

Rowan University

Rowan Digital Works

Theses and Dissertations

6-17-2020

University hookup culture: Convenient or a path to sexual assault?

Gabriella Longenbach
Rowan University

Follow this and additional works at: <https://rdw.rowan.edu/etd>



Part of the [Health and Physical Education Commons](#), and the [Higher Education Commons](#)

Let us know how access to this document benefits you -
share your thoughts on our feedback form.

Recommended Citation

Longenbach, Gabriella, "University hookup culture: Convenient or a path to sexual assault?" (2020).
Theses and Dissertations. 2813.
<https://rdw.rowan.edu/etd/2813>

This Thesis is brought to you for free and open access by Rowan Digital Works. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Rowan Digital Works. For more information, please contact LibraryTheses@rowan.edu.

**UNIVERSITY HOOKUP CULTURE:
CONVENIENT OR A PATH TO SEXUAL ASSAULT?**

by

Gabriella Longenbach

A Thesis

Submitted to the
Department of Educational Services and Leadership
College of Education

In partial fulfillment of the requirement

For the degree of

Master of Arts in Higher Education

at

Rowan University

April 13, 2020

Thesis Chair: Mary Beth Walpole

© 2020 Gabriella Longenbach

Dedication

I would like to dedicate this manuscript to all of the individuals who pushed me to continue. Between finishing my graduate program during a pandemic and experiencing two extremely challenging years overall, this study would not have happened without them. If you supported me during this time, thank you. I am grateful for all of the communication that occurred while completing my research and this document is dedicated to you.

Acknowledgments

I would like to express my appreciation to my students in the Chamberlain Student Center and Campus Activities that have encouraged me to push through the thesis process, even when times were tough. Through every step of the way, I have wanted to make them proud to finish my degree with high regards.

I would also like to thank my family, friends, and amazing partner for supporting me through my move, and believing in my overall success in this process. Without your support, this would not have been possible.

Abstract

Gabriella Longenbach
UNIVERSITY HOOKUP CULTURE:
CONVENIENT OR A PATH TO SEXUAL ASSAULT?
2019-2020
Mary Beth Walpole
Master of Arts in Higher Education

The purpose of this study is to have a better understanding of the potential impact that hookup culture has on college students today. While this culture can be convenient and the most modern way of getting to know someone sexually, it also has the chance to be dangerous. By learning how this culture works and how college students engage in it, university employees and higher education professionals can support students through sexually related issues that they might come across.

Table of Contents

Abstract.....	v
List of Tables	ix
Chapter I: Introduction.....	1
Overview of the Problem	1
Problem Statement	2
Purpose.....	2
Significance.....	2
Research Questions.....	4
Assumptions and Limitations	4
Definitions of Important Terms	6
Hypothesis.....	7
Organization of the Study	7
Chapter II: Literature Review	8
Introduction.....	8
Hookup Culture.....	9
Gender Differences	10
Race.....	12
Age.....	13
Sexual Violence & Title IX	14
Sexual Assault.....	15

Table of Contents (Continued)

Stalking	15
Sexual Harassment.....	15
No Means No	16
Title IX.....	17
Sexual Education	18
Green Dot.....	19
Importance of Sexual Education.....	19
Conclusion	20
Chapter III: Methodology	22
Introduction.....	22
Purpose Statement.....	23
Methodological Approach & Design.....	23
Sample.....	24
Instrumentation	24
Procedure	24
Data Analysis	25
Conclusion	26
Chapter IV: Findings.....	27
Review of the Procedure.....	27
Profile of the Population	27
Age.....	27

Table of Contents (Continued)

Race.....	28
Gender.....	29
Hookup Response Rates	30
Data Presentation	32
Sexual Assault Awareness	32
Title IX Reporting.....	32
Conclusion	36
Chapter V: Summary, Discussion, Conclusion, and Recommendations	37
Summary	37
Research Questions	37
Question 1	37
Question 2.....	38
Question 3	38
Discussion.....	39
Recommendations for Practice	39
Recommendations for Further Research.....	40
Conclusion of the Study	41
References.....	43
Appendix.....	48

List of Tables

Table	Page
Table 1. Academic Standing during 2019-2020 school year	28
Table 2. Race/Ethnicity.....	29
Table 3. Gender.....	29
Table 4. Hookup Participation	30
Table 5. Hookup Frequency.....	31
Table 6. Year vs. Hookup Frequency	32
Table 7. Identifying Sexual Assault Confidence	33
Table 8. Year vs. Sexual Assault Impact	34
Table 9. Title IX Reporting Confidence	35
Table 10. Likelihood of Reporting Sexual Assault Experiences On-Campus.....	35

Chapter I

Introduction

Overview of the Problem

Universities are places for growth, engagement, student development, memories, and more. However, they are also breeding grounds for controversial issues between student interactions and the educational system. A hot topic in colleges today is the prevalence of sexual assault. Between the lack of conversation about this issue and how institutions are handling reports of this nature, students are encountering higher levels of mental health trauma and a reduced sense of safety and comfortability around their peers (Kettrey, 2016; Kalish & Kimmel, 2011; Sweeney, 2011). This is especially a problem due to the increase of students engaging in the rapidly growing hookup culture. There has been a lot of research conducted on sexual assault and how it impacts students as a whole, but little research on the impact of hookup culture on this problem at hand.

The damage that sexual assault has on an individual during this experiential time is immense, confusing, and detrimental to overall development and success. Higher levels of depression and anxiety and lowered self-esteem and confidence all play a role in this (Kettrey, 2016; Kalish & Kimmel, 2011; Sweeney, 2011). College is a time to explore one's sexuality without the fear of assault or harassment impacting their success. With research such as this, both students, faculty, and staff can all benefit from new knowledge on dating and relationships, while also having new outlets for support and trauma management.

Problem Statement

There is a disconnect between the idea of contemporary hookup culture, higher education, and the prevalence of sexual assault that occurs on college campuses (Markham, Peskin, Addy, Wilkerson, Baker, Santa Maria, & Paat, 2017). This disconnect can negatively affect students and their comfortability reporting or discussing uncomfortable issues revolving around sexual violence. When there is cohesion within these systems, students have the opportunity to educate and empower others, and help to build the support networks that exist on campuses (Markham, Peskin, Addy, Wilkerson, Baker, Santa Maria, & Paat, 2017). Professionals in turn have more significant data and statistics to ensure that their support programs continue to be up-to-date and relevant to the issues that they may be experiencing with their students.

Purpose. The purpose of this study is to have a better understanding of the potential impact that hookup culture has on college students today. While this culture can be convenient and the most modern way of getting to know someone sexually, it also has the chance to be dangerous. By learning how this culture works and how college students engage in it, university employees and higher education professionals can support students through sexually related issues that they might come across (Markham, et. al., 2017; Skelly, Hall, Risher, & Brown, 2018; Walcott, Chenneville, & Tarquini, 2011).

Significance

This study is also significant because of the little research done on the relationship between hookup culture and sexual assault rates. By collecting current data, the findings of this study will be relevant when examining similar groups of students in

society today. The data gathered can affect the way that professionals engage with students in regards to healthy relationships and topics regarding sexuality (Markham, et. al., 2017; Skelly, Hall, Risher, & Brown, 2018; Walcott, Chenneville, & Tarquini, 2011).

Additionally, this study will be to help higher education professionals offer proper sexual education when necessary and learn how to assist and support students with sexually related problems, healthy relationships, and sexual assault (Markham, et. al., 2017; Skelly, Hall, Risher, & Brown, 2018; Walcott, Chenneville, & Tarquini, 2011). The action of reporting sexual assaults at the college level can be intimidating, but through research such as this, professionals will be able to feel more confident in discussing difficult topics with their students (Flack, Hansen, Hopper, Bryant, Lang, Massa, & Whalen, 2016). In addition, they can enhance their competence on this subject, which in turn can help relay information to support networks. While all sexual encounters do not necessarily result in sexual violence, the chances are becoming greater with more easily and accessible dating (Jozkowski, 2015; Jozkowski & Peterson, 2013). The younger generation is utilizing social media platforms and dating apps to hookup with others, without knowing who they might encounter at the first meeting. Due to a lack of communication between these individuals and the fear of being a sexually deviant from what is considered the norm, more students are engaging with higher numbers of people during their college years. This is both out of convenience, accessibility, and the desire for a greater number of partners and bragging rights (Kettrey, 2016; Kalish & Kimmel, 2011; Sweeney, 2011).

Research Questions

This study will work towards answering the following questions:

1. Does modern-day hookup culture have an association with sexual assault rates on college campuses?
2. Is assistance from higher education professionals effective when supporting students in regards to sexual violence, and or reporting these instances to specific networks?
3. Do students believe that an increase in sexual education and sexual violence prevention at the college level help to lower sexual violence rates?

To answer these questions, participants in this study will take part in a brief survey. In this survey, they will be asked questions in regards to their sexual past, specifically in response to hookup culture. The questions will also ask for information on their levels of sexual education, and whether or not they or someone they know has been a victim of sexual violence at Rowan University. Lastly, the survey will ask for the student's level of comfort disclosing information on sexual assault to a higher education professional, and or their experience with reporting sexual violence to the designated support network.

Assumptions and Limitations

There are various assumptions and limitations through this study, due to the subjects being studied. Starting with assumptions, one is that the students taking this survey will understand the questions regarding sexual assault and will answer the survey correctly and honestly. One reason for this assumption is that I will solicit participants

who are currently enrolled in a class or major that discusses topics such as sexuality and relationships. Depending on the student's previous knowledge and education on this topic, they may not fully understand the questions being asked, or may feel uncomfortable answering them. Another assumption is that most of the students taking this survey have engaged in hookup culture, and will be able to answer the questions about themselves. Not every student takes part in the culture, and therefore will not be able to provide the answers needed for this study.

Some limitations also come from the individuals being studied. The survey will only be given out to students who are in specific sociology, psychology, and women and gender studies courses, as well as to students in a handful of organizations based on sexuality and or gender related issues (Kettrey, 2016; Kalish & Kimmel, 2011; Sweeney, 2011). These are considered limitations because the students who I am including have some form of knowledge on sexual violence, and will be able to respond to the survey questions sufficiently without needing base-level education on the subject. Another limitation is that I will not be focusing in on any specific age group. Therefore, students who identify as older may have more sexual experiences that have led to more sexually violent interactions (Stepleton, McMahon, Potter & MacKenzie, 2019; Testa, Hoffman, & Livingston, 2010). Due to a lack of research and literature, sexual orientation in regards to hookup culture will not be a main factor in this study. This can be considered a limitation because sexual violence as a whole impacts everyone, despite their sexuality. However, anyone given the survey will be able to participate no matter the sexual identity that defines them. Lastly, I will be looking at students from all different races, sexualities, and genders. This is a limitation because different groups of students are more frequently

impacted by sexual violence than others, so results have the potential to be skewed depending on the individuals completing the survey (Stepleton, McMahon, Potter & MacKenzie, 2019; Testa, Hoffman, & Livingston, 2010).

Definitions of Important Terms

1. **Body Count:** the number of individuals that one has had sex with (“What’s Your Body Count”)
2. **Consent:** to approve or be in compliance of approval of what is being asked or proposed by another (“Dictionary by Merriam-Webster”)
3. **Friends with Benefits:** friends that have casual sexual relations without commitments with one another (“Dictionary by Merriam-Webster”)
4. **Gender Roles:** how society expects self-identifying men and women to dress, speak, and act (“Gender Identity & Roles”)
5. **Gen-Z:** the generation of people born after 1996 (“Dictionary by Merriam-Webster”)
6. **Hookup Culture:** individuals who engage in non-committal sexual relationships with one another (Garcia, Reiber, Massey, & Merriwether, 2013)
7. **Sexual Harassment:** unwanted and unwelcomed verbal and or physical sexual behaviors that are inflicted upon a subordinate (“Dictionary by Merriam-Webster”)
8. **Sexual Scripts:** specific human behaviors that coincide with one’s sexuality or gender expression (Wiederman, 2005)
9. **Sexual Violence:** an umbrella term that encompasses non-consensual sexual acts such as abuse, rape, assault, and harassment (“Types of Sexual Violence”)

10. Title IX: protects individuals from any form of discrimination on the basis of sex (“Title IX and Sex Discrimination”)

Hypothesis

I believe that this research study will find an association between the usage of dating apps, the growing hookup culture, and the number of sexual assaults on college campuses. Universities do not have the means to impose on this culture, but the professionals staffing these institutions have the ability to react to dangerous situations and educate their students on safe and healthy relationships. In addition, Gen-Z students will be able to have more confidence in their institution’s ability to handle sexual assault reports in order to ensure safety throughout the campus.

Organization of Remaining Chapters of the Study

The remaining chapters of this study will include a review of related literature, a descriptive methodology for the study, data analysis, discussion points, recommendations, and references and appendices to support the study being conducted. The literature will give descriptive detail on what previous research has been explored in regards to hookup culture, so that this study can utilize the information to back up the information being gathered. With the knowledge of the literature, a respective methodology will be given for the study. The data analysis following will break down the results of the study, and give a comprehensive understanding of the research. Lastly, with the information collected and analyzed, there will be discussion on the topic, recommendations for future practice, and points to consider for future research.

Chapter II

Literature Review

Introduction

College is a time for understanding new atmospheres and surroundings, while also encountering new areas of self-exploration. Every student does this differently; some by getting involved and some by meeting other students in their classes. Through these connections, students may also be enticed to get sexually involved with one another. Sex is a natural part of life, but with influences such as alcohol and the excitement of meeting new people, dangerous situations can occur. Hookup culture as a whole has created a new way for college-aged students to meet and engage with one another, but can also be viewed in a negative light. Between double standards and stigmas stemming from hooking up with multiple people, students often deal with feelings of loneliness, mental health issues, and acts of sexual violence (Kettrey, 2016; Kalish & Kimmel, 2011; Sweeney, 2011). Hooking up incorporates any and all sexual acts, allowing for sexual violence to occur more frequently with less awareness behind the fact. Sexual violence is an issue that is affecting society as a whole, but is one of the largest issues seen on college campuses in 2019. With support from laws including Title IX, there are ways for institutions to aid in the prevention of sexual violence as well as support students who have been affected by it (U.S. Department of Education). Sexual education at the college level helps raise awareness for issues revolving around sexual violence, while continuing to help students better understand themselves socially and sexually.

Hookup Culture

Hooking up has a broad range of meanings, which makes it different from many sexual acts. The term hooking up does not mean one single sexual act, but instead has different interpretations to each person. Hooking up can most simply be defined as a sexual act between two individuals without identifying the need for commitment (Kettrey, 2016; Kalish & Kimmel, 2011). This culture affects individuals of all genders in specific and biased manners, especially when studying heterosexual couples (Kettrey, 2016; Kalish & Kimmel, 2011; Sweeney, 2011). Ranging from oral sex to penetrative sex, hooking up has become the new norm for college students today, with more students than ever engaging sexually with multiple partners without feeling committed to one another (Kettrey, 2016; Kalish & Kimmel, 2011; Sweeney, 2011).

College students may also refer to this sexual behavior as having a friend with benefits, which is a friend or partner whose main purpose is to provide sexual pleasure for one another (Owen, Rhoades, Stanley, & Fincham, 2010). These relationships allow for flexibility and adventure between partners, making it more appealing than a structured relationship that requires persistence, stability, and commitment (Kalish, 2013; Olmstead, Billen, Conrad, Pasley, & Fincham, 2010; Owen, Rhoades, Stanley, & Fincham, 2010). While this is a standard for new-age dating between Gen-Z students, hooking up is looked at differently in the eyes of the beholder; depending on gender and sexual orientation (Kalish, 2013; Olmstead, Billen, Conrad, Pasley, & Fincham, 2010; Owen, Rhoades, Stanley, & Fincham, 2010). Additionally, the ideas of hooking up casually without the pressures to commit and only desiring sexual connections are just two of the

many generalized views of this culture (Burdette, Ellison, Hill, & Glenn, 2009; Kalish & Kimmel, 2011).

Gender differences. Gender plays a large role in hookup culture, in that it is something that defines who a person is, or who they would like to identify as (Allison & Risman, 2013; Armstrong, England, & Fogarty, 2012; Bradshaw & Saville, 2010). However, there is little information and research done on students who identify as transgender, making the research binary in a lot of ways. This review will primarily focus on female-identifying and male-identifying individuals.

Men. Looking at the stigmas that come with hooking up, men and women are targeted differently. With men continuously being described as overly sexual beings, there is less research compiled in regards to men hooking up in comparison to women and their experiences (Kalish, 2013). When this research occurs, men report being more interested in non-committal relationships and casual sex with various partners because of their higher sexual drives and need for sexual pleasure (Allison & Risman, 2012; Kalish, 2013; Olmstead, Billen, Conrad, Pasley, & Fincham, 2011). Within hookup culture, men are viewed more favorably than women. This is because of the traditional idea that hooking up increases a man's status of masculinity both in society and their private lives. The need for this exuberant masculinity comes from social constructs of needing to feel increasingly heterosexual, following sexual scripts, and appeasing other men within one's social circle (Kalish, 2013; Olmstead, Billen, Conrad, Pasley, & Fincham, 2011; Allison & Risman, 2012). These feelings are sometimes caused by peer pressure, alcohol use, and the need to find oneself sexually during a time of transition and new experiences (Kalish, 2013; Olmstead, Billen, Conrad, Pasley, & Fincham, 2011; Allison & Risman, 2012).

However, this may ultimately lead to issues revolving around mental health, power differences, and a lack of concern for proper safe-sex rituals (Kalish, 2013; Kettrey Olmstead, Billen, Conrad, Pasley, & Fincham, 2011; Allison & Risman, 2012). College-aged men statistically tend to not be interested in settling down in a committed relationship; another reason that hooking up is viewed more favorably than traditional dating (Harden, 2013; Kalish & Kimmel, 2011).

Women. Unlike men, women are viewed in a different light in regards to hookup culture. Women tend to be suppressed sexually in the eyes of society, which influences power differences and overall gender inequality (Allison & Risman, 2013; Armstrong, England, & Fogarty, 2012; Bradshaw & Saville, 2010). While a lot of people view the female dating perspective to be more desirable due to traditional gender roles, there are many issues on the woman's side that influences a lack of sexual balance. The general idea is that women have the opportunity to accept and decline a date offer, be picked up for the date, have the date paid for, and then be able to accept or decline anything moving forward (Allison & Risman, 2013; Armstrong, England, & Fogarty, 2012; Bradshaw & Saville, 2010). This is the ideal situation in the eyes of some, however, due to a lack of understanding of consent and the societal gender differences, women do not always feel that they have the ability to make those choices. This causes uneasy feelings about their sexuality and sometimes instances of sexual assault (Allison & Risman, 2013; Armstrong, England, & Fogarty, 2012; Bradshaw & Saville, 2010).

College women are also not viewed as clearly as sexual beings. Sometimes, they are seen as overly sexual and may be considered to be a slut, while others are seen as prudish; both of which are viewed negatively by college students (Allison & Risman,

2013; Armstrong, England, & Fogarty, 2012; Bradshaw & Saville, 2010). If men want to hookup with a woman, they will often aim to attract someone who is looked at as loose, which pressures women to live up to the standards that have been made for them through past experiences (Allison & Risman, 2013; Armstrong, England, & Fogarty, 2012; Bradshaw & Saville, 2010; Lovejoy, 2015; Owen, Rhoades, Stanley, & Fincham, 2010).

Contributing factors. Everyone is made differently, and everyone desires something specific in a relationship, whether it is solely physical or more committal (Allison & Risman, 2013; Armstrong, England, & Fogarty, 2012; Bradshaw & Saville, 2010; Lovejoy, 2015; Olmstead, Billen, Conrad, Pasley, & Fincham, 2013). Some factors aside from gender that might play a role in how an individual acts within a culture of hooking up and convenient relationships include race and age.

Race. Race is an overlooked subject when discussing hookup culture, especially with the amount of diversity that is embodied on most college campuses. Still, most research focuses primarily on Black and White students, leaving a lot of room for discussion on the correlation between race and hookup statistics and analysis. This lack of literature on the intersectionalities of human sexuality and self-identification leads to a reduced understanding of how students of color play a role in hookup culture (Jenkins Hall & Tanner, 2016; Roberson, Olmstead, & Fincham, 2015). Hooking up continues to be described as any sexual act with someone without lasting connections, including acts ranging from oral sex to penetrative sex. However, Black students are more likely to be open about their hookups and partners, as well as continue relationships after the initial encounter (Jenkins Hall & Tanner, 2016; Roberson, Olmstead, & Fincham, 2015).

Students of color continue to be one of the minority groups at institutions, with there

being more Black women attending college than men; causing power differences within the collegiate Black community (Jenkins Hall & Tanner, 2016; Roberson, Olmstead, & Fincham, 2015). With this, the students within this community are more likely to hookup with peers as well as share multiple partners to avoid feelings of isolation and to build a sense of culture and sexual identity during this time (Jenkins Hall & Tanner, 2016). In addition to the power difference, it is important to note that even with the small amount of literature that exists in regards to students of color and hookup culture, Black women during this time report the highest rates of chlamydia, gonorrhea, and HIV (Jenkins Hall & Tanner, 2016; Roberson, Olmstead, & Fincham, 2015).

Age. Statistically, men have been understood to begin their sexual endeavors earlier on in life than women, but research on hookup culture expresses that age impacts both men and women during their college years. Sometimes, students may begin engaging in sexual hookups the moment they arrive on campus, while others may wait until they have legal access to inhibitors such as alcohol as they age throughout their time at an institution (Olmstead, Pasley, & Fincham, 2013; Owen, Rhoades, Stanley, & Fincham, 2010). Students who come to college with previous sexual experience have also been seen to engage sexually with others more quickly than someone who might not have started their sexual journey (Harden, 2013; Roberson, Olmstead, & Fincham, 2015; Sweeney, 2011). In comparison to men, first-year college women face different stigmas. The thought is that women are considered to be pure and clean when entering college, which is something that may be more desired by college-aged men (Kooyman, Pierce, & Zavadil, 2011; Sweeney, 2011). As previously discussed, women at this age often feel the need to meet the standards that are set for them by society or their most-direct

community. Women who take part in a sorority specifically also often feel the need to fill the shoes of their sisters by alluring men sexually to prove their worth within the organization; a leading cause of lowered self-esteem and poorer mental health (Kooyman, Pierce, & Zavadil, 2011; Sweeney, 2011).

Sexual Violence & Title IX

Colleges are known to be safe places for students to live and feel free to be themselves during a very impactful time. With campus security and other higher officials, it seems to be very hard for students to get away with anything today. However, some of the violence is often left in the dark, such as sexual violence. Sexual violence is any type of unwanted, unwarranted, non-consensual sexual acts that have the power to cause physical, emotional, and psychological damage to a person (“Sexual Assault”). This type of violence impacts everyone, no matter what age, gender, race, or religion, since it can happen to anyone at any time. There are different types of sexual violence that can occur, ranging from stalking to rape at all different levels of severity; all of which are just as negatively impactful on someone’s life. Students who have been previously exposed to sexual violence at some point in their life are more likely to be affected by it again during college (Stepleton, McMahon, Potter & MacKenzie, 2019; Testa, Hoffman, & Livingston, 2010). While sexual assault can happen to anyone, it is estimated that 1 in every 5 college-aged women, and 1 in every 16 college-aged men are affected by sexual violence while studying at an institution (Beavers & Halabi, 2017; DeKeseredy, Schwarts, Harris, Woodlock, Nolan, & Hall-Sanchez, 2019; Flack, Hansen, Hopper, Bryant, Lang, Massa, & Whalen, 2016; Herbenick, Dodge, & Fortenberry, 2019; Stepleton, McMahon, Potter, & MacKenzie, 2019). A large impacting factor in this

statistic is the prevalence of hookup culture on college campuses (Flack, Hansen, Hopper, Bryant, Lang, Massa, & Whalen, 2016). Since hookups can range from oral sex to penetrative sex, there are many ways that these acts can be forcible.

Sexual assault. Sexual assault includes unwanted touching, forcing a victim to perform or agree to sexual acts, and rape (“Sexual Assault” & “What is Sexual Consent?”). These terms are not extremely specific, but help to guide someone to a better understanding of their own experience with sexual violence. It is important to note that even though rape is a type of sexual assault, not all forms of sexual assault are considered to be rape; though it does not mean that the severity of the matter is lessened (“Sexual Assault”).

Stalking. Stalking can be categorized as sexual violence, and is more prevalent with the growth of technology. Stalking has now become not only obsessing about and following someone physically, but also not leaving them alone via social media or any form of technology (DeKeseredy, Schwarts, Harris, Woodlock, Nolan, & Hall-Sanchez, 2019). In personal communication, individuals have an opportunity to decline someone verbally, whereas digitally, anyone can continuously send unwanted texts or pictures, even though the victim might want them to stop (DeKeseredy, Schwarts, Harris, Woodlock, Nolan, & Hall-Sanchez, 2019). College students today have a difficult time disconnecting from technology, which makes it easy for perpetrators to continue harassing their victims.

Sexual harassment. Sexual harassment is also included under the umbrella term sexual violence. There are numerous types of sexual harassment, all of which can take

place in the classroom, public, the workplace, and in society in general. Not all harassment is just physical or verbal; it can also be through writings and texts (McCarthy, 2018). All forms of harassment are negatively impactful and need to be addressed properly in higher education settings. Gender harassment is one of the most common forms of harassment, being one that targets someone depending on their gender in correlation to their worth or value (Wolff, Rospenda, & Colaneri, 2017). Just as relevant, harassment can also be in the form of coercion. Sexual coercion is the act of doing something sexual in favor for something or from blackmail (Wolff, Rospenda, & Colaneri, 2017). There is not a wide array of literature that focuses strictly on harassment on college campuses, but it has been expressed that this type of sexual violence can lead to worsened mental health, and is often influenced by the usage of alcohol (Wolff, Rospenda, & Colaneri, 2017).

No means no. In 2014 the White House Task Force to Protect Students from Sexual Assault published *Not Alone*, which was a report that explained sexual violence on college campuses and how institutions can prevent the issue (Jozkowski, 2015). Since issuing *Not Alone*, campuses have seen an increase in sexual assault reports, which is positive and negative when looking at sexual violence. It is a positive note that students feel more comfortable reporting and want to be change agents, however, the negative is that there is still sexual assault campus-wide. With movements taking over the nation to help further express the need for a better understanding of consent and that no means no, both students and higher education administrators have the opportunity to act on the issue of sexual violence as a whole. (Jozkowski, 2015; Thomas, Sorenson, & Joshi, 2016).

What is consent? Consent is only technically defined in seven states across the country; and what is defined is unfortunately not always clear due to misinterpretations and a lack of understanding (Hust, Rodgers, & Bayly, 2017). Consent, defined by Planned Parenthood, is a mutual agreement to act in a sexual manner with someone else (“What is Sexual Consent”). To help better understand consent, Planned Parenthood uses the acronym FRIES, meaning Freely Given, Reversible, Informed, Enthusiastic, and Specific (Planned Parenthood). Consent needs to be voluntary and understood by both parties to be official, safe, and clear (Hust, Rodgers, & Bayly, 2017; Jozkowski & Peterson, 2013; Jozkowski, 2015; Thomas, Sorenson, & Joshi, 2016). If someone is unconscious, under the influence of drugs and alcohol, or considered to be a minor or someone with severe mental barriers, they are unable to give consent and therefore their words or actions do not clearly meet this definition (Planned Parenthood).

Title IX. There are ways to report sexual violence while attending college. Students have the option to report instances of sexual assault to their on-campus Title IX office. Title IX of the Education Amendments of 1972 protects individuals from sexually based discrimination in an educational setting and or in a situation revolving around federal financial support (U.S. Department of Education). It is important that all education systems have a Title IX reporting system, especially on college campuses where sexual violence is most prevalent. Educational programs are put into place as well to better help students understand their institution’s preferred reporting method and support resources (U.S. Department of Education).

Sexual Education

In 2017, an article was published discussing the importance behind educational intervention and involvement in student sexual health and behaviors (Markham, Peskin, Addy, Wilkerson, Baker, Santa Maria, & Paat, 2017). To help meet the expectations of the American College Health Association's Campus 2020 objectives, it is necessary for college campuses to have educational and preventive measures in place to help put an end to sexual violence (Markham, et al., 2017). There are various ways that higher education can incorporate these measures; some being more hands-on than others. Through campus-wide campaigns or simple peer-to-peer education, colleges have the opportunity to impact all of their students, first-year to approaching graduates, about the importance behind safe and healthy relationships and consent (Markham, et. al., 2017; Skelly, Hall, Risher, & Brown, 2018; Walcott, Chenneville, & Tarquini, 2011).

While finding oneself sexually is important during college, learning how to do so safely and in healthy ways is arguably just as necessary. This can sometimes be overlooked due to the taboo nature of sex, but needs to be noticed in the eyes of higher education administration because students today have a difficult time understanding consent between one another (Jozkowski, 2015; Jozkowski & Peterson, 2013). This leaves room for different interpretations of sexual assault and rape; a major issue in today's society, especially amongst college students (Jozkowski, 2015; Jozkowski & Peterson, 2013)

Green Dot

Green Dot is one of the various programs that is designed to teach and educate college students, faculty, and staff about the importance behind sexual assault prevention and awareness. This program uses a bystander approach to teach individuals how they can make an impact on situations that might turn into a red dot, or an act of sexual violence (Coker, Cook-Craig, Williams, Fisher, Clear, Garcia, & Hegge, 2011; Cook-Craig, Coker, Clear, Garcia, Bush, Brancato, & Fisher, 2014). Programs like Green Dot have been shown to be effective in encouraging others to take matters in their own hands by speaking up or acting to divert from the situation. Green Dot, since 2010, has been using this approach to reduce violence acceptance, increase bystander willingness and preventative measures, and overall reduce the amount of sexually violent crimes (Coker, et al., 2011; Cook-Craig, et al., 2014). This program touches on everything from stalking to potential rape, by giving options for how to handle risky situations by either directly intervening, distracting from the situation, or delegating the information to someone who can best assist during that time (Coker, et al., 2011; Cook-Craig, et al., 2014). While this is only one type of preventative program, it is one that easily breaks down steps for individuals who are just learning about sexual violence, and helps to empower while educating.

Importance of Sexual Education

Sexual educational programs like Green Dot are successful because they help to promote a better understanding of sexual violence, understanding privilege, and a greater overall acceptance of others (Worthen & Wallace, 2017). However, the true

effectiveness comes from the type of program, the individuals being educated, and the educators themselves. College-aged women and men both view educational programs differently, due to prior viewpoints of men being targeted mostly as perpetrators and women as victims; when in reality anyone can fill the role of a perpetrator or a victim (Worthen & Wallace, 2017). Race is also a factor that needs to be assessed when determining what program would best suit a college community. Unlike most White students, studies show that Black, Latino, and Asian college-aged men are more aware of the issue of sexual violence, which makes certain programs less beneficial and impactful (Worthen & Wallace, 2017). Though there is little research done on the importance of sexual education programs at collegiate institutions, there are still benefits to educating anyone on the prevalence of sexual violence.

Conclusion

Though there are many positives to sexuality exploration during college, there are also many risks that students may take while working towards finding themselves. Having a clearer understanding of oneself in regards to gender and sexuality can lead to healthier and safer relationships (Allison & Risman, 2013; Armstrong, England, & Fogarty, 2012; Bradshaw & Saville, 2010). With a pattern of better communication between partners, enhanced college-level sexual education, and higher educational support, more students can be empowered to report acts of sexual violence, while also aiming at preventing them. There are still many unanswered questions regarding the benefits of sexual education (Markham, Peskin, Addy, Wilkerson, Baker, Santa Maria, & Paat, 2017). However, knowing that hookup culture and the prevalence of sexual violence is continuing to rise, interactive prevention programs are being used as measures

to educate a lot of people in a short amount of time about the issue at hand. Sexual violence is an issue that can impact anyone, at any time, making it one of the most destructive aspects on a college campus (Stepleton, McMahon, Potter & MacKenzie, 2019; Testa, Hoffman, & Livingston, 2010). Through new and innovative programs and educational methods, I believe that college students will better understand the importance behind preventative measures; especially when they have a stronger connection to the purpose and mission behind sexual-education-based goals (Coker, Cook-Craig, Williams, Fisher, Clear, Garcia, & Hegge, 2011; Cook-Craig, Coker, Clear, Garcia, Bush, Brancato, & Fisher, 2014).

Chapter III

Methodology

Introduction

Students in college are entering a time in their life where everything is new, exciting, and worth trying at least once. With sex being an unexplored topic for most, repercussions are affecting college students in today's society (Burdette, Ellison, Hill, & Glenn, 2009; Kalish & Kimmel, 2011). What used to be going-steady is now called hooking up, and involves various layers and underlying meanings. Hooking up can range from kissing, heavy touching, oral sex, penetrative sex, and other sexual interactions (Roberson, Olmstead, & Fincham, 2015). With so many new people to meet and experiment with, these hookups can lead to unprotected sex, sexually transmitted infections, and worsening mental health (Garcia, Reiber, Massey, & Merriwether, 2013; Kooyman, Pierce, & Zavadil, 2011). Stigmas and a lack of support often come into play when discussing these repercussions, all of which can possibly lead to an increase in sexual assault rates (Kettrey, 2016; Kalish & Kimmel, 2011; Sweeney, 2011). With hooking up being a popular activity for most college students, this study will help to determine whether or not there is a relationship between the popular hookup culture and sexual assault rates.

Purpose Statement

The purpose of this study is to answer the research questions as follows:

1. Does modern-day hookup culture have an association with sexual assault rates on college campuses?
2. Is assistance from higher education professionals effective when supporting students in regards to sexual violence, and or reporting these instances to specific networks?
3. Do students believe that an increase in sexual education and sexual violence prevention at the college level help to lower sexual violence rates?

I believe that by obtaining answers to these questions through my research, I was able to conclude and explore the relationship between hookup culture and the prevalence of sexual assault.

Methodological Approach & Design

This study was a quantitative study. I looked to find the relationship between hookup culture and sexual assault, which means that I conducted a comparative study. This will allow me to investigate the relationships between the two concepts, and gather how participant experience impacts them both separately and comparatively (McMillan, 2016). The idea that this study is comparative will help me to formulate my survey questions and optional answers for participants. Lastly before collecting data, I will need to follow all of the steps in conducting survey research, so that my participants feel comfortable answering honestly throughout the questionnaire. This will involve defining the purpose of this study, identifying a specific target population, selecting the sampling

procedure, determining my sample size, choosing the right survey method, constructing directions, developing a letter of transmittal, distributing a pilot test, and analyzing non-respondents (McMillan, 2016).

Sample. The sample for this quantitative study was nonrandom, purposeful, and convenient. I delivered the survey to various classes at Rowan University that touch on sexuality in their program, as well as connecting with various Greek and non-Greek organizations that have knowledge on the topic being studied. Because I am targeting specific groups for this study, it is nonrandom and purposeful (McMillan, 2016). Additionally, not everyone is readily available to participate in the survey, so the sample is also considered to be convenient (McMillan, 2016).

Instrumentation. The instrumentation that was used in this study was a questionnaire. I chose to use this instrument so that I could capture participant's values and beliefs through specific questions. These questions were also answered with designated optional answers, helping to guide the research further (McMillan, 2016). For this study, I utilized scales in my survey. I used the Likert scale as well as the semantic differential for the completion of this study. (McMillan, 2016). I used this survey and followed the format for overall questionnaire construction. I justified the questionnaire, defined my objectives, formulated my questions and format, pilot tested my survey, revised it as needed, field tested the survey, revised again, and prepared the final instrument (McMillan, 2016).

Procedure. I formulated a data collection procedure for this study in order to analyze the relationship between hookup culture and sexual assault. I connected with the

population and sample that I looked to distribute the survey to through an email. I introduced who I am, what the purpose of this study was, and how they would impact this research. There was no incentive to taking this survey, so I needed to clearly and effectively express the importance behind this research and why I need participants. When my sample was ready, I first distributed the IRB approved consent form, so that I can use the data gathered from the surveys in my research. Next, the survey was be distributed, and participants were reassured that everything was anonymous. The questionnaires were returned to me, and I thanked them for their participation.

Data analysis. For the data analysis, the Statistical Package for the Social Sciences (SPSS) was used to run statistical analysis on the quantitative data. Means, ranges, and medians were analyzed and then transcribed into information on the relationship between hookup culture and sexual assault (McMillan, 2016). I used SPSS to code the information recorded through the surveys, and then created a table based on the findings. I believe there were some limitations in the study that affected the validity of my study. I aimed to have at least 50 participants in this study, and fortunately had 96 individuals complete the survey that was shared. Second, I am only selecting students I believe may have an understanding of sexual assault and hookup culture to participate in this survey. This may cause limitations because answers to the questions have the possibility of being skewed. However, this is a benefit because participants are more likely to have both direct and or indirect experiences that help them to answer the questions honestly rather than guess or randomly select an optional choice.

Conclusion

Sex is still considered taboo for a lot of college students, which is why hooking up has become more of the norm for students. They have the ability to have relationships with others, without the commitment of a relationship. There is less communication, less responsibility, and the hope for less stress than a committed relationship. However, I believe that these interactions might have directly affected the rapidly increasing rates of sexual assault. With there being little information on the relationship between the two, I am seeking out to find answers through this quantitative study. By analyzing data representing Rowan University students, I hope to have more information on how the university can enhance their programs to educate students on sexual assault more effectively, as well as inform higher education professionals on the issue at hand. This research helps to educate administration on the relationship between the two, so that changes can be made throughout campus to better support students.

Chapter IV

Findings

Review of the Procedure

To gain a better understanding of Rowan University's campus hookup culture, and how student experiences can be correlated to sexual assault rates, I surveyed a large population of students on campus. I sought out some of the most involved students, targeting those who might have the strongest understanding of hookup culture, Title IX, and overall concern for the presence of sexual assault at Rowan University. The survey questions found in Appendix A aimed to answer the following research questions:

1. Does modern-day hookup culture have an association with sexual assault rates on college campuses?
2. Is assistance from higher education professionals effective when supporting students in regards to sexual violence, and or reporting these instances to specific networks?
3. Do students believe that an increase in sexual education and sexual violence prevention at the college level help to lower sexual violence rates?

The information in this chapter will explain the data that I collected through my survey, as well as interpret tables created with the survey results.

Profile of Population

Age. From what I was able to gather from the results of my survey, the largest number of submissions came from third-year students, with fourth-year students following close behind. This was surprising, especially because I had anticipated mostly

first and second-year students to respond to the survey request. Only 1 first-year student completed the survey, and 10 second-year students.

Table 1

Academic standing during 2019-2020 school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First-year student	1	1.0	1.0	1.0
	Second-year student	10	10.4	10.4	11.5
	Third-year student	39	40.6	40.6	52.1
	Fourth-year student	38	39.6	39.6	91.7
	Fifth-year student	5	5.2	5.2	96.9
	Graduate student	3	3.1	3.1	100.0
	Total	96	100.0	100.0	

Note: These are the results from 96 survey participants.

Race. The highest percent for race and ethnicity within my survey identified as White. This was not much of a surprise because the study was conducted at a primarily white institution (PWI). However, the next three percentages that were nearly tied for second highest were Asian, Black, and Hispanic/Latinx. For future research, it would be interesting to study one of these groups singularly, or, focus on minority identifying students as a whole in regards to sexual behaviors. This can be viewed in Table 2 below.

Table 2

<i>Race/Ethnicity</i>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Asian	7	7.3	7.3	7.3
	Black or African American	8	8.3	8.3	15.6
	White	73	76.0	76.0	91.7
	Native Hawaiian or Pacific Islander	1	1.0	1.0	92.7
	Hispanic/Latino/x	7	7.3	7.3	100.0
	Total	96	100.0	100.0	

Gender. Mostly female-identifying individuals completed the survey, but 35.4% of participants identified as male. There were two individuals that identified as either non-binary, or, did not fit any of the options provided. Again, for future research, it might be interesting to look primarily at non-binary or gender queer individuals in regards to this study. I did not ask participants to identify their sexuality, which could be another frame to analyze with the data. This can be viewed more extensively in Table 3.

Table 3

<i>Gender</i>	Frequency	Percent	Valid Percent	Cumulative Percent
Female	60	62.5	62.5	62.5
Male	34	35.4	35.4	97.9
Non-binary	1	1.0	1.0	99.0
Something else fits better	1	1.0	1.0	100.0
Total	96	100.0	100.0	

Hookup response rates. In Tables 4 and 5, information can be found on how participants answered the questions revolving around hooking up. Over 80% of student participants answered that they participated in a hookup, with only 15% saying that they did not. This helps to better understand that purpose of the study in that it is more likely for students who participate in hookups may have greater chances at being impacted by sexual assault in some aspect.

Table 4

Hookup Participation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	80	83.3	83.3	83.3
	No	15	15.6	15.6	99.0
	I am not sure.	1	1.0	1.0	100.0
	Total	96	100.0	100.0	

Table 5 explains the number of times that students generally participated in these relationships. It does not express how many reoccurring partners the individual had, just how many times they identified a hookup encounter. Interestingly, participants either hooked up 1-5 times, or, more than 20 times, the most. A table in the next section will help to better visualize which ages noted hooking up the most. Again, this will help to have a better generalized understanding of how this culture impacts sexual encounters between students as well as their experiences with sexual assault.

Table 5

Hookup Frequency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 times	23	24.0	24.0	24.0
	6-9 times	14	14.6	14.6	38.5
	10-15 times	13	13.5	13.5	52.1
	16-20 times	7	7.3	7.3	59.4
	More than 20 times	23	24.0	24.0	83.3
	Does not apply	16	16.7	16.7	100.0
	Total	96	100.0	100.0	

Table 6 helps to visualize which ages and years in school participate the most in hookup culture. This idea will be useful in the next section, when sexual assault awareness and impact is analyzed. It can be concluded that third and fourth-year students engage in and report the most hookups across the board. Previous literature discussed the relationship between age and alcohol usage; an inhibitor for more risky sexual behaviors (Olmstead, Pasley, & Fincham, 2013; Owen, Rhoades, Stanley, & Fincham, 2010).

Table 6

Year vs. Hookup Frequency

	1-5 times	6-9 times	10-15 times	16-20 times	More than 20 times	Does not apply
First-Year	0	0	0	0	0	1
Second- Year	2	1	1	0	1	5
Third- Year	12	4	5	3	7	8
Fourth- Year	7	7	5	4	13	2
Fifth- Year	1	2	1	0	1	0
Graduate	1	0	1	0	1	0

Note: These are the numbers of responses for each category in the survey.

Data Presentation

Sexual assault awareness. Table 7 shows the results of the survey that explain how likely students are to understand what sexual assault is. Future research could compare the two, to determine if age continues to play a role in general comprehension of Title IX related issues. Nearly 60% of all participants felt Extremely Confident in determining what could be considered sexual assault in a hookup encounter.

Table 7

Identifying Sexual Assault Confidence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	1.0	1.0	1.0
	4	3	3.1	3.1	4.2
	5	6	6.3	6.3	10.4
	6	29	30.2	30.2	40.6
	7	57	59.4	59.4	100.0
	Total	96	100.0	100.0	

Table 8 helps to give a better understanding of how each participant has or has not been impacted by sexual assault, based on their year in college. Again, it can be demonstrated that since more third and fourth-year students participated in hookups, there are more instances of sexual assault situations for these participants. Referring back to Table 6, there were few second-year students that reported engaging in hookups, yet, in Table 8 they still reported being impacted by sexual assault. This could mean that they know individuals who have been impacted, or, a non-consensual sexual encounter.

Table 8

Year vs. Sexual Assault Impact

	Yes	No	Unaware
First-year	0	1	0
Second-year	9	1	0
Third-year	32	6	2
Fourth-year	22	7	8
Fifth-year	2	3	0
Graduate	2	0	1

Note: These are the answers for each year, explaining if the participant has been directly or indirectly impacted by sexual assault.

Title IX reporting. Tables 9 and 10 explain the results from the survey regarding the participants’ knowledge of how to report Title IX experiences, as well as their comfortability reporting on campus. These tables are interesting, because the results vary across the board. This could be due to recent institutional activity involving the university Wellness Center; causing discomfort with reporting to campus administration.

Table 9

Title IX Reporting Confidence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	8.3	8.3	8.3
	2	12	12.5	12.5	20.8
	3	17	17.7	17.7	38.5
	4	16	16.7	16.7	55.2
	5	12	12.5	12.5	67.7
	6	18	18.8	18.8	86.5
	7	13	13.5	13.5	100.0
	Total	96	100.0	100.0	

Table 10

Likelihood of Reporting Sexual Assault Experiences On-Campus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	13	13.5	13.5	13.5
	2	11	11.5	11.5	25.0
	3	13	13.5	13.5	38.5
	4	11	11.5	11.5	50.0
	5	16	16.7	16.7	66.7
	6	15	15.6	15.6	82.3
	7	17	17.7	17.7	100.0
	Total	96	100.0	100.0	

Conclusion

While this survey analyzed various aspects of hookup culture and sexual assault, there are still many questions that could be used to determine if these two experiences correlate to one another. Some of the analysis that was able to be gathered focused primarily around the idea that older students participate in hooking up more frequently than younger college students. Additionally, there are more impactful instances of sexual assault for these age groups due to a higher frequency of sexual encounters. It was noted earlier that there is a correlation between alcohol usage and risky sexual behaviors. This is important to recognize because older students ages 21 and up have easier and more frequent access to alcohol.

It was also concluded that students on campus have a solid understanding of what is or is not considered sexual assault, however, the reporting rates are concerning. Some do not know how to report, do not want to report, or have mixed feelings about reporting on campus. The numbers analyzed in this survey might have been very different if participants and students as a whole reported more.

Chapter V

Summary, Discussion, Conclusion, Recommendations

Summary

Through all of the research and analysis, there were many personal questions answered about the relationship between hookup culture and sexual assault rates on a college campus. Using literature, I was able to develop three research questions that I used to create a survey sent out to student leaders at Rowan University. After receiving feedback from 97 individuals, some of the original questions were answered, while others could have been better answered via a different measurement. In this chapter, the questions posed are answered as well as options for future research are given. I discuss my experience with this study, and how future researchers can use the data for more in depth discoveries.

Research Questions

Question 1. Does modern-day hookup culture have an association with sexual assault rates on college campuses?

The data indicate that this association may exist. It was discovered that older college students including third and fourth-year students were more likely to participate in hookups. Additionally, these same students noted having the most impact from sexual assault experiences either directly or indirectly. With this, it can be concluded that through more frequent sexual encounters, there is greater opportunity for sexual assault to take place.

Another conclusion for this question is that older students may encounter these experiences more frequently due to accessibility of alcohol. The literature explained that students that have access to alcohol are often more likely to engage in risky sexual behaviors, which can lead to non-consensual sexual acts (Olmstead, Pasley, & Fincham, 2013; Owen, Rhoades, Stanley, & Fincham, 2010).

Question 2. Is assistance from higher education professionals effective when supporting students in regards to sexual violence, and or reporting these instances to specific networks?

When looking at numbers, this answer to this question would be yes and no. Most of the student participants answered that they are aware of how to determine what can be considered sexual assault or not. However, the question posed asks about institutional support entirely. The survey results for the question asking about student comfortability reporting and reporting on campus show that higher educational professionals on this campus are not supporting students effectively. Some participants felt secure in reporting through university services, while others did not have positive experiences with administrators; discouraging them from reporting accurately or reporting at all.

Question 3. Do students believe that an increase in sexual education and sexual violence prevention at the college level help to lower sexual violence rates?

This question was not answered through the survey. Before conducting the study, I believed that I could determine the results to this question with the use of other questions within the survey. While analyzing, I realized that there was no evidence showing that this question could be answered. Although analysis again showed that less first and second-year students were impacted by sexual violence in comparison to older

students. This could be due to changes in Title IX education, lower frequency of sexual encounters, or, simply something to reevaluate with greater participation from these students in a follow-up survey.

Discussion

Some of the findings that I found to be interesting revolved around the age and the number of sexual encounters that took place. Many students reported having 20 or more hookup experiences, which opens up many additional questions for research. During analysis, I did not evaluate gender in correlation to other findings as much as I did age. Using age as a constant during evaluation made the later findings more relevant. I also did not look into race and ethnicity during analysis, because I did not have as much literary examples to back up my findings. This study provided answers to a good amount of questions that can be examined when considering Title IX and sexual awareness practices on college campuses. However, there is still a lot of unanswered questions and ideas for future practice and research.

Recommendations for Practice

Although I am not a specialized professional in Title IX and or sexual violence prevention, this study has provided me with options for practice that might be beneficial in this field. One, it is understood that sexual behaviors happen between students, and dating life is ever changing. Evidence shows that students are engaging in sometimes more than 20 hookups, both with new and reoccurring partners. Individuals working in this field should make it a priority to continue sexual education throughout a student's experience at college. Title IX and sexual violence awareness is typically discussed

during orientation, and then only touched upon briefly within syllabi and if the student has an issue or encounter in that regard. If professional staff make it a priority to continue this education in a flexible, contemporary, and engaging manner, these numbers might be affected greatly.

Additionally for practice, it might be beneficial to find easier ways to access and understand how to report a Title IX issue on-campus. Whether students are just not comfortable talking to campus administration or other reasons, it could be that they truly do not know how to access this information. Students might also be afraid of consequences that could follow, including punishment for illegal substance use and feelings of shame following the event. There are continuous opportunities for education and growth within sexual awareness on a college campus, and it is important for professionals to focus on increasing their own knowledge through research and professional development opportunities.

Recommendations for Further Research

When thinking about future research, there are many opportunities for changes in this study. To begin, it would be interesting to dive deeper into demographics. For example, it would be possible to compare gender to the results of the questions about sexual assault experiences. This could be done with race and ethnicity as well, helping to better understand the experiences of these students. I did not ask questions regarding student sexuality, due to the lack of information and literature on hookup culture and LGBTQ+ identifying individuals. As more studies are published, sexuality should definitely be considered as a factor in future research.

Another consideration for future research would be to change the method of the study. I decided to do quantitative research because of the environment that I was distributing the survey. Discussing sexual violence with students, as a graduate student made me a little apprehensive, therefore I went with the safer route. If I would have conducted a mixed-methods study and held interviews with participants, I would have been able to gather better supporting information for my original questions. I was able to get plenty of survey results which helped my case, but even more would have been better.

Lastly, it would be interesting to open the survey up to more students and not just students that fit the mold of a student leader. I chose to distribute the survey to students who would have the best chance of having a general understanding of Title IX and sexual violence concerns. If this survey was distributed to all students, the numbers would definitely be different and would answer the questions on a much greater scale.

Conclusion of the Study

Analyzing student hookup culture in correlation to sexual violence rates was an interesting study to say the least. Having an understanding of how the two are related to each other opens up discussion around how a university and university administration support students engaging in sexual acts with one another. While this idea is sometimes out of sight and out of mind, it is imperative to remember that as student interactions with one another continue to change, professional staff need to grow to fit the mold. If education stays the same, and does not transform with its students, there will continue to be a disconnect between students and the educators working to support them. Students as a whole are experiencing many different interactions at this time, with a plethora of

factors that impact these experiences. We as professionals can work to make sexual violence no longer a factor in students' lives through innovative and transformative education. This might include having easier accessibility to resources, more inclusive and easily comprehensible language, or simply additional resources for students to access comfortably.

References

- Allison, R., & Risman, B. J. (2013). A double standard for “hooking up”: How far have we come toward gender equality?. *Social Science Research, 42*(5), 1191-1206.
- Anderson, L. A., & Whiston, S. C. (2005). Sexual assault education programs: A meta-analytic examination of their effectiveness. *Psychology of Women Quarterly, 29*(4), 374-388.
- Armstrong, E. A., England, P., & Fogarty, A. C. (2012). Accounting for women’s orgasm and sexual enjoyment in college hookups and relationships. *American Sociological Review, 77*(3), 435-462.
- Beavers, J. M., & Halabi, S. F. (2017). Stigma and the structure of Title IX compliance. *The Journal of Law, Medicine & Ethics, 45*(4), 558-568.
- Bradshaw, C., Kahn, A. S., & Saville, B. K. (2010). To hook up or date: Which gender benefits?. *Sex Roles, 62*(9-10), 661-669.
- Coker, A. L., Cook-Craig, P. G., Williams, C. M., Fisher, B. S., Clear, E. R., Garcia, L. S., & Hegge, L. M. (2011). Evaluation of Green Dot: An active bystander intervention to reduce sexual violence on college campuses. *Violence against women, 17*(6), 777-796.
- Cook-Craig, P. G., Coker, A. L., Clear, E. R., Garcia, L. S., Bush, H. M., Brancato, C. J., & Fisher, B. S. (2014). Challenge and opportunity in evaluating a diffusion-based active bystander prevention program: Green dot in high schools. *Violence Against Women, 20*(10), 1179-1202.
- Burdette, A. M., Ellison, C. G., Hill, T. D., & Glenn, N. D. (2009). “Hooking up” at college: Does religion make a difference?. *Journal for the Scientific Study of Religion, 48*(3), 535-551.
- DeKeseredy, W. S., Schwartz, M. D., Harris, B., Woodlock, D., Nolan, J., & Hall-Sanchez, A. (2019). Technology-facilitated stalking and unwanted sexual messages/images in a college campus community: the role of negative peer support. *Sage open, 9*(1), 2158244019828231.
- Dictionary by Merriam-Webster: America's most-trusted online dictionary. (n.d.). Retrieved from <https://www.merriam-webster.com/>.
- Flack Jr, W. F., Hansen, B. E., Hopper, A. B., Bryant, L. A., Lang, K. W., Massa, A. A., & Whalen, J. E. (2016). Some types of hookups may be riskier than others for campus sexual assault. *Psychological trauma: theory, research, practice, and policy, 8*(4), 413.

- Garcia, J. R., Reiber, C., Massey, S. G., & Merriwether, A. M. (2013). Sexual hook-up culture. *Monitor on Psychology, 44*(2).
<http://www.apa.org/monitor/2013/02/ce-corner> Gender Identity & Roles: Feminine Traits & Stereotypes. (n.d.). Retrieved from <https://www.plannedparenthood.org/learn/sexual-orientation-gender/gender-gender-identity/what-are-gender-roles-and-stereotypes>.
- Green Dot for College. (2017, September 06). Retrieved from <https://alteristic.org/services/green-dot/green-dot-colleges/>
- Harden, N. (2013). Peter Pan goes to college. *Society, 50*(3), 257-260.
- Herbenick, D., Fu, T. C., Dodge, B., & Fortenberry, J. D. (2019). The alcohol contexts of consent, wanted sex, sexual pleasure, and sexual assault: Results from a probability survey of undergraduate students. *Journal of American college health, 67*(2), 144-152.
- Hust, S. J., Rodgers, K. B., & Bayly, B. (2017). Scripting sexual consent: Internalized traditional sexual scripts and sexual consent expectancies among college students. *Family relations, 66*(1), 197-210.
- Jenkins Hall, W., & Tanner, A. E. (2016). US Black college women's sexual health in hookup culture: intersections of race and gender. *Culture, health & sexuality, 18*(11), 1265-1278.
- Jozkowski, K. N. (2015). "Yes means yes"? Sexual consent policy and college students. *Change: The Magazine of Higher Learning, 47*(2), 16-23.
- Jozkowski, K. N., Peterson, Z. D., Sanders, S. A., Dennis, B., & Reece, M. (2014). Gender differences in heterosexual college students' conceptualizations and indicators of sexual consent: Implications for contemporary sexual assault prevention education. *The Journal of Sex Research, 51*(8), 904-916.
- Jozkowski, K. N., & Peterson, Z. D. (2013). College students and sexual consent: Unique insights. *Journal of sex research, 50*(6), 517-523.
- Kalish, R. (2013). Masculinities and hooking up: Sexual decision-making at college. *Culture, Society and Masculinities, 5*(2), 147-165.
- Kalish, R., & Kimmel, M. (2011). Hooking up: Hot hetero sex or the new numb normative?. *Australian Feminist Studies, 26*(67), 137-151.
- Kettrey, H. H. (2016). What's gender got to do with it? Sexual double standards and power in heterosexual college hookups. *The Journal of Sex Research, 53*(7), 754-765.
- Kooyman, L., Pierce, G., & Zavadil, A. (2011). Hooking up and identity development of female college students. *Adultspan Journal, 10*(1), 4-13.

- Lovejoy, M. C. (2015). Hooking up as an individualistic practice: A double-edged sword for college women. *Sexuality & Culture, 19*(3), 464-492.
- Markham, C. M., Peskin, M., Addy, R. C., Wilkerson, J. M., Baker, K. J., Santa Maria, D. M., ... & Paat, Y. F. (2017). Assessing the Need and Receptivity for an Integrated Healthy Sexual and Dating Relationships Intervention for Community College Students. *Journal of Applied Research on Children, 8*(1), 1.
- McCarthy, C. (2018). Develop plan, raise awareness to prevent sexual harassment on campus. *Student Affairs Today, 21*(1), 1-3.
- Olmstead, S. B., Billen, R. M., Conrad, K. A., Pasley, K., & Fincham, F. D. (2013). Sex, commitment, and casual sex relationships among college men: A mixed-methods analysis. *Archives of Sexual Behavior, 42*(4), 561-571.
- Olmstead, S. B., Pasley, K., & Fincham, F. D. (2013). Hooking up and penetrative hookups: Correlates that differentiate college men. *Archives of Sexual Behavior, 42*(4), 573-583.
- Owen, J. J., Rhoades, G. K., Stanley, S. M., & Fincham, F. D. (2010). "Hooking up" among college students: Demographic and psychosocial correlates. *Archives of sexual behavior, 39*(3), 653-663.
- Roberson, P. N., Olmstead, S. B., & Fincham, F. D. (2015). Hooking up during the college years: is there a pattern?. *Culture, Health & Sexuality, 17*(5), 576-591.
- Sexual Assault, Abuse & Rape: How to Get Help. (n.d.). Retrieved from <https://www.plannedparenthood.org/learn/teens/bullying-safety-privacy/sexual-assault-abuse-rape>.
- Sexual Assault. (n.d.). Retrieved from <https://www.rainn.org/articles/sexual-assault>
- Skelly, C., Hall, C., Risher, C., & Brown, B. (2018). Peer-to-Peer Education of College Females on Sexual Health. *Universal Journal of Educational Research, 6*(5), 844-847.
- Stepleton, K., McMahon, S., Potter, C. C., & MacKenzie, M. J. (2019). Prior Sexual Victimization and Disclosure of Campus Sexual Violence Among College Students. *Journal of College Counseling, 22*(1), 56-69.
- Sweeney, B. N. (2011). The allure of the freshman girl: Peers, partying, and the sexual assault of first-year college women. *Journal of College and Character, 12*(4).
- Testa, M., Hoffman, J. H., & Livingston, J. A. (2010). Alcohol and sexual risk behaviors as mediators of the sexual victimization–revictimization relationship. *Journal of consulting and clinical psychology, 78*(2), 249.

- Thomas, K. A., Sorenson, S. B., & Joshi, M. (2016). "Consent is Good, Joyous, Sexy": A banner campaign to market consent to college students. *Journal of American college health*, 64(8), 639-650.
- Title IX and Sex Discrimination. (2018). Retrieved from https://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html
- Types of Sexual Violence. (n.d.). Retrieved from <https://www.rainn.org/types-sexual-violence>.
- Walcott, C. M., Chenneville, T., & Tarquini, S. (2011). Relationship between recall of sex education and college students' sexual attitudes and behavior. *Psychology in the Schools*, 48(8), 828-842.
- What Is Sexual Consent?: Facts About Rape & Sexual Assault. (n.d.). Retrieved from <https://www.plannedparenthood.org/learn/sex-and-relationships/sexual-consent>
- What's Your Body Count? (2017). Retrieved from <https://www.medinstitute.org/2017/06/whats-your-body-count/>.
- Wiederman, M. W. (2005). The Gendered Nature of Sexual Scripts. *The Family Journal*, 13(4), 496–502. doi: 10.1177/1066480705278729
- Wolff, J. M., Rospenda, K. M., & Colaneri, A. S. (2017). Sexual harassment, psychological distress, and problematic drinking behavior among college students: an examination of reciprocal causal relations. *The Journal of Sex Research*, 54(3), 362-373.
- Worthen, M. G., & Wallace, S. A. (2017). Intersectionality and perceptions about sexual assault education and reporting on college campuses. *Family relations*, 66(1), 180-196.

Appendix

Rowan University Hookup Culture Survey

Start of Block: Block 1

Q2 Thank you for taking the time to complete this survey. Your responses are recorded anonymously and will help this study find information to better understand Rowan University's hookup culture. This survey will take approximately 5-10 minutes to complete, and your feedback is important to us.

End of Block: Block 1

Start of Block: Demographics

Q1 *Please choose the answer that best describes you.

Academic standing during 2019-2020 school year:

- First-year student (1)
 - Second-year student (2)
 - Third-year student (3)
 - Fourth-year student (4)
 - Fifth-year student (5)
 - Graduate student (6)
-

Q3 Race/Ethnicity

- Asian (1)
 - Black or African American (2)
 - American Indian or Native American (3)
 - White (4)
 - Native Hawaiian or Pacific Islander (5)
 - Hispanic/Latino/x (6)
 - Another identity (7)
-

Q4 Gender

- Transgender Female (1)
- Female (2)
- Transgender Male (3)
- Male (4)
- Non-binary (5)
- Gender Non-conforming (6)
- Gender Fluid (7)
- Something else fits better (8)

End of Block: Demographics

Start of Block: Hookup Culture

Q9 Have you ever participated in a hookup (i.e. kissing, heavy petting, oral sex, penetrative sex, etc.) with someone without an idea of a committed relationship?

- Yes (1)
 - No (2)
 - I am not sure. (3)
 - I'd prefer not to answer. (4)
-

Q10 If yes, how many times have you engaged in hooking up?

- 1-5 times (1)
- 6-9 times (2)
- 10-15 times (3)
- 16-20 times (4)
- More than 20 times (5)
- Does not apply (6)

End of Block: Hookup Culture

Start of Block: Sexual Assault

Q5 How aware are you of campus sexual assault and sexual violence instances at Rowan University?

	I am unaware of what this means. (1)	I am somewhat unaware. (2)	Neutral (3)	I am somewhat aware. (4)	I am very aware. (5)
Campus sexual assault and sexual violence instances at Rowan University? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 Have you or someone you know been impacted by sexual violence at Rowan University?

- Yes (1)
- No (2)
- I am unaware. (3)
- I'd prefer not to answer. (4)

Q11 If yes, were any campus administration involved?

- Yes (1)
 - No (2)
 - I am not sure. (3)
 - I'd prefer not to answer. (4)
 - Does not apply. (5)
-

Q12 How confident are you with your knowledge of the difference between a consensual sexual interaction and one that might be considered sexual violence?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Not at all confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Confident

End of Block: Sexual Assault

Start of Block: Title IX and Reporting

Q13 How confident are you with your knowledge on how to report a Title IX and or sexual violence issue on or near campus?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Not at all confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely confident

Q14 How likely are you to utilize the wellness center or on-campus support to report an issue regarding sexual violence?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	
Not likely at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely likely

Q15 Have you or someone you know had an interaction with a representative and or Title IX administrator from Rowan University?

- Yes, and it was a positive experience. (1)
- Yes, and it was a negative experience. (2)
- No, neither myself nor someone I know has had an interaction. (3)
- I am unsure. (4)
- I'd prefer not to answer. (5)

End of Block: Title IX and Reporting
