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Impact of sexual violence prevention programming at Rowan University

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**IMPACT OF SEXUAL VIOLENCE PREVENTION PROGRAMMING AT
ROWAN UNIVERSITY**

by
Emily Kofman

A Thesis

Submitted to the
Department of Educational Services and Leadership
College of Education
In partial fulfillment of the requirement
For the degree of
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at
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Thesis Chair: Burton R. Sisco, Ed.D.

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Dedication

I would like to dedicate this thesis to my family for their unconditional love and encouragement throughout both my undergraduate career and especially my graduate school education. My mother has been my biggest supporter as well as my number one fan and I would not be the person I am today without her.

Acknowledgments

I would like to thank my Office of Student Activities family for continuously encouraging me to live up to my full potential throughout my years working in the office. Each one of you inspires me every day.

Finally, I would like to thank Dr. Sisco for the abundance of support and guidance throughout my past two years in graduate school. Without his patience and expertise, none of this would be possible.

Abstract

Emily Kofman

IMPACT OF SEXUAL VIOLENCE PREVENTION PROGRAMMING AT ROWAN
UNIVERSITY

2016-2017

Burton R. Sisco, Ed.D.

Master of Arts in Higher Education

The primary purpose of this study was to explore the impact sexual violence prevention programming on the main Rowan University campus. This study focused primarily at the Take Back the Night event on April 4, 2017. The study evaluated the impact of the event on those who attended as well as looking at Social Norm Theory. A total population of 167 Rowan students were surveyed at the event with the instrument *Take Back the Night Survey*. Results of the data revealed that students positively benefitted from attending the event and were able to increase their knowledge of the subject. The survey looked at subjects personal view of rape supportive attitudes as well as how subjects perceived the average Rowan student to feel about rape supportive attitudes. Results of the data indicated that students perceive the average Rowan student to have higher rates of rape supportive attitudes.

Table of Contents

| | |
|---|----|
| Abstract..... | v |
| List of Tables | ix |
| Chapter I: Introduction | 1 |
| Background of the Problem | 1 |
| Statement of the Problem..... | 2 |
| Purpose of the Study | 3 |
| Significance of the Study | 3 |
| Assumptions and Limitations | 4 |
| Operational Definitions..... | 5 |
| Research Questions..... | 5 |
| Overview of the Study | 6 |
| Chapter II: Review of the Literature..... | 7 |
| Social Norms Theory | 7 |
| Sexual Violence | 9 |
| Sexual Assault Prevention Programming | 12 |
| Take Back the Night | 12 |
| Rape Myth..... | 14 |
| Summary of the Literature Review..... | 15 |
| Chapter III: Methodology | 17 |
| Context of the Study | 17 |
| Population and Sampling | 18 |
| Instrumentation | 18 |

Table of Contents (Continued)

| | |
|--|----|
| Data Gathering Procedures | 20 |
| Data Analysis | 21 |
| Chapter IV: Findings..... | 22 |
| Profile of the Sample | 22 |
| Analysis of Quantitative Data..... | 24 |
| Research Question 1 | 24 |
| Research Question 2 | 27 |
| Research Question 3 | 28 |
| Research Question 4 | 30 |
| Research Question 5 | 34 |
| Research Question 6 | 36 |
| Analysis of Qualitative Data..... | 39 |
| Research Question 7 | 40 |
| Chapter V: Summary, Discussion, Conclusions, and Recommendations | 42 |
| Summary of the Study | 42 |
| Discussion of the Findings..... | 42 |
| Research Question 1 | 43 |
| Research Question 2 | 43 |
| Research Question 3 | 44 |
| Research Question 4 | 44 |
| Research Question 5 | 45 |
| Research Question 6 | 46 |

Table of Contents (Continued)

| | |
|---|----|
| Research Question 7 | 47 |
| Conclusions..... | 47 |
| Recommendations for Practice | 48 |
| Recommendations for Further Research..... | 49 |
| References..... | 50 |
| Appendix A: Take Back the Night Survey | 54 |
| Appendix B: eIRB Notice of Approval | 60 |
| Appendix C: Rules and Procedures for Logical Analysis of Written Data | 62 |

List of Tables

| Table | Page |
|--|------|
| Table 4.1 Demographics of Sample (N=167)..... | 23 |
| Table 4.2 Program Impact..... | 25 |
| Table 4.3 Knowledge Before Take Back the Night..... | 27 |
| Table 4.4 Knowledge After Take Back the Night | 29 |
| Table 4.5 Bystander Intervention for Personal Level of Agreement | 30 |
| Table 4.6 Bystander Intervention for Average Rowan Students Response | 33 |
| Table 4.7 Comfort with Sexism for Personal Level of Agreement | 35 |
| Table 4.8 Comfort with Sexism for Average Rowan Students Response | 36 |
| Table 4.9 Rape-Supportive Attitudes for Personal Level of Agreement | 37 |
| Table 4.10 Rape-Supportive Attitudes for Average Rowan Students Response | 39 |

Chapter I

Introduction

According to the Centers for Disease Control and Prevention (2014), in the United States one out of every five women and one in every 59 men report having been raped at some point during their lifetime. Sexual assault is a major problem affecting the world, but specifically looking at colleges and universities, the amount of assaults that happen is astounding. Though that number seems high, the research which collects the information about statistics on sexual assault is not accurate due to low reported rates from victims (Fisher, Daigle, Cullen, & Turner, 2003). In order to help reduce the numbers of victims and educate the public on sexual assault and sexual violence, sexual assault prevention programming emerged in the 1970s (Schewe & O'Donohue, 1993). Sexual assault prevention programming is important to help survivors, take a stand against perpetrators of sexual violence, and to educate others. Programs such as Take Back the Night are important to college campuses in aiding victims and spreading information. However the impact of these programs has not been measured. In order to support and improve these programs, they must be evaluated.

Background of the Problem

Take Back the Night is a program aimed at showing support for sexual assault survivors and to spread the message to end sexual violence. The first Take Back the Night event dates back to 1973, which set off a wave of protests and movements (History, 2011). While Take Back the Night was not Rowan's first sexual assault prevention program or group, it is one of the most notable for today's students. Though

this event is prominent on campus, like many other student programs, there is little research on Take Back the Night.

Theories such as Berkowitz's Social Norms theory can be looked at when studying. This is important to look at in the context of sexual violence prevention programming because information needs to be gathered on how people learn about sexual violence and how they come to realize the impact it has on them, their community, and peers around them. There is a lack of research on social norms theory and programming. The Social Norms theory describes how people may misunderstand the actions of peers and compares such indifferences to their own behaviors (Berkowitz, 2002). In order to better understand Take Back the Night, these two theories and other aspects of sexual assault prevention programming on college campuses were looked at, but Social Norm theory was the primary theory researched.

Statement of the Problem

College campuses are intended to be safe environments for students to learn more about their specified fields of study and prepare them for future careers. However, the unfortunate reality is that the Centers for Disease Control and Prevention (2014) reports that nearly 25% percent of women in college report being sexually assaulted some time in college. Sexual Assault Prevention Programs exist on college campuses such as Take Back the Night, but there is limited research on the overall impact of these programs have on the students who attend them. Much work and effort are put into these programs, but the results must be analyzed in order to measure their effectiveness.

Purpose of the Study

The purpose of this study was to assess the impact of Take Back the Night, a sexual assault prevention program, on the student population at Rowan University. Take Back the Night is a major event on Rowan's campus sponsored by Rowan's Sexual Violence Prevention Task Force and Healthy Campus Initiatives in the spring semester of each academic year. This year's event took place on April 4th, 2017. This program allows students to participate in different activities, listen to student speakers discuss their experience with sexual violence, and march around campus in solidarity with sexual assault victims, and to educate the campus about sexual violence. This program has nearly 20 student groups from all different campus clubs, Greek life organizations, and organizations collaborate to participate in providing information to students who attend the event (Take Back the Night, 2016). This study aimed to investigate this program and to be able to make recommendations based on the findings.

Significance of the Study

According to Townsend and Campbell (2008), there are many different types of sexual assault prevention programming, but regardless of the type of program and length, they all tend to have a positive impact. However, there is limited research concerning the program Take Back the Night and the impact that it has on those who attend. More specifically, there is limited research about the impact Take Back the Night has on college students, or the students at Rowan University. This is significant because in 2014 alone at Rowan University there were 10 reports of sexual assaults on campus (Rowan, 2015-2016). Due to the issue of low reporting rates, the number could be much higher.

Looking at the impact of Take Back the Night allows Healthy Campus Initiatives who runs the program to see what the program does for students and how it can be improved.

Assumptions and Limitations

Assumptions and limitations were considered throughout the process of conducting this study. The assumption was that all students who answered the survey were honest and unbiased in their responses. Students were entered into a raffle at the event if they participated in the research study. The assumption was made that all students who took the survey did so after attending most of the event. Surveys were distributed to students near the end of the event, which only allows for the assumption that the students taking the surveys were able to see a majority of the event. If students were not able to experience the entire event, the impact might differ from a student who was in attendance for the entirety of the event.

This study utilized convenience sampling in order to collect data. This sample size of undergraduate students attending Take Back the Night and method can be seen as a limitation due to the reduced amount of Rowan University students that the study was able to reach. The sample of students who completed the survey only represents a small portion of the Rowan University student population.

There is also potential bias with this study due to my involvement as an intern for Healthy Campus Initiatives (HCI). HCI plans and executes Take Back the Night at Rowan University and I was an intern for the office for the 2016-2017 academic year. My involvement with HCI allowed me to assist with the planning and implementation of the 2017 Take Back the Night. Also, I am a feminist and advocate for women's rights; I am personally opposed to predatory behavior directed towards men and women.

Operational Definitions

1. Moral Development: The ways in which people come to make different moral decisions.
2. Rape Myth: The acceptance of rape or sexual assault because people feel that it is deserved.
3. Sexual Violence: Sexual acts committed without consent.
4. Social Norms Theory: Behavior that is influenced by society.
5. Student: Refers to student who attended Take Back the Night program on April 4th, 2017.
6. Take Back the Night: Sexual assault prevention program held annually at Rowan University; more specifically, event on April 4th, 2017.

Research Questions

This study addresses the following questions:

1. What impact do students who attended Take Back the Night report about the event?
2. What level of knowledge do students who attended the event have of sexual violence prevention prior to attending the event?
3. Did students who attended the event increase their knowledge of sexual violence prevention after attending the event?
4. How do Rowan students actual norms of bystander intervention compare to the perceived norms among the typical Rowan Student?
5. How do Rowan students actual norms of comfort with sexism compare to the perceived norms among the typical Rowan Student?

6. How do Rowan students actual norms of comfort with sexism compare to the perceived norms among the typical Rowan Student?
7. What do students who attended Take Back the Night recommend to improve programming?

Overview of the Study

Chapter II provides a review of literature pertinent to this study. It discusses an overview of moral development theory, social norms theory, sexual violence, sexual assault programming, Take Back the Night, and rape myth.

Chapter III discusses the methodology used in this study. This section describes the context of the study, the population and sample selection, demographics, data collection instrument, the data collection process, and describes how the data were analyzed.

Chapter IV presents the results of the study collected from the proposed research questions and summarizes the data in narrative and statistical form.

Chapter V discusses the findings of the study as well as offers suggestions and recommendations for practice and further research.

Chapter II

Review of the Literature

Sexual violence and sexual assault are epidemics that plague college campuses across the United States and around the world. Different categories of assault, which will be discussed throughout this study, are committed against men and women. Those who are assaulted are not only victimized, but as a result of their perpetrators actions victims may suffer from physical, emotional, and mental repercussions (Krebs, Lindquist, Warner, Fisher, & Martin, 2007). At Rowan University, there are different types of sexual assault prevention programs including the Green Dot Strategy Initiative and Take Back the Night. Different types of theoretical frameworks are important to look at when looking at these programs. This study looks at Rowan University's event Take Back the Night to see the impact of sexual assault prevention programming on the Glassboro campus. It is also important to note that victimization and perpetrators of sexual violence are discussed within this study. Many times victims are listed as female and perpetrators are male. This study sought a balanced portrayal to avoid the potential stereotype that all victims are female and that all perpetrators are males.

Social Norms Theory

“Social norms theory describes situations in which individuals incorrectly perceive the attitudes and/or behaviors of peers and other community members to be different from their own,” (Berkowitz, 2002, p. 1). Individuals misinterpret healthy and risky behaviors, which cause them to rationalize risky behavior and have undesired behavior become prominent while causing healthy behavior to be repressed (Berkowitz, 2002). When individuals misinterpret what the social norm is, the result may be that the

person's beliefs change to reflect the false norm (Prentice & Miller, 1993). This can be applied to sexual assault and sexual assault prevention programming because it is seen that perceptions of sexual behaviors towards women from men come from incorrectly interpreted social norms.

Berkowitz (2002) discusses how interventions that reveal the benefits of healthy behavior can have a positive effect and can help reduce the amount of risky behavior that an individual engages. Hillenbrad-Gunn (2004), discusses how creating a change in the culture to demonstrate the social norm that assault is a damaging action that should not occur, this could help in deterring potential negative behavior. Studies have shown that using social norms theory can help in reducing negative behavior. The example can be seen with using social norms marketing tactics about alcohol consumption to demonstrate the factual norms for alcohol use in college students. Showing the true norms assisted in reducing the amount of alcohol consumed by college students (Perkins, 1994).

Berkowitz (2002) discussed how men are responsible for many of the sexual assaults that are committed, therefore they should take responsibility in working to prevent these attacks. There have been many strategies employed for men in order to aide in the prevention of sexual assault including creating empathy, learning the meaning of consent, and helping men revise the social norms they grew up learning (Berkowitz, 2002). Even considering verbal sexual harassment on women, social norms that have been put in place have prevented men from being honest with their discomfort of objectifying language used by other men in regards to women (Berkowitz, 2002). One study showed that many college aged men while they would not enjoy forcing a woman to have sexual intercourse, they believed that due to social norms that other college aged

men would enjoy sexually assaulting women and forcing them to have sex (Schewe & O'Donohue, 1993).

Bruner (2002) discusses how there is not much current research on the application of social norms theory towards sexual assault and the attitudes towards sexual violence for college aged students. Bruner (2002) studied rape-supportive attitudes among college men. The survey looked at norms perceived by male students about themselves and about other male students. There were four sub-groups that the norms were categorized into including bystander intervention, comfort with sexism, rape-supportive attitudes, and sexual behavior (Bruner, 2002).

Again, there is a lack of research on this particular subject, however it is suggested that if this type of tactic would assist in lessening rape-supportive attitudes that it should be introduced into sexual assault prevention programming (Berkowitz, 2000). However it is also discussed that perhaps if risky sexual behaviors towards women were challenged when falsely perceived as a social norm by men, those perceptions could change over time (Berkowitz, 2000).

Sexual Violence

Sexual violence is defined as “when a perpetrator commits sexual acts without a victim’s consent” (Basile & Saltzman, 2002, p. 1). These acts can be perpetrated against both male and females of all ages in penetrative, non-penetrative, and non-contact forms (Basile & Saltzman, 2002). It is important to note the prevalence of sexual assault on college campuses. The National College Women Sexual Victimization (NCWSV) conducted a telephone survey during 1996 to get a better understanding of the occurrence of victims of sexual assault are (Fisher, Cullen, & Turner, 2000). This survey specifically

looked at women who were attending either a 2-year school or a 4-year institution and the survey had a sample of 4,446 students. The survey measured 12 different types of sexual victimization and focused on rape, sexual coercion, and sexual contact. Results from the survey showed that a total of 2.8% female students were victims of either completed or attempted rape (Fisher et al., 2000). In a study investigating sexual violence and partner violence, 10.8% of men involved in the study admitted to experiencing unwanted sexual contact (Breiding et al., 2011). According to Koss (1988), almost 34% of women in college reported that they experienced some sort of unwanted sexual contact. According to Fisher et al. (2000), “for every 1,000 women attending their institutions, there may well be 35 incidents of rape in a given academic year,” (p. 11).

Because this study focused on Rowan University students, it is important to look at the statistics for sexual assault at Rowan’s campus. According to the Rowan University security and fire safety report, sexual assault in 2012 and 2013 was categorized as either a forcible sex offense or a non-forcible sex offense. However, the categorization changed for creating sexual assault reports in 2014 in accordance with the *Violence Against Women Act* (Rowan, 2015-2016). With the change to the categorization in 2014, sexual offenses are now categorized as either rape, fondling, incest, or statutory rape (Rowan, 2015-2016). The report looked specifically at the Glassboro campus and stated that all offenses that were listed had occurred on campus. In 2012 and 2013, no offenses were listed as being a non-forcible sexual offense (Rowan, 2015-2016). There were a total of 3 forcible sexual offenses listed in the report in 2012 on the Glassboro campus and a total of 7 forcible sex offenses reported in 2013 on campus (Rowan, 2015-2016). In 2014, there were a total of 10 offenses on the Glassboro campus with 7 being rape, 3 being

fondling, and none falling under the category of incest or statutory rape (Rowan, 2015-2016).

While the information about sexual offenses and violence may seem startling, there is no way to guarantee those numbers are correct. An issue with understanding sexual violence on college campuses is the underreporting of the crimes. Some reasons for not wanting to report a sexual assault can be categorized into four sections including due to disclosure, related to the incident, related to the criminal justice system, and lack of revenge knowledge (Fisher et al., 2003). Some of the more specific reasons include not wanting their families to find out, not knowing that what happened was a crime, the threat of retaliation, and not thinking the police would not take the claim seriously (Fisher et al., 2003). Fisher et al. (2003) reported that the largest reason the victims of the survey did not disclose was because they did not believe the crime was serious enough to be reported to the authorities.

Fisher et al. (2003), discussed that sexual crimes may not be reported by victims if either the victim or perpetrator had consumed alcohol. It is important to note that alcohol can affect a victim's willingness to report an attack to authorities because this plays into rape myth. A victim may worry that they are at fault because they had been consuming alcohol, which can prevent them from reporting the sexual assault.

Koss and Dinero (1989), discuss how alcohol and substance abuse is one of the greatest predictors of rape and sexual assault. In another study by the NCWSV, Fisher, Daigle, Cullen, Daigle, and Turner (2003), reported that the victims of sexual violence had consumed alcohol about 40% of the time while nearly three out of four perpetrators had been consuming alcohol.

Sexual Assault Prevention Programming

Sexual assault programs are becoming more popular around the United States since their early beginnings in the 1970s. “The task of rape prevention is to eliminate at least one of the necessary causes or all of the sufficient causes of rape,” (Schewe & O’Donohue, 1993, p. 668). Townsend and Campbell (2008), discussed how sexual violence prevention could be put into three types of preventative types: primary, secondary, and tertiary prevention. Primary prevention focuses on social systems, secondary prevention is the immediate response to the survivor following an attack including community education, and tertiary prevention is the long term response. Townsend and Campbell (2008), discuss community-based rape crisis programs and centers. The authors looked at 24 community-based programs and noted that most were short programs with secondary and tertiary prevention goals in mind (Townsend & Campbell, 2008). “Despite the differences between short and extended programs, it is important to note that other than in length they were remarkably similar” (Townsend & Campbell, 2008, p. 129). This demonstrates that short or long programs can have important benefits and outcomes for those involved.

Take Back the Night

One of the first sexual assault prevention programs on the Rowan University campus was created in the 1970s after a student at then Glassboro State College was sexually assaulted (Oriti, 2005). The professor of the student organized People Against Rape (PAR) in response to the attack (Oriti, 2005). Since then, many other sexual assault prevention programs and initiatives have been employed at Rowan University. Among these include the Take Back the Night program and The Green Dot.

Early protests were recorded in England of a woman protesting against the fear and danger that other women felt when they were walking alone during the night (Lee, Caruso, Goins, & Southerland, 2003). Early Take Back the Night events included protests in 1973 against pornography and a march in 1975 after a woman had been murdered when she was walking home alone at night (History, 2011). However the first protest aimed at sexual violence was in Canada in 1978. Take Back the Night became focused in the 1970s on protesting and eliminating sexual assault and sexual violence throughout the United States, especially on college campuses.

At a Take Back the Night event participants are involved with different activities to support sexual assault survivors, voice the outrage for perpetrators, and help with relaying the message to end sexual violence on college campuses. Some of the typical activities at a Take Back the Night event include listening to survivor's stories, hearing a guest speaker, and a march around campus in solidarity of victims of sexual assault (Lee et al., 2003). Rowan University's Take Back the Night event on April 7th, 2016 included these activities as well as making t-shirts in protest of sexual assault, writing encouraging messages to survivors of sexual assault, and student clubs on campus hosting informational tables on the subject. The 2016 event also featured a performance by a student group on campus of Lady Gaga's song "Til It Happens to You." This song was featured in film *The Hunting Ground*, which centers on sexual assault among college students. The April 4th, 2017 Take Back the Night event featured similar activities and new ones including decorating quilt squares and using different types of social media to showcase the event to students who were not physically present. Take Back the Night typically has over 200 Rowan University students in attendance.

Rape Myth

Rape Myth is the general acceptance that a rape occurred because an individual either deserved it or “had it coming” to her (Woodhouse, 2012). Research looking at the acceptance of rape myths surveyed female college students about sexual assault. Many women indicated that females should be more prepared to be victims (Yeater, Treat, Viken, & McFall, 2010). However, the women themselves were at a higher risk for being victims because they did not see what would constitute as a sexual aggressive action or attitude (Yeater et al., 2010). One study looked at the social factor of women’s thoughts on sexual assault. The major social factor was being accepted by men, which then effected the women’s perception of sexual assault (Yeater et al., 2010). Sexual assault programs to prevent violence and educate the community can be beneficial to teaching what rape myth is and its elimination. Hinck and Thomas (1999), discussed that rape myth was more prominent in individuals who did not attend a sexual assault program or workshop. A study was created in order to measure rape myth. Burt’s *Rape Myth Acceptance Scale* (RMAS) is a 19-item survey that looks at how a person looks at beliefs towards rape and sexual assault victims (Bruner, 2002).

Mentioned earlier, alcohol consumption is important to look at when discussing sexual violence. Nearly half of victims of sexual violence have consumed alcohol prior to being assaulted (Koss & Dinero, 1989, Fisher et al., 2003). It is important to note that consuming alcohol does not result in sexual violence. According to Krebs et al. (2007), any type of sexual action with a person who is incapacitated whether it is drunk, sleeping, or drugged is considered sexual assault. According to Brown:

The law clearly defines rape. Intoxication is not a legal defense of rape for perpetrators. However, if the victim is intoxicated, the law may rule her incapable of consent. American cultural mores governing both drinking and sex are far removed from cultural folkways guiding the same behaviors. University campuses may provide an environment where social mores give way to prevailing expectancies and expected behaviors with regard to drinking and sex. (2003, p. 22)

Brown (2003), discusses how drinking can have the effect on men where they feel more sexually aroused. In a study men were given a placebo instead of alcohol, but they still reported feeling that they felt that they were more sexually aroused compared to before consuming “alcohol.” Brown (2003), explains how this makes male perpetrators feel that they need to then satisfy their sexual desires. A recent legal case featuring Stanford University convicted rapist Brock Turner shows how perpetrators use rape myth surrounding alcohol to fight criminal charges. Turner claimed that both parties were drunk and engaged in a sexual act in 2015. However Turner was found assaulting the incapacitated victim behind a dumpster by two other students. Turner stated as quoted in *The New York Times*, “I made a mistake, I drank too much” (Stack, 2016). That statement blames alcohol for a victims assault instead of blaming the perpetrator themselves.

Summary of the Literature Review

Sexual violence and sexual assault is a serious problem that is plaguing college campuses throughout the United States and affects students spanning different demographics. Sexual assault programs exist on college campuses to attempt to prevent violence and inform students of the reality of sexual assault. A notable event, Take Back

the Night, is a nationwide event that is held on many different college campuses including Rowan University. Take Back the Night is designed to help survivors after assaults, prevent violence, and eliminate rape myth from public perception.

As important as this type of program is, no research has been done at Rowan University to gauge the effectiveness of Take Back the Night. By looking at Social Norms Theory, there can be a focus on student's perception of rape myth. Investigating Take Back the Night at Rowan and focusing on two key theoretical frameworks assists in determining the impact of prevention programming on campus.

Chapter III

Methodology

Context of the Study

This study was conducted at Rowan University's main campus at the event Take Back the Night which was held in the Chamberlain Student Center in Glassboro New Jersey on April 4th, 2017. The total student population of Rowan University is 16,155 students, which is made up of 13,169 undergraduate students, 2,078 graduate students, and 908 professional students. Rowan is also comprised of other satellite campuses in Stratford, New Jersey and Camden, New Jersey as well as having partnerships with local community colleges Rowan College at Burlington County and Rowan College at Gloucester County. The gender break down of the student population is made up of 52.5% male students and 47.5% female (US News, n.d). Rowan houses over 4,500 students on campus in various dormitories and apartment buildings for both undergraduate and graduate students (Rowan Fast Facts, 2015).

Rowan University's academic structure is made up of different colleges and schools which offer 74 different bachelor's degrees, over 50 master's degrees, 5 doctoral degrees, 2 professional, and 7 undergraduate certificates. In 2015, *U.S. News & World Report* reported that Rowan University was ranked at #19 among Best Regional Universities out of 131 schools (Rowan Fast Facts, 2015).

Rowan University was the recipient of the largest donation to a public university at its time when in 1992, Henry and Betty Rowan donated \$100 million (Rowan University, 2013). The money was donated to help establish the College of Engineering to ensure that engineer education would improve. With the donation Glassboro State

College became Rowan College of New Jersey which would become Rowan University in 1997 (Rowan University, 2013).

Rowan University also houses over 145 student clubs and organizations including Greek Life Organizations as well as 18 men's and women's varsity sports at the NCAA Division III level. Rowan also offers students intramural and club sporting programs on the Glassboro campus (Rowan Fast Facts, 2015).

Population and Sampling

The target population for this study was Rowan University students in attendance at the event Take Back the Night on April 4th, 2017. This survey was intended for students of all genders and backgrounds. The estimated sample size for this study was 125 people. This is based off of the previous years attendance; Take Back the Night saw 200 participants at their 2016 event. The method used for sampling for this research was convenience sampling. Surveys were given to students near the end of the event with the assistance of Healthy Campus Initiatives, the department running Take Back the Night. Students were offered an incentive to take the survey, which included being entered into a drawing for a raffle prize at the end of the event.

Instrumentation

The instrumentation for this study consisted of a survey that was distributed to attendees at Take Back the Night on April 4th, 2017 at Rowan University. The survey, *Sexual Social Norms Inventory* (Appendix B), is a survey created by Bruner (2002) to examine four categories including "Rape-Supportive Attitudes, Sexual Behavior, Comfort with Sexism, and Bystander Behavior," in college men (p. 69). The first portion of the survey collected student demographics including age, year in college, ethnic

background, gender, and extracurricular activities involvement. Also included in this section were questions about whether participants had attended the Take Back the Night event at Rowan University prior to taking the survey, been to any type of sexual assault educational presentations, and if they are involved in any sexual assault prevention efforts. The survey consists of 61 statements scored by a 5-point Likert scale. The statements measured by the Likert scale were based on a scale of 1 to 5 with 1 being “Strongly Disagree” and 5 being “Strongly Agree.” Some items were scored negatively. According to the social norms theory, attitudes are formed based on both actual norms and those norms that are falsely perceived (Bruner, 2002). Items scored on the 5-point Likert scale were categorized into four sub-groups including bystander intervention, comfort with sexism, rape-supportive attitudes, and sexual behavior. Items from the final study from Bruner (2002), as well as an earlier version of the initial survey instrument were used in this study. The study asked subjects to respond based on personal attitudes and beliefs as well as how they felt the college aged men around them would respond (Bruner, 2002).

To ensure the instrument reliability, Bruner (2002) submitted the initial survey to professionals who examined the instrument to confirm all items were relevant. Bruner (2002), had experts in social norms prevention model and experts on sexual assault review the instrument. The original instrument changed based on the recommendations made by the experts’ opinions as well as the feedback initially collected from students Bruner (2002) had pilot the survey. The survey is also shown to be reliable due to its success by Bruner (2002) in his initial research. For the purpose of the Take Back the Night study at Rowan University, the survey was pilot tested with selected students on

campus prior to being used at Take Back the Night. Three undergraduate students took the survey to determine the validity and reliability of the instrument. A reliability analysis using Cronbach's alpha using the Statistical Package for the Social Sciences (SPSS) revealed the reliability of the survey. The Likert scale items looking at the program impact of Take Back the Night had a score of .804. The Likert scale items looking at knowledge prior to attending Take Back the Night had a score of .781. The Likert scale items looking at knowledge after attending Take Back the Night had a score of .753. The Likert scale items looking at bystander intervention had a score of .616. The Likert scale items looking at comfort with sexism had a score of .096. The Likert scale items looking at rape-supportive attitudes had a score of .386. Generally coefficient scores of .70 or greater indicate an internally consistent and stable instrument pointing to a reliable survey.

Multiple attempts were made to contact Bruner for consent to use items from her final survey instrument as well as earlier drafts for this research. I attempted to make contact through email to both Bruner and Bruner's previous academic advisor. Emails were written to multiple accounts that have previously belonged to Bruner, but no responses were received. Phone calls were made to the university department where the study came from, the library where the research was published, and to the alumni office. No information was on record about Bruner or any information that may have been available was confidential. Final attempts of contact were made via social media.

Data Gathering Procedures

Prior to the collection of any data for this survey, the Institutional Research Board (IRB) application (Appendix A) was completed and approved. The survey was done

anonymously so that subjects could remain as unidentifiable. All subjects surveyed were 18 years or older and gave permission to be surveyed. The survey was given to students to complete without assistance from me at the Take Back the Night event. This was to ensure no bias was introduced in the data collection from me. This survey was pilot tested on one undergraduate student and two graduate students in order to test for face validity. The survey was handed out near the end of Take Back the Night from different interns for Healthy Campus Initiatives (HCI) in a paper format and was collected from the respondents once completed by interns for HCI.

Data Analysis

The Statistical Package for the Social Sciences (SPSS) computer software was used to analyze data from the survey once the results were inputted. SPSS analyzed survey responses based on frequencies, percentages, means, and standard deviation. Using the Logical Analysis of Written Data (Sisco, 1981; Appendix C), content analysis was used to analyze the qualitative data collected on the paper surveys. Data were analyzed by looking for convergent and divergent themes among responses.

Chapter IV

Findings

Profile of the Sample

The subjects in this study consisted of Rowan University students who attended Take Back the Night on April 4th, 2017. Take Back the Night was attended by approximately 200 Rowan University students. Based on attendance numbers for previous Take Back the Night events 200 surveys were printed and distributed by hand at the conclusion of the event to willing subjects. If subjects completed a survey and returned it, they received a ticket to be entered into a raffle. Every student at the event was handed a survey to take which means that 200 surveys were distributed, however some students decided to not take the survey. A total of 169 surveys were returned, with 167 of those surveys usable for data analysis. The response rate for completed and usable surveys was 84%.

Background demographics were collected from survey subjects regarding age, gender, ethnic background, class status, grade point average, extra curricular involvement, whether they had attended a previous Take Back the Night event, and asking how they heard about the event. This demographic information is included in Table 4.1. The subjects in the study varied from ages 18-23 or older, with the majority (32.9%) being 20 years old. The gender of the population ranged from subjects identifying as female, male, transgender, and other. The data showed that 68.3% subjects identified as female, 25.7% identified as male, 2.4% identified as transgender, and 3.6% of the population identified as other. More than half of the subjects (70.7%) were White or Caucasian followed by Hispanic or Latino/a at 9.6%, Black and African American at

8.4% with every other identifier being under 8%. Most of the population was made up of juniors (36.5%), followed by sophomores (24.6%), then seniors (19.2%), then freshmen (10.2%), and with the graduate students making up the final amount of the population (9.6%). The majority of subjects of the study had grade point averages of B+ or higher. More than three quarters reported being involved in extracurricular activities at Rowan University (86.2%). The majority of that group (34.7%) was involved in only one extra curricular activity. When asked whether they had previously attended at Take Back the Night event at Rowan University, the vast majority (74.3%) had not attended the event prior. The final demographic looked at how subjects heard about Take Back the Night. Nearly half (47.9%) heard from a friend followed by hearing from Rowan Announcer (19.2%).

Table 4.1

| <i>Demographics of Sample (N=167)</i> | | | |
|---------------------------------------|-------------|----------|----------|
| <i>Variable</i> | | <i>f</i> | <i>%</i> |
| Age | | | |
| | 17 | 0 | 0 |
| | 18 | 9 | 5.4 |
| | 19 | 25 | 15.0 |
| | 20 | 55 | 32.9 |
| | 21 | 41 | 24.6 |
| | 22 | 20 | 12.0 |
| | 23+ | 17 | 10.2 |
| Gender | | | |
| | Female | 114 | 68.3 |
| | Male | 43 | 25.7 |
| | Transgender | 4 | 2.4 |
| | Other | 6 | 3.6 |

Table 4.1 (continued)

| <i>Variable</i> | <i>f</i> | <i>%</i> |
|--------------------------------|----------|----------|
| Ethnic Background | | |
| Asian /Pacific Islander | 9 | 5.4 |
| Black/African American | 14 | 8.4 |
| Hispanic/Latino/a | 16 | 9.6 |
| Native American/Alaskan Native | 0 | 0 |
| White/Caucasian | 118 | 70.7 |
| Other | 3 | 1.8 |
| Multiracial | 7 | 4.2 |
| Current Class Status | | |
| Freshman | 17 | 10.2 |
| Sophomore | 41 | 24.6 |
| Junior | 61 | 36.5 |
| Senior | 32 | 19.2 |
| Graduate Level | 16 | 9.6 |
| Current GPA | | |
| 4.0-3.8 (A) | 38 | 22.8 |
| 3.7-3.4 (A-) | 55 | 32.9 |
| 3.3-3.1 (B+) | 41 | 24.6 |
| 3.0-2.8 (B) | 19 | 11.4 |
| 2.7-2.4 (B-) | 9 | 5.4 |
| 2.3-2.1 (C+) | 3 | 1.8 |
| 2.0-1.8 (C) | 2 | 1.2 |
| 1.7-1.4 (C-) | 0 | 0 |
| 1.3- or below (D+ to F) | 0 | 0 |

Analysis of Quantitative Data

Research question 1. What impact do students who attended Take Back the Night report about the event?

Data from Table 4.2 demonstrates the impact students reported about Take Back the Night and their overall attitudes about the event. Items are arranged from most to least positive using mean scores. A total of 123 subjects (73.7%) strongly agreed that they would recommend that other students should attend Take Back the Night. When

asked if Take Back the Night was an important event for students to attend 122 (73.1%) subjects reported that they strongly agreed. A total of 124 subjects reported that they strongly agreed with the statement, “I felt that the student speakers added to the event.” When asked if Take Back the Night was a well organized event 62.9% of subjects strongly agreed. There was a total of 94 subjects (56.3%) that indicated they strongly agreed that the walk at the conclusion of Take Back the Night was an important aspect of the program. A total of 93 subjects strongly agreed with the statement, “I felt that the student organization and club tables were important for the event,” while one (0.6%) subject strongly disagreed. When asked if subjects enjoyed that there was a raffle prize at the end of the event, 72 (43.2 %) subjects strongly agreed, while two subjects (1.2%) strongly disagreed.

Table 4.2

Program Impact

(Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5)

| Statement | Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | |
|---|-------------------|----------|----------|----------|----------|----------|----------|----------|----------------|----------|
| | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> |
| I would recommend that other students should attend Take Back the Night <i>N</i> =167, <i>M</i> =4.69, <i>SD</i> =.557 | 0 | 0 | 1 | .6 | 5 | 3.0 | 38 | 22.8 | 123 | 73.7 |

Table 4.2 (continued)

| Statement | Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | |
|--|-------------------|-----|----------|-----|----------|------|----------|------|----------------|------|
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| Take Back the Night was an important event for students to attend <i>N</i> =167, <i>M</i> =4.69, <i>SD</i> =.546 | 0 | 0 | 1 | .6 | 4 | 2.4 | 40 | 24.0 | 122 | 73.1 |
| I felt that the student speakers added to the event <i>N</i> =167, <i>M</i> =4.67, <i>SD</i> =.625 | 0 | 0 | 2 | 1.2 | 8 | 4.8 | 33 | 19.8 | 124 | 74.3 |
| Take Back the Night was a well organized event <i>N</i> =167, <i>M</i> =4.56, <i>SD</i> =.626 | 0 | 0 | 1 | .6 | 9 | 5.4 | 52 | 31.1 | 105 | 62.9 |
| The walk at the conclusion of Take Back the Night was important <i>N</i> =167, <i>M</i> =4.37, <i>SD</i> =.809 | 0 | 0 | 2 | 1.2 | 29 | 17.4 | 42 | 25.1 | 94 | 56.3 |
| I felt that the student organization and club tables were important for the event <i>N</i> =167, <i>M</i> =4.36, <i>SD</i> =.830 | 1 | .6 | 2 | 1.2 | 26 | 15.6 | 45 | 26.9 | 93 | 55.7 |
| I enjoyed that there were raffle prizes at the end of the event <i>N</i> =167, <i>M</i> =4.10, <i>SD</i> =.929 | 2 | 1.2 | 3 | 1.8 | 43 | 25.7 | 47 | 28.1 | 72 | 43.1 |

Research question 2. What level of knowledge do students who attended the event have of sexual violence prevention prior to attending the event?

The results for the statements from this portion of the survey were varied. This portion looked at people’s knowledge they had prior to attending Take Back the Night. The data in Table 4.3 show the results for this portion of the survey with items arranged most to least positive using mean scores. When asked if subjects did not know resources available on campus for victims of sexual assault, a total of 27 (16.2%) subjects reported strongly agreed that they were not aware of the resources while 20 (12.0%) subjects strongly disagreed. A total of 14 (8.4%) subjects reported that they strongly agreed they did not know everything that can encompass sexual violence. When asked if before Take Back the Night subjects could help put an end to sexual violence, a total of 18 (10.8%) strongly agreed. A total of 13 (7.8%) subjects reported that before Take Back the Night they did not know sexual violence was an issue on campus.

Table 4.3

Knowledge Before Take Back the Night

(Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5)

| Statement | Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | |
|---|-------------------|----------|----------|----------|----------|----------|----------|----------|----------------|----------|
| | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> |
| Before Take Back the Night I didn't know what resources were available on campus for victims of sexual violence <i>N</i> =167, <i>M</i> =3.08, <i>SD</i> =1.244 | 20 | 12.0 | 35 | 21.0 | 50 | 29.9 | 35 | 21.0 | 27 | 16.2 |

Table 4.3 (continued)

| Statement | Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | |
|---|-------------------|------|----------|------|----------|------|----------|------|----------------|------|
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| Prior to attending Take Back the Night, I did not know everything that can encompass sexual violence <i>N</i> =167, <i>M</i> =2.92 <i>SD</i> =1.214 | 25 | 15.0 | 41 | 24.6 | 38 | 22.8 | 49 | 29.3 | 14 | 8.4 |
| Before Take Back the Night I didn't think that I can help put an end to sexual violence <i>N</i> =167, <i>M</i> =2.71, <i>SD</i> =1.198 | 28 | 16.8 | 48 | 28.7 | 53 | 31.7 | 20 | 12.0 | 18 | 10.8 |
| Before Take Back the Night I didn't know that sexual violence was an issue on campus <i>N</i> =167, <i>M</i> =2.12, <i>SD</i> =1.251 | 68 | 40.7 | 51 | 30.5 | 21 | 12.6 | 14 | 8.4 | 13 | 7.8 |

Research question 3. Did students who attended the event increase their knowledge of sexual violence prevention after attending the event?

The results for post-event knowledge were more consistent and can be viewed in Table 4.4 arranged from most to least positive using mean scores. A total of 103 (61.7%) subjects reported that after Take Back the Night they strongly agreed that they understand that sexual violence is a problem on campus while one subject (0.6%) strongly disagreed. When asked if they know their actions can help put an end to sexual violence, a total of 99 (59.3%) subjects strongly agreed. A total of 80 (47.9%) subjects indicated that after

Take Back the Night they know resources on campus if they need to talk to someone about sexual violence. When asked if their definition of sexual violence increased after Take Back the Night, 79 (47.3%) subjects strongly agreed.

Table 4.4

Knowledge After Take Back the Night

(Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5)

| Statement | Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | |
|--|-------------------|----------|----------|----------|----------|----------|----------|----------|----------------|----------|
| | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> |
| After Take Back the Night I understand that sexual violence is a problem on campus <i>N</i> =167, <i>M</i> =4.50, <i>SD</i> =.735 | 1 | .6 | 2 | 1.2 | 12 | 7.2 | 49 | 29.3 | 103 | 61.7 |
| After Take Back the Night I know that my actions can help put an end to sexual violence <i>N</i> =167, <i>M</i> =4.49, <i>SD</i> =.743 | 2 | 1.2 | 1 | .6 | 10 | 6.0 | 55 | 32.9 | 99 | 59.3 |
| I now know resources on campus that I can use if I need to talk to someone about sexual violence <i>N</i> =167, <i>M</i> =4.37, <i>SD</i> =.715 | 1 | .6 | 2 | 1.2 | 11 | 6.6 | 73 | 43.7 | 80 | 47.9 |
| After Take Back the Night my definition of sexual violence increased <i>N</i> =167, <i>M</i> =4.24, <i>SD</i> =.907 | 3 | 1.8 | 5 | 3.0 | 20 | 12.0 | 60 | 35.9 | 79 | 47.3 |

Research question 4. How do Rowan students actual norms of bystander intervention compare to the perceived norms among the typical Rowan Student?

Students who participated in the survey were asked the same items twice, but were to answer the items based on their personal level of agreement as seen in Table 4.5 and how they thought the typical Rowan University student would answer shown in Table 4.6. The items are arranged from most to least positive using mean scores. In this section students were asked questions about bystander intervention. For the statement, “If a friend planned to use a date rape drug, I would take action to stop him,” a total of 149 (89.2%) of subjects strongly agreed based on their own personal level of agreement. A total of 65 (38.9%) subjects strongly agreed on behalf of their perception of the average male Rowan student’s response.

Table 4.5

*Bystander Intervention for Personal Level of Agreement
(Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5)*

| Statement | Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | |
|---|-------------------|----------|----------|----------|----------|----------|----------|----------|----------------|----------|
| | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> |
| If a friend planned to use a date rape drug, I would take action to stop him <i>N</i> =167, <i>M</i> =4.81, <i>SD</i> =.627 | 2 | 1.2 | 1 | .6 | 5 | 3.0 | 10 | 6.0 | 149 | 89.2 |

Table 4.5 (continued)

| Statement | Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | |
|--|-------------------|------|----------|------|----------|------|----------|------|----------------|------|
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| I would try to help a woman if I thought she would end up being taken advantage of <i>N</i> =167, <i>M</i> =4.71, <i>SD</i> =.516 | 0 | 0 | 0 | 0 | 5 | 3.0 | 38 | 22.8 | 124 | 74.3 |
| If a friend bragged about pressuring a woman to have sex, I would let him know I did not approve <i>N</i> =167, <i>M</i> =4.56, <i>SD</i> =.757 | 1 | .6 | 4 | 2.4 | 9 | 5.4 | 39 | 23.4 | 114 | 68.3 |
| If I witnessed a man pressuring a woman to leave with him, I would ask if everything was ok <i>N</i> =167, <i>M</i> =4.54, <i>SD</i> =.709 | 0 | 0 | 2 | 1.2 | 15 | 9.0 | 41 | 24.6 | 109 | 65.3 |
| If I thought a man was manipulating a woman to obtain sex I would tell her <i>N</i> =167, <i>M</i> =4.46, <i>SD</i> =.766 | 1 | .6 | 1 | .6 | 19 | 11.4 | 46 | 27.5 | 100 | 59.9 |
| If a man was sexually harassing a woman, I would stay out of it <i>N</i> =167, <i>M</i> =1.83, <i>SD</i> =1.004 | 77 | 46.1 | 58 | 34.7 | 21 | 12.6 | 5 | 3.0 | 6 | 3.6 |

When asked if subjects would help a woman if they thought she would be taken advantage of, a total of 149 (89.2%) subjects strongly agreed based on their own personal level of agreement. A total of 38 (22.8%) subjects strongly agreed on behalf of their perception of the average male Rowan student's response. For the statement, "If a friend bragged about pressuring a woman to have sex, I would let him know I did not approve," a total of 114 (68.3%) subjects strongly agreed based on their own personal level of agreement. A total of 39 (23.4%) subjects strongly agreed on behalf of their perception of the average male Rowan student's response. When asked if witnessing a man pressuring a woman to leave with him, if someone would ask if everything was okay, a total 109 (65.3%) subjects strongly agreed or agreed based on their own personal level of agreement. A total of 36 (21.6%) subjects strongly agreed on behalf of their perception of the average Rowan student's response. For the statement, "If I thought a man was manipulating a woman to obtain sex I would tell her," a total of 100 (59.9%) subjects strongly agreed or agree based on their own personal level of agreement. A total of 42 (25.1%) subjects strongly agreed on behalf of their perception of the average Rowan student's response. When asked, "If a man was sexually harassing a woman, I would stay out of it," a total of 6 (3.6%) subjects agreed and a total of 77 (46.1%) reported that they strongly disagreed. When asked the same statement on behalf of the average Rowan student, a total of 13 (7.8%) strongly agreed and a total of 30 (18.0%) strongly disagreed.

Table 4.6

*Bystander Intervention for Average Rowan Students Response**(Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5)*

| Statement | Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | |
|--|-------------------|-----|----------|------|----------|------|----------|------|----------------|------|
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| If a friend planned to use a date rape drug, I would take action to stop him <i>N</i> =167, <i>M</i> =4.08, <i>SD</i> =.871 | 0 | 0 | 5 | 3.0 | 42 | 25.1 | 55 | 32.9 | 65 | 38.9 |
| I would try to help a woman if I thought she would end up being taken advantage of <i>N</i> =167, <i>M</i> =3.69, <i>SD</i> =.942 | 2 | 1.2 | 12 | 7.2 | 59 | 35.3 | 56 | 33.5 | 38 | 22.8 |
| If I thought a man was manipulating a woman to obtain sex I would tell her <i>N</i> =167, <i>M</i> =3.56, <i>SD</i> =1.045 | 0 | 0 | 28 | 16.8 | 60 | 35.9 | 37 | 22.2 | 42 | 25.1 |
| If a friend bragged about pressuring a woman to have sex, I would let him know I did not approve <i>N</i> =167, <i>M</i> =3.56, <i>SD</i> =1.062 | 6 | 3.6 | 16 | 9.6 | 62 | 37.1 | 44 | 26.3 | 39 | 23.4 |
| If I witnessed a man pressuring a woman to leave with him, I would ask if everything was ok <i>N</i> =167, <i>M</i> =3.51, <i>SD</i> =1.029 | 2 | 1.2 | 25 | 15.0 | 61 | 36.5 | 43 | 25.7 | 36 | 21.6 |

Table 4.6 (continued)

| Statement | Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | |
|--|-------------------|------|----------|------|----------|------|----------|------|----------------|-----|
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| If a man was sexually harassing a woman, I would stay out of it <i>N</i> =167, <i>M</i> =2.80, <i>SD</i> =1.154 | 30 | 18.0 | 28 | 16.8 | 68 | 40.7 | 28 | 16.8 | 13 | 7.8 |

Research question 5. How do Rowan students actual norms of comfort with sexism compare to the perceived norms among the typical Rowan Student?

Table 4.7 contains information for the personal level of agreement that subjects felt for statements regarding comfort with sexism. Table 4.8 also displays information for statements regarding comfort with sexism, but as subjects thought the average Rowan student would answer. The items are arranged from most to least positive using mean scores. When asked if they would like it if someone spoke up in defense of a woman in danger, 137 (82.0%) of subjects strongly agreed. When given that same statement, a total of 13 (7.8%) subjects strongly agreed when responded on behalf of the average Rowan student. For the statement, “It bothers me if a friend mistreats his girlfriend,” a total 131 (78.4%) subjects strongly agreed based on their own personal level of agreement. A total of 41 (24.6%) subjects reported strongly agreed on behalf of their perception of the average Rowan student’s response.

Table 4.7

Comfort with Sexism for Personal Level of Agreement

(Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5)

| Statement | Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | |
|--|-------------------|----------|----------|----------|----------|----------|----------|----------|----------------|----------|
| | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> |
| I would like it if someone spoke up in defense of a woman in danger <i>N</i> =167, <i>M</i> =4.79, <i>SD</i> =.476 | 0 | 0 | 0 | 0 | 5 | 3.0 | 25 | 15.0 | 137 | 82.0 |
| It bothers me if a friend mistreats his girlfriend <i>N</i> =167, <i>M</i> =4.57, <i>SD</i> =1.020 | 10 | 6.0 | 1 | .6 | 3 | 1.8 | 22 | 13.2 | 131 | 78.4 |
| I don't have a problem with men joking about scoring with women <i>N</i> =167, <i>M</i> =1.80, <i>SD</i> =.960 | 85 | 50.8 | 41 | 24.6 | 33 | 19.8 | 6 | 3.6 | 2 | 1.2 |

For the final statement in this portion of the survey, “I don’t have a problem with men joking about scoring with women,” a total of two (1.2%) subjects strongly agreed based on their own personal level of agreement while a total of 85 (50.8 %) subjects strongly disagreed. A total of 13 (7.8%) subjects strongly agreed and 23 (13.8%) strongly agreed on behalf of their perception of the average Rowan student’s response.

Table 4.8

Comfort with Sexism for Average Rowan Students Response

(Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5)

| Statement | Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | |
|--|-------------------|------|----------|------|----------|------|----------|------|----------------|------|
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| I don't have a problem with men joking about scoring with women <i>N</i> =167, <i>M</i> =2.90, <i>SD</i> =1.131 | 23 | 13.8 | 33 | 19.8 | 61 | 36.5 | 37 | 22.2 | 13 | 7.8 |
| It bothers me if a friend mistreats his girlfriend <i>N</i> =167, <i>M</i> =3.78, <i>SD</i> =.940 | 4 | 2.4 | 6 | 3.6 | 54 | 32.3 | 62 | 37.1 | 41 | 24.6 |
| I don't have a problem with men joking about scoring with women <i>N</i> =167, <i>M</i> =2.90, <i>SD</i> =1.131 | 23 | 13.8 | 33 | 19.8 | 61 | 36.5 | 37 | 22.2 | 13 | 7.8 |

Research question 6. How do Rowan students actual norms of rape-supportive attitudes compare to the perceived norms among the typical Rowan Student?

Table 4.9 contains information for the personal level of agreement that participants felt for statements regarding rape supportive attitudes. Table 4.10 displays information for statements regarding rape supportive attitudes, but as subjects thought the average Rowan student would answer. The items are arranged from most to least positive using mean scores. For the statement, “Being drunk is no excuse for forcing a woman to have sex,” a total of 160 (95.8%) subjects strongly agreed based on their own personal level of agreement. A total of 61 (36.5%) subjects strongly agreed on behalf of their

perception of the average Rowan student’s response. When given the statement, “When it comes to sex, no means no,” a total of 161 (96.4%) subjects strongly agreed based on their own personal level of agreement. A total of 69 (41.3.5%) subjects strongly agreed on behalf of their perception of the average Rowan student’s response. Subjects were asked if a woman has her clothes off if she still has the right to say no to sex. A total of 144 (86.3%) subjects strongly agreed and a total of 42 (25.1%) indicated they strongly agreed on behalf of their perception of the average Rowan student’s response.

Table 4.9

Rape-Supportive Attitudes for Personal Level of Agreement

(Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5)

| Statement | Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | |
|---|-------------------|----|----------|-----|----------|-----|----------|------|----------------|------|
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| Being drunk is no excuse for forcing a woman to have sex <i>N</i> =167, <i>M</i> =4.95, <i>SD</i> =.275 | 0 | 0 | 0 | 0 | 2 | 1.2 | 5 | 3.0 | 160 | 95.8 |
| When it comes to sex, no means no <i>N</i> =167, <i>M</i> =4.93, <i>SD</i> =.398 | 1 | .6 | 0 | 0 | 2 | 1.2 | 3 | 1.8 | 161 | 96.4 |
| In my opinion, sexual assault is any unwanted sexual activity <i>N</i> =167, <i>M</i> =4.77, <i>SD</i> =.534 | 0 | 0 | 2 | 1.2 | 3 | 1.8 | 26 | 15.6 | 136 | 81.4 |

Table 4.9 (continued)

| Statement | Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | |
|--|-------------------|------|----------|------|----------|------|----------|------|----------------|-----|
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| Sometimes women say no to sex so they won't seem easy <i>N</i> =167, <i>M</i> =2.54, <i>SD</i> =1.260 | 48 | 28.7 | 30 | 18.0 | 54 | 32.3 | 21 | 12.6 | 14 | 8.4 |
| If a woman goes home with a man, it means she wants to have sex <i>N</i> =167, <i>M</i> =1.53, <i>SD</i> =.937 | 113 | 67.7 | 33 | 19.8 | 13 | 7.8 | 3 | 1.8 | 5 | 3.0 |

For the statement, “In my opinion, sexual assault is any unwanted sexual activity,” a total 136 (81.4%) subjects strongly agreed based on their own personal level of agreement. A total of 69 (41.3%) subjects strongly agreed on behalf of their perception of the average male Rowan student’s response. For the statement, “Sometimes women say no to sex so they won’t seem easy,” a total of 14 (8.4%) subjects strongly agreed based on their own personal level of agreement and 48 (28.7%) strongly disagreed. A total of 24 (14.4%) subjects strongly agreed and 19 (11.4%) subjects strongly disagreed on behalf of their perception of the average male Rowan student’s response. For the final statement in this portion of the survey, “If a woman goes home with a man, it means she wants to have sex,” a total of 113 (67.7%) subjects strongly disagreed based on their own personal level of agreement. A total of 33 (19.8%) subjects strongly agreed on behalf of their perception of the average male Rowan student’s response.

Table 4.10

*Rape-Supportive Attitudes for Average Rowan Students Response
(Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5)*

| Statement | Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | |
|---|-------------------|------|----------|------|----------|------|----------|------|----------------|------|
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| When it comes to sex, no means no <i>N</i> =167, <i>M</i> =4.12, <i>SD</i> =.884 | 1 | .6 | 4 | 2.4 | 38 | 22.8 | 55 | 32.9 | 69 | 41.3 |
| Being drunk is no excuse for forcing a woman to have sex <i>N</i> =167, <i>M</i> =3.91, <i>SD</i> =1.011 | 1 | .6 | 14 | 8.4 | 45 | 26.9 | 46 | 27.5 | 61 | 36.5 |
| In my opinion, sexual assault is any unwanted sexual activity <i>N</i> =167, <i>M</i> =3.87, <i>SD</i> =1.001 | 3 | 1.8 | 13 | 7.8 | 38 | 22.8 | 61 | 36.5 | 52 | 31.1 |
| Even if a woman has her clothes off, she still has the right to say no to sex <i>N</i> =167, <i>M</i> =3.61, <i>SD</i> =1.058 | 4 | 2.4 | 19 | 11.4 | 57 | 34.1 | 45 | 26.9 | 42 | 25.1 |
| If a woman goes home with a man, it means she wants to have sex <i>N</i> =167, <i>M</i> =2.90, <i>SD</i> =1.240 | 33 | 19.8 | 24 | 14.4 | 51 | 30.5 | 45 | 26.9 | 14 | 8.4 |

Analysis of Qualitative Data

At the conclusion of the paper survey there were four open ended questions for subjects to respond to. The questions included: What can you do to end sexual violence?

Where can you go for help? What is one thing you learned? What is one thing you would

change about Take Back the night? The open ended questions were analyzed using Using the Logical Analysis of Written Data (Sisco, 1981; Appendix C). Data were analyzed by looking for themes among responses and two key themes emerged in the data.

Research question 7. What do students who attended Take Back the Night recommend to improve programming?

At the end of the survey there were open-ended questions to evaluate if Take Back the Night students were able to learn anything they could take away from the event. The open ended question sought to see if they could identify anything they could do to help end sexual violence, if they knew where to go for help, to identify one thing they learned, and to see if there was anything they would change about the event. A few different themes were discovered for the final question asking what could be changed about Take Back the Night. A total of 53.3% of survey subjects recommended making no changes to the event.

Theme 1: More variety from speakers. The written responses on the paper survey indicated that participants wanted to see more student speakers discuss their own personal stories and connections to sexual violence. Of the 10 responses, two responses specifically stated they would like to see more diversity in the speakers including women of color and men. One respondent indicated wanting to see higher-level officials take part in the event, “Have higher university officials speak on the effect sexual assault has on a college campus.”

Theme 2: Location should change. Another theme that emerged was location of the event. The event this year took place in the Chamberlain Student Center Pit. The

event historically has taken place on the Back Patio of the Chamberlain Student Center, but this year the event was moved inside due to inclement weather. Three respondents indicated that they wanted the event to take place outside of the Chamberlain Student Center Pit. Two respondents reported wanting to have the event outdoors, while the third expressed the need for a larger space, but did not offer any recommendations for a large space. Two expressed they wanted to see the event be longer or take place all day.

Chapter V

Summary, Discussion, Conclusions, and Recommendations

Summary of the Study

This study investigated the impact of sexual violence prevention programming at Rowan University. This study focused on Take Back the Night that took place on April 4, 2017. The subjects of this study were 167 Rowan students conveniently selected who attended the event. A paper copy of *Take Back the Night Survey* was distributed at the event. When students returned the survey, they received a raffle ticket to be entered into a raffle at the conclusion at the event. A total of 200 surveys were distributed and 169 were returned, 167 of those being usable for the study. The 167 usable surveys yielded an 84% response rate.

Quantitative data were collected from the returned surveys. Descriptive statistics were used to analyze the survey data via the Statistical Package for the Social Sciences (SPSS) computer software. Qualitative data were also collected as part of the paper survey. There were four open ended questions at the end of the survey asking subjects about what they would like to see changed and improved about the program.

Discussion of the Findings

Sexual violence is a problem across the United States on college campuses, even at Rowan University. Given that in 2014, there were a total of 10 sexual violence offenses including rape and fondling, it is important to have prevention programming on campus (Rowan, 2015-2016). Rowan University began sexual assault prevention programming in the 1970s, and after 40 years, it is important to assess one of the most prominent prevention programs on campus, Take Back the Night, to see the outcomes of

the event, look at ways to improve it, and to see what other areas in the conversation about sexual violence may need additional attention.

Research question 1. What impact do students who attended Take Back the Night report about the event?

The findings reveal that a majority of subjects found that Take Back the Night was an important event on campus and they would recommend that other Rowan students should attend the event. Townsend and Campbell (2008) discussed how sexual violence prevention is categorized into three types of preventative types: primary, secondary, and tertiary prevention with Take Back the Night being a primary example of prevention which focuses on social systems.

Overall, a majority of the subjects indicated that Take Back the Night was well organized and they enjoyed the different activities during the event including the walk, the student tables, and the raffle at the end of the event. Having student speakers was rated highest by survey subjects.

Research question 2. What level of knowledge do students who attended the event have of sexual violence prevention prior to attending the event?

The findings reveal that half of the subjects both agreed that they did not know everything that can encompass sexual violence. There were an equal amount of subjects that indicated that they did and did not know resources available to them on campus before attending Take Back the Night. An issue with knowing about sexual violence and its prevalence on any college campus is that many times victims will not report a crime (Fisher et al., 2003). A majority of subjects reported that they were aware that sexual

violence was a problem on campus, however 16.2% of the subjects agreed that they were unaware.

Research question 3. Did students who attended the event increase their knowledge of sexual violence prevention after attending the event?

The findings from the data analysis showed that there was an increase in the knowledge based on attending Take Back the Night. A majority of subjects reported that after attending Take Back the Night, their definition of sexual violence increased and they were aware of resources on campus. A majority of subjects also reported that after the program they were aware that their actions could help end sexual violence on campus. Fisher et al. (2000), discussed how in an academic year there could be 35 women raped for every 1,000 women attending a university. With a high volume of assaults, prevention programming is important and having people on campus dedicated to reducing those numbers is key. Over half of the subjects surveyed reported that after the event they better understood that sexual violence is a problem on campus.

Research question 4. How do Rowan students actual norms of bystander intervention compare to the perceived norms among the typical Rowan Student?

The findings from the data analysis showed a marked difference between what subjects reported as their own personal level of agreement and how subjects thought the average Rowan student would respond. A majority of subjects reported that they would try to help a woman if they thought she would be taken advantage of for their own personal level of agreement; however, two subjects answering on behalf of what they would think the average Rowan student would say, strongly disagreed. On behalf of the average Rowan Student, only 38 subjects strongly agreed with this statement.

Similar responses were the case for all statements in this section of the survey. Subjects answering on behalf of their own personal level of agreement had a lower score for what they indicated the average Rowan student would respond. The highest rated item for this section, “If a friend planned to use a date rape drug, I would take action to stop him,” with 149 subjects strongly agreeing on behalf of their own level of personal belief. Answering on behalf of the average Rowan student, only 65 subjects strongly agreed with that statement.

This demonstrates that in the perspective of Social Norms Theory a majority of subjects have not misinterpreted healthy and risky behaviors with one another while answering on their own behalf. While there are some subjects that responded in the perspective of the average Rowan student indicating risky behavior, a majority of responses indicted healthy behavior.

Research question 5. How do Rowan students actual norms of comfort with sexism compare to the perceived norms among the typical Rowan Student?

The data analysis showed that subjects answers based on their own personal level of agreement was uncomfortable with sexism; however, the data also showed that subjects thought the average Rowan student would be more comfortable with sexism. Moreover, when considering the statement, “I would like it if someone spoke up in defense of a woman in danger,” 137 subjects strongly agreed based on their own level of agreement. When answering on behalf of what they thought the average Rowan student, would say only 13 subjects strongly agreed and 23 strongly disagreed. This suggests that subjects think Rowan students would tolerate sexism. When asked if it bothers them when a friend mistreats his girlfriend, 131 subjects strongly agreed, but when answering

as the average Rowan student only 41 subjects strongly agreed and 4 subjects strongly disagreed. Seeing such differences in responses is concerning and suggest that the need for greater healthy campus programing at Rowan University. Berkowitz (2002) discussed that typically men are the biggest perpetrators of sexual assault and steps should be taken for intervention to challenge the social norms they had grown up learning. This, according to Social Norms Theory, would challenge the risky behavior they perceived to be healthy and what the majority also believed. Challenging this risky behavior about sexism can be a positive intervention that could lead to healthy behavior.

Research question 6. How do Rowan students actual norms of rape-supportive attitudes compare to the perceived norms among the typical Rowan Student?

The data analysis shows that there is a considerable difference between subjects own personal level of agreement and what they think the average Rowan student would think about rape supportive attitudes. The statement, “Being drunk is no excuse for forcing a woman to have sex,” was strongly agreed upon by 160 subjects, but when answering on behalf of the average Rowan student, only 61 subjects strongly agreed. One concerning area in this portion of the survey was with the item, “When it comes to sex, no means no.” One subject strongly disagreed and 160 subjects strongly agreed based on their own personal beliefs. However, while answering for the average Rowan student, four subjects disagreed and only 69 subjects strongly agreed. Consent may be an area that needs to be further explored at future Take Back the Night events.

A majority of subjects displayed healthy behaviors for both their own perspective and through the perspective of the average Rowan student. This demonstrates that in the perspective of Social Norms Theory a majority of subjects have healthy behavior and are

not demonstrating risky behavior. Though there are some subjects displaying risky behavior, a majority seem to be sharing the positive perspective indicating a positive social norm.

Research question 7. What do students who attended Take Back the Night recommend to improve programming?

While most of the surveys indicated no changes were needed, several themes emerged such as having a variety of speakers and changing the location of the event. The speakers are typically Rowan students who sign up to discuss on stage their personal connection with sexual violence. Participants sign up during the event to speak on stage and the sign up cannot be controlled. The event organizers cannot require or force anyone to share their stories. However, they can invite different people who can share their connections including students, faculty, and staff.

Conclusions

The results of the study confirmed that Take Back the Night is a critical program on Rowan University's campus. The positive results showed that students both enjoyed the event and encouraged others to attend. The results also demonstrate that prior to the event there were gaps in the knowledge base. However, following the event subjects showed an increase in knowledge about sexual violence as a whole and knowing that sexual violence is a problem on the Rowan campus.

The results from looking at social norms on campus regarding sexual violence shows that subjects report that they consider the average Rowan student to be more comfortable with sexism, less likely to intervene as a bystander, and have rape supportive attitudes. Conversely, the results of the survey suggest that the students who took the

surveys are uncomfortable with sexism, are likely to intervene as a bystander, and do not have rape supportive attitudes. The results suggest an acute need for the average student show a need for more education on campus about sexual violence prevention. Since the portion of the survey about rape supportive showed a marked difference between personal values and social norms, this area may be an area to focus more attention. If rape-supportive attitudes are an area where subjects are concerned about the average student, perhaps including this in future Take Back the Night events would be beneficial. One specific area to focus on may be consent since there were some subjects that disagreed to the item dealing with consent in the survey.

According to Social Norms Theory people will wrongly perceive certain beliefs or behaviors of the population to be different from their own attitudes (Berkowitz, 2002). When individuals do incorrectly perceive risky behaviors and beliefs as healthy, Berkowitz (2002) discussed how interventions can be beneficial in decreasing risky behavior. A majority of behavior indicated by subjects appears to be healthy behavior, but there are some subjects that indicated negative behavior for themselves or for how they perceive the average Rowan student would behave. These results indicate that because there are a majority of healthy behaviors, interventions such as Take Back the Night are contributing to the healthy behavior. The risky behavior indicates that there could be a greater need for more sexual violence prevention programs on campus.

Recommendations for Practice

Based on the findings and conclusions of the study, the following recommendations for practice for Take Back the Night are presented:

1. Invite and encourage a more diverse range of people to speak at the event.

2. Put an emphasis on addressing rape supportive attitudes during the event.
3. Use the findings to influence future programming of Take Back the Night.
4. A public relations campaign to influence social norms about sexual violence.

Recommendations for Further Research

Based upon my findings and conclusions, I recommend the following:

1. Further studies should be conducted with a larger sample of Rowan students to confirm the findings of this study.
2. Investigate other sexual violence prevention programming on campus for comparison.
3. A more in depth study using qualitative data to understand the impact of Take Back the Night as well as Social Norms Theory.
4. A study focusing on the impact of Take Back the Night on Moral Development of participants
5. A longitudinal study to track the impact of the evolution of Take Back the Night.

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Appendix A

Take Back the Night Survey



Take Back the Night Survey

I am/we are inviting you to participate in a research survey entitled “Take Back the Night Program Evaluation”. We are inviting you because you are a participant in the event Take Back the Night on Tuesday, April 4th 2017. In order to participate in this survey, you must be 18 years or older.

The survey may take approximately 15 minutes to complete. Your participation is voluntary. If you do not wish to participate in this survey, do not respond to this paper survey. The number of subjects to be enrolled in the study will be 140 subjects.

The purpose of this research study is to assess the impact of Take Back the Night, a sexual assault prevention program, on the student population at Rowan University. Completing this survey indicates that you are voluntarily giving consent to participate in the survey.

There are no risks or discomforts associated with this survey. *There may be no direct benefit to you, however, by participating in this study, you may help us understand the benefit of sexual violence prevention programming on campus as well as show what areas of education need to be improved.*

Your response will be kept confidential. We will store the data in a secure computer file and the file will be destroyed once the data has been published. Any part of the research that is published as part of this study will not include your individual information. If you have any questions about the survey, you can contact the Co-Investigator or the Principal Investigator at the addresses provided below, but you do not have to give your personal identification.

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Section 1- Background

1 Age:

- 17
- 18
- 19
- 20
- 21
- 22
- 23+

2. Gender:

- Female
- Male
- Transgender
- Other

3. Ethnic Background

- Asian/Pacific Islander
- Black/African American
- Hispanic/Latino/a
- Native American/Alaskan Native
- White/Caucasian
- Other
- Multiracial

4. My current class status is:

- Freshman
- Sophomore
- Junior
- Senior
- Graduate level

5. My current GPA:

- 4.0-3.8 (A)
- 3.7-3.4 (A-)
- 3.3-3.1 (B+)
- 3.0-2.8 (B)
- 2.4-2.5 (B-)
- 2.3-2.1 (C+)
- 2.0-1.8 (C)
- 1.7-1.4 (C-)
- 1.3- or below (D+ to F)

6. Are you involved in any extracurricular activities (clubs, Greek Life, sports clubs, athletics, etc.) Rowan University?

- Yes
- If Yes, how many _____
- No

7. Have you previously attended Take Back the Night at Rowan University?

- Yes
- No

8. How did you hear about Take Back the Night (check all that apply)?

- Rowan Announcer
- Proflink
- Social Media (Facebook, twitter, Instagram, etc)
- Flyers around campus
- Friend
- Professor
- Other, please specify _____

Section 2- Program Evaluation

One a scale of 1 (strongly disagree) to 5 (strongly agree), please indicate the degree to which you believe each of the statements is representative of your experience by circling the number.

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-------------------|----------|---------|-------|----------------|
| Take Back the Night was a well organized event | 1 | 2 | 3 | 4 | 5 |
| Before Take Back the Night I didn't know what resources were available on campus for victims of sexual violence | 1 | 2 | 3 | 4 | 5 |
| I would recommend that other students should attend Take Back the Night | 1 | 2 | 3 | 4 | 5 |
| Before Take Back the Night I didn't know that sexual violence was an issue on campus | 1 | 2 | 3 | 4 | 5 |
| Take Back the Night was an important event for students to attend | 1 | 2 | 3 | 4 | 5 |
| Prior to attending Take Back the Night, I did not know everything that can encompass sexual violence | 1 | 2 | 3 | 4 | 5 |
| Before Take Back the Night I didn't that I can help put an end to sexual violence | 1 | 2 | 3 | 4 | 5 |
| I felt that the student speakers added to the event | 1 | 2 | 3 | 4 | 5 |
| I felt that the student organization and club tables were important for the event | 1 | 2 | 3 | 4 | 5 |
| The walk at the conclusion of Take Back the Night was important | 1 | 2 | 3 | 4 | 5 |
| After Take Back the Night my definition of sexual violence increased | 1 | 2 | 3 | 4 | 5 |
| I enjoyed that there were raffle prizes at the end of the event | 1 | 2 | 3 | 4 | 5 |
| I now know resources on campus that I can use if I need to talk to someone about sexual violence | 1 | 2 | 3 | 4 | 5 |
| After Take Back the Night I understand that sexual violence is a problem on campus | 1 | 2 | 3 | 4 | 5 |
| After Take Back the Night I know that my actions can help put an end to sexual violence | 1 | 2 | 3 | 4 | 5 |

Section 3- Circle the option that indicates your personal level agreement with each statement

On a scale of 1 (strongly disagree) to 5 (strongly agree), please indicate the degree to which you believe each of the statements is representative of your experience by circling the number.

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-------------------|----------|---------|-------|----------------|
| I don't have a problem with men joking about scoring with women. | 1 | 2 | 3 | 4 | 5 |
| It bothers me if a friend mistreats his girlfriend. | 1 | 2 | 3 | 4 | 5 |
| I would like it if someone spoke up in defense of a woman in danger. | 1 | 2 | 3 | 4 | 5 |
| Sometimes women say no to sex so they won't seem easy. | 1 | 2 | 3 | 4 | 5 |
| I would try to help a woman if I thought she would end up being taken advantage of. | 1 | 2 | 3 | 4 | 5 |
| When it comes to sex, no means no. | 1 | 2 | 3 | 4 | 5 |
| Being drunk is no excuse for forcing women to have sex. | 1 | 2 | 3 | 4 | 5 |
| If I witnessed a man pressuring a woman to leave with him, I would ask if everything was okay. | 1 | 2 | 3 | 4 | 5 |
| In my opinion, sexual assault is any unwanted sexual activity. | 1 | 2 | 3 | 4 | 5 |
| If a woman goes home with a man, it means she wants to have sex. | 1 | 2 | 3 | 4 | 5 |
| Even if a woman has her clothes off, she still has the right to say no to sex. | 1 | 2 | 3 | 4 | 5 |
| If I thought a man were manipulating a woman to obtain sex I would tell her. | 1 | 2 | 3 | 4 | 5 |
| If a man was sexually harassing a woman, I would stay out of it. | 1 | 2 | 3 | 4 | 5 |
| If a friend bragged about pressuring a woman to have sex, I would let him know I did not approve. | 1 | 2 | 3 | 4 | 5 |
| If a friend planned to use a date rape drug, I would take action to stop him. | 1 | 2 | 3 | 4 | 5 |

Section 4- Circle the option you think the average Rowan University student would respond to the following statement

On a scale of 1 (strongly disagree) to 5 (strongly agree), please indicate the degree to which you believe each of the statements is representative of your experience by circling the number.

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-------------------|----------|---------|-------|----------------|
| I don't have a problem with men joking about scoring with women. | 1 | 2 | 3 | 4 | 5 |
| It bothers me if a friend mistreats his girlfriend. | 1 | 2 | 3 | 4 | 5 |
| I would like it if someone spoke up in defense of a woman in danger. | 1 | 2 | 3 | 4 | 5 |
| Sometimes women say no to sex so they won't seem easy. | 1 | 2 | 3 | 4 | 5 |
| I would try to help a woman if I thought she would end up being taken advantage of. | 1 | 2 | 3 | 4 | 5 |
| When it comes to sex, no means no. | 1 | 2 | 3 | 4 | 5 |
| Being drunk is no excuse for forcing women to have sex. | 1 | 2 | 3 | 4 | 5 |
| If I witnessed a man pressuring a woman to leave with him, I would ask if everything was okay. | 1 | 2 | 3 | 4 | 5 |
| In my opinion, sexual assault is any unwanted sexual activity. | 1 | 2 | 3 | 4 | 5 |
| If a woman goes home with a man, it means she wants to have sex. | 1 | 2 | 3 | 4 | 5 |
| Even if a woman has her clothes off, she still has the right to say no to sex. | 1 | 2 | 3 | 4 | 5 |
| If I thought a man were manipulating a woman to obtain sex I would tell her. | 1 | 2 | 3 | 4 | 5 |
| If a man were sexually harassing a woman, I would stay out of it. | 1 | 2 | 3 | 4 | 5 |
| If a friend bragged about pressuring a woman to have sex, I would let him know I did not approve. | 1 | 2 | 3 | 4 | 5 |
| If a friend planned to use a date rape drug, I would take action to stop him. | 1 | 2 | 3 | 4 | 5 |

Section 5-Open Ended

What can you do to end sexual violence?

Where can you go for help?

What is one thing you learned?

What is one thing you would change about Take Back the Night?

Thank you for taking my survey.

Version #: 02
Version Date: 3/2/2017

RESERVED FOR IRB APPROVAL
STAMP
DO NOT REMOVE
Creation/Revision Date: 02/10/2015

Appendix B

eIRB Notice of Approval



** This is an auto-generated email. Please do not reply to this email message.
The originating e-mail account is not monitored.
If you have questions, please contact your local IRB office **

DHHS Federal Wide Assurance Identifier: FWA00007111
IRB Chair Person: Harriet Hartman
IRB Director: Sreekant Murthy
Effective Date: 3/10/2017

eIRB Notice of Approval

STUDY PROFILE

Study ID: [Pro2017001629](#)
Title: IMPACT OF SEXUAL VIOLENCE PREVENTION PROGRAMMING AT ROWAN UNIVERSITY

| | | | |
|-------------------------|-------------------|-----------------------|----------------|
| Principal Investigator: | Burton Sisco | Study Coordinator: | None |
| Co-Investigator(s): | Emily Kofman | Other Study Staff: | None |
| Sponsor: | Department Funded | Approval Cycle: | Twelve Months |
| Risk Determination: | Minimal Risk | Device Determination: | Not Applicable |
| Review Type: | Expedited | Expedited Category: | 7 |
| Subjects: | 200 | | |

CURRENT SUBMISSION STATUS

| | | | | | |
|------------------|-------------------------|--------------------|----------------|----------------|----------------|
| Submission Type: | Research Protocol/Study | Submission Status: | Approved | | |
| Approval Date: | 3/10/2017 | Expiration Date: | 3/9/2018 | | |
| Pregnancy Code: | Not Applicable | Pediatric Code: | Not Applicable | Prisoner Code: | Not Applicable |

| | | |
|---|--|--|
| Protocol: Take Back the Night Survey with Alternate Consent Pearce.pdf Protocol Form.docx | Consent: There are no items to display | Recruitment Materials: There are no items to display |
|---|--|--|

*** Study Performance Sites:**

Glassboro Campus 201 Mullica Hill Road Glassboro New Jersey, 08028

ALL APPROVED INVESTIGATOR(S) MUST COMPLY WITH THE FOLLOWING:

1. Conduct the research in accordance with the protocol, applicable laws and regulations, and the principles of research ethics as set forth in the Belmont Report.
2. **Continuing Review:** Approval is valid until the protocol expiration date shown above. To avoid lapses in approval, submit a continuation application at least eight weeks before the study expiration date.
3. **Expiration of IRB Approval:** If IRB approval expires, effective the date of expiration and until the continuing review approval is issued: **All research activities must stop unless the IRB finds that it is in the best interest of individual subjects to continue. (This determination shall be based on a separate written request from the PI to the IRB.) No new subjects may be enrolled and no samples/charts/surveys may be collected, reviewed, and/or analyzed.**
4. **Amendments/Modifications/Revisions :** If you wish to change any aspect of this study, including but not limited to, study procedures, consent form(s), investigators, advertisements, the protocol document, investigator drug brochure, or accrual goals, you are required to obtain IRB review and approval prior to implementation of these changes unless necessary to eliminate apparent immediate hazards to subjects.
5. **Unanticipated Problems:** Unanticipated problems involving risk to subjects or others must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at: <http://www.rowan.edu/som/hsp/>
6. **Protocol Deviations and Violations :** Deviations from/violations of the approved study protocol must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at: <http://www.rowan.edu/som/hsp/>
7. **Consent/Assent:** The IRB has reviewed and approved the consent and/or assent process, waiver and/or alteration described in this protocol as required by 45 CFR 46 and 21 CFR 50, 56, (if FDA regulated research). Only the versions of the documents included in the approved process may be used to document informed consent and/or assent of study subjects; each subject must receive a copy of the approved form(s); and a copy of each signed form must be filed in a secure place in the subject's medical/patient/research record.
8. **Completion of Study:** Notify the IRB when your study has been stopped for any reason. Neither study closure by the sponsor or the investigator removes the obligation for submission of timely continuing review application or final report.
9. The Investigator(s) did not participate in the review, discussion, or vote of this protocol.
10. **Letter Comments:** *There are no additional comments.*

CONFIDENTIALITY NOTICE: This email communication may contain private, confidential, or legally privileged information intended for the sole use of the designated and/or duly authorized recipients(s). If you are not the intended recipient or have received this email in error, please notify the sender immediately by email and permanently delete all copies of this email including all attachments without reading them. If you are the intended recipient, secure the contents in a manner that conforms to all applicable state and/or federal requirements related to privacy and confidentiality of such information.

Appendix C

Rules and Procedures for Logical Analysis of Written Data

RULES AND PROCEDURES FOR LOGICAL ANALYSIS OF WRITTEN DATA

The following decisions were made regarding what was to be the unit of data analysis (Sisco, 1981):

1. A phrase or clause will be the basic unit of analysis.
2. Verbiage not considered essential to the phrase or clause will be edited out --e.g., articles of speech, possessives, some adjectives, elaborate examples.
3. Where there is a violation of conventional syntax in the data, it will be corrected.
4. Where there are compound thoughts in a phrase or clause, each unit of thought will be represented separately (unless one was an elaboration of the other).
5. Where information seems important to add to the statement in order to clarify it in a context, this information will be added to the unit by parentheses.

The following decisions were made regarding the procedures for categorization of content units:

1. After several units are listed on a sheet of paper, they will be scanned in order to determine differences and similarities.
2. From this tentative analysis, logical categories will be derived for the units.
3. When additional units of data suggest further categories, they will be added to the classification scheme.
4. After all the units from a particular question's responses are thus classified, the categories are further reduced to broader clusters (collapsing of categories).
5. Frequencies of units in each cluster category are determined and further analysis steps are taken, depending on the nature of the data-- i.e. ranking of categories with verbatim quotes which represent the range of ideas or opinions. (p.177).

Sisco, B. R. (1981). *A study of the attitudes of selected academics and selected decision-makers toward adult learners*. (Unpublished doctoral dissertation). Syracuse University, Syracuse, NY.