

# Sexual Assault Campus Climate Survey Guide

Best Practices Recommendations, Templates, and Sample Survey



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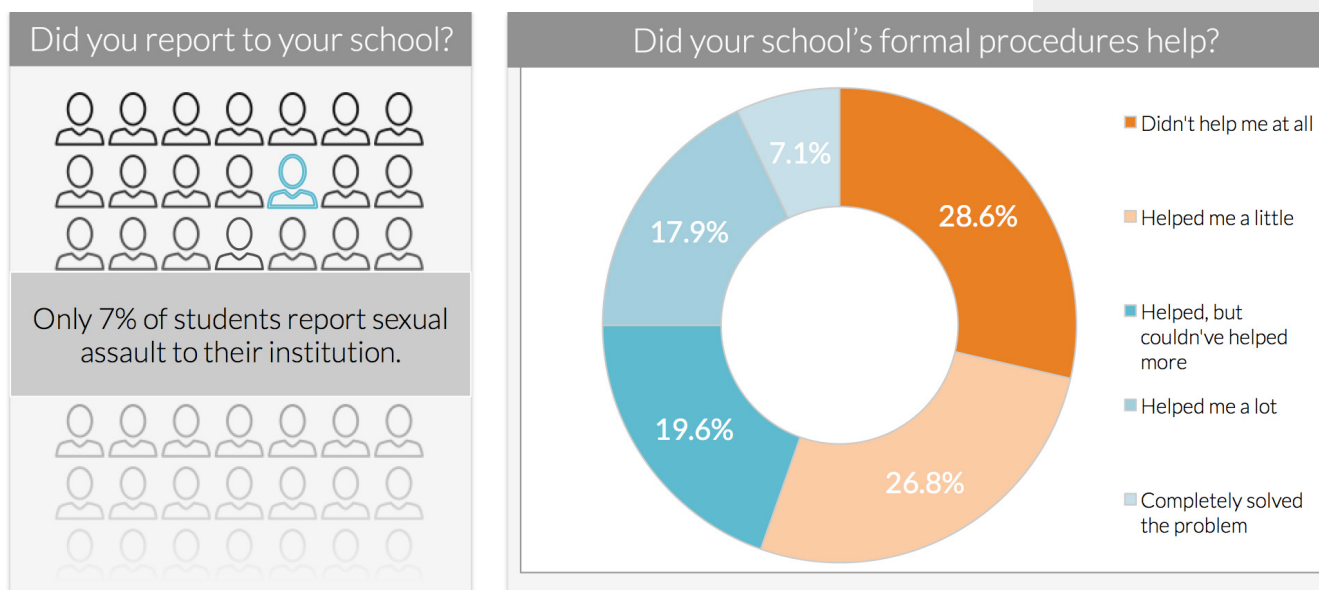
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## Best Practices Recommendations, Templates, and Sample Survey

In spite of sobering national statistics and widespread media attention, a recent Gallup survey revealed that 78% of college and university presidents disagreed that sexual assault is prevalent at their institution.<sup>1</sup>

It doesn't help that many college and university leaders do not have reliable, campus-specific data regarding sexual assault to draw from, as data sources like crime report logs may drastically underestimate prevalence. Indeed, statistics from the Department of Justice show that only 20% of sexual assaults are reported to police.<sup>2</sup> EverFi student data are even more harrowing: only 5% of sexual assault victims report to law enforcement, and 7% report to campus administrators. From those that reported to campus administration (see Figure 1.), more than half reported that campus procedures helped "little" or "didn't help...at all".<sup>3</sup>

**Figure 1. Student Reporting of Sexual Assault, and Judgment of Institutional Response\***



\*Compiled from EverFi's Climate Survey Data Analysis. n = 14,000 students.

Underreporting through these formal law enforcement or administrative channels necessitates other approaches—like anonymous self-report tools—to more accurately measure incidences of violence. According to a July 2014 survey of over 400 colleges, led by Senator Claire McCaskill (D-MO), only 16% of campus respondents conducted confidential student surveys to assess issues related to sexual assault.<sup>4</sup>

The implementation of student "climate surveys" was a key recommendation in the April 2014 release of the "Not Alone" report from the White House Task Force to Protect Students from Sexual Assault.<sup>5</sup> The Office of Civil Rights through the Department of Education issued similar guidance for institutional Title IX Coordinators<sup>6</sup>. Most college and university presidents believe that all higher education institutions should conduct climate surveys, according to Inside Higher

Ed, but few favor legislation that would mandate them.<sup>7</sup> Despite this institutional reluctance to require their usage, the Campus Accountability and Safety Act, a pending Senate bill with bipartisan support, would make climate surveys a biennial requirement.<sup>8</sup>

At a time of heightened scrutiny and accountability, discomfort around data showing a potentially larger-than-expected prevalence of sexual assault is understandable. However, the problem of sexual assault is not unique to schools bearing the scarlet letter of a Title IX investigation. Widespread focus on the number and names of schools currently under investigation by the Department of Education's Office for Civil Rights, while certainly elevating the dialogue around this issue, may also have the unintended consequence of marginalizing the problem and propagating the misperception that sexual assault is a case of "a few bad apples."

If mandated broadly, climate surveys can reduce barriers to transparency by leveling the playing field across institutions – it would likely be found that sexual assault is shockingly prevalent on most, if not all, campuses. This would allow campuses to distinguish themselves not just by avoiding compliance violations but by showcasing the efforts they make to proactively take a stand against sexual assault.

Climate surveys can help campuses define the problem and set appropriate goals by providing a deeper understanding of students' attitudes, behaviors, and experiences related to sexual assault—a critical first step of a comprehensive approach to prevention. These insights will encourage campuses to be more intentional in their prevention efforts, ultimately informing the design and delivery of more targeted, impactful, and cost-effective programming. Further, campuses could leverage these data to garner additional resources and broader institutional commitment.

As a testament to EverFi's commitment to helping institutions assess and address sexual assault, we are providing this sexual assault climate survey implementation guide, and various tools, templates, and recommendations, to support colleges and universities in their efforts. We developed this resource in collaboration with leading researchers and national prevention experts, including several negotiated rulemakers who helped articulate new campus mandates laid out in the 2013 reauthorization of the Violence Against Women Act. The survey instrument provided is based on a model template provided in the White House Task Force Report, and has undergone extensive pilot testing at over 65 institutions nationwide. For more details on the methodology behind our survey instrument, please reference "Climate Survey References" (Appendix I).

As mandates for compliance with Title IX and the Clery Act (Campus SaVE/VAWA) continue to evolve, institutions will undoubtedly require a more thorough understanding of their unique student population, and how best to educate, protect, and support them. We believe that climate surveys can become an invaluable resource for those who wish to deploy them, and one that will likely be mandated by federal and state legislation shortly.

## Planning Your Climate Survey

One best practice in climate survey implementation is to draw upon a random sample of students who are invited to participate. Depending on the institution, however, it can be easier to administer the survey to all students—this is referred to as a "census-level survey." The ultimate goal is to generate high participation rates from participants that are reflective of your student body as a whole.

EverFi recommends implementing climate surveys later in the academic year, giving new and returning students time to fully acclimate to the campus environment and thus increasing the likelihood of providing informed survey responses. This also provides an opportunity to reach students with primary prevention programs—including but not limited to online courses—to help educate them on these important issues.

While the decision about when to implement the survey is entirely up to your institution, there are several points to consider regarding timing:

- Avoid survey fatigue by implementing the survey when students are not being asked to take other surveys.

Climate surveys can help campuses define the problem and set appropriate goals by providing a deeper understanding of students' attitudes, behaviors, and experiences related to sexual assault—a critical first step of a comprehensive approach to prevention.

- Avoid crunch times—finals, midterms, or other times when students are likely to be preoccupied (e.g., right before or right after holidays/vacations).
- Avoid implementing the survey at the beginning of the academic year:
  - o This is a high-risk period for incoming students, which may influence their survey responses.
  - o Incoming students will not be fully acclimated to the campus and may not have informed perspectives about the campus climate.
  - o Other (non-incoming) students may just be returning to campus from summer break and may need to readjust to campus life in order to provide valid and reliable responses.

# Doing the Best Work Possible

## Protecting Your Students, Faculty, Staff, and Institution

Compliance with climate survey and other mandates will continue to be a critical focus on the minds of Title IX Coordinators, Clery Compliance Officers, Student Affairs administrators, and institutional leadership. At EverFi, we believe that climate surveys can become a standard component of broader campus efforts to address sexual and relationship violence.

Institutions committed to protecting and supporting students, faculty, and staff should strive to go beyond climate surveys, and compliance requirements, by prioritizing prevention best practice. Prioritizing and deploying your climate survey is just a step towards achieving the ultimate goal of creating safer, healthier campus communities.

Learn More About EverFi and Sexual Assault Prevention Programs at [EverFi.com/Haven](https://EverFi.com/Haven)

EverFi works with over 750 colleges, universities, national fraternities and sororities to help improve knowledge, attitudes, and behaviors around critical wellness and success issues.

Our online programs, data, and advisory services help institutions address student and employee wellness in four key areas - sexual assault, alcohol and other drug prevention, financial wellness, and fraternity and sorority life.

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# Climate Survey – Templates & Examples

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# Templates and Samples

## Institutional Review Board (IRB) Proposal Template

Given that climate surveys qualify as human subjects research, efforts must be taken to protect students from any risk of harm in participating in the research. As such, campuses may likely be required to submit a proposal to their Institutional Review Board to receive approval for the research. This template provides your institution with sample language to complete an IRB proposal for conducting a climate survey. This resource is yours to customize as you see fit.

### Purpose of Investigation

*The purpose of this survey is to gain insights into the campus atmosphere regarding sexual and relationship violence. According to national statistics, approximately 20% of college women will experience sexual assault during their time on campus. These crimes are vastly underreported, however, leaving campuses with incomplete information regarding the frequency and circumstances of these crimes. As a result, campus administrators face additional challenges in adequately or effectively providing safety and support services to prevent and respond to sexual assault.*

*Significant federal efforts have been made to encourage colleges and universities to collect campus-specific data on sexual and relationship violence. A 2014 survey sent out by Senator Claire McCaskill to 350 college presidents found that only 16% of the surveyed campuses conduct confidential student surveys to assess the prevalence of sexual violence, attitudes related to this issue, and how it is being addressed at their school. These "climate surveys" were a key recommendation in the "Not Alone" report released in April 2014 by the White House Task Force to Protect Students from Sexual Assault. While currently just a recommendation, climate surveys are gaining traction towards becoming a legislative mandate.*

*This survey will assess students' attitudes, perceptions, and experiences related to these issues to provide an accurate sense of the scope and nature of their occurrence. With a deeper understanding of these important issues, campus administrators can make significant improvements to programs and services to protect, educate, and support their students.*

### Risks and Benefits

*While students who complete the survey will be providing information that can be used to help create a safer and healthier campus community, there are few, if any direct benefits to their participating.*

*We anticipate minimal risk for students participating in the survey. Given the personal and sexual nature of some of the questions, it is possible that some participants will experience emotional discomfort while taking the survey. Please note, however, that the items included in the survey are based on gold standard instruments that have been used on other campuses to assess student attitudes and experiences related to sexual assault.*

*As described more fully below, we have taken all reasonable steps to reduce participant discomfort, including the identification of local resources should a student want to seek more information or support.*

### Steps to Protect Participants

*Participation in this survey is completely voluntary, and participants' responses will be held in strict confidence. This information is clearly stated to participants in both the consent and debrief forms.*

*While no directly identifying information such as the name of the participant will be collected in the survey, it is possible that a combination of various demographic characteristics could indirectly identify participants from a pool of survey participants. Therefore, anonymity is likely but cannot be completely guaranteed.*

*Given the personal and sensitive nature of some of the survey questions, participants will be provided links to campus support resources in the survey invitation as well as in the consent and debrief forms that are part of the survey.*

*If requested by the institution for purposes of encouraging participation, a second and wholly separate questionnaire can be administered to collect students' information such as their name, email address, and student ID in order to secure their eligibility to receive an incentive for completing the survey. This information will be stored in a separate, unlinked database to maintain the confidentiality of students' survey responses.*

## **Manner of Obtaining Participants**

*Participants will be obtained through an enrollment list provided by the Registrar. To maximize participation rates, survey invitations will be emailed to all registered and enrolled students. Throughout the course of the three-week survey period, reminder emails will be sent to students to encourage their participation.*

*[FOR INCENTIVES: After completing the climate survey, participants will be presented with a second and wholly separate questionnaire to collect information such as their name, email address, and student ID in order to secure their eligibility to receive an incentive for completing the survey. The students will be assured that their survey responses will never be tied to their identifying information as these data will be stored in a separate and unlinked database.]*

## Invitation Email Template

It is important to note that students cannot be required to participate in climate surveys, although efforts should be taken to encourage their participation. This template provides your institution with a sample email invitation to drive student responses to your climate survey. This resource is yours to customize as you see fit.

*Dear Student,*

*As you may be aware, sexual assault impacts as many as 20-25% of female students and 3-6% of male students on college campuses each year. This means we all probably have at least one person in our lives who has experienced sexual assault, whether we know it or not. [Institution Name] is strongly committed to addressing this issue, and we encourage our students to do their part to create a safe and healthy campus community.*

*There is now an easy opportunity for you to play a huge role in addressing this important issue. We are implementing a survey to help understand student perspectives and experiences related to sexual assault. By participating in this 30- minute survey, you will be providing critical insights to help protect and support [Institution Name] students.*

*The more students who participate, the more we will learn that can help us take on this issue in a meaningful way. Your response really will make a difference.*

*[Optional if using Incentives]*

*At the end of the survey, you will be provided access to a separate questionnaire to enter your name, email address, and student ID to receive a [incentive name] for completing the survey. Please note that this information will always be stored in a separate and unlinked database and therefore will never be tied to your survey responses. This procedure has been approved by the Institutional Review Board for [Institution Name].*

*To participate in the survey please click here: [insert link to climate survey]*

*If you would like to seek out campus resources for sexual assault, please click here [insert link to campus resources].*

*Thank you for participating—and for encouraging your friends to do the same!*

*[enter name]*



## Consent Form Template

This template provides your institution with a consent form to provide to students in advance of taking your sexual assault climate survey. This resource is yours to customize as you see fit.

*This survey will help us learn about the relationship and sexual experiences of students attending Campus X. If you participate, your responses will be kept completely confidential and never linked to you by name. No one at Campus X will be told how you responded to the survey. It should take approximately 30-45 minutes to complete.*

*Your participation is voluntary, and you may choose to skip questions or stop responding at any point. Due to the importance of this topic, your cooperation would be greatly appreciated.*

*The information that you and many other students provide will contribute to our understanding of these important issues at Campus X. Moreover, consistent with our commitment to ensure a safe, healthy, and welcoming environment for students, your participation will help us develop programs and policies that will help all students feel safe and fully accepted on campus.*

*Because some questions ask about sexual and personal information, including relationship and sexual experiences, some students may experience emotional discomfort while completing the survey. At the end of the survey you will be given information about local and national resources you can utilize should you wish to talk with someone further.*

## Confidentiality

Although we have undertaken all reasonable efforts to minimize any potential risks, you should know that any form of communication over the Internet carries at least some minimal risk of loss of confidentiality. For example, if other individuals (e.g., partner, roommate) have access to your computer, they might be able to view your web browsing history, including a link to this survey.

For information on how to delete your web browsing history, you can visit <http://www.computerhope.com/issues/ch000510.htm>

The principal investigators of this survey are \_\_\_\_\_ and can be reached at \_\_\_\_\_.

ELECTRONIC CONSENT: Please select your choice below.

Clicking on the "agree" button below indicates that:

- you have read the above information
- you voluntarily agree to participate
- you are at least 18 years of age

If you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button.

- AGREE
- DISAGREE

## Debrief Form Template

This template provides your institution with a with a sample email debrief form template to clarify to students the purpose of the survey and how their responses will be used and, importantly, kept confidential. This resource is yours to customize as you see fit.

*Thank you for your participation!*

### *How We Will Use This Information*

*This survey assessed unwanted sexual experiences and intimate partner violence on your campus. The research will help us to answer the following questions: How often do unwanted sexual experiences happen on campus? What are the consequences? To whom do students report these incidents? How do students feel about the school's response to cases of sexual misconduct? How can prevention efforts be improved?*

*Answers to these questions will help us develop policies and prevention tools to reduce the number of these incidents in our community and to provide better support systems for people who have been victimized.*

### *Confidentiality*

*Thank you again for your willingness to participate. As stated above, the information you have provided will be kept confidential and not linked to you in any way.*

*To prevent anyone seeing your responses who has access to your computer (e.g., partner, roommate), you should delete your web browsing history. For information on how to do so, visit [www.computerhope.com/issues/ch000510.htm](http://www.computerhope.com/issues/ch000510.htm).*

### *Resources*

*If you are concerned about any of the topics covered in this survey, or if you would like more information or personal support regarding these topics, please contact one of the resources listed below.*

LOCAL RELATIONSHIP VIOLENCE RESOURCE

NATIONAL RELATIONSHIP VIOLENCE RESOURCE

LOCAL SEXUAL ASSAULT RESOURCE

NATIONAL SEXUAL ASSAULT RESOURCE

*The principal investigators for this survey are \_\_\_\_\_ who can be reached at \_\_\_\_\_ to answer any additional questions you may have about this research.*

THANK YOU AGAIN FOR YOUR PARTICIPATION.

## Sample Climate Survey Questions

This template provides your institution with a set of sample questions and responses to consider utilizing in your campus climate survey instrument. This resource is yours to customize as you see fit. Please note that each section has a description of the topic covered in that section. However, we do not recommend having these labels in your climate survey as this could influence participant responses.

### Section 1: Demographics

1. What is your biological sex?
  - a. Female
  - b. Male
  - c. Intersex
2. What is your current gender identity?
  - a. Female
  - b. Male
  - c. Transgender Female
  - d. Transgender Male
  - e. Genderqueer
  - f. Gender-nonconforming
  - g. Other (please specify) \_\_\_\_\_
3. Are you Hispanic or Latino/a
  - a. Yes
  - b. No
4. Select one or more of the following options that best describes your race:
  - a. American Indian or Alaska Native
  - b. Asian
  - c. Black or African American
  - d. Native Hawaiian or Other Pacific Islander
  - e. White
  - f. Other (please specify) \_\_\_\_\_
5. Do you consider yourself to be:
  - a. Asexual
  - b. Bisexual
  - c. Pansexual
  - d. Gay
  - e. Heterosexual/Straight
  - f. Lesbian
  - g. Questioning
  - h. Other (please specify) \_\_\_\_\_
6. In what year of school are you currently enrolled?
  - a. Freshman (First-year)
  - b. Sophomore (Second-year)
  - c. Junior (Third-year)
  - d. Senior (Fourth/Fifth/Sixth-year)
  - e. Graduate or professional school student

- f. Not a student
- g. Other (please specify) \_\_\_\_\_

7. How old are you?

- a. 18
- b. 19
- c. 20
- d. 21
- e. 22
- f. 23
- g. 24 or older

8. Which best describes your current living arrangements this academic year?

- a. College residence hall
- b. Substance-free residence hall
- c. Fraternity or sorority house
- d. On-campus apartment or house
- e. Off-campus apartment or house
- f. At home with family
- g. Other (please specify)

9. Are you currently a member of any of the following? (Please check all that apply.)

- a. Fraternity or sorority
- b. Volunteer/community service organization
- c. Student religious group
- d. Intercollegiate athletic team
- e. Intramural or club athletic team
- f. Health education group
- g. Media organization (e.g., newspaper, radio, magazine)
- h. Substance abuse prevention peer education group
- i. Sexual violence prevention peer education group
- j. Minority or ethnic organization
- k. Political or social action group
- l. Music or other performing arts group
- m. Other student organization or group (please specify)

10. What is your current enrollment status?

- a. Full-time student
- b. Part-time student

11. Did you transfer to this school from another school?

- a. Yes
- b. No

12. Are you a United States citizen?

- a. Yes
- b. No

12a. (if No to 12) If you are not a United States citizen, how many years have you lived, resided, or studied in the United States? \_\_\_\_\_ years

## Section 2: Academic Success

13. Which of the following best describes your current grade point average?

- a. 3.5 – 4.0 (A average)
- b. 2.5 – 3.4 (B average)
- c. 1.5 – 2.4 (C average)
- d. 0.5 – 1.4 (D average)
- e. .00 – .04 (F average)
- f. Don't know or not applicable

14. Since you've been a student at this school, to what degree has the following happened to you?

(1-Never, 7-Always)

- a. Performed poorly on an assignment
- b. Got behind in schoolwork
- c. Missed a class
- d. Dropped a class
- e. Took an incomplete course grade
- f. Considered dropping out
- g. Thought about transferring to a new school

## Section 3: General Climate Questions

15. Please indicate your level of agreement with the following statements:

(Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)

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

16. Please indicate your level of agreement with the following statements:

(Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, I don't have any knowledge or experience around this to offer a response)

- a. School officials (administrators, public safety officers) could do more to protect students from harm.
- b. If there were a crisis at my school, my school would handle it well.
- c. The school responds too slowly in difficult situations.
- d. School officials handle negative incidents in a fair and responsible manner.
- e. My school does enough to protect the safety of students.
- f. There is a good support system at my school for students going through difficult times.

#### Section 4: Perceptions of Leadership, Policies, and Reporting

17. If someone were to report a sexual assault to administrators at your school (e.g., Title IX Coordinator, etc.), how likely is it that:

(Very Likely, Moderately Likely, Somewhat Likely, Not at all Likely, I don't have any knowledge or experience around this to offer a response)

- a. Administrators would take the report seriously?
- b. Administrators would restrict knowledge of the report to those who need to know in order for the school to respond properly?
- c. Administrators would forward the report to criminal investigators who work for the local police department or sheriff's office?
- d. Administrators would take steps to protect the safety of the person making the report?
- e. Administrators would support the person making the report?
- f. Administrators would take corrective action to address factors that may have led to the sexual assault?
- g. Administrators would take corrective action against the offender?
- h. Administrators would take steps to protect the person making the report from retaliation?
- i. Students would consider the person making the report to be a troublemaker?
- j. Students would support the person making the report?
- k. The alleged offender(s) or their associates would retaliate against the person making the report?
- l. The educational achievement/career of the person making the report would suffer?

18. While you have been a student at this school, how useful did you find trainings you've received in the following areas related to sexual assault:

(Very, Moderately, Somewhat, Slightly, Not, I have not received training in this area)

- a. Which behaviors are defined as "sexual assault?"
- b. How to report a complaint of sexual assault?
- c. The availability of confidential on-campus resources to help victims of sexual assault?
- d. The procedures followed to investigate a complaint of sexual assault?
- e. Prevention of sexual assault?

19. What questions do you still have related to these topics?

(open-ended text box)

20. Please indicate your level of agreement with the following statements:

(Strongly agree, Agree, Neither agree/disagree, Disagree, Strongly disagree, Don't know)

- a. I know where to go to get help regarding sexual assault at my school.
- b. I understand my school's formal procedures to address complaints of sexual assault.
- c. I understand how to report a sexual assault at my school.
- d. I understand where I can find confidential support at my school.
- e. I understand where I can find 24/7 support related to sexual assault.
- f. I know where to seek special accommodations at my school if I was assaulted.
- g. I have confidence that my school's administrators will follow the procedures necessary to address complaints of sexual assault fairly.



## Section 5: Alcohol and Drug Use

This section of the survey asks about your experience with alcohol and drug use. Keep in mind that survivors of sexual violence are in no way to blame if they have been drinking or otherwise under the influence at the time of the incident. Remember that your responses will remain confidential and will not be linked to your identity or reported.

21. Since the start of this academic year, about how often have you consumed alcohol?

- a. Never
- b. Less than once a month/A few times
- c. Once or twice a month
- d. Once or twice a week
- e. Daily or almost daily

20a. (If 20=a. Never) Since the start of this academic year, about how often have you consumed enough alcohol to get drunk?

- a. Never
- b. Less than once a month/A few times
- c. Once or twice a month
- d. Once or twice a week
- e. Daily or almost daily

20b. (If 20=Never) On a typical drinking occasion, about how many alcohol drinks do you usually have? (One drink = 1.5 oz liquor = 5 oz wine = 12 oz beer)

(Drop-down box: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11+)

22. Since the start of this academic year, have you used, either voluntarily or involuntarily, any of the following? Please check all that apply.

- a. I have not used any of the following since the start of this academic year
- b. Cigarettes
- c. Other tobacco products
- d. Marijuana
- e. Medications not prescribed to me (ADHD drugs, painkillers, tranquilizers, sleeping pills, etc.)
- f. Salvia Divinorum or Salvinorin A ("Maria Pastora," "Sage of the Seers," "Diviner's Sage," "Sally-D," or "magic mint")
- g. MDMA ("Ecstasy," "XTC," "Adam")
- h. Rohypnol ("roofies"), GHB, or ketamine
- i. Other illicit drugs (cocaine, methamphetamine, amphetamines, heroin, LSD, other psychedelics or hallucinogenics, etc.)

## Section 6: Sexual Violence

This section asks about non-consensual or unwanted sexual contact you may have experienced. The person with whom you had unwanted sexual contact could have been a stranger or someone you know, such as a family member, a dating or romantic partner, or another student. These questions ask about five types of sexual contact:

- touching of a sexual nature
- oral sex
- sexual intercourse
- anal sex
- sexual penetration with a finger or object

We would like to learn more about situations when students have experienced non-consensual or unwanted sexual contact in order to help prevent these incidents and support students better. We understand that these can be very sensitive issues for students, and resources will be provided at the end of the survey.

23. Have you experienced sexual contact without your consent before you became a student at this school?

- a. Yes
- b. No

24. Have you experienced sexual contact without your consent since you became a student at this school?

- a. Yes (go to 25)
- b. No (go to 53)

The questions below ask about non-consensual or unwanted sexual contact that involved force or threats of force against you. Force could include someone holding you down with their body weight, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

25. Since you became a student at this school, has anyone had sexual contact with you by using physical force or threatening to physically harm you?

- a. Yes, before the start of this academic year
- b. Yes, after the start of this academic year
- c. Yes, both before and after the start of this academic year
- d. No
- e. Not sure

26. Since you became a student at this school, has anyone attempted but not succeeded in having sexual contact with you by using or threatening to use physical force against you or threatening to physically harm you?

- a. Yes, before the start of this academic year
- b. Yes, after the start of this academic year
- c. Yes, both before and after the start of this academic year
- d. No
- e. Not sure

The next set of questions ask about non-consensual or unwanted sexual contact resulting from verbal or non-physical coercion. This can include telling you lies, making promises you knew were untrue, threatening to end a relationship, threatening to spread rumors about you, showing displeasure, criticizing you, getting angry, and/or verbally pressuring you after you indicated you didn't want to have sexual contact.

27. Since you became a student at this school, has anyone had sexual contact with you by using verbal or non-physical coercion?

- a. Yes, before the start of this academic year
- b. Yes, after the start of this academic year
- c. Yes, both before and after the start of this academic year
- d. No
- e. Not sure

28. Since you became a student at this school, has anyone attempted but not succeeded in having sexual contact with you by using verbal or non-physical coercion?

- a. Yes, before the start of this academic year
- b. Yes, after the start of this academic year
- c. Yes, both before and after the start of this academic year
- d. No
- e. Not sure

The next set of questions ask about your experiences with non-consensual or 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 you voluntarily consumed alcohol or drugs or times you were given drugs without your knowledge or consent.

29. Since you became a student at this school, have you suspected that 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 events that you think (but are not certain) happened.

- a. Yes, before the start of this academic year
- b. Yes, after the start of this academic year
- c. Yes, both before and after the start of this academic year
- d. No
- e. Not sure

30. Since you became a student at this school, 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 that you are certain happened.

- a. Yes, before the start of this academic year (go to 31)
- b. Yes, after the start of this academic year (go to 31)
- c. Yes, both before and after the start of this academic year (go to 31)
- d. No (go to 33)
- e. Not sure (go to 33)

(If "a" "b" or "c" to 30)

You indicated that someone had non-consensual or unwanted 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. For these questions, if you have experienced this more than once, please consider the incident that has had the greatest impact on you.

31. Just prior to the incident, had you been drinking alcohol? Keep in mind that you are in no way responsible for the incident that occurred, even if you had been drinking.

- a. Yes
- b. No

31a. (If Yes to 31) Just prior to the incident, were you drunk?

- a. Yes
- b. No

32. Just prior to the incident, had you voluntarily been taking or using any drugs other than alcohol? Keep in mind that you are in no way responsible for the incident that occurred, even if you had been taking or using drugs.

- a. Yes
- b. No

33. Just prior to the incident, had you been given a drug without your knowledge or consent?

- a. Yes
- b. No
- c. Don't know

The next set of questions relate to an incident when someone had non-consensual or unwanted sexual contact with you while you were a student at this school. For these questions, if you have experienced this more than once, please consider the incident that has had the greatest impact on you.

34. When did the incident occur?

- a. Before the start of this academic year
- b. After the start of this academic year

35. Who had this unwanted sexual contact with you?

Please select the best option from the list below.

- a. Stranger
- b. Family member
- c. Acquaintance
- d. Coworker
- e. Employer/supervisor
- f. College professor/instructor
- g. College staff
- h. Non-romantic friend
- i. Casual or first date
- j. Current dating/romantic partner
- k. Ex-dating/romantic partner
- l. Other (please specify) \_\_\_\_\_

36. Was this person a student at your school?

- a. Yes
- b. No
- c. I don't know

37. Was this person affiliated with your school, as an employee, staff, or faculty member?

- a. Yes
- b. No
- c. I don't know

38. What was the sex of the person who had unwanted sexual contact with you?

- a. Male
- b. Female
- c. Transgender
- d. I don't know

39. Where did the incident occur? Please select the most appropriate location. You may use the open-ended text field to specify the location, if desired.

- a. Off-campus: buildings or spaces near your school but not affiliated with the school (ex: private apartment, bar/club)
- b. On-campus : buildings or spaces owned by or affiliated with your school (ex: residence hall, campus facility)
- c. Other location : buildings or spaces outside the vicinity of your school (ex: family home, vacation or study abroad site)
- d. Please specify location, if desired. \_\_\_\_\_

40. How frightened were you by the incident?

- a. Extremely frightened
- b. Somewhat frightened
- c. Only a little frightened
- d. Not at all frightened

41. Did the incident involve: (Yes, No)

- a. The other person's use of alcohol?
- b. Your use of alcohol?
- c. The other person's use of drugs?
- d. Your use of drugs?

Keep in mind that you are in no way responsible for the incident that occurred, even if you had been drinking or using drugs.

42. Who did you tell about the incident? Please check all that apply.

- a. No one
- b. Roommate
- c. Close friend other than roommate
- d. Parent or guardian
- e. Other family member
- f. Dating/romantic partner
- g. Residence hall advisor
- h. Campus staff member
- i. Campus faculty member
- j. Campus security/police
- k. Local police
- l. Counselor
- m. Campus sexual assault advocate
- n. Community sexual assault advocate
- o. Other (please specify) \_\_\_\_\_

42a. (If 42 = a) There are a lot of good reasons why someone may not tell anyone about an incident of non-consensual or unwanted sexual contact. What were your reasons? Please check all that apply.

- a. I was ashamed/embarrassed
- b. It's a private matter—wanted to deal with it on my own
- c. I was concerned others would find out
- d. I didn't want the person who did it to get in trouble
- e. I was afraid of retaliation from the person who did it
- f. I was afraid of not being believed
- g. The person who did it is well-recognized at my school
- h. I thought I would be blamed for what happened
- i. I didn't think what happened was serious enough to talk about
- j. I didn't think others would think it was serious
- k. I thought people would try to tell me what to do
- l. It would feel like an admission of failure
- m. I didn't think others would think it was important
- n. I didn't think others would understand
- o. I didn't have time to deal with it due to academics, work, etc.
- p. I didn't know the reporting procedure at my school
- q. I was afraid that I or another would be punished for other infractions or violations (e.g., underage drinking)
- r. I did not feel the campus leadership would solve my problems

- s. I was afraid others would harass me or react negatively toward me
- t. I thought nothing would be done
- u. I didn't want others to worry about me
- v. I wanted to forget it happened
- w. I had other things that needed my attention (e.g., classes, work)
- x. I didn't think the school would do anything about my report
- y. Other (please specify) \_\_\_\_\_

Recall that these questions relate to an incident when someone had non-consensual or unwanted sexual contact with you while you were a student at this school. For these questions, if you have experienced this more than once, please consider the incident that has had the greatest impact on you.

43. Did the incident result in a sexually transmitted infection?

- a. Yes
- b. No

44. Did the incident result in pregnancy?

- a. Yes
- b. No
- c. Not applicable

45. Did the incident result in physical injury?

- a. Yes
- b. No

46. Did you experience any of the following as a result of the incident? (No, Yes)

- a. Flashbacks
- b. Depression or Anxiety
- c. Anger problems
- d. Fearfulness
- e. Nightmares
- f. Trouble sleeping
- g. Disordered eating
- h. Difficulty concentrating
- i. Concerns about your safety
- j. Alcohol or other substance abuse
- k. Thoughts of suicide

47. Did you experience retaliation by the person who committed this act or these actions, or their friends/associates?

- a. Yes
- b. No

48. Did the incident have a negative impact on any of the following? Please check all that apply.

- a. Schoolwork?
- b. Job?
- c. Social/recreational activities?
- d. Social relationships?
- e. Intimate relationships?
- f. Family relationships?
- g. None of the above



48a. (If 48 "a" was checked) You indicated that the incident had a negative impact on your schoolwork. As a result of the incident, to what degree has the following happened to you?

(1-Never, 7-Always)

- a. Performed poorly on an assignment
- b. Got behind in schoolwork
- c. Missed a class
- d. Dropped a class
- e. Took an incomplete course grade
- f. Considered dropping out
- g. Thought about transferring to a new school

49. Did you seek medical treatment for the incident?

- a. Yes
- b. No

50. Did you seek counseling services as a result of the incident?

- a. Yes
- b. No

51. Did you seek advocacy services as a result of the incident?

- a. Yes
- b. No

52. Did you use the formal procedures available at your school to report the incident?

- a. Yes
- b. No
- c. Not applicable

52a. (If 52=a) Do you feel that you were treated fairly through your school's formal procedures?

- a. Yes, very
- b. Yes, somewhat
- c. No.

52b. (If 52=a) How do you feel your school's formal procedures helped you deal with the incident?

- a. Didn't help me at all
- b. Helped me a little
- c. Helped, but could've helped more
- d. Helped me a lot
- e. Completely solved the problem

53. In the past, have you pressured or forced someone into sexual contact without that person's explicit consent (e.g., used physical force or threatened to physically harm them; manipulated them through lies, threats, or pressure; took sexual advantage of them when they were significantly impaired or incapacitated by drugs/alcohol)? Remember that your responses will remain confidential and will not be linked to your identity or reported.

- a. Yes, before I became a student at this school
- b. Yes, after I became a student at this school
- c. Yes, both before and after I became a student at this school
- d. No
- e. Not sure

53a. (If 53 = b or c) You indicated that you pressured or forced someone into sexual contact without that person's explicit consent. When did this happen while you were a student at this school?

- a. Before the start of this academic year

- b. After the start of this academic year
- c. Both before and after the start of this academic year

## Section 7: Stalking and Relationship Violence

This section asks questions about experiences you might have had in romantic or intimate relationships and other forms of social contact (from strangers, friends, relatives, spouses, and/or partners) since you became a student at this school. Please do not refer to relationships or contact prior to your time at this school.

54. Not including bill collectors, telephone solicitors, or other sales people, has anyone, of any gender, ever: (Please select all that apply, or "Not applicable")

- a. Followed or spied on you?
- b. Sent you unsolicited letters or written correspondence?
- c. Made unsolicited phone calls to you?
- d. Sent you unsolicited emails or text messages?
- e. Showed up at places where you were even though they had no business being there?
- f. Left unwanted items for you to find?
- g. Tried to communicate in other ways against your will?
- h. Vandalized your property or destroyed something you loved?
- i. Not applicable – I have not experienced any of these things

54a. (if 54 = "a-h") Has anyone ever done any of these things to you on more than one occasion? (Yes, No)

54b. (if 54 = "a-h") When did you experience any of these things while you were a student at this school?

- a. Before the start of this academic year
- b. After the start of this academic year
- c. Both before and after the start of this academic year
- d. Not applicable – I have not experienced any of these things

54c. (if 54 = "a-h") How frightened were you by these things? (1-not at all, 2-only a little, 3-somewhat, 4-extremely)

54d. (if 54 = "a-h") Did you use the formal procedures available at your school to report the incident?

- a. Yes
- b. No
- c. Not applicable

55. The following questions ask about behaviors that some students report have been used by their partners in current or previous relationships. These questions refer to all romantic or intimate relationships, from one-time hook-ups to ongoing dating. Have you been in a romantic or intimate relationship since you became a student at this school? (Yes or No)

(If "No" receive the text "Thanks for your response. Since you responded that you have not been in a romantic or intimate relationship since you became a student at this school, you have skipped the questions pertaining to experiences in relationships. Please continue with the survey on the following page." and skip to Q63)

(If 55 = Yes) This page reviews a list of behaviors that some students report have been used by their partners in current or previous relationships. We would like you to estimate how often the following behaviors have occurred during a relationship you've had since you became a student at this school.

56. Select a response for each of the items listed below to show your closest estimate of how often your partner has used any of the following behaviors in your current or previous relationship(s) since you became a student at this school:

(1-never, 2-rarely, 3-occasionally, 4-frequently, 5-very frequently)

- a. Called you a name and/or criticized you
- b. Tried to keep you from doing something you wanted to do (e.g., going out with friends, going to meetings)
- c. Gave you angry stares or looks

- d. Prevented you from having money for your own use
- e. Threatened to hit or throw something at you
- f. Pushed, grabbed, or shoved you
- g. Put down your family and friends
- h. Accused you of paying too much attention to someone or something else
- i. Said things to scare you (e.g., told you something “bad” would happen, threatened to commit suicide)
- j. Slapped, hit, punched, or kicked you
- k. Made you do something humiliating or degrading (e.g., begging for forgiveness, having to ask permission to do something you want to do)
- l. Pressured or forced you to sext or take naked photos
- m. Checked up on you (e.g., listened to your phone calls, checked the mileage on your car, called you repeatedly during class)
- n. Drove recklessly when you were in the car
- o. Pressured you to have sex in a way that you didn’t like or want
- p. Threatened you with a knife, gun, or other weapon
- q. Stopped you or tried to stop you from going to work or school
- r. Threw, hit, kicked, or smashed something
- s. Physically forced you to have sex
- t. Choked or strangled you
- u. Pretended to choke or strangle you
- v. Used a knife, gun, or other weapon against you

The following questions ask about the previously listed behaviors that may have occurred in a current or previous relationship since you became a student at this school. For these questions, please consider the incident that has had the greatest impact on you.

57. When did the incident occur?

- a. Before the start of this academic year (go to Q58)
- b. After the start of this academic year (go to Q58)
- c. Not applicable – I have not experienced any of these behaviors (go to Q63)

58. How frightened were you by the incident?

- a. Extremely
- b. Somewhat
- c. Only a little
- d. Not at all

59. How concerned were you about your safety during the incident?

- a. Extremely
- b. Somewhat
- c. Only a little
- d. Not at all

60. Did you use the formal procedures available at your school to report the incident?

- a. Yes
- b. No
- c. Not applicable

61. Did you seek support services or contact a hotline after the incident?

- a. Yes
- b. No

62. Were you injured in the incident?

- a. Yes
- b. No

62a. (If Q62 = a) Did you seek medical attention?

- a. Yes
- b. No

### Section 8: Readiness to Help

The following questions ask about sexual violence. Sexual violence refers to a range of behaviors that are unwanted, including: harmful or inappropriate remarks about physical appearance; persistent sexual advances that are undesired; unwanted touching; and unwanted oral, anal, or vaginal penetration or attempted penetration. These behaviors could be initiated by someone who is known or unknown to the recipient, including someone the recipient is or was in a relationship with.

Please read the following statements regarding sexual violence and select the response that indicates how true each is for you. (1=Strongly disagree; 7=Strongly agree)

- 63. I don't think sexual violence is a problem at my school.
- 64. I don't think there is much I can do about sexual violence at my school.
- 65. Doing something about sexual violence is solely the job of campus administrators.
- 66. Sometimes I think I should learn more about sexual violence.
- 67. There isn't much need for me to think about sexual violence at my school.
- 68. I have not yet done anything to learn more about sexual violence.
- 69. I think I can do something about sexual violence.
- 70. I am planning to learn more about the problem of sexual violence at my school.
- 71. I have recently attended a program about sexual violence.
- 72. I am actively involved in projects to deal with sexual violence at my school.
- 73. I have recently taken part in activities or volunteered my time on projects focused on ending sexual violence at my school.
- 74. I have been or am currently involved in ongoing efforts to end sexual violence at my school.

### Section 9: Bystander Confidence

Please read each of the following items and indicate how confident you are that you could engage in the described behavior. (1=not at all confident; 7=completely confident)

- 75. Express my discomfort if someone makes a joke about someone's body.
- 76. Express my discomfort if someone says that rape victims are to blame for being raped.
- 77. Call 911 if I hear someone yelling "help."
- 78. Talk to a friend who I suspect is in an abusive relationship.
- 79. Get help and resources for a friend who tells me they have been raped.
- 80. Ask a stranger who looks very upset if they are okay or need help.
- 81. Ask a friend if they need to be walked home.
- 82. Ask a stranger if they need to be walked home.
- 83. Confront a friend who tells me that they had sex with someone who had passed out or didn't give consent.
- 84. Do something to help a very drunk person who is being brought to a bedroom by a group of people.
- 85. Do something if I see a woman surrounded by a group of men who looks very uncomfortable.
- 86. Tell a campus authority about information I have that might help in a sexual assault case even if pressured by my peers to stay silent.

87. Speak up to someone who is minimizing or making attempts to excuse having forced someone to have sex with them.

88. Speak up to someone who is minimizing or making attempts to excuse having had sex with someone who was unable to give consent.

### Section 10: Bystander Norms

For the next few questions, based on behavior you have observed, how likely do you think most students at your school would be willing to: (1-Not at all likely, 7-Very likely)

89. Confront other students who make inappropriate or negative sexual comments/gestures about a person.

90. Ask for verbal consent when they are intimate with their partner, even if they are in a long-term relationship.

91. Stop sexual activity when asked to, even if they are already sexually aroused.

92. Check in with a friend who looks drunk when they go to a room with someone else at a party.

93. Say something to a friend who is taking a drunk person back to their room at a party.

94. Challenge a friend who made a sexist statement/joke.

95. Challenge a friend who said something offensive about people who are lesbian, gay, bisexual, or transgender.

96. Report other students who use force or pressure to engage in sexual contact.

97. Confront a friend who plans to give someone alcohol to get sex.

98. Choose not to report sexual assault out of concern they or others will be punished for infractions such as underage drinking.

99. Confront a friend if I hear rumors that they forced sex on someone.

100. Decide not to have sex with a partner if they are drunk.

101. Take action if they saw someone trying to take advantage of another person sexually.

102. Support others who confront harmful or problematic behavior.

103. Confront other students who make inappropriate or negative sexual comments/gestures about a person.

104. Ask for verbal consent when I am intimate with my partner, even if we are in a long-term relationship.

105. Stop sexual activity when asked to, even if I am already sexually aroused.

106. Check in with a friend who looks drunk when they go to a room with someone else at a party.

107. Say something to a friend who is taking a drunk person back to their room at a party.

108. Challenge a friend who made a sexist statement/joke.

109. Challenge a friend who said something offensive about people who are lesbian, gay, bisexual, or transgender.

Please indicate how likely you are to engage in each of the following behaviors:(1-Not at all likely, 7-Very likely)

110. Report other students who use force or pressure to engage in sexual contact.

111. Confront a friend who plans to give someone alcohol to get sex.

112. Choose not to report sexual assault out of concern others or I will be punished for infractions such as underage drinking.

113. Confront a friend if I hear rumors that they forced sex on someone.

114. Decide not to have sex with a partner if they are drunk.

115. Take action if I saw someone trying to take advantage of another person sexually.

116. Support others who confront harmful or problematic behavior.

## Section 11: Bystander Behaviors

Please answer the following questions based on your own experiences:

117. Since the start of this academic year, I have had a friend or acquaintance tell me that they were the victim of an unwanted sexual experience.

- a. Yes
- b. No

117a. (If Yes to 117) How many women told you this? \_\_\_\_\_

117b. (If Yes to 117) How many men told you this? \_\_\_\_\_

117c. (If Yes to 117) How many trans people told you this? \_\_\_\_\_

118. Since the start of this academic year, I have observed a situation that I believe was, or could have led to, a sexual assault.

- a. Yes
- b. No

118a. (If Yes to 118) Select the one response that most closely resembles your actions in response to this situation:

- a. I stepped in and separated the people involved in the situation.
- b. I asked the person who appeared to be at risk if they needed help.
- c. I confronted the person who appeared to be causing the situation.
- d. I created a distraction to cause one or more of the people to disengage from the situation.
- e. I asked others to step in as a group and diffuse the situation.
- f. I told someone in a position of authority about the situation.
- g. I considered intervening in the situation, but I could not safely take any action.
- h. I followed up later to check in with the person who appeared at risk.
- i. I decided not to take action.
- j. I did something else to address the situation (please specify): \_\_\_\_\_

## Section 12: Contextual Perceptions of Sexual Assault

Please indicate whether you think the situation described below is a problem.

(1-Definitely no, 7-Definitely yes)

119. You are having lunch on a Friday afternoon, sitting near a group of guys whom you don't know. Everyone is figuring out their plans for the weekend. One of the guys, Antonio, is talking about a party he's going to later that evening, and he says, "The girls throwing this party have a ton of hot friends, and they always get so wasted. I will definitely be taking one home." A few people at the table laugh, and the person sitting next to Antonio gives him a "high five."

120. You are at a party and you notice Rachel across the room. Next to Rachel is Jesse. You have never seen Rachel or Jesse around campus and you do not know who they are. From what you can see, there is a lot of alcohol at the party, and Jesse and Rachel appear to be drinking, but it doesn't seem like they're wasted. Jesse keeps grabbing Rachel's butt and rubbing up against her. Rachel is laughing but you can also tell she is trying to pull away from Jesse. Rachel keeps removing his hands from her body and politely telling him to "cut it out." Yet, Jesse continues to make advances.

121. You are at a party and you are watching a man, Kyle, laughing and having a great time. While at the party, you later see Kyle with a guy you've never seen before, John. Every time you see Kyle and John, they have an alcoholic drink in their hands. At one point, you encounter them in the hallway and they are declaring that they are wasted and slurring their speech. Kyle and John are kissing and you overhear John tell Kyle he is taking him back to his place. Kyle can barely walk on his own. John begins to lead Kyle away from the party.



### Section 13: Rape Myth Acceptance

Please read each of the following statements and select the response that best matches your agreement/disagreement.

(1-strongly disagree; 5-strongly agree)

- 122. If a woman is raped while she is drunk, it is her fault for putting herself in that situation.
- 123. When women go to parties wearing revealing clothes, they are asking for trouble.
- 124. If a woman goes to a room alone with a guy at a party, it is her own fault if she is raped.
- 125. If a woman hooks up with a lot of guys, eventually she is going to get into trouble.
- 126. A person still needs to get consent for sexual activity even if they have already received consent from their partner for that activity in the past.
- 127. When guys rape, it is usually because of their strong desire for sex.
- 128. Guys don't usually intend to force sex on a woman, but sometimes they get too sexually carried away.
- 129. Rape happens when a guy's sex drive gets out of control.
- 130. If a guy is drunk, he might rape someone unintentionally.
- 131. If both people are drunk, it can't be rape.
- 132. It shouldn't be considered rape if a guy is drunk and didn't realize what he was doing.
- 133. Anyone, regardless of their gender, can be the victim of sexual assault.
- 134. If a woman doesn't physically fight back, it can't really be considered rape.
- 135. A lot of times, women who say they were raped agreed to have sex and then regret it.
- 136. Rape accusations are often used as a way of getting back at guys.
- 137. Women who say they were raped often led the guy on and then had regrets.
- 138. A lot of times, women who claim they were raped just have emotional problems.
- 139. If the accused "rapist" doesn't have a weapon, you really can't call it a rape.
- 140. Explicit verbal consent is the best way to make sure a person is ok with sexual activity.
- 141. If a woman doesn't say "no," she can't claim rape.
- 142. Physical abuse is the only form of relationship violence.
- 143. Once a person consents to sex, that person can't withdraw that consent later.
- 144. People who identify as gay, lesbian, bisexual, or transgender are also at risk of relationship and sexual violence.
- 145. If two people are in a relationship, one cannot sexually assault the other.

# Sources & Additional Resources

## Referenced Sources

- <sup>1</sup>Three out of four presidents say sexual assault is not a problem for their campus. (2015, March 17). Retrieved August 26, 2015, from <https://www.eab.com/daily-briefing/2015/03/17/three-of-four-presidents-say-sexual-assault-is-not-a-problem>
- <sup>2</sup>Rape and Sexual Assault Victimization Among College-Age Females, 1995–2013. (2014, December 1). Retrieved August 26, 2015, from <http://www.bjs.gov/content/pub/pdf/rsavcaf9513.pdf>
- <sup>3</sup>EverFi 2014-15 climate survey data
- <sup>4</sup>Sexual Violence on Campus. (2014, July 9). Retrieved August 26, 2015, from <http://www.mccaskill.senate.gov/SurveyReportwithAppendix.pdf>
- <sup>5</sup>Note Alone - The First Report of the White House Task Force to Protect Students From Sexual Assault. (2014, April 1). Retrieved August 26, 2015, from <https://www.notalone.gov/assets/report.pdf>
- <sup>6</sup>Title IX Resource Guide. (2015, April 1). Retrieved August 26, 2015, from <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-title-ix-coordinators-guide-201504.pdf>
- <sup>7</sup>Jaschik, S. (2014, October 30). Survey of college presidents shows mixed views on climate surveys, politics. Retrieved August 26, 2015, from <https://www.insidehighered.com/news/2014/10/30/survey-college-presidents-shows-mixed-views-climate-surveys-politics>
- <sup>8</sup>Gillibrand, K. (2015, February 26). Resource Center: Campus Accountability & Safety Act. Retrieved August 26, 2015, from <http://www.gillibrand.senate.gov/campus-sexual-assault>

## Appendix I: Climate Survey References

Consent and Debrief Forms – developed by EverFi research team

Demographics – used many WHTF questions, changed ethnicity based on new standards, pulled in other EverFi demographic questions

Academic Success – pulled from WHTF questions, added EverFi questions

General Climate Questions – adapted from WHTF questions

Perceptions of Leadership, Policies, and Reporting – adapted from WHTF questions

Alcohol and Drug Use – developed by EverFi research team, drawing from AlcoholEdu and pilot feedback

Sexual Violence – adapted from Koss's SES, CSAS, WHTF instruments; incorporated pilot feedback

Dating Violence and Stalking - NVAWS instrument (Tjeden & Thoennes, 1998); Abusive Behavior Inventory (Shepard & Campbell, 1992); incorporated pilot feedback

Readiness to Help – adapted from Banyard, Moynihan, et al., 2014; incorporated pilot feedback

Bystander Confidence – adapted from Banyard, Moynihan, et al., 2014; incorporated pilot feedback

Bystander Norms - adapted from Merchant Marine Academy Survey and McMahon, 2010; drew from pilot feedback from Haven – Understanding Sexual Assault

Bystander Behaviors - Defense Equal Opportunity Climate Survey and Banyard, et al., 2009

Contextual Perceptions of Sexual Assault - adapted from Bennec and Banyard (under review); additional item created by EverFi research team; drew from pilot feedback

Rape Myth Acceptance - adapted from McMahon, 2010; added additional items based on pilot feedback