



INSTITUTIONAL GUIDELINES FOR THE SEXUAL ASSAULT CAMPUS CLIMATE SURVEY

October 8, 2015

MARYLAND HIGHER EDUCATION COMMISSION
6 North Liberty Street • Tenth Floor • Baltimore, MD 21201

Institutional Guidelines for the Sexual Assault Campus Climate Survey

The purpose of the guidelines

During the 2015 legislative session, the State enacted HB 571 (Md. Education Article, §11-601), a law requiring all higher education institutions to conduct a sexual assault campus climate survey. The survey must be conducted by March 1, 2016 and the results must be submitted to the Maryland Higher Education Commission (MHEC) on or before June 1, 2016. MHEC is required to compile a report on school-specific survey results to submit to the General Assembly. The law also gives the Commission the responsibility of establishing procedures for the administration of the survey, reporting survey results, and collecting and aggregating data on incidents, in collaboration and consultation with representatives of Maryland institutions of higher education.

The following guidelines are meant to aid institutions in the administration of the survey and the preparation of the required report. These guidelines were created in collaboration with a workgroup consisting of representatives from all segments of higher education in Maryland. The guidelines serve to help answer questions and address concerns related to the statute's requirements in an effort to help ensure that the data from the survey can be useful to students, colleges and universities, and the public.

The following guidelines are meant to aid institutions in the administration of the survey and the preparation of the required report. These guidelines were created through the close collaboration of a 12-member workgroup representing all segments of higher education in Maryland. Their expertise in Title IX, student affairs, and survey administration was invaluable in ensuring that the processes and guidelines reflect a wide range of concerns affecting all institutions of higher education. The guidelines serve to help answer questions and address concerns related to the statute's requirements in an effort to help ensure that the information from the campus surveys can be useful to students, colleges and universities, and the public.

Many Maryland colleges and universities are already developing campus climate surveys, or using existing national survey instruments, as one part of their efforts to foster a positive climate. At the same time, other institutions have limited resources to purchase or conduct surveys, especially those that are designed for colleges and universities with different missions and populations. Institutions are therefore not required to use a common survey, but may use a survey suited to their own needs. (To address the needs of institutions with limited resources, a model survey and some alternate suggested questions appear in the appendices.) Institutions will be required to report on their findings around a few common themes that are addressed in most existing surveys, as well as their plans for future action. The report will thus allow for some analysis of common problems across a diverse range of instruments and institutions.

Given the size and scope of assessing the campus climate, and recognizing the unique needs of individual campuses, this document should not be considered exhaustive. Campuses should rely on their institutional experts (e.g. IR staff, faculty, legal counsel) for guidance on the administration of a survey instrument and the analysis and reporting of the survey's results. At the end of the guidelines there are some useful resources that may prove helpful and instructive as your institution proceeds with the implementation of a survey.

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Survey administration guidelines

All institutions of higher education in the state of Maryland are required by law to administer a sexual assault campus climate survey on or before March 1, 2016. Results of the survey must be submitted to MHEC on or before June 1, 2016, with results due to MHEC every two years thereafter. The guidelines listed below were established by the workgroup after careful consideration, and seek to balance the unique needs of individual higher education institutions with the requirements of the State law. Following the guidelines below will ensure consistency and reliability in the results reported by institutions to MHEC and by MHEC to the public.

Survey instrument

- Institutions may administer the model survey instrument that appears in Appendix B of these guidelines, an instrument of their own design, or an existing national survey instrument (see the end of the guidelines for links to free survey instruments),. Institutions must submit a copy of the selected instrument with their survey results report (see Appendix A for content and formatting guidelines for the report). Institutions may utilize internal resources or may retain an outside expert to create and administer the survey.
- Should institutions choose to use the model survey included in Appendix B, they may make modifications to suit the needs of their campus communities. Alterations can include: adaptations of the question scales, removal or editing of questions/introduction, conclusion, clarification of definitions or terms, additions/subtractions to question options and alterations to the order of questions. See Appendix C for some suggested additional questions institutions may want to use.

Survey administration

- Institutions may choose among methods of survey administration, including web-based and pen and paper. Institutions may choose to use multiple methods, depending on their needs and resources.
- Institutions should consult their institutional research office and other experts regarding the pros and cons of various forms of survey administration and the best methods to ensure that a representative sample is obtained.
- Institutions are encouraged to survey students 18 years of age and older. Should institutions wish to survey minors (ages 17 and under), it is a strong possibility that parental permission will have to be sought prior to those students' completion of the survey. They should consult experts at their institutions, including IR staff and IRB personnel, to determine survey requirements for minors.
- Institutions should implement appropriate measures to ensure the reliability and validity of survey data. Consideration must be given to such things as the length of the instrument, the time of year and the length of time when the survey is administered, the incentives offered, and the institutional outreach and communications strategy and the effect they may have on the results.
- Institutions may select the target population(s) to be included in the survey administration. The State is especially interested in the experiences and perceptions of undergraduate students ages 18 to 24, but institutions are welcome to survey other groups in the campus community. Populations can include faculty, staff, and students (graduate

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and undergraduate). Institutions will be responsible for explaining what populations were selected for the survey, and why, within the narrative report submitted to MHEC.

- Institutions must determine if the survey will be disbursed to all members of the selected population(s) or a representative sample. Surveying a sample can be cost-effective and easier to administer but can limit interpretation of results and diminish the ability to set benchmarks. Using a census method can be cost- and time-prohibitive but allows for easier benchmarking and parsing of data regarding subgroups.
- At the end of the survey, institutions should provide respondents a list of resources they may use if they seek additional help or information. Institutions should adjust this list as necessary, tailoring it to reflect appropriate campus, local, state, and national resources.

Reporting

- Each institution must designate an official point of contact to work with Commission staff on submission of the survey data. Contact name, title, phone number and email must be provided to the Commission by December 1, 2015. Please email Dr. Barbara Schmertz (barbara.schmertz@maryland.gov) with this information.
- All efforts must be made to protect student privacy in the collection and reporting of data. In an effort to reduce risk of revealing personally identifiable information, institutions should not report on any subgroup smaller than 10 in number. In those cases where the number of students is fewer than 10, an asterisk should be placed in the cell and footnoted accordingly.
- Institutions should track the costs associated with developing and conducting the survey. This might include out-of-pocket costs for using a commercial survey, the costs for developing and conducting a localized survey, and the costs of analysis. Institutions should submit a detailed report on these costs with their survey narrative report, and this report should be contained within the word/page limits specified in Appendix A of this document.

Resources

The selected links below are meant to serve as a framework of areas to research and consider as you move forward with administering the survey and reporting the results. There are also links to free and available instruments institutions can use or alter.

- General guidelines on sexual assault campus climate survey administration
 - [Rutgers University Center on Violence Against Women and Children](#)
 - [NotAlone Together against Sexual Assault](#)
- [Online survey software reviews](#)
- Implementing anti-spam measures in survey administration
 - [Survey Monkey](#)
 - [Qualtrics](#)
- [Protecting student privacy](#) and understanding [FERPA](#)
- Increasing response rates
 - [Incentivizing](#)
 - [Using research-based practices](#)
 - [Institutional best practices](#)

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- [Creating survey questions](#)
- [Maryland's House Bill 571](#)
- National survey instruments (free and available for use)
 - [Rutgers University Campus Climate Survey](#) administered by the School of Social Work
 - [NotAlone.gov survey instrument](#) developed in connection with the White House Task Force to Protect Students from Sexual Assault
 - [Massachusetts Institute of Technology](#) survey instrument
 - [ARC3 \(Administrator Research Campus Climate Consortium\)](#) materials

If you have additional questions or concerns regarding these guidelines, please contact Dr. Barbara Schmertz, Associate Director of Research and Policy Analysis at the Maryland Higher Education Commission. In addition, should you want an editable version of the survey instrument, Dr. Schmertz can provide you one. She can be reached via email (barbara.schmertz@maryland.gov) or phone (410-767-3094).

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Appendix A – Guidelines for the institutions’ narrative reports

General guidelines

Institutional reports must not exceed three pages total (approximately 1500 words). Each of the following four questions must be addressed.

- 1) Who received the survey and how did the institution select those participants? How did you conduct your survey? How was it administered, what was the rate of response among those who could have responded (e.g., if you surveyed only undergraduates, how many [and what percentage of] undergraduates responded?), and how does the respondent population compare to the general population on campus?
- 2) How do respondents perceive the safety of the campus and the general campus climate? Which survey questions provide the most relevant information for this answer?
- 3) How do respondents perceive the institution’s readiness and ability to address issues of sexual assault and sexual violence in areas including training and education, support for persons reporting sexual assault and other misconduct, and administrators responsible for investigating misconduct? Which survey questions provide the most relevant information for this answer?
- 4) What actions will the institution most likely take on the basis of these results? Which survey questions provide the most relevant information for this answer?

Within the narrative report, the institution must provide a detailed list of costs incurred in developing and conducting the survey and analyzing the results. Institutions must also provide a copy of the survey instrument used.

Formatting requirements

- Document font: Times New Roman 12pt
- Margins: 1” all sides
- Single-spaced lines
- Left-justified text
- Document heading (Institution name): 14pt bold, centered
- Section headings: 14pt bold, centered
- Subheadings: 12pt bold, left justified
- No boxes or borders around headings or subheading
- No headings or footers
- No page numbering
- No section breaks
- No inserted Excel tables
- No graphs
- No logos, pictures, graphics, nor art of any kind
- Do not use footnote/endnote feature of Word -- if footnotes are needed, please manually enter them at the end of the document.
- Adhere to page and word limits outlined in the guidelines
- Report all percentages to 1 decimal point

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Appendix B- Model Survey Instrument

Sexual Assault Campus Climate Survey

Introduction

This is a survey regarding the incidence of certain types of sexual and relationship violence experiences among students. The questionnaire takes about 15 minutes to complete. We are committed to ensuring a safe, healthy, and nondiscriminatory environment for our students and your participation in this survey will help us in our work to keep all students safe.

If you agree to participate, your individual responses will be confidential. Responses will be reported in terms of groups of students rather than as individual cases. You may stop your participation at any time, or choose not to answer particular questions. Some of the questions will ask about sexual and personal information. Some individuals might experience emotional discomfort while answering some of the questions. At the end of the survey you will be given information about resources should you wish to talk with someone further.

Section One: Respondent Information

1. Are you currently a full-time or part-time student at this campus?
 - Full-time
 - Part-time
 - Prefer not to say

2. Are you an undergraduate student or graduate student at this campus?
 - An undergraduate student
 - A graduate student
 - Prefer not to say

3. Is this your:
 - First year of enrollment at this campus
 - Second year of enrollment at this campus
 - Other (please specify)
 - Prefer not to say

4. Which of the following best describes your living situation at this time?
 - Residential hall
 - Fraternity house
 - Sorority house
 - On-campus apartment
 - Off-campus apartment/house
 - At home with parent(s) or guardian(s)
 - Other (please specify)
 - Prefer not to say

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Section Two: Campus Climate and Information about Campus Sexual Assault and Sexual Violence

If you have additional information or comments you would like to share, please use the comment box at the end of the survey (Section 5).

5. The following statements address your perceptions regarding the college you are attending. Using the scale provided, please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree		Agree	Strongly Agree
a. I feel valued in the classroom/learning environment.	1	2	3	4	5
b. Faculty, staff, and administrators respect what students on this campus think.	1	2	3	4	5
c. I think faculty are genuinely concerned about my welfare.	1	2	3	4	5
d. I think administrators are genuinely concerned about my welfare.	1	2	3	4	5
e. I feel close to people on this campus.	1	2	3	4	5
f. I feel like I am a part of this college.	1	2	3	4	5
g. I am happy to be at this college.	1	2	3	4	5
h. The faculty, staff, and administrators at this school treat students fairly.	1	2	3	4	5
i. I feel safe on this campus.	1	2	3	4	5

6. The following statements address perceptions of how the college you are attending would respond to crisis and incidents. Using the scale provided, please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree		Agree	Strongly Agree
a. If a crisis happened on campus, the college would handle it well.	1	2	3	4	5
b. The college responds rapidly in difficult situations.	1	2	3	4	5
c. College officials handle incidents in a fair and responsible manner.	1	2	3	4	5
d. The college does enough to protect the safety of students.	1	2	3	4	5

“Sexual assault” and “sexual violence” refer to a range of behaviors that are unwanted by an individual, including persistent sexual advances that are undesired by the individual, threats of force to get an individual to engage in sexual behavior and unwanted touching and unwanted

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penetration or attempted penetration. These behaviors could be initiated by someone known or unknown to the individual, including someone he/she is in a relationship with.

7. The following statements describe how the college might handle it if an individual reported an incident of sexual assault and sexual violence. Use the scale provided to indicate how likely each scenario is.

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

8. The following questions are about how people would react to someone reporting an incident of sexual assault and sexual violence at the college. Use the scale provided to indicate how likely each scenario is.

	Very Unlikely	Unlikely		Likely	Very Likely
a. Most students at this college would label the person making the report a liar.	1	2	3	4	5
b. Most students at this college would support 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

9. Using the scale provided, please indicate how likely or unlikely you would be to take the following actions in the future, if you had the opportunity.

	Very Unlikely	Unlikely		Likely	Very Likely

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a. Call the police or authorities if you saw a group bothering someone in a parking lot or similar setting	1	2	3	4	5
b. Confront a friend who was hooking up with someone who was passed out	1	2	3	4	5
c. Confront a friend if you heard rumors that they forced someone to have sex	1	2	3	4	5
d. Tell campus authorities about information you might have about a sexual assault case	1	2	3	4	5
e. Go with a friend to the police department if the friend said she or he was raped	1	2	3	4	5

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

	Strongly Disagree	Disagree		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 the college.	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

11. **Before coming to the college**, had you received any information or education (that did not come from the college) about sexual assault?

- Yes
- No

12. **Since coming to the college**, have you received written (i.e. brochures, emails) or verbal information (presentations, training) from anyone at the college about the following? Please check all that apply.

- The definition of sexual assault
- How to report a sexual assault
- Where to go to get help if someone you know is sexually assaulted
- Title IX protections against sexual assault
- How to help prevent sexual assault

Section Three: Experiences

“Sexual assault” and “sexual violence” refer to a range of behaviors that are unwanted by the recipient and include persistent sexual advances that are undesired by the recipient, threats of force to get an individual to engage in sexual behavior, as well as unwanted touching and unwanted penetration or attempted penetration. These behaviors could be initiated by someone known or unknown to the recipient, including someone he/she is in a relationship with.

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13. Since coming to the college, have you experienced any unwanted sexual violence or unwanted sexual contact (which can include kissing, touching, harassment, stalking)?
- Yes
 - No
 - Prefer not to say

If you answered yes to having experienced any form of sexual assault or sexual violence **since coming to the college**, please answer the following questions. If you have experienced more than one incident since coming to college, please answer these questions regarding the most serious incident.

SKIP LOGIC (Administrators: see flow chart at end of instrument)

- If response is “No” or “Prefer not to say” → go to Demographic questions

If response is “Yes” →

If you answered yes to having experienced any form of sexual assault or sexual violence **since coming to the college**, please answer the following questions. If you have experienced more than one incident since coming to college, please answer these questions regarding the most serious incident.

14. Where did the incident take place?
- On-campus
 - During a school sponsored activity held off-campus
 - Off-campus
 - Prefer not to say

15. Did you tell anyone about the incident?

- Yes
- No
- Prefer not to say

If response is “No” → Question 19. *Which of the following concerns or thoughts were tied to your decision not to talk to anyone?*

If response is “Prefer not to say” → Demographic questions

If “Yes” →

16. Question: Was at least one person you told faculty or staff affiliated with the institution?
- Yes
 - No
 - Prefer not to say

If “Yes” →

17. Using the scale provided, please rate the quality of the help provided by this person.

Poor	Fair		Good	Very good
1	2	3	4	5

18. Question: Did you seek help from a resource outside the college, such as a rape crisis center, medical facility, or mental health center?
- Yes
 - No

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- Prefer not to say

All responses → go to Demographic questions.

19. Which of the following concerns or thoughts were tied to your decision not to talk to anyone? (**check all that apply.**)

- Felt embarrassed or ashamed
- It is a private matter; I wanted to deal with it on my own
- Concerned others would find out
- Didn't want the person who did it to get in trouble
- Fear the person who did it would try to get back at me
- Fear of not being believed
- I thought I would be blamed for what happened
- Didn't think what happened was serious enough to talk about
- Didn't think others would think it was serious
- Didn't know reporting procedure on campus
- Didn't think the incident had anything to do with the college
- Feared I or another would be punished for infractions or violations (such as underage drinking)
- I didn't feel the campus leadership would solve my problems
- I feared others would harass me or react negatively toward me
- Wanted to forget it happened
- Had other things I needed to focus on and was concerned about (such as classes or work)
- Didn't think the school would do anything about my report
- Found campus process difficult
- Other (please specify)

→ Go to Demographic questions (Section 4)

Section Four: Demographic Questions

20. What is your current gender identity?

- Male
- Female
- Transgender male
- Transgender female
- Other (please specify):
- Prefer not to say

21. What is your age?

- 18-24
- 25-29
- 30-39
- 40-59
- 60 and over
- Prefer not to say

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

- Hispanic or Latino
- Not Hispanic or Latino
- Prefer not to say

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23. What is your race (as you define it)?
- American Indian or Alaskan Native
 - Asian
 - Black or African American
 - Native Hawaiian or Other Pacific Islander
 - White
 - Two or more races
 - Prefer not to say

Section Five: Conclusion

Last question (number differs depending on skip logic and branching).

Do you have additional comments, suggestions, or feedback related to the topic of this survey?

[Insert Text Box – character limit]

This is a survey regarding unwanted sexual experiences and relationship aggression. The purpose of this survey is to answer the following questions: How often do these things happen on campus? What are the consequences and who do individuals experiencing these things tell? How do students feel about the college's response to sexual assault? Answers to these questions are important for developing policies and prevention tools to reduce the number of these incidents in our communities and to provide better support systems for people who have experienced them.

We thank you for your willingness to participate. The information you have given us will be kept confidential, as your name is not anywhere on the questionnaire, and web data is stripped of any identifying computer related information before we receive the data.

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If you are concerned about any of the topics covered in this survey, or if you would like more information or reading material on this topic, please contact one or more of the resources below.

[Insert the full contact information for the institution's Title IX coordinator]

[Insert the full contact information including website for relevant local and county resources such as crisis centers, mental health support, and health facilities]

Maryland Coalition Against Sexual Assault (MCASA)

1517 Ritchie Hwy #207, Arnold, MD 21012

Phone: (410) 974-4507

<http://www.mcasa.org/>

<http://www.mcasa.org/for-survivors/maryland-rape-crisis-and-recovery-centers-5/>

<http://www.mcasa.org/for-survivors/resources-for-survivors/>

Maryland 2-1-1, 24-hour Call Center

Phone: Dial 2-1-1

National Sexual Assault Hotline, RAINN

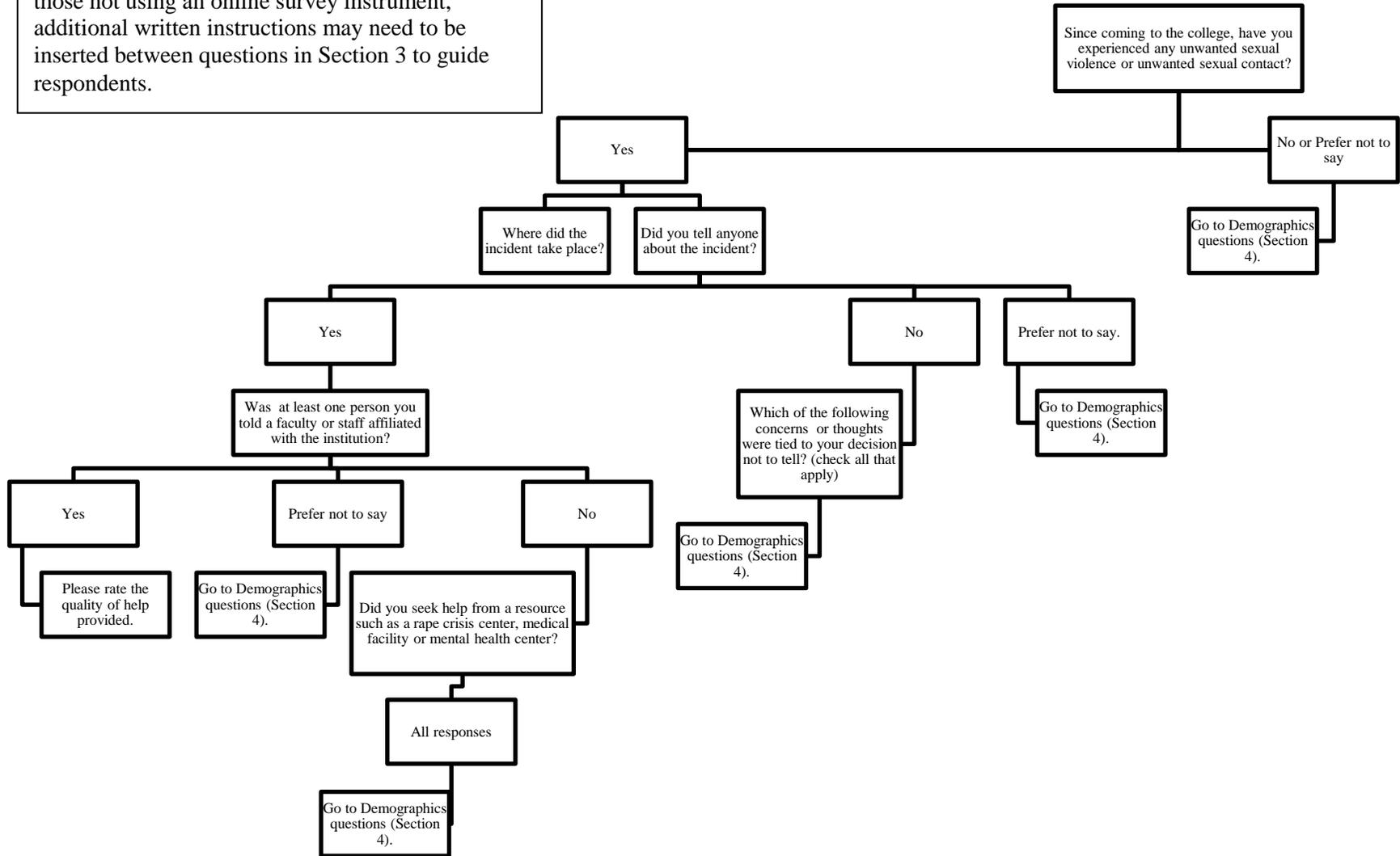
Phone: (800) 656-4673

info@rainn.org

<http://www.rainn.org/get-help/national-sexual-assault-hotline>

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Skip logic flow chart for questions in Section 3. For those not using an online survey instrument, additional written instructions may need to be inserted between questions in Section 3 to guide respondents.



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Appendix C – Survey measures and supplemental questions

This appendix is divided into two sections: a brief description of the design of the survey and what it intends to measure, and a set of supplemental questions institutions might want to consider as they proceed with editing or altering the instrument.

I. What the survey is trying to assess

The model survey provided in Appendix B can be used as-is or tailored to meet institutional needs. The survey is divided into five sections and was designed to capture information about:

- knowledge about and use of campus resources
- opinions and beliefs about how the institution and its students would respond to incidents of sexual violence and sexual assault
- perceptions of the campus's general climate
- the scope and nature of unwanted sexual contact
- characteristics of the respondent population or sample

Section one captures some basic data on the respondents to aid in the analysis of the survey data. Section two broadly captures perceptions of climate and institutional responsiveness, knowledge of resources, and bystander behaviors. Section three explores the scope and nature of any unwanted sexual contact the respondents may have experienced. More sensitive questions regarding the respondents' sexual and ethnic/racial identity (section four) and a general qualitative question (section five) where respondents can share more information if they prefer were saved for the latter portion of the survey.

Table A (next page) provides a summary of what general survey areas the questions aim to assess and maps onto the existing model survey found in Appendix B. The question category labels are derived from information found on the NotAlone.gov website and Rutgers University survey summary report and Guide to Climate Assessment found on the School of Social Work's webpage.

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Table A.

Question Categories	BASIC INFORMATION	SENSE OF COMMUNITY	PERCEPTIONS OF SAFETY	PERCEIVED CAMPUS RESPONSIVENESS	PERCEIVED STUDENT SUPPORT	AWARENESS OF RESOURCES	EXPOSURE TO RESOURCES	EFFICACY TO SEEK ASSISTANCE	BYSTANDER BEHAVIORS	DISCLOSURE OF INCIDENT	EXPERIENCE OF SEXUAL VIOLENCE	NON DISCLOSURE
Q1	X											
Q2	X											
Q3	X											
Q4	X											
Q5		X	X									
Q6			X	X								
Q7			X	X								
Q8		X			X				X			
Q9					X			X	X	X		X
Q10						X	X	X	X	X		
Q11						X	X					
Q12						X	X					
Q13										X	X	
Q14											X	
Q15								X		X		X
Q16				X		X		X		X		X
Q17				X						X		
Q18						X		X		X		
Q19		X	X	X	X	X		X	X			X
Q20	X											
Q21	X											
Q22	X											
Q23	X											

II. Supplemental questions

The workgroup identified additional questions that may be of use to institutions as they tailor their survey instrument to fit their institutional needs. What follows is a set of suggested questions and instructions on how to administer them in complement to the existing survey.

Addition to Section One: Respondent Information

Institutions may wish to survey non-student populations (e.g. faculty, staff) in order to determine the different perceptions of different groups. If so, this question can be inserted early in the survey. If added, revisions will need to be made to the survey (additional skip logic and edits to the questions).

24. Please select the choice that best describes your role on campus.
- Student

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- Faculty
- Staff or administrator
- Other (specify):
- Prefer not to say

If you did not select “Student,” please skip to [insert question number or section]

Additions to Section Two: Campus Climate and Information about Campus Sexual Assault and Sexual Violence

Institutions may want to add gender qualifiers to aspects of Question 9 in the current survey. If so, the question can be revised to provide these options (see grey highlighted text for changes from original survey).

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

	Very Unlikely	Unlikely		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 he or she forced someone to have sex	1	2	3	4	5
e. Tell campus authorities about information you might have about a sexual assault case	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

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Institutions may want to learn more from students about the source(s) of the information and education they received on sexual assault and sexual violence. An additional question, tailored to your campus community, can assist with this.

- Since coming to the college, what or who has been a source of information on sexual assault and sexual violence? Please check all that apply:

Or a set of questions with skip logic

Q1. Have you attended or participated in the following programs since coming to [COLLEGE/UNIVERSITY]? (Check all that apply)

· *Institution would list programs it offered such as:*

- Workshops
- Online programs or courses
- Training
- Written materials

Topics include rape prevention, dating violence, bystander training, dating/relationships

Q2. Other than the programs mentioned above, have you participated in other activities on campus that provided you education on sexual misconduct, relationship violence, and/or stalking, including informal discussions, lectures, awareness raising activities or workshops?

- Yes
- No

SKIP LOGIC IF RESPONSE IS “YES”

If yes, which of the following have you done? Please check all that apply.

- Discussed sexual misconduct, relationship violence, or stalking in class
 - Discussed the topic of sexual misconduct, relationship violence, or stalking with friends
 - Discussed sexual misconduct, relationship violence, or stalking with a family member
 - Attended an event or program about what you can do as a bystander to stop sexual misconduct, relationship violence, and stalking
 - Attended a rally or other campus event about sexual misconduct, relationship violence, and stalking
 - Seen posters about sexual misconduct, relationship violence, or stalking (i.e., raising awareness, prevention, defining consent, etc.)
 - Seen or heard campus administrators or staff address sexual misconduct, relationship violence, and stalking
 - Seen crime alerts about sexual misconduct, relationship violence, and stalking
 - Read a report about rates of sexual misconduct, relationship violence, and stalking at [COLLEGE/UNIVERSITY]
 - Visited the [COLLEGE/UNIVERSITY]’s website with information on sexual misconduct, relationship violence, and stalking

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- Volunteered or interned at an organization that addresses sexual misconduct, relationship violence, or stalking
- Seen or heard about sexual misconduct, relationship violence, or stalking in a student publication or media outlet (for example, [COLLEGE/UNIVERSITY]'s newspaper, TV station)
- Taken a class to learn more about sexual misconduct, relationship violence, and stalking

Additions to Section Three: Experiences

Institutions may want to learn more about the perpetrator of the sexual assault or sexual violence. If so, a question can be added following the question "Where did the incident take place?".

Who did the unwanted behavior involve? (select one).

25. Stranger
26. College professor/instructor
27. Family member
28. College staff
29. Acquaintance
30. Non-romantic friend
31. Co-worker
32. Casual or first date
33. Employer/supervisor
34. Current romantic partner
35. Ex-romantic partner
36. Other: Please specify

Institutions may want to learn more from the respondent about the timing of the incident of sexual assault or sexual violence. If so, the following question can be used. If an institution chooses to use this question, it should follow the "who did you tell?" question.

When did the incident occur? (select one).

37. Within the first six weeks of the semester
38. During the first semester
39. Within the first year
40. Within the second year
41. I prefer not to say
42. Other: Please specify

Should institutions want to learn more from the respondents about who they told about the sexual assault or sexual violence and how helpful they found those resources, a two-part question can be asked. These would follow "Did you tell someone about the incident?" if the respondent selected "Yes." This question and scale would replace the current survey's Questions 16 and 17.

Institutional Guidelines for the Sexual Assault Campus Climate Survey

Who did you tell? (select all that apply and use the scale provided to rate the quality of help each person provided)

	Poor	Fair		Good	Very Good
Close friend	1	2	3	4	5
Parent or guardian	1	2	3	4	5
Other family member	1	2	3	4	5
Faculty or staff affiliated with this institution	1	2	3	4	5
Friend	1	2	3	4	5
Romantic partner	1	2	3	4	5
Police or law enforcement	1	2	3	4	5
Religious leader	1	2	3	4	5
Other (please specify)	1	2	3	4	5

Addition to Section Four: Demographics

Institutions may want to analyze the results of the survey further in relation to the respondents' sexual orientation. If so, this question can be added to gather that data.

43. Which of the following best describes you?

- 100% heterosexual/straight
- Mostly heterosexual/straight but somewhat attracted to people of the same sex
- Bisexual/attracted to men and women equally
- Mostly homosexual/lesbian/gay but somewhat attracted to people of the opposite sex