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RUTGERS

School of Social Work

Center on Violence against Women and Children

Campus Climate Surveys: Lessons Learned from the Rutgers-New Brunswick Pilot Assessment

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Submitted to The White House Task Force To Protect Students From Sexual Assault and the Department of Justice, Office on Violence Against Women

Contents

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Introduction

Trigger warning: This document addresses the issue of campus sexual violence which may be a difficult topic for some readers.

Addressing the problem of sexual violence on college and university campuses has emerged as a national priority, evidenced by the creation of The White House Task Force to Protect Students from Sexual Assault (hereinafter the White House Task Force) and the release of its report, *Not Alone*. The White HouseTask Force and the U.S. Department of Justice's Office on Violence Against Women (OVW) invited the Rutgers School of Social Work's Center on Violence Against Women and Children (VAWC) to pilot a campus climate survey developed by OVW regarding students' experiences, behaviors, and attitudes related to sexual violence.

During the 2014–2015 academic year, researchers from Rutgers engaged in a comprehensive campus climate assessment project at Rutgers University–New Brunswick. The campus climate survey was embedded in this multiphase, mixed-methods assessment effort. Throughout the process, the team learned lessons about what worked well and what could be improved. Rutgers' Center on Violence Against Women and Children team prepared a report on the process, the lessons learned, and recommendations for implementation for the White House Task Force and the Office on Violence Against Women. To fulfill this request, this report outlines our experience and provides corresponding recommendations in six major areas:

1) Development of methodology
2) Preparation of assessment measures
3) Implementation of measures
4) Data analysis
5) Development of an action plan and dissemination
6) Student feedback on the survey experience

Before providing details about each of these areas, an overview of the key findings from the pilot experience is presented.

Key Findings

1) Campus climate surveys provide more meaning when they are part of a larger assessment process. Our experience at Rutgers University–New Brunswick suggests that a campus climate survey can be more meaningful and informative if it is part of a comprehensive, continuous assessment process. This includes conducting a resource audit prior to the survey so that the university is aware of all services on campus and can utilize that information to tailor the survey tool to its needs. It may also include follow-up methods to gather more detailed information, such as focus groups. Additionally, and as described more fully in the following key finding, the assessment includes the development of an action plan.

2) The administration of campus climate surveys has the most impact when it is linked with the development of an action plan. While knowledge about the experience and perceptions of students on campus related to sexual violence is important to gather, the meaningfulness of the data is found in its translation into the development of an action plan for the university. The action plan should build upon the strengths of the particular university and clearly outline changes in programs, policies, and services to address any gaps identified by the assessment. This requires a strong, collaborative approach among researchers, student affairs, and university leadership.

3) One size does not fit all. Campus climate surveys should be tailored with questions specific to each campus so that the data collected is meaningful at that institution. Using a one-size-fits-all tool might lead to data that does not reveal the individual needs relevant to each university or college.

4) It is important to find ways to represent all student voices. It was imperative at Rutgers University–New Brunswick to find ways to involve students in sharing their voices and experiences. There are a number of ways to accomplish this; on our campus, we used a census approach so that all students were invited to participate in the survey, and we also conducted focus groups with a number of groups on campus including survivors of sexual violence, students associated with the Center for Social Justice Education and LGBT communities, and students affiliated with various cultural centers. Other institutions should find appropriate methods of involving students' voices in the assessment process to the greatest extend allowable.

5) A campus climate survey can be an educational tool in and of itself. We did not anticipate the tremendous benefit that would come just from the process of conducting a campus climate assessment. We found that developing a careful outreach plan that was built on collaboration across campus offered a way to engage the entire campus community in raising awareness about the issue of sexual violence and allowing students to share their experiences.

This report provides feedback on the implementation of this process at Rutgers University on the New Brunswick campus. Please note that every campus is different. Certain recommendations provided in this report may or may not be useful for various colleges and universities, based on their particular needs. Indeed, each university needs to develop their own process and create tools that are tailored to the needs of their specific campus community. We are hopeful that the recommendations provided in this report provide guidance for the process as universities engage in this important work. Many of our recommendations build upon the information provided in the *Not Alone* toolkit, which includes a number of helpful guidelines for developing and implementing campus climate surveys (www.notalone.gov/assets/ovw-climate-survey.pdf).

The research team deeply appreciates the opportunity to engage in the pilot process for the survey and comprehensive assessment. We are hopeful that the lessons we learned will inform future efforts to address campus sexual violence.

In the remainder of the report, we provide details on each of the six major areas of the campus climate assessment. **A summary list of all recommendations can be found on page 36.**

I. Development of Methodology

Prior to implementing the campus climate survey, a period of planning and capacity development is required to develop the methodology. This should be included in the timeline developed by universities wishing to engage in a campus climate assessment. At Rutgers–New Brunswick, some of the key pieces of this planning phase included developing a conceptual model, creating an Advisory Board, engaging university leadership, coordinating with offices on campus such as the Institutional Review Board and Office of Institutional Research, and preparing resources for survey participants. Each is described more fully below.

Developing a conceptual model

Over the past year, campus climate surveys have been identified by a number of government officials, legislators, and researchers as having a critical role in responding to campus sexual assault. Our experience at Rutgers–New Brunswick suggests that it is a more meaningful experience if the survey is part of a more comprehensive, continuous assessment process. This includes conducting a resource audit prior to the survey which allows campuses to gather information about their own available resources and to then use this information to tailor the survey. It also included follow up focus groups that allowed us to gather in-depth information from various groups on campus such as survivors, members of fraternities and sororities, and members of the LGBT community, to ensure that their voices were heard. Lastly, as part of a comprehensive process, the campus climate assessment must be linked with the development of an action plan. This requires a strong, collaborative approach among researchers, student affairs, and university leadership. While it may be useful for campuses to administer a campus climate survey, we found that it is much more involved and meaningful to engage in a comprehensive process that translates the findings into action.

At the outset of the project, Rutgers researchers at the Center on Violence Against Women and Children developed a conceptual model to guide the assessment process and reflect the team's belief that, in order to systematically assess the campus climate at a university or college, several activities may be necessary in addition to the campus climate survey.

The steps of the conceptual model include multiple forms of data collection, which complement the data gathered from the campus climate survey (see Figure 1).
The model guided our work throughout the process, providing a framework that allowed us to engage in stages of comprehensive planning, implementation, and dissemination.

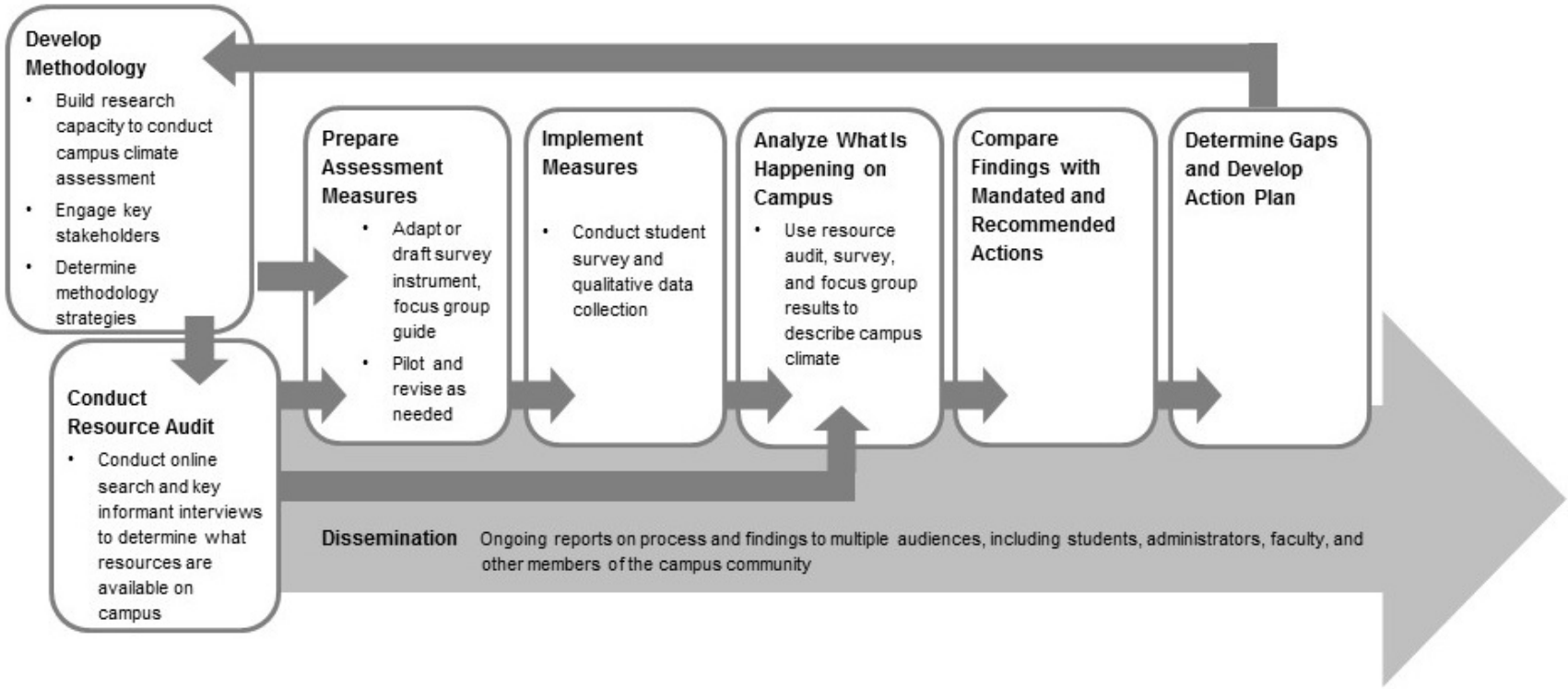

Figure 1: Campus Climate Conceptual Model

Recommendation:
Colleges and universities should engage in a comprehensive assessment process that includes a climate survey alongside other forms of data collection (such as focus groups) and provides a feedback loop to administrators.

Advisory Board

Convening an Advisory Board was a key component of the campus climate assessment at Rutgers–New Brunswick, as it engaged a diverse group of individuals on campus with a shared purpose of addressing sexual violence. Researchers invited individuals in leadership positions to serve on the Advisory Board as it was essential for the project to have institutional support to:

- develop the financial and human resources necessary to conduct all components of the assessment;
- engage widespread support for the project;
- support the evaluation of the current institutional response to sexual violence on campus; and
- plan improvements based on the assessment.

At Rutgers-New Brunswick, advisory board members included the Title IX Coordinator, the Vice Chancellor of Student Affairs, the director of the Office of Violence Prevention and Victim Assistance (Rutgers University's crisis and counseling center for victims of sexual violence), and other campus representatives.

Recommendation:
Develop an Advisory Board comprised of key campus stakeholders to provide broad-based university support for the planning and implementation phases for the assessment process.

University Leadership

Soon after developing the conceptual model, the research team met with university leadership on the New Brunswick campus, including the Chancellor, Legal Counsel, Director of Institutional Research, the Vice Chancellor for Student Affairs, the Dean of the School of Social Work, and other key leaders to review the project. The discussion included an overview of the project and a review of the survey to be used. Potential challenges were discussed, such as anticipating how to address concerned parents and students, and consensus about the response was reached. Additionally, a commitment to the campus climate assessment process was expressed by university leaders, with the goal of using the information to continue to improve the institutional response to sexual violence through the development of an action plan. The Administration

supported a transparent process, and one where the findings would be shared the community, regardless of the responses.

Garnering support from this level of leadership was critical to the success of the project. The research team was able to cite support from the administration in order to achieve its objectives. As the project progressed, periodic updates were provided to university leaders to keep them apprised of the work.

Recommendation:
Meeting with university leadership before beginning the assessment to discuss the goals, methods, and any concerns provides an important foundation for the project.

Institutional Review Board

Prior to the data collection phases of the campus climate assessment process, the research team met with Institutional Review Board (IRB) administrators to explain the study. Researchers believe that meeting with this campus body responsible for facilitating ethical human subjects research was helpful, as there were numerous amendments submitted throughout the assessment process, and the IRB team was responsive and supportive, increasing facilitation and approval of the study. Prior to the study, all documents were prepared for the IRB including an informed consent.

Recommendation:
Campuses are encouraged to meet with Institutional Review Board administrators to explain the study prior to submitting an initial application.

Institutional Research

Before conducting the campus climate survey, the research team also met with the Rutgers Office of Institutional Research and Academic Planning (OIRAP or "Institutional Research"). Students at Rutgers are asked to take many surveys throughout the year, some of which the university is federally mandated to conduct, and many of which are administered by OIRAP. Meeting with Institutional Research staff before scheduling the campus climate survey allowed the research team to avoid planning the survey for a period when other data collection initiatives might compromise students' willingness to participate.

Institutional Research was also a valuable partner in programming the survey into the online administration system (Qualtrics), administering the survey to students, and

matching demographic information for each survey participant. This process increases reliability and minimizes fatigue among respondents; once demographic information was matched, the dataset was de-identified.

Recommendation:

Campuses should consider consulting with their university's Office of Institutional Research to help schedule the survey, administer it, and potentially match demographic information to the dataset.

Resources for participants

Because the subject of the campus climate survey and may be a triggering event for participants, especially survivors, it is essential to provide information about on and off campus resources (the *Not Alone toolkit* provides sample language to include after the survey). In addition, the team at Rutgers–New Brunswick included resource information in outreach materials and worked closely with the victim services program on campus (Office of Violence Prevention and Victim Assistance, VPVA) to make sure groups such as Residence Life were prepared in case the study prompted additional disclosures. The director of VPVA served on the Advisory Board and she and her staff provided guidance throughout the study about how to minimize any potential risk to students, and to make sure support was available. Based on anecdotal information, it does not appear that there was an increase in the disclosure of sexual assaults during the survey period.

Recommendations:

It is essential for campuses to provide information about sexual violence resources to all study participants in the survey as well as in outreach materials.

Partnering with the department responsible for providing support to victim/survivors throughout the survey process allows important insight about how to minimize risk to students.

II. Preparation of Assessment Measures[1]

As a part of the planning phase, it is essential to prepare the assessment measures, which included a resource audit at Rutgers–New Brunswick, as well as determining survey content and obtaining feedback on the survey. This resulted in the modification of the survey in a number of ways described below, including adjusting the victimization questions, adding a reliability question, and including a social desirability scale. Other considerations were the gendered nature of survey items and the survey length.

Resource Audit

Prior to administering the survey, researchers conducted a resource audit involving interviews with key stakeholders and a review of information available online about campus sexual assault (see Appendix A). The information gained through the resource audit was used to modify the campus climate survey instrument developed by OVW (shared in the *Not Alone* toolkit) in two main ways.

First, the results served to generate minor changes throughout the survey, ensuring the language was consistent and accurately reflected the array of resources offered to students on campus. For example, the original survey instrument from OVW asks students who experienced sexual assault on campus about whom they have disclosed it to, with general responses such as "campus sexual assault advocate" and "police." The resource audit allowed the research team to tailor the list of possible outlets for reporting the assault to include campus-specific resources, such as "Office for Violence Prevention and Victim Assistance" or "Rutgers University Police Department (RUPD)."

Second, the resource audit was useful in creating two new scales to include in the survey to measure students' exposure to information about sexual violence and their awareness of campus services (See Appendix C).

The Level of Exposure Scale (McMahon, 2014) includes two questions. First, participants are presented with a number of campus events/resources related to sexual assault and are asked, "Since you came to Rutgers, which of the following have you done?," and to check all that apply. The list at Rutgers included 14 items, such as "Discussed sexual assault/rape in class," "Attended an event or program about what

1 The survey used by the Rutgers– New Brunswick research team is included in Appendix C and incorporates notations of changes made to the original OVW instrument provided in the *Not Alone* toolkit.

you can do as a bystander to stop sexual assault," "Seen crime alerts about sexual violence," and "Seen or heard campus administrators or staff address sexual assault."

A second question asks about information that students have received about sexual violence since coming to campus; "Since coming to Rutgers, have you received written (e.g. brochures, emails) or verbal information (e.g. presentations, training) from anyone at Rutgers about the following?" Again, students are able to check all that apply. At Rutgers, five items were included such as "The definition of sexual assault," "How to report a sexual assault", and "Title IX protections against sexual assault". (See Appendix C).

The results of this scale have been especially helpful in developing an action plan with our administration since they have pinpointed opportunities to increase students' exposure to information about resources and responses to sexual assault. Universities can adapt the items on this scale to suit the needs of their campus.

The Awareness of Campus Services Scale (McMahon, 2014) asks students, "How aware are you of the function of the campus and community resources specifically related to sexual assault response at Rutgers listed below?." Participants could indicate a response on a Likert Scale from 1 (not at all aware) to 5 (extremely aware). At Rutgers, we asked about eight resources, such as health services and the Office for Violence Prevention and Victim Assistance (see Appendix C). Items should be adapted to reflect the resources that are unique to each campus.

Recommendations:

Tailor the survey instrument to reflect the institutional services and resources available as identified through a campus resource audit or similar process.

Use campus-specific scales such as Level of Exposure or Awareness of Campus Services as means for collecting information that can be used to better understand the needs of the particular campus and also to help develop a meaningful action plan.

Determining survey content

As described in the campus climate toolkit in the *Not Alone* report, each campus needs to determine its desired outcomes for the survey to help identify what information should be collected. At Rutgers–New Brunswick, we used the survey developed by the Office on Violence Against Women, which is a promising practice survey as it includes items that are from validated scales and/or are well-researched. The *Not Alone* toolkit

provides guidance as to what is considered "essential components" such as rates of sexual violence and students' awareness of policies and resources. We started by including the questions that appeared in the *Not Alone* sample survey as "Sample Warm-Up and Climate Questions "(*Not Alone* toolkit, p. 20).

The *Not Alone* toolkit also provides a number of optional modules. At Rutgers–New Brunswick, we opted to include some of the questions about students' willingness to intervene as bystanders to situations involving sexual violence. This was determined for a number of reasons including alignment with university's sexual assault prevention programming, which focuses on bystander intervention.

Although we wanted to obtain information about other important issues such as Intimate Partner Violence (IPV), we were concerned about the length of the survey and opted not to include them on this version. However, with input from the Advisory Board, we plan to rotate these questions into future administrations of the survey.

Recommendations:

Work with the Advisory Board to determine campus-specific priority areas for the survey.

Utilize validated and/or research-based scales such as the ones provided in the Not Alone toolkit.

If there are certain scales/questions that are important yet add too much length, consider reserving them for use in future surveys.

Obtaining pre-administration feedback on the survey

Prior to actual administration of the survey, the Advisory Board offered critical feedback to the researchers on the survey's content and suggested language which might be more familiar to students at Rutgers University–New Brunswick. Additionally, the Board provided suggestions on the wording of questions, repetitiveness, or usefulness of some items, response categories for some scales, tailoring questions to Rutgers University– New Brunswick, and adding a question to collect particular details of an incident of sexual violence (i.e. "How long after the incident did you first tell someone what happened?").

Before administering the campus climate survey to the general student body, it was piloted with a small group of students, plus students and staff from VAWC. The pilot was used to assess the readability of the survey and average completion time. Based on the pilot survey, a number of minor changes were made throughout the survey to ensure that the instrument was understandable and that it elicited the information

needed from students. Some questions found to be confusing by the pilot group were edited for clarity.

Recommendation:

Prior to survey administration, gather feedback on the survey from an Advisory Board, students, and other faculty/staff.

Modification to victimization questions

A central focus of campus climate survey is to obtain information on sexual victimization. Using the structure and questions provided by the *Not Alone* toolkit, our research team made a number of changes prior to implementing the survey and also provided suggestions for future surveys.

Changes

As a result of the pilot, a few changes were made to the victimization questions.

1. The placement of the descriptions of the different types of sexual violence ("forced touching of a sexual nature; oral sex; sexual intercourse; anal sex; sexual penetration with a finger or object") that were included in the original survey were discussed extensively with the research team and stakeholders. Ultimately, it was decided that these types of sexual violence were important to include as part of the definition of sexual violence provided to participants, but that it was not crucial for researchers to know which ones were experienced by survivors. For instance, while four out of the five types of sexual violence listed above were penetrative, it was decided that it would be irrelevant to know the type of penetration in our analysis or action planning on our campus. Therefore, no follow-up questions were included about which of these five types of sexual assault occurred. However, as discussed below, we believe there may be other ways of asking about types of sexual violence that can provide clarity in future analyses.

2. The original survey asked about "forced" or "threatened" sex while excluding coercion. Hence, this survey added wording that included coercion as part of the definition of sexual violence.

3. The questions in the original survey included both physical force and threat of force in a single question. The research team divided these types of sexual violence into two distinct questions.

4. VAWC researchers also wanted to distinguish between “attempted” and “completed” acts of sexual violence.

Based on these changes, VAWC used six questions to measure “unwanted sexual contact” while on campus that included:
1) completed acts through physical force,
2) completed acts through coercion or threats,
3) attempted victimization through physical force,
4) attempted victimization through coercion or threats,
5) acts taking place while the victim was incapacitated that the victim was sure occurred, and
6) acts taking place while the victim was incapacitated that the victim was not sure occurred. (See Appendix C).

Our survey also incorporated an additional question “Did you ever experience any form of sexual violence before coming to Rutgers?” This question was requested by one of our Advisory Board members and has been very useful in providing information about how many of our students are already coming to college with victimization experience, as well as rates of revictimization. This information is important for universities and colleges to collect as it can directly impact the actions taken by university officials to help survivors as they arrive on campus as well as influence prevention programming. Further work is needed to determine the best way to ask about previous sexual violence experiences, and potentially to distinguish among types of victimization (i.e. childhood sexual abuse, teen dating violence).

Challenges

Despite revisions, this section of the survey still posed some challenges during the analysis. In particular, since the phrase “unwanted sexual contact” is comprehensive, it can include a range of offenses from unwanted comments to touching to what is commonly known as rape. Hence, it was nearly impossible for the researchers to distinguish among types of sexual violence that differ in severity.

The phrase “unwanted sexual contact” may also be confusing to students, since it did not match the language provided in the introduction where “sexual assault” and “sexual violence” are discussed. This was supported by our focus groups, which revealed that many students are unaware of the difference between forms of sexual violence that are non-contact (such as sexual harassment), sexual assault, or criminal sexual contact. We therefore suggest including separate sets of questions for *non-contact unwanted sexual experiences* and *unwanted sexual contact.*

While the researchers did not necessarily need to know which *type* of penetration occurred, it would have been helpful to distinguish between penetration and non-penetration acts in our analysis so that we could be more specific about reporting types of victimization. Whether an act includes penetration is a criterion for determining whether it is regarded as "sexual assault" (commonly referred to as "rape") by law in New Jersey or the non-penetration crime which is sexual contact. Other campuses may wish to determine which types of criteria are put forth in their state's laws to help determine which follow up questions are needed.

Additionally, there are certain follow-up questions that would be more appropriate for different types of sexual violence (e.g., for sexual penetration/rape, knowing if it was attempted or completed[2]).

Based on these concerns, the researchers developed a flow chart of suggested sexual victimization question categories that may provide important and necessary distinctions among types of sexual violence. While further work is needed to test whether this structure is helpful, we offer it as one that we think would have been useful to our analysis, in retrospect. Please see Appendix D, Suggested Structure for Sexual Violence Victimization Questions.

Recommendations:

Questions asking about sexual violence victimization should be structured to distinguish among non-contact unwanted sexual experiences and unwanted sexual contact; further distinctions such as penetrative versus non-penetrative acts may be important to help describe types of sexual violence (see Appendix D).

Researchers should consider including a question on their survey instruments to measure students' victimization rates prior to entering college. Further work is needed to determine the best way to ask a set of questions about previous experiences.

2 Although the VAWC adaptation of the survey asked about "attempted" versus "completed" sexual assault using survey questions adapted from validated scales, we believe that the wording of these questions needs to be improved. The phrase "attempted but not succeeded" is potentially problematic, as the meaning of "unsuccessful" sexual violence is ambiguous. Further, stating the question this way could imply that the converse means that some sexual violence might be "successful," which is not intended.

Reliability question

In order to ensure that students who take the survey are thoroughly reading all the questions, a "reliability check" was included. The item instructed, "If you are still reading this survey, please mark '5' for this question." This question was added in response to concerns that participants might submit surveys in order to be entered into the raffle for the incentive money without reading the questions and simply clicking through the survey. The question was inserted toward the end of the survey within an existing scale to be inconspicuous. A total of 835 students did not answer this question correctly, and were removed from the analytic sample.

Recommendation:

Include a reliability question on survey instruments in order to weed out responses in which students simply clicked through the survey without reading the questions.

Social desirability scale

Because questions about sexual violence and bystander intentions may be highly influenced by perceived peer norms, we added a measure to assess participants' social desirability bias, or tendency to provide the answers that they think the researchers want to hear (Stöber, 2001). While the inclusion of this scale will allow us to control for social desirability in certain analyses, the reliability for the scale was moderately low (α = .71). Additionally, in the open ended comments at the end of the survey, some students stated they found the purpose of the scale unclear and the nature of the questions odd in the context of the rest of the survey.

Recommendation:

Include a scale to measure students' susceptibility to socially desirable responding; however, adapt it so that it is relevant to the survey.

Gendered nature of questions

For questions on the survey addressing bystander intentions and behaviors, there were concerns that the questions were gender-biased, with women as victims and men as perpetrators. Although research suggests that the majority of sexual violence acts are committed by men against women, we know that men can be victimized and that women can be perpetrators. As a result, questions that reversed the gender of original items (e.g., "have you seen a girl taking a drunk guy back to her room?") or gender neutral questions were included.

Recommendation:
It is important to consider the gendered nature of questions. It may be helpful to formulate some of the bystander questions in a non-gendered or gender-neutral manner to appeal to students.

Other modifications

A number of demographic questions were added to the survey in order to assess student participation in campus groups and student housing arrangements. Some of these questions are based on research showing that particular subsets of students (fraternity or sorority member and athletes) experience sexual violence victimization or perpetrate it at higher rates than others. The responses for where students' reside (residence hall, fraternity or sorority house etc.) were added to the Rutgers survey based on previous research (Banyard, et al., 2012). Additionally, the directionality of the responses for all Likert-type scales (strongly disagree to strongly agree, for example) were made uniform throughout the survey.

Recommendation:
Include demographics that are important to each particular campus.

Length of survey

As part of the piloting process, participants' time to complete the survey was recorded (average of 25 minutes) and determined to be too long and potentially prohibitive to participants. The research team had already removed modules and questions from the survey (e.g., intimate partner violence, rape myth acceptance scale, bystander confidence scale, and vignette questions measuring contextual perceptions of sexual assault) over concerns about the length of the survey (we hope to include these questions in future administrations of the survey). After the pilot, questions asking if students had perpetrated a sexual assault and some questions on the Readiness to Help scale (Banyard, Moynihan, Cares, and Warner, 2014) were eliminated, reducing the time to complete the survey to 10-15 minutes. Even with this shortened time, some students still commented that the survey seemed long.

Recommendation:
Keep the survey short by determining which questions are prioritized for the survey and which questions should be asked at a later time.

III. Implementation of Measures

The implementation of the measures involved a number of aspects including the development of an outreach plan and decisions about the sample, incentives, online platform, and anonymous and confidential nature of the survey.

Outreach

The outreach effort for the campus climate survey was multipronged, as students absorb information through numerous different channels. Researchers created a poster campaign, sent out email blasts, and placed announcements for the survey in numerous student publications on campus. University leaders, both staff and students, wrote email messages that were sent to the entire student body to emphasize the importance of the survey. The research team also created a dedicated website to provide more detailed information about the project (See Appendix A).

The research team developed a recognizable brand, **#iSPEAK**, for the campus climate survey by using consistent imaging and messaging throughout all outreach efforts. The brand name was short, memorable, and emphasized the use of social media as the main outlet for the survey's outreach efforts. Central to the *#iSPEAK* campaign was the use of the message "iSPEAK because…" in which students were encouraged to share the reason that they were participating in the campus climate survey across social media forums, including Facebook, Twitter, and Instagram (see Appendix B).

While the social media campaign was designed to publicize the survey, it also was an opportunity for education and awareness-raising about campus sexual violence, encouraging conversations among students and building student ownership of the issue. Students participated in the social media campaign because they felt vested in this issue, which, in and of itself, was a positive though unintended outcome of the survey.

Recommendations:

Consider creating a brand for surveys and use consistent messaging throughout all outreach efforts.

Take advantage of the array of communication platforms available to publicize the survey and to utilize various social media outlets.

Sample

Researchers at VAWC elected to use a census design in which all students enrolled at Rutgers University–New Brunswick campus were invited to participate in the online campus climate survey. Researchers felt it was very important for all students to have an opportunity to share their voices and experiences, including survivors of sexual violence, members of the LGBT community, student leaders, athletes, fraternity/sorority members, students affiliated with cultural centers, and other subgroups on campus. Therefore, a census design was selected as it maximized inclusiveness and allowed for the design of a broader public awareness campaign to reach all students. Census designs, while associated with lower response rates, have benefits as they are less complex to administer and allow for incentive drawings, reducing the overall cost of incentives.

We found that our analytic sample is roughly representative of the total population, although analyses indicate that some differences exist. According to chi-square goodness of fit tests, women were somewhat overrepresented in the sample, and first-year undergraduate students were slightly underrepresented. Although statistical testing indicated slightly significant differences between the sample and the student body in some categories, the racial and ethnic composition of the sample mirrored the make-up of the student body as a whole. The same was true for percentages of graduate and undergraduate students in the sample compared to the student body.

Recommendations:

Find ways to give all students the opportunity to share their voices and experiences, including survivors of sexual violence, members of the LGBT community, and other subgroups on campus when selecting a sampling frame.

Carefully consider the pros and cons of a census design versus selection of a random sample.

Identify a sampling frame that best meets each university's needs and goals and is appropriate to the institution's capacity.

Incentives

The census design for the campus climate survey influenced the development of the incentive plan. Researchers needed to devise an incentive structure that would maximize response rates; however, the large number of potential participants made providing compensation to each student who completed the survey impossible. After

polling students, it was determined that the most preferred incentive type was cash. Cash prizes ranging from $150 to $300 were distributed to 75 winners with $13,000 in total.

A tiered incentive structure was developed in which the largest cash prizes were awarded to those students who completed the survey in the first days of its availability. This encouraged students to participate early in the survey period and allowed the research team to adjust the outreach strategy if response rates appeared to be lagging. For example, pictures of early cash prize winners were posted on social media, with the winners' consent, legitimizing the survey and enhancing its visibility among students.

While some students in focus groups conducted after the survey commented that they typically only respond to a survey when there is some type of an incentive available, very few students recalled the incentives as motivation for taking the #*iSPEAK* survey.

Recommendations:

Schools should consider providing appropriate incentives to maximize participation.

Online Administration Using Qualtrics

The campus climate survey was administered online in order to allow students to complete the questionnaire from any computer or mobile device. In addition to increasing the accessibility of the survey, online administration offers several additional advantages. First, the online tool minimizes significant data entry errors, increasing the reliability of the data. Related to this, data are available immediately after the survey is closed, though the files still require cleaning and preparation before analysis begins. Second, survey software like Qualtrics, which was used at Rutgers, allows researchers to track response rates in real time and target survey invitation and reminder emails. For example, after the initial email asking students to participate in the *#iSPEAK* survey was sent, follow-up messages were only delivered to those students who had not already submitted their responses. Third, the survey's use of skip logic to present students only with those questions relevant to their experience is made substantially simpler through online administration.

Recommendation:

If available, use an online version of the campus climate survey to increase flexibility of administration and reliability of data.

Anonymous/Confidential

While online survey administration may be anonymous, the Rutgers University–New Brunswick campus climate survey was not. Instead, the data collected confidential information from students. Respondents were asked to enter a unique identifier (student identification number) to access the survey, allowing researchers to select incentive winners from those who had participated and target those who had not with follow-up reminders. The Office of Institutional Research and Academic Planning (OIRAP) staff also used these identification numbers to match survey responses with individual demographic data from student records. Before providing the research team with the dataset, OIRAP staff removed the unique identification numbers, making it impossible for researchers to link any individual student with his or her survey responses. This procedure, which spared respondents from answering tedious demographic items, was executed smoothly. Although a small number of students (n=2) noted in the final comment field of the survey that the lack of anonymity might prevent other students from responding, we received no feedback that would lead us to believe students declined to take the survey because they were asked to provide their student identification numbers.

Recommendation:

Carefully evaluate the benefits and drawbacks of anonymous versus confidential survey administration.

Response Pattern Over Time

Of 41,815 eligible students invited to take the survey, 12,343 of eligible students accessed the survey during the administration period (October 27–November 12, 2014), for a response rate of 29.5 percent. Figure 3 illustrates the pattern of responses accumulated into the total survey response rate during the 17 days that the survey was available. One quarter of all responses were submitted within the first day of the survey's availability. Thereafter, the number of daily responses decreased substantially, with spikes following email reminders to those students who had not yet participated. Following the first-day responses, the second- largest daily response occurred after students received a notification via MyRutgers, a web portal through which students are sent reminders regarding enrollment, tuition, and other issues of high importance. Another 26 percent of responses were submitted in the two days following the MyRutgers alert. A final bump in daily responses was achieved by extending the survey for one weekend and furnishing additional cash prizes to be awarded through random drawings among participants.

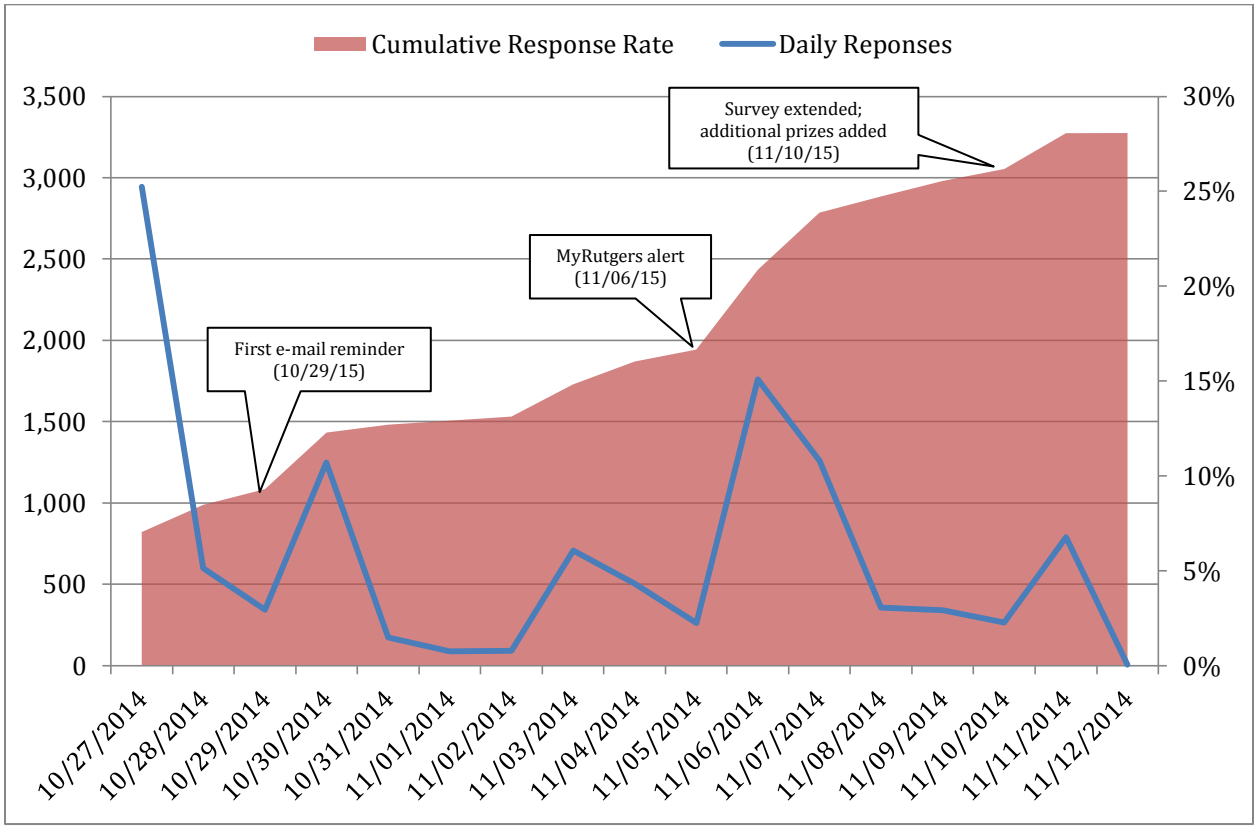

Figure 3. Daily Responses and Cumulative Response Rate During Survey Period

Recommendation:

Plan to invite students to take the survey and send out reminders to those who do not respond, taking advantage of communication venues that will reinvigorate the response rate throughout the administration period.

IV. Data Analysis

Analyzing the data included a number of steps, including data cleaning, developing a data analysis plan, addressing missing data, assessing the scale performances, and addressing potential items/unclear responses.

Data Cleaning and Preparation

The research team received the de-identified raw data from the Office of Institutional Research and Academic Planning staff approximately two weeks after the survey period ended. A member of the team then began cleaning the data and preparing the dataset for analysis according to a predetermined protocol that included examining frequency distributions for outliers; coding "other" responses; and creating aggregate scores.

Finally, the analytic sample was derived by creating a filter variable to eliminate cases containing no valid data, cases with multiple vulgar entries in qualitative fields, and cases with incorrect responses on an item designed to check reliability .The full process of data cleaning and preparation took approximately two weeks.

Recommendation:

The dataset should be cleaned and prepared according to established data management protocols so that the analysis is accurate.

Data Analysis

Researchers conducting the analysis of the survey data had extensive experience working with similar datasets. Procedures for working with the data were consistent with usual research practices. Basic analysis included: examining data missingness, assessing the sample's representativeness, evaluating the reliability of the survey's scales, and proceeding with descriptive analysis. Victimization rates were compared within demographic groups to identify the extent to which sexual violence experiences are disproportionately distributed in the sample. Initial results were presented to university administrators, who used them to begin identifying needs and creating an action plan. The Principal Investigator regularly communicated with administrators as *#iSPEAK* results became available. As school leadership requested additional analyses to inform the plan, the research team was able to promptly produce statistics.

Recommendations:

Analysis should include comparison of outcomes among different demographic groups for a nuanced understanding of variation across students' experiences, attitudes, and behaviors.

Researchers should conduct an iterative exploration of the dataset, working with administrators to identify and prioritize analyses in an ongoing fashion.

Data Missingness

The survey administered at Rutgers University–New Brunswick allowed students to skip any items that they did not wish to answer. Therefore, a proportion of each item's responses were missing. This proportion increased in a linear fashion as the survey progressed, to a maximum missing rate of approximately 12 percent.

Within the section on victimization, missingness was much higher. Among students who reported any experience of sexual violence at Rutgers and were presented with follow-up questions, approximately 37 percent did not provide responses. Further analysis will explore possible reasons for this increase in missingness among survivors on items specifically related to incidents of sexual violence. However, this suggests that some survivors were uncomfortable sharing details about their experiences.

Recommendation:

To address concerns of confidentiality, it may be useful to add information to the introduction to victimization questions that emphasizes that information cannot be linked to identity.

Scale Performance

The survey contained several scales, some of which were developed and administered for the first time in Rutgers University–New Brunswick's campus climate survey, and some of which have been used in other similar venues. Many were drawn from, and in some cases slightly adapted from, the original OVW survey provided in the *Not Alone* toolkit. To assess the reliability of the scales with Rutgers students, Cronbach's alpha values were calculated where appropriate. Information about these scales and their corresponding alphas are presented in Table 1.

Table 1. Scale Reliabilities

Scale	No. of Items	n	Cronbach's α
Sense of Community	8	9,963	.911
University Responsiveness	4	10,016	.866
University Handling of Sexual Assault	7	9,978	.913
Student Supportiveness	4	10,062	.767
Awareness of Campus Resources	8	9,594	.845
Readiness to Help[a]			
Action Subscale	4	9,412	.871
Taking Responsibility Subscale	3	9,414	.684
No Awareness Subscale	5	9,381	.649
Bystander Attitudes	7	9,410	.830
Bystander Behaviors	6	9,383	.570
Social Desirability Scale	16	9,373	.707

[a] Readiness to Help subscales will undergo further testing to confirm the dimensionality of the construct.

Issues Raised During Analysis

Although the survey instrument was thoroughly reviewed and piloted prior to full administration, certain problematic features of the questionnaire surfaced during data cleaning, preparation, and analysis. These issues are summarized below.

Perpetrator. Respondents who indicated that they had experienced at least one incident of sexual violence were asked, "Who did the unwanted sexual contact involve?" Although the question's wording is somewhat vague, it is intended to elicit information about perpetrators of sexual violence. Eleven response options were provided (see p. 12 of survey). Examination of text answers provided by students who selected "Other (please specify)" revealed that these response options were not mutually exclusive, creating confusion for participants. For example, a student selected "Other" and specified that the perpetrator was a "family friend." It was unclear whether this response should be recoded as "Friend," "Family member," or "Casual acquaintance or hookup," or if it should be left in the data as "Other." Similarly, several students' perpetrators fell into ambiguous categories that could not be adequately captured in the response options provided. These were descriptions like "random frat guy," "classmate," "floormate," and "friend's friend." The question's response options also failed to capture the blurry social connections between perpetrators and victims. Finally, it is worth noting that one respondent took issue with using the word "friend" to describe the perpetrator, instead selecting "Other" and specifying "former friend."

Reasons for Nondisclosure. Students who reported at least one experience of sexual violence were asked if they told anyone about what happened (students reporting multiple instances of sexual violence were instructed to answer follow-up questions in reference to the "most serious" incident). Those who told no one were then asked why they did not disclose and provided with a list of reasons; respondents could check multiple answers (see Appendix C, Campus Climate Survey for the full list of response options). The most common reasons cited for not telling were "Wanted to forget it happened" (52.7 percent), "It is a private matter; I wanted to deal with it on my own" (50.7 percent), and "Didn't think what happened was serious enough to talk about" (50.0 percent). Still, several students selected "Other (please specify)" and wrote responses like "No big deal," "It wasn't a huge issue," and "Nothing very serious happened." These responses may be qualitatively different from the options highlighted above in that the students who wrote in these responses did not assume that the event *should* be viewed as serious. All of the provided responses to this question can be read as carrying that implication, which may not capture the experience of all students who experienced sexual violence and told no one.

Recommendation:

Questions about the details of incidents of sexual violence should offer response options that are mutually exclusive, exhaustive, and free from assumptions about students' experiences.

V. Development of an Action Plan and Dissemination

The end goal of the campus climate assessment process at Rutgers University–New Brunswick is to continue to improve both the prevention of and response to campus sexual violence. From the beginning of the process, the university administration voiced a commitment to creating an action plan based on the assessment's results. This was built upon an institutional history of addressing the issue of campus sexual assault. The administration made it clear that the process was not just "something that they had to do," but one which they valued and would respond to, regardless of results.

In order to realize this plan, the research team has been meeting regularly with members of the administration as well as other key stakeholders on campus to share results of the assessment and offer recommendations for the campus community. The collaboration among researchers, students, and administrators has created a strong foundation for implementing several efforts to build upon Rutgers' long history of responding to campus sexual violence.

The research team is also planning to share the results of the study in a number of venues with students, faculty, staff, and the public. It has been helpful for the researchers to meet with key university leaders, including relevant campus offices, to develop a communications plan that considers all important audiences, including students, faculty, campus leaders, the public, news media, etc. This includes the development of products for internal and external groups, briefings for key individuals, and coordination among all stakeholders. Building in time to plan the steps to publicly share the results is something that is useful to consider when developing a timeline for a comprehensive assessment. Prevention Innovations, from the University of New Hampshire, has provided a resource guide on "Communicating and Using Climate Survey Results" which provides many important suggestions (http://cola.unh.edu/sites/cola.unh.edu/files/departments/Prevention%20Innovations/Climate_Survey_Guideance_FINAL_10_24_14_.pdf)

Recommendations:

Colleges and universities should develop an action plan that can be released along with the campus climate results.

Institutions should consider multiple methods of releasing the survey data in a manner that is both transparent and easily understandable to the public, students, and university administrators.

It is beneficial to work with the relevant campus office(s) to develop a coordinated communications plan that considers all important audiences (students, faculty, campus leaders, the public, news media, etc.)

Time to develop a coordinated communications plan should be incorporated into the planning and schedule for the project. It is helpful to create this plan collaboratively with key stakeholders from around campus.

VI. Feedback on the survey experience

Campus-wide reactions to survey

The Rutgers University–New Brunswick community responded favorably to participating in the campus climate survey. This positive response was demonstrated in the support that the research team received from campus leadership and various entities on campus, including libraries, student centers, and residence life. These campus entities collaborated with the research team to accomplish numerous survey outreach activities, including setting up and staffing "pop-up" survey stations in the libraries and student centers, distributing print materials, and sending out survey announcements in various university publications and in electronic media.

In addition to the positive response and support the research team received from campus entities, the university did not receive any complaints from Rutgers University–New Brunswick students or students' parents regarding the campus climate survey.

Participant feedback on survey

Participants' feedback on the survey was gathered through two major avenues, including comments provided at the end of the survey and focus group responses.

Comments section. Participants were asked if they had any comments to offer at the end of the survey. Nearly 1,900 (n=1,892) students entered something in this field on the survey although a number of these were comments such as "no", "N/A", or "nope." The more substantive comments (n=1,455) were examined for themes and commonalities. Themes included: positive feedback; a desire to learn more about sexual violence or be involved in the issue; suggested changes (such as environmental changes for example increasing blue lights or more programmatic efforts) at Rutgers University; comments or stories about harassment or sexual assault; comments related to the survey including suggested changes; and comments about alcohol in relation to sexual violence.

Many of the comments focused on positive feedback. These participants generally expressed thanks for the survey or a desire to learn more about sexual violence or be involved in addressing the issue. A number of these remarks suggest that for some participants, the survey was not only a method of gathering information but an educational experience. The survey helped increase awareness of the issue among

some students and motivated others to consider taking action on sexual violence. These types of comments included a range of responses such as the following:

- “Thanks for addressing this issue!”
- “Great survey to analyze sexual assault as it is a pressing matter, especially for universities!”
- “Thank you for doing this survey, IT IS SO IMPORTANT. We can change the world, we can change rape culture and I am so excited that the White House is getting involved and taking this issue seriously.”
- “Had no idea there was this kind of problem on campuses. Will learn more about it.”
- “I think this is a great way to enlighten people on the fact that Sexual assault and Sexual Violence is a serious thing and everyone should take action against it by getting involved or even researching about it.”

Another major theme which emerged from the open comments was suggestions or observations about the survey itself. The commonly discussed topics in regard to the survey were: the social desirability scale (discussed earlier in this report); feeling like the survey was not targeted at the particular student completing the survey (e.g., graduate, commuter, nontraditional student), or specific suggestions for wording or other changes in the survey. Suggestions for the survey or wording changes included:

1. Altering the length of the survey (some students commented that the survey was too long or repetitive).
2. Remarks regarding the heteronormativity or gender bias of the questions, such as “This survey is VERY heteronormative. It asks about and addresses sexual assault between males and females but it does not address at all sexual assault within the gay community.”
3. Comments about the survey or questions being unclear or confusing (both generally throughout the survey and regarding specific questions).
    - “I believe some of the questions should be reviewed, as some of them are a bit confusing for understanding.”
    - “The initial questions regarding 'experiences' were a little confusing. I was raped recently and did not feel as though I was threatened physically or coerced because there was the threat that the situation COULD get violent. I think that it was more shock or fear that prevented me from reacting and it wasn't actually the threat of violence that allowed this to happen. I think the question could be improved slightly, but overall I think the survey was well done.”

Researchers at VAWC were specifically concerned with the sensitive nature of the questions asked and any possible negative reaction to these questions. The open ended commends were coded for possible negative reactions from the participants. Of 1,455 comments coded, 22 (1.5 percent) remarks were coded as indicating concern with the nature of the survey itself; only a minority (n=8)[3] of these comments were from sexual violence survivors. Most comments were from non-survivors who suggested the survey was "intense" or "difficult" or were concerned that it could be triggering to survivors. For those survivors who suggested the survey was difficult to answer, some reported that despite this, they felt it was still important to complete the survey. For example, one participant stated "I'm really glad this survey exists. I will admit, it was difficult to complete since it brought up negative memories. However, sexual assault is a very real concern on [*sic*] mine. . . ." Another similar comment stated, "This was a difficult survey to take, but I'm glad I did. I hope you meet whatever goal it is you're trying to achieve because it seems like you people are on the right track." There were also two comments from survivors who indicated that the survey left them feeling upset because of its intensity. This reinforces the recommendation that researchers should be sure to provide resources for all participants, and to be upfront about the sensitive nature of the survey, and include "trigger warnings" in the introduction and the informed consent.

Focus groups. Following the administration of the #*iSPEAK* Campus Climate Survey, researchers at VAWC conducted 21 focus groups with a total of 179 students on the Rutgers– New Brunswick campus. The focus groups were intended to build upon the knowledge that was gleaned from preliminary analyses of the campus climate survey data. The focus groups were conducted with general undergraduate and graduate students as well as with specialty student populations, which included student organization members, student leaders, LGBT students, university athletes, and sexual assault survivors. During all of the focus groups, researchers at VAWC asked several questions regarding students' experiences with the #*iSPEAK* campus climate survey.

After completing a preliminary analysis of the focus groups, results indicated that a majority of students remembered the #*iSPEAK* survey, with many able to recall that the intention of the survey was to gather information about students' perceptions of campus sexual assault and awareness of campus sexual assault resources. A majority of focus group participants described the #*iSPEAK* campaign positively, with many viewing the campaign as educational, as a conversation starter, and as a first step in changing how the university responds to sexual assault. This was also true for participants in the

3 Two of the 22 participants who had opened- ended remarks coded as having concerns with the survey itself were missing data for the sexual victimization questions.

survivor focus group. Several participants in the survivor focus group described the #*iSPEAK* campus climate survey as a necessary and much needed outlet for Rutgers University– New Brunswick students, with one survivor stating, “I was actually really excited when I saw it just because I felt that something like that needed to be in existence.”

Overall, very few participants reported negative feedback regarding the survey instrument. There were no reports of the survey revictimizing survivors among focus group participants or having a negative impact on participants in any manner. The negative feedback that was reported during the focus groups targeted the survey’s demographic questions, specifically critiquing the demographic questions as not being inclusive of all gender identities and expressions. While there were some mixed reports regarding the length of the survey, with some students reporting that the survey was too long, many students reported that the survey length was appropriate and short enough to hold students’ attention.

Recommendation:

***Include an opportunity for students to provide feedback about the survey and their experience, potentially through an open-ended question on the survey itself, and/or in follow up opportunities such as focus groups*.**

VII. Conclusion

In order to provide more detailed information regarding the steps of the campus climate assessment process, researchers at VAWC have developed *Understanding and Responding to Campus Sexual Assault: A Guide to Climate Assessment for Colleges and Universities.* This guide provides key considerations and lessons learned as well as relevant tools and resources to comprise a generalizable method that may be adapted to other higher education settings interested in assessing the climate on their campus. To download the guide as well as the tools and resources, please visit: http://socialwork.rutgers.edu/CentersandPrograms/VAWC/researchevaluation/CampusClimateProject.aspx

For more information on the tools provided or *Understanding and Responding to Campus Sexual Assault: A Guide to Climate Assessment for Colleges and Universities*, please feel free to contact campusclimatestudy@ssw.rutgers.edu

In addition to *Understanding and Responding to Campus Sexual Assault: A Guide to Climate Assessment for Colleges and Universities*, the *Not Alone* toolkit provides a number of helpful guidelines for developing and implementing campus climate surveys (www.notalone.gov/assets/ovw-climate-survey.pdf). Many of our recommendations throughout this report as well as in the guide composed by researchers at VAWC build upon the information provided in the toolkit.

Summary of Recommendations

Below is the list of all recommendations that were discussed in this report. Researchers from VAWC based this list on research evidence and best practices as well as researchers' experiences conducting the campus climate assessment on the Rutgers–New Brunswick campus this past year. The purpose of these recommendations is to suggest direction to colleges and universities interested in conducting a comprehensive campus climate assessment. Each recommendation is described in greater detail in the report.

Development of Methodology

- Colleges and universities should engage in a comprehensive assessment process that includes a climate survey alongside other forms of data collection (such as focus groups) and provides a feedback loop to administrators.
- Develop an Advisory Board comprised of key campus stakeholders to provide broad-based university support for the planning and implementation phases for the assessment process.
- Meeting with university leadership before beginning the assessment to discuss the goals, methods and any concerns provides an important foundation for the project.
- Campuses are encouraged to meet with Institutional Review Board administrators to explain the study prior to submitting an initial application.
- Campuses should consider consulting with their university's Office of Institutional Research to help schedule the survey, administer it, and potentially match demographic information to the dataset.
- It is essential for campuses to provide information about sexual violence resources to all study participants in the survey as well as in outreach materials.
- Partnering with the department responsible for providing support to victim/survivors throughout the survey process allows important insight about how to minimize risk to students.

Preparation of Assessment Measures

- Tailor the survey instrument to reflect the institutional services and resources available as identified through a campus resource audit or similar process.
- Use campus-specific scales such as Level of Exposure or Awareness of Campus Services as means for collecting information that can be used to better understand the needs of the particular campus and also to help develop a meaningful action plan.
- Work with the Advisory Board to determine campus-specific priority areas for the survey.
- Utilized validated and/or research-based scales such as the ones provided in the *Not Alone* toolkit.

- If there are certain scales/questions that are important yet add too much length, consider reserving them for use in future surveys.
- Prior to survey administration, gather feedback on the survey from an Advisory Board, students, and other faculty/staff.
- Questions asking about sexual violence victimization should be structured to distinguish among non-contact unwanted sexual experiences and unwanted sexual contact; further distinctions such as penetrative versus non-penetrative acts may be important to help describe types of sexual violence (see Appendix D).
- Researchers should consider including a question on their survey instruments to measure students' victimization rates prior to entering college. Further work is needed to determine the best way to ask a set of questions about previous experiences.
- Include a reliability question on survey instruments in order to weed out responses in which students simply clicked through the survey without reading the questions.
- Include a scale to measure students' susceptibility to socially desirable responding; however, adapt it so that it is relevant to the survey.
- It is important to consider the gendered nature of questions. It may be helpful to formulate some of the bystander questions in a non-gendered or gender-neutral manner to appeal to students.
- Include demographics that are important to your particular campus.
- Keep the survey short by determining which questions are prioritized for the survey and which questions should be asked at a later time.

Implementation of Measures

- Consider creating a brand for surveys and use consistent messaging throughout all outreach efforts.
- Take advantage of the array of communication platforms available to publicize the survey and to utilize various social media outlets.
- Find ways to give all students the opportunity to share their voices and experiences, including survivors of sexual violence, members of the LGBT community, and other subgroups on campus when selecting a sampling frame.
- Carefully consider the pros and cons of a census design versus selection of a random sample.
- Identify a sampling frame that best meets each university's needs and goals and is appropriate to the institution's capacity
- Schools should consider providing appropriate incentives to maximize participation.
- If available, use an online version of the campus climate survey to increase flexibility of administration and reliability of data.
- Carefully evaluate the benefits and drawbacks of anonymous versus confidential survey administration.

- Plan to invite students to take the survey and send out reminders for those who do not respond, taking advantage of communication venues that will reinvigorate the response rate throughout the administration period.

Data Analysis

- The dataset should be cleaned and prepared according to established data management protocols so that the analysis is accurate.
- Analysis should include comparison of outcomes among different demographic groups for a nuanced understanding of variation across students' experiences, attitudes, and behaviors.
- Researchers should conduct an iterative exploration of the dataset, working with administrators to identify and prioritize analyses in an ongoing fashion.
- To address concerns of confidentiality, it may be useful to add information to the introduction to victimization questions that emphasizes that information cannot be linked to identity.
- Questions about the details of incidents of sexual violence should offer response options that are mutually exclusive, exhaustive, and free from assumptions about students' experiences.

Development of an Action Plan and Dissemination

- Colleges and universities should develop an action plan that can be released along with the campus climate results.
- Institutions should consider multiple methods of releasing the survey data in a manner that is both transparent and easily understandable to the public, students, and university administrators.
- It is beneficial to work with the relevant campus office(s) to develop a communications plan that considers all important audiences (students, faculty, campus leaders, the public, news media, etc.)
- Time to develop a communications plan should be incorporated into the planning and schedule for the project. It is helpful to create this plan collaboratively with key stakeholders from around campus.

Feedback on Survey Experience

- Include an opportunity for students to provide feedback about the survey and their experience, potentially through an open-ended question on the survey itself, and/or in follow up opportunities such as focus groups.

Resources

Banyard, V. L., Cohn, E., Edwards, K., Moynihan, M. M., Walsh, W. & Ward S. (2012). University of New Hampshire Unwanted Sexual Experience Survey 2012. Retrieved from http://cola.unh.edu/sites/cola.unh.edu/files/departments/Justiceworks/use/UNHUSESsurvey2012.pdf

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McMahon, S. (2014). Level of exposure scale as cited on the Rutgers Campus Climate Survey. See Appendix C.

McMahon, S., Allen, C. T., Postmus, J. L., McMahon, S. M., Peterson, N. A., & Lowe Hoffman, M. (2014). Measuring bystander attitudes and behavior to prevent sexual violence*. Journal of American College Health*, *62*(1), 58-66.

Stöber, J. (2001). The Social Desirability Scale-17 (SDS-17): Convergent validity, discriminant validity, and relationship with age. *European Journal of Psychological Assessment, 17,* 222-232. doi: 10.1027//1015-5759.17.3.222

White House Task Force to Protect Students from Sexual Assault. Climate surveys: Useful tools to help colleges and universities in their efforts to reduce and prevent sexual assault. Retrieved from https://www.notalone.gov/assets/ovw-climate-survey.pdf

Appendix A. Campus Climate project website

The research team from Rutgers is sharing lessons learned in a guide comprised of serially released chapters along with resources and tools that will be available for download. The guides, complete with relevant tools, provide key considerations and lessons learned to comprise a generalizable method that may be adapted to other higher education settings interested in assessing the climate on their campus.

McMahon, S., Stepleton, K., & Cusano, J. (2014). Understanding and responding to campus sexual assault: A guide to climate assessment for colleges and universities:. Center on Violence Against Women and Children, School of Social Work, Rutgers, the State University of New Jersey: New Brunswick, NJ.

Available :
http://socialwork.rutgers.edu/CentersandPrograms/VAWC/researchevaluation/CampusClimateProject.aspx

Appendix B. Rutgers' #iSPEAK Campus Climate Survey Branding and Social Media Outreach Plan

This appendix presents the branding and social medial outreach plan used to promote the October 2014 #*iSPEAK* Campus Climate Survey at Rutgers, The State University of New Jersey, New Brunswick Campus.

Branding

Survey Name: #iSPEAK

The Rutgers University Campus Climate survey name was created by the research team. Researchers wanted to choose a name that emphasized students' voices and opinions on the topic of campus sexual assault. It was also important that the name be short and easy to spell. After several days of deliberation, the research team decided on the name "iSPEAK."

Survey Logo

Once the survey's name was selected, the research team created a logo to establish a consistent visual identity for the survey. The logo was intended to be simple, clear, and legible, depicted in the school's black and garnet colors. Writing the name in the form of a hashtag (#) emphasized the role that social media played in the promotion of the survey.

#iSPEAK

Photo Campaign

Grassroots Photo Campaign

The centerpiece of the #*iSPEAK* Outreach Plan was a photo campaign, which was based on a similar campaign at Emory University promoting its National College Health Assessment survey (M. Cordon, personal communication, July 7, 2014). The photo campaign was based on the idea that students have many different reasons for participating in a campus climate survey, all of which are important. Students were invited to photograph themselves holding up a piece of

paper with the prompt, "#*iSPEAK* because…," followed by their reason for taking the campus climate survey.

To jumpstart the grassroots campaign, members of the research team recruited student leaders to take "#*iSPEAK* because…" photos before the campaign launched. The photos were then posted to the #*iSPEAK* Facebook page in the days leading up to the survey and throughout the survey period. The team hoped that other university students would see the photos and join the campaign, posting on the official #*iSPEAK* Facebook page and their personal social media accounts using the designated hashtag. Although relatively few students participated in this way, the survey's social media pages were still well populated with the photos gathered earlier from student leaders.

Social Media

Facebook Account

As the #*iSPEAK* outreach centered on individual students' reasons for participation, it was essential to create a strong social media presence to amplify those messages. The research team created a Facebook group for the #*iSPEAK* survey and a Twitter account.

Two research team members made a daily schedule that queued the Facebook posts. Posts included "#*iSPEAK* because" photo campaign pictures, social media contest submission pictures, topcial articles, information about pop-up survey station s, and news about raffle prizes.

Research team members also posted photos of raffle winners picking up their cash prizes (after obtaining their written consent). Several of these photos were posted to the #*iSPEAK* Facebook page throughout the survey in the hopes of increasing student participation in the survey.

Social Media Contest

A social media contest furthered the success of the photo campaign and increased the overall social media presence of the survey. The contest was created by the research team in collaboration with an Advisory Board member who had a prominent role in campus residence life.

The social media contest was open to all Rutgers University-New Brunswick students who lived in a residence hall, as these students make up a large proportion of the campus population. The contest guidelines were very broad to encourage student creativity. Participants were invited to take a picture with other

students from their residence hall, promoting the #*iSPEAK* survey however they chose, provided that they did not violate the student code of conduct.

Students then emailed their photo submission, along with the name of their residence hall and contact information, to the research team, who posted the photos to the #*iSPEAK* Facebook page. Winners were determined by the number of "likes" each photo received on the #*iSPEAK* Facebook page until the contest deadline. The photos receiving the most likes on the #*iSPEAK* Facebook page received a cash deposit into their residence hall building account.

In total, the *Social Media Contest* had a nearly 50 percent participation rate based on the total number of residence halls on the New Brunswick campus, with 14 total photo submissions. Each photo submission exhibited creativity and included many students. The winning photos each had over 100 "likes" on the #*iSPEAK* Facebook page, making this contest a success in not only increasing the #*iSPEAK* social media presence, but in also helping students "own" the survey.

Dedicated Survey Website

A dedicated survey webpage provided up-to-date information leading up to and throughout the survey period. The website provided information about where students could find pop-up survey stations, raffle prizes, survey dates, a downloadable "#*iSPEAK* because" sign to use for the photo campaign, sample photo campaign pictures of students leaders, and brief information about campus resources regarding sexual assault. Once the survey was open to students, the webpage also linked directly to it.

The survey webpage was essential during outreach efforts as it allowed research team members to introduce the survey to students and direct them to the survey webpage for additional information via a short link or the QR code on all print materials.

Appendix C. Campus Climate Survey

#iSPEAK: Rutgers Campus Climate Survey

CAMPUS CLIMATE SURVEY[4]

Introductory Language

Thank you for taking this survey. Rutgers is committed to ensuring a healthy and nondiscriminatory environment for our students, and your participation in this survey will help us in our work to keep all students safe.

Section One: Demographic Information[5]

1. What is your current gender identity?*
   - o Male
   - o Female
   - o Transgender Male
   - o Transgender Female
   - o Other (please specify): _____

2. Which of the following best describes you?*
   - o 100% heterosexual/straight
   - o Mostly heterosexual/straight but somewhat attracted to people of the same sex
   - o Bisexual/attracted to men and women equally
   - o Mostly homosexual/lesbian/gay but somewhat attracted to people of the opposite sex
   - o 100% homosexual/lesbian/gay
   - o Not sexually attracted to either males or females
   - o Other(please specify): _____

3. Are you currently a member of an NCAA Rutgers athletic team? †
   - o Yes *CONTINUE TO QUESTION 3a.*
   - o No *SKIP TO QUESTION 4*
     - o Which team(s)? _____

4. Are you a member of a fraternity or sorority? †
   - o Yes
   - o No

4 Items marked with an asterisk (*) appear in the White House Task Force's recommended survey instrument, verbatim or with minor modifications. Items marked with a cross (†) have been added.

5 Additional demographic information, including race, ethnicity, and year will be drawn from student data on file. Students' responses to the survey are matched with these data, and any unique identifying information is stripped from the survey data.

5. Are you a member of any other student organization at Rutgers? †
   - o Yes *CONTINUE TO QUESTION 5a.*
   - o No *SKIP TO QUESTION 6*
     - o Which organization(s)? _____

6. Are you a member of SCREAM Theater or SCREAM Athletes? †
   - o Yes
   - o No

7. Which of the following best describes your living situation? †
   - o Rutgers residence hall
   - o Fraternity or sorority house
   - o On-campus apartment
   - o Off-campus apartment/house
   - o At home with parent(s) or guardian(s)
   - o Other (please specify): _____

Section Two: Campus Climate

"Sexual assault" and "sexual violence" refer to a range of behaviors that are unwanted by the recipient and include remarks about physical appearance, persistent sexual advances that are undesired by the recipient, threats of force to get someone to engage in sexual behavior, as well as unwanted touching and unwanted oral, anal or vaginal penetration or attempted penetration. These behaviors could be initiated by someone known or unknown to the recipient, including someone they are in a relationship with.

8. Using the scale provided, please indicate the extent to which you agree or disagree with the following statements about your Rutgers-New Brunswick community. †6

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. I can get what I need in this campus community.	1	2	3	4	5
b. This campus community helps me fulfill my needs.	1	2	3	4	5
c. I feel like a member of this campus community.	1	2	3	4	5
d. I belong in this campus community.	1	2	3	4	5
e. I can have an influence on other people in my campus community.	1	2	3	4	5
f. People in this campus community are good at influencing each other.	1	2	3	4	5
g. I feel connected to this campus community.	1	2	3	4	5
h. I have a good bond with others in this campus community.	1	2	3	4	5

9. Using the scale provided, please indicate the extent to which you agree or disagree with the following statements. *7

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. If a crisis happened at Rutgers-	1	2	3	4	5

[6] Adapted from Peterson, N.A., Speer, P.W., & McMillan, D.W. (2008). Validation of a brief sense of community scale: Confirmation of the principal theory of sense of community. *Journal of Community Psychology,* 36, 1, 61-73.
[7] Adapted from Sulkowski, M. (2011). An investigation of students' willingness to report threats of violence in campus communities. *Psychology of Violence*, 1, 53-65.

New Brunswick, the university would handle it well.					
b. The university responds rapidly in difficult situations.	1	2	3	4	5
c. University officials handle incidents in a fair and responsible manner.	1	2	3	4	5
d. Rutgers-New Brunswick does enough to protect the safety of students.	1	2	3	4	5

10. The following statements describe how the university might handle it if a student reported an incident of sexual assault. Use the scale provided to indicate how likely each scenario is.[*8]

	Very Unlikely	Unlikely	Neutral	Likely	Very Likely
a. The university would take the report seriously.	1	2	3	4	5
b. The university would maintain the **privacy** of the person making the report.	1	2	3	4	5
c. If requested by the victim, the university would forward the report to criminal investigators (for example, the police).	1	2	3	4	5
d. The university would take steps to protect the **safety** of the person making the report.	1	2	3	4	5
e. The university would support the person making the report.	1	2	3	4	5
f. The university would take action to address factors that may have led to the sexual assault.	1	2	3	4	5
g. The university would handle the report fairly.	1	2	3	4	5

8 Adapted from Defense Equal Opportunity Management Institute. (2014). DEOMI Organizational Climate Survey. Retrieved from: http://deocs.net/docdownloads/sampledeocs_2014jan.pdf

11. The following questions are about how people would react to someone reporting an incident of sexual assault at Rutgers. Use the scale provided to indicate how likely each scenario is.[*9]

	Very Unlikely	Unlikely	Neutral	Likely	Very Likely
a. Students would label the person making the report a troublemaker.	1	2	3	4	5
b. Students would have a hard time supporting the person who made the report.	1	2	3	4	5
c. The alleged offender(s) or their friends would try to get back at the person making the report.	1	2	3	4	5
d. The academic achievement of the person making the report would suffer.	1	2	3	4	5

9 Ibid.

Section Three: Information about Campus Sexual Assault

12. Using the scale provided, please indicate your level of agreement with the following statements.*[10]

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. If a friend or I were sexually assaulted, I know where to go **to get help** on campus.	1	2	3	4	5
b. I understand what happens when a student reports a claim of sexual assault at Rutgers.	1	2	3	4	5
c. If a friend or I were sexually assaulted, I know where to go **to make a report** of sexual assault.	1	2	3	4	5

13. **Before coming to Rutgers**, had you received any information or education (that did not come from Rutgers) about sexual assault?†
    - o Yes
    - o No

14. **Since you came to Rutgers**, which of the following have you done? Please check all that apply. †[11]
    - o Discussed sexual assault/rape in class
    - o Discussed the topic of sexual assault with friends
    - o Discussed sexual assault with a family member
    - o Seen SCREAM Theater
    - o Attended an event or program about what you can do as a bystander to stop sexual assault
    - o Attended a rally or other campus event about sexual assault/rape
    - o Seen posters about sexual assault (raising awareness, preventing rape, defining sexual assault, etc.)
    - o Seen or heard campus administrators or staff address sexual assault
    - o Seen crime alerts about sexual violence
    - o Read a report about sexual violence rates at Rutgers
    - o Visited a Rutgers website with information on sexual assault
    - o Volunteered or interned at an organization that addresses sexual assault
    - o Seen or heard about sexual assault in a student publication or media outlet (for example, the Daily Targum or RUTV)
    - o Taken a class to learn more about sexual assault

10 Adapted from Rankin & Associates Consulting. (2008). Carleton College Climate Assessment Project: Carleton Final Report. Retrieved from: https://apps.carleton.edu/governance/diversity/campus_climate_survey/results/

11 Questions 14-18: McMahon, S. (2014). Level of Exposure Scale.

15. **Since coming to Rutgers**, have you received written (i.e. brochures, emails) or verbal information (presentations, training) from anyone at Rutgers about the following? Please check all that apply. †
    - o The definition of sexual assault
    - o How to report a sexual assault
    - o Where to go to get help if someone you know is sexually assaulted
    - o Title IX protections against sexual assault
    - o How to help prevent sexual assault

IF THE STUDENT RESPONDED "YES" TO QUESTION 3:

16. **Since coming to Rutgers**, have any of the topics covered in this survey (sexual assault, rape, reporting sexual assault, preventing sexual assault, etc.) been discussed by your coach? †
    - o Yes
    - o No

IF THE STUDENT RESPONDED "YES" TO QUESTION 4:

17. **Since coming to Rutgers**, have any of the topics covered in this survey (sexual assault, rape, reporting sexual assault, preventing sexual assault, etc.) been discussed by your fraternity or sorority? †
    - o Yes
    - o No

IF THE STUDENT RESPONDED "YES" TO QUESTION 5:

18. **Since coming to Rutgers**, have any of the topics covered in this survey (sexual assault, rape, reporting sexual assault, preventing sexual assault, etc.) been discussed by your student organization? †
    - o Yes
    - o No

19. Please use the following scale to indicate how aware you are of the function of the campus and community resources **specifically related to sexual assault response at RUTGERS** listed below. †[12]

	Not at all Aware	Slightly Aware	Somewhat Aware	Very Aware	Extremely Aware
a. Office for Violence Prevention and Victim Assistance (VPVA)	1	2	3	4	5
b. Office of Student Conduct	1	2	3	4	5
c. Title IX Compliance	1	2	3	4	5
d. SCREAM Theater or SCREAM Athletes	1	2	3	4	5
e. Student Legal Services	1	2	3	4	5
f. Counseling, Alcohol and Other Drug Assistance Program & Psychiatric Services (CAPS)	1	2	3	4	5
g. The Office of Employment Equity	1	2	3	4	5
h. Rutgers Health Services	1	2	3	4	5

12 McMahon, S., Stepleton, K., & Cusano, J. (2014). Awareness of Campus Services Scale. This scale accidentally excluded the local or campus police force on the list of possible resources. These are important resources and should be included on future iterations of the scale

Section Four: Experiences

"Sexual assault" and "sexual violence" refer to a range of behaviors that are unwanted by the recipient and include remarks about physical appearance, persistent sexual advances that are undesired by the recipient, threats of force to get someone to engage in sexual behavior, as well as unwanted touching and unwanted oral, anal or vaginal penetration or attempted penetration. These behaviors could be initiated by someone known or unknown to the recipient, including someone they are in a relationship with.

The following questions below (20-24) are about unwanted sexual contact that involved **force or threats of force** against you. This could include someone holding you down with his or her body weight, pinning your arms, hitting or kicking you, or threatening to use a weapon against you.

20. Did you ever experience any form of sexual violence before coming to Rutgers?*
    - o Yes
    - o No

21. Since coming to Rutgers, has anyone had unwanted sexual contact with you by using physical force?*[13]
    - o Yes
    - o No

22. Since coming to Rutgers, has anyone had unwanted sexual contact with you by **coercing you or threatening** to use physical force?*
    - o Yes
    - o No

23. Has anyone attempted but not succeeded in having unwanted sexual contact with you by using physical force against you?*[14]
    - o Yes
    - o No

24. Has anyone attempted but not succeeded in having unwanted sexual contact with you by **coercing you or threatening** to use physical force against you?*
    - o Yes
    - o No

13 Adapted from Krebs, C.P., Lindquist, C.H., Warner, T.D., Fisher, B.S., & Martin, S.L. (2007). The Campus Sexual Assault (CSA) Study: Final Report. Retrieved from: https://www.ncjrs.gov/pdffiles1/nij/grants/221153.pdf

14 Ibid.

The next set of questions (25-26) ask about your experiences with unwanted sexual contact **while you were unable to provide consent or stop what was happening because you were passed out, drugged, drunk, incapacitated, or asleep**. These situations might include times that you voluntarily consumed alcohol or drugs and times that you were given drugs without your knowledge or consent.[15]

25. **Since coming to Rutgers**, has someone had sexual contact with you when you were unable to provide consent or stop what was happening because you were passed out, drugged, drunk, incapacitated, or asleep? This question asks about incidents **you are <u>certain</u>** happened.*
    - o Yes *CONTINUE TO QUESTION 25.a*
    - o No *SKIP TO QUESTION 26*
        i. Just prior to the incident(s), had you been drinking alcohol? Keep in mind that you are in no way responsible for the assault that occurred, even if you had been drinking.
            b. Yes *CONTINUE TO QUESTION 25.b.1*
            c. No *SKIP TO QUESTION 25.b.*
                a. Do you believe you were drunk?
                    i. Yes
                    ii. No
        ii. Just prior to the incident(s), had you voluntarily been taking or using any drugs other than alcohol? Keep in mind that you are in no way responsible for the assault that occurred, even if you were using drugs.
            b. Yes
            c. No
        iii. Just prior to the incident(s), do you suspect that you had been given a drug without your knowledge or consent?
            b. Yes
            c. No

26. **Since coming to Rutgers**, has someone had sexual contact with you when you were unable to provide consent or stop what was happening because you were passed out, drugged, drunk, incapacitated, or asleep? This question asks about incidents **you think (but are <u>not certain</u>)** happened.*
    - o Yes *CONTINUE TO QUESTION 26.a*
    - o No *IF RESPONDENT ANSWERED NO TO QUESTIONS 21, 22, AND 25 SKIP TO QUESTION 37. IF RESPONDENT ANSWERED YES TO ANY ONE OF QUESTIONS 21, 21, OR 25, SKIP TO QUESTION 27.*
        i. Just prior to the incident(s), had you been drinking alcohol? Keep in mind that you are in no way responsible for the assault that occurred, even if you had been drinking.
            b. Yes *CONTINUE TO QUESTION 26b.1*
            c. No *SKIP TO QUESTION 26.b.*

15 Questions 25 and 26: Ibid.

a. Do you believe you were drunk?
    i. Yes
    ii. No

ii. Just prior to the incident(s), had you voluntarily been taking or using any drugs other than alcohol? Keep in mind that you are in no way responsible for the assault that occurred, even if you were using drugs.
    b. Yes
    c. No

iii. Just prior to the incident(s), do you suspect that you had been given a drug without your knowledge or consent?
    b. Yes
    c. No

The next questions ask about the **MOST SERIOUS INCIDENT** of sexual assault you experienced. If you had only one experience of unwanted sexual contact, please answer the questions about that experience.[16]

27. Who did the unwanted sexual contact involve?*
- o Stranger
- o Friend
- o Family member
- o Coworker
- o Employer/supervisor
- o University professor/instructor
- o University staff
- o Current romantic partner (boyfriend or girlfriend)
- o Casual acquaintance or hookup
- o Ex-romantic partner (ex-boyfriend or ex-girlfriend)
- o Other (please specify): _____

28. Was the person a student at Rutgers?*
- o Yes
- o No
- o I don't know

29. Was this person affiliated with Rutgers, as an employee, staff, or faculty member?*
- o Yes
- o No
- o I don't know

30. What was the gender of the person who did this to you?*

16 Items 27-35: Adapted from Banyard, V., Cohn, E., Edwards, K., Moynihan, M.M., Walsh, W., & Ward, S. (2012). University of New Hampshire Unwanted Sexual Experience Survey 2012. Retrieved from: http://cola.unh.edu/sites/cola.unh.edu/files/departments/Justiceworks/use/UNHUSESsurvey2012.pdf

- Male
- Female
- Transgender Male
- Transgender Female
- I don't know

31. Was the other person using (check all that apply):*
    - Drugs and alcohol
    - Drugs only
    - Alcohol only
    - Neither
    - I don't know

32. Were you using (check all that apply):*
    - Drugs and alcohol
    - Drugs only
    - Alcohol only
    - Neither

33. Where did the incident occur?*
    - Your own home or room *CONTINUE TO QUESTION 33.a*
        i. You indicated that the incident happened in your own home or room. Where did the incident occur? (check one):
            b. Your Own Residence Hall
            c. Your Own Greek House
            d. Your Own On-campus apartment
            e. Your Own Off-campus apartment/house near campus
            f. Your Own home where you reside with a parent/guardian
            g. Other (please specify): _____
    - Somewhere other than your own home or room *CONTINUE TO QUESTION 33.b*
            b. You indicated that the incident happened somewhere other than your own home or room. Where did the incident occur? (check one):
            b. Residence Hall
            c. Greek House
            d. On-campus apartment
            e. Off-campus apartment/house near campus
            f. Other (please specify): _____

34. Did you tell anyone about the incident?*

- Yes *CONTINUE TO QUESTION 34.a, THEN SKIP TO 35*
- No *SKIP TO QUESTION 34.b, AND THEN SKIP TO 36*
    i. Who did you tell? (check all that apply)
        b. Roommate
        c. Doctor/nurse
        d. Close friend other than roommate
        e. Parent or guardian
        f. Other family member
        g. Romantic partner (other than the person who did this to you)
        h. Religious leader
        i. Off-campus rape crisis center staff
        j. Off-campus counselor/therapist
        k. On-campus counselor/therapist
            If checked: How useful was the on-campus counselor/therapist in helping you deal with the problem?
            i. Very Useful
            ii. Moderately Useful
            iii. Somewhat Useful
            iv. Slightly Useful
            v. Not at all Useful
        l. Rutgers Health Services
            If checked: How useful was Rutgers Health Services in helping you deal with the problem?
            i. Very Useful
            ii. Moderately Useful
            iii. Somewhat Useful
            iv. Slightly Useful
            v. Not at all Useful
        m. Rutgers University Police Department
            If checked: How useful was the Rutgers University Police Department in helping you deal with the problem?
            i. Very Useful
            ii. Moderately Useful
            iii. Somewhat Useful
            iv. Slightly Useful
            v. Not at all Useful
        n. Local Police
        o. Office of Student Conduct

If checked: How useful was the Office of Student Conduct in helping you deal with the problem?

i. Very Useful
ii. Moderately Useful
iii. Somewhat Useful
iv. Slightly Useful
v. Not at all Useful

p. Resident Advisor (RA) or Residence Life staff

If checked: How useful was the RA or Residence Life staff in helping you deal with the problem?

i. Very Useful
ii. Moderately Useful
iii. Somewhat Useful
iv. Slightly Useful
v. Not at all Useful

q. University faculty or staff

If checked: How useful was the University faculty or staff in helping you deal with the problem?

i. Very Useful
ii. Moderately Useful
iii. Somewhat Useful
iv. Slightly Useful
v. Not at all Useful

r. Office for Violence Prevention and Victim Assistance (VPVA) staff

If checked: How useful was the VPVA staff in helping you deal with the problem?

i. Very Useful
ii. Moderately Useful
iii. Somewhat Useful
iv. Slightly Useful
v. Not at all Useful

s. Other (please specify) : _____

ii. Why didn't you tell anyone? (check all that apply)*

b. Ashamed/embarrassed
c. It is a private matter; I wanted to deal with it on my own
d. Concerned others would find out
e. Didn't want the person who did it to get in trouble
f. Fear the person who did it would try to get back at me
g. Fear of not being believed
h. I thought I would be blamed for what happened
i. Didn't think what happened was serious enough to talk about
j. Didn't think others would think it was serious
k. Thought people would try to tell me what to do
l. It would feel like an admission of failure
m. Didn't think others would think it was important
n. Didn't think others would understand
o. Didn't know reporting procedure on campus
p. Feared I or another would be punished for infractions or violations (such as underage drinking)
q. I didn't feel the campus leadership would solve my problems
r. I feared others would harass me or react negatively toward me
s. I thought nothing would be done
t. Didn't want others to worry about me
u. Wanted to forget it happened
v. Had other things I needed to focus on and was concerned about (classes, work)
w. Didn't think the school would do anything about my report
x. Other (please specify): _____

IF THE STUDENT RESPONDED "YES" TO QUESTION 34:

35. How long after the incident did you first tell someone what happened? †

- o Within the first 24 hours
- o Within one week
- o Within one month
- o Within one year
- o More than a year

Section Five: Readiness to Help

36. Using the scale provided, please indicate how true each of the following statements is of you.*[17]

	Not True at All	Not True	Neutral	True	Very Much True
a. I don't think sexual violence is a problem at Rutgers-New Brunswick.	1	2	3	4	5
b. I don't think there is much I can do about sexual violence at Rutgers-New Brunswick.	1	2	3	4	5
c. There isn't much need for me to think about sexual violence at Rutgers-New Brunswick.	1	2	3	4	5
d. Doing something about sexual violence is solely the job of the crisis center.	1	2	3	4	5
e. Sometimes I think I should learn more about sexual violence.	1	2	3	4	5
f. I have not yet done anything to learn more about sexual violence.	1	2	3	4	5
g. I think I can do something about sexual violence.	1	2	3	4	5
h. I am planning to learn more about the problem of sexual violence on campus.	1	2	3	4	5
i. I have recently attended a program about sexual violence.	1	2	3	4	5
j. I am actively involved in projects to deal with sexual violence at Rutgers-New Brunswick.	1	2	3	4	5
k. If you are still reading this survey, please mark "Very Much True" for this question.	1	2	3	4	5
l. I have recently taken part in activities or volunteered my time on projects focused on ending sexual violence on campus.	1	2	3	4	5
m. I have been or am currently involved in ongoing efforts to end sexual violence on campus.	1	2	3	4	5

17 Adapted from Banyard, V.L., Moynihan, M.M., Cares, A.C., & Warner, R. (2014). How do we know it works? Measuring outcomes in bystander-focused abuse prevention on campus. *Psychology of Violence*, 4, 1, 101-115.

37. Using the scale provided, please indicate **how likely** you would be to do the following things **in the future**, if you had the opportunity. †18

	Very Unlikely	Unlikely	Neutral	Likely	Very Likely
a. Call the police or authorities if you saw a group of males bothering a female in a parking lot or similar setting	1	2	3	4	5
b. Confront a male friend who was hooking up with someone who was passed out	1	2	3	4	5
c. Confront a female friend who was hooking up with someone who was passed out	1	2	3	4	5
d. Confront a friend if you heard rumors that they forced someone to have sex	1	2	3	4	5
e. Tell an RA or other campus authority about information you might have about a rape case even if pressured by others to stay silent	1	2	3	4	5
f. Go with a female friend to the police department if she said she was raped	1	2	3	4	5
g. Go with a male friend to the police department if he said he was raped	1	2	3	4	5

38. In this section, you will be asked a series of questions about situations you have seen or been in **since coming to Rutgers**. †19

18 Adapted from Bystander Attitudes Scale-Revised (adapted from Bystander Scale (Banyard, et al., 2005)); Scale development information: McMahon, S., Postmus, J., & Koenick, R.A. (2011). Engaging Bystanders: A primary prevention approach to sexual violence on campus. *Journal of College Student Development*, 15 (1), 115 – 130 and McMahon, S., Allen, C. T., Postmus, J. L., McMahon, S. M., Peterson, N. A., & Lowe Hoffman, M. (2014). Measuring bystander attitudes and behavior to prevent sexual violence. *Journal of American College Health*, 62(1), 58-66.

a. Have you seen a group of students sexually intimidating/bothering someone in a parking lot or similar setting?
   - o Yes *CONTINUE TO QUESTION 38.a.1*
   - o No *SKIP TO QUESTION 38.b*
     1. What did you do?
        - o Did nothing, it wasn't my business
        - o Did nothing because I wasn't sure what to do
        - o Confronted the situation directly
        - o Went and got assistance from someone else
        - o Other (please specify):

b. Have you seen a girl taking a drunk guy back to her room?
   - o Yes *CONTINUE TO QUESTION 38.b1*
   - o No *SKIP TO QUESTION 38.c*
     1. What did you do?
        - o Did nothing, it wasn't my business
        - o Did nothing because I wasn't sure what to do
        - o Confronted the situation directly
        - o Went and got assistance from someone else
        - o Other (please specify):

c. Have you seen a guy taking a drunk girl back to his room?
   - o Yes *CONTINUE TO QUESTION 38.c.1*
   - o No *SKIP TO QUESTION 38.d*
     1. What did you do?
        - o Did nothing, it wasn't my business
        - o Did nothing because I wasn't sure what to do
        - o Confronted the situation directly
        - o Went and got assistance from someone else
        - o Other (please specify):

d. Have you seen a girl you didn't know go to her room with a group of guys and heard her yelling for help?
   - o Yes *CONTINUE TO QUESTION 38.d.1*
   - o No *SKIP TO QUESTION 38.e*
     1. What did you do?
        - o Did nothing, it wasn't my business
        - o Did nothing because I wasn't sure what to do
        - o Confronted the situation directly
        - o Went and got assistance from someone else
        - o Other (please specify):

e. Have you heard a friend say they planned to give alcohol to someone to get sex?

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19 Adapted from Bystander Behavior Scale-Revised (adapted from Bystander Scale (Banyard, et al., 2005)); Ibid.

o Yes *CONTINUE TO QUESTION 38. e.1*
o No *SKIP TO QUESTION 38. f*
1. What did you do?
    - o Did nothing, it wasn't my business
    - o Did nothing because I wasn't sure what to do
    - o Confronted the situation directly
    - o Went and got assistance from someone else
    - o Other (please specify):

f. Have you heard rumors that a friend forced someone to have sex?
o Yes *CONTINUE TO QUESTION 38.f.1*
o No *SKIP TO QUESTION 339*
1. What did you do?
    - o Did nothing, it wasn't my business
    - o Did nothing because I wasn't sure what to do
    - o Confronted the friend directly
    - o Went and got assistance from someone else
    - o Other (please specify):

39. **Since coming to Rutgers**, have any other students at Rutgers told you they were a victim of an unwanted sexual experience?*
    - o Yes *CONTINUE TO QUESTION39.a*
    - o No *SKIP TO QUESTION 40*
        a. How many women told you they were a victim of an unwanted sexual experience? _____
        b. How many men told you they were a victim of an unwanted sexual experience? _____

40. Has anyone you know – a friend or a family member – ever been forced or coerced by another person to do something sexually that they did not want to do, that you know of? †
    - o Yes
    - o No

Section Six: Conclusion

41. Below you will find a list of statements. Please read each statement carefully and decide if the statement describes you or not. If it describes you, check the word "true"; if not, check the word "false". †[20]

i.	I sometimes litter.	True	False
ii.	I always admit my mistakes openly and face the potential negative consequences.	True	False
iii.	In traffic I am always polite and considerate of others.	True	False
iv.	I always accept others' opinions, even when they don't agree with my own.	True	False
v.	I take out my bad moods on others now and then.	True	False
vi.	There has been an occasion when I took advantage of someone else.	True	False
vii.	In conversations I always listen attentively and let others finish their sentences.	True	False
viii.	I never hesitate to help someone in case of emergency.	True	False
ix.	When I have made a promise, I keep it—no ifs, ands or buts.	True	False
x.	I occasionally speak badly of others behind their back.	True	False
xi.	I would never live off other people.	True	False
xii.	I always stay friendly and courteous with other people, even when I am stressed out.	True	False
xiii.	During arguments I always stay objective and matter-of-fact.	True	False
xiv.	There has been at least one occasion when I failed to return an item that I borrowed.	True	False
xv.	I always eat a healthy diet.	True	False
xvi.	Sometimes I only help because I expect something in return.	True	False

Do you have additional comments, suggestions, or feedback for us?_____

[20] Adapted from Stöber, J. (2001). The Social Desirability Scale-17 (SDS-17): Convergent validity, discriminant validity, and relationship with age. *European Journal of Psychological Assessment*, 17, 222-232.

Closing Language

Thank you for your participation. Once you submit your responses, you will be entered into a raffle to win one of the following prizes:

- Twenty $300 cash prizes for those who finish in the first three days.
- Fifteen $200 cash prizes for those who finish in the first week and have not won a cash prize already.
- Fifteen $150 cash prizes for those who do the survey at any time during the two weeks and have not won a cash prize already.

If you win, you will be notified by e-mail by campusclimatestudy@ssw.rutgers.edu

If you are concerned about any of the topics covered in this survey, or if you would like more information on these issues, visit the Rutgers Office for Violence Prevention and Victim Assistance online at http://vpva.rutgers.edu

Appendix D: Suggested Structure for Sexual Violence Victimization Questions

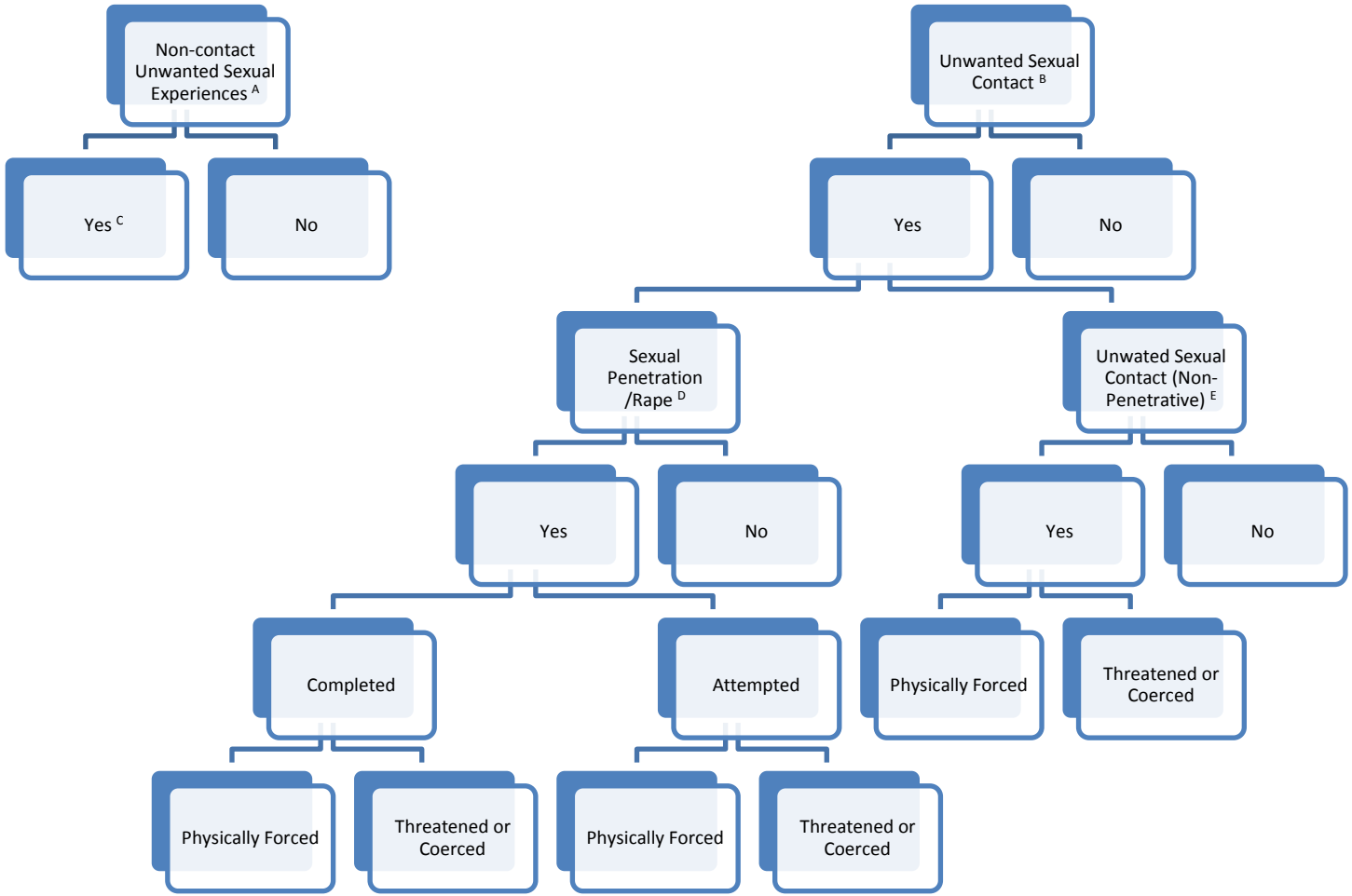
Based on our experience at Rutgers University–New Brunswick with our campus climate survey, we found that there were a number of distinctions to make among various types of sexual violence that can strengthen future analyses. The following figure outlines our suggestions for a possible structure for asking survey questions about sexual victimization and distinguishing among various types of sexual violence. We suggest beginning by distinguishing between *non-contact unwanted sexual experiences* and *unwanted sexual contact*. We then focus on the flow of follow up questions for unwanted sexual contact because it was the focus of our survey; however, we would recommend that colleges and universities consider implementing follow up questions about non-contact unwanted sexual experiences as well.

This structure has not yet been implemented and will need to be tested to determine if it is useful. This figure includes only the categories and flow of questions; the specific questions need to be determined and can be based on recommendations provided in the campus climate toolkit provided on the *Not Alone* website[21] and the research literature. There may be additional distinctions found to be helpful to other campuses and universities. It is also recommended that each section of questions is introduced with a very clear definition of the behaviors, including:

- non-contact unwanted sexual experiences,
- unwanted sexual contact,
- sexual penetration,
- sexual contact,
- completed and attempted sexual violence,
- physically forced sexual violence,
- threatened sexual violence, and
- coerced sexual violence.

21 White House Task Force to Protect Students from Sexual Assault's Report on Conducting School Climate Surveys Toolkit

Figure 2: Suggested Structure for Sexual Violence Victimization Questions



A. Includes unwanted verbal remarks, unwelcome sexual advances, requests for sexual favors, creating a hostile environment (e.g., posting offensive pictures)[22]
B. Includes unwanted physical sexual contact
C. Follow up questions need to be determined
D. Includes oral (mouth or tongue making contact with genitals), anal, or vaginal penetration via body part or object including unwanted penetration of another person or self[23]
E. Includes forced touching, grabbing, kissing, fondling or rubbing over or under clothes[24]

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[22] Adapted from The Centers for Disease Control and Prevention's Sexual Violence Surveillance Uniform Definitions and Recommended Data Elements
[23] Adapted from the White House Task Force to Protect Students from Sexual Assault's Report on Conducting School Climate Surveys and The National Intimate Partner and Sexual Violence Survey
[24] Adapted from the White House Task Force's to Protect Students from Sexual Assault's Report on Conducting School Climate Surveys