TO IDENTIFY RAPE
SURVIVORS**

Campus Date Rape

I am a female graduate student conducting research on the subject of date rape with a focus on the victim's/survivor's experience and understanding.

If you have been raped by a date while in college and are still attending college, please consider participating in a totally confidential interview about your experience.

If you are interested in participating in this research which aims to help victims as well as inform colleges' policies about rape, please call (310) 364-2258.

Thank you for your help.

**APPENDIX I:
INTERVIEW PROTOCOL FOR RAPE SURVIVORS**

INTERVIEW PROTOCOL FOR VICTIMS/SURVIVORS

1. INTRODUCTORY REMARKS/QUESTIONS

a. Discuss confidentiality, process of interview/dialogue, reviewing of transcript and return of tape. **GET EXPRESSED CONSENT TO USE THIS INFORMATION IN STUDY!**

b. Gently tell them about my own experience ... very sparse and not detailed.

c. Discuss safe, judgment-free environment.

2. GENERAL BACKGROUND OF INTERVIEWEE

a. Name

b. telephone number for the next six months and address

c. gender

d. age

e. major in college

f. Year in college

g. college activities

f. When you entered college, or since then, have you received any rape awareness information? From what sources? What do you remember from it?

3. INDICATORS OF PTSD/PTDS AND OVERALL FEAR

a. Have you discussed this with anyone else before now?

b. How long ago was the attack? How recent was the attack?

c. How proximate is the attack for you?

d. How much does it affect you now? How do you feel about it and yourself?

e. Do you have flashbacks/nightmares?

f. Do you eat well?

g. Are you afraid to be on campus?

4. THE ATTACK ITSELF

a. How old were you? What year in college (if applicable)?

b. Where did it occur? What was the environment like (music, light, smell)?

c. Please describe the attack, as specifically as you want to?

1. Describe events leading up to the attack

2. the attack itself (did he say anything to you before/during/after? level of brutality?)

3. your thoughts:

4. before the attack
 5. during the attack
 6. after the attack
 7. the attacker
 8. the "relationship" between you and the attacker -- before and after attack.
 9. How did you feel as a result of the attack/after the attack? (Dirty, guilty, responsible, ashamed?)
 10. Did you see your attacker after your attack and if so, how did this make you feel?
 11. what did you do after the attack? That night? The next day? The next week? The next few weeks?
- d. When did you identify it as "rape?"
 - e. How are you now with dating/men/sex?
 - f. Are you afraid to trust people? If so who? In what ways? Getting close or telling about the attack?

5. DISCUSSING THE ATTACK

- a. Were you afraid to tell anyone about the attack? (Did guilt and shame prevent you?)
- b. Who did you tell about the attack? What made you finally discuss the attack?
 1. family (mom, dad, siblings)
 2. friends
- c. How long was that after the attack?
- d. How did they react?
- e. Were they supportive or did they harbor "blame the victim" attitudes?
- f. How did they let you know they were supportive or blaming?
- g. How did this make you feel?

6. CAMPUS ADMINISTRATORS

- a. Did you report it to the authorities, especially on-campus authorities?
- b. If yes, what were their reactions? If no, why?
- c. How did their reactions make you feel?
- d. What are some of your ideas to make campus authorities more receptive to victims/survivors who come forward to report an attack?
- e. Do you think that different institutions handle cases of date rape and other forms of sexual violence differently?

f. Do you think some are honestly concerned about the reporting victim while some are more concerned with the alleged perpetrator and the reputations of the college?

g. Are all male groups, such as fraternities and athletic teams, promoted on your campus?

h. Do you think this emphasis shapes peoples' attitudes about sexual violence and did they impact your recovery in any way?

7. CAMPUS CLIMATE/PEER REACTION

a. Do you ever hear friends discuss rape? What are their attitudes towards it?

b. Do you know of any other people who have gone through a similar experience?

c. What is the overall student/peer group attitude towards rape/date rape?

d. What do you feel the overall campus is like in regards to condoning date rape or opposing date rape?

e. Are there education programs about sexual aggression on campus and what are they like?

8. IMPACT

a. Did this experience your collegiate experience? If yes, how?

b. How did this experience impact your life overall?

9. DEBRIEFING

a. How are you feeling now?

b. Tell them about Rape Treatment Center and give hand out.

**APPENDIX J:
QUANTATIVE RESULTS ON STUDENTS' ATTITUDES ABOUT DATE
RAPE**

**APPENDIX J.1:
VARIABLE CODES, LABELS, MEANS AND STANDARD DEVIATIONS
FOR OVERALL SAMPLE**

81-MAY-95 1994 COLLEGE STUDENT SURVEY -- MEN VERSION

VARIABLE	MEAN	STD DEV	LABEL
VMSCS11	3.778	.591	MAN NOT ENTITLED TO SEX ON DATE
VMSSIF44	3.637	.716	MAN NOT ENTITLED TO SEX ON DATE
SEXSI1F	1.491	.491	STUDENT'S SEX
AGE	3.195	.511	STUDENT'S AGE
RACESIF1	1.902	.297	WHITE
RACESIF2	1.024	.153	BLACK
RACESIF3	1.006	.077	AMERICAN INDIAN
RACESIF4	1.035	.165	ASIAN
RACESIF5	1.078	.132	CHICANO
RACESIF6	1.007	.085	PUERTO RICAN
RACESIF8	1.019	.135	OTHER
PROTRLE0	1.308	.462	PROTESTANT REL AGGREGATED
CATHOLIC	1.552	.497	CATHOLIC RELIGION AGGREGATED
JEWISH	1.019	.156	JEWISH
OTMRELO	1.037	.168	OTHER RELIGION AGGREGATD
NOREL10	1.073	.268	NO RELIGION AGGREGATED
MOTHE0	5.202	2.829	MOTHER'S EDUCATION
FATHER	5.019	2.903	FATHER'S EDUCATION
HOMEMAKE	1.199	.399	MOTHER IS HOME/MAKER
MOTHRAD	1.410	.461	MOTHER WORKS OUTSIDE OF HOME
MOTHRAD	1.410	.461	MOTHER WORKS OUTSIDE OF HOME IN TRADITIO
OUTRAD	1.303	.466	MOTHER WORKS OUTSIDE OF HOME IN TRADITIO
INCOME	13.207	9.046	ESTIMATED PARENTAL INCOME
POLV11EY	2.919	.768	POLITICAL ORIENTATION
ACTSIF45	1.919	.872	WON VARIETY LETTER IN SPORTS
ACTSIF29	1.211	.401	SMOKED CIGARETTES
ACTSIF13	1.269	.463	DRANK BEER
ACTSIF31	1.639	.589	DRANK WINE OR LIQUOR
ACTSIF20	1.621	.284	STAYED UP ALL NIGHT
HPMSIF1	3.442	1.423	PARTYING OR DOING HOMEWORK
HPMSIF2	4.974	1.423	SOCIALIZING WITH FRIENDS
VMSS1F23	2.844	1.427	SOCIALIZE WITH FRIENDS
VMSS1F37	2.119	1.237	LEGALIZE ABORTION
VMSS1F27	1.089	.987	SEX OR IF PEOPLE LIVE EACH OTHER
VMSS1F24	3.162	.928	MARRIED WOMEN BEST AT HOME
VMSS1F33	2.152	.822	EMPLOYERS CAN REQUIRE DRUG TESTING
VMSS1F08	2.502	.988	LEGALIZE MARIJUANA
VMSS1F43	2.611	.862	PROHIBIT HOMOSEXUAL RELATIONSHIPS
SLFSIF01	4.110	.690	COLLEGE INCREASES EARNING POWER
SLFSIF25	3.750	.680	CONTROL AIDS BY MANDATORY TESTING
SLFSIF06	4.103	.764	ACADEMIC ABILITY
SLFSIF07	3.722	.883	COMPETITIVENESS
SLFSIF14	3.463	.723	DRIVE TO ACHIEVE
SLFSIF15	3.331	.769	LEADERSHIP ABILITY
SLFSIF16	3.300	.872	POPULARITY
SLFSIF17	3.740	.814	POPULARITY WITH OPPOSITE SEX
SLFSIF26	4.028	.713	SELF-COMFIDENCE (SOCIAL)
SATSIF	1053.284	119.523	SELF-COMFIDENCE (INTELLECTUAL)
			COOPERATIVENESS
			INSTITUTIONAL SELECTIVITY

01-MAY-95 1994 COLLEGE STUDENT SURVEY -- NEW VERSION

	MEAN	STD DEV	LABEL
CCTN	51.098	16.872	PERCENTAGE WOMEN UNDERGRADUATE FTE
PUBU	1.076	.266	PUBLIC UNIVERSITIES
PRIVU	1.327	.469	PRIVATE UNIVERSITIES
PUB4YR	1.663	.242	PUBLIC FOUR YEAR COLLEGES
NON4YR	1.159	.365	NONBECARIAN FOUR YEAR COLLEGES
CATH4YR	1.252	.436	CATHOLIC FOUR YEAR COLLEGES
PRO4YR	1.122	.327	PROTESTANT FOUR YEAR COLLEGES
BLACK4YR	1.692	.645	PUBLIC FOUR YEAR COLLEGES -- BLACK
MALEONLY	1.613	.115	MALE ONLY COLLEGE
FEMONLY	1.658	.218	ALL WOMENS COLLEGE
COED	1.909	.287	CO EDUCATIONAL COLLEGE
PINTESTN	25.132	1.645	PEER FACTOR: INTELLECTUAL SELF-ESTEEM
PPERWISS	1.566	1.602	PEER FACTOR: PERRISSIVENESS
PSOCACTV	12.249	1.432	PEER FACTOR: SOCIAL ACTIVISM
PHATSTAT	15.114	1.816	PEER FACTOR: MATERIALISM & STATUS
POUTWOK	29.458	2.233	PEER FACTOR: OUTSIDE WORK
PSES	1.318	2.233	PEER FACTOR: SOCIO-ECONOMIC STATUS
LIVEARR1	1.403	.552	LIVED WITH PARENT OR RELATIVES
LIVEARR2	2.238	.567	LIVED IN OTH PRIV HOME, APT, ROOM
LIVEARR3	1.688	.587	LIVED IN RESIDENCE HALL
LIVEARR4	1.151	.847	LIVED IN FRAT OR SORORITY HOUSE
COLACT01	1.226	.416	JOINED A FRATERNITY OR SORORITY
COLACT02	1.974	.261	IN OTHER INTERCOLLEGIATE SPORT
COLACT03	1.884	.489	IN INTERCOLLEGIATE FOOTBALL/BASKETBALL
COLACT04	1.482	.506	HAD PART-TIME JOB ON CAMPUS
COLACT05	1.855	.229	WORKED FULL-TIME WHILE STUDENT
COLACT12	1.221	.488	ENROLLED IN WOMEN'S STUDIES COURSE
COLACT09	1.693	.415	ELECTED TO STUDENT OFFICE
ACTCS812	1.938	.291	SERVED AS RESIDENCE ADVISOR/ASSISTANT
ACTCS804	1.733	.644	STAYED UP ALL NIGHT
ACTCS801	1.389	.656	PERFORMED VOLUNTEER WORK
ACTCS810	2.218	.759	SMOKED CIGARETTES
ACTCS811	2.188	.759	DRANK BEER
ACTCS813	2.695	.645	DRANK WINE OR LIQUOR
HPMCS805	3.900	1.516	STUDYING/HOMEWORK
HPMCS801	6.137	1.894	PARTYING
HPMCS818	2.383	1.529	SOCIALIZING WITH FRIENDS
HPMCS809	2.167	1.143	RELIGIOUS SERVICES/MEETINGS
SAT1824	4.293	1.443	COMPUTING
SAT1829	4.269	1.644	WATCHING TV
		1.753	INTERACTION WITH OTHER STUDENTS
		.713	OVERALL COLLEGE EXPERIENCE

N OF CASES = 7467

**APPENDIX J.2:
VARIABLE CODES, LABELS, MEANS AND STANDARD DEVIATIONS
FOR MALE SUB-SAMPLE**

1995 COLLEGE STUDENT SURVEY --- NEW VERSION

	MEAN	STD DEV	LABEL
VHSR811	3.605	.715	MAN NOT ENTITLED TO SEX ON DATE
VHSR174	3.348	.602	MAN NOT ENTITLED TO SEX ON DATE
AGE	3.263	.524	STUDENT'S AGE
RACE811	1.698	.303	WHITE
RACE812	1.619	.137	BLACK
RACE813	1.606	.075	AMERICAN INDIAN
RACE814	1.839	.194	ASIAN
RACE815	1.648	.133	CHICANO
RACE816	1.621	.174	OTHER
RACE817	1.822	.144	SPANISH RICHAN
RACE818	1.581	.450	PROTESTANT REL AGGREGATED
CATHOLIC	1.621	.164	CATHOLIC RELIGION AGGREGATED
JEWISH	1.639	.170	OTHER RELIGION AGGREGATED
OTHERELO	1.076	.244	NO RELIGION AGGREGATED
MORELLO	5.250	1.000	MOTHER'S EDUCATION
MOTHER	6.003	1.976	FATHER'S EDUCATION
FATHERD	1.201	.401	MOTHER IS HOME/MAKER
HOMEMAKE	1.495	.401	MOTHER WORKS OUTSIDE OF HOME IN MONTRAD
MONTRAD	1.294	.409	MOTHER WORKS OUTSIDE OF HOME IN TRABBITO
OUTTRAD	13.050	3.879	ESTIMATED PARENTAL INCOME
INCOME	2.623	.662	POLITICAL ORIENTATION
PULLVLEM	2.092	.662	MOR VAMBITTY LETTER IN SPORTS
ACT81746	1.782	.556	SMOKED CIGARETTES
ACT81729	1.609	.604	DRANK BEER
ACT8173	1.789	.604	DRANK WINE OR LIQUOR
ACT81731	1.609	.604	STAYED UP ALL NIGHT
ACT81730	1.602	.521	STUDYING OR DOING HOMEWORK
WP8111	4.744	1.428	SOCIALIZING WITH FRIENDS
WP8112	5.084	1.704	SOCIALIZE MENTION
VHS81123	2.378	1.197	LEGALIZE MARIJUANA
VHS81127	2.424	1.916	SEX OR IF PEOPLE LIKE EACH OTHER
VHS81127	3.150	.836	MARRIED WOMEN BEAT AT HOME
VHS81124	1.584	.874	EMPLOYERS CAN REQUIRE DRUG TESTING
VHS81123	2.409	.894	LEGALIZE MARIJUANA
VHS81128	2.640	.859	PROHIBIT HOMOSEXUAL RELATIONSHIPS
VHS81123	2.500	.993	COLLEGE INCREASES EARNING POWER
SL81125	4.034	.886	CONTROL AIDS BY MANDATORY TESTING
SL81125	4.239	.856	ACADEMIC ABILITY
SL81126	4.135	.777	COMPETITIVENESS
SL81127	3.037	.607	DRIVE TO ACHIEVE
SL81127	3.282	.607	LEADERSHIP ABILITY
SL81119	3.516	.713	POPULARITY WITH OPPOSITE SEX
SL81119	3.516	.694	POPULARITY WITH OPPOSITE SEX
SL81117	3.073	.697	SELF-CONFIDENCE (SOCIAL)
SL81126	3.088	.707	SELF-CONFIDENCE (INTELLECTUAL)
SAIS11	1001.672	.766	COOPERATIVENESS
PC1M	16.221	123.343	INSTITUTIONAL SELECTIVITY
		16.215	PERCENTAGE WOMEN UNDERGRADUATE FTE

30-MAR-95 1994 COLLEGE STUDENT SURVEY -- NEW VERSION

	MEAN	STD DEV	LABEL
PUBU	1.959		PUBLIC UNIVERSITIES
PRIVU	1.609		PRIVATE UNIVERSITIES
PUB4YR	1.682		PUBLIC FOUR YEAR COLLEGES
PRIV4YR	1.149		PRIVATE FOUR YEAR COLLEGES
KANS4YR	1.243		KANSASIAN FOUR YEAR COLLEGES
PRO4YR	1.184		PROTESTANT FOUR YEAR COLLEGES
BLK4YR	1.681		BLACK FOUR YEAR COLLEGES -- BLACK
MALE4YR	1.632		MALE ONLY COLLEGE
FEM4YR	1.619		FEMALE ONLY COLLEGE
COED	1.908		CO EDUCATIONAL COLLEGE
P1RTEEM	23.252		PEER FACTOR: INTELLECTUAL SELF-ESTEEM
P1RTEISS	1.993		PEER FACTOR: PERMISSIONS
P1RTEI17	1.186		PEER FACTOR: MENTAL HEALTH STATUS
P1RTEI18	1.411		PEER FACTOR: MAINTAINING STATUS
P1RTEI19	1.411		PEER FACTOR: OUTSIDE WORK
P1RTEI20	2.070		PEER FACTOR: SOCIO-ECONOMIC STATUS
P1RTEI21	6.921		PEER FACTOR: MEGALOMANIA
P1RTEI22	1.272		LIVED WITH PARENT OR RELATIVES
L1VEARR1	1.312		LIVED IN OWN PRIV HOME, APT, ROOM
L1VEARR2	2.286		LIVED IN RESIDENCE HALL
L1VEARR3	1.127		LIVED IN FRAT OR SORORITY HOUSE
L1VEARR4	1.162		JOINED A FRATERNITY OR SORORITY
COLACT01	1.254		IN OTHER INTERCOLLEGIATE SPORT
COLACT16	1.113		IN INTERCOLLEGIATE FOOTBALL/BASKETBALL
COLACT17	1.267		HAD PART-TIME JOB ON CAMPUS
COLACT03	1.434		WORKED FULL-TIME WHILE STUDENT
COLACT04	1.934		ENROLLED IN WOMEN'S STUDIES COURSE
COLACT05	1.185		ELECTED TO STUDENT OFFICE
COLACT09	1.296		SERVED AS RESIDENT ADVISOR/ASSISTANT
COLACT10	1.071		STAYED IN ALL WINGS
ACTICS02	1.375		SMOKED MARIJUANA
ACTICS03	1.183		SMOKED CIGARETTES
ACTICS04	1.183		DRANK WINE OR LIQUOR
ACTICS05	2.117		DRANK BEER
ACTICS06	2.117		STUDYING/HOMEWORK
ACTICS07	1.641		PARTYING
ACTICS08	1.943		SOCIALIZING WITH FRIENDS
ACTICS09	4.166		RELIGIOUS SERVICES/MEETINGS
ACTICS10	6.212		COMMUTING
ACTICS11	2.269		WATCHING TV
ACTICS12	2.911		INTERACTION WITH OTHER STUDENTS
ACTICS13	4.270		OVERALL COLLEGE EXPERIENCE
ACTICS14	4.186		
ACTICS15	4.282		

N OF CASES = 3042

**APPENDIX J.3:
VARIABLE CODES, LABELS, MEANS AND STANDARD DEVIATIONS
FOR FEMALE SUB-SAMPLE**

30-MAR-95 1994 COLLEGE STUDENT SURVEY --- NEW VERSION

	MEAN	STD DEV	LABEL
VNSCS11	3.898	.429	HAN NOT ENTITLED TO SEX ON DATE
VNS1F14	3.127	.771	HAN NOT ENTITLED TO SEX ON DATE
AGE	3.127	.771	STUDENT'S AGE
RACES1F1	1.401	.263	RACE
RACES1F2	1.027	.163	BLACK
RACES1F3	1.006	.078	AMERICAN INDIAN
RACES1F4	1.833	.178	ASIAN
RACES1F5	1.817	.131	CHICANO
RACES1F6	1.008	.690	PUERTO RICAN
RACES1F8	1.017	.129	OTHER
PROTREL0	1.326	.459	PROTESTANT REL AGGREGATED
CATHOLIC	1.532	.499	CATHOLIC RELIGION AGGREGATED
JEWISH	1.817	.131	JEWISH
OTHMEL10	1.842	.286	OTHER RELIGION AGGREGATED
MOREL10	1.871	.256	NO RELIGION AGGREGATED
FATHE1D	2.142	1.841	MOTHER'S EDUCATION
FATHE1E	3.693	2.812	FATHER'S EDUCATION
MOMMA1E	1.197	.398	MOTHER IS HOMEMAKER
MOMMA1D	1.457	.495	MOTHER WORKS OUTSIDE OF HOME
MOMMA1G	1.457	.495	MOTHER WORKS OUTSIDE OF HOME IN MORTIAD
MOMMA1H	1.457	.495	MOTHER WORKS OUTSIDE OF HOME IN TRADITIO
ACTS1F1	1.808	1.182	BY MOTHER'S PARENTAL INCOME
ACTS1F2	1.808	.819	NON-VARSITY LETTER IN SPORTS
ACTS1F3	1.231	.516	SMOKED CIGARETTES
ACTS1F4	1.659	.617	DRANK BEER OR LIQUOR
ACTS1F5	1.834	.518	STAYED UP ALL NIGHT
ACTS1F6	3.272	1.633	PARTYING OR DOING HOMEWORK
ACTS1F7	3.116	1.416	STUDYING OR DOING HOMEWORK
ACTS1F8	3.816	1.408	SOCIALIZING WITH FRIENDS
ACTS1F9	3.295	1.259	LEGALIZE ABORTION
ACTS1F10	1.205	.804	MARRIED PEOPLE LIKE EACH OTHER
ACTS1F11	1.315	.804	MARRIED WOMEN BEST AT HOME
ACTS1F12	1.765	.782	EMPLOYER CAN RESUME DRUG TESTING
ACTS1F13	1.975	.945	LEGALIZE MARIJUANA
ACTS1F14	1.975	.945	PROHIBIT HOMOSEXUAL RELATIONSHIPS
ACTS1F15	2.408	.862	COLLEGE INCREASES EARNING POWER
ACTS1F16	2.432	.864	CONTROL AIDS BY MANDATORY TESTING
ACTS1F17	4.021	4.021	ACADEMIC ABILITY
ACTS1F18	3.539	.848	COMPETITIVENESS
ACTS1F19	4.068	.753	DRIVE TO ACHIEVE
ACTS1F20	3.643	.885	LEADERSHIP ABILITY
ACTS1F21	3.381	.674	POPULARITY
ACTS1F22	3.224	.725	POPULARITY WITH OPPOSITE SEX
ACTS1F23	3.302	.847	SELF-COMFIDENCE (SOCIAL)
ACTS1F24	3.294	.789	SELF-COMFIDENCE (INTELLECTUAL)
ACTS1F25	4.055	.689	COOPERATIVENESS
ACTS1F26	1024	112.938	INSTITUTIONAL SELECTIVITY
ACTS1F27	25.826	12.125	PERCENTAGE WOMEN UNDERGRADUATE FTE

30-MAR-95 1994 COLLEGE STUDENT SURVEY -- NEW VERSION

	MEAN	STD DEV	LABEL
PUBU	1.089	.264	PUBLIC UNIVERSITIES
PRIVU	1.276	.487	PRIVATE UNIVERSITIES
PUNYR	1.676	.266	PUBLIC FOUR YEAR COLLEGS
PUNYR	1.164	.371	NONSECTARIAN FOUR YEAR COLLEGS
CATHYR	1.259	.416	CATHOLIC FOUR YEAR COLLEGS
PROTYR	1.133	.339	PROTESTANT FOUR YEAR COLLEGS
BLACPLB	1.003	.052	PUBLIC FOUR YEAR COLLEGS -- BLACK
HALCOPL	1.000	.000	MALE ONLY COLLEGE
FEMONLY	1.078	.268	ALL WOMENS COLLEGE
COED	1.270	.266	CO EDUCATIONAL COLLEGE
PIRSTEM	24.843	1.485	PEER FACTOR: INTELLECTUAL SELF-ESTEEM
PERMARS	11.539	1.025	PEER FACTOR: PERMISSIONS
PERMARS	15.102	1.025	PEER FACTOR: EARLY ACADEMIC
PHATYR	15.102	1.025	PEER FACTOR: MATERIALISM & STATUS
FOURWHR	4.474	1.228	PEER FACTOR: OUTSIDE WORK
PSER	28.182	2.223	PEER FACTOR: SOCIO-ECONOMIC STATUS
TSCHMED	6.482	.467	TYPOLGY: MEDICINE
LIVEARR1	1.316	.548	LIVED WITH PARENT OR RELATIVES
LIVEARR2	1.467	.577	LIVED IN OWN PRIV HOME, APT, ROOM
LIVEARR3	2.247	.578	LIVED IN RESIDENCE HALL
LIVEARR4	1.048	.226	LIVED IN FRAT OR SORORITY HOUSE
COLACT01	1.168	.367	JOINED A FRATERNITY OR SORORITY
COLACT17	1.097	.405	IN OTHER INTERCOLLEGIATE SPORT
COLACT16	1.097	.211	IN INTERCOLLEGIATE FOOTBALL/BASKETBALL
COLACT03	1.638	.483	HAD PART-TIME JOB ON CAMPUS
COLACT04	1.315	.508	HAD PART-TIME JOB OFF-CAMPUS
COLACT05	1.916	.288	WORKED FULL-TIME WHILE STUDENT
COLACT12	1.285	.421	EMPLOYED IN WOMEN'S STUDIES COURSE
COLACT09	1.229	.269	ELECTED TO STUDENT OFFICE
ACTCSB10	1.003	.428	RELIGIOUS BELIEFS
ACTCSB12	2.003	.438	PERFORMED VOLUNTEER WORK
ACTCSB05	1.704	.633	STAYED UP ALL NIGHT
ACTCSB01	1.194	.453	SMOKED CIGARETTES
ACTCSB11	2.103	.711	DRANK BEER
ACTCSB10	2.089	.623	DRANK WINE OR LIQUOR
HPMCSB13	5.772	1.489	STUDYING/HOMEWORK
HPMCSB05	3.718	1.037	PARTYING
HPMCSB01	6.086	1.523	SOCIALIZING WITH FRIENDS
HPMCSB10	2.332	1.123	RELIGIOUS SERVICES/MEETINGS
HPMCSB09	2.233	1.491	COMPUTING
HPMCSB08	3.725	1.568	WATCHING TV
BAT12E	4.215	.782	INTERACTION WITH OTHER STUDENTS
BAT12E	4.214	.182	OVERALL COLLEGE EXPERIENCE

N OF CASES = 4425

**APPENDIX J.4:
CORRELATION MATRIX FOR OVERALL SAMPLE**

SFB1826	.048	.093	.078	.046	.023	.021	.048	.041	.082	.021	.064	.017	.013	.019	.009
SAT181F	.052	.041	.025	.042	.043	.041	.015	.013	.048	.043	.016	.021	.021	.021	.001
PCIV	.035	.016	.039	.042	.024	.024	.024	.024	.024	.024	.024	.024	.024	.024	.024
PUBU	.017	.010	.017	.021	.017	.017	.017	.017	.017	.017	.017	.017	.017	.017	.017
PUBAYR	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021
NOMQAVR	.022	.022	.022	.022	.022	.022	.022	.022	.022	.022	.022	.022	.022	.022	.022
CATINAVR	.017	.017	.017	.017	.017	.017	.017	.017	.017	.017	.017	.017	.017	.017	.017
PROVINR	.009	.011	.011	.011	.011	.011	.011	.011	.011	.011	.011	.011	.011	.011	.011
BLACKFOR	.038	.031	.031	.031	.031	.031	.031	.031	.031	.031	.031	.031	.031	.031	.031
MALEONLY	.025	.031	.031	.031	.031	.031	.031	.031	.031	.031	.031	.031	.031	.031	.031
FEMONLY	.063	.072	.072	.072	.072	.072	.072	.072	.072	.072	.072	.072	.072	.072	.072
COED	.061	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025
PINTEBIN	.022	.022	.022	.022	.022	.022	.022	.022	.022	.022	.022	.022	.022	.022	.022
PENNS198	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025
PACACACTV	.023	.023	.023	.023	.023	.023	.023	.023	.023	.023	.023	.023	.023	.023	.023
PAMI87AT	.042	.024	.024	.024	.024	.024	.024	.024	.024	.024	.024	.024	.024	.024	.024
PDU17PWH	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025
PRES	.010	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025
LIVEARR1	.042	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021
LIVEARR2	.029	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021
LIVEARR3	.011	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025
COLACT17	.028	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021
COLACT18	.028	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021
COLACT19	.043	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021
COLACT20	.007	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021
COLACT21	.046	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021
COLACT22	.019	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021
COLACT23	.055	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021
COLACT24	.073	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021
ACTCS812	.041	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021
ACTCS806	.008	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021
ACTCS801	.078	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021
ACTCS810	.057	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021
ACTCS811	.033	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021
HPMCS813	.088	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021
HPMCS805	.009	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021
HPMCS810	.034	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021
HPMCS819	.028	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021
HPMCS809	.062	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021
SAT1829	.013	.011	.011	.011	.011	.011	.011	.011	.011	.011	.011	.011	.011	.011	.011
SAT1829	.075	.068	.068	.068	.068	.068	.068	.068	.068	.068	.068	.068	.068	.068	.068

PGTM	.016	.043	.026	.091	.127	.016	.062	.014	.143	.043	.142	.021	.099
PURU	.007	.011	.046	.144	.150	.016	.022	.016	.079	.010	.062	.043	.025
PRIVU	.073	.047	.048	.125	.160	.003	.030	.003	.166	.018	.046	.010	.045
PUNSWR	.009	.004	.043	.093	.096	.006	.034	.006	.078	.026	.022	.046	.029
PUNSWR	.040	.079	.080	.109	.106	.003	.009	.003	.025	.012	.000	.002	.040
CATHAYR	.016	.078	.032	.060	.053	.001	.007	.001	.004	.101	.043	.041	.133
PROTHAYR	.022	.045	.009	.007	.003	.028	.033	.028	.142	.027	.020	.019	.193
ALLCRLPU	.009	.023	.013	.008	.024	.011	.017	.011	.031	.003	.021	.019	.016
ALLCRLPU	.014	.018	.005	.014	.018	.015	.009	.015	.014	.003	.021	.019	.016
FENWMLY	.012	.024	.029	.003	.024	.005	.012	.005	.014	.002	.002	.014	.016
FENWMLY	.004	.012	.029	.003	.024	.005	.012	.005	.014	.002	.002	.014	.016
COLO	.031	.057	.047	.049	.046	.024	.045	.024	.121	.029	.021	.007	.035
PIVYESTM	.010	.019	.018	.019	.013	.013	.013	.013	.023	.029	.028	.027	.193
PREMISA	.108	.118	.075	.118	.103	.043	.043	.043	.043	.043	.043	.043	.068
PREMISA	.070	.047	.075	.118	.103	.043	.043	.043	.043	.043	.043	.043	.068
PRCCTIV	.028	.074	.040	.148	.154	.042	.047	.042	.042	.112	.073	.071	.182
PMATSTAI	.028	.074	.040	.148	.154	.042	.047	.042	.042	.112	.073	.071	.182
POUTHORK	.151	.069	.050	.148	.154	.042	.047	.042	.042	.112	.073	.071	.182
PSEB	.114	.037	.027	.109	.109	.040	.040	.040	.042	.047	.124	.040	.040
LIVEARR1	.040	.021	.021	.109	.109	.040	.040	.040	.042	.047	.124	.040	.040
LIVEARR2	.026	.042	.042	.029	.014	.016	.016	.016	.016	.017	.018	.017	.018
LIVEARR3	.066	.005	.015	.029	.014	.016	.016	.016	.016	.017	.018	.017	.018
LIVEARR4	.073	.078	.046	.078	.022	.022	.032	.022	.029	.028	.030	.011	.112
COLACT01	.144	.022	.046	.037	.022	.022	.032	.022	.029	.028	.030	.011	.112
COLACT17	.012	.000	.005	.075	.074	.000	.005	.000	.005	.000	.000	.000	.075
COLACT16	.001	.003	.024	.022	.016	.016	.003	.016	.005	.013	.000	.018	.040
COLACT03	.015	.012	.017	.022	.016	.016	.015	.015	.005	.015	.016	.013	.040
COLACT04	.015	.012	.017	.022	.016	.016	.015	.015	.005	.015	.016	.013	.040
COLACT05	.015	.012	.017	.022	.016	.016	.015	.015	.005	.015	.016	.013	.040
COLACT12	.004	.027	.038	.000	.000	.000	.000	.000	.000	.000	.000	.000	.019
COLACT09	.044	.011	.010	.105	.103	.011	.011	.011	.007	.015	.027	.010	.045
COLACT18	.017	.005	.029	.004	.003	.016	.029	.016	.007	.015	.027	.010	.045
COLACT18	.017	.005	.029	.004	.003	.016	.029	.016	.007	.015	.027	.010	.045
ACTCS312	.009	.010	.029	.022	.024	.000	.033	.000	.020	.003	.003	.007	.065
ACTCS306	.009	.010	.029	.022	.024	.000	.033	.000	.020	.003	.003	.007	.065
ACTCS301	.001	.012	.048	.026	.024	.000	.033	.000	.020	.003	.003	.007	.065
ACTCS310	.001	.012	.048	.026	.024	.000	.033	.000	.020	.003	.003	.007	.065
ACTCS313	.016	.002	.007	.043	.043	.000	.033	.000	.020	.003	.003	.007	.065
HPNCS305	.016	.106	.007	.043	.043	.000	.033	.000	.020	.003	.003	.007	.065
HPNCS301	.051	.033	.024	.043	.043	.000	.033	.000	.020	.003	.003	.007	.065
HPNCS318	.057	.047	.024	.043	.043	.000	.033	.000	.020	.003	.003	.007	.065
HPNCS309	.016	.024	.014	.009	.015	.000	.033	.000	.020	.003	.003	.007	.065
HPNCS308	.001	.034	.028	.015	.015	.000	.033	.000	.020	.003	.003	.007	.065
SAT1824	.022	.028	.048	.041	.042	.015	.015	.015	.015	.015	.015	.015	.015
SAT1829	.001	.036	.040	.045	.046	.017	.017	.017	.017	.017	.017	.017	.017

01-MAY-95 1994 COLLEGE STUDENT SURVEY -- NEW VERSION

PCIM	-.015	-.022	-.026	-.055	-.003	-.005	-.042	-.004	-.016	-.010	-.020	-.016	-.029
PUBU	-.041	-.036	-.072	-.113	-.033	-.102	-.098	-.004	-.004	-.016	-.020	-.016	-.029
PUBAV	-.005	-.032	-.052	-.146	-.017	-.003	-.023	-.019	-.039	-.053	-.054	-.019	-.045
MORNAV	-.025	-.010	-.057	-.073	-.031	-.094	-.006	-.018	-.019	-.031	-.042	-.010	-.036
GATHAV	-.019	-.001	-.074	-.057	-.008	-.078	-.003	-.038	-.053	-.042	-.040	-.028	-.041
PROTHVR	-.152	-.011	-.143	-.081	-.064	-.095	-.001	-.025	-.007	-.044	-.014	-.028	-.044
BLACKPB	-.023	-.016	-.071	-.063	-.001	-.234	-.090	-.006	-.101	-.226	-.014	-.023	-.023
MALECPB	-.003	-.016	-.078	-.061	-.028	-.021	-.020	-.006	-.007	-.016	-.002	-.003	-.003
FEMONLY	-.008	-.016	-.078	-.069	-.019	-.056	-.032	-.009	-.011	-.011	-.043	-.017	-.017
COED	-.007	-.016	-.071	-.051	-.012	-.012	-.035	-.001	-.030	-.037	-.037	-.014	-.014
PINTESTM	-.198	-.059	-.012	-.225	-.062	-.036	-.026	-.002	-.008	-.013	-.037	-.015	-.015
PERNMISS	-.076	-.067	-.194	-.068	-.042	-.014	-.026	-.017	-.011	-.090	-.120	-.088	-.088
PROCIACIV	-.171	-.050	-.074	-.096	-.042	-.053	-.075	-.142	-.212	-.285	-.036	-.005	-.005
PHATSTAT	-.109	-.061	-.240	-.074	-.061	-.223	-.046	-.092	-.091	-.169	-.140	-.060	-.060
POUINORK	-.046	-.013	-.156	-.149	-.065	-.175	-.023	-.048	-.178	-.127	-.179	-.073	-.073
PSES	-.039	-.016	-.064	-.226	-.018	-.041	-.041	-.040	-.093	-.125	-.082	-.025	-.025
LIVEARR1	-.084	-.025	-.047	-.043	-.018	-.041	-.008	-.019	-.031	-.024	-.043	-.116	-.116
LIVEARR2	-.091	-.027	-.091	-.090	-.112	-.065	-.064	-.019	-.031	-.024	-.043	-.047	-.047
LIVEARR3	-.091	-.027	-.091	-.090	-.112	-.065	-.064	-.019	-.031	-.024	-.043	-.047	-.047
COLACTO1	-.108	-.024	-.091	-.107	-.063	-.109	-.025	-.007	-.057	-.046	-.043	-.061	-.061
COLACT17	-.042	-.027	-.087	-.120	-.081	-.186	-.036	-.021	-.047	-.002	-.042	-.010	-.010
COLACT16	-.021	-.020	-.087	-.087	-.049	-.028	-.036	-.020	-.071	-.043	-.046	-.014	-.014
COLACT03	-.045	-.009	-.107	-.045	-.031	-.004	-.091	-.021	-.021	-.036	-.040	-.020	-.020
COLACT09	-.067	-.037	-.051	-.193	-.065	-.027	-.091	-.001	-.012	-.062	-.057	-.053	-.053
COLACT12	-.071	-.056	-.029	-.052	-.013	-.040	-.036	-.004	-.047	-.034	-.056	-.043	-.043
COLACT10	-.000	-.019	-.059	-.074	-.041	-.128	-.013	-.024	-.024	-.017	-.049	-.037	-.037
COLACT18	-.061	-.005	-.062	-.024	-.016	-.089	-.087	-.073	-.063	-.178	-.056	-.016	-.016
ACTCSS02	-.035	-.023	-.052	-.036	-.016	-.019	-.020	-.019	-.030	-.025	-.033	-.032	-.032
ACTCSS06	-.082	-.082	-.106	-.083	-.029	-.055	-.018	-.020	-.050	-.038	-.060	-.008	-.008
ACTCSS01	-.250	-.117	-.240	-.093	-.129	-.074	-.045	-.020	-.050	-.030	-.060	-.021	-.021
ACTCSS10	-.371	-.084	-.416	-.093	-.212	-.181	-.042	-.043	-.092	-.030	-.044	-.023	-.023
ACTCSS11	-.351	-.105	-.316	-.029	-.119	-.142	-.042	-.051	-.077	-.078	-.048	-.021	-.021
HPMCS05	-.349	-.112	-.301	-.111	-.149	-.240	-.040	-.027	-.069	-.020	-.019	-.004	-.004
HPMCS01	-.371	-.064	-.346	-.049	-.111	-.313	-.006	-.028	-.058	-.020	-.103	-.039	-.039
HPMCS10	-.207	-.064	-.246	-.021	-.297	-.056	-.092	-.012	-.109	-.032	-.052	-.032	-.032
HPMCS09	-.091	-.040	-.186	-.062	-.343	-.023	-.006	-.112	-.017	-.034	-.014	-.003	-.003
SAT1524	-.090	-.031	-.162	-.132	-.075	-.072	-.044	-.029	-.016	-.010	-.019	-.005	-.005
SAT1529	-.028	-.034	-.020	-.068	-.066	-.086	-.002	-.046	-.071	-.010	-.026	-.007	-.007
			-.016	-.027	-.027	-.108	-.017	-.061	-.050	-.013	-.043	-.017	-.017

	SLFSIF01	SLFSIF25	SLFSIF06	SLFSIF07	SLFSIF1N	SLFSIF15	SLFSIF10	SLFSIF17	SLFSIF26	BATSIF	PCFN	PUBU	PRIVU
WVCS511	.018	-.070	.020	-.019	-.028	-.039	-.032	-.030	-.048	-.002	-.055	-.032	-.017
WVSSIF4N	.034	-.099	.014	-.012	-.074	-.063	-.051	-.023	-.078	-.025	-.102	-.072	-.017
SEXSI1F	-.156	-.289	-.056	-.108	-.136	-.168	-.120	-.229	-.046	-.193	-.142	-.045	-.190
AGE	-.052	-.019	-.004	-.017	-.004	-.004	-.056	-.005	-.003	-.061	-.016	-.014	-.010
RACESIF1	-.046	-.017	-.055	-.036	-.010	-.005	-.056	-.011	-.048	-.035	-.028	-.015	-.114
RACESIF2	-.022	-.017	-.059	-.036	-.036	-.021	-.057	-.018	-.041	-.007	-.000	-.008	-.042
RACESIFN	-.015	-.008	-.004	-.013	-.002	-.000	-.004	-.007	-.002	-.009	-.029	-.024	-.014
RACESIF5	-.043	-.001	-.022	-.012	-.015	-.000	-.004	-.007	-.023	-.043	-.016	-.026	-.047
RACESIF6	-.043	-.001	-.022	-.012	-.015	-.000	-.004	-.007	-.023	-.043	-.016	-.026	-.047
RACESIF7	-.009	-.009	.004	-.004	-.007	-.008	-.018	-.010	-.015	-.021	-.024	-.013	-.038
RACESIF8	-.009	-.009	.004	-.004	-.007	-.008	-.018	-.010	-.015	-.021	-.024	-.013	-.038
ETHNIC	-.048	-.014	-.023	-.033	-.049	-.028	-.029	-.044	-.010	-.201	-.080	-.010	-.228
CATHOLIC	-.048	-.014	-.023	-.033	-.049	-.028	-.029	-.044	-.010	-.201	-.080	-.010	-.228
JEWISH	-.048	-.014	-.023	-.033	-.049	-.028	-.029	-.044	-.010	-.201	-.080	-.010	-.228
OTHER	-.048	-.014	-.023	-.033	-.049	-.028	-.029	-.044	-.010	-.201	-.080	-.010	-.228
OTHELLO	-.033	-.011	-.046	-.033	-.052	-.039	-.049	-.028	-.044	-.055	-.043	-.007	-.073
MORELLO	-.033	-.011	-.046	-.033	-.052	-.039	-.049	-.028	-.044	-.055	-.043	-.007	-.073
WASHED	-.129	-.019	-.008	-.053	-.045	-.065	-.082	-.074	-.024	-.254	-.091	-.144	-.048
HOMEWAKE	-.055	-.046	-.004	-.006	-.008	-.014	-.012	-.019	-.021	-.035	-.127	-.150	-.180
NONTRAD	-.017	-.018	-.021	-.017	-.016	-.025	-.032	-.021	-.019	-.084	-.036	-.031	-.038
INCOME	-.087	-.084	-.084	-.085	-.144	-.126	-.099	-.043	-.002	-.283	-.149	-.059	-.194
POLIVIEW	-.055	-.084	-.056	-.013	-.262	-.217	-.146	-.043	-.002	-.000	-.142	-.062	-.046
ACTSI1F6	-.019	-.321	.023	-.023	-.133	.049	.020	.046	.021	.020	.021	.043	-.070
ACTSI1F29	-.070	-.091	-.101	-.023	-.049	.071	.032	.046	.021	.020	.021	.043	-.070
ACTSI1F13	-.050	-.055	-.046	-.049	-.193	.207	.114	.019	.082	.094	.099	.046	-.045
ACTSI1F51	-.050	-.013	-.075	.000	.110	.126	.061	.013	.080	.015	.015	.041	-.032
ACTSI1F30	-.052	-.041	-.041	.011	.038	.057	.035	.018	.030	.050	.022	.036	-.032
HPMSIF3	-.107	-.065	-.042	-.042	-.241	.256	.173	.033	.052	.217	.026	.012	-.146
HPMSIF1	-.175	-.059	-.229	-.074	.006	-.040	.001	.079	.139	.217	.055	.113	-.146
HPMSIF2	-.039	-.023	-.037	-.054	.194	.193	.151	.008	.070	.007	.003	.003	-.017
WVSSIF23	-.037	-.011	-.017	-.003	.040	.082	.035	.007	.019	.022	.005	.102	-.003
WVSSIF37	-.040	-.081	-.031	-.001	.107	.149	.074	.014	.085	.063	.098	.012	-.037
WVSSIF72	-.029	-.072	-.102	-.023	.046	.093	.041	.007	.015	.012	.042	-.034	-.019
WVSSIF54	-.004	-.039	-.094	-.023	.023	.017	.025	.017	.084	.072	.004	.001	-.003
WVSSIF43	-.050	-.098	-.002	-.009	.054	.094	.030	.027	-.036	.060	.016	.003	-.019
WVSSIF49	-.088	-.131	.006	-.014	.049	.066	.039	.013	-.092	.131	.010	.027	-.053
WVSSIF20	-.100	-.292	.044	-.004	.071	.068	.030	.044	-.043	.116	.020	.129	-.054
SLFSIF01	1.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
SLFSIF25	.296	1.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
SLFSIF06	.341	.679	1.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
SLFSIF07	.221	.584	.988	1.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
SLFSIF1N	.150	.314	.252	.448	1.000	.000	.000	.000	.000	.000	.000	.000	.000
SLFSIF15	.154	.298	.212	.385	.591	1.000	.000	.000	.000	.000	.000	.000	.000
SLFSIF10	.154	.298	.212	.385	.591	.000	1.000	.000	.000	.000	.000	.000	.000
SLFSIF17	.505	.347	.310	.469	.271	.267	.000	.000	.000	.000	.000	.000	.000
SLFSIF26	.108	.126	.310	.236	.210	.171	.000	.000	.000	.000	.000	.000	.000
BATSIF	.338	.179	.169	.140	.131	.080	.086	.218	1.000	.625	.494	.304	.324

01-MAY-95 1994 COLLEGE STUDENT SURVEY -- NEW VERSION

PCTH	-.233	-.217	-.141	-.129	-.134	-.110	-.198	-.015	-.494	1.000	1.000	.051	-.298
PGRU	-.231	-.184	-.021	-.012	-.020	.013	-.031	.003	-.304	.051	1.000	1.000	-.200
PRIU	-.052	-.031	-.016	-.012	.018	.113	.188	.038	.324	-.298	-.200	1.000	-.074
MWSR	-.007	-.040	-.022	-.018	-.035	-.025	-.020	-.002	-.224	.125	-.074	1.000	-.202
CATHR	-.112	-.052	-.062	-.043	-.038	-.069	-.059	-.022	.120	-.045	-.167	-.405	1.000
PROFTR	-.087	-.046	-.106	-.074	-.082	-.029	-.086	-.020	-.185	.152	-.107	-.260	-.405
BLACKFB	-.010	-.009	-.011	-.014	-.009	-.064	.016	.012	-.233	.152	-.066	-.031	-.260
MALEOM	-.034	-.027	-.031	-.024	-.025	-.049	.018	.015	-.145	-.006	-.033	-.019	-.031
FEMONLY	-.105	-.047	-.041	-.033	-.044	-.048	-.025	.015	.035	-.359	-.066	-.160	-.019
COED	-.076	-.038	-.064	-.022	-.019	-.046	-.040	.015	.022	.237	-.201	-.250	-.160
CRED	.597	.248	.243	.196	.171	.102	.289	.048	.812	.074	.201	.250	.160
PAINTSTM	-.131	-.078	-.115	-.088	-.119	-.071	-.084	.004	-.061	-.041	-.061	-.061	-.061
PERMISS	-.068	-.026	-.026	-.025	-.018	-.022	-.029	.004	-.122	.050	-.292	-.047	-.047
PFOCATV	-.032	-.071	-.051	-.025	-.037	-.010	-.028	.021	.122	.050	-.292	-.047	-.047
PMATSTAT	-.067	-.068	-.056	-.030	-.061	-.038	-.001	.001	-.218	.050	-.458	-.178	-.178
POUTWORK	-.197	-.122	-.125	-.099	-.113	-.072	-.142	.019	-.571	.000	.000	1.000	-.287
PSES	-.136	-.136	-.146	-.125	-.116	-.081	-.198	.049	-.820	.165	-.359	-.483	-.483
LIVEARR1	-.074	-.074	-.027	-.078	-.090	-.064	-.064	-.005	-.189	.114	.070	-.056	-.056
LIVEARR2	-.042	-.020	-.004	-.021	-.020	-.068	-.011	-.029	-.100	.004	.004	-.073	-.073
LIVEARR3	-.089	-.040	-.041	-.020	-.005	-.029	-.049	.039	-.192	.008	.008	-.065	-.065
LIVEARR4	-.010	-.062	-.020	-.075	-.075	-.060	-.033	.010	-.029	.173	.132	-.098	-.098
COLACT10	-.022	-.017	-.043	-.048	-.069	-.049	-.003	-.009	-.052	-.040	-.040	-.040	-.040
COLACT11	-.044	-.117	-.013	-.025	-.052	-.071	-.008	.008	-.087	-.045	-.045	-.045	-.045
COLACT12	-.014	-.174	-.013	-.026	-.042	-.040	-.048	.008	-.077	-.045	-.045	-.045	-.045
COLACT13	-.033	-.020	-.031	-.012	-.042	-.011	-.018	.016	-.011	-.077	-.077	-.077	-.077
COLACT14	-.135	-.049	-.055	-.018	-.031	-.063	-.040	.013	-.068	.051	.016	-.092	-.092
COLACT15	-.053	-.003	-.009	-.018	-.006	-.028	-.002	-.002	-.107	.051	.051	-.092	-.092
COLACT16	-.005	-.060	-.002	-.017	-.014	-.018	-.025	-.005	-.144	.070	.070	-.070	-.070
COLACT17	-.015	-.020	-.018	-.010	-.018	-.024	-.042	.017	-.018	.054	.054	-.054	-.054
COLACT18	-.055	-.011	-.063	-.024	-.023	-.041	-.015	.015	-.012	.000	.000	-.012	-.012
ACTCSS01	-.037	-.074	-.074	-.106	-.024	-.040	-.024	.018	-.012	.000	.000	-.012	-.012
ACTCSS02	-.066	-.086	-.086	-.084	-.064	-.046	-.037	.042	.600	.042	.042	-.042	-.042
ACTCSS03	-.012	-.053	-.024	-.034	-.054	-.064	-.064	-.002	-.040	.012	.012	-.012	-.012
ACTCSS04	-.004	-.111	-.043	-.045	-.167	-.077	-.028	-.048	.198	-.042	-.042	-.042	-.042
ACTCSS05	-.123	-.041	-.016	-.048	-.120	-.077	-.008	-.040	.000	-.173	-.173	-.020	-.020
HPMCS01	-.008	-.041	-.009	-.022	-.154	-.129	.057	-.058	.120	-.018	-.018	-.018	-.018
HPMCS02	-.012	-.032	-.032	-.070	-.217	-.105	-.005	-.017	.142	-.055	-.055	-.044	-.044
HPMCS03	-.069	-.021	-.046	-.021	-.021	-.016	-.046	-.067	.063	-.009	-.009	-.124	-.124
HPMCS04	-.027	-.053	-.034	-.038	-.026	-.004	-.025	.025	-.063	-.009	-.009	-.044	-.044
HPMCS05	-.040	-.056	-.056	-.086	-.089	-.081	-.003	-.019	.195	.117	.117	-.031	-.031
SAT1524	-.096	-.052	-.080	-.085	-.085	-.078	-.074	-.080	-.029	-.040	-.040	-.035	-.035
SAT1529									-.023	-.023	-.023	-.133	-.133
													-.068
													-.017

	PUBBYR	MONSBYR	CATHBYR	PROFYBYR	BLACKPUB	MALEONLY	FEMALEY	COED	FINTERTN	PFEEMISS	PROACTIV	PMATSTAT	FOOTWORK
VHSSC11	-.019	-.022	-.017	-.022	-.009	-.038	-.025	-.005	-.001	-.005	-.023	-.042	-.028
VHSSIF4	-.069	-.026	-.049	-.046	-.019	-.068	-.039	-.011	-.022	-.026	-.031	-.042	-.055
AGE	-.042	-.001	-.049	-.023	-.019	-.138	-.131	-.004	-.212	-.064	-.121	-.006	-.182
RACESIF1	-.065	-.005	-.063	-.063	-.011	-.030	-.014	-.029	-.029	-.028	-.078	-.100	-.069
RACESIF2	-.006	-.016	-.023	-.023	-.009	-.009	-.004	-.003	-.036	-.049	-.065	-.061	-.046
RACESIF3	-.017	-.011	-.023	-.023	-.009	-.030	-.031	-.009	-.039	-.016	-.016	-.033	-.020
RACESIF4	-.030	-.016	-.041	-.041	-.027	-.009	-.012	-.051	-.035	-.038	-.042	-.023	-.048
RACESIF5	-.016	-.005	-.006	-.006	-.006	-.009	-.009	-.009	-.037	-.017	-.012	-.023	-.001
RACESIF6	-.027	-.016	-.027	-.027	-.006	-.018	-.018	-.009	-.009	-.028	-.049	-.013	-.004
PROFLEO	-.029	-.193	-.228	-.195	-.046	-.061	-.002	-.016	-.206	-.116	-.118	-.015	-.004
CATHOLIC	-.052	-.278	-.269	-.364	-.044	-.061	-.023	-.046	-.046	-.070	-.044	-.292	-.208
JEWISH	-.009	-.042	-.076	-.096	-.006	-.016	-.023	-.015	-.015	-.015	-.040	-.040	-.150
DIRELIG	-.043	-.040	-.088	-.116	-.056	-.016	-.032	-.044	-.031	-.070	-.028	-.028	-.151
MUTLIG	-.120	-.022	-.083	-.083	-.013	-.003	-.003	-.012	-.057	-.010	-.007	-.040	-.050
MUTLIG	-.179	-.059	-.089	-.113	-.024	-.014	-.024	-.029	-.041	-.018	-.015	-.043	-.184
FATHED	-.016	-.009	-.063	-.063	-.008	-.018	-.023	-.013	-.018	-.018	-.108	-.154	-.229
NONTRAD	-.036	-.009	-.007	-.007	-.006	-.006	-.004	-.007	-.007	-.063	-.005	-.044	-.020
QUITTROD	-.040	-.003	-.023	-.023	-.011	-.008	-.015	-.012	-.089	-.095	-.019	-.067	-.030
JACQME	-.078	-.025	-.142	-.142	-.031	-.023	-.012	-.046	-.046	-.043	-.015	-.032	-.015
POLVIEW	-.022	-.012	-.012	-.101	-.028	-.021	-.042	-.017	-.042	-.029	-.049	-.093	-.031
ACTSIF46	-.046	-.002	-.041	-.041	-.019	-.019	-.016	-.045	-.045	-.057	-.088	-.165	-.166
ACTSIF29	-.029	-.040	-.113	-.113	-.016	-.016	-.016	-.076	-.076	-.076	-.076	-.111	-.109
ACTSIF51	-.015	-.028	-.119	-.119	-.023	-.023	-.023	-.023	-.023	-.023	-.023	-.061	-.070
ACTSIF30	-.030	-.001	-.049	-.049	-.007	-.016	-.016	-.017	-.049	-.049	-.049	-.040	-.126
HPWSIF5	-.057	-.014	-.143	-.143	-.008	-.010	-.001	-.011	-.011	-.011	-.011	-.061	-.089
HPWSIF1	-.073	-.057	-.063	-.063	-.009	-.008	-.008	-.008	-.025	-.008	-.042	-.061	-.085
HPWSIF2	-.031	-.006	-.064	-.064	-.001	-.008	-.012	-.021	-.004	-.004	-.025	-.042	-.075
VHSSIF23	-.094	-.005	-.234	-.234	-.010	-.046	-.012	-.046	-.046	-.046	-.123	-.279	-.190
VHSSIF23	-.038	-.003	-.257	-.257	-.001	-.056	-.041	-.036	-.036	-.036	-.063	-.289	-.175
VHSSIF21	-.022	-.022	-.090	-.090	-.020	-.032	-.035	-.001	-.026	-.115	-.076	-.060	-.021
VHSSIF42	-.008	-.038	-.095	-.095	-.006	-.009	-.001	-.002	-.002	-.002	-.096	-.046	-.068
VHSSIF24	-.019	-.053	-.187	-.187	-.007	-.011	-.038	-.011	-.011	-.212	-.060	-.113	-.153
VHSSIF33	-.031	-.042	-.226	-.226	-.016	-.011	-.037	-.013	-.013	-.203	-.169	-.179	-.062
VHSSIF08	-.042	-.080	-.014	-.014	-.002	-.043	-.012	-.037	-.037	-.036	-.140	-.073	-.035
VHSSIF43	-.036	-.041	-.023	-.023	-.003	-.017	-.014	-.015	-.015	-.005	-.060	-.067	-.197
SIFSIF4	-.032	-.007	-.087	-.087	-.010	-.034	-.105	-.016	-.016	-.008	-.032	-.067	-.122
SIFSIF24	-.033	-.029	-.095	-.095	-.009	-.047	-.095	-.038	-.038	-.018	-.091	-.068	-.125
SIFSIF06	-.033	-.025	-.076	-.076	-.017	-.033	-.061	-.056	-.056	-.013	-.026	-.056	-.099
SIFSIF07	-.039	-.034	-.140	-.140	-.011	-.044	-.047	-.033	-.033	-.025	-.037	-.061	-.113
SIFSIF14	-.048	-.012	-.084	-.084	-.014	-.054	-.041	-.032	-.032	-.018	-.031	-.084	-.101
SIFSIF15	-.042	-.025	-.072	-.072	-.024	-.042	-.049	-.019	-.019	-.027	-.051	-.084	-.101
SIFSIF18	-.053	-.041	-.059	-.059	-.021	-.052	-.039	-.019	-.019	-.027	-.010	-.058	-.072
SIFSIF17	-.050	-.050	-.084	-.084	-.024	-.046	-.042	-.016	-.016	-.047	-.029	-.042	-.072
SIFSIF26	-.002	-.002	-.030	-.030	-.019	-.016	-.015	-.016	-.016	-.024	-.021	-.010	-.049
SATSIF	-.224	-.120	-.233	-.233	-.143	-.035	-.115	-.093	-.093	-.016	-.122	-.218	-.371

01-MAY-93 1998 COLLEGE STUDENT SURVEY -- NEW VERSION

PCGM	.125	-.045	.145	-.006	-.356	-.117	-.574	.041	.350	-.060	.400
PRUVU	-.074	-.125	-.167	-.013	-.065	-.891	-.205	.219	-.252	-.060	.189
PUBHYR	-.160	-.302	-.405	-.031	-.019	-.220	-.621	-.047	-.657	-.178	-.327
MONSAYR	1.000	-.112	-.150	-.012	-.059	-.154	-.154	.199	.119	-.242	-.152
CATHAYR	-.112	1.000	-.252	-.019	-.263	-.082	-.031	-.064	-.213	-.006	.552
CROHAYR	-.159	-.252	1.000	-.026	-.217	-.268	-.242	.064	-.504	-.060	.152
BLCKRUB	-.096	-.161	.217	1.000	-.043	-.027	-.324	.026	.213	-.060	.152
MCCOMBS	-.012	-.019	-.026	1.000	-.005	-.014	.007	.026	.113	-.060	.152
FENWOLY	-.023	-.263	-.066	-.043	1.000	-.351	.111	.071	.145	-.097	.186
WELLS	-.022	-.032	-.195	-.010	-.026	1.000	-.222	.298	.014	-.167	.186
COED.	-.037	-.022	-.298	-.010	-.361	1.000	-.186	.006	.149	-.068	.167
PIVLESTM	-.192	-.037	-.426	-.027	-.381	.891	1.000	.006	.009	-.075	.307
PIVEMISS	-.031	-.031	-.346	-.026	-.111	-.822	.186	1.000	.250	-.063	.307
PREHARR	-.125	-.234	-.346	-.026	-.071	-.006	1.000	1.000	.558	-.063	.307
PSGACTU	-.189	-.163	-.426	-.113	-.145	-.149	-.009	.250	1.000	1.000	.125
PMATBAY	-.030	-.152	-.111	-.102	.097	-.075	-.075	.358	.041	.125	.125
POULHARR	-.154	-.322	-.096	-.046	-.166	-.167	-.568	.307	.041	.125	.125
PSIS	-.254	-.262	-.044	-.046	-.183	-.189	.744	.042	.244	.250	.596
LIVEARR1	.011	-.040	-.044	-.053	-.042	-.808	-.175	.020	-.015	.146	.143
LIVEARR2	.010	-.029	-.045	-.046	-.042	-.084	-.021	.046	-.028	-.098	.028
LIVEARR3	.003	-.090	-.048	-.057	-.042	-.046	-.168	.086	-.086	-.133	-.088
LIVEARR4	.003	-.029	-.048	-.057	-.042	-.046	-.168	.086	-.086	-.133	-.088
COLACT01	.011	-.173	-.126	-.013	-.232	-.029	.029	.359	.159	-.136	.163
COLACT17	-.047	-.081	-.066	-.024	-.041	-.812	-.042	.071	-.022	.191	.089
COLACT03	.007	-.092	-.079	-.042	-.043	-.029	-.022	.359	.159	-.136	.163
COLACT09	.008	-.053	-.053	-.042	-.043	-.042	-.042	.071	-.022	.191	.089
COLACT05	.019	-.031	-.019	-.011	-.010	-.043	-.042	.071	-.022	.191	.089
COLACT02	.013	-.086	-.025	-.011	-.012	-.001	-.042	.071	-.022	.191	.089
COLACT10	-.023	-.013	-.013	-.027	-.011	-.001	-.042	.071	-.022	.191	.089
COLACT19	-.023	-.013	-.013	-.027	-.011	-.001	-.042	.071	-.022	.191	.089
AGICS512	-.023	-.013	-.013	-.027	-.011	-.001	-.042	.071	-.022	.191	.089
AGICS506	-.023	-.013	-.013	-.027	-.011	-.001	-.042	.071	-.022	.191	.089
AGICS501	-.023	-.013	-.013	-.027	-.011	-.001	-.042	.071	-.022	.191	.089
AGICS510	-.023	-.013	-.013	-.027	-.011	-.001	-.042	.071	-.022	.191	.089
AGICS511	-.023	-.013	-.013	-.027	-.011	-.001	-.042	.071	-.022	.191	.089
HPNCS503	-.010	-.090	-.010	-.026	-.011	-.001	-.042	.071	-.022	.191	.089
HPNCS501	-.017	-.019	-.017	-.026	-.011	-.001	-.042	.071	-.022	.191	.089
HPNCS502	-.017	-.019	-.017	-.026	-.011	-.001	-.042	.071	-.022	.191	.089
HPNCS509	-.016	-.016	-.016	-.026	-.011	-.001	-.042	.071	-.022	.191	.089
HPNCS508	-.037	-.116	-.044	-.012	-.009	-.018	-.018	.029	.044	.158	.013
SAT/324	-.002	-.014	-.100	-.012	-.017	-.016	-.016	.029	.044	.158	.013
SAT/329	-.038	-.088	-.067	-.009	-.014	-.014	-.014	.029	.044	.158	.013
			.028				.035	.121			.069

	PSES	LIVEARR1	LIVEARR2	LIVEARR3	LIVEARRN	COLACT01	COLACT17	COLACT16	COLACT03	COLACT04	COLACT05	COLACT12	COLACT09
VMRS311	.014	-.002	-.059	.071	-.053	-.010	-.026	-.072	.063	-.004	-.007	.086	.019
VMRSIF4	.005	-.016	-.039	.049	-.041	-.015	-.048	-.065	.054	-.010	-.017	.061	.062
SEMSIF	.146	-.057	-.041	.035	-.123	-.002	-.056	-.125	.063	-.060	.004	.214	.032
AGE	.050	-.011	.030	-.020	.016	.019	-.001	.053	.006	-.007	.000	-.020	.006
RACESIF1	.009	-.006	-.032	.030	-.009	-.002	-.031	-.016	-.051	-.009	-.013	-.009	-.045
RACESIF2	.009	-.002	-.040	.046	-.009	-.001	-.032	.053	-.053	-.004	-.001	.003	.003
RACESIF3	.002	-.003	.004	-.007	-.009	-.001	-.009	-.001	-.001	-.006	-.011	-.023	-.008
RACESIF4	.056	-.003	-.016	.019	-.009	-.021	-.015	.009	.003	-.026	-.005	.000	.017
RACESIF5	.003	-.003	.005	.022	-.018	.002	-.017	.009	.025	-.002	-.002	-.013	.000
RACESIF6	.014	-.044	-.024	.012	-.024	.004	-.001	.006	.026	.000	.000	.010	.019
PROTRAD	.180	-.003	-.005	.007	.005	.004	-.008	.014	.026	.016	.006	.010	.041
ETHNIC	.031	-.023	.026	-.041	.123	.042	-.002	.016	.056	.047	-.002	-.068	-.028
JEWISH	.134	-.031	.036	.046	.078	.123	-.004	.005	-.059	-.056	-.031	-.030	.023
CATHOLIC	.031	-.040	.043	-.046	.043	.042	-.012	.001	-.035	-.014	-.003	.044	.012
OTHERELO	-.031	-.007	-.005	.046	.012	-.024	.012	-.001	.032	.011	.027	-.044	.011
MORELO	.027	-.021	.042	.073	.042	.042	.009	.054	-.017	.018	.080	.056	.012
308	.359	-.153	.029	.013	.017	.075	-.022	-.022	-.022	-.105	-.038	.065	.004
TAINED	.190	-.190	.014	.048	.029	.052	.016	.018	.026	-.051	-.099	.024	.003
HOMEMAKE	.050	.001	-.014	.015	-.003	-.052	.004	.014	.026	.033	-.019	.010	.010
NONTRAD	-.020	.024	-.021	-.043	.010	.032	-.026	.014	.074	-.051	-.036	.029	-.022
OUTTRAD	.342	-.142	.017	.031	.042	.048	.033	-.051	.013	.041	-.051	.016	.014
INCOME	.019	-.017	.032	-.032	-.034	.049	.048	.003	.218	-.051	.027	.026	-.025
POLVIEW	.116	-.125	.048	.016	.063	.038	.004	.031	.048	-.019	-.058	.061	.031
ACTRIF46	.009	-.008	.102	-.067	.031	.132	.011	-.053	.018	-.075	.019	.056	.024
ACTRIF29	.098	.008	.184	-.099	.113	.108	.675	.649	-.022	.042	.019	.076	.060
ACTRIF13	.046	-.039	.145	.084	.091	.108	.042	.021	.045	.067	.031	.034	.019
ACTRIF51	.035	-.016	.065	.023	.027	.024	.027	.020	.009	.057	.056	.034	.019
ACTRIF30	.064	-.047	.171	-.095	.091	.120	.087	.047	-.107	.057	.052	.049	.054
HPMSIF1	.266	-.043	-.090	.107	-.023	-.011	-.022	.045	.024	-.103	-.032	.074	.014
HPMSIF2	.038	-.038	.112	-.060	.063	.081	-.049	.031	-.061	.065	.013	.041	.019
VMRSIF1	.034	-.008	.102	.053	.109	.188	.028	.004	-.051	.027	.040	.128	.030
VMRSIF2	-.041	-.008	.042	.028	.115	.129	.046	.066	-.093	.022	.030	.087	.037
VMRSIF27	.001	-.009	.003	-.025	.017	.036	.031	.091	-.036	.000	.013	-.087	.020
VMRSIF42	-.080	-.039	-.038	.047	-.047	.031	-.027	.027	-.047	.004	.024	.063	.010
VMRSIF33	.095	-.051	.091	-.057	.067	.041	.016	.022	-.047	.022	.024	.063	.010
VMRSIF08	.193	.024	.002	.046	-.062	.046	.016	.021	-.029	.047	.033	.083	.003
VMRSIF43	-.116	-.074	-.042	-.089	-.010	.025	-.147	.044	.073	-.052	-.016	.032	.008
VMRSIF01	.218	.074	.042	.040	.037	.044	.024	.044	-.020	.062	.005	.005	.015
SLRIF25	.136	-.020	.020	.040	.062	.037	.147	.138	.020	-.055	-.002	.060	.020
SLRIF06	.146	-.027	-.004	.041	.020	.043	.043	.031	.013	-.053	-.002	.017	.121
SLRIF07	.125	-.076	.031	.020	.051	.069	.092	.069	.012	-.014	.009	.011	.018
SLRIF14	.114	-.090	.005	.075	.049	.049	.105	.105	.045	-.024	.006	.014	.018
SLRIF15	.081	-.060	-.056	.091	.095	.095	.103	.094	-.045	.034	.057	.018	.024
SLRIF10	.081	-.046	-.068	.061	.049	.049	.071	.073	.031	.064	.024	.024	.024
SLRIF17	.190	-.046	-.011	.049	.033	.033	.008	.018	.044	-.080	.002	.042	.042
SLRIF26	.049	-.005	-.029	.039	-.010	-.009	.012	.048	.030	-.018	.003	.005	.042
SAYSIF	.820	-.189	-.100	.192	-.029	-.052	.047	.011	.008	-.569	-.107	.144	-.016

PC1H	-.365	.114	-.004	-.008	-.173	-.040	-.088	.023	.171	.051	-.010	.054
PUBU	-.359	-.070	.143	-.073	.132	.122	-.060	-.017	-.076	.091	-.010	-.059
PRIVU	-.483	-.056	.050	-.065	.077	.077	-.009	-.037	-.089	-.010	-.009	-.016
WBSNR	-.256	-.031	.000	-.000	.003	.011	-.047	-.008	-.008	-.010	-.004	-.004
WBSNR	-.151	-.016	.000	-.000	.003	.011	-.047	-.008	-.008	-.010	-.004	-.004
CATWNR	-.271	-.012	-.004	-.002	-.126	-.212	.086	.049	-.079	-.053	-.086	-.006
PROTNR	-.047	-.007	-.004	-.002	-.051	-.062	.031	-.026	-.052	-.026	-.127	-.001
BLACKPU	-.045	-.015	-.024	-.012	-.049	-.018	-.041	-.018	-.018	-.011	-.023	-.001
MALCONLY	-.163	-.042	-.059	-.146	.265	.265	-.049	-.017	-.017	-.017	-.014	-.031
TEMORLY	-.189	-.008	-.042	-.050	-.055	-.023	-.049	-.047	-.047	-.047	-.024	-.074
COED	.144	-.028	.084	-.028	.117	.023	-.049	-.047	-.047	-.047	-.126	-.042
PINTESTM	.042	-.175	.021	-.168	.829	.022	.849	.019	.281	-.101	-.042	-.042
PPEMIS6	.246	-.020	.046	-.067	.225	.159	.825	.018	.033	.018	.049	.029
PSOCACTV	-.250	-.015	-.028	-.086	-.129	-.032	-.078	-.008	.006	-.018	.121	.029
PHATSTAT	-.696	.143	.028	-.133	.136	.191	.842	.092	.177	.073	.002	.019
FOUTWORK	-.239	-.000	.008	-.088	-.163	-.148	-.029	-.092	.196	.105	-.126	.018
PSES	-.008	-.000	-.008	-.066	-.005	-.006	.007	-.016	.204	.084	-.044	-.029
LIVFARR1	-.169	-.087	-.066	-.387	-.044	-.081	-.042	-.115	.204	.084	-.044	-.029
LIVFARR2	-.005	-.044	-.039	-.401	-.039	-.059	-.001	-.066	.213	.104	-.010	-.074
LIVFARR3	-.006	-.081	-.059	-.198	1.000	1.000	.062	-.010	-.007	-.013	-.007	-.018
COLACT01	-.090	-.081	-.091	-.128	.536	1.000	.035	.001	-.024	-.023	-.026	-.056
COLACT16	-.007	-.112	-.091	-.039	.062	.035	1.000	-.022	-.009	-.006	-.033	.007
COLACT03	-.216	-.115	-.066	-.604	.010	.081	1.000	-.050	1.000	1.000	-.032	.101
COLACT04	-.216	-.115	-.066	-.604	.010	.081	1.000	-.050	1.000	1.000	-.032	.101
COLACT12	-.126	-.044	.049	-.139	-.013	-.023	-.069	-.032	-.050	-.032	-.039	-.007
COLACT19	-.018	-.029	.013	-.016	-.077	-.026	-.033	-.039	1.000	1.000	-.032	-.011
COLACT10	-.018	-.029	.013	-.016	-.077	-.026	-.033	-.039	1.000	1.000	-.032	-.011
ACTCSS12	-.032	-.077	-.021	-.643	-.045	-.069	-.002	.121	.021	-.011	1.000	-.040
ACTCSS06	-.011	-.023	-.052	-.017	-.058	-.046	-.023	.021	-.019	-.013	1.000	-.040
ACTCSS01	-.021	-.040	.119	-.062	.061	.048	-.047	.004	-.017	-.016	1.000	-.040
ACTCSS10	.161	-.123	.152	-.040	.061	.048	-.047	.004	-.017	-.016	1.000	-.040
ACTCSS11	.120	-.092	.103	-.009	.030	.132	-.021	-.092	-.018	-.046	1.000	-.040
HPMCS513	.134	-.062	.103	-.072	.003	.066	-.007	-.058	-.110	-.072	1.000	-.041
HPMCS505	.158	-.113	.150	-.042	.147	.155	-.083	-.028	-.047	-.057	1.000	-.041
HPMCS501	.136	-.141	.116	-.086	.070	.075	-.060	-.028	-.047	-.057	1.000	-.041
HPMCS510	-.038	-.006	-.114	-.094	-.143	-.143	-.016	-.054	-.025	-.025	1.000	-.041
HPMCS509	-.186	-.293	.127	-.293	-.072	-.011	-.012	-.054	-.025	-.025	1.000	-.041
HPMCS508	-.056	-.066	-.037	-.074	-.010	-.006	-.007	-.112	-.025	-.025	1.000	-.041
SAT152N	-.028	-.092	-.037	-.074	-.010	-.006	-.007	-.112	-.025	-.025	1.000	-.041
SAT152S	.121	-.111	-.054	-.087	-.019	-.019	-.081	-.044	-.065	-.100	1.000	-.057

	ACTCSB12	ACTCSB06	ACTCSB01	ACTCSB10	ACTCSB11	HPMCSB13	HPMCSB05	HPMCSB01	HPMCSB10	HPMCSB09	HPMCSB08	SAT1924
VNSCS911	.055	.073	.041	.008	.078	.057	.103	.088	.008	.034	.028	.095
VNSIFN4	.042	.050	.018	.008	.123	.070	.052	.142	.042	.042	.042	.042
SEX3IF	.006	.115	.034	.008	.184	.021	.061	.176	.049	.052	.052	.043
AGE	.013	.009	.060	.008	.108	.039	.019	.041	.049	.049	.049	.018
RACESIF1	.004	.026	.052	.016	.103	.039	.024	.048	.061	.061	.061	.015
RACESIF2	.022	.027	.008	.004	.125	.056	.039	.078	.044	.044	.044	.046
RACESIF3	.001	.014	.008	.004	.029	.023	.020	.016	.004	.004	.004	.045
RACESIF4	.006	.028	.034	.004	.027	.017	.007	.013	.019	.019	.019	.009
RACESIF5	.000	.013	.026	.004	.006	.014	.017	.008	.043	.043	.043	.023
RACESIF6	.014	.010	.026	.009	.032	.016	.026	.045	.020	.020	.020	.035
PROFELD	.019	.010	.017	.009	.038	.009	.003	.018	.020	.020	.020	.018
CATHOLIC	.001	.020	.038	.009	.260	.199	.013	.283	.102	.102	.102	.033
JEWISH	.017	.012	.038	.053	.271	.197	.081	.299	.106	.106	.106	.077
MUSLIM	.026	.009	.009	.041	.130	.041	.016	.057	.087	.087	.087	.041
METHOD	.022	.024	.012	.019	.128	.090	.002	.108	.031	.031	.031	.022
ETHNIC	.024	.022	.011	.049	.022	.020	.007	.023	.023	.023	.023	.020
FATHED	.021	.055	.034	.043	.048	.045	.045	.048	.073	.073	.073	.041
HOMEKAKE	.008	.000	.048	.031	.019	.027	.018	.018	.056	.056	.056	.009
CONTRAD	.033	.013	.021	.031	.041	.027	.032	.042	.042	.042	.042	.031
INCOME	.020	.014	.013	.006	.077	.010	.021	.012	.043	.043	.043	.020
POLVITEM	.003	.003	.003	.003	.080	.148	.056	.081	.015	.015	.015	.041
ACTSIF16	.003	.033	.003	.003	.022	.086	.022	.159	.092	.092	.092	.024
ACTSIF29	.047	.046	.089	.334	.142	.058	.075	.200	.080	.080	.080	.024
ACTSIF13	.080	.065	.096	.289	.496	.145	.090	.457	.187	.187	.187	.024
ACTSIF01	.061	.035	.062	.250	.371	.351	.062	.349	.207	.207	.207	.003
ACTSIF30	.005	.023	.234	.117	.084	.105	.052	.112	.053	.053	.053	.020
HPMSIF5	.089	.036	.106	.240	.416	.316	.100	.501	.168	.168	.168	.020
HPMSIF1	.046	.083	.066	.053	.012	.029	.311	.664	.021	.021	.021	.066
HPMSIF2	.034	.009	.065	.129	.212	.159	.042	.270	.089	.089	.089	.066
VNSIF23	.053	.094	.077	.126	.191	.173	.049	.190	.422	.422	.422	.080
VNSIF37	.059	.124	.119	.163	.312	.250	.092	.313	.363	.363	.363	.080
VNSIF27	.020	.037	.043	.092	.111	.062	.027	.114	.028	.028	.028	.046
VNSIF42	.018	.018	.007	.045	.037	.025	.040	.006	.001	.001	.001	.002
VNSIF24	.050	.024	.030	.092	.177	.160	.043	.165	.199	.199	.199	.071
VNSIF25	.038	.024	.030	.078	.087	.128	.035	.079	.030	.030	.030	.030
VNSIF28	.020	.011	.033	.075	.084	.019	.103	.089	.191	.191	.191	.026
VNSIF33	.031	.025	.027	.064	.012	.044	.037	.038	.003	.003	.003	.004
SIFSIF01	.053	.025	.037	.064	.012	.044	.037	.038	.003	.003	.003	.004
SIFSIF02	.031	.015	.027	.053	.111	.041	.063	.119	.042	.042	.042	.040
SIFSIF06	.063	.014	.007	.086	.024	.016	.144	.070	.042	.042	.042	.056
SIFSIF07	.094	.106	.034	.003	.054	.048	.022	.070	.048	.048	.048	.056
SIFSIF14	.016	.023	.054	.066	.167	.120	.040	.217	.154	.154	.154	.079
SIFSIF15	.010	.040	.063	.084	.163	.120	.040	.204	.111	.111	.111	.079
SIFSIF10	.041	.040	.056	.044	.097	.077	.039	.129	.103	.103	.103	.041
SIFSIF17	.035	.024	.005	.037	.028	.006	.037	.005	.013	.013	.013	.041
SIFSIF26	.066	.079	.002	.045	.068	.050	.068	.032	.047	.047	.047	.013
SAT8IF	.012	.016	.000	.040	.198	.128	.129	.191	.063	.063	.063	.028

PCIM	.000	-.014	-.012	-.171	-.055	-.151	-.083	.009	-.014	-.076	-.093	.009	.117	-.040	-.005
PIVU	-.059	.040	.012	.017	-.051	.043	-.029	.081	-.078	.059	-.124	-.078	.031	.078	-.133
PIVAV	-.035	.010	.032	.145	.050	.043	.044	.017	.035	.059	-.019	.004	.004	.035	-.068
PIVAVR	-.022	.000	.041	.011	.023	-.040	.044	.017	.035	.059	-.078	.031	.004	.035	-.002
MONSVR	-.025	-.012	-.026	-.101	-.050	-.040	.015	-.024	-.078	.059	-.078	.031	.004	.035	-.034
CATHVR	.030	.012	.046	.120	.052	.116	.032	.024	-.078	.059	-.078	.031	.004	.035	.100
PROTHVR	.032	.000	.047	.201	.012	.028	.032	.024	-.078	.059	-.078	.031	.004	.035	.072
BLACKVR	.006	.031	.027	.044	.016	.028	.032	.024	-.078	.059	-.078	.031	.004	.035	.009
MALECHV	-.020	.009	.016	.011	.012	.028	.032	.024	-.078	.059	-.078	.031	.004	.035	.012
FEMONLY	.015	-.009	.036	.049	.001	.053	.051	.042	-.078	.059	-.078	.031	.004	.035	.016
COED	-.003	.003	-.007	.016	.007	-.019	.051	.042	-.078	.059	-.078	.031	.004	.035	.014
PINTESTM	.003	.000	.016	.110	.032	.170	.018	.018	-.078	.059	-.078	.031	.004	.035	.010
PENMIS	.042	.037	.096	.172	.104	.229	.026	.021	-.078	.059	-.078	.031	.004	.035	.020
PROACTV	.039	.054	.095	.209	.223	.229	.004	.021	-.078	.059	-.078	.031	.004	.035	.010
PHATSTAT	-.074	.000	.055	.003	.071	.029	.004	.021	-.078	.059	-.078	.031	.004	.035	.110
POUINORK	.007	.071	.100	.232	.226	.283	.004	.021	-.078	.059	-.078	.031	.004	.035	.012
PSEB	.018	.007	.052	.233	.194	.286	.004	.021	-.078	.059	-.078	.031	.004	.035	.028
LIVEARR1	-.086	.021	.021	.161	.134	.150	.136	.141	-.078	.059	-.078	.031	.004	.035	.037
LIVEARR2	.169	-.021	.119	.122	.063	.113	.092	.114	-.078	.059	-.078	.031	.004	.035	.074
LIVEARR3	.214	.063	.062	.040	.009	.042	.086	.094	-.078	.059	-.078	.031	.004	.035	.010
LIVEARR4	-.055	.008	.061	.120	.090	.147	.079	.107	-.078	.059	-.078	.031	.004	.035	.062
COLACT01	-.016	.049	.048	.143	.132	.155	.075	.143	-.078	.059	-.078	.031	.004	.035	.005
COLACT02	.005	.023	.007	.078	.039	.099	.060	.107	-.078	.059	-.078	.031	.004	.035	.007
COLACT03	-.121	.043	.049	.065	.039	.083	.031	.065	-.078	.059	-.078	.031	.004	.035	.025
COLACT04	-.079	.007	.072	.048	.046	.078	.028	.072	-.078	.059	-.078	.031	.004	.035	.030
COLACT05	.013	.001	.015	.044	.019	.048	.047	.048	-.078	.059	-.078	.031	.004	.035	.016
COLACT06	.052	.019	.022	.049	.021	.021	.046	.046	-.078	.059	-.078	.031	.004	.035	.089
COLACT07	.086	.119	.029	.021	.041	.051	.051	.051	-.078	.059	-.078	.031	.004	.035	.101
COLACT08	1.000	.127	.022	.046	.045	.112	.092	.092	-.078	.059	-.078	.031	.004	.035	.087
ACTCSS01	-.022	.011	-.012	.046	.007	.042	.037	.037	-.078	.059	-.078	.031	.004	.035	.139
ACTCSS02	-.073	.173	.000	.136	.007	.140	.061	.061	-.078	.059	-.078	.031	.004	.035	.029
ACTCSS03	-.084	.032	1.000	.348	.104	.332	.156	.156	-.078	.059	-.078	.031	.004	.035	.046
ACTCSS04	-.056	.007	.348	1.000	.642	.666	.313	.313	-.078	.059	-.078	.031	.004	.035	.040
HPMCS05	.036	.009	.301	.642	1.000	.538	.279	.279	-.078	.059	-.078	.031	.004	.035	.053
HPMCS06	-.115	.064	.104	.081	.086	.122	.045	.045	-.078	.059	-.078	.031	.004	.035	.151
HPMCS07	.119	.025	.332	.333	.279	1.000	.504	.504	-.078	.059	-.078	.031	.004	.035	.110
HPMCS08	-.092	.048	.161	.270	.228	.099	.055	.055	-.078	.059	-.078	.031	.004	.035	.107
HPMCS09	-.110	.197	.027	.109	.058	.096	.062	.062	-.078	.059	-.078	.031	.004	.035	.062
SAT1524	.087	.139	.093	.177	.138	.160	.216	.216	-.078	.059	-.078	.031	.004	.035	1.000
SAT1529	.097	-.061	-.046	.037	.026	.030	.129	.129	-.078	.059	-.078	.031	.004	.035	.062

SAT1829	
VNSCS11	.079
VNSS1F4	.036
SEXSI1F	.008
ACC	-.011
RACES1F1	-.103
RACES1F2	-.109
RACES1F3	-.010
RACES1F4	-.052
RACES1F5	-.012
RACES1F6	-.028
RACES1F7	-.017
RACES1F8	-.009
PROTRLO	.026
CATHOLIC	.001
JEWISH	-.036
DIWRELL10	-.040
MORR10	.062
FAHED	.025
HOWMAKE	-.054
NONTRAD	.037
INCOME	-.096
POL1VIEW	-.080
ACTS1F46	-.053
ACTS1F29	-.047
ACTS1F13	.000
ACTS1F51	-.028
ACTS1F30	-.034
HPMS1F5	-.016
HPMS1F1	.068
HPMS1F2	.027
VNSS1F23	-.108
VNSS1F37	-.101
VNSS1F27	-.017
VNSS1F42	.061
VNSS1F24	-.050
VNSS1F33	-.013
VNSS1F08	-.063
VNSS1F83	-.017
SLFS1F01	.026
SLFS1F02	.026
SLFS1F07	.089
SLFS1F14	.085
SLFS1F13	.051
SLFS1F18	.078
SLFS1F17	-.074
SLFS1F26	.080
SATS1F	.081

PCTN	-.053
PURU	-.188
PRIVU	-.017
PURAYR	-.036
NONSHYR	.068
CATHYR	.067
PROINVR	.020
BLACKPLB	-.009
MALCOMLY	-.034
ZEMOMLY	-.018
COED	-.016
PINICSTM	-.085
PPERMISS	-.127
PROGACTV	-.032
PHATSTAT	-.166
POUJWORK	-.069
PSCS	.127
L1YEAR1	-.111
L1YEAR2	-.024
L1YEAR3	-.097
L1YEAR4	-.019
COLACT01	-.043
COLACT11	-.091
COLACT16	-.049
COLACT03	-.065
COLACT05	-.100
COLACT12	-.023
COLACT09	-.057
COLACT18	-.097
ACTCSB12	.142
ACTCSB06	-.061
ACTCSB01	-.046
ACTCSB10	-.037
ACTCSB11	-.026
HPMCSB13	.101
HPMCSB05	.030
HPMCSB01	.129
HPMCSB10	.141
HPMCSB09	-.136
HPMCSB08	-.094
BAT1B24	.535
BAT1B29	1.000

**APPENDIX J.5:
CORRELATION MATRIX FOR MALE SUB-SAMPLE**

CORRELATION:

	VWCSB11	VWCSIF44	AGE	RACEIF1	RACEIF2	RACEIF3	RACEIF4	RACEIF5	RACEIF6	RACEIF7	RACEIF8	PROTEST	CATHOLIC	JEWISH
VWCSB11	1.000													
VWCSIF44	.192	1.000												.019
AGE	-.046	-.050	1.000											-.042
RACEIF1	.018	-.016	-.028	1.000										-.049
RACEIF2	.023	-.022	.012	-.017	1.000									-.011
RACEIF3	-.009	-.026	-.036	-.059	-.020	1.000								-.020
RACEIF4	-.015	-.031	-.053	-.058	-.019	-.023	1.000							-.020
RACEIF5	.007	-.031	-.064	-.059	-.011	-.020	-.019	1.000						-.048
RACEIF6	-.031	-.002	-.059	-.059	-.041	-.029	-.015	-.000	1.000					-.092
RACEIF7	-.007	-.019	-.000	-.023	-.044	-.049	-.015	-.008	-.015	1.000				-.173
RACEIF8	-.028	-.060	-.072	-.017	-.020	-.028	-.020	-.021	-.021	-.021	1.000			-.026
CATHOLIC	.019	.033	-.049	.049	.084	.073	.754	.009	-.016	.091	.118	1.000		-.042
JEWISH	.021	.020	.025	.018	.004	.019	.019	.022	.019	.024	.029	.035	1.000	-.080
PROTEST	.019	.051	.024	.041	.046	.047	.047	.047	.047	.047	.047	.047	.047	-.078
CATHOLIC	.046	.021	-.046	-.041	-.042	-.042	-.042	-.042	-.042	-.042	-.042	-.042	-.042	-.028
JEWISH	-.037	-.037	-.046	-.041	-.042	-.042	-.042	-.042	-.042	-.042	-.042	-.042	-.042	-.048
CATHOLIC	-.031	-.027	-.046	-.041	-.042	-.042	-.042	-.042	-.042	-.042	-.042	-.042	-.042	-.028
JEWISH	.035	.005	-.014	.004	.012	.012	.012	.012	.012	.012	.012	.012	.012	-.018
INCOME	.011	.010	-.022	.010	.020	.020	.020	.020	.020	.020	.020	.020	.020	-.048
POLVIEW	-.005	-.005	-.010	-.022	.020	.020	.020	.020	.020	.020	.020	.020	.020	-.045
ACTSIF46	-.049	-.049	-.077	.020	.020	.020	.020	.020	.020	.020	.020	.020	.020	-.045
ACTSIF46	-.006	-.006	.004	.023	.040	.040	.040	.040	.040	.040	.040	.040	.040	-.078
ACTSIF13	-.075	-.138	.033	.060	.040	.040	.040	.040	.040	.040	.040	.040	.040	-.056
ACTSIF51	-.088	-.081	.043	.022	.037	.037	.037	.037	.037	.037	.037	.037	.037	-.067
ACTSIF38	-.059	-.076	.021	.022	.028	.028	.028	.028	.028	.028	.028	.028	.028	-.007
RHSIF3	.115	.173	.011	.012	.015	.015	.015	.015	.015	.015	.015	.015	.015	-.085
RHSIF3	-.040	-.040	-.049	-.047	-.046	-.046	-.046	-.046	-.046	-.046	-.046	-.046	-.046	-.042
RHSIF2	.041	.080	-.040	-.045	-.046	-.046	-.046	-.046	-.046	-.046	-.046	-.046	-.046	-.042
VHSIF29	.011	.083	-.016	.045	.046	.046	.046	.046	.046	.046	.046	.046	.046	-.027
VHSIF27	-.113	-.223	.013	.047	.046	.046	.046	.046	.046	.046	.046	.046	.046	-.049
VHSIF27	.005	.118	.025	.007	.046	.046	.046	.046	.046	.046	.046	.046	.046	-.045
VHSIF42	.033	.038	.003	.046	.046	.046	.046	.046	.046	.046	.046	.046	.046	-.045
VHSIF24	-.043	-.059	.003	.023	.024	.024	.024	.024	.024	.024	.024	.024	.024	-.079
VHSIF33	.035	.019	.018	.016	.018	.018	.018	.018	.018	.018	.018	.018	.018	-.021
VHSIF68	-.048	-.042	-.040	-.044	-.040	-.040	-.040	-.040	-.040	-.040	-.040	-.040	-.040	-.029
VHSIF43	-.043	-.043	-.040	-.044	-.040	-.040	-.040	-.040	-.040	-.040	-.040	-.040	-.040	-.021
SLF3IF01	.015	.043	-.081	.044	.046	.046	.046	.046	.046	.046	.046	.046	.046	-.001
SLF3IF25	-.035	-.034	-.021	-.005	.042	.042	.042	.042	.042	.042	.042	.042	.042	-.043
SLF3IF06	.018	.035	.016	.009	.029	.029	.029	.029	.029	.029	.029	.029	.029	-.032
SLF3IF07	-.028	-.066	-.038	-.049	.029	.029	.029	.029	.029	.029	.029	.029	.029	-.004
SLF3IF14	-.023	-.065	-.031	.041	.066	.066	.066	.066	.066	.066	.066	.066	.066	-.004
SLF3IF15	-.042	-.049	-.039	.041	.062	.062	.062	.062	.062	.062	.062	.062	.062	-.017
SLF3IF19	-.008	-.019	.004	.041	.062	.062	.062	.062	.062	.062	.062	.062	.062	-.002
SLF3IF11	.035	.082	-.022	.023	.025	.025	.025	.025	.025	.025	.025	.025	.025	-.028
SLF3IF26	-.069	-.184	.018	-.072	.054	.054	.054	.054	.054	.054	.054	.054	.054	-.063

BATBIF	.038	.043	.054	.057	.065	.021	.016	.045	.022	.033	.217	.269	.078
PCIN	.029	.097	.036	.019	.016	.021	.019	.015	.019	.017	.017	.017	.022
PLNU	.005	.008	.021	.007	.019	.019	.019	.015	.017	.017	.017	.017	.022
ROBTR	.011	.008	.031	.019	.029	.012	.020	.025	.042	.019	.246	.248	.053
RYANR	.048	.009	.064	.011	.012	.018	.009	.019	.003	.014	.006	.006	.026
CTOYR	.048	.049	.048	.049	.017	.019	.019	.019	.003	.014	.239	.328	.035
PROYR	.012	.049	.048	.049	.017	.019	.019	.019	.003	.014	.239	.328	.035
BLACPLB	.012	.049	.048	.049	.017	.019	.019	.019	.003	.014	.239	.328	.035
MALECHL	.005	.049	.048	.049	.017	.019	.019	.019	.003	.014	.239	.328	.035
FEMCHL	.005	.049	.048	.049	.017	.019	.019	.019	.003	.014	.239	.328	.035
COED	.011	.013	.044	.017	.018	.007	.009	.026	.015	.008	.188	.086	.015
PINTERM	.040	.046	.042	.028	.028	.014	.014	.075	.027	.027	.288	.288	.005
PERNTER	.039	.078	.015	.109	.041	.025	.025	.045	.027	.027	.288	.288	.005
PROACTV	.002	.018	.022	.042	.023	.012	.012	.023	.023	.023	.188	.012	.012
PARTSTAT	.002	.012	.042	.042	.023	.012	.012	.023	.023	.023	.188	.012	.012
PELTHWK	.049	.012	.042	.042	.023	.012	.012	.023	.023	.023	.188	.012	.012
TECHMED	.049	.012	.042	.042	.023	.012	.012	.023	.023	.023	.188	.012	.012
LIVEARR1	.042	.046	.023	.018	.054	.012	.012	.016	.011	.011	.018	.050	.018
LIVEARR2	.042	.046	.023	.018	.054	.012	.012	.016	.011	.011	.018	.050	.018
LIVEARR3	.042	.046	.023	.018	.054	.012	.012	.016	.011	.011	.018	.050	.018
COLACT01	.011	.041	.019	.020	.009	.004	.004	.004	.007	.007	.091	.093	.004
COLACT11	.016	.031	.017	.023	.026	.009	.009	.001	.016	.016	.091	.093	.004
COLACT16	.020	.036	.017	.023	.032	.007	.007	.001	.016	.016	.091	.093	.004
COLACT03	.048	.067	.043	.045	.118	.001	.001	.029	.024	.024	.042	.066	.004
COLACT04	.045	.041	.043	.045	.034	.006	.006	.006	.006	.006	.041	.046	.006
COLACT05	.000	.041	.009	.026	.025	.003	.003	.018	.002	.002	.078	.008	.008
COLACT09	.036	.028	.033	.038	.046	.011	.011	.018	.002	.002	.008	.011	.005
COLACT12	.035	.028	.033	.038	.046	.011	.011	.018	.002	.002	.008	.011	.005
COLACT18	.093	.071	.039	.038	.029	.005	.005	.009	.003	.003	.009	.012	.004
ACTCS06	.075	.023	.011	.022	.015	.007	.007	.010	.012	.012	.012	.012	.016
ACTCS01	.079	.001	.017	.001	.013	.004	.004	.010	.012	.012	.012	.012	.016
ACTCS10	.079	.001	.017	.001	.013	.004	.004	.010	.012	.012	.012	.012	.016
ACTCS11	.104	.115	.041	.072	.083	.014	.014	.011	.015	.015	.043	.045	.016
HPNCS10	.123	.115	.041	.072	.083	.014	.014	.011	.015	.015	.043	.045	.016
HPNCS03	.119	.102	.043	.016	.024	.019	.019	.002	.002	.002	.221	.226	.023
HPNCS10	.034	.056	.012	.036	.032	.026	.026	.004	.004	.004	.016	.017	.016
HPNCS09	.071	.051	.018	.007	.032	.002	.002	.009	.013	.013	.168	.169	.043
HPNCS08	.114	.081	.018	.007	.032	.002	.002	.009	.013	.013	.168	.169	.043
SAT1824	.094	.113	.041	.066	.095	.013	.013	.006	.006	.006	.037	.066	.004
SAT1829	.122	.056	.009	.003	.016	.003	.003	.007	.025	.025	.029	.029	.029

30-MAR-95 1994 COLLEGE STUDENT SURVEY -- NEW VERSION

PUBU	-.003	-.071	-.119	-.129	-.056	-.067	-.021	-.070	-.000	-.066	-.025	-.027	-.046
PUBVU	-.004	-.074	-.132	-.165	-.065	-.055	-.004	-.102	-.042	-.028	-.028	-.063	-.037
PUBVR	-.011	-.092	-.076	-.089	-.009	-.052	-.001	-.095	-.022	-.047	-.036	-.053	-.023
MONSATR	-.051	-.125	-.061	-.061	-.046	-.035	-.002	-.067	-.023	-.018	-.015	-.031	-.004
PROFSTR	-.032	-.090	-.081	-.090	-.040	-.031	-.001	-.074	-.043	-.041	-.018	-.020	-.001
MALLENBY	-.006	-.022	-.071	-.043	-.016	-.015	-.002	-.013	-.026	-.016	-.002	-.005	-.003
FENCKLY	-.002	-.014	-.029	-.024	-.010	-.007	-.012	-.053	-.021	-.002	-.015	-.007	-.002
CELO	-.016	-.027	-.024	-.028	-.015	-.004	-.022	-.017	-.024	-.020	-.018	-.017	-.008
PIRTASTR	-.022	-.046	-.024	-.048	-.074	-.054	-.027	-.070	-.026	-.020	-.017	-.049	-.005
PERMSTR	-.032	-.066	-.024	-.015	-.022	-.003	-.027	-.040	-.102	-.090	-.020	-.203	-.094
PSOCSTAT	-.111	-.056	-.150	-.137	-.062	-.018	-.020	-.069	-.111	-.000	-.077	-.198	-.094
PMATSTAT	-.086	-.059	-.103	-.177	-.009	-.019	-.026	-.031	-.051	-.003	-.020	-.133	-.099
POUTWORK	-.064	-.022	-.270	-.329	-.046	-.072	-.035	-.311	-.023	-.005	-.030	-.065	-.029
PREB	-.047	-.187	-.065	-.055	-.077	-.070	-.016	-.036	-.175	-.100	-.142	-.270	-.261
TSCKRMD	-.030	-.066	-.116	-.146	-.001	-.001	-.029	-.117	-.003	-.109	-.005	-.067	-.049
LIVEARR1	-.012	-.049	-.089	-.031	-.010	-.003	-.025	-.094	-.031	-.031	-.109	-.174	-.135
LIVEARR2	-.020	-.053	-.029	-.075	-.010	-.016	-.021	-.020	-.015	-.001	-.001	-.110	-.090
LIVEARR3	-.021	-.045	-.077	-.022	-.007	-.010	-.004	-.003	-.029	-.002	-.009	-.110	-.110
COLACT01	-.030	-.071	-.039	-.016	-.035	-.045	-.016	-.003	-.029	-.002	-.009	-.110	-.110
COLACT11	-.001	-.030	-.042	-.041	-.002	-.002	-.015	-.010	-.040	-.007	-.003	-.110	-.110
COLACT10	-.021	-.048	-.028	-.042	-.004	-.002	-.011	-.042	-.015	-.002	-.002	-.110	-.110
COLACT09	-.017	-.031	-.020	-.045	-.006	-.007	-.001	-.007	-.041	-.001	-.001	-.110	-.110
COLACT12	-.018	-.032	-.017	-.111	-.036	-.049	-.020	-.007	-.000	-.006	-.015	-.028	-.028
COLACT109	-.035	-.052	-.037	-.047	-.022	-.023	-.021	-.092	-.009	-.007	-.007	-.074	-.065
COLACT10	-.004	-.007	-.021	-.002	-.016	-.009	-.005	-.028	-.011	-.003	-.022	-.072	-.016
COLACT18	-.005	-.043	-.030	-.016	-.016	-.000	-.016	-.037	-.006	-.016	-.039	-.072	-.016
ACTCS06	-.029	-.049	-.046	-.050	-.003	-.000	-.000	-.006	-.006	-.006	-.065	-.058	-.039
ACTCS09	-.040	-.040	-.043	-.052	-.019	-.008	-.048	-.002	-.052	-.005	-.115	-.098	-.044
ACTCS10	-.134	-.002	-.028	-.042	-.016	-.002	-.002	-.001	-.004	-.005	-.171	-.075	-.074
ACTCS11	-.077	-.042	-.026	-.042	-.019	-.009	-.019	-.010	-.004	-.002	-.116	-.070	-.040
WPC3010	-.121	-.018	-.042	-.072	-.041	-.042	-.023	-.040	-.041	-.022	-.071	-.089	-.071
WPC309	-.121	-.018	-.042	-.072	-.041	-.042	-.023	-.040	-.041	-.022	-.071	-.089	-.071
WPC310	-.121	-.018	-.042	-.072	-.041	-.042	-.023	-.040	-.041	-.022	-.071	-.089	-.071
WPC350	-.017	-.027	-.048	-.045	-.044	-.023	-.041	-.033	-.010	-.017	-.082	-.185	-.129
WPC3509	-.016	-.018	-.013	-.013	-.007	-.006	-.005	-.071	-.102	-.010	-.126	-.198	-.157
WPC3508	-.018	-.012	-.016	-.012	-.005	-.004	-.001	-.083	-.102	-.043	-.049	-.091	-.053
WPC3504	-.010	-.018	-.019	-.000	-.002	-.002	-.000	-.049	-.019	-.049	-.054	-.119	-.091
SA11824	-.025	-.040	-.020	-.020	-.005	-.023	-.027	-.044	-.010	-.049	-.071	-.025	-.015
SA11829	-.002	-.045	-.035	-.050	-.005	-.050	-.054	-.002	-.050	-.057	-.032	-.003	-.041

BAT1829	
VDCS91	.122
VSS1FN	.856
AGE	.068
RACE1F1	.881
RACE1F2	-.876
RACE1F3	.603
RACE1F4	-.040
RACE1F5	-.825
RACE1F6	-.620
RACE1F8	-.821
PROTELO	-.821
CATHOLIC	.847
JEWISH	-.024
OTHER10	-.002
REL10	-.045
POTRED	.035
FAITHD	.036
CHURCH	.036
MOTR10	-.032
OUTR10	.032
INCOME	.662
POLVIEW	-.650
ACT1F46	.637
ACT1F29	-.632
ACT1F13	-.603
ACT1F31	-.041
ACT1F30	-.049
HWB1F5	-.811
HWB1F1	-.665
HWB1F2	-.616
HWB1F3	-.660
HWB1F4	-.618
HWB1F7	.618
HWB1F8	.649
HWB1F9	.649
HWB1F10	.619
HWB1F11	.655
HWB1F12	.609
HWB1F13	.676
HWB1F14	.676
HWB1F15	.105
HWB1F16	.087
HWB1F17	.101
HWB1F18	.089
HWB1F19	.082
HWB1F20	.015
HWB1F21	.015
HWB1F22	.015
HWB1F23	.015
HWB1F24	.015
HWB1F25	.015
HWB1F26	.015
PC10	-.181

30-MAR-95 1994 COLLEGE STUDENT SURVEY -- NEW VERSION

PUBU	-.187
PRIVU	-.804
PUBAYR	-.071
MOBSAYR	.065
CATHAYR	.057
PROTAYR	-.002
BLACKPUB	.003
MALEONLY	.024
FEMONLY	.814
COED	-.857
PINTESTM	.105
PERMIBS	-.713
PROGACTV	.019
SMILITARY	-.482
PREL WORK	.128
TRCSREMED	-.074
LIVEARR1	-.128
LIVEARR2	-.858
LIVEARR3	-.819
LIVEARR4	-.841
COLACT01	-.833
COLACT11	.848
COLACT16	-.849
COLACT03	-.842
COLACT04	-.846
COLACT05	-.188
COLACT12	.814
COLACT07	.857
ACTCS11	.113
ACTCS12	.812
ACTCS04	.812
ACTCS01	-.016
ACTCS10	.849
ACTCS11	.842
HPMCS13	.129
HPMCS05	.824
HPMCS01	.127
HPMCS10	.109
HPMCS09	-.147
HPMCS08	-.110
SAT1824	.518
SAT1829	1.068

**APPENDIX J.6:
CORRELATION MATRIX FOR FEMALE SUB-SAMPLE**

CORRELATION:

*** IS PRINTED IF A CORRELATION CANNOT BE COMPUTED.

	WVSCB11	WVSB144	AGE	RACE1F1	RACE1F2	RACE1F3	RACE1F4	RACE1F5	RACE1F6	RACE1F7	RACE1F8	PROTREL	CATHOLIC	JEWISH
WVSCB11	1.000													
WVSB144	.099	1.000												
AGE	.062	.016	1.000											
RACE1F1	.097	.048	.042	1.000										
RACE1F2	.017	.012	.014	.012	1.000									
RACE1F3	.014	.012	.012	.012	.012	1.000								
RACE1F4	.012	.012	.012	.012	.012	.012	1.000							
RACE1F5	.012	.012	.012	.012	.012	.012	.012	1.000						
RACE1F6	.012	.012	.012	.012	.012	.012	.012	.012	1.000					
RACE1F7	.012	.012	.012	.012	.012	.012	.012	.012	.012	1.000				
RACE1F8	.012	.012	.012	.012	.012	.012	.012	.012	.012	.012	1.000			
PROTREL	.007	.002	.002	.002	.002	.002	.002	.002	.002	.002	.002	1.000		
CATHOLIC	.013	.004	.013	.012	.012	.012	.012	.012	.012	.012	.012	.012	1.000	
JEWISH	.021	.008	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	.021	1.000
OTHELLO	.004	.010	.011	.011	.011	.011	.011	.011	.011	.011	.011	.011	.011	.011
FATHED	.021	.017	.017	.017	.017	.017	.017	.017	.017	.017	.017	.017	.017	.017
NONWAKE	.008	.016	.016	.016	.016	.016	.016	.016	.016	.016	.016	.016	.016	.016
NOTFRD	.002	.008	.008	.008	.008	.008	.008	.008	.008	.008	.008	.008	.008	.008
FRANKE	.020	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013
POLWLEY	.008	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013
ACT1F145	.007	.015	.015	.015	.015	.015	.015	.015	.015	.015	.015	.015	.015	.015
ACT1F28	.005	.008	.008	.008	.008	.008	.008	.008	.008	.008	.008	.008	.008	.008
ACT1F33	.013	.008	.008	.008	.008	.008	.008	.008	.008	.008	.008	.008	.008	.008
ACT1F51	.003	.017	.017	.017	.017	.017	.017	.017	.017	.017	.017	.017	.017	.017
ACT1F130	.020	.007	.007	.007	.007	.007	.007	.007	.007	.007	.007	.007	.007	.007
HPM1F3	.040	.035	.035	.035	.035	.035	.035	.035	.035	.035	.035	.035	.035	.035
HPM1F2	.026	.018	.018	.018	.018	.018	.018	.018	.018	.018	.018	.018	.018	.018
WVSB1F23	.033	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025
WVSB1F37	.033	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025
WVSB1F42	.033	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025
WVSB1F26	.033	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025
WVSB1F33	.034	.026	.026	.026	.026	.026	.026	.026	.026	.026	.026	.026	.026	.026
WVSB1F08	.031	.024	.024	.024	.024	.024	.024	.024	.024	.024	.024	.024	.024	.024
WVSB1F43	.032	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025	.025
WVSB1F01	.039	.027	.027	.027	.027	.027	.027	.027	.027	.027	.027	.027	.027	.027
BLFS1F25	.021	.020	.020	.020	.020	.020	.020	.020	.020	.020	.020	.020	.020	.020
BLFS1F06	.039	.027	.027	.027	.027	.027	.027	.027	.027	.027	.027	.027	.027	.027
BLFS1F07	.007	.017	.017	.017	.017	.017	.017	.017	.017	.017	.017	.017	.017	.017
BLFS1F14	.043	.009	.009	.009	.009	.009	.009	.009	.009	.009	.009	.009	.009	.009
BLFS1F15	.006	.008	.008	.008	.008	.008	.008	.008	.008	.008	.008	.008	.008	.008
BLFS1F18	-.013	-.009	-.009	-.009	-.009	-.009	-.009	-.009	-.009	-.009	-.009	-.009	-.009	-.009

SELFIF17	.021	.037	.019	.010	.003	.007	.010	.008	.019	.025
SELFIF26	.001	.020	.054	.031	.011	.007	.022	.008	.069	.069
SATISF	.063	.043	.073	.007	.015	.045	.022	.043	.167	.112
PCIM	.043	.015	.019	.010	.044	.042	.025	.088	.022	.023
PURU	.013	.009	.043	.016	.005	.038	.011	.016	.017	.001
PRIVU	.031	.011	.016	.064	.005	.036	.040	.076	.210	.000
PUNYVR	.042	.007	.035	.027	.019	.032	.017	.025	.036	.001
MONSVR	.022	.003	.017	.001	.020	.012	.014	.011	.182	.044
CATWVR	.012	.012	.025	.001	.068	.004	.008	.010	.135	.074
PROTVR	.025	.004	.019	.027	.005	.042	.002	.002	.047	.052
BLACRUB	.018	.018	.016	.031	.010	.007	.005	.007	.047	.007
MALEONLY	.025	.027	.010	.013	.020	.003	.040	.006	.039	.029
FEMONLY	.023	.021	.019	.023	.027	.010	.042	.011	.057	.084
WRESTM	.075	.041	.046	.054	.020	.010	.064	.020	.174	.060
PRESMIS	.006	.028	.025	.051	.050	.019	.061	.020	.202	.112
PSOCATV	.014	.014	.016	.081	.032	.026	.051	.051	.134	.061
PHATSTAY	.026	.010	.012	.066	.043	.066	.032	.040	.227	.308
PONTHWOK	.037	.018	.092	.045	.043	.026	.037	.027	.199	.125
PSER	.070	.050	.073	.051	.061	.033	.024	.029	.104	.144
TSCREMED	.001	.032	.021	.001	.017	.007	.016	.032	.035	.174
LIVEARR1	.008	.016	.016	.001	.018	.016	.044	.001	.027	.018
LIVEARR2	.041	.020	.020	.039	.009	.003	.023	.025	.022	.018
LIVEARR3	.047	.019	.042	.043	.009	.013	.010	.012	.019	.006
LIVEARR4	.008	.019	.021	.023	.011	.008	.010	.012	.013	.013
COLACT01	.003	.001	.021	.001	.002	.017	.003	.012	.010	.003
COLACT16	.015	.017	.019	.016	.011	.013	.020	.012	.007	.043
COLACT05	.001	.010	.010	.001	.001	.003	.011	.010	.001	.001
COLACT08	.011	.010	.010	.001	.001	.001	.011	.011	.011	.011
COLACT12	.010	.010	.010	.001	.001	.001	.011	.011	.011	.011
COLACT09	.009	.008	.007	.005	.002	.007	.010	.009	.009	.009
COLACT10	.016	.016	.016	.008	.006	.015	.020	.045	.045	.016
COLACT11	.015	.016	.016	.006	.006	.007	.010	.009	.009	.010
ACTCS512	.018	.000	.002	.020	.022	.020	.026	.026	.026	.016
ACTCS506	.015	.000	.000	.019	.000	.000	.014	.002	.000	.000
ACTCS310	.003	.000	.000	.001	.000	.015	.002	.001	.001	.002
ACTCS310	.007	.000	.000	.001	.000	.000	.000	.000	.000	.000
ACTCS311	.005	.000	.000	.001	.000	.000	.000	.000	.000	.000
HMCS305	.005	.000	.000	.001	.000	.000	.000	.000	.000	.000
HMCS301	.011	.000	.000	.001	.000	.000	.000	.000	.000	.000
HMCS309	.011	.000	.000	.001	.000	.000	.000	.000	.000	.000
HMCS308	.019	.000	.000	.001	.000	.000	.000	.000	.000	.000
SAT1829	.021	.020	.027	.021	.025	.016	.021	.017	.038	.044
SAT1829	.033	.020	.019	.011	.061	.003	.006	.014	.028	.015

30-MAR-95 1994 COLLEGE STUDENT SURVEY --- NEW VERSION

	OTHRELIO	MORELIO	MOTRED	FATMED	HOMEHANE	MONTRAD	OUTTRAD	INCOME	POLIVIEW	ACTBIF29	ACTBIF13	ACTBIF51
VRCS11	.021	.004	.021	.019	.002	.002	.020	.007	.000	.003	.013	.003
VRSIFAN	.009	.010	.005	.024	.008	.009	.020	.007	.006	.009	.017	.007
AGE	.027	.011	.065	.046	.016	.015	.043	.008	.008	.008	.019	.007
RACEIF1	.160	.083	.083	.095	.017	.100	.152	.062	.019	.020	.014	.074
RACEIF2	.083	.015	.015	.025	.017	.043	.069	.015	.020	.020	.001	.074
RACEIF3	.026	.011	.011	.019	.001	.039	.022	.015	.019	.019	.014	.014
RACEIF4	.133	.049	.049	.026	.001	.039	.090	.006	.019	.019	.007	.007
RACEIF5	.016	.010	.010	.016	.014	.016	.022	.012	.018	.018	.029	.029
RACEIF6	.006	.012	.012	.009	.014	.016	.026	.012	.019	.019	.023	.023
RACEIF8	.069	.102	.102	.045	.014	.036	.118	.020	.080	.080	.134	.134
PROTRLO	.232	.152	.152	.030	.011	.023	.097	.020	.080	.080	.157	.150
CATHOLIC	.028	.051	.051	.027	.019	.027	.059	.025	.041	.041	.054	.054
JEWISH	.038	.077	.077	.042	.018	.042	.099	.031	.047	.047	.099	.099
MORELIO	1.000	.013	.013	.094	.018	.017	.018	.034	.034	.034	.038	.038
OTHRELIO	.057	.010	.010	.020	.002	.032	.016	.018	.006	.006	.044	.044
MORELIO	.018	.036	.036	.144	.002	.052	.032	.036	.006	.006	.029	.029
FATMED	.015	.020	.020	.090	.010	.119	.033	.003	.003	.003	.018	.018
HOMEHANE	.035	.002	.002	.008	.010	.028	.068	.006	.006	.006	.024	.024
MONTRAD	.017	.052	.052	.124	.140	.164	.069	.009	.009	.009	.020	.020
OUTTRAD	.011	.052	.052	.124	.140	.164	.069	.009	.009	.009	.020	.020
INCOME	.030	.162	.162	.401	.073	.100	.226	.022	.022	.022	.033	.033
POLIVIEW	.033	.034	.034	.087	.010	.006	.075	.006	.006	.006	.020	.020
ACTBIF29	.003	.047	.047	.119	.010	.006	.075	.006	.006	.006	.020	.020
ACTBIF33	.050	.074	.074	.018	.029	.024	.009	.019	.019	.019	.032	.032
ACTBIF51	.073	.074	.074	.018	.029	.024	.009	.019	.019	.019	.032	.032
HPMSIF5	.003	.047	.047	.119	.010	.006	.075	.006	.006	.006	.020	.020
HPMSIF2	.003	.047	.047	.119	.010	.006	.075	.006	.006	.006	.020	.020
HPMSIF23	.027	.012	.012	.066	.042	.031	.036	.041	.041	.041	.097	.097
VMSIF27	.015	.192	.192	.026	.009	.008	.088	.008	.008	.008	.124	.124
VMSIF24	.002	.080	.080	.062	.026	.024	.009	.016	.016	.016	.032	.032
VMSIF33	.030	.089	.089	.102	.042	.031	.036	.041	.041	.041	.097	.097
VMSIF08	.025	.134	.134	.169	.017	.044	.043	.010	.010	.010	.137	.137
VMSIF43	.004	.025	.025	.085	.017	.044	.043	.010	.010	.010	.045	.045
VMSIF01	.023	.110	.110	.107	.044	.044	.039	.022	.022	.022	.063	.063
SLBIF25	.010	.010	.010	.024	.008	.008	.029	.027	.027	.027	.064	.064
SLBIF06	.004	.045	.045	.008	.005	.009	.011	.017	.017	.017	.044	.044
SLBIF14	.032	.015	.015	.050	.009	.023	.012	.012	.012	.012	.014	.014
SLBIF19	.007	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
SLBIF12	.007	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
SLBIF17	.012	.019	.019	.033	.031	.031	.015	.018	.018	.018	.025	.025
SLBIF26	.013	.050	.050	.024	.048	.048	.029	.029	.029	.029	.057	.057
SLBIF	.031	.036	.036	.071	.049	.049	.012	.016	.016	.016	.048	.048
PC1N	.009	.168	.168	.037	.037	.037	.059	.059	.059	.059	.099	.099

30-MAR-93 1994 COLLEGE STUDENT SURVEY -- NEW VERSION

PURU	.015	.032	.157	.177	.037	.041	.012	.077	.087	.048	.084	.016	.015
PURUVU	.017	.030	.157	.162	.043	.021	.018	.077	.087	.048	.084	.016	.015
PURAVR	.013	.024	.169	.169	.043	.021	.018	.077	.087	.048	.084	.016	.015
MONTAVR	.090	.170	.122	.176	.067	.049	.024	.069	.061	.006	.043	.042	.016
CATHAVR	.053	.053	.041	.042	.041	.041	.041	.041	.041	.041	.041	.041	.041
PROTAVR	.055	.064	.042	.042	.041	.041	.041	.041	.041	.041	.041	.041	.041
BLACKPUB	.033	.034	.069	.069	.069	.069	.069	.069	.069	.069	.069	.069	.069
MALCOLMLY	.010	.028	.010	.051	.000	.010	.010	.010	.010	.010	.010	.010	.010
CSGND	.010	.011	.010	.010	.010	.010	.010	.010	.010	.010	.010	.010	.010
PINTGSTN	.019	.010	.229	.248	.061	.072	.024	.071	.010	.093	.051	.027	.014
PERMITS	.001	.023	.010	.004	.059	.101	.024	.049	.011	.092	.026	.026	.014
PROCIATV	.016	.075	.113	.111	.006	.015	.020	.064	.037	.039	.062	.071	.014
PHATSTAT	.055	.031	.150	.166	.006	.048	.034	.026	.037	.043	.043	.043	.014
PONTHWRK	.040	.075	.203	.249	.037	.033	.003	.049	.049	.019	.022	.059	.014
P8E8	.007	.057	.324	.367	.031	.049	.023	.077	.077	.019	.022	.057	.014
TSCREMED	.033	.165	.079	.067	.042	.045	.023	.048	.041	.022	.011	.015	.014
LIVEARR1	.008	.030	.172	.212	.044	.048	.020	.043	.041	.012	.012	.015	.014
LIVEARR2	.012	.036	.181	.064	.025	.048	.020	.043	.041	.012	.012	.015	.014
LIVEARR3	.005	.013	.066	.066	.013	.013	.010	.044	.017	.010	.010	.010	.014
LIVEARR4	.009	.020	.004	.016	.021	.021	.010	.044	.017	.010	.010	.010	.014
COLACT01	.017	.024	.019	.019	.021	.021	.010	.044	.017	.010	.010	.010	.014
COLACT17	.003	.017	.017	.017	.021	.021	.010	.044	.017	.010	.010	.010	.014
COLACT18	.021	.017	.042	.042	.025	.016	.017	.026	.013	.015	.017	.010	.014
COLACT19	.014	.016	.045	.045	.025	.016	.017	.026	.013	.015	.017	.010	.014
COLACT09	.018	.040	.129	.140	.038	.049	.021	.029	.033	.015	.015	.015	.014
COLACT12	.033	.040	.100	.104	.027	.042	.021	.100	.046	.018	.041	.023	.014
COLACT10	.023	.040	.060	.060	.014	.027	.015	.060	.020	.018	.041	.023	.014
ACTCS512	.016	.025	.045	.045	.031	.028	.021	.045	.020	.020	.026	.020	.014
ACTCS170	.006	.020	.017	.017	.001	.028	.021	.019	.006	.004	.022	.020	.014
ACTCS510	.010	.013	.073	.073	.001	.028	.021	.019	.006	.004	.022	.020	.014
ACTCS506	.001	.018	.017	.018	.034	.011	.004	.029	.004	.004	.017	.014	.014
ACTCS501	.002	.018	.041	.041	.027	.013	.004	.029	.004	.004	.017	.014	.014
ACTCS510	.004	.016	.025	.024	.001	.013	.004	.029	.004	.004	.017	.014	.014
ACTCS311	.004	.020	.042	.042	.001	.013	.004	.029	.004	.004	.017	.014	.014
HFACS313	.017	.016	.050	.042	.001	.013	.004	.029	.004	.004	.017	.014	.014
HFACS305	.013	.016	.048	.048	.001	.013	.004	.029	.004	.004	.017	.014	.014
HFACS310	.019	.022	.080	.126	.001	.013	.004	.029	.004	.004	.017	.014	.014
HFACS509	.010	.024	.003	.019	.001	.013	.004	.029	.004	.004	.017	.014	.014
HFACS508	.017	.024	.054	.161	.001	.013	.004	.029	.004	.004	.017	.014	.014
SAT1824	.018	.024	.057	.072	.019	.015	.001	.028	.012	.028	.028	.028	.010
SAT1829	.037	.036	.097	.107	.034	.023	.026	.107	.073	.054	.057	.054	.010

30-MAR-95 1994 COLLEGE STUDENT SIM'VEY -- NEW VERSION

PURU	.024	-.086	-.127	.039	.066	-.085	-.023	.018	-.017	.011	-.139	.029	-.085
PRIVU	-.009	.077	-.148	-.014	.035	.022	-.054	-.008	.064	-.027	-.051	-.015	.105
PUM4VA	-.041	-.052	-.080	-.028	.097	.039	-.010	-.005	-.021	-.027	.024	-.024	.024
HONS4VR	-.066	-.057	-.057	-.036	.064	.027	-.008	-.031	.056	-.074	-.099	-.042	.022
CATHNYR	-.041	.116	-.027	-.030	.028	.044	-.016	.016	-.006	-.056	-.036	.009	.077
PROTR4R	-.027	.210	-.032	-.066	-.235	.102	.107	-.206	-.044	-.044	-.021	.040	.059
BLACPUB	-.008	-.009	-.033	-.006	.043	-.004	-.020	.006	-.004	-.017	-.010	.002	.030
FENLDRV	.007	.028	.026	.012	-.028	.018	.009	-.005	-.024	-.009	-.034	.015	.104
CREO	-.014	-.009	-.248	-.025	.037	-.015	-.004	.008	.001	-.001	-.042	.015	.095
PIRLESTM	-.019	.037	-.028	.035	.462	-.021	.016	-.021	.037	-.170	-.078	.008	.330
PFERMISS	.055	.205	-.042	.062	.072	.028	.018	-.021	.097	-.142	.019	-.021	.300
PSOACTV	.058	.075	-.084	-.035	.122	.108	-.078	-.030	-.088	-.172	-.042	-.021	.021
PMATSTAI	.059	.251	-.075	.065	.319	.255	-.075	-.040	.045	-.230	-.182	.049	-.021
POUTHORK	-.016	.160	-.168	-.080	.195	.118	-.059	.076	.043	.097	-.181	-.043	.181
PSES	-.003	.085	-.235	-.061	.071	-.118	-.047	.093	.124	-.179	.219	.107	.205
TSCREHEd	-.068	.268	-.007	.102	.382	.336	-.107	.142	.221	-.321	-.030	.011	.070
LIV4ARR1	-.026	-.031	-.044	-.042	.020	.014	.046	-.036	.021	.041	.085	.016	.042
LIV4ARR2	.076	.163	-.088	.130	.087	.103	-.040	.025	-.059	-.021	.030	.025	.034
LIV4ARR3	-.012	.093	-.104	-.046	.034	.068	.001	.015	.045	-.042	.022	.056	.080
LIV4ARR4	-.021	.099	-.010	.053	.080	.052	-.012	-.031	.061	-.025	.033	.024	.040
COLACT01	.008	.124	-.004	.082	.182	.108	.012	-.021	.041	-.059	.022	.018	.018
COLACT17	.051	.082	-.034	.055	.041	.026	-.037	-.026	.059	-.025	.018	.014	.038
COLACT16	-.005	.046	-.011	.024	-.018	-.019	-.016	.001	.016	.046	.036	.034	.027
COLACT03	-.048	-.009	-.013	-.084	-.045	-.078	-.016	.009	.047	.002	-.040	.017	.081
COLACT05	.030	.027	-.048	.018	.059	.046	-.029	.011	.016	.026	.050	.068	.110
COLACT09	.035	.066	-.070	.048	.051	.028	.032	.022	.039	-.039	.050	.022	.051
COLACT12	.018	.060	.031	-.016	.021	.028	-.032	.022	.032	.172	-.074	-.049	.058
COLACT18	.011	-.098	-.054	-.038	-.046	-.047	.015	.011	.019	.009	.076	.001	.050
ACTCS312	.019	.021	.056	.001	.094	.093	-.003	.021	.012	.053	-.031	.043	.052
ACTCS506	.245	.094	.019	.056	.098	.086	.028	.066	.058	.058	.015	.019	.072
ACTCS501	.127	.280	.080	.151	.154	.210	.046	.101	.203	.087	.021	.029	.021
ACTCS510	.105	.422	-.026	.221	.214	.259	-.093	.115	.168	.179	.029	.029	.021
ACTCS311	.101	.311	-.056	.167	.193	.229	.091	.020	.203	.171	.021	.012	.014
HPNCS213	-.064	.052	.313	-.046	.051	.012	-.015	.020	.091	-.019	.098	.043	.127
HPNCS205	.134	.268	-.052	.273	.222	.231	-.070	.106	.162	.168	.066	.043	.039
HPNCS310	-.078	.063	-.022	.023	.072	.077	-.014	.012	.075	-.075	-.011	.012	.002
HPNCS309	.042	-.048	.080	-.037	.028	.167	.110	.114	.211	.245	.067	.012	.012
HPNCS308	.146	-.029	-.046	.012	.038	.132	.020	.013	.057	.057	.063	.053	.082
SAT1324	.051	.146	.123	.053	.087	.132	-.027	.029	.030	-.035	.126	.081	.072
SA11329	-.024	-.015	.066	.041	-.122	-.113	.021	.056	-.033	.013	-.067	.003	.048

30-MAR-95 1998 COLLEGE STUDENT SURVEY -- NEW VERSION

PUBU	.021	-.010	.014	.042	.068	.041	.009	.296	-.039	1.000	-.192	-.090
PRIWU	.124	-.135	-.093	.092	-.059	-.079	.114	.460	-.384	.1000	1.000	-.178
PUBLVYR	.008	-.015	-.017	.008	-.040	-.023	-.027	.213	-.068	.090	-.178	1.000
ROMSVYR	-.059	-.031	-.023	-.044	-.037	-.036	.004	-.131	-.018	.184	-.274	-.170
CATHSVR	-.037	-.042	-.032	-.036	-.032	-.040	-.075	.131	.184	.184	.365	-.170
PROTHVYR	-.018	-.076	-.059	-.054	-.054	-.038	-.049	-.192	-.078	.122	-.242	-.113
BLACKPUB	.023	-.030	-.031	.041	-.044	-.038	.032	-.170	-.024	.016	-.032	-.015
MALCOLWY	.062	-.061	-.019	.035	-.040	-.026	-.051	.129	.709	.091	-.180	-.084
COLD	.058	.069	.028	.050	-.059	.038	.051	.743	.790	.099	.194	.090
PARLSTIN	.159	.199	.148	.122	.057	.065	.192	.796	.613	.186	.569	.120
PERWARS	-.001	-.014	-.007	-.005	-.047	.003	-.008	.060	.008	.216	.018	.200
PANGLSTAT	.013	-.051	-.019	.047	-.125	-.012	-.032	.392	.371	-.332	.067	-.185
PANGLSTAT	.013	-.051	-.019	.047	-.125	-.012	-.032	.392	.371	-.332	.067	-.185
PROLVORN	-.058	-.100	-.066	-.074	-.049	-.027	-.048	.523	.039	.172	-.398	-.021
PSES	.063	-.113	.087	.077	-.035	.032	.116	.807	.826	.182	.616	.281
TSREHEO	-.017	-.003	-.028	-.009	-.036	.001	-.031	.076	.066	.178	.083	-.033
LIVLEARR1	-.044	-.002	-.031	-.024	-.029	-.024	-.046	.189	.098	.072	.035	.026
LIVLEARR2	.005	-.012	.030	.102	-.113	-.055	-.012	.207	-.065	.175	.046	.043
LIVLEARR3	.060	-.040	.030	.064	.071	.035	.032	.008	.043	.180	.056	.092
LIVLEARR4	.036	-.011	.030	.089	.097	.047	.013	.023	.056	.107	.085	.027
COLACTO1	.047	-.044	.056	.089	.072	.089	.004	.104	.020	.096	.023	-.027
COLACT17	.138	.034	.087	.089	-.072	.089	.013	.045	.041	-.036	-.046	.016
COLACT16	.084	-.017	.038	.089	.055	.036	.033	.008	.050	-.011	-.046	.016
COLACT02	.030	-.018	.048	.058	-.058	-.023	.040	-.008	.037	.049	.012	-.013
COLACT03	-.025	-.034	-.028	-.058	.058	.040	.010	-.009	.037	.012	-.012	-.013
COLACT12	.008	-.016	.041	.012	-.011	-.010	.027	.250	.007	.102	.071	.011
COLACT09	.051	.087	.133	.039	.019	.028	.064	.026	.093	.064	.001	.007
COLACT18	.043	.067	.102	.006	-.007	.032	.045	.027	.004	.027	.027	-.019
ACTGSS12	.058	.062	.117	.061	.020	.057	.049	.060	.047	-.066	.057	-.038
ACTGSS06	.012	-.010	.011	.033	-.038	.041	-.019	.013	-.047	.035	.014	.017
ACTGSS01	-.029	-.099	.003	.096	.109	.056	-.016	.052	.024	.046	.044	-.045
ACTGSS10	.045	-.059	.019	.137	.141	.061	-.013	.163	.118	.033	.119	.021
ACTGSS11	.022	-.037	.033	.103	.097	.053	.006	.130	.053	.017	.105	.042
HPMCS03	.048	.152	.002	.026	-.056	-.049	.052	.148	.070	.067	.008	.026
HPMCS05	-.007	-.037	.054	.189	.182	.097	-.014	.188	.120	.060	.153	.026
HPMCS01	-.001	-.056	.035	.134	.091	.093	.004	.156	.105	-.021	.045	.001
HPMCS10	-.010	-.048	.064	.016	-.064	.026	.069	.070	.004	-.021	.020	.118
HPMCS09	-.047	-.040	-.026	-.012	-.029	.016	-.043	-.212	.171	.033	.012	.009
HPMCS08	-.011	-.091	-.074	-.021	-.006	-.046	-.064	-.099	.032	.174	.008	.068
HPMCS04	-.066	-.021	.181	.088	.046	.009	-.059	-.007	.001	.158	-.064	.009
BAT1829	.044	.063	.083	.016	.024	.018	.080	.061	-.027	-.216	-.031	.023

30-MAR-95 1994 COLLEGE STUDENT SURVEY --- NEW VERRION

PURU	-.138	-.184	-.122	-.016	-.091	-.098	-.185	-.216	-.332	.475	-.164	-.342
PRIVU	-.274	-.282	-.044	-.018	1.000	-.925	-.251	-.034	-.346	.037	.192	-.170
PUBAYR	-.170	-.045	-.113	-.018	-.251	1.000	1.279	.050	-.336	-.019	-.260	.196
HONSNYR	1.000	-.262	-.174	-.023	-.084	-.090	1.000	.052	.039	-.093	-.247	.734
CATHNTR	-.262	-.174	-.023	-.023	1.000	-.316	-.059	1.000	1.000	.555	-.331	.086
BACHTHR	-.174	-.023	1.000	-.020	-.015	-.094	-.093	.235	.009	-.047	.063	.252
MALCONNY	-.023	1.000	-.020	1.000	-.015	-.016	-.295	.027	-.217	-.482	-.305	-.244
FENWOLY	-.038	-.015	.073	-.015	1.000	-.925	-.251	-.034	-.346	.037	.192	-.170
COED	-.054	-.044	-.044	-.018	-.251	1.000	1.279	.050	-.336	-.019	-.260	.196
PINTESTM	-.054	-.044	-.044	-.018	-.251	1.000	1.279	.050	-.336	-.019	-.260	.196
PERNISS	1.000	-.262	-.174	-.023	-.084	-.090	1.000	.052	.039	-.093	-.247	.734
PSOCACIV	-.262	-.174	-.023	-.023	1.000	-.316	-.059	1.000	1.000	.555	-.331	.086
PMASTAT	-.174	-.023	1.000	-.020	-.015	-.094	-.093	.235	.009	-.047	.063	.252
POUNOKR	-.023	1.000	-.020	1.000	-.015	-.016	-.295	.027	-.217	-.482	-.305	-.244
PRES	-.112	-.070	-.305	-.058	.170	1.000	-.925	-.251	-.034	-.346	.037	.192
TSCREHED	-.067	-.143	-.459	-.046	-.031	-.029	-.117	.046	.252	-.256	-.103	1.000
LIVEARR1	-.044	-.037	-.034	-.000	-.031	-.039	-.177	.046	.252	-.256	-.103	1.000
LIVEARR2	-.087	-.071	-.060	-.036	-.082	-.088	-.007	.017	.032	-.321	-.308	.144
LIVEARR3	-.032	-.074	-.016	-.030	-.075	-.057	-.185	.017	.032	-.321	-.308	.144
LIVEARR4	-.060	-.014	-.016	-.030	-.075	-.057	-.185	.017	.032	-.321	-.308	.144
LIVEARR5	-.060	-.024	-.070	-.011	-.078	-.056	-.022	.166	.106	.099	-.052	.118
COLACT01	-.066	-.204	-.084	-.013	-.113	1.000	-.025	.330	.033	.169	-.127	.044
COLACT17	-.064	-.055	-.088	-.027	-.050	-.019	.059	.026	.011	-.072	-.058	.098
COLACT16	-.037	-.014	-.030	-.012	-.008	-.002	.051	.040	-.017	-.032	-.039	.039
COLACT15	-.029	-.073	-.022	-.022	-.003	-.003	-.003	.008	.012	-.071	-.110	.016
COLACT18	-.022	-.028	-.022	-.010	.026	-.021	-.227	.029	.012	-.071	-.110	.016
COLACT09	-.016	-.021	-.021	-.013	.026	-.021	-.227	.029	.012	-.071	-.110	.016
COLACT12	-.088	-.041	-.157	-.023	-.001	-.002	-.084	.021	-.024	.064	.098	.087
COLACT109	-.026	-.062	-.009	-.023	-.016	-.022	-.084	.021	-.024	.064	.098	.087
COLACT18	-.027	-.036	-.039	-.013	-.007	-.022	-.029	.024	.061	-.016	-.206	.215
ACTCSS08	-.004	-.006	-.029	-.019	-.007	-.007	-.029	.024	.061	-.016	-.206	.215
ACTCSS12	-.026	-.044	-.058	-.032	-.011	-.011	-.011	.009	.022	.003	.003	.034
ACTCSS01	-.043	-.062	-.087	-.032	-.031	-.040	-.013	.109	.039	-.069	-.046	.094
ACTCSS10	-.095	-.130	-.273	-.058	-.049	-.041	-.128	.245	.059	-.117	-.044	.028
ACTCSS11	-.064	-.106	-.247	-.028	-.003	-.009	.106	.245	.059	-.117	-.044	.028
HPMCS03	-.096	-.115	-.311	-.028	-.044	-.044	.106	.245	.059	-.117	-.044	.028
HPMCS02	-.013	-.074	-.024	-.023	-.047	-.046	.162	.253	.034	.284	-.282	.157
HPMCS01	-.016	-.025	-.013	-.019	-.063	-.065	.131	.023	.007	.011	.177	.165
HPMCS08	-.070	-.052	-.035	-.019	-.015	-.005	-.018	.446	-.098	-.200	-.169	.027
HPMCS09	-.100	-.026	-.041	-.069	-.081	-.075	-.084	.089	-.048	-.129	.173	.198
SAT1529	-.030	-.043	-.034	-.069	-.011	-.022	-.003	.144	-.037	.106	-.031	.105
SAT1829	-.103	-.034	-.034	-.014	-.031	-.018	-.075	.137	-.004	-.193	-.060	.040

30-MAR-95 1994 COLLEGE STUDENT SURVEY -- NEW VERSION

PURU	.118	-.072	-.175	-.102	-.180	.107	-.096	-.059	-.011	.070	-.083	-.107	-.064
PURVU	-.085	-.015	-.046	-.019	-.056	.095	-.021	-.019	.021	-.037	-.032	-.071	-.001
PURVA	-.003	-.026	-.043	-.005	-.056	.092	-.027	-.059	.051	-.013	.008	-.011	.007
KANSAS	-.067	-.044	-.087	-.032	-.060	.066	-.064	-.049	-.029	-.066	-.018	.088	-.026
CATHAR	-.143	-.017	-.081	-.014	-.104	-.075	-.055	-.014	-.011	-.031	-.028	.041	-.062
PROTAVR	-.459	-.060	-.016	-.060	-.050	-.084	-.008	-.030	.023	-.034	-.157	-.009	-.023
BLACKPLB	-.046	-.008	-.036	-.030	-.011	-.013	-.027	-.012	.022	-.010	-.013	-.033	-.023
MALEONLY	.013	.031	-.082	-.075	-.058	-.113	-.020	.008	.061	.026	.001	.076	-.086
COCO	-.024	-.019	-.086	-.057	-.056	.128	-.019	.002	-.064	-.021	-.002	-.092	-.080
FIRESTM	-.117	-.177	-.007	.185	-.023	.012	-.029	.051	-.003	-.227	-.084	.187	-.029
PPERMIS	.848	-.012	-.075	-.037	.168	.330	.026	-.049	.024	-.029	.051	.114	-.024
PSOCACTV	.307	-.030	-.062	.102	-.168	-.033	-.073	-.013	-.012	.142	-.064	-.117	-.029
PHATISTAI	.351	.183	-.023	.111	.052	.127	-.046	.019	.011	.192	.098	.206	-.023
FOURWORK	-.308	-.252	-.048	-.170	-.013	.047	-.048	.019	.010	.202	-.087	-.206	-.034
TSEREMED	1.000	1.000	-.089	-.089	.116	.238	.030	.032	-.017	.078	.019	.173	-.028
LIVEARR1	.030	.100	-.107	-.822	-.041	-.092	.131	-.057	.126	.195	-.069	-.171	-.029
LIVEARR2	.096	-.107	1.000	.426	-.074	.092	-.028	.016	-.034	.136	.074	.008	-.072
LIVEARR3	-.088	-.422	-.014	1.000	-.097	-.063	.025	.004	-.010	.221	-.091	.002	-.082
LIVEARR4	.116	-.061	-.092	-.063	.444	.446	-.025	.000	-.009	-.009	-.017	.041	-.052
COLACT01	.238	-.092	-.028	-.063	.097	1.000	.025	.000	-.009	-.022	-.037	.041	-.040
COLACT17	.030	-.131	-.028	-.063	.097	.025	1.000	.144	.047	-.032	-.037	.034	-.040
COLACT16	-.022	-.037	-.036	.017	-.004	.000	.144	1.000	.016	-.028	-.011	-.016	.010
COLACT03	-.077	-.126	-.054	.158	-.010	-.009	.047	.016	-.016	-.060	-.029	-.017	-.089
COLACT04	.019	.195	-.074	.136	-.009	.822	-.048	-.028	-.060	1.000	1.113	-.039	-.015
COLACT05	.019	-.059	.074	-.091	-.017	.021	-.037	-.024	-.060	1.000	1.000	-.046	-.046
COLACT09	.029	-.029	-.072	.062	-.031	.081	-.026	.010	-.049	-.029	.002	-.046	1.000
COLACT12	-.021	-.085	-.016	-.060	-.024	.011	.076	.010	.085	.013	.007	.048	1.000
COLACT15	-.020	-.078	-.018	-.060	-.024	.017	.047	.017	.119	-.060	-.002	.058	1.000
AGICSS01	.092	-.018	-.088	.003	.013	.024	.045	.021	.050	.007	.017	.058	.090
AGICSS02	.152	-.049	.115	-.042	.030	.033	.025	-.003	.066	.047	.068	.046	.121
AGICSS10	.302	-.087	.155	-.024	.019	.159	.083	-.003	.066	.083	.035	.097	.035
AGICSS11	.267	-.116	.092	.011	.019	.132	.049	.003	.077	.011	.035	.112	.020
HPMCS313	-.027	-.031	-.068	.064	-.019	.017	-.033	.027	-.053	-.022	-.025	.092	.025
HPMCS505	.305	-.099	.137	-.023	.119	.152	.095	.059	.106	.112	-.078	.097	.007
HPMCS310	-.029	-.099	-.012	.119	-.075	.068	.066	.028	-.031	-.062	-.107	.055	.004
HPMCS301	-.391	-.004	-.124	.084	-.077	-.139	.004	.025	.037	-.023	-.120	.004	.004
HPMCS509	.037	.303	.127	.304	-.054	-.014	-.067	-.032	-.078	-.023	-.193	-.057	-.027
HPMCS508	.103	-.083	-.101	-.102	-.042	-.027	-.058	.005	-.097	.272	-.007	-.056	-.074
SA71824	-.098	-.059	-.057	.099	-.006	-.001	.059	.020	-.026	-.057	-.059	-.007	-.062
SA71829	-.093	-.101	-.057	.093	-.817	-.018	.079	.609	.038	-.080	-.099	-.027	.057

30-MAR-95 199A COLLEGE STUDENT SURVEY --- NEW VERSION

	ACTCS818	ACTCS812	ACTCS806	ACTCS801	ACTCS810	ACTCS811	HPMCS813	HPMCS805	HPMCS801	HPMCS810	HPMCS809	HPMCS808	BATIS24
VWCS511	.016	.018	-.015	-.003	-.007	-.005	.054	.005	-.018	.021	-.019	.009	-.021
VWCS144	-.006	-.008	-.008	-.025	-.012	-.048	-.029	-.048	-.013	.008	-.046	.009	-.018
RACES1F1	-.025	-.002	.016	-.025	-.019	-.048	.012	.010	-.013	-.008	-.049	-.027	-.021
RACES1F2	.026	-.025	-.098	.031	-.129	-.072	-.029	.069	.070	.007	-.042	-.019	-.085
RACES1F3	.006	-.017	-.081	-.058	-.143	-.015	-.056	.019	-.050	.041	.021	.066	-.084
RACES1F4	.006	-.003	-.004	-.004	-.006	-.025	.011	-.013	.009	-.015	.043	.025	-.013
RACES1F5	.022	-.015	.030	-.012	-.029	-.026	.011	.019	-.023	-.015	.034	.005	-.033
RACES1F6	.005	-.015	.023	-.016	-.020	-.008	-.018	-.017	-.038	-.021	-.005	-.016	-.011
RACES1F7	.041	-.002	.028	-.028	-.032	-.021	-.029	.011	-.017	-.029	.018	-.021	-.006
FATHNLE1	.042	-.014	.029	-.028	-.047	-.016	.011	-.022	.011	-.022	.009	-.017	-.038
FATHNLE2	.042	-.014	.029	-.028	-.047	-.016	.011	-.022	.011	-.022	.009	-.017	-.038
FATHNLE3	.042	-.014	.029	-.028	-.047	-.016	.011	-.022	.011	-.022	.009	-.017	-.038
FATHNLE4	.042	-.014	.029	-.028	-.047	-.016	.011	-.022	.011	-.022	.009	-.017	-.038
ETHNEL1	.042	-.014	.029	-.028	-.047	-.016	.011	-.022	.011	-.022	.009	-.017	-.038
ETHNEL2	.042	-.014	.029	-.028	-.047	-.016	.011	-.022	.011	-.022	.009	-.017	-.038
ETHNEL3	.042	-.014	.029	-.028	-.047	-.016	.011	-.022	.011	-.022	.009	-.017	-.038
ETHNEL4	.042	-.014	.029	-.028	-.047	-.016	.011	-.022	.011	-.022	.009	-.017	-.038
METHOD	-.020	-.043	-.017	.054	.016	-.030	.042	.048	.048	-.001	.108	.024	-.054
FATHERED	.031	.073	-.017	.044	.043	-.049	.042	.048	.048	-.001	.108	.024	-.054
WORKMANE	-.003	.001	-.034	.041	.043	-.049	.042	.048	.048	-.001	.108	.024	-.054
WORKTRAD	-.028	.024	-.011	.011	-.017	.005	-.049	.016	-.024	-.068	.033	.011	-.047
INCORNE	.031	.025	-.004	.009	.017	.006	-.023	.008	.028	-.017	-.020	.001	-.033
POLVIEWM	-.006	.045	-.029	.084	.199	.151	-.072	.223	.179	-.060	.007	.029	-.062
ACTS1F6	-.004	-.022	-.052	.114	.129	.088	-.030	.119	-.012	.240	.007	.012	-.073
ACTS1F29	-.027	-.045	-.077	.537	.496	.659	.037	.159	.085	.020	.063	.028	-.053
ACTS1F31	-.066	-.042	.084	.341	.413	.356	-.056	.372	.149	.247	.014	.102	-.010
ACTS1F30	-.021	-.039	.052	.492	.452	.601	-.088	.374	.183	.254	.021	.102	-.010
HPMS1F1	-.028	-.029	-.062	.260	.402	.101	-.088	.374	.183	.254	.021	.102	-.010
HPMS1F2	-.038	-.056	-.019	.680	.452	.621	.013	.052	.028	.606	.032	.148	-.003
HPMS1F3	-.038	-.056	-.019	.680	.452	.621	.013	.052	.028	.606	.032	.148	-.003
HPMS1F23	-.046	-.104	-.056	.153	.221	.167	-.046	.233	.303	.007	.035	.118	-.053
HPMS1F37	-.047	-.093	-.086	.210	.259	.229	-.051	.222	.072	.438	.026	.095	-.098
HPMS1F27	-.003	-.015	-.028	.046	.093	.093	-.012	.231	.097	.167	.039	.132	-.008
HPMS1F24	-.011	-.021	-.066	.101	.168	.151	-.020	.070	-.032	.110	.020	.025	-.020
HPMS1F33	-.039	-.032	.072	.203	.203	.091	.030	.162	.075	.211	.014	.030	-.055
HPMS1F08	-.070	-.009	-.018	.087	.179	.171	-.019	.168	-.011	.067	.057	.055	-.038
HPMS1F31	-.043	-.045	-.019	.031	.029	.021	-.098	.066	-.033	-.067	.063	.063	-.003
HPMS1F25	-.043	-.045	-.019	.031	.029	.021	-.098	.066	-.033	-.067	.063	.063	-.003
HPMS1F06	-.067	-.062	-.010	.058	.058	.037	-.052	.037	-.051	.010	.082	.082	-.048
HPMS1F07	.102	.117	-.011	.093	.019	.033	.026	.034	-.051	.014	-.024	-.011	.066
HPMS1F14	.006	.020	.033	.096	.137	.103	.026	.189	.131	.014	.012	.024	-.021
HPMS1F15	-.007	.020	.038	.109	.141	.091	-.056	.182	.091	.044	.029	.056	-.088
HPMS1F16	-.032	.057	.041	.056	.061	.053	-.049	.097	-.093	.026	.016	.046	-.068
HPMS1F17	.045	.049	-.018	-.013	-.013	.006	.052	.014	.004	.025	.043	-.045	.044
HPMS1F26	.051	.041	-.019	-.052	-.063	-.058	.057	-.023	.008	.069	-.040	-.046	.059
SATSIF	.027	.060	-.013	.057	.163	.130	.148	-.188	.156	-.070	-.212	-.059	-.007
PCIM	-.004	-.047	.024	-.012	-.110	-.053	-.018	-.120	-.105	-.004	-.171	-.032	.015

SAT1829

VMCSB11	.033
ACTSIF44	.029
ACTSIF45	-.118
RACESIF1	-.131
RACESIF2	-.019
RACESIF3	-.061
RACESIF4	-.003
RACESIF5	-.028
RACESIF6	-.014
RACESIF8	.028
PROTREL0	.015
CATHOLIC	.022
JEWISH	-.057
OTHRREL10	-.036
NONREL10	.087
POTHED	.107
HOMEWAKE	.034
ROUFRAD	-.053
UNCLWRD	.169
PCVLEW	-.107
ACTSIF46	.054
ACTSIF29	-.057
ACTSIF13	.004
ACTSIF51	-.019
ACTSIF30	-.024
HPMSIF5	-.015
HPMSIF1	.066
HPMSIF2	.041
VHSSIF23	-.122
VHSSIF21	-.022
VHSSIF27	.056
VHSSIF42	.056
VHSSIF24	-.018
VHSSIF33	-.011
VHSSIF08	-.067
VHSSIF41	-.037
SLFSIF01	.162
SLFSIF25	.044
SLFSIF06	.063
SLFSIF07	.085
SLFSIF14	.016
SLFSIF15	.024
SLFSIF18	.078
SLFSIF17	.080
SLFSIF26	.061
SATIS17	.061
PC1W	-.027

30-MAR-95 1994 COLLEGE STUDENT SURVEY -- NEW VERSION

PUBU	-.216
PUNU	-.051
PUNVA	-.103
MONSVA	.073
CATHVA	.014
PROTVA	-.014
BLACFUS	
MALEONLY	-.031
FEMONLY	.018
COED	.075
PIRESIN	-.137
PEEMISS	.093
PROCALV	.193
PHILORV	-.060
POUORV	.135
PSFS	
TSCREHD	-.083
L1VEARR1	-.101
L1VEARR2	-.057
L1VEARR3	-.093
L1VEARR4	-.017
COLACT01	-.010
COLACT17	-.079
COLACT18	.010
COLACT19	.010
COLACT05	-.080
COLACT09	-.027
COLACT10	-.097
COLACT12	.027
COLACT18	.097
ACTCS212	.148
ACTCS205	-.012
ACTCS810	.025
ACTCS811	.013
HPNCS511	.019
HPNCS505	.036
HPNCS501	.132
HPNCS510	.165
HPNCS509	-.130
HPNCS508	-.082
BAT1824	.538
BAT1825	1.000

**APPENDIX J.7:
STEP-BY-STEP REGRESSION RESULTS FOR OVERALL SAMPLE**

**APPENDIX J.7a:
STEP-BY-STEP REGRESSION RESULTS FOR OVERALL SAMPLE AT
SIGNIFICANCE LEVEL OF 0.05**

Name	Step	WBCSB11	Step	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
WBCSB11	1	.2222	.22																										
SEXSF	2	.2684	.25																										
RACE5IF6	3	.2897	-.02																										
FATHED	4	.2906	.01																										
WBCSBF37	5	.2953	-.14																										
WBCSBF33	6	.3000	-.10																										
WBCSBF27	7	.3028	-.12																										
WBCSBF24	8	.3047	-.06																										
SLFSIF01	9	.3062	.02																										
HPNSIF2	10	.3072	.00																										
HPNSIF5	11	.3086	-.07																										
PUBN4R	12	.3102	-.02																										
PUBU	13	.3112	.03																										
PSES	14	.3128	.01																										
PMATBTAT	15	.3137	-.04																										
HPNCS13	16	.3206	.10																										
SAT1829	17	.3260	.08																										
LIVEARR2	18	.3280	-.06																										
ACTCSB11	19	.3294	-.06																										
COLACT12	20	.3309	.09																										
COLACT03	21	.3319	.06																										
HPNCS501	22	.3328	.01																										
HPNCS505	23	.3336	-.09																										
ACTCS501	24	.3348	-.01																										
LIVEARR4	25	.3355	-.05																										

NOTE: Decimals omitted from BETA coefficients.

02-MAY-95 1994 COLLEGE STUDENT SURVEY --- NEW VERSION PAGE 2
 14:42:22 REGRESSION OVERALL SAMPLE, RELIGIONS ARE CLUSTERED
 DV: VMCSB11 MAN NOT ENTITLED TO SEX 0 No 7467 Missing LISTWISE 26 out of 91 IVs were significant

Name	Step	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
AC1CSB12	Step Mult R	.07	.06	.04	.04	.04	.04	.04	.04	.04	.03	.03	.03	.04	.04	.04	.03	.03	.03	.03	.03	.02	.02	.02	.02	.02

NOTE: Decimals omitted from BETA coefficients. BetaView 1.0b

Name	*NOT IN EQUATIONS*	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
POUTHORN	02	-01	-01	-00	-01	-01	-01	-01	-01	-00	00	00	00	-01	03	02	02	02	03	03	03	03	03	03	03	02
LIVEARR1	00	-01	-01	-01	-01	-00	-00	-01	-00	-00	-00	-00	-00	-01	00	00	01	01	00	00	01	01	01	01	01	01
LIVEARR3	06	06	06	06	05	05	05	05	05	05	05	05	05	04	04	04	04	04	04	03	03	02	02	02	02	02
COLACT01	-01	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	01
COLACT17	-02	-01	-01	-01	-01	-01	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-00
COLACT16	-05	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
COLACT04	-00	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
COLACT05	-09	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
COLACT09	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
COLACT10	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
COLACT18	-05	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
ACTCS310	-05	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
HPNCS310	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
HPNCS309	-02	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
HPNCS308	-07	-03	-03	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
SAT1824	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05

NOTE: Decimals omitted from BETA coefficients. ----- Review 1.8b

02-MAY-95 1994 COLLEGE STUDENT SURVEY -- NEW VERSION PAGE 5
 14:42:22 REGRESSION OVERALL SAMPLE, RELIGIONS ARE CLUSTERED
 DV: VMCS811 MAN NOT ENTITLED TO SEX 0 No 7467 Missing- LISTWISE 26 out of 91 (1% were significant)

Name	Step	MultiR	SimpleR	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
VMCS1F4N	1	.2222	.22	13																								
SEXSI1F	2	.2884	.25	16																								
RACES1F6	3	.2897	-.02	-02																								
FATHED	4	.2906	.01	00																								
VMCS1F37	5	.2953	-.14	-03																								
VMCS1F33	6	.3000	-.10	-04																								
VMCS1F27	7	.3028	-.12	-04																								
VMCS1F24	8	.3047	-.06	-03																								
SLFS1F01	9	.3062	.02	01																								
HPMS1F2	10	.3072	.00	03																								
HPMS1F5	11	.3086	-.07	-02																								
PUB4YR	12	.3102	-.02	-01																								
PUBU	13	.3112	.03	06																								
PSES	14	.3128	.01	03																								
PHATSTAT	15	.3137	-.04	-00																								
HPMCS813	16	.3206	.10	06																								
BAT1S29	17	.3260	.08	06																								
LIVEARR2	18	.3280	-.06	-04																								
ACTCS811	19	.3294	-.05	-03																								
COLACT12	20	.3309	.09	03																								
COLACT03	21	.3319	.06	03																								
HPMCS801	22	.3328	.01	04																								
HPMCS805	23	.3338	-.09	-04																								
ACTCS801	24	.3348	-.01	03																								
LIVEARR4	25	.3355	-.05	-02																								

NOTE: Decimals omitted from BETA coefficients. BetaView 1.0b

02-MAY-95 1994 COLLEGE STUDENT SURVEY -- NEW VERSION PAGE 6
 14:42:22 REGRESSION OVERALL SAMPLE, RELICTIONS ARE CLUSTERED
 DV: VNSGS11 MAN NOT ENTITLED TO SEX 0 N= 7467 Missing= LISTWISE 26 out of 91 116 were significant

Name	Step	MultiR	SimpR	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
ACTGS12	26	.3362	.07	02																								

NOTE: Decimals omitted from BETA coefficients. ----- BetaV1ev 1.8b

02-MAY-95 1994 COLLEGE STUDENT SURVEY --- NEW VERSION PAGE 8
 18:42:22 REGRESSION OVERALL SAMPLE, RELIGIONS ARE CLUSTERED
 DV: VNCS91) MAN NOT ENTITLED TO SEX 0 N= 7487 26 out of 91 Ivs were significant

Name	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
POUNORN																									
LIVEARR1																									
COLACT01																									
COLACT17																									
COLACT16																									
COLACT05																									
COLACT09																									
COLACT18																									
ACTCS06																									
ACTCS10																									
HPMCS10																									
HPMCS09																									
HPMCS08																									
SAT1924																									

----- NOTE: Decimals omitted from BETA coefficients. ----- BetaView 1.0b

	MEAN	STD DEV	LABEL
VNSCS11	3.778	.581	MAN NOT ENTITLED TO SEX ON DATE
VNSIF4	3.637	.716	MAN NOT ENTITLED TO SEX ON DATE
SEXSF4	1.593	.491	STUDENT'S SEX
AGE	3.195	.511	STUDENT'S AGE
RACES1F1	1.902	.291	WHITE
RACES1F2	1.006	.153	BLACK
RACES1F3	1.006	.077	AMERICAN INDIAN
RACES1F4	1.018	.185	ASIAN
RACES1F5	1.007	.132	CHICANO
RACES1F6	1.019	.085	PURTO RICAN
RACES1F8	1.308	.135	OTHER
PROTELLG	1.308	.062	PROTEGANT REL AGGREGATED
ETHNELLG	1.302	.077	ETHNIC RELIGION AGGREGATED
OTHRELLG	1.071	.188	OTHER
MORELLG	1.071	.268	OTHER RELIGION AGGREGATED
MOTHER	5.202	1.829	NO RELIGION AGGREGATED
FATHER	5.819	2.003	MOTHER'S EDUCATION
HOMEMAK	1.199	.399	FATHER'S EDUCATION
HOMEMAK	1.418	.493	MOTHER IS HOMEMAKER
HOMTRAD	1.383	.486	MOTHER WORKS OUTSIDE OF HOME IN TRADITIO
OUTTRAD	13.287	5.066	MOTHER WORKS OUTSIDE OF HOME IN TRADITIO
INCOME	2.939	.672	ESTIMATED PARENTAL INCOME
POLVIVEN	1.919	.672	POLITICAL ORIENTATION
ACTSIF46	1.277	.493	NON VARIETY LETTER IN SPORTS
ACTSIF29	1.669	.563	SMOKED CIGARETTES
ACTSIF13	1.659	.563	DRANK BEER
ACTSIF21	1.659	.563	DRANK WINE OR LIQUOR
ACTSIF20	1.652	.562	STAYED UP ALL NIGHT
HPMSIF1	3.442	1.244	PARTYING
HPMSIF2	4.078	1.653	STUDYING OR DOING HOMEWORK
HPMSIF3	5.888	1.927	SOCIALIZING WITH FRIENDS
VNSIF23	2.474	1.237	LEGALIZE ABORTION
VNSIF37	2.119	.987	SEX OK IF PEOPLE LIKE EACH OTHER
VNSIF27	1.689	.928	MARRIED WOMEN BEST AT HOME
VNSIF42	3.162	.810	EMPLOYERS CAN REQUIRE DRUG TESTING
VNSIF24	1.520	.822	LEGALIZE MARIJUANA
VNSIF33	2.152	.988	PROHIBIT HOMOSEXUAL RELATIONSHIPS
VNSIF08	2.502	.868	COLLEGE INCREASES EARNING POWER
VNSIF43	2.611	.882	CONTROL AIDS BY MANDATORY TESTING
SLSIF01	4.110	.690	ACADEMIC ABILITY
SLSIF23	3.750	.880	COMPETITIVENESS
SLSIF06	4.103	.764	DRIVE TO ACHIEVE
SLSIF07	3.722	.893	LEADERSHIP ABILITY
SLSIF19	3.463	.723	POPULARITY
SLSIF15	3.331	.699	POPULARITY WITH OPPOSITE SEX
SLSIF12	3.758	.812	SELF-CONFIDENCE (SOCIAL)
SLSIF17	3.758	.812	SELF-CONFIDENCE (INTELLECTUAL)
SLSIF26	4.028	.913	COOPERATIVENESS
SATSIF	1053.284	119.323	INSTITUTIONAL SELECTIVITY
PCIM	51.098	16.375	PERCENTAGE WOMEN UNDERGRADUATE FTE

NOTE: If variable label is blank, no label was specified in SPSS-X Job. BetaView 1.0b

	MEAN	STD	DEV	LABEL
PUBU	1.016			PUBLIC UNIVERSITIES
PRIVU	1.321			PRIVATE UNIVERSITIES
PUB4YR	1.083			PUBLIC FOUR YEAR COLLEGES
PRIV4YR	1.354			PRIVATE FOUR YEAR COLLEGES
CATH4YR	1.522			CATHOLIC FOUR YEAR COLLEGES
PRO4YR	1.022			PROTESTANT FOUR YEAR COLLEGES
BLK4YR	1.013			PUBLIC FOUR YEAR COLLEGES -- BLACK
FEM4YR	1.033			MALE ONLY COLLEGE
COED	1.050			ALL WOMENS COLLEGE
COED	1.909			CO EDUCATIONAL COLLEGE
INTESTM	25.132			PEER FACTOR: INTELLECTUAL SELF-ESTEEM
PEERMISB	1.466			PEER FACTOR: PERMISSIVENESS
PROCACTV	12.249			PEER FACTOR: SOCIAL ACTIVISM
PRATSTAT	19.114			PEER FACTOR: MATERIALISM & STATUS
POUTWORK	5.649			PEER FACTOR: OUTSIDE WORK
PSES	20.458			PEER FACTOR: SOCIO-ECONOMIC STATUS
LIVEARR1	1.310			LIVED WITH PARENT OR RELATIVES
LIVEARR2	1.405			LIVED IN OTHER RESIDENCE
LIVEARR3	2.230			LIVED IN FRAT OR SORORITY HOUSE
COLACT01	1.161			JOINED A FRATERNITY OR SORORITY
COLACT16	1.226			IN OTHER INTERCOLLEGIATE SPORT
COLACT10	1.074			IN INTERCOLLEGIATE FOOTBALL/BASKETBALL
COLACT04	1.462			HAD PART-TIME JOB ON CAMPUS
COLACT05	1.055			HAD PART-TIME JOB OFF-CAMPUS
COLACT12	1.211			WORKED FULL-TIME WHILE STUDENT
COLACT109	1.221			ENROLLED IN WOMEN'S STUDIES COURSE
COLACT18	1.093			ELECTED TO STUDENT OFFICE
ACTCSS06	1.938			SERVED AS RESIDENCE ADVISOR/ASSISTANT
ACTCSS01	1.733			PERFORMED VOLUNTEER WORK
ACTCSS10	1.369			STAYED UP ALL NIGHT
ACTCSS11	2.216			SMOKED CIGARETTES
ACTCSS12	2.005			DRANK WINE OR LIQUOR
HPMCS01	2.404			DRANK BEER OR LIQUOR
HPMCS02	2.900			STUDYING/HOMEWORK
HPMCS03	2.137			PARTYING
HPMCS04	2.103			SOCIALIZING WITH FRIENDS
HPMCS05	2.167			RELIGIOUS SERVICES/MEETINGS
HPMCS06	3.941			COMMUNING
HPMCS07	1.644			WATCHING TV
SAT1S24	4.203			INTERACTION WITH OTHER STUDENTS
SAT1S29	4.269			OVERALL COLLEGE EXPERIENCE

NOTE: IF variable label is blank, no label was specified in SPSS-X Job.

.....
Processed by BetaView V 1.8B
Copyright(C) Eric L. Day, 1989-91
Normal Program Termination
Records processed from input file: 005919
DV: VMSCS11 MAR NOT ENTITLED TO SEX 0
Number of independent variables: 91
Number of significant variables: 26
.....

**APPENDIX J.7b:
STEP-BY-STEP REGRESSION RESULTS FOR OVERALL SAMPLE AT
SIGNIFICANCE LEVEL OF 0.01**

Name	Step	Mult R	StepR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
VNCS1F44	1	.2222	.22																									
SEX61F	2	.2884	.29																									
VNCS1F37	3	.2932	.14																									
VNCS1F33	4	.2982	.10																									
VNCS1F27	5	.3012	.12																									
SLFS1F01	6	.3030	.02																									
VNCS1F24	7	.3047	.06																									
PUB4YR	8	.3063	.02																									
HPMCS813	9	.3146	.10																									
SAT1929	10	.3197	.08																									
LIVEARR3	11	.3221	.07																									
ACTCS811	12	.3238	.06																									
COLACT12	13	.3251	.09																									
PUBU	14	.3277	.03																									
HPMCS601	15	.3269	.01																									
HPMCS805	16	.3304	.09																									

NOTE: Decimals omitted from BETA coefficients. BetaView 1.0b

Name	*NOT IN EQUATION*	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
COED		00	00	04	04	04	00	-00	00	00	00	00	00	01	00	00	00	00	00	00	00	00	00	00	00	
PINTEST1		00	05	04	04	04	03	03	02	01	01	01	00	01	01	01	01	01	01	01	01	01	01	01	01	
PPERMISS		00	-01	01	-01	-01	-01	-00	01	01	01	01	02	02	02	01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
PSOCACTV		-02	-03	-01	-02	-02	-02	-02	-02	-02	-01	-01	-00	00	00	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	
PMATSTAT		02	-01	-02	-01	-01	-00	-00	00	01	01	01	01	01	01	00	01	00	01	00	01	00	01	00	00	
POUTWORK		01	04	04	04	04	03	03	02	02	01	00	01	00	02	02	02	02	02	02	02	02	02	02	02	
PSES		00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
LIVEAMR1		-05	-05	-04	-04	-04	-04	-04	-04	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
LIVEAMR2		-04	-02	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
LIVEAMR3		-03	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
COLACT17		-05	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
COLACT16		-05	-04	-04	-04	-04	-04	-04	-04	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
COLACT15		-00	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
COLACT14		-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	
COLACT13		02	01	01	01	01	01	01	01	01	01	01	02	01	01	01	01	01	01	01	01	01	01	01	01	
COLACT12		05	05	04	04	04	04	04	04	04	04	03	03	02	02	02	02	02	02	02	02	02	02	02	02	
COLACT11		06	04	04	04	04	04	04	04	04	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
ACTCS12		-04	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
ACTCS11		-01	-01	-00	-00	-00	-00	-01	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
ACTCS10		-02	-02	-01	-02	-02	-02	-02	-01	-02	-01	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
WPCS10		-02	-04	-03	-03	-03	-03	-03	-03	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
WPCS09		-02	-04	-04	-04	-04	-04	-04	-04	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
SAT1924		05	05	05	05	05	05	05	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	

NOTE: Decimals omitted from BETA coefficients. DataView 1.8b

MEAN	STD DEV	LABEL
3.719	.391	MAN NOT ENTITLED TO SEX ON DATE
3.637	.716	MAN NOT ENTITLED TO SEX ON DATE
1.293	.871	STUDENT'S SEX
1.392	.597	STUDENT'S AGE
1.902	.453	WHITE
1.024	.077	BLACK
1.004	.077	MEXICAN INDIAN
1.035	.185	ASIAN
1.018	.132	CHICANO
1.007	.085	PUERTO RICAN
1.019	.135	OTHER
1.552	.462	PROTESTANT REL AGGREGATED
1.308	.497	CATHOLIC RELIGION AGGREGATED
1.019	.136	JEWISH
1.037	.188	OTHER RELIGION AGGREGATED
1.073	.260	NO RELIGION AGGREGATED
3.202	1.829	MOTHER'S EDUCATION
5.919	2.003	FATHER'S EDUCATION
1.199	.599	MOTHER IS HOME/MAKER
1.418	.492	MOTHER WORKS OUTSIDE OF HOME IN HONORAD
1.283	.484	MOTHER WORKS OUTSIDE OF HOME IN TRADITIO
1.283	.484	ESTIMATED PARENTAL INCOME
2.539	1.760	POLITICAL ORIENTATION
1.819	.472	HIGH VARIETY LETTER IN SPORTS
1.211	.493	SMOKED CIGARETTES
1.669	.663	DROOK BEER
1.639	.589	DROOK WINE OR LIQUOR
1.621	.546	STAYED UP ALL NIGHT
3.442	1.645	PARTYING OR DOING HOMEWORK
4.974	1.423	STUDYING OR DOING HOMEWORK
5.894	1.427	SOCIALIZING WITH FRIENDS
2.474	1.237	LEGALIZE ABORTION
2.119	.987	SEX OK IF PEOPLE LIKE EACH OTHER
1.689	.928	MARRIED WOMEN BEST AT HOME
3.162	.810	EMPLOYERS CAN REQUIRE DRUG TESTING
3.520	.822	LEGALIZE MARIJUANA
3.172	.988	PROHIBIT NONSEXUAL RELATIONSHIPS
2.215	.862	COLLEGE SHOULD MANDATORY TOBER
2.311	.892	CONDUCT AIDS BY MANDATORY TESTING
4.310	.680	ACADEMIC ABILITY
3.750	.860	COMPETITIVENESS
4.103	.764	DRIVE TO ACHIEVE
3.722	.893	LEADERSHIP ABILITY
3.463	.723	POPULARITY
3.331	.769	POPULARITY WITH OPPOSITE SEX
3.368	.812	SELF-COMFIDENCE (SOCIAL)
3.748	.814	SELF-COMFIDENCE (INTELLECTUAL)
4.028	.713	COOPERATIVENESS
1053.284	119.523	INSTITUTIONAL SELECTIVITY
51.098	16.373	PERCENTAGE WOMEN UNDERGRADUATE FYE

NOTE: If variable label is blank, no label was specified in SPSS-K Job. DataSet 1.ab

	MEAN	STD DEV	LABEL
PURU	1.076	.266	PUBLIC UNIVERSITIES
PRIVU	1.327	.469	PRIVATE UNIVERSITIES
PUN4YR	1.063	.242	PUBLIC FOUR YEAR COLLEGS
NON4YR	1.150	.365	NONSECTARIAN FOUR YEAR COLLEGS
CATH4YR	1.252	.434	CATHOLIC FOUR YEAR COLLEGS
PRO4YR	1.122	.327	PROTESTANT FOUR YEAR COLLEGS
BLK4YR	1.002	.045	PUBLIC FOUR YEAR COLLEGS -- BLACK
MALEONLY	1.013	.113	MALE ONLY COLLEGE
FEMONLY	1.050	.218	ALL WOMENS COLLEGE
COED	1.909	.287	CO EDUCATIONAL COLLEGE
PIR1ESTM	25.132	1.445	PEER FACTOR: INTELLECTUAL SELF-ESTEEM
PFERR1SS	1.586	1.002	PEER FACTOR: PERMISSIVENESS
PSOCACTV	12.249	1.432	PEER FACTOR: SOCIAL ACTIVISM
PR1ST1AT	12.116	1.016	PEER FACTOR: MATERIALISM & STATUS
PEER1WRK	20.449	2.213	PEER FACTOR: OUTSIDE WORK
PEER1	1.318	2.532	LIVED WITH PARENTS/ECONOMIC STATUS
L1VEARR1	1.485	.547	LIVED IN OWN PRIV HOME/RELATIVES
L1VEARR2	2.230	.587	LIVED IN RESIDENCE HALL/DPT, ROOM
L1VEARR3	1.080	.317	LIVED IN FRAT OR SORORITY HOUSE
COLACT01	1.161	.367	JOINED A FRATERNITY OR SORORITY
COLACT17	1.226	.416	IN OTHER INTERCOLLEGIATE SPORT
COLACT16	1.074	.261	IN INTERCOLLEGIATE FOOTBALL/BASKETBALL
COLACT03	1.604	.489	HAD PART-TIME JOB ON CAMPUS
COLACT04	1.482	.500	HAD PART-TIME JOB OFF-CAMPUS
COLACT05	1.055	.229	WORKED FULL-TIME WHILE STUDENT
COLACT12	1.211	.408	ENROLLED IN WOMEN'S STUDIES COURSE
COLACT09	1.221	.415	ELECTED TO STUDENT OFFICE
COLACT18	1.093	.291	SERVED AS RESIDENCE ADVISOR/ASSISTANT
COLACT14	1.718	.694	STAYED VOLUNTEER WORK
AG1CS502	1.518	.854	SMOKED ALCOHOL
AG1CS501	1.589	.854	SMOKED CIGARETTES
AG1CS510	2.218	.749	DRANK BEER
AG1CS511	2.100	.645	DRANK WINE OR LIQUOR
HPNCS513	5.695	1.516	STUDYING/HOMEWORK
HPNCS505	3.900	1.608	PARTYING
HPNCS501	6.137	1.529	SOCIALIZING WITH FRIENDS
HPNCS510	2.303	1.163	RELIGIOUS SERVICES/MEETINGS
HPNCS509	2.167	1.443	COMMUNING
HPNCS508	3.947	1.644	WATCHING TV
SAT1824	4.203	.753	INTERACTION WITH OTHER STUDENTS
SAT1829	4.269	.713	OVERALL COLLEGE EXPERIENCE

NOTE: If variable label is blank, no label was specified in SPSS-X job. ----- Betaview 1.8b

.....
Processed by BetaView V 1.8b
Copyright(C) Eric L. Day, 1989-91
Normal Program Termination
Records processed from input file: 604922
DV: VNSCS11 MAN NOT ENTITLED TO SEX 0
Number of independent variables: 91
Number of significant variables: 16
.....

**APPENDIX J.8:
STEP-BY-STEP REGRESSION RESULTS FOR MALE SUB-SAMPLE**

**APPENDIX J.8a:
STEP-BY-STEP REGRESSION RESULTS FOR MALE SUB-SAMPLE AT
SIGNIFICANCE LEVEL OF 0.05**

02-MAY-95 1994 COLLEGE STUDENT SURVEY --- NEW VERSION
 14137.59 REGRESSION MEN SAMPLE, RELIGIONS ARE ADD
 DV1: WWCBS011 MAN NOT ENTITLED TO SEX 0

PAGE 1

MISSINGS LISTWISE 21 out of 90 IVs were significant

Name	Step	Mult R	Signif	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
WVBS1744	1	.1924	.19	19	19	18	17	16	15	15	15	15	15	15	15	15	15	15	15	16	16	16	16	16	16	16	16	16	16
FATHED	2	.1966	.05	04	04	04	03	03	03	04	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
WVBS1725	3	.2116	-.11	-08	-09	-09	-08	-06	-06	-09	-09	-09	-09	-09	-08	-07	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06
WVBS1727	4	.2231	-.10	-07	-07	-07	-07	-07	-07	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06
WVBS1737	5	.2288	-.11	-07	-07	-05	-05	-05	-05	-05	-05	-07	-08	-07	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06
BLFS1726	6	.2328	.07	05	05	05	04	04	05	05	05	05	05	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
WVBS172	7	.2349	-.01	00	00	05	05	05	05	05	05	05	05	05	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04
WVBS1723	8	.2391	-.01	00	00	02	01	04	04	04	04	04	04	04	04	05	05	05	05	05	05	05	05	05	05	05	05	05	05
PUBU	9	.2426	.03	03	04	04	04	04	04	04	04	04	04	04	05	07	07	07	07	07	07	07	07	07	07	07	07	07	07
PGTV	10	.2455	-.03	-03	-03	-03	-03	-03	-03	-03	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04
PHATSTAT	11	.2462	-.06	-04	-03	-01	-02	-01	-01	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
BAT1829	12	.2698	.12	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
WVBS1723	13	.2821	.12	12	11	11	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
COLACT18	14	.2846	.09	08	08	07	07	07	07	07	07	07	07	07	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06
ACTCS011	15	.2949	-.10	-08	-09	-07	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06
COLACT03	16	.2987	.09	06	06	07	07	07	07	07	07	07	07	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06
WVBS1801	17	.3027	.02	03	03	05	05	05	04	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05
WVBS1808	18	.3076	-.11	-09	-09	-08	-08	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07
WVBS1805	19	.3099	-.12	-09	-09	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06
WVBS1878	20	.3119	.02	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
COLACT12	21	.3128	.04	04	04	05	04	05	05	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04

NOTE: Decimals omitted from BETA coefficients. DataView 1.0b

NAME	Beta																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
PROACTV	-.00	-.01	-.00	-.00	-.00	-.00	-.00	-.01	-.00	-.02	-.03	-.04	-.03	-.02	-.03	-.03	-.03	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02
POUTWOK	.01	.02	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
PSIS	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
LIVEMH1	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07
LIVEMH2	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07
LIVEMH3	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07
COLACT1	-.01	-.02	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
COLACT17	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04
COLACT16	.00	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
COLACT15	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
COLACT09	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07
ACTCS912	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04
ACTCS906	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02
ACTCS901	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02
ACTCS910	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02
HPACS910	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06
HPACS909	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06
BATREN	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05

NOTE: Decimals omitted from BETA coefficients. BetaView 1.0b

	MEAN	STD DEV	LABEL
VHS0811	3.403	.715	MAN NOT ENTITLED TO SEX ON DATE
VHS17A	3.349	.802	MAN NOT ENTITLED TO SEX ON DATE
AGE	3.263	.554	STUDENT'S AGE
RACEBIF1	1.098	.363	WHITE
RACEBIF2	1.019	.137	BLACK
RACEBIF3	1.066	.075	AMERICAN INDIAN
RACEBIF4	1.039	.194	ASIAN
RACEBIF5	1.010	.133	CHICANO
RACEBIF6	1.066	.077	PUERTO RICAN
RACEBIF8	1.021	.144	OTHER
PROTRFD	1.282	.459	PROTESTANT REL AGGREGATED
CATHOLIC	1.281	.493	CATHOLIC RELIGION AGGREGATED
JEWISH	1.021	.144	JEWISH
OTHELLO	1.078	.178	OTHER RELIGION AGGREGATED
MORRIS10	1.078	.284	NO RELIGION AGGREGATED
FATHER	2.489	1.098	FATHER'S EDUCATION
MOTHER	2.489	1.098	MOTHER'S EDUCATION
HOMEMAR	1.021	.144	HOMEMAKER
MONTRAD	1.021	.144	MOTHER WORKS OUTSIDE OF HOME IN MONTRAD
INCOME	18.050	4.879	ESTIMATED PARENTAL INCOME
POLVIEW	2.623	.842	POLITICAL ORIENTATION
ACTBIF24	2.092	.956	NON VARIETY LETTER IN SPORTS
ACTBIF29	1.182	.468	SMOKED CIGARETTES
ACTBIF13	1.769	.604	DRANK BEER
ACTBIF31	1.699	.604	DRANK WINE OR LIQUOR
ACTBIF28	1.892	.553	STAYED UP ALL NIGHT
HWBIF1	4.744	1.028	PARTYING OR GOING HOMEWORK
HWBIF2	5.046	1.482	STUDYING WITH FRIENDS
HWBIF3	2.970	1.197	LEGALIZE WITH FRIENDS
HWBIF4	2.970	1.197	LEGALIZE WITH FRIENDS
HWBIF5	2.970	1.197	SEX ON TV BEHIND LINE EACH OTHER
HWBIF23	2.926	.916	MARRIED WOMEN BEST AT WORK
HWBIF27	1.242	.816	EMPLOYERS CAN REQUIRE DRUG TESTING
HWBIF26	1.564	.874	LEGALIZE MARIJUANA
HWBIF24	2.099	.994	PROHIBIT HOMOSEXUAL RELATIONSHIPS
HWBIF33	2.099	.994	COLLEGE INCREASES EARNING POWER
HWBIF43	2.580	.963	CONTROL AIDS BY MANDATORY TESTING
BLF2101	4.239	.666	ACADEMIC ABILITY
BLF2125	4.056	.836	COMPETITIVENESS
BLF2126	4.155	.777	DRIVE TO ACHIEVE
BLF2107	3.837	.867	LEADERSHIP ABILITY
BLF2174	3.282	.772	POPULARITY WITH OPPOSITE SEX
BLF2112	3.316	.804	POPULARITY WITH OPPOSITE SEX
BLF2113	3.271	.807	SELF-CONFIDENCE (SOCIAL)
BLF2117	3.271	.807	SELF-CONFIDENCE (INTELLECTUAL)
BLF2127	3.084	.744	CONSERVATISM
BLF2126	1001.072	123.143	INSTITUTIONAL SELECTIVITY
PCITY	44.221	16.215	PERCENTAGE WOMEN UNDERGRADUATE FTE
PUBU	1.059	.235	PUBLIC UNIVERSITIES

NOTE: if variable label is blank, no label was specified in SPSS-X job. Session 1.08

	MEAN	STD DEV	LABEL
PRIVU	1.400		PRIVATE UNIVERSITIES
PURIVR	1.042		PUBLIC FOUR YEAR COLLEGES
NORIVR	1.149		NONSECTARIAN FOUR YEAR COLLEGES
CATHIVR	1.253		CATHOLIC FOUR YEAR COLLEGES
PROIVR	1.106		PROTESTANT FOUR YEAR COLLEGES
BLACKIV	1.091		PUBLIC FOUR YEAR COLLEGES -- BLACK
MALONLY	1.032		MALE ONLY COLLEGE
FEMONLY	1.018		ALL WOMENS COLLEGE
23	2.302		23
PATLSTN	1.739		PEER FACTOR: PERSONAL SELF-ESTEEM
PRESLSTN	1.743		PEER FACTOR: PEER INFLUENCE
PRACTIV	1.385		PEER FACTOR: SOCIAL ACTIVISM
PHATSTAT	1.321		PEER FACTOR: MATERIALISM & STATUS
POUTMOK	1.413		PEER FACTOR: OUTSIDE WORK
20	2.051		20
LIVFARR1	1.372		PEER FACTOR: SOCIO-ECONOMIC STATUS
LIVFARR2	1.512		LIVED WITH PARENT OR RELATIVES
LIVFARR3	2.266		LIVED IN OWN PRIV HOME, APT, ROOM
LIVFARR4	1.127		LIVED IN FRAT OR SORORITY HOUSE
COLACT01	1.162		JOINED A FRATERNITY OR SORORITY
COLACT11	1.113		IN OTHER INTERCOLLEGIATE SPORT
COLACT12	1.113		IN INTERCOLLEGIATE FOOTBALL/BASKETBALL
COLACT13	1.297		HAS PART-TIME JOB ON CAMPUS
COLACT14	1.297		HAS PART-TIME JOB OFF CAMPUS
COLACT15	1.285		WORKED FULL-TIME FOR STUDENT
COLACT16	1.285		WORKED FULL-TIME FOR OTHER
COLACT17	1.285		EMERGED IN WORK TO STUDIES COURSE
COLACT18	1.285		ELECTED TO STUDENT OFFICE
ACTCS861	1.091		SERVED AS RESIDENCE ADVISOR/ASSISTANT
ACTCS862	1.091		PERFORMED VOLUNTEER WORK
ACTCS863	1.174		STAYED UP ALL NIGHT
ACTCS864	1.183		SMOKED CIGARETTES
ACTCS810	2.287		DRANK BEER
ACTCS811	2.117		DRANK WINE OR LIQUOR
ACTCS812	2.287		STUDYING/HOMEWORK
HPMCS803	2.383		PARTYING
HPMCS804	4.166		SOCIALIZING WITH FRIENDS
HPMCS805	6.212		RELIGIOUS SERVICES/MEETINGS
HPMCS806	2.269		COMMUTING
HPMCS807	2.071		WATCHING TV
HPMCS808	4.270		INTERACTION WITH OTHER STUDENTS
HPMCS809	4.185		OVERALL COLLEGE EXPERIENCE
HPMCS810	4.282		
BAT123	4.282		

NOTE: If variable label is blank, no label was specified in SPSS-X job. ----- BetaView 1.0b

.....
Processed by Betaview V 1.2b
Copyright(C) Eric L. Doy, 1989-91
Normal Program Termination
Records processed from Input files: 005278
DV: VMECS11 HAS NOT ENTITLED TO SEX 0
Number of independent variables: 50
Number of significant variables: 21
.....

**APPENDIX J.8b:
STEP-BY-STEP REGRESSION RESULTS FOR MALE SUB-SAMPLE AT
SIGNIFICANCE LEVEL OF 0.01**

02-MAY-95 1994 COLLEGE STUDENT SURVEY -- MEN VERSION PAGE 1
 18:37:04 REGRESSION MEN SAMPLE, RELIGIONS ARE ADD, P01
 DV: VNCS011 MAN NOT ENTITLED TO SEX 0 3042 Missing LISTWISE 12 out of 90 IVs were significant

Step	Step Metric	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
VNCS1744	1	.1924	.19	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
WV01F5	2	.2095	-.11	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06
VNCS1F27	3	.2201	-.10	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07
VNCS1F37	4	.2255	-.11	-.07	-.05	-.05	-.04	-.04	-.04	-.03	-.03	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02
BAT1829	5	.2503	.12	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11
WV0CS013	6	.2641	.12	.12	.11	.11	.10	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09
COLACT16	7	.2727	.09	.06	.06	.07	.07	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06
ACTCS011	8	.2785	-.10	-.06	-.06	-.07	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06
WV0CS001	9	.2841	.02	.03	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
WV0CS008	10	.2904	-.11	-.09	-.08	-.08	-.07	-.06	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05
COLACT03	11	.2939	.09	.06	.07	.07	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06
PUSU	12	.3001	.03	.03	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04

NOTE: Decimals omitted from BETA coefficients. BetaView 1.0b

02-MAY-93 1994 COLLEGE STUDENT SURVEY --- NEW VERSION PAGE 3
 14:57:04 REGRESSION MEN SAMPLE, RELIGIOUS ARE AGO, FBI 12 out of 90 IVs were significant
 DV: VNBCS311 MAN NOT ENTITLED TO SEX O 9002 Missing= LISTWISE

Name	*NOT IN EQUATION*	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
BLACKTUB	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
BLKACTV	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
FEMONLY	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
CONED	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
PIRTESTM	02	01	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
PRCFACTV	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
PHATSTAT	04	02	02	02	01	00	01	02	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01
FOUTWORK	01	00	01	00	01	02	01	02	01	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01
PSBS	03	03	02	02	01	00	00	01	00	00	01	00	00	00	01	00	00	01	00	00	01	00	00	01	00	00
LIVEARR1	03	04	04	04	03	03	02	01	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
LIVEARR2	05	04	04	04	03	03	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
LIVEARR3	07	06	06	06	05	05	04	04	04	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02
LIVEARR4	02	02	02	01	01	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
COLACT01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
COLACT17	01	01	01	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
COLACT16	05	04	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
COLACT08	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
COLACT05	00	03	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
COLACT10	00	03	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
COLACT12	00	03	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
COLACT14	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
ACTCS04	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
ACTCS01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
ACTCS10	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
HPMCS05	02	01	02	00	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
HPMCS10	06	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
HPMCS09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09
SAT1929	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09

NOTE: Decimals omitted from BETA coefficients. BetaView 1.0b

	MEAN	STD DEV	LABEL
VNSCS811	3.609	.715	MAN NOT ENTITLED TO SEX ON DATE
VNS81FAN	3.348	.602	MAN NOT ENTITLED TO SEX ON DATE
RACE81F1	3.283	.354	STUDENT'S AGE
RACE81F2	1.819	.137	RACE
RACE81F3	1.006	.075	AMERICAN INDIAN
RACE81F4	1.819	.196	ASIAN
RACE81F5	1.618	.133	CHICANO
RACE81F6	1.806	.077	PUERTO RICAN
RACE81F8	1.821	.144	OTHER
PROTREL1	1.282	.458	PROTESTANT REL AGGREGATED
CATHREL1	1.581	.493	CATHOLIC RELIGION AGGREGATED
JEWREL1	1.821	.144	JEWISH RELIGION AGGREGATED
MUSREL1	1.821	.144	MUSLIM RELIGION AGGREGATED
OTHER1	1.821	.144	OTHER RELIGION AGGREGATED
WOMEN1	2.468	1.088	WOMEN'S EDUCATION
FATH1	2.468	1.088	FATHER'S EDUCATION
MOMTRAD	1.201	.681	MOTHER IS HOMEWAKER
NONTRAD	1.405	.881	MOTHER WORKS OUTSIDE OF HOME IN NONTRAD
OUTTRAD	1.354	.854	MOTHER WORKS OUTSIDE OF HOME IN TRADITIO
INCME	15.858	4.879	ESTIMATED PARENTAL INCOME
POLIVIEW	2.823	.662	POLITICAL ORIENTATION
ACT81F46	1.182	.062	NON VARIETY LETTER IN SPORTS
ACT81F29	1.769	.688	SMOKED CIGARETTES
ACT81F15	1.699	.604	DRANK WINE OR LIQUOR
ACT81F51	1.882	.551	STAYED UP ALL NIGHT
ACT81F30	3.543	1.658	PARTYING
HPNS1F5	2.768	1.482	STUDYING OR DOING HOMEWORK
HPNS1F1	2.378	1.454	SOCIALIZING WITH FRIENDS
HPNS1F2	3.886	1.197	TECHNIZE RECEPTION
HPNS1F23	2.378	1.197	TECHNIZE RECEPTION
HPNS1F21	1.923	.916	LEGALIZE MARIJUANA
HPNS1F22	1.923	.916	LEGALIZE MARIJUANA
HPNS1F24	1.923	.916	EMPLOYERS CAN REQUIRE DRUG TESTING
HPNS1F33	2.689	.994	PROHIBIT HOMOSEXUAL RELATIONSHIPS
HPNS1F08	2.688	.993	COLLEGE INCREASES EARNING POWER
HPNS1F43	2.588	.963	CONTROL AIDS BY MANDATORY TESTING
HPNS1F01	4.239	.886	ACADEMIC ABILITY
HPNS1F25	4.056	.836	ACADEMIC ABILITY
HPNS1F26	4.155	.836	ACADEMIC ABILITY
HPNS1F07	3.837	.957	DRIVE TO ACHIEVE
HPNS1F04	3.282	.777	LEADERSHIP ABILITY
HPNS1F16	3.586	.894	POPULARITY WITH OPPOSITE SEX
HPNS1F18	3.519	.894	POPULARITY WITH OPPOSITE SEX
HPNS1F19	3.519	.894	POPULARITY WITH OPPOSITE SEX
HPNS1F28	3.519	.894	POPULARITY WITH OPPOSITE SEX
HPNS1F24	3.519	.894	POPULARITY WITH OPPOSITE SEX
HPNS1F26	3.519	.894	POPULARITY WITH OPPOSITE SEX
SATS1F	1901.872	123.193	INSTITUTIONAL SELECTIVITY
PC1N	84.221	16.215	PERCENTAGE WOMEN UNDERGRADUATE FTE
PUBU	1.659	.235	PUBLIC UNIVERSITIES

NOTE: if variable label is blank, no label was specified in SPSS-X job. DataView 1.0b

	MEAN	STD DEV	LABEL
PRIVU	1.406		PRIVATE UNIVERSITIES
PUB4YR	1.042		PUBLIC FOUR YEAR COLLEGS
HONSNR	1.189		HONORARIAN FOUR YEAR COLLEGS
PRIV2YR	1.283		PRIVATE TWO YEAR COLLEGS
PUB2YR	1.091		PUBLIC TWO YEAR COLLEGS
BLKPHIB	1.091		BLACK PHIB COLLEGS -- BLACK
MALEONLY	1.012		MALE ONLY COLLEGE
FEMONLY	1.010		FEMALE ONLY COLLEGE
COED	1.968		CO EDUCATIONAL COLLEGE
PINTERTH	25.522		PEER FACTOR: INTELLECTUAL SELF-ESTEEM
PEER153	1.509		PEER FACTOR: PERMISSIVENESS
PROACTV	12.166		PEER FACTOR: SOCIAL ACTIVISM
PMATSTAF	15.121		PEER FACTOR: MATERIALISM & STATUS
POUTWORK	4.611		PEER FACTOR: OUTSIDE WORK
P2B	26.821		PEER FACTOR: SOCIO-ECONOMIC STATUS
LIVEWR1	1.212		LIVED WITH PARENT OR RELATIVES
LIVEWR2	1.242		LIVED IN OWN PRIV HOME, APT, ROOM
LIVEWR3	1.022		LIVED IN RESIDENCE HALL
COLACT1	1.127		JOINED A FRATERNITY OR SORORITY
COLACT2	1.111		IN OTHER INTERCOLLEGIATE SPORT
COLACT3	1.111		IN INTERCOLLEGIATE FOOTBALL/BASKETBALL
COLACT4	1.111		HAS PART-TIME JOB ON CAMPUS
COLACT5	1.111		HAS PART-TIME JOB OFF CAMPUS
COLACT6	1.111		WORKED FULL-TIME WHILE STUDENT
COLACT7	1.111		ENROLLED IN WOMEN'S STUDIES COURSE
COLACT8	1.111		ELECTED TO STUDENT OFFICE
COLACT9	1.091		SERVED AS RESIDENCE ADVISOR/ASSISTANT
COLACT10	1.045		PERFORMED VOLUNTEER WORK
ACTCS166	1.774		STAYED UP ALL NIGHT
ACTCS167	1.303		SMOKED CIGARETTES
ACTCS168	1.307		DRANK BEER
ACTCS169	2.307		DRANK WINE OR LIQUOR
ACTCS170	2.117		STUDYING/HOMEWORK
ACTCS171	2.302		PARTYING
HWPCS172	4.162		RELATING WITH FRIENDS
HWPCS173	2.249		RELIGIOUS SERVICES/MEETINGS
HWPCS174	2.249		COMUNING
HWPCS175	2.271		WATCHING TV
HWPCS176	4.210		INTERACTION WITH OTHER STUDENTS
SAT1824	4.166		OVERALL COLLEGE EXPERIENCE
SAT1825	4.262		

NOTE: if variable label is blank, no label was specified in SPSS-H job. ----- BotView 1.0b

.....
Processed by Bataview V 1.0b
Copyright(C) Eric L. Day, 1989-91
Normal Program Termination
Records processed from input file: 004355
DV: VVCS811 MAN NOT ENTITLED TO SEX 0
Number of independent variables: 99
Number of significant variables: 12
.....

**APPENDIX J.9:
STEP-BY-STEP REGRESSION RESULTS FOR FEMALE SUB-SAMPLE**

**APPENDIX J.9a:
STEP-BY-STEP REGRESSION RESULTS FOR FEMALE SUB-SAMPLE AT
SIGNIFICANCE LEVEL OF 0.05**

02-MAY-95 1994 COLLEGE STUDENT SURVEY --- NEW VERSION PAGE 1
 14:33:16 REGRESSION WOMEN SAMPLE, RELIGIONS ARE CLUSTERED
 DV: VMCS311 MAR NOT ENTITLED TO SEX O N= 4425 Missing= LISTWISE 17 out of 89 IIVs were significant

Name	Step	Mult	Simp	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25					
VMCSIF4	1	.0900	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09					
RACESIF6	2	.1104	-.07	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06				
JEWISH	3	.1179	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04				
RACESIF3	4	.1221	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03			
VMCSIF31	5	.1345	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05			
SLFSIF01	6	.1424	.06	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05			
SLFSIF14	7	.1476	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04		
SLFSIF15	8	.1541	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01		
VMCSIF23	9	.1579	-.03	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02		
SLFSIF18	10	.1612	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01		
HPMSIF2	11	.1648	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03		
VMCSIF24	12	.1667	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	
PSES	13	.1747	.07	.06	.07	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	
PURU	14	.1782	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	
LIVEARR2	15	.1842	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	
HPMS313	16	.1867	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	
COLACT04	17	.1889	-.08	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00

NOTE: Decimals omitted from BETA coefficients. SetView 1.00

NAME	BETA																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
VMS5S11	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-01	-01	-01	-01
AGE	01	-01	01	-01	01	-01	01	-01	01	-01	01	-01	01	-01	01	-01	01
RACES1F1	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-01	-01	-01
RACES1F2	02	02	01	01	02	02	02	02	02	02	02	02	02	01	01	01	01
RACES1F3	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
RACES1F4	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
RACES1F5	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
PROTREL0	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
CATHOL1C	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
NONREL10	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
FAITHED	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
HOWMAKE	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
NONTRAD	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
OUTTRAD	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
INCOME	02	01	02	02	01	01	00	01	01	01	00	00	01	01	01	01	01
POLVIEW	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
ACTSIF46	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
ACTSIF29	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
ACTSIF33	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
ACTSIF51	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
ACTSIF30	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
HPWSIF5	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
IPWSIF1	04	05	05	04	04	03	03	03	03	03	03	03	03	03	03	03	03
VMS5IF37	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
VMS5IF21	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
VMS5IF42	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
VMS5IF06	-03	-02	-03	-02	-03	-02	-03	-02	-03	-02	-03	-02	-03	-02	-03	-02	-03
VMS5IF93	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
SL5IF02	04	08	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
SL5IF07	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
SL5IF17	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
SL5IF26	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
SAISIF	06	06	07	07	06	05	05	05	05	04	04	04	04	04	04	04	04
PCIN	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04
PRIVU	03	03	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
PUNAYR	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
NONSATR	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
CATHATR	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
PROJATR	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
BLANKR	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
PUNWLY	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
CORLY	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07
PINVESTM	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
PFRMISS	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
PSOCACTV	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
PHATSTAT	-04	-03	-04	-03	-04	-03	-04	-03	-04	-03	-04	-03	-04	-03	-04	-03	-04
PUJWORK	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01

NOTE: Decimals omitted from BETA coefficients. BetaView 1.0b

02-MAY-95 1994 COLLEGE STUDENT SURVEY -- NEW VERSION
 141331N REGRESSION WOMEN SAMPLE, RELIATIONS ARE CLUSTERED
 DV: VINCSS11 MAJ NOT ENTITLED TO SEA 0

PAGE 3
 17 out of 89 Ivs were significant

Missing-Listwise

Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
LIVEARR1	01	01	01	01	01	02	02	02	02	02	02	02	02	01	01	01	01	03							
LIVEARR3	01	01	01	01	01	02	02	02	02	02	02	02	02	01	01	01	01	03							
LIVEARR4	01	01	01	01	01	02	02	02	02	02	02	02	02	01	01	01	01	03							
COLACT01	-00	-00	00	00	00	00	-00	-00	00	00	00	00	00	00	00	00	00	00							
COLACT17	-00	-00	00	00	00	00	-00	-00	00	00	00	00	00	00	00	00	00	00							
COLACT16	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01							
COLACT03	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00							
COLACT05	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01							
COLACT12	04	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03							
COLACT19	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01							
ACTCS12	02	02	02	02	02	02	02	02	02	02	02	02	02	01	01	01	01	01							
ACTCS06	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01							
ACTCS01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00							
ACTCS10	01	01	01	01	00	00	00	00	00	00	00	00	00	01	01	01	01	01							
ACTCS11	01	01	01	01	00	00	00	00	00	00	00	00	00	01	01	01	01	01							
HPMCS05	01	01	01	01	00	00	00	00	00	00	00	00	00	01	01	01	01	01							
HPMCS04	02	02	02	02	02	02	02	02	02	02	02	02	02	01	01	01	01	01							
HPMCS10	02	02	02	02	02	02	02	02	02	02	02	02	02	01	01	01	01	01							
HPMCS09	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01							
HPMCS08	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01							
SATTS24	02	02	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01							

NOTE: Decimals omitted from BETA coefficients. Betaview 1.0b

	MEAN	STD	DEV	LABEL
VMSGSB11	3.698	.429		MAN NOT ENTITLED TO SEX ON DATE
VMSIF44	3.035	.571		MAN NOT ENTITLED TO SEX ON DATE
AGE	3.147	.473		STUDENT'S AGE
RACESIF1	1.905	.293		WHITE
RACESIF2	1.027	.163		BLACK
RACESIF3	1.006	.079		AMERICAN INDIAN
RACESIF4	1.033	.178		ASIAN
RACESIF5	1.011	.131		CHICANO
RACESIF6	1.009	.090		PUERTO RICAN
PROTELD	1.927	.429		PROTESTANT
CATHOLIC	1.535	.899		CATHOLIC RELIGION AGGREGATED
JEWISH	1.017	.111		JEWISH
OTHRELIG	1.042	.200		OTHER RELIGION AGGREGATED
MORELIG	1.071	.256		NO RELIGION AGGREGATED
MOHED	5.142	1.841		MOTHER'S EDUCATION
FATHER	5.693	2.012		FATHER'S EDUCATION
HOMEMAKE	1.197	.398		MOTHER IS HOME-MAKER
NONTRAD	1.427	.495		MOTHER WORKS OUTSIDE OF HOME IN NONTRAD
INCOME	1.376	.884		MOTHER WORKS OUTSIDE OF HOME IN TRADITIO
POLYVIEW	12.900	5.156		ESTIMATED PARENTAL INCOME
ACISIF26	3.018	.719		POLITICAL ORIENTATION
ACISIF25	1.500	.879		NON-VARIABLE LETTER IN SPORTS
ACISIF1	1.501	1.219		SMOKED CIGARETTES
ACISIF31	1.659	.578		DRANK WINE OR LIQUOR
ACISIF30	1.634	.518		STAYED UP ALL NIGHT
HPMSIF3	3.312	1.533		PARTYING OR DOING HOMEWORK
HPMSIF1	5.116	1.416		STUDYING OR DOING HOMEWORK
HPMSIF2	5.616	1.408		SOCIALIZING WITH FRIENDS
VMSIF23	2.545	1.259		SOCIALIZE ABORTION
VMSIF27	1.908	.909		SEX ON IF PEOPLE LIKE EACH OTHER
VMSIF42	1.515	.694		MARRIED WOMEN BEST AT HOME
VMSIF24	3.165	.791		EMPLOYERS CAN REQUIRE DRUG TESTING
VMSIF33	1.975	.995		LEGALIZE MARIJUANA
VMSIF08	2.508	.862		PROHIBIT HOMOSEXUAL RELATIONSHIPS
VMSIF43	2.632	.666		COLLEGE INCREASES EARNING POWER
SLZSIF01	4.021	.679		CONTROL AIDS BY MANDATORY TESTING
SLZSIF25	3.539	.848		ACADEMIC ABILITY
SLZSIF05	1.688	.733		COMPETITIVENESS
SLZSIF04	3.583	.872		LEADERSHIP ABILITY
SLZSIF15	3.224	.725		POPULARITY WITH OPPOSITE SEX
SLZSIF18	3.302	.847		POPULARITY WITH OPPOSITE SEX
SLZSIF17	3.594	.789		SELF-CONFIDENCE (SOCIAL)
SLZSIF26	4.055	.689		SELF-CONFIDENCE (INTELLECTUAL)
SAISIF	1034.181	112.938		COOPERATIVENESS
PCIN	55.826	14.725		INSTITUTIONAL SELECTIVITY
PUBU	1.069	.284		PERCENTAGE WOMEN UNDERGRADUATE FTE PUBLIC UNIVERSITIES

NOTE: if variable label is blank, no label was specified in SPSS-X Job. BetaView 1.0b

MEAN	STD DEV	LABEL
1.276	.487	PRIVATE UNIVERSITIES
1.076	.266	PUBLIC FOUR YEAR COLLEGES
1.164	.371	NONSECTARIAN FOUR YEAR COLLEGES
1.259	.436	CATHOLIC FOUR YEAR COLLEGES
1.133	.339	PROTESTANT FOUR YEAR COLLEGES
1.003	.052	PUBLIC FOUR YEAR COLLEGES -- BLACK
1.078	.268	ALL WOMEN'S COLLEGE
1.910	.286	CO EDUCATIONAL COLLEGE
2.843	1.485	PEER FACTOR: INTELLECTUAL SELF-ESTEEM
1.639	1.025	PEER FACTOR: PERMISSIVENESS
12.292	.494	PEER FACTOR: SOCIAL ACTIVISM
15.109	1.063	PEER FACTOR: MATERIALISM & STATUS
4.672	1.220	PEER FACTOR: OUTSIDE WORK
20.188	2.225	LIVED WITH PARENTS OR RELATIVES
1.427	.239	LIVED IN OWN PRIV HOME/ART ROOM
1.297	.578	LIVED IN RESIDENCE HALL
2.247	.226	LIVED IN FRAT OR SORORITY HOUSE
1.048	.367	JOINED A FRATERNITY OR SORORITY
1.160	.405	IN OTHER INTERCOLLEGIATE SPORT
1.207	.211	IN INTERCOLLEGIATE FOOTBALL/BASKETBALL
1.047	.493	HAD PART-TIME JOB ON CAMPUS
1.610	.500	HAD PART-TIME JOB OFF-CAMPUS
1.515	.230	WORKED FULL-TIME WHILE STUDENT
1.056	.451	EMULDED IN WOMEN'S STUDIES COURSE
1.229	.420	ELECTED TO STUDENT OFFICE
1.057	.293	SERVED AS RESIDENCE ADVISOR/ASSISTANT
2.001	.688	STAYED UP ALL NIGHT
1.194	.649	SMOKED CIGARETTES
1.103	.771	DROOK BEER
2.089	.623	DROOK WINE OR LIQUOR
5.772	1.449	STUDYING/HOMEWORK
3.718	1.637	PARTYING
6.086	1.523	SOCIALIZING WITH FRIENDS
2.332	1.123	RELIGIOUS SERVICES/MEETINGS
2.233	1.491	COMMUTING
3.725	1.566	WATCHING TV
4.215	.742	INTERACTION WITH OTHER STUDENTS
4.274	.702	OVERALL COLLEGE EXPERIENCE

NOTE: if variable label is blank, no label was specified in SPSS-X Job. DataView 1.8b

```

.....
      Processed by BetaView V 1.0b
      Copyright(C) Eric L. DeY, 1989-93
      Normal Program Termination

Records processed from Input files: 604860
DV: VNSCS11  MAN NOT ENTITLED TO SEX 0
Number of independent variables: 09
Number of significant variables: 17
| | | | | | | | | | | | | | | | | | |
NOTE: Variables without variance deleted!
| | | | | | | | | | | | | | | | | | |
.....

```

**APPENDIX J.9b:
STEP-BY-STEP REGRESSION RESULTS FOR FEMALE SUB-SAMPLE AT
SIGNIFICANCE LEVEL OF 0.01**

02-MAY-95 1994 COLLEGE STUDENT SURVEY --- NEW VERSION PAGE 1
 14:12:18 REGRESSION WOMEN SAMPLE RELIGIONS ARE CLUSTERED, P=1
 BY: WWCSS11 MAN NOT ENTITLED TO SEX 0 Missing Listwise 10 out of 89 IVs were significant

Name	Step	Multiple R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
WSSIF4	1	.0900	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	
RACESIF6	2	.1104	-.07	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06
JEWISH	3	.1179	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04
WSSIF33	4	.1309	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05
SLFSIF01	5	.1391	.06	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05
SLFSIF14	6	.1445	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
SLFSIF15	7	.1513	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
PSES	8	.1596	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07
LIVEARR2	9	.1649	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04
PURU	10	.1700	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01

NOTE: Decimals omitted from BETA coefficients. BetaView 1.0B

02-MAY-95 1994 COLLEGE STUDENT SURVEY -- NEW VERSION
 14:32:18 REGRESSION WOMEN SAMPLE. RELIGIONS ARE CLUSTERED, P01
 DV: VNCSB11 MAN NOT ENTITLED TO SEX D N# 4425

PAGE 2
 19 out of 89 IVs were significant

Missing Listwise

Var	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
NAME	*****NOT IN EQUATION*****																									
VNCSB11	*****																									
AGE	-02	-02	-02	-02	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
RACESIF1	-01	-01	-01	-01	-01	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
RACESIF2	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
RACESIF3	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
RACESIF4	02	02	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
RACESIF5	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
RACESIF6	-01	-01	-01	-01	-01	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
PROTREL	01	02	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
CATHOLIC	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
OTHRELIG	00	00	00	00	00	00	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
MORELIG	02	02	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
MOTHER	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
HORNMAKE	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
OUTINAD	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
CUTINAD	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
INCOME	02	02	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
POLVIEW	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
ACTSIF6	01	01	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
ACTSIF9	-01	-01	-01	-01	-01	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
ACTSIF29	-01	-01	-01	-01	-01	-01	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
ACTSIF33	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
ACTSIF51	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
ACTSIF50	01	01	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
HPMSIF5	04	05	05	04	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
HPMSIF1	03	03	03	03	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
HPMSIF2	-03	-03	-03	-03	-03	-03	-03	-03	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04
VNCSI123	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
VNCSIF37	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
VNCSIF27	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
VNCSIF22	00	00	00	00	00	00	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
VNCSIF28	-03	-03	-03	-03	-03	-03	-03	-03	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04
VNCSIF26	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
VNCSIF24	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
VNCSIF25	02	02	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
SIFSIF23	04	04	04	04	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
SIFSIF0	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
SIFSIF06	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
SIFSIF07	-01	-01	-01	-01	-01	-01	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
SIFSIF18	-01	-01	-01	-01	-01	-01	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
SIFSIF17	-02	-02	-02	-02	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
SIFSIF26	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
SATISIF	06	06	07	06	05	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
PCTH	-04	-04	-04	-04	-04	-04	-04	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
PRIVU	03	03	03	03	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
PUNYR	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04
RUNNVR	02	02	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
RUNNVR	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
PRONVR	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
BLACKWB	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
FEMOFLY	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
COED	02	02	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01

NOTE: Decimals omitted from BETA coefficients.

See View 1, 8b

Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
*****NOT IN EQUATION*****																									
PINTESTM	01	07	06	05	05	05	02	02	02																
PPERMIS	-00	-00	00	-02	-01	-01	-01	-01	-01	-02															
PSOCACTV	-01	-01	-01	-02	-02	-01	-02	-03	-03	-02															
PRATSTAI	-04	-02	-04	-03	-03	-03	-01	-01	-01	-03															
POLTWORN	01	01	01	01	02	02	02	03	03	03															
LIVEARR1	01	01	01	01	01	02	04	04	04	04															
LIVEARR2	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01															
LIVEARR3	-00	-00	00	00	00	00	00	00	00	00															
COLACT01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01															
COLACT16	01	01	01	01	01	01	01	01	01	01															
COLACT03	00	00	00	00	00	00	00	00	00	00															
COLACT04	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01															
COLACT05	04	04	04	03	03	03	03	02	02	02															
COLACT12	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01															
COLACT09	01	01	01	01	01	01	01	01	01	00															
COLACT18	02	02	02	02	02	03	03	03	03	01															
ACTCSS12	-01	-01	-01	-02	-01	-02	-03	-03	-03	-03															
ACTCSS06	00	00	00	00	00	00	00	00	00	00															
ACTCSS01	01	01	01	01	00	00	01	00	00	00															
ACTCSS10	01	01	01	01	00	00	01	00	01	00															
ACTCSS11	05	05	05	05	04	04	04	04	04	03															
HPMCS13	01	01	01	01	01	01	01	01	01	01															
HPMCS03	02	02	02	02	02	02	02	01	01	01															
HPMCS01	02	02	01	03	03	03	03	02	02	03															
HPMCS10	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01															
HPMCS08	01	01	01	01	01	01	01	01	01	01															
SAT1824	02	02	02	02	02	02	02	01	01	01															

NOTE: Decimals omitted from BETA coefficients. ----- Betaview 1.0b

	MEAN	STD DEV	LABEL
VNCS11	3.896	.429	MAN NOT ENTITLED TO SEX ON DATE
VNCS17A	3.925	.571	MAN NOT ENTITLED TO SEX ON DATE
RACES1F1	1.005	.283	STUDENT'S AGE
RACES1F2	1.005	.283	RACE
RACES1F3	1.006	.079	BLACK
RACES1F4	1.033	.178	AMERICAN INDIAN
RACES1F5	1.017	.131	ASIAN
RACES1F6	1.008	.090	CHICANO
RACES1F7	1.017	.129	OTHER
RACES1F8	1.017	.131	PUERTO RICAN
CATHOLIC	1.532	.469	PROTESTANT REL AGGREGATED
OTHRRELIG	1.017	.131	CATHOLIC RELIGION AGGREGATED
MORELIG	1.071	.200	OTHER RELIGION AGGREGATED
MOTHER	2.742	1.841	NO RELIGION AGGREGATED
FATHER	2.693	2.012	MOTHER'S EDUCATION
HOMEMAR	1.197	.398	MOTHER IS WORKER
OUTMARR	1.474	.492	MOTHER WORKS OUTSIDE OF HOME
INCOME	3.500	5.116	MOTHER WORKS OUTSIDE OF HOME IN MONTADO
POLVIEW	1.018	.719	ESTIMATED PARENTAL INCOME
ACTS1F6	1.800	.659	POLITICAL ORIENTATION
ACTS1F9	1.231	.516	MOM VARIETY LETTER IN SPORTS
ACTS1F3	1.600	.637	SMOKED CIGARETTES
ACTS1F5	1.659	.578	DRANK BEER
ACTS1F2	1.834	.510	DRANK WINE OR LIQUOR
ACTS1F0	1.372	1.633	STAYED UP ALL NIGHT
HPMS1F5	3.116	1.416	PARTYING OR DOING HOMEWORK
HPMS1F1	2.816	1.408	STUDYING WITH FRIENDS
HPMS1F2	2.245	1.259	SOCIALIZING WITH FRIENDS
VNCS1F3	1.908	.909	LEGALIZE ABORTION
VNCS1F7	1.515	.894	SEX OR IF PEOPLE LIKE EACH OTHER
VNCS1F2	3.165	.791	MARRIED WOMEN BEST AT HOME
VNCS1F1	1.915	.822	EMPLOYERS CAN REQUIRE DRUG TESTING
VNCS1F4	2.602	.942	LEGALIZE MARIJUANA
VNCS1F8	2.632	.845	COLLEGE WORKSCHOOL RELATIONSHIPS
VNCS1F0	3.519	.848	CONTROL WEAPONS
VNCS1F2	3.519	.848	CONTROL AIDS BY MANDATORY TESTING
VNCS1F0	3.519	.848	ACADEMIC ABILITY
VNCS1F0	3.519	.848	COMPETITIVENESS
VNCS1F0	3.519	.848	DRIVE TO ACHIEVE
VNCS1F0	3.519	.848	LEADERSHIP ABILITY
VNCS1F0	3.519	.848	POPULARITY
VNCS1F0	3.519	.848	POPULARITY WITH OPPOSITE SEX
VNCS1F0	3.519	.848	SELF-COMFIDENCE (SOCIAL)
VNCS1F0	3.519	.848	SELF-COMFIDENCE (INTELLECTUAL)
VNCS1F0	3.519	.848	COOPERATIVENESS
VNCS1F0	3.519	.848	INSTITUTIONAL SELECTIVITY
VNCS1F0	3.519	.848	PERCENTAGE WOMEN UNDERGRADUATE FTE
VNCS1F0	3.519	.848	PUBLIC UNIVERSITIES

NOTE: If variable label is blank, no label was specified in SPSS-X Job.

	MEAN	STD DEV	LABEL
PRIVU	1.276	.447	PRIVATE UNIVERSITIES
PUB4YR	1.076	.266	PUBLIC FOUR YEAR COLLEGES
CONSAYR	1.166	.371	CONSISTANT FOUR YEAR COLLEGES
PRIV1YR	1.113	.319	PROTESTANT FOUR YEAR COLLEGES
BLAC4YR	1.003	.052	PUBLIC FOUR YEAR COLLEGES --- BLACK
FEM4YR	1.078	.268	ALL WOMENS COLLEGE
COND	1.910	.286	CO EDUCATIONAL COLLEGE
PIRES15M	24.843	1.185	PEER FACTOR: INTELLECTUAL BELT-ENTREEN
PIRES15S	1.639	1.025	PEER FACTOR: PERMISSIVENESS
PSOCACTV	12.292	.654	PEER FACTOR: SOCIAL ACTIVISM
PMATSTAY	15.109	1.063	PEER FACTOR: MATERIALISM & STATUS
POUTWORK	4.675	.220	PEER FACTOR: OUTSIDE WORK
PSES	20.188	2.295	PEER FACTOR: SOCIO-ECONOMIC STATUS
LIVEARR1	1.336	.568	LIVED WITH PARENT OR RELATIVES
LIVEARR2	1.467	.337	LIVED IN OTH PRIV HOME,APT,MOOR
LIVEARR3	2.247	.278	LIVED IN RESIDENCE HALL
LIVEARR4	1.048	.226	LIVED IN FRAT OR SORORITY HOUSE
COLACT10	1.160	.387	JOINED A FRATERNITY OR SORORITY
COLACT17	1.207	.905	IN OTHER COLLEGE FOR
COLACT16	1.678	.683	HAD PART-TIME JOB ON CAMPUS
COLACT15	1.515	.208	WORKED FULL-TIME WHILE STUDENT
COLACT12	1.225	.451	ENROLLED IN WOMEN'S STUDIES COURSE
COLACT19	1.229	.420	ELECTED TO STUDENT OFFICE
COLACT18	1.095	.293	SERVED AS RESIDENCE ADVISOR/ASSISTANT
ACTCS312	2.001	.668	PERFORMED VOLUNTEER WORK
ACTCS806	1.704	.639	STAYED UP ALL NIGHT
ACTCS801	1.394	.653	SMOKED CIGARETTES
ACTCS310	2.103	.711	DRANK BEER OR LIQUOR
HPMCS311	5.072	1.131	DRANK WINE OR LIQUOR
HPMCS305	3.716	1.649	STUDYING/HOMEWORK
HPMCS301	6.086	1.317	PARTYING
HPMCS310	2.332	1.323	SOCIALIZING WITH FRIENDS
HPMCS309	2.233	1.123	RELIGIOUS SERVICES/MEETINGS
HPMCS308	3.725	1.491	COMMUTING
SAT1524	4.215	1.268	WATCHING TV
SAT1529	4.214	.742	INTERACTION WITH OTHER STUDENTS
		.702	OVERALL COLLEGE EXPERIENCE

NOTE: If variable label is blank, no label was specified in SPSS-X job. ----- Betaview 1.0b

.....
Processed by DataView V 1.0b
Copyright(C) Eric L. Dey, 1989-91
Norms! Program Termination
Records processed from input file: 004116
DY: WSCS11 MAN NOT ENTITLED TO SEX 0
Number of independent variables: 89
Number of significant variables: 18
! ! ! ! ! ! ! ! ! ! ! ! ! ! ! ! !
NOTE: Variables without variance deleted!
! ! ! ! ! ! ! ! ! ! ! ! ! ! ! ! ! !
.....

**APPENDIX K:
CODING FOR SURVEY AND INTERVIEWS REGARDING INSTITUTIONAL
POLICIES ABOUT CAMPUS SEXUAL ASSAULT**

**Survey and Interviews Regarding Institutional Policies About Sexual Assault:
General Analytic Categories (Codebook)**

- 1.0 Existence of Policy
- 2.0 Language of Policy Statement
- 3.0 Definition of Rape or Sexual Assault Employed by Policy
- 4.0 Where Victims/Survivors Can Get Help After an Attack
- 5.0 Where Victims/Survivors Can Report an Attack On Campus
- 6.0 Who Handles Rape Reports and Cases On Campus
- 7.0 Informal Procedures for Handling/Resolving Cases on Campus
- 8.0 Formal Procedures for Handling/Resolving Cases on Campus
- 9.0 Types of Awareness Programs about Rape On Campus
- 10.0 Dissemination of Information about Policies and Rape On Campus
- 11.0 Other/Misc.

**APPENDIX L:
WUSUs INTERIM POLICY REGARDING CAMPUS SEXUAL ASSAULT**

Step 1: A rape or sexual assault is reported [to any site on campus].

Step 2: The need for medical attention is discussed:

a) When an assault has occurred within 72 hours of disclosure, determine if the survivor wishes to receive assistance.

•**IF YES:** call Campus Police to transport survivor to Local Rape Treatment Center at Local Hospital.

•**IF NO:** proceed to Step 5.

b) When an assault has occurred after 72 hours of disclosure, proceed to Step 5.

Step 3: Follow-up emergency care is provided:

a) Campus Police take survivor to hospital

b) Officers inform survivor of their right to have a friend/family member accompany them and advise them to bring a change of clothes.

c) Rape Treatment Center provides trained rape counselor to accompany survivor through procedures and notify survivor about: counseling options, availability of Rape Services Consultant at WUSU Campus Women's Center, the availability of college discipline through the Dean of Students Office.

d) Campus Police notify survivor of their rights as a victim of a violent crime and of appropriate judicial procedures.

e) With Consent of survivor, police take sexual assault crime report.

f) Campus Police informs survivors of the availability of a Rape Services Consultant to provide follow-up assistance and support.

g) Campus Police arrange for survivor to have transportation to place of residence.

Step 4: Need for emergency psychological intervention is determined. If survivor is distressed, call Student Psychological Services. If after business hours, call Campus Police

Step 5: The Rape Services Consultant is contacted. Reporting to campus officials and campus safety is discussed.

Step 6: On going campus and community assistance is coordinated. On and Off campus referrals are offered and explored. Filing a police report, college discipline procedures, and other processes are explained. The Rape Services Consultant remains in contact with the survivor on an on going basis to assist the survivor in obtaining services.

Step 7: Campus Notification Process: The Campus Police contacts the Administrator for Student and Campus Life, who, in turn, will determine the necessity to notify other university officials.

Step 8: Student Decides on course of action: 1) University Disciplinary Procedures: WUSU Student Code of Conduct has a special code and procedures for cases of rape and sexual assault; 2) Mediation/Informal procedures and responses; 3) counseling; or 4) nothing.

•**If 8.1,** proceed to Step 9.

•**If 8.2,** proceed to Step 10.

•**If 8.3,** refer student to Student Psychological Services and Rape Services Consultant.

•**If 8.4,** refer student to Rape Services Consultant.

Step 9: Campus Discipline Process: Cases referred to the Office of the Dean of Students will be treated under the hearing procedures set forth in the WUSU Student Conduct Code of Procedures, with the addition of the following procedures, where the allegation is rape or other forms of sexual assault and the case is referred to the Student Conduct Committee:

a) The complainant (formerly referred to as the survivor) shall be entitled, for support, to have up to two persons of the complainant's choice accompany the complainant to the hearing. A support person may be called as a witness, and the fact that he or she is to act as a witness shall not preclude that person's attendance throughout the entire hearing. If a support person is also a witness, the Committee Chair (or Hearing Officer) may require him or her to testify before the complainant. Neither of these persons shall be entitled to represent or defend the complainant. Similar rights shall be afforded the accused student.

b) The complainant shall have the right to be present during the entire hearing, notwithstanding the fact that the complainant is to be called as a witness.

c) Evidence of the complainant's past sexual history, including opinion evidence, reputation evidence, and evidence of specific instances of the complainant's sexual conduct, shall not be admissible by the accused student unless the Committee Chair or Hearing Officer makes a specific finding of relevance after an offer of proof by the accused student. Under no circumstances is past sexual history admissible to prove consent. The offer of proof must be made and resolved by the panel before the complainant testifies.

d) The hearing shall be closed to spectators.

Step 10: Mediation. Mediation as a form of resolution, is offered through the Ombudsman/Ombuds office. The Dean of Students Office may also meet with both the accused and the survivor (independently and/or together) to assist in resolving the case. If the incident occurred in a resident hall, or if the survivor and accused live in the residence halls, the Office of Residential Life may remove the accused from the residence hall and/or offer alternative housing for the survivor. Lastly, third party reporting without any formal proceedings is encouraged when the survivor does not wish to for formal proceedings.

Preparing the Case:

The survivor ultimately works with the person from Legal Services to develop a case. However, before that stage, the following steps are followed:

a) First: The victim files a formal grievance. A formal grievance being a formal complaint. The victim gives the Dean of Students something in writing which gives them permission to go forward. The Dean of Students ask them to tell me exactly what you said, what he said, and what happened. It is made very clear to them that this is a statement that the accused will be able to read. The survivor is urged to write the statement clearly and with as much information that she's comfortable letting the accused know. The If the survivor has filed a Police Report and feels comfortable with that, that can serve as the statement of violation.

b) Second: The accused is sent a letter of summons which tells him there's alleged violation of sexual assault or rape. The accused is required to meet with the Dean of Students within seven working days.

c) Third: A meeting with the accused. The accused person will know you made a statement against them; they are entitled to know that. They will see the statement the victim wrote. The Dean of Students asks him to respond to the charges. If he admits to a violation, then they can determine a sanction and it is imposed.

d) Four: If he says he didn't do it, the Dean of Students would meet again with the survivor and make sure s/he still wants to go forward. If they do, and if they come this far, they generally do. An investigation ensues with the help of the Campus Police.

Witnesses on their side may be called in and questioned. They might question some of your friends and ask for names of people who you provide for them. The Campus Police Department may also be involved to investigate and gather evidence.

e) Five, Then, if there is enough information to support the grievance, or the complaint, then the case would be recommended to be taken the Student Conduct Committee, which then becomes the hearing board to hear the case and they make the final determination about the case.

The Hearing:

a) The Hearing Committee: It's five members. The chair is a law professor and then one faculty, one staff, and two students (one female, one male). It's required to have three show up for the hearing to proceed.

b) The Role of the Hearing Coordinator: the Hearing Coordinator sends the accused a letter of saying that a hearing will be held, when it will be held, where it will be held. The Coordinator sends him all the important information on file, any factual information to be used in the hearing and also gives it all to the survivor. The Coordinator sits in during the hearing.

c) Support for the Students: now there are special sort of policies set up for the accused and for the student: they can have two people with them instead of just one.

d) Representation: The college represents the case and the survivor is only a witness. The accused can have a representative which includes a lawyer.

e) The victim does not have to attend the hearing, except the victim must appear to make a statement.

f) The Committee is very careful in seating arrangements -- that the parties would be catty-corner to each other, so they do not directly face each other.

The Outcome and Sanctions:

Generally, The Dean of Students will recommend dismissal. The Student Conduct Committee doesn't always accept they recommendation no matter what it is. They may impose a long or short suspension, or whatever they see fit.

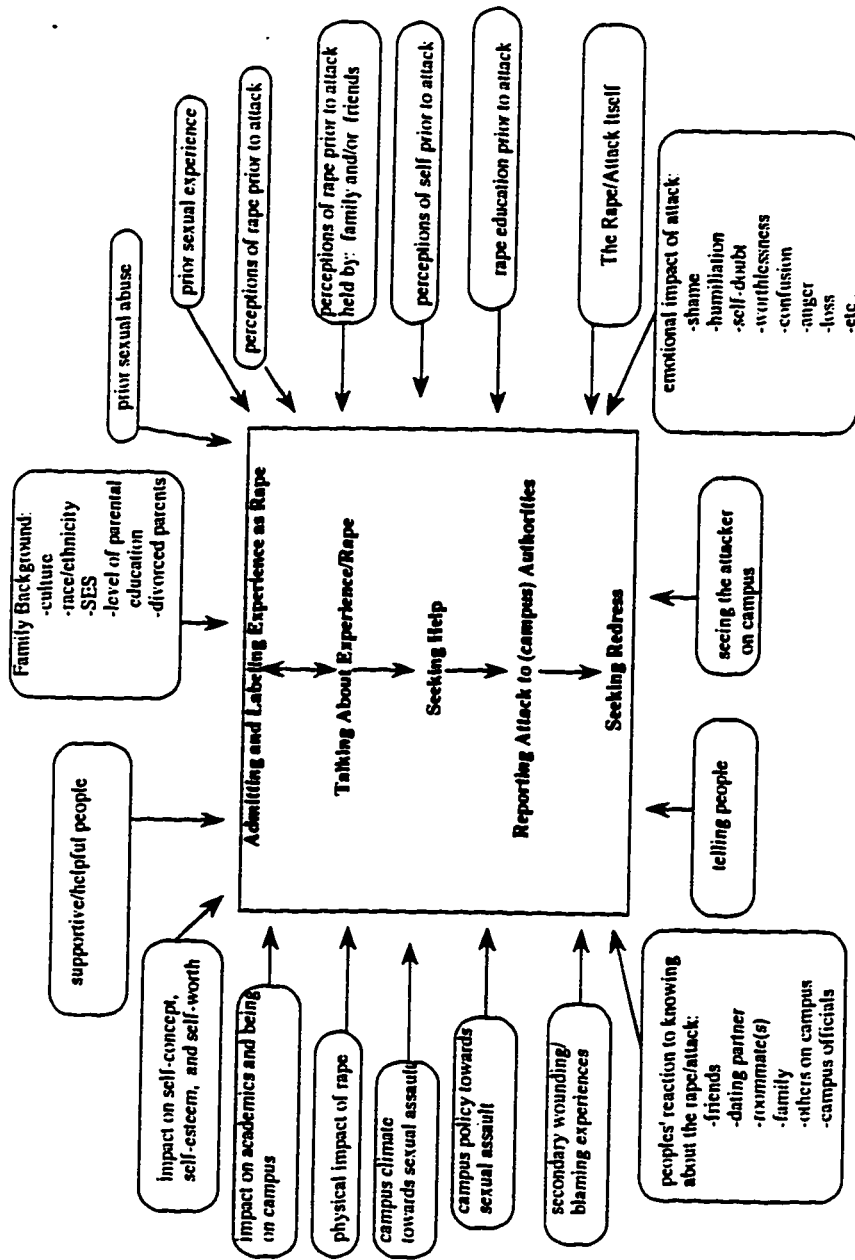
**APPENDIX M:
RESULTS OF QUESTIONNAIRE ON STUDENT ATTITUDES TOWARDS
AND EXPERIENCES WITH CAMPUS SEXUAL VIOLENCE
(QUESTIONNAIRE TO FIND RAPE SURVIVORS/VICTIMS)**

Out of the 114 surveys administered, 112 were returned. Therefore, the working sample was 112 students: 36 male students and 76 female students. Out of the 112 students, 25 students (22 percent), reported either experiencing a completed or attempted rape. Twenty four of those reporting some experience with rape were female students and one student reporting an experience with and attempted rape was male. This sub-sample is predominately white: of these 25 students, two reported being African-American, one reported being Middle Eastern, one reported being Asian, three reported being Asian-American/Pacific Islander, one reported being Chicana, one reported being both American-Indian and Chicana, one reported being both Caucasian and Chicana, one reported being both Caucasian and Puerto Rican, and the remaining thirteen students reported being Caucasian.

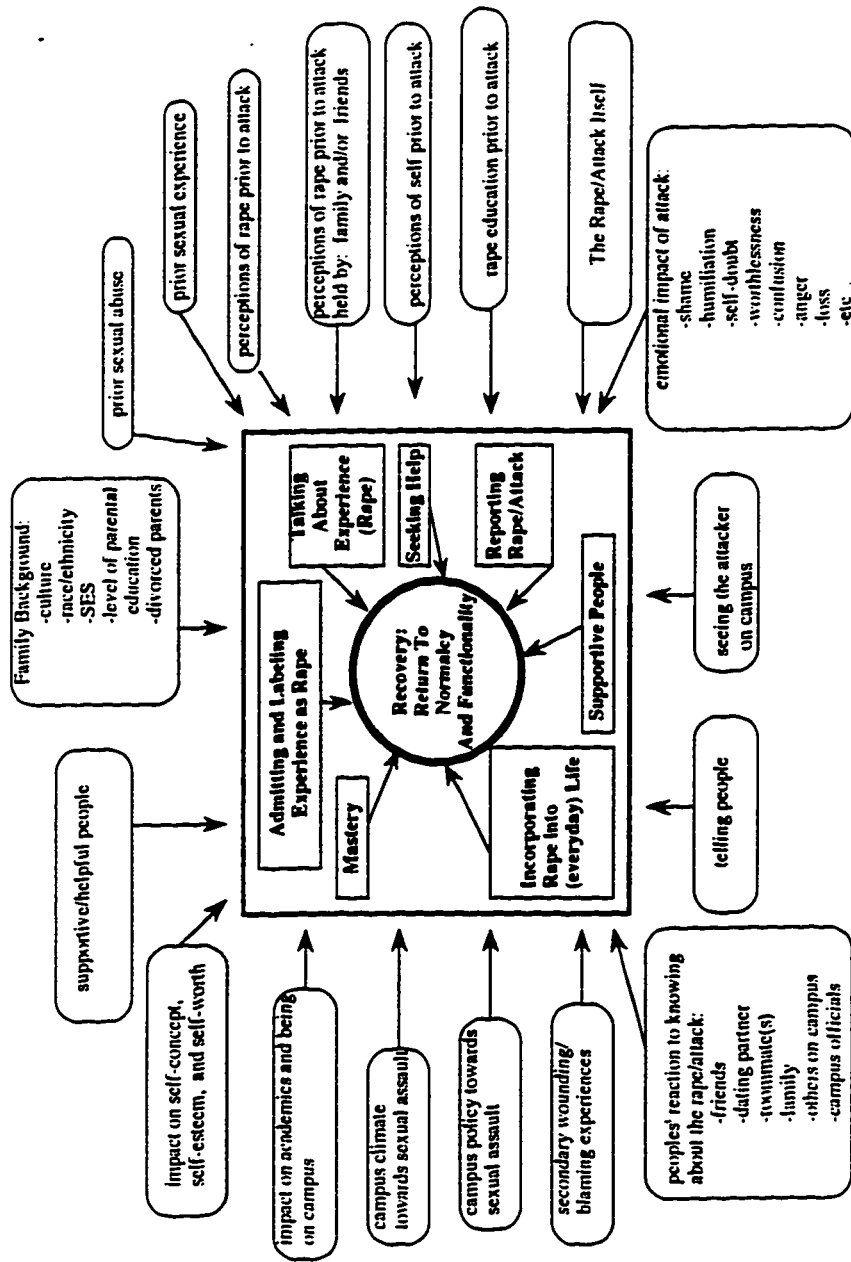
As previous research indicates (Koss, 1987), the majority of attacks occurred while students have been in college: thirteen of these attacks occurred in college, five occurred between high school and college, two took place during high school, one occurred during junior high school, and the timing of the remaining four attacks was not specified. As reported by these students, twelve of these attacks were completed rapes while the other thirteen attacks were attempted rapes. Based on other studies (Koss, 1993; Finely and Corty, 1993; Warshaw, 1992; Koss et al., 1987), it is not surprising to find that the preponderance of attacks were committed by someone the victim knew. Eighty-four percent of the attacks involved the victim knowing the perpetrator, while only three attacks involved an unknown attacker. Out of the 21 attempted or completed acquaintance rapes, fifteen involved a dating context: seven were completed date rapes and eight were attempted date rapes. Four of the completed date rapes and three of the attempted date rapes took place during college and 71 percent of those occurred during the victim's first year of college. Eleven of these victims remained silent about their attack, neither seeking help nor support from family, friends, counselors, nor authorities. Ten of these students

indicated that they would be willing to be interviewed for the purposes of this study; however, ultimately, only two female survivors actually participated in the interview process. The others ultimately backed out, citing such reasons as time constraints or the reluctance to talk about their experience. Albeit this a small convenience sample of students, these results begin to show the scope and nature of campus sexual assault: most of the assaults occur during the first year of college, are committed by someone the victim knows, and in the main, occur on dates or in a dating context.

**APPENDIX N:
CODING AND DIAGRAMS FOR INTERVIEWS WITH RAPE SURVIVORS**



Appendix N.1:
 Schema of Factors Influencing a Victim to Remain Silent or to Break The Silence
 Regarding The Attack



Appendix N.2:
Schemata of Factors Influencing a Rape Victim's Recovery

Appendix N.3

Interviews with Rape Victims/Survivors: General Analytic Categories (Codebook)

- 1.0 Background of Interviewee (prior to attack)
- 2.0 The Experience of the Rape
- 3.0 Events after the Rape and Reaction to Rape
- 4.0 Aftermath of the Rape/Impact of Rape
- 5.0 Silent or Vocal about Attack
- 6.0 Understanding/Labeling/Acceptance Attack as Rape
- 7.0 Healing and Recovery
- 8.0 Reflections on Peoples' Reactions/Perceptions of Rape
- 9.0 Reflections on Campus Climate (suggestions to make it better)
- 10.0 Reasons For Doing This Interview
- 11.0 Other/Misc.

REFERENCES

- Abbey, A.
1991 "Acquaintance Rape and Alcohol Consumption on College Campuses -- How Are They Linked?" *Journal of American College Health*, Volume 39, pages 165-169.
- Acock, A. C. and Ireland, N. K.
1983 "Attribution of Blame in Rape Cases: The Impact of Norm Violence, Gender, and Sex-Role Attitudes." *Sex Roles*, Volume 9, Number 2, pages 179-193.
- Adamec, R. E. and Stark-Adamec, C.
1985 "Problems in Aggression Research: An Introduction." *International Journal of Women's Studies*, Volume 8, pages 356-362.
- Allison, J. A. and Wrightsman, L. S.
1993 *Rape: The Misunderstood Crime*. London: Sage Publishing, 307 pages.
- Andersen, M. L.
1988 *Thinking About Women: Sociological Perspectives on Sex and Gender*. New York: Macmillan Publishing Company, 410 pages.
- Antonio, R. J.
1983 "The Origin, Development, and Contemporary Status of Critical Theory" in *The Sociological Quarterly*, Volume 24 (summer, 1983), pages 325-351.
- Astin, A. W.
1977 *Four Critical Years*. San Francisco, California: Jossey-Bass Publishing.
1985 *Achieving Educational Excellence*. San Francisco, California: Jossey-Bass Publishing.
1991. *Assessment for Excellence*. New York: Macmillan Publishing Company.
1993 *What Matters in College?* San Francisco, California: Jossey-Bass Publishing.
- Astin, A., Korn, W., and Berz, E.
1994 *The American Freshman: National Norms for Fall 1994*. Los Angeles, Higher Education Research Institute, UCLA.
- Astin, A., Korn, W., and Sax, L. J., and Mahoney, K. M.
1993 *The American Freshman: National Norms for Fall 1993*. Los Angeles, Higher Education Research Institute, UCLA.
- Astin, A., Dey, E., Korn, W., and Riggs, E.
1991 *The American Freshman: National Norms for Fall 1991*. Los Angeles, Higher Education Research Institute, UCLA.

- Astin, A., Korn, W., and Berz, E.
1990 *The American Freshman: National Norms for Fall 1990*. Los Angeles, Higher Education Research Institute, UCLA.
- Astin, A., Korn, W., and Berz, E.
1989 *The American Freshman: National Norms for Fall 1989*. Los Angeles, Higher Education Research Institute, UCLA.
- Bach, R.
1977 *Illusions: The Adventures of a Reluctant Messiah*. Delacorte Press.
- Baier, J. L., Rosenzweig, M. G., and Whipple, E. G.
1991 "Patterns of Sexual Behavior, Coercion, and Victimization of University Students." *Journal of College Development*, Volume 32, pages 310-322.
- Bane, V., Alexander, B., Kelley, K., Brown, A., Wegher, B., and Feldon-Mitchell, L.
1990 "Silent No More" *People*. December 17, 1990, pages 95-102.
- Bausell, R. B., Bausell, C. R. and Siegel, D. G.
1990 *The Links Among Alcohol, Drugs, and Crime on American College Campuses: A National Follow-up Study*. (a monograph out of the Townson State University). 124 pages.
- Bell, S. T. , Kuriloff, P. J., Lottes, I., Nathanson, J., Judge, T., Fogelson-Turet, K.
1992 "Rape Callousness in College Freshman: An Empirical Investigation of the Sociocultural Model of Aggression Towards Women" *Journal of College Student Development*, Volume 33, pages 454-461.
- Beneke, T.
1982 *Men on Rape*. New York, New York: St. Martin's Publishing.
- Berger, R., Searles, P., Salem, R., Pierce, B.A.
1986 "Sexual Assault in a College Community." *Sociological Focus*, Volume 19, Number 3, pages 1-26.
- Berkowitz, A. D. (editor)
1994 *Man and Rape: Theory, Research, and Prevention Programs in Higher Education*. San Francisco: Jossey-Bass Publishers. 91 pages.
- Blumberg, M. L. and Lester, D.
1991 "High School and College Students' Attitudes Toward Rape." *Adolescence*, Volume 26, pages 727-729.
- Boeringer, S. B., Shehan, C. L., and Akers, R. L.
1991 "Social Context and Social Learning in Sexual Coercion and Aggression: Assessing The Contribution of Fraternity Membership." *Family Relations*, Volume 40, Number 2, pages 28-64.

- Bohmer, Carol and Parrot, Andrea
 1992 *Sexual Assault on Campus: The Problem and The Solution*. New York, New York: Lexington Books, an imprint of Macmillan, Inc. 280 pages.
- Bostwick, T., DeLucia-Waack, J. L., and Watson, D.
 1995 "Perceptions of Dating Behaviors and Reasons Offered to Justify Date Rape." *NASPA Journal*, Volume 32, Number 2, pages 123-129.
- Boumil, M., Friedman, J., and Taylor, B. E.
 1993 *Date Rape, The Secret Epidemic: What It Is, What It Isn't, What It Does To You, What You Can Do About It*. Deerfield Beach, Florida: Health Communications, Inc. 162 pages.
- Bridges, J. S.
 1991 "Perceptions of Date and Stranger Rape: A Difference in Sex Role Expectations and Rape Supportive Beliefs" *Sex Roles*, Volume 24, pages 291-307.
- Bridges, J. S. and McGail C. A.
 1989 "Attributions of Responsibility for Date and Stranger Rape" *Sex Roles*, Volume 21, pages 273-286.
- Briere, J., Malamuth, N. and Check, J. V. P.
 1985 "Sexuality and Rape-Supportive Beliefs." *International Journal of Women's Studies*, Volume 8, pages 398-403.
- Browne, A.
 1993 "Violence Against Women by Male Partners: Prevalence, Outcomes, and Policy Implications" in *American Psychologist*, Volume 48, Number 10, pages 1077 to 1087.
- Brownmiller, Susan
 1975 *Against Our Will: Men, Women and Rape*. New York: Simon and Schuster.
- Brubacher, John S. and Rudy, Willis
 1982 *Higher Education in Transition: A History of American Colleges and Universities, 1636 to 1976*. Harper and Row, Publishers. 536 pages.
- Bryman, A. and Burgess, R. G. (editors)
 1994 *Analyzing Qualitative Data*. London: Routledge Publishing. 232 pages.
- Burgess, A.W. (editor)
 1985 *Rape and Sexual Assault: A Research Handbook*. New York, New York: Garland Publishing. 433 pages.
 1988 *Rape and Sexual Assault II*. New York, New York: Garland Publishing.

- Burt, M. R.
 1980 "Cultural Myths and Support for Rape." *Journal of Personality and Social Psychology*, Volume 32, pages 217-230.
- 1991 "Rape Myths and Acquaintance Rape," pages 26-40 in *Acquaintance Rape: The Hidden Crime*, edited by Bohmer and Bechhofer. New York: New York: John Wiley and Sons Publishing.
- Byers, E. S., and Wilson, P.
 1985 "Accuracy of Women's Expectations Regarding Men's Responses to Refusal of Sexual Advances in Dating Situations." *International Journal of Women's Studies*, Volume 8, pages 376-387.
- Calhoun, K. S. and Townsely, K. M.
 1991 "Attributions of Responsibility of Acquaintance Rape," pages 57-70 in *Acquaintance Rape: The Hidden Crime*, edited by Bohmer and Bechhofer. New York, New York: John Wiley and Sons Publishing.
- Cameron, K. and Tschirart, M.
 1992 "Post-industrial Environments and Organizational Effectiveness in Colleges and Universities" in *Journal of Higher Education*, Volume 63, Number 1, pages 87-108.
- Catalano, J. T.
 1993 "Keeping College Students in College: A Motivation-Retention Model." *College Students Journal*. In reader for Education 180, pages 194-197.
- Chamberlain, M. K. (ed.)
 1988 *Women in Academe: Progress and Prospects*. New York, New York: Russell Sage Foundation.
- Check, J. V. P., and Malamuth, N.
 1985 "An Empirical Assessment of Some Feminist Hypotheses about Rape." *International Journal of Women's Studies*, Volume 8, pages 414-423.
- Chronicle of Higher Education* Staff Writer
 1993 "Dispatch Case" in *Chronicle of Higher Education*, November 24, 1993, page A34.
- Coller, S. A. and Resnick, P. A.
 1987 "Women's Attribution of Responsibility for Date Rape: The Influence Of Empathy and Sex Role Stereotyping." *Violence and Victims*, Volume 2, Number 2, pages 115-125.
- Collison, M.
 1992 "A Berkeley Scholar Clashes with Feminists over Validity of Their Research on Date Rape." in *The Chronicle of Higher Education*, (2/26/92).

- Copenhaver, S. and Grauerholz, E.
1991 "Sexual Victimization Among Sorority Women: Exploring the Link Between Sexual Violence and Institutional Practices." *Sex Roles*, Volume 24, page 31-41.
- Dey, E. L., Astin, A., Korn, W., and Riggs, E.
1992 *The American Freshman: National Norms for Fall 1992*. Los Angeles, Higher Education Research Institute, UCLA.
- Dey, E. L., Korn, J. S. and Sax, L. J.
1996 "Betrayed by the Academy: The Sexual Harassment of Women College Faculty." *Journal of Higher Education*, Volume 67, Number 2, pages 149-173.
- Dey, E., Ramirez, C., Korn, W., and Astin, A..
1993 *The American College Teacher: National Norms for the 1992-3 HERI Faculty Survey*. Los Angeles, Higher Education Research Institute, UCLA.
- Dey, I.
1993 *Qualitative Data Analysis: A User-friendly Guide for Social Scientists*. London: Routledge Publishing. 285 pages.
- Dietz-Uhler, B. and Murrell, A.
1992 "College Students' Perceptions of Sexual Harassment: Are Gender Differences Decreasing?" *Journal of College Students Development*, Volume 33, pages 540-546.
- Dull, T. R. and Giacomassi, D. J.
1987 "Demographic Correlates of Sexual Dating Attitudes, a Study of Date Rape" *Criminal Justice and Behavior*. Volume 14, Number 2, pages 175-193.
- Estrich, S.
1987 *Real Rape: How The Legal System Victimizes Women Who Say No*. Cambridge: Harvard College Press. 160 pages.
- Feltey, K. M., Ainslie, J., and Geib, A.
1991 "Sexual Coercion Attitudes Among High School Students: The Influence of Gender and Rape Education." *Youth and Society*, Volume 23, pages 229-250.
- Feldman, K. A., and Newcomb, T. M.
1969 *The Impact of College on Students*. San Francisco, California: Jossey-Bass, Inc., Publishers.
- Finley, C. and Corty, E.
1993 "Rape on the Campus: The Prevalence of Sexual Assault While Enrolled in College" in *Journal of College Student Development*, Volume 34, Number 2, pages 113-117.

- Fisher, G. J.
 1986 "College Students Attitudes Towards Forcible Date Rape: Cognitive Predictors." *Archives of Sex Behavior*. Volume 15, Number 6, pages 457-466.
- 1987 "Hispanic and Minority Student Attitudes Towards Forcible Date Rape as a Function of Differences in Attitudes Towards Women." *Sex Roles*. Volume 17, Number 2, pages 93-101.
- Fuladi, S.
 1993 "Whose Hype?" in *Newsweek*, October 25, 1993, page 61.
- Garrett-Goodings, J. and Sentar, Jr., R.
 1987 "Attitudes and Acts of Sexual Assault on a University Campus." *Sociological Inquiry*, Volume 57, Number 2, pages 349-371.
- Gerdes, E., Dammann, E., and Heileg, K.
 1988 "Perceptions of Rape Victims and Assailants: Effects of Physical Attractiveness, Acquaintance, and Subject Gender" *Sex Roles*. Volume 19, pages 141-154.
- Geuss, R.
 1981 *The Idea of A Critical Theory: Habermas and the Frankfurt School*. Cambridge, Massachusetts: Cambridge University Press.
- Giacopassi, D. and Dull, R. T.
 1986 "Gender and Racial Differences in the Acceptance of Rape Myths within a College Population." *Sex Roles*, Volume 15, Number 2, pages 63-75.
- Gibbs, N.
 1991 "When Is It Rape?" *Time*. Volume 137, pages 48-56.
- Gidycz, C. A. and Koss, M. P.
 1991 "The Effects of Acquaintance Rape on the Female Victim." Pages 270-284 in *Acquaintance Rape: The Hidden Crime*, edited by Andrea Parrot and Laurie Bechhofer. New York, New York: John Wiley and Sons Publishing.
- Goodman, L., Koss, M., Fitzgerald, L., Russo, N., Keita, G.
 1993 "Male Violence Against Women" in *American Psychological Association Journal*. Volume 48, Number 10, pages 1054 to 1058.
- Hall, E., Howard, J., and Boezio, S.
 1986 "Intolerance of Rape: A Sexist or Antisocial Attitude?" *Psychology of Women Quarterly*. Volume 10, pages 101-117.
- Hanson, D. J. and Engs, R. C.
 1986 "College Students' Drinking Problems." *Psychological Reports*, Volume 58, pages 276-278.

- Harney, P. and Muehlenhard, C. L.
 1991 "Rape" pages 3-15 in *Sexual Coercion: Sourcebook on Its Nature, Causes, and Prevention*. Edited by E. Grauerholz and M. A. Koraleowski. Lexington, Massachusetts: Lexington Books.
- Herman, J. L.
 1988 "Considering Sex Offenders: A Model of Addiction." *Signs: A Journal of Women in Culture and Society*, Volume 13, pages 695 to 721.
- Howe, L. K.
 1977 *Pink Collar Workers*. New York, New York: Avon Press.
- Hughes, M. J. and Winston Jr., R. B.
 1987 "Effects of Fraternity Membership on Interpersonal Values." *Journal of College Student Personnel*. (September). Pages 405-411.
- Jakobsen, L.
 1986 "Greek Affiliation and Attitude Change: Developmental Implications." *Journal of College Student Personnel*. (November). Pages 523-529.
- Jenkins, M. and Dambrot, F.
 1987 "The Attribution of Date Rape: Observer's Attitudes and Sexual Experiences and the Dating Situation." *Journal of Applied Social Psychology*, Volume 17, Number 10, pages 875-895.
- Johnson, J. and Jackson, D.
 1988 "Assessing the Effects of Factors That Might Underlie the Differential Perceptions of Acquaintance Rape and Stranger Rape" *Sex Roles*. Volume 19, pages 37-45.
- Kanin, E. J.
 1985 "Date Rapists: Differential Sexual Socialization and Relative Deprivation." *Archives of Sexual Behavior*, Volume 14, Number 3, pages 219-231.
- Karmen, P. and Rhodes, S.
 1990 "Acquaintance Rape and the Media" *Strategies: The Newsletter About Feminist Success*. Volume 7, pages 4-5.
- Karney, B.
 1993 Quote from class discussion in Psychology 231 with Dr. A. Peplau on 3/15.
- Katz, B. L.
 1991 "The Psychological Impact of Stranger versus Nonstranger Rape on Victim Recovery." Pages 251-269 in *Acquaintance Rape: The Hidden Crime*, edited by Andrea Parrot and Laurie Bechhofer. New York, New York: John Wiley and Sons Publishing.

- Kelly, L.
1988 *Surviving Sexual Violence*. Minneapolis: University of Minnesota Press. 273 pages.
- Kemmer, E. J.
1977 *Rape and Rape-Related Issues: An Annotated Bibliography*. New York: New York: Garland Publishing, Inc. 174 pages.
- Kilpatrick, D. G., Edmonds, C. N. and Seymore, H.
1992 *Rape In America: A Report to the Nation*. Arlington, Virginia: National Victim Center.
- KNBC 5p.m. News
1989 (October 29) News report on NBC's Los Angeles affiliate about California task force on crime.
- Koss, M, P.
1990 "Violence Against Women." *American Psychologist*, Volume 45, pages 374-380. (A)

1993 "Rape: Scope, Impact, Interventions and Public Policy Responses" in *American Psychological Association Journal*, Volume 48, Number 10, pages 1062-1069. (B)
- Koss, M. P. and Dinero, T.
1989 "Discriminant Analysis of Risk Factors for Sexual Victimization Among a National Sample of College Women." *Journal of Consulting and Clinical Psychology*, Volume 57, pages 242-250.
- Koss, M. P., Dinero, T., Seibel, C., and Cox, S.
1988 "Are There Differences in Victim's Experiences?" *Psychology of Women Quarterly*. Volume 12, pages 1-24.
- Koss, M. P., Gidycz, C., and Winsniewski, N.
1987 "The Scope of Rape: Incidence and Prevalence of Sexual Aggression and Victimization in a National Sample of Higher Education Students." *Journal of Consulting and Clinical Psychology*, Volume 55, pages 162-170.
- Koss, M. P. and Harvey, M. R.
1991 *The Rape Victim: Clinical and Community Interventions (second edition)*. London: Sage Publishing. 313 pages.
- Koss, M. P., Leonard, K., Beezley, D., and Oros, C.
1985 "Non Sexual Assault: A Discriminate Analysis of Psychological Characteristics of Undetected Offenders." *Sex Roles*, Volume 12, Number 9, pages 981-993.

- Korn, J. S.
1993 *Another Dimension of Campus Date Rape: Assessing College Students' Attitudes (pilot study)*. Paper presented at the annual meeting of the Association of the Study of Higher Education, Pittsburgh, PA, November 1993.
- Krieger, S.
1991 *Social Science and The Self: Personal Essays on an Art Form.* New Brunswick, New Jersey: Rutgers University Press. 273 pages.
- Kuh, G. D. and Lyons, J. W.
1990 "Fraternities and Sororities: Lessons from the College Experience Study." *Naspa Journal*, Volume 28, pages 20-29.
- Layman, M. J., Gidycz, C. A., and Lynn, S. J.
1996 "Unacknowledged Versus Acknowledged Rape Victims: Situational Factors and Posttraumatic Stress." *Journal of Abnormal Psychology*, Volume 105, Number 1, pages 124-131.
- Ledray, L. E.
1994 *Recovering From Rape* (second edition). New York, New York: Henry Holt and Company. 282 pages.
- Leiss, W.
1974 "Critical Theory and Its Future" in *Political Theory*, Volume 2, Number 3, (August 1974), pages 330-366.
- Levine-MacCombie, J. and Koss, M.
1986 "Acquaintance Rape: Effective Avoidance Strategies" *Psychology of Women Quarterly*. Volume 10, pages 311-319.
- Lottes, I. L.
1991 "Belief Systems: Sexuality and Rape" *Journal of Psychology and Human Sexuality*, Volume 4, pages 37-59.
- MacKinnon, Catherine
1979 *Sexual Harassment of Working Women*. Yale University Press. 312 pages.
- Madigan, L. and Gamble, N.
1991 *The Second Rape: Society's Continued Betrayal of the Victim*. New York, New York: Lexington Books. 154 pages.
- Malamugh, N. M.
1981 "Rape Proclivity Among Males." *Journal of Social Issues*. Volume 32, Number 4, pages 138-157.
- Malamuth, N. M., and Briere, J.
1986 "Sexual Violence in the Media: Indirect Effects on Aggression Against Women." *Journal of Social Issues*, Volume 42, pages 75-92.

- Malamuth, N. M., Sockloskie, R. J., Koss, M. P., and Tanaka, J. S.
1991 "Characteristics of Aggression against women: Testing a Model Using a National Sample of College Students." *Journal of Consulting and Clinical Psychology*, Volume 5, pages 670-681.
- Marshall, C. M. and Rossman, G. B.
1995 *Designing Qualitative Research (second edition)*. London: Sage Publishing. 178 pages.
- Martin, P. Y. and Hummer, R. A.
1989 "Fraternities and Rape on Campus." *Gender and Society*, Volume 3, pages 457-473.
- Matsakis, A.
1992 *I Can't Get Over It: A Handbook for Trauma Survivors*. Oakland, California: New Harbinger Publication, Inc. 374 pages.
- McCahill, T. W., Meyer, L. C., and Fischman, A. M.
1979 *The Aftermath of Rape*. Lexington, Massachusetts: Lexington Books. 259 pages.
- Meloy, J. M.
1994: *Writing the Qualitative Dissertation: Understanding by Doing*. Hillsdale, New Jersey: Lawrence Erlbaum Associates, Publishers. 112 pages.
- Muehlenhard, C.
1988 "Misinterpreted Dating Behavior and the Risk of Date Rape." *Journal of Social and Clinical Psychology*, Volume 6, pages 20-37.
- Muehlenhard, C. and Cook, S.
1988 "Men's Self-reports of Unwanted Sexual Activity." *Journal of Sex Research*, Volume 24, pages 58-62.
- Muehlenhard, C. and Falcon, P. L.
1990 "Men's Heterosocial Skill and Attitudes Towards Women as Predictors of Verbal Sexual Coercion and Forceful Rape." *Sex Roles*, Volume 23, pages 241-259.
- Muehlenhard, C., Friedman, D., and Thomas, C.
1985 "Is Date Rape Justifiable? The Effects of Dating Activity, Who Initiated, Who Paid, and Men's Attitudes toward Women" *Psychology of Women Quarterly*. Volume 9, pages 297-310.
- Muehlenhard, C., and MacNaughton, J.
1988 "Women's Beliefs About Women Who Lead Men On" *Journal of Social and Clinical Psychology*. Volume 7, pages 65-79.

- Murphy, W. D., Coleman, E. M., and Haynes, M. R.
 1986 "Factors Related to Coercive Sexual Behavior in a Nonclinical Sample of Males." *Violence and Victims*, Volume 1, pages 255-278.
- Mynatt, C. R. and Allgeier, E. R.
 1990 "Risk Factors, Self-Attributions, and Adjustment Problems Among Victims of Sexual Coercion." *Journal of Applied Social Psychology*, Volume 20, pages 130-153.
- Nass, D. R.
 1977 *The Rape Victim*. Dubuque, Iowa: Kendall/Hunt Publishing Company. 178 pages.
- Nelson, E. S. and Torgler, C. C.
 1990 "A Comparison of Strategies for Changing College Students' Attitudes Towards Acquaintance Rape." *Journal of Humanistic Education and Development*, Volume 29, pages 69-85.
- O'Farrel, B.
 1988 "Women in Blue Collar Occupations: Traditions and Nontraditional Fields" in Ann Helton Strongberg and Shirley Harkness (eds.) *Women Working: Theories and Facts in Perspectives*. Mountain View, California: Mayfield.
- Parrot, A.
 1988 *Coping With Date Rape and Acquaintance Rape*. New York, New York: The Rosen Publishing Group, Inc.
 1991 "Institutional Response: How Can Acquaintance Rape be Prevented." Pages 355-367 in *Acquaintance Rape: The Hidden Crime*, edited by Andrea Parrot and Laurie Bechhofer. New York, New York: John Wiley and Sons Publishing.
- Parrot, A. and Bechhofer, L.
 1991 *Acquaintance Rape: The Hidden Crime*. New York, New York: John Wiley and Sons Publishing.
- Pascarella, E. T. and Terenzini, P. T.
 1991 *The Impact of College on Students*. San Francisco, California: Jossey-Bass Publishing.
- Patton, M. Q.
 1990 *Qualitative Evaluation and Research Methods (second edition)*. London: Sage Publishing. 532 pages.
- Pekkanen, J.
 1976 *Victims: An Account of a Rape*. New York, New York: Dial Press. 287 pages.

- Perrow, C.
1972 "The Environment" in *Complex Organizations: A Critical Essay*. New York, New York: Random House (1986, 3rd edition).
- Pirog-Good, M. A. and Stets, J. E. (editors)
1989 *Violence in Dating Relationships: Emerging Social Issues*. New York: Prager.
- Prentky, R. A. and Knight, R. A.
1991 "Identifying Critical Dimensions for Discriminating Among Rapists." *Journal of Consulting and Clinical Psychology*, Volume 59, pages 643-661.
- Quakenbush, R. L.
1991 "Attitudes of College Men Toward Women and Rape." *Journal of College Student Development*, Volume 32, pages 376-377.
- Ratliff, K. G., and Burkhart, B. R.
1984 "Sex Differences in Motivation for and Effects of Drinking among College Students." *Journal of Studies on Alcohol*, Volume 45, Number 1, pages 26-32.
- Richardson, D. R. and Campbell, J. L.
1982 "Alcohol and Rape: The Effects of Alcohol on Attributions of Blame for Rape." *Personality and Social Psychology*. Volume 8, Number 3, pages 468-476.
- Richardson, D. R. and Hammock, G. S.
1991 "Alcohol and Acquaintance Rape," pages 83-95 in *Acquaintance Rape: The Hidden Crime*, edited by Bohmer and Bechhofer. New York, New York: John Wiley and Sons Publishing.
- Roberts, C.
1989 *Women and Rape*. New York, New York: Harvest Wheatsheaf Publishing. 151 pages.
- Robertson, Ian
1987 *Sociology, 3rd Edition*. New York, New York: Worth Publishers, Inc.
- Roden, M., and Abarbanel, G.
1987 *How it Happens: Understanding Sexual Abuse and Date Rape*. Pamphlet produced by the Rape Treatment Center at the Santa Monica Hospital. 38 pages.
- Rowland, J.
1985 *The Ultimate Violation--Rape Trauma Syndrome: An Answer for Victims, Justice in the Court Room*. New York, New York: Doubleday and Company.

- Sanday, P. R.
 1981 "The Socio-Cultural Context of Rape" in *Journal of Social Issues*, volume 37, pages 5-27. (A)
- 1986 "Rape and the Silencing of the Feminine" in *Rape: A Collection of Essays*. London, England: Basil Blackwell Publishers. (B)
- 1990 *Fraternity Gang Rape: Sex, Brotherhood, and Privilege on Campus*. New York and London: New York University Press. 195 pages. (C)
- 1993 Speeches at University of California, Los Angeles on 3/8 and 3/9. (D)
- Sax, L. J.
 1993 *The Dynamics of "Tokenism:" How College Students Are Affected By The Proportion of Women in Their Major -- A Dissertation Proposal*.
- Sax, L.J. and Astin, A. W.
 1996 "Health Trends Among College Freshman." Unpublished paper. Higher Education Research Institute, University of California at Los Angeles.
- Sax, L. J., Astin, A., Korn, W., and Mahoney, K. M.
 1995 *The American Freshman: National Norms for Fall 1995*. Los Angeles, Higher Education Research Institute, UCLA.
- Scott, W. R.
 1992 "The Organization of Environments: Network, Cultural, Historical Elements" in *Organizational Environments: Rituals and Rationality* by John Meyer and W. R. Scott. Beverly Hills, California: Sage Publications. Pages 155-174 in Education 239 reader prepared by Patricia M. McDonough, spring 1992.
- Schaeffer, A. M. and Nelson, E. S.
 1993 "Rape-Supportive Attitudes: Effects of On-Campus Residence and Education" in *Journal of College Student Development*, Volume 34; pages 175 to 179.
- Schwartz, J. , Goldberg, K., Nomani, A., and Tucker, I.
 1986 "Acquaintance Rape Comes Into the Open" *Newsweek*. February 1986, pages 12-15.
- Schwendinger J. R. and Schwendinger H.
 1983 *Rape and Inequality*. London: Blackwell Publishing.
- Scully. D.
 1990 *Understanding Sexual Violence: A Study of Convicted Rapists*. Boston: Unwin Hyman Publishing. 205 pages.

- Seidman, I. E.
1991 *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences*. New York, New York: Teacher's College Press. 119 Pages.
- Shively, M. and Lam, J. A.
1991 "Sampling Methods and Admissions of Sexual Aggression among College Men." *Deviant Behavior: An Interdisciplinary Journal*, Volume 12, pages 345-360.
- Stets, J. E. and Pirog-Good, M. A.
1989 "Sexual Aggression and Control in Dating Relationships" *Journal of Applied Social Psychology*. Volume 19, pages 1392-1412.
- Strange, C.
1986 "Greek Affiliation and Goals of the Academy: A Commentary." *Journal of College Student Personnel*. (November). Pages 519-522.
- Strauss, A. L.
1987 *Qualitative Analysis for Social Scientists*. Cambridge: Cambridge University Press. 319 pages.
- Sundt, M.
1992 *Identifying the Attitudes and Beliefs that Accompany Sexual Harassment: A Dissertation Proposal*.
- Trent, J. W. and Medsker, L. L.
1968 *Beyond High School: A Study of 10,000 High School Graduates*. San Francisco, California: Jossey-Bass Publishing.
- Veeraraghavan, V.
1987 *Rape and Victims of Rape (A Socio-psychological Analysis)*. New Delhi: Northern Book Center. 126 pages.
- Vogelman, L.
1999 *The Sexual Face of Violence: Rapists on Rape*. Johannesburg: Raven Press. 214 pages.
- Ward, S. K., Chapman, K., Cohn, E., White, S., and Williams, K.
1991 "Acquaintance Rape and The College Social Scene." *Family Relations*, Volume 40, Number 1, pages 65-71.
- Ward, S. K., Dziuba-Leatherman, J., Stapleton, J. G., and Yodanis, C. L.
1994 *Acquaintance and Date Rape: An Annotated Bibliography*. Westport, Connecticut: Greenwood Press. 219 pages.

- Warshaw, R. (with M. P. Koss)
 1988 *I Never Called It Rape: The Ms. Report on Recognizing, Fighting, and Surviving Date and Acquaintance Rape*. New York: Harper and Row Publishing. 229 pages.
- 1994 *I Never Called It Rape: The Ms. Report on Recognizing, Fighting, and Surviving Date and Acquaintance Rape (second edition)*. New York: Harper and Row Publishing. 227 pages.
- Wagner, E.
 1991 "Campus Victims of Date Rape Should Consider Civil Lawsuits as Alternatives to Criminal Charges or Colleges' Procedures" *Chronicle of Higher Education*. August 7, 1991, section B2.
- Weick, K.
 1976 "Educational Organizations as Loosely Coupled Systems" in *Administrative Science Quarterly*, Volume 21, pages 1-19.
- White, R. W.
 1966 *Lives in Progress: A Study of the Natural Growth of Personality (second edition)*. New York, New York: Holt, Rinehart and Winston Publishing. 422 pages.
- Wilder, D. H., Hoyt, A. E., Doren, D. M., Hauck, W. E., and Zettie, R. D.
 1978 "The Impact of Fraternity or Sorority Membership on Values and Attitudes." *Journal of College Student Personnel*. (September). Pages 445-449.
- Wilder, D. H., Hoyt, A. E., Surbeck, B. S., Wilder, J. C., and Carney, P. I.
 1986 "Greek Affiliation and Attitude Change in College Students." *Journal of College Student Personnel*. (November). Pages 510-518.
- Williams, J. E. and Holmes, K. A.
 1981 *The Second Assault: Rape and Public Attitudes*. Westport, Connecticut: Greenwood Press. 232 pages.
- Women's Resource Center, UCLA
 1988 *Resources Against Rape*. (updated in 1992).
- 1992 *What You Need to Know About Date Rape*.
- Wolcott, H. F.
 1990 *Writing Up Qualitative Research*. London: Sage Publications. 94 pages.
- Woodard, B.
 1992 "The Rules of Attraction" *Kansas University Alumni Magazine*. March/April 1992.

Zamosny, K. P., Slyter, S. L. and Rios, P.
1993 "Narcissistic Injury and Its Relationship to Early Trauma, Early Resources,
and Adjustment to College" in Journal of Counseling Psychology, Volume 40,
Number 4, pages 501-510.