Campus Climate Survey Validation Study (CCSVS) Implementation Guide

Christine Lindquist, PhD; Julia Brinton; & Nichole M. Scaglione, PhD, CHES; RTI International, Research Triangle Park, NC

CAMPUS Technical Assistance and Resource Project

About this Implementation Guide

This document contains key resources for schools of higher education interested in using the Qualtrics-programmed version of the Campus Climate Survey Validation Study (CCSVS) survey instrument to conduct a student survey. These resources and the programmed Qualtrics survey file are available free of charge to any institution of higher education that has a Qualtrics license and is interested in conducting a student survey to document the school's prevalence of sexual assault, other forms of misconduct, and the campus climate related to sexual misconduct.

Specifically, the following resources are included in this document:

- The CCSVS survey questions (beginning on page 3)
- A Qualtrics user's guide to assist in uploading the programmed Qualtrics survey to your institution's Qualtrics platform, and in revising school-specific portions of the survey to meet your school's needs (page 25)
- A CCSVS analyst's guide that summarizes the topics covered in the CCSVS and provides instructions for working with the raw survey data exported from Qualtrics and creating key estimates from the data (page 27)

These resources accompany the Qualtrics file containing the programmed CCSVS instrument, which is publicly available on the www.changingourcampus.org grantee portal.

Background on Instrument Development

From 2014–2016, RTI International, in collaboration with the Department of Justice's Bureau of Justice Statistics and Office on Violence Against Women (OVW), developed and conducted the CCSVS. The CCSVS was an effort to validate a survey instrument and methodology for measuring campus climate and the prevalence of sexual assault. After a pilot study of 23,000 students at 9 diverse colleges and universities, the findings and instrument were disseminated widely by the White House Task Force to Protect Students from Sexual Assault and OVW (changingourcampus.org) for schools and researchers interested in conducting campus climate surveys.

Based on subsequent experiences administering the survey at a range of colleges and universities, RTI further refined the 2015 CCSVS pilot test survey instrument. The revised instrument, presented here, includes improvements and expansions from what was administered in the 2015 pilot. For instance, the revised instrument accommodates graduate students as well as undergraduates and includes a section on stalking victimization, clarification to the prompts about sexual assault, and revised categories of reasons that victimizations were not reported to police or school administrators.

Related Resources

Several additional resources were produced by RTI under this training and technical assistance grant and may be of use to schools interested in conducting a campus climate survey.

Webinars:

Evidence-Informed Campus Climate Survey Findings & Methodological Best Practices: https://vimeo.com/255586513

Selection and Adaptation of Campus Climate Measures: https://vimeo.com/282879779

Garnering Administrative Support & Using Findings to Inform Campus Policy: https://vimeo.com/291767506

Factsheets:

Alternatives to Climate Surveys for Understanding Sexual Misconduct on Your Campus:

http://changingourcampus.org/wp-content/uploads/2018/11/OVWCampusClimateFactsheet4_508-Compliance-Final.pdf

Considerations for Conducting Climate Surveys at Minority-Serving Institutions and Community Colleges:

http://changingourcampus.org/wp-content/uploads/2018/11/CampusClimateFactsheet3_508-Compliance-Final.pdf

Additional factsheets on Improving Climate Survey Data through Higher Response Rates and Sample Representativeness and Comparing Commonly Used Survey Platforms for Collecting Your Campus Climate Survey Data can be found on the grantee-only portion of the OVW portal. To access these resources, please log in to:

https://grantees.changingourcampus.org/webinars-and-other-resources/

For General Questions Related to Campus Climate Survey Technical Assistance for OVW Grantees:

campusclimateTTA@rti.org

For questions about the CCSVS or this implementation guide specifically:

Christine Lindquist lindquist@rti.org

Nichole Scaglione nscaglione@rti.org

For questions about Qualtrics:

Julia Brinton jbrinton@rti.org

Your institution's Qualtrics administrator

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Campus Climate Survey Validation Study (CCSVS) Full Instrument

Section 1

This section asks you some basic demographic questions.

D1. How old are you?

Select an answer…	v	[DROP-DOWN LIST: under 18, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30+]

[RESPONDENT MUST ANSWER THIS QUESTION IN ORDER TO PROCEED.]

D1a. [IF UNDER 18 IN D1] We are sorry, but you are not eligible to participate in the study.

D2. What is your current student status?

- ○ First year undergraduate student (Freshman)
- ○ Second year undergraduate student (Sophomore)
- ○ Third year undergraduate student (Junior)
- ○ Fourth year undergraduate student (Senior)
- ○ Graduate student
- ○ Professional student
- ○ Other (please specify your student status _____)
- ○ Prefer not to answer

[RESPONDENT MUST ANSWER THIS QUESTION IN ORDER TO PROCEED.]

D2b. Have you been enrolled at any other colleges or universities besides your current school??

- ○ Yes
- ○ No_____)
- ○ Prefer not to answer

[RESPONDENT MUST ANSWER THIS QUESTION IN ORDER TO PROCEED.]

The next questions ask about your school.

SC2. Please indicate how much you agree or disagree with each of the following statements. Please provide an answer that best reflects how you feel.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I feel valued as an individual at this school	○	○	○	○
b. I feel close to people at this school	○	○	○	○
c. I feel like I am a part of this school	○	○	○	○
d. I am happy to be a student at this school	○	○	○	○
e. I feel safe when I am on this school's campus	○	○	○	○
f. I believe there is a clear sense of appropriate and inappropriate behavior among students at this school	○	○	○	○
g. I believe alcohol abuse is a problem at this school	○	○	○	○

	Strongly Agree	Agree	Disagree	Strongly Disagree
h. I believe this school is trying hard to protect the rights of **all** students	○	○	○	○
i. I believe this school is trying hard to make sure that **all** students are treated equally and fairly	○	○	○	○
j. I believe this school is trying hard to make sure that **all** students are safe	○	○	○	○
k. I believe that students at this school trust one another	○	○	○	○
l. I believe that students at this school respect one another	○	○	○	○

The next questions ask your views about the administration at this school, which includes the President/Chancellor, Deans, and other leadership staff. Please indicate how much you agree with each of the following statements, and answer as best as you can.

GC3. Overall, the administration at this school…

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Are genuinely concerned about my well-being	○	○	○	○
b. Are doing all they can to protect students from harm	○	○	○	○
c. Treat students fairly	○	○	○	○

You have completed 1 out of 7 sections of the survey.

Section 2

This section asks about times when someone may have done or said something of a sexual nature that was unwelcome to you. Remember that you may skip any question or stop the survey at any time if it makes you uncomfortable.

SH1. **Since the beginning of the current academic year,** has anyone done the following to you either in person or by phone, text message, e-mail, or social media? Please include things regardless of where they happened.

	Yes	No
a. Made sexual advances, gestures, comments, or jokes **that were unwelcome to you**	○	○
b. Flashed or exposed themselves to you **without your consent**	○	○
c. Showed or sent you sexual pictures, photos, or videos **that you didn't want to see**	○	○
d. Showed or sent sexual photos/videos of you or spread sexual rumors about you **that you didn't want shared**	○	○
e. Watched or took photos/videos of you when you were nude or having sex, **without your consent**	○	○

SH2a. **[ASK IF SH1a = YES]** You said someone made sexual advances, gestures, comments, or jokes **that were unwelcome to you**. When this happened, did it interfere with your academic or professional performance, affect your participation in any academic program, or create an intimidating, hostile, or offensive environment?

- ○ Yes
- ○ No

SH2b. **[ASK IF SH1b = YES]** You said someone flashed or exposed themselves to you **without your consent**. When this happened, did it interfere with your academic or professional performance, affect your participation in any academic program, or create an intimidating, hostile, or offensive environment?

- ○ Yes
- ○ No

SH2c. **[ASK IF SH1c = YES]** You said someone showed or sent you sexual pictures, photos, or videos **that you didn't want to see**. When this happened, did it interfere with your academic or professional performance, affect your participation in any academic program, or create an intimidating, hostile, or offensive environment?

- ○ Yes
- ○ No

SH2d. **[ASK IF SH1d = YES]** You said someone showed or sent sexual photos/videos of you or spread sexual rumors about you **that you didn't want shared**. When this happened, did it interfere with your academic or professional performance, affect your participation in any academic program, or create an intimidating, hostile, or offensive environment?

- ○ Yes
- ○ No

SH2e. **[ASK IF SH1e = YES]** You said someone watched or took photos/videos of you when you were nude or having sex, **without your consent**. When this happened, did it interfere with your academic or professional performance, affect your participation in any academic program, or create an intimidating, hostile, or offensive environment?

- ○ Yes
- ○ No

EC1. **Since the beginning of the current academic year,** has anyone had **sexual contact** with you by threatening to tell lies, end your relationship, or spread rumors about you; making promises you knew or discovered were untrue; or continually verbally pressuring you after you said you didn't want to?

For the purposes of this question, **sexual contact** includes:

- touching of a sexual nature (e.g., kissing or touching or grabbing sexual body parts, including someone's butt, crotch, genitals, or breasts)
- vaginal or anal sex (e.g., penetration of a vagina or anus with a penis, finger, or object).
- oral sex (e.g., mouth or tongue contact with genitals

- ○ Yes
- ○ No

You have completed 2 out of 7 sections of the survey.

Section 3

This section asks about times when you may have experienced unwanted sexual contact. Remember that you may skip any question or stop the survey at any time if it makes you uncomfortable.

In these questions, **unwanted sexual contact** is sexual contact that you did not consent to and that you did not want to happen. Sexual contact includes any of the following:

- forced touching of a sexual nature (forced kissing or touching or grabbing of sexual body parts including someone's butt, crotch, genitals, or breasts)
- vaginal or anal penetration with a penis, finger, or object
- oral (e.g., mouth or tongue) contact with genitals)

For the purposes of this survey, unwanted sexual contact could happen when:

- someone **ignores you when you say "no" or just does it without your consent**, when you do not want it to happen;
- 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 or sexual orientation – 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.

[PAGE BREAK]

When you answer the questions in this section, please count any experience of **unwanted sexual contact** that you did not consent to and did not want to happen since the beginning of the current academic year, regardless of where it happened.

P1. **Since the beginning of the current academic year**, has anyone had unwanted *sexual contact** with you?
*[HOVER]

Remember that sexual contact includes:

- Forced touching of a sexual nature (forced kissing, or touching or grabbing of sexual body parts including the butt, crotch, genitals, or breasts)
- Vaginal or anal penetration with a penis, finger, or object
- Oral (e.g., mouth or tongue) contact with genitals

  - ○ Yes
  - ○ No

P2. [PROGRAMMER: DISPLAY ON THE SAME PAGE AS P1] How many separate incidents of unwanted sexual contact have you experienced **since the beginning of the current academic year**?

- ○ 0 incidents [IF P2 = 0 INCIDENTS, SKIP TO P5]
- ○ 1 incident
- ○ 2 incidents
- ○ 3 incidents
- ○ 4 incidents
- ○ 5 or more incidents
- ○ Prefer not to answer

[RESPONDENT MUST ANSWER THIS QUESTION IN ORDER TO PROCEED.]

The next questions ask about [IF P2=1, FILL: "this incident"; IF P2 = 2 OR MORE, FILL "these incidents"] of unwanted sexual contact that you experienced since the beginning of the current academic year. The questions ask when the incident(s) happened, if/how you know the person who did it, and whether you sought services after the incident(s). [IF P2 = 2 OR MORE, FILL: "The questions refer to the incidents as incident #1, incident #2, and so on."] [IF P2=4 OR 5+, FILL: "You will be asked about 3 incidents."]

ILF1. [IF P2 = 2 OR MORE, FILL: "Please think about incident #1."] In what month did this incident of unwanted sexual contact occur? [PROGRAMMER: UPDATE LIST BASED ON DATE OF RESPONSE. DO NOT LIST MONTHS IN THE FUTURE]

- ○ Prior to the start of the current academic year[IF ILF1 = Prior to August/September AND P2=1, SKIP TO P5.]
- ○ August
- ○ September
- ○ October
- ○ November
- ○ December
- ○ January
- ○ February
- ○ March
- ○ April
- ○ May
- ○ Unsure/Don't know
- ○ Prefer not to answer

[IF P2= 2 OR 3, AS THE RESPONDENT COMPLETES ILF1 FOR THE 2ND OR 3RD INCIDENT, THE INCIDENT(S) AND DATES ALREADY REPORTED WILL DISPLAY (E.G., "INCIDENT #1 Occurrence: December, INCIDENT #2 Occurrence: January]

ILF1f. [IF ILF1 IS "UNSURE/DON'T KNOW" OR MISSING] Your response to this question is very important. [IF P2 = 2 OR MORE, FILL: "Please think about incident #1."] Did this incident happen…

- ○ Prior to the start of the current academic year [IF ILF1f = Prior to August/September AND P2=1, SKIP TO P5.]
- ○ Between the start of the current academic year and December 31
- ○ Between January 1 and today

[LOOP THROUGH ILF2-ILF28 ONLY FOR INCIDENTS FOR WHICH ILF1 NE Prior to August/September.]

ILF2. During [IF P2=1, FILL "the incident"; IF P2=2 OR MORE, FILL "incident #1which of the following types of unwanted sexual contact happened to you? Please indicate whether each type of unwanted sexual contact happened during this incident.

	Yes	No	Unsure
a. **Forced touching of a sexual nature** (forced kissing, touching, grabbing, or fondling of your sexual body parts; rubbing up against you in a sexual way, even if it is over your clothes)	○	○	○
b. **Vaginal or anal penetration** with a penis, finger, or object	○	○	○
c. **Oral** (e.g., mouth or tongue) **contact with genitals**	○	○	○

[IF ANY ITEMS IN ILF2a-e ARE LEFT BLANK, FILL "Your responses are very important. Please indicate whether each type of unwanted sexual contact happened during this incident. If you prefer not to answer, you can move on to the next question."]

ILF2a. [ASK IF ILF2a=YES AND ILF2B-C=NO UNSURE OR BLANK] During [IF P2=1, FILL "the incident"; IF P2=2 OR MORE, FILL "incident #1"], which of the following types of forced, unwanted sexual touching happened? Did it involve someone…

	Yes	No	Unsure
a. Kissing you forcibly?	○	○	○
b. Touching, grabbing or fondling your sexual body parts (e.g., butt, crotch, genitals, or breasts)?	○	○	○
c. Rubbing up against you in a sexual way?	○	○	○
d. Forcing you to touch their sexual body parts (e.g., butt, crotch, genitals, or breasts)?	○	○	○
e. Other. Please describe the forced sexual touching you experienced: _____ _____	○	○	○

ILF3. During [IF P2=1, FILL "the incident"; IF P2=2 OR MORE, FILL "incident #1"] how did the person(s) have unwanted sexual contact with you? Please indicate whether each of the following happened.

	Yes	No	Unsure
a. Ignored you when you said "no" or just did it without your consent, when you did not want it to happen	○	○	○
b. Threatened to hurt you or someone you care about	○	○	○
c. Used physical force against you, such as holding you down with his or her body weight, pinning your arms, hitting or kicking you	○	○	○
d. You were unable to provide consent or stop what was happening because you were incapacitated, passed out, unconscious, blacked out, or asleep	○	○	○
e. Other. Please describe how the incident happened: _____	○	○	○

[IF ANY ITEMS IN ILF3a-e ARE LEFT BLANK, FILL "Your responses to this question are very important. Please indicate whether each of the following happened during this incident. If you prefer not to answer, you can move on to the next question."]

ILF4a. Where did [IF P2=1, FILL "the incident"; IF P2=2 OR MORE, FILL "incident #1"] occur? Please select only 1 location.

- ○ On this school's campus
- ○ Off-campus but in the same city or town
- ○ In a different city or town
- ○ Unsure/Don't know

ILF5. During [IF P2=1, FILL "the incident"; IF P2=2 OR MORE, FILL "incident #1"], how many people had unwanted sexual contact with you?

- ○ 1 person
- ○ 2 or more people
- ○ Unsure/Don't know

ILF6. [IF ILF5 = 1] What was the gender or perceived gender of the person who had unwanted sexual contact with you?

- ○ Male
- ○ Female
- ○ Transgender/Other
- ○ Unsure/Don't know

ILF7. [IF ILF5=2+ OR UNSURE OR BLANK] What were the genders or perceived genders of the people who had unwanted sexual contact with you? Please select all that apply.

- ○ Male
- ○ Female
- ○ Transgender/Other
- ○ Unsure/Don't know

ILF8a. [IF ILF5=1] Was the person a student, professor, or other employee at this school?

- ○ Yes
- ○ No
- ○ Unsure/Don't know

ILF9a. [IF ILF5=2+ OR UNSURE OR BLANK] How many of the people were students, professors, or other employees at this school?

- ○ All of them
- ○ Some of them
- ○ None of them
- ○ Unsure/Don't know

ILF10a. [IF ILF5=1] Who was the person who had unwanted sexual contact with you during [IF P2=1, FILL "the incident"; IF P2=2 OR MORE, FILL "incident #1"]? Please select all that apply.

- ○ A stranger
- ○ Someone you had seen or heard about but not talked to
- ○ An acquaintance, friend of a friend, or someone whom you had just met
- ○ A professor or teaching assistant
- ○ A current or ex friend or roommate
- ○ A current or ex dating partner or spouse
- ○ Someone else (please specify relationship: _____)
- ○ Unsure/Don't know [NO OTHER RESPONSE OPTION CAN BE SELECTED WITH "UNSURE"]

ILF11a. [IF ILF5=2+ OR UNSURE OR BLANK] Who were the people who had unwanted sexual contact with you during [IF P2=1, FILL "the incident"; IF P2=2 OR MORE, FILL "incident #1"]? Please select all that apply.

- ○ A stranger
- ○ Someone you had seen or heard about but not talked to
- ○ An acquaintance, friend of a friend, or someone whom you had just met
- ○ A professor or teaching assistant
- ○ A current or ex friend or roommate
- ○ A current or ex dating partner or spouse
- ○ Someone else (please specify relationship: _____)
- ○ Unsure/Don't know

ILF12. [IF ILF5=1] Had the person who had unwanted sexual contact with you been drinking alcohol or using drugs?

- ○ Yes
- ○ No
- ○ Unsure/Don't know

ILF13. [IF ILF5=2+ OR UNSURE OR BLANK] How many of the people who had unwanted sexual contact with you had been drinking alcohol or using drugs?

- ○ All of them
- ○ Some of them
- ○ None of them
- ○ Unsure/Don't know

ILF14. In the hours prior to [IF P2=1, FILL "the incident"; IF P2=2 OR MORE, FILL "incident #1"], had you consumed alcohol or drugs? Please keep in mind that you are **not** responsible for what happened, even if you had been drinking or using drugs or had been given a drug without your knowledge or consent. Remember that your answers will remain completely confidential.

- ○ Yes
- ○ No
- ○ Unsure/Don't know

The next questions ask about whether you have told anyone about [IF P2=1, FILL "the incident"; IF P2=2 OR MORE, FILL "incident #1].

ILF15. Have you told any of your roommates, friends, or family members about [IF P2=1, FILL "the incident"; IF P2=2 OR MORE, FILL "incident #1"]?

- ○ Yes
- ○ No

ILF16. Please indicate whether each of the following groups or organizations have been notified about [IF P2=1, FILL "the incident"; IF P2=2 OR MORE, FILL "incident #1"], whether it was by you or someone else.

Group or Organization	Yes	No
a. Administrators, faculty, or other officials or staff at this school	○	○
b. A crisis center or helpline, or a hospital or health care center at this school	○	○
c. A crisis center or helpline, or a hospital or health care center **not** at this school	○	○
d. Campus police or security at this school	○	○
e. Local police not at this school, such as the county or city police department	○	○

ILF17. [ASK IF YES IS SELECTED FOR ANY GROUP IN ILF16] When each of the following groups or organizations were notified about [IF P2=1, FILL "the incident"; IF P2=2 OR MORE, FILL "incident #1"], were they helpful or not?

[GRID DISPLAYS EACH ORGANIZATIONS FOR WHICH ILF16=YES]

Group or organization	Yes	No
a. Administrators, faculty, or other officials or staff at this school	○	○
b. A crisis center or helpline, or a hospital or health care center at this school	○	○
c. A crisis center or helpline, or a hospital or health care center **not** at this school	○	○
d. Campus police or security at this school	○	○
e. Local police not at this school, such as the county or city police department	○	○

[ASK ILF18a-j IF ILF16a =NO.] There are many reasons why students might not notify certain groups or organizations about incidents like this.

ILF18. Which of the following are reasons why you did not contact administrators, faculty, or other officials or staff at this school?

	Yes, this was a reason for not contacting group	No, this was not a reason for not contacting group
a. You didn't know how to contact them	○	○
b. You were concerned they would not keep your situation confidential	○	○
c. You were concerned you'd be treated poorly or that no action would be taken	○	○
d. You did not think the incident was serious enough to report	○	○
e. You did not want any action taken	○	○
f. You did not need any assistance	○	○
g. You felt that other people might think that what happened was at least partly your fault or that you might get in trouble for some reason	○	○
h. You were worried that either the person who did this to you or other people might find out and do something to get back at you	○	○
i. You were concerned about social repercussions (e.g., being excluded from a group or club)	○	○
j. You didn't want the person who did this to you to get in trouble	○	○

[ASK ILF19a-j IF ILF16d=NO.]

ILF19. Which of the following are reasons why you did not contact campus police or security at this school?

	Yes, this was a reason for not contacting group	No, this was not a reason for not contacting group
a. You didn't know how to contact them	○	○
b. You were concerned they would not keep your situation confidential	○	○
c. You were concerned you'd be treated poorly or that no action would be taken	○	○
d. You did not think the incident was serious enough to report	○	○
e. You did not want any action taken	○	○
f. You did not need any assistance	○	○
g. You felt that other people might think that what happened was at least partly your fault or that you might get in trouble for some reason	○	○
h. You were worried that either the person who did this to you or other people might find out and do something to get back at you	○	○
i. You were concerned about social repercussions (e.g., being excluded from a group or club)	○	○
j. You didn't want the person who did this to you to get in trouble	○	○

[ASK ILF20a-j IF ILF16e=NO.]

ILF20. Which of the following are reasons why you did not contact local police not at this school, such as the county or city police department?

	Yes, this was a reason for not contacting group	No, this was not a reason for not contacting group
a. You didn't know how to contact them	○	○
b. You were concerned they would not keep your situation confidential	○	○
c. You were concerned you'd be treated poorly or that no action would be taken	○	○
d. You did not think the incident was serious enough to report	○	○
e. You did not want any action taken	○	○
f. You did not need any assistance	○	○
g. You felt that other people might think that what happened was at least partly your fault or that you might get in trouble for some reason	○	○
h. You were worried that either the person who did this to you or other people might find out and do something to get back at you	○	○
i. You were concerned about social repercussions (e.g., being excluded from a group or club)	○	○
j. You didn't want the person who did this to you to get in trouble	○	○

ILF21. How upsetting was [IF P2=1, FILL "the incident"; IF P2=2 OR MORE, FILL "incident #1"] for you?

- ○ Very upsetting
- ○ Upsetting
- ○ Not very upsetting
- ○ Not at all upsetting

ILF22. Did [IF P2=1, FILL "the incident"; IF P2=2 OR MORE, FILL "incident #1"] lead you to have problems with your…

	Yes	No
a. schoolwork or your grades, such as missing class, being late to class, having trouble concentrating or participating in class, turning in low quality work?	○	○
b. friends, roommates, or peers, such as getting into more arguments or fights than you did before, not feeling you could trust them as much, or not feeling as close to them as you did before?	○	○
c. family members, such as getting into more arguments or fights than you did before, not feeling you could trust them as much, or not feeling as close to them as you did before?	○	○
d. job or with your boss or coworkers?	○	○
e. participation in your extracurricular activities (e.g., teams, clubs)	○	○

ILF23. As a result of [IF P2=1, FILL “the incident”; IFP2=2 OR MORE, FILL “incident #1”], did you move or change where you live?

- ○ Yes
- ○ No

ILF24. [IF ILF23 = No] Did you **want** to move or change where you live as a result of [IF P2=1, FILL “the incident”; IFP2=2 OR MORE, FILL “incident #1”]?

- ○ Yes
- ○ No

ILF25. As a result of [IF P2=1, FILL “the incident”; IFP2=2 OR MORE, FILL “incident #1”], did you drop any classes or change your class schedule?

- ○ Yes
- ○ No

ILF26. [IF ILF25 = No] Did you **want** to drop any classes or change your class schedule as a result of [IF P2=1, FILL “the incident”; IFP2=2 OR MORE, FILL “incident #1”]?

- ○ Yes
- ○ No

ILF27. Did you think about taking some time off from school, transferring to another school, or dropping out of school as a result of [IF P2=1, FILL “the incident”; IFP2=2 OR MORE, FILL “incident #1”]?

- ○ Yes
- ○ No

ILF28. Thank you for answering these questions about [IF P2=1, FILL “the incident”; IFP2=2 OR MORE, FILL “incident #1”]. Before moving on to the next question, is there anything else you would like us to know about [IF P2=1, FILL “the incident”; IFP2=2 OR MORE, FILL “incident #1”] in the space below? Please do not include any names or other personally identifying information in your description.

[TEXT FIELD]

[IF #P2 = 2 OR MORE, REPEAT ILF2-ILF28 FOR UP TO 3 INCIDENTS, REPLACING “INCIDENT #1” WITH “INCIDENT #2” OR “INCIDENT #3.” DO NOT ASK ILF2-ILF28 FOR INCIDENTS FOR WHICH ILF1 NE Prior to August/September. FOR RESPONDENTS WHO RECEIVE THIS LOOP FOR 2 OR 3 INCIDENTS, A DISPLAY TOOL WILL BE USED TO HELP THEM KEEP TRACK OF THE INCIDENT. THE TOOL WILL LIST THE INCIDENTS BY NUMBER AND THE MONTH/YEAR OF EACH AND WILL APPEAR AS A HEADER THROUGHOUT ILF1-ILF28, WITH THE CURRENT INCIDENT BOLDED. FOR EXAMPLE, DURING THE SECOND LOOP, THE DISPLAY WILL LOOK LIKE THIS:

INCIDENT #1 Occurrence: AUGUST

INCIDENT #2 Occurrence: OCTOBER

INCIDENT #3 Occurrence: JANUARY

P5. [ASK OF ALL STUDENTS] Thinking about the time **before you** [IF D2=GRADUATE OR PROFESSIONAL STUDENT, FILL "enrolled at your current school as a graduate or professional student"; ELSE FILL "entered college"], did anyone have any of the following types of unwanted sexual contact with you (i.e., sexual contact that you did not consent to and that you did not want to happen)?

	Yes	No
a. **Forced touching of a sexual nature** (forced kissing, or touching or grabbing of sexual body parts, including the butt, crotch, genitals, or breasts)	○	○
b. Vaginal or anal penetration with a penis, finger, or object	○	○
c. **Oral** (e.g., mouth or tongue) **contact with genitals**	○	○

P6. [ASK OF ALL STUDENTS] At any point **since you** [IF D2=GRADUATE OR PROFESSIONAL STUDENT, FILL "enrolled in your current school as a graduate or professional student"; ELSE FILL "**entered college**], has anyone had any of the following types of unwanted sexual contact with you (i.e., sexual contact that you did not consent to and that you did not want to happen)? Please include any incident(s) you may have already told us about."

	Yes	No
a. **Forced touching of a sexual nature** (forced kissing, or touching or grabbing of sexual body parts, including the butt, crotch, genitals, or breasts)	○	○
b. Vaginal or anal penetration with a penis, finger, or object	○	○
c. **Oral** (e.g., mouth or tongue) **contact with genitals**	○	○

P6a1. [ASK IF D2B=YES AND P6A=YES AND D2=UNDERGRADUATE OR OTHER] You said that you experienced forced touching of a sexual nature since entering college. Did this happen since you entered your current school?

- ○ Yes
- ○ No

P6b1. [ASK IF D2B=YES AND P6B=YES AND D2=UNDERGRADUATE OR OTHER] You said that you experienced unwanted vaginal or anal penetration since entering college. Did this happen since you entered [SHORT NAME]?

- ○ Yes
- ○ No

P6c1. [ASK IF D2B=YES AND P6C=YES AND D2=UNDERGRADUATE OR OTHER] You said that you experienced unwanted oral contact with genitals since entering college. Did this happen since you entered [SHORT NAME]?

- ○ Yes
- ○ No

You have completed 3 out of 7 sections of the survey.

Section 4

This section asks about times when an intimate partner may have done things to you physically or verbally. Remember that you may skip any question or stop the survey at any time if it makes you uncomfortable.

These questions asks about things that **an intimate partner** may have done to you. An intimate partner might be a boyfriend, girlfriend, spouse, or anyone you were in an intimate relationship with or hooked up with, including exes and current partners. As you answer the questions, please do not include times you knew they were joking around.

IPV1. **Since the beginning of the current academic year,** has an intimate partner…

	Yes	No
a. threatened to hurt you and you thought you might really get hurt?	○	○
b. pushed, grabbed, or shook you?	○	○
c. hit you, kicked you, slapped you, or beat you up?	○	○
d. insulted, intentionally humiliated, or made fun of you in front of others?	○	○
e. attempted to control you (e.g., tried to keep you from seeing or talking to your family or friends, kept track of you by demanding to know where you were and what you were doing?)	○	○

You have completed 4 out of 7 sections of the survey.

Section 5

The next questions ask about instances where someone behaved in a way that caused you emotional distress or made you afraid for your personal safety. When answering, please think about anyone who may have done these things, including current or former dating partners, or other people you may know, or strangers. However, please do not include sales people, bill collectors, or solicitors.

S1. **Since the beginning of the current academic year,** has someone caused you emotional distress or made you afraid for your personal safety by…

	Yes	No
a. following you around, watching you, showing up, riding by, or waiting for you at your home, work, school, or any other place when you didn't want them to?	○	○
b. sneaking into your home, car, or any place else and doing unwanted things to let you know they had been there?	○	○
c. giving or leaving you unwanted items, cards, letters, presents, flowers, or any other unwanted items?	○	○
d. harassing or repeatedly asking your friends or family for information about you or your whereabouts?	○	○
[PAGE BREAK] For the next items, think about unwanted contacts or behaviors using various technologies, such as your phone, the Internet, or social media apps. Do not include bill collectors, solicitors, or other sales people. **Since the beginning of the current academic year**, has someone caused you emotional distress or made you afraid for your personal safety by… S1_2.		
e. making unwanted phone calls to you, leaving voice messages, sending text messages, or using the phone excessively to contact you?	○	○
f. spying on you, tracking your whereabouts, or monitoring your activities using technologies, such as a listening device, camera, GPS, computer or cell phone monitoring software, or social media apps like Instagram, Twitter, Facebook, Snapchat, or Tinder?	○	○
g. posting or threatening to post inappropriate, unwanted, or personal information about you on the Internet? This might include private photographs, videos, or spreading rumors.	○	○
h. sending unwanted e-mails or messages using the Internet, for example, using social media apps or websites like Instagram, Twitter, Facebook, Snapchat, or Tinder?	○	○

S1a. [ASK IF ANY YES RESPONSES TO S1] Did the same person do any of these things to you more than once since the beginning of the current academic year?

- ○ Yes
- ○ No

You have completed 5 out of 7 sections of the survey.

Section 6

The next questions ask your opinion about this school's efforts related to sexual harassment and sexual assault.

SAC1. Please indicate how much you agree or disagree with each of the following statements. Please answer as best as you can when thinking about your school.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Sexual harassment is not tolerated at this school	○	○	○	○
b. This school takes training in sexual assault prevention seriously	○	○	○	○
c. This school is doing a good job of educating students about sexual assault (e.g., what consent means, how to define sexual assault, how to look out for one another)	○	○	○	○
d. This school is doing a good job of trying to prevent sexual assault from happening	○	○	○	○
e. This school is doing a good job of providing needed services to victims of sexual assault	○	○	○	○
f. This school is doing a good job of investigating incidents of sexual assault	○	○	○	○
g. This school is doing a good job of holding people accountable for committing sexual assault	○	○	○	○

SAC2. Please indicate how much you agree or disagree with each of the following statements, answering as best as you can when thinking about your school.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I am aware of and understand this school's procedures for dealing with reported incidents of sexual assault	○	○	○	○
b. I know what services are available for people who experience sexual assault	○	○	○	○
c. If a friend of mine were sexually assaulted, I know what to do to get them help	○	○	○	○
d. At this school, students who are accused of perpetrating a sexual assault are treated fairly	○	○	○	○
e. At this school, when it is determined that sexual assault has happened, the perpetrator gets punished appropriately	○	○	○	○

SAC3. If I were sexually assaulted I believe this school would…

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Take my case seriously	○	○	○	○
b. Protect my privacy	○	○	○	○
c. Treat me with dignity and respect	○	○	○	○
d. Enable me to continue my education without having to interact with the person who assaulted me	○	○	○	○

SAC4. Please indicate how likely or unlikely you are to do each of the following things. Please think about the situation and answer as best as you can.

	Very likely	Likely	Not likely	Not at all likely
a. If your friends are sending sexual pictures, web pages, or messages to someone who didn't ask for them, how likely are you to say something to try to get them to stop?	○	○	○	○
b. If people you don't know very well are making unwanted sexual comments, jokes, or gestures, how likely are you to say something to try to get them to stop?	○	○	○	○
c. If you see one of your friends leading someone who is obviously drunk away to have sex with them, how likely are you to say or do something to get them to stop?	○	○	○	○
d. If you suspect that one of your friends might be in an abusive relationship, how likely are you to ask them if they are being mistreated?	○	○	○	○
e. If someone tells you that they had sex with someone who was passed out, how likely are you to report the incident to a campus administrator or police?	○	○	○	○
f. If you see someone you don't know who looks uncomfortable and is being touched, grabbed, or pinched in a sexual way, how likely are you to speak up or help in some other way?	○	○	○	○
g. When you go out with your friends, how likely are you to come up with a plan for checking in with one another throughout the evening?	○	○	○	○

SAC5. Please indicate how much you agree or disagree with each of the following statements. As you consider these statements, please think about the overall population of students at this school and try to answer as best as you can.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. At this school, it is common for students to spread sexual comments, photos, or videos that people don't want shared, either in person or by text, e-mail, or social media	○	○	○	○
b. At this school, it is common for students to call people who are gay or lesbian a negative name	○	○	○	○
c. A lot of sexual assault happens among students at this school when students are unable to provide consent because they are incapacitated, passed out, unconscious, blacked out, or asleep	○	○	○	○
d. At this school, it is common for students to make jokes about sexual assault or rape	○	○	○	○

SAC6. Please indicate how much you agree or disagree with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. At this school, when students make sexual comments, jokes, or gestures, other students stand up to them	○	○	○	○
b. Many students at this school initiate or lead campus efforts to raise awareness about sexual assault	○	○	○	○
c. Most students at this school are knowledgeable about the topic of sexual assault, including how it is defined, how often it occurs, how it affects students, and what the disciplinary consequences are	○	○	○	○
d. At this school, if students see someone trying to have unwanted sexual contact with someone, they will try to stop them	○	○	○	○

SAC7. Have you ever attended an assembly, workshop, or received any other type of training or classes offered by this school that covered…

	Yes	No
a. The legal definition of sexual assault?	○	○
b. What the definition of "consent" is and how to obtain it from a sexual partner?	○	○
c. This school's policy on sexual assault?	○	○
d. How to report sexual assault?	○	○
e. What services are available for survivors of sexual assault?	○	○
f. How to intervene as a bystander to protect other students from sexual assault?	○	○
g. Other strategies for preventing sexual assault?	○	○

SAC8. Have you ever participated in the following training programs offered by this school?

	Yes	No
a. [SCHOOL-SPECIFIC FILL]?	○	○
b. [SCHOOL-SPECIFIC FILL]?	○	○
c. [SCHOOL-SPECIFIC FILL]?	○	○

SAC8a1. [ASK IF SAC8a=YES]. How helpful was the [FILL WITH SAC8A]?

- ○ Very helpful
- ○ Helpful
- ○ Not very helpful
- ○ Not at all helpful

SAC8a2. [ASK IF SAC8b=YES]. How helpful was the [FILL WITH SAC8B]?

- ○ Very helpful
- ○ Helpful
- ○ Not very helpful
- ○ Not at all helpful

SAC8a3. [ASK IF SAC8c=YES.]. How helpful was the [FILL WITH SAC8C]?

- ○ Very helpful
- ○ Helpful
- ○ Not very helpful
- ○ Not at all helpful

You have completed 6 out of 7 sections of the survey.

Section 7

D4. How long have you been enrolled as a student at your school?

- ○ Less than 6 months
- ○ 6 months to a year
- ○ Between 1 and 2 years
- ○ Between 2 and 3 years
- ○ Between 3 5 five years
- ○ More than 5 years

D5. Are you an international student?

- ○ Yes
- ○ No

D7. What is your ethnicity (as you define it)?

- ○ Hispanic or Latino/Latina
- ○ Not Hispanic or Latino/Latina

D8. What is your race (as you define it)? Select one or more.

- ○ American Indian or Alaskan Native
- ○ Asian
- ○ Black or African American
- ○ Native Hawaiian or Other Pacific Islander
- ○ White

D9a. Which of the following best represents how you think of yourself?

- ○ Gay or lesbian
- ○ Heterosexual or straight
- ○ Bisexual
- ○ Something else (please specify: _____)

D11. Do you have a disability registered with your school's Disability Services or Office on Disabilities?

- ○ Yes
- ○ No

D3b2. How do you currently describe yourself? You describe yourself as a…

- ○ Man
- ○ Woman
- ○ Transgender man
- ○ Transgender woman
- ○ Nonbinary
- ○ You describe yourself some other way (please specify: _____)
- ○ You prefer not to answer

Thank you for participating in this survey!

Campus Climate Survey Validation Study (CCSVS) Qualtrics Guide:

Uploading the Programmed Survey

First, you'll need to either download the survey from the e-mail or the OVW portal and save the programmed survey file to a folder on your computer that will be easy to find.

Next, to upload the programmed Qualtrics survey to your institution's Qualtrics platform, please follow the below steps.

1.) Open Qualtrics
2.) On the main project home page, click in the upper right-hand corner to create a new project.
3.) Once your new project is created (and named); open the project and the blank survey page.
4.) At the top of the page, click on the drop-down option for "TOOLS."
5.) At the bottom of the TOOLS drop-down, you will see a selection for Import/Export. Click that, and then click IMPORT SURVEY.
6.) Select the programmed survey file, and upload the survey.
7.) The program will automatically import the entire programmed survey file.

Revising the Survey to Meet Your Needs

The survey is fully programmed and contains complicated skip and display logic in order to function correctly. We do NOT recommend revising any skip, display logic, or survey flow logic as this may result in the survey not functioning correctly.

The ONLY place where you **should** make revisions to the survey is for the PROGRAM-SPECIFIC FILLS.

This is your chance to make the survey specific to the programs offered on your campus. For example, the first question in this section asks students, "Have you ever participated in the following training programs offered by this school?"

a. PROGRAM-SPECIFIC FILL
b. PROGRAM-SPECIFIC FILL
c. PROGRAM-SPECIFIC FILL

This is where you would enter information about the programs offered on your campus that you are interested in evaluating/collecting data on (e.g., any orientation education programs, campus-wide sexual assault prevention initiatives). Subsequent questions then ask for additional information about each of these programs.

To make revisions to this block:

8.) You will first need to upload the survey to your Qualtrics instance before you will be able to make any edits (follow steps outlined above).
9.) Open the uploaded survey.
10.) You will see a series of "blocks" or different sections of the survey.
11.) The different blocks are titled:
    a. Section 1
    b. Section 2
    c. Section 3
    d. End of Section 3
    e. Section 4
    f. Section 5
    g. Section 6
    h. Program-Specific Fills
    i. Section 7
    j. Incident #2 (2 Incidents)

k. Incident #1 (2 Incidents)
l. Incident #2 (3 Incidents)
m. Incident #3
n. Incident #1 (3 Incidents)
o. One Incident

12.) You will want to ONLY revise the block titled Program-Specific Fills
13.) To revise this block, click on the block, and it will open up.
14.) You will see a series of questions:
    a. SAC8
    b. SAC8a
    c. SAC8a2
    d. SAC8a3
15.) If you like, you can enter in your school's program-specific information related to campus climate programs in any place where you see "PROGRAM-SPECIFIC FILL"

Removing the Program Specific Fills

If you do NOT want to ask your students about school-specific programs, you will need to remove the program-specific fill block. If you do not remove the block, students will see questions like:

"Have you ever participated in the following training programs offered by this school?"

a. PROGRAM-SPECIFIC FILL
b. PROGRAM-SPECIFIC FILL
c. PROGRAM-SPECIFIC FILL

To remove the program-specific fill block:

1.) When the block is collapsed (rolled up), and you cannot see the individual questions, you will see the block title, and on the far-right side of the block, you will see a drop-down called Block Options.
2.) Click on the Block Options drop-down and select DELETE BLOCK at the very bottom.
3.) The block will not appear for students.
4.) This action will NOT affect the survey flow, so there is no reason to make any other edits to the survey.

Campus Climate Survey Validation Study (CCSVS) Analyst's Guide

The CCSVS survey instrument measures several types of sexual victimization, captures detailed incident-specific characteristics for sexual assault incidents (an "incident loop" is followed for up to three incidents), and assesses numerous dimensions of campus climate. It also captures key demographic characteristics that can be used for comparing estimates among different student subgroups. This document outlines the specific estimates that can be created from the data and provides instructions for calculating them.

Creating Victimization Prevalence Estimates

Victimization estimates that can be created from the CCSVS are described in Table 1a (sexual assault, rape, and sexual battery estimates) and Table 1b (other sexual victimization estimates).

Sexual Assault, Rape, and Sexual Battery

The first set of measures listed in Table 1a, which are the primary focus of the CCSVS instrument, pertain to sexual assault, rape, and sexual battery. In the CCSVS, **sexual assault** is defined as any unwanted, nonconsensual sexual contact ("sexual contact that you did not consent to and that you did not want to happen", survey item P2[1]). It does **not** include sexual harassment or coerced sexual contact (which are described in the following section).

Sexual assault can be further categorized as rape or sexual battery. In the CCSVS, these are treated as mutually exclusive categories. **Rape** is defined as any unwanted, nonconsensual sexual contact that involved a penetrative act, including vaginal/anal or oral penetration. **Sexual battery** includes forced touching of a sexual nature, but where penetration was not involved. Generally, estimates for rape and sexual battery sum to the total for sexual assault (e.g., at a given university, if 9% of students have experienced sexual battery [only] and 3% have experienced rape, the total % of students that have experienced sexual assault would be 12%). However, because the survey question used to categorize a given sexual assault incident as rape or sexual battery (ILF2) is captured at the incident level (i.e., the survey includes "incident loops", which include a set of detailed follow-up questions about an individual incident of sexual assault experienced during the current academic year [ILF2-27], for up to three incidents), missing data for this question may preclude the ability to further classify a sexual assault victim as a victim of rape vs. sexual battery. These individuals would still be included in the overall prevalence for sexual assault. Therefore, in some cases, the prevalence of sexual assault may be slightly higher than the combined prevalence of rape and sexual battery.

For all three estimates (sexual assault, rape, and sexual battery), the CCSVS measures victimization experienced in the current academic year, prior to enrolling in college, since enrolling in *any* college, and since enrolling in the *current* college. The two "since enrolling college" estimates will be very similar unless a school has many transfer students. As described in Table 1a, for graduate/professional students, the two "since enrolling in college" estimators are identical because they both capture students' experiences since entering the current college as a graduate/professional student.

As described in the table, the derived estimates can also be combined to create "lifetime" sexual assault, rape, and sexual battery estimates.

[1] P1 is only used as a validation item. It is not used to classify a student as a victim of sexual assault.

Table 1a. Sexual Assault, Rape, and Sexual Battery Victimization Estimates

Estimates	Survey Items	Instructions/Notes
SA in current academic year	P2, ILF1, ILF1f	The main survey item that determines each students' victimization status for this estimate is P2 (P1 is only used as a validation item). However, if, in the follow-up questions that capture the specific month of the incident, the student indicates that all incidents happened prior to the start of the current academic year, they are coded as nonvictims for this particular indicator. Specifically: • A student is coded as a nonvictim if: a) P2=0 incidents **or** b) P2=1, 2, 3, 4, or 5 or more incidents **and** ILF1 for all incidents= "prior to the start of the current academic year" **or** ILF1f for all incidents="prior to the start of the current academic year". • A student is coded as a victim if P2=1 or more incidents and, for at least one incident, a valid month/range is provided in ILF1 **or** ILF1f.
Rape in current academic year	P2, ILF2	For current academic year SA victims, ILF2 is used to classify each incident as rape or sexual battery and to classify each student as a victim of rape or sexual battery. If, for any incident experienced by the student, ILF2_b **or** ILF2_c=yes, the student should be coded as a victim of rape. All other students are coded as nonvictims of rape. This includes a) SA victims who did not answer yes to ILF2_b or ILF2_c for any incident and b) all SA nonvictims.
Sexual battery in current academic year	P2, ILF2	For current academic year SA victims, if, for any incident experienced by the student, ILF2_a=yes and neither ILF2_b nor ILF2_c=yes for any incident (which would classify the student as a rape victim and not a sexual battery victim), the student should be coded as a victim of sexual battery. All other students (including those classified as rape victims and SA nonvictims) are coded as nonvictims of sexual battery.
SA, rape, and sexual battery since entering any college	P6	If a student answers yes to any item in P6 (P6a, P6b, P6c), code the student as victim of SA since entering any college. Students who were counted as current academic year victims of SA should also be coded as victims of SA since entering any college, even if they did not answer yes to P6a-c. **If interested, indicators of rape since entering any college (yes to P6b or P6c) and sexual battery since entering any college (yes to P6a but not P6b or P6c) can also be created.* **note that for graduate/professional students, the "since entering any college" indicator reflects SA since entering their current college (synonymous with the indicator described below).*
SA, rape, and sexual battery since entering current college	D2b, P6	For a) all graduate/professional students and b) undergraduates who answered no to D2b, if the student answers yes to P6a, P6b, or P6c, they are coded as a victim of SA since entering current college. For undergraduates who answered yes to D2b and yes to P6a, P6b, or P6c, the student must also answer yes to P6a1 or P6b1 or P6c1. **if interested, indicators of rape since entering current college (P6b or P6c=yes) and sexual battery since entering college (yes to P6a but not P6b or P6c can also be created. For undergraduate transfer students, P6a1-P6c1 will also be used for this.*

Estimates	Survey Items	Instructions/Notes
SA, rape, and sexual battery before entering college	P5	If a student answers yes to any of these items (P5a, P5b, P5c), code the student as victim of SA before entering college. **If interested, indicators of rape since entering any college (yes to P5b or P5c) and sexual battery since entering any college (yes to P5a but not P5b or P5c) can also be created.* **note that for graduate students, this measure only reflects SA before entering current school as a graduate/professional student.*
SA, rape, and sexual battery in lifetime	*Derived*	If a student was coded (based on instructions above) as a victim of SA in current academic year, since entering *any* college, since entering *current* college, or *before* entering college, the student should also be coded as a victim of SA in his/her lifetime. You can also include students who answered 1 or more to P2 but provided an out-of-range time period in ILF1 or ILF1f in this estimate. **If interested, indicators of lifetime rape and lifetime sexual battery can also be created.*

Other Victimization Estimates

The second set of victimization estimates includes sexual harassment experienced during the current academic year, coerced sexual contact experienced during the current academic year, intimate partner violence (IPV) experienced during the current academic year, and stalking experienced during the current academic year (see Table 1b).

Sexual harassment includes any of the following behaviors (which could have happened in person or by phone, text message, e-mail, or social media), measured in SH1: someone making sexual advances, gestures, comments, or jokes that were unwelcome to the student; someone flashing or exposing themselves to the student without their consent; someone showing or sending the student sexual pictures, photos, or videos that he/she did not want to see; someone showing or sending sexual photos/videos of the student or spreading sexual rumors about the student that he/she did not want shared; or someone watching or taking photos/videos of the student when he/she was nude or having sex, without their consent. As noted in Table 1b, a more restrictive sexual harassment estimate can be developed by using additional survey items (SH2a-e), which document whether the experience limited the student's academic environment.

Coerced sexual contact includes situations where someone had sexual contact (touching of a sexual nature, oral sex, anal sex, sexual intercourse, or other sexual penetration) with the student by threatening to tell lies, end their relationship, or spread rumors about him/her; making promises the student knew or discovered were untrue; or continually verbally pressuring the student after he/she said he/she did not want to (survey item EC1).

Intimate partner violence includes physical and emotional abuse/coercive control by intimate partner (boyfriend, girlfriend, spouse, or anyone the student was in an intimate relationship with or hooked up with, including exes and current partners), measured in survey item IPV1. As noted in the table, if desired, separate estimates for physical IPV (threats to hurt the student where they thought they might really get hurt; pushing, grabbing, or shaking; and hitting, kicking, slapping, or beating up the student) and emotional abuse/coercive control by an intimate partner (an intimate partner insulting, humiliating, or making fun of the student in front of others or attempting to control the student) can be created.

Stalking includes a number of experiences that caused the student emotional distress or made them afraid for their personal safety (S1 and S1a). To be consistent with most legal standards, students must have experienced one or more behaviors (S1a) **and** indicate that the same person did any of the behaviors to them more than once (S1a). The specific behaviors include:

- following you around, watching you, showing up, riding by, or waiting for you at home, work, school, or any other place when you didn't want them to; sneaking into your home, car, or any place else and doing unwanted things to let you know they had been there; giving or leaving you unwanted items, cards, letters, presents,

flowers, or any other unwanted items; harassing or repeatedly asking your friends or family for information about you or your whereabouts;

- (contacts or behaviors using various technologies, such as your phone, the Internet, or social media apps): making unwanted phone calls to you, leaving voice messages, sending text messages, or using the phone excessively to contact you; spying on you, tracking your whereabouts, or monitoring your activities using technologies, such as a listening device, camera, GPS, computer or cell phone monitoring software, or social media apps like Instagram, Twitter, Facebook, Snapchat, or Tinder; posting or threatening to post inappropriate, unwanted, or personal information about you on the Internet. This might include private photographs, videos, or spreading rumors; sending unwanted e-mails or messages using the Internet, for example, using social media apps or websites like Instagram, Twitter, Facebook, Snapchat, or Tinder.

Table 1b. Sexual Assault, Rape, and Sexual Battery Victimization Estimates

Estimates	Survey Items	Instructions/Notes
Sexual harassment (SH) in current academic year	SH1	If a student answered yes to any item (SH1a-e), the student should be classified as experiencing SH. All other students are considered nonvictims of SH. **If desired, SH2a=e can be used to create a more restrictive SH estimate (i.e., one that approximates legal standards). If any item in SH2a-e=yes, student experienced SH that interfered with their education.*
Coerced sexual contact in current academic year	EC1	If a student answered yes to this item, the student should be coded as a victim of coerced sexual contact. All other students are considered nonvictims of coerced sexual contact.
Intimate partner violence in current academic year	IPV1	If a student answered yes to any item in this question (IPV1a-e), the student should be coded as a victim of IPV. All other students are considered nonvictims of IPV. **If desired, separate indicators of physical IPV (IPV1a-c) and emotional/coercive control IPV (IP1Vd-e) can also be calculated.*
Stalking in current academic year	S1, S1a	If a student answered yes to any item in S1a-h **and** answered yes to S1a, the student should be are coded as a victim of stalking. All other students are considered nonvictims of stalking.

Calculating Prevalence Estimates

Once the data are coded to reflect each student's victimization experiences (i.e., each student is coded as a victim or nonvictim for each type of victimization), estimates to reflect the prevalence of each type of victimization can be developed. These estimates convey the percentage of students (from among the total population of students who took the survey) who experienced the particular type of victimization. The calculation of prevalence estimates is straightforward for most victimization estimates described in Tables 1a and 1b. However, it is important to note that, for rape and sexual battery experienced in the current academic year, when creating prevalence estimates (e.g., the % of students who experienced rape in the current academic year), all of the incidents experienced by the student need to be examined because rape and sexual battery are measured for each incident. Therefore, if any incident experienced by a given student in the current academic year included rape (i.e., vaginal, anal, or oral penetration), the student is classified as a rape victim. Students who experienced sexual battery (i.e., forced touching) in one or more incidents but did not experience vaginal, anal, or oral penetration in any incident should be classified as sexual battery victims.

In addition to prevalence estimates, researchers might want to present using P2 is the percentage of victims who experienced more than one incident. This is calculated by dividing the number of victims who selected 2 or more incidents in P2 by the total number of victims.

Reporting Prevalence Estimates for Student Groups of Interest

Typically, victimization estimates are presented separately for the following student populations: undergraduate women, undergraduate men, graduate/professional student women, and graduate/professional student men (based on survey item D2). Within the four broad student populations, estimates for other subgroups may also be of interest, including: gender identity (cisgender, transgender, as measured in D3b2), length of enrollment at school (D4), year of study (for undergraduate students, as measured in D2), age (D1, with categories likely needing to be developed based on the distribution among a particular sample), race/ethnicity (survey items D7 and D8), international student status (D5), disability status (D11), and sexual orientation (D9a). However, some subgroups may be too small to generate statistically precise estimates. Presenting estimates for small subgroups may also increase the risk of deductive disclosure (e.g., someone identifying a student based on the results that are reported). A general rule is to avoid producing and reporting estimates for any group with fewer than 10 students.

Incident Characteristics

The CCSVS captures detailed incident characteristic for sexual assault incidents experienced during the current academic year, including the timing and location of incidents, perpetrator characteristics, the role of alcohol and drugs, disclosure and reporting (and reasons for not reporting), and consequences/impact. Students are asked the incident-specific follow-up questions (i.e., the "incident loop") for up to three incidents. These data can be summarized to convey important information about the nature and characteristics of incidents, as shown in Table 2.

Table 2. Incident Characteristics

Estimates	Survey Items	Instructions/Notes
Month of incident(s)	ILF1, ILFf	Incidents for which the student answered "prior to the start of the current academic year" should be deleted (and, as noted in Table 1a, these students are not counted as victims of SA during the current academic year).
Type of sexual contact	ILF2	As described in Table 1a, this item is primarily used to classify an incident as rape (ILF2_b or ILF2_c=yes) or sexual battery (ILF2_a=yes and neither ILF2_b nor ILF2_c=yes). It can also be used to convey the % of incidents that involved rape and the % that involved sexual battery.
Type of sexual battery	ILF2a	Asked only of sexual battery incidents, this question can be used descriptively to provide more context about the type of forced touching that happened during sexual battery incidents.
Tactic used during incident	ILF3	This item is used descriptively to show the tactic used in the incident, including incapacitation (ILF3d), force or threats (ILF3c or b), or other tactics.
Location of incident	ILF4a	This item is used descriptively to show the location of the incidents.
Number of perpetrators	ILF5	This item is used descriptively to show the % of incidents involving more than one perpetrator.
Gender of perpetrator(s)	ILF6 and 7	These items are used descriptively to show the % of incidents committed by males vs. females. ILF6 and 7 should be combined.
Perpetrator affiliation with school	ILF8a and 9a	These items are used descriptively to show the % of incidents in which the perpetrator was affiliated with the victim's school. ILF8a and 9a should be combined.
Student relationship with perpetrator	ILF10a and 11a	These items are used descriptively to show the % of incidents in which the perpetrator was a stranger, casual acquaintance, etc. ILF10a and 11a should be combined.

Estimates	Survey Items	Instructions/Notes
Perpetrator alcohol/drug use	ILF12 and 13	These items are used descriptively to show the % of incidents in which the perpetrator had been drinking alcohol or using drugs. ILF12 and 13 should be combined.
Victim alcohol/drug use	ILF14	This item is used descriptively to show the % of incidents in which the victim had been using alcohol or drugs prior to the incident.
Victim disclosure to someone close	ILF15	This item is used descriptively to show the % of incidents in which the victim told someone close to him/her.
Formal disclosure	ILF16	This item is used descriptively to show the % of incidents that were disclosed to various officials. **If desired, indicators for "any formal disclosure" (any item in ILF16a-e=yes), "disclosure to school official (ILF16a, b, or d=yes) can be created. Indicators of "disclosure to law enforcement" (ILF16d or 3=yes) can also be created.*
Helpfulness of formal supports	ILF17	This item can be used descriptively to show the % of students who felt that the organizations to whom they reported the incident were helpful, from among the incidents that were reported to each organization.
Reasons for not reporting to school officials	ILF18	This item can be used descriptively to summarize the reasons for not reporting the incident to school officials, from among the incidents that were not reported to this category.
Reasons for not reporting to campus police	ILF19	This item can be used descriptively to summarize the reasons for not reporting the incident to campus police, from among the incidents that were not reported to this category.
Reasons for not reporting to local law enforcement	ILF20	This item can be used descriptively to summarize the reasons for not reporting the incident to a local law enforcement agency, from among the incidents that were not reported to this category.
Impact of incident--upsetting	ILF21	This item can be used descriptively to summarize how upsetting the incidents were.
Impact of incident—educational, peer relationships, family relationships, employment, extracurricular involvement	ILF22	These items can be used descriptively to summarize the impact of the incidents on various aspects of the victim's life.
Actions taken—changed residence	ILF23	This item can be used descriptively to summarize the impact of the incidents on the victim's residential situation (i.e., % of incidents in which the victim moved or changed residence).
Actions taken—considered changing residence	ILF24	This item can be used descriptively to summarize the impact of the incidents on the victim's residential situation (i.e., % of incidents in which the victim *considered* residential changes).
Actions taken—dropped classes/changed schedule	ILF25	This item can be used descriptively to summarize the impact of the incidents on the victim's class schedule (i.e., the % of incidents in which the victim dropped classes or changed schedule).
Actions taken—considered dropping classes/changing schedule	ILF26	This item can be used descriptively to summarize the impact of the incidents on the victim's class schedule (i.e., the % of incidents in which the victim *considered* dropping classes or changing schedule).
Actions taken—considered transferring or dropping out	ILF27	This item can be used descriptively to summarize the impact of the incidents on the victim's enrollment status (i.e., the % of

Estimates	Survey Items	Instructions/Notes
		incidents in which the victim considered transferring or dropping out).
Open-ended responses	ILF28	These open-ended responses can be reviewed and coded for additional information of interest to schools to inform prevention efforts or to better understand students' responses to the close-ended questions.

Importantly, since estimates developed from the incident follow-up loops reflect all incidents that the survey population has experienced, the estimates that are derived from these survey questions reflect the percentage of incidents with a particular characteristic, **not the percentage of students**. For example, the "reporting to campus police" indicator that can be developed conveys the percentage of sexual assault incidents that were reported by victims to campus police rather than the percentage of students who reported a given incident to campus police.

Because male students and graduate/professional students experience far fewer SA incidents than undergraduate females, it may be possible to only present incident characteristic estimates for SA incidents experienced by undergraduate women. For similar reasons, it is highly unlikely that any of these characteristics will be able to be presented separately for student subgroups (e.g., race/ethnicity, sexual orientation).

Campus Climate Indicators

Many aspects of campus climate are measured in the CCSVS (see Table 3), including students' school connectedness, general perceptions of leadership staff, perceptions of school leadership climate for sexual misconduct prevention and response, awareness and perceived fairness of school sexual assault policy and resources, perception of school leadership climate for treatment or sexual assault victims, likelihood of bystander behavior to prevent sexual misconduct, and perceptions of student norms related to sexual misconduct. The items in these climate scales can be assessed individually or scored as a scale, as described in Table 3.

Other dimensions of climate measured in the survey include students' perceptions about the extent to which the school would support them if they were to experience sexual assault and students' participation in training on various topics related to sexual misconduct. Further, if a school elects to add the "school-specific training" module to the survey (which allows schools to enter up to three training programs), students participation and perceived helpfulness of these trainings can also be assessed. As described in the table, these items are meant to be analyzed individually rather than scored as scales.

Table 3. Campus Climate Indicators

Estimates	Survey Items	Instructions/Notes
General school connectedness	SC2a-l	In addition to assessing these items individually, a scale score can be created. To create the score, sum the values using the following instructions: • for items SCa-f and h-l, strongly agree (SA)=3, agree (A)=2, disagree (D)=1, and strongly disagree (SD)=0. • For SC2g, SD=3, D=2, A=1, SA=0. • Sum values to create score (scale ranges from 0-36).
General perceptions of school leadership staff	GC3	In addition to assessing these items individually, a scale score can be created. For all items, SA=3, A=2, D=1, SD=0. Sum values to create score (scale ranges from 0-9).
Perceptions of School Leadership Climate for Sexual Misconduct Prevention and Response	SAC1a-g	In addition to assessing these items individually, a scale score can be created. For all items, SA=3, A=2, D=1, SD=0. Sum values to create score (scale ranges from 0-21).

Estimates	Survey Items	Instructions/Notes
Awareness and Perceived Fairness of School Sexual Assault Policy and Resources	SAC2a-e	In addition to assessing these items individually, a scale score can be created. For all items, SA=3, A=2, D=1, SD=0. Sum values to create score (scale ranges from 0-15).
Likelihood of Personal Bystander Behavior to Prevent Sexual Misconduct	SAC4a-g	In addition to assessing these items individually, a scale score can be created. For all items, very likely (VL)=3, likely (L)=2, unlikely (U)=1, and not at all likely (NL)=0 (note the different response options than the other scales). Sum values to create score (scale ranges from 0-21).
Perceptions of Student Norms Related to Sexual Misconduct: Student Misconduct	SAC5a-d	In addition to assessing these items individually, a scale score can be created. For all items, SD=3, D=2, A=1, SA=0 (note the reverse coding compared to the other scales). Sum values to create score (scale ranges from 0-15).
Perceptions of Student Norms Related to Sexual Misconduct: Student Bystander Behavior and Involvement	SAC6a-d	In addition to assessing these items individually, a scale score can be created. For all items, SA=3, A=2, D=1, SD=0. Sum values to create score (scale ranges from 0-12).
Perceptions of treatment by school if student were to be sexually assaulted	SAC3a-d	These items do not comprise a scale and are intended to be assessed individually to assess students' perceptions of likely treatment by the school if they were sexually assaulted.
Participation in trainings on specific topics related to sexual misconduct	SAC7a-g	These items do not comprise a scale and are intended to be assessed individually to assess the % of students who have received training on particular topics.
Participation in school-specific trainings	SAC8	*If a school elects to include this module and enters up to three school-specific training programs*, these items can be used to assess the % of students who have participated in specific training programs at the school.
Perceived helpfulness of school-specific trainings	SAC1a1-3	*If a school elects to include this module and enters up to three school-specific training programs*, these items can be used to show, from among students who participated in a particular training, the % who found the training to be very helpful, helpful, not very helpful, or not at all helpful.

For the climate measures that can be summarized to create a scale (as described in Table 3), note that the scale score will not be meaningful by itself (e.g., if a school has an average General School Connectedness score of 30, that in and of itself is not particularly meaningful). However, the scores can be useful to facilitate comparisons of 1) change in climate scores over time, if the school repeats the CCSVS (e.g., have climate scores improved over time?), and 2) climate ratings for various subgroups of students (e.g., do upperclassmen have more positive perceptions of campus climate than underclassmen?). For these analyses, the mean scale scores can be compared in a much easier manner than assessing students' responses to numerous individual climate questions. Subgroup comparisons that may be of interest include the four main student populations (e.g., undergraduate women, undergraduate men, graduate/professional student women, and graduate/professional student men, based on survey item D2), gender identity (cisgender, transgender, as measured in D3b2), year of study (for undergraduate students, as measured in D2), race/ethnicity (survey items D7 and D8), and sexual orientation (D9a). In addition, a comparison of the climate ratings provided by sexual assault victims and nonvictims may be of interest (using P2 or P6, depending on the reference period of interest). All scales are scored such that higher values indicate more positive climate.