Campus Climate Survey Validation Study (CCSVS)

Presented by BJS and RTI
In response to increasing recognition of the role of campus climate surveys, in August 2014 the Office of Violence Against Women (OVW) funded the Bureau of Justice Statistics (BJS) to develop and test a pilot campus climate survey that could be implemented by schools or researchers, and addressed key goals of the White House Task Force to Protect Students From Sexual Assault, including issues related to the measurement of rape and sexual assault in self-report surveys.

BJS contracted with RTI International to collaborate on the design and administration of the CCSVS.

The CCSVS began with an in-depth review of the model survey included in the Not Alone Toolkit released by the White House Task Force to Protect Students From Sexual Assault (https://www.notalone.gov/assets/ovw-climate-survey.pdf).

The research also fits within current BJS efforts to improve the collection of data on sexual victimization through the National Crime Victimization Survey.
CCSVS Purpose and Goals

- Purpose: Develop and test a survey instrument and methodology for collecting valid and reliable data on sexual harassment, sexual assault, and campus climate

- Research goals related to the:
  - Survey Instrument
  - Methodology
  - Sampling
  - Results
CCSVS Dissemination

- Methodological Research Report = ~200 pages + appendices

- Comparative findings for each of the 9 schools included in the CCSVS

- Schools will not be identified publicly or to each other
  - Each school will be debriefed separately by RTI following public release of the report, and provided with a school-specific report

- Appendices provide survey instrument, supporting documents, and ~100 data tables
CCSVS Instrument – Cognitive Testing

- Important component of instrument development = cognitive testing
  - Process designed to assess a survey instrument in terms of general understanding, question and response wording, skip logic, and visual aids, and helps researchers understand the cognitive process participants use to conceptualize what a question is asking, to develop their answers, and to convey them via a response.

- The goal is to gain an understanding of how well the questions work when administered to a sample resembling the survey’s target population

- The CCSVS used two types of cognitive testing:
  - Crowdsourcing (n = 240)
  - In-person (n = 36)
Final CCSVS Instrument: “College Experiences Survey (CES)”

Section 1. Student demographics and general school climate questions (connectedness, safety, and leadership)

Section 2. Harassment and sexual coercion

Section 3. Sexual assault victimization
  - Screener
  - Incident follow-up form (up to 3 incidents)

Section 4. Intimate partner violence victimization

Section 5. Perpetration (sexual harassment and sexual assault)

Section 6. School climate related to sexual harassment and assault prevention

Section 7. Demographics
CCSVS Instrument – Key Features

- Brief (~15 minutes), confidential, self-administered web survey
- Behaviorally-specific, 2-stage approach
- Multiple reference periods
  - “since the beginning of the current (2014-2015) academic year” (focus of most estimates)
  - “since entering college”
  - “lifetime”
- Incident-specific follow-up questions (up to 3 incidents)
- Broad array of campus climate measures
- Included items to enable validity checks and latent class analysis
CCSVS Sample Selection and Methodology

- 9 schools agreed to participate
- Variation in terms of size, public vs. private status, 2- vs. 4-year status, and geography
- Students were pre-notified about the study from their university leadership and then received a recruitment e-mail from the College Experiences Survey (CES)
- 15 minute (average), confidential, web-based survey
  - Designed to operate on a wide range of devices
- Incentive was $10, $25, or $40 – gift card to 1 of 9 stores
- Field period lasted ~57 days
- Students were provided with a list of support resources customized to each school
  - ~15% checked out these resources
Response rates

- Response rates higher than anticipated (~23,000 male and female respondents)
- Nonresponse bias analysis suggested that nonresponders were not significantly different from those who responded

Source: Campus Climate Survey Validation Study (CCSVS), 2016
This section asks about times when you may have experienced unwanted sexual contact. In these questions, **unwanted sexual contact** is sexual contact that you **did not consent to** and that you **did not want** to happen. Remember that sexual contact includes touching of your sexual body parts, oral sex, anal sex, sexual intercourse, and penetration of your [IF D3 NE MALE, FILL “vagina or”] anus with a finger or object.

Please check off each point as you read through these descriptions. **Unwanted sexual contact** could happen when:

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

Please keep in mind that anyone – regardless of gender – can experience unwanted sexual contact. Also, the person who does this could be a stranger or someone you know, such as a friend, family member, or person you were dating or hanging out with.
Respondents who reported experiencing 1 or more incidents of unwanted sexual contact since the beginning of the 2014-2015 academic year are classified as victims of completed sexual assault.

For each incident, a follow-up question is used to determine the type of sexual contact:
- Incidents that included oral sex, anal sex, sexual intercourse (females only), or sexual penetration with a finger or object are classified as completed incidents of rape.
- Incidents that included forced touching, but did not include penetration, are classified as completed incidents of sexual battery (excluding rape).

Rape and sexual battery are mutually exclusive categories.

Source: Campus Climate Survey Validation Study (CCSVS), 2016
CCSVS Prevalence Rates for Females – Sexual Assault, Rape, and Sexual Battery During 2014-2015 Academic Year

Source: Campus Climate Survey Validation Study (CCVS), 2016
CCSVS Prevalence Rates for Females – Sexual Assault Since Entering College and in Lifetime

![Graph showing prevalence rates of sexual assault for females in different schools. The x-axis represents different schools, and the y-axis represents the percent of undergraduate females. The graph includes data for sexual assault since entering any college and in lifetime. Source: Campus Climate Survey Validation Study (CCSVS), 2016]
Victimization Rates Stabilized at around 29 Days

Unweighted Victimization Rates by Time in Field and School - Female Respondents

Source: Campus Climate Survey Validation Study (CCSVS), 2016
Victim Disclosure and Impact

% of Incidents the Victim Disclosed to...

- Roommate, friends, or family: 64% (Rape), 68% (Sexual Battery)
- Any law enforcement official: 4.2% (Rape), 1.1% (Sexual Battery)
- Any school official: 7% (Rape), 3.4% (Sexual Battery)
- Any official: 12.5% (Rape), 4.3% (Sexual Battery)

How Upsetting Was the Incident

- Very upsetting: 34% (Rape), 11% (Sexual Battery)
- Upsetting: 45% (Rape), 36% (Sexual Battery)
- Not very upsetting: 18% (Rape), 44% (Sexual Battery)
- Not at all upsetting: 2% (Rape), 8% (Sexual Battery)

Source: Campus Climate Survey Validation Study (CCSVS), 2016
Victim Impact (continued)

Did the Incident Lead to Problems with...

- Friends, roommates, peers: 44% (Rape Incidents), 14% (Sexual Battery Incidents)
- Schoolwork or grades: 31% (Rape Incidents), 7% (Sexual Battery Incidents)
- Family members: 23% (Rape Incidents), 4% (Sexual Battery Incidents)
- Job, boss, or coworkers: 13% (Rape Incidents), 4% (Sexual Battery Incidents)

As a result of the incident, did you...

- Think about transferring or dropping out: 22% (Rape Incidents), 6% (Sexual Battery Incidents)
- Drop classes/change schedule: 8% (Rape Incidents), 2% (Sexual Battery Incidents)
- Move/change residence: 7% (Rape Incidents), 1% (Sexual Battery Incidents)

Source: Campus Climate Survey Validation Study (CCSVS), 2016
Did the CCSVS Sexual Assault Data Demonstrate Validity?

- **Face Validity**
  - Identification of findings/associations that should logically be true for the CCSVS sample and data related to sexual assault experiences
  - Most of the validity assessments of data related to sexual assault experiences are encouraging

- **Latent Class Analysis**
  - Survey instrument included four items used to assess measurement error
  - Findings are consistent with other studies on sensitive topics (e.g., National Inmate Survey – NIS)
    - Negligible false positive bias detected
    - Small false negative bias detected
Comparison of CCSVS and Clery Data

Number of Completed Rapes in the CCSVS and Clery Act, 2014/2015

Source: Campus Climate Survey Validation Study (CCSVS), 2015; U.S. Department of Education, Office of Postsecondary Education, 2015.

Note: Numbers are rounded. CCSVS estimates are based on the 2014-2015 academic year and Clery Act numbers are based on the 2014 calendar year. Error bars on the CCSVS estimates are based on 95% confidence levels. The standard errors are 80 for completed rapes, all; 46 for completed rapes, on campus; 26 for completed rapes, reported to school authorities; and 14 for completed rapes, on campus and reported to school authorities.
Campus Climate Measures and Association with Victimization

Source: Campus Climate Survey Validation Study (CCSVS), 2016
CCSVS Prevalence Rates for Females – Intimate Partner Violence During 2014-2015 Academic Year

Source: Campus Climate Survey Validation Study (CCSVS), 2016
For More Information about the CCSVS

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For the full report and additional resources:

http://www.bjs.gov/content/pub/pdf/ccsvsfrtr.pdf

http://changingourcampus.org/resources/research