



Draft Instrument for Measuring Campus Climate Related to Sexual Assault

January 2016

This document details the revised survey instrument for Campus Climate Survey Validation Study which was developed for the White House Task Force to Protect Students From Sexual Assault.

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Background on Instrument Development

The Campus Climate Survey Validation Study (CCSVS) was conducted by the Bureau of Justice Statistics (BJS) and RTI International, with support from the Justice Department’s Office on Violence Against Women (OVW), from 2014-2016. The CCSVS was an effort to validate a survey instrument and methodology for measuring campus climate and the prevalence of sexual assault (for the full report, see <http://www.bjs.gov/content/pub/pdf/ccsvsfr.pdf>). Based on the results of the CCSVS, in January 2016 a revised survey instrument was developed for the White House Task Force to Protect Students From Sexual Assault (Notalone.gov) to share with schools and researchers interested in conducting campus climate surveys. The 2016 survey instrument was heavily informed by the instrument development process undertaken in the CCSVS, but also reflects findings from and experiences with conducting the CCSVS Pilot Test. Therefore, the revised instrument includes slight improvements from what was administered in the 2015 CCSVS Pilot test Survey instrument and these changes are noted below (see “Summary of Revisions from 2015 CCSVS Pilot Test Instrument”). Key caveats for administering this survey are summarized in this memo, with additional recommendations for conducting campus climate surveys described in more detail in the full CCSVS final technical report.

Content and Recommended Ordering of Modules

Six modules are included in the survey instrument, the first three of which are recommended for administration in their entirety to measure rape and sexual assault (RSA) victimization (prevalence, incidence, and detailed information on the context and characteristics of individual incidents) and allow for the creation of prevalence estimates by key victim subgroups.

Modules	Used for Measuring
Core Demographic Characteristics	RSA (victim subgroup estimates); eligibility for survey; customization of gender-based skip/fill patterns in survey
Sexual Harassment Victimization and Coerced Sexual Contact	RSA (establishing clean measure of RSA); experiences with sexual harassment and coerced sexual contact victimization discrete from RSA
Sexual Assault Victimization	RSA (prevalence, incidence, and incident characteristics)
IPV Victimization	IPV victimization estimates
Campus Climate	Students perceptions of leadership climate, participation in RSA training, student norms on campus, personal attitudes about RSA
Supplemental Demographic Characteristics	Additional victim subgroup estimates/correlates of RSA

The order in which the modules are administered requires careful consideration. It is critical that the modules necessary for measuring RSA be administered at the beginning of the survey and in the order in which they appear in the attached instrument:

- Age and gender identity are needed up front to confirm eligibility for the survey (if limited to those who are 18 and older) and to allow for subsequent, gender-specific programming instructions.
- Sexual harassment victimization and coerced sexual contact should be covered immediately prior to the sexual assault victimization questions. Asking about experiences with sexual harassment victimization and coerced sexual contact first (i.e., before asking about sexual assault victimization) yields a cleaner and more accurate measure of sexual assault victimization. Based on the cognitive testing done in the CCSVS, when these sets of items were covered in the reverse order, respondents often included experiences with sexual harassment/coerced sexual contact in their answers to the sexual assault questions because they did not know that those experiences would be covered in a later item.
- It is also important that the entire Sexual Harassment Victimization & Coerced Sexual Contact and Sexual Assault Modules be administered before any campus climate measures (within the Campus Climate module) that use the terms “sexual harassment” or “sexual assault.” The rationale for this recommendation is that the two earlier modules use behaviorally specific descriptions of sexual harassment and sexual assault (i.e., rather than using the term “sexual assault,” which is not universally understood, the language “sexual contact that you did not consent to and did not want to happen” is used). Using terms such as “sexual harassment” and “sexual assault” before the behaviorally specific victimization questions are asked may influence how students answer such questions in a way that can bias the victimization estimates. The more general campus climate measures (within the Campus Climate module), such as school connectedness and general perceptions of campus police, faculty, and school administrators, can be asked prior to the modules measuring RSA but the measures that specifically cover the climate related to sexual misconduct should be asked after.

The IPV and Campus Climate modules are considered to be optional in that they do not inform the primary estimates of sexual assault but may provide additional information about the climate on campus related to sexual assault and other types of violence. A number of items are included in the Campus Climate module, and schools can select which sets of items are of interest to them. The Supplemental Demographic Module is also considered optional, depending on whether researchers plan to develop victimization subgroup estimates based on race/ethnicity and sexual orientation or explore perceptions of climate by additional student characteristics.

Additional Caveats

The overall number of questions included in a climate survey should be taken into consideration. Based on findings from the CCSVS, the six modules take a combined 15 minutes, on average, to administer. Fifteen to twenty minutes is considered a best practice for web-based surveys since longer surveys tend to be associated with lower participation and higher breakoff rates.

Therefore, the number of additional items that are included should be limited to the extent possible in order to maximize participation rates and data quality. In addition, it is recommended that any additional items be added after the Rape and Sexual Assault module is covered so that if respondents break off, it does not limit the school’s ability to produce prevalence and incidence estimates for sexual assault.

Beyond the length of the survey, the CCSVS report and the Toolkit (<https://www.notalone.gov/assets/ovw-climate-survey.pdf>) provide additional guidance on survey methodology that should be taken into consideration prior to administering a campus climate survey. Numerous methodological assessments were conducted in an effort to ensure the quality and validity of the data collected for the CCSVS Pilot Test and to provide guidance on how best to conduct future climate surveys similar in scope. The conclusions provided at the end of the full technical report provide commentary on a number of methodological considerations. For instance, it is suggested in the report that:

- The survey instrument should be self-administered and able to be taken on a variety of electronic devices (e.g., computers, tablets, and smartphones).
- Recruitment materials should be personalized for potential respondents (e.g., address students by their first names) and messaging should be customized for males to increase participation.
- The survey should be administered towards the end of the academic year and remain in the field for at least one month, but preferably about two months.
- The methodology should include multiple follow-up reminders (around 4 or 5) for nonrespondents.
- Survey respondents should be provided an incentive in the \$20-30 range for completing the survey.
- Student roster data on the entire sampling frame of students should be obtained and a nonresponse bias analysis (comparing respondents and nonrespondents) should be conducted.

To ensure that the data collected are valid and reliable, it is recommended that the report be reviewed in its entirety prior administering the instrument and that schools consult with a statistician on issues such as sample selection, nonresponse bias analysis, and weighting.

Summary of Survey Revisions from 2015 CCSVS Pilot Test Instrument

Module	Revisions (and Rationale)
Core Demographic Characteristics	<p>Modified gender identity item to be consistent with the item tested for and used in federal surveys, such as the National Crime Victimization Survey</p> <ul style="list-style-type: none"> • 2015 CCSVS Pilot Test <ul style="list-style-type: none"> ○ What is your current gender identity? <ul style="list-style-type: none"> ▪ Female ▪ Male ▪ Transgender ▪ Something else (please specify your current gender identity _____) ○ Revised <ul style="list-style-type: none"> ▪ Do you currently describe yourself as a woman, man, or transgender person? <ul style="list-style-type: none"> ▪ Woman ▪ Man ▪ Transgender

Module	Revisions (and Rationale)
	<ul style="list-style-type: none"> ▪ Something else (please specify your current gender identity_____) <p>Moved “year entered this college” item to Supplemental Demographic Characteristics Module</p>
Sexual Harassment Victimization and Coerced Sexual Contact	No modifications
Sexual Assault Victimization	<p>Added additional response option for “month of incident” item (Survey Item ILF1) to include “prior to academic year,” to better detect incidents that actually happened outside of the reference period.</p> <p>Added prompts encouraging students who leave the questions about the nature of the sexual contact (ILF2) and the tactic used (ILF3) during the incident blank to provide an answer.</p> <p>Modified “Reasons for not reporting to Police, School Administrators, and Campus Police” section. Modifications included: a) deleting item about whether the incident was reported by the victim or someone else (given that 2015 CCSVS Pilot Test data showed that very few incidents were reported by someone other than the victim), b) deleting items asking about reasons for not reporting to a crisis center or helpline, or a hospital or health care center on or off campus (given that Pilot Test data showed that the reasons for not reporting to the various organizations tended to be the same), and c) breaking out “you did not need assistance, did not think the incident was serious enough to report, or did not want any action taken” into two separate reasons to better distinguish between these reasons for not reporting.</p> <p>Modified “since entering college” (Survey Item P3) and “lifetime” (Survey Item P4) questions to include more specific detail about the sexual contact that took place in these time periods.</p> <p>Deleted items that were originally used as validity checks in the 2015 CCSVS Pilot Test, given that the latent class analysis results indicated that the main survey item for measuring victimization (Survey Item P2) appeared to generate valid estimates.</p>
IPV Victimization	No modifications
Sexual Harassment Victimization and Coerced Sexual Contact	Entire module removed due to low face validity in 2015 CCSVS Pilot Test
Campus Climate	No modifications

Module	Revisions (and Rationale)
Supplemental Demographic Characteristics	Moved “year entered this college” item from Core Demographic Characteristics Module to this module

Core Demographic Characteristics

This section asks you some basic demographic questions.

D1. How old are you?

Select an answer... ▾ [DROP-DOWN LIST: under 18, 18, 19, 20, 21, 22, 23, 24, 25+]

[RESPONDENT MUST ANSWER THIS QUESTION IN ORDER TO PROCEED.]

D1a. [IF UNDER 18 IN D1] We are sorry, but you are not eligible to participate in the study. Please click "Next" below to end this session.

D2. What is your current student status?

- First year student (freshman)
- Second year student (sophomore)
- Third year student (Junior)
- Fourth year student (Senior)
- Other (please describe your student status _____)

D3. Do you currently describe yourself as a woman, man, or transgender person??

- Woman
- Man
- Transgender
- Something else (please specify your current gender identity_____)

Sexual Harassment Victimization and Coerced Sexual Contact

SH1. **Since the beginning of the current academic year in [FILL: August/September], [YEAR],** has anyone done the following to you either in person or by phone, text message, e-mail, or social media? Please include things regardless of where they happened.

	Yes	No
a. Made sexual advances, gestures, comments, or jokes that were unwelcome to you	<input type="radio"/>	<input type="radio"/>
b. Flashed or exposed themselves to you without your consent	<input type="radio"/>	<input type="radio"/>
c. Showed or sent you sexual pictures, photos, or videos that you didn't want to see	<input type="radio"/>	<input type="radio"/>
d. Showed or sent sexual photos/videos of you or spread sexual rumors about you that you didn't want shared	<input type="radio"/>	<input type="radio"/>
e. Watched or took photos/videos of you when you were nude or having sex, without your consent	<input type="radio"/>	<input type="radio"/>

EC1. **Since the beginning of the current academic year in [FILL: August/September], [YEAR],** has anyone had **sexual contact** with you by threatening to tell lies, end your relationship, or spread rumors about you; making promises you knew or discovered were untrue; or continually verbally pressuring you after you said you didn't want to?

Sexual contact includes:

- touching of a sexual nature (kissing, touching of private parts, grabbing, fondling, rubbing up against you in a sexual way, even if it is over your clothes)
- oral sex (someone's mouth or tongue making contact with your genitals or your mouth or tongue making contact with someone else's genitals)
- anal sex (someone putting their penis in your anus)
- sexual intercourse (someone's penis being put in [IF D3=MALE, FILL "someone's", ELSE FILL "your" vagina])
- sexual penetration with a finger or object (someone putting their finger or an object like a bottle or a candle in your [IF D3 NE MALE, FILL: "vagina or"] anus.

- Yes
- No

Sexual Assault Victimization

Victimization Gate Questions (Asked of Everyone)

This section asks about times when you may have experienced unwanted sexual contact. In these questions, **unwanted sexual contact** is sexual contact that you did not consent to and that you did not want to happen. Remember that sexual contact includes touching of your sexual body parts, oral sex, anal sex, sexual intercourse, and penetration of your [IF D3=FEMALE OR TRANSGENDER OR SOMETHING ELSE OR MISSING, FILL “vagina or”] anus with a finger or object.

Please check off each point as you read through these descriptions.

Unwanted sexual contact could happen when: [EACH ITEM MUST BE CHECKED TO ADVANCE]

- someone touches or grabs your sexual body parts (e.g., butt, crotch, or breasts);
- someone uses force against you, such as holding you down with his or her body weight, pinning your arms, hitting or kicking you;
- someone threatens to hurt you or someone close to you; or
- you are unable to provide consent because you are incapacitated, passed out, unconscious, blacked out, or asleep. This could happen after you voluntarily used alcohol or drugs, or after you were given a drug without your knowledge or consent.

Please keep in mind that anyone – regardless of gender – can experience unwanted sexual contact. Also, the person who does this could be a stranger or someone you know, such as a friend, family member, or person you were dating or hanging out with.

When you answer the questions in this section, please count any experience of **unwanted sexual contact** (e.g., touching of your sexual body parts, oral sex, anal sex, sexual intercourse, and penetration of your [IF D3=FEMALE OR TRANSGENDER OR SOMETHING ELSE OR MISSING, FILL “vagina or”] anus with a finger or object) that you did not consent to and did not want to happen since the beginning of the current academic year, regardless of where it happened.

P1. **Since the beginning of the current academic year in [FILL: August/September], [YEAR],** has anyone had unwanted sexual contact with you?

- Yes
- No

P2. How many separate incidents of unwanted sexual contact have you experienced **since the beginning of the current academic year in [FILL: August/September], [YEAR]?**

- 0 incidents [IF P2 = 0 INCIDENTS, SKIP TO P3]
- 1 incident
- 2 incidents
- 3 incidents

- 4 incidents
- 5 or more incidents

Incident Follow-up Questions (Asked of Those who Reported 1 or More Incident in P2)

The next questions ask about [IF P2=1, FILL: “this incident”; IF P2 = 2 OR MORE, FILL “these incidents”] of unwanted sexual contact that you experienced since the beginning of the current academic year. The questions ask when the incidents happened, if/how you know the person who did it, and whether you sought services after the incident. [IF P2 = 2 OR MORE, FILL: “The questions refer to the incidents as incident #1, incident #2, and so on.”] [IF P2=4 OR 5+, FILL: “You will be asked about 3 incidents.”]

ILF1. [IF P2 = 2 OR MORE, FILL: “Please think about incident #1.”] In what month did this incident of unwanted sexual contact occur?

- Prior to [AUGUST/SEPTEMBER], [YEAR] [IF ILF1 = Prior to August/September, SKIP TO P3]
- August, [YEAR]
- September, [YEAR]
- October, [YEAR]
- November, [YEAR]
- December, [YEAR]
- January, [YEAR]
- February, [YEAR]
- March, [YEAR]
- April, [YEAR]
- May, [YEAR]
- Unsure/Don’t know

[IF P2= 2 OR 3, AS THE RESPONDENT COMPLETES ILF1 FOR THE 2ND OR 3RD INCIDENT, THE INCIDENT(S) AND DATES ALREADY REPORTED WILL DISPLAY (E.G., “INCIDENT #1: December 2016, INCIDENT #2, January 2017)]

ILF1a. [ASK IF RESPONDENT SELECTS 2 INCIDENTS IN THE SAME MONTH IN ILF1] Just to confirm, you reported incident #1 in [FILL WITH MONTH, YEAR] and incident #2 in [FILL WITH MONTH YEAR]. Are these separate incidents?

- Yes, these are separate incidents
- No, this is the same incident [COMBINE THESE INTO 1 INCIDENT]

ILF2. During [IF P2=1, FILL “the incident”; IF P2=2 OR MORE, FILL “incident #1”], which occurred in [FILL THE MONTH AND YEAR REPORTED IN #ILF1, e.g., “October, 2016.”], which of the following types of unwanted sexual contact happened? Please indicate whether each type of unwanted sexual contact happened during this incident.

	Yes	No	Unsure
a. Forced touching of a sexual nature (forced kissing, touching of private parts, grabbing, fondling, rubbing up against you in a sexual way, even if it is over your clothes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Oral sex (someone’s mouth or tongue making contact with your genitals or your mouth or tongue making contact with someone else’s genitals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Anal sex (someone putting their penis in your anus)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. [RESPONSE WILL NOT DISPLAY IF D3=MALE] Sexual intercourse (someone putting their penis in your vagina)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Sexual penetration with a finger or object (someone putting their finger or an object like a bottle or a candle in your [IF D3=FEMALE TRANSGENDER, SOMETHING ELSE, OR BLANK, FILL: “vagina or anus”; IF D3=MALE, FILL: “anus”])	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[IF ILF2a-e ARE ALL LEFT BLANK, FILL “Your responses to this question are very important. Please indicate whether each type of unwanted sexual contact happened during this incident.”]

ILF3. During [IF P2=1, FILL “the incident”; IF P2=2 OR MORE, FILL “incident #1”] which occurred in [FILL THE MONTH REPORTED IN ILF1, e.g., “October, 2016”], how did the person(s) have unwanted sexual contact with you? Please indicate whether each of the following happened.

	Yes	No	Unsure
a. [THIS ITEM ONLY DISPLAYED IF RESPONDENT ANSWERED YES TO ILF2a AND DID NOT ANSWER YES TO ILF2b, ILF2c, ILF2d, OR ILF2e] Touched or grabbed your sexual body parts (e.g., butt, crotch, or breasts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Threatened to hurt you or someone you care about	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Used physical force against you, such as holding you down with his or her body weight, pinning your arms, hitting or kicking you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. You were unable to provide consent or stop what was happening because you were incapacitated, passed out, unconscious, blacked out, or asleep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Other. [TEXT FIELD IS ONLY ACTIVE IF ILF3E=YES OR UNSURE] Please describe how the incident happened: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[IF ILF3a-e ARE ALL LEFT BLANK, FILL "Your responses to this question are very important. Please indicate whether each of the following happened during this incident."]

- ILF4. Where did [IF P2=1, FILL "the incident"; IF P2=2 OR MORE, FILL "incident #1"] occur?
- On this school's campus
 - Off-campus but in the same city or town
 - In a different city or town
 - Unsure/Don't know
- ILF5. During [IF P2=1, FILL "the incident"; IF P2=2 OR MORE, FILL "incident #1"], how many people had unwanted sexual contact with you?
- 1 person
 - 2 or more people
 - Unsure/Don't know
- ILF6. [IF ILF5 = 1] What was the gender of the person who had unwanted sexual contact with you?
- Male
 - Female
 - Transgendered/Other
 - Unsure/Don't know
- ILF7. [IF ILF5=2+ OR UNSURE OR BLANK] What were the genders of the people who had unwanted sexual contact with you? Please select all that apply.
- Male
 - Female
 - Transgendered/Other
 - Unsure/Don't know
- ILF8. [IF ILF5=1] Was the person a student, professor, or other employee at this school?
- Yes
 - No
 - Unsure/Don't know
- ILF9. [IF ILF5=2+ OR UNSURE OR BLANK] How many of the people were students, professors, or other employees at this school?
- All of them

- Some of them
- None of them
- Unsure/Don't know

ILF10. [IF ILF5=1] Who was the person who had unwanted sexual contact with you during [IF P2=1, FILL "the incident"; IF P2=2 OR MORE, FILL "incident #1"]? Please select all that apply.

- A stranger
- Someone you had seen or heard about but not talked to
- An acquaintance, friend of a friend, or someone that you had just met
- A professor or teaching assistant
- A current or ex friend or roommate
- A current or ex dating partner or spouse
- Someone else (please specify relationship: _____)
- Unsure/Don't know [NO OTHER RESPONSE OPTION CAN BE SELECTED WITH "UNSURE"]

ILF11. [IF ILF5=2+ OR UNSURE OR BLANK] Who were the people who had unwanted sexual contact with you during [IF P2=1, FILL "the incident"; IF P2=2 OR MORE, FILL "incident #1"]? Please select all that apply.

- A stranger
- Someone you had seen or heard about but not talked to
- An acquaintance, friend of a friend, or someone that you had just met
- A professor or teaching assistant
- A current or ex friend or roommate
- A current or ex dating partner or spouse
- Someone else (please specify relationship: _____)
- Unsure/Don't know

ILF12. [IF ILF5=1] Had the person who had unwanted sexual contact with you been drinking alcohol or using drugs?

- Yes
- No
- Unsure/Don't know

ILF13. [IF ILF5=2+ OR UNSURE OR BLANK] How many of the people who had unwanted sexual contact with you had been drinking alcohol or using drugs?

- All of them
- Some of them
- None of them
- Unsure/Don't know

ILF14. In the hours prior to [IF P2=1, FILL "the incident"; IF P2=2 OR MORE, FILL "incident #1"], had you consumed alcohol or drugs? Please keep in mind that you are **not** responsible for what happened, even if you had been drinking or using drugs or had been given a drug without your knowledge or consent. Remember that your answers will remain completely confidential.

- Yes
- No
- Unsure/Don't know

The next questions ask about whether you have told anyone about [IF P2=1, FILL "the incident"; IF P2=2 OR MORE, FILL "incident #1"].

ILF15. Have you told any of your roommates, friends, or family members about [IF P2=1, FILL "the incident"; IF P2=2 OR MORE, FILL "incident #1"]?

- Yes
- No

ILF16. Please indicate whether each of the following groups or organizations have been notified about [IF P2=1, FILL "the incident"; IF P2=2 OR MORE, FILL "incident #1"], whether it was by you or someone else.

Group or Organization	Yes	No
a. Administrators, faculty, or other officials or staff at this school	<input type="radio"/>	<input type="radio"/>
b. A crisis center or helpline, or a hospital or health care center at this school	<input type="radio"/>	<input type="radio"/>
c. A crisis center or helpline, or a hospital or health care center not at this school	<input type="radio"/>	<input type="radio"/>
d. Campus police or security at this school	<input type="radio"/>	<input type="radio"/>
e. Local police not at this school, such as the county or city police department	<input type="radio"/>	<input type="radio"/>

ILF17. [ASK IF YES IS SELECTED FOR ANY GROUP IN ILF16] When each of the following groups or organizations were notified about [IF P2=1, FILL "the incident"; IF P2=2 OR MORE, FILL "incident #1"], were they helpful or not?

[GRID DISPLAYS EACH ORGANIZATIONS FOR WHICH ILF16=YES]

Group or organization	Yes	No
a. Administrators, faculty, or other officials or staff at this school	<input type="radio"/>	<input type="radio"/>
b. A crisis center or helpline, or a hospital or health care center at this school	<input type="radio"/>	<input type="radio"/>
c. A crisis center or helpline, or a hospital or health care center not at this school	<input type="radio"/>	<input type="radio"/>
d. Campus police or security at this school	<input type="radio"/>	<input type="radio"/>
e. Local police not at this school, such as the county or city police department	<input type="radio"/>	<input type="radio"/>

[ASK ILF18a-h IF ILF16a=NO.] There are many reasons why students might not notify certain groups or organizations about incidents like this.

ILF18. Which of the following are reasons why you did not contact administrators, faculty, or other officials or staff at this school?

	Yes, this was a reason for not contacting group	No, this was not a reason for not contacting group
a. You didn't know how to contact them	<input type="radio"/>	<input type="radio"/>
b. You were concerned they would not keep your situation confidential	<input type="radio"/>	<input type="radio"/>
c. You were concerned you'd be treated poorly or that no action would be taken	<input type="radio"/>	<input type="radio"/>
d. You did not think the incident was serious enough to report	<input type="radio"/>	<input type="radio"/>
e. You did not want any action taken	<input type="radio"/>	<input type="radio"/>
f. You did not need any assistance.	<input type="radio"/>	<input type="radio"/>
g. You felt that other people might think that what happened was at least partly your fault or that you might get in trouble for some reason?	<input type="radio"/>	<input type="radio"/>
h. You were worried that either the person who did this to you or other people might find out and do something to get back at you?	<input type="radio"/>	<input type="radio"/>

[ASK ILF19a-h IF ILF16d=NO.]

ILF19. Which of the following are reasons why you did not campus police or security at this school?

	Yes, this was a reason for not contacting group	No, this was not a reason for not contacting group
a. You didn't know how to contact them	<input type="radio"/>	<input type="radio"/>
b. You were concerned they would not keep your situation confidential	<input type="radio"/>	<input type="radio"/>
c. You were concerned you'd be treated poorly or that no action would be taken	<input type="radio"/>	<input type="radio"/>
d. You did not think the incident was serious enough to report	<input type="radio"/>	<input type="radio"/>
e. You did not want any action taken	<input type="radio"/>	<input type="radio"/>
f. You did not need any assistance.	<input type="radio"/>	<input type="radio"/>
g. You felt that other people might think that what happened was at least partly your fault or that you might get in trouble for some reason?	<input type="radio"/>	<input type="radio"/>
h. You were worried that either the person who did this to you or other people might find out and do something to get back at you?	<input type="radio"/>	<input type="radio"/>

[ASK ILF20a-h IF ILF16e=NO.]

ILF20. Which of the following are reasons why you did not contact local police not at this school, such as the county or city police department?

	Yes, this was a reason for not contacting group	No, this was not a reason for not contacting group
a. You didn't know how to contact them	<input type="radio"/>	<input type="radio"/>
b. You were concerned they would not keep your situation confidential	<input type="radio"/>	<input type="radio"/>
c. You were concerned you'd be treated poorly or that no action would be taken	<input type="radio"/>	<input type="radio"/>
d. You did not think the incident was serious enough to report	<input type="radio"/>	<input type="radio"/>
e. You did not want any action taken	<input type="radio"/>	<input type="radio"/>
f. You did not need any assistance.	<input type="radio"/>	<input type="radio"/>
g. You felt that other people might think that what happened was at least partly your fault or that you might get in trouble for some reason?	<input type="radio"/>	<input type="radio"/>
h. You were worried that either the person who did this to you or other people might find out and do something to get back at you?	<input type="radio"/>	<input type="radio"/>

ILF21. How upsetting was [IF P2=1, FILL “the incident”; IF P2=2 OR MORE, FILL “incident #1”] for you?

- Very upsetting
- Upsetting
- Not very upsetting
- Not at all upsetting

ILF22. Did [IF P2=1, FILL “the incident”; IF P2=2 OR MORE, FILL “incident #1”] lead you to have problems with your...

	Yes	No
a. schoolwork or your grades?	<input type="radio"/>	<input type="radio"/>
b. friends, roommates, or peers, such as getting into more arguments or fights than you did before, not feeling you could trust them as much, or not feeling as close to them as you did before?	<input type="radio"/>	<input type="radio"/>
c. family members, such as getting into more arguments or fights than you did before, not feeling you could trust them as much, or not feeling as close to them as you did before?	<input type="radio"/>	<input type="radio"/>
d. job or with your boss or coworkers?	<input type="radio"/>	<input type="radio"/>

ILF23. As a result of [IF P2=1, FILL “the incident”; IF P2=2 OR MORE, FILL “incident #1”], did you move or change where you live?

- Yes
- No

ILF24. [IF ILF23 = No] Did you **want** to move or change where you live as a result of [IF P2=1, FILL “the incident”; IF P2=2 OR MORE, FILL “incident #1”]?

- Yes
- No

ILF25. As a result [IF P2=1, FILL “the incident”; IF P2=2 OR MORE, FILL “incident #1”], did you drop any classes or change your class schedule?

- Yes
- No

ILF26. [IF ILF25 = No] Did you **want** to drop any classes or change your class schedule as a result of [IF P2=1, FILL “the incident”; IF P2=2 OR MORE, FILL “incident #1”]?

- Yes
- No

ILF27. Did you think about taking some time off from school, transferring to another school, or dropping out of school as a result of [IF P2=1, FILL “the incident”; IF P2=2 OR MORE, FILL “incident #1”]?

- Yes
- No

[IF #P2 = 2 OR MORE, REPEAT ILF1-27 FOR UP TO 3 INCIDENTS, REPLACING “INCIDENT #1” WITH “INCIDENT #2” OR “INCIDENT #3.” FOR RESPONDENTS WHO RECEIVE THIS LOOP FOR 2 OR 3 INCIDENTS, A DISPLAY TOOL WILL BE USED TO HELP THEM KEEP TRACK OF THE INCIDENT. THE TOOL WILL LIST THE INCIDENTS BY NUMBER AND THE MONTH/YEAR OF EACH AND WILL APPEAR AS A HEADER THROUGHOUT ILF1-VQ, WITH THE CURRENT INCIDENT BOLDED. FOR EXAMPLE, DURING THE SECOND LOOP, THE DISPLAY WILL LOOK LIKE THIS:

INCIDENT #1: AUGUST, 2016 (QUESTIONS COMPLETED)
INCIDENT #2: OCTOBER, 2016
INCIDENT #3: JANUARY, 2017]

Since Entering College/Lifetime Prevalence Questions

P3. For this next question, please think about the entire time since you entered college. If you have attended more than one school, please think about the time since you first entered any college or university. At any point **since you entered college**, has anyone had any of the following types of unwanted sexual contact with you (i.e., sexual contact without your consent and that you did not want to happen)?

	Yes	No
a. Forced touching of a sexual nature (forced kissing, touching of private parts, grabbing, fondling, rubbing up against you in a sexual way, even if it is over your clothes)	<input type="radio"/>	<input type="radio"/>
b. Oral sex (someone's mouth or tongue making contact with your genitals or your mouth or tongue making contact with someone else's genitals)	<input type="radio"/>	<input type="radio"/>
c. Anal sex (someone putting their penis in your anus)	<input type="radio"/>	<input type="radio"/>
d. [RESPONSE WILL NOT DISPLAY IF D3=MALE] Sexual intercourse (someone putting their penis in your vagina)	<input type="radio"/>	<input type="radio"/>
e. Sexual penetration with a finger or object (someone putting their finger or an object like a bottle or a candle in your [IF D3= FEMALE OR TRANSGENDER ORSOMETHING ELSE OR MISSING, FILL: "vagina or"] anus)	<input type="radio"/>	<input type="radio"/>

P4. At any point before you entered college, did anyone have any of the following types of unwanted sexual contact with you (i.e., sexual contact without your consent and that you did not want to happen)?

	Yes	No
a. Forced touching of a sexual nature (forced kissing, touching of private parts, grabbing, fondling, rubbing up against you in a sexual way, even if it is over your clothes)	<input type="radio"/>	<input type="radio"/>
b. Oral sex (someone's mouth or tongue making contact with your genitals or your mouth or tongue making contact with someone else's genitals)	<input type="radio"/>	<input type="radio"/>
c. Anal sex (someone putting their penis in your anus)	<input type="radio"/>	<input type="radio"/>
d. [RESPONSE WILL NOT DISPLAY IF D3=MALE] Sexual intercourse (someone putting their penis in your vagina)	<input type="radio"/>	<input type="radio"/>
e. Sexual penetration with a finger or object (someone putting their finger or an object like a bottle or a candle in your [IF D3= FEMALE OR TRANSGENDER ORSOMETHING ELSE OR MISSING, FILL: "vagina or"] anus)	<input type="radio"/>	<input type="radio"/>

IPV Victimization

This section asks more questions about your experiences since the beginning of the current academic year. These questions asks about things that **an intimate partner** may have done to you. An intimate partner might be a boyfriend, girlfriend, spouse, or anyone you were in an intimate relationship with or hooked up with, including exes and current partners. As you answer the questions, please do not include times you knew they were joking around.

IPV1. **Since the beginning of the current academic year in [FILL: August/September], [YEAR],** has an intimate partner...

	Yes	No
a. threatened to hurt you and you thought you might really get hurt?	<input type="radio"/>	<input type="radio"/>
b. pushed, grabbed, or shook you?	<input type="radio"/>	<input type="radio"/>
c. hit you, kicked you, slapped you, or beat you up?	<input type="radio"/>	<input type="radio"/>

Campus Climate

School Connectedness

The next questions ask about this school, meaning [FILL WITH UNIVERSITY SHORT NAME].

SC2. Please indicate how much you agree or disagree with each of the following statements. Please provide an answer that best reflects how you feel.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I feel valued as an individual at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I feel close to people at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I feel like I am a part of this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I am happy to be a student at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I feel safe when I am on this school's campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I believe there is a clear sense of appropriate and inappropriate behavior among students at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I believe alcohol abuse is a big problem at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I believe this school is trying hard to protect the rights of all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I believe this school is trying hard to make sure that all students are treated equally and fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I believe this school is trying hard to make sure that all students are safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I believe that students at this school trust one another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. I believe that students at this school respect one another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

General Perceptions of Campus Police, Faculty, and School Leadership

The next questions ask your views about three groups at this school: 1) Campus police/security, 2) Faculty, and 3) School Leadership. Please indicate how much you agree with each of the following statements, and answer as best as you can.

GC1. Overall, the **campus police/security** at this school...

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Are genuinely concerned about my well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Are doing all they can to protect students from harm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Treat students fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Are more interested in protecting the reputation of this school than the students they serve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GC2. Overall, the faculty at this school...

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Are genuinely concerned about my well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Are doing all they can to protect students from harm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Treat students fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Are more interested in protecting the reputation of this school than the students they serve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GC3. Overall, the President/Chancellor, Deans, and other leadership staff at this school...

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Are genuinely concerned about my well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Are doing all they can to protect students from harm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Treat students fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Are more interested in protecting the reputation of this school than the students they serve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Perceptions of School Leadership Climate for Sexual Harassment and Sexual Assault Prevention and Response

The next questions ask your opinion about this school's efforts related to sexual harassment and sexual assault.

SAC1. Please indicate how much you agree or disagree with each of the following statements. Please answer as best as you can when thinking about your school.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Sexual harassment is not tolerated at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. This school takes training in sexual assault prevention seriously	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. This school is doing a good job of educating students about sexual assault (e.g., what consent means, how to define sexual assault, how to look out for one another)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. This school is doing a good job of trying to prevent sexual assault from happening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. This school is doing a good job of providing needed services to victims of sexual assault	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

f. This school is doing a good job of investigating incidents of sexual assault	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. This school is doing a good job of holding people accountable for committing sexual assault	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Participation in Training

SAC2. Have you ever attended an assembly, workshop, or received any other type of training or classes offered by this school that covered...

	Yes	No
a. The legal definition of sexual assault?	<input type="radio"/>	<input type="radio"/>
b. What the definition of “consent” is and how to obtain it from a sexual partner?	<input type="radio"/>	<input type="radio"/>
c. This school’s policy on sexual assault?	<input type="radio"/>	<input type="radio"/>
d. How to report sexual assault?	<input type="radio"/>	<input type="radio"/>
e. What services are available for survivors of sexual assault?	<input type="radio"/>	<input type="radio"/>
f. How to intervene as a bystander to protect other students from sexual assault?	<input type="radio"/>	<input type="radio"/>
g. Other strategies for preventing sexual assault?	<input type="radio"/>	<input type="radio"/>

Awareness and Perceived Fairness of School Sexual Assault Policy and Resources

SAC3. Please indicate how much you agree or disagree with each of the following statements, answering as best as you can when thinking about your school.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I am aware of and understand this school’s procedures for dealing with reported incidents of sexual assault	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I know what services are available for people who experience sexual assault	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. If a friend of mine were sexually assaulted, I know where to take my friend to get help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. At this school, students who are accused of perpetrating a sexual assault are treated fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. At this school, when it is determined that sexual assault has happened, the perpetrator gets punished appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Perceptions of School Leadership Climate for Treatment of Sexual Assault Victims

SAC4. If I were sexually assaulted I believe this school would...

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Take my case seriously	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Protect my privacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Treat me with dignity and respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Enable me to continue my education without having to interact with the person who assaulted me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Likelihood of Reporting

SAC5. How likely or unlikely would you be to go to or get in touch with the following groups or organizations at your school if you were sexually assaulted?

	Very likely	Likely	Not likely	Not at all likely
a. Administrators, faculty, or other officials at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. A crisis center or helpline, or a hospital or health care center at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. A crisis center or helpline, or a hospital or health care center not at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Campus police or security at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Local police not at this school, such as the county or city police department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Likelihood of Bystander Behavior to Prevent Sexual Misconduct

SAC6. Please indicate how likely or unlikely you are to do each of the following things. Please think about the situation and answer as best as you can.

	Very likely	Likely	Not likely	Not at all likely
a. If your friends are sending sexual pictures, web pages, or messages to someone who didn't ask for them, how likely are you to say something to try to get them to stop?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. If people you don't know very well are making unwanted sexual comments, jokes, or gestures, how likely are you to say something to try to get them to stop?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

c. If you see one of your friends leading someone who is obviously drunk away to have sex with them, how likely are you to say or do something to get them to stop?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. If you suspect that one of your friends might be in an abusive relationship, how likely are you to ask them if they are being mistreated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. If someone tells you that they had sex with someone who was passed out, how likely are you to report the incident to a campus administrator or police?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. If you see someone you don't know who looks uncomfortable and is being touched, grabbed, or pinched in a sexual way, how likely are you to speak up or help in some other way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. When you go out with your friends, how likely are you to come up with a plan for checking in with one another throughout the evening?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Perceptions of Student Norms Related to Sexual Misconduct: Student Misconduct

SAC7. Please indicate how much you agree or disagree with each of the following statements. As you consider these statements, please think about the overall population of students at this school and try to answer as best as you can.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. At this school, it is common for students to spread sexual comments, photos, or videos that people don't want shared, either in person or by text, e-mail, or social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. At this school, it is common for students to call people who are gay or lesbian a negative name	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. A lot of sexual assault happens among students at this school when students are unable to provide consent because they are incapacitated, passed out, unconscious, blacked out, or asleep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. At this school, it is common for students to make jokes about sexual assault or rape	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Perceptions of Student Norms Related to Sexual Misconduct: Student Bystander Behavior and Involvement

SAC8. Please indicate how much you agree or disagree with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. At this school, when students make sexual comments, jokes, or gestures, other students stand up to them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Many students at this school initiate or lead campus efforts to raise awareness about sexual assault	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Most students at this school are knowledgeable about the topic of sexual assault, including how it is defined, how often it occurs, and what the legal consequences are	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. At this school, if students see someone trying to have unwanted sexual contact with someone, they will try to stop them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Personal Acceptance of Sexual Misconduct

SAC9. Please indicate how much you agree or disagree with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. People get too offended by sexual comments, jokes, or gestures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. It doesn't really hurt anyone to post sexual comments or photos of people without their consent through e-mail, text, or social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. A person who is sexually assaulted while he/she is drunk is at least somewhat responsible for putting themselves in that position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. If one of your friends told you that someone had unwanted sexual contact with them, you would encourage him/her to report the incident to campus or local police	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. It is not necessary to get consent before sexual activity if you are in a relationship with that person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Accusations of sexual assault are often used by one person as a way to get back at the other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. A lot of times, what people say is rape is actually consensual sex that they regretted afterwards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Supplemental Demographic Characteristics

D4. When did you first enroll as a student at this school?

Year	Select an answer...	▼	[DROP DOWN LIST: 2016, 2015, 2014, 2013, 2012, 2011, 2010 AND 2009 OR EARLIER]
Month	Select an answer...	▼	[DROP DOWN LIST: JANUARY, FEBRUARY, MARCH, APRIL, MAY, JUNE, JULY, AUGUST, SEPTEMBER, OCTOBER, NOVEMBER, DECEMBER. IF 2016 IS SELECTED, JUNE-DECEMBER DO NOT DISPLAY.]

D5. What is your ethnicity (as you define it)?

- Hispanic or Latino
- Not Hispanic or Latino

D6. What is your race (as you define it)? Select one or more.

- American Indian or Alaskan Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

D7. Which of the following best represents how you think of yourself?

- Gay or lesbian
- Straight, that is, not gay or lesbian
- Bisexual
- Something else (please specify) _____