

Table 1.2. Bystander Behavior Upon Witnessing Sexual Assault or Other Sexual Misconduct, by Gender (2019)
School of Medicine

Item	Total		Woman		Man	
	%	Std Err	%	Std Err	%	Std Err
Since you have been a student at Yale, have you noticed someone at Yale making inappropriate sexual comments about someone else's appearance, sharing unwanted sexual images, or otherwise acting in a sexual way that you believed was making others feel uncomfortable or offended?						
Yes	19.7	1.6	17.5	1.8	22.6	2.8
If yes, thinking about the last time this happened, what did you do? ¹						
Directly intervened or interrupted the situation in the moment	10.2	3.1	~	~	14.5	5.2
Checked in with the person who seemed impacted by the behavior	57.6	4.9	46.6	6.4	68.2	8.2
Confronted or expressed concern to the person engaging in the behavior	12.3	3.1	11.5	4.0	13.0	4.8
Sought help from either person's friends	12.0	3.0	21.1	5.5	~	~
Sought help from someone else	4.3	1.9	~	~	~	~
Expressed concern to school administrators or another person in a position of authority	6.9	3.1	~	~	~	~
Did nothing because the person impacted appeared to be handling the situation	19.2	4.3	26.3	6.1	12.2	5.2
Did nothing because I wasn't sure what to do	30.9	5.0	36.5	5.8	25.5	7.5
Did nothing for another reason	18.0	3.9	21.7	5.4	14.5	6.0
Other	~	~	~	~	~	~
No	80.3	1.6	82.5	1.8	77.4	2.8

NOTE: Cells that have been shaded in gray have such large standard errors that they are not reliable estimates. (Shading is applied to cells where the standard error is greater than 25% of the related estimated percentage.)

~ indicates that no students in the school responded or that too few students in the school responded for a statistic to be generated.

Total includes TGQN students and students who declined to state their gender.

Table 1.2. Bystander Behavior Upon Witnessing Sexual Assault or Other Sexual Misconduct, by Gender (continued) (2019)
School of Medicine

Item	Total		Woman		Man	
	%	Std Err	%	Std Err	%	Std Err
Since you have been a student at Yale, have you witnessed a pattern of ongoing sexual comments or behaviors that made you concerned that a fellow student at Yale was experiencing sexual harassment?						
Yes	3.4	0.8	2.4	0.8	4.8	1.4
If yes, thinking about the last time this happened, what did you do? ¹						
Directly intervened or interrupted the situation in the moment	~	~	~	~	~	~
Checked in with the person who seemed impacted by the behavior	80.1	10.5	100.0	0.0	67.3	17.0
Confronted or expressed concern to the person engaging in the behavior	23.4	8.9	59.9	20.1	~	~
Sought help from either person's friends	29.2	10.8	~	~	~	~
Sought help from someone else	~	~	~	~	~	~
Expressed concern to school administrators or another person in a position of authority	~	~	~	~	~	~
Did nothing because the person impacted appeared to be handling the situation	~	~	~	~	~	~
Did nothing because I wasn't sure what to do	~	~	~	~	~	~
Did nothing for another reason	~	~	~	~	~	~
Other	~	~	~	~	~	~
No	96.6	0.8	97.6	0.8	95.2	1.4

NOTE: Cells that have been shaded in gray have such large standard errors that they are not reliable estimates. (Shading is applied to cells where the standard error is greater than 25% of the related estimated percentage.)

~ indicates that no students in the school responded or that too few students in the school responded for a statistic to be generated.

Total includes TGQN students and students who declined to state their gender.

Table 1.2. Bystander Behavior Upon Witnessing Sexual Assault or Other Sexual Misconduct, by Gender (continued) (2019)
School of Medicine

Item	Total		Woman		Man	
	%	Std Err	%	Std Err	%	Std Err
Since you have been a student at Yale, have you witnessed someone at Yale behaving in a controlling or abusive way towards a dating or sexual partner?						
Yes	4.7	0.9	5.3	1.1	3.9	1.5
If yes, thinking about the last time this happened, what did you do? ¹						
Directly intervened or interrupted the situation in the moment	18.4	8.0	~	~	~	~
Checked in with the person who seemed impacted by the behavior	60.8	11.7	65.0	13.2	~	~
Confronted or expressed concern to the person engaging in the behavior	~	~	~	~	~	~
Sought help from either person's friends	25.9	8.4	40.9	13.0	~	~
Sought help from someone else	~	~	~	~	~	~
Expressed concern to school administrators or another person in a position of authority	~	~	~	~	~	~
Did nothing because the person impacted appeared to be handling the situation	31.9	11.2	~	~	~	~
Did nothing because I wasn't sure what to do	31.7	11.0	35.0	13.2	~	~
Did nothing for another reason	~	~	~	~	~	~
Other	~	~	~	~	~	~
No	95.3	0.9	94.7	1.1	96.1	1.5

NOTE: Cells that have been shaded in gray have such large standard errors that they are not reliable estimates. (Shading is applied to cells where the standard error is greater than 25% of the related estimated percentage.)

~ indicates that no students in the school responded or that too few students in the school responded for a statistic to be generated.

Total includes TGQN students and students who declined to state their gender.

Table 1.2. Bystander Behavior Upon Witnessing Sexual Assault or Other Sexual Misconduct, by Gender (continued) (2019)
School of Medicine

Item	Total		Woman		Man	
	%	Std Err	%	Std Err	%	Std Err
Since you have been a student at Yale, have you witnessed a situation that you believed could have led to a sexual assault?						
Yes	5.8	0.9	3.0	0.9	9.5	2.0
If yes, thinking about the last time this happened, what did you do? ¹						
Directly intervened or interrupted the situation in the moment	36.7	9.5	~	~	51.6	12.7
Checked in with the person who seemed impacted by the behavior	56.9	9.8	60.1	18.4	55.7	12.7
Confronted or expressed concern to the person engaging in the behavior	17.1	7.1	~	~	24.0	10.1
Sought help from either person's friends	35.3	9.4	~	~	43.0	12.4
Sought help from someone else	~	~	~	~	~	~
Expressed concern to school administrators or another person in a position of authority	~	~	~	~	~	~
Did nothing because the person impacted appeared to be handling the situation	27.1	9.2	~	~	29.3	11.9
Did nothing because I wasn't sure what to do	24.1	9.5	~	~	~	~
Did nothing for another reason	~	~	~	~	~	~
Other	~	~	~	~	~	~
No	94.2	0.9	97.0	0.9	90.5	2.0

NOTE: Cells that have been shaded in gray have such large standard errors that they are not reliable estimates. (Shading is applied to cells where the standard error is greater than 25% of the related estimated percentage.)

~ indicates that no students in the school responded or that too few students in the school responded for a statistic to be generated.

Total includes TGQN students and students who declined to state their gender.

**Table 1.4. Student Feelings About the Campus Community, by Gender
School of Medicine**

Item		Total		Woman		Man	
		%	Std Err	%	Std Err	%	Std Err
How connected do you feel to the campus community at Yale as a whole?	1: Not at all	10.0	1.3	10.2	1.5	9.9	2.0
	2: A little	32.6	2.1	35.7	2.6	28.1	2.9
	3: Somewhat	41.5	2.4	41.1	2.6	42.2	3.4
	4: Very	14.0	1.5	11.4	1.5	17.4	2.7
	5: Extremely	1.9	0.6	1.6	0.7	2.3	1.0
How comfortable are you seeking advice from faculty or staff at Yale, even about something personal?	1: Not at all	6.1	0.9	5.8	1.3	5.8	1.5
	2: A little	22.8	1.6	26.2	2.0	18.7	2.8
	3: Somewhat	37.4	2.0	38.6	2.3	36.2	3.5
	4: Very	27.1	1.9	24.4	2.3	30.8	3.4
	5: Extremely	6.6	1.2	5.1	1.1	8.6	2.0
How concerned are students at Yale about each others well-being?	1: Not at all	2.3	0.6	2.2	0.8	2.5	1.1
	2: A little	10.2	1.5	8.0	1.5	13.1	2.5
	3: Somewhat	38.9	1.9	45.4	2.8	30.9	2.9
	4: Very	42.4	1.9	41.5	2.6	43.2	3.4
	5: Extremely	6.2	1.1	2.9	0.9	10.3	1.9
How concerned are faculty or staff at Yale about your well-being?	1: Not at all	2.8	0.7	1.6	0.7	4.5	1.4
	2: A little	14.1	1.4	13.7	1.9	14.7	2.2
	3: Somewhat	33.3	1.8	35.6	2.3	29.8	3.0
	4: Very	40.7	2.1	41.4	2.6	40.1	3.6
	5: Extremely	9.1	1.2	7.8	1.4	11.0	1.9
How concerned are University Officials at Yale about your well-being?	1: Not at all	10.1	1.2	9.7	1.6	10.8	2.2
	2: A little	20.6	1.7	20.6	2.6	20.9	2.6
	3: Somewhat	38.4	2.0	43.5	2.6	31.4	3.2

NOTE: Cells that have been shaded in gray have such large standard errors that they are not reliable estimates. (Shading is applied to cells where the standard error is greater than 25% of the related estimated percentage.)

~ indicates that no students in the school responded or that too few students in the school responded for a statistic to be generated.

Total includes TGQN students and students who declined to state their gender.

**Table 1.4. Student Feelings About the Campus Community, by Gender
School of Medicine**

Item		Total		Woman		Man	
		%	Std Err	%	Std Err	%	Std Err
	4: Very	25.3	1.7	22.4	2.0	29.2	3.2
	5: Extremely	5.6	0.9	3.9	1.1	7.8	1.8

NOTE: Cells that have been shaded in gray have such large standard errors that they are not reliable estimates. (Shading is applied to cells where the standard error is greater than 25% of the related estimated percentage.)

~ indicates that no students in the school responded or that too few students in the school responded for a statistic to be generated.

Total includes TGQN students and students who declined to state their gender.

**Table 2.1. Awareness of Services and Resources Related to Sexual Assault or Other Sexual Misconduct, by Gender (2019)
School of Medicine**

Item	Total		Woman		Man	
	%	Std Err	%	Std Err	%	Std Err
Are you aware of the following services and resources?						
The SHARE Center	72.1	1.7	69.7	2.3	75.7	3.1
Title IX Coordinators	80.1	1.9	74.9	2.5	86.7	2.7
University-Wide Committee (UWC)	27.8	2.0	22.8	2.3	34.5	3.4
Yale Police Department	91.3	1.0	89.5	1.6	94.4	1.7
Yale Health	94.8	0.9	94.2	1.3	95.5	1.3
None of the above	1.9	0.6	3.4	1.1	~	~

NOTE: Cells that have been shaded in gray have such large standard errors that they are not reliable estimates. (Shading is applied to cells where the standard error is greater than 25% of the related estimated percentage.)

~ indicates that no students in the school responded or that too few students in the school responded for a statistic to be generated.

Total includes TGQN students and students who declined to state their gender.

**Table 4.8. Percent of Students Who Experienced Penetration or Sexual Touching Involving Physical Force, Inability to Consent or Stop What Was Happening, Coercion, and Without Voluntary Agreement, by Type of Contact and Gender (2019)
School of Medicine**

Item	Total		Woman		Man	
	%	Std Err	%	Std Err	%	Std Err
Completed using physical force, or inability to consent or stop what was happening	4.8	0.8	6.8	1.3	2.2	1.0
Penetration	1.5	0.5	2.2	0.8	~	~
Sexual touching	3.6	0.7	5.1	1.2	~	~
Completed using physical force, or inability to consent or stop what was happening, attempted penetration using physical force	4.8	0.8	6.8	1.3	2.2	1.0
Penetration	1.9	0.6	2.8	0.9	~	~
Sexual touching	3.6	0.7	5.1	1.2	~	~
Completed using physical force, or inability to consent or stop what was happening, or coercion, attempted penetration using physical force	4.8	0.8	6.8	1.3	2.2	1.0
Penetration	1.9	0.6	2.8	0.9	~	~
Sexual touching	3.6	0.7	5.1	1.2	~	~
Completed using physical force, or inability to consent or stop what was happening, or coercion, or without voluntary agreement, attempted penetration using physical force	8.0	1.2	12.5	1.9	2.2	1.0
Penetration	3.2	0.7	5.1	1.2	~	~
Sexual touching	6.2	1.1	9.8	1.8	~	~

NOTE: Cells that have been shaded in gray have such large standard errors that they are not reliable estimates. (Shading is applied to cells where the standard error is greater than 25% of the related estimated percentage.)

~ indicates that no students in the school responded or that too few students in the school responded for a statistic to be generated.

Total includes TGQN students and students who declined to state their gender.

Physical force: Incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

Inability to consent or stop what was happening: Incidents when you were unable to consent or stop what was happening because you were passed out, asleep, or incapacitated due to drugs or alcohol.

Coercion: Incidents when someone coerced you by threatening serious non-physical harm or promising rewards. Examples include threatening to give you bad grades or cause trouble for you at work; promising good grades or a promotion at work; threatening to share damaging information about you with your family, friends, or authority figures; or threatening to post damaging information about you online.

Without voluntary agreement: Incidents that occurred without your active, ongoing voluntary agreement. Examples include someone initiating sexual activity despite your refusal; ignoring your cues to stop or slow down; went ahead without checking in or while you were still deciding; otherwise failed to obtain your consent.

**Table 5.1. Percent of Students Who Experienced Different Types of Harassing Behavior, by Gender (2019)
School of Medicine**

Item	Total		Woman		Man	
	%	Std Err	%	Std Err	%	Std Err
Since you have been a student at Yale, has a student, or someone employed by or otherwise associated with Yale:						
Made sexual remarks, or told sexual jokes or sexual stories that were insulting or offensive to you?	26.3	2.0	31.3	2.3	19.2	2.8
Made inappropriate or offensive comments about your or someone's else's body, appearance, or sexual activities?	28.4	2.0	30.1	2.4	26.4	2.9
Said crude or gross sexual things to you or tried to get you to talk about sexual matters when you didn't want to?	8.5	1.1	6.6	1.2	10.9	2.3
Used social or on-line media to send offensive sexual remarks, jokes, stories, pictures, or videos to you; or communicate offensive sexual remarks, jokes, stories, pictures, or videos about you?	1.7	0.7	~	~	2.5	1.1
Continued to ask you to go out, get dinner, have drinks, or have sex even though you said, No?	6.1	1.1	9.7	1.8	~	~
At least one of the above	37.1	2.2	41.9	2.6	30.4	3.1
Did (this/any of these) experience(s) affect you in any of the following ways?						
Interfered with your academic or professional performance	13.5	2.4	16.3	3.2	~	~
Limited your ability to participate in an academic program	10.4	2.4	11.0	2.8	~	~
Created an intimidating, hostile, or offensive social, academic, or work environment	50.0	4.0	54.3	4.5	40.3	6.8
At least one of the above	52.4	4.0	56.6	4.3	43.0	7.2
Students experiencing harassing behavior that interfered, limited their ability to participate, or created intimidating, hostile, or offensive environment	19.1	1.7	23.7	2.3	12.4	2.5

NOTE: Cells that have been shaded in gray have such large standard errors that they are not reliable estimates.(Shading is applied to cells where the standard error is greater than 25% of the related estimated percentage.)

~ indicates that no students in the school responded or that too few students in the school responded for a statistic to be generated.

Total includes TGQN students and students who declined to state their gender.

**Table 5.4. Characteristics of Offenders of Harassing Behavior and Number of Times Students Experienced Harassing Behavior Since the Beginning of the Fall 2018 Term, by the Victim's Gender (2019)
School of Medicine**

Item	Total		Woman		Man	
	%	Std Err	%	Std Err	%	Std Err
How (is the person/are the persons) who did this to you associated with Yale?						
Student	59.4	3.6	59.3	3.6	61.1	7.4
Student teaching assistant	~	~	~	~	~	~
Faculty or instructor	51.9	3.5	53.0	4.0	48.7	6.7
Research staff	5.2	1.5	5.0	1.9	~	~
Other staff or administrator	9.1	2.0	9.9	2.6	8.0	3.4
Coach or trainer	~	~	~	~	~	~
Alumni	~	~	~	~	~	~
Other person associated with Yale (e.g., internship, study abroad)	5.7	1.8	9.0	2.8	~	~
The person was not associated with Yale	5.1	1.5	5.3	1.9	~	~
Unsure about association with Yale	9.9	2.1	11.1	2.8	8.0	3.4
How many people behaved this way?						
1 person	37.6	3.6	37.5	4.1	38.6	7.0
2 persons	34.6	3.2	32.5	4.0	39.1	6.5
3 or more persons	27.8	3.3	29.9	3.9	22.3	5.6
At the time of this event, what (was the person's/were the persons') relationship to you?						
Someone I was involved or intimate with at the time	6.3	1.5	8.5	2.1	~	~
Someone I previously had been involved or intimate with	6.0	1.8	9.4	2.8	~	~
Teacher	35.8	3.3	42.2	4.1	22.7	5.0
Advisor	3.2	1.2	5.0	1.9	~	~
Someone I was teaching or advising	~	~	~	~	~	~
Live-in residential staff	~	~	~	~	~	~
Coach or trainer	~	~	~	~	~	~

NOTE: Cells that have been shaded in gray have such large standard errors that they are not reliable estimates. (Shading is applied to cells where the standard error is greater than 25% of the related estimated percentage.)

~ indicates that no students in the school responded or that too few students in the school responded for a statistic to be generated.

Total includes TGQN students and students who declined to state their gender.

**Table 5.4. Characteristics of Offenders of Harassing Behavior and Number of Times Students Experienced Harassing Behavior Since the Beginning of the Fall 2018 Term, by the Victim's Gender (2019)
School of Medicine**

Item	Total		Woman		Man	
	%	Std Err	%	Std Err	%	Std Err
Boss or supervisor	16.5	3.0	16.9	3.0	16.2	5.8
Co-worker	12.9	2.5	12.8	3.1	13.4	4.7
Friend	19.6	3.1	11.8	2.4	34.0	6.6
Classmate	44.8	3.7	40.3	3.9	53.7	7.1
Someone I know or recognize, but was not a friend	14.9	2.4	14.8	2.9	15.5	4.3
Did not know or recognize this person	11.2	2.2	11.8	2.5	10.4	4.7
Since the beginning of the Fall 2018 term, how many times has someone behaved this way?						
0 times	31.7	3.6	27.0	4.0	41.2	7.0
1 time	31.4	3.7	36.1	4.0	23.5	5.9
2 times	15.8	2.9	17.6	3.6	13.0	3.9
3-5 times	16.6	2.5	15.6	2.9	16.5	4.5
6-9 times	~	~	~	~	~	~
10 or more times	3.0	1.3	~	~	~	~

NOTE: Cells that have been shaded in gray have such large standard errors that they are not reliable estimates. (Shading is applied to cells where the standard error is greater than 25% of the related estimated percentage.)

~ indicates that no students in the school responded or that too few students in the school responded for a statistic to be generated.

Total includes TGQN students and students who declined to state their gender.

Table 5.13. Percent of Students Who Experienced Harassing Behavior, Intimate Partner Violence, or Stalking, by Student Characteristics and Gender¹ (2019)

School of Medicine

Item	Total		Woman		Man	
	%	Std Err	%	Std Err	%	Std Err
Harassment	37.1	2.2	41.9	2.6	30.4	3.1
Sexual orientation						
Heterosexual	36.2	2.4	41.2	2.8	29.4	3.5
Non-heterosexual	50.4	7.4	53.8	8.7	45.5	11.7
Ethnicity						
Hispanic or Latino	28.4	6.3	36.6	9.0	~	~
Not Hispanic or Latino	37.9	2.4	42.4	2.6	31.5	3.6
Race						
White only	34.4	3.0	38.2	3.4	28.3	4.7
Black only	36.2	16.4	57.3	18.2	~	~
Asian only	45.9	4.1	50.9	5.1	38.7	7.8
Other/multi race	27.8	5.3	33.0	7.8	22.4	7.7
Disability ²						
Yes	46.0	4.4	53.2	5.3	36.2	7.0
No	34.2	2.6	36.8	3.2	30.1	3.9
Intimate partner violence	2.6	0.8	3.0	1.1	~	~
Sexual orientation						
Heterosexual	1.9	0.7	~	~	~	~
Non-heterosexual	~	~	~	~	~	~
Ethnicity						

NOTE: Cells that have been shaded in gray have such large standard errors that they are not reliable estimates. (Shading is applied to cells where the standard error is greater than 25% of the related estimated percentage.)

~ indicates that no students in the school responded or that too few students in the school responded for a statistic to be generated.

Total includes TGQN students and students who declined to state their gender.

¹ Estimates are for victimizations reported since entering college.

² Respondents were asked, 'Do you identify as a student with any of the following? Learning disability, ADHD, Autism Spectrum Disorder, mobility-related disability (e.g., spinal cord injury), sensory disability (e.g., low vision), chronic mental health condition (e.g., depression), chronic medical condition (e.g., diabetes), or other disability or chronic condition.'

Table 5.13. Percent of Students Who Experienced Harassing Behavior, Intimate Partner Violence, or Stalking, by Student Characteristics and Gender¹ (2019)

School of Medicine

Item	Total		Woman		Man	
	%	Std Err	%	Std Err	%	Std Err
Hispanic or Latino	~	~	~	~	~	~
Not Hispanic or Latino	2.2	0.7	3.3	1.2	~	~
Race						
White only	~	~	~	~	~	~
Black only	~	~	~	~	~	~
Asian only	~	~	~	~	~	~
Other/multi race	~	~	~	~	~	~
Disability ²						
Yes	~	~	~	~	~	~
No	2.4	0.9	3.4	1.5	~	~
Stalking	3.5	0.8	5.0	1.2	~	~
Sexual orientation						
Heterosexual	3.2	0.8	4.4	1.2	~	~
Non-heterosexual	~	~	~	~	~	~
Ethnicity						
Hispanic or Latino	~	~	~	~	~	~
Not Hispanic or Latino	3.5	0.8	4.9	1.2	~	~
Race						
White only	4.0	1.1	5.8	1.7	~	~
Black only	~	~	~	~	~	~

NOTE: Cells that have been shaded in gray have such large standard errors that they are not reliable estimates. (Shading is applied to cells where the standard error is greater than 25% of the related estimated percentage.)

~ indicates that no students in the school responded or that too few students in the school responded for a statistic to be generated.

Total includes TGQN students and students who declined to state their gender.

¹ Estimates are for victimizations reported since entering college.

² Respondents were asked, 'Do you identify as a student with any of the following? Learning disability, ADHD, Autism Spectrum Disorder, mobility-related disability (e.g., spinal cord injury), sensory disability (e.g., low vision), chronic mental health condition (e.g., depression), chronic medical condition (e.g., diabetes), or other disability or chronic condition.'

Table 5.13. Percent of Students Who Experienced Harassing Behavior, Intimate Partner Violence, or Stalking, by Student Characteristics and Gender¹ (2019)

School of Medicine

Item	Total		Woman		Man	
	%	Std Err	%	Std Err	%	Std Err
Asian only	4.0	1.7	~	~	~	~
Other/multi race	~	~	~	~	~	~
Disability ²						
Yes	7.4	2.1	10.5	3.3	~	~
No	2.3	0.7	3.3	1.2	~	~

NOTE: Cells that have been shaded in gray have such large standard errors that they are not reliable estimates. (Shading is applied to cells where the standard error is greater than 25% of the related estimated percentage.)

~ indicates that no students in the school responded or that too few students in the school responded for a statistic to be generated.

Total includes TGQN students and students who declined to state their gender.

¹ Estimates are for victimizations reported since entering college.

² Respondents were asked, 'Do you identify as a student with any of the following? Learning disability, ADHD, Autism Spectrum Disorder, mobility-related disability (e.g., spinal cord injury), sensory disability (e.g., low vision), chronic mental health condition (e.g., depression), chronic medical condition (e.g., diabetes), or other disability or chronic condition.'

**Table 7.2. Students' Perceptions of Risk and Knowledge of Resources, by Gender and School Year
School of Medicine**

Percent Reporting 'Very' or 'Extremely'	Woman				Man			
	2015		2019		2015		2019	
	%	Std Err	%	Std Err	%	Std Err	%	Std Err
How problematic is sexual assault or other ¹ sexual misconduct at Yale?	21.7	2.2	27.5	2.5	17.5	2.6	26.3	3.0
How knowledgeable are you about how sexual assault and other ¹ sexual misconduct are defined at Yale?	14.8	2.2	32.9	2.4	26.5	2.7	39.2	3.4
How knowledgeable are you about where to get help at Yale if you or a friend experienced sexual assault or other ¹ sexual misconduct?	42.8	2.8	40.8	2.8	51.2	3.0	54.8	3.6
How knowledgeable are you about where to make a report of sexual assault or other ¹ sexual misconduct at Yale?	27.3	2.5	32.0	2.4	39.8	3.1	41.6	3.6
How knowledgeable are you about what happens when a student reports an incident of sexual assault or other ¹ sexual misconduct at Yale?	10.2	1.6	16.9	2.0	15.9	2.4	18.7	2.6
If someone were to report a sexual assault or other sexual misconduct to an official at Yale, how likely is it that campus officials would take the report seriously?	53.0	3.6	68.0	2.5	73.3	2.7	76.1	3.2
If someone were to report a sexual assault or other sexual misconduct to an official at Yale, how likely is it that campus officials would conduct a fair investigation?	39.6	2.9	50.3	3.1	43.3	3.6	48.1	3.6

NOTE: Cells that have been shaded in gray have such large standard errors that they are not reliable estimates. (Shading is applied to cells where the standard error is greater than 25% of the related estimated percentage.)

~ indicates that no students in the school responded or that too few students in the school responded for a statistic to be generated.

Total includes TGQN students and students who declined to state their gender.

¹2015 wording did not include 'other' in the question