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# XXXX SURVEY RESULTS

GRANT YEAR 2 (2018)

PRESENTED BY: XXXXXXXXXXXXXXXXXXXX

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# XXXX SURVEY RESULTS

## INTRODUCTION

Institutions of Higher Education (IHE) across the country are struggling with changing expectations and responsibilities surrounding the problem of campus sexual assault (CSA). Following the release of the “Dear Colleague” letter from the United States Department of Education ordering IHEs to “take immediate steps” to end sexually inappropriate behaviors on campus, colleges and universities have struggled to follow this edict. Administrators and other policy makers, however, have not been sufficiently trained to address this serious problem, and the responses to assaults continue to be less than optimal. Campus officials are grappling with their responsibility as they come under pressure from students, parents, accused, and the White House to step up their response to sexual violence<sup>1</sup>.

With an estimated one in five women and one in sixteen men that report being sexually assaulted while in college<sup>2</sup>, universities must begin to make strategic decisions to address this pervasive problem. In 2016, xxxxxxxx received one of six federal grants for the prevention of campus sexual violence that would allow for resources for nine universities in the state of Texas to begin working toward solutions. The grant is entitled *Cultivating Safe College Campuses: A College Sexual Assault Policy and Prevention Consortium*.

The overarching goal of the grant xxxxxxxx

**This report highlights the findings as it pertains to the *Administrator-Researcher Campus Climate Collaborative (ARC3)* survey conducted at XXX University (XXX) in the Spring of 2018. It will serve as the Year 2 measurement for the comparison and evaluative component of this grant.**

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1 Wilson, R. (2014). Why Colleges are on the Hook for Sexual Assault. The Chronicle of Higher Education. Retrieved from: [http://chronicle.com/items/biz/pdf/sex\\_assault\\_brief\\_fall2014.pdf](http://chronicle.com/items/biz/pdf/sex_assault_brief_fall2014.pdf).

2 Krebs, C. P., Lindquist, C., Warner, T., Fisher, B., & Martin, S. (2007). The campus sexual assault (CSA) study: Final report. Retrieved from the National Criminal Justice Reference Service: <http://www.ncjrs.gov/pdffiles1/nij/grants/221153.pdf>.

# EXECUTIVE SUMMARY

## BACKGROUND

The purpose of the study is to address the issue of campus sexual assault at XXX University (XXX), along with other participants in the grant, including other institutions of higher education (IHEs) and partner organizations. As part of a three-year grant from the United States Department of Health and Human Services, this project will measure progression and success through an evaluation approach in order to answer the questions: 1) Are we achieving our objectives? and 2) What is the impact/change occurring? The goal of these questions is to create a consistent, effective response to campus sexual assault.

The campus climate survey instrument, the ARC3, is used to conduct pre and post intervention assessments of student, faculty, and staff at each partnering IHE. The pre assessment, or baseline measurement, is intended to function as a diagnostic measure. Each module within the existing instrument was statistically scored for this project to produce an overall module score, along with subfactor scores (descriptive statistics for each question posted in the ARC3 are also provided). Such scoring allows for comparable values of what is going well and/or what should be addressed. Baseline results from Year 1 will allow each IHE and the grant Technical Advisory Group to determine a tailored prevention approach that best fits the areas in need of improvement as identified by the module and subfactor scores; post-test scores will reflect whether their efforts are working and offer areas for further improvement. The final post-test score will provide the overall results, indicating the extent to which each IHE was able to influence change through targeted efforts.

## INSTRUMENT

Knowledge and behavioral outcomes for this project are evaluated through the *Administrator-Researcher Campus Climate Collaborative (ARC3)*. This survey<sup>3</sup> is the result of ongoing efforts by student and legal affairs professionals, campus advocates, students, campus law enforcement, and sexual assault and harassment researchers, groups of whom met in Atlanta, Georgia in October 2014 for the Georgia State University Forum on Campus Sexual Assault and in February 2015 in Madison, Wisconsin for the Madison Summit on Campus Climate and Sexual Misconduct.

The survey is organized into nineteen modules that provide campuses with the flexibility in survey length and content they have indicated they need. The modules include:

- 1) Possible outcomes
- 2) Alcohol use
- 3) Peer norms
- 4) Perceptions of campus climate regarding sexual misconduct
- 5) Sexual harassment by faculty/staff
- 6) Sexual harassment by students
- 7) Stalking victimization
- 8) Stalking perpetration
- 9) Dating violence victimization
- 10) Dating violence perpetration
- 11) Sexual violence victimization
- 12) Sexual violence perpetration
- 13) Institutional responses
- 14) Peer responses
- 15) Consent
- 16) Bystander intervention
- 17) Campus safety
- 18) Demographics

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<sup>3</sup> Administrator-Researcher Campus Climate Collaborative. (2015). *ARC3 Campus Climate Survey regarding Sexual Misconduct*. Available from <http://campusclimate.gsu.edu>.

The module order is intentional, and is based on collective experience with survey and institutional research. The survey was pretested during the summer of 2015 with over 2,200 students attending one of four universities across the US.

The full survey was expected to take students an average of thirty minutes to complete; students who report experiencing sexual misconduct only take an additional one minute to complete the full survey, on average.

The development of the survey was guided by the following principles<sup>4</sup>:

- Inclusiveness, mutual respect, and collaboration
- Engaging in an iterative and transparent drafting process
- Ensuring independence and integrity in research
- A commitment to use of the best scientific evidence as the foundation of the survey
- Equal focus on surveying victimization and perpetration
- The adoption of a civil rights approach grounded in Title IX
- Framing efforts with the principles of The Belmont Report
- Justice
- A sensitivity to the unique issues faced by various diverse populations and higher education institutional types

For more information on the ARC3 instrument, please see <http://campusclimate.gsu.edu> or address questions related the survey itself to [campusclimate@gsu.edu](mailto:campusclimate@gsu.edu).

#### DATA COLLECTION

The XXXXXXXXXXXX at XXXXXXXXXXXX oversaw the data collection process. In preparation for data collection, each IHE was asked to determine:

- **IRB approval:** whether it was necessary from their school
- **Module selection:** as part of the grant, modules 2-4 and 11-18 were requested but not required
- **Additional questions** to include in the survey
- **Text changes:** introductory text and survey text changes
- **Methodology selection:** representative sample vs. complete consensus
- **Data collection tool selection:** PsychData was offered as a free and secure option through XXX and provided free for future use
- **Marketing and incentivizing:** the use of and types of incentives. Tips from the ARC3 developers were provided.

XXX determined that, for its campus, it would sample the entire campus. Based on this selection, the XXXXXXXXXXXX recruited participants via email from the entire student body. Participants were informed, in advance, of an upcoming campus survey, and then emailed again with a specific survey link which would track participants without collecting identifying information.

The study was open to participants of all gender, ethnicity, classes, and age groups at XXX. Anonymity was assured to increase participation.

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<sup>4</sup> Administrator-Researcher Campus Climate Collaborative. (2015). *ARC3 Campus Climate Survey regarding Sexual Misconduct: Guiding Principles*. Available from <http://campusclimate.gsu.edu>.

Data collection opened on March 3, 2018 and closed August 23, 2018. Questions from modules 2-4 and 11-18 were asked in the XXX campus climate survey. The total sample collected was 126 and the number of valid responses used was 105; this sample included those Abilene campus and also Online Only Students.

Data were collected and stored through XXX's secured and IRB-approved PsychData program, with only the CRDA having access to the data for monitoring and analysis purposes. The IHE Representative for XXX was the authorizing agent on the account.

## DATA PREPARATION

The xxxxxxxx oversaw the data preparation and analysis process.

**Validity Check.** Upon completion of the data collection a validity check was conducted to ensure valid participants were used in the data analyses. Participants who completed the survey in too short a time, incorrectly answered more than half of the attention trap questions, or dropped off before reaching the sexual harassment sections were removed from the data file.

**Module Scoring.** To aid in benchmark reporting and where to focus priorities, overall module scores were examined for Likert-type scaled items within each module. Factor and reliability analyses were conducted on Likert-type scale items within each module to determine if the items grouped together statistically how they were conceptual related in the survey. Strong factor loadings (> .300) and reliability scores (> .600) were found. Thus, subscale scores within each module and overall module scores were created as the average of the items within the subscale or overall module score. Module 2: Alcohol Use was purposely not included in this analysis due to the question types. See Appendix Table 1 for the summary of factor loadings and reliability coefficients for each module and sub-factor.

## DATA ANALYSIS

The current report provides data pertaining to module scores for Year 2. The attached banner tables document highlight descriptive statistics for all module scores, subscale scores, and individual items for the total sample, as well as by gender, class standing, campus (if multiple campuses). The banner tables attachment also displays these descriptives by gender, age group, class standing, international status, on campus living, race and sexual orientation. The mean graphs included in the results section display error bars that represent 1 standard deviation around the mean.

## SAMPLE OVERVIEW

The total sample used was **105**. Of these respondents, 45.2% were 18-20 years of age, 42.5% were 21-25 years of age, and 12.3% were 26 years of age or older. When responding to question about their **race or ethnicity**, 4.8% considered themselves Black/African, 54.3% White/Caucasian, 1% Asian/Asian American, 1% Hawaiian/Pacific Islander, 1.9% Native American/Alaskan Native, and 18.1% Hispanic/Latino. When asked about their **gender identity**, 58.74% considered themselves female, 41.26% male. When asked about their **sexual orientation**, 88% report being heterosexual/straight, 5.4% gay/lesbian, 5.3% bisexual, and 1.3% other. Roughly 2.7% of respondents are **international** students. When asked about housing, 53.4% **live on campus**. Respondents' **class standing** includes 44% lower classmen, 54.7% upper classmen, and 1.3% graduate.

## HIGHLIGHTED FINDINGS

XXXXXXXXXXXX

## HIGHLIGHTED SUCCESSFUL PROCESS PRACTICES & LESSONS LEARNED

- XXxXXXXXXXX

## SCALE INFORMATION

While the ideal is that institutions would have no incidents of sexual misconduct, increasing awareness and prevention activities, revising and publicizing policies, along with other efforts will initially lead to an increase in reporting of these incidents. This does not necessarily indicate increased incidence. This initial increase is positive and may reflect victims feeling they can and should report misconduct to their institution. In the long term, ideal scores on each of the measures would reflect a more positive perception of the campus climate on sexual misconduct.

Short descriptions of the module scores and subscales are described below to aid in the interpretation of results. Arrows next to each measure indicate the direction of more ideal scores over the long term.

### MODULE DESCRIPTIONS

-  **Module 2: Alcohol Use** – These are four unique items about alcohol consumption. No module score is possible. Individual items are reported.
-  **Module 3: Peer Norms** – The average of all of the Module 3 items described below. Higher scores indicate less desirable or more negative peer norms. Ideal scores would be low.
-  **Module 3 Factor A: Peer Social Support Measures** – Five items on friends’ approval toward less desirable/more negative dating and sexual behaviors. High numbers indicate more negative peer social support. Ideal scores would be low.
-  **Module 3 Factor B: Informational Peer Support** - Five items on friends’ attitudes toward negative dating and sexual actions. High numbers indicate more negative informational peer support. Ideal scores would be low.
-  **Module 4: Perceptions of Campus Climate Regarding Sexual Misconduct** – The average of all of the Module 4 items described below. Higher scores indicate better perceptions of campus climate regarding sexual misconduct. Ideal scores would be high.
-  **Module 4 Factor A: Institutional Response** – Twelve items, three of which were reverse scored on the likelihood of ideal institutional response if a student reported an incident of sexual misconduct. Ideal scores would be high.
-  **Module 4 Factor B: Knowledge of Campus Sexual Misconduct Resources** – Three items on students’ knowledge of campus resources for sexual misconduct. Higher scores indicate more knowledge. Ideal scores would be high.
-  **Module 4 Factor C: Awareness of Community Sexual Misconduct Resources** – Students’ awareness of community and campus resources related to sexual misconduct response. Higher scores indicate greater awareness of these resources. Ideal scores would be high.

## FINDINGS

The findings presented in this **Year 2** report are intended to be visual in nature. For descriptive statistics tables, please refer to the banner tables attachment. As these results are intended to measure incidence, interpretation of the findings should be done with the weighted results. Detailed numbers for other categories can be found in the banner tables attachment.

XXXXXXXXXXXXXX

### **MODULES**

Overall, students at XXX report XXXXXXXXXXXXXXXX.

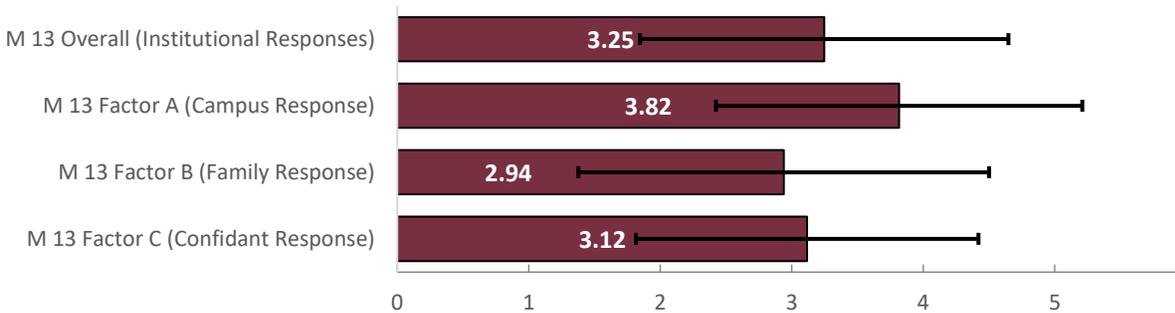
## MODULE 13: INSTITUTIONAL RESPONSES

Overall, students at XXX feel moderately confident in the usefulness of response to a reported incident. Students are more confident in a useful response from the campus itself and then by a confident; they are least confident in their family' response.

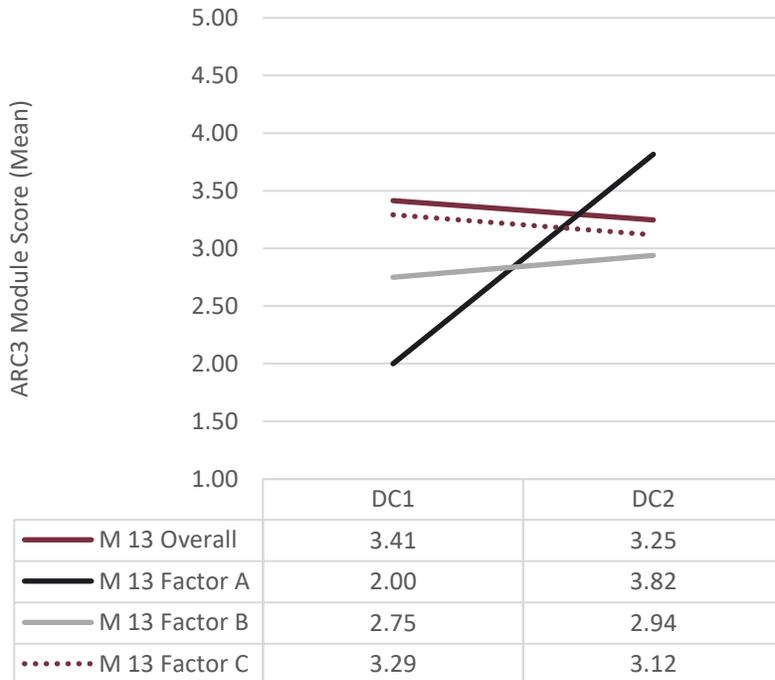
Between Baseline (Year 1) and Year 2, students report xxx.

The data suggests that XXX's efforts have made positive impact xxxxx.

**Figure M.13.1. Institutional Responses Scores**



**Figure M.13.2. Institutional Responses Scores Y1 - Y2**



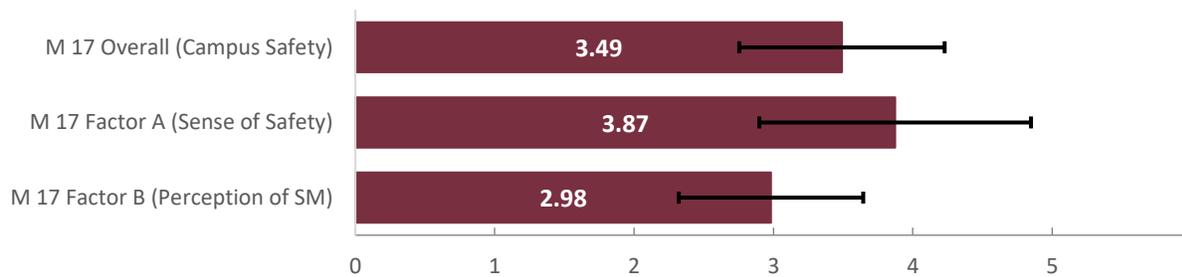
**MODULE 17: CAMPUS SAFETY**

XXX respondents report moderately high sense of safety on campus as it relates to sexual misconduct, however, respondents are far less confident in their perception of sexual misconduct occurrence on campus. This may indicate that while they feel safe, they are aware that sexual misconduct is an active issue that must be acknowledged.

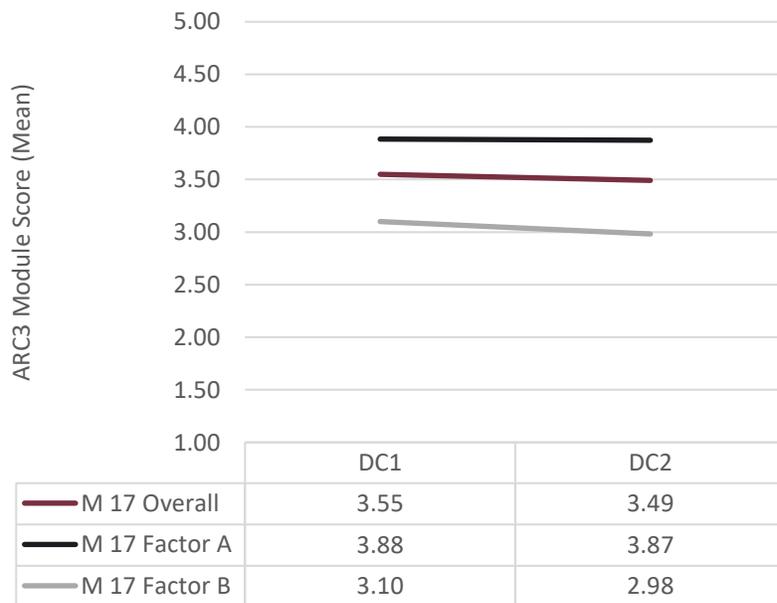
Between Baseline (Year 1) and Year 2, students report very little change to their campus safety scores. A slight decrease is noted for students' perceptions of sexual misconduct.

The data suggests that XXX should work to continually foster an atmosphere that cultivates a sense of safety and awareness, especially for women.

**Figure M.17.1. Campus Safety Scores**



**Figure M.17.2. Campus Safety Scores Y1 - Y2**



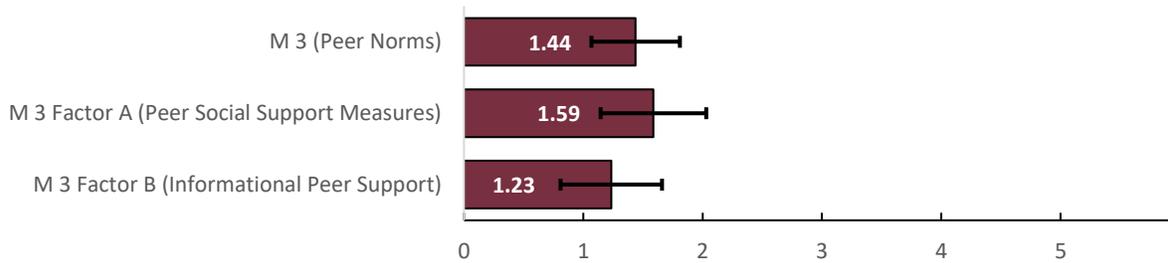
### MODULE 3: PEER NORMS

Respondents report low scores for undesirable peer norms.

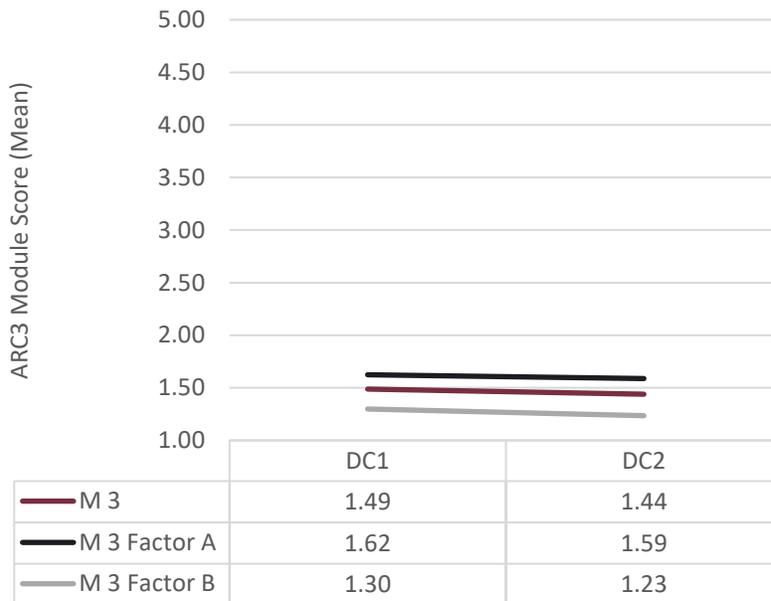
Between Baseline (Year 1) and Year 2, very little change in scores occurred.

The data suggests that XXX has work to do to educate peers on positive and healthy relationship attitudes and behaviors.

**Figure M.3.1. Peer Norms Scores**



**Figure M.3.2. Peer Norms Scores Y1 - Y2**

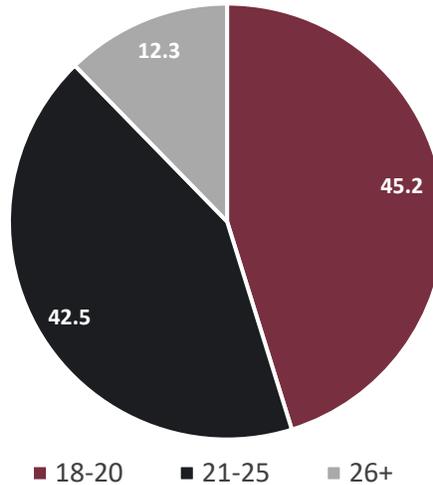


**MODULE 18: DEMOGRAPHICS**

The following section contains graphs depicting the demographics asked in this module.

The total sample used was **105**. Of these respondents, 45.2% were 18-20 years of age, 42.5% were 21-25 years of age, and 12.3% were 26 years of age or older. When responding to question about their **race or ethnicity**, 4.8% considered themselves Black/African, 54.3% White/Caucasian, 1% Asian/Asian American, 1% Hawaiian/Pacific Islander, 1.9% Native American/Alaskan Native, and 18.1% Hispanic/Latino. When asked about their **gender identity**, 58.74% considered themselves female, 41.26% male. When asked about their **sexual orientation**, 88% report being heterosexual/straight, 5.4% gay/lesbian, 5.3% bisexual, and 1.3% other. Roughly 2.7% of respondents are **international** students. When asked about housing, 53.4% **live on campus**. Respondents' **class standing** includes 44% lower classmen, 54.7% upper classmen, and 1.3% graduate.

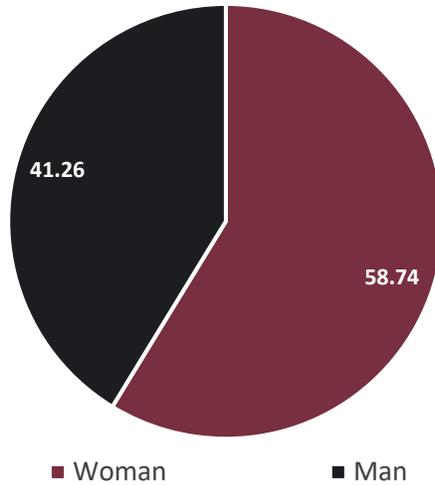
**Figure M.18.1. Age Group**



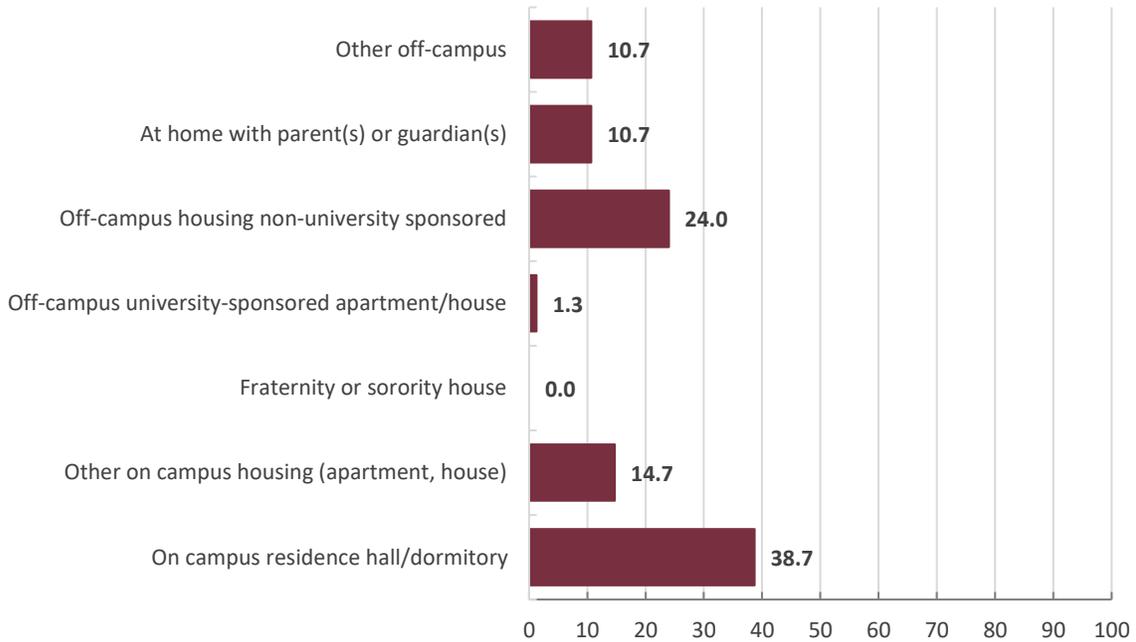
**Table M.18.2. Race/Ethnicity**

	Yes		No	
	n	%	n	%
Black/African	5	4.8	100	95.2
White/Caucasian	57	54.3	48	45.7
Asian or Asian American	1	1.0	104	99.0
Hawaiian or Pacific Islander	1	1.0	104	99.0
Native American or Alaskan Native	2	1.9	103	98.1
Hispanic or Latino/a	19	18.1	86	81.9
A race/ethnicity not listed	0	0.0	105	100.0

**Figure M.18.2. Gender Identity**



**Figure M.18.6. Living Situation**



**Table M.18.3 Activities**

	Yes		No	
	n	%	n	%
Honor society or professional group	36	34.3	69	65.7
Fraternity or sorority (pledge or member)	34	32.4	71	67.6
Intercollegiate athletic team	20	19.0	85	81.0
Intramural or club athletic team	26	24.8	79	75.2
Political or social action group	7	6.7	98	93.3
Student government	8	7.6	97	92.4
Media organization (e.g., newspaper, radio, magazine)	3	2.9	102	97.1
Other student organization or group	27	25.7	78	74.3

**Table M.18.4 Social Media**

	Yes		No	
	n	%	n	%
Bebo	0	0.0	105	100.0
Dating networks (such as Tinder, eHarmony, etc.)	10	9.5	95	90.5
Facebook	63	60.0	42	40.0
Instagram	59	56.2	46	43.8
LinkedIn	10	9.5	95	90.5
Other (please specify)	3	2.9	102	97.1
Pinterest	36	34.3	69	65.7
Reddit	5	4.8	100	95.2
Snapchat	56	53.3	49	46.7
Tumblr	12	11.4	93	88.6
Twitter	36	34.3	69	65.7
YouTube	39	37.1	66	62.9

# PROGRAMMATIC IMPLICATIONS

## CURRENT PROGRAMS

Programs currently underway at XXX include...

## NEXT STEPS

Based on the data presented in this report, XXX should consider:

- **Working with** those in the community to make both on and off campus available resources more prominently visible and known. Special attention should be directed towards awareness of **community** sexual misconduct resources. **[Module 4]**
- Continue working as an institution to instill confidence in students' perceptions of XXX's usefulness in dealing with a reported incident. Where possible, efforts should be made to reach out to **families** and the broader community (as confidants) to educate on *how to respond* to a student that experiences sexual misconduct. **[Module 13]**
- Significant efforts with those in the community to educate the campus body (as peers) on how to empathetically (and helpfully) respond to peers who receive unwanted sexual conduct. **[Module 14]**
- As an institution, working to continually foster an atmosphere that cultivates a sense of safety. **[Module 17]**

## ACKNOWLEDGEMENTS

This project could not have been completed without the involvement and assistance of the following people:

- Insert here whomever else needs to be included
- xxxxx

Special thanks goes to Georgia State University and those who shared in the development and available use of the *Administrator-Researcher Campus Climate Collaborative (ARC3)*.

Finally, the project would also like to thank the United States Department of Health and Human Services' Office on Women's Health, as well as the Program Officer, Brittany Perrotte, without whom this project would not have even occurred.