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|  | How to Use EAB’s Campus Climate Survey Template  |  |
|  | Instructions and Full Text of EAB’s Ready-to-Go Template Survey Instrument |  |
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# Overview of the Template Survey Instrument

**Survey in Brief**

The EAB Campus Climate Survey Instrument assesses students’ perceptions of and experiences with **diversity and inclusion** and/or **campus sexual violence**. Institutions can customize the content and structure of their campus climate survey to best address their priorities. Through the survey data, institutions can better understand students’ perceptions and experiences, identify strengths and areas for improvement, and measure year-over-year progress on key initiatives.

Since EAB launched the survey in 2015, our **Campus Climate Survey Instrument has been used by more than 80 unique institutions** who have used the results to improve the campus experience and outcomes for students.

This survey was developed using best practice recommendations from leading subject matter experts in diversity and inclusion and sexual violence issues, survey design experts, and available policy recommendations. A complete list of references can be found at the end of the instrument on page 72 of this document.

**Deploy EAB’s Campus Climate Survey Instrument in the Spring Semester**

The template survey instrument is **designed to be implemented in the spring semester of the academic calendar**. Questions are time-bound and ask respondents to reflect on what has occurred since the start of the academic year in which the survey is being deployed.

**What is Included in This Template Survey**

The following pages contain the full survey text of all modules in EAB’s Campus Climate Survey Instrument, including instructional text, question logic, and recommended variable names and reporting values for data analysis. These modules include the following:

**1**

**Demographic Module**

**General Campus Climate Module**

**2**

**Core Topic Area Module: Experiences with Diversity and Inclusion**

**3**

3.1: Supplementary Module: Actions and Attitudes Related to Diversity

3.2: Supplementary Module: Campus Inclusivity

3.3: Supplementary Module: Basic Needs

**4**

**Core Topic Area Module: Perceptions of and Experiences with Sexual Violence**

4.1: Supplementary Module: Community Actions

4.2: Supplementary Module: Community Attitudes

4.3: Supplementary Module: Relationship Dynamics

# How to Use This Template

1

**Determine your survey focus area**

Will your survey cover diversity and inclusion, sexual violence, or both for a comprehensive survey? There is a core module for both topic areas. **All surveys should include the demographic and general campus climate modules.**

Consider the following when determining your focus area:

* What are your goals and objectives for collecting the data?
* Is there a recent or known issue on campus that may influence what you want to know about the campus climate?
* How long of a survey will students tolerate before hitting survey fatigue? If considering surveying on both topic areas, are incentives sufficient to motivate respondents to complete the survey? Are there other surveys broadly deployed on campus that may contribute to survey fatigue?
* Can or should you stagger data collection on different focus areas annually?

***EAB’S RECOMMENDATION*:** Given the prevalence of surveys on most campuses and the reality of survey fatigue, EAB recommends alternating campus climate survey focus areas annually. Deploy a campus climate survey using the sexual violence modules in one spring semester, followed the next year by the diversity and inclusion modules. If deploying a comprehensive survey on both sexual violence AND diversity and inclusion, survey students every other spring semester.

**Determine what supplementary modules to include (if any)**

Each topic area has three supplementary modules to choose from that dive deeper into the experiences and perceptions of students. You don’t need to add any supplementary modules to your survey if you don’t want to – you’ll still have the questions in the core topic area modules which will provide rich data to analyze. If you are considering supplementary modules, be sure to **factor survey fatigue** **into the equation**. Keep in mind that the survey is designed to use logic to display or skip questions based on a respondent’s unique input.

This table outlines estimates for survey length with and without supplementary modules:

|  |  |  |
| --- | --- | --- |
| Survey Type | Estimate Time to Complete | Notes |
| Sexual Violence Survey | 10-18 minutes | High end of range reflects inclusion of up to 3 supplementary modules |
| Diversity and Inclusion Survey | 10-18 minutes | High end of range reflects inclusion of up to 3 supplementary modules |
| Comprehensive Survey *(Sexual Violence AND Diversity and Inclusion)* | 18-36 minutes | High end of range reflects inclusion of up to 6 supplementary modules |

2

***EAB’S RECOMMENDATION*:** As a rule of thumb, we recommend the following:

* For surveys covering **just one topic area** (sexual violence OR diversity and inclusion), add no more than **two supplementary modules**.
* For **comprehensive surveys** add no more than **three supplementary modules**.

3

**Customize the template survey instrument questions for your campus**

Throughout the provided instrument text, we’ve marked questions we recommend customizing based on the particulars of your campus (e.g. housing options, involvement opportunities, etc.), but there may be others throughout the instrument that you want to adjust or questions you want to add to the instrument.

***EAB’S RECOMMENDATION*:** Make these instrument changes directly in the provided survey text in the following pages to streamline input into your survey platform of choice as well as have a complete copy of your survey instrument that is easy to read. You can delete full modules that you won’t be using, edit questions for your campus, or even delete select questions in each module to use just the ones that work for you. This can also be helpful if/when you need to provide a copy of your survey instrument to your Institutional Review Board or other campus stakeholders.

4

**Copy and paste the survey instrument into the survey platform of your choice**

Once you’ve selected your modules and customized your questions, copy and paste the questions and response options into the survey platform of your choice. Most institutions have an enterprise-wide survey software license or account – such as Qualtrics, SurveyGizmo or Survey Monkey – managed through the institution’s assessment office.

***EAB’S RECOMMENDATION*:** We’ve provided suggested variable names and reporting values for each question, but you are welcome to create your own. Be sure to work with a survey expert on your campus to make sure the survey is set up correctly with variable names and reporting values that will help streamline your data analysis process.

**IMPORTANT NOTE:** If your institution partnered with EAB between fall 2015 and spring 2020 to administer the climate survey on your campus, the provided variable names and reporting values are consistent with those that EAB used to code and analyze your past data sets. Use these variable names and reporting values to more easily conduct longitudinal analysis of your survey data.

5

**Test the survey**

Before deploying the survey to students, make sure you test your instrument! Be sure to leave enough time between building your instrument and your targeted launch date to test multiple times and make any needed changes.

***EAB’S RECOMMENDATION*:** Have multiple trusted and detail-oriented colleagues take the survey as testers. When testing the survey, a good rule of thumb is to answer “Yes” to questions with response options of Yes, No, and Unsure/I Don’t Know. This will enable you to see the full survey, including questions triggered by question logic. “No” answers will skip the questions that further drill down into a respondent’s experience. **Don’t forget to delete any test responses!**

# Survey Readiness Checklist

Use this checklist to make sure you are ready to survey campus. Refer to EAB’s “Campus Climate Survey Launch Preparedness Toolkit” for additional guidance on incentives, draft survey launch and reminder emails, and more.

# Formatting the Template Survey Instrument

**Closing Resources**

**Main Point of Contact**

**Incentives**

**Survey Deployment Method**

**Respondent Anonymity**

**Deployment Window**

**IRB/REB Approval**

**Sample Population**

Will you survey the whole student population? A representative sample? Just undergraduates? Articulate who and how many exactly will be invited to complete the survey.

Will you need to get approval to survey from your Institutional Review Board/Research Ethics Board? If so, make sure you factor in the appropriate time to secure that approval or respond to their questions or concerns. Use the IRB/REB application template language on page 69 of this document to support your process.

**EAB’s survey instrument is designed to be deployed in the spring semester.** We recommend keeping the survey open for three weeks. Select a time frame in the spring semester that doesn’t conflict with spring break, mid-terms, or finals.

EAB designed the survey instrument to be anonymous because this yielded better response rates in testing, particularly given the sensitive nature of the subject matter. However, you may decide that this is not how your campus would like to proceed.

How will you invite students to complete the survey and market it to campus? If you’ll send it to students through email, determine who will send that email. Draft the text for the initial send to students and any follow up reminders. Design additional marketing materials and communications strategies (e.g. posters, social media posts or influencer campaigns, or outreach to student group leaders) that engage students in why it’s important they respond.

Will you offer something that incentivizes students to complete the survey? Determine what those incentives are (e.g. campus swag, gift cards, etc.), how they will be structured (e.g. raffle drawing every week, set number of winners chosen through a drawing once the survey closes), and how you’ll collect respondent info if the survey is anonymous (e.g. embed a separate form link on the thank you page).

If students have questions about the content or purpose of the survey, who should they contact? Determine which individual(s) will own this role and include their contact info in the survey intro, thank you page, and on any survey communications.

What resources will you want to embed on the “Thank You” page? Consider those that offer support to students around the issues you are surveying about.

We’ve provided some structural guidance in the following template survey instrument text to help you successfully format this in your preferred survey platform. Use the following information to translate those formatting guidelines found throughout the full survey text.

**How to Read the Instrument Text**

Each module is labeled based on the topic area. Some modules or series of questions have additional descriptions or instructions you should include in your survey, called out with **PAGE DESCRIPTION** or **INSTRUCTION TEXT** designations.

Each question will start with the question number and question text in bold, which you can copy and paste into your survey platform. Following the question text will be the *QUESTION TYPE*, which indicates the format of the response options for that question. For certain question types, there will also be a suggested *VARIABLE NAME* for data reporting purposes. DO NOT copy and paste the question type or variable name text into your survey platform.

Following the bolded question text is a table with the response options for that question. Copy and paste the individual response options into your survey platform. The reporting values and/or variable names are provided as suggestions you can input in the back end of your survey platform to help streamline your data analysis process, but should not appear in what respondents see when they take your survey.

**Sample Question Types**

**Radio questions** allow respondents to select one of the provided options.

Each radio question suggests a **variable name** and **reporting value** for data analysis purposes.

If a question indicates a write in option, there will be an additional suggested variable name for the write-in text that is reported alongside the standard variable name (ice\_cream, in this example).

**1) What is your favorite kind of ice cream?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* ice\_cream

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Chocolate | 0 |
| ( ) Vanilla | 1 |
| ( ) Cookie Dough | 2 |
| ( ) Pistachio | 3 |
| ( ) Other: (Write In) | 4*Write-in Variable Name:**ice\_cream\_other\_write* |

**Checkbox questions** allow respondents to select multiple response options (“select all that apply”).

Each checkbox question response option will have its own suggested **variable name** and **reporting value** for data analysis purposes.

If a question indicates a write in option, there will be an additional suggested variable name for the write-in text.

**2) What types of cookies do you like? (select all that apply)**

*QUESTION TYPE:* Checkbox

|  |  |  |
| --- | --- | --- |
| **Option** | **Reporting Value** | **Variable Name** |
| [ ] Chocolate chip | 0 | chocchip |
| [ ] Peanut butter | 1 | peanutb |
| [ ] Oatmeal raisin | 2 | oatraisin |
| [ ] Shortbread | 3 | shortbr |
| [ ] Other: (Write In) | 4 | cookie\_other*Write-in Variable Name:**cookie\_other\_write* |

**Additional Question Types**

**4) Indicate when you eat the following foods (select all that apply):**

*QUESTION TYPE:* Table - Checkbox

|  |  |
| --- | --- |
| **Table Prompts** | **Table Option Reporting Variable Name** |
| **Breakfast** | **Second Breakfast** | **Lunch** | **Dinner** |
| French Toast | bfast\_ft | hobbit\_bfast\_ft | lunch\_ft | dinner\_ft |
| Club sandwich | bfast\_club | hobbit\_bfast\_club | lunch\_club | dinner\_club |
| Salad | bfast\_salad | hobbit\_bfast\_salad | lunch\_salad | dinner\_salad |

**Table – Checkbox questions** provide a series of prompts along the y-axis to which respondents can indicate their response according to the options along the x-axis. Respondents can select as many of the x-axis options as are appropriate.

Each table prompt along the x-axis will have its own suggested **reporting variable name.**

**Survey Display Logic**

The survey instrument is designed to display or hide questions according to the respondent’s answers. This is called display logic.

There are **two ways display logic is noted** in this survey instrument:

**1**

**Asterisks**

If a question is only shown if a respondent answered the preceding question a certain way, it is marked with an asterisk after the question number to indicate the use of survey display logic. Set the survey logic according to the “*DISPLAY WHEN*” instructions listed alongside the *QUESTION TYPE*.

Example:

**6)\* How many pets do you have?**

*QUESTION TYPE*: Radio

*VARIABLE NAME*: number\_pets

*\*DISPLAY WHEN*: Q5 “Do you have any pets?” is one of the following answers: (“Yes”)

**Table – Radio questions** provide a series of prompts along the y-axis to which respondents should indicate their response according to the options along the x-axis. X-axis options are usually a Likert scale. Respondents can only select one of the scale options per prompt.

The **reporting values** correlate with the x-axis scale response options.

Each table prompt along the y-axis will have its own suggested **variable name.**

**3) Rate your level of agreement with the following statements:**

*QUESTION TYPE:* Table - Radio

|  |  |  |
| --- | --- | --- |
| **Table Prompts** | **Prompt Variable Name** | **Table Option Reporting Value** |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| Cupcakes are a great dessert. | cupcake | 1 | 2 | 3 | 4 |
| Fruit is part of a complete breakfast. | bfast\_fruit | 1 | 2 | 3 | 4 |
| Roasted almonds are a good snack. | almond\_snack | 1 | 2 | 3 | 4 |

**Survey Display Logic (continued…)**

**2=2**

**Yellow “DISPLAY LOGIC” Boxes**

If a *series of questions* is triggered to display based on the response to a preceding question, a yellow box that notes the display logic to set for the questions that follow it.

Example:

**DISPLAY LOGIC**

**\*Display Q7-12 When:** Q6 "How many pets do you have?" is one of the following answers:

* “More than 5 pets”

**If answer to Q6 is (“1”), skip to Q13.**

Occasionally, there are questions in the display logic series that are triggered by additional display logic. These are noted with a double asterisk after the question number. Additional display logic is noted under *\*\*DISPLAY WHEN.*

Example:

**12)\*\* Which vet did you take your pet to when it was last sick?**

*QUESTION TYPE*: Radio

*VARIABLE NAME*: vet\_pets

*\*\*DISPLAY WHEN*: Q11 “Did you seek medical treatment for your pet’s ailment?” is one of the following answers: (“Yes”)

When you come to the end of the series of questions triggered by the display logic, you’ll see another yellow box like this:

****

**Customizable Questions**

A number of questions in this template survey instrument will need to be customized to reflect your campus context. These are indicated with the following: *\*Customize this question based on your campus\**

If you’d like to make additional customizations to the survey or add new questions, feel free! This template text is designed with best practices in mind but can be modified according to your institution’s needs.

**Additional Items of Note**

Where possible, we have tried to indicate additional modifications to the template instrument you may need to make based on your institution’s context and decisions. These are noted in *\*red, italicized text surrounded by asterisks.\**

# Full Text of the EAB Campus Climate Survey Template

## **Survey Consent**

**Statement of Anonymity - *\*Adjust based on whether or not your survey will be conducted anonymously.\****
The survey will not ask you to provide any identifying information and your responses are anonymous. In the event of any publication or presentation of the survey results, no personally identifiable information will be shared. Survey responses will be reported in terms of groups of students rather than as individual cases.

**Risks and Benefits**
The results of the survey will provide important information about our campus climate and will help us in our efforts to ensure that the environment at this school is safe for students. There are no risks in participating in this survey beyond those experienced in everyday life. Some of the survey questions are personal and you might experience emotional discomfort while answering them. At the end of the survey you will be given information about resources should you wish to talk with someone.

**Voluntary Participation**
Participation in this survey is voluntary. If you decide to participate, you can skip questions or stop participating at any time without penalty. **Refusal to take part in the survey will not result in any negative consequences.**

If you have questions about the purpose or content of the survey, or if you have technical difficulties taking the survey, please contact *\*insert institution’s main point of contact name and email address here.\**

**1) Do you agree to take the survey? *\*REQUIRED QUESTION\****

*QUESTION TYPE: Radio*

*VARIABLE NAME: consent*

|  |  |  |
| --- | --- | --- |
| **Option** | **Reporting Value** | **Logic** |
| ( ) Yes, I am 18 years of age or older and I agree to participate. | 1 | **If Yes**, respondent continues to Q2. |
| ( ) No, I am not 18 years of age or older and/or I decline to participate. | 0 | **If No**, respondent is disqualified from completing the survey and is directed to the “Thank You” page at the end of the survey. |

## **Survey Basics: Demographics**

**2) What is your current class standing?**

*\*Customize this question based on your campus\**

*QUESTION TYPE: Radio*

*VARIABLE NAME: class\_standing*

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) First year student | 1 |
| ( ) Second year student | 2 |
| ( ) Third year student | 3 |
| ( ) Fourth year student | 4 |
| ( ) Fifth year (or higher) student | 5 |
| ( ) Graduate or professional student | 6 |

**3)\* What type of graduate degree are you pursuing?**

*\*Customize this question based on your campus\**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* grad\_standing

*\*DISPLAY WHEN*: Q2 "What is your current class standing?" is one of the following answers: ("Graduate or professional student")

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Master's | 1 |
| ( ) Doctoral (including JD and MD) | 2 |
| ( ) Professional (e.g., MBA, MHA, MPA) | 3 |
| ( ) Other postgraduate degree: (write in) | 4*Write-in Variable Name: grad\_standing\_other\_write* |

**4) What is your current student status?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* student\_status

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Full time | 1 |
| ( ) Part time | 2 |

**5) Where do you live during the current school year?**

*\*Customize this question based on your campus\**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* residence

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Residence hall | 1 |
| ( ) On-campus apartment or house | 2 |
| ( ) Off-campus apartment or house (living alone or with people who are not family members) | 3 |
| ( ) At home with family (living with partner, spouse, parents, kids, etc.) | 4 |
| ( ) Fraternity and sorority life housing | 5 |
| ( ) Other: (write in) | 6*Write-in Variable Name: residence\_other\_write* |

**6) What student group(s) do you participate in? (select all that apply)**

*\*Customize this question based on your campus\**

*QUESTION TYPE:* Checkbox

|  |  |  |
| --- | --- | --- |
| **Option**  | **Reporting Value** | **Variable Name** |
| [ ] Intercollegiate sports team | 1 | group\_intercollegiate |
| [ ] Club sports team | 2 | group\_club |
| [ ] Intramural sports team | 3 | group\_intramural |
| [ ] Fraternity or sorority | 4 | group\_greek |
| [ ] Cultural, religious, or spiritual group | 5 | group\_cultural |
| [ ] Student government | 6 | group\_government |
| [ ] Performing arts group | 7 | group\_arts |
| [ ] Other: (write in)  | 8 | group\_other*Write-in Variable Name: group\_other\_write* |
| [ ] I do not participate in a student group | 9 | group\_no |

**7) Are you of Hispanic, Latino, or Spanish origin?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* latino

|  |  |
| --- | --- |
| **Option**  | **Reporting Value** |
| ( ) Yes | 1 |
| ( ) No | 0 |

**8) What is your race, as you define it? (select all that apply)**

*QUESTION TYPE:* Checkbox

|  |  |  |
| --- | --- | --- |
| **Option** | **Reporting Value** | **Variable Name** |
| [ ] American Indian or Alaska native | 1 | race\_amerindian |
| [ ] Asian | 2 | race\_asian |
| [ ] Black or African American | 3 | race\_black |
| [ ] Native Hawaiian or Other Pacific Islander | 4 | race\_pacific |
| [ ] White | 5 | race\_white |
| [ ] Other: (write in) | 7 | race\_other*Write-in Variable Name:**race\_other\_write* |

**9) What is your citizenship or residence status?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* citizenship

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) U.S. citizen | 1 |
| ( ) Permanent U.S. resident, not a citizen | 2 |
| ( ) Foreign national or on a student visa | 3 |
| ( ) Not a citizen and not a legal resident | 4 |
| ( ) Prefer not to say | 5 |
| ( ) Other | 6 |

**10) Are you the first person in your family to go to college (i.e. neither of your parents/guardians have attended college)?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* first\_gen

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Yes | 1 |
| ( ) No | 2 |
| ( ) I'm not sure | 3 |

**11) What term best describes your current religious affiliation?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* religion

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Roman Catholic | 1 |
| ( ) Protestant (e.g. Lutheran, Methodist, Episcopalian, Baptist, Presbyterian) | 2 |
| ( ) Orthodox Christian | 3 |
| ( ) Other Christian (e.g. Mormon, Jehovah's Witness) | 6 |
| ( ) Buddhist | 7 |
| ( ) Hindu | 8 |
| ( ) Jewish | 9 |
| ( ) Muslim | 10 |
| ( ) No religious affiliation (including atheist or agnostic) | 11 |
| ( ) Other: (write in) | 12*Write-in Variable Name:**religion\_other\_write* |

**12) What term best describes your gender identity?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* gender

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Woman | 1 |
| ( ) Man | 2 |
| ( ) Genderqueer/gender non-conforming/non-binary | 4 |
| ( ) Other: (write in) | 5*Write-in Variable Name:**gender\_other\_write* |

**13) Do you identify as transgender? Transgender is an umbrella term that refers to people whose gender identity, expression or behavior is different from those typically associated with their assigned sex at birth. Other identities considered to fall under this umbrella can include non-binary, gender fluid, and genderqueer – as well as many more.**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* transgender

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Yes | 1 |
| ( ) No | 2 |

**14) What term best describes your sexual orientation?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* sexual\_orientation

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Gay | 1 |
| ( ) Lesbian | 2 |
| ( ) Heterosexual/Straight | 3 |
| ( ) Bisexual | 4 |
| ( ) Asexual | 5 |
| ( ) Pansexual | 6 |
| ( ) Questioning | 7 |
| ( ) Other: (write in) | 8*Write-in Variable Name:**Sexual\_orientation\_other\_write* |

**15) Do you consider yourself to have a physical disability or long-term physical health condition? These could include for example: diabetes, epilepsy, arthritis, or any physical impairment, some of which may not be readily apparent.**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* physical\_disability

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Yes | 1 |
| ( ) No | 0 |

**16) Do you consider yourself to have a mental disability or long-term mental health condition? These could include for example: dyslexia, long-term depression, attention deficit hyperactivity disorder (ADHD), some of which may not be readily apparent.**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* mental\_disability

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Yes | 1 |
| ( ) No | 0 |

## **Survey Basics: General Campus Climate**

**17) Please indicate your level of agreement with the following statements.**

*QUESTION TYPE:* Table - Radio

|  |  |  |
| --- | --- | --- |
| **Table Prompts** | **Prompt Variable Name** | **Table Option Reporting Value** |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| I feel safe at this school. | climate\_safe | 1  | 2  | 3  | 4  |
| I feel close to people at this school. | climate\_close | 1  | 2  | 3  | 4  |
| It is easy to find people on campus who understand me.  | climate\_understand | 1  | 2  | 3  | 4  |
| I think **faculty** are genuinely concerned about my welfare. | climate\_faculty\_welfare | 1  | 2  | 3  | 4  |
| I think **faculty** pre-judge my abilities based on my identity or background.  | climate\_faculty\_judge | 1  | 2  | 3  | 4  |
| I think **administrators** are genuinely concerned about my welfare. | climate\_admins\_welfare | 1  | 2  | 3  | 4  |

**18) How would you rate the climate on campus for people who are...?**

*QUESTION TYPE:* Table - Radio

|  |  |  |
| --- | --- | --- |
| **Table Prompts** | **Prompt Variable Name** | **Table Option Reporting Value** |
| **Very Respect-ful** | **Respect-ful** | **Disresp-ectful** | **Very Disresp-ectful** | **Unsure** |
| Affected by learning disabilities (e.g., ADHD, dyslexia) | rate\_ld | 1  | 2 | 3  | 4  | 5  |
| Affected by mental health conditions (e.g., anxiety, bipolar disorder, depression) | rate\_mental | 1  | 2 | 3  | 4 | 5  |
| Affected by physical disabilities | rate\_pd | 1  | 2 | 3  | 4 | 5  |
| From non-Christian religions | rate\_nonc | 1  | 2 | 3  | 4 | 5  |
| From Christian religions | rate\_cr | 1  | 2 | 3  | 4 | 5  |
| Gay, lesbian, bisexual, asexual, pansexual, questioning | rate\_lgbt | 1  | 2 | 3  | 4 | 5  |
| Transgender | rate\_trans | 1  | 2 | 3  | 4 | 5  |
| International students | rate\_intl | 1  | 2 | 3  | 4 | 5  |
| Politically conservative | rate\_con | 1  | 2 | 3  | 4 | 5  |
| Politically liberal  | rate\_lib | 1  | 2 | 3  | 4 | 5  |
| Socioeconomically disadvantaged | rate\_socio | 1  | 2 | 3  | 4 | 5  |

**19) Since the beginning of the current school year (*Fall \*20XX\**), have you seriously considered leaving this school?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* leave

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Yes | 1 |
| ( ) No | 2 |

**20)\* Why did you consider leaving? (select all that apply)**

*QUESTION TYPE:* Checkbox

*\*DISPLAY WHEN*: Q19 "Since the beginning of the current school year (*Fall \*20XX\**), have you seriously considered leaving this school?" is one of the following answers: ("Yes")

|  |  |  |
| --- | --- | --- |
| **Option**  | **Reporting Value** | **Variable Name** |
| [ ] I experienced financial struggles (e.g., I couldn't afford tuition and fees, I needed to work) | 1 | leave\_financial |
| [ ] I had family concerns | 2 | leave\_family |
| [ ] I had poor academic performance (e.g., bad grades, classes were too hard) | 3 | leave\_academic |
| [ ] I wanted to transfer to another college or university | 4 | leave\_transfer |
| [ ] I struggled with mental health challenges (e.g., stress, anxiety, depression) | 5 | leave\_mh |
| [ ] I struggled with physical health challenges | 6 | leave\_ph |
| [ ] I didn't feel welcomed or supported at this school | 7 | leave\_welcome |
| [ ] I didn't feel close to anyone at this school | 8 | leave\_close |
| [ ] I didn't feel safe at this school | 9 | leave\_safe |
| [ ] Other: (write in) | 10 | leave\_other*Write-in Variable Name:**leave\_other\_write* |

## **Core Topic Area Module: Experiences with Diversity and Inclusion**

**21) Please indicate your level of agreement with the following statements.**

*QUESTION TYPE:* Table - Radio

|  |  |  |
| --- | --- | --- |
| **Table Prompts** | **Prompt Variable Name** | **Table Option Reporting Value** |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| Diversity is reflected in the **student body**.  | diverse\_student | 1  | 2 | 3 | 4  |
| Diversity is reflected in the **faculty**.  | diverse\_fac | 1  | 2 | 3 | 4  |
| Diversity is reflected in **administrators**. | diverse\_admin | 1  | 2 | 3 | 4  |
| Diversity is fully embraced within the campus culture. | diverse\_campus | 1  | 2 | 3 | 4  |
| All students feel welcome and supported at this school, regardless of background or identity. | styudent\_welcome | 1  | 2 | 3 | 4  |
| School leaders are visibly committed to fostering respect for diversity on campus. | leader\_respect | 1  | 2 | 3 | 4  |
| I feel like I need to hide some aspects of my identity to fit in. | hide\_identity | 1  | 2 | 3 | 4  |
| On campus, there are enough opportunities to gain knowledge about my own cultural community. | cultural\_comm | 1  | 2 | 3 | 4  |

**22) What diversity topics have you learned most about or become aware of since the beginning of the school year? (select all that apply)**

*QUESTION TYPE:* Checkbox

|  |  |  |
| --- | --- | --- |
| **Option** | **Reporting Value** | **Variable Name** |
| [ ] Race and ethnicity | 1 | topic\_race |
| [ ] Sexual orientation | 2 | topic\_orient |
| [ ] Socioeconomic status and class | 3 | topic\_class |
| [ ] Political views | 4 | topic\_political |
| [ ] Religion and spirituality | 5 | topic\_religion |
| [ ] Gender identity | 6 | topic\_gender |
| [ ] Disability | 7 | topic\_disability |
| [ ] Age | 8 | topic\_age |

**23) How have you primarily learned about or become more aware of diversity?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* learn\_diverse

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Talking with friends | 1 |
| ( ) In class | 2 |
| ( ) From my family | 3 |
| ( ) Living with diverse roommates | 4 |
| ( ) Campus events | 5 |
| ( ) On-campus job or volunteer experience | 6 |
| ( ) Other: (write in) | 7*Write-in Variable Name:**learn\_diverse\_other\_write* |

**24) How aware are you of the following services on campus? Services addressing the needs of...**

*QUESTION TYPE:* Table - Radio

|  |  |  |
| --- | --- | --- |
| **Table Prompts** | **Prompt Variable Name** | **Table Option Reporting Value** |
| **I've used these services** | **I've volunteered or worked at these services** | **I'm aware of these services, but haven't used or worked at them** | **I'm not aware of these services** |
| Religious students | serv\_rel | 1  | 2  | 3  | 4  |
| Students with disabilities | serv\_dis | 1  | 2  | 3  | 4  |
| International students | serv\_intl | 1  | 2  | 3  | 4  |
| Gay, lesbian, and bisexual students | serv\_lgbt | 1  | 2  | 3  | 4  |
| Students of diverse races and cultures | serv\_div | 1  | 2  | 3  | 4  |
| Women students  | serv\_wom | 1  | 2  | 3  | 4  |

**25) About how often do you hear about programs, activities, or events that promote diversity and inclusion happening on campus?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* div\_program

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Several times a semester | 1 |
| ( ) Once or twice a semester | 2 |
| ( ) Once or twice a school year | 3 |
| ( ) Almost never | 4 |
| ( ) Never | 5 |

**26) About how often do you attend school programs, activities, or events that promote diversity and inclusion?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* div\_program\_attend

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Frequently | 1 |
| ( ) Sometimes | 2 |
| ( ) Rarely | 3 |
| ( ) Never | 4 |

**27) What actions do you think would improve the campus climate? (select all that apply)**

*QUESTION TYPE:* Checkbox

|  |  |  |
| --- | --- | --- |
| **Option** | **Reporting Value** | **Variable Name** |
| [ ] Have more multicultural events | 1 | improve\_events |
| [ ] Strengthen consequences for acting disrespectfully | 2 | improve\_consequences |
| [ ] Recruit more individuals from underrepresented or minority groups for leadership, faculty and staff positions | 3 | improve\_recruit |
| [ ] Provide opportunities for more inter-group discussion and interaction | 4 | imrpove\_discussion |
| [ ] Provide diversity education workshops for faculty and staff | 5 | improve\_workshops\_facstaff |
| [ ] Provide diversity education workshops for students | 6 | improve\_workshops\_students |
| [ ] Incorporate issues of diversity and cross-cultural competence more effectively into the curriculum | 7 | improve\_curriculum |
| [ ] Other: (write in) | 8 | improve\_other*Write-in Variable Name:**improve\_other\_write* |

**28) Please rate your level of agreement with the following statements.**

*QUESTION TYPE:* Table – Radio

|  |  |  |
| --- | --- | --- |
| **Table Prompts** | **Prompt Variable Name** | **Table Options Reporting Value** |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| I know how to report an incident of harassment or discrimination to the school. | report\_harass | 1  | 2  | 3  | 4  |
| If a friend or I experienced harassment or discrimination, I would know where to go to get help. | report\_help | 1  | 2  | 3  | 4  |
| I know where I can access my school's harassment and discrimination policy. | report\_policy | 1  | 2  | 3  | 4  |
| I understand my school's formal procedures to address complaints of harassment or discrimination.  | report\_proc | 1  | 2  | 3  | 4  |
| I am confident my school would administer the formal procedures to fairly address reports of harassment or discrimination.  | report\_admin | 1  | 2  | 3  | 4  |

**Experiences with Harassment and Discrimination**

**PAGE DESCRIPTION: This section asks about harassment and discrimination that you may have experienced since the beginning of the current school year (*Fall \*20XX\**). Again, this survey is completely VOLUNTARY and your responses are anonymous.**

**29) Since the beginning of the school year (*Fall \*20XX\**) has anyone shunned, ignored, or intimidated you, or acted directly or indirectly toward you in an offensive or hostile manner that interfered with your ability to learn and work?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* hostile

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Yes, once | 1 |
| ( ) Yes, more than once | 2 |
| ( ) No | 3 |

**DISPLAY LOGIC**

**\*Display Q30-38 When:** Q29 "Since the beginning of the school year **(*Fall \*20XX\**)** has anyone shunned, ignored, or intimidated you, or acted directly or indirectly toward you in an offensive or hostile manner that interfered with your ability to learn and work?" is one of the following answers:

* "Yes, once"
* "Yes, more than once"

**If answer to Q29 is (“No”), skip to Q39.**

**30)\* What was the discrimination or harassment that you experienced? (select all that apply)**

*QUESTION TYPE:* Checkbox

|  |  |  |
| --- | --- | --- |
| **Option** | **Reporting Value** | **Variable Name** |
| [ ] I was deliberately ignored or excluded. | 1 | dis\_ignore |
| [ ] I was the target of offensive humor. | 2 | dis\_humor |
| [ ] I received hostile or threatening comments or gestures. | 3 | dis\_comm |
| [ ] I was the target of racial or ethnic profiling. | 4 | dis\_profile |
| [ ] An instructor made verbal comments that were hostile or offensive to me. | 5 | dis\_instructor |
| [ ] I received inappropriate or offensive written comments from a faculty member. | 6 | dis\_written |
| [ ] I was the target of obscene or threatening language on an online platform (e.g. social media, message boards, communities, gaming, etc). | 7 | dis\_online |
| [ ] I received offensive personal email, text messages, or instant messages that targeted me personally. | 8 | dis\_email |
| [ ] Other: (write in) | 9 | dis\_other*Write-in Variable Name:**dis\_other\_write* |

**31)\* What do you believe this conduct was based upon? (select all that apply)**

*QUESTION TYPE:* Checkbox

|  |  |  |
| --- | --- | --- |
| **Option** | **Reporting Value** | **Variable Name** |
| [ ] My appearance or physical characteristics | 1 | cond\_phys |
| [ ] My gender or gender identity | 2 | cond\_gend |
| [ ] My ethnicity (your cultural background and/or nationality) | 3 | cond\_ethn |
| [ ] My race | 4 | cond\_race |
| [ ] My age | 5 | cond\_age |
| [ ] My country of origin (the country where you were born) | 6 | cond\_origin |
| [ ] My sexual orientation (e.g. gay, lesbian, heterosexual, straight) | 7 | cond\_sex |
| [ ] My political views | 8 | cond\_poli |
| [ ] My religious or spiritual views | 9 | cond\_reli |
| [ ] My socioeconomic status | 10 | cond\_socio |
| [ ] My immigrant status | 11 | cond\_immi |
| [ ] Other: (write in) | 12 | cond\_other*Write-in Variable Name:**cond\_other\_write* |

**32)\* Where did the incident occur?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* har\_location

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) In class | 1 |
| ( ) While walking on campus | 2 |
| ( ) In a campus office | 3 |
| ( ) At a campus event | 4 |
| ( ) At a student organization meeting or event | 5 |
| ( ) In on-campus housing | 6 |
| ( ) In off-campus housing | 7 |
| ( ) Online | 8 |
| ( ) Other: (write in) | 9 |

**33)\* What was the source of the discrimination or harassment? (select all that apply)**

*QUESTION TYPE:* Checkbox

|  |  |  |
| --- | --- | --- |
| **Option** | **Reporting Value** | **Variable Name** |
| [ ] Friend | 1 | source\_friend |
| [ ] Another student | 2 | source\_student |
| [ ] Administrator or staff member | 3 | source\_admin |
| [ ] Faculty member | 4 | source\_prof |
| [ ] Campus security or police | 5 | source\_non |
| [ ] I'm not sure | 6 | source\_campus\_po |
| [ ] Other: (write in) | 9 | source\_notsure*Write-in Variable Name:**source\_other\_write* |

**34)\* Was this person affiliated with...?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* harass\_affiliation

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Your college or university | 1 |
| ( ) Another college or university | 2 |
| ( ) No college or university | 3 |
| ( ) Unsure | 4 |

**35)\* Who did you tell about the incident? (select all that apply)**

*QUESTION TYPE:* Checkbox

|  |  |  |
| --- | --- | --- |
| **Option** | **Reporting Value** | **Variable Name** |
| [ ] Roommate, friend, or classmate | 1 | div\_tell\_friend |
| [ ] Romantic partner | 2 | div\_tell\_partner |
| [ ] Family member | 3 | div\_tell\_fam |
| [ ] Campus counselor | 4 | div\_tell\_couns |
| [ ] Campus security or police | 5 | div\_tell\_sec |
| [ ] Faculty or staff member | 6 | div\_tell\_fac |
| [ ] No one | 7 | div\_tell\_no |
| [ ] Other: (write in) | 8 | div\_tell\_other*Write-in Variable Name:**div\_tell\_other\_write* |

**36)\* Did you formally report the incident to the school?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* formal\_report

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Yes | 1 |
| ( ) No | 2 |

**37)\*\* How well did the school resolve the issue?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* school\_resolve

\*\**DISPLAY WHEN:* Q36 "Did you formally report the incident to the school?" is one of the following answers: ("Yes")

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Completely resolved the issue | 1 |
| ( ) Helped me a lot | 2 |
| ( ) Helped, but could have helped more | 3 |
| ( ) Helped me a little | 4 |
| ( ) Didn't help me at all | 5 |
| ( ) I'm currently going through the resolution process | 6 |

**38) It is common to have mixed feelings when deciding whether or not to share your experience with someone else. Did any of the following thoughts or concerns cross your mind when you were deciding whether or not to share or report your experience? (select all that apply)**

*QUESTION TYPE:* Checkbox

|  |  |  |
| --- | --- | --- |
| **Option** | **Reporting Value** | **Variable Name** |
| [ ] Didn't think it was serious enough to report | 1 | decide\_serious |
| [ ] Did not need assistance | 2 | decide\_assistance |
| [ ] Wasn't clear that the person intended harm | 3 | decide\_harm |
| [ ] Wanted to forget it happened | 4 | decide\_forget |
| [ ] Felt ashamed or embarrassed, didn't want anyone to know what happened | 5 | decide\_ashame |
| [ ] Lack of proof that the incident happened | 6 | decide\_proof |
| [ ] Didn't know who I should tell | 7 | decide\_tell |
| [ ] Feared that I would not be believed or taken seriously | 8 | decide\_fear |
| [ ] Didn't want to get the person in trouble (e.g. disciplinary action, legal charge, arrest) | 9 | decide\_trouble |
| [ ] Feared others would harass me or react negatively toward me | 10 | decide\_harass |
| [ ] Didn't want anyone to know the other things I was doing at the time (e.g. drinking underage, using drugs) | 11 | decide\_drugs |
| [ ] Other | 12 | decide\_other*Write-in Variable Name:**decide\_other\_write* |

***END DISPLAY LOGIC***

**Bystander Behaviors**

**39) Since the beginning of the current school year (*Fall \*20XX\**), have you had a friend or acquaintance tell you that they were the victim of harassment or discrimination?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* bystander\_harass

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Yes | 1 |
| ( ) No | 2 |

**40) Since the beginning of the school year (*Fall \*20XX\**) have you observed someone on campus being shunned, ignored, or intimidated, or treated in an offensive, or hostile manner?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* observe\_harass

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Yes | 1 |
| ( ) No | 2 |

**41)\* In response to this situation: (select all that apply)**

*QUESTION TYPE:* Checkbox

*\*DISPLAY WHEN*: Q40 "Since the beginning of the school year (*Fall \*20XX\**) have you observed someone on campus being shunned, ignored, or intimidated, or treated in an offensive, or hostile manner?" is one of the following answers: ("Yes")

|  |  |  |
| --- | --- | --- |
| **Option** | **Reporting Value** | **Variable Name** |
| [ ] I told someone in a position of authority about the situation. | 1 | told\_authority |
| [ ] I asked the person who appeared to be the target of the behavior if they needed help. | 2 | asked\_victim |
| [ ] I confronted the person who appeared to be causing the situation. | 3 | confronted\_person |
| [ ] I asked others to defuse the situation. | 4 | asked\_others |
| [ ] I decided not to take action. | 5 | no\_action |
| [ ] Other: (Write in) | 6 | response\_other*Write-in Variable Name:**response\_other\_write* |

## **Supplementary Diversity & Inclusion Module: Actions and Attitudes Related to Diversity**

**42) Since the beginning of the school year (*Fall \*20XX\**), how often have you had serious conversations with students who differ from you in...?**

*QUESTION TYPE:* Table – Radio

|  |  |  |
| --- | --- | --- |
| **Table Prompts** | **Prompt Variable Name** | **Table Option Reporting Value** |
| **Very Often** | **Often** | **Occasionally** | **Rarely or never** |
| Race or ethnicity | diff\_race | 1  | 2  | 3  | 4  |
| Nationality (citizen of another country) | diff\_national | 1  | 2  | 3  | 4  |
| Sexual orientation | diff\_sex | 1  | 2  | 3  | 4  |
| Religious beliefs | diff\_reli | 1  | 2  | 3  | 4  |
| Political beliefs | diff\_poli | 1  | 2  | 3  | 4  |
| Socioeconomic background | diff\_socio | 1  | 2  | 3  | 4  |

**43) Since the beginning of the school year (*Fall \*20XX\**), how often have you socialized with students who differ from you in...?**

*QUESTION TYPE:* Table – Radio

|  |  |  |
| --- | --- | --- |
| **Table Prompts** | **Prompt Variable Name** | **Table Option Reporting Value** |
| **Very Often** | **Often** | **Occasionally** | **Rarely or never** |
| Race or ethnicity | social\_race | 1  | 2  | 3  | 4  |
| Nationality (citizen of another country) | social\_nati | 1  | 2  | 3  | 4  |
| Sexual orientation | social\_sex | 1  | 2  | 3  | 4  |
| Religious beliefs | social\_reli | 1  | 2  | 3  | 4  |
| Political beliefs | social\_poli | 1  | 2  | 3  | 4  |
| Socioeconomic background | social\_socio | 1  | 2  | 3  | 4  |

**44) Where do you primarily interact with students whose backgrounds and identities differ from your own?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* interact\_diff

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) In class | 1 |
| ( ) At informal gatherings | 2 |
| ( ) At student residences (on and off campus) | 3 |
| ( ) At campus programs or events | 4 |
| ( ) In a study group | 5 |
| ( ) During student organization meetings or events | 6 |
| ( ) While participating in athletic or recreation activities | 7 |
| ( ) At a campus job or volunteer assignment | 8 |
| ( ) Other: (write in) | 9*Write-in Variable Name:**interact\_diff\_other\_write* |

**45) How comfortable would you be being close friends with the following individuals?
This question asks about your comfort.**

*QUESTION TYPE:* Table – Radio

|  |  |  |
| --- | --- | --- |
| **Table Prompts** | **Prompt Variable Name** | **Table Option Reporting Value** |
| **Very Comfor-table** | **Comfor-table** | **Uncomfor-table** | **Very Uncomfor-table** |
| A person whose race or ethnicity is different from your own | comfort\_race | 1  | 2  | 3  | 4  |
| A person with a physical disability | comfort\_dis | 1  | 2  | 3  | 4  |
| A person affected by mental health issues (e.g., depression, anxiety, bipolar disorder) | comfort\_mh | 1  | 2  | 3  | 4  |
| An openly gay or bisexual man | comfort\_gay\_m | 1  | 2  | 3  | 4  |
| An openly lesbian or bisexual woman | comfort\_gay\_w | 1  | 2  | 3  | 4  |
| An openly transgender man, transgender woman, or non-binary individual | comfort\_trans | 1  | 2  | 3  | 4  |
| A person with religious beliefs other than your own | comfort\_religion | 1  | 2  | 3  | 4  |
| A person with political views that differ from your own | comfort\_poli | 1  | 2  | 3  | 4  |
| A person from a socioeconomic background other than your own | comfort\_socio | 1  | 2  | 3  | 4  |

**46) Based on the behavior of your peers, how comfortable would students at your school be being close friends with the following individuals? This question asks about your peers' comfort.**

*QUESTION TYPE:* Table – Radio

|  |  |  |
| --- | --- | --- |
| **Table Prompts** | **Prompt Variable Name** | **Table Option Reporting Value** |
| **Very Comfor-table** | **Comfor-table** | **Uncomfor-table** | **Very Uncomfor-table** |
| A person whose race or ethnicity is different from your own | peer\_race | 1  | 2  | 3  | 4  |
| A person with a physical disability | peer\_dis | 1  | 2  | 3  | 4  |
| A person affected by mental health issues (e.g., depression, anxiety, bipolar disorder) | peer\_mh | 1  | 2  | 3  | 4  |
| An openly gay or bisexual man | peer\_gaym | 1  | 2  | 3  | 4  |
| An openly lesbian or bisexual woman | peer\_gayw | 1  | 2  | 3  | 4  |
| An openly transgender man, transgender woman, or non-binary individual | peer\_trans | 1  | 2  | 3  | 4  |
| A person with religious beliefs other than your own | peer\_reli | 1  | 2  | 3  | 4  |
| A person with political views that differ from your own | peer\_poli | 1  | 2  | 3  | 4  |
| A person from a socioeconomic background other than your own | peer\_socio | 1  | 2  | 3  | 4  |

**47) Sometimes students may feel uncomfortable or hesitant to interact with peers who come from different backgrounds or have different identities than their own. What are the reasons you might hesitate to engage with other students who are different from you? (select all that apply)**

*QUESTION TYPE:* Checkbox

|  |  |  |
| --- | --- | --- |
| **Option** | **Reporting Value** | **Variable Name** |
| [ ] I don't know what to talk about. | 1 | engage\_talk |
| [ ] I feel like I can't relate to them or we don't have anything in common. | 2 | engage\_relate |
| [ ] I'm afraid that I may say something that could be perceived to be offensive of uninformed. | 3 | engage\_say |
| [ ] I'm afraid they'll say something offensive or uninformed to me. | 4 | engage\_offense |
| [ ] Our viewpoints or identities are so different that we could have a negative interaction like getting into an argument. | 5 | engage\_viewpoints |
| [ ] I feel like I will be judged by the other person. | 6 | engage\_judge |
| [ ] I don't feel any discomfort interacting with peers who are different from me. | 7 | engage\_interact |
| [ ] Other: (write in) | 8 | engage\_other*Write-in Variable Name:**engage\_other\_write* |

## **Supplementary Diversity & Inclusion Module: Campus Inclusivity**

**48) Please rate your level of agreement with the following statements.**

*QUESTION TYPE:* Table – Radio

|  |  |  |
| --- | --- | --- |
| **Table Prompts** | **Prompt Variable Name** | **Table Option Reporting Value** |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| Most students at this school have values and attitudes different from my own. | inclusive\_values | 1  | 2  | 3  | 4  |
| I feel like my school provides enough programs that promote meaningful interactions between students from different cultures. | inclusive\_programs | 1  | 2  | 3  | 4  |
| I have access to at least one faculty or staff member who I trust and who can connect me with information or support I may need, regardless of the issue I face. | inclusive\_access | 1  | 2  | 3  | 4  |
| I feel like **my peers** at this school are too politically correct or sensitive. | inclusive\_peers | 1  | 2  | 3  | 4  |
| I feel like **faculty and staff** at this school are too politically correct or sensitive. | inclusive\_fac | 1  | 2  | 3  | 4  |

**49) Please rate your level of agreement with the following statements.**

*QUESTION TYPE:* Table – Radio

|  |  |  |
| --- | --- | --- |
| **Table Prompts** | **Prompt Variable Name** | **Table Option Reporting Value** |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| I feel comfortable sharing my own perspectives and experiences in class. | class\_opinions | 1  | 2  | 3  | 4  |
| I feel I have to work harder than other students to be perceived as a good student.  | class\_work | 1  | 2  | 3  | 4  |
| I have been singled out in class because of my identity (e.g., race, ethnicity, gender, sexual orientation, disability status, religious affiliation, etc.). | class\_id | 1  | 2  | 3  | 4  |
| In class, I have heard faculty express stereotypes based on identity (e.g., race, ethnicity, gender, sexual orientation, disability status, religious affiliation, etc.). | class\_stereotype | 1  | 2  | 3  | 4  |

**50) Do you feel that the communities you belong to are appropriately represented in your school's...?**

*QUESTION TYPE:* Table – Radio

|  |  |  |
| --- | --- | --- |
| **Table Prompts** | **Prompt Variable Name** | **Table Option Reporting Value** |
| **Yes** | **No** |
| Communications | rep\_comm | 1 | 2  |
| Curriculum (e.g., textbooks) | rep\_curr | 1 | 2  |
| Events | rep\_events | 1 | 2  |
| Faculty | rep\_fac | 1 | 2  |
| Recruiting | rep\_recruit | 1 | 2  |
| Staff | rep\_staff | 1 | 2  |
| Student organizations | rep\_orgs | 1 | 2  |
| Student body | rep\_students | 1 | 2  |
| I feel that the communities I belong to are missing completely from my school environment. | rep\_missing | 1 | 2  |

**51) Do you feel that issues of diversity and inclusion are adequately addressed...?**

*QUESTION TYPE:* Table – Radio

|  |  |  |
| --- | --- | --- |
| **Table Prompts** | **Prompt Variable Name** | **Table Option Reporting Value** |
| **Yes** | **No** |
| In the curriculum (e.g., textbooks) | issues\_curr | 1  | 2  |
| In class | issues\_class | 1  | 2  |
| By faculty | issues\_instruct | 1  | 2  |
| By school leadership | issues\_leader | 1  | 2  |
| In student organizations | issues\_orgs | 1  | 2  |
| In school communication | issues\_comm | 1  | 2  |
| In the school mission | issues\_mission | 1  | 2  |

## **Supplementary Diversity & Inclusion Module: Basic Needs Security**

***PAGE DESCRIPTION:*** The following questions are about the food eaten in your household, whether you were able to afford the food you need, and your housing circumstances since the beginning of the current school year (*Fall \*20XX\**).

**52) Please rate your experience with these statements since the beginning of the current school year (*Fall \*20XX\**):**

*QUESTION TYPE:* Table – Radio

|  |  |  |
| --- | --- | --- |
| **Table Prompts** | **Prompt Variable Name** | **Table Option Reporting Value** |
| **Often true** | **Sometimes true** | **Never true** |
| I worried whether my food would run out before I got money to buy more. | Food\_run\_out | 1  | 2 | 3  |
| The food that I bought just didn't last, and I didn't have money to get more.  | Food\_no\_money | 1  | 2 | 3  |
| I couldn’t afford to eat balanced meals. | No\_balanced\_meal | 1  | 2 | 3  |

**53) Since the beginning of the current school year (*Fall \*20XX\**), did you ever cut the size of your meals or skip meals because there wasn't enough money for food?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* cut\_meals

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Yes | 1 |
| ( ) No | 2 |

**54)\* How often did this happen?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* cut\_frequency

*\*DISPLAY WHEN:* Q53 "Since the beginning of the current school year (*Fall \*20XX\**), did you ever cut the size of your meals or skip meals because there wasn't enough money for food?": is one of the following answers ("Yes")

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Almost every month | 1 |
| ( ) Some months but not every month | 2 |
| ( ) Only 1 or 2 months | 3 |

**55) Since the beginning of the current school year (*Fall \*20XX\**), did you ever eat less than you felt you should because there wasn't enough money for food?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* eat\_less\_money

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Yes | 1 |
| ( ) No | 2 |

**56) Since the beginning of the current school year (*Fall \*20XX\**), were you ever hungry but didn't eat because there wasn't enough money for food?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* hungry\_money

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Yes | 1 |
| ( ) No | 2 |

**57) Since the beginning of the current school year (*Fall \*20XX\**), did you lose weight because there wasn't enough money for food?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* loose\_weight

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Yes | 1 |
| ( ) No | 2 |

**58) Since the beginning of the current school year (*Fall \*20XX\**), did you ever not eat for a whole day because there wasn't enough money for food?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* eat\_day

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Yes | 1 |
| ( ) No | 2 |

**59)\* How often did this happen?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* eat\_frequency

\**DISPLAY WHEN:* Q58 "Since the beginning of the current school year (*Fall \*20XX\**), did you ever not eat for a whole day because there wasn't enough money for food?" is one of the following answers: ("Yes")

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Almost every month | 1 |
| ( ) Some months but not every month | 2 |
| ( ) Only 1 or 2 months | 3 |

**60) Since the beginning of the current school year (*Fall \*20XX\**), did you ever experience one or more of the following situations:**

* Not pay or underpay your rent or mortgage
* Experience a rent or mortgage increase that made it difficult to pay
* Get evicted from your home
* Move in with other people, even for a little while, because of financial problems
* Live with others beyond the expected capacity of the house or apartment
* Stay temporarily at a hotel or motel without a permanent home to return to (not on vacation or business travel)
* Stay at a shelter
* Stay in an abandoned building, an automobile, an outdoor location, or any other place not meant for regular housing, even for one night
* Not know where you were going to sleep at night, even for one night

*QUESTION TYPE: Radio*

*VARIABLE NAME: housing\_screen*

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Yes | 1 |
| ( ) No | 0 |

**61)\* Since the beginning of the current (*Fall \*20XX\**) school year, which of these situations did you experience: (select all that apply)**

*QUESTION TYPE:* Checkbox

\**DISPLAY WHEN:* Q60 "Since the beginning of the current school year (*Fall \*20XX\**), did you ever experience one or more of the following experiences?" is one of the following answers: ("Yes")

|  |  |  |
| --- | --- | --- |
| **Option** | **Reporting Value** | **Variable Name** |
| [ ] Not pay or underpay your rent or mortgage | 1 | No\_rent |
| [ ] Experience a rent or mortgage increase that made it difficult to pay | 2 | rent\_increase |
| [ ] Get evicted from your home | 3 | Eviction |
| [ ] Move in with other people, even for a little while, because of financial problems | 4 | Move\_other\_people |
| [ ] Live with others beyond the expected capacity of the house or apartment | 5 | Live\_others |
| [ ] Stay temporarily at a hotel or motel without a permanent home to return to (not on vacation or business travel) | 6 | Temp\_hotel |
| [ ] Stay at a shelter | 7 | Shelter |
| [ ] Stay in an abandoned building, an automobile, an outdoor location, or any other place not meant for regular housing, even for one night | 8 | Stay\_car |
| [ ] Not know where you were going to sleep at night, even for one night | 9 | Not\_know\_sleep |
| [ ] Other: (write in) | 11 | secure\_other*Write-in Variable Name:**secure\_other\_write* |

## **Core Topic Area Module: Perceptions of and Experiences with Sexual Violence**

The following questions ask about sexual violence. Sexual violence refers to a **range of sexual behaviors that are unwanted by an individual.** These behaviors could be initiated **by someone known or unknown** to the individual, including someone they are in a relationship with.

**Sexual Violence Prevention Training**

**62) Since the beginning of the current school year (*Fall \*20XX\**)**, **have you received information or training at your school in any of the following areas?**

* Understanding the definition of sexual violence
* Reporting an incident of sexual violence
* Your school's procedures for investigating an incident of sexual violence
* Accessing sexual violence resources
* Sexual violence prevention strategies (e.g., asking for consent, responsible alcohol use)
* Bystander intervention skills

*QUESTION TYPE: Radio*

*VARIABLE NAME: training*

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Yes | 1 |
| ( ) No | 2 |
| ( ) I do not recall | 3 |

**63)\* Did you receive sexual violence information or training as part of: (select all that apply)**

*\*Customize this question based on your campus\**

*QUESTION TYPE: Checkbox*

*\*DISPLAY WHEN:* #62 Question "Since the **beginning of the current school year (*Fall \*20XX\**)**, have you received information or training at your school in any of the following areas?” is one of the following answers: (“Yes”)

|  |  |  |
| --- | --- | --- |
| **Option** | **Reporting Value** | **Variable Name** |
| [ ] New student orientation | 1 | train\_orientation |
| [ ] Fraternity and sorority life participation | 2 | train\_greek |
| [ ] Athletics participation | 3 | train\_athletics |
| [ ] Residence life programs | 4 | train\_reslife |
| [ ] Class presentations or projects | 5 | train\_class |
| [ ] Campus-wide events | 6 | train\_events |
| [ ] Student leadership training | 7 | train\_leadership |
| [ ] Online | 8 | train\_online |
| [ ] Other: (write in) | 9 | train\_other*Write-in Variable Name:**train\_other* |
| [ ] I do not recall | 10 | train\_norecall |

**64)\* How useful was the training in increasing your knowledge about:**

*QUESTION TYPE: Table – Radio*

*\*DISPLAY WHEN:* #62 Question "Since the **beginning of the current school year (*Fall \*20XX\**)**, have you received information or training at your school in any of the following areas?” is one of the following answers: (“Yes”)

|  |  |  |
| --- | --- | --- |
| **Table Prompts** | **Prompt Variable Name** | **Table Option Reporting Value** |
| **Very Useful** | **Useful** | **Not Very Useful** | **Not At All Useful** | **Not Covered** |
| The definition of sexual violence | train\_definition | 1  | 2  | 3  | 4  | 5  |
| Reporting an incident of sexual violence | train\_reporting | 1  | 2  | 3  | 4  | 5  |
| The school's procedures for investigating an incident of sexual violence | train\_investigation | 1  | 2  | 3  | 4  | 5  |
| Sexual violence resources | train\_resources | 1  | 2  | 3  | 4  | 5  |
| Sexual violence prevention strategies (e.g., asking for consent, responsible alcohol use) | train\_prevention | 1  | 2  | 3  | 4  | 5  |
| Bystander intervention skills | train\_bystander | 1  | 2  | 3  | 4  | 5  |

**65) Please rate your level of agreement with the following statements. If someone reported an incident of sexual violence to a campus authority:**

*QUESTION TYPE: Table - Radio*

|  |  |  |
| --- | --- | --- |
| **Table Prompts** | **Prompt Variable Name** | **Table Option Reporting Value** |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| The school would take the report seriously. | report\_seriously | 1  | 2  | 3  | 4  |
| The school would take steps to protect the person making the report from retaliation. | report\_protect | 1  | 2  | 3  | 4  |
| The accused or their friends would retaliate against the person making the report. | report\_retaliate | 1  | 2  | 3  | 4  |
| The educational achievement/career of the person making the report would suffer. | report\_academic | 1  | 2  | 3  | 4  |

**66) Please rate your level of agreement with the following statements.**

*QUESTION TYPE: Table - Radio*

|  |  |  |
| --- | --- | --- |
| **Table Prompts** | **Prompt Variable Name** | **Table Option Reporting Value** |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| If a friend or I experienced sexual violence, I would know where to go to get help. | confident\_help | 1  | 2  | 3  | 4  |
| I understand my school's formal procedures to address complaints of sexual violence. | confident\_procedures | 1  | 2  | 3  | 4  |
| I am confident my school would administer the formal procedures to fairly address reports of sexual violence. | confident\_administration | 1  | 2  | 3  | 4  |
| I know what confidential resources (e.g., victim advocacy, counseling) are available to me to report an incident of sexual violence. | confident\_resources | 1  | 2  | 3  | 4  |

**67) Has anyone done the following to you since the beginning of the school year (*Fall \*20XX\**)? (select all that apply)**

*QUESTION TYPE: Table - Checkbox*

|  |  |
| --- | --- |
| **Table Prompts** | **Table Option Reporting Variable Name** |
| **Yes, in a class, lab, or work setting at my school** | **Yes, in a social setting at my school** | **Yes, in other settings at my school** | **Have not experienced this at my school** |
| Made sexist remarks or jokes in your presence | harass\_jokes\_class | harass\_jokes\_social | harass\_jokes\_other | harass\_jokes\_never |
| Made inappropriate comments about your or someone else’s body or appearance in your presence | harass\_comment\_class | harass\_comment\_social  | harass\_comment\_other | harass\_comment\_never |
| Said crude sexual things to you, or tried to get you to talk about sexual matters when you didn't want to | harass\_crude\_class | harass\_crude\_social | harass\_crude\_other | harass\_crude\_never |
| E‐mailed, texted, or used social media to send offensive sexual jokes, stories, or pictures to you | harass\_email\_class | harass\_email\_social | harass\_email\_other | harass\_email\_never |
| Seemed to be bribing you with some sort of reward if you agreed to engage in a romantic or sexual relationship with that person | harass\_bribe\_class | harass\_bribe\_social | harass\_bribe\_other | harass\_bribe\_never |

**Sexual Violence Experiences**

**PAGE DESCRIPTION: Trigger Warning:** The following section uses explicit language, including anatomical names of body parts and specific behaviors to ask about sexual situations, which may be upsetting. Resources for support are available at the end of the survey, should you need them.

This section asks about non-consensual or unwanted sexual contact you may have experienced. When you are asked about whether something happened, please think about what has happenedsince the **beginning of the current school year (*Fall \*20XX\**)**. Again, this survey is completely VOLUNTARY and your responses are ANONYMOUS.

**68)** **Since the** **beginning of the current school year (*Fall \*20XX\**)**, **have you had ANY of the following experiences?**

* Someone fondled, kissed, or rubbed up against the private areas of my body or removed some of my clothes even though I didn’t want to
* Someone TRIED to sexually penetrate me (i.e. someone tried to put a penis or insert fingers or objects into my vagina or anus) even though I didn’t want to
* Someone sexually penetrated me (i.e. someone put a penis or inserted fingers or objects into my vagina or anus) even though I didn’t want to
* Someone TRIED to perform oral sex on me or make me give them oral sex even though I didn't want to
* Someone performed oral sex on me or made me give them oral sex even though I didn't want to

*QUESTION TYPE: Radio*

*VARIABLE NAME: sv\_currentyear*

|  |  |
| --- | --- |
| **Option** | **Reporting Values** |
| ( ) Yes | 6 |
| ( ) No | 5 |
| ( ) Unsure | 7 |

**DISPLAY LOGIC**

**\*Display Q69-80 When:** Q68 "Since the beginning of the current school year (*Fall \*20XX\**), have you had ANY of the following experiences?” is one of the following answers:

* "Yes "
* "Unsure"

**If answer to Q28 is (“No”), skip to Q81.**

***INSTRUCTION TEXT (top of page):*** If you experienced more than one incident of sexual violence or misconduct since the beginning of the current school year (*fall \*20XX\**) please respond to the next set of questions based on what you feel was the *MOST SERIOUS INCIDENT* that happened to you in this school year.

**69)\* What was the non-consensual or unwanted sexual contact you experienced?**

*QUESTION TYPE: Table - Radio*

|  |  |  |
| --- | --- | --- |
| **Table Prompts** | **Prompt Variable Name** | **Table Option Reporting Value** |
| **This happened once** | **This happened more than once** | **I think this happened, but I'm unsure** | **This did not happen** |
| Someone fondled, kissed, or rubbed up against the private areas of my body or removed some of my clothes even though I didn’t want to | sv\_fondle | 1 | 2 | 3  | 5 |
| Someone TRIED to sexually penetrate me (i.e. someone tried to put a penis or insert fingers or objects into my vagina or anus) even though I didn’t want to | sv\_penetrate\_try | 1 | 2 | 3  | 5 |
| Someone sexually penetrated me (i.e. someone put a penis or inserted fingers or objects into my vagina or anus) even though I didn’t want to | sv\_penetrate | 1 | 2 | 3  | 5 |
| Someone TRIED to perform oral sex on me or make me give them oral sex even though I didn't want to | sv\_oral\_try | 1 | 2 | 3  | 5 |
| Someone performed oral sex on me or made me give them oral sex even though I didn't want to | sv\_oral | 1 | 2 | 3  | 5 |

**70)\* Did the person(s) who did one or more of the behaviors listed above do them by...**

*QUESTION TYPE: Table - Radio*

|  |  |  |
| --- | --- | --- |
| **Table Prompts** | **Prompt Variable Name** | **Table Option Reporting Value** |
| **Yes** | **No** | **Unsure** |
| Catching you off guard, or ignoring non‐verbal cues or looks? | perp\_offguard | 1  | 0  | 2  |
| Telling lies, threatening to end a relationship or to spread rumors about you, or verbally pressuring you? | perp\_lies | 1  | 0  | 2  |
| Showing displeasure, criticizing your sexuality or attractiveness, or getting angry? | perp\_displeasure | 1  | 0  | 2  |
| Taking advantage of you when you were incapacitated (e.g., too drunk, high, asleep, or out of it)? | perp\_incapacitated | 1  | 0  | 2  |
| Threatening you with being outed? | perp\_outed | 1  | 0  | 2  |
| Threatening to physically harm you or someone close to you? | perp\_harm | 1  | 0  | 2  |
| Using force or having a weapon? | perp\_force | 1  | 0  | 2  |

**71)\* Just prior to the incident, had the person(s): (select all that apply)**

*QUESTION TYPE: Table - Radio*

|  |  |  |
| --- | --- | --- |
| **Table Prompts** | **Prompt Variable Name** | **Table Option Reporting Value** |
| **Yes** | **No** | **Unsure** |
| Been drinking alcohol, but wasn't drunk | perp\_drinking | 1  | 0  | 2  |
| Been drinking alcohol and was drunk | perp\_drunk | 1  | 0  | 2  |
| Been taking or using marijuana | perp\_marijuana | 1  | 0  | 2  |
| Been taking or using drugs other than alcohol and marijuana | perp\_other\_drugs | 1  | 0  | 2  |
| Tried to get you drunk | perp\_give\_alcohol | 1  | 0  | 2  |
| Given you a drug without your knowledge or consent | perp\_give\_drugs | 1  | 0  | 2  |

**72)\* What is or was your relationship with the person(s) who conducted this unwanted behavior? (select all that apply)**

*QUESTION TYPE:* Checkbox

|  |  |  |
| --- | --- | --- |
| **Option** | **Reporting Value** | **Variable Name** |
| [ ] Acquaintance or peer | 1 | rel\_acquaintance |
| [ ] Friend | 2 | rel\_friend |
| [ ] Current romantic partner or spouse | 3 | rel\_partner |
| [ ] Ex-romantic partner or spouse | 4 | rel\_expartner |
| [ ] Faculty or staff member | 5 | rel\_prof |
| [ ] No prior relationship | 6 | rel\_none |
| [ ] Other: (write in) | 7 | rel\_other*Write-in Variable Name:**rel\_other\_write* |

**73)\* Was the person(s) affiliated with...? (select all that apply)**

*QUESTION TYPE:* Checkbox

|  |  |  |
| --- | --- | --- |
| **Option** | **Reporting Value** | **Variable Name** |
| [ ] Your college or university | 1 | affiliate\_yourschool |
| [ ] Another college or university | 2 | affiliate\_otherschool |
| [ ] No college or university | 3 | affiliate\_noschool |
| [ ] Unsure | 4 | affiliate\_unsure |

**74)\* What was the sex of the individual(s)? (select all that apply)**

*QUESTION TYPE:* Checkbox

|  |  |  |
| --- | --- | --- |
| **Option** | **Reporting Value** | **Variable Name** |
| [ ] Male | 2 | perp\_male |
| [ ] Female | 1 | perp\_female |
| [ ] Unsure | 3 | perp\_unsure |

**75)\* Where did the incident occur?**

*\*Customize this question based on your campus\**

*QUESTION TYPE:* Radio

*VARIABLE NAME*: sv\_location

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) On-campus residence (e.g., residence hall, apartment, or house) | 1 |
| ( ) Off-campus residence | 2 |
| ( ) Fraternity | 3 |
| ( ) Sorority | 4 |
| ( ) Bar, night club, or dance club | 5 |
| ( ) Outdoors | 6 |
| ( ) Other on-campus location: (write in) | 7*Write-in Variable Name:**sv\_location\_on\_campus\_other\_write* |
| ( ) Other off-campus location: (write in) | 8*Write-in Variable Name:**sv\_location\_off\_campus\_other\_write* |

**76)\* Who did you tell about the incident? (select all that apply)**

*QUESTION TYPE:* Checkbox

|  |  |  |
| --- | --- | --- |
| **Option** | **Reporting Value** | **Variable Name** |
| [ ] Roommate, friend, or classmate | 1 | tell\_friend |
| [ ] Romantic partner | 2 | tell\_partner |
| [ ] Family member | 3 | tell\_family |
| [ ] Campus sexual violence advocate/counselor | 4 | tell\_advocate |
| [ ] Campus security or police | 5 | tell\_police |
| [ ] Faculty or staff member | 6 | tell\_prof |
| [ ] Residence hall staff | 7 | tell\_reshall\_staff |
| [ ] No one | 8 | tell\_no\_one |
| [ ] Other: (write in) | 9 | tell\_other*Write-in Variable Name:**tell\_other\_other\_write* |

**77)\*\* What kind of responses did you receive from those you told or reported to? (select all that apply)**

*QUESTION TYPE:* Checkbox

*\*\*DISPLAY WHEN:* Q76 "Who did you tell about the incident? (select all that apply)" is one of the following answers: ("Roommate, friend, or classmate", "Romantic partner", "Family member", "Campus sexual violence advocate/counselor", "Campus security or police", "Faculty or staff member", "Residence hall staff")

|  |  |  |
| --- | --- | --- |
| **Option** | **Reporting Value** | **Variable Name** |
| [ ] Responded in a way that made you feel supported | 1 | response\_supported |
| [ ] Doubted you, asked questions to determine if it really happened, or refused to believe you | 2 | response\_doubted |
| [ ] Blamed you for the assault, or said you could have done something to prevent it, or asked why you didn’t do something to prevent it | 3 | response\_blamed |
| [ ] Helped you gather information or find resources or services | 4 | response\_gather\_info |
| [ ] Made excuses for the person who did this to you | 5 | response\_excused |
| [ ] Listened sympathetically without criticizing or blaming you | 6 | response\_sympathetic |
| [ ] Told you to not talk about it, to move on, or to focus on other things | 7 | response\_forget |
| [ ] Validated and believed your experience | 8 | response\_believed |

**78)\* Did you use the school's formal procedures to report the incident(s)?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* report\_incident

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Yes | 1 |
| ( ) No | 0 |

**79)\*\* Did the school’s formal procedures help you resolve the issue?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* report\_resolve

\*\**DISPLAY WHEN:* Q78 Question "Did you use the school's formal procedures to report the incident?" is one of the following answers: ("Yes")

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Completely resolved the issue | 1 |
| ( ) Helped me a lot | 2 |
| ( ) Helped, but could have helped more | 3 |
| ( ) Helped me a little | 4 |
| ( ) Didn’t help me at all | 5 |
| ( ) I'm currently going through the resolution process | 6 |

**80) It is common to have mixed feelings when deciding whether or not to share your experience with someone else. Did any of the following thoughts or concerns cross your mind when you were deciding whether or not to share or report your experience? (select all that apply)**

*QUESTION TYPE:* Checkbox

|  |  |  |
| --- | --- | --- |
| **Option** | **Reporting Value** | **Variable Name** |
| [ ] Didn't think it was serious enough to report | 1 | barrier\_serious |
| [ ] Did not need assistance | 15 | barrier\_no\_assistance |
| [ ] Wasn't clear that the person intended harm | 2 | barrier\_no\_harm |
| [ ] Wanted to forget it happened | 3 | barrier\_forget |
| [ ] Felt ashamed or embarrassed, didn't want anyone to know what happened | 4 | barrier\_shame |
| [ ] Lack of proof that the incident happened | 5 | barrier\_proof |
| [ ] Didn't know who I should tell | 6 | barrier\_didnt\_know |
| [ ] Feared that I would not be believed or taken seriously | 7 | barrier\_believe |
| [ ] Didn't want to get the person in trouble (e.g., disciplinary action, legal charge, arrest) | 8 | barrier\_trouble |
| [ ] Feared others would harass me or react negatively toward me | 9 | barrier\_harass |
| [ ] Didn't want anyone to know the other things I was doing at the time (e.g., drinking underage, using drugs) | 10 | barrier\_illegal |
| [ ] Other | 11 | barrier\_other |

***END DISPLAY LOGIC***

**81) Has anyone had or attempted to have unwanted sexual contact with you prior to you going to college?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* sv\_prior

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Yes | 1 |
| ( ) No | 0 |
| ( ) Unsure | 2 |

## **Supplementary Sexual Violence Module: Community Actions**

**82) How likely are you to engage in the following behaviors?** This question asks about ***your*** behaviors.

*QUESTION TYPE:* Table - Radio

|  |  |  |
| --- | --- | --- |
| **Table Prompts** | **Prompt Variable Name** | **Table Option Reporting Value** |
| **Very Likely** | **Likely** | **Not Very Likely** | **Not At All Likely** |
| Express my discomfort if someone makes a sexual joke about a person's body. | respondent\_joke | 1  | 2  | 3  | 4  |
| Express my discomfort if someone says that sexual assault victims are to blame for being assaulted. | respondent\_blame | 1  | 2  | 3  | 4  |
| Talk to a friend who I suspect is in a sexually abusive relationship. | respondent\_abusive | 1  | 2  | 3  | 4  |
| Ask someone who looks very upset at a party if they are ok or need help. | respondent\_upset | 1  | 2  | 3  | 4  |
| Confront a friend who tells me that they had sex with someone who was passed out or didn't give consent. | respondent\_passed\_out | 1  | 2  | 3  | 4  |
| Tell a campus authority about information I have that might help in a sexual violence case even if pressured by my peers to stay silent. | respondent\_authority | 1  | 2  | 3  | 4  |
| Ask for verbal consent when I am intimate with someone. | respondent\_consent | 1  | 2  | 3  | 4  |
| Report a friend who committed sexual violence. | respondent\_report | 1  | 2  | 3  | 4  |
| Decide not to have sex with someone if they are drunk. | respondent\_decide | 1  | 2  | 3  | 4  |
| Help a friend report an incident of sexual violence or abuse. | respondent\_help | 1  | 2  | 3  | 4  |

**83) Based on the behavior of your peers, how likely are students at your school to:** This question asks about your ***peers'*** behaviors.

*QUESTION TYPE:* Table - Radio

|  |  |  |
| --- | --- | --- |
| **Table Prompts** | **Prompt Variable Name** | **Table Option Reporting Value** |
| **Very Likely** | **Likely** | **Not Very Likely** | **Not At All Likely** |
| Express discomfort if someone makes a sexual joke about a person's body. | peers\_joke | ( )  | ( )  | ( )  | ( )  |
| Express discomfort if someone says that sexual assault victims are to blame for being assaulted. | peers\_blame | ( )  | ( )  | ( )  | ( )  |
| Talk to a friend who may be in a sexually abusive relationship. | peers\_abusive | ( )  | ( )  | ( )  | ( )  |
| Ask someone who looks very upset at a party if they are ok or need help. | peers\_upset | ( )  | ( )  | ( )  | ( )  |
| Confront a friend who says that they had sex with someone who was passed out or didn't give consent. | peers\_passed\_out | ( )  | ( )  | ( )  | ( )  |
| Tell a campus authority about information that might help in a sexual violence case even if pressured to stay silent. | peers\_authority | ( )  | ( )  | ( )  | ( )  |
| Ask for verbal consent when intimate with someone. | peers\_consent | ( )  | ( )  | ( )  | ( )  |
| Report a friend who committed sexual violence. | peers\_report | ( )  | ( )  | ( )  | ( )  |
| Decide not to have sex with someone if they are drunk. | peers\_decide | ( )  | ( )  | ( )  | ( )  |
| Help a friend report an incident of sexual violence or abuse. | peers\_help | ( )  | ( )  | ( )  | ( )  |

**84) Since the beginning of the current school year (*Fall \*20XX\**), have you actively taken part in activities or volunteered your time on projects focused on stopping sexual violence on campus?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* volunteer

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Yes | 1 |
| ( ) No | 0 |

**85) Since the beginning of the current school year (*Fall \*20XX\**)**, **have you had a friend or acquaintance tell you that they were the victim of an unwanted sexual experience?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* friend\_tell

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Yes | 1 |
| ( ) No | 0 |

**86) Since the beginning of the current school year (*Fall \*20XX\**)**, **have you observed a situation that you believed was, or could have led to, a sexual assault?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* observed\_sv

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Yes | 1 |
| ( ) No | 0 |

**87)\* In response to this situation: (select all that apply)**

*QUESTION TYPE:* Checkbox

*\*DISPLAY WHEN:* Q86 "Since the **beginning of the current school year (*Fall \*20XX\**),** have you observed a situation that you believed was, or could have led to, a sexual assault?" is one of the following answers: ("Yes")

|  |  |  |
| --- | --- | --- |
| **Option** | **Reporting Value** | **Variable Name** |
| [ ] I created a distraction to cause one or more of the people to disengage from the situation. | 1 | action\_distraction |
| [ ] I told someone in a position of authority about the situation. | 2 | action\_told |
| [ ] I asked the person who appeared to be at risk if they needed help. | 3 | action\_asked |
| [ ] I stepped in and separated the people involved in the situation. | 4 | action\_stepped\_in |
| [ ] I confronted the person who appeared to be causing the situation. | 5 | action\_confronted |
| [ ] I asked others to step in as a group and diffuse the situation. | 6 | action\_others |
| [ ] I considered intervening in the situation, but I could not safely take any action. | 7 | action\_risky |
| [ ] I decided not to take action. | 8 | action\_no\_action |

## **Supplementary Sexual Violence Module: Community Attitudes**

**88) Please indicate your level of agreement with the following statements.**

The question statements are intentionally heteronormative and based on sexual situations that occur between men and women.

|  |  |  |
| --- | --- | --- |
| **Table Prompts** | **Prompt Variable Name** | **Table Option Reporting Value** |
| **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Unsure** |
| A person who is sexually assaulted or raped while she or he is drunk is at least somewhat responsible for putting themselves in that position. | myth\_drunk | 1  | 2  | 3 | 4  | 5  |
| If a woman hooks up with a lot of men, eventually she is going to get into trouble. | myth\_hookup | 1  | 2  | 3 | 4  | 5  |
| Sexual violence and rape happen because people put themselves in bad situations. | myth\_bad\_situations | 1  | 2  | 3 | 4  | 5  |
| Sexual violence and rape happen because men can get carried away in sexual situations once they've started. | myth\_carried\_away | 1  | 2  | 3 | 4  | 5  |
| When someone is raped or sexually assaulted, it’s often because the way they said "no" was unclear or there was some miscommunication. | myth\_miscommunication | 1  | 2  | 3 | 4  | 5  |
| An incident can only be sexual assault or rape if the person says "no." | myth\_says\_no | 1  | 2  | 3 | 4  | 5  |
| Rape and sexual violence can happen unintentionally, especially if alcohol is involved. | myth\_unintentional | 1  | 2  | 3 | 4  | 5  |
| It is not necessary to get consent before sexual activity if you are in a relationship with that person. | myth\_consent | 1  | 2  | 3 | 4  | 5  |
| A lot of times, women who say they were raped agreed to have sex and then regretted it afterward. | myth\_regret | 1  | 2  | 3 | 4  | 5  |
| It shouldn’t be considered rape if a man is drunk and didn’t realize what he was doing. | myth\_man\_drunk | 1  | 2  | 3 | 4  | 5  |

**89) In your opinion, how much of a problem is sexual violence at your school?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* sv\_prob

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) It's not really a problem | 1 |
| ( ) It's somewhat of a problem | 2 |
| ( ) It's definitely a problem | 3 |
| ( ) I don't know | 4 |

## **Supplementary Sexual Violence Module: Relationship Dynamics**

**PAGE DESCRIPTION: Trigger Warning:** This section asks about relationship and dating experiences, which may be upsetting. No matter how well a couple gets along, there are times when they disagree, get annoyed with the other person, want different things from each other, or just have fights because they are in a bad mood, they are tired, or for some other reason. Couples also have many different ways of trying to settle their differences. Resources for support are available at the end of the survey, should you need them.

**90) Since the beginning of the current school year (*Fall \*20XX\**)**, **have you had a casual, steady, or serious dating or intimate partner (including a spouse)?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* intimate\_partner

|  |  |
| --- | --- |
| **Option** | **Reporting Values** |
| ( ) Yes | 1 |
| ( ) No | 0 |

**91)\* Since the beginning of the current school year (*Fall \*20XX\**) has a casual, steady, or serious dating or intimate partner (including a spouse) done any of the following to you? (select all that apply)**

*QUESTION TYPE:* Checkbox

|  |  |  |
| --- | --- | --- |
| **Option** | **Reporting Value** | **Variable Name** |
| [ ] Accused you of paying too much attention to someone or something else | 1 | ipv\_attention |
| [ ] Called you a name and/or criticized you | 2 | ipv\_criticized |
| [ ] Put down your family and friends | 3 | ipv\_family |
| [ ] Said things to scare you (e.g., told you something “bad” would happen, threatened to commit suicide) | 4 | ipv\_scare |
| [ ] Pressured or forced you to sext or take naked photos | 5 | ipv\_sext |
| [ ] Checked up on you (e.g., listened to your phone calls, checked the mileage on your car, called you repeatedly during class) | 6 | ipv\_checked\_up |
| [ ] Kept you or tried to keep you from doing something you wanted to do (e.g., going out with friends, going to meetings) | 7 | ipv\_wanted |
| [ ] Stopped you or tried to stop you from going to work or school | 8 | ipv\_stopped |
| [ ] Made you do something humiliating or degrading (e.g., begging for forgiveness, having to ask permission to do something you want to do) | 9 | ipv\_humiliating |
| [ ] No, none of the above has happened to me since the beginning of the school year | 10 | ipv\_none |

**92)\* Since the beginning of the current school year (*Fall \*20XX\**) has a casual, steady, or serious dating or intimate partner (including a spouse) done any of the following to you?**

* slapped you?
* pushed or shoved you?
* hit you with a fist or something hard?
* kicked you?
* hurt you by pulling your hair?
* slammed you against something?
* tried to hurt you by choking or suffocating you?
* beaten you?
* burned you on purpose?
* used a knife, gun, or other weapon on you?

*QUESTION TYPE:* Radio

*VARIABLE NAME:* experienced\_ipv

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Yes | 1 |
| ( ) No | 0 |

**DISPLAY LOGIC**

**\*Display Q93-96 When:** Q92 " Since the beginning of the current school year (*Fall \*20XX\**) has a casual, steady, or serious dating or intimate partner (including a spouse) done any of the following to you?” is one of the following answers:

* "Yes "

**If answer to Q92 is (“No”), skip to Q97.**

***INSTRUCTION TEXT (top of page):*** Please answer the following questions (Q93-96) about what you consider the **MOST SERIOUS INCIDENT** that happened since the beginning of the current school year (*fall \*20XX\**).

**93)\* How concerned were you about your safety?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* concern\_safety

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Extremely | 1 |
| ( ) Somewhat | 2 |
| ( ) Only a little | 3 |
| ( ) Not at all | 4 |

**94)\* Did you seek services or contact a hotline after the incident?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* seek\_services

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Yes | 1 |
| ( ) No | 0 |

**95)\* Were you physically injured in the incident?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* injured

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Yes | 1 |
| ( ) No | 0 |

**96)\* Did you seek medical attention?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* medical

***END DISPLAY LOGIC***

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Yes | 1 |
| ( ) No | 0 |

**97) Since the beginning of the school year (*Fall \*20XX\**) has anyone frightened, concerned, angered, or annoyed you by...(select all that apply)**

*QUESTION TYPE:* Checkbox

|  |  |  |
| --- | --- | --- |
| **Option** | **Reporting Value** | **Variable Name** |
| [ ] Making unwanted phone calls to you or leaving messages | 1 | harass\_phone |
| [ ] Sending unwanted e-mails or other forms of written correspondence or communication | 2 | harass\_email |
| [ ] Posting offensive or abusive comments on your social media profile(s), blog, or other online space | 3 | harass\_offensive |
| [ ] Showing up at places where you were even though he or she had no business being there | 4 | harass\_show\_up |
| [ ] Exposing personal information or spreading rumors about you on the Internet, in a public place, or by word of mouth | 5 | harass\_rumors |
| [ ] Repeatedly asking you on dates, to go to dinner, or get a drink even after you've said no | 6 | harass\_dates |
| [ ] Sharing personal photos of you without your permission | 7 | harass\_photos |
| [ ] Threatening in an online environment to physically harm you | 8 | harass\_none |
| [ ] No, none of the above has happened to me since the beginning of the school year | 9 | harass\_physically\_harm |

**DISPLAY LOGIC**

**\*Display Q98-103 When:** Q97 " Since the beginning of the school year (*Fall \*20XX\**) has anyone frightened, concerned, angered, or annoyed you by...(select all that apply)” is one of the following answers:

* "Making unwanted phone calls to you or leaving messages"
* "Sending unwanted e-mails or other forms of written correspondence or communication"
* "Posting offensive or abusive comments on your social media profile(s), blog, or other online space"
* "Showing up at places where you were even though he or she had no business being there"
* "Exposing personal information or spreading rumors about you on the Internet, in a public place, or by word of mouth"
* "Repeatedly asking you on dates, to go to dinner, or get a drink even after you've said no"
* "Sharing personal photos of you without your permission"
* "Threatening in an online environment to physically harm you"

**If answer to Q97 is (“No, none of the above has happened to me since the beginning of the school year”), skip to the Thank You page that concludes the survey.**

**98)\* What is/was your relationship with the person who conducted this unwanted behavior? (select all that apply)**

*QUESTION TYPE:* Checkbox

|  |  |  |
| --- | --- | --- |
| **Option** | **Reporting Value** | **Variable Name** |
| [ ] Acquaintance or peer | 1 | harass\_rel\_peer |
| [ ] Friend | 2 | harass\_rel\_friend |
| [ ] Current romantic partner or spouse | 3 | harass\_rel\_partner |
| [ ] Ex-romantic partner or spouse | 4 | harass\_rel\_expartner |
| [ ] Faculty or staff member | 5 | harass\_rel\_prof |
| [ ] No prior relationship | 6 | harass\_rel\_none |
| [ ] Other: (write in) | 7 | harass\_other*Write-in Variable Name: harass\_other\_write* |

**99)\* Was this person affiliated with...?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* harass\_rel\_affiliated

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Your college or university | 1 |
| ( ) Another college or university | 2 |
| ( ) No college or university | 3 |
| ( ) Unsure | 4 |

**100)\* Who did you tell about the incident? (select all that apply)**

*QUESTION TYPE:* Checkbox

|  |  |  |
| --- | --- | --- |
| **Option** | **Reporting Value** | **Variable Name** |
| [ ] Roommate, friend, or classmate | 1 | harass\_tell\_friend |
| [ ] Romantic partner | 2 | harass\_tell\_partner |
| [ ] Family member | 3 | harass\_tell\_family |
| [ ] Campus sexual assault advocate or counselor | 4 | harass\_tell\_advocate |
| [ ] Campus security or police | 5 | harass\_tell\_police |
| [ ] Faculty or staff member | 6 | harass\_tell\_prof |
| [ ] Residence hall staff | 7 | harass\_tell\_reshall |
| [ ] No one | 8 | harass\_tell\_none |
| [ ] Other: (write in) | 9 | harass\_tell\_other*Write-in Variable Name:**harass\_tell\_other\_write* |

**101)\*\* What kind of responses did you receive from those you told or reported to? (select all that apply)**

*QUESTION TYPE:* Checkbox

*\*\*DISPLAY WHEN*: Q100 "Who did you tell about the incident? (select all that apply)" is one of the following answers: ("Roommate, friend, or classmate", "Romantic partner", "Family member", "Campus sexual assault advocate or counselor", "Campus security or police", "Faculty or staff member", "Residence hall staff", "Other")

|  |  |  |
| --- | --- | --- |
| **Option** | **Reporting Value** | **Variable Name** |
| [ ] Responded in a way that made you feel supported | 1 | harass\_response\_supported |
| [ ] Doubted you, asked questions to determine if it really happened, or refused to believe you | 2 | harass\_response\_doubted |
| [ ] Blamed you for the assault, or said you could have done something to prevent it, or asked why you didn’t do something to prevent it | 3 | harass\_response\_blamed |
| [ ] Helped you gather information or find resources or services | 4 | harass\_response\_gather\_info |
| [ ] Made excuses for the person who did this to you | 5 | harass\_response\_excused |
| [ ] Listened sympathetically without criticizing or blaming you | 6 | harass\_response\_sympathetic |
| [ ] Told you to not talk about it, to move on, or to focus on other things | 7 | harass\_response\_forget |
| [ ] Validated and believed your experience | 8 | harass\_response\_believed |

**102)\* Did you use the school's formal procedures to report this incident(s)?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* harass\_report\_incident

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Yes | 1 |
| ( ) No | 0 |

**103)\*\* Did the school’s formal procedures help you resolve the issue?**

*QUESTION TYPE:* Radio

*VARIABLE NAME:* harass\_report\_resolve

*DISPLAY WHEN:* Q102 "Did you use the school's formal procedures to report this incident(s)?" is one of the following answers: ("Yes")

|  |  |
| --- | --- |
| **Option** | **Report Value** |
| ( ) Completely resolved the issue | 1 |
| ( ) Helped me a lot | 2 |
| ( ) Helped, but could have helped more | 3 |
| ( ) Helped me a little | 4 |
| ( ) Didn’t help me at all | 5 |
| ( ) I'm currently going through the resolution process | 6 |

***END DISPLAY LOGIC***

## **Thank You!**

Thank you for your participation! Your responses are important for developing policies and prevention tools to improve the climate for all students on campus. *\*As a reminder, your survey responses are anonymous.\**

Please print or save this page to keep it as a resource.

*\*If you are incentivizing students to complete the survey, include the following text. If your survey is anonymous, embed a link to click through to a separate form to submit their name and contact information to be eligible for the incentive\**

As a thank you for your participation, you can enter to win prizes by clicking the link below.  **Your entry to win will in no way be connected to your survey responses.**

**Enter to Win**: [HYPERLINK TO SURVEY INCENTIVE FORM]

If you experienced discomfort while taking this survey and would like to talk to someone or learn more about these issues, the resources below can help you.

[Link to school's diversity and inclusion website]
[Contact name, phone number, and office location of a diversity and inclusion administrator]

[Link to school's sexual assault website]
[Contact name, phone number, and office location of sexual assault advocate]
[School hotline phone number]

[Campus police phone number]

[Link to national organization websites, e.g. RAINN]
[National hotline phone number]



* Appendix A: IRB/REB Application Support
* Appendix B: Survey References
* Appendix C: Demographic Question Substitutions for Canadian Institutions

Appendices

* Insert break type
* #

# Appendix A: IRB/REB Application Support

*Many institutions require that campus surveys clear an institutional research review prior to launch. To help with this, below is information about EAB’s Campus Climate Survey instrument that may be requested in your IRB/REB application process.*

**Purpose of the Study**

The purpose of the Campus Climate Survey is to understand and measure students' experiences, perceptions, and behaviors with respect to diversity, inclusion, and sexual violence at [NAME OF SCHOOL]. This information is critical to creating an inclusive campus environment, tailoring policies and programming, and improving the campus response to discrimination and harassment.

**Level of Risk**

There are no risks in participating in this survey beyond those experienced in everyday life. Some of the survey questions are personal and respondents might experience emotional discomfort while answering them. At the end of the survey, respondents will be given information about resources should they wish to talk with someone. Trigger warnings are included throughout the survey to alert respondents to potentially distressing material. All survey questions are optional and the participant can stop taking the survey at any time without penalty.

[The survey will collect no personally identifiable information and student responses will be anonymous.] The survey data is for internal use only and individual institution results will not be shared in publications, presentations, or broadcast publicly. Access to the survey data will be limited only to those employees at [NAME OF SCHOOL] who are directly responsible for administering the survey, analyzing the data, or working in offices related to these issues on campus.

**Anticipated Benefits**

The results of the survey will provide important information about [NAME OF SCHOOL’s] campus climate and will help university administrators to ensure that the environment at this school is safe for students. Specifically, the school will be able to identify the characteristics of students who are most at risk of [discrimination, harassment, or sexual violence,] which will enable the school to target resources and prevention training to vulnerable student populations.

The survey will also yield insight into the reasons why students who have experienced discrimination, harassment, or sexual violence and do not report the incident. This information will aid the school in developing policies and procedures that encourage reporting and support students throughout the process. Finally, the survey will capture information about students’ attitudes towards the campus climate and identify gaps in education, training, and response protocols.

**Informed Consent**

The survey invitation email and the first section of the survey describes the purpose of the survey, the risks and benefits involved in taking the survey, and specifies that participation is voluntary and that respondents can stop participating at any time without penalty. Contact information for the principal investigator is also provided in the survey invitation email.

A respondent must be 18 years of age or older to take the survey. A required screener question at the beginning of the survey asks the respondent whether s/he is18 years or older and agrees to take the survey. If the respondent is younger than 18 years old and/or does not agree to take the survey, the respondent is redirected to an end of survey element.

**Instrument Design Methods**

The Campus Climate Survey instrument was developed by the Education Advisory Board (EAB), a best practice research, technology, and data-enabled enrollment services firm located in Washington, DC. [NAME OF SCHOOL] is a member of EAB’s best practice research services, which provides its partner executives with expert advice and innovative strategies and practices—tested and proven to work by their peers at other universities across the country—for tackling their most pressing issues. EAB designed the Campus Climate Survey Template Instrument to assist partner institutions with the significant challenge of collecting systematic information about students' experiences, attitudes, and behaviors with respect to diversity, inclusion, and sexual violence on campus. [NAME OF SCHOOL] customized EAB’s template instrument as appropriate for the institution’s context and goals.

To design the EAB Campus Climate Survey, researchers conducted an extensive literature review that included empirical research studies, relevant legislation, existing surveys, White House task force and Department of Education guidance, and news articles about the most current issues related to diversity, inclusion, and sexual violence across university and college campuses in the U.S. and Canada. [See Appendix B for a list of references to include.]

EAB researchers cognitively tested the survey with recent college graduates to ensure that the survey language and content was relevant to their experience. EAB researchers also conducted interviews with administrators involved in initiatives at a number of private and public institutions in the U.S. and Canada to gather best practices for assessing diversity, inclusivity, and campus sexual violence. Next, the survey was critically reviewed by student affairs administrators, Title IX coordinators, faculty, chief diversity officers, and counselors at several higher education institutions in the US and Canada.

Since its release in spring 2015, EAB’s template survey instrument has been administered at more than 80 unique institutions.

**Description of Instrument**

[NAME OF SCHOOL]’s Campus Climate Survey instrument is hosted in the survey platform [NAME OF PLATFORM].

The Campus Climate Survey consists of a demographics module, general campus climate module, and [NUMBER/TOPIC OF CHOSEN MODULES]. Survey modules are described below and the full text of the instrument is provided in the attached [PROVIDE FULL TEXT OF YOUR SURVEY INSTRUMENT].

The survey employs skip logic that creates a custom path through the survey that varies based on a respondent’s answers. For example, if a respondent did not experience unwanted sexual contact during the current school year, s/he will not be asked follow-up questions about unwanted sexual contact.

All survey questions refer to experiences since the beginning of the current academic year (fall 20XX).

[Delete description of any modules you aren’t using.]

**Demographics Module**

The survey basics module captures respondents’ demographic data.

**General Campus Climate Module**

This module captures respondent’s general perceptions of campus climate, including feelings of safety and belonging.

**Core Module: Experiences with Diversity and Inclusion**

This core module captures respondents’ perceptions of diversity and inclusion on campus, the reach of diversity programs, activities, and support services, and experiences with harassment and discrimination. This module asks if the respondent told someone about an incident of harassment or discrimination, why or why not, and how the individual or institution responded. Finally, this module captures information about bystander behaviors.

**Supplementary Module: Community Actions & Attitudes**

This module captures respondents’ experiences with peers from diverse backgrounds.

**Supplementary Module: Inclusive Campus**

This module captures respondents’ perceptions of connectedness and inclusivity.

**Supplementary Module: Basic Needs Security**

This module captures respondents’ experiences with food and housing insecurity.

**Core Module: Perceptions of and Experiences with Sexual Violence**

This core module captures respondent perceptions of sexual violence on campus, the reach of prevention training and support services, and experiences with sexual violence. This module asks if the respondent told someone about an incident of sexual violence, why or why not, and how the individual or institution responded.

**Supplementary Module: Community Behaviors**

This module identifies the degree to which the survey respondent may intervene as a bystander in potentially high-risk situations and the likelihood that the respondent will take a stand against sexual violence on campus. Employing a social norms approach, the module also captures the extent to which the respondent believes other students will take action to prevent sexual violence.

**Supplementary Module: Community Attitudes**

This module captures respondents’ specific beliefs about gender. The question statements are intentionally heteronormative and based on sexual situations that occur between men and women. The question statements were derived from the Illinois Rape Myth Acceptance scale (Payne, D., et al., 1999) and revised to reflect current attitudes regarding gender and sexual violence.

**Supplementary Module: Relationship Dynamics**

This module identifies whether respondents have been physically harmed by a casual, steady, or serious dating or intimate partner. The module also captures whether respondents have experienced stalking in-person and online, who the unwanted behavior involved, and if they reported the incident.

**Respondent Incentives**

[Describe your incentive plan here.]

At the end of the survey, respondents can choose whether to receive a survey incentive by clicking on a link that directs the respondent to a website where s/he can provide his or her name and contact information. The website will not be associated or linked in any way to the survey. The end-of-survey language and incentive website will clearly state that the respondent’s personal information will not be linked to their survey responses.

# Appendix B: Survey References

*EAB referenced the following research to guide the development of the EAB Campus Climate Survey.*

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# Appendix C: Demographic Question Substitutions for Canadian Institutions

Canadian institutions participating in the EAB Campus Climate Survey should substitute the following questions in the survey’s text. These questions are derived from the 2016 Census of Population Program from Statistics Canada.

 **Demographic Question Substitutions for Canadian Institutions**

**7) Are you:**

*QUESTION TYPE:* Checkbox

|  |  |  |
| --- | --- | --- |
| **Option** | **Reporting Value** | **Variable Name** |
| [ ] Arab | 1 | can\_arab |
| [ ] Black | 2 | can\_black |
| [ ] Chinese | 3 | can\_chinese |
| [ ] Filipino | 4 | can\_filipino |
| [ ] Japanese | 5 | can\_japanese |
| [ ] Korean | 6 | can\_korean |
| [ ] Latin American  | 7 | can\_latam |
| [ ] White | 8 | can\_white |
| [ ] South Asian (e.g., East Indian, Pakistani, Sri Lankan) | 9 | can\_southasian |
| [ ] Southeast Asian (e.g., Vietnamese, Cambodian, Malaysian, Laotian) | 10 | can\_southeastasian |
| [ ] West Asian (e.g., Iranian, Afghan) | 11 | can\_westasian |
| [ ] Other: (write in) | 12 | can\_race\_other*Write-in Variable Name:* *can\_race\_other\_write* |

**8) Do you have Aboriginal ancestry (First Nations, Metis, Inuit)?**

OUESTION TYPE: Radio

VARIABLE NAME: aboriginal

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Yes | 1 |
| ( ) No | 0 |

**9) What is your citizenship or residence status?**

OUESTION TYPE: Radio

VARIABLE NAME: can\_citizen

|  |  |
| --- | --- |
| **Option** | **Reporting Value** |
| ( ) Canadian citizen | 1 |
| ( ) Permanent resident | 2 |
| ( ) Foreign national or on a study permit or visa | 3 |
| ( ) Other: (write in) | 4*Write-in Variable Name:* *can\_citizen\_other\_write* |